

Sri Ramakrishna Mission Vidyalaya
Maruthi College of Physical Education

An Autonomous College Re-accredited by NAAC
Affiliated to the Tamil Nadu Physical Education & Sports University, Chennai
SRKV Post, Periyanaickenpalayam, Coimbatore 641 020.



BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.)

Programme Code - MCPB

Syllabus
2022-2024

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VISION

Striving for excellence in the quality of training teachers and teacher educators in Physical Education and Sports through proper training, effective coaching, in-depth research and field based activities blended with emerging technologies and value based education on par with global standards.

MISSION

- ◆ Training committed, competent, and skillful pre-service physical education teachers and teacher educators by equipping them with necessary practical knowledge, skills, right attitude and nurturing holistic values so as to enable them to be creative and confident in fulfilling global demands.
- ◆ Imparting effective coaching by amalgamating basic skills and innovative strategies in order to successfully encounter unforeseen situations.
- ◆ Strengthening scholastic and non-scholastic skills through systematic, field-based and outreach activities integrating appropriate ICT strategies.
- ◆ Encouraging research activities by prioritizing the thrust areas of research through re-visiting emerging trends in the field of Physical Education and Sports.

PROGRAMME OUTCOMES

After completion of the B.P.Ed programme, the teacher trainees should be able to

PO 1	Interpret the stages of human growth & development and summarize the historical development of physical education in India
PO 2	Apply the knowledge of anatomy & physiology, biomechanics & kinesiology to increase the sports performance of the students
PO 3	Demonstrate the fundamental movement skills and develop fitness among students
PO 4	Produce elite athletes in general sports & games and Adapted Sports for Persons with Disabilities.
PO 5	Create awareness about communicable & non-communicable diseases, fitness & wellness and hypokinetic diseases among students
PO 6	Teach and demonstrate the various yogic practices namely asana, pranayama, bandhas, kriyas and mudras to students
PO 7	Facilitate specific coaching in various sports & games, organize sports competitions and establish indoor & outdoor play facilities in schools
PO 8	Conduct action research during sports activities and measure & evaluate the physical fitness, playing abilities of the players through standardized tests
PO 9	Apply sports science knowledge in the management of sports injury, sports training, sports nutrition to increase the performance of the players
PO 10	Manage sports competitions, physical education classes and organize mass drill activities in educational institutions.

PROGRAMME SPECIFIC OUTCOMES

PSO 1	Producing ideal Physical Education teacher with ethical values
PSO 2	Competent to handle Tamil Nadu State and Matriculation syllabus,
PSO 3	Anglo Indian syllabus and CBSE syllabus in Physical Education Comprehensive understanding of Indian Culture.

Bachelor of Physical Education

S. No.	Contents	Page No.
1	Preamble, Eligibility	1
2	Duration, The CBCS Systems	2
3	Courses and Programme	2
4	Semesters, Working Days, Credits	3
5	Examinations	3
6	Condonation, Pattern of Question Papers	4
7	Evaluation	4
8	Minimum Passing Standard, Grading	5
9	Classification of Final Result	5
10	Award of the BPEd Degree	6
11	Letter Gradings and Grade Points	6
12	Grade Point Calculation	6
13	Revaluation of Examination Papers	6
14	Course of Study / Scheme of Examinations	7
15	History, Principles and Foundation of Physical Education	14
16	Anatomy and Physiology	17
17	Educational Technology and Methods of Teaching in Physical Education	20
18	Olympic Movements	22
19	Health Education and Environmental Studies	24
20	Contemporary Issues in Physical Education, Fitness and Wellness (Elective)	26
21	Sports Nutrition (Elective)	28
22	Communication Skills and Soft Skills	30
23	Diversified System of School Education	32
24	Yoga Education	35
25	Theories of Sports & Games - Part I	37
26	Organisation and Administration in Physical Education	39

S. No.	Contents	Page No.
27	Social Health and Sports Service	41
28	Fitness Equipment Management	43
29	Measurement and Evaluation in Physical Education	45
30	Research and Statistics in Physical Education	47
31	Sports Management and Curriculum Design	49
32	Computer Applications in Physical Education	51
33	Sports Medicine, Sports Physiotherapy and Sports Rehabilitation	53
34	Sports Psychology and Sociology	55
35	Indian Culture and Heritage	57
36	Environmental Studies	60
37	Obesity and Weight Management	62
38	Theories of Sports & Games - Part II	64
39	Kinesiology and Biomechanics	66
40	Sports Training	68
41	Village Placement Programme	70
42	Practicum Course - Syllabus	72

BACHELOR OF PHYSICAL EDUCATION (BPED)
Syllabus (2022-2024)

Preamble:

Bachelor of Physical Education (B.P.Ed.) two years (Four Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of physical education for classes VI to X and for conducting physical education and sports activities for 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 Practicum courses and compulsory school internship.

1. ELIGIBILITY FOR ADMISSION:

ELIGIBILITY

a) Bachelor's degree in any discipline with 50% marks and having at least participated in the inter-College / Inter-Zone/ District/ School competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India.

Or

b) Bachelor's degree in physical education with 45% marks.

Or

c) Bachelor's degree in any discipline with 45% marks and studied physical education as compulsory / elective subject

Or

d) Bachelor's degree with 45% marks and having participated in National / Inter University / State competitions and secured 1st, 2nd or 3rd position in Inter College / Inter-Zone / District / School competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India.

Or

e) Bachelor's degree with participation in international competitions or secured 1st, 2nd or 3rd position in National / Inter University competition in sports and games as recognized by respective federations / AIU/IOA/SGFI/Govt. of India.

Or

f) Graduation with 45% marks and at least three years of teaching experience (for deputed in-service candidates *i.e.*, trained physical education teachers/coaches)

A relaxation in the percentage of marks in the qualifying examination and in the reservation of seats for SC/ST/OBC and other categories shall be given as per the rules of the Central Government/State Government, which ever is applicable.

Admissions

1. The candidate must have represented the college or University or State or district in any one of the games or athletics (as included in the inter-university competitions).
2. Admission is based on the following tests:

a. Qualifying Marks Scored in U.G. Degree	– 25 Marks
b. Games and Sports Participation	– 20 Marks
c. Games Skills test (any one game)*	– 50 Marks
d. Physical Fitness (100 m. Broad Jump, Shot put)	– 50 Marks
e. Bonus marks for professional basic degree in Physical Education i.e. B.Sc. in Physical Education or B.P.E.	– 5 Marks

Total Marks

150 Marks

* (The candidate has to perform skill tests in any one of the following games: Badminton, Ball-badminton, Basketball, Cricket, Football, Handball, Hockey, Kabaddi, Kho–Kho, Netball, Table Tennis, Tennis, and Volleyball.

3. The candidate should be medically fit and free from any physical deformities. They should produce medical fitness certificate before attending the tests.
4. The age limit shall be as follows: OC / BC / MBC – 30 years, SC / ST – 33 years

Note: Only men are eligible for admission to B.P.Ed. degree course

2. Duration:

The B.P.Ed programme shall be of a duration of two academic years, that is, four semesters. 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 System:

All Programmes shall be run on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students, to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

4. Course Programme:

The B.P.Ed. course programme consists of a number of courses. The term, 'Course' is applied to indicate a logical part of subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories of courses suggested for the B.P.Ed. course programme.

(i) Theoretical Course

- | | |
|---|---|
| <ul style="list-style-type: none"> ◆ Core Course ◆ Discipline Elective Course | <ul style="list-style-type: none"> ◆ Generic Elective Course |
|---|---|

(ii) Practicum

(iii) Internship

(iv) Ability and Skill Enhancement Courses**5. Semesters:**

An academic year is divided into two semesters. Each semester consists of 17-20 weeks of academic work, equivalent to 100 actual teaching days. The odd semester is scheduled from June/July to November/December and even semester from November/December to April/May. The institution works for a minimum of 36 working hours in a week for five or six days a week.

6. Working days:

There shall be at least 200 working days in a year.

7. 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 practicum 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. The total minimum credits, required for completing a B.P.Ed. programme is 90 credits and 20 credits in each semester.

Provision of Bonus Credits Maximum 6 Credits in each Semester

S. No.	Special Credits for Extra Co-curricular Activities	Credit
1	Sports Achievement at State level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports participation International level Competition	4
2	Inter University Participation (Any one game)	2
3	Inter College Participation (Min. two games)	1
4	National Service Scheme	2
5	Blood Donation / Cleanliness Drive / Community Services	2
6	Mountaineering – Basic Camp, Advance Camp / Adventure Activities	2
7	Organization / Officiating – State / National Level in any two games	2
8	News Reporting / Article Writing / book writing / Progress report writing	1
9	Research Project	4

Students can earn a maximum of 06 Bonus credits in each semester by his participation in the above mentioned activities duly certified by the Head of the institution. This Bonus credit will be used only to compensate loss of credits in academic activities.

8. Examinations:

- i. There shall be examinations at the end of each semester. For the first semester the examinations will be held in the month of November /December and for the second semester in the month of April / May. A candidate who does not pass in the examination in any course(s) shall be permitted to appear in such Re-appearance course(s) in the subsequent examinations to be held in November /December or April / May.
- ii. A candidate should get enrolled /registered for the first semester examination. If enrollment/ registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed or belated joining or on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester

as a regular student; however, a student of first semester shall be admitted in the second semester, if he has successfully kept the term in first semester.

9. Condonation:

Student must have 75% of attendance in each course for appearing in the examination. Students who have 70% to 74% of attendance shall apply for condonation in the prescribed form with the prescribed fee along with the medical certificate. Students who have 50% to 74% of attendance shall not be allowed to write the examination. They will be allowed to write the examination on next semester as arrear after compensating the required hours. Students who have below 50% attendance are not eligible to appear for the examination. They should redo the semester.

10. Pattern of Question Papers:

Question papers shall have questions corresponding to five units of each theory course.

Format of Question Paper for 5 Units.

Each question paper shall have three parts. The pattern will be as follows:

PART	DESCRIPTION	MARKS
A	Multiple choice questions - Write the answers to all the questions (Two Questions from each Unit) 10 x 1 marks	10
B	Write short notes (either or method) Answer all the questions (Two questions from each unit) 5 x 4 marks	20
C	Answer in detail (essay type question) (either or method): Answer all the questions 3 x 10 marks	30
Total		60

11. Evaluation:

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by the end semester examination and will be consolidated at the end of the course. The components for continuous internal assessment are:

Continuous Internal Assessment (CIA) Test-I	10 Marks
Continuous Internal Assessment (CIA) Test-II	10 Marks
Pre semester	10 Marks
Assignments	5 Marks
Percentage of Attendance	5 Marks
95 % - and above - 5 Marks	
90 % – 94 % - 4 Marks	
85 % – 89 % - 3 Marks	
81 % – 84 % - 2 Marks	
75 % – 80 % - 1 Mark	
Total	40 Marks

Attendance shall be taken as a component of continuous assessment, although a student should have a minimum of 75% attendance in each course. In addition to continuous evaluation component, the end

semester examination, which will be a written type examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 40:60. The evaluation of Practicum work, wherever applicable, will also be based on continuous internal assessment and on an end-semester Practicum examination.

12. Minimum Passing Standard:

No student shall be eligible for the award of the B.P.Ed., degree unless he has passed the written examinations (Part-I), the Practicum (Part-II), Internship (Part-III) and Ability and Skill enhancement courses (Part-IV). It is resolved that in the scheme of examination the following changes are to be incorporated in the curriculum. In the theory courses, the internal marks will be 40 and the external marks will be 60. In both theory and practicals internal and external minimum 50% of marks are needed to get through examination. In the part IV courses credits are given but not considered for SGPA/CGPA.

A minimum of 50% of marks in each Theory and Practical is prescribed for a pass. A student has to secure 50% minimum in the Internal and end semester examinations.

13. Grading:

Once the marks of the CIA (Continues Internal Assessment) and ESE (End Semester Examination) for each of the courses are available, both (CIA and ESE) will be added. The marks thus obtained for each course will then be graded 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 using the following formula:

Semester Grade Point Average : $SGPA = \sum C_i G_i / \sum C_i$

Where

$\sum C_i G_i$ = Sum of the multiplication of grade points by the credits of the courses in a semester.

$\sum C_i$ = Sum of the credits of the courses in a semester.

Cumulative Grade Point Average :

$$CGPA = \sum_n \sum_i C_{ni} G_{ni} / \sum_n \sum_i C_{ni}$$

Where

$\sum_n \sum_i C_{ni} G_{ni}$ = Sum of the multiplication of grade points by the credits of the cumulative semester / entire programme.

$\sum_n \sum_i C_{ni}$ = Sum of the credits of the courses of the cumulative semester / entire programme.

14. Classification of Final Results:

For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Physical Education in First class / Second class / First class with Distinction, the marks and the corresponding CGPA earned by the candidate in Core 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.

15. Award of the B.P.Ed. Degree:

A candidate shall be eligible for the award of B.P.Ed. degree. only if he has earned the minimum required credit including Bonus Credits of the programme prescribed above.

16. Letter Gradings and Grade Points:

Two methods-relative grading or absolute grading - have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students in the course and the grades are awarded based on a cut-off mark or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods.

The grades for each course would be decided on the basis of the percentage of marks obtained at the end-semester external and internal examinations as per the following table:

Conversion of marks to grade points and Letter grade performance in a course.

RANGE OF MARKS	GRADE POINTS	LETTER GRADE	DESCRIPTION
90 - 100	9.0 - 10.0	O	Outstanding
80 - 89.99	8.0 - 8.99	D+	Excellent
75 - 79.99	7.5 - 7.99	D	Distinction
70 - 74.99	7.0 - 7.49	A+	Very Good
60 - 69.99	6.0 - 6.99	A	Good
50 - 59.99	5.0 - 5.99	B	Average
00 - 49.99	0 - 0	U	Re-Appearence
ABSENT	0 - 0	AAA	Absent

17. Grade Point Calculation:

Calculation of Semester Grade Point Average (SGPA) and Credit Grade Point (CGP) and declaration of class for B.P.Ed Programme.

The credit grade points are to be calculated in the following way:

SGPA = $\frac{\text{Sum of grade points of all courses of the particular semester}}{\text{Total credit of the semester}}$

Total credit of the semester

18. Revaluation of Examination Papers:

In respect of B.P.Ed Degree Course, any candidate can apply for revaluation of his answer script of any theory paper, if he is not satisfied with the marks awarded to him. Firstly, the candidate has to fill in the prescribed application form and remit Rs.100 per paper for getting the photo-copy of the answer script. After going through the script, if the candidate desires for revaluation of the answer paper he has to fill in the prescribed application form, pay the revaluation fee Rs.400/- per paper) by cash in the Controller's office.

After the expiry of last dates, the script will be revalued by a panel of evaluators and the revised marks will be intimated to the candidate. The candidate who secures change in marks in the revaluation has to surrender his original mark sheets to the Controller's office to get the revised mark sheets. The revaluation system is not applicable for the Practicum subjects. Applications received after the prescribed date will not be entertained.

COURSE OF STUDY / SCHEME OF EXAMINATION**SEMESTER - I**

Part-I: Theoretical Courses						
Course Code	Title of the Course	Total Hours / week	Credit	Internal Marks	External Marks	Total Marks
Core Courses						
221BCC1	History, Principles and foundation of Physical Education	3	3	40	60	100
221BCC2	Anatomy and Physiology	3	3	40	60	100
221BCC3	Educational Technology and Methods of Teaching in Physical Education	3	3	40	60	100
Discipline Specific Elective Courses (Any one)						
221BDE	Any one paper from the basket of choices of first year (1. Olympic Movements, 2. Health Education and Environmental Studies, 3. Contemporary Issues in Physical Education, Fitness and Wellness, 4. Sports Nutrition.)	3	3	40	60	100
Part – II : Practicum						
221BPC1	Track and Field (Running Events). (50)	3	2	50	-	50
221BPC2	Team Games: Basketball (50), Tennis (25), Ball Badminton (25)	6	4	100	-	100
221BPC3	Indigenous Sports (100): Mass Demonstration Activities (25): Dumbbells, Flags, Wands, Hoops, Indian clubs, Lezium (25), March Past and Band (50)	6	4	100	-	100
Part – III : Internship						
221BIC1	Teaching Practice: General lesson plan, 10 lessons at school (External) and 5 lessons at college (internal)	3	3	50	50	100
221BIC2	Organisation and Participation (Part-I): Intramural (10) and Extramural tournaments (20), Project track and field meets (20)	3	2	50	-	50
221BIC3	Co-Curricular courses: Leadership training Programme	2	1	50	-	50
Total		35	28	560	290	850
Part – IV : Ability and Skill enhancement courses						
	Ability and Skill Enhancement courses (any one)					
221BAE	1. Communication Skills and Soft Skills	3	2	-	-	-
	2. Diversified System of School Education					

SEMESTER - II

Part - I: Theoretical Courses						
Course Code	Title of the course	Total Hours / week	Credit	Internal Marks	External Marks	Total Marks
Core Courses						
222BCC1	Yoga Education	3	3	40	60	100
222BCC2	Theories of Sports & Games - Part I	3	3	40	60	100
222BCC3	Organization and Administration in Physical Education	3	3	40	60	100
Discipline Specific Elective Courses (Any one)						
222BDE	Any one paper from the basket of choices of first year (1. Olympic Movements, 2. Health Education and Environmental Studies, 3. Contemporary Issues in Physical Education, Fitness and Wellness, 4. Sports Nutrition.)	3	3	40	60	100
Part – II: Practicum						
222BPC1	Track and Field (Jumping Events)	3	2	50	-	50
222BPC2	Yoga(25), Aerobics (25)	3	2	50	-	50
222BPC3	Team Games: Hockey (50), Badminton (25), Table Tennis (25)	6	4	100	-	100
222BPC4	Gymnastics (50), Calisthenics (25), Malla Khamb (25)	6	4	100	-	100
Part – III : Internship						
222BIC1	Teaching Practice: (15 lessons in teaching mass demonstration exercises at elementary school and concluding with play festival programme)	3	3	50	-	50
222BIC2	Organisation and Participation (Part-II): Intramural (10) and Extramural tournaments (20), Project track and field meets (20)	2	1	50	-	50
Total		35	28	560	240	800
Part – IV : Ability and Skill enhancement courses						
222BAE	Value added courses (any one) 1. Social Health and Sports Services 2. Fitness Equipment Management	3	2	-	-	-

SEMESTER – III

Part I: Theoretical Courses						
Course Code	Title of the Course	Total Hours / week	Credit	Internal Marks	External Marks	Total Marks
Core Courses						
223BCC1	Measurement and Evaluation in Physical Education	3	3	40	60	100
223BCC2	Research and Statistics in Physical Education	3	3	40	60	100
Discipline Specific Elective Courses (Any one)						
223BDE	Any one paper from the basket of choices of second year (1. Sports Management and Curriculum Design, 2. Computer Applications in Physical Education, 3. Sports Medicine, Sports Physiotherapy and Sports Rehabilitation, 4. Sports Psychology and Sociology.)	3	3	40	60	100
Generic Elective Course						
223BGE	Any one paper from the basket of choices of Generic electives (1. Indian Cultural and Heritage, 2. Environmental Studies.)	3	3	40	60	100
Part – II: Practicum						
223BPC1	Track and Field (Throwing Events)	6	4	100	-	100
223BPC2	Combative Sports (Any two): Kalari (25), Silambam (25), Judo (25), Wrestling (25)	3	2	50	-	50
223BPC3	First Aid & Injury management (50)	3	2	50	-	50
223BPC4	Team Games: Kabaddi (25), Handball (25), Throw ball (25), Kho-Kho (25)	6	4	100	-	100
Part – III : Internship						
223BIC1	Teaching Practice: Particular lesson, 10 lessons at school (External) and 5 lessons at college (internal)	3	3	50	50	100
223BIC2	Organisation and Participation (Part-III): Intramural (10) and Extramural tournaments (20), Project track and field meets (20)	2	1	50	-	50
Total		35	28	560	290	850
Part – IV : Ability and Skill enhancement courses (any one)						
223BAE	Skill Enhancement Course: (Any one) 1. Online Courses 2. Obesity and Weight Management	3	2	-	-	-

SEMESTER - IV

Part - I: Theoretical Courses						
Course Code	Title of the Course	Total Hours / week	Credit	Internal Marks	External Marks	Total Marks
Core Courses						
224BCC1	Theories of Sports and Games - Part II	3	3	40	60	100
224BCC2	Kinesiology and Biomechanics	3	3	40	60	100
224BCC3	Sports Training	3	3	40	60	100
Discipline Specific Elective Courses (Any one)						
224BDE	Any one paper from the basket of choices of second year (1. Sports Management and Curriculum Design, 2. Computer Applications in Physical Education, 3. Sports Medicine, Sports Physiotherapy and Sports Rehabilitation, 4. Sports Psychology and Sociology.)	3	3	40	60	100
Part- II : Practicum						
224BPC1	Team Games: Softball (25), Tennikoit (25)	3	2	50	-	50
224BPC2	Cricket (50), Football (50), Volleyball (50)	9	6	150	-	150
Part – III : Internship						
224BIC1	Sports specialization: 10 Coaching lessons in a game of specialization	5	3	50	50	100
224BIC2	Teaching Practice: (15 lessons in teaching mass demonstration exercises at elementary school and concluding with play festival programme)	3	3	50	-	50
224BIC3	Organisation and Participation (Part-IV): Intramural (10) and Extramural tournaments (20), Project track and field meets (20)	3	2	50	-	50
Total		35	28	510	290	800
Part – IV : Ability and Skill enhancement courses						
224BAE	Ability Enhancement Compulsory Courses: (Any one) 1. Official / referee qualify examination 2. Village Placement Programme	3	2	-	-	-

Ability and Skill Enhancement Courses

Sem	Course Code	Title of the Course / Components	Total Hours per week	Total Credits
Ability Enhancement Courses (AEC)				
1	221BAE	1. Communication Skills and Soft Skills	3	2
		2. Diversified System of School Education		
Co-curricular Courses				
1	221BIC3	Leadership Training Programme	2	1
Value Added Courses				
2	222BAE	1. Social Health and Sports Services	3	2
		2. Fitness Equipment Management		
Skill Enhancement Courses				
3	223BAE	1. Online Courses	3	2
		2. Obesity and Weight Management		
Ability Enhancement Compulsory Courses (AECC)				
4	224BAE	1. Official / referee qualify examination	3	2
		2. Village Placement Programme		

1BDE/ 2 BDE Discipline Specific Elective Course :**Basket of choices in the first year**

1. Olympic Movements
2. Health Education and Environmental Studies
3. Contemporary Issues in Physical Education, Fitness and Wellness
4. Sports Nutrition.

3BDE/ 4 BDE Discipline Specific Elective Course :**Basket of choices in the second year**

1. Sports Management and Curriculum Design
2. Computer Applications in Physical Education
3. Sports Medicine, Sports Physiotherapy and Sports Rehabilitation
4. Sports Psychology and Sociology.

3BGE-Pool of Generic Elective Courses

1. Indian Cultural and Heritage
2. Environmental Studies

Credit and Marks Abstract

Semester	Credits	Total Marks
I	28	850
II	28	800
III	28	850
IV	28	800
Grand Total	112	3300

Credit Abstract

Part A: Theoretical Course						
Part	Subject	Semester				Total Credits
		I	II	III	IV	
I	Core Course	9	9	6	9	33
	Discipline Specific Elective Course (DSEC)	3	3	3	3	12
	Generic Elective Course (GEC)	0	0	3	0	3
II	Practicum	10	12	12	8	42
III	Internship	6	4	4	8	22
IV	Ability Skill Enhancement Courses					
	Ability Enhancement Compulsory Courses (AECC)	2	0	0	2	4
	Value added Courses	0	2	0	0	2
	Skill Enhancement Courses	0	0	2	0	2
Total		30	30	30	30	120

Marks Abstract

Part	Subject	Semester				Total Marks
		I	II	III	IV	
I	Core Course	300	300	200	300	1100
	Discipline Specific Elective Course (DSEC)	100	100	100	100	400
	Genetic Elective Course (GEC)	0	0	100	0	100
II	Practicum	250	300	300	200	1050
III	Internship	200	100	150	200	650
IV	Ability Skill Enhancement Courses					
	Ability Enhancement Compulsory Courses (AECC)	Remarks* (2 Credits)			Remarks* (2 Credits)	Remarks* (4 Credits)
	Value added Courses		Remarks* (2 Credits)			Remarks* (2 Credits)
	Skill Enhancement Courses			Remarks* (2 Credits)		Remarks* (2 Credits)
Total		850	800	850	800	3300

*Remarks: Excellent/Good/Satisfactory/Unsatisfactory

SEMESTER-I

Course code	221BCC1	TITLE OF THE COURSE
Core	HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION	
Pre-requisite	Learners must have basic understanding and interest about Philosophical and Sociological Perspectives of Physical Education.	

LEARNING OBJECTIVES: After studying this paper the student teachers will be able to:

1. Understand the basic concepts of physical education.
2. Know the historical development of physical education in India.
3. Understand the foundation of physical education.
4. Know the principles of physical education.
5. Know the psychological and sociological principles.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, students will be able to:					
CO 1	Discuss the aim, objectives and importance of physical education	K1, K2			
CO 2	Summarize the historical development of physical education in India	K1, K2			
CO 3	Explain fitness and wellness in the contemporary perspectives	K1, K3			
CO 4	Point out the human growth and development and anthropometrical differences	K2, K3			
CO 5	Define psychology and sociology and classify the laws and principles of learning	K1, K2, K3			
<table border="1" style="width:100%; text-align:center;"> <tr> <td>K1 - Understand</td> <td>K2 - Apply</td> <td>K3 - Analyse</td> </tr> </table>			K1 - Understand	K2 - Apply	K3 - Analyse
K1 - Understand	K2 - Apply	K3 - Analyse			

UNIT - I: Introduction and Principles of Physical Education

- 1.1 Meaning, Definition and Scope of Physical Education.
- 1.2 Aim and Objectives of Physical Education.
- 1.3 Importance of Physical Education in the present era.
- 1.4 Principles of Physical Education
- 1.5 Misconceptions about Physical Education.
- 1.6 Relationship of Physical Education with General Education.
- 1.7 Physical Education as an Art and Science.
- 1.8 Adapted physical education.

UNIT - II: Historical Development of Physical Education in India

- 2.1 Indus Valley Civilization Period (3250 BC – 2500 BC)
- 2.2 Vedic Period (2500 BC – 600 BC)
- 2.3 Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)
- 2.4 Medieval Period (1000 AD – 1757 AD)
- 2.5 British Period (Before 1947)

- 2.6 Physical Education in India (After 1947)
- 2.7 Contribution of Akhadas and Vyayamshals
- 2.8 Y.M.C.A. and its contributions.

UNIT - III: Philosophical Foundation of Physical Education

- 3.1 Idealism
- 3.2 Pragmatism
- 3.3 Naturalism
- 3.4 Realism
- 3.5 Humanism
- 3.6 Existentialism
- 3.7 Indian Philosophy and Culture

UNIT - IV: Biological Foundation of Physical Education

- 4.1 Growth and development
- 4.2 Age and gender differences
- 4.3 Disability Classification
- 4.4 Growth and development
- 4.5 Heredity and environment
- 4.6 Body Types
- 4.7 Anthropometric differences and differences between boys and girls
- 4.8 Reciprocal innervations.

UNIT - V: Psychological & Sociological Foundation of Physical Education

- 5.1 Psychological
- 5.2 Learning types, learning curve
- 5.3 Laws and principles of learning
- 5.4 Attitude, interest, cognition, emotions and sentiments
- 5.5 Sociological
- 5.6 Society and culture
- 5.7 Social acceptance and recognition
- 5.8 Leadership
- 5.9 Social integration and cohesiveness.

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7. Mohan, V.M. (1969). *Principles of Physical Education*. Delhi: Metropolitan Book Dep. Nixon, E. E. & Cozen, F.W. (1969). *An introduction to physical education*. Philadelphia: W.B. Saunders Co.
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Mapping with Course Outcomes and Programme Outcomes													
COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 11	PSO 12	PSO 13
CO1	S	L	L	S	L	L	M	L	L	L	S	S	S
CO3	S	L	L	L	M	L	M	L	L	M	S	S	S
CO3	S	S	S	M	S	L	M	M	M	L	S	S	S
CO4	S	S	M	M	M	L	L	M	M	L	S	M	L
CO5	L	L	L	L	L	L	L	L	L	L	S	M	L

CO-Course Outcome PO-Programme Outcome S-Strong M-Medium L-Low

Course code	221BCC2	TITLE OF THE COURSE
Core	ANATOMY AND PHYSIOLOGY	
Pre-requisite	Learners must have basic knowledge and interest about structure and function of the human body.	

COURSE OBJECTIVES

After studying this paper the student teachers will be able to:

- ◆ Know the basics of anatomy and physiology.
- ◆ Understand the muscular system.
- ◆ Understand the nervous system.
- ◆ Know the concept of circulatory and respiratory system.
- ◆ Know the concept of excretory and digestive system.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, students will be able to:					
CO 1	Explain the importance of anatomy and physiology in the field of physical education	K1, K2			
CO 2	Describe the structure and functions of various organs of the human body	K1, K2			
CO 3	Classify the cell, bones, joints, and explain the circulatory system, respiratory system, digestive system, excretory system and nervous system	K1, K3			
CO 4	Sketch and point out the organs of the human body	K2, K3			
CO 5	Analyse and interpret the effect of exercise on various systems of the human body	K1, K2, K3			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td>K1 - Understand</td> <td>K2 - Apply</td> <td>K3 - Analyse</td> </tr> </table>			K1 - Understand	K2 - Apply	K3 - Analyse
K1 - Understand	K2 - Apply	K3 - Analyse			

UNIT - I: Introduction to Anatomy and Physiology

- 1.1 Brief Introduction to Anatomy and Physiology.
- 1.2 Structure and Functions of Cells and Tissues.
- 1.3 The arrangement of the skeleton – Function of the skeleton – Types of Bones – Joints of the Body and their Types.
- 1.4 Gender differences in the skeleton.

UNIT - II: Muscular System

- 2.1 Structure
- 2.2 Composition
- 2.3 Properties and functions of skeletal muscles
- 2.4 Nervous control of muscular activity
- 2.5 Neuro muscular function
- 2.6 Transmission of nervous impulse across
- 2.7 Fuel for muscular activity
- 2.8 Types of muscles
- 2.9 Effects of training on muscular system.

UNIT - III: Nervous System

- 3.1 Functions of nervous system
- 3.2 Autonomic nervous system
- 3.3 Reflex action
- 3.4 Sense organs
- 3.5 A brief account of structure and functions of the eye and ear.

UNIT - IV: Circulatory and Respiratory System

- 4.1 Constituents of blood and their functions
- 4.2 Blood groups and blood transfusion
- 4.3 Clotting of blood
- 4.4 The structure of the heart
- 4.5 Properties of the heart muscle
- 4.6 Circulation of blood
- 4.7 Cardiac cycle
- 4.8 Blood pressure
- 4.9 Cardiac output
- 4.10 Effects of training on cardiovascular system.
- 4.11 The Respiratory System
- 4.12 The Respiratory passage
- 4.13 The lungs, their structure and exchange of gases in the lungs
- 4.14 Mechanism of respiration (internal and external respiration)
- 4.15 Lung capacity, tidal volume.
- 4.16 Effects of training on respiratory system.

UNIT - V: Excretory and Digestive System

- 5.1 Structure and functions of kidney and the skin
- 5.2 Endocrine system: functions of glands – pituitary – thyroid – parathyroid – adrenal – pancreas – and sex glands.
- 5.3 The Digestive system: structure and functions
- 5.4 Digestive organs
- 5.5 Metabolism.

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.
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- 6. Lamb, G. S. (1982). *Essentials of Exercise Physiology*. Delhi: Surjeet Publication.

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Mapping with Course Outcomes and Programme Outcomes													
COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 11	PSO 12	PSO 13
CO1	S	S	M	L	S	S	L	M	S	L	M	M	L
CO3	S	S	M	L	S	S	L	M	S	L	L	M	L
CO3	S	S	M	L	S	S	L	M	S	L	L	M	L
CO4	S	S	M	L	M	M	L	M	L	L	L	M	L
CO5	S	S	M	L	S	S	L	M	S	L	L	M	L

CO-Course Outcome PO-Programme Outcome S-Strong M-Medium L-Low

Course code	221BCC3	TITLE OF THE COURSE
Core	EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION	
Pre-requisite	Learners must have basic knowledge and interest about different technologies and methodology in sports.	

LEARNING OBJECTIVES:

After studying this paper the student teachers will be able to:

- ◆ Understand the basics of educational technology.
- ◆ Know the various topics of teaching techniques.
- ◆ Know the various types of teaching aids and lesson planning.
- ◆ Know teaching innovations.
- ◆ Understand and application of movement education.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, students will be able to:					
CO 1	Summarize and classify education, educational technology and methods of teaching	K1, K2			
CO 2	Differentiate various methods of teaching techniques	K1, K2, K3			
CO 3	Describe and list the criteria & types of teaching aids	K1, K2, K3			
CO 4	Explain and categorize the types & principles of the lesson plan	K1, K2, K3			
CO 5	Demonstrate fundamental movement skills among students	K1, K2, K3			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td>K1 - Understand</td> <td>K2 - Apply</td> <td>K3 - Analyse</td> </tr> </table>			K1 - Understand	K2 - Apply	K3 - Analyse
K1 - Understand	K2 - Apply	K3 - Analyse			

UNIT - I: Introduction

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

UNIT - II: Teaching Technique

- 2.1 Teaching Technique – Lecture method, Command method, Demonstration method, Imitation method, project method.
- 2.2 Teaching Procedure – Whole method – Part method- whole – part – whole method.
- 2.3 Presentation Technique – Personal and technical preparation.
- 2.4 Command - Meaning, Types and their uses.

UNIT - III: Teaching Aids and Lesson Planning

- 3.1 Teaching Aids – Meaning, Importance and criteria for selecting teaching aids.
- 3.2 Teaching aids – Audio – visual aids, Verbal, Chalk board, smart board- Charts, Model, LCD projector, Motion picture etc.

- 3.3 Team Teaching – Meaning and advantages of team teaching.
- 3.4 Lesson Planning – Meaning, Type and Values of lesson plan.
- 3.5 General and specific lesson plans.

UNIT - IV: Teaching Innovations

- 4.1 Micro Teaching – Meaning and steps to micro teaching.
- 4.2 Positive Aspects of Micro teaching and Limitations.
- 4.3 Simulation Teaching - Meaning.
- 4.4 The Stages of teaching a Formal Exercise.
- 4.5 Teaching of various physical activities (Indigenous Activities).

UNIT - V: Movement Education

- 5.1 Movement education: Definition and meaning of movement education.
- 5.2 Key concept of movement education.
- 5.3 Strategy to be followed while teaching movements.
- 5.4 Teaching fundamental movement skills.
- 5.5 Movement analysis - body awareness.

REFERENCE:

1. Bhardwaj, A. (2003). *New Media of Educational Planning*. New Delhi: Arup of Sons.
2. Bhatia, & Bhatia, (1959). *The Principles and Methods of Teaching*. New Delhi: Doaba House. Kochar.
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Mapping with Course Outcomes and Programme Outcomes													
COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 11	PSO 12	PSO 13
CO1	L	L	M	M	M	M	M	M	M	M	S	S	S
CO3	M	M	S	M	M	S	M	S	M	S	S	S	S
CO3	L	L	L	L	L	L	L	L	L	L	M	M	M
CO4	L	L	L	L	L	L	L	L	L	L	M	M	M
CO5	S	S	S	S	M	S	S	S	S	M	M	S	L

CO-Course Outcome PO-Programme Outcome S-Strong M-Medium L-Low

1BDE - DISCIPLINE SPECIFIC ELECTIVE COURSE (ANY ONE)

Course code	221BDE1/ 222BDE1	TITLE OF THE COURSE
Elective		OLYMPIC MOVEMENTS (ELECTIVE)
Pre-requisite		Learners must have basic knowledge about various level of sports and games.

LEARNING OBJECTIVES:

After studying this paper the student teachers will be able to:

- ◆ Know the origin and development of Olympic movement.
- ◆ Know the modern Olympic games.
- ◆ Know about different Olympic games.
- ◆ Know about Olympic games for the disabled.
- ◆ Know the structure and functions of Olympic games committees.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, students will be able to:					
CO 1	Generalise the significant stages of the Olympic movement	K1, K2			
CO 2	Express and outline the Olympic flag, rings and protocol	K1, K2, K3			
CO 3	Distinguish and report on summer and winter Olympics	K1, K3			
CO 4	Compare the functions of special Olympics, Paralympics and Deaflympics	K1, K3			
CO 5	Discuss the functions and formulation of IOA, IOC and other national sports committees	K1, K3			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td>K1 - Understand</td> <td>K2 - Apply</td> <td>K3 - Analyse</td> </tr> </table>			K1 - Understand	K2 - Apply	K3 - Analyse
K1 - Understand	K2 - Apply	K3 - Analyse			

UNIT - I: Origin of Olympic Movement

- 1.1 Philosophy of Olympic movement
- 1.2 The early history of the Olympic movement
- 1.3 The significant stages in the development of the modern Olympic movement
- 1.4 Educational and cultural values of Olympic movement

UNIT - II: Modern Olympic Games

- 2.1 Significance of Olympic Ideals, Olympic Rings, Olympic Flag
- 2.2 Olympic Protocol for member countries
- 2.3 Olympic Code of Ethics
- 2.4 Olympism in action
- 2.5 Sports for All

UNIT - III: Different Olympic Games

- 3.1 Summer Olympics

- 3.2 Winter Olympics
- 3.3 Youth Olympic Games

UNIT - IV: Olympic Games for disabled

- 4.1 Special Olympic games
- 4.2 Deaflympic games
- 4.3 Paralympic Games

UNIT - V: Committees of Olympic Games

- 5.1 International Olympic Committee - Structure and Functions
- 5.2 National Olympic committees and their role in the Olympic movement
- 5.3 Olympic commission and their functions
- 5.4 Olympic medal winners of India.

REFERENCE:

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Mapping with Course Outcomes and Programme Outcomes

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 11	PSO 12	PSO 13
CO1	S	L	L	M	L	L	L	L	L	L	M	M	M
CO3	L	L	L	L	L	L	L	L	L	L	M	M	M
CO3	L	L	L	L	L	L	L	L	L	L	M	M	M
CO4	L	L	L	L	L	L	L	L	L	L	M	M	M
CO5	L	L	L	L	L	L	L	L	L	L	M	M	M

CO-Course Outcome PO-Programme Outcome S-Strong M-Medium L-Low

Course code	221BDE2 /222BDE2	TITLE OF THE COURSE
Elective	HEALTH EDUCATION AND ENVIRONMENTAL STUDIES (ELECTIVE)	
Pre-requisite	Learners must have basic knowledge and interest about Health and Environment hygiene.	

COURSE OBJECTIVES

After studying this paper the student teachers will be able:

- ◆ To educate the learners to understand the basic concept of health education.
- ◆ To emphasise on the vitality of health and personal hygiene.
- ◆ To give a conceptual framework on mental health.
- ◆ To educate on the communicable and non-communicable disease.
- ◆ To deal with importance, concepts and background of environmental education.
- ◆ To highlight the various available resources.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, students will be able to:					
CO 1	Summarize the concepts of health education and organize health service and instruction in personal hygiene	K1, K2			
CO 2	Classify communicable and non-communicable diseases and apply principles of personal & environmental hygiene in schools	K1, K2			
CO 3	Prepare health records and provide health services	K1, K2, K3			
CO 4	Define environmental science and explain the role of school in environmental conservation and sustainable development.	K1, K2			
CO 5	Enumerate the effect and control of pollution and interpret the role of the pollution control board	K1, K2, K3			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td>K1 - Understand</td> <td>K2 - Apply</td> <td>K3 - Analyse</td> </tr> </table>			K1 - Understand	K2 - Apply	K3 - Analyse
K1 - Understand	K2 - Apply	K3 - Analyse			

UNIT - I: Health Education

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

UNIT - II: Health Problems in India

- 2.1 Communicable and Non Communicable Diseases
- 2.2 Obesity, Malnutrition, Adulteration in food
- 2.3 Environmental sanitation
- 2.4 Explosive Population
- 2.5 Personal and Environmental Hygiene in schools.

UNIT - III: Health services

- 3.1 Objective of school health service, Role of health education in schools
- 3.2 Health Services – Care of skin, Nails, Eye
- 3.3 Nutritional service, Health appraisal, Health record
- 3.4 Healthy school environment
- 3.5 First- aid and emergency care

UNIT - IV: Environmental Science

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

UNIT - V: Natural Resources and related environmental issues

- 5.1 Water resources, food resources and Land resources
- 5.2 Definition, effects and control measures of: Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution
- 5.3 Management of environment and Govt. Policies,
- 5.4 Role of pollution control board
- 5.5 NGO

REFERENCES:

1. Agrawal, K.C. (2001). *Environmental Biology*. Bikaner: Nidhi Publishers Ltd.
2. Frank, H. & Walter, H., (1976). *Turners School Health Education*. Saint Louis: The C.V. Mosby Company.
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Mapping with Course Outcomes and Programme Outcomes													
COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 11	PSO 12	PSO 13
CO1	S	M	L	L	S	L	M	M	M	L	S	S	L
CO3	S	M	S	M	S	M	L	L	S	M	S	S	L
CO3	S	M	S	M	S	M	L	L	S	M	S	S	L
CO4	L	L	L	L	L	L	L	L	L	L	M	M	M
CO5	L	L	L	L	M	L	L	L	L	L	L	L	L

CO-Course Outcome PO-Programme Outcome S-Strong M-Medium L-Low

Course code	221BDE3 /222BDE3	TITLE OF THE COURSE
Elective	CONTEMPORARY ISSUES IN PHYSICAL EDUCATION FITNESS AND WELLNESS (ELECTIVE)	
Pre-requisite	Learners must have basic knowledge about issues related to physical education and sports.	

COURSE OBJECTIVES:

After studying this paper the student teachers will be able to:

- ◆ Know the basics of fitness and wellness.
- ◆ Know the issues and challenges of fitness and wellness.
- ◆ Know the problems of modern life style.
- ◆ Understand the modern lifestyle challenges.
- ◆ Understand the lifestyle management tips.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, students will be able to:					
CO 1	Describe the components of fitness and wellness	K1, K2,			
CO 2	Conclude the issues & challenges in physical education	K1, K2			
CO 3	Transform the moral and social disciplines among students	K1, K2			
CO 4	Evaluate the health issues and hypokinetic diseases in the current scenario	K1, K2, K3			
CO 5	Establish weight management and stress management	K1, K2, K3			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td>K1 - Understand</td> <td>K2 - Apply</td> <td>K3 - Analyse</td> </tr> </table>			K1 - Understand	K2 - Apply	K3 - Analyse
K1 - Understand	K2 - Apply	K3 - Analyse			

UNIT - I: Fitness and Wellness

- 1.1 Definition and Meaning of Physical Fitness
- 1.2 Components of Physical Fitness - Values of Physical Fitness
- 1.3 Wellness: Definition and Meaning
- 1.4 Components and Benefits of Wellness
- 1.5 Relationship between Fitness and Wellness

UNIT - II: Issues in Physical Education

- 2.1 Leader – Values
- 2.2 Pupil relation – technology
- 2.3 Teaching methodology
- 2.4 Infrastructure – Finance Sources

UNIT - III: Problems of Modern Life-Style

- 3.1 Tension – health problems – ecological problem/ rupture in ozone layer - disturbed family relations
- 3.2 Violence and cruelty - corruption/dishonesty/ immorality
- 3.3 Drug - addiction- neglect of law and order and ethical

- 3.4 Moral and social discipline
3.5 Armaments/ nuclear weapons (militarism) - exploitation

UNIT - IV: Modern Lifestyle Challenges

- 4.1 Cholesterol, cancer
4.2 High blood pressure, alcohol
4.3 Tobacco, habits and addictions
4.4 Diabetes, osteoporosis
4.5 Obesity

UNIT - V: Lifestyle Management

- 5.1 Definition, implementation, benefits
5.2 Services: health promotion, occupational health, healthy behaviour, wellness programme
5.3 Weight management and physical activity, diet and nutrition
5.4 Stress management, smoking cessation
5.5 Sleep improvement, depression management

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Mapping with Course Outcomes and Programme Outcomes													
COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 11	PSO 12	PSO 13
CO1	S	M	S	M	M	L	S	M	L	L	M	S	L
CO3	M	M	M	M	M	L	M	M	L	L	M	M	L
CO3	L	L	M	M	M	L	L	L	L	L	S	S	S
CO4	L	M	L	L	S	L	L	L	S	M	S	S	M
CO5	L	L	M	M	S	L	L	L	M	L	S	S	L

CO-Course Outcome PO-Programme Outcome S-Strong M-Medium L-Low

Course code	221BDE4 /222BDE4	TITLE OF THE COURSE	L	T	P	C
Elective		SPORTS NUTRITION (ELECTIVE)	60	8	-	4
Pre-requisite		Learners must have basic knowledge and interest about Nutrition and diet plan.	Syllabus Version		20-21	

COURSE OBJECTIVES:

After studying this paper the student teachers will be able:

- ◆ To gain the knowledge related to concept of nutrition and weight management.
- ◆ To improve the knowledge in sports nutrition.
- ◆ To educate the students about the proves of metabolism.
- ◆ To educate the students in weight management.
- ◆ To equip the student to prepare exercise programme for weight Management

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, students will be able to:					
CO 1	Express the significance of nutrition in sports	K1, K2,			
CO 2	Classify the role of macro nutrition	K1, K2			
CO 3	Estimate daily caloric requirement and expenditure of energy for different sports and games	K1, K2			
CO 4	Determine desirable body weight and healthy lifestyle	K1, K2, K3			
CO 5	Choose diet pattern for aged people, and athletes	K1, K2			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td>K1 - Understand</td> <td>K2 - Apply</td> <td>K3 - Analyse</td> </tr> </table>			K1 - Understand	K2 - Apply	K3 - Analyse
K1 - Understand	K2 - Apply	K3 - Analyse			

UNIT - I: Introduction to Sports Nutrition

- 1.1 Meaning and Definition of Sports Nutrition
- 1.2 Basic Nutritional guidelines
- 1.3 Food pyramid
- 1.4 Role of nutrition in sports
- 1.5 Factors to be considered for developing a diet plan

UNIT - II: Macro Nutrients

- 2.1 Carbohydrates, Protein, Fat – Meaning
- 2.2 Classification and its function
- 2.3 Role of carbohydrates during exercise training
- 2.4 Role of Fat and protein during exercise training

UNIT - III: Micro Nutrients

- 3.1 Vitamins, Minerals, Water – Meaning, classification and their functions
- 3.2 Role of hydration during exercise, water balance
- 3.3 Nutrition – daily caloric requirement and expenditure.
- 3.4 Caloric requirements for different sports and games

3.5 Pre-game meal - during game meal and post-game meal

UNIT - IV: Nutrition and Balanced Diet

- 4.1 Nutrition – Daily calorie intake and expenditure
- 4.2 Determination of desirable body weight
- 4.3 Meaning of Diet and balanced Diet
- 4.4 Balanced diet for Indian School Children
- 4.5 Maintaining a Healthy Lifestyle

UNIT - V: Diet and Sports Training

- 5.1 Diet for middle and aged people
- 5.2 Diet for athletes
- 5.3 Diet for aerobic and anaerobic activities.

Course Outcomes:

- Understand the concept of health education thereby the student shall apply it in the workplace, also knowing the problems to be aroused due to health issues.
- To know the nutrition concepts in sports and apply the same to train the athlete effectively to attain peak performance and also assess him.

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Mapping with Course Outcomes and Programme Outcomes													
COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 11	PSO 12	PSO 13
CO1	S	S	S	S	S	S	S	M	S	M	L	S	L
CO3	S	S	S	S	S	S	S	M	S	M	L	S	L
CO3	S	S	S	S	S	S	S	M	S	M	L	S	L
CO4	S	S	S	S	S	S	S	M	S	M	L	S	L
CO5	S	S	S	S	S	S	S	M	S	M	L	S	L

CO-Course Outcome PO-Programme Outcome S-Strong M-Medium L-Low

Course code	221BAE1	TITLE OF THE COURSE
Elective	ABILITY ENHANCEMENT COMPULSORY COURSES COMMUNICATION SKILLS AND SOFT SKILLS	
Pre-requisite	Learners must have basic knowledge and interest about Nutrition and diet plan.	

COURSE OBJECTIVES

After studying this paper the student teachers will be able to:

- ◆ Acquire the basic abilities needed for better communication
- ◆ Create awareness among youth the need and importance of communication skills.
- ◆ Develop the learner's confidence in acquiring the basic language skills.
- ◆ Develop soft skills.
- ◆ Understand the difficult aspects of English language.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO 1	Communicate better				K2
CO 2	Understand the need and importance of communication skills.				K3
CO 3	Use the basic language skills to have mastery over the language.				K4
CO 4	Acquire soft skills to perform well in the competitive examinations and campus interviews for placements.				K3
CO 5	Well versed in the different aspects of the English language.				K4
K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5- Evaluate	K6- Create

UNIT - I: Language and Fluency

- 1.1 Recap of Language Skills - Speech, Grammar, Vocabulary
- 1.2 Phrase, clause, sentence, Punctuation
- 1.3 Fluency building: What is fluency - Why fluency is important?
- 1.4 Types of fluency - Oral fluency - Reading fluency - Writing fluency
- 1.5 Barriers of fluency - How to develop fluency.

UNIT - II: Principles of Communication

- 2.1 LSRW in communication. What is meant by LSRW Skills?
- 2.2 Why they are important - How they are useful - How to develop the skills?
- 2.3 Oral - Speaking words, articulation
- 2.4 Speaking clearly.

UNIT - III: Written Communication

- 3.1 Generating ideas/ gathering data organizing ideas
- 3.2 Setting goals, Note taking, Outlining, Drafting, Revising, Editing and Proof reading

- 3.3 Non-verbal communication - Body language, Signs and symbols
- 3.4 Territory/Zone, Object language.

UNIT - IV: Speaking Skills

- 4.1 Soft Skills - Meaning, Definition, need and importance
- 4.2 Interview Skills - Preparing for an interview
- 4.3 Presentation Skills: Body Language - Speaking, Pronunciation, structuring of presentation
- 4.4 Group discussion: Skills in listening and expressing effectively.

UNIT - V: Inter-Personal Skills

- 5.1 Inter- Personal Skills: Meaning and Definition - Life of Boomerang
- 5.2 Trust- Difference between ego and Pride - Steps in building Positive personality
- 5.3 Subconscious Mind and Habits: Meaning and Definition. Good Habits
- 5.4 Formation of Habits - Conditioning - Forming Positive habits.

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Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	M	S	S	L	S	L	M	L	M
CO3	S	L	S	M	L	S	L	S	L	S
CO3	S	L	S	M	M	L	S	M	S	M
CO4	S	M	S	M	S	M	S	S	S	S
CO5	S	M	M	S	M	S	L	M	L	M

*S-Strong; M-Medium; L-Low

Course code	221BAE2	TITLE OF THE COURSE
Elective	DIVERSIFIED SYSTEM OF SCHOOL EDUCATION	
Pre-requisite	Learners must have basic knowledge about diversified system of school education.	

COURSE OBJECTIVES

After studying this paper the student teachers will be able to:

- ◆ To acquire knowledge of National Education Policy (NEP) and foundational stages in the Education System.
- ◆ To obtain details on types of Educational Systems and Schemes in India.
- ◆ To understand the structure and functions of various authorized Educational Agencies and Boards.
- ◆ To gain particulars of features of Foreign Education Systems.
- ◆ To recognize the importance of the Teacher Education System and affiliated programs offered for teacher trainees.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO 1	Describe the National Education Policy (NEP) and foundational stages in the Education System.				K2
CO 2	Classify various types of Educational Systems and Schemes in India.				K3
CO 3	Interpret the structure and functions of various authorized Educational Agencies and Boards.				K4
CO 4	Point out the features of Foreign Education Systems.				K3
CO 5	Explain the importance of the Teacher Education System and relate affiliated programs offered for teacher trainees.				K4
K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5- Evaluate	K6- Create

Unit - I: Diversification of school system in India

- 1.1 Meaning and definition for Diversification – Diversification of school system in India –constitutional amendments for school system in India - recommendation of Educational policy
- 1.2 New education policy 2020 - challenges in the implementation of quality education in India - Education System of The New Education Policy 2020 : 5+3+3+4 education structure
- 1.3 Foundational Stage - Middle Stage - Secondary Stage (4 years) - A core curriculum consisting of English, Mathematics, Science, and Social Studies.
- 1.4 A range of electives, including languages, arts, and vocational subjects.

Unit 2: Types of Educational System in India:

- 2.1 Brief history of Educational System in India
- 2.2 The state government boards like SSLC, - The Central Board of Secondary Education (CBSE) Board

- 2.3 The Council for the Indian School Certificate Examinations (CISCE) board - National Open School and "International schools." - Sarav Shiksha Abhiyan - Right of children to free and compulsory education Act Education (2009)
- 2.4 Inclusive Education for Children with Special Needs
- 2.5 Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and samagra Shiksha Abhiyan (SSA)

Unit 3: Structure of School Education:

- 3.1 Role and functions of National Council of Educational Research and Training (NCERT) – National Council of Teacher Education (NCTE – National Institute of Educational Planning and Administration (NIEPA)
- 3.2 Organisational structure and Types of boards in school system – Central Board of Secondary Education (CBSE) – Indian Certificate of Secondary Education (ICSE) – Kendriya Vidyalaya Sangathan (KVS) – State Boards
- 3.3 Physical structure of a school- infrastructural facilities for effective function of schools – working days and time table for holistic development of the students
- 3.4 School complex - Organization of Educational system in schools and their responsibilities

Unit 4: Education system in abroad

- 4.1 United Kingdom (UK), United States (US), Germany and Asian Countries
- 4.2 Economic and social stability for their citizens
- 4.3 Early education -entry point for their students
- 4.4 Expenses and equity - Instructional days

Unit 5: Teacher Education:

- 5.1 Concept and importance – Types of Teacher education: Teacher Education University
- 5.2 Tamil Nadu Physical Education and Sports University
- 5.3 Pre- service and in-service. Teacher education at various levels
- 5.4 Emerging trends in teacher Education
- 5.5 Types of degree and diploma courses for education and teacher education

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Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	M	S	S	L	S	L	M	L	M
CO3	S	L	S	M	L	S	L	S	L	S
CO3	S	L	S	M	M	L	S	M	S	M
CO4	S	M	S	M	S	M	S	S	S	S
CO5	S	M	M	S	M	S	L	M	L	M

*S-Strong; M-Medium; L-Low

SEMESTER - II

Course code	222BCC1	TITLE OF THE COURSE
Core	YOGA EDUCATION	
Pre-requisite	Learners must have basic knowledge and interest about Yoga.	

LEARNING OBJECTIVES:

After studying this paper the student teachers will be able:

- ◆ To understand the role of yoga in physical education and sports.
- ◆ To understand various schools of yoga.
- ◆ To know about asana and pranayama.
- ◆ To know about Kriya and mudras.
- ◆ To understand the therapeutic aspects of yoga.

EXPECTED COURSE OUTCOMES		
On the successful completion of the course, students will be able to:		
CO 1	Explain the aims & objectives and need & importance of yoga	K1, K2,
CO 2	Categorise various types and eight limbs of yoga	K1, K2
CO 3	Demonstrate various yogic practices of asana, pranayama and bandhas	K1, K2, K3
CO 4	Practice various types of Kriyas and mudras	K1, K2, K3
CO 5	Compare among yogic diet, three Gunas and five koshas	K1, K2, K3
K1 - Understand	K2 - Apply	K3 - Analyse

UNIT - I: Foundation of Yoga

- 1.1 Meaning and Definition of Yoga
- 1.2 Aims and Objectives of Yoga - The Yoga Sutra: General Consideration
- 1.3 Difference between yogic practices and physical exercises
- 1.4 Need and Importance of Yoga in Physical Education and Sports

UNIT - II: Paths of Yoga

- 2.1 The Astanga Yoga: Yama, Niyama, Asana,
- 2.2 Pranayama, Pratyahara, Dharana, Dhyana and Samadhi
- 2.3 Karma Yoga, Raja Yoga
- 2.4 Jnana Yoga and Bhakti Yoga

UNIT - III: Asanas

- 3.1 **Asanas:** Definition – meaning and classification and benefits of asanas.
- 3.2 **Pranayama:** Definition - meaning – types - phases - ratios - benefits.
- 3.3 **Bhandas:** Definition - meaning – types, benefits.

UNIT - IV: Kriyas and Meditation

- 4.1 **Shat Kriyas:** Definition - meaning – types, benefits.
 4.2 **Mudras:** Definition - meaning.
 4.3 **Meditation:** Definition - meaning – concept of meditation.

UNIT - V: Yogic Diet

- 5.1 **Yogic diet:** Classification: Satvic food – Tamasic food – Rajasic food
 5.2 Three Gunas: Tamas Guna- Rajas Guna- Sattva Guna
 5.3 Five Khoshas: Annamaya khosha- Pramayama khosha- manomaya khosha - vijnanamaya khosha- Anandamaya khosha

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Mapping with Course Outcomes and Programme Outcomes													
COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 11	PSO 12	PSO 13
CO1	L	L	L	L	L	S	L	L	L	L	M	M	M
CO3	L	L	L	L	L	S	L	L	L	L	M	M	M
CO3	M	M	S	L	L	S	L	L	M	L	S	S	S
CO4	M	M	S	L	L	S	L	L	M	L	S	S	S
CO5	M	M	S	L	L	S	L	L	M	L	S	S	S

CO-Course Outcome PO-Programme Outcome S-Strong M-Medium L-Low

Course code	222BCC2	TITLE OF THE COURSE
Core	THEORIES OF SPORTS & GAMES - PART – I	
Pre-requisite	Learners must have basic understanding and interest about Philosophical and Sociological Perspectives of Physical Education.	

LEARNING OBJECTIVES:

After studying this paper the student teachers will be able:

- ◆ To provide knowledge about the history and development of the various games and sports events.
- ◆ To emphasize the marking procedure of various play areas
- ◆ To teach the standard equipment's and their specifications
- ◆ To orient the ethics and behaviour of sports and sportsmanship
- ◆ To inculcate the rules and regulations of the sports and games.

EXPECTED COURSE OUTCOMES		
On the successful completion of the course, students will be able to:		
CO 1	Draw athletics track and interpret the rules and regulations of selected track events	K1, K2, K3
CO 2	Draw the jumping events and throwing events arena and interpret the rules and regulations of selected field events	K1, K2, K3
CO 3	Sketch the basketball, badminton and ball badminton court and interpret the rules and regulations	K1, K2, K3
CO 4	Outline the hockey, tennis and table tennis court and interpret the rules and regulations	K1, K2, K3
CO 5	Generalize the qualities and qualifications of a coach	K1, K2, K3
K1 - Understand	K2 - Apply	K3 - Analyse

UNIT - I: History, Computation, Marking and Rules

- 1.1 History of Athletics in India, Marking and Measurements of Standard and Non Standard Track
- 1.2 Computation of CDR, RDR, Computation of Stagger distance and diagonal excess
- 1.3 Marking and rules and interpretations and Officiating Signals of Track events (100 m, 200 m, 400 m, 800 m, 1500 m, 5000 m, 10000 m 4x100 m Relay and 4x400 m Relay)

UNIT - II: Marking and Measurements

- 2.1 Marking and measurements, rules and their interpretations and Officiating Signals of Jumping events (**Long Jump, High Jump, Triple Jump and Pole Vault**)
- 2.2 Marking and measurements, rules and their interpretations and Officiating Signals, of Throwing events (**Shot-put, Discus, Javelin and Hammer**)

UNIT - III: History and Development, Marking and Measurements - I

- 3.1 History and Development, Marking and Measurements, Rules and their interpretations, Mechanism of officiating – Officiating Signals, system of play in the following game: **Basketball**
- 3.2 History and Development, Marking and Measurements, Rules and their interpretations, Mechanism of officiating – Officiating Signals, system of play in the following game: **Badminton**

- 3.3 History and Development, Marking and Measurements, Rules and their interpretations, Mechanism of officiating – Officiating Signals, system of play in the following game: **Ball badminton**

UNIT - IV: History and Development, Marking and Measurements - II

- 4.1 History and Development, Marking and Measurements, Rules and their interpretations, Mechanism of officiating– Officiating Signals, system of play in the following game: **Hockey**
- 4.2 History and Development, Marking and Measurements, Rules and their interpretations, Mechanism of officiating– Officiating Signals, system of play in the following game: **Tennis**
- 4.3 History and Development, Marking and Measurements, Rules and their interpretations, Mechanism of officiating– Officiating Signals, system of play in the following game: **Table Tennis**

UNIT - V: Coaching

- 5.1 Meaning and Definition, Philosophy of Coaching
- 5.2 Qualities and Qualifications of a good coach
- 5.3 Duties of coach in general, Pre, during and post-game situations

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Mapping with Course Outcomes and Programme Outcomes													
COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 11	PSO 12	PSO 13
CO1	L	L	L	L	L	L	L	L	L	L	L	M	L
CO3	L	L	L	L	L	L	L	L	L	L	L	M	L
CO3	L	L	L	L	L	L	L	L	L	L	L	M	L
CO4	L	L	L	L	L	L	L	L	L	L	L	M	L
CO5	L	L	L	L	L	L	L	L	L	L	L	M	L

CO-Course Outcome PO-Programme Outcome S-Strong M-Medium L-Low

Course code	222BCC3	TITLE OF THE COURSE
Core	ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION	
Pre-requisite	Learners must have basic knowledge and interest about Organization and Administrative skills in sports and games.	

LEARNING OBJECTIVES:

After studying this paper the student teachers will be able to:

- ◆ Understand the concept of organization and administration.
- ◆ Know the office management, records, registers and budget.
- ◆ Know the facilities and time-table management.
- ◆ Know the methods in organizing competition.
- ◆ Know various tournaments and schemes.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, students will be able to:					
CO 1	Define and distinguish between organization & administration in physical education	K1, K2, K3			
CO 2	Describe the functions of office management and prepare the record, register, budget	K1, K2			
CO 3	Manage indoor and outdoor play facilities and prepare a suitable timetable for physical education classes	K1, K2, K3			
CO 4	Organize various intramural and extramural competitions and prepare different fixtures	K1, K2, K3			
CO 5	Plan to conduct Bharathi day games and Republic Day games and other similar sports	K1, K2, K3			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td>K1 - Understand</td> <td>K2 - Apply</td> <td>K3 - Analyse</td> </tr> </table>			K1 - Understand	K2 - Apply	K3 - Analyse
K1 - Understand	K2 - Apply	K3 - Analyse			

UNIT - I: Organization and administration

- 1.1 Meaning and importance of Organization and Administration.
- 1.2 Qualification and Responsibilities of Physical Education teacher.
- 1.3 Office Management: Meaning, definition, functions of office management
- 1.4 Leadership, duties of pupil leader and Recognizing the leaders.
- 1.5 Program planning: Meaning, Importance
- 1.6 Principles of programme planning for physical education.

UNIT - II: Office Management, Record, Register & Budget

- 2.1 Records and Registers: Maintenance of attendance register, stock register, cash register, physical efficiency record, Medical examination record.
- 2.2 Budget: Meaning, Importance of Budget making.
- 2.3 Preparation of Physical Education Budget.
- 2.4 Awards: Arjuna award - Dronacharya award - Rajiv Gandhi Khel Rathna award - Maulana Abulkalam Azad Trophy and Ekalavya Award.

UNIT - III: Facilities, & Time-Table Management

- 3.1 Facilities and equipment management: indoor and out door facilities.

- 3.2 Care of Gymnasium.
- 3.3 Care of Swimming Pool and Play Grounds.
- 3.4 Equipment: Need, importance, purchase, care and maintenance.
- 3.5 Time Table Management: Meaning, Need, Importance and Factors affecting time table.

UNIT - IV: Competition Organization

- 4.1 Importance of Tournament.
- 4.2 Types of Tournament and its organization structure - Knock-out Tournaments, League or Round Robin Tournaments.
- 4.3 Combination Tournament and challenge Tournament.
- 4.4 Organizational structure of Athletic Meet.
- 4.5 **Sports Event:** Intramurals & Extramural Tournaments.

UNIT - V: Various Tournaments and Schemes

- 5.1 Bharathiar Day Games (BDG)
- 5.2 Republic Day Games (RDG)
- 5.3 Republic Day Sports (RDS)
- 5.4 School Game Federation of India (SGFI)
- 5.5 All India Inter University tournaments.
- 5.6 Sports Authority of India (SAI)
- 5.7 Sports Development Authority of Tamil Nadu (SDAT) schemes.

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Mapping with Course Outcomes and Programme Outcomes													
COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 11	PSO 12	PSO 13
CO1	L	L	L	L	M	M	M	S	M	S	M	M	L
CO3	L	L	L	L	M	M	M	S	M	S	M	M	L
CO3	L	L	L	L	M	M	M	S	M	S	M	M	L
CO4	L	L	L	L	M	M	M	S	M	S	M	M	L
CO5	L	L	L	L	M	M	M	S	M	S	M	M	L

CO-Course Outcome PO-Programme Outcome S-Strong M-Medium L-Low

ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)

Course code	222BAE1	TITLE OF THE COURSE
Core	SOCIAL HEALTH AND SPORTS SERVICES	
Pre-requisite	Learners must have basic knowledge and interest about Organization and Administrative skills in sports and games.	

LEARNING OBJECTIVES:

After studying this paper the student teachers will be able to:

- ◆ Understand the concept of family and social relations.
- ◆ Know the recreational skills.
- ◆ Understand the various sports services.
- ◆ Know the various centres which provide sports services.
- ◆ Know the agencies promoting sports.

EXPECTED COURSE OUTCOMES		
On the successful completion of the course, student will be able to:		
CO 1	Understand family and its support systems.	K1, K2
CO 2	Conduct of Recreational skills.	K2, K3, K5, K5, K6
CO 3	Develop knowledge about various sports services.	K2, K3, K6
CO 4	Gain first hand knowledge about various countries.	K3, K4, K5, K6
CO 5	Get knowledge about various agencies promoting sports & games.	K1, K2
K1- Remember	K2- Understand	K3- Apply
		K4- Analyze
		K5- Evaluate
		K6- Create

UNIT - I:

- 1.1 **Family:** Concept of family - Family as a support system - Cooperation - Respect for each other and elders - Respect for other gender.
- 1.2 **Social relations:** Communication with grand parents, parents, neighbors and teachers.
- 1.3 Education about Health and Role of Institutions (including school, family and sports) in Promoting Health

UNIT - II:

- 2.1 Relationships through play :Interpersonal relations and belongings
- 2.2 Recreational skills Circle games, Tag games, Relay drills and minor games.
- 2.3 Self-esteem: Uniqueness & Self esteem - Peer-group Relation- Harmonious relations-Respecting self and others-Understanding winning & losing.
- 2.4 **LEADUP GAMES:** Rolling and Kicking,10 passes basket ball, Bucket Cricket, Circle Kho, Tunnel Ball, Tennikoit.

UNIT - III:

- 3.1 **Sports Services:** Human resources and services of play and health management
- 3.2 Teacher, Coach, Captain, Trainer, Teacher. Emergency on road, in park, play ground, school, home. Ambulance, First-aid, 101, 100, Dispensary, Hospital, Primary Health Centre, Child help line

UNIT - IV:

- 4.1 Physical resources and services of play, fitness and health management.
- 4.2 Stadium, Club, Akhara, Vyayamshala, Sports Centre, School, Community Centre, etc. Dispensary, Hospital, Primary Health Care Centre
- 4.3 Agencies Promoting Sports: Knowledge about organizations / associations / Federations and International Federations

UNIT - V:

- 5.1 Sports Awareness -badges collections sports-stamp collection -Visits to local bodies -Group Work-Project work Sports Scholarships and Awards giving Agencies: Availability of scholarships at school / zonal/inter-zonal / district /state / national /international level
- 5.2 Govt. Agencies Promoting games and sports in India: SAI, NSNIS, Colleges of Physical Education, Sports School, CBSE, NCERT Yoga Institutions

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Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	L	S	M	M	S	S	S	S
CO3	S	S	L	S	M	M	S	S	S	S
CO3	S	S	L	S	M	M	S	S	S	S
CO4	S	S	L	S	M	M	S	S	S	S
CO5	S	S	L	S	M	M	S	S	S	S

*S-Strong; M-Medium; L-Low

Course code	222BAE2	TITLE OF THE COURSE
Core	FITNESS EQUIPMENT MANAGEMENT	
Pre-requisite	Learners must have basic knowledge and interest about Organization and Administrative skills in sports and games.	

LEARNING OBJECTIVES:

After studying this paper the student teachers will be able to:

- ◆ Know the concept of fitness training
- ◆ Know the Historical background of fitness industry
- ◆ Learn the Managerial skills of maintaining a fitness centre
- ◆ Know the Legal aspects of initiating a fitness centre
- ◆ Know the Manage the human resource and personnel in the fitness centre.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO 1	Understand the modern concept of fitness management.				K1, K2
CO 2	Describe the principles of fitness management.				K2, K3, K5, K5, K6
CO 3	Describe the role of fitness trainer for health maintenance.				K2, K3, K6
CO 4	Define and describe the term of fitness training.				K3, K4, K5, K6
CO 5	Describe the importance of Administration Management of the fitness centre.				K1, K2
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

UNIT - I: Introduction:

- 1.1 Meaning and definition of fitness, wellness and their components
- 1.2 Factors affecting physical fitness and values of physical fitness
- 1.3 History of health and fitness industry
- 1.4 Fit India movement
- 1.5 Ideal fitness centre and its features
- 1.6 Career opportunities in fitness field

UNIT - II: Fitness Trainer and Exercise for Fitness:

- 2.1 Qualification and qualities for a fitness trainer
- 2.2 Instructor's duties for handling beginners
- 2.3 Means and methods of fitness development
- 2.4 Methods, Duration and components of warming up and cooling down
- 2.5 Aerobic and anaerobic training
- 2.6 Resistance training
- 2.7 Calculate target heart rate zones for various aerobic exercise intensities.

UNIT - III: Managerial Knowledge based skills:

- 3.1 Concept of free weight Vs. machine, sets and repetitions, variation of sets and repetition for weight training
- 3.2 Concepts of designing fitness training programme for various special group (Obese, Pregnancy, Bodybuilder, etc.)
- 3.3 Meaning and importance of nutrition and components of Nutrient
- 3.4 Balanced Diet
- 3.5 Daily calorie requirements and daily energy expenditure.

UNIT - IV: Maintenance of Fitness Centre:

- 4.1 Environmental considerations for fitness center
- 4.2 Principles of starting a fitness center
- 4.3 location, policy, offered programmes, record keeping
- 4.4 Fitness center membership and its types
- 4.5 Programme Planning
- 4.6 Purchasing Health and Fitness Equipment's
- 4.7 Maintaining Health and Fitness Equipment's
- 4.8 Schemes to maintain the fitness equipment's

UNIT - V: Administration of fitness centre:

- 5.1 Contract negotiations and other legal aspects of fitness centre
- 5.2 Budget and supply management
- 5.3 Marketing and recruitment
- 5.4 Public relations and community outreach
- 5.5 Human resource and personnel management
- 5.6 Community, municipal, and nonprofit recreation programming
- 5.7 Summer camp management

REFERENCES:

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- 4. Sharad Chandra Mishra. (2005). *Fitness and Health Education*. New Delhi: Sports Publication.
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Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	L	S	M	M	S	S	S	S
CO3	S	S	L	S	M	M	S	S	S	S
CO3	S	S	L	S	M	M	S	S	S	S
CO4	S	S	L	S	M	M	S	S	S	S
CO5	S	S	L	S	M	M	S	S	S	S

*S-Strong; M-Medium; L-Low

SEMESTER - III

Course code	223BCC1	TITLE OF THE COURSE
Core	MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION	
Pre-requisite	Learners must have basic knowledge about sports tests and their assessment.	

COURSE OBJECTIVES

- ◆ Understand the basics of Test, Measurement & Evaluation.
- ◆ Classify and administer various tests.
- ◆ Know the physical fitness tests.
- ◆ Know the sports skill tests for badminton, basketball & soccer.
- ◆ Know the sports skill tests for volleyball, hockey & tennis.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, students will be able to:					
CO 1	Establish the principles of test, measurement and evaluation in physical education and sports	K1, K2, K3			
CO 2	Classify and administer the criteria of tests	K1, K2			
CO 3	Demonstrate and experiment with the various physical fitness tests	K1, K2, K3			
CO 4	Measure Badminton, Basketball and Soccer skills by using standardized skill tests	K1, K2, K3			
CO 5	Analyse the basic playing abilities in the game of Volleyball, Hockey and Tennis	K1, K2, K3			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td>K1 - Understand</td> <td>K2 - Apply</td> <td>K3 - Analyse</td> </tr> </table>			K1 - Understand	K2 - Apply	K3 - Analyse
K1 - Understand	K2 - Apply	K3 - Analyse			

UNIT - I: Introduction to Test & Measurement & Evaluation

- 1.1 Meaning of Test, Measurement and Evaluation in Physical Education
- 1.2 Need and Importance of Test, Measurement and Evaluation in Physical Education
- 1.3 Principles of Evaluation

UNIT - II: Criteria; Classification and Administration of test

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

UNIT - III: Physical Fitness Tests

- 3.1 AAHPERD youth fitness test
- 3.2 Indiana Motor Fitness Test
- 3.3 JCR test
- 3.4 SDAT Test (World beaters test)

UNIT - IV: Sports Skill Tests

- 4.1 Badminton tests:
 - 4.1 a: Miller wall volley test
 - 4.1 b: French short service test
- 4.2 Basketball
 - 4.2 a: Johnson basketball test
- 4.3 Soccer
 - 4.3 b: McDonald soccer test

UNIT - V:

- 5.1 Volleyball:
 - 5.1 a: Brady volleyball test
 - 5.1 b: S.A.I volleyball test
- 5.2 Hockey:
 - 5.2 a: Henry Friedel Hockey Test
 - 5.2 b: S.A.I Hockey test
- 5.3 Tennis:
 - 5.3 a: Dyer tennis test

REFERENCES:

1. Bangsbo, J. (1994). *Fitness Training in Football: A Scientific Approach*. Bagsvaerd, Denmark.
2. Barron, H. M., & Mchee, R. (1997). *A Practicum Approach to Measurement in Physical Education*. Philadelphia: Lea and Febiger.
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Mapping with Course Outcomes and Programme Outcomes													
COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 11	PSO 12	PSO 13
CO1	S	L	L	M	L	L	M	S	M	M	L	M	L
CO3	S	L	L	M	L	L	M	S	M	M	L	M	L
CO3	S	S	L	M	L	L	S	S	S	S	M	M	L
CO4	S	L	L	M	L	L	M	S	M	M	L	M	L
CO5	S	L	L	M	L	L	M	S	M	M	L	M	L

CO-Course Outcome PO-Programme Outcome S-Strong M-Medium L-Low

Course code	223BCC2	TITLE OF THE COURSE
Core	RESEARCH AND STATISTICS IN PHYSICAL EDUCATION	
Pre-requisite	Learners must have basic knowledge of research and statistics.	

LEARNING OBJECTIVES:

After studying this paper the student teachers will be able:

- ◆ To gain knowledge in advanced statistics.
- ◆ To educate the need and importance of research and research areas.
- ◆ To know about sampling types of research.
- ◆ To learn to analyse the literature reviews.
- ◆ To learn advanced statistics.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, students will be able to:					
CO 1	Explain the need and importance of research in physical education and classify the research	K1, K2			
CO 2	Differentiate the types of research and formulate the hypothesis	K1, K2			
CO 3	Classify the chapters in a project report	K1, K2, K3			
CO 4	Define statistics and explain graphical representation	K1, K2, K3			
CO 5	Illustrate measures of central tendency and variability	K1, K2, K3			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td>K1 - Understand</td> <td>K2 - Apply</td> <td>K3 - Analyse</td> </tr> </table>			K1 - Understand	K2 - Apply	K3 - Analyse
K1 - Understand	K2 - Apply	K3 - Analyse			

UNIT - I: Introduction to Research

- 1.1 Definition of Research
- 1.2 Need and importance of Research in Physical Education
- 1.3 Scope of Research in Physical Education.
- 1.4 Classification of Research.

UNIT - II: Types of Research:

- 2.1 Historical research, Case study and Survey
- 2.2 Research problem, Meaning of the term, Location and criteria for selecting research problem
- 2.3 Formulation of a Research problem
- 2.4 Limitations and Delimitations.

UNIT - III: Project Report

- 3.1 Literature Sources, Library Techniques
- 3.2 Project Proposal, Meaning and Significance of Project Proposal - Preparation of project proposal
- 3.3 Project Report
- 3.4 Survey of school facilities of physical education, health assessment programme evaluation
- 3.5 Fitness status of the students, staff and other stakeholders.

Note: A group project is to be undertaken by a small group of students under the supervision of a teacher and submit the report to the school or college.

UNIT - IV: Basics of Statistical Analysis

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

UNIT - V: Statistical Models in Physical Education

- 5.1 Measures of Central Tendency: Mean, Median and Mode
- 5.2 Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Grouped and Ungrouped data
- 5.3 Measures of Variability: Meaning, importance, computing from grouped and ungrouped data
- 5.4 Standard deviation, Range
- 5.5 Quartile Deviation.

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Mapping with Course Outcomes and Programme Outcomes													
COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 11	PSO 12	PSO 13
CO1	L	L	L	L	L	S	M	S	L	M	M	M	M
CO3	L	L	L	L	L	S	M	S	L	M	M	M	M
CO3	L	L	L	L	L	S	M	S	L	M	M	M	M
CO4	L	L	L	L	L	S	M	S	L	M	M	M	M
CO5	L	L	L	L	L	S	M	S	L	M	M	M	M

CO-Course Outcome PO-Programme Outcome S-Strong M-Medium L-Low

Course code	223BDE1/ 224BDE1	TITLE OF THE COURSE
Elective	SPORTS MANAGEMENT AND CURRICULUM DESIGN	
Pre-requisite	Learners must have basic knowledge and interest about skills in the management.	

LEARNING OBJECTIVES:

After studying this paper the student teachers will be able to:

- ◆ Know the basics of sports management.
- ◆ Know about leadership, and its forms.
- ◆ Know the sports management skills in educational institutions.
- ◆ Know the modern concept of curriculum.
- ◆ Prepare curriculum for various levels.

EXPECTED COURSE OUTCOMES		
On the successful completion of the course, students will be able to:		
CO 1	Summarise the concept of sports management and establish event management in physical education and sports	K1, K2
CO 2	Identify the qualities of the administrative leader	K1, K2
CO 3	List out the sports management skills to organize the programme in educational institutions	K1, K2, K3
CO 4	Express the modern concept of physical education curriculum	K1, K2
CO 5	Design an innovative physical education curriculum according to the student's participation	K1, K2, K3
K1 - Understand	K2 - Apply	K3 - Analyse

UNIT - I: Introduction to Sports Management:

- 1.1 Nature and Concepts of Sports Management–Progressive concepts of Sports management
- 1.2 The purpose and scope of Sports Management
- 1.3 Essential skills of Sports Management
- 1.4 Qualities and competencies required for the Sports Manager
- 1.5 Event Management in physical education and sports.

UNIT - II: Leadership:

- 2.1 Meaning and Definition of leadership
- 2.2 Leadership style and method – Elements of leadership
- 2.3 Forms of Leadership: Autocratic, Laissez-faire, Democratic – Benevolent Dictator
- 2.4 Qualities of administrative leader - Preparation of administrative leader
- 2.5 Leadership and Organizational performance.

UNIT - III: Sports Management in Educational Institutions:

- 3.1 Sports Management in Schools, colleges and Universities

- 3.2 Factors affecting planning– Planning a school or college sports programme – Directing of school or college sports programme
- 3.3 Controlling a school, college and university sports programme
- 3.4 Developing performance norms – Establishing a reporting system
- 3.5 Evaluation – The reward/punishment system.

UNIT - IV: Modern Concept of Curriculum:

- 4.1 Need, importance and the role of teacher in curriculum development
- 4.2 Factors affecting curriculum – Social factors – personnel qualifications
- 4.3 Climatic consideration – Equipment and facilities
- 4.4 Time suitability of hours
- 4.5 National and Professional policies.

UNIT - V: Curriculum:

- 5.1 Old and new concepts, Mechanics of curriculum planning
- 5.2 Basic principles of curriculum construction
- 5.3 Curriculum Design: Meaning, Importance and factors affecting curriculum design
- 5.4 Principles of Curriculum design according to the needs of the students and state and national level policies
- 5.5 Role of Teachers

REFERENCES:

1. Baljitsingh. (2009). *Organisation and Administration in Physical Education*. New Delhi: Sports Publication.
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4. Srivastava, A, K. (2007). *Management of Sports and Physical Education*. New Delhi: Sports Publication.
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Mapping with Course Outcomes and Programme Outcomes													
COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 11	PSO 12	PSO 13
CO1	L	L	L	M	L	M	L	L	S	S	S	S	L
CO3	L	L	M	M	L	L	L	M	S	S	S	S	S
CO3	L	L	M	M	L	L	L	M	S	S	S	S	S
CO4	M	M	M	M	M	M	M	M	M	M	S	S	S
CO5	M	M	M	M	M	M	M	M	M	M	S	S	S

CO-Course Outcome PO-Programme Outcome S-Strong M-Medium L-Low

Course code	223BDE2/ 224BDE2	TITLE OF THE COURSE
Core	COMPUTER APPLICATIONS IN PHYSICAL EDUCATION	
Pre-requisite	Learners must have basic knowledge and interest about Computer skills.	

LEARNING OBJECTIVES:

After studying this paper the student teachers will be able:

- ◆ To obtain the knowledge of computer application in physical education.
- ◆ To understand the basic knowledge of computer.
- ◆ To learn MS word.
- ◆ To learn MS excel.
- ◆ To learn MS power point.
- ◆ To learn the use of statistical package.

EXPECTED COURSE OUTCOMES		
On the successful completion of the course, students will be able to:		
CO 1	Discuss the need and importance of input and output devices	K1, K2
CO 2	Use various options in Microsoft Word	K1, K2
CO 3	Compute necessary calculations by using Microsoft Excel in the field of physical education and sports	K1, K2
CO 4	Use Microsoft PowerPoint for class room teaching	K1, K2
CO 5	Utilize e-sources and software in the field of physical education	K1, K2
K1 - Understand	K2 - Apply	K3 - Analyse

UNIT - I: Introduction to Computer

- 1.1 Computer Skills: Hardware - Software – Monitor –CPU– Mother board
- 1.2 RAM – ROM - Keyboard – Keyboard commands
- 1.3 Input and Output Devices - Logging on and off
- 1.4 Operating System - Managing Windows
- 1.5 Creating, moving and renaming the folder.

UNIT - II: MS Word

- 2.1 Introduction to MS Word
- 2.2 Creating, saving and opening a document
- 2.3 Formatting, Editing features, Drawing table, Mail merge
- 2.4 Page setup, paragraph alignment, spelling and grammar check
- 2.5 Printing option, inserting page number, graph, footnote and notes.

UNIT - III: MS Excel

- 3.1 Introduction to MS Excel
- 3.2 Creating, saving and opening spread sheet creating formulae

- 3.3 Format and editing features
- 3.4 Adjusting column width and row height
- 3.5 Understanding charts

UNIT - IV: MS Power Point

- 4.1 Introduction to MS Power Point
- 4.2 Creating, saving and opening a powerpoint file
- 4.3 Format and editing features - slide show, design
- 4.4 Inserting slide number, picture, graph, table
- 4.5 Preparation of Power point presentations

UNIT - V: E-Sources

- 5.1 Internet
- 5.2 Email: mail sending and receiving
- 5.3 Search Engine
- 5.4 Application software used in Physical Education

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Mapping with Course Outcomes and Programme Outcomes													
COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 11	PSO 12	PSO 13
CO1	L	L	L	L	L	L	L	L	L	L	L	L	L
CO3	L	L	L	L	L	L	L	L	L	L	L	L	L
CO3	L	L	L	L	L	L	L	L	L	L	L	L	L
CO4	L	L	L	L	L	L	L	L	L	L	L	L	L
CO5	L	L	L	L	L	L	L	L	L	L	L	L	L

CO-Course Outcome PO-Programme Outcome S-Strong M-Medium L-Low

Course code	223BDE3/ 224BDE3	TITLE OF THE COURSE
Elective	SPORTS MEDICINE, SPORTS PHYSIOTHERAPY AND SPORTS REHABILITATION	
Pre-requisite	Learners should possess the knowledge about various sports movements and the occasions for getting injuries.	

LEARNING OBJECTIVES:

After studying this paper the student teachers will be able:

- ◆ To educate the basics of sports medicine and athletic injuries
- ◆ To teach the injury management techniques
- ◆ To learn the physiotherapeutic techniques and their applications
- ◆ To emphasis the application of various therapies
- ◆ To provide knowledge about therapeutic exercises and their applications.

EXPECTED COURSE OUTCOMES		
On the successful completion of the course, students will be able to:		
CO 1	Outline the basic concepts of sports medicine and physiotherapy	K1, K2
CO 2	Relate the importance of rehabilitation for sports injury and classify the basics of common injuries	K1, K2, K3
CO 3	Manage first aid for sports injuries and use various bandages for different injuries	K1, K2, K3
CO 4	Facilitate physiotherapy, massage and tapings during practical situations	K1, K2, K3
CO 5	Develop therapeutic exercises program for various bodily ailments	K1, K2, K3
K1 - Understand	K2 - Apply	K3 - Analyse

UNIT - I: Sports Medicine:

- 1.1 Sports Medicine: Meaning, Definition, Aim, Objectives, Modern Concepts.
- 1.2 Need and Importance of prevention of injuries in Sports and pre participation screening.
- 1.3 Athletic Care and Rehabilitation: Role and Contribution of Physical Education Teachers.

UNIT - II: Injury Management

- 2.1 Common sports injuries – Prevention of injuries in sports
- 2.2 Diagnosis and Management - Liaising with Sports Medicine Team.
- 2.3 First Aid: Definition – On Field Management - General First Aid procedures (RICER-PRICER)
- 2.4 First Aid procedures for: Laceration – Blisters – Contusion – Strain – Sprain – Fracture
- 2.5 First Aid procedures for: Dislocation – Subluxation – Bandages: Definition – Types of Bandages.

UNIT - III: Physiotherapy

- 3.1 Definition – principles of physiotherapy, Importance of physiotherapy.
- 3.2 Indications and contra indications: Electrotherapy – ultrasound therapy – Wax therapy – TENs – EMS and traction unit.

3.3 Tapes: Type of tapes and taping techniques

UNIT - IV: Application of Various Physical Modalities

- 4.1 Hydrotherapy – Cryotherapy, Thermo therapy
- 4.2 Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot
- 4.3 Water Fermentation
- 4.4 Massage: History of Massage – Classification of Manipulation (Swedish System)
- 4.5 Physiological effect of Massage

UNIT - V: Therapeutic Exercise:

- 5.1 Definition – Principles of Therapeutic Exercise – Effects and uses of Therapeutic exercises.
- 5.2 Active movements (concentric, Eccentric and static) – Passive Movements (Relaxed, Forced)
- 5.3 Stretching: Definition – Types of stretching
- 5.4 *Application of therapeutic exercise:* – Shoulder, Elbow – Wrist and Finger – Hip
- 5.5 *Application of therapeutic exercise:* Knee, Ankle and Foot – Trunk – Head and Neck.

REFERENCES:

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Mapping with Course Outcomes and Programme Outcomes

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 11	PSO 12	PSO 13
CO1	M	M	S	M	M	M	M	M	M	L	M	L	L
CO3	M	M	S	S	M	M	S	S	M	M	M	S	M
CO3	M	M	S	S	M	M	S	S	M	M	M	S	M
CO4	M	M	M	L	L	M	M	L	L	L	M	S	M
CO5	M	M	S	S	M	M	S	S	M	M	M	S	M

CO-Course Outcome PO-Programme Outcome S-Strong M-Medium L-Low

Course code	223BDE4/ 224BDE4	TITLE OF THE COURSE
Elective	SPORTS PSYCHOLOGY AND SOCIOLOGY	
Pre-requisite	Learners must have basic knowledge and interest about Psycho social aspects of Human behaviour.	

LEARNING OBJECTIVES:

After studying this paper the student teachers will be able:

- ◆ To understand basic knowledge and importance of sports psychology.
- ◆ To understand the learning theories and personality.
- ◆ To understand the various psychological attributes.
- ◆ To deal with the sports in sociological aspects.
- ◆ To understand the culture in sports.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, students will be able to:					
CO 1	Define Educational psychology and Sports psychology and explain the Psycho-sociological aspects of human behaviour	K1, K2			
CO 2	Point out the types of learning and dimension of personality	K1, K2			
CO 3	Explain the concepts of motivation, aggression and stress	K1, K2, K3			
CO 4	Interpret the relationship between sociology and physical education	K1, K2			
CO 5	Estimate the significance of cultural exchanges through participation in sports	K1, K2, K3			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td>K1 - Understand</td> <td>K2 - Apply</td> <td>K3 - Analyse</td> </tr> </table>			K1 - Understand	K2 - Apply	K3 - Analyse
K1 - Understand	K2 - Apply	K3 - Analyse			

UNIT - I: Introduction

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

UNIT - II: Learning and Personality

- 2.1 Nature of learning, theories of learning, Laws of learning,
- 2.2 Plateau in Learning; transfer of training
- 2.3 Meaning definition and characteristics of personality
- 2.4 Dimensions of personality, Personality and Sports performance IQ & EQ assessment

UNIT - III: Components of Psychology

- 3.1 Nature of motivation: Factors influencing motivation; Motivation and techniques and their impact on sports performance.
- 3.2 Mental Preparation Strategies: Attention focus, Self- talk, Relaxation, Imagery.

3.3 Aggression and Sports, Meaning and nature of anxiety, Kinds of anxiety

3.4 Meaning and nature of stress; Types of stress, Stress and their effects on sports performance

UNIT - IV: Sociology and Physical Education.

4.1 Orthodoxy, customs, Tradition and Physical Education.

4.2 Festivals and Physical Education.

4.3 Socialization through Physical Education.

4.4 Social Group life, Social conglomeration and Social group, Primary group and Remote group.

UNIT - V: Culture:

5.1 Meaning and Importance of culture

5.2 Features of culture

5.3 Effects of culture in sports participation

5.4 Different methods of studying: Observation / Inspection method, Questionnaire method, Interview method.

REFERENCES:

1. Ball, D. W. & Loy, J. W. (1975). *Sport and Social Order; Contribution to the Sociology of Sport*. London: Addison Wesley Publishing Co., Inc.
2. Blair, J. & Simpson, R.(1962). *Educational Psychology*, New York: McMillan Co.
3. Cratty, B. J.(1968). *Psychology and Physical Activity*. Eaglewood Cliffs. Prentice Hall.
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9. William, F. O.& Meyer, F. N. (1979). *A Handbook of Sociology*. New Delhi: Eurasia Publishing, House Pvt Ltd.

Mapping with Course Outcomes and Programme Outcomes													
COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 11	PSO 12	PSO 13
CO1	L	L	M	L	M	M	M	M	L	S	S	S	S
CO3	L	L	M	L	M	M	M	M	L	S	S	S	S
CO3	L	L	M	L	M	M	M	M	L	S	S	S	S
CO4	L	L	M	L	M	M	M	M	L	S	S	S	S
CO5	L	L	M	L	M	M	M	M	L	S	S	S	S

CO-Course Outcome PO-Programme Outcome S-Strong M-Medium L-Low

Course code	223BGE1	TITLE OF THE COURSE
Generic	INDIAN CULTURE AND HERITAGE	
Pre-requisite	Learners about basic knowledge and intersect about Indian Culture and its relevance to modern life.	

LEARNING OBJECTIVES:

After studying this paper the student teachers will be able to:

- ◆ Know about Indian Culture and its relevance to modern life.
- ◆ Enable the students to know about the philosophical thoughts of India.
- ◆ Inculcate certain basic values in the minds of students who are considered to be the pillars of modern India.
- ◆ Motivate the students to follow the footprints of the great leaders and saints of India.
- ◆ Lay a strong foundation for developing the personality of the younger generation by giving exposure to Indian Arts, Science and Technology.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO 1	By learning about the Cultural Heritage of India, the younger generation have a scope to develop their personality as worthy leaders of modern India since culture lends support to man's personality.				K2, K3, K4
CO 2	The learners have an opportunity to know about the shastras of India by which they may give proper shape to their personality.				K2, K3
CO 3	The youngsters enable themselves to follow the footprints of the great leaders and saints of India and may come forward to serve the country with optimistic attitude and broad outlook.				K2, K5, K6
CO 4	The youngsters have a scope to improve and dedicate themselves to guide others particularly youth to walk on the right path by following the laws of the land as well as the laws of Nature.				K1, K2, K3, K4
CO 5	The youngsters will be knowledgeable persons by knowing about Indian culture and tradition, apart from gaining knowledge of science and technology				K6, K4, K3
K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5- Evaluate	K6- Create

UNIT - I: The Philosophical thoughts of India:

- 1.1 The Pursuit of human life - Purusartha
- 1.2 **Four Purusaths:** *Dharma* (Righteousness, Moral values) - *Artha* (Prosperity, Economic values) - *Kama* (Pleasure, Love, Psychological values) - *Moksha* (Spiritual liberation, Spiritual values)
- 1.3 **Four paths of Yoga:** *Bhakti* (Spiritual path) - *Jnana* (Path of Knowledge) - *Raja* (Mental and Spiritual development) - *Karma* (The path of action)

UNIT – II: The Shastras of India

- 2.1 **Four Vedas:** Rig – Yajur – Sama – Atharvana
- 2.2 **Epics:** The Ramayana - The Mahabharata

UNIT - III:

Ramakrishna Movement

- 3.1 The life and message of Ramakrishna Paramahansa
- 3.2 The life and message of Sarada Devi, the Holy Mother
- 3.3 The life and message of Swami Vivekananda with special reference to his views on value based education and religion
- 3.4 Swami Vivekananda's address at the World Parliament of Religions in Chicago

Ramakrishna Math and Mission

- 3.5 Aims and Objectives of the Mission
- 3.6 Unique features of the Math

UNIT - IV: The History of Freedom Movement of India:

- 4.1 An Introduction to the Freedom Movement
- 4.2 Sepoy Mutiny
- 4.3 Partition of Bengal
- 4.4 Jallian Wala Bagh Massacre
- 4.5 Civil Disobedient Movement
- 4.6 Dandi March
- 4.7 **Freedom Fighters:** Utham Singh - Senbagaraman Pillai – Jhalkaribai – Kuyili - Lokmanya Bal Gangadhar Tilak

UNIT - V: The Traditional Educational System of India:

- 5.1 An Introduction
- 5.2 The important features of education
- 5.3 Education in view of Swami Vivekananda
- 5.4 Personality development
- 5.5 The good qualities of a Student
- 5.6 Preventing the obstacles of the growth of children
- 5.7 Good qualities of a teacher
- 5.8 Education for Unity.

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2. Cultural Heritage of India. Dr. T. Thuljaram Rao, Former Director, Sugarcane Breeding Institute, Coimbatore, Retired UNO Adviser, Ex-Hon. Vice Chairman, Bharatiya Vidya Bhavan, Coimbatore, Copies can be had from Impress, 19, Krishnaswamy Mudaliar Road, R.S. Puram, Coimbatore 641 002, India, First Edition: December 2004.
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4. Our Culture. C. Rajagopalachari, Bhavan's Book University, Kulapati Munshi Centenary Edition, Bharatiya Vidya Bhavan, Bombay 400 007.
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6. Our Heritage. Swami Siddhinathananda, Bharatiya Vidya Bhavan, Kulapati K.M. Munshi Marg, Mumbai 400 007.
7. Spiritual Heritage of India, Swami Prabhavananda, Published by The President, Sri Ramakrishna Math, 16, Ramakrishna Math Road, Mylapore, Madras 600 004.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	M	S	M	S	M	S	S	S
CO3	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	M	M	M
CO4	S	S	S	M	S	S	M	S	S	M
CO5	S	S	M	S	S	S	S	S	S	S

*S-Strong; M-Medium; L-Low

Course code	223BGE2	TITLE OF THE COURSE
Generic	ENVIRONMENTAL STUDIES	
Pre-requisite	Learners must have basic knowledge and interest about Environment hygiene.	

COURSE OBJECTIVES

After studying this paper the student teachers will be able to:

- ◆ Promote the knowledge of environment
- ◆ Create awareness among youth, various health problems due to environmental pollution
- ◆ Understand the importance of environment and to create good environment

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO 1	promote good practice to promote and preserve environment	K6			
CO 2	create awareness on health problems due to environmental pollution	K4			
CO 3	explain importance of environment and to create healthy environment	K2			
CO 4	explain and understand the concepts of pollution studies	K3			
CO 5	interpret and identify the people environment issues and problems	K4			
K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5- Evaluate	K6- Create

Peer Group Teaching and Discussion Concept:

Group Discussion on Waste Management. Preparation for Wealth out of Waste (WoW) Initiatives. Awareness Camping on Pollution control, Say No to Plastic and similar concepts.

UNIT - I: Environmental Science

- 1.1 Definition, Scope, Need and Importance of environmental studies
- 1.2 Concept of environmental education
- 1.3 Historical background of environmental education
- 1.4 Celebration of various days in relation to environment.

UNIT - II: Plastic

- 2.1 Plastic recycling & probation of plastic bag / cover
- 2.2 Role of school in environmental conservation
- 2.3 Sustainable development.

UNIT - III: Resources

- 3.1 Natural Resources and related environmental issues: Water resources
- 3.2 Natural Resources and related environmental issues: Food resources
- 3.3 Natural Resources and related environmental issues: Land resources.

UNIT - IV: Pollution

- 4.1 Definition, effects and control measures of Air Pollution, Water Pollution
- 4.2 Definition, effects and control measures of Soil Pollution, Noise Pollution, Thermal Pollution
- 4.3 Management of environment and Government policies
- 4.4 Role of pollution control board.

UNIT - V: People and Environment

- 5.1 People and environment interactions, Sources of pollution
- 5.2 Pollutants and their impact on human life
- 5.3 Exploitation of natural and energy resources
- 5.4 Natural hazards and mitigation.

REFERENCES:

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Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	M	L	L	L	M	M	M	L	L
CO3	S	M	L	L	L	S	S	M	L	L
CO3	S	M	L	M	L	M	M	M	L	L
CO4	S	M	L	L	M	M	M	M	L	L
CO5	S	M	L	L	M	M	M	S	L	L

*S-Strong; M-Medium; L-Low

Course code	223BAE2	TITLE OF THE COURSE
Core	SKILL ENHANCEMENT COURSE - OBESITY AND WEIGHT MANAGEMENT	
Pre-requisite	Learners must have basic knowledge and interest about Nutrition and diet plan.	

LEARNING OBJECTIVES:

After studying this paper the student teachers will be able:

- ◆ To gain the knowledge related to concept of nutrition and weight management.
- ◆ To improve the knowledge in sports nutrition.
- ◆ To educate the students about the proves of metabolism.
- ◆ To educate the students about weight management.
- ◆ To equip the student to prepare exercise programme for weight Management.
- ◆ To understand the basics of Obesity and its types.
- ◆ To understand the various methods of Obesity assessment.
- ◆ To understand methods of weight management

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO 1	Understand the role of nutrition and weight management on sports.				K2
CO 2	Learn the importance of carbohydrates, fat and protein				K3
CO 3	Learn the health risks and solutions for overcoming obesity.				K3
CO 4	Know to design diet plan for weight gain and weight loss.				K4
CO 5	Understand the role of physical activity in weight management.				K4
K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5- Evaluate	K6- Create

Peer Group Teaching and Discussion Concept:

Group Discussion on teaching Types of Obesity. Discussion on Assessment of Obesity among the peer students under the supervision of Teacher. Discussion on healthy and unhealthy approaches to loose weight.

UNIT - I: Obesity:

- 1.1 Obesity - Introduction - Definition – Epidemiology Prevalence - Incidence - fax variance
- 1.2 Etiology of obesity - Psychological correlation - Genetic influence
- 1.3 Types of Obesity - Android Obesity - Gyneoid obesity
- 1.4 Pathophysiology of obesity
- 1.5 Complications of obesity

UNIT - II: Assessment of Obesity:

- 2.1 Assessment of obesity - Health related Quality of life assessment - Body composition Assessment - Laboratory methods, field method - Clinical evaluation of obesity

- 2.2 Basics of Body composition: Definition, Meaning and Need. Methods of measurements- skin fold measurements
- 2.3 Circumference measurements - Body composition Assessment and Report
- 2.4 Skin fold measurement techniques: Sites of measurement
- 2.5 Calculation of Body Fat percentage

UNIT - III: Weight Management:

- 3.1 Weight Management: Meaning, Concept of Weight Management in the Modern Era
- 3.2 Factors affecting Weight Management
- 3.3 Values of Weight Management
- 3.4 Maintaining a Healthy Life Style
- 3.5 Body Mass Index (BMI)

UNIT - IV: Planning of Weight Management:

- 4.1 Planning of Weight Management: Determination of Desirable Body Weight
- 4.2 Daily Caloric Intake and Expenditure – Balanced Diet for Indian School Children
- 4.3 Weight Management Programme for Sporty Children
- 4.4 Role of Diet and Exercise in Weight Management
- 4.5 Diet Plan and Exercise Schedule for Weight Gain and Loss.

UNIT - V: Desirable Body Weight:

- 5.1 Desirable body weight - Best way to loose weight
- 5.2 Unhealthy approaches to loose weight
- 5.3 Causes and Solution for overcoming Obesity
- 5.4 Myths of Spot Reduction and Weight Loss
- 5.5 Dieting and Exercise for Weight Control

REFERENCES:

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4. Rick Frey (Ed) (1995). *Practical Body Composition Guide*, Human Kinetics, Canada.
5. Werner W.K. Hoeger and Sharon A. Hoeger (1990). *Fitness and Wellness*, Morton Publishing Company, Canada

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	S	S	S	S	L	M	L	M
CO3	L	M	M	S	M	L	S	M	S	M
CO3	S	L	S	L	S	M	L	S	L	S
CO4	S	M	S	M	S	M	L	M	L	M
CO5	S	M	L	M	M	M	L	M	L	M

*S-Strong; M-Medium; L-Low

Course code	224BCC1	TITLE OF THE COURSE
Core	THEORIES OF SPORTS & GAMES - PART - II	
Pre-requisite	Learners must have basic knowledge and interest about Organization and Administrative skills in sports and games.	

LEARNING OBJECTIVES:

After studying this paper the student teachers will be able to:

- ◆ Know the history and development of various game and sports events.
- ◆ Prepare the play area with all markings.
- ◆ Know about the standard equipments and their specifications.
- ◆ Understand the ethics of sports and sportsmanship.
- ◆ Interpret rules and regulations of the sports events and various games.

EXPECTED COURSE OUTCOMES		
On the successful completion of the course, students will be able to:		
CO 1	Draw Kho-Kho, Kabaddi and Throw ball courts and explain the rules and regulations of the games	K1, K2, K3
CO 2	Draw Handball and Volleyball courts and discuss the rules and regulations of the games	K1, K2, K3
CO 3	Sketch the Cricket pitch and Football field and interpret the rules and regulations	K1, K2, K3
CO 4	Outline the Tennikoit court and interpret the rules and regulations of Carrom and Chess	K1, K2, K3
CO 5	Generalize the responsibilities of a coach and describe the officiating ethics	K1, K2, K3
K1 - Understand	K2 - Apply	K3 - Analyse

UNIT - I: Kho-Kho, Kabaddi and Throw ball:

- 1.1 History and Development, Marking and Measurements, Rules and Their interpretations, Mechanism of officiating, Officiating Signals, system of play in the following games: Kho-Kho
- 1.2 Kabaddi
- 1.3 Throw ball

UNIT - II: Handball, Volleyball:

- 2.1 History and Development, Marking and Measurements, Rules and Their interpretations, Mechanism of officiating, Officiating Signals, system of play in the following games: Handball
- 2.2 Volleyball

UNIT - III: Cricket, Football:

- 3.1 History and Development, Marking and Measurements, Rules and Their interpretations, Mechanism of officiating, Officiating Signals, system of play in the following games: Cricket
- 3.2 Football

UNIT - IV: Tennikoit, Carrom and Chess:

- 4.1 History and Development, Marking and Measurements, Rules and Their interpretations, Mechanism of officiating, Officiating Signals, system of play in the following games: Tennikoit
- 4.2 Carrom
- 4.3 Chess

UNIT - V: Officiating and Coaching:

- 5.1 Concept of officiating and coaching
- 5.2 Importance and principles of officiating
- 5.3 Responsibilities of the coach on and off the field
- 5.4 Ethics of officiating

REFERENCES:

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Mapping with Course Outcomes and Programme Outcomes

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 11	PSO 12	PSO 13
CO1	L	L	L	L	L	L	L	L	L	L	L	M	L
CO3	L	L	L	L	L	L	L	L	L	L	L	M	L
CO3	L	L	L	L	L	L	L	L	L	L	L	M	L
CO4	L	L	L	L	L	L	L	L	L	L	L	M	L
CO5	L	L	L	L	L	L	L	L	L	L	L	M	L

CO-Course Outcome PO-Programme Outcome S-Strong M-Medium L-Low

Course code	224BCC2	TITLE OF THE COURSE
Core	KINESIOLOGY AND BIOMECHANICS	
Pre-requisite	Learners must have scientific knowledge and interest about Kinesiology & Biomechanics	

LEARNING OBJECTIVES:

After studying this paper the student teachers will be able to:

- ◆ Get basic knowledge about kinesiology and Biomechanics.
- ◆ Understand and analyze the various fundamental movements.
- ◆ They could understand the basics of centre of gravity, axes and planes.
- ◆ Analyze the types of muscular contraction, muscle tone and major skeletal muscles in human body.
- ◆ Master the application of force, lever, motion and projectile.
- ◆ Get ideas about kinetics and kinematics of human movement.

EXPECTED COURSE OUTCOMES		
On the successful completion of the course, students will be able to:		
CO 1	Explain the importance of biomechanics & kinesiology in physical education, fundamental concepts in sports biomechanics	K1, K2
CO 2	Categorise the types of muscle contractions and posture	K1, K2
CO 3	List the origin, insertion and action of various muscles	K1, K2, K3
CO 4	Interpret the mechanical concepts in sports	K1, K2, K3
CO 5	Distinguish linear kinematics, angular kinematics and linear kinetics	K1, K2, K3,
K1 - Understand	K2 - Apply	K3 - Analyse

UNIT - I: Introduction to Kinesiology and Sports Biomechanics:

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

UNIT - II: Postures and Muscles Contraction

- 2.1 Types of Muscle Contractions and functions.
- 2.2 Posture – Meaning, Types and Importance of good posture
- 2.3 Fundamental concepts of the following terms - Angle of Pull, All or None Law
- 2.4 Reciprocal Innervation, Muscle tone.

UNIT - III: Origin and Insertion of Skeletal Muscles

- 3.1 Location, origin, insertion and action of the following muscles: Biceps Brachii – Triceps Brachii – Pectoralis major
- 3.2 Location, origin, insertion and action of the following muscles: Deltoid – Trapezius – Rectus abdominis
- 3.3 Location, origin, insertion and action of the following muscles: Gastrocnemius – Hamstring – Quadriceps.

UNIT - IV: Mechanical Concepts:

- 4.1 Force - Meaning, definition, types and their application to sports activities
- 4.2 Lever - Meaning, definition, types and their application to human body movements.
- 4.3 Newton's Laws of Motion – Meaning, definition and their application to sports activities
- 4.4 Projectile – Factors influencing projectile trajectory.

UNIT - V: Kinematics and Kinetics of Human Movement:

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

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Mapping with Course Outcomes and Programme Outcomes

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 11	PSO 12	PSO 13
CO1	S	S	S	S	M	M	M	M	S	M	L	M	L
CO3	S	S	S	S	M	M	M	M	S	M	L	M	L
CO3	S	S	S	S	M	M	M	M	S	M	L	M	L
CO4	S	S	S	S	M	M	M	M	S	M	L	M	L
CO5	S	S	S	S	M	M	M	M	S	M	L	M	L

CO-Course Outcome PO-Programme Outcome S-Strong M-Medium L-Low

Course code	224BCC3	TITLE OF THE COURSE
Core	SPORTS TRAINING	
Pre-requisite	Learners should have the knowledge about the need of Physical Fitness Components and their importance in various games	

LEARNING OBJECTIVES:

After studying this paper the student teachers will be able:

- ◆ To teach the basics of sports training
- ◆ To orient the concept of training components
- ◆ To emphasize the method of the sports training
- ◆ To prepare the training plan for various sports and games
- ◆ To provide knowledge about various types of training means and methods.

EXPECTED COURSE OUTCOMES		
On the successful completion of the course, students will be able to:		
CO 1	Facilitate the basics principles and importance of sports training	K1, K2
CO 2	Explain the concept of training components	K1, K2, K3
CO 3	Define training load and explain principles of training load	K1, K2, K3
CO 4	Illustrate the various training plan for different sports and games	K1, K2, K3
CO 5	Describe various types of training methods	K1, K2, K3,
K1 - Understand	K2 - Apply	K3 - Analyse

UNIT - I: Introduction to Sports Training:

- 1.1 Meaning and Definition of Sports Training
- 1.2 Aim and Objective of Sports Training
- 1.3 Principles of Sports Training

UNIT - II: Training Components:

- 2.1 Speed definition and its types
- 2.2 Strength definition and its types
- 2.3 Endurance definition and its types
- 2.4 Flexibility definition and its types
- 2.5 Coordinative abilities definition and their types

UNIT - III: Training Process:

- 3.1 Training Load - Definition and Types of Training Load
- 3.2 Principles of Intensity and Volume of stimulus
- 3.3 Technical Training - Meaning and Methods of Technique Training

UNIT - IV: Mechanics of Preparing Training Plan

- 4.1 Periodization – Meaning and types of Periodization (Single, Double and Multiple)
- 4.2 Aim and Content of Periods – Preparatory, Competition, Transitional periods
- 4.3 Planning – Training session
- 4.4 Sports Talent Identification: System for Talent Identification.

UNIT - V: Training Methods:

- 5.1 Development of components of physical fitness and motor fitness through the following training methods - continuous method - interval method
- 5.2 Development of components of physical fitness and motor fitness through the following training methods - circuit training method, Fartlek method (speed play)
- 5.3 Development of components of physical fitness and motor fitness through the following training methods - Weight training and plyometric training

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Mapping with Course Outcomes and Programme Outcomes

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 11	PSO 12	PSO 13
CO1	S	S	S	S	M	M	S	S	S	M	S	S	M
CO3	S	S	S	S	M	M	S	S	S	M	S	S	M
CO3	S	S	S	S	M	M	S	S	S	M	S	S	M
CO4	S	S	S	S	M	M	S	S	S	M	S	S	M
CO5	S	S	S	S	M	M	S	S	S	M	S	S	M

CO-Course Outcome PO-Programme Outcome S-Strong M-Medium L-Low

PART – IV : ABILITY AND SKILL ENHANCEMENT COURSES (Any One)**224BAE1 - OFFICIAL / REFEREE QUALIFYING EXAMINATION****224BAE2 - VILLAGE PLACEMENT PROGRAMME**

Course code	224BAE2	TITLE OF THE COURSE
Core	VILLAGE PLACEMENT PROGRAMME	
Pre-requisite	Learners should have the knowledge about the training gadgets	

LEARNING OBJECTIVES:

After studying this paper the student teachers will be able:

- ◆ To understand basic operation of tennis ball feeding robot.
- ◆ To know the setting for various spins and flat balls.
- ◆ To know the mechanism of table tennis robot.
- ◆ To know the mechanism of badminton robot.
- ◆ To know the mechanism of cricket bowling machine.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO 1	Understand the basic operation of tennis ball feeding robot.				K2, K3
CO 2	Understand the operation of table tennis robot.				K2, K3, K6
CO 3	Understand the operation of badminton robot.				K2, K3
CO 4	Understand the operation of cricket bowling robot.				K2, K3, K6
K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5- Evaluate	K6- Create

LEARNING OBJECTIVES: After completing this course, the students will be able:

1. To understand basic operation of tennis ball feeding robot.
2. To know the setting for various spins and flat balls.
3. To know the mechanism of table tennis robot.
4. To know the mechanism of badminton robot.
5. To know the mechanism of cricket bowling robot.

COURSE OUTCOMES:

1. Understand the basic operation of tennis ball feeding robot.
2. Understand the operation of table tennis robot.
3. Understand the operation of badminton robot.
4. Understand the operation of cricket bowling robot.

UNIT - I: Tennis Ball Feeding Robot:

- 1.1 Power on / off
- 1.2 Elevation (Height Adjustment-low / high), Vertical (Fixed vertical velocity), Horizontal (Fixed horizontal velocity)
- 1.3 Remote - on / off
- 1.4 Feed- 12,10, 08, 06, (04, 02-Red zone)
- 1.5 Speed- 10, 20, 30, 40, 50, (60, 70, 80- Red zone)
- 1.6 Charger - (Direct power / indirect power).

UNIT - II: Tennis Ball Feeding Robot:

- 2.1 Spin- Flat-0, Under spin: -1, -2, -3, -4, Top spin: +1, +2, +3, +4
- 2.2 Battery Status: low battery, charged or charging indicator
- 2.3 Remote: Feed- Start / Stop
- 2.4 Sweep- 2 line ball Start / Stop.

UNIT- III: Table Tennis Robot:

- 3.1 Ball Speed: 1-10
- 3.2 Ball frequency: 1-10 (Between the ball)
- 3.3 Oscillator Speed: 1-10 (to adjust the different direction and spot)
- 3.4 Four Types of spin: Top spin, Back spin, Right spin and Left spin.

UNIT - IV: Badminton Robot:

- 4.1 Speed
- 4.2 Height / Pause (lift model)
- 4.3 Frequency, Lop (Adjust the ball height)
- 4.4 Angle (Adjust the Cock direction- Right or Left)
- 4.5 Fixed course, Alternative course.

UNIT - V: Cricket Bowling Robot:

- 5.1 Start, Run, Reset, Program setting
- 5.2 Individual wheel speed Adjustment
- 5.3 Movable stand leverage
- 5.4 In swing, Out swing, Straight delivery
- 5.5 Spin: Off spin, Leg spin, Googly, Doosra
- 5.6 Line and length adjustment
- 5.7 Ball feeding hook, Speed: 0-170km/hour.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	M	S	S	L	S	L	M	L	M
CO3	S	L	S	M	L	S	L	S	L	S
CO3	S	L	S	M	M	L	S	M	S	M
CO4	S	M	S	M	S	M	S	S	S	S

*S-Strong; M-Medium; L-Low

Part – B - PRACTICUM COURSES – SYLLABUS

SEMESTER – I

221BPC1 - TRACK AND FIELD

Running Events:

- ◆ **Start techniques:** Standing start, Crouch start and their variations, Proper use of blocks.
- ◆ **Finish Techniques:** Run through, Forward laughing, Shoulder Shrug
- ◆ Ground Marking, Rules and Officiating Hurdling events
- ◆ Fundamental Skills - Start, Clearance and running between hurdles
- ◆ Types of Hurdles
- ◆ Ground Marking and Officiating.

Relays: Fundamental Skills

- ◆ Various patterns of Baton Exchange
- ◆ Understanding of Relay Zones
- ◆ Ground Marking
- ◆ Interpretation of Rules and Officiating.
- ◆ Player stance & Grip

221BPC2: Team Games

Basketball: Fundamental Skills

- ◆ Player stance and ball handling
- ◆ Passing - Two Hands chest pass, Two hands Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass.
- ◆ Receiving - Two Hands receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running.
- ◆ Dribbling - How to start dribbling, How to drop dribbling, High dribble, Low dribble, Reverse dribble, Rolling dribble.
- ◆ Shooting - Layup shot and its variations, one hand set shot, One hand jump shot, Hook shot, Free throw.
- ◆ Rebounding - Defensive rebound, Offensive rebound, Knock out, Rebound Organization.
- ◆ Individual Defense - Guarding the man with and without the ball.
- ◆ Pivoting.
- ◆ Rules and their interpretations and duties of the officials.

Ball Badminton

- ◆ Grip
- ◆ Stance and Footwork.

- ◆ Basic service.
- ◆ Tactics – Defensive, attacking in game
- ◆ Rules and their interpretations and duties of officials.

Tennis

- ◆ Fundamental Skills.
- ◆ 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, offensive tactics
- ◆ Rules and their interpretations and duties of officials.

221BPC3 – Indigenous Sports

Mass Demonstration Activities

- ◆ Dumbbells/ Flags/Wands/ Hoops/ Indian clubs / Lezium / March Past and Band

1. Fundamentals skills

- ◆ Apparatus / Light apparatus Grip
- ◆ Attention with apparatus / Light apparatus
- ◆ Stand – at – ease with apparatus / light apparatus
- ◆ Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count.
- ◆ Standing Exercise
- ◆ Jumping Exercise
- ◆ Moving Exercise
- ◆ Combination of all above

2. Lezium

- ◆ Ghati Lezium - AathAawaaz, Bethakawaaz, AagePaon, Aagekadam, Do pherawaaz, Chau pherawaaz, Kadamtaal, Pavitra, Uchhakpavitra, Kadampavitra. Hindustani Lezuim - Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya.

3. March Past

- ◆ Stand at ease, Attention
- ◆ Right Turn
- ◆ Left Turn
- ◆ Quick March
- ◆ Mark Time March

- ◆ Right Wheel
- ◆ Left Wheel
- ◆ Halt
- ◆ **Band**

INTERNSHIP

221BIC1 – Teaching Practice

General Lesson Plan: 10 lessons at school (External), 5 lessons at college (Internal).

221BIC2 – Organisation and Participation (Part- I)

1BIC3 - Co-Curricular Courses

- ◆ Leadership Training Programme
- ◆ Cross country
- ◆ Map reading
- ◆ Kit arrangements
- ◆ Individual talent
- ◆ Natural study

SEMESTER – II

222BPC1 - Track and Field

Athletics

Jumping Events

- ◆ High Jump (Straddle Roll)
- ◆ Approach Run
- ◆ Take off
- ◆ Clearance over the bar
- ◆ Landing

222BPC2 - Yoga

- ◆ Surya Namaskara
- ◆ Pranayams
- ◆ Corrective Asanas
- ◆ Kriyas
- ◆ Asanas
- ◆ Sitting
- ◆ Standing
- ◆ Lying Prone Position
- ◆ Lying Supine Position

222BPC2 - Aerobics

- ◆ Introduction to Aerobics
 - ◆ Rhythmic Aerobics - dance
 - ◆ Low impact aerobics
 - ◆ High impact aerobics
 - ◆ Aerobic kick boxing
 - ◆ Postures – Warm up and cool down
 - ◆ THR Zone – Being successful in exercise and adaptation to aerobic workout.
-

222BPC3 - Team Games:

Hockey: Fundamental Skills

- ◆ Dribbling
 - ◆ Pushing
 - ◆ Stopping
 - ◆ Hitting
 - ◆ Flicking
 - ◆ Scooping
 - ◆ Passing – Forward pass, square pass, triangular pass, diagonal pass, return pass,
 - ◆ Dodging
 - ◆ Goal keeping – Hand defence, foot defence
 - ◆ Positional play in attack and defense.
 - ◆ Rules and their interpretations and duties of officials.
 - ◆ Field Marking.
-

Badminton

- ◆ Fundamental Skills
 - ◆ Racket parts, Racket grip, Shuttle Grip.
 - ◆ The basic stances.
 - ◆ The basic strokes-Serve, Forehand-overhead and underarm, Backhand-overhead and underarm.
 - ◆ Drills and lead up games
 - ◆ Types of games-Singles, doubles, including mixed doubles.
 - ◆ Rules and their interpretations and duties of officials.
-

Table Tennis

- ◆ Fundamental Skills
 - ◆ The Grip-The Tennis Grip, Pen Holder Grip.
 - ◆ Service-Forehand, Backhand, Side Spin, High Toss.
 - ◆ Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shot, Loop Drive.
-

- ◆ Stance and Ready position and foot work.
- ◆ Rules and their interpretations and duties of officials.

222BPC4 - Gymnastics

Floor Exercise

- ◆ Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jump-leap, scissors leap.

Vaulting Horse

- ◆ Approach Run, Take off from the beat board, Cat Vault, Squat Vault.

Parallel Bar:

- ◆ Mount from one bar
- ◆ Straddle walking on parallel bars.
- ◆ Single and double step walk
- ◆ Perfect swing
- ◆ Shoulder stand on one bar and roll forward.
- ◆ Roll side
- ◆ Shoulder stand
- ◆ Front on back vault to the side(dismount)

Horizontal /Single Bar:

- ◆ Grip
- ◆ Swings
- ◆ Fundamental Elements
- ◆ Dismount

Uneven Parallel Bar:

- ◆ Grip
- ◆ Swings
- ◆ Fundamental Elements
- ◆ Dismount.

222BPC4 - Calisthenics

- ◆ **Freehand exercise:** standing series, sitting series, half squat exercises, full squat exercises, forward moving exercises, backward exercises, laughing exercises, two count exercises and four count exercises.

222BPC4 - Malla Khamb

- ◆ Malla Khamb - Salaami, Hold, Saadiudi, Bagaludi, Dashrangudi, Bagliudi, Veludi, Soydoro, Phirki, Padmasana, T.Balance, Pataka, Landing.
 - ◆ Rope Malla Khamb - Salaami, Padmasana Chadh, Katibandh 1-2, Sadiadhi, Rikebpakkad, Rikebpagniadhi, Kamaradhi, Nakkikasadhi, Kamaradhi, Nakkikasadhi, Urubandhtedhi, Sadibagli, Do hatibagli, Kamarbandhbagli, nakkikasbagli, Dashrang, Hanuman pakad, Gurupakkad, various padmasana, Landing.
-

INTERNSHIP

2BIC1 - Teaching Practice (Play Festival)

- ◆ 15 lessons in Teaching Mass Demonstration Exercises in Elementary Schools.

2BIC2 – Organisation and Participation (Part- II)

SEMESTER – III

223BPC1 - Track and field (Throwing Events)

- ◆ Discus Throw, Javelin throw, Hammer throw, shot-put
 - ◆ Basic Skills and techniques of the Throwing events
 - ◆ Ground Marking / Sector Marking
 - ◆ Interpretation of Rules and Officiating.
 - ◆ Grip
 - ◆ Stance
 - ◆ Release
 - ◆ Follow through
 - ◆ Rules and their interpretations and duties of officials.
-

223BPC2 - Combative Sports:

Kalari - Fundamental skills

- ◆ Leg Exercises
- ◆ Vadius
- ◆ Steps & Stances

Silambam

- ◆ Lathi - Two count exercises, Four Count exercises, Eight count exercises, Sixteen count exercises.

Judo: Fundamental skills

- ◆ Rei (Salutation)-Ritsurei (Salutation in standing position), Zarai (Salutation in the sitting position)
- ◆ Kumi kata (Methods of holding judo costume)
- ◆ Shisei (Posture in Judo)

- ◆ Kuzushi (Act of disturbing the opponent posture)
- ◆ Tsukuri and kake (Preparatory action for attack)
- ◆ Ukemi (Break Fall)-Urhiro Ukemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae
- ◆ Ukemi (Front Break Fall), Mae mawari Ukemi (Front Rolling break fall)
- ◆ Shin Tai (Advance or retreat foot movement)-Suri-ashi (Gliding foot), Twugi-ashi (Following footsteps), Ayumi-ashi (Waling steps).
- ◆ Tai Sabaki (Management of the body)
- ◆ Nage Waze (Throwing techniques)-Hiza Guruma (Knee wheel), Sesae Twurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep), O Goshi (Major Loinm), SeoiNage (Shoulder throw).
- ◆ Katamawaze (Grappling techniques)-Kesagatame (Scaff hold), Kata gatame (Shoulder hold), Kami shihogatama (Locking of upper four quarters), Method of escaping from each hold.

Wrestling: Fundamental Skills

- ◆ Take downs, Leg tackles, Arm drag.
- ◆ Counters for take downs, Cross face, Whizzer series.
- ◆ Escapes from under-sit-out turn in tripped.
- ◆ Counters for escapes from under-Basic control back drop, Counters for stand up.
- ◆ Pinning combination-Nelson series(Half Nelson, Half Nelson and Bar arm), Leg lift series, Leg cradle series, Reverse double bar arm, chicken wing and half Nelson.
- ◆ Escapes from pinning: Wing lock series, Dopuble arm lock roll, Cridge.
- ◆ Standing Wrestling-Head under arm series, whizzer series
- ◆ Referees positions.

223BPC3 - FIRST AID AND INJURY MANAGEMENT

First Aid Kit

- ◆ Knowledge and Applications.

Dressing and Bandage

- ◆ Knowledge and Applications.

Sports Injuries

- ◆ Sprain, Strain, Subluxation, Dislocation, Fracture, Bleeding – First Aid Management.

Hydrotherapy

- ◆ Cryotherapy and Thermootherapy - Modes and Applications.

223BPC4 - TEAM GAMES

1. 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 in to a particular position, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense.
- Ground Marking, Rules and Officiating.

2. Hand Ball

- 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.

3. Throw ball

- Fundamental skills
- Service: Short service, Long service, flat service
- Receiving the ball - Jump and receive the ball, Sit and receive the ball.
- Throwing the ball - Spin, diagonal throw, jump and throw
- Smash
- Rules and regulations
- Officiating system

4. Kho Kho

- 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, Judgement 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.

INTERNSHIP

223BIC1 - Teaching Practice

- ◆ **Particular Lesson Plan:** 10 lessons at school (External), 5 lessons at college (Internal).
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223BIC2 – Organisation and Participation (Part- III)

SEMESTER – IV

224BPC1 - Team Games

Softball Fundamental Skills

- **Catching:** one handed, two handed, with feet grounded, in flight.
- **Throwing (different passes and their uses):** one handed passes (shoulder, high shoulder, underarm, bounce, and lob); two handed passes (push, overhead, bounce).
- **Footwork:** landing on one foot; landing on two feet; pivot; running pass.
- **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
- Rules and their interpretations and duties of officials.

Tennikoit

- Fundamental skills
- Service
- Receiving
- Throwing
- Attacking Movements
- Rules of the Game
- Rules of the Match
- Duties of the Officials

224BPC2 - Cricket: Fundamental Skills

- Batting - Forward and backward defensive strokes
- Bowling - Simple bowling techniques
- Fielding - Defensive and offensive fielding
- Catching - High catching and Slip catching
- Stopping and throwing techniques
- Wicket keeping techniques

Football

- Fundamental Skills
- Kicking - Inside kick, Instep kick, Outer instep kick, lofted kick
- Trapping - trapping the rolling ball, trapping bouncing ball with sole

- Dribbling - With instep, inside and outer instep of the foot.
- Heading - From standing, running and jumping.
- Throw in.
- Feinting - With the lower limb and upper part of the body.
- Tackling - Simple tackling, Slide tackling.
- Goal Keeping - Collection of balls, Ball clearance - kicking, throwing and deflecting.

Volleyball: Fundamental Skills

- Player Stance - Receiving the ball and passing to the team mates,
- The Volley (Over head pass),
- The Dig (Under hand pass).
- Service - Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service.
- Rules and their interpretations and duties of officials.

INTERNSHIP

224BIC1 - Sports Specialization: Coaching lesson plan

- ◆ 10 Coaching lessons in a game of specialization (Kabaddi, Kho-kho, Cricket, Football, Hockey, Softball, Volleyball, Handball, Basketball, Netball, Badminton, Table Tennis, Tennis)

Note: Where ever details of any activities are not mentioned, it is expected to elaborate skills by the competent bodies of local Universities.

224BIC2 - Teaching practice (Play Festival)

- ◆ 15 lessons in Teaching Mass Demonstration Exercises in Elementary Schools.

224BIC3 – Organisation and Participation (Part- IV)

VISION

The Vision of the college is to provide Personal, Intellectual and Professional Growth of its students, staff and to produce an Ideal Physical Education Teacher with Emphasis on Man Making and Character Building Education.

MISSION

Preparing Physical Education Teachers of Highest Caliber Both in Theory and Practical. Aspiring for Global Standards of Quality Teaching, Research, Publication and Commitment to Service to the Community. Imbibing Indian Cultural Values and Work Ethics in the Minds of Student Teachers.