



ALAGAPPA UNIVERSITY



(A State University Established in 1985)

Karaikudi - 630003. Tamil Nadu, India



FACULTY OF EDUCATION ALAGAPPA UNIVERSITY COLLEGE OF PHYSICAL EDUCATION



B.P.Ed.,

REGULATIONS AND SYLLABUS

(For the candidates admitted from the
Academic Year 2022 - 2023)

**ALAGAPPA UNIVERSITY COLLEGE OF PHYSICAL EDUCATION
B.P.Ed.,**

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ALAGAPPA UNIVERSITY

(A State University Accredited with “A+” grade by NAAC (CGPA: 3.64) in the Third Cycle and
Graded as Category-I University by MHRD-UGC)
Karaikudi -630003, Tamil Nadu.

THE PANEL OF MEMBERS - BROAD BASED BOARD OF STUDIES

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<p>Foreign Expert: Name Larion Alin, Designation Professor Department of Physical Education and sports, University of Ovidius Constanța, Romania, Teaching Experience:26 years , Research Experience: 26 years, Area of Research: Physical Education and Sports Management</p>	
<p>Indian Expert: Name Dr. Rajesh Kumar, Designation Professor Department of Physical Education and sports sciences ,Osmania University, Teaching Experience: 25 years , Research Experience: 25 years , Area of Research: <u>Physical Education and Training Methods</u></p>	
<p>Indian Expert: Name Dr. P.V. Shelvam , Designation Professor Department Physical Education and Sports Sciences , Annamalai University Teaching Experience: 29 yers, Research Experience:29 years , Area of Research: <u>Physical Education Exercises Physiology and Training Methods</u></p>	
<p>Industry Expert: Name Rajasekkaran Ravichandran, Designation Proprietor name and address Akkash Sports Nets Company, Kumbakonam, Tamil Nadu, India. Experience: <u>10 years</u> ,Area: <u>Sports Industry</u></p>	
<p>Members (All Department faculty) Name Dr. P. Sivakumar , Designation Director Department CDC, Alagappa university Teaching Experience: 24 Years, Research Experience: 17 Years, Area of Research: <u>International Logistics and Marketing Management</u></p>	
<p>Name Dr. K.Muralirajan, Designation Professor Department AIES , Alagappa university, Teaching Experience: 23 years , Research Experience: 13 years , Area of Research: <u>Physical education and Bio - mechanics</u></p>	
<p>Name Dr. S. Nagarajan , Designation Professor Department AIES , Alagappa university, Teaching Experience: 21 years , Research Experience: 19 years , Area of Research: <u>Physical education and Sports management</u></p>	
<p>Name Dr. P. Kaleeswaran , Designation Asso Professor AUCPE , Alagappa University, Teaching Experience: 20 years , Research Experience: 16 years, Area of Research: <u>Physical education and Bio – mechanics</u></p>	
<p>Name Dr.S.Saroja , Designation Asso Professor AUCPE , Alagappa University, Teaching Experience: 18 years , Research Experience: 18 years, Area of Research: <u>Physical education and yoga</u></p>	
<p>Name Dr.S. Dhanaraj, Designation Asst Professor AUCPE , Alagappa University, Teaching Experience: 17 years , Research Experience: 13 years, Area of Research: <u>Physical Education and Sports Psychology</u></p>	
<p>Name Dr.Aanandhi, Designation Asst Professor cum medical officer AUCPE , Alagappa University, Teaching Experience: 11 years , Research Experience: 6 years , Area of Research: <u>Sports medicine</u></p>	

<p>Name Dr.K. Divya , Designation Asst Professor AUCPE , Alagappa University, Teaching Experience: 9 years , Research Experience: 12 years, Area of Research: Physical Education and Exercise physiology</p>	
<p>Name Dr.P.Yoga , Designation Asst Professor AUCPE , Alagappa University, Teaching Experience: 9 years , Research Experience: 12 years, Area of Research: Physical Education and yoga</p>	
<p>Name Dr. C.Vairavasundaram, Designation Asst Professor AUCPE , Alagappa University, Teaching Experience: 6 years , Research Experience: 5 years, Area of Research: Physical Education and Exercise physiology</p>	
<p>Name Dr. K.M.M Jaskar , Designation Asst Professor AUCPE , Alagappa University, Teaching Experience: 6 years , Research Experience: 8 years, Area of Research: Physical Education and Training Methods</p>	
<p>Name Dr. K.Sundar , Designation Asst Professor AUCPE , Alagappa University, Teaching Experience: 6 years , Research Experience: 11 years, Area of Research: Physical Education, Sports Psychology and sports Technology</p>	
<p>Name Dr. T.P.Yogesh , Designation Asst Professor AUCPE , Alagappa University, Teaching Experience: 6 years , Research Experience: 9 years, Area of Research: Yoga and Sports Training</p>	
<p>Alumnus/Alumna: Name Dr. Kalidasan Current position, Professor Type of Profession Physical education , Professional address- Bharathidasan University Tiruchirppalli</p>	

ALAGAPPA UNIVERSITY
ALAGAPPA UNIVERSITY COLLEGE OF PHYSICAL EDUCATION
Karaikudi -630003, Tamil Nadu.

REGULATIONS AND SYLLABUS - (CBCS-University Department)
[For the candidates admitted from the Academic Year 2022 – 2023 onwards]

Name of the Department : Alagappa University College of Physical Education

Name of the Programme : B.P.Ed.,

Duration of the Programme : Full Time (Two Years)

Choice-Based Credit System

A choice-Based Credit System is a flexible system of learning. This system allows students to gain knowledge at their own tempo. Students shall decide on electives from a wide range of elective courses offered by the University College of physical education in consultation the committee. Students undergo additional courses and acquire more than the required number of credits. They can also adopt an inter-disciplinary and intra-disciplinary approach to learning, and make the best use of the expertise of available faculty.

Programme

The B.P.Ed. programme consists of a number of courses, the term „Course“ applied to indicate a logical part of subject matter of the programme and is invariably equivalent to the 3 subject matter of a “paper” in the conventional sense. The following are the various categories of courses suggested for the B.P.Ed. Programme.

- Theory - Core Course- Elective Course
- Practicum- Compulsory Course (Track and Field)- Elective Course
- Teaching/Coaching Practices- Internship.

Courses

‘Course’ is a component (a paper) of a programme. Each course offered by the university college of physical education is identified by a unique course code. A course contains lectures/ tutorials/laboratory/seminar/project / practical training / report writing /Viva-voce, etc or a combination of these, to meet effectively the teaching and learning needs.

Credits

The term “Credit” refers to the weight age given to a course, usually in relation to the instructional hours assigned to it. Normally in each of the courses credits will be assigned on the basis of the number of lectures / tutorial / laboratory and other forms of learning required to complete the course contents in a 15-week schedule. One credit is equal to one hour of lecture per week. For laboratory/field work one credit is equal to two hours.

PROVISION OF BONUS CREDITS MAXIMUM OF 6 CREDITS IN EACH SEMESTER

S.No	Special Credits for Extra Co-curricular Activities	Credit
1	Sports Achievement at Stale level Competition (Medal Winner) Sports	1
2	Achievement National/ .inter university level Competition (Medal Winner)	2
3	Sports participation International level Competition	
4	Inter Uni. Participation (Any one game)	2

5	Inter College Participation (Minimum Two games)	1
6	National cadet corps / National service scheme	2
7	Blood donation/Cleanliness drive/Community services/	2
8	leadership training Camp, trucking, Mountaineering – /Adventure Activities	2
9	Organization/ Officiating – State /National level in any two games	2
10	News Reposting / Article Writing / book writing / progress report writing	1
11	Research Project	4

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

Semesters

An Academic year is divided into two Semesters. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examination and evaluation purposes. Each week has 30 working hours spread over 5 / 6 days a week.

Medium of Instruction

Medium – English, the teachers provide instruction to communicate the students about instructional matters through technology-based instruction, classroom correspondence, face-to-face instruction, virtual /online learning centre-based instruction, etc. B.PEd is intended for the students pursuing a career in physical education. A problem-solving ability is exactly what a candidate is looking for in that course. Any candidate with courage, perseverance, and competitive spirit may opt for this course. The candidates who excel in activities related to the sport will be fit for this course. The program is ideal for students with a proven athletic record and fitness experience. Uses instructional practices and deliberate-practice tasks that support the goals and objectives defined in the physical education curriculum (e.g., differentiated instruction, active engagement, modified activities, self-assessment, self-monitoring). The teacher engages students in moderate to vigorous physical activity for at least 50 percent of class time and ensures the inclusion of all students, including making the necessary adaptations for students with special needs. Finally, the teacher evaluates student learning continually to document teacher effectiveness.

College committee

The college Committee consists of the faculty of the college. The college Committee shall be responsible for admission to all the programmes offered by the college including the conduct of physical fitness tests, verification of records, admission, and evaluation. The college Committee determines the deliberation of courses and specifies the allocation of credits semester-wise and course-wise. For each course, it will also identify the number of credits for lectures, tutorials, practicals, seminars etc. The courses (Core/Discipline Specific Elective/Non-Major Elective) are designed by teachers and approved by the college Committees. Courses approved by the college Committees shall be approved by the Board of Studies/Broad Based Board of Studies. A teacher offering a course will also be responsible for maintaining attendance and performancesheets (CIA - I, CIA-II, assignments and seminar) of all the students registered for the course. The Non-major elective programme, MOOCs coordinator and Internship Mentor are responsible for submitting the performance sheet to the Head of the department. The principal of the college consolidates all such performance sheets of courses pertaining to the programmes offered by the college. Then forward the same to be Controller of Examinations.

Outcome Based Education (OBE)

Clarity: A career in Physical Education has a vast range of career options from being a part of the chosen sport, trainer, sports goods manufacturer, commentator, health club, marketing, sports journalism, and lots of other related options.

Flexibility: To encourages teachers to be open to different approaches to teaching, to be willing to modify their procedures based on the needs of their students, and to be creative in their

approach. A need to be taken into Progressive overload, specificity, reversibility, individual differences, and balance

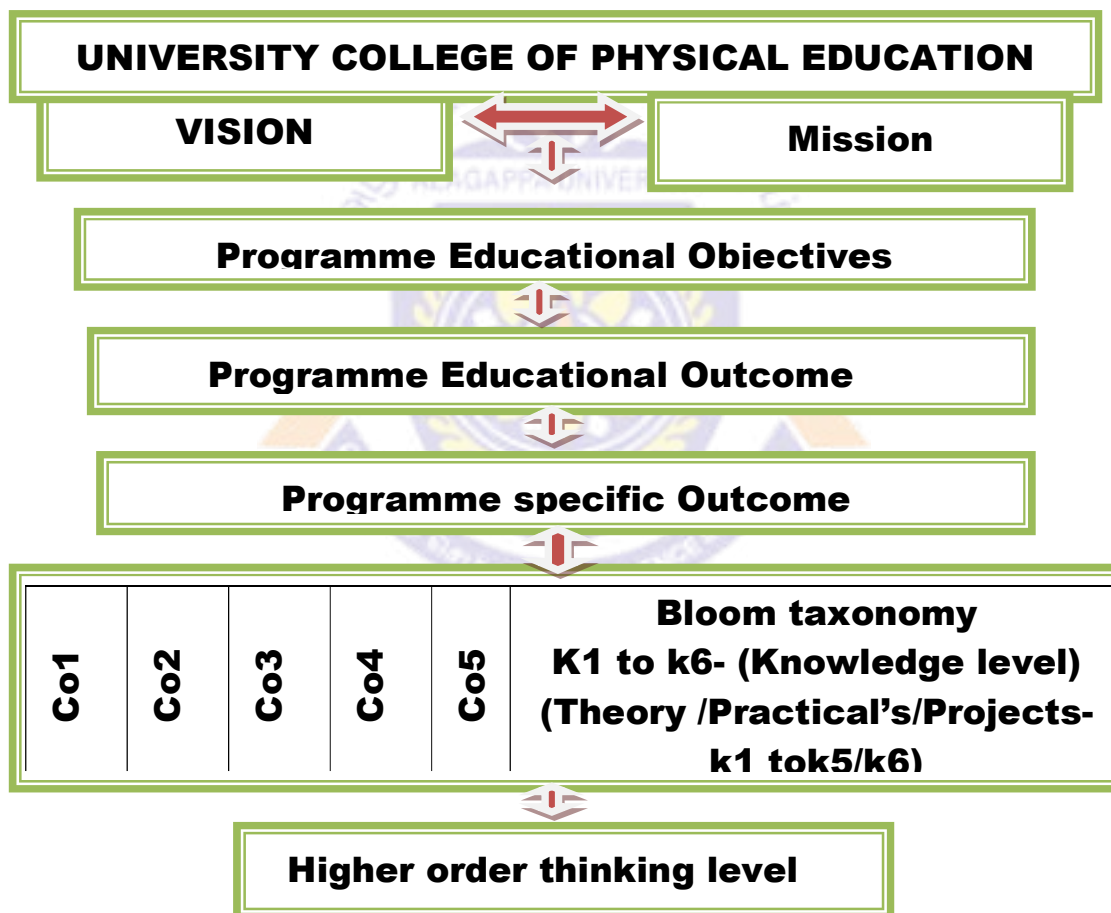
Structure their Courses around Specific Outcomes. Students will develop practical, theoretical skills in Physical Education. 3. Students will be prepared to acquire a range of general skills, to specific skills to communicate with society effectively and learn independently.

Comparison: Physical education plays a vital role in the personality development of our youth. It makes them physically healthy, active and mentally alerts, and also reduces their risk for health problems. It enables them to live in a healthy and competitive environment.

Involvement: Students are involved to concentrates on the physical education teaching function. It helps the teacher select objectives at the correct level of difficulty to meet the students' needs. The teacher encourages the students to be responsible for their own physical education learning.

Unique Features of Outcome Based Education

- ❖ Outcome Based Education to enhance communications among various stakeholders.
- ❖ Outcome Based Education its helps in examining the vision and mission.
- ❖ Outcome Based Education to evaluates students' performance effectively.
- ❖ Outcome Based Education its helps in mapping the Course Outcomes and Programme Outcomes for each assessment.



Programme Educational Objectives- (PEO)

PEO-1	Bachelor Physical Education which encourages a holistic approach based on a socio-ecological perspective
PEO-2	Bachelor Physical Education Promote greater integration and balance between the physical education, social and sports sciences.
PEO-3	Contextualize physical education with a set of attitudes and values that signify the importance of movement as a valued human practice.

PEO-4	Centralize and acknowledge that the individual, in his /her search for personal meaning, once Educated in Health and Physical Education, would be able to make positive contributions to the Enhancement of Society
PEO-5	This degree can qualify them to find work in their field or obtain a doctoral degree.
PEO-6	Promote the learning of new skills. Enhance, extend, inform and critique the deliberate use of exercise, play, sport and other forms of physical activity within an individual and societal context.
PEO-7	Once educated in Physical Education, would be able to make positive contributions to the enhancement of society, promote the learning of new skills, enhance, extend, inform and critique the deliberate use of exercise, play, sport and other forms of physical activity within an individual and societal context.
PEO-8	To inculcate rational thinking and to develop scientific temperament among the prospective teachers
PEO-9	Acquire knowledge about human body as its functioning is influenced by physical activities
PEO-10	Understand the process of growth and development as participation in physical activities has positive relationship with it.

Programme Specific Objectives-(PSO)

PSO-1	The Bachelor of Physical Education (B.P.ED.) Programme is a professional Programme meant for preparing physical education teacher for high school (classes I to X) level.
PSO-2	The curriculum and syllabus have been structured in such a way that each of the courses meets one or more of the outcomes related to the skills, knowledge, and behaviours that students acquire as they progress through the program.
PSO-3	To provide movement abilities ranging from functional life skills to those needed for successful participation in leisure activities.
PSO-4	To be able to use organizational, administrative and managerial skills in the practical field. Cultural impact and aesthetic values.
PSO-5	Contextualize physical education with a set of attitudes and values that signify the importance of movement as a valued human practice.

Programme Outcome-(PO)

PO-1	To prepare professionally qualified teachers in Physical Education for Secondary School education.
PO-2	Understand the concept and applied knowledge of Sports Science principles.
PO-3	To prepare professionally trained professionals for Clubs, Gyms, and Fitness Centers, etc.
PO-4	To prepare competent, committed, and willing to perform as professionals
PO-5	Candidates those who are physically well and have a lot of interest in physical education and its related activities can go for this course.
PO-6	Get ability to teach yoga, aerobic and anaerobic activity, gymnastics, swimming and combative sports
PO-7	1. Promotes and embraces diversity in teaching, coaching, and managing sport/recreational activities
PO-8	Learner who stays current on research and technology, develops critical thinking skills, and practices ethical behavior in the profession.

PO-9	Collaborates with stakeholders to build strong partnerships within the profession, community, and society
PO-10	Values and participates in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Programme Specific Out Come

PSO-1	Become a qualified and competent physical educator
PSO-2	Acquiring the teaching, coaching /training and officiating skills in athletics and games
PSO-3	Achieving competency to mark the sports field and track and to organise competition and meet at various level
PSO-4	Do high quality research in physical education, sports and sports sciences
PSO-5	Ability to apply various concept of biomechanics, sports engineering ,technology and management in enhancing the performance

Assessment

CIA, alternate assessment tools, seminar, end semester exam, laboratory and project work, course exit survey, programme exit survey, alumni survey, employer survey, course expert committee, programme assessment and quality improvement committee, department advisory board, faculty meeting, professional society.

Bloom taxonomy –Learning/ Knowledge level

L1/ K1	Remember	Student recall (or) remember the information Questions: Arrange, Choose, Define, Describe, Find, How, Label, List, Match, Name, Relate, Recall, Show, What, Why)
L2/ K2	Understand	Can the student explain ideas (or) concepts Questions: classify, compare, convert, Explain, Express, Illustrate, Outline, Relate, Show, Summaries, Translate.
L3/ K3	Apply	Can the student use information in a new way. Question: Construct, Develop, Discover, Identify, Interview, modify, Predict, Practice, Solve.
L4/K4	Analyze	Can the student distinguish between the different analysis parts? Question: Categories, Classify, Compare, Distinguish, Generate, Examine, Interpret, Operate, Simplify.
L5/ K5	Evaluate	Can the student justify a stand (or) decision? Question: Assess, Choose, Compare, Determine, Evaluate, Explain, Interpret, Justify, Measure, Priorities, Prove, Select.
L6/ K6	Create	Can the student Create a new product (or) point of view) Question: Choose, Compile, Compose, Construct, Create, Develop, Discuss, Elaborate, Estimate, Formulate, Maximize, Minimize, Modify, Propose, Solve.

Eligibility for admission

1. BPES, BPE, BSc or any degree from a recognized University with Sports participation.
2. A minimum intercollegiate level participation in sports and games is compulsory.
3. The candidates should not have completed 35 years of age as on 1st July. However, relaxation of 3 years shall be given for SC/ST candidates.
4. Ex-Servicemen / Experienced Physical Education Teachers shall be given relaxation of 6 years of age.
5. The candidate should be medically fit and free from any deformity.
6. Pregnant women are not permitted either for admission or to undergo the course. If violated, they will not be permitted to continue the course.

7. Admission shall be made on the basis of ranking in the entrance and fitness test.
8. The Intake, Eligibility and Admission Procedure is as per the NCTE norms and standards
9. Admission shall be made on the basis of ranking for a total of 150 marks as detailed below.

1. Qualifying Examination - 25 marks	UG Degree % of marks
2. Participation in Sports and Games - 25 marks	a. Representation for the Country/National placing (I, II, & III) - 25 marks b. State Representation (Form II / III in games/Sports) - 20 marks c. Inter collegiate/inter physical education (placing) - 15 marks d. District / Inter collegiate/inter physical education (participation) - 10 marks e. Intramural (placing) - 05 marks
3. Sports proficiency test - 50 marks	The applicant should choose any one of the indoor or outdoor sports for assessment.
4. Physical fitness test 50 marks	a. 100mts or 800mts - 20 marks b. Shot-put - 15 marks c. Long Jump or high jump - 15 marks

Medical Certificate

All applicants should submit along with the application a latest Medical Certificate issued by a Government Doctor not below the rank of a Civil Surgeon to the effect that the candidate is fit to undergo strenuous activities.

Minimum Duration of programme

The programme is for a period of two years. Each year shall consist of two semesters viz. Odd and Even semesters. Odd semesters shall be from June / July to October / November and even semesters shall be from November / December to April / May. Each semester there shall be not less than 90 working days consisting of 5 teaching hours per working day which shall comprise 450 teaching clock hours for each semester (exclusive of the days for the conduct of the University end- semester examination).

Components

A BPEd programme consists of a number of courses. The term “course” is applied to indicate a logical part of the 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 the courses suggested for the BPEd programmers:

A Core courses (CC)- “Core Papers” means “the core courses” related to the programme concerned including practicals and project work offered under the programme and shall cover core competency, critical thinking, analytical reasoning, and research skill.

Discipline-Specific Electives (DSE) means the courses offered under the programme related to the major but are to be selected by the students, shall cover additional academic knowledge, critical thinking, and analytical reasoning.

a. Self Learning Courses from MOOCs platforms.

1. MOOCs shall be on voluntary for the students.
2. All PG programmes students have to undergo a total of 2 Self Learning Courses (MOOCs) one in II semester and another in III semester.
3. The actual credits earned through MOOCs shall be transferred to the credit plan of programmes as extra credits.

4. If the Self Learning Course (MOOCs) is without credit, 2 credits/course be given and transferred as extra credit
5. While selecting the MOOCs, preference shall be given to the course related to employability skills.

b. Projects /Internships (Maximum Marks: 200)

The duration of the Project/Dissertation/internship shall be a minimum of threemonths in the fourth semester.

Plan of work

A course may be designed to comprise lectures/tutorials/laboratory work/field work / outreach activities / project work / vocational training / viva /seminars /term papers / assignments / presentations / self- study etc., or a combination of some of these. The Course' applied is to indicate 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 programme.

- ❖ CORE COURSE
- ❖ ELECTIVE COURSE
- ❖ PRACTICALCOURSES
- ❖ INTERNSHIP COURSES

There shall be at least 200 working days per year exclusive of admission and examination process etc

Internship

Format to be followed for Internship report

The format /certificate for internship report to be followed by the student are given below
 Title page -**Format of the title page**

Title of internship report

Internship report submitted in partial fulfilment of the requirement for the Master of degree in----- to the Alagappa University, Karaikudi -630003.

By

(Student Name)_____

(Register Number)_____

University Logo

Department of-----

Alagappa University

(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019; QS ASIA Rank- 216, QS BRICS Rank-104, QS India Rank-20)

Karaikudi - 630003 (Year)

Certificate-(Format of certificate – faculty in-charge)

This is to certify that the report entitled” submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the Master of Science in -----by Mr/ Mis----- (Reg No-----) under my supervision. This is based on the work carried out by him/her in the organization M/S--. This Internship report or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar record of any University or Institution.

Place: Karaikudi

Date: _____

Research Supervisor

Certificate (HOD)

This is to certify that the Internship report entitled “ ” submitted by Mr/Mis.-----
-----**(Reg No----**) to the Alagappa University, in partial fulfilment for the award of the Master of Science in ----- is a bonafide record of Internship report done under the supervision of----- , Assistant Professor, Department of -----, Alagappa University and the work carried out by him/her in the organization M/S -----. This is to further certify that the thesis or any part thereof has not formed the basis of the award to the student of any degree, diploma, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Date:_____

Head of the Department

Certificate-(Format of certificate – Company supervisor or Head of the Organization)

This is to certify that the Internship report entitled “-----” submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the Master of Science in -----by Mr/Mis----- (Reg No:-----) under my supervision. This is based on the work carried out by him/her in our organization M/S ----- for the period of three months or -----. This Internship report or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar record of any University or Institution.

Place:

Date:_____

Supervisor or incharge

Declaration (student)

I hereby declare that the Internship Report entitled “-----” submitted to the Alagappa University for the award of the **Master of Science in -----** has been carried out by me under the supervision of-----, Assistant Professor, Department of-----, Alagappa University, Karaikudi – 630 003. This is my original and independent work carried out by me in the organization M/S ----- for the period of three months or ----- and has not previously formed the basis of the award of any degree, diploma, associateship, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Date: _____

14. Teaching methods

B.PEd is a two-year duration course typically divided into four semesters. Syllabus for B.PEd includes theory as well as practical subjects. Among theory subjects, there are some core and elective subjects. Core subjects are mandatory for all, however, candidates have to make a choice among elective subjects available in the curriculum of a NCTE/ university/ college.

15. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students who have earned 74% to 70% of attendance need to apply for condonation in the prescribed form with the prescribed fee. Students who have earned 69% to 60% of attendance need to apply for condonation in the prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 60% of attendance are not eligible to appear for the End Semester Examination (ESE). They shall re-do the semester(s) after completion of the programme.

16. Examination

The examinations shall be conducted separately for theory and practical's to assess (remembering, understanding, applying, analyzing, evaluating, and creating) the knowledge required during the study. There shall be two systems of examinations viz., internal and external examinations. The internal examinations shall be conducted as Continuous Internal Assessment tests I and II (CIA Test I & II).

❖ Internal Assessment

The internal assessment shall comprise a maximum of 25 marks for each subject. The following procedure shall be followed for awarding internal marks.

Theory -25 marks

Sr.No	Content	Marks
1	Average marks of two CIA test	15
2	Seminar/group discussion/quiz	5
3	Assignment/field trip report/case study report	5
	Total	25

Practical -25 Marks

1	Academic Lesson	10 marks
2	Individual & other Physical activities	5 marks
3	Teaching and Coaching skills	10 marks
	Total	25 Marks

Internship-50 Marks (assess by Guide/incharge/HOD/supervisor)

1	Two presentations (mid-term)	30 Marks
2	Progress report	20 Marks
	Total	50 Marks

❖ External Examination

There shall be examinations at the end of each semester, for odd semesters in the month of October / November; for even semesters in April / May.

A candidate who does not pass the examination in any course(s) may be permitted to appear in such failed course(s) in the subsequent examinations to be held in October / November or April / May. However candidates who have arrears in Practical shall be permitted to take their arrear Practical examination only along with Regular Practical examination in the respective semester.

A candidate should get registered for the first semester examination. If registration is not possible owing to shortage of attendance beyond condonation limit / regulation prescribed OR belated joining OR on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the programme.

For the Project Report/ Dissertation Work / internship the maximum marks will be 100 marks for project report evaluation and for the Viva-Voce it is 50 marks (if in some programmes, if the project is equivalent to more than one course, the project marks would be in proportion to the number of equivalent courses). Viva-Voce: Each candidate shall be required to appear for Viva-Voce Examination (in defense of the Dissertation Work /Project/ internship).

Scheme of External Examination (Question Paper Pattern)

Theory - Maximum 75 Marks

Section A	12 questions. Out of 10 questions carry equalmarks.	10 x 2 = 20 Marks	12 questions – 2 each from every unit
Section B	5 questions Either / or type like 1.a (or) b. All questions carry equal marks	5 x 5 = 25	5 questions – 1 each from every unit
Section C	5 questions Either / or type like 1.a (or) b. All questions carry equal marks	5 x 8 = 40	5 questions – 1 each from every unit

Practical –Maximum 75 Marks

Section A	Academic Lesson	15 Marks
Section B	Physical Lesson	10 Marks
Section C	Individual & other Physical activities	5 Marks
Section D	Teaching and Coaching skills	25 Marks
Section E	Record note	10 Marks
Section F	Vivo voce	10 Marks

Internship report Scheme of evaluation

Internship report	100 Marks
Vivo voce	50 Marks

17. Results

The results of all the examinations will be published through the Department where the student underwent the course as well as through University Website

Passing minimum

A candidate shall be declared to have passed in each course if he/she secures not less than 40% marks in the End Semester Examinations and 40% marks in the Internal Assessment and not less than 50% in the aggregate, taking Continuous assessment and End Semester Examinations marks together.

The candidates not obtained 50% in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semesters (2 chances will be given) by writing the CIA tests and by submitting assignments. Candidates, who have secured the pass marks in the End-Semester Examination and in the CIA but failed to secure the aggregate minimum pass mark (E.S.E + C I.A), are permitted to improve their Internal Assessment mark in the following semester and/or in University examinations.

A candidate shall be declared to have passed in the Project / Dissertation / Internship if he /she gets not less than 40% in each of the Project / Dissertation / Internship Report and Viva-Voce and not less than 50% in the aggregate of both the marks for Project Report and Viva-Voce. A candidate who gets less than 50% in the Project / Dissertation / Internship Report must resubmit the thesis. Such candidates need to take again the Viva-Voce on the resubmitted Project report.

Grading of the Courses

Once the marks of the CIA and ESE for each of the courses are available, they will be added. The marks, thus obtained will then be graded as per the scheme provided in the following

MARKS	GRADE POINT	LETTER GRADE
96 and above	10	S+
91 – 95	9.5	S
86 – 90	9.0	D++
81 – 85	8.5	D+
76 – 80	8.0	D
71 – 75	7.5	A++
66 – 70	7.0	A+
61 – 65	6.5	A
56 – 60	6.0	B
50 – 55	5.5	C
Below 50	0	RA

From the second semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively by **Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)**. These two are calculated by the following formulae

$$\text{GRADE POINT AVERAGE (GPA)} = \frac{\sum_i C_i G_i}{\sum_i C_i}$$

GPA = Sum of the multiplication of grade points by the credits of the courses

Sum of the credits of the courses in a Semester

$$\text{CUMMULATIVE GRADE POINT AVERAGE (CGPA)} = \frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$$

CGPA = Sum of the multiplication of grade points by the credits of the entire Programme

Sum of the credits of the course for the entire Programme

Where 'Ci' is the Credit earned for Course i in any semester; 'Gi' is the Grade Point obtained by the student for Course i and 'n' is the number of Courses **passed** in that semester.

CGPA (Cumulative Grade Point Average) = Average Grade Point of all the Courses passed starting from the first semester to the current semester.

Classification of the successful candidate

A candidate who secured not less than 60% of the aggregate marks in the whole examination shall be declared to have passed the examination in First class. All other successful candidates shall be declared to have passed in the Second class. The candidate who obtains 76% of marks in the aggregate shall be deemed to have passed the examination in first class with distinction provided they should have passed all the examinations at the first appearance. Candidates who passed all the examinations prescribed for the course in the first instance and within two academic years from the year of admission to the course are alone eligible for university ranking.

A candidate is deemed to have secured the first rank provided if he/she should have passed all the papers in the first attempt itself and should have secured the highest Cumulative grade point average (CGPA). Each student should have taken --- credits as a core course, -- credits as a major elective; ---credits as non-major elective, ---- credits as dissertation / project work / internship, in addition, MOOCs courses as extra credits, thus totalling at least 90 credits are required to complete PG degree programme.

Classification of the final result

- a) The final result of the candidate shall be based only on the CGPA earned by the candidate.
- b) Successful candidates passing the examinations and earning CGPA between 6.01 and 7.50 shall be declared to have passed in First Class and those who earned CGPA between 5.00 and 6.00 shall be declared to have passed in Second Class.

- c) Candidates earning CGPA between 7.51 and 9.00 in the first appearance within the prescribed duration of the programme shall be declared to have passed in First Class with Distinction and those who earned CGPA 9.01 and above in the first appearance within the prescribed duration of the programme shall be declared to have passed in First Class – Exemplary in the respective Programmes.
- d) Absence from an examination shall not be taken as an attempt.

Final result

CGPA	Letter Grade	Classification of Final Results
9.51 and above	S+	First class – Exemplary
9.01 – 9.50	S	
8.50 – 9.00	D++	First class – Distinction
8.01 – 8.50	D+	
7.50 – 8.00	D	
7.01 – 7.50	A++	First Class
6.51 – 7.00	A+	
6.01 – 6.50	A	
5.51 – 6.00	B	Second Class
5.00 – 5.50	C	
Below 5.00	RA	Reappear

Maximum duration of the completion of the programme

The maximum period for completion of B.P.Ed is shall not exceed eight semesters continuing from the first semester.

Conferment of the B.PED Degree

A candidate shall be eligible for the conferment of the Degree only after he/ she has earned the minimum required credits for the Programme prescribed therefore (i.e. 138 credits Programme)

The annual leader ship training camp

The annual leader ship training camp is a part and partial activities of the B.P.ED candidates. This camp provides recreational experience, social adjustment and the quality of leadership. Preparation for the camp commenced early in advance with a preview of camp site by a few camp officials to make the arrangement for water, cleaning the site, transportation etc., The camp party consisting of Male and Female students. Faculty members and mess servants arrived at Thondi on day before for the camp site was cleaned and other requirements of Camp fire circle, Mess hall, Markers tent etc. **Campers:** We are made ready by the campers were divided into 5 Units.

- ❖ Three for male students and two for female students.
- ❖ Leaders & Assistant leaders were selected for each unit.
- ❖ A tribal name and a war cry were chosen by the campers of each unit.
- ❖ Competition between units were conducted in camp fire programme, treasure, hunt, community singing, water games, Hut decoration, etc.

SYLLABUS CREDIT STRUCTURE FOR B.P.ED PROGRAMME										
S.No	Paper code	Part	Title of the paper	T/P	Credit	Hours/week	I	E	Total	
I SEMESTER										
1	721101	CC - I	History, Principles and foundation of Physical Education	T	4	4	25	75	100	
2	721102	CC - II	Anatomy, Physiology Sports Medicine, Physiotherapy and Rehabilitation	T	4	4	25	75	100	
3	721103	CC - III	Organization, Administration and Sports Management	T	4	4	25	75	100	
4	721501/ 721502	DSE - I	Olympic Movement / Health and Fitness Management	T	4	4	25	75	100	
5	721106	CP - I	Track and Field (Running Events)	P	4	5	25	75	100	
6	721107	CP - II	Gymnastic / weightlifting	P	4	5	25	75	100	
7	721108	CP - III	Indigenous Sports	P	4	5	25	75	100	
8	721109	CP - IV	Mass Demonstration Activities:	P	4	5	25	75	100	
9	Library						4			
	Total					32	36	200	600	800
II SEMESTER										
10	721201	CC - IV	Yoga Education	T	4	4	25	75	100	
11	721202	CC - VI	Educational Technology and Methods of Teaching in Physical	T	4	4	25	75	100	
12	721203	CC - VII	Health education and environmental studies	T	4	4	25	75	100	
13	721503/ 721504	DSE- II	Contemporary issues in Physical Education/ Fitness and Wellness.	T	4	4	25	75	100	
14	****	NME	Non-Major Elective	T	2	3	25	75	100	
15	****	SLC	MOOCS	T	Extra Credit					
16	721205	CP - V	Track and Field (Jumping Events)	P	4	5	25	75	100	
17	721206	CP - VI	Yoga and Aerobics	P	4	5	25	75	100	
18	721207	CP - VII	Racket Sports	P	4	5	25	75	100	
19	721208	CP -VIII	Teaching practice: General lessonplan	P	4	5	25	75	100	
	Total					34	39	225	675	900

S.No	Paper code	Part	Title of the paper	T/P	Credit	Hours/week	I	E	Total
III SEMESTER									
20	721301	CC-VIII	Sports Training	T	4	4	25	75	100
21	721302	CC -IX	Computer Applications in Physical Education	T	4	4	25	75	100
22	721303	CC-X	Sports Psychology and Sociology	T	4	4	25	75	100
23	721505/ 721506	DSE- III	Curriculum Design / Adapted physical education	T	4	4	25	75	100
24	****	NME	Non-Major Elective	T	2	3	25	75	100
25	****	SLC	MOOCS	Extra Credit					
26	721306	CP -IX	Track and Field (Throwing Events)	P	4	5	25	75	100
27	721307	CP -X	Combative Sports: Boxing/ Fencing	P	4	5	25	75	100
28	721308	CP -XI	Team Games: (second best)	P	4	5	25	75	100
29	721309	CP -XII	Teaching practices (Particular Lesson)	P	4	5	25	75	100
30	Leadership training camp Programme					-			
Total					34	39	225	675	900
IV SEMESTER									
31	721401	CC-XI	Measurement and Evaluation in Physical Education	T	4	4	25	75	100
32	721402	CC-XII	Kinesiology and Biomechanics	T	4	4	25	75	100
33	721403	CC-XIII	Research and Statistics in Physical Education	T	4	4	25	75	100
34	721507/ 721508	DSE- IV	Theory of sports and games Officiating and Coaching	T	4	4	25	75	100
35	721405	CP-XIII	Track and Field (Combined events)	P	4	5	25	75	100
36	721406	CP-XIV	Team Games – (First Best)	P	4	5	25	75	100
37	721407	CP-XV	Track and Field (Coaching Lesson Plan)	P	4	5	25	75	100
38	721408	CP-XVI	Games Specialization (Coaching Lesson Plan)	P	4	5	25	75	100
Adventure Activities						-			
Total					32	36	200	600	800
Grand Total					132	154	850	2550	3400

CC: Core Course, EC: Elective Course, NME: Non Major Elective Course, SLC: Self Learning Course (MOOCs) and NEC: Non Exam Course.*Credits earned through Self Learning Courses (MOOCs) shall be transferred in the credit plan of the program as extra credit

Semester - I					
Core	Course code: 721101	History, Principles and Foundation of Physical Education	T	Credits:4	Hours: 4
Unit -I					
Objectives 1	To gain the knowledge of physical education.				
Foundation of Physical Education: - Definition, Meaning, Aims and objectives of education and Physical Education. Physical Culture, Physical Training, Scope of Physical Education. Importance of Physical Education in present era. Relationship of Physical Education with General Education. Physical Education as an Arts and Science. Theories of play.					
Outcomes 1	Understand the concept of physical education.				K2
Unit -II					
Objectives 2	To understand the historical perspectives of physical education in India				
Historical Development of Physical Education in India: Indus Valley Civilization Period (3250 BC - 2500 BC), Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD), Medieval Period (1000 AD – 1757 AD), British Period (Before 1947). Physical Education in India (After 1947). Y.M.C.A and its Contribution, SAI SDAT, NSNIS, LNCPE and LNIPE Federations, KELO India SGFI, AIU Sports, State and National Sports Universities in India.					
Outcomes 2	Understand the historical development of physical education in India and abroad.				K4
Unit III					
Objectives 3	To trace the history of physical education, exercise science and sport from earliest times to present				
Biological Foundation of Physical Education: Growth and Development: Definition And Meaning of Growth and Development, Principles of Growth and Development. Heredity and Environment, Anatomical and Physiological Difference Between Male and Female, Sex and Age Difference, Body Types- Kretchmer and Sheldon's Classification, Body Deviation - Kyphosis, Lordosis, Scoliosis, Structure Desire Function and Function Desire Structure.					
Outcomes 3	Describe the different Olympic games and its committees				K4
Unit IV					
Objectives 4	To identify events that served as catalysts for physical education, exercise science and sports growth				
Sociological Foundation of Physical Education: Definition and Meaning of Sociology & Personality, Social Environment Factors, Social Motivation and Its Types, Group Dynamics, Leadership: Qualities of Leadership, Types of Leadership, Delinquency, National Integration.					
Outcomes 4	Classify and identify the Olympic values and apply the same to the society				K5
Unit V					
Objectives 5	To equip with the ideas of Fitness Promotion				
Psychological Foundation of Physical Education: Definition of Psychology and Learning, Types of Learning, Theories of Learning: Trial and Error Theory, Conditioned Response Theory and Insightful Learning Theories. Law of Learning, Transfer of Learning and Its Types, Learning Curve: Types of Learning Curve, Plateau Stages in Learning.					
Outcomes 5	Apply the concept of Olympics in organizing various sports activities.				K6
Suggested Readings					
Bucher, Charles A. (1986). Foundations of Physical Education, St. Louis: The C.V. Mosby Company.					
Mohan V.M (1969) Principles of physical education. Dehil. Metropolitan Book Dep.					
Nixon, E.E & Cozen, F.W (1969). An introduction to physical education. Philadelphia: W.B.					

Saunders Co.

Singh, Ajmer., et. al. (2005). Essential of Physical Education. New Delhi: Kalyani Publication.

Thirunarayanan, C. and Hariharan, S. (1990). Analytical History of Physical Education. Karaikudi: C.T. & S.H. Publication.

Dhanaraj S (2021). History and Foundations of Physical Education, INSC, Chikkamagaluru.

Deshpande, S.H. (2014). Physical Education in Ancient India. Amravati: Degree College of Physical Education.

Kamlesh, M.L. (2014). Fundamental elements of Physical Education. New Delhi : KSK Publishers and distributors.

Kamlesh, M.L. & Sangal, M.S. (1981). Principles and History of Physical Education. Ludiana : Parakash Brothers Educational publishers.

Perinbaraj, Bevinson. S. (2002). History of Physical Education. Karaikudi: Vinsi Publication.

Online Resources

www.iosrjournals.org/iosr-jspe/papers/vol3-issue2/A03020103.pdf

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
S-Strong (3)			M-Medium(2)				L- Low(1)			

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	M(2)	M(2)	M(2)
Co2	S(3)	S(3)	S(3)	S(3)	S(3)
Co3	S(3)	S(3)	S(3)	M(2)	M(2)
Co4	S(3)	S(3)	M(2)	M(2)	M(2)
Co5	M(2)	M(2)	S(3)	S(3)	S(3)
S-Strong (3)		M-Medium(2)		L- Low(1)	

Semester - I					
Core	Course code:	Anatomy, Physiology, Sports Medicine, Physiotherapy and Rehabilitation	T	Credits:4	Hours: 4
Unit -I					
Objectives 1	To understand and gain the knowledge of organization of the human body and its regulation				
Introduction of the Human Body: Organization of the human body and Brief introduction of Anatomy Physiology in the field of Physical Education and Sports Cell-structure and functions of cells. Tissue- Types of tissue and their functions Skeletal System- Bones of the human body-axial and appendicular skeleton. Classification and functions of bone Anatomical sex difference. Brief description of Joints.					
Outcomes 1	Describe organization of the human body and its regulation.				K2
Unit-II					
Objectives 2	To understand the support and movement of systems of the body				
Structures & Functions of Various Organ Systems: I Muscular system- Types of muscle and functions- Structure of skeletal muscle, Major muscles of shoulder, hip and knee joint. Digestive system: The alimentary canal /G.I.tract, Accessory glands and digestive juices – Brief outline of process of carbohydrate, fat and protein digestion. Circulatory System: Function n of circulatory system. Composition and function of blood, Heart- location and structure, pulmonary circulation, Systemic circulation. Cardiac cycle, Blood pressure, Blood group, Blood coagulation. Blood and immunity.					
Outcomes 2	Understand the support and movement of systems of the body.				K4
Unit III					
Objectives 3	To understand the human body and its function				
Structures & Functions of Various Organ Systems: II Respiratory system: Organs of respiration, meaning internal and external respiration. mechanism of respiration, Excretory system: Structure and function of kidney, urine formation Endocrine system: Location, secretion and functions of different endocrine glands					
Outcomes 3	Describe the integration and control system.				K4
Unit IV					
Objectives 4	To understand and analyze the structural aspect of systems of the body				
Nervous system: organization, CNS central nervous system- Brain, spinal cord, autonomic nervous system. Concept of nerve- muscle physiology: Neuromuscular junction and transmission.PNS: Peripheral nervous system: Energy metabolism: Define energy Brief discussion on energy metabolism, ATP Adenosine Triphosphate Sources of ATP.					
Outcomes 4	Discuss the human body and its function.				K5
Unit V					
Objectives 5	To understand and analyze the functional aspects of human body				
Effect of Exercise on Different System Exercise-Concept and type Types of muscular contraction.(I so metric, I so tonic and I so kinetic) Effect of exercise on muscular system Effect of exercise on circulatory system- Heart rate, stroke volume, cardiac output, athletic heart Effect of exercise on respiratory system- Tidal volume, respiratory rate, pulmonary ventilation, oxygen uptake, oxygen debt or EPOC (Excess Post exercise oxygen consumption.)					
Outcomes 5	Analyze the structural aspect of systems of the body				K6
Suggested Readings					
Pearce, Evelyn B., (1979) Anatomy and physiology for Nurses, London: Faber and Faber Ltd. Wilmore, Jack H and Costill, David L. (1994). Physiology of Sports and Exercise. Human kinetics. Wilson, Kathleen J. W. (1987). Anatomy and Physiology, Health and illness. 6thEdition. Churchill Livingstone Edinburgh. Publication Sports Medicine, Rachanajain, KhelSatitya Kendra, New Delhi- 2002, Sports Injuries.					

Sports medicine- Athletic Training and rehabilitation Techniques- Patrick Clinton

Gupta, A.P., (2010). Anatomy and physiology. Agra: Sumit Prakashan

Moorthy, A.M., (2014). Anatomy Physiology and Health Education. Karaikudi: Madalayam publication.

Prarce, J.W., (1984). Anatomy for students and Teachers of Physical Education, Edward Arnold & Co. London.

Sivaramakrishnan, S., (2002). Anatomy and Physiology, New Delhi: Friends Publication.

Online Resources

www.erc.edu

www.teachPE.com

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)
Co2	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
Co3	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)
Co5	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)
S-Strong (3)			M-Medium(2)				L- Low(1)			

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	S(3)	M(2)	S(3)
Co2	M(2)	S(3)	S(3)	S(3)	S(3)
Co3	S(3)	S(3)	M(2)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	S(3)
Co5	M(2)	M(2)	S(3)	S(3)	S(3)
S-Strong (3)		M-Medium(2)			L- Low(1)

Semester - I					
Core	Course code: 721103	Organization, Administration and Sports Management	T	Credits:4	Hours: 4
Unit -I					
Objectives 1	To understand the concept and basic principles of management				
Introduction: Definition, Meaning, importance of Organization, Administration and Sports Management in Physical Education. - Purpose, Concept and scope of sports management.- Essential skills and progressive concept of sports management. - Qualities and competencies required for the sports manager. - Event management in Physical Education & sports. - Qualification and Responsibilities of Physical Education teacher and pupil leader. -Meaning and basic principles of planning. - National Sports University –Khelo India – SAI – SDAT – SGFT – AIU – LNIPE – LNCPE –NSNIS-YMCA					
Outcomes 1	Understand the concept of sports management.				K2
Unit-II					
Objectives 2	To understand the Office Management, Record, Register & Budget				
Competition Organization: Importance of Tournament- Types of Tournaments- Knock – out Tournament-League or Round Robin Tournament- Combination Tournament- Challenge Tournament - Draw of Fixtures- Organization scheme of Physical Education in Schools, Colleges, University, District, States and structure of Athletic Meet. Sports Event Intramural & Extramural Tournament					
Outcomes 2	Describe the essential skills of sports management.				K4
Unit III					
Objectives 3	To understand the care and maintenance of equipments				
Organizing and directing: Meaning and Elements of Organizing.- Process and Importance of Organizing.- Principles of Organizing.- Process of Directing- Principles And Importance of Direction- Definition and Meaning of Leadership - Need and Importance of Leadership qualities- Leadership style and method, teacher pupil ratio.					
Outcomes 3	Describe the qualities and competencies required for the sports manager.				K4
Unit IV					
Objectives 4	To Understand the systems of tournaments and organization of sports				
Facilities and time – Table Management: Facilities and Equipment Management- Types of facilities - Infrastructure – indoor, outdoor, academic & administrative blocks, research wing, library etc. Care of school building, Gymnasium, Swimming Pool, Play Fields, Play Ground. Equipment, need, importance, purchase, care and maintenance.- Meaning Need, Importance and factors affecting Time table Management - Sports Management system in schools, colleges and universities.					
Outcomes 4	Explain the basic concept of planning.				K5
Unit IV					
Objectives 5	To know the problems and considerations involved in the successful management of sport.				
Office Management, Record, Register & Budget: Definition, Meaning, function and kinds of office management. Records - Physical Efficiency record- Medical Examination record Registers - Attend Register - Stock Register - Cash Register - Meaning and importance of Budget Marketing - Criteria of good budget. - Sources of income, expenditure, preparation of budget. - Principles of budgeting.					
Outcomes 5	Understand the concept of leadership and its forms				K6
Suggested Readings					
Broyles, F. J. &Rober, H. D. (1979). Administration of sports, Athletic programme: A Managerial Approach. New York: Prentice hall Inc.					
Bucher, C. A. (1983). Administration of Physical Education and Athletic programme.St. Lolis: The C.V. Hosby Co.					

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

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

Sharma, V.M. & Tiwari, R.H.: (1979). Teaching Methods in Physical Education. Amaravati: Shakti Publication.

Thomas, J. P.(1967). Organization & administration of Physical Education. Madras: Gyanodayal Press.

Tirunarayanan, C. & Hariharan, S. (1969). Methods in Physical Education. Karaikudi: South India Press.

Voltmer, E. F. & Esslinger, A. A. (1979). The organization and administration of Physical Education. New York: Prentice Hall Inc.

Online Resources

https://archive.org/details/organization_admiwillrich

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
S-Strong (3)			M-Medium(2)				L- Low(1)			

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)		M-Medium(2)		L- Low(1)	

Semester – I					
DSE	Code: 721501	Olympic Movements	T	Credits:4	Hours: 4
Unit -I					
Objectives 1	To understand the philosophy and to gain knowledge of early history of Olympic movements.				
Origin of Olympic Movement Aims of Olympic Movement, The early history of the Olympic movement, the significant stages in the development of the modern Olympic movement, Educational and cultural values of Olympic movement.					
Outcomes 1	Studied the origin and goal of Olympic movement.				K2
Unit-II					
Objectives 2	To gain the knowledge of Olympic ideals, code, ethics, protocol etc.				
Modern Olympic Games: Significance of Olympic Ideals, Olympic Rings and Olympic Flag, Olympic protocol for member countries, Olympic Code of Ethics, Olympics in action, Sports for all					
Outcomes 2	Attained knowledge on values and significance of Olympics				K4
Unit III					
Objectives 3	To gain the knowledge of different Olympic Games and committees.				
Different Olympic Games: Para Olympic Games, Summer Olympic Games, Winter Olympic Games, Youth Olympic Games, Special Olympic Games,					
Outcomes 3	Gain knowledge on conduct of modern Olympics				K4
Unit IV					
Objectives 4	To understand the concept the Olympics in organizing various sports activities.				
Committees of Olympic Games: International Olympic Committee Structures and Functions, National Olympic Committee and their role in Olympic Movement, Olympic Commissions and their functions, Olympic medal winners of India					
Outcomes 4	Understanding the various classifications of Olympics.				K5
Unit V					
Objectives 5	To become familiar with and to recognize distinguished functional operations of national and international Olympic federations.				
Olympic Ceremonies: Introduction, Elements of Opening ceremony, Elements of Closing Ceremony, Olympic stadium and Olympic village. Olympic Mascots and New Innovations and ideas implemented in Recent Olympics					
Outcomes 5	Olympics organizations and functions were studied.				K6
Suggested Readings					
Anand, Shyam. (2013). Upkar's UGC NET/JRF/SET Physical Education. Agra: Upkar Prakashan					
Burbank, J.M., Andranovich, G.D. & Heying Boulder, C.H.(2001). Olympic dreams: the impact of mega-events on local politics: Lynne Rienner.					
Osime Mohamond (2015) Olympic Movement, New Delhi: Sports Publication.					
Ajmer Singh, Jagdish Baiet (2008). Essentials of Physical Education, Ludhiana: Kalyani Publication.					
Osborne, M.P (2004). Magic tree house fact tracker: ancient Greece and the Olympic: a nonfiction companion to magic tree house: hour of the Olympic. New York: Random House Books for Young Readers.					
Online Resources					
www.olympic.org					
K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create					

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)
Co2	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
Co3	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)
Co5	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)
S-Strong (3)			M-Medium(2)				L- Low(1)			

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)		M-Medium(2)		L- Low(1)	

Semester - I				
DSE	Course code: 721502	Health and Fitness Management	T	Credits:4 Hours: 4
Unit -I				
Objectives 1	To provide a quality, up-to-date educational curriculum			
Introduction to Fitness and Wellness: Definition, Meaning, Concept and Need of Fitness and Wellness, Dimensions of Fitness, Components of Fitness and Wellness, Relationship between Health Fitness and Wellness, Contemporary Concept of Fitness and Wellness				
Outcomes 1	Understand the fully bout health related fitness			K2
Unit-II				
Objectives 2	To provide leadership and service to the university community through continuing education.			
Factors Influencing Fitness: Anatomical Fitness, Physiological Fitness, Psychological Fitness, Sociological Fitness, Environmental Fitness etc .				
Outcomes 2	Knowing the food diet and modulations			K4
Unit III				
Objectives 3	To promote self-directed learning and critical thinking as desirable professional behaviour.			
Methods to Develop Fitness Components: Aerobic, Anaerobic, Muscle strength, endurance, flexibility, body composition, and cardiovascular fitness are the various aspects that come together to rank your overall fitness				
Outcomes 3	Understand the Physical, Physiological, Psychological and Anthropometrical Aspects			K4
Unit IV				
Objectives 4	To Exploration of a variety of health and determine specific career goals			
Nutrition and Health: Work, Power, Energy and its units, Sources of Energy, micronutrients, Food Pyramid, and Balance Diet. Reasons why nutrition is important why good nutrition is important why nutrition is important why is health important health benefits of good nutrition				
Outcomes 4	Graduates pursue a variety of career choices, including personal training, strength and conditioning, corporate wellness, clinical exercise, facility management, and sports operations.			K5
Unit V				
Objectives 5	To promote the fitness, and wellness settings to allow students the opportunity			
Fitness Assessment: Measurement and Evaluation of Physical Fitness: Health Related, Occupation Related, Assessment of Physiological, Psychological and Sociological Traits, Body Composition. Measurement and Evaluation of Selected Physical Fitness Components				
Outcomes 5	Students graduating as health and fitness managers may pursue careers in corporate wellness, public and private fitness and wellness, or special population fitness and wellness. Students will also be prepared for a variety of health-related graduate studies, ranging from Physical Therapy to Exercise Science			K6
Suggested Readings				
<p>Carl Evans Platt, Health and Fitness Centres, Fitman Publishing, Long Acre London.</p> <p>Neilsol& Carl Foster ACSMS Health / Fitness Facility Standards and Guidelines, Human Kinetics Books,Champaign, Illinois.</p> <p>Parks and Zanger, Sports and Fitness Management, Human Kinetics, Champaign, Illinois.</p> <p>Patton, Grantham Gerson and Gegtman, Developing and Managing Health & Fitness Facilities.</p> <p>Adeigbe RT, Ramirez AG. Physical activity in Latino communities. Institute of Medicine</p>				

commentary; 2015. [August 11, 2015]. <http://nam.edu/wp-content/uploads/2015/06/PAandLatinos.pdf>.

Anderson LH, Martinson BC, Crain AL, Pronk NP, Whitebird RR, O'Connor PJ, Fine LJ. Health care charges associated with physical inactivity, overweight, and obesity. Preventing Chronic Disease. 2005;2(4):A09. [PMC free article] [PubMed]

Babey SH, Brown ER, Hastert TA. Access to safe parks helps increase physical activity among teenagers. Policy Brief/UCLA Center for Health Policy Research. 2005;(PB2005-10):1–6. [PubMed]

Barkin SL, Poe E. Systematic exposure to recreation center increases uses by Latino families with young children. Childhood Obesity. 2012;8(2):116–123. [PMC free article] [PubMed]

Barkin SL, Gesell S, Poe E, Escarfuller J, Tempesti T. Culturally tailored, family-centered, behavioral obesity intervention for Latino-American preschoolers. Pediatrics. 2012;130(3):445–456. [PMC free article] [PubMed]

Barnidge EK, Radvanyi C, Duggan K, Motton F, Wiggs I, Baker EA, Brownson RC. Understanding and addressing barriers to implementation of environmental and policy interventions to support physical activity and healthy eating in rural communities. Journal of Rural Health. 2013;29(1):97–105. [PMC free article] [PubMed]

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
S-Strong (3)			M-Medium(2)			L- Low(1)				

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)		M-Medium(2)		L- Low(1)	

Semester - II				
Core	Course code: 721201	Yoga Education	T	Credits:4 Hours: 4
Unit -I				
Objectives 1	To understand and to be equipped with the concepts of yogic practices and asana			
Introduction: Meaning, Definition and Scope of Yoga, Aim, Objectives and Functions of Yoga, Yoga in early Upanishads , The yoga sutra, General Consideration, Need and importance of yoga in Physical Education in Sports.				
Outcomes 1	Understand the yoga and its historical development. (Explain the concepts, compare, convert, Express, Illustrate, Outline, Relate, and Translate)			K2
Unit-I				
Objectives 2	To be equipped with the knowledge of upanisadas and importance in one's life			
Foundation of Yoga: The Astanga Yoga (Eight limbs of yoga): Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhayana and Samadhi, Types of Yoga-Karma Yoga, Raj Yoga, Jnana Yoga and Bhakthi Yoga.				
Outcomes 2	Differentiate between various stages of astanga yoga.(Categories, Classify, Compare, Distinguish, Generate, Examine, Interpret, Operate, Simplify)			K4
Unit -III				
Objectives 3	To be equipped with the knowledge of yoga sutra, astang yoga and hatayoga.			
Asanas: Types of Pranayama- Methods and Benefits, Effect of Asanas and Pranayama on various system of the body, Classification of asanas with special reference to Physical Education in Sports, Influence of relaxative and meditative posture on various system of the body, Types of Bandhas, mudras and Kriyas-Methods and Benefits, Types of Chakras, Nadis and its Benefits.				
Outcomes 3	Demonstrate different asanas, pranayamas and kriyas.			K4
Unit IV				
Objectives 4	To become familiar classify and identify the yogic practices' and adana's values and apply the same to the society			
Yoga Education: Research- Basic, Applied and Action Research in Yoga, Difference between yogic practice and physical exercise, Yoga Education Centers in India and Abroad, Competitions in Yogasanas.				
Outcomes 4	Apply and demonstrate various benefits of yoga to be applied in the field of sports.			K5
Unit V				
Objectives 5	To practice mental hygiene			
Life style education – Yoga therapy and yogic diet: Suryanamaskar- Methods and Benefits, Yama – Niyama – Yogic life style, Spiritual education , Yogic diet (Rajasic, Tamasic and Sathvic), Gunas and Nodis. Various Life implications- Physical and Mental health, Emotional Health and Social Life.				
Outcomes 5	Relate yoga with health and wellness			K6

Suggested Readings

Chandrasekaran, K., (1999). Sound Health through Yoga. Sedapatti: Prem Kalyan Publications.

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

Iyengar, B.K.S. (2001). Yoga the path to holistic health, Dorling Kindersley.

Saraswati, Niranjanananda. (2010). Prana and Pranayama, Mungaer: Bihar School of Yoga.

Saraswati, Satyananda. (2008). Four Chapters on Freedom, Mungaer: Bihar School of Yoga.

Bhowmil, Sanjib kumar. (2012). A text book on Yoga and Health. Delhi: Sports publication.

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

Feuersten, Georg. (2002). The yoga tradition, Delhi: Motilal banarsidass publishers.

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

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

Shekar, K.C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra.

Online Resources

www.ayush.gov.in

www.yogamdniy.nic.in

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)			M-Medium(2)				L- Low(1)			

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)		M-Medium(2)		L- Low(1)	

Semester - II					
Core	Course code: 721202	Educational Technology and Methods of Teaching in Physical Education	T	Credits:4	Hours: 4
Unit -I					
Objectives 1	To understand the importance of educational technology for teaching lessons of physical education.				
Introduction : Definition and Meaning Education and Education Technology, Types of Education – Formal, Informal and Non – formal Education., Educative Process, Importance and Devices .					
Outcomes 1	Understand the concept of educational technology and methods of teaching				K2
Unit-II					
Objectives 2	To understand the importance and types of teaching methods and techniques with its devices to teach various aspects physical education skillfully.				
Methods of Teaching – Nature, Objectives, Characteristics and Requirement: Teaching techniques – Lecture method, Command method, Demonstration method, Imitation method, Project method etc, Teaching procedure – Whole method, Whole – part- Whole method, Part –Whole method, Presentation Technique – Personal and technical preparation, Command –Meaning, Types and their uses in different situations.					
Outcomes 2	Describe and use various teaching methods according to suitability				K4
Unit III					
Objectives 3	To acquire information on current directions in special teaching aids				
Teaching Aids: Meaning of Teaching Aids, Importance and the criteria for selecting Aids, Teaching Aids – Audio aids, Audio – Visual aids, Verbal, Chalk board, Charts Model, Slide projector, Motion picture, e-learning etc, Meaning of team teaching, Principles and Advantage of team teaching, Difference between teaching methods and teaching aid.					
Outcomes 3	Construct the lesson plans for various physical education activities.				K4
Unit IV					
Objectives 4	To be sensitive to the proficiency in construction of lesson plans for various physical education activities				
Lesson Planning and Teaching Innovations: Meaning of Lesson Planning, type and principles of lesson plan, General and Specific Lesson plan, Meaning of Micro teaching – types and steps of micro teaching, Meaning of Simulation teaching- types and steps of simulation teaching.					
Outcomes 4	Classify the types of presentation, techniques and technical preparations required for physical education lessons.				K5
Unit V					
Objectives 5	To inculcate the interests in lesson planning and its innovations.				
Evaluation: Meaning of Evaluation, Nature and procedures of Evaluation, Evaluation system of teaching, Score cards method, Digital evaluation					
Outcomes 5	Understand the principles of class management and factors affecting class management.				K6
Suggested Readings					
<p>Andrew D. Eberline & K. Andrew R. Richards (2013) Teaching with Technology in Physical Education, Strategies: A Journal for Physical and Sport Educators, 26:6, 38-39, To link to this article: http://dx.doi.org/10.1080/08924562.2013.839522.</p> <p>Bhardwaj, A. (2003). New media of Educational planning. New Delhi: Sarup & sons. Bhatia & Bhatia, (1959). The principles and methods of teaching. New Delhi: Doaba House.</p>					

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

Reference books / Websites

Bhardwaj, A. (2003). New media of educational planning. New Delhi: Sarup of Sons. Pvt. Ltd.

Sampath, K., Pannirselvam, A. & Santhanam, S. (1981). Introduction to educational technology.

New Delhi: Sterling Publishers Pvt. Ltd.

Walia, J.S. (1999). Principles and methods of education. Jullandhar: Paul Publishers.

Online Resources

<http://www.supportrealteachers.or>

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)			M-Medium(2)				L- Low(1)			

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)		M-Medium(2)		L- Low(1)	

Semester - II					
Core	Course code: 721203	Health Education and Environmental Studies	T	Credits:4	Hours: 4
Unit -I					
Objectives 1	On completion of the course the student shall				
Introduction: Health Education and School Health Services Definition of health, Aims, objectives and Principles of Health Education, Concept, Dimensions, Spectrum and Determinants of Health Education, Objectives and importance of school health services, Health problems of school going students, WHO , Health Bodies in India and World.					
Outcomes 1	Understand about the concept of health and health education				K2
Unit-II					
Objectives 2	Develop health awareness and habits for healthy living in personal, family and community life.				
Health Problems Promotion in India: Nutritional problems, Explosive problems, Communicable and non – communicable disease problem, Medical care problems, Environmental sanitation, Promotion of health in Physical Activities in India.					
Outcomes 2	Understand the health problems in India				K4
Unit III					
Objectives 3	Develop interest and take responsibilities for implementing health and safety education				
Environmental Science :Definition, Scope, Need and Importance of environmental studies-Concept of environmental education, Historical background of environmental education. Celebration of various days in relation with environment-Plastic recycling & probation of plastic bag/cover- Role of school in environmental conservation and sustainable development.					
Outcomes 3	Understand about hygiene, nutritional aspects and prevention and control of communicable and non communicable diseases.				K4
Unit IV					
Objectives 4	Develop environmental awareness and wastage eradication				
Natural Resources and related environmental issues: Water resources, food resources and Land resources, Definition, effects and control: measures of – Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution-Management of environment and Govt.policies, Role of Pollution Control Board.					
Outcomes 4	Apply the comprehensive knowledge of the concept of health education, school health services and prevention of the environment related problems.				K5
Unit V					
Objectives 5	Develop an awareness of natural resources and causes of pollution				
School Health Services-Personal and Environmental Hygiene for schools-Objectives, Need and importance of School health service, Role of health education in schools -Health Services –Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environmental conservation and sustainable development.					
Outcomes 5	Develop an understanding about the environment				K6
<p>Suggested Readings</p> <p>J.E Park, K.Park, text book of Preventive And Social Medicine, Banasidas Bhanot Publishers, Jabalpur, 1985. Frank, H& Walter, H., (1976). Turners School Health Education. Saint Louis: The C.V Mosby Company. Nemir, A. (n.d). The School Health Education. New York Harber and Brothers. McKenzie, J., Neiger, B., Thackeray, R. (2009). Health education can also be seen as preventive medicine (Marcus 2012). Health Education and Health Promotion. Planning, Implementing, &</p>					

Evaluating Health Promotion Programs. (pp. 3-4). 5th edition. San Francisco, CA: Pearson Education, Inc.

Donatelle, R. (2009). Promoting Healthy Behavior Change. Health: The basics. (pp. 4). 8th edition. San Francisco, CA: Pearson Education, Inc.

International technical guidance on sexuality education: an evidence-informed approach (PDF). Paris: UNESCO. 2018. p. 82. ISBN 978-92-3-100259-5.

Joint Committee on Terminology (2001). "Report of the 2000 Joint Committee on Health Education and Promotion Terminology". American Journal of Health Education. **32** (2): 89–103. doi:10.1080/19325037.2001.10609405. S2CID 220328025.

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)			M-Medium(2)				L- Low(1)			

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)		M-Medium(2)		L- Low(1)	

Semester - II					
DSE	Course code: 721503	Contemporary Issues In Physical Education	T	Credits:4	Hours: 4
Unit -I					
Objectives 1	Understand the modern concept of Fitness and Wellness.				
Introduction: Concept of Physical Education and Fitness Definition, Meaning, Aims and Objectives of Fitness and Wellness, Importance and Scope of Fitness and Wellness, Components and types of Fitness and Wellness, Physical Activity and Health Benefits of Fitness and Wellness.					
Outcomes 1	Understand the modern concept of sports training.				K2
Unit-II					
Objectives 2	Employ the knowledge about concept of holistic health through fitness and wellness				
Principles of Exercise Program: Means of Fitness Development, Aerobic and Anaerobic Exercise, Exercise and heart rate zones for various aerobic exercise intensities, Concept of free weight Vs Machine, Sets and Repetition etc, Concept of designing different fitness training program for different age groups.					
Outcomes 2	Describe the principles of sports training				K4
Unit III					
Objectives 3	Orient students toward the approach of positive lifestyle.				
Sports Nutrition: Definition and Meaning of Sports Nutrition, Role of Nutrition in Sports, Carbohydrates, Protein, Fat, Vitamins, Minerals and Water, Meaning, classification and its their functions- Role of hydration during exercise, water balance, Nutrition, Daily caloric requirement and expenditure.					
Outcomes 3	Evaluate and develop system of sports training – basic performance, good performance and high performance training				K4
Unit IV					
Objectives 4	Develop competencies for profile development, exercise guidelines adherence				
Nutrition and Weight Management: Concept of BMI (Body Mass Index), Obesity and its hazard, Myth of sports reduction, Dieting versus exercise for weight control, Common Myths about weight loss, Health risks associated with obesity, Obesity causes and solutions for overcoming obesity.					
Outcomes 4	Plan training sessions				K5
Unit V					
Objectives 5	Apply the holistic concept of health and wellness				
Contemporary Issues and Safety Education in Physical Education: Transition from traditional from modern approaches teaching Physical Education, Safety Education, Definition and Meaning of safety education, Importance of safety education for Physical Education, Safety Management techniques, Pre participation and safety measures.					
Outcomes 5	Realize and apply the methods of technique training.				K6
Suggested Readings					
Compton Jenkins, (2007) Dynamics of Fitness & Health, Kendall/Hut Publishing					
Ken Hardman, (2011), Contemporary Issues in Physical Education, Meyer & Meyer Sport					
Mcglynn, G., (1993). Dynamics of fitness. Madison: W.C.B Brown					
Sharkey, B. J.(1990). Physiology of fitness, Human Kinetics Book					
Bassesen, D.H (2008) Update on Obesity. J. ClinEndocrinoMetab. 93 (6) 2027 – 2034 Butryn, M.L., Phelan,S., & Hill, J.O (2007). Consistent self – Monitoring of Weight: A Key Component of Successful Weight loss Maintenance. Obesity (Silver Spring). 15 (12) 3091 – 3096.					
Difiore, J.(1998). Complete guide to postnatal fitness. London: A & C Black					
Giam, C.K & The K.C. (1994). Sport medicine exercise and fitness. Singapore: P.G. Medical Book					

Online Resources

[www.wikinvest.com/concept/Health %26 Wellness](http://www.wikinvest.com/concept/Health%26Wellness)

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)			M-Medium(2)				L- Low(1)			

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)		M-Medium(2)		L- Low(1)	

Semester - II					
DSE	Course code: 721504	Fitness and wellness	T	Credits:4	Hours: 4
Unit -I					
Objectives 1	Understand the modern concept of Fitness and Wellness.				
Introduction to Physical Education Concepts basic to the Nature and Meaning of Physical Education, Changed way of life, Outcomes of physical Education, the Physically Educated person, Principles of Physical Education. Movement Education for Special population.					
Outcomes 1	Realize and apply the fitness and wellness management techniques				K2
Unit-II					
Objectives 2	Employ the knowledge about concept of holistic health through fitness and wellness.				
Fitness and Wellness Concept of Fitness - Definition and meaning of Fitness, Different Kinds of Fitness - Physical Fitness, Skill Related and Health Related Physical Fitness, Relationship of fitness and health Basic concept of wellness, Role of various factors in wellness, components of wellness, Physical fitness and wellness, Health benefits of Exercise. Exercise prescription..					
Outcomes 2	Acquaint towards contemporary health issues and its interventions.				K4
Unit III					
Objectives 3	Orient students toward the approach of positive life style.				
Fitness Evaluation and Activities (Practical) General Warm up, Limbering down exercises. Free hand exercises, Stretching exercises Swiss ball exercises Fitness Evaluation –Measuring Cardio respiratory fitness, 1.5 mile run test, 1mile walk test, The Step test, Assessment of Flexibility, Skinfold test, BMI Aerobic activities – Walking, Jogging, cycling etc.					
Outcomes 3	Design different fitness training program for different age group.				K4
Unit IV					
Objectives 4	Develop competencies for profile development, exercise guidelines adherence				
Anaerobic Activities – Circuit Training, Strength Activities, Agility and Coordinative activities, Body conditioning activities like Calisthenics, Flexibility exercises. Physical Activity for Special population.					
Outcomes 4	Explain common injuries and their management				K5
Unit V					
Objectives 5	Apply the holistic concept of health and wellness.				
Fundamental Skills of Games (Practical) Game skills and Game practice of Football, Kabaddi, Volleyball, Basketball, Badminton, Throwball, Wrestling, Kho-kho, Handball (Any Two) Pilates, Aerobic Dance, Zumba, Fitness using Ball and other materials like parallel bars, ropes, suspensions etc., Martial arts. Physical Activity for Special population.					
Outcomes 5	Demonstrate an understanding of the physiological benefits of movement, physical activity and wellness				K6
Suggested Readings					
Harrold M Barrow “Man and Movement: Principles of Physical Education” published in Great Britain by Henry Kimpton Publishers, London.					
Jesse Peoring Williams “The Principles of Physical Education” Published by College Book House, Shivaji Road, Meerut.					
William D McArdle, Frank I Katch and Vitor I Katch, Essential of Exercise Physiology, Second edition, New York: LipincoffWilliams and wilkins, 2000					
Arthar C. Guyton, Physiology of Human Body, Philadelphia: Saunders Company, 1972.					

Melwin H. Williams. Nutrition for Health Fitness and sport. McGraw Hill Company, Newyork: 1995

Bradford B, Strand and Others. Fitness Education Arizona GorsuchSeani; sbrick Publishers, 1997.

Scott K. Powers and Stephen L. Dodd. Total Fitness: Exercise, Nutrition and wellness, Boston: Allyn and Bacon, 1999.

Thomas D. Fahey and Others. Fit and Well 6th Edition; Newyork: MCGraw Hill Publishers, 2005.

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

Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a meta analysis. Am J Obstet Gynecol, 197(3), 223-228.

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)			M-Medium(2)			L- Low(1)				

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)		M-Medium(2)		L- Low(1)	

Semester - III					
Core	Course code: 721301	Sports Training	T	Credits:4	Hours: 4
Unit -I					
Objectives 1	Scope, aim and objectives of sports training				
Introduction of Sports Training: Definition and Meaning of Sports Training, Aims and Objectives of Sports Training, Scientific Principles of Sports Training.					
Outcomes 1	Understand the modern concept of sports training				K2
Unit-II					
Objectives 2	Training means and methods				
Training Components: Meaning of Strength and Methods of Strength Development, Meaning of Speed and Methods of Speed Development, Meaning of Endurance and Methods of Endurance Development, Meaning of Coordination and Methods of Coordinative abilities, Meaning of Flexibility and Methods of Flexible Development.					
Outcomes 2	Describe the principles of sports training				K4
Unit III					
Objectives 3	Concepts of load				
Training Process: Definition and types of Training Load and Overload, Principles of Intensity and Volume of Stimulus and Density.					
Outcomes 3	Evaluate and develop system of sports training – basic performance, intermediate performance and high performance training.				K4
Unit IV					
Objectives 4	Concepts and types of training				
Training Programming and Planning: Meaning and Types of Periodization, Aim and Content of Periods - Preparatory Period, Competition Period, Transitional Period, Planning – Training Season.					
Outcomes 4	Plan training sessions				K5
Unit V					
Objectives 5	Training programming and planning				
Meaning and Methods of Technique Training, Meaning and Methods of Tactical Training and Strategy, Meaning and Methods of Ergogenic Aids.					
Outcomes 5	Realize and apply the Methods of Technique Training.				K6
Suggested Readings					
Bompa, Tudor O. (1990). Periodization theory and methodology of training. (4Ed) Champaign: Human Kinetics					
Harre, Dietrich, (ed). (1982) Principles of sports training. Berlin. Sportverlag,					
Matreyev, I. (1982) Fundamentals of sports training. Berlin. Sportverlag,					
Anderson, Bob., Pearl, Bill., and Burke, Edmund R., (2001). Getting in Shape Workout Programs for Men & Women. Mumbai: Jaico Publishing House.					
Baechle, Thomas. R, & Earle, Roger. W., (2000). Essentials of Strength training and Conditioning. Champaign: Human Kinetics.					
Brooks, Douglas. S., (2004). The Complete Book of Personal training. Champaign: Human Kinetics.					
Fahey, Thomas. D., (2005). Weight training basics. New York: McGraw-Hill.					
Newton, Harvey., (2010). Explosive lifting for Sports. Champaign: Human Kinetics.					
Online Resources					
www.teachPE.com					
K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create					

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
S-Strong (3)			M-Medium(2)			L- Low(1)				

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)		M-Medium(2)		L- Low(1)	

Semester - III					
Core	Course code: 721302	Computer Applications In Physical Education	T	Credits:4	Hours: 4
Unit –I					
Objectives 1	To develop knowledge about computer application				
Introduction of Computer: Meaning, Need and Importance of Information and Communication Technology (ICT), Applications of Computers in Physical Education.					
Outcomes 1	Provided the basic knowledge of Computer and software.				K2
Unit-II					
Objectives 2	To develop knowledge of office word and office excel				
Micro Soft Word (MS Word): Introduction of MS Word, Creating, Saving and Opening a Document, Formatting, Editing features Drawing table, Page Setup, Paragraph Alignment, Spelling and Grammar check Printing option inserting page Number, Graph, Footnote and Notes.					
Outcomes 2	Given fair idea about MS word, Excel and power point				K4
Unit III					
Objectives 3	To understand the ms power point				
Micro Soft Excel (MS Excel): Introduction of MS Word, Creating, Saving and Opening the Spreadsheet, Creating Formulas Format and editing features adjusting columns width and row height understanding charts.					
Outcomes 3	Learned the various rules in preparation of power point.				K4
Unit IV					
Objectives 4	To develop knowledge about internet				
Micro Soft Power Point (MS Power Point): Introduction to MS Power Point, Creating, Saving and Opening a Power Point, File – format and editing features slide show, design, interesting slide number picture, graph, table, Preparation of Power Point Presentation					
Outcomes 4	Understood the fundamentals of internet				K5
Unit V					
Objectives 5	To Understand the concept of ICT				
Network – Classification of network - Basic of Internet and E-mail - Advantages and Disadvantages of Internet and e-mail - ICT- Meaning, Need and Importance of ICT - Role of e-resources in teaching, training and Coaching - Application Software used in Physical Education and Sports. Statistical analysis through excel.					
Outcomes 5	Studied the concept of ICT.				K6
Suggested Readings					
<i>Irtegov, D. (2004). Operating system fundamentals. Firewall Media.</i>					
<i>Marilyn, M.& Roberta, B.(n.d.).Computers in your future. 2nd edition, India: Prentice Hall.</i>					
<i>Milke, M.(2007). Absolute beginner’s guide to computer basics. Pearson Education Asia.</i>					
<i>Sinha, P. K. & Sinha, P. (n.d.).Computer fundamentals. 4th edition, BPB Publication.</i>					
Online Resources					
http://www.freebookcentre.net/ComputerScience-Books-Download/Introduction-to-Computer					
K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create					

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)			M-Medium(2)			L- Low(1)				

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)		M-Medium(2)		L- Low(1)	

Semester - III					
Core	Course code: 721303	Sports Psychology and Sociology	T	Credits:4	Hours: 4
Unit -I					
Objectives 1	Psychology, sports psychology and sociology				
Introduction: Definition, Meaning, Nature, Importance and Scope of Sports Psychology, General Characteristics of Various Stages of Growth and Development, Types and Nature of Individual differences: Factors Responsible. Heredity and Environment, Psycho – Sociological aspects of Human behavior in relation to Physical Education and Sports.					
Outcomes 1	Describe the role of sports psychology for athletes and in their performance				K2
Unit-II					
Objectives 2	Nature of learning and personality				
Sports Psychology: Nature of Learning, Theories of Learning , Learning Curves and Laws of Learning, Definition, Dimension Meaning and Characteristics of Personality, Personality and Sports Performance, Nature of Motivation: Factors influencing Motivation: Motivation and Techniques and its impact on Sports performance, Mental Preparation Strategies: Attention focal, Self – talk, Relaxation, Imaginary – Aggression and Sports, Meaning, Kinds and Nature of Anxiety and Stress. Anxiety, Stress and their effects on Sports Performance.					
Outcomes 2	Apply psychological theories in the field of physical education and sports for enhanced participation and optimal performance among children.				K4
Unit III					
Objectives 3	Group and structure of the group, and behavior in different context				
Relation between Social Science and Physical Education: Orthodoxy, Customs, Tradition and Physical Education, Festivals and Physical Education, Socialization through Physical Education, Social Group life, Social Conglomeration and Social Group, Primary group and Remote group.					
Outcomes 3	Describe the general characteristics of various stages of growth and development				K4
Unit IV					
Objectives 4	Need for study of sports sociology				
Culture Meaning and Importance: Features of Culture, Importance of Culture, Effects of Culture on People life Style, Different methods of studying Observation / Inspection method, Questionnaire method and Interview method.					
Outcomes 4	Describe the personality and its characteristics				K5
Unit V					
Objectives 5	Culture, sports culture and elements of culture.				
Mind: The Concept of Mind – Cognition, Affection, Conation, Characteristics of Mind – Conscious, Unconscious, Subconscious, Super Conscious, Stages of Mind.					
Outcomes 5	Develop skill proficiency in psychological assessment				K6

Suggested Readings

Gates, A. I at al, Educational Psychology (Macmillan Co. N.Y, 1957).

S.R. Gangopadhyay, Sports Psychology S.R. Gangopadhyay Gwalior, 2002 S.K Manga, Psychological Foundations of Education, Parkash Brothers Ludhiana.

Jack. H. Liewellyn, Judy. A. Bluckeve, Psychology of Coaching, Theory and application, Srjeet publication, Delhi, 1982.

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Kamlesh, M.L. (1998). Psychology in physical education and sport. New Delhi:Metropolitan Book Co.

Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981).Sports culture and society.Philadelphia: Lea &Febiger.

Mathur, S.S., (1962). Educational psychology. Agra.VinodPustakMandir.

Skinnner, C. E., (1984.). Education psychology. New Delhi: Prentice Hall of India.

William, F. O.&Meyer, F. N. (1979). A handbook of sociology. New Delhi: Eurasia Publishing House Pvt Ltd.

Online Resources

www.teachPE.com

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
S-Strong (3)			M-Medium(2)				L- Low(1)			

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)		M-Medium(2)			L- Low(1)

Semester - III					
DSE	Course code: 721505	Curriculum Design	T	Credits:4	Hours:4
Unit -I					
Objectives 1	To develop knowledge about concept of the curriculum				
Introduction: Modern Concept of Curriculum Need and Importance of Curriculum and Curriculum Development, Role of the Teacher in Curriculum Development, Factors affecting curriculum – Social factors – Personal Qualifications – Climatic consideration – Equipment and facilities – Time suitability of hours, Types of Curriculum Design - Traditional or subject centered, Learner centered, Problemcentered / Society centered.					
Outcomes1	Appraise the understanding of the concept of the curriculum.				K2
Unit-II					
Objectives 2	To understand significance of curriculum construction				
Basic Guide line for Curriculum Construction: Focalization. Socialization, Individualization, Sequence and operation, Steps in curriculum construction.					
Outcomes 2	Explain the need and importance of curriculum development.				K4
Unit III					
Objectives 3	To understand the principle of curriculum planning				
Curriculum – Old and New Concepts, Mechanics of Curriculum Planning: Basic Principles of curriculum construction, Meaning and Importance of curriculum design, factors affecting curriculum design, Principles of curriculum design according to the needs of the students and state and national level policies, Role of teachers, Method of teaching / Instruction, Rubric, Assessment.					
Outcomes 3	Interpret the concept				K4
Unit IV					
Objectives 4	To understand the professional preparation				
Under – Graduate Preparation of Professional Preparation: Areas of health education, Physical Education and Recreation, Curriculum design – Experience of Education, field and laboratory, Teaching Practice, Professional’s competencies to developed – facilities and special resources for library, laboratory and other facilities.					
Outcomes 4	Realize and apply basic principles of curriculum construction				K5
Unit V					
Objectives 5	Explicitly outline performance expectations and identify				
Curriculum for Various Levels: Kinder Garden to 2 nd Standard (Pre Primary), 3 rd Standard to 5 th Standard (Primary), 6 th Standard to 8 th Standard (Upper Primary), 9 th Standard to 10 th Standard (High School), 11 th Standard to 12 th Standard (Higher Secondary).					
Outcomes 5	Design different curriculum				K6
Suggested Readings					
Bucher, C. A. (1986). Foundation of physical education: St. Louis: The C. V. Mosby & Company.					
Cassidy, R. (1986). Curriculum development in physical education. New York: Harper & Company.					
Cowell, C.C. & Hazelton, H.W. (1965). Curriculum designs in physical education. Englewood Cliffs: N.J. prentice Hall Inc.					
Larson, L.A. (n.d.). Curriculum foundation in physical education. Englewood Cliffs: N.J. Prentice Hall Inc.					
Barrow, H. M. (1983). Man and movement: principles of physical education. Philadelphia: Lea and					

Febiger.

Underwood, G. L. (1983). The physical education curriculum in secondary school: planning and implementation. England: Taylor and Francis Ltd.

Willgoose, C.E. (1979). Curriculum in physical education. 3rd Ed. Englewood Cliffs.: N.J. Prentice Hall, Inc.

Online Resources

<https://www.kobo.com/us/en/ebook/curriculum-development>

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)			M-Medium(2)				L- Low(1)			

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)		M-Medium(2)		L- Low(1)	

Semester I V					
DSE	Course code: 720506	Adapted Physical Education	T	Credits:4	Hours: 4
Unit -I					
Objectives 1	To let the child participate regularly in movements that is age-appropriate to help develop the motor-skills.				
Introduction to Adapted Physical Education Meaning and definitions, Aims and objectives, Need and importance, Role of physical education in adapted physical education, Quality and qualification of teachers of adapted physical education, Brief historical review of adapted physical education.					
Outcomes 1	designed to meet long term unique needs				K2
Unit-II					
Objectives 2	To develop a healthy level of balance, flexibility, muscular strength, body composition, and cardio-respiratory endurance.				
Classification of Disability Physical disabilities, Mental retardation, Visual impairment, Hearing impairment, Behavioral disorders, Characteristics and functional limitations of the above disabilities, Aids for the disabled and its evaluation, Facilities and equipments for recreation and sport activities					
Outcomes 2	may take place in mainstream classes or segregated classes				K4
Unit III					
Objectives 3	To learn new games and their rules and to demonstrate it correctly in the game settings				
Adapted Physical Education and Government Welfare Programmes Guiding principles of adapted physical education programme (AAHPER principle), Communication with Parents, Parental involvement, Parent Teacher association, Unified sports, Government welfare programmes					
Outcomes 3	an active program rather than a passive one				K4
Unit IV					
Objectives 4	To learn and demonstrate appropriate social skills during physical activities				
Activities for Disabled Co-curricular activities for disabled - Outdoor programmes for disabled, Adventure based outdoor programme, Creative development and hobby and culture development programme, Aquatic activity programme for disabled - Importance of activity for disabled, Nature of aquatic activity programme based on types of various disability					
Outcomes 4	Adapted or modified sport can be used in APE program				K5
Unit V					
Objectives 5	To develop motor skills and to learn the benefits of regular physical activity.				
Rehabilitation Programmes Importance of adapted programme in Rehabilitation, Functional rehabilitation, Psychological rehabilitation, Rehabilitative role and importance of aquatic activity					
Outcomes 5	Adapted means to adjust and to fit				K6
Suggested Readings					
Anoop Jain, "Adapted Physical Education" Sports Publication, Ashok Vihar, Delhi.					
Arthur G. Miller & James, "Teaching Physical Activities to Impaired Youth" John Wilag & Sons Inc. Canada					
Arthur S. Daniels & Euilya, "Adapted Physical Education" Harpet & Row Publisher, New York.					
Ronald W. French & Paul J., "Special Physical Education" Charles E. Merrics Publishing Co. Edinburgh, Ohio..					
Auxter, Byler, Howtting, "Adapted Physical Education and Reactions" Morbey St. Louis Mirrauri.					
https://en.wikipedia.org/wiki/Adapted_physical_education . Retrieved on 7th July, 2020					
K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create					

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
S-Strong (3)			M-Medium(2)			L- Low(1)				

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)		M-Medium(2)		L- Low(1)	

Semester - IV					
Core	Course code: 721401	Measurements And Evaluation In Physical Education	T	Credits:4	Hours: 4
Unit -I					
Objectives 1	To develop the understanding in evaluation procedures				
Definition and Meaning of Test, Introduction to Test, Measurement & Evaluation Measurement & Evaluation in Physical Education. Need and Importance of Test, Measurement & Evaluation in Physical Education. Principles of Evaluation.					
Outcomes 1	Understand the need & importance of test, measurement and evaluation in physicaleducation.				K2
Unit-II					
Objectives 2	To develop the knowledge in test administration.				
Criteria for Administration of Test: Criteria of good test Criteria of tests, scientific authenticity (Reliability, Objectivity, Validity and Availability of Norms). Type and classification of Test Administration of Test, Advance Preparation. Duties during and after testing.					
Outcomes 2	Describe the criteria, classification and administration of test				K4
Unit III					
Objectives 3	To develop the awareness in assessment of physical fitness				
Physical Fitness Test: AAHPER Youth Fitness Test- Indiana Motor Fitness Test - Organ Motor Fitness Test- Barrow Motor Ability Test - Methany Johnson Motor Educability Test - MCS Movement Competency Screen Test					
Outcomes 3	Develop concepts related to test, measurement & evaluation				K4
Unit IV					
Objectives 4	To develop the awareness in assessment of sports skills.				
Sports Skill Tests: French Short Serve and Clear Test - Johnson Basketball Test - McDonald Soccer Test Russel Langu Volleyball Test - Tennis: Miller Wally Test - Henry Fridel Hockey Test					
Outcomes 4	Construct a strong basis in the evaluation techniques through the various test andmeasurements method used in physical education				K5
Unit V					
Objectives 5	To understand various fitness tests and sports skill tests				
Kinanthropometry (Anthropometry): Definition and meaning Body Composition, Proportion and Growth - Methods of Measuring Height, Weight and Circumference. - Methods of Measuring Skin folds Evaluating posture, flexibility and range of motion.					
Outcomes 5	Explain different physical fitness and skill tests.				K6
Suggested Readings					
Barrow, Harold M. Rosomany (1964). A physical approach to measurement in physical education, Philadelphia: Lea and Febiger					
Kansal, K. Devinder (2012). A practical approach to test, measurement and evaluation. New Delhi: SSS publication					
Morrow, Jr James., Jackson, Allen, Disch, James, Mood, Dale, (2011). Measurement and Evaluation in Human Performance with Web Study Guide-4th Edition					
Michael, P. Reiman, Robert C. Manske (2009), <i>Functional Testing in Human Performance, United States of America: Human kinetics.</i>					
Vivian, H. Heyward (2010). <i>Advanced fitness assessment and exercise prescription, University of New Mexico, Human kinetics.</i>					

Online Resources<https://docs.google.com/file/d/0B8GOjMahfk7cMTY3X3B2WGRGbTQ/edit>**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create****COURSE OUTCOME VS PROGRAMME OUTCOME**

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)			M-Medium(2)				L- Low(1)			

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)		M-Medium(2)		L- Low(1)	

Semester - IV					
Core	Course code: 721402	Kinesiology and Bio Mechanics	T	Credits:4	Hours: 4
Unit -I					
Objectives 1	To understand the concept of movement in various forms				
Introduction to Kinesiology and Bio Mechanics: Definition and Meaning of Kinesiology and Bio Mechanics – Needs of Kinesiology in Physical Education, Terminology of Fundamental Positions and Joint Movements, Flexion, Extension, Adduction, Abduction, Rotation – Medial and Lateral Rotation, Inversion, Eversion, Circumduction, Planes and Axes of Motion – Frontal, Sagittal, Transverse, Axis: Anatomical – Mechanical, Posture, Meaning, Types: Ideal – Optimal – Deviational, Importance of Good Posture, Centre of Gravity, Equilibrium and Line of Gravity.					
Outcomes 1	Studied the human movements through Kinesiology.				K2
Unit-II					
Objectives 2	To understand basic concept of physics as applied to movement				
Fundamentals Concept of Anatomy and Physiology: Classification of Joints and Muscles, Types of Muscle Contractions, Definition and, Meaning of Posture, Types and Importance of Good Posture, Fundamental concept of following terms – Angel of Pull, All or None Law Reciprocal innervations.					
Outcomes 2	The joints and muscles classification were learned				K4
Unit III					
Objectives 3	To help students to make analysis of human movement				
Mechanical Concepts: Definition and Meaning of Bio Mechanics, Definition, Meaning of Force, its types and application to Sports Activities, Definition, Meaning of Lever its types and application to Sports Activities, Definition, Meaning types of Motion, Newton's Law's of Motion and its application to Sports Activities, Definition, Meaning of Equilibrium and types of Equilibrium, Definition, Meaning of Projectile –Factors influencing projectile trajectory.					
Outcomes 3	Given fair idea about the role of Kinesiology and Biomechanics in Physical Education				K4
Unit IV					
Objectives 4	To understand the process of movements				
Kinematics and Kinetics of Human Movement: Meaning of Linear Kinematics – Distance and Displacement, Speed and Velocity, Acceleration, Meaning of Angular Kinematics – Angular Distance and Displacement, Angular Speed and Velocity, Angular Acceleration, Linear Kinetics – Inertia, Mass, Momentum, Friction, Angular Kinetics – Movement of Inertia, Couple, Stability.					
Outcomes 4	Provided the basic knowledge on Kinetics and Kinematics				K5
Unit V					
Objectives 5	To know the mechanical advantages applied in Sports				
Mechanical Principles: Mechanical principles involved in fundamental movements, Basic Mechanical analysis of Techniques in track, field and games.					
Outcomes 5	Understand the human movements through Biomechanics				K6

Suggested Readings

Gladys, Scott., M. (2005). Text book in Kinesiology. New York: Warren's Books.
 Hay, J. (1993). The Biomechanics of Sports Techniques. Englewood Cliffs New Jersey: Prentice Hall Inc.
 Peter, McGinnis (2005). Biomechanics of Sport and Exercise. Champaign: Human Kinetics.
 Shaw, Dhananjay (1998). Pedagogic Kinesiology, Delhi: Sports publication.
 Susan, J., Hall (2004). Basic Biomechanics. New York: McGraw Hill Education.
 Thompson. (1998). Structural Kinesiology. New York: McGraw-Hill.
 Wells, Katherine F., and Kathryn, Lutgens. (1976). Kinesiology the scientific basis of human motion. Philadelphia: Saunders Company.

Online Resources

www.teachPE.com

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)			M-Medium(2)				L- Low(1)			

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)		M-Medium(2)		L- Low(1)	

Semester - IV					
Core	Course code: 721403	Research and Statistics In Physical Education	T	Credits:4	Hours: 4
Unit -I					
Objectives 1	To develop basic concept of research and statistics in physical education				
Introduction to Research: Definition, Meaning and Characteristics of Research, Need, Importance and Scope of Research in Physical Education, Classification and Methods of Research, Research Ethics, Research Problem: Criteria for Selecting and Locating Research Problem, Definition and Meaning of Hypothesis, Formulation and Types of Hypothesis.					
Outcomes 1	Understand the basic framework of research process.				K2
Unit-II					
Objectives 2	To develop knowledge and areas of research in physical education				
Population and data – Normal, Ordinal & Interval. Frequency tables - Raw Data, Grouped and Ungrouped data, Dependent and Independent Variables, Meaning of Sample and Sampling Techniques, Meaning and Need of Research Design – Features, Meaning and Need of Experimental Research, Meaning of Historical Research and Collection of Data: Primary and Secondary Source, Meaning of Survey: Case Study and Need of Case Study, Definition and Meaning of Philosophical Research.					
Outcomes 2	Classify of research.				K4
Unit III					
Objectives 3	To develop knowledge of measures of central tendency and dispersion and their uses				
Survey of Related Literature: Related Literature: Need of Related Literature in Research – Sources, Tools of Research – Questionnaire – Construction of Questionnaire, Interview: Types of Interview, Meaning of Reliability: Instrument Reliability – Need and Importance, Validity, Objectivity and testers Competency.					
Outcomes 3	Describe the research process and research methods				K4
Unit IV					
Objectives 4	To understand meaning and importance of graphical representation of data				
Basic of Statistical Analysis: Definition, Meaning and Importance of Statistics in Physical education, Types of Statistics: Descriptive – Inferential, Class Distribution: Histogram, Frequency Polygon, Frequency Curve, Cumulative Frequency Polygon, Definition and Meaning of Central Tendency: Mean – Median – Mode for group and ungroup data, Merits and Demerits of Central Tendency.					
Outcomes 4	Identify various sources of information for literature review and data collection.				K5
Unit V					
Objectives 5	To help the students to take up the small projects				
Definition and Meaning of Variability: Range – Mean Deviation – Standard Deviation - Calculation for group and ungroup data, Merits and Demerits of Variability, Meaning and Importance of Percentile and Quartiles – Computing from Group and Ungrouped data, Meaning of Probability - Normal Curve – Properties of Normal Curve, Correlation – Karl Pearson Product Moment Correlation and Karl Spearman Rank Order Correlation, Graphical Presentation: Need and Importance in Research – Types: Bar Diagram – Line Graph – Pie Diagram.					
Outcomes 5	Know how to organize, manage, and present data				K6

Suggested Readings

- Clark, H. H., & Clark, D. H. (1975). Research process in physical education. Englewood cliffs, New Jersey: Prentice Hall, Inc.
- Clarke, David H. and Clake H.N.Hares. (1986). Research Process in Health Education Physical Education and Recreation. Englewood Cliffs, New Jersey, Prentice Hall, Inc.
- Verma, J. P. (2000). A text book on sports statistics. Gwalior: Venus Publications. Best, J.W. (1963). Research in education. U.S.A.: Prentice Hall.
- Thomas, Jerry, R., Nelson, Jack, K., & Silverman, Stephen, J., (2011). Research methods in Physical Activity. Sixth Edition. Champaign: Human Kinetics.
- Diane, C., Blankenship. (2010). Applied Research and Evaluation Methods in Recreation. Champaign: Human kinetics.
- Shaw. Dhananjay (2007). Fundamental statistics in Physical Education & Sports sciences, New Delhi: sports publication.
- . Landon: J.B. Lippincott Company.

Online Resources

<https://books.google.co.in/books?id=hZ9wSHysQDYC&printsec=frontcover#v=onepage&q&f=false>
<https://www.pdfdrive.net/research-methodology-books.html>

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)			M-Medium(2)			L- Low(1)				

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)		M-Medium(2)		L- Low(1)	

Semester – IV					
DSE	Course code: 721507	Theories of Officiating and Coaching in Sports and Games	T	Credits:4	Hours: 4
Unit -I					
Objectives 1	To develop a relationship for Game theory, Physical Education and Sports				
Introduction of Officiating and Coaching: Concept of Officiating and Coaching, Importance and Principles of Officiating, Relation of Official and Coach with Management, Players and Spectators, Measures for Improving the Standards of Officiating and Coaching.					
Outcomes 1	Education on officiating was addressed				K2
Unit-II					
Objectives 2	To know the facts about game theory				
Coach as Leader: Duties of Coach in General, Pre during and Post – Game, Philosophy of Coaching, Responsibilities of Coach on and off the Field of Competition.					
Outcomes 2	Fair idea about the duties of officials was given				K4
Unit III					
Objectives 3	To be supported by its foundations through data gathering, observation, immersion and previous experiences				
Duties of Official: Duties of Official in General, Pre during and Post – Game, Philosophy of Officiating, Mechanics of Officiating – Position, Singles and Movement, Ethics of Officiating.					
Outcomes 3	Trained to coach the teams				K4
Unit IV					
Objectives 4	To educate on officiating and coaching.				
Qualities and Qualification of Coach and Official: Qualities and Qualification of Coach and Official - Team Manager, Eligibility Rules of Inter – Collegiate and Inter –University Tournaments, Preparation of TA and DA bills, Integrity and Values of Sports.					
Outcomes 4	Provided the knowledge about the duties of the coach				K5
Unit V					
Objectives5	To give fair idea about the duties of officials and coaches.				
Rules and Regulations: Badminton, Basketball, Cricket, Football, Hockey, Handball, Kabaddi, Kho-Kho, and Volleyball, Each game or sports to be dealt under the following heads , History and development of the Game and Sports , Ground preparation, dimensions and marking , Standard equipment and their specifications .					
Outcomes 5	Creating awareness about qualities and qualifications of coaches and officials.				K6
Suggested Readings					
<p>Bunn, J. W. (1968). The art of officiating sports. Englewood cliffs N.J. Prentice Hall. Bunn, J. W. (1972). Scientific principles of coaching. Englewood cliffs N. J. Prentice Hall. Dyson, G. H. (1963). The mechanics of athletics. London: University of London Press Ltd. Lawther, J.D. (1965). Psychology of coaching. New York: Pre. Hall. Singer, R. N. (1972). Coaching, athletic & psychology. New York: M.C. Graw Hill.</p> <p>T.P.Yokesh.,(2017) published a book for Comprehensive book for all games and sports</p> <p>Colberk A.L. (1966). Modern Basketball-A Fundamental Analysis of Skills and Tactics. London: Nicholas Kaya.</p> <p>Dhanaraj, V. Hubert, (1991). Volleyball – A Modern Approach. Patiala: SAI, NSNIS.</p> <p>Reita, Clanton and Phyl, Dwight Mary (1997). Team Handball Steps to Success. Human Kinetics</p> <p>Wein, Horts, (1979). The Science of Hockey. London: Pelham Books.</p>					

Yadav, Yogesh. (1969) Kho-Kho, Maharashtra Kho-Kho Association
 Part, Davic, (1979) Better Badminton Learn in yourself Book. London : Orient Paper Books.
 Aibara, E.B., (1975). Cricket. Patiala: National Institute of Sports
 ao, E.Prasad (2002). The complete hand book on Kabaddi. Vizianagaram: Jagadamba publication.

Online Resources

www.teachPE.com

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)			M-Medium(2)			L- Low(1)				

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)		M-Medium(2)		L- Low(1)	

Semester – IV					
DSE	Elective code: 721508	Theories of Officiating and Coaching in Athletics	T	Credits:4	Hours: 4
Unit -I					
Objectives 1	To develop an understanding coaching and officiating principles				
Introduction of Officiating and Coaching: Concept of Officiating and Coaching, Importance and Principles of Officiating, Relation of Official and Coach with Management, Players and Spectators, Measures for Improving the Standards of Officiating and Coaching.					
Outcomes 1	Understand the concept and mechanism of officiating and coaching.				K2
Unit -II					
Objectives 2	To develop a broad perspective of the profession of sports coaching				
Coach as Leader: Duties of Coach in General, Pre during and Post – athletics competitions, Philosophy of Coaching, Responsibilities of Coach on and off the Field of Competition.					
Outcomes 2	Describe the duties of coaches and officials.				K4
Unit -III					
Objectives 3	To educate on fundamental aspects of athletics events.				
Duties of Official: Duties of Official in General, Pre during and Post – athletic meets, Philosophy of Officiating. Mechanics of Officiating – Position, Singles and Movement, Ethics of Officiating.					
Outcomes 3	Attained knowledge of rules and regulation related to athletics events.				K4
Unit IV					
Objectives 4	To provide basic knowledge on coaching, scoring system, and officiating.				
Qualities and Qualification of Coach and Official: Qualities and Qualification of Coach and Official - Team Manager, Eligibility Rules of Inter – Collegiate and Inter –University Tournaments, Preparation of TA and DA bills, Integrity and Values of Sports.					
Outcomes 4	Learned the marking for all events in the athletics.				K5
Unit V					
Objectives 5	To develop an understanding and appreciation of officiating in various event				
Rules and Regulations: Athletics – Track – Standard – Non – Standard, Running, Jumping and throwing events Ground preparation, dimensions and marking - Standard equipment and their specifications .					
Outcomes 5	Created awareness on designing training schedule				K6
Suggested Readings					
Bunn, J. W. (1968). The art of officiating sports. Englewood cliffs N.J. Prentice Hall. Bunn, J. W. (1972). Scientific principles of coaching. Englewood cliffs N. J. Prentice Hall. Dyson, G. H. (1963). The mechanics of athletics. London: University of London Press Ltd. Lawther, J.D. (1965). Psychology of coaching. New York: Pre. Hall. Singer, R. N. (1972). Coaching, athletic & psychology. New York: M.C. Graw Hill. Anand. R.L. (1986). <i>Play field manual</i> , Patiala: NIS publication. Book of rules of games and sports, (2005). New Delhi: National Council of Y.M.C.A of India. Bosen, Ken O. (1994). <i>Track & Field Fundamental Techniques</i> , Patiala: MS Publication. Conling, David, (1980) <i>Athletics</i> , London: Robert Hale Joseph, Rogers L. (2000) <i>USA Track & Field Coaching Manual</i> . Champaign: Human Kinetics Publications. Perinbaraj, S.B., & et al. (2009). <i>Play field: Dimensions and its requirements</i> , Karaikudi: Vinis publication.					

Online Resources https://www.iaaf.org/
K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)			M-Medium(2)			L- Low(1)				

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	S(3)	S(3)	S(3)	S(3)	M(2)
Co2	M(2)	M(2)	S(3)	S(3)	S(3)
Co3	M(2)	M(2)	S(3)	S(3)	S(3)
Co4	S(3)	S(3)	S(3)	S(3)	M(2)
Co5	S(3)	M(2)	M(2)	M(2)	S(3)
S-Strong (3)		M-Medium(2)		L- Low(1)	

**Practical Courses
SEMESTER – I**

CP-I

COURSE CODE: 721106

Credits: 4

Hours: 5

TRACK AND FIELD (RUNNING EVENTS)

Planning and construction of track- Design and planning. - Environmental considerations- Health and safety- Earthworks- Drainage- Sub-base and base- Shock Absorbency layer (if applicable) - Athletics track surface.

CP-II

COURSE CODE: 721107

Credits: 4

Hours: 5

GYMNASTICS/ WEIGHT LIFTING

GYMNASTICS:

Floor Exercise- Parallel bar - Roman rings- Horizontal bar - Uneven . single and parallel bar

WEIGHT LIFTING:

Equipment -dumbbells, barbells, weight benches, and free weights weightlifting belts, wrist wraps, weightlifting gloves

Players Weight category – men and women - snatch and the clean and jerk.

CP-III

COURSE CODE: 721108

Credits: 4

Hours: 5

INDIGENOUS SPORTS

Kabaddi Kho-Kho Malkhambh	History – ground marking – rules and regulation
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MASS DEMONSTRATION ACTIVITIES

<p>Calisthenics and Marching- General applications- squat exercises increase the strength of quadriceps muscles, sit-ups and crunches strengthen the abdominals, and calf raises improve the calf muscles. Specific callisthenic exercise programs to improve the training and conditioning of participants</p> <p>Mass P.T. Exercises : Includes number of exercises from 1 to 10 which includes both sitting and standing exercise.</p> <p>Indian Clubs and Dumbbells: Functional physical training- Rhythmic physical training - Practical application</p>	<p>Wands, Leizum and Pole Drill : Functional physical training- Rhythmic physical training - Practical application</p> <p>Hoops, Umbrella and flag Drill : Hoops: Hand – Neck – Waist – Knees – Feet, Umbrella: - downwards putting and upwards lifting the umbrella drill: flag Drill colour drill position - stand at ease from the order- carry from the order- order from the carry -slope from the carry- changing the colour at the slope catching -the colour from the let- fly dip from the carry at the halt etc</p>
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SEMESTER – II

CP-V

COURSE CODE: 721205

Credits: 4

Hours: 5

TRACK AND FIELD (JUMPING EVENTS)

<ul style="list-style-type: none">➤ Long jump➤ Triple jump➤ High jump➤ Pole vault	Marking – Coaching – Practical Application - Rules and regulation
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CP-VI

COURSE CODE: 721206

Credits: 4

Hours: 5

YOGA AND AEROBICS

YOGA:

<ul style="list-style-type: none">➤ Asanas➤ Pranayama and Meditation➤ Kriya➤ Mudra and Bandhas	Types - Practical Application- Physical- Mental Aspects
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AEROBICS:

<ul style="list-style-type: none">➤ Rhythmic aerobics – dance➤ Low impact aerobics➤ High impact aerobics	<ul style="list-style-type: none">➤ Aerobics Kick boxing➤ Postures – Warm up and Cool down➤ THR Zone – Being successful in exercise and adaptation aerobic workout
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CP-VII

COURSE CODE: 721207

Credits: 4

Hours: 5

RACKET SPORTS

<ul style="list-style-type: none">➤ Badminton➤ Ball Badminton➤ Table Tennis➤ Tennis	Marking – Coaching – Practical Application - Rules and regulation
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TEACHING PRACTICES (GENERAL LESSON PLAN)

<ul style="list-style-type: none">➤ Teaching methods➤ Lesson plan➤ Types of teaching methods	<ul style="list-style-type: none">➤ Preparation of lesson plan➤ Practice teaching
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SEMESTER – III

CP-IX

COURSE CODE: 721306

Credits: 4

Hours: 5

TRACK AND FIELD (THROWING EVENTS)

<ul style="list-style-type: none">➤ Shot put➤ Discus throw➤ Javelin throw➤ Hammer throw	Marking – Coaching – Practical Application - Rules and regulation
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CP-X

COURSE CODE: 721307

Credits: 4

Hours: 5

COMBATIVE SPORTS (Boxing/ Fencing)

<ul style="list-style-type: none">➤ Boxing➤ Fencing	Marking – Coaching – Practical Application - Rules and regulation
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CP-XI

COURSE CODE: 721308

Credits: 4

Hours: 5

TEAM GAMES (second best)

Each student has choice to select any one of the following game as the specialization – I (second best) in the Third semester. (badminton / ball badminton / basketball / boxing & weight lifting/ beach volleyball/cricket / fencing/football / handball / hockey / kabaddi / kho-kho / tennis / volleyball/ yoga)

CP-XII

COURSE CODE: 721309

Credits: 4

Hours: 5

TEACHING PRACTICES (PARTICULAR LESSON)

<ul style="list-style-type: none">➤ Teaching methods➤ Lesson plan➤ Types of teaching methods	<ul style="list-style-type: none">➤ Preparation of lesson plan➤ Practice teaching
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SEMESTER – IV

CP-XIII

COURSE CODE: 721405

Credits: 4

Hours: 5

TRACK AND FIELD (COMBINED EVENTS)

<ul style="list-style-type: none">➤ Decathlon➤ Heptathlon	<ul style="list-style-type: none">➤ Point system for combined events - Men & women
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CP-XIV

COURSE CODE: 721406

Credits: 4

Hours: 5

TEAM GAMES (First best)

Each student has choice to select any one of the following game as the specialization – II (First best) in the fourth semester. (badminton / ball badminton / basketball / boxing & weight lifting/ beach volleyball/cricket / fencing/football / handball / hockey / kabaddi / kho-kho / tennis / volleyball/ yoga)

CP-XV

COURSE CODE: 721407

Credits: 4

Hours: 5

TRACK AND FIELD (COACHING LESSON PLAN)

<ul style="list-style-type: none">➤ Modern trends and development➤ Technique and skills➤ Training	<ul style="list-style-type: none">➤ Planning➤ Camping and sports meet
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CP-XVI

COURSE CODE: 721408

Credits: 4

Hours: 5

GAMES SPECIALIZATION (COACHING LESSON PLAN)

<ul style="list-style-type: none">➤ Badminton➤ Basketball➤ Boxing & weight lifting➤ Beach volleyball➤ Cricket➤ Fencing➤ Football	<ul style="list-style-type: none">➤ Handball➤ Hockey➤ Kabaddi➤ Kho-kho➤ Tennis➤ Volleyball➤ Yoga
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