A State Government University, Accredited with "A" Grade by NAAC Nagarjuna Nagar - 522 510, Guntur, Andhra Pradesh, India.



### BACHELOR OF PHYSICAL EDUCATION

### **SYLLABUS**

2022- 2023 onwards

UNIVERSITY COLLEGE OF PHYSICAL EDUCATION & SPORTS SCIENCES

PROGRAM CODE:
ANUCPESS01





#### - A Brief Profile

Acharya Nagarjuna University, a State University established in 1976, has been constantly striving towards achieving progress and expansion during its existence for over four decades, in terms of introducing new courses in the University Colleges, affiliated colleges and professional colleges. Spread over 300 acres of land on the National High Way (NH-16) between Vijayawada and Guntur of Andhra Pradesh, the University is one of the front ranking and fastest expanding Universities in the state of Andhra Pradesh. The University was inaugurated on 11th September, 1976 by the then President of India, Sri Fakruddin Ali Ahmed and celebrated its Silver Jubilee in 2001. The National Assessment and Accreditation Council (NAAC) awarded "A" grade to Acharya Nagarjuna University and also has achieved 108 International ranks, 39 National ranks UI Green Metrics rankings and many more It is named after Acharya Nagarjuna – one of the most brilliant preceptors and philosophers, whose depth of thought, clarity of perception and spiritual insight were such that even after centuries, he is a source of inspiration to a vast number of people in many countries. The University is fortunate to be situated on the very soil where he was born and lived, a soil made more sacred by the aspiration for light and a state of whole someness by generations of students. With campus student strength of over 5000, the University offers instruction for higher learning in 68 UG & PG programs and guidance for the award of M.Phil. and Ph.D. in 48 disciplines spread over six campus colleges and one PG campus at Ongole. It also offers 160 UG programs in 440 affiliated colleges in the regions of Guntur and Prakasam Districts. It has a Centre for Distance Education offering 87 UG & PG programs. Characterized by its heterogeneous students and faculty hailing from different parts of the state and the country, the University provides most hospitable environment for pursuing Higher Learning and Research. Its aim is to remain connected academically at the forefront of all higher educational institutions. The University provides an excellent infrastructure and on- Campus facilities such as University Library with over one lakh books & 350 journals; Computer Centre; University Scientific Instrumentation Centre; Central Research Laboratory with Ultra-modern Equipment; Well-equipped Departmental Laboratories; Career Guidance and Placement Cell; Health Centre; Sports Facilities with Indoor & Outdoor Stadiums and Multipurpose Gym; Sports Hostel; Separate hostels for Boys, Girls, Research Scholars and International Students; Pariksha Bhavan (Examinations Building); Computers to all faculty members; Wi-Fi connectivity to all Departments and Hostels; Canteen, Student Centre & Fast-food Centre; Faculty Club; Dr. H.H. Deichmann & Dr. S.John David Auditorium cum Seminar Hall; Post office; Telecom Centre; State Bank of India; Andhra Bank; Energy Park; Silver Jubilee Park; Fish ponds; internet center; xerox center; cooperative stores; Water harvesting structures.



#### **VISION**

To generate sources of knowledge that dispels ignorance and establish truth through teaching, learning and research.

#### **MISSION**

To promote a bank of human talent in diversified faculties – Commerce & Management Studies, Education, Engineering & Technology, Humanities, Law, Natural Sciences, Pharmacy, Physical Education & Sports Sciences, Physical Sciences and Social Sciences that would become an investment for a prosperous society.

#### **OBJECTIVES**

- > To inspire and encourage all who would seek knowledge through higher education and research.
- > To provide quality instruction and research for the advancement of science and technology.
- > To promote teaching and research studies in disciplines of societal relevance.
- To bridge the gap between theory and practice of the principles of higher education.
- To develop human talent necessary for the industry.
- To open up avenues of higher education and research through non-formal means.
- > To invite and implement collaborations with other institutes of higher learning on a continuous basis for mutual academic progress.
- > To motivate and orient each academic department/centre to strive for and to sustain advanced levels of teaching and research so that the university emerges as an ideal institute of higher learning.
- To focus specially on the studies involving rural economy, justifying its existence in the rural setting.



## UNIVERSITY COLLEGE OF PHYSICAL EDUCATION & SPORTS SCIENCES

#### **VISION OF THE COLLEGE:**

The College of Physical Education and Sports Sciences is emerging as a Centre of Excellence in Sports in Andhra Pradesh by virtue of its huge Sports Infrastructure, organizational abilities, and achievements of its sportsmen and women in the National and International levels. The department caters to the sports needs of the students of the affiliated colleges in the university area and the students of the university campus. The department also conducts the academic courses in Physical Education and Sports Sciences.

#### MISSION OF THE COLLEGE:

- → Total Education through the Physical intellectual, Emotional and Social development of people in order to bring up healthier, happier and more successful people to the public
- → The main functions are Education, Teaching, Research and public service areas
- → Create respectful students who value their health and fitness, and practice healthful activities throughout their lives.
- → Prepare students to make lasting contributions to our professions, communities and society
- + Encourage students to take part in sport whether it is recreational or competitive.
- → Deliver 'Outstanding' lessons that inspire and motivate all students regardless of their ability.



### UNIVERSITY COLLEGE OF PHYSICAL EDUCATION & SPORTS SCIENCES

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

#### PROGRAMME EDUCATIONAL OBJECTIVES (PEO's):

- ▲ Maintain a health-enhancing level of fitness throughout the program as well as be able to collect and analyze personal fitness data
- ▲ Explore international concepts adopted in education and physical education in a global school education environment to cater physical education as a medium towards overall development
- ▲ Identification of Needs: Ability to identify and analyze user needs and take them into account in the selection, creation, evaluation, and administration of physical education and sport sciences programs.
- ▲ Lifelong Learning: Ability to update knowledge and skills, participating in learning activities /throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives
- A Read about the latest development in the sports law and ethical constrains in education.

  Understanding of ethical practices in physical education and sports
- ▲ Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

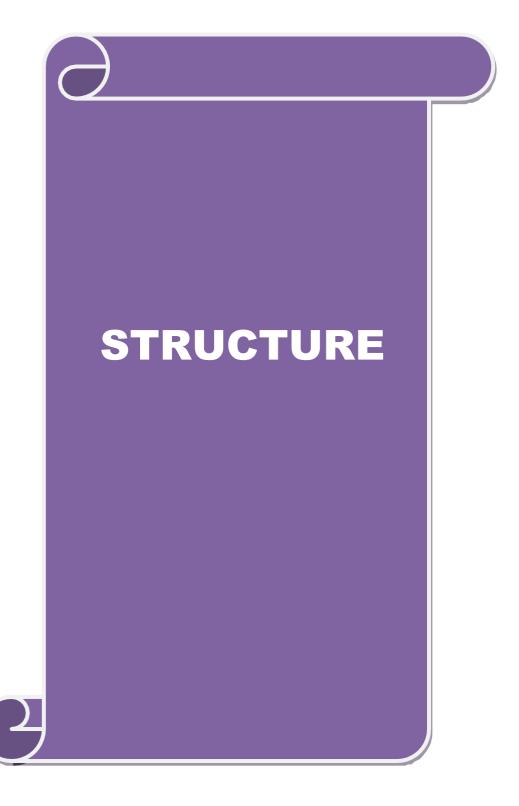
#### PROGRAMME OUTCOMES (PO's):

- ★ Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of the program
- ★ Domain knowledge: Apply the knowledge of basic sciences that may be relevant and appropriate to physical education and sports sciences leading to solution of complex sports related issues and problems
- ★ Problem analysis: Ability to Identify, define the actual requirements, formulate, research literature, and analyze complex physical education and sports sciences related problems to reaching substantiated conclusions.
- ★ Individual and team work: Ability to function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings to accomplish a common goal.

- ★ Understanding of professional, ethical, legal, security, social issues and responsibilities in teaching, learning and evaluation
- ★ Moral And Ethical Awareness:. Understanding of professional, ethical, legal, security, social issues and responsibilities in teaching, learning and evaluation
- ★ Professional Development: Recognition of the need for and an ability to engage in continuing professional development
- ★ Use technological applications to facilitate effective assessment and evaluation strategies and enhance personal productivity and professional practice.

#### PROGRAMME SPECIFIC OUTCOMES (PSO's):

- ▲ To Know the Historical Background of Physical Education.
- ▲ To Know the Comparison with history and Present Preferences. To know the Historical values and Present Existing Practices as per the Needs of Society.
- ▲ Knowledge all the body parts and their function
- ▲ Knowledge of possible diseases, disorders of various body parts
- ▲ Knowledge of cooperation and Coordination of body systems when needed.
- ▲ Awareness of all the possible fundamental movements of the body
- ▲ Knowledge of various internal and external forces causing movement
- ▲ Fundamental knowledge of all the skills involved in all the games.



# ACHARYA NAGARJUNA UNIVERSITY UNIVERSITY COLLEGE OF PHYSICAL EDUCATION & SPORTS SCIENCES

## BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.) COURSE STRUCTURE

#### **SEMESTER-I**

	PART-A: THEORETICAL COURSE													
Course Code	Title of the Papers	Total Hours	Credits	Int. Marks	Ext. Marks	Total Marks								
	CORE CO	URSE												
BP101 (R22)	History, Principles and	4	4	30	70	100								
	foundations of Physical													
	Education	The same												
BP102 (R22)	Anatomy and Physiology	4	4	30	70	100								
BP103 (R22)	Educational Technology and	4	4	30	70	100								
	Methods of Teaching in Physical													
	Education //S													
	ELECTIVE COURS	SE (ANY	ONE)											
BP104 (R22)	Communication & Soft skills	4	24	30	70	100								
BP105 (R22)	Olympic Movement		o o											
	PART-B : PRACTION	CAL COU	JRSE											
BP106 (R22)	Track and Field (Running	6	34/	30	70	100								
	Events), *Gymnastics/		\$ //											
	*Swimming (*Any one)													
BP107 (R22)	Football, Tennis, Throwball	6	<b>4</b>	30	70	100								
BP108 (R22)	Badminton, Kho-Kho, Shooting	6	4	30	70	100								
BP109 (R22)	Project Work	3230												
	Mass Demonstration Activities:	6	4	30	70	100								
	Flag Hoisting, March past,													
	Calisthenics, Lezium													
	Dumb-bells, Kolatam, Aerobics													
	Wands, Hoops, Pole Drill,													
	Folk Songs & Patriotic Songs													
	TOTAL	40	32	240	560	800								

**NOTE:** Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours persemester whereas 102-120 hours for each Practicum Course.

#### **SEMESTER-II**

	PART-A : THEORI	ETICAL (	COURSE			
Course Code	Title of the Papers	Total Hours	Credits	Int. Marks	Ext. Marks	Total Marks
	CORE C	OURSE				
<b>BP201 (R22)</b>	Kinesiology and Biomechanics	4	4	30	70	100
BP202 (R22)	Health Education and	4	4	30	70	100
	<b>Environmental Studies</b>					
BP203 (R22)	Measurement and Evaluation in	4	4	30	70	100
	Physical Education					
	ELECTIVE COU	RSE (AN'	YONE)			
BP204 (R22)	Computer Applications in					
	Physical Education	4	4	30	70	100
BP205 (R22)	Recreation and Leisure					
	Management					
	PART-B : PRACT	ICAL CO	OURSE			
BP206 (R22)	Track and Field	6	4	30	70	100
	(Jumping Events)	9/3				
	* Gymnastics/*Swimming					
	(* Any one)	77	70			
BP207 (R22)	Yoga, Ball Badminton, Kabaddi	6	4	30	70	100
BP208 (R22)	Hockey, Handball, Cricket	6	4	30	70	100
	PART-C TEACHI	NG PRAC	CTICES			•
BP209 (R22)	Project work: Teaching Practice		i A			
` ′	(Class room and Outdoor)	6	14	30	70	100
	(4 internal and 1 External in					
	class room and outdoor)		3			
	TOTAL	40	32	240	560	800

**NOTE:** Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours persemester whereas 102-120 hours for each Practicum Course.

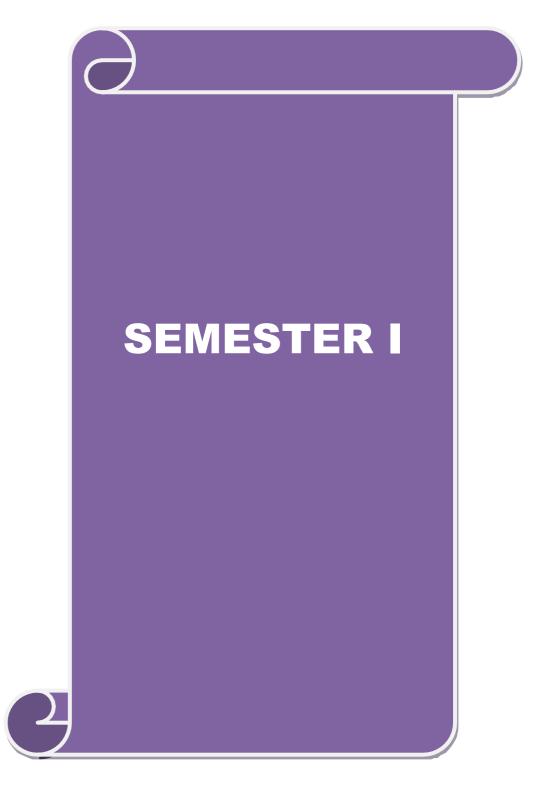
#### **SEMESTER-III**

C	PART-A: THEORETICAL COURSE													
Course Code	Title of the Papers	Total Hours	Credits	Int. Marks	Ext. Marks	Total Marks								
	CORE C	COURSE												
BP301 (R22)	Sports Training	4	4	30	70	100								
BP302 (R22)	Concepts of Wellness Management	4	4	30	70	100								
BP303 (R22)	Sports Psychology and Sociology	4	4	30	70	100								
	ELECTIVE COU	IRSE (AN	YONE)											
BP304 (R22)	Sports Medicine, Physiotherapy and Rehabilitation	4	4	30	70	100								
<b>BP305 (R22)</b>	Curriculum Design	3												
	PART-B : PRAC	TICAL C	OURSE											
BP306 (R22)	Project work :Track and Field (Throwing Events) * Gymnastics/*Swimming (* Any one)	6	4 PCHARI	30	70	100								
BP307 (R22)	Karate / Judo / Fencing/ Tennikoit, Softball, Basketball	6	NAGARJ	30	70	100								
BP308 (R22)	Wrestling, Taekwondo, Boxing, Table Tennis, Volleyball	6	4 000	30	70	100								
	PART-C TEACH	ING PRA	CTICES											
BP309 (R22)	Teaching practice: Particular Lesson Plans for the games of I, II & III	<u> </u>	4	30	70	100								
	Semesters (out of 10 lessons 5 at practicing school & 4 internal and 1 external).  TOTAL	40	32	240	560	800								

**NOTE:** Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours persemester whereas 102-120 hours for each Practicum Course.

#### **SEMESTER-IV**

PART-A: THEORETICAL COURSE													
Course Code	Title of the Papers	Total Hours	Credit s	Int. Marks	Ext. Marks	Total Marks							
	CORE CO	URSE	•		•	•							
BP401 (R22)	Sports Management	4	4	30	70	100							
BP402 (R22)	Concepts of Yoga	4	4	30	70	100							
BP403 (R22)	Officiating and Coaching	4	4	30	70	100							
	ELECTIVE COUR	SE (ANY	ONE)		I								
BP404 (R22)	Fitness Assessment and exercise												
, ,	prescription	4	4	30	70	100							
BP405 (R22)	Research and Statistics in Physical Education												
	PART-B : PRACTI	CAL COU	JRSE		•								
BP406 (R22)	Athletics Specialization	6	4	30	70	100							
BP407 (R22)	Project Work: Game of Specialization: Football, Kabaddi, Badminton, Cricket, Hockey, Handball, Kho-Kho, Ball Badminton, Basketball, Volleyball, Softball, Tennis, Table Tennis (Any one of these)	6	4 ANARYAN	30	70	100							
	PART-C TEACHIN	G PRACT	ICES										
BP408 (R22)	Teaching Practice in Sports Specialization: coaching lesson Planin Track and Field / Swimming /Gymnastics (Any one of these)		ARJUMA UIII.	30	70	100							
BP409 (R22)	Teaching practice in Game of specialization: Coaching lessons: Kabaddi/ Kho-kho/ Cricket/ Football/ Hockey/ softball/ Volleyball/ Handball/ Basketball/ Badminton/ Table-tennis/ Tennis / Throwball/Shooting/Yoga /Ball Badminton/Karate/Judo/ Fencing/Tennikoit/Boxing/Wrestling /Teakwando (Any one of the above games). Out of 10 lessons, 5 lessons at school and 4 internal and 1 external. (Both particular and coaching lessonshave to be included in the program. Each lesson is of 45 minutes duration.		4	30	70	100							
	TOTAL	40	32	240	560	800							
GRAND '	TOTAL FOR FOUR SEMESTERS	160	128	960	2240	3200							



# ACHARYA NAGARJUNA UNIVERSITY UNIVERSITY COLLEGE OF PHYSICAL EDUCATION & SPORTS SCIENCES

## BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.) SEMESTER-I

### BP101 (R22): HISTORY, PRINCIPLES AND FOUNDATIONS OF PHYSICAL EDUCATION

#### **COURSE OBJECTIVES:**

- ▲ To Understand History, Principles and basic Foundation of Physical Education
- ▲ The Scope of Physical Education
- ▲ To understand the Aims and Objectives of Physical Education.
- ▲ To know the importance of Physical Education in Present Era and Historical development.

COUF	RSE OUTCOMES: Students Completing this course were able to
CO1	To Know the History and Development of Physical Education
CO2	To Know the Aims and Objectives and relationship with general Education, Arts and Sciences.
CO3	To Know the Philosophical Foundation, Indian Philosophy and Culture.
CO4	Knowledge on Fitness and Wellness, Movement and sports for all.
CO5	To Know the qualities of Leadership, Social Integration and Recognition.

#### **Unit-1 Introduction**

Meaning, Definition and Scope of Physical Education, Aims and Objectives of Physical Education, Importance of Physical Education in present era, Concepts and misconceptions about Physical Education, Relationship of Physical Education with General Education, Physical Education as Arts and Science.

#### **Unit-2 Historical Development of Physica1 Education**

Indus Valley Civilization Period. (3250 BC - 2500 BC), Vedic Period (2500 BC - 600 BC), Early Hindu Period (600 BC - 320 AD) and Later Hindu Period (320 AD - 1000 AD), Medieval Period (1000 AD - 1757 AD), British Period (Before 1947), Physical Education in India (After 1947), Physical Education in Greece, Germany, Sweden Contribution of Akhadas and Vyayamsalas, H.V.P. Mandals, Institutions / Bodies in Physical Educations and Sports: YMCA, LNIPE, NSNIS, IOA, AIU, SAI, Khelo India, FIT India, SGF, , RGKA, SAAP, Physical Education & Sports Universities.

#### **Unit-3 Foundations of Physical Education**

Philosophical foundation: Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism and Indian Philosophy and Culture. Fitness and wellness movement in the contemporary perspectives, Sports for all and its role in the maintenance and promotion of fitness.

#### **Unit-4 Principles of Physical Education**

**Biological**: Growth and development, Gender Difference: Physical, Physiological & Anthropometric (Sheldon and Kretchmer). **Psychological**: Types of Learning, learning curve, Laws and principles of learning, Attitude, interest, cognition, emotions and sentiments. **Sociological**: Society and culture, Social acceptance and recognition, Leadership, Social integration and cohesiveness.

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

MAPPI	MAPPING OF COURSE OUTCOME WITH PROGRAM OUTCOME (PO's):													
COs /	PO	PO	PO	РО	PO	PO	PO	РО	PO	РО	РО	PO	РО	PO
POs	1	2	3	4	5	6	7	8	9	10	11	12	13	14
CO1	M	M	M	M	Н	Н	Н	Н	Н	M	Н	M	Н	Н
CO2	Н	Н	H	Н	Н	Н	M	Н	M	Н	M	Н	Н	H
CO3	M	Н	M	Н	Н	Н	Н	Н	Н	M	Н	Н	M	Н
CO4	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н
CO5	Н	Н	Н	M	Н	Н	Н	Н	M	M	M	Н	M	Н

#### **BP 102 (R22): ANATOMY AND PHYSIOLOGY**

#### **COURSE OBJECTIVES:**

- ▲ To have understanding of the human body
- ▲ To gain knowledge about various systems and their functions
- ▲ To understand various body parts, their structure and functions
- ▲ To identify the diseases and deformities of the various parts of the body
- ▲ To attain knowledge about the cooperation and coordination between various systems of the body.

COUR	SE OUTCOMES: Students Completing this course were able to
CO1	Understand the fundamental aspects of human body
CO2	Gain knowledge about the specific makeup and alignment of the body parts
CO3	Attain knowledge about various functions of the different body parts
CO4	Ability to anticipate and identify the possible diseases and disorders
CO5	Ability to have thorough understanding of the systems which help each other
	as and when needed.

#### Unit-1

Meaning and Definition of Anatomy, Physiology and their importance in Physical Education. Structure, function and division of cell. **Tissues:** Functions and types.

**Skeletal System:** Axial and Appendicular Skeletal system, Types of Bones and Joints.

#### Unit-2

**Blood and circulatory system:** Constituents of blood and their functions, Blood groups, structure of the heart, circulation of blood: Pulmonary, Systemic and General circulation. Blood pressure.

**Digestive system:** structure and functions of the digestive system, Process of Digestion. **Nervous system:** Organs of Nervous System, Structure and functions of Brain and Spinal cord.

#### Unit-3

**Muscular system** Structure, properties and functions of skeletal muscles.

**Respiratory system:** Structure of respiratory system – Mechanism of Respiration (Internal and External). Role of Oxygen in Physical Training, Oxygen Debt, Second wind, Lung capacity, Vital capacity, Tidal Volume, Residual volume.

**Endocrine system:** Functions of glands, Pituitary, Thyroid, Parathyroid, Adrenal and Pancreas.

#### Unit-4

Effects of training on cardiovascular system, Effects of training on respiratory system, Effects of training on muscular system, Fatigue and performance in sports.

- 1) Gupta, A.P. (2010). Anatomy and Physiology. Agra: Sumit Prakashan.
- 2) Gupta, M. and Gupta, M. C. (1980). Body and Anatomical Science. Delhi: Swaran Printing Press.
- 3) Guyton, A.C. (1996). Textbook of Medical Physiology, 9<sup>th</sup> edition. Philadelphia: W.B. Saunders.
- 4) Karpovich, P.Y. (n.d.). Philosophy of muscular activity. London: W.B. Saunders Co.
- 5) Lamb, G.S. (1982). Essentials of exercise physiology. Delhi: Surject Publication.
- 6) Moorthy, A. M. (2014). Anatomy physiology and health education. Karaikudi: Madalayam Publications.
- 7) Morehouse, L.E. & Miller, J. (1967). Physiology of exercise. St. Louis: The c.y. Mosby Co.
- 8) Pearce, E.C. (1962). Anatomy and physiology for nurses. London: Faber & Faber Ltd.
- 9) Sharma, R.D. (1979). Health and Physical Education, Gupta Prakashan.
- 10) Singh, S. (1979). Anatomy of physiology and Health Education. Ropar: Jeet Publications.

MAPPI	MAPPING OF COURSE OUTCOME WITH PROGRAM OUTCOME (PO's):													
COs/	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO1	PO	PO	PO	PO
POs	1	2	3	4	5	6	7	8	9	0	11	12	13	14
CO1	Н	Н	Н	Н	Н	H	¢H ĕ	H	Н	Н	Н	Н	Н	Н
CO2	Н	Н	Н	M	Н	Н	Н	Н	M	M	M	Н	M	Н
CO3	M	M	M	M	Н	Н	Н	Н	Н	M	H	M	Н	Н
CO4	Н	Н	Н	Н	Н	H	M	Н	M	Н	M	Н	Н	Н
CO5	M	Н	M	Н	Н	Н	Н	Н	Н	M	Н	Н	M	Н

### BP103 (R22): EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION

#### **COURSE OBJECTIVES:**

- ▲ Objectives of Education
- ▲ Influence of Technology Methods as per need of Modern era
- ▲ Classification of Formal and non formal Education Process
- ▲ Devices and their importance in teaching Physical Education.

COUR	<b>COURSE OUTCOMES:</b> Students Completing this course were able to									
CO1	To Understand the Comparison of Educational Methodology as per need.									
CO2	To Know the Teaching Aids and its Practices in teaching and learning process									
CO3	To know the Role of Tournaments and Implementation									
CO4	To Understand the Planning of Teaching Methodologies									
CO5	To know the Micro, Mesow and Macro level of Teaching and Implementation.									

#### **Unit-1 Introduction**

Meaning and Definition of Education, Technology and Educational Technology, Objectives of Educational Technology and importance of Educational technology. Types of Education:-Formal, Informal and Non-Formal education, Educative Process, Devices and their importance in Teaching.

#### **Unit-2 Teaching Techniques and teaching aids**

Teaching Technique, Lecture method, Command method, Demonstration method, Imitation method, part method, whole method and whole part - whole method. Presentation Technique: Personal and technical preparation. Command: Meaning of command, types of command: Rhythmic and response command, uses of command in different situations. **Teaching Aids:** Meaning and Importance of teaching aids. Types of Teaching aids:- Audio, Visual, Audio - visual aids, Chalk board, Digital boards, Pin boards, Charts, Model, Slide projector, Motion picture. Team Teaching: Meaning, Principles and advantage of team teaching.

#### **Unit-3 Tournaments:**

Meaning of tournament and types of tournaments – Knock-out (Elimination), League (Round Robin), Knock-out cum league, League cum knock-out, Double league, Double knockout, Challenge. Method of drawing Fixtures: Seeding, Special Seeding. Rotation Method, Stair case method. Intramural and Extramural and their importance, Sports Day/ Play Day

#### **Unit-4 Lesson Planning and Teaching Innovations**

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

- 1) Bhardwaj, A. (2003). New media of Educational Planning. New Delhi: Sarup of Sons. Bhatia & Bhatia (1959).
- 2) The principles and methods of teaching. New Delhi: Doaba House. Kochar, S.K. (1982).
- 3) Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- 4) Sampath, K., Pannirselvam, A. & Santhanam, S. (1981). Introduction to educational technology. New Delhi: Sterling Publishers Pvt. Ltd.
- 5) Walia, J.S. (I 999). Principles and methods of education. Jullandhar: PaulPublishers.
- 6) N.R.Swaroop Saxena, Dr.S.C. Oberoie, Technology of teaching, R.L. Book Depo, Meerut.

MAPPI	MAPPING OF COURSE OUTCOME WITH PROGRAM OUTCOME (PO's):													
COs/	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO1	PO1	PO1	PO1
POs	1	2	3	4	5	6	7	8	9	10	1	2	3	4
CO1	M	Н	M	H	H	H	Н	H	H	M	Н	Н	M	Н
CO2	Н	Н	Н	H	H	Н	Н	Н	H	H	Н	Н	Н	Н
CO3	Н	Н	Н	M	8H	H	H	H	M	M	M	Н	M	Н
CO4	M	M	M	M	H	H	Н	H	Ĥ	M	Н	M	Н	Н
CO5	Н	Н	Н	Н	H	H	M	H	M	Н	M	Н	Н	Н

### BP 104 (R22): COMMUNICATION & SOFT SKILLS (ELECTIVE)

#### **COURSE OBJECTIVES:**

- ▲ Fundamentals of Communication skills
- ▲ Reading skills
- ▲ Writing skills
- ▲ Soft skills

COUR	COURSE OUTCOMES: Students Completing this course were able to									
CO1	To understand the basics of the English									
CO2	Grammatical improvement									
CO3	To know about the Reading skills									
CO4	To know about the Writing skills									
CO5	To know about the Communications skills									

#### **Unit – I: Fundamental and Advanced Grammar:**

Basic Sentence patterns, parts of speech, Articles, Prepositions, Tenses, Voice, Reported Speech Question Tags.

#### **Unit – II: Speaking Skills:**

Meaning and Definition of communication, Self introduction, Greetings, invitations, permissions, suggestions, complaints, compliments, apologize, Thankyou.

#### Unit – III: Reading Skills, Vocabulary & Writing Skills:

Reading for main idea, Techniques of Skimming & Scanning Vocabulary –Phrasal Verbs, One Word substitutes, Synonyms & Antonyms, Letter Writing, Resume Writing, E-Mail Writing.

#### **Unit – IV: Soft Skills:**

Non – Verbal Communication, Stress Management, Time Management, Positive Attitude, Interview Skills.

#### **REFERENCE BOOKS:**

#### **Listening:**

- 1) Jermey Harmer the Practice of English language teaching, longman 1983.
- 2) O' connor, Better English Pronunciation.

#### **Speaking:**

- 1) Board of Editors 2007 written & spoken communication in English Universities Press Hyderabad.
- 2) Madhavi Apte 2007- A course of English communication, New Delhi Prenetic hall.

#### **Reading:**

- 1) Hormby A.S Oxford Advanced learners Dictionary of Current English (ELBS)
- 2) Central University, Pondicherry Developing reading Sills Book I & II

#### Written English:

- 1) Freeman, Sarah, Written Communication in English Bombay: OrientLongman 1977.
- 2) Green. D. Contemporary English grammar Structure & Composition Macmillan. Narayan Swamy V.R. Strengthen your Writing. Madras. Orient longman 1984.

MAPPI	MAPPING OF COURSE OUTCOME WITH PROGRAM OUTCOME (PO's):													
COs/	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO1	PO1	PO1	PO1
POs	1	2	3	4	5	6	7	8	9	10	1	2	3	4
CO1	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н
CO2	Н	Н	Н	M	Н	H	H	H	M	M	M	Н	M	Н
CO3	M	M	M	M	H	H	H	H	H	M	Н	M	Н	Н
CO4	Н	Н	Н	Н	H	H	M	H	M	H	M	Н	Н	Н
CO5	M	Н	M	H	Н	H	Н	H	H	M	Н	Н	M	Н



### BP105 (R22): OLYMPIC MOVEMENT (ELECTIVE)

#### **COURSE OBJECTIVES:**

- ▲ Aims and Olympic Movement
- ▲ History of Olympics
- ▲ Stages of Development of Modern Olympics

COUR	COURSE OUTCOMES: Students Completing this course were able to										
CO1	To Understand the Olympic Ideas										
CO2	To know the Historical development of Olympics										
CO3	To Know the Olympisiem										
CO4	To understand the theme of Sports for all										
CO5	To Know the structure of functions and their roles in Implementation.										

#### **Unit-1 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.

#### **Unit-2 Modern Olympic Games**

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

#### **Unit-3 Different Olympic Games & Committees**

Para Olympic Games, Summer Olympics, Winter Olympics, Youth Olympic Games. Committees of Olympic Games.

International Olympic Committee - Structure and Functions, National Olympic committees and their role in Olympic movement, Olympic commission and their functions, Olympic medal winners of India.

#### Unit-4

World Games, World Universities, Asian Championships, Asian Games, SAF, Common Wealth Games.

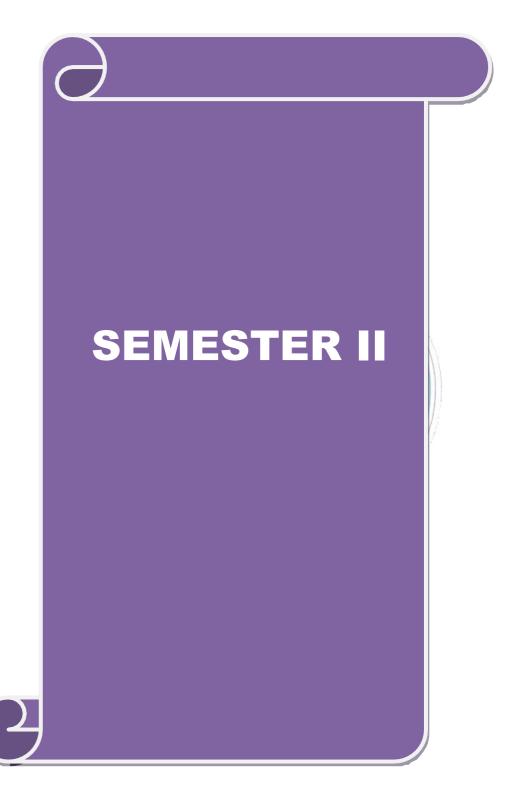
#### **REFERENCE BOOKS:**

1) Osborne, M.P. (2004). Magictree house fact tracker: ancient greece and the olympics: a non-fiction companion to magic tree house: hour of the Olympics. New York: Random House Books for Young Readers.

- 2) Burbank, J.M., Andranovich, G.D. & Heying Boulder, C.H. (2001). Olympic dreams: the impact of mega-events on local politics: Lynne Rienner.
- 3) The Olympic Movement, IOC, Lauranne, Switzerland Sports Administration Manual 2001 IOC Editor in Chief Roger Jackson 2001 IOC University Calgary.

MAPPI	MAPPING OF COURSE OUTCOME WITH PROGRAM OUTCOME (PO's):													
COs/	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO
POs	1	2	3	4	5	6	7	8	9	10	11	12	13	14
CO1	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н
CO2	Н	Н	Н	M	Н	Н	Н	Н	M	M	M	Н	M	Н
CO3	M	M	M	M	Н	Н	Н	Н	Н	M	Н	M	Н	Н
CO4	Н	Н	Н	Н	Н	Н	M	Н	M	Н	M	Н	Н	Н
CO5	M	Н	M	Н	Н	Н	H	H	Н	M	Н	Н	M	Н





# BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.) SEMESTER-II

#### **BP201 (R22): KINESIOLOGY AND BIOMECHANICS**

#### **COURSE OBJECTIVES:**

- ▲ To understand the fundamental and advanced movements of different parts of the human body.
- ▲ To gain knowledge of forces and their types which produce movements in the body.
- ▲ To acquire knowledge about the analysis of movements and sports skills.
- ▲ To gain knowledge of effective use of forces to gain mechanical advantage.
- ▲ To gain knowledge about the fundamental mechanical concepts of movements.

COUI	COURSE OUTCOMES: Students Completing this course were able to									
CO1	Understand the basic aspects of movements related to specific activities									
CO2	Gain knowledge about movements and their types in relation to sports									
CO3	Knowledge of analysis of sports skills and their improvement									
CO4	Knowledge of types of forces and their utility									
CO5	Knowledge of posture and its importance									

#### **Unit-1 Fundamentals Concept of Anatomy and Physiology**

Definition of Joints, Structure and functional classification of joints and muscles.

Types of Muscle Contractions, Posture: Meaning, Types and Importance of good posture. Fundamental concepts: Angle of Pull, All or None Law, Reciprocal Innervations.

#### **Unit-2 Introduction to Kinesiology and Sports Biomechanics**

Meaning and Definition of Kinesiology and Sports Biomechanics, Importance of Kinesiology and Sports Biomechanics in Physical Education and Sports, , Terminology of Fundamental Movements, Planes and Axes , Gravity, Base, Centre of Gravity, Equilibrium, Line of Gravity.

#### **Unit-3 Kinematics and Kinetics of Human Movement**

**Linear Kinematics:** Distance and Displacement, speed and velocity, Acceleration. **Angular kinematics:** Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration. **Linear Kinetics**: Inertia, Mass, Momentum, Friction. **Angular Kinetics**: Moment of Inertia, Couple, Stability.

#### **Unit-4 Mechanical Concepts**

Force: Meaning, definition, types and its application in sports. Lever: Meaning, definition, types and its application in sports. Newton's Laws of Motion and their application in sports. Projectile: Factors influencing projectile trajectory.

- 1) Bunn, J.W. (1972). Scientific principles of coaching. Englewood Cliffs, N.J.: Prentice Hall Inc.
- 2) Hay, J.G. & Reid, J.G. (1982). The anatomical and mechanical basis of human motion. Englewood Cliffs, N.J.: Prentice Hall Inc.
- 3) Hay, J.G. & Reid, J. G. (1988). Anatomy, mechanics and human motion. Englewood Cliffs, N.J.: Prentice Hall Inc.
- 4) Hay, J.G. (1970). The Biomechanics of Sports Techniques. Englewood Cliffs, N.J.: Prentice
- 5) Hall, Inc. Simonian, C. (1911). Fundamentals of sport biomechanics. Englewood Cliffs, N.J.: Prentice Hall Inc.
- 6) Geofray Mechanics in Sports.

MAPPI	MAPPING OF COURSE OUTCOME WITH PROGRAM OUTCOME (PO's):													
COs/	PO	PO	PO	PO	PO	РО	PO	РО	PO	PO	PO	РО	РО	PO
POs	1	2	3	4 6	5	6	7	8	9	10	11	12	13	14
CO1	Н	Н	Н	H	H	H	H	Н	H	H	Н	Н	Н	Н
CO2	Н	Н	Н	M	H	H	H	H	M	M	M	H	M	Н
CO3	M	M	M	M	H	$\mathbb{H}_{s_{c}}$	Н	H	H	M	H	M	Н	Н
CO4	Н	Н	Н	Н	Н	H	M	H	M	H	M	H	Н	Н
CO5	M	H	M	H	Н	H	H	Н	H	M	Н	H	M	Н

### BP202 (R22): HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

#### **COURSE OBJECTIVES:**

- ▲ To Understand the Basics of health Education, Aims and Principles.
- ▲ To the Know the Concepts of health
- ▲ To acquire the Knowledge on Biomedical and Holistic Concepts.
- ▲ To Know the Dimension of Health, Physical, mental and Social.

COUR	COURSE OUTCOMES: Students Completing this course were able to									
CO1	To Know the Health Sciences and Balanced diet									
CO2	Familiarity on health Supervision									
CO3	To Know about the Importance of Environmental Sciences									
CO4	To Know the concepts on prevention of Plastic									
CO5	To Know about the resources of Food, Water and Land.									

#### **Unit-1 Health Education**

Definition of Health, Health Education. Aims, objectives and Principles of Health Education. Concepts of health: Biomedical, ecological and holistic concepts. Dimensions of Health: physical, mental and social dimensions. Factors effecting Health, School Health Programme: Health Instructions, Health Supervision, Health Service. Balanced diet, constituents of balanced diet.

#### **Unit-2 Health Problems in India**

Communicable diseases: Chickenpox, Measles, Mumps, Influenza, Whooping cough, Typhoid, Malaria, Aids, CORONA Non-Communicable Diseases: Obesity, Hypertension, Stroke, Diabetes. Malnutrition. Other problems: Explosive Population, Personal and Environmental Hygiene for schools, Nutritional service, Health appraisal, Health record, Healthful school environment, first-aid and emergency care.

#### **Unit-3 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, Pollution of Plastic bags / covers, Role of school in environmental conservation and sustainable development.

#### **Unit-4** 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, Role of pollution control board.

- 1) Agrawal, K.C. (2001). Environmental Biology. Bikaner: Nidhi publishersLtd. Frank,
- 2) H. & Walter, H., (1976). **Turners School Health Education.** Saint Louis: The C.Y. Mosby Company.
- 3) Nemir, A. (n.d.). The school health education. New York: Harber and Brothers.
- 4) Odum, E.P. (1971). Fundamental of ecology. U.S.A.: W.B. Saunders Co.
- 5) Park.k., (2003), Preventive & social medicine. Benarsidas banot, India.

MAPPI	NG O	F CO	URSI	E OU	ГСОN	1E W	ITH I	PROG	RAN	I OUT	CON	IE (P	O's):	
COs /	РО	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PC
POs	1	2	3	4	5	6	7	8	9	10	11	12	13	14
CO1	Н	Н	н	H	H	H	H	H	H	H	Н	Н	Н	Н
CO2	Н	Н	н	M	H	H	H	Н	M	M	M	Н	M	Н
CO3	M	M	M	M	Н	Н	H	Ή	Н	M	Н	M	Н	Н
CO4	Н	Н	H	H	H	H	M	H	M	H	M	Н	Н	Н
CO5	M	Н	M	H	H	H	Н	H	HS	M	Н	Н	M	Н

### BP203 (R22): MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

#### **COURSE OBJECTIVES:**

- ▲ To Understand the Classification and Instructions of Tests
- ▲ To Know the Need and Importance of Tests and Measurement and Evaluation
- ▲ To Know the Principles of Evaluation
- ▲ To Know the Criteria of Good Tests.

COUR	COURSE OUTCOMES: Students Completing this course were able to									
CO1	To attain the Knowledge of Physical Fitness tests									
CO2	To attain the Knowledge of Endurance tests									
CO3	To Know about the Mortar ability Tests and Motor fitness tests									
CO4	To Know about the Sports skill tests									
CO5	To Know about the field Hockey									

#### **Unit-1 Introduction to Test, Measurement Evaluation**

Meaning of Test, Measurement & Evaluation in Physical Education, Need & Importance of Test, Measurement & Evaluation in Physical Education, Principles of Evaluation, Criteria of good Test.

#### **Unit-2 Classification and Administration of test**

Classification of Tests, Administration of test: Pre, During and post test, Methods of Scoring test.

#### **Unit-3 Physical Fitness Tests**

AAHPER youth fitness test, JCR test, Cooper's 12 minute run/ walk test, Harward Step test, Indiana Motor Fitness Test, Barrow motor ability test.

#### **Unit-4 Sports Skill Tests**

Lockhart and McPherson badminton test, Johnson basketball test, McDonald soccer test, Russell - Lange Volleyball test, Schmithals French Field Hockey test

- 1) Bangsbo. J. (1994). Fitness training in football: A Scientific Approach. Bagsvaerd, Denmark: Ho+Storm.
- 2) Barron, H.M., & Mchee, R. (1997). A practical approach to measurement in physical education. Philadelphia: Lea and Febiger.
- 3) Barron, H.M. & Mchee, R. (1997). A Practical approach to measurement in physical education. Philadelphia: Lea and Febiger.

- 4) Kansal, O.K. (1996). Test and measurement in sports and physicaleducation. New Delhi: D.V.S. Publications.
- 5) Mahtews, D.K. (1973). Measurement in Physical Education, Philadelphia: W. B. Sounders Company.
- 6) Pheasant, S. (1996). Body space: anthropometry, ergonomics and design of work. Taylor & Francis, New York.
- 7) Phillips, O.A., & Homak, J.E. (1979). Measurement and evaluation in Physical Education. New York: John Willey and Sons.
- 8) Sodhi, H.S., & Sidhu, L.S. (1984). Physique and selection of sports- akinanthropometric study. Patiala: Punjab Publishing House.
- 9) Harison.H Clarke: Application of Measurements to health & PhysicalEducation
- 10) Donald Mathews: Measurements Programme in Physical Education.

MAPPI	NG OI	F COU	JRSE	OUT	COMI	E WIT	H PR	OGR/	AM O	UTCO	OME (	(PO's)	:	
COs/	PO	PO	PO	РО	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO
POs	1	2	3	4//	5	6	7	8	9	10	11	12	13	14
CO1	Н	Н	Н	H	H	H	Н	H	H	H	Н	Н	Н	Н
CO2	Н	Н	Н	/ <b>M</b> //	//н	H	H	Н	M	M	M	Н	M	Н
CO3	M	M	M	M	Н	H	H	Н	Н §	M	Н	M	Н	Н
CO4	Н	Н	Н	H	Н	H	M	Н	M	//н	M	Н	Н	Н
CO5	M	Н	M	H	H	H	H	H	H	M	Н	Н	M	Н

### BP204 (R22): COMPUTER APPLICATIONS IN PHYSICAL EDUCATION (ELECTIVE)

#### **COURSE OBJECTIVES:**

- ▲ To Know the Basics of Computer
- ▲ To Know the Importance of Computer in Physical Education
- ▲ To Know about the Application of computer in Physical Education
- ▲ To understand the Usage of Systems in daily life.

COUR	SE OUTCOMES: Students Completing this course were able to
CO1	To Understand the Usage of Computers
CO2	To Understand the Basics of Computers
CO3	To know the Application software of M S Office Usage
CO4	To know about Scope and Importance of Computer in Daily life
CO5	To Understand the Ms Word, Excel, PPT

#### **Unit-1** Introduction to Computer

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

#### Unit-2 MS Word

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

#### Unit-3 MS Excel

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

#### **Unit-4** MS Power Point

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

- 1) Irtegov, D. (2004). Operating system fundamentals. Firewall Media.
- 2) Marilyn, M. & Roberta, B. (n.d.) .Computers in your future. 2<sup>nd</sup> edition, India: Prentice Hall.

- 3) Milke, M.(2007). Absolute beginner's guide to computer basics. PearsonEducation Asia.
- 4) Sinha, P.K. & Sinha, P. (n.d.). Computer fundamentals. 4<sup>th</sup> edition, BPB Publication.

MAPPI	MAPPING OF COURSE OUTCOME WITH PROGRAM OUTCOME (PO's):													
COs/	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO
POs	1	2	3	4	5	6	7	8	9	10	11	12	13	14
CO1	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н
CO2	Н	Н	Н	M	Н	Н	Н	Н	M	M	M	Н	M	Н
CO3	M	M	M	M	Н	Н	Н	Н	Н	M	H	M	Н	Н
CO4	Н	Н	Н	Н	Н	Н	M	Н	M	Н	M	Н	Н	Н
CO5	M	Н	M	Н	Н	Н	Н	Н	Н	M	Н	Н	M	Н



### BP205 (R22): RECREATION AND LEISURE MANAGEMENT (ELECTIVE)

#### **COURSE OBJECTIVES:**

- ▲ To know the Recreation importance and values
- ▲ To know the Principles of Recreation
- ▲ To know the qualities and qualification of Recreation leader
- ▲ The know the role of recreation and leisure management

COUR	SE OUTCOMES: Students Completing this course were able to									
CO1	Understand the Basics of Recreation									
CO2	CO2 To Know the Importance, values and Principles of Recreation									
CO3	To know the theories of Recreation, Theories of Play, Therapatic use of activity									
CO4	To know the types of recreational activities like indoor, outdoor games									
CO5	To know about the recreational agencies									

#### **Unit-1 Basics of Recreation**

Meaning, Definition of Recreation and Leisure Management, Importance, Values of Recreation, Principles of Recreation. Fundamental modes of Recreation, qualities and qualifications of Recreation Leader.

#### **Unit-2 Recreation and Play**

Theories of Recreation, Theories of Play, Therapeutic Recreation, Therapeutic use of activity, Recreation for the life, Role of recreation and leisure on the human development.

#### **Unit-3 Programme and Methods**

Factors that determine the programme, Types of recreational activities: Indoor, Outdoor games, Music, Dance, Picnic and Excursions.

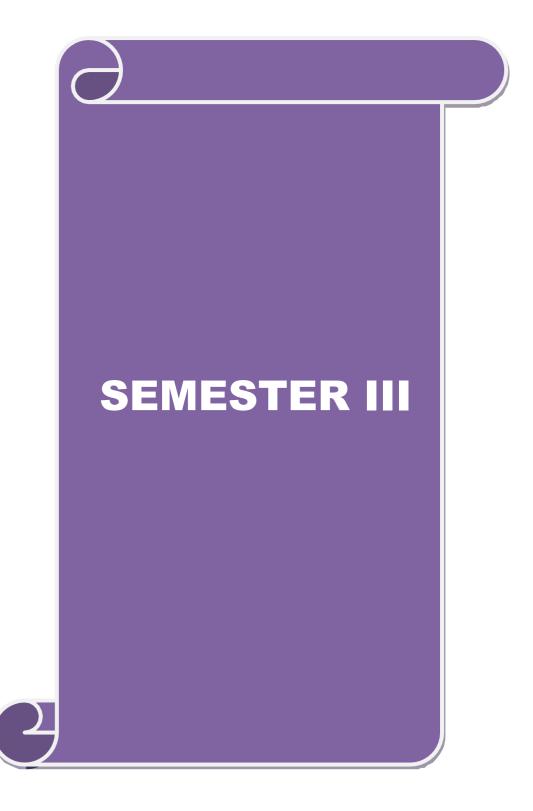
#### **Unit-4 Recreational Agencies**

Organisation and Administration of Recreational agencies, Individual and Home agencies, Government Agencies, Voluntary Agencies, Private Agencies, Commercial Agencies, Modern trends in recreation and Leisure Management, Issues related to Recreation and Leisure Management.

- 1) Mull. R.Bayless, K. Recreational Sports Management. Champaign: HumanKinetics.
- 2) Hoffman, R. & Collingwood, T. Fit for duty. Champaign: Human Kinetics.
- 3) Leith, L.M. Exercise your way to better mental health. New Delhi: Friends Publication.

- 4) Bucher & Wuest. Foundations of Physical Education & Sports. B.I. Publications.
- 5) Smith, R. & Austin, D. Inclusive & Special recreation: Opportunities for persons with disabilities, Champaign: Human Kinetics.
- 6) Russel, R. Leadership in recreation. Mc Graw hill.
- 7) Butmer, G.D. Introduction to Community recreation
- 8) Jacks .L.P. Education through Recreation
- 9) Nash, J.B. Philosophy of Recreation
- 10) Pitzgerald –Community Organisation for Recreation.

MAPPI	MAPPING OF COURSE OUTCOME WITH PROGRAM OUTCOME (PO's):														
COs/	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	
POs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
CO1	M	M	M	M	Н	H	H	H	Н	M	Н	M	Н	Н	
CO2	Н	Н	Н	Н	Н	H	M	H	M	Н	M	Н	Н	Н	
CO3	M	H	M	H	H	H	H	H	H	M	Н	Н	M	Н	
CO4	Н	H	Н	H	H	H	Н	H	H	H	Н	Н	Н	Н	
CO5	Н	Н	Н	M	H	H	Н	H	M	M	M	Н	M	Н	



## BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.) SEMESTER-III

#### **BP301 (R22): SPORTS TRAINING**

#### **COURSE OBJECTIVES:**

- ▲ To understand the Aims and sports training
- ▲ To know the methods of Sports Training
- ▲ To Know the Athletic Diet
- ▲ To know the Training components.
- ▲ To know the training process.

COURS	E OUTCOMES: Students Completing this course were able to
CO1	To Understand the Basics of Sports training methods
CO2	To acquire the knowledge about the training components
CO3	To know about the training process
CO4	To Know about the training program and planning
CO5	To understand how to identify the Talent and development

#### **Unit-1** Introduction to Sports Training

Meaning and Definition of Sports Training, Aims and Objective of Sports Training, Principles of Sports Training. **Methods of Sports Training:** Continuous training, Interval training, Repetition training, Fartlek training, Resistance training, Circuit training, Plyometric training. Warm-up and warm- down, **Athletic diet:** Pre competition, during competition and post competition.

#### **Unit-2** Training Components

**Strength:** Meaning and Definition, Methods of Strength Development. **Speed:** Meaning and Definition, Methods of Speed Development. **Endurance:** Meaning and Definition, Methods of Endurance Development. **Coordination:** Meaning and Definition, Methods of coordination Development. **Flexibility:** Meaning and Definition, Methods of Flexibility Development.

#### **Unit-3** Training Process

Load: Definition and Types of Load. Principles of Intensity and Volume of stimulus. Technical Training: Meaning and Methods of Technical Training. Tactical Training: Meaning and Methods of Tactical Training

#### **Unit-4 Training program and planning**

**Periodization**: Meaning and types of Periodization. Aims and Content of Periods: Preparatory, Competition, Transitional. **Planning:** Training session, Talent Identification and Development

- 1) Dick, W. F. (1980). Sports training principles. London: Lepus Books.
- 2) Harre, D.(1982). Principles of sports training. Berlin: Sporulated.
- 3) Jensen, R.C. & Fisher, A.G. (1979). Scientific basis of athletic conditioning. Philadelphia: Lea and Fibiger, 2ndEdn.
- 4) Srinivas M.V. & K.R.S. Reddy, (2014) Science of sports training, Swasthik Publication, New Delhi.
- 5) Matvyew, L.P. (1981). Fundamental of sports training. Moscow: Progress Publishers.
- 6) Singh, H. (1984). Sports Training, General Theory", and methods. Patiala: NSNIS.
- 7) Uppal, A.K. (1999). Sports Training. New Delhi, Friends Publication.

MAPPIN	MAPPING OF COURSE OUTCOME WITH PROGRAM OUTCOME (PO's):														
COs /	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	
POs	1	2	3	4	5	6	7	8	9 💈	10	11	12	13	14	
CO1	Н	Н	Н	H	H	H	M	Н	M	H	M	Н	Н	Н	
CO2	M	Н	M	H	H	H	Н	H	H	M	Н	Н	M	Н	
CO3	Н	Н	Н	H	H	H	H	H	H	Н	Н	Н	Н	Н	
CO4	Н	Н	Н	M	H	H	H	H	M	M	M	Н	M	Н	
CO5	M	M	M	M	H	H	H	H	Н	M	Н	M	Н	Н	

#### **BP302 (R22): CONCEPTS OF WELLNESS MANAGEMENT**

#### **COURSE OBJECTIVES:**

- ▲ Physical wellness, Exercise and functionality
- ▲ Stress and emotion management
- ▲ Physical Health, Mechanism of health related
- ▲ Fitness and Body composition

COUR	SE OUTCOMES: Students Completing this course were able to									
CO1	O1 To understand the Scope of wellness, Emotional wellness									
CO2	To understand the stress management									
CO3	To know the Fitness and Body Composition									
CO4	To know the drawbacks of Obesity									
CO5	To overcome the stress through exercise									

#### **Unit-1 WELLNESS**

Definition and scope of wellness- Wellness continuum and health - Dimensionsof wellness - Physical Wellness - Emotional Wellness - Social Wellness - Spiritual wellness - Intellectual wellness and Environmental wellness.

#### **Unit-2 EXERCISE AND WELLNESS**

Physical wellness, exercise and functional physical health of different systems of human body, lifestyle diseases in relation to inactivity, Nutrition and exercise to physical wellness.

#### **Unit-3 STRESS MANAGEMENT**

Stress: Definition of Stress, Stress and Emotional health, Stress and physical health-Mechanism of stress and related degenerative diseases- Inter dependence of Spiritual wellness, Social wellness and Emotional wellness- Stress management techniques.

#### **Unit-4 FITNESS AND BODY COMPOSITION**

Health fitness components, body composition, muscular endurance, strength, Cardio vascular fitness and flexibility, importance of cardio respiratory endurance .Obesity and health risk factors, childhood obesity and problems. Bodycomposition indicators and measurements

- 1) **Wellness Workbook:** How to achieve enduring health and vitality, John W Travis and Regina S Ryan, Crown publishing, New York.
- 2) **The Soul of Wellness:** 12 holistic principles for achieving a healthy body, mind, heart and spirit, Rajiv Parti, Select book incorporation, New York.

- 3) Wellness coaching for lasting Lifestyle change, Michael Arloski, Whole person associates, Duluth, USA.
- 4) **Staying Healthy with Nutrition**: The complete guide to Diet and Nutritional medicine, Elson M Has,.
- 5) Charles B.Corbin etal: **concept of fitness and wellness** megraw hills.inc St lauis Bangkok 3rd 2000 U.S.A.

MAPPIN	MAPPING OF COURSE OUTCOME WITH PROGRAM OUTCOME (PO's):													
COs/	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO
POs	1	2	3	4	5	6	7	8	9	10	11	12	13	14
CO1	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н
CO2	Н	Н	Н	M	Н	Н	Н	Н	M	M	M	Н	M	Н
CO3	M	M	M	M	Н	H	H	H	Н	M	Н	M	Н	Н
CO4	Н	Н	Н	Н	H	H	M	H	M	Н	M	Н	Н	Н
CO5	M	Н	M	H	H	H	H	Н	H	M	Н	Н	M	Н



#### **BP303 (R22): SPORTS PSYCHOLOGY AND SOCIOLOGY**

#### **COURSE OBJECTIVES:**

- ▲ To know the History, need and importance of Sports Psychology
- ▲ To know about the perception, factors affecting perception.
- ▲ To attain knowledge on Motivation and Emotion and their types for approach
- ▲ To know about the Sports Sociology and advantages and disadvantages.

COUR	SE OUTCOMES: Students Completing this course were able to									
CO1	To understand the importance of Sports Psychology									
CO2	CO2 To understand the Sports Psychology in India									
CO3	To know about the present Status of Sports Psychology									
CO4	To know about the motivation and Types of Motivations and emotions									
CO5	To know about the Sports Sociology and Group Cohesion.									

#### **Unit-1 Introduction**

Meaning, Definition, Importance and scope of Sports Psychology. Characteristics of Various Stages of growth and development. Individual differences. Heredity and environment. Dynamics of Human behaviour, Play and theories of Play.

#### Unit-2 Learning, Personality, Motivation,

**Learning**: Theories of learning, Transfer of Learning. **Personality**: Meaning and definition of personality, characteristics of personality, Dimension of personality, Personality and Sports performance. **Motivation**: Meaning, Definition and importance of Motivation. Types of Motivation: Intrinsic & Extrinsic, Motivation techniques and their impact on sports performance. Aggression, Anxiety and their effects on Sports performance. Mental Preparation Strategies: Attention, focus, Self- talk, Relaxation, Imaginary.

#### **Unit-3 Relation between Social Sciences & Physical Education**

Meaning, Definition and Importance of Sociology, Orthodoxy, customs, Tradition and Physical Education. Festivals and Physical Education, Socialization through Physical Education, Social group, Primary group and Remote group.

#### **Unit-4 Culture**

Meaning and Importance of culture, features of culture, effects of culture on people life style. Different methods of studying: Observation / Inspection method, Questionnaire method and Interview method.

- 1) Ball, D. W. & Loy, J.W. (1975). Sport and social order; Contribution to the sociology of sport. London: Addison Wesley Publishing Co., Inc.
- 2) Blair, J. & Simpson, R. (1962). Educational Psychology, New York: McMillanCo.
- 3) Cratty, B.J. (1968). Psychology and Physical Activity. Eaglewood Cliffs. Prentice Hall.
- 4) Kamlesh, M.L. (1998). Psychology In physical Education and Sport. New Delhi: Metropolitan Book Co.
- 5) Loy, J.W., Kenyon, G.S. & McPherson, B.D. (1978). Sport and social system. London: Addison Wesley Publishing Company Inc.
- 6) Loy, J.W., Kenyon, G. S. & McPherson, B. D. (1981). Sports culture and society. Philadelphia: Lea & Febigero
- 7) Mathur, S.S. (1962). Educational Psychology. Agra. Vinod Pustak Mandir.
- 8) Skinnner, C.E, (1984). Education Psychology. New Delhi: Prentice Hall ofIndia.
- 9) William, F.O. & Meyer, F.N. (1979). A handbook of sociology. New Delhi: Eurasia Publishing House Pvt Ltd.
- 10) R.Jain: Sports Sociology Khel Sahitya Kendra, Delhi.

MAPPIN	MAPPING OF COURSE OUTCOME WITH PROGRAM OUTCOME (PO's):														
COs/	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	
POs	1	2	3	4	5	6	7	8	9 2	10	11	12	13	14	
CO1	Н	Н	Н	H	H	Н	Н	Н	H	// н	Н	Н	Н	Н	
CO2	Н	Н	Н	M	H	H	H	H	M	M	M	Н	M	Н	
CO3	M	M	M	M	H	H	H	H	H	M	Н	M	Н	Н	
CO4	Н	Н	Н	Н	Hő	H	M	H	M	Н	M	Н	Н	Н	
CO5	M	Н	M	Н	H	H	H	H	Н	M	Н	Н	M	Н	

## BP304 (R22): SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION (ELECTIVE)

#### **COURSE OBJECTIVES:**

- ▲ To have a thorough understanding of the Sports Medicine and First Aid
- ▲ To understand the role of a Physical Education Teacher and Coach in Athletes care and rehabilitaion.
- ▲ To have a knowledge of Treatment modalities of sports injuries.
- ▲ To have a knowledge of Hydrotherapy and massage.
- ▲ To gain knowledge about the therapeutic exercises and their importance

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COUR	SE OUTCOMES: Students Completing this course were able to
CO1	Understand various aspects involved in sports medicine and First Aid
CO2	Gain knowledge about the types of sports injuries, their treatment and rehabilitation
CO3	Knowledge of different treatment modalities and their importance
CO4	Knowledge of various techniques of massage and their effects
CO5	Understand various methods of exercise therapy and their effects

#### **Unit-1 Sports Medicine**

Meaning, Definition, and Importance of Sports Medicine. Role of Physical Education Teachers and Coaches in Athletes Care and Rehabilitation. Common sports injuries and their prevention. **First Aid**: Definition of First Aid, **DRABC** formula (Danger, Response, Airways, Breathing and Circulation), **Artificial respiration technique**: Mouth to mouth, Mouth to nose respiration, CPR (Cardio Pulmonary Resuscitation). **Treatments:** Laceration, Blisters, Contusion, Strain, Sprain, Fracture, Dislocation and Cramps. **Bandages:** Types of Bandages, Taping and supports.

#### **Unit-2 Physiotherapy**

Definition: Guiding principles of physiotherapy, Importance of physiotherapy. **Treatment Modalities:** Electrotherapy, infrared rays, Ultraviolet rays, short wavediathermy, ultra sound.

#### **Unit-3 Hydrotherapy and Massage**

Hydrotherapy: Meaning and Methods, Cryotherapy, Thermo therapy, Contrast Bath, Whirlpool Bath, Steam Bath, Sauna Bath, Hot Water Fomentation.

**Massage:** Meaning and importance of massage, Indications and contraindications of massage. Types of Manipulation, Physiological effects of Massage.

#### **Unit-4 Therapeutic Exercise**

Definition, Principles and Importance of Therapeutic Exercises. Classification of Therapeutic exercise: Passive Movements (Relaxed, Forced and passive stretching). active movements (concentric, Eccentric and static). Free Mobility Exercise for Shoulder, Wrist, Fingers, Hip, Ankle, Foot joints and Neck exercises.

- 1) Christine, M.D., (1999). Physiology of sports and Exercise. USA: Human Kinetics.
- 2) Conley, M. (2000). Bioenergetics of exercise training. In T.R. Baechle, & R.W. Earle, (Eds.),
- 3) Essentials of Strength Training and Conditioning (pp. 73-90). Champaign, IL: Human Kinetics.
- 4) David, R.M. (2005). Drugs in sports, (4<sup>th</sup> Ed). Routledge Taylor and FrancisGroup.
- 5) Hunter, M. D. (1979). A dictionary for Physical Educators. In H. M. Borrow & R. McGee, (Eds.),
- 6) A Practical approach to measurement in Physical Education (pp.573-74). Philadelphia: Lea & Febiger.
- 7) Jeyaprakash, C. S., Sports Medicine, J.P. Brothers Pub., New Delhi, 2003.
- 8) Khanna, G.L., (1990). Exercise physiology & sports medicine. Delhi: LuckyEnterprises. Mathew, D.K. & Fox,
- 9) E.L, (1971). Physiological basis of physical education and athletics. Philadelphia: W.B. Saunders Co.
- 10) Pandey, P.K. (1987). Outline of Sports Medicine, New Delhi: J.P. Brothers Pub.
- 11) Williams, J.G.P. (1962). Sports medicine. London: Edward Arnold Ltd.
- 12) Gareth Jones, Edwillson, Markers Hardy, (2010) U.K. The BMA Guide to Sports Injuries, Dorling Kindersley Limited, London WCZR ORL
- 13) William E. Garret Jr Donald T.Kirkendall Debarah 10 Squire "Principles of Practice of Primary care Sports Medicine" Williams of Wilking Publishers.

MAPPI	MAPPING OF COURSE OUTCOME WITH PROGRAM OUTCOME (PO's):													
COs/	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO
POs	1	2	3	4	5	6	7	8	9	10	11	12	13	14
CO1	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н
CO2	Н	Н	Н	M	Н	Н	Н	Н	M	M	M	Н	M	Н
CO3	M	M	M	M	Н	Н	Н	Н	Н	M	Н	M	Н	Н
CO4	Н	Н	Н	Н	Н	Н	M	Н	M	Н	M	Н	Н	Н
CO5	M	H	M	Н	Н	Н	Н	Н	Н	M	Н	Н	M	H

### BP305 (R22): CURRICULUM DESIGN (ELECTIVE)

#### **COURSE OBJECTIVES:**

- ▲ Need and importance and development of curriculum
- ▲ Basic guidelines for curriculum construction
- ▲ Comparision between old and new models
- ▲ Areas of health education.

COUR	SE OUTCOMES: Students Completing this course were able to									
CO1	To understand the concepts of curriculum									
CO2	Γο know the comparison between old models and new models of curriculum									
CO3	Method to develop the competency									
CO4	Basic principles of curriculum constriction									
CO5	Creation of labs and facilities									

#### **Unit-1 Modern concept of the curriculum**

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

#### **Unit-2 Basic Guidelines for curriculum construction**

Focalization, Socialization, Individualization, Sequence and operation, Steps in curriculum construction.

#### Unit-3 Curriculum: Old and new concepts, Mechanics of curriculum planning

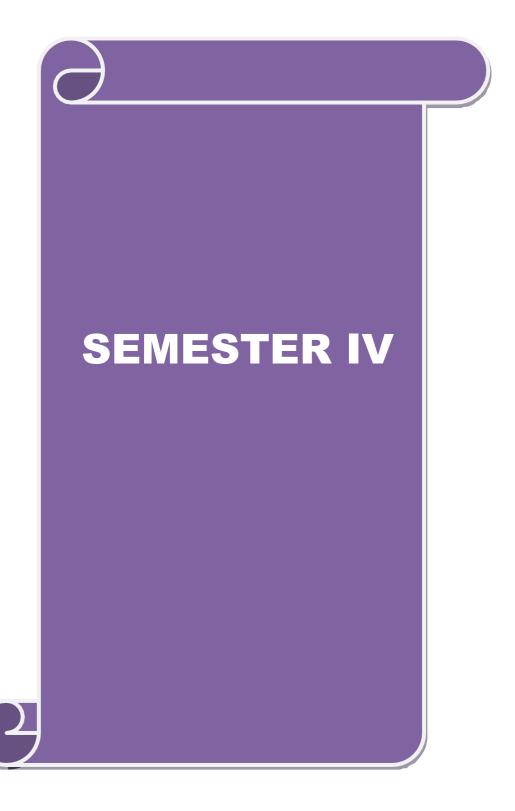
Basic principles of curriculum construction, Meaning, Importance and factors effecting the curriculum design. Curriculum design according to the needs of the students, state and national level policies.

#### **Unit-4 Preparation of Under Graduate for Profession**

Areas of Health education, Physical education and Recreation. Curriculum design: Experience of Education, Field and Laboratory. Teaching practice. Professional Competencies to be developed, Facilities and special resources for library, laboratory and other facilities.

- 1) Barrow, H.M. (1983). Man and Movement: Principles of Physical Education. Philadelphia: Lea and Febiger.
- 2) Bucher, C.A. (1986). Foundation of physical education: St. Louis: The C. V. Mosby & Company.
- 3) Cassidy, R. (1986). Curriculum development in physical education. New York: Harper & Company.
- 4) Cowell, C.C. & Hazelton, H.W. (1965). Curriculum designs in Physical Education. Englewood Cliffs: N.J. Prentice Hall Inc.
- 5) Larson, L.A. (n.d.). Curriculum foundation in physical education. Englewood Cliffs: N.J. Prentice Hall Inc.
- 6) Underwood, G. L. (1983). The physical education curriculum in secondary school: planning and implementation. England: Taylor and Francis Ltd.
- 7) Willgoose, C.E. (1979). Curriculum in Physical Education. 3rd Ed. Englewood Cliffs.: N.J. Prentice Hall, Inc.

MAPPIN	MAPPING OF COURSE OUTCOME WITH PROGRAM OUTCOME (PO's):														
COs /	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	
POs	1	2	3	4	5	6	7	8	9 8	10	11	12	13	14	
CO1	Н	Н	M	M	M	H	М	Н	H	M	Н	Н	Н	M	
CO2	Н	Н	Н	He	H	H	Н	Н	H	//н	Н	Н	Н	Н	
CO3	Н	Н	M	H	H	H	H	H	H	Н	M	Н	Н	Н	
CO4	M	Н	M	н	H	H	M	H	M	Н	M	Н	Н	M	
CO5	Н	Н	Н	Н	H	Н	Н	H	Н	Н	Н	Н	Н	Н	



# BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.) SEMESTER-IV

#### **BP401 (R22): SPORTS MANAGEMENT**

#### **COURSE OBJECTIVES:**

- ▲ Scope and importance of the sports management
- ▲ To understand the Functions of management
- ▲ Basics of Financial Management
- ▲ Knowledge about Sports Management

COUR	COURSE OUTCOMES: Students Completing this course were able to									
CO1	To know the concept of management									
CO2	To know the leadership qualities									
CO3	To know how to manage the financial area									
CO4	To know the sports management in the schools									
CO5	To know how to develop the performance standards									

#### **Unit-1 Concept of Management**

Meaning, Definition, Scope, concept and importance of Sports Management.

Functions of management: Planning, organizing, staffing, directing and controlling.

#### **Unit-2 Leadership**

Meaning, Definition & Elements of Good leadership. Leadership styles, methods. Forms of Leadership: Autocratic, Laissez-faire, Democratic, Benevolent and Dictator. Qualities of administrative leader, Preparation of administrative leader & Effects of Good Leadership on Organizational performance.

#### **Unit-3 Financial Management**

Financial management in Physical Education & sports in schools, Colleges and Universities. Criteria of good budget, Steps of Budget making. Model budget for a school. Procedures for purchases and constructions. Records and Registers.

#### **Unit-4 Sports Management**

Sports Management in Schools, colleges and Universities. Planning, Directing and Controlling school, college and university sports programmes. Factors effecting the planning. Developing performance standards, Establishing a reporting system, Evaluation, reward and punishment system. Event management: Organisation of major sports event.

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

MAPPIN	MAPPING OF COURSE OUTCOME WITH PROGRAM OUTCOME (PO's):													
COs /	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO
POs	1	2	3	4	5	6	7	8	9	10	11	12	13	14
CO1	Н	Н	Н	Н	M	H	H	H	Н	Н	Н	M	Н	
CO2	M	M	M	M	M	H	H	H	M	M	Н	M	M	Н
CO3	Н	Н	Н	H	H	H	H	H	H	M	Н	Н	M	M
CO4	M	M	M	M	M	H	M	H	M	M	M	M	M	Н
CO5	M	Н	Н	Ħ	H	H	H	Н	H	Н	M	Н	Н	Н

#### **BP402 (R22): CONCEPTS OF YOGA**

#### **COURSE OBJECTIVES:**

- ▲ To understand the basics of yoga
- ▲ To know the place and importance of Yoga in Physical Education and Sports
- ▲ To gain knowledge on different types of yoga systems like astanga yoga, raja yoga, mantra yoga and meditation
- ▲ To attain knowledge on the effect of Hatha yoga methods on health
- ▲ To understand the role of yoga for youth empowerment and human resource development in contemporary world like personality development, yoga therapy, yoga competitions etc.,

COURSE OUTCOMES: Students Completing this course were able to									
CO1	Understand the basics of yoga								
CO2	know the place and importance of Yoga in Physical Education and Sports								
CO3	Gain knowledge on different types of yoga systems								
CO4	Attain knowledge on Hatha yoga methods								
CO5	Understand the role of yoga in sports world								

#### **Unit-1 Introduction**

Meaning, Definition & Scope of Yoga, Aims, Objectives and functions of Yoga, Yoga practices in Upanishads and yoga sutra, Modern Trends in Yoga, Place and importance of Yoga in Physical Education and Sports.

#### **Unit-2 Early Yoga Practices**

Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi. Streams of Yoga Practices: Hatha Yoga, Karma Yoga, Bhakti Yoga, Raja Yoga, Jnana Yoga.

#### **Unit-3 Basic Yogic Methods**

Asana: Classification of Asanas, Sitting, Standing, Lying, Inverted asanas. Benefits of Asanas: Effects of Asanas on general health. Pranayama: Importance & impact on Muscular, Cardio Respiratory and Nervous System. Relaxation and meditation: Importance & impact on body at work and body at rest.. Bandhas: Jalandhara, Mula, Udyana. Mudras: Chin, Yoga, Aswini, Anjali, Brahma Mudra. Kriyas: Neti, Nauli, Kapalabhati, Trataka, Dhauthi, Bhastrika.

#### **Unit-4 Yoga Education**

Yoga Education for Youth Empowerment and human resource development. Difference between yogic practices and physical exercises, Yoga education centers in India and abroad, Competitions in Yoga asanas.

- 1) Brown, F.Y.(2000). How to use yoga. Delhi: Sports Publication.
- 2) Gharote, M. L. & Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala: Kaixydahmoe.
- 3) Rajjan, S.M. (1985). Yoga strengthening of relaxation for sports man. New Delhi: Allied Publishers.
- 4) Shankar, G. (1998). Holistic approach of yoga. New Delhi: Aditya Publishers.
- 5) Shekar, K.C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra.
- 6) Satya Murty.K, Elements of Yoga, Vedadri Brahma Gnana Kendra, Pedakakani, Guntur, India,(2015)

MAPPI	NG OI	F COU	JRSE	OUT	COMI	E WIT	H PR	OGR.	AM O	UTC	OME (	(PO's)	):	
COs/	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO
POs	1	2	3	4	5	6	7	8	9 8	10	11	12	13	14
CO1	Н	Н	н	H	Н	H	H	Н	HĚ	H	Н	Н	Н	Н
CO2	Н	Н	Н	M	H	Н	Н	H	M	M	M	Н	M	Н
CO3	M	M	M	M	H	H	H	H	H	M	Н	M	Н	Н
CO4	Н	H	Н	Н	H	H	M	H	M	H	M	H	Н	Н
CO5	M	H	M	Н	H	H	Н	Н	Н	M	Н	H	M	Н

#### **BP403 (R22): OFFICIATING AND COACHING**

#### **COURSE OBJECTIVES:**

- ▲ Basics of officiating
- ▲ Basics of Coaching
- ▲ Improve the standards of officiating and coaching
- ▲ Duties of official

COUR	<b>COURSE OUTCOMES:</b> Students Completing this course were able to								
CO1	Aims and principles of officiating								
CO2	Duties of coach								
CO3	Duties of official								
CO4	Qualities and qualification of coach & official								
CO5	Rules and regulations of the interuniversity tournaments								

#### **Unit-1 Introduction of Officiating and coaching**

Definition of officiating and coaching, Importance and principles of officiating, Relationship of official and coach with management, players and spectators, Measures of improving the standards of officiating and coaching.

#### **Unit-2 Coach as a Mentor**

Duties of coach in general, pre, during and post game. Philosophy of coaching, responsibilities of a coach on and off the field, Psychology of coach in competition and coaching.

#### **Unit-3 Duties of Official**

Duties of official in general, pre, during and post game in (Hockey, Football, Handball, Volleyball, Basketball, Table Tennis, Kabaddi, Kho-Kho, Throwball, Tennis, Badminton, Ball Badminton, Cricket, Softball and Tennikoit). Philosophy of officiating, Mechanism of officiating, position, Signals and movement, Ethics of officiating.

#### **Unit-4 Qualities and Qualifications of Coach and Official**

Qualities and qualifications of good coach and good official, Layout of courts / fields and Rules of games, Layout of standard Track & Field and Rules, Eligibility rules of intercollegiate and inter-university tournaments.

- 1) Bunn, J.W. (1968). **The art of officiating sports.** Englewood cliffs N.J. Prentice Hall.
- 2) Bunn, J.W. (1972). **Scientific principles of coaching**. Englewood cliffs N.J. Prentice Hall.

- 3) Dyson, G.H. (1963). **The mechanics of athletics**. London: University of London Press Ltd. Dyson, G.H. (1963). The mechanics of Athletics. London: University of London Press Ltd.
- 4) Lawther, J.D. (1965). **Psychology of coaching**. New York: Pre. Hall.
- 5) Singer. R.N. (1972). Coaching, athletic & psychology. New York: M.C. GrawHill.

MAPPIN	MAPPING OF COURSE OUTCOME WITH PROGRAM OUTCOME (PO's):													
COs /	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO
POs	1	2	3	4	5	6	7	8	9	10	11	12	13	14
CO1	Н	Н	M	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	M
CO2	Н	Н	Н	Н	M	Н	Н	Н	Н	M	Н	Н	Н	Н
CO3	M	Н	M	M	Н	Н	M	Н	M	Н	M	Н	Н	Н
CO4	Н	Н	Н	Н	M	H	M	H	Н	M	M	Н	M	M
CO5	Н	Н	Н	M	H	H	H	H	Н	Н	Н	Н	Н	Н



### BP404 (R22): FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION (ELECTIVE)

#### **COURSE OBJECTIVES:**

- ▲ Preliminary Health Evaluation
- ▲ Designing resistance training programs
- ▲ Assessment of Body Composition
- ▲ Designing weight gain programs

COURS	<b>COURSE OUTCOMES:</b> Students Completing this course were able to									
CO1	To know about the preliminary health screening									
CO2	To know the cardio respiratory fitness									
CO3	To assessment of strength									
CO4	Assessment of body composition									
CO5	Weight management principles									

**Unit-1** Preliminary Health Screening and Risk Classification-Preliminary Health Evaluation-Testing Blood Pressure, Heart Rate, Principles of Assessment, Prescription and Exercise Program Adherence, Physical Fitness testing, Basic principles of Exercise program Design.

**Unit-2** Assessment of Cardio respiratory fitness and Designing Cardio respiratory exercise programs. Exercise Prescription, guidelines and procedures, Maximal Exercise, Test Protocols, Sub maximal Exercise Test protocols, Field tests for assessing aerobic fitness, Exercise testing for children, Exercise Prescription, aerobic training methods.

**Unit-3** Assessment of strength and muscular endurance, strength and muscular endurance testing, Designing resistance training programs, types of resistance training, developing resistance training programs, Muscular misconceptions on resistance training, Assessing Flexibility and Designing stretching programs, Basics of flexibility, assessment of flexibility, designing flexibility programs, designing low back care exercise programs.

**Unit-4** Assessment of Body Composition, Classification and uses of body composition, measures of body composition, Laboratory methods for assessing body composition, Field methods for assessing body composition, Designing weight management and body composition programs, Obesity: Types and causes, overweight and Underweight, Weight management principles and practices, well balanced nutrition, Designing weight loss programs, Designing weight gain programs, Designing programs to improve Body composition.

- 1) Advanced Fitness assessment and Exercise Prescription, Vivian Heyward, Human Kinetics Publishing, USA.
- 2) Applied Body composition assessment, Vivian Heyward, Human Kinetics, USA.
- 3) Fitness professional's handbook, Edward T Howley and Don Franks, Human Kinetics, USA.
- 4) Health Fitness instructors handbook, Edward T Howley, Human Kinetics, USA.

MAPPIN	MAPPING OF COURSE OUTCOME WITH PROGRAM OUTCOME (PO's):													
COs /	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO
POs	1	2	3	4	5	6	7	8	9	10	11	12	13	14
CO1	Н	Н	M	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	M
CO2	Н	Н	Н	Н	Н	H	H	Н	Н	M	Н	Н	Н	Н
CO3	M	Н	M	M	M	H	M	H	M	Н	M	Н	Н	Н
CO4	Н	Н	Н	Н/	M	H	M	H	H	M	M	Н	M	M
CO5	M	L	Н	M	M	L	H	H	~ L	M	Н	Н	M	L



### BP405 (R22): RESEARCH AND STATISTICS IN PHYSICAL EDUCATION (ELECTIVE)

#### **COURSE OBJECTIVES:**

- ▲ Basics of Research.
- ▲ Methods of Research
- ▲ Basics of Statistics
- ▲ Statistical methods in Physical Education and sports

COUR	<b>COURSE OUTCOMES:</b> Students Completing this course were able to									
CO1	Basics of the Research and classification of Research									
CO2	Methods of Research and submission of proposal									
CO3	Basics of statistics and methods useful for Physical Education									
CO4	Measure of central Tendency									
CO5	Measure of Variability									

#### **Unit-1 Introduction to Research**

Definition of Research, Need and importance of Research in Physical Education and Sports. Classification of Research, Meaning of Research Problem, Location and criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations.

#### **Unit-2 Methods of Research**

Various methods of Research, Need for surveying related literature, Literature Sources, Research Proposal.

#### **Unit-3 Basics in Statistics**

Statistics: Meaning, Definition, Nature, Importance and its Types. Raw Score: Grouped Data, Un Grouped Data. Grouped Data: Discrete and Continuous Series. Construction of frequency Table: Class Intervals, Class Distribution. Normal Probability curve, Skewnes and kurtosis. Graphical Presentation: Histogram, BarDiagram, Frequency Polygon, O'give curve, Pie Diagram.

#### **Unit-4 Statistical Methods in Physical Education and Sports**

Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data. Measures of Variability: Meaning, importance. Computing Range, Mean Deviation, Quartile Deviation, Deciles, Percentile and Standard Deviation. Co- relation: Computing Karl Pearson Product Moment Co-relation and Karl Spearman Rank Order co-relation.

- 1) Best, J.W. (1963). Research in Education. U.S.A.: Prentice Hall.
- 2) Bompa, T.O. & Haff, G.G. (2009). Periodization: theory and methodology of training. 5<sup>th</sup> ed. Champaign, IL: Human Kinetics.
- 3) Brown, L.E., & Ferrigno, V.A. (2005). Training for speed, agility and quickness, 2nd ed. Champaign, IL: Human Kinetics.
- 4) Brown, L.E. & Miller, J., (2005). How the training work. In: Training Speed, Agility, and Quickness. Brown, L.E. & Ferrigno, V.A & Ferrigno, V.A., eds. Champaign, IL: Human Kinetics.
- 5) Carl, E. K., & Daniel, D.A. (1969). Modern principles of athletes training. St. Louis: St. Louis's Mosby Company.
- 6) Clark, H. H., & Clark, D.H. (1975). Resear4h process in Physical Education. Englewood cliffs, New Jersey: Prentice Hall, Inc.
- 7) Garrett, H.E. (1981). Statistics in psychology and Education. New York: Vakils Feffer and Simon Ltd.
- 8) Oyster, C. K., Hanten, W. P., & Llorens, L. (1987). Introduction to research: Aguide for the Health Science Professional. London: .B. Lippincott Company.
- 9) Thomas, J.R., & Nelson J.K. (2005). Research method In Physical Activity. U.S.A: Champaign, IL: Human Kinetics Books.
- 10) Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). Research method in physical activity. U.S.A: Champaign, IL: Human Kinetics Books.
- 11) Uppal, A.K. (1990). Physical fitness: how to develop. New Delhi: Friends Publication.
- 12) Verma, J.P. (2000). A text book on sports statistics. Gwalior: Venus Publications.

MAPPIN	MAPPING OF COURSE OUTCOME WITH PROGRAM OUTCOME (PO's):													
COs/	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO
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CO1	Н	Н	M	M	M	Н	M	Н	Н	M	Н	Н	Н	M
CO2	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н
CO3	Н	Н	M	Н	Н	Н	Н	Н	Н	Н	M	Н	Н	Н
CO4	M	Н	M	Н	Н	Н	M	Н	M	Н	M	Н	Н	M
CO5	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н

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