



**BACHELOR OF PHYSICAL
EDUCATION & SPORTS (B.P.E.S)**

**This Syllabus is
Approved by Board of Studies of
EKLAVYA UNIVERSITY, DAMOH (MP)**

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EKLAVYA UNIVERSITY, DAMOH (M.P.)

Scheme of Examination B.P.E.S Sem I

/For batch admitted in Academic Session 2023-24

Subject wise distribution of marks and corresponding credits

S.No.	Subject Code	Subject Name	Maximum Marks Allotted				Total Marks	Contact Periods			Total Credits
			Theory Slot		Practical Slot			L	T	P	
			End Sem	Mid Sem	End Sem	Lab Work/ sessional					
1	BBPES20S101	Fundamental of Physical Education	60	30	10	0	0	3	0	0	3
2	BBPES20S102	Anatomy	60	30	10	0	0	3	0	0	3
3	BBPES20S103	English	60	30	10	0	0	3	0	0	3
4	BBPES20S104/ BBPES20S105	Select anyone of the following: *Historical development of Sports/Movements *First Aid	60	30	10	0	0	3	0	0	3
5	BBPES20S106	Conditioning				60	40	0	0	3	3
6	BBPES20S107	Track and Field (Running events)				60	40	0	0	3	3
7	BBPES20S108	Select any one Activity/Game/Sport from each Group* (B1 Basketball, Volleyball, and Group B2 – Table Tennis, Tennis.).				60	40	0	0	3	3
8	BBPES20S109	Sports Practice and Sports Training (in selected/opted Game/Sport-Select any one seasonal only)-Weight Lifting, Kho-Kho, Kabaddi and Yoga.				60	40			3	3
TOTAL			240	120	40	240	160	12	0	12	24

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EKLAHYA UNIVERSITY, DAMOH (M.P.)

Scheme of Examination B.P.E.S Sem II

For batch admitted in Academic Session 2023-24

Subject wise distribution of marks and corresponding credits

S.No.	Subject Code	Subject Name	Maximum Marks Allotted						Total Marks	Contact Periods			Total Credits
			Theory Slot			Practical Slot				L	T	P	
			End Sem	Mid Sem	Quiz/ Assignme/A ttendance	End Sem	Lab Work/ sessional						
1	BBPES20S201	Physiology of Exercise	60	30	10	0	0	0	3	0	0	3	
2	BBPES20S202	Information Technology	60	30	10	0	0	0	3	0	0	3	
3	BBPES20S203	Psychology of Sports	60	30	10	0	0	0	3	0	0	3	
4	BBPES20S204/ BBPES20S205	Select any one of the following: **Fitness and Wellness *Adapted Physical Education	60	30	10	0	0	0	3	0	0	3	
5	BBPES20S206	Track & Field-I (Field Events)				60	40		100	0	0	3	
6	BBPES20S207	Light Apparatus				60	40		100	0	0	3	
7	BBPES20S208	Select any one Activity/Game/Sport from each Group*(B3 Handball ,Cricket and GroupB4 – Kho- Kho, Weight Lifting).				60	40		100	0	0	3	
8	BBPES20S209	Sports Practice and Sports Training (in selected/optedGame/Sport-Select any one seasonal only)-Track & Field, Volleyball, Kabaddi and Yoga.				60	40		100		3	3	
TOTAL			240	120	40	240	160		800	12	0	12	24

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SYLLABUS

FOR

Bachelor of Physical Education & Sports (B.P.E.S)

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BACHELOR OF PHYSICAL EDUCATION & SPORTS (B.P.E.S)

VISION STATEMENT OF EKLAVYA UNIVERSITY

Eklavya University will transform lives and communities through learning.

MISSION STATEMENT OF EKLAVYA UNIVERSITY

- Nurture achievers in life and careers through a value based, industry relevant and future ready education.
- Emphasize research, interdisciplinary learning and practical hands on education.
- Equip every student with the required social and technical skills to achieve employment generation.
- Provide a holistic education deeply rooted in the ways of the traditional Gurukul system.
- Bring quality education within the reach of every individual, by committing to the achievement and maintenance of excellence in education, research and innovation.
- Create and disseminate knowledge through research and creative inquiry.
- Serve students by teaching them problem solving, leadership and teamwork skills, lateral thinking, commitment to quality and ethical behavior.
- Create a diverse community, open to the exchange of ideas, where discovery, creativity and personal and professional development is encouraged and can flourish.
- Contribute to the social fabric and economic health of the Bundelkhand region, the state and the country at large, by enhancing and facilitating economic empowerment, providing equal opportunities and employment generation.

VISION STATEMENT OF DEPARTMENT

To initiate transformation and includes engaging in the continuous learning necessary in a rapidly advancing world, identifying and addressing critical issues related to the education of all people and using technology to broaden and support learning opportunities.

MISSION STATEMENT OF DEPARTMENT

The mission of the department is to build a better future for all. This includes individuals, our state, our nation and our world. We fulfill our mission by preparing competent, committed and reflective teachers as we engage in outstanding teaching, innovative and impactful research and meaningful outreach. Our Core values includes: Excellence, Diversity and Student Focus.

   3) 

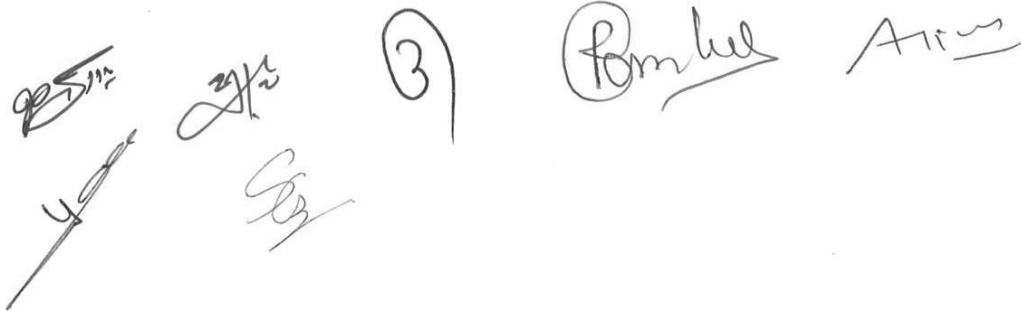
PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

- To make a unique contribution to balanced development and living.
- To foster pedagogy based around critical thought and action.
- To teach effective & efficient competency and skills required for professional growth of the prospective teachers.
- To inculcate rational thinking and to develop specific temperament among the prospective teachers.
- To be able to use organizational, administrative and managerial skills in the practical field.

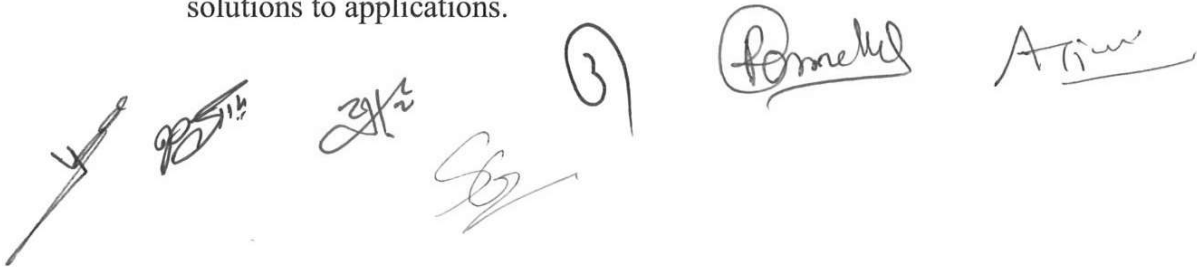
PROGRAMME OUTCOMES (POs)

- Encourages a holistic approach based on a socio-ecological perspective.
- Promote greater integration and balance between the social and physical sciences.
- Contextualize physical education with a set of attitudes and values that signify the importance of movement as a valued human practice.
- 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.
- 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 and individual and societal context.

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PROGRAMME SPECIFIC OUTCOMES (PSOs)

- To prepare physical education teacher for school level.
- To impart skills, knowledge and behaviors to the chosen field.
- To analyze the local and global impact of physical activities and sports and games on individuals, organizations and society.
- To communicate effectively among a range of audiences/ stakeholders.
- To recognize the need for and an ability to engage in continuing professional development.
- 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.
- To incorporate effectively integrate Science/ Technology/ IT-based solutions to applications.

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**SCHOOL OF EDUCATION &
LIBRARY SCIENCE**

**Bachelor of Physical
Education & Sports
(B.P.E.S)**

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Course Code	FUNDAMENTALS OF PHYSICAL EDUCATION (First Semester)			L	T	P	C	
BBPES20S101				3	0	0	3	
Pre-requisite	Nil			Syllabus version				
				100 Marks				
Course Objectives								
<ul style="list-style-type: none"> To make the students understand the various isms to become familiar with Indian philosophy. To equip with the ideas of fitness promotion. To gain the knowledge of physical education. 								
Course Outcome								
<ul style="list-style-type: none"> To gain the knowledge of physical education. To make the students understand the historical perspectives of physical education in India. To make the students understand the various isms to become familiar with Indian philosophy. To equip with the ideas of fitness promotion. 								
Student Learning Outcomes (SLO)								
<ul style="list-style-type: none"> To know the origin and development of Physical Education To apply the knowledge of Olympian in organizing various sport activities. To distinguish the functional operations on National and International Olympic Federations. To analyze the concepts and issues pertaining to physical education. To formulate the principles, philosophy and concepts about physical education. 								
Unit-I	Introduction						09	Hrs
	<ul style="list-style-type: none"> ➤ Meaning, Definition, Scope and Functions of Physical Education ➤ Different Interpretations of Physical Education ➤ Concept of Movement Education ➤ Physical Education an Integral Part of Education ➤ Life time Physical Education for Fitness 							
Unit-II	Philosophical Foundations						09	Hrs
	<ul style="list-style-type: none"> ➤ Meaning of Philosophy, Philosophical basis of Physical Education, Different Schools of Philosophy ➤ History of Physical Education ➤ Objectives of Preprimary, Primary and Secondary School Physical Education Programmes 							
Unit-III	<ul style="list-style-type: none"> ➤ Concept of Physical Fitness ➤ Cultural aspect of sports and worthy use of Leisure time through Physical Education activities 						09	Hrs
Unit-IV	<ul style="list-style-type: none"> ➤ National and International understanding through Sports ➤ Swami Kavalayanand, Baren'Dcaubertin, Shri. Aurobindo, Olympic Games, Asian Games 						09	Hrs
Unit-V	<ul style="list-style-type: none"> ➤ Meaning, Definition, Scope & Functions of Recreations ➤ Recreation in Rural, Urban & Industrial Area ➤ Age-Wise Planning & leadership in recreation 						09	Hrs
# Mode: Flipped Class Room, Case Discussion, Lectures								
Text Book(s)								
<ul style="list-style-type: none"> Principles of Education – R. M. Marathe, Moghe Prakashan, Kolhapur 								

- Teacher and Education in Emerging Indian Society – NCERT, New Delhi. iii Human Values Education – S. P Rahela

Reference Books

- Foundation of Physical Education – Bucher Charles, WCB/McGraw Hill, 1999
- The Principles of Physical Education – Willam J. E. W. B. Sounders Com. Philadelphia, 1964.

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Course Code	ANATOMY			L	T	P	C	
BBPES20S102				3	0	0	3	
Pre-requisite	Nil			Syllabus version				
				100 Marks				
Course Objectives								
<ul style="list-style-type: none"> To understand the human body and its function. To understand and analyze the structural aspect of systems of the body. To understand the concept of fundamental of human body organs. 								
Course Outcome								
<ul style="list-style-type: none"> To gain the knowledge of Organization of the human body and its regulation. To understand the support and movement of systems of the body. To understand and analyze the functional aspects of Human body. 								
Student Learning Outcomes (SLO)								
<ul style="list-style-type: none"> Understand the basic principles of Anatomy, Physiology and Health Education. Apply the knowledge in the field of physical education and movement activity. Analyze the practical knowledge during the practical situation. Remember and recall the definition of anatomy and physiology and co-relate the principles of physiology. Appraise the effects of health condition during the training and practical sessions. 								
Unit-I	<ul style="list-style-type: none"> ➤ Introduction of Basic concepts of Anatomy ➤ Structure and functions of cell, Tissues and their classification ➤ Basic introduction of body systems ➤ Life time Physical Education for Fitness 						09	Hrs
Unit-II	<ul style="list-style-type: none"> ➤ Skeletal Muscular Systems ➤ Classification of Skeletal system ➤ Types and structure of bones ➤ Different types of joints ➤ Classification of Muscle ➤ Types of Muscles 						09	Hrs
Unit-III	<ul style="list-style-type: none"> ➤ Respiratory and Digestive System ➤ Meaning and types of Respiration, Organs of Respiratory System ➤ Functions of Respiratory System, Vital capacity and its measurement ➤ Mechanism of Respiration ➤ Meaning, importance and organs of Digestive System ➤ Functions, processes, mechanism of Digestive System 						09	Hrs
Unit-IV	<ul style="list-style-type: none"> ➤ Circulatory System and Nervous System ➤ Meaning of the Circulatory System ➤ Heart, its structure, functions 						09	Hrs
Unit-V	<ul style="list-style-type: none"> ➤ Cardiac Cycle: Meaning, functions compositions of Blood ➤ Maintenance of Blood supply 						09	Hrs
# Mode: Flipped Class Room, Case Discussion, Lectures								
Text Book(s)								
<ul style="list-style-type: none"> Evelyn Pearce: Anatomy and Physiology for nurses. Culcutta, Oxford University press, 1992 Sedey Rod R.- Anatomy and Physiology 								
Reference Books								
<ul style="list-style-type: none"> Stephens & Tate P. St. lous, Mosby, 1992 Tortora G. J. : Introduction to Human Body, Ed. 4th California, Addison, Wesley, 1996. 								

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Course Code	ENGLISH	L	T	P	C
BBPES20S103		3	0	0	3
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives					
<ul style="list-style-type: none"> • Educate students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture. • Provide students with the critical faculties necessary in an academic environment, on the job and in an increasingly complex, interdependent world. • Graduate students who are capable of performing research, analysis and criticism of literary and cultural texts from different historical periods and genres. • Assist students in the development of intellectual flexibility, creativity and cultural literacy so that they may engage in life-long learning. 					
Course Outcome					
<ul style="list-style-type: none"> • To know and appreciate the location of literature within humanities. • To establish connections across frontiers of disciplines. • To critically engage with culture, gender and marginality. • To become acquainted with narration and representation. 					
Student Learning Outcomes (SLO)					
<ul style="list-style-type: none"> • Students should be familiar with representative literary and cultural texts within a significant number of historical, geographical and cultural contexts. • Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres. • Students should be able to identify, analyze, interpret and describe the critical ideas, values and themes that appear in literary and cultural texts and understand the way these ideas, values and themes inform and impact culture and society, both now and in the past. • Students should be able to write analytically in a variety of formats, including essays, research papers, reflective writing and critical reviews of secondary sources. • Students should be able to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources. • Students should be able to understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies. 					
Unit-I	Vocabulary- I ➤ Synonyms ➤ Antonyms ➤ Common abbreviations in use ➤ One word substitution				09 Hrs
Unit-II	Vocabulary- II ➤ Words Commonly Misspell ➤ Idiomatic Comparisons or Similes ➤ Word Formation by Prefix and Suffix				09 Hrs
Unit-III	➤ Common errors in sentences especially regarding number, gender, Pronouns, prepositions, articles, degrees etc. ➤ Punctuation ➤ Kinds of sentences: Assertive, Interrogative, Exclamatory, Imperative, Optative ➤ Transformation of sentences ➤ Tenses				09 Hrs

Unit-IV	<ul style="list-style-type: none"> ➤ Personal Letters ➤ Applications for leave, scholarship etc. ➤ Invitations: Formal and Informal with reply ➤ Notice Writing 	09 Hrs
Unit-V	<ul style="list-style-type: none"> ➤ Paragraph writing (50 words) ➤ Essay writing (250 words) ➤ Comprehension of unseen passage ➤ Summary Writing 	09 Hrs
# Mode: Flipped Class Room, Case Discussion, Lectures		
Text Book(s)		
<ul style="list-style-type: none"> • High School English Grammar- Wren & Martin • How to write & speak better English- John Elisson Kahn, D. Phil. • Business Correspondence and Report Writing- R.C. Sharma, Krishna Mohan 		
Reference Books		
<ul style="list-style-type: none"> • Macmillan the Student's companion- Wilfred D. Best. • A remedial English grammar for foreign students- F.T. wood • English Vocabulary in use- Michael McCarthy, Felicity O'Dell. • Advanced English Grammar- Martin Haurings. • G.O.E. Lydall, A practical Guide to précis Writing & indexing, London: Macdonald & Evans Ltd. (1955). 		

Course Code	HISTORICAL DEVELOPMENT OF SPORTS MOVEMENTS Optional Course (Any One)				L	T	P	C
	BBPES20S104					3	0	0
Pre-requisite	Nil				Syllabus version			
				100 Marks				
Course Objectives								
<ul style="list-style-type: none"> To help the students and teachers to be acquainted with the importance of physical education programme in respect of all-round development of the students and for developing personality traits. To help the students and teachers to acquire knowledge of preparing fixture and track marking with provision of staggers. To enable the student teachers in planning physical education activities to deal with the problems and solutions. 								
Course Outcome								
<ul style="list-style-type: none"> To gain the knowledge scope, concept and objectives of physical education. To understand the importance of philosophy and different branches of philosophy. To be equipped with the knowledge of educational and professional qualities of an official. To understand the different psychological theories and to study the sociological principles. To acquire knowledge of historical perspective of physical education with reference to different periodical status. 								
Student Learning Outcomes (SLO)								
<ul style="list-style-type: none"> Students will be able to demonstrate adequate knowledge and competencies needed to be successful sports management professionals in a variety of settings. Students will be able to effectively apply knowledge and skills learned throughout the curriculum in real world settings. Students will be able to apply critical thinking and reasoning skills as sports management professionals. Students will be able to capably communicate, orally and in writing, as a sports management professional within various sport settings. Students will be able to analyze situations and apply the principles of appropriate leadership skills and behaviours related to sport management and sport leadership responsibilities. 								
Unit-I	Introduction							09
	<ul style="list-style-type: none"> ➤ Physical Education in Ancient Civilization with reference to i) India ii) Greece iii) Rome iv) Egypt ➤ Development of Physical Education & sports during 20th Century with special reference to i) U.S.A. ii) Sweden iii) Germany iv) Olympics v) Asian Games 							Hrs
Unit-II	Sports Bodies of India- I							09
	<ul style="list-style-type: none"> ➤ Physical Training for teacher working in school & college ➤ Movement of Akhadas & Vyayam Shalas ➤ Central Advisory Board of Physical Education ➤ Sports authority of India (SAI) ➤ Awards National & state level 							Hrs
Unit-III	Sports Bodies of India- II							09
	<ul style="list-style-type: none"> ➤ All India council of sports ➤ SNIPES, NSNIS, LNIPE 							Hrs

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	➤ Nehru Yuwak Kendra	
Unit-IV	Study of the development of Physical Education sports & Games with reference to ➤ MP International marathon ➤ The present Organization set up in state ➤ Important schemes and activities including indigenous activities ➤ Role of Voluntary Physical Education & sports Bodies in state	09 Hrs
Unit-V	Youth welfare & Youth Services ➤ Concept of youth welfare & Youth work ➤ Youth organization in India ➤ Programmers under youth development ➤ Youth services such as secreting & guiding N.C.C., N.S.S., Civil defense, Scout & Guide movement	09 Hrs
# Mode: Flipped Class Room, Case Discussion, Lectures		
Text Book(s)		
<ul style="list-style-type: none"> • Manual of Physical Education of India- D.G. Wakharkar • A World History of Physical Education- Van Ten Micher • History of Physical Education C.W. Hyensmith 		
Reference Books		
<ul style="list-style-type: none"> • A Brief History of Physical Education- Emmel A Rice & John L Hutchinson • Physical Education in ancient India- Dr. S.H. Deshpande. 		


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Course Code	FIRST AID Optional Course (Any One)		L	T	P	C
BBPES20S105			3	0	0	3
Pre-requisite	Nil		Syllabus version			
			100 Marks			
Course Objectives						
<ul style="list-style-type: none"> • Students become able to understand their new responsibilities of an occupational first aider able to provide appropriate treatment for the purpose of preserving life. • Able to minimise the consequences of injury until the arrival of medical assistance. • Able to provide appropriate treatment for an injury which does not require the attention of a medical practitioner or nurse. • Familiar with health & safety legislation on first aid in the workplace (e.g. Contents of First Aid Box). 						
Course Outcome						
<ul style="list-style-type: none"> • Become able to follow the proper steps in an emergency situation. • Become able to administer cardiopulmonary resuscitation to an adult, child or infant. • Become able to assess and provide care in first aid situations. • Students have knowledge of the necessary supplies to fill a first aid kit. • Develops an understanding of the importance of regular, lifelong physical activity as part of a healthy lifestyle. • Scholars understand how to safely participate in an activity program. • It develop good principles in movement and technique to maximize learning and progress. • It develop physical skills that also enhance the student's psychological and emotional well being. 						
Student Learning Outcomes (SLO)						
<ul style="list-style-type: none"> • Administering cardiopulmonary resuscitation to an adult, including using an AED. • Administering first aid to an adult casualty who is choking. • Administering first aid to an adult casualty who is wounded and bleeding. • Administering first aid to an adult casualty who is suffering from shock. • Providing appropriate first aid for minor injuries (including small cuts, grazes and bruises, minor burns and scalds, small splinters). 						
Unit-I	<ul style="list-style-type: none"> ➤ Meaning and definition of first aids and its importance in sports ➤ Types of first aids and its objectives ➤ First aids box and its management ➤ Role and qualification of first aider 					09 Hrs
Unit-II	<ul style="list-style-type: none"> ➤ Common sports injuries in different parts of body ➤ First aids for sports injuries ➤ Common causes of sports injuries and its prevention ➤ RICE & Bandage 					09 Hrs
Unit-III	<ul style="list-style-type: none"> ➤ Definition of safety education and its significant ➤ Aims and objectives of safety education ➤ Identify causes of accidents & List types and sources of accidents ➤ Safety measures at Community, Home, Road, School 					09 Hrs
Unit-IV	<ul style="list-style-type: none"> ➤ Describe and demonstrate the management of the following: Stings and Snake bites, Fracture, Nose bleeding, Electric shocks and other shocks 					09 Hrs

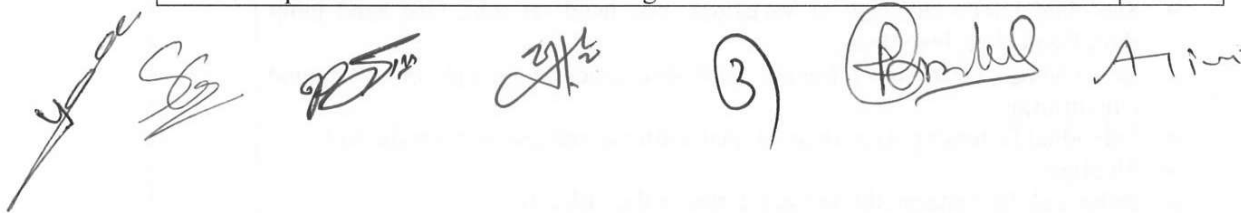
Unit-V	<ul style="list-style-type: none"> ➤ Definition of fever, signs of fever, first Aid for fever, Management of fever ➤ Fainting: Definition and causes of fainting, first aid for fainting ➤ Drowning/ Near-drowning: Definition of drowning, definition of near-drowning, first aid for drowning/ near drowning 	09 Hrs
# Mode: Flipped Class Room, Case Discussion, Lectures		
Text Book(s)		
<ul style="list-style-type: none"> • Guyton, A.C. (1996). Textbook of Medical Physiology, 9th edition. Philadelphia: W.B.Saunders. 		
Reference Books		
<ul style="list-style-type: none"> • Hunter, M. dictionary for physical educators. In H. M. Borrow & R. McGee, (Eds.), A Practical approach to measurement in Physical Education (pp. 573-74). Philadelphia: Lea & Febiger. 		


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Course Code	CONDITIONING Practical Course			L	T	P	C
BBPES20S106				0	0	3	3
Pre-requisite	Nil			Syllabus version			
				100 Marks			
Course Objectives							
<ul style="list-style-type: none"> To enable the student to identify the prominent and important issues in the field of physical education. To have knowledge of history and significance of various dimensions of the issue. 							
Course Outcome							
<ul style="list-style-type: none"> Opens up the students understanding of the subject and knowledge gathered. Helps in analyzing students' response and evolve curriculum accordingly. 							
Student Learning Outcomes (SLO)							
<ul style="list-style-type: none"> To carry out field survey for data collection and thus familiarize with the process of survey, data collection and analysis. 							
➤ Conditioning						90 Hrs	

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Course Code	TRACK AND FIELD (RUNNING EVENT) Practical Course	L	T	P	C
BBPES20S107		0	0	3	3
Pre-requisite	Nil	Syllabus version 100 Marks			
Course Objectives					
<ul style="list-style-type: none"> To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stance, ground markings and dimensions, rules in the games and duties of officials of the event of hurdles and relays. To develop a knowledge about the historical development of this game. 					
Course Outcome					
<ul style="list-style-type: none"> To provide detail knowledge of Running events regarding rules, regulation skills, strategies and tactics of running events. To enhance performance to regular practices. To provide teaching and coaching opportunities to the students. To provide opportunities to organize different level of tournaments. To provide opportunities of officiating and to develop the qualities of official concerning the duties of official in running events. 					
Student Learning Outcomes (SLO)					
<ul style="list-style-type: none"> To assist in planning a presentation or training session. To help the trainer eliminate irrelevant information. To focus the attention of the trainees. To ensure that both the trainer and trainee know where they are going. To test the recall and understanding of the trainees. 					
Track and Field: Running Event					90 Hrs
<ul style="list-style-type: none"> ➤ Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks ➤ Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug ➤ Ground Marking, Rules and Officiating ➤ Hurdles ➤ Fundamental Skills: Starting, Clearance and Landing Techniques ➤ Types of Hurdles ➤ Ground Marking and Officiating 					
Relays: Fundamental Skills					
<ul style="list-style-type: none"> ➤ Various patterns of Baton Exchange ➤ Understanding of Relay Zones ➤ Ground Marking ➤ Interpretation of Rules and Officiating 					


 A series of handwritten signatures and marks located below the table. From left to right, there is a signature that appears to be 'S', another signature, a signature that looks like '21/12', a circled number '3', a signature that looks like 'Amal', and the name 'Arini'.

Course Code	GROUP- I: BASKETBALL, VOLLEYBALL AND GROUP- II: TABLE TENNIS, TENNIS Practical Course (Select any one Activity/ Game/ Sport from each Group)	L	T	P	C
BBPES20S108		0	0	3	3
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives					
<ul style="list-style-type: none"> To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stance, ground markings and dimensions, rules in the games and duties of officials of the event of hurdles and relays. To develop knowledge about the historical development of this game. 					
Course Outcome					
<ul style="list-style-type: none"> To provide detail knowledge of badminton, table tennis, regarding rules, regulation skills, strategies and tactics of badminton. To enhance performance to regular practices. To provide teaching and coaching opportunities to the students. To provide opportunities to organize different level of tournaments. To provide opportunities of officiating and to develop the qualities of official concerning the duties of official in jumping events. 					
Student Learning Outcomes (SLO)					
<ul style="list-style-type: none"> To assist in planning a presentation or training session. To help the trainer eliminate irrelevant information. To focus the attention of the trainees. To ensure that both the trainer and trainee know where they are going. To test the recall and understanding of the trainees. 					
GROUP- I Basketball: Fundamental Skills <ul style="list-style-type: none"> ➤ Player stance and ball handling ➤ Passing: Two Hand chest pass, Two hand Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass ➤ Receiving: Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running ➤ Dribbling: How to start dribble, How to drop dribble, High dribble, Low dribble, Reverse dribble, Rolling dribble ➤ Shooting: Layup shot and its variations, one hand set shot, One hand jump shot, Hook shot, Free throw ➤ Rebounding: Defensive rebound, Offensive rebound, Knock out, Rebound Organization ➤ Individual Defensive: Guarding the man with the ball and without the ball ➤ Pivoting ➤ Rules and their interpretations and duties of the officials. Volleyball: Fundamental Skills <ul style="list-style-type: none"> ➤ Players Stance: Receiving the ball and passing to the team mates, The Volley (Over head pass), The Dig(Under hand pass) ➤ Service: Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service ➤ Rules and their interpretations and duties of officials. 					90 Hrs
GROUP -II Table Tennis: Fundamental Skills <ul style="list-style-type: none"> ➤ The Grip: The Tennis Grip, Pen Holder Grip 					

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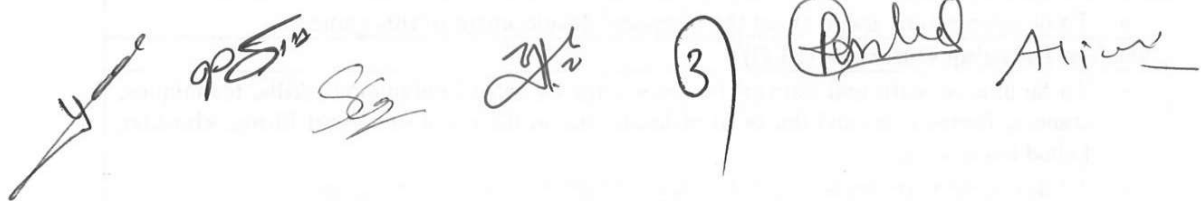
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<ul style="list-style-type: none"> ➤ Service: Forehand, Backhand, Side Spin, High Toss ➤ Strokes: Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick, Loop Drive ➤ Stance and Ready position and foot work ➤ Rules and their interpretations and duties of officials <p>Tennis: Fundamental Skills</p> <ul style="list-style-type: none"> ➤ Grips: Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip ➤ Stance and Footwork ➤ Basic Ground strokes: Forehand drive, Backhand drive ➤ Basic service ➤ Basic Volley ➤ Over-head Volley ➤ Chop ➤ Tactics: Defensive, attacking in game ➤ Rules and their interpretations and duties of officials <p>Select any one Activity/ Game/ Sport from each Group</p>	
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 A series of hand-drawn sketches including a tennis racket, several stylized signatures or initials, a circled number '3', and the word 'Ariana' written in cursive.

Course Code	SPORTS PRACTICE AND SPORT STRAINING (WEIGHT LIFTING, KHO-KHO, KABADDI AND YOGA) Practical Course (Select any one)	L	T	P	C
BBPES20S109		0	0	3	3
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives					
<ul style="list-style-type: none"> To develop a knowledge about the historical development of this game. To understand undergraduate level of professional preparation in physical education and sports. 					
Course Outcome					
<ul style="list-style-type: none"> To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of weight lifting, kho-kho, kabaddi and yoga. To develop a knowledge about the historical development of this game. 					
Student Learning Outcomes (SLO)					
<ul style="list-style-type: none"> To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of weight lifting, kho-kho, kabaddi and yoga. To develop a knowledge about the historical development of this game. 					
Weight Lifting: Fundamental Skills <ul style="list-style-type: none"> The following exercise covering the major groups of muscles are to be taught and performed using different type of muscle contraction i.e. isometric and isotonic. <ul style="list-style-type: none"> Two arms curls. From Press, Pres behind the neck, Dead lift, Quarter Squat, Half squat and Full squat, Rise on toes (Heel Raise), Straight arm pull over, Bent over, rowing, Bench Press, Leg Press, Wrist rolling, Pronation and supination, Trunk Twisting, Morning exercise, Sit ups with weight, Alternate Press, Sport running with weight, Stepping on bench, Jack knife, Lateral rise, Iron shoe exercises 					90 Hrs
Kabaddi: Fundamental Skills <ul style="list-style-type: none"> Skills in Raiding: Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing Skills of Holding the Raider: Various formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques Additional skills in raiding: Bringing the artis in to particular position, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense Ground Marking, Rules and Officiating 					
Kho Kho: Fundamental Skills <ul style="list-style-type: none"> General skills of the game-Running, chasing, Dodging, Faking etc. Skills in chasing: Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgement in giving Kho, Rectification of Foul Skills in Running-Zig zag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills Ground Marking, Rules and their interpretations and duties of officials 					
Select any one out of these					

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**SCHOOL OF EDUCATION &
LIBRARY SCIENCE**

**Bachelor of Physical
Education & Sports
(B.P.E.S)**

SEMESTER-II

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Course Code	PHYSIOLOGY OF EXERCISE (Second Semester)			L	T	P	C	
BBPES20S201				3	0	0	3	
Pre-requisite	Nil			Syllabus version				
				100 Marks				
Course Objectives								
<ul style="list-style-type: none"> To enable the student to understand the physiological effects of exercise on different system or/and on the body as a whole. To enable the students to understand bioenergetics & role of energy systems in sports activities. To enable the students to understand the role of nutrition & its relevance in energy production. To enable student to understand the importance of exercise physiology in research. 								
Course Outcome								
<ul style="list-style-type: none"> To describe and apply the fundamental and advanced concepts of exercise physiology. To define and describe the term exercise physiology, recognize the energy system for aerobic and anaerobic components of exercise, summarize the underlying physiological basis of physical fitness, physical training, health and wellness. To discover the nutritional aspect of fitness and performance, comprehend the physiological changes and adaptations during exercise in different environmental conditions. 								
Student Learning Outcomes (SLO)								
<ul style="list-style-type: none"> Understand the basic principles of physiology and exercise physiology, apply the knowledge in the field of physical education and movement activity. Analyze the practical knowledge during the practical situation, Remember and recall the definition of physiology and co-relate the principles of physiology, Appraise the effects during the training and practical sessions. 								
Unit-I	Introduction						09	Hrs
	<ul style="list-style-type: none"> ➤ Definition and importance of physiology and exercise physiology ➤ Essential properties of living being ➤ Effect of exercise on various system of the body ➤ Circulatory system ➤ Respiratory system ➤ Muscular system 							
Unit-II	Cardiac functions and Blood						09	Hrs
	<ul style="list-style-type: none"> ➤ Cardiac cycle and its function in human body. ➤ Control of cardiac function. ➤ Blood pressure and it's regulation in human body Kidney <ul style="list-style-type: none"> ➤ Role of kidney in human body ➤ Function of kidney 							
Unit-III	Physiology terminology						09	Hrs
	<ul style="list-style-type: none"> ➤ Second wind ➤ oxygen debt ➤ Vo2 max ➤ Vital capacity ➤ Athletic heart 							
Unit-IV	Nervous system						09	Hrs
	<ul style="list-style-type: none"> ➤ Definition of Nervous system, role of nerve fibers ➤ Parts of Brain & spinal cord its functions 							

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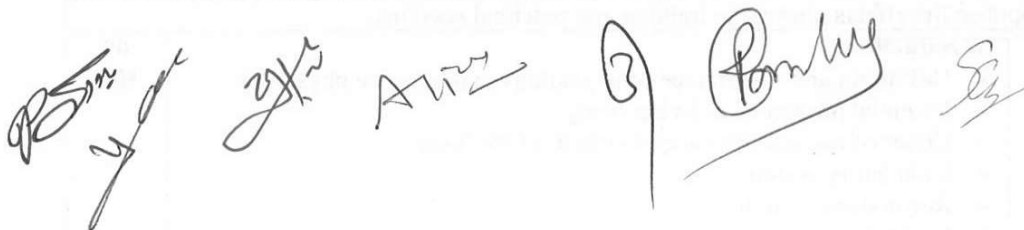
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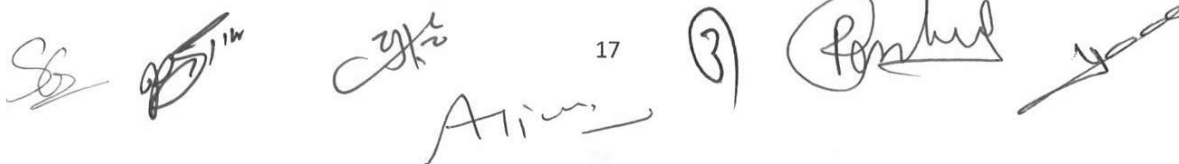





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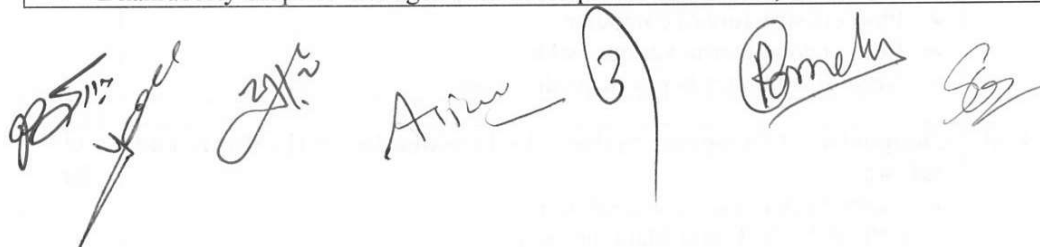
	<ul style="list-style-type: none"> ➤ Central nervous system and peripheral nervous system <p>Endocrine system</p> <ul style="list-style-type: none"> ➤ Pituitary gland, Thyroid, Parathyroid, Adrenal, Sex organ <p>Environment effect on the body</p> <ul style="list-style-type: none"> ➤ High altitude ➤ Hot condition ➤ Cold condition 	
Unit-V	<ul style="list-style-type: none"> ➤ Physical fitness and its components ➤ Training, conditioning and warm-up ➤ Types of muscle contraction ➤ Lactic acid and its influence on sports performance ➤ First aids and sports injuries 	09 Hrs
# Mode: Flipped Class Room, Case Discussion, Lectures		
Text Book(s)		
<ul style="list-style-type: none"> • Evelyn Pearce: Anatomy and Physiology for nurses. Culcutta, Oxford University press, 1992 • Sedey Rod R.- Anatomy and Physiology Stephens & Tate P.St. lous, Mosby, 1992 • Tortora G. J. : Introduction to Human Body, Ed. 4th California, Addison, Wesley, 1996 		
Reference Books		
<ul style="list-style-type: none"> • MariefEsclaine N. Human Anatomy and Physiology Ed. 3rd California, The Benjamin Cumming Co. 1991. • Fox Edward – Sports Physiology W B Soundrs Co. 1994. 		


 A series of handwritten signatures and initials in black ink, including 'PSM', 'y', '2/12', 'AUN', 'B', 'Pankaj', and 'Sj'.

Course Code	INFORMATION TECHNOLOGY			L	T	P	C
BBPES20S202				3	0	0	3
Pre-requisite	Nil			Syllabus version			
				100 Marks			
Course Objectives							
<ul style="list-style-type: none"> To enable the learner to become effective user of technology in physical education. To acquaint the learner with the challenges and opportunities emerging in integrating new technology in physical education process. To make the student familiar with new trends, techniques in physical education along with e-learning. To enable the student to become good user of technology and e-learning in physical education. 							
Course Outcome							
<ul style="list-style-type: none"> Correlate ICT & education technology in physical education and sports concepts with the sports and athlete specific situations. Integrate the knowledge about communication process and teaching for learner. List down the information technology utilized in the field of sports. Analyze the issues related to internet, networking, e-learning and cyber security. 							
Student Learning Outcomes (SLO)							
<ul style="list-style-type: none"> Understand concept of information and communication technology in physical education field. Analyze sporting data of various types via astute use of statistical packages. Practice mathematics, statistics, information technology in sport technology related problems. Offer hands on knowledge in information and communication technology. 							
Unit-I	Introduction of Computer						09 Hrs
	<ul style="list-style-type: none"> History, application, characteristics, types of computer (Analog, Digital, Hybrid) and generations of computer Physical structure of computer Role of computer in various fields Need of computer in physical education 						
Unit-II	Component of Computer System: An Introduction of Hardware and Soft ware						09 Hrs
	<ul style="list-style-type: none"> Components of computer system CPU (CU, ALU and Main memory) Input devices: Keyboard, Mouse and Track Ball, Touchpad, Joysticks, Touch Sensitive Screens, Data Scanning Device, Bar Code Readers, Optical Mark Reader (OMR) and Magnetic Ink Character Reader (MICR) 						
Unit-III	<ul style="list-style-type: none"> Output Devices (Monitor, Printer, LCD) Hardcopy Devices (Printers and Plotter) UPS and types of UPS Operating System, Programme Languages translator Application program/ package 						09 Hrs
Unit-IV	Use of Computers in Schools						09 Hrs
	<ul style="list-style-type: none"> Functional knowledge of operating computers–on/off, word processing, use of PowerPoint, Excel Computer as a learning tool Effective browsing of the internet for discerning and selecting relevant information 						


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	<ul style="list-style-type: none"> ➤ Survey of educational sites based in India ➤ Downloading relevant material ➤ Cross collating knowledge from varied sources ➤ Competencies in developing original software 	
Unit-V	Visualising Technology-Supported Learning Situations <ul style="list-style-type: none"> ➤ Preparation of learning schemes ➤ Interactive use of audio-visual programme ➤ Developing PPT slide show for classroom use ➤ Use of available software or CDs with LCD projection for subject learning interactions ➤ Generating subject-related demonstrations using computer software 	09 Hrs
# Mode: Flipped Class Room, Case Discussion, Lectures		
Text Book(s)		
<ul style="list-style-type: none"> • Knap Clyde & E: Teaching Methods for Physical Education, MC Graw Hill book Co. Inc. • Tirunurayana, C&S Hariharan: Method in Physical Education (South India Press karalkudi India). • Kamlesh M.L. & Sangra, M.S.(1982)Methods in Physical Education, Parkash Brothers, Jullundu 		
Reference Books		
<ul style="list-style-type: none"> • Two experienced Professors: Organization and Administration and Recreation in Physical Education, (1982) Prakash Brothers, Jullundhur. • Wakharkar D.C. (1967), Manual of Physical Education, Pearl Publicatons, Bombay. • Dhakraborty S.Sports Management Delhi Sports Publications, 1998. 		


 A series of handwritten signatures and initials in black ink, including a large signature on the left, a signature with a circled '3' in the middle, and several other smaller signatures on the right.

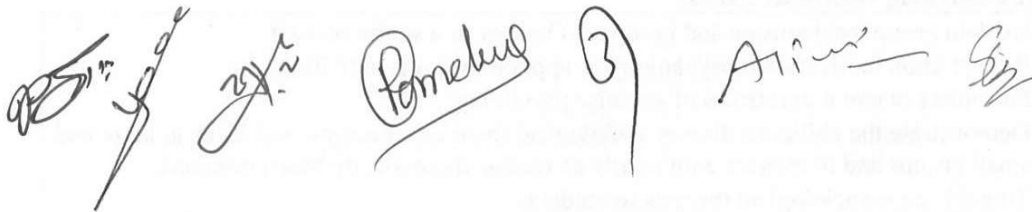
Course Code	PSYCHOLOGY OF SPORTS			L	T	P	C
BBPES20S203				3	0	0	3
Pre-requisite	Nil			Syllabus version			
				100 Marks			
Course Objectives							
<ul style="list-style-type: none"> To get acquainted with the meaning, nature and scope of sports psychology. To be able to know & prepare psychological profiles of sportsmen. To understand the role of sports psychology in the performance. To know the various psychological problems and its coping techniques for better sports performance. To introduce to the role of leaders, counselors, and social psyche in the performance enhancement. To introduce the psychological tests and be able to conduct these tests on subjects. 							
Course Outcome							
<ul style="list-style-type: none"> Correlate the psychological concepts with the sports and athlete specific situations. Integrate the knowledge about personality, motor learning for behavior modification of athletes. Relate different theories of motor learning with its influence on motor perception and related cognitive abilities of athletes. List down the strategies for motivation utilized in the field of sports. Analyze the issues related to social behavior based on physiological structure and function. 							
Student Learning Outcomes (SLO)							
<ul style="list-style-type: none"> Explain group mechanisms and group psychology in a sports context. Reflect upon motivational psychology as applied to sports activities. Formulate relevant constructs of exercise psychology. Demonstrate the ability to discuss sociological theories, concepts, and ideas in large and small groups and to express empirically as well as theoretically based opinions. To apply core sociological theories to students. 							
Unit-I	Introduction to Sport Psychology						09
	<ul style="list-style-type: none"> ➤ Meaning and scope, Importance, relationship with other sport sciences ➤ Development of sport psychology in India ➤ Scope of Sports Psychology 						Hrs
Unit-II	Concept and meaning of motor learning						09
	<ul style="list-style-type: none"> ➤ Stages of learning transfer of training, assessment of learning and factors affecting of motor learning ➤ Growth & Development: Concept of growth & development ➤ Play and its Theories 						Hrs
Unit-III	Personality in Sport						09
	<ul style="list-style-type: none"> ➤ Concept and definition of Personality ➤ Modern perspective (trait, humanistic, social cognitive and biological) ➤ Dynamics of personality in sport Anxiety in Sports 						Hrs
Unit-IV	Psychological Preparation and Competition						09
	<ul style="list-style-type: none"> ➤ Motivation and Techniques of Motivation ➤ Phenomenon of competitive 						Hrs

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Unit-V	<ul style="list-style-type: none"> ➤ Psychological preparation for competition (arousal regulation, imagery, self-confidence, goal setting, concentration) ➤ Short term psychological preparation (upcoming competition) ➤ Mind to muscle and muscle to mind relaxation techniques 	09 Hrs
# Mode: Flipped Class Room, Case Discussion, Lectures		
Text Book(s)		
<ul style="list-style-type: none"> • Kamlesh, M.L. (2006). Educational Sport Psychology. New Delhi: Friend's publication • Cox Richard. (1998) Sports Psychology (W.C.B.) • Gill, Diance L. Psychological Dynamics of Sports (Illinois: Human Kinetics Publishers, 1986) • Silva, J.M. and Weinberg.(1984). Physiological Foundation of Sports. IL: Kinetics Publishers 		
Reference Books		
<ul style="list-style-type: none"> • Suinn, Richard M. (1982) Psychology in Sports: Methods and Applications. New Delhi: Sujeet Publication. • Martens, Rainer. (1987). Coaches Guide to Sports Psychology. IL: Human Kinetics; • Roberts Glyn C. and et al. (1986). Learning Experiences in Sports Psychology. IL: Human Kinetics. • Alegaonkar, P.M. (1997). Sports Psychology Pune: Pune VidyarthiGriha. 		


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Course Code	FITNESS AND WELLNESS Optional Course (Any One)		L	T	P	C
BBPES20S204			3	0	0	3
Pre-requisite	Nil		Syllabus version			
			100 Marks			
Course Objectives						
<ul style="list-style-type: none"> • Concepts of fitness and wellness is designed to provide the cognitive and behavioral skills students need to adopt a healthy lifestyle based on personal needs that will promote lifetime health, fitness, and wellness. The course will provide the student with information to become a good decision maker and to make informed choices and his or her lifestyle. 						
Course Outcome						
<ul style="list-style-type: none"> • To understand and well equipped with concept and importance of physical fitness. • To understand the concept and principles of exercise programme. • To acquire the knowledge of warning up and cooling down. • To understand the concept importance of sport nutrition and balanced diet. 						
Student Learning Outcomes (SLO)						
<ul style="list-style-type: none"> • Discuss research from a multidisciplinary perspective relative to current issues in physical activity and health. • Apply qualitative research methods to explore and critically examine a variety of curricular topics. • Demonstrate application of relevant research and theory to a contemporary issue in physical activity and exercise science. • Explain the contemporary issues and to pertaining to the physical activity and health field. 						
Unit-I	<ul style="list-style-type: none"> ➤ Definition of fitness & wellness, Components of fitness & wellness ➤ Benefits of exercise & health, Fitness & wellness strategy ➤ Fitness potential for popular sports, Fitness & wellness activities ➤ Role of parents & community for the maintenance of fitness & wellness 					09 Hrs
Unit-II	<ul style="list-style-type: none"> ➤ Selection of machines for various parameters of health & wellness ➤ Fitness center, Safety in gymnasium & sports field ➤ Clothing & accessories ➤ Carriers in fitness & wellness 					09 Hrs
Unit-III	<ul style="list-style-type: none"> ➤ Test, measurements & evaluation of fitness components ➤ Cardiovascular endurance ➤ Muscular strength ➤ Muscular endurance, flexibility, body composition, agility, balance, co-ordination, speed, power, reaction time 					09 Hrs
Unit-IV	<ul style="list-style-type: none"> ➤ Assessment prior to fitness & wellness prescription ➤ Principles of training, Training methods ➤ Diet prescription, Exercise prescription, Prescription for life style changes, Weight management 					09 Hrs
Unit-V	<ul style="list-style-type: none"> ➤ Prevention of diseases through fitness & wellness ➤ Diabetes & exercise ➤ Cardiovascular diseases and exercise ➤ Ageing and exercise ➤ Addiction management: sustains abuse controls. Stress management, Spiritual management 					09 Hrs

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Mode: Flipped Class Room, Case Discussion, Lectures
Text Book(s)
<ul style="list-style-type: none"> • Dougherty NJ et al (2002), Sport, Physical Activity and the Law.Sagamore Pub. Champaign. IL. • Driskell JA and Wolinky I (2002).Nutritional Assessment of Athletes.CRC Press. Boca Raton. Fla. • Greenberg JS Diutriman GB and Oakes BM (2004). Physical Fitness and Wellness: Changing the way you look, feel and perform. Human Kinetics. Champaign. IL.
Reference Books
<ul style="list-style-type: none"> • Hoeger WW &Hoeger S (2007).Fitness & Wellness. Thomson Wadsworth. • Maughan RJ Burke LM and Coyle EF (2004). Food, Nutrition and Sports Performance II: The International Olympic Committee Consensus on Sports Nutrition. Routledge. New York. • Siedentop D(2004). Introduction to physical education, Fitness and sports. McGraw Hill. Boston.

Course Code	ADAPTED PHYSICAL EDUCATION Optional Course (Any One)		L	T	P	C
BBPES20S205			3	0	0	3
Pre-requisite	Nil		Syllabus version			
			100 Marks			
Course Objectives						
<ul style="list-style-type: none"> • Students will learn current concepts and trends in adapted physical education. • Be able to demonstrate the ability to assess physical education abilities of a student requiring adapted physical education. • Be able to demonstrate the ability to successfully implement an adapted physical education program to a student with a disability. • Understand the influence of selected diseases, conditions or disabilities on the learning and performance of physical education activities. • Be able to demonstrate the ability to modify physical education activities to meet student needs and abilities. 						
Course Outcome						
<ul style="list-style-type: none"> • To understand the concept and importance of adapted physical education. • Learning the types of physical activities for adapted physical education. • To understand the different types of disabilities and modification of teaching and programming in physical education and sports. • To gain knowledge of guiding principles of adapted physical education programme. • To acquire knowledge of different programmes for adapted physical education for Elementary school. • To understand the importance governing policies and state advisory council in adapted physical education. 						
Student Learning Outcomes (SLO)						
<ul style="list-style-type: none"> • Apply assessment procedures to evaluate fundamental movements, fundamental skills, motor proficiency and fitness components • Interpret the results of the assessments and develop appropriate activities for a student in the form of an Individual Education Plan (IEP). • Examine available opportunities in the community for leisure and recreation for their student. • Develop and implement unit and lesson plans that work toward a practical goal. 						
Unit-I	<ul style="list-style-type: none"> ➤ An Introduction to adapted physical education ➤ Meaning, Need and Importance of Adapted Physical Education and Sports ➤ Purpose, Aims and Objectives of Adapted Physical Education and Sports ➤ Program organization of Adapted Physical Education and Sports ➤ Adapted Sports: Para Olympics 					09 Hrs
Unit-II	Development of Individual Education Program (IEP) <ul style="list-style-type: none"> ➤ The student with a disability ➤ Components and development of IEP ➤ Principles of adapted physical education and sports ➤ Role of physical education teacher ➤ Teaching style, method & approach in teaching adapted physical education 					09 Hrs
Unit-III	Developmental Considerations of an Individual <ul style="list-style-type: none"> ➤ Motor development ➤ Perceptual Motor development 					09 Hrs

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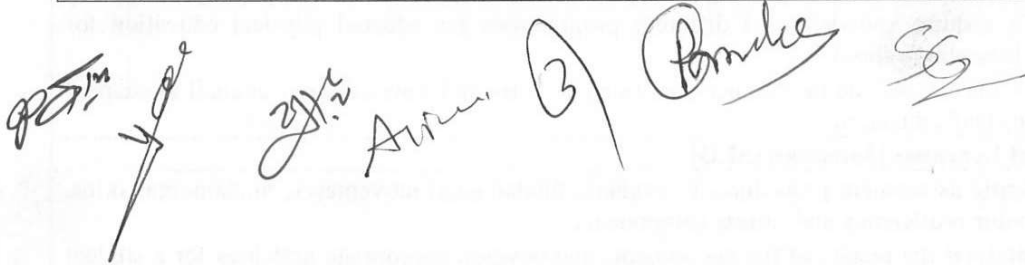
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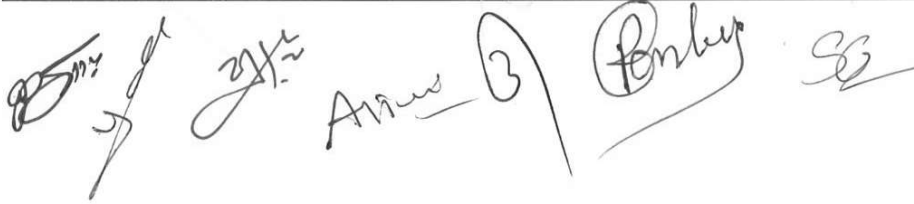
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	➤ Early childhood and Adapted Physical Education	
Unit-IV	➤ Behavioral and special learning disability ➤ Visual impaired and deafness ➤ Health impaired students and physical education	09 Hrs
Unit-V	➤ HRPF and its development for individual with unique need ➤ Role of games and sports in adapted physical education	09 Hrs
# Mode: Flipped Class Room, Case Discussion, Lectures		
Text Book(s)		
<ul style="list-style-type: none"> • Beverly, N. (1986). Moving and Learning. Times Mirror/Mosby College Publishing. • Cratty, B.J. Adapted Physical Education in the Mainstream. (4th Edition) Love Publishing Company. 		
Reference Books		
<ul style="list-style-type: none"> • Houner, L.D. Integrated Physical Education- A guide for the elementary classroom teacher. • Winnick, J. P. (2005). Adapted Physical Education and Sports. Human Kinetics (4th Edition). 5. Pangrazi, R.P. and Dauer, V. P. Dynamics Physical. 		


 A collection of handwritten signatures and initials in black ink, including a large stylized signature, the name 'Anur', a circled number '3', another signature, and the initials 'SG'.

Course Code	TRACK & FIELD- I (FIELD EVENTS) Practical Course	L	T	P	C
BBPES20S206		0	0	3	3
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives					
<ul style="list-style-type: none"> To develop a knowledge about the historical development of this game. To understand undergraduate level of professional preparation in physical education and sports. 					
Course Outcome					
<ul style="list-style-type: none"> To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the field events. To develop a knowledge about the historical development of this game. 					
Student Learning Outcomes (SLO)					
<ul style="list-style-type: none"> To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the field event. To develop a knowledge about the historical development of this game. 					
Track & Field-I (Field Events): <i>Running and all events</i>					90 Hrs

Course Code	LIGHT APPARATUS Practical Course				L	T	P	C
BBPES20S207					0	0	3	3
Pre-requisite	Nil				Syllabus version			
				100 Marks				
Course Objectives								
<ul style="list-style-type: none"> To develop a knowledge about the historical development of this game. To understand undergraduate level of professional preparation in physical education and sports. 								
Course Outcome								
<ul style="list-style-type: none"> To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of light apparatus. To develop a knowledge about the historical development of this game. 								
Student Learning Outcomes (SLO)								
<ul style="list-style-type: none"> To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of light apparatus. To develop a knowledge about the historical development of this game. 								
LIGHT APPARATUS							90 Hrs	


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Course Code	GROUP-I: HANDBALL, CRICKET GROUP- II: KHO- KHO, WEIGHT LIFTING Practical Course (Select any one Activity/ Game/ Sport from each group)	L	T	P	C
		BBPES20S208	0	0	3
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives					
<ul style="list-style-type: none"> To develop a knowledge about the historical development of this game. To understand undergraduate level of professional preparation in physical education and sports. 					
Course Outcome					
<ul style="list-style-type: none"> To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of handball, cricket, kho-kho, weight lifting. To develop a knowledge about the historical development of this game. 					
Student Learning Outcomes (SLO)					
<ul style="list-style-type: none"> To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of handball, cricket, kho-kho, weight lifting. To develop a knowledge about the historical development of this game. 					
Hand Ball: Fundamental Skills					90 Hrs
<ul style="list-style-type: none"> ➤ Fundamental Skills: Catching, Throwing, Ball Control ➤ Goal Throws: Jump Shot, Centre Shot, Dive Shot, Reverse Shot ➤ Dribbling: High and Low, Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defense ➤ Rules and their interpretations and duties of officials 					
Cricket: Fundamental Skills					
<ul style="list-style-type: none"> ➤ Batting: Forward and backward defensive stroke ➤ Bowling: Simple bowling techniques ➤ Fielding: Defensive and offensive fielding ➤ Catching: High catching and Slip catching ➤ Stopping and throwing techniques ➤ Wicket keeping techniques 					
Kabaddi: Fundamental Skills					
<ul style="list-style-type: none"> ➤ Skills in Raiding: Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing ➤ Skills of Holding the Raider: Various formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques ➤ Additional skills in raiding: Bringing the antis in to particular position, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense ➤ Ground Marking, Rules and Officiating 					
Kho Kho: Fundamental Skills					
<ul style="list-style-type: none"> ➤ General skills of the game: Running, chasing, Dodging, Faking etc. ➤ Skills in chasing: Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgement in giving Kho, Rectification of Foul. ➤ Skills in Running: Zig zag running, Single and double chain, Ring play, 					

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Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills > Ground Marking > Rules and their interpretations and duties of officials.	
Select any one Activity/ Game/ Sport from each group	



 Anirudh (3)
 


Course Code	SPORTS PRACTICE AND SPORT STRAINING: TRACK & FIELD, VOLLEYBALL, KABADDI AND YOGA Practical Course (Selected/ opted Game/ Sport- Select any one seasonal only)	L	T	P	C
		BBPES20S209		0	0
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives					
<ul style="list-style-type: none"> To develop a knowledge about the historical development of this game. To understand undergraduate level of professional preparation in physical education and sports. 					
Course Outcome					
<ul style="list-style-type: none"> To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of track & field, volleyball, kabaddi and yoga. To develop a knowledge about the historical development of this game. 					
Student Learning Outcomes (SLO)					
<ul style="list-style-type: none"> To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of track & field, volleyball, kabaddi and yoga. To develop a knowledge about the historical development of this game. 					
Kabaddi: Fundamental Skills					90 Hrs
<ul style="list-style-type: none"> ➤ Skills in Raiding: Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing ➤ Skills of Holding the Raider: Various formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques ➤ Additional skills in raiding: Bringing the antis in to particular position, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense ➤ Ground Marking, Rules and Officiating 					
Volleyball: Fundamental Skills					
<ul style="list-style-type: none"> ➤ Players Stance: Receiving the ball and passing to the team mates, The Volley (Over head pass), The Dig(Under hand pass) ➤ Service: Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service ➤ Rules and their interpretations and duties of officials. 					
Yoga: Fundamental Skills					
<ul style="list-style-type: none"> ➤ Meditative: Sukhasan, Swastikasan, Padmasan, Vajrasane and Siddhasan. ➤ Cultural: Bhujagasan, Ardha- Shalabhasana, Dhanurasan Naukasana Padhasthasan, halasan, Matsyasan, Vakrasan, Chakrasan, Lateral bend Tadasan, Utkratan, Vrikshasan, Parvatasan, Shavasana. Pranayam: Anuloma-Viloma and Ujjai (Both without Khubhak) ➤ Bandh: Uddiyan ➤ Mudra: Vipritkarani ➤ Kriya: Kapalbhata 					
Selected/ opted Game/ Sport- Select any one seasonal only					

