



**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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# EKLAHYA UNIVERSITY, DAMOH (M.P.)

## Scheme of Examination B.P.E.S Sem III

*/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	BBPES20S301	Kinesiology	60	30	10	0	0	0	3	0	0	3	
2	BBPES20S302	Methods of Teaching in Physical Education	60	30	10	0	0	0	3	0	0	3	
3	BBPES20S303	Health Education	60	30	10	0	0	0	3	0	0	3	
4	BBPES20S304/ BBPES20S305	Select any one of the following: *Sports Entrepreneur *Professional Preparation in Physical Education	60	30	10	0	0	0	100	3	0	0	3
5	BBPES20S306	Conditioning				60	40	100	0	0	3	3	
6	BBPES20S307	Judo				60	40	100	0	0	3	3	
7	BBPES20S308	Select any one Activity/Game/Sport from each Group*(B5 Handball ,Cricket and GroupB6 – Kho- Kho, Weight Lifting).											
8	BBPES20S309	Sports Practice and Sports Training (in selected/opted Game/Sport) Basketball, Cricket, Football, Handball, Table Tennis, Tennis, Track & Field, Volleyball, Weight Lifting, Kho-Kho, Kabaddi and Yoga.				60	40	100	0	0	3	3	
<b>TOTAL</b>			240	120	40	240	160	800	12	0	12	24	







# EKLAHYA UNIVERSITY, DAMOH (M.P.)

## Scheme of Examination B.P.E.S Sem IV

*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/ Assignment/A ttendance	End Sem	Lab Work/ sessional						
1	BBPES20S401	Event Management	60	30	10	0	0	0	3	0	0	3	
2	BBPES20S402	Sports Sociology	60	30	10	0	0	0	3	0	0	3	
3	BBPES20S403	Environment Science	60	30	10	0	0	0	3	0	0	3	
4	BBPES20S404/ BBPES20S405	Select any one the following: I.Fitness Instructor. II.Sports Industry	60	30	10	0	0	0	3	0	0	3	
5	BBPES20S406	Weight Training				60	40		0	0	3	3	
6	BBPES20S407	Gymnastics				60	40		0	0	3	3	
7	BBPES20S408	Camping/ Hiking/Tracking				60	40		0	0	3	3	
8	BBPES20S409	Sports Practice and Sports Training (in selected/opted Game/Sport) Basketball, Cricket, Football, Handball, Table Tennis, Tennis, Track & Field, Volleyball, Weight Lifting, Kho-Kho, Kabaddi and Yoga.				60	40				3	3	
<b>TOTAL</b>			240	120	40	240	160	800	12	0	12	24	










**SCHOOL OF EDUCATION &  
LIBRARY SCIENCE**

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

**SEMESTER-III**

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Course Code	KINESIOLOGY (Third Semester)			L	T	P	C
BBPES20S301				3	0	0	3
Pre-requisite	Nil			Syllabus version			
				100 Marks			
<b>Course Objectives</b>							
<ul style="list-style-type: none"> <li>To acquire the historical perspectives, concept and importance of kinesiology in physical education and sports.</li> <li>To understand the knowledge of planes, axes and centre of gravity.</li> <li>To study the bony joints, types and fundamental movements of the major body segments.</li> </ul>							
<b>Course Outcome</b>							
<ul style="list-style-type: none"> <li>To acquire the knowledge of structural &amp; functional classification of muscles.</li> <li>To study direction of muscle and its relation of muscle action, angle of pull and torque.</li> <li>To understand the structure, movements, location of different places of muscles and functions of joints and muscles.</li> <li>To understand the application of scientific laws and principles.</li> </ul>							
<b>Student Learning Outcomes (SLO)</b>							
<ul style="list-style-type: none"> <li>To understand the nature and scope of kinesiology in physical education &amp; sports.</li> <li>To understand the importance and techniques of movement analysis.</li> <li>To understand the knowledge regarding antagonistic and agonistic muscles involve in the movements.</li> </ul>							
<b>Unit-I</b>	<ul style="list-style-type: none"> <li>➤ Meaning, aim &amp; objectives, importance of kinesiology for physical education and sports</li> <li>➤ Fundamental concepts: Centre of gravity, line of gravity, axis and planes of motion, fundamental starting positions, terminology of fundamental movements, and classification of muscles</li> <li>➤ Action Research, Research Problem, Meaning of the term, Location and criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations</li> </ul>						<b>09 Hrs</b>
<b>Unit-II</b>	<ul style="list-style-type: none"> <li>➤ Types of Joints</li> <li>➤ Location &amp; Action of Muscles at Various Joints: (a) Upper extremity- shoulder girdle, shoulder joints, elbow joint (b) Neck, trunk (Lumbothoracic region) (c) Lower extremity- Hip joint, knee joint, ankle joint</li> <li>➤ Muscular analysis of fundamental movements: Walking, running, jumping, throwing, catching, pulling, pushing, striking, hanging</li> </ul>						<b>09 Hrs</b>
<b>Unit-III</b>	<ul style="list-style-type: none"> <li>➤ Define mass, weight, force, pressure work, power energy, impulse, moments, impact, friction, Newton's laws of motion</li> <li>➤ Angular kinetics: moment of inertias, conservation of moments, transfer of moments, levers, equilibrium</li> </ul>						<b>09 Hrs</b>
<b>Unit-IV</b>	<ul style="list-style-type: none"> <li>➤ Motion: Meaning, aims, objectives and importance, types of motion, linear motion &amp; angular motion</li> </ul>						<b>09 Hrs</b>
<b>Unit-V</b>	<ul style="list-style-type: none"> <li>➤ Linear kinematics: Speed, velocity acceleration uniform accelerated motion and projectile motion</li> <li>➤ Angular kinematics: Angular sped, angular velocity, angular acceleration and relationship between linear and angular motion</li> </ul>						<b>09 Hrs</b>
<b># Mode: Flipped Class Room, Case Discussion, Lectures</b>							

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<b>Text Book(s)</b> <ul style="list-style-type: none"><li>• Hamill, J. and Knutzen, K.M. (2003). Biomechanical Basis of Human Movement. Lippincott Williams and Wilkins, USA.</li><li>• Hay (1993). The biomechanics of sports techniques prentice hall in C New Jersey.</li></ul>
<b>Reference Books</b> <ul style="list-style-type: none"><li>• Bartlett, R. (2007). Introduction to Sports Biomechanics. Routledge Publishers, USA.</li><li>• Blazeovich, A. (2007). Sports Biomechanics. A&amp; C Black Publishers, USA.</li><li>• Breer&amp;Zarnicks (1979). Efficiency of human movement. WIB Sounders Co. USA..</li></ul>

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Course Code	METHODS OF TEACHING IN PHYSICAL EDUCATION	L	T	P	C
BBPES20S302		3	0	0	3
Pre-requisite	Nil	Syllabus version			
		100 Marks			
<b>Course Objectives</b>					
<ul style="list-style-type: none"> <li>To understand the role of Educational Technology in modern Physical educational practices.</li> <li>To be acquainted with the approaches and components of Educational Technology.</li> <li>To understand the stages, levels and maxims of teaching.</li> <li>To keep abreast with different innovations in educational technology and try them out for improving teaching learning.</li> <li>To deliver the lessons of physical education skill fully and successfully.</li> </ul>					
<b>Course Outcome</b>					
<ul style="list-style-type: none"> <li>To understand the knowledge and importance of methods in physical education and sports.</li> <li>To understand the concept of lesson planning and importance of teaching aids.</li> <li>To understand and well equipped with the knowledge of tournaments &amp; competitions.</li> <li>To gain knowledge regarding track and field.</li> </ul>					
<b>Student Learning Outcomes (SLO)</b>					
<ul style="list-style-type: none"> <li>To understand the importance and types of teaching methods and techniques with its devices to teach various aspects of physical education skill fully.</li> <li>To equip with the skills of advanced teaching aids for conduct of physical education program effectively.</li> </ul>					
<b>Unit-I</b>	<b>Introduction of Teaching</b>				<b>09 Hrs</b>
	<ul style="list-style-type: none"> <li>➤ Meaning of teaching, coaching, officiating and as a career in physical education &amp; sports</li> <li>➤ Meaning and need for methods, Factors effecting teaching method</li> </ul>				
<b>Unit-II</b>	<b>Teaching methods</b>				<b>09 Hrs</b>
	<ul style="list-style-type: none"> <li>➤ Teaching methods and its Types: command, demonstration, imitation, discussion, part-whole, whole-part-whole, explanation and recitation</li> <li>➤ Techniques of presentation: personal and technical preparation</li> </ul>				
<b>Unit-III</b>	<b>Class management</b>				<b>09 Hrs</b>
	<ul style="list-style-type: none"> <li>➤ Class management: techniques, formations, command (types and techniques), factors effecting class management</li> <li>➤ Lesson Plan: Need, construction, Introduction development, skill/ recreation</li> </ul>				
<b>Unit-IV</b>	<ul style="list-style-type: none"> <li>➤ Qualification and qualities of a coach,</li> <li>➤ Personnel in physical education/ sports</li> </ul>				<b>09 Hrs</b>
<b>Unit-V</b>	<ul style="list-style-type: none"> <li>➤ Teaching Aids: Need and Importance, Types of teaching aids</li> <li>➤ Fundamental skills of athletics, aquatics, badminton, basketball, cricket, football, hockey, handball, kabaddi, KhoKho, volleyball and Judo, Yoga Assanas</li> </ul>				<b>09 Hrs</b>
<b># Mode: Flipped Class Room, Case Discussion, Lectures</b>					
<b>Text Book(s)</b>					
<ul style="list-style-type: none"> <li>Capel, S. et al Editors (2006). A Practical Guide to Teaching Physical Education. Routledge Publishers, USA.</li> </ul>					

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- Graham, G.M. (2009). Children Moving : A Reflective Approach to Teaching Physical Education. 8th Ed. McGraw Hill, USA.

**Reference Books**

- Gupta R. (2010). SharirikShiksha Mein ShikshanPradhyogiki. Friends Publication. New Delhi
- Gupta R. Kumar P. and Sharma D.P.S. (1999).Lesson Plan in Physical Education &Sports.R.D.P. Publication. New Delhi
- Gupta R. Kumar P. and Sharma D.P.S. (2004).SharirikShiksha Mein Path Yojna.SahyogPrakashan. New Delhi
- Kamlesh ML (2005). Methods in Physical Education.Friends. Delhi.

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Course Code	HEALTH EDUCATION			L	T	P	C
BBPES20S303				3	0	0	3
Pre-requisite	Nil			Syllabus version			
				100 Marks			
<b>Course Objectives</b>							
<ul style="list-style-type: none"> <li>• Acquire knowledge about physical and health education.</li> <li>• Understand the rules and the regulations of sports and games.</li> <li>• Develop the skills in organizing the physical education programmers in schools.</li> <li>• Develop the activities required for organizing physical education meets and events.</li> </ul>							
<b>Course Outcome</b>							
<ul style="list-style-type: none"> <li>• Understand the concept of holistic health through fitness and wellness.</li> <li>• Explain the concept of physical fitness, health related and motor fitness.</li> <li>• Evaluate primary health status.</li> <li>• Prepare fitness schedules &amp; evaluate fitness.</li> </ul>							
<b>Student Learning Outcomes (SLO)</b>							
<ul style="list-style-type: none"> <li>• Understand the basic principles of health education.</li> <li>• Apply the knowledge in the field of physical education and movement activity.</li> <li>• Analyze the practical knowledge during the practical situation.</li> <li>• Appraise the effects of health condition during the training and practical sessions.</li> </ul>							
<b>Unit-I</b>	<b>Health</b>						<b>09</b>
	<ul style="list-style-type: none"> <li>➤ Health: meaning, dimensions of health and their interrelationships</li> <li>➤ Importance of health for individual, family, community and nation</li> <li>➤ Factors influencing health, Spectrum of health</li> </ul>						<b>Hrs</b>
<b>Unit-II</b>	<b>Health Education</b>						<b>09</b>
	<ul style="list-style-type: none"> <li>➤ Health Education- meaning, scope</li> <li>➤ Aims and objectives of Health Education</li> <li>➤ Principles, methods and media used in health education</li> <li>➤ Hygiene: personal hygiene, food hygiene, environmental hygiene-meaning, need and importance, associated practices related to maintenance and promotion of health</li> </ul>						<b>Hrs</b>
<b>Unit-III</b>	<b>Foods and Nutrition</b>						<b>09</b>
	<ul style="list-style-type: none"> <li>➤ Misconceptions about food, essential body nutrients: functions, food sources, balanced diet, diet prescription</li> <li>➤ Communicable and Non-communicable diseases: meaning, distinction between communicable and non-communicable diseases</li> <li>➤ Communicable diseases: their mode of spread and prevention of diarrhea diseases, typhoid, malaria, STD Respiratory disease</li> <li>➤ Non-communicable diseases: causes and prevention of diabetes, CVD, cancers, renal diseases and respiratory diseases</li> </ul>						<b>Hrs</b>
<b>Unit-IV</b>	<b>Contemporary health problems of college youth</b>						<b>09</b>
	<ul style="list-style-type: none"> <li>➤ Alcohol, drugs, use of tobacco (chewing, sniffing, smoking): their harmful effects substance abuse management</li> <li>➤ National health programmes: components of existing national health programmers</li> </ul>						<b>Hrs</b>
<b>Unit-V</b>	<b>Health Agencies</b>						<b>09</b>
	<ul style="list-style-type: none"> <li>➤ Introduction to Organizational and Administrative set-up of Health System in India (a) National level, (b) State Level, (c) District Level</li> <li>➤ Steps of Planning of Health Education Programme</li> <li>➤ Internationals health agencies: WHO, UNICEF, Red Cross- their</li> </ul>						<b>Hrs</b>

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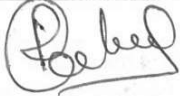
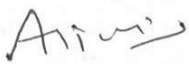



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constitution and role in promoting health
<b># Mode: Flipped Class Room, Case Discussion, Lectures</b>
<b>Text Book(s)</b>
<ul style="list-style-type: none"> <li>• Anspaugh DJ Ezell G and Goodman KN (2006).</li> <li>• Teaching Today's Health. Mosby Publishers. Chicago. USA.</li> </ul>
<b>Reference Books</b>
<ul style="list-style-type: none"> <li>• Balayan D (2007). Swasthya Shiksha Evam Prathmik Chikitsa. Khel Sahitya. Delhi.</li> </ul>

Course Code	SPORTS ENTREPRENEUR Optional Course (Any One)	L	T	P	C	
BBPES20S304		3	0	0	3	
Pre-requisite	Nil	Syllabus version 100 Marks				
<b>Course Objectives</b>						
<ul style="list-style-type: none"> <li>• Provide participants with knowledge and tools in innovation management and the entrepreneurial process of sports institutions.</li> <li>• This course aims to give participants an insight into the main concepts and practices for success at sports organizations.</li> </ul>						
<b>Course Outcome</b>						
<ul style="list-style-type: none"> <li>• Show competitive intelligence to detect signs of change, analyze trends, reactions and strategies of current and/or potential competitors.</li> <li>• Show skills for business in general and specifically in sport in order to detect new market opportunities that can be transformed into commercial products.</li> </ul>						
<b>Student Learning Outcomes (SLO)</b>						
<ul style="list-style-type: none"> <li>• To make an understanding on the effect of social and cultural entities on the concept of individual difference and its importance in education, physical education and sports.</li> <li>• To develop an understanding of the concept of personality, factors affecting personality development and the role of teacher in promoting mental health of students.</li> </ul>						
<b>Unit-I</b>	<b>Introduction to Sports Entrepreneurship</b> <ul style="list-style-type: none"> <li>➤ Concept of entrepreneurship, innovation and knowledge management in sport</li> <li>➤ Business Planning Process: The business plan as an entrepreneurial tool</li> <li>➤ Elements of Business Plan, Objectives, Market Analysis, Development of product / idea</li> <li>➤ Marketing, Finance, Organization &amp; Management, Ownership, Critical risk contingencies of the proposal, Scheduling and milestones, Value proposition</li> </ul>					<b>09 Hrs</b>
<b>Unit-II</b>	<b>Introduction to Finance in Sports</b> <ul style="list-style-type: none"> <li>➤ The Four Domains of Sports Marketing, Marketing Through Sports</li> <li>➤ Finance, Organization &amp; Management, Ownership, Critical risk contingencies of the proposal, Scheduling and milestones, Value proposition</li> <li>➤ Business Model Canvas and Drafting Business Proposal for Funding Agency</li> </ul>					<b>09 Hrs</b>
<b>Unit-III</b>	<b>Management of Physical Education and sports</b> <ul style="list-style-type: none"> <li>➤ Meaning, Need and scope of management of physical education</li> <li>➤ Principles of sports management</li> <li>➤ Construction, marking and maintenance of play grounds, track &amp; field, gymnasium, swimming pool and athletic track</li> </ul>					<b>09 Hrs</b>
<b>Unit-IV</b>	<b>Organisational Animation of co-curricular activities and Physical Education programmers</b> <ul style="list-style-type: none"> <li>➤ Physical Education Budget: Need, Importance, procedure and principles of budget making</li> <li>➤ Physical Education and sports programmes for Primary, secondary and higher secondary School for sports awareness: demonstration, play days, sports rallies, sports exhibitions</li> </ul>					<b>09 Hrs</b>

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<b>Unit-V</b>	<ul style="list-style-type: none"> <li>➤ Organization of National days (15<sup>th</sup> August &amp; 26<sup>th</sup> January)</li> <li>➤ Organization of mass competition, sports day, hiking, trekking, Scout and Guide Camp and picnics</li> <li>➤ Ceremonies of competition: Opening, closing and victory</li> </ul>	<b>09 Hrs</b>
<b># Mode: Flipped Class Room, Case Discussion, Lectures</b>		
<b>Text Book(s)</b>		
<ul style="list-style-type: none"> <li>• Sports Marketing By Melissa Jane Johnson Morgan Jane.</li> </ul>		
<b>Reference Books</b>		
<ul style="list-style-type: none"> <li>• Small Business, Entrepreneurship and Enterprise Development. Harlow: Pearson Education.</li> </ul>		


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Course Code	PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION Optional Course (Any One)	L	T	P	C
BBPES20S305		3	0	0	3
Pre-requisite	Nil	Syllabus version			
		100 Marks			
<b>Course Objectives</b>					
<ul style="list-style-type: none"> <li>Develop motor skills, acquire necessary knowledge through physical activities and cultivate positive values and attitudes for the development of an active and healthy lifestyle acquire good health, physical fitness and bodily coordination through participating regularly in physical activity promote desirable moral behaviors, cooperation in communal life, ability to make decisions and the appreciation of aesthetic movement have basic competence and confidence to face different challenges.</li> </ul>					
<b>Course Outcome</b>					
<ul style="list-style-type: none"> <li>Know sports management and employ principles of strategic planning and financial &amp; human resource management.</li> <li>Assess marketing needs and formulate short term and long term solutions.</li> <li>Conceive, plan, execute and evaluate a sports event.</li> <li>Introduce the teaching and curriculum objectives and course module design</li> <li>Analyze the planning strategies, teaching, learning and assessment</li> <li>Develop strategies to promote quality learning, practice marking and consider methods of course and self-evaluation.</li> </ul>					
<b>Student Learning Outcomes (SLO)</b>					
<ul style="list-style-type: none"> <li>To develop opportunities to construct &amp; design the curriculum of PE in broader aspects realizing the age group, gender consideration and physiological basis.</li> <li>Identify issues relevant to modern physical education and sport management.</li> <li>Explore the area as a career perspective.</li> </ul>					
<b>Unit-I</b>	<b>Foundation OF Professional Preparation</b>				<b>09 Hrs</b>
	<ul style="list-style-type: none"> <li>➤ Meaning of Professional</li> <li>➤ Components of Professional Preparation</li> <li>➤ Contribution of physical education in attaining ideals of Indian democracy</li> <li>➤ Forces and factors affecting educational policies and Programme</li> </ul>				
<b>Unit-II</b>	<ul style="list-style-type: none"> <li>➤ Historical review of Professional Preparation in India.</li> <li>➤ Professional courses being offered in professional preparation colleges in India</li> <li>➤ Professional Preparation in Physical Education in USA, USSR and UK</li> <li>➤ Beginning of Professional Preparation in the world</li> </ul>				<b>09 Hrs</b>
<b>Unit-III</b>	<b>Undergraduate preparation of professional personnel- I</b>				<b>09 Hrs</b>
	<ul style="list-style-type: none"> <li>➤ Purposes, Admission Requirements of Undergraduate preparation</li> <li>➤ Theory, Teaching practice and practical</li> <li>➤ Professional competencies to be developed</li> </ul>				
<b>Unit-IV</b>	<b>Undergraduate preparation of professional personnel- II</b>				<b>09 Hrs</b>
	<ul style="list-style-type: none"> <li>➤ Post-Graduate Preparation</li> <li>➤ Methods of instruction</li> <li>➤ Professional relations</li> </ul>				

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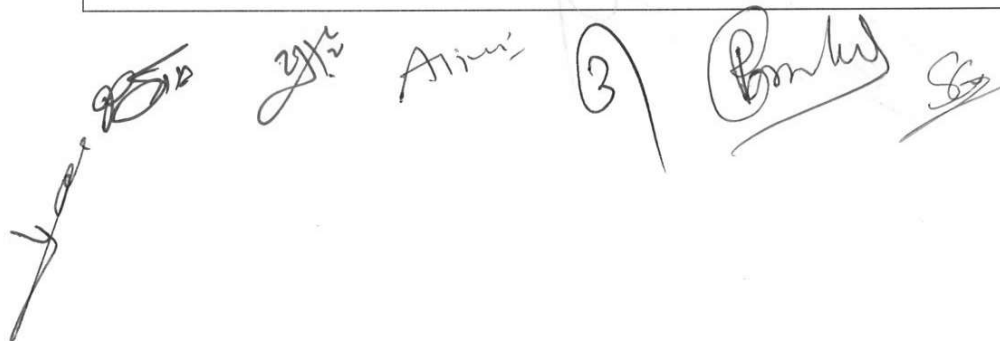
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Prakash

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<b>Unit-V</b>	<b>Teacher and Teaching</b> <ul style="list-style-type: none"> <li>➤ Teaching as a career</li> <li>➤ Basic Qualities of a successful teacher</li> <li>➤ Preparation of the specialized physical education teacher</li> <li>➤ Types of teaching jobs</li> <li>➤ Types of non-teaching jobs</li> </ul>	<b>09 Hrs</b>
<b># Mode: Flipped Class Room, Case Discussion, Lectures</b>		
<b>Text Book(s)</b>		
<ul style="list-style-type: none"> <li>• A Professional Career in Physical Education. (Englewood Cliffs, N.J. Prentice Hall, Inc. 1963.)</li> <li>• Jensen, R. Clayne, Administrative Management of Physical Education and Athletic Programmes. (Philadelphia Lea and Febiger, 1983).</li> </ul>		
<b>Reference Books</b>		
<ul style="list-style-type: none"> <li>• Snyder and Scott. Professional Preparation in Health, Physical Education and Recreation. (Connecticut, Greenwood press, Westport, 1971).</li> <li>• Bucher, C.A Foundations of Physical Education (Saint Louis) : The C.V. Mosby Company, 1975), Ed. 7.</li> </ul>		

<b>Course Code</b>	<b>CONDITIONING Practical Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>BBPES20S306</b>		<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Nil</b>	<b>Syllabus version</b>			
		<b>100 Marks</b>			
<b>Course Objectives</b>					
<ul style="list-style-type: none"> <li>To enable the student to identify the prominent and important issues in the field of physical education.</li> <li>To have knowledge of history and significance of various dimensions of the issue.</li> </ul>					
<b>Course Outcome</b>					
<ul style="list-style-type: none"> <li>Opens up the students understanding of the subject and knowledge gathered.</li> <li>Helps in analyzing students' response and evolve curriculum accordingly.</li> </ul>					
<b>Student Learning Outcomes (SLO)</b>					
<ul style="list-style-type: none"> <li>To carry out field survey for data collection and thus familiarise with the process of survey, data collection and analysis.</li> </ul>					
<b>Conditioning</b>					<b>90 Hrs</b>


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Course Code	JUDO Practical Course	L	T	P	C
BBPES20S307		0	0	3	3
Pre-requisite	Nil	Syllabus version 100 Marks			
<b>Course Objectives</b>					
<ul style="list-style-type: none"> <li>• Introduction of the game and historical development with special reference to India.</li> <li>• Important tournaments held at national and international levels and distinguished personalities related to the game.</li> </ul>					
<b>Course Outcome</b>					
<ul style="list-style-type: none"> <li>• Opens up the students understanding of the subject and knowledge gathered.</li> <li>• Helps in analyzing students' response and evolve curriculum accordingly.</li> </ul>					
<b>Student Learning Outcomes (SLO)</b>					
<ul style="list-style-type: none"> <li>• Opens up the students understanding of the subject and knowledge gathered.</li> <li>• Helps in analyzing students' response and evolve curriculum accordingly.</li> </ul>					
<b>Fundamental Skills</b>					90 Hrs
<ul style="list-style-type: none"> <li>➤ Rej (salutation)</li> <li>➤ Ritsurei (Salutation in standing position)</li> <li>➤ Zarai (Salutation in the sitting position)</li> <li>➤ How to wear Judo Costume, Kumi Kata (Methods of holding judo costume)</li> <li>➤ Shisei (Posture in Judo), Kuzushi (Act of disturbing the opponent posture)</li> <li>➤ Tsukuri and kake (Preparatory action for attack)</li> <li>➤ Ukemi (Break fall)</li> <li>➤ Urhiro Ukemi- (Rear break fall), Yoko Ukemi (Side break fall)</li> <li>➤ Mae Ukemi (Front break fall)</li> <li>➤ Mae mawari Ukemi (Front rolling Break fall)</li> <li>➤ Shin Tai (Advance or Retreat foot Movement)</li> <li>➤ Suri-ashi (Gliding foot), Tsugi-ashi (Following foot steps)</li> <li>➤ Ayumi-ashi (Walking steps)</li> <li>➤ Tai Sabaki (Management of the body)</li> <li>➤ Nage-waze (Throwing Techniques), Hiza Guruma (Knee wheel)</li> <li>➤ Sesae Tsurikomi-ashi (Drawing ankle throw)</li> <li>➤ De-ashi hari (Advance foot sweep), O Goshi (Major Loin)</li> <li>➤ Seoi. nage (Shoulder throw)- Ippon scionage and Morote Scionag</li> <li>➤ Katama-waze (Grappling Techniques)</li> <li>➤ Kesa-gatame (Scaff hold)</li> <li>➤ Kata-gatma (Shoulder hold)</li> <li>➤ Kami-shiho gatama (Locking of upper four quarters)</li> <li>➤ Method of escaping from each hold</li> <li>➤ Lead-up games</li> <li>➤ Break fall relay (maximum number of falls from standing position in one minute duration), Mae- mawriukemi relay (maximum number of falls in one minute duration)</li> <li>➤ Maximum number of shoulder throw in one minute</li> <li>➤ Maximum number of obstacles jumped while doing maemawri-ukemi</li> <li>➤ Rules and their interpretations and duties of officials</li> </ul>					



Course Code	GROUP-I: HANDBALL, CRICKET AND GROUP-II: KHO- KHO, WEIGHT LIFTING Practical Course (Select any one Activity/ Game/ Sport from each Group)	L	T	P	C
BBPES20S308		0	0	3	3
Pre-requisite	Nil	Syllabus version			
		100 Marks			
<b>Course Objectives</b>					
<ul style="list-style-type: none"> <li>To develop a knowledge about the historical development of this game.</li> <li>To understand undergraduate level of professional preparation in physical education and sports.</li> </ul>					
<b>Course Outcome</b>					
<ul style="list-style-type: none"> <li>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.</li> <li>To develop a knowledge about the historical development of this game.</li> </ul>					
<b>Student Learning Outcomes (SLO)</b>					
<ul style="list-style-type: none"> <li>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 etc.</li> <li>To develop a knowledge about the historical development of this game.</li> </ul>					
<b>Hand Ball: Fundamental Skills</b>					<b>90 Hrs</b>
<ul style="list-style-type: none"> <li>Fundamental Skills: Catching, Throwing, Ball Control, Goal Throws-Jump Shot, Centre Shot, Dive Shot, Reverse Shot,</li> <li>Dribbling: High and Low, Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defense</li> <li>Rules and their interpretations and duties of officials.</li> </ul>					
<b>Cricket: Fundamental Skills</b>					
<ul style="list-style-type: none"> <li>Batting: Forward and backward defensive stroke</li> <li>Bowling: Simple bowling techniques,</li> <li>Fielding: Defensive and offensive fielding,</li> <li>Catching: High catching and Slip catching</li> <li>Stopping and throwing techniques, Wicket keeping techniques</li> </ul>					
<b>Kabaddi: Fundamental Skills</b>					
<ul style="list-style-type: none"> <li>Skills in Raiding: Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing</li> <li>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</li> <li>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</li> <li>Ground Marking, Rules and Officiating</li> </ul>					
<b>Kho Kho: Fundamental Skills</b>					
<ul style="list-style-type: none"> <li>General skills of the game: Running, chasing, Dodging, Faking etc.</li> <li>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.</li> <li>Skills in Running: Zigzag 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</li> <li>Ground Marking, Rules and their interpretations and duties of officials</li> </ul>					

Yes

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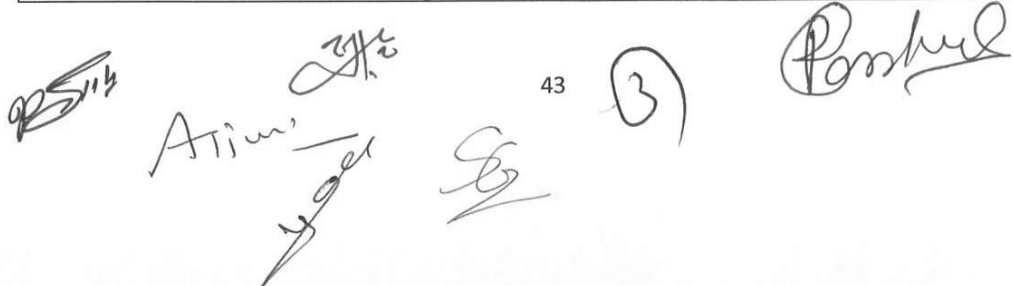
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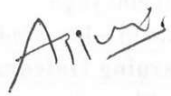
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Course Code	SPORTS PRACTICE AND SPORTS TRAINING: BASKETBALL, CRICKET, FOOTBALL, HANDBALL, TABLE TENNIS, TENNIS, TRACK & FIELD, VOLLEYBALL, WEIGHT LIFTING, KHO- KHO, KABADDI AND YOGA Practical Course (Selected/ opted Game/ Sport- Select any one seasonal only)	L	T	P	C
		BBPES20S309		0	0
Pre-requisite	Nil	Syllabus version			
		100 Marks			
<b>Course Objectives</b>					
<ul style="list-style-type: none"> <li>To develop a knowledge about the historical development of this game.</li> <li>To understand undergraduate level of professional preparation in physical education and sports.</li> </ul>					
<b>Course Outcome</b>					
<ul style="list-style-type: none"> <li>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 basketball, cricket, football, handball, table tennis, tennis, track &amp; field, volleyball, weight lifting, kho-kho, kabaddi and yoga.</li> <li>To develop a knowledge about the historical development of this game.</li> </ul>					
<b>Student Learning Outcomes (SLO)</b>					
<ul style="list-style-type: none"> <li>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 basketball, cricket, football, handball, table tennis, tennis, track &amp; field, volleyball, weight lifting, kho-kho, kabaddi and yoga.</li> <li>To develop a knowledge about the historical development of this game.</li> </ul>					
<b>Basket ball: Fundamental Skills</b> <ul style="list-style-type: none"> <li>➤ Player stance and ball handling</li> <li>➤ Passing: Two Hand chest pass, Two hand Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass</li> <li>➤ Receiving: Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running</li> <li>➤ Dribbling: How to start dribble, How to drop dribble, High dribble, Low dribble, Reverse Dribble, Rolling dribble</li> <li>➤ Shooting: Layup shot and its variations, one hand set shot, One hand jump shot, Hook Shot Free throw</li> <li>➤ Rebounding: Defensive rebound, Offensive rebound, Knock out, Rebound Organization</li> <li>➤ Individual Defensive: Guarding the man with the ball and without the ball</li> <li>➤ Pivoting</li> <li>➤ Rules and their interpretations and duties of the officials with change of speed</li> </ul> <b>Volleyball: Fundamental Skills</b> <ul style="list-style-type: none"> <li>➤ Players Stance-Receiving the ball and passing to the team mates, The Volley (Over head pass), The Dig (Under hand pass)</li> <li>➤ Service-Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service</li> <li>➤ Rules and their interpretations and duties of officials</li> </ul> <b>Hand Ball: Fundamental Skills</b> <ul style="list-style-type: none"> <li>➤ Fundamental Skills: Catching, Throwing, Ball Control, Goal Throws-Jump Shot, Centre Shot, Dive Shot, Reverse Shot</li> <li>➤ Dribbling: High and Low, Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defence</li> </ul>					90 Hrs



<ul style="list-style-type: none"> <li>➤ Rules and their interpretations and duties of officials.</li> </ul> <p><b>Kabaddi: Fundamental Skills</b></p> <ul style="list-style-type: none"> <li>➤ Skills in Raiding: Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing</li> <li>➤ 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</li> <li>➤ 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.</li> <li>➤ Ground Marking, Rules and Officiating</li> </ul> <p><b>Kho-Kho: Fundamental Skills</b></p> <ul style="list-style-type: none"> <li>➤ General skills of the game: Running, chasing, Dodging, Faking etc.</li> <li>➤ Skills in chasing: Correct kho-kho, Moving on the lanes, Pursuing the runner, Tapping</li> </ul>	
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**Bachelor of Physical  
Education & Sports  
(B.P.E.S)**

**SEMESTER-IV**

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Course Code	EVENT MANAGEMENT (Fourth Semester)				L	T	P	C
BBPES20S401					3	0	0	3
Pre-requisite	Nil				Syllabus version			
					100 Marks			
<b>Course Objectives</b>								
<ul style="list-style-type: none"> <li>To obtain a sense of responsibility for the multi-disciplinary nature of event management.</li> <li>To gain confidence and enjoyment from involvement in the dynamic industry of event management.</li> <li>To identify best practice in the development and delivery of successful conferences and corporate gatherings.</li> <li>To identify the key elements of a conference and the processes involved in venue selection, registration, catering, accommodation, transport, security and entertainment.</li> <li>To identify management essentials such as developing budgets, critical paths, work breakdown structures, risk mitigation and contingency planning.</li> </ul>								
<b>Course Outcome</b>								
<ul style="list-style-type: none"> <li>To understand the concept, principles, functions, types of sports management.</li> <li>To understand the concept, importance of programme planning.</li> <li>To study and acquire the knowledge of public relation and supervision.</li> <li>To understand and well equipped with the knowledge of management of facility and equipment.</li> </ul>								
<b>Student Learning Outcomes (SLO)</b>								
<ul style="list-style-type: none"> <li>To acquaint students with knowledge of management and planning of sports competitions &amp; tournaments. The student learns to plan, organize &amp; execute sports events.</li> <li>To acquaint students with knowledge of sports nutrition for better performance. The students learn nutritional importance and plan for various sports.</li> </ul>								
<b>Unit-I</b>	<ul style="list-style-type: none"> <li>➤ Meaning of Events, classification of events, Event Management, Designing an Event- 5C's (Conceptualization, Costing, Canvassing, Customization, Carrying out)</li> <li>➤ Key Elements of Events (Event Infrastructure, Organizers, Clients, Target Audience, Media, and Venue)</li> </ul>						<b>09 Hrs</b>	
<b>Unit-II</b>	<ul style="list-style-type: none"> <li>➤ Managing Sports Events: Planning, Organizing, Coordinating and Controlling Pre events, During the Events &amp; Post Events issues</li> <li>➤ Sponsors, Sports Management Companies, Spectators, Sports personalities, Media etc.</li> <li>➤ Sports Management Companies: Introduction, Role, Scope of Work, Service rendered to the clients</li> <li>➤ Ways of Functioning: Team work, Departments etc.</li> </ul>						<b>09 Hrs</b>	
<b>Unit-III</b>	<ul style="list-style-type: none"> <li>➤ Sources of funds available for sports: Broadcasting- Meaning of broadcasting, The basics of sports broadcasting rights, Media providers- Who are the media providers, How do they fund sports</li> <li>➤ Sponsorship: Meaning of sponsorship, Sports and sponsorship, Major sponsors in sports, Team sponsors and individual sponsors, Endorsement, Sports and celebrity endorsement</li> </ul>						<b>09 Hrs</b>	
<b>Unit-IV</b>	<ul style="list-style-type: none"> <li>➤ Sports and advertisements, Advertisement Suggested Readings</li> <li>➤ Advertisement and brand choice Aiming the right target, Top sports ad companies</li> <li>➤ Firms and their advertisement choices, Effects of advertisement, gate</li> </ul>						<b>09 Hrs</b>	

	money Budgetary Control in sports	
<b>Unit-V</b>	<ul style="list-style-type: none"> <li>➤ Role of Mass Media in Event Promotion: Introduction to different Sports Media (Television channels, Sports Magazines etc.)</li> <li>➤ Popular Sports Channels Operating in India: ESPN, STAR SPORTS, ZEE SPORTS, TEN SPORTS, DD SPORTS, and NEO SPORTS etc.</li> <li>➤ Spectators control, Importance of Spectators for Sports &amp; Games</li> <li>➤ Human resource management</li> </ul>	<b>09 Hrs</b>
<b># Mode: Flipped Class Room, Case Discussion, Lectures</b>		
<b>Text Book(s)</b>		
<ul style="list-style-type: none"> <li>• Kamlesh, M.L. (2000). Management Concept in Physical Education and Sports. Metropolitan Book Co. Pvt. Ltd. New Delhi.</li> <li>• Kilkenny, S. (2007). The Complete Guide to successful Event Planning. Atlantic Publishing Co., USA.</li> <li>• Roy, S.S. (1995). Sports Management. Friends Publications. Delhi.</li> </ul>		







Course Code	SPORTS SOCIOLOGY			L	T	P	C	
BBPES20S402				3	0	0	3	
Pre-requisite	Nil			Syllabus version				
				100 Marks				
Course Objectives								
<ul style="list-style-type: none"> <li>To develop right concept about health and factors influencing health.</li> <li>To identify his/ her role and responsibilities in the total school health programme.</li> <li>To justify the need of physical education programme and contribution of physical education towards the holistic development of students.</li> </ul>								
Course Outcome								
<ul style="list-style-type: none"> <li>To gain the knowledge of concept, importance scope of sport sociology.</li> <li>To understand the relations of sports and society.</li> <li>To acquire the knowledge of social factors concerning sports in society.</li> <li>To understand the relation of sport and the life cycle.</li> </ul>								
Student Learning Outcomes (SLO)								
<ul style="list-style-type: none"> <li>To make an understanding on the effect of social and cultural entities on the concept of individual difference and its importance in education, physical education and sports.</li> <li>To develop an understanding of the concept of personality, factors affecting personality development and the role of teacher in promoting mental health of students.</li> </ul>								
Unit-I	<b>Introduction to Social Science</b>						<b>09 Hrs</b>	
	<ul style="list-style-type: none"> <li>➤ Introduction &amp; Meaning of Social Sciences</li> <li>➤ Scope of Sociology and its relation with other subjects of Social Sciences</li> <li>➤ Defining Society, Community, Association, Institutions, Customs, Man as a Social animal, Effect of various social forces on personality development, Origin and growth of society &amp; Culture</li> </ul>							
Unit-II	<b>Social Structure, Organization and Institutions</b>						<b>09 Hrs</b>	
	<ul style="list-style-type: none"> <li>➤ Socialization, social codes and social control, groups (primary and secondary), crowds and public, family, kinship and marriage</li> <li>➤ Social stratification, social class and caste, social mobility</li> <li>➤ Economical and political institutes for society</li> <li>➤ Cultural and religious institutions</li> <li>➤ Concept, factors and process of socio-cultural changes</li> </ul>							
Unit-III	<b>Main Features of Indian Society and Rural Scene- I</b>						<b>09 Hrs</b>	
	<ul style="list-style-type: none"> <li>➤ Demographic profile, social elements</li> <li>➤ Religious pluralism: Hindu, Muslim, Christian and Tribal</li> <li>➤ Linguistic Pluralism</li> <li>➤ Indian policy: secularism, democracy, social justice</li> </ul>							
Unit-IV	<b>Main Features of Indian Society and Rural Scene- II</b>						<b>09 Hrs</b>	
	<ul style="list-style-type: none"> <li>➤ Indian Rural Scene: Indian village, rural family, rural education</li> <li>➤ Indian village community, rural stratification</li> <li>➤ Community development projects and Panchayati-Raj</li> <li>➤ Trends in Rural change</li> </ul>							
Unit-V	<b>Sport and Society</b>						<b>09 Hrs</b>	
	<ul style="list-style-type: none"> <li>➤ Meaning and definition of sport sociology</li> <li>➤ Sport as a social occurrence</li> <li>➤ Socialization through games and sports</li> <li>➤ Relationship between family and sport participation</li> <li>➤ Relationship between politics and sports</li> </ul>							

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	<ul style="list-style-type: none"> <li>➤ Social Stratification and sports</li> <li>➤ Sports as a social phenomenon</li> </ul>	
➤ # Mode: Flipped Class Room, Case Discussion, Lectures		
<b>Text Book(s)</b>		
<ul style="list-style-type: none"> <li>• Iyec, Mac. R.M. and Page Charles H. Society (London : McMillan &amp; C., 1974).</li> <li>• Ogburn, William F. and Nimkoff, Meyer F., Hand Book of Sociology (New Delhi : Eurasia Publishing House Ltd., 1972).</li> </ul>		
<b>Reference Books</b>		
<ul style="list-style-type: none"> <li>• Loy, Lohn W. Dr. and Kenyon, Gerald S. Sports Culture and Society (Philadelphia : The MacMillan Co. 1969).</li> </ul>		



<b>Course Code</b>	<b>ENVIRONMENT SCIENCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>BBPES20S403</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Nil</b>	<b>Syllabus version</b>			
		<b>100 Marks</b>			
<b>Course Objectives</b>					
<ul style="list-style-type: none"> <li>To understand core concepts and methods from ecological and physical sciences and their application in environmental problem solving.</li> <li>To appreciate key concepts from economic, political and social analysis as they pertain to the design and evaluation of environmental policies and institutions.</li> <li>To appreciate the ethical, cross-cultural and historical context of environmental issues and the links between human and natural systems.</li> </ul>					
<b>Course Outcome</b>					
<ul style="list-style-type: none"> <li>To gain the knowledge, scope and importance of environmental studies.</li> <li>To understand the importance of environmental studies and public awareness.</li> <li>To acquire the knowledge of historical background of environmental studies.</li> <li>To understand structure, functions of ecosystem and ecological pyramids.</li> <li>To understand the meaning of producers, consumers and decomposers.</li> </ul>					
<b>Student Learning Outcomes (SLO)</b>					
<ul style="list-style-type: none"> <li>To acquire the knowledge of different types of ecosystem.</li> <li>To understand the knowledge of effect of control measures of different types of pollutions.</li> <li>To acquire the knowledge of different types of disaster management.</li> <li>To study the different social environmental issues like water conservation, global warming and conservation acts.</li> <li>To understand the need of knowledge of human pollution, population, human health and effect of fire environment.</li> </ul>					
<b>Unit-I</b>	<b>Introduction</b>				<b>09 Hrs</b>
	<ul style="list-style-type: none"> <li>➤ Multi-Disciplinary nature of environmental studies</li> <li>➤ Definition, Scope and Importance of environmental studies</li> <li>➤ Concept of environmental education</li> <li>➤ Historical Background of environmental education</li> </ul>				
<b>Unit-II</b>	<b>Natural Resources and related environmental issues</b>				<b>09 Hrs</b>
	<ul style="list-style-type: none"> <li>➤ Forest Resources: Use and over exploitation, deforestation</li> <li>➤ Timber extraction, mining, dams and their effects on forests and tribal people</li> <li>➤ Water Resources, Flood Resources</li> <li>➤ World food problems</li> <li>➤ Changes caused by agriculture and overgrazing</li> <li>➤ Effects of modern agriculture</li> <li>➤ Fertilizer-pesticide problems</li> </ul>				
<b>Unit-III</b>	<b>Natural Resources and related environmental issues</b>				<b>09 Hrs</b>
	<ul style="list-style-type: none"> <li>➤ Energy Resources: Growing energy needs, Renewable and non-renewable energy sources, Use of alternate energy sources</li> <li>➤ Land Resources: Land as a resource, Land degradation</li> <li>➤ Man induced Land, Slides Soil erosion and desertification</li> <li>➤ Role of an individual in conservation of Natural Resources</li> </ul>				
<b>Unit-IV</b>	<b>Ecosystem</b>				<b>09 Hrs</b>
	<ul style="list-style-type: none"> <li>➤ Concept, structure and function of an Ecosystem</li> <li>➤ Producers, consumers and decomposers</li> </ul>				

	<ul style="list-style-type: none"> <li>➤ Energy flow in the ecosystem</li> <li>➤ Food chains, Food Webs and ecological pyramids</li> </ul>	
<b>Unit-V</b>	<b>Environmental Pollution</b> <ul style="list-style-type: none"> <li>➤ Definition, effects and control measure of: Air Pollution, Water Pollution, Soil Pollution, Marine Pollution, Noise Pollution, Thermal Pollution, Nuclear Hazards</li> <li>➤ Solid Waste Management: causes, effects and control measures of urban and industrial wastes</li> <li>➤ Role Disaster Management: Floods, earthquake, cyclone and Landslides</li> </ul>	<b>09 Hrs</b>
➤ # Mode: Flipped Class Room, Case Discussion, Lectures		
<b>Text Book(s)</b>		
<ul style="list-style-type: none"> <li>• Jadhav, H. and Bhosale, V.M. Environmental Protection and Laws (Delhi: Himalaya Pub. House), 1995.</li> <li>• Mc Kinney, M.L. and school, R.M Environmental Science system and solution (web enhanced Ed.) 1996.</li> <li>• Miller T.G. Jr. Environmental Science (Wadsworth Publishing Co.) Odum, E.P. Fundamentals of Ecology (U.S.A: W.B Saunders Co.) 1971.</li> </ul>		
<b>Reference Books</b>		
<ul style="list-style-type: none"> <li>• Agrawal, K.C. Environmental Biology (Bikaner: Nidhi Publishers Ltd.) 2001.</li> <li>• Cunningham, W.P., and others. Environmental Encyclopedia (Mumbai: Jaico Publishers Home) 2001.</li> <li>• Hawkins, R.E. Encyclopedia of Indian Natural History (Bombay: Natural History Society)</li> <li>• Heywood, V.H. and Watson V.M; Global biodiversity Assessment (U.K: Cambridge University Press), 1995.</li> </ul>		

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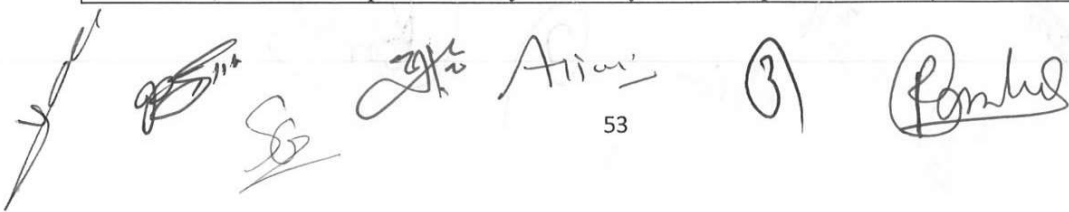
Course Code	ENVIRONMENT SCIENCE Optional Course (Any One)	L	T	P	C
BBPES20S404		3	0	0	3
Pre-requisite	Nil	Syllabus version			
		100 Marks			
<b>Course Objectives</b>					
<ul style="list-style-type: none"> <li>Since fitness trainers can specialize in different areas, including as a personal trainer, group instructor and specialized fitness instructor, it is important to include this information in your objective. If your ideal job is working as a personal trainer, then you shouldn't highlight your experience instructing groups in exercise routines. Your focus should be on your experience as a personal trainer working with a single client. For your objective, you can say, "to find a position as a group fitness trainer in a leading health-care facility".</li> </ul>					
<b>Course Outcome</b>					
<ul style="list-style-type: none"> <li>To understand and well equipped with concept and importance of physical fitness.</li> <li>To understand the concept and principles of exercise programme.</li> <li>To acquire the knowledge of warming up and cooling down.</li> <li>To understand the concept importance of sport nutrition and balanced diet.</li> </ul>					
<b>Student Learning Outcomes (SLO)</b>					
<ul style="list-style-type: none"> <li>Understand how the organic, skeletal and neuromuscular structures of the human body adapt and contribute to motor performance, fitness and wellness.</li> <li>Define and contrast physical fitness, physical activity, exercise and health.</li> </ul>					
<b>Unit-I</b>	<b>Introduction to health and fitness</b> <ul style="list-style-type: none"> <li>➤ Health goals, fitness goals, performance goals</li> <li>➤ Components of physical fitness and performance, behaviors that support fitness and performance, taking control of personal health and fitness</li> <li>➤ Factors to consider prior to physical activity, exercise requirement for prevention of premature health problems</li> <li>➤ how to promote physical activity promotion of physical activity adherence</li> </ul>	<b>09 Hrs</b>			
<b>Unit-II</b>	<b>Foundation to health fitness instructions</b> <ul style="list-style-type: none"> <li>➤ Energy cost of physical activity, measurement of energy expenditure</li> <li>➤ Significance of cardiovascular fitness, risks of testing cardio respiratory fitness</li> <li>➤ Components of health related and fitness related fitness</li> </ul>	<b>09 Hrs</b>			
<b>Unit-III</b>	<b>Healthy body composition</b> <ul style="list-style-type: none"> <li>➤ Measurement of body fat calculating target body weight, LBM and Body fat</li> <li>➤ Muscular strength and endurance: health fitness requirements, assessment of strength and muscular endurance</li> <li>➤ Flexibility: Importance of flexibility in health and fitness, factors affecting range of movement (ROM) spine and hip joint, flexibility and low back function</li> </ul>	<b>09 Hrs</b>			
<b>Unit-IV</b>	<b>Exercise prescription- I</b> <ul style="list-style-type: none"> <li>➤ Foundation of prescribing exercise</li> <li>➤ General guidelines for cardio-respiratory fitness programmers'</li> <li>➤ Determining intensity, general exercise testing, exercise programme selection, exercise prescription for body weight management</li> </ul>	<b>09 Hrs</b>			

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<b>Unit-V</b>	<b>Exercise prescription- II</b> <ul style="list-style-type: none"> <li>➤ Muscular strength and endurance training: fundamental principles, types of strength training, muscular training modes, intensity and frequency</li> <li>➤ Overreaching and overtraining</li> <li>➤ Flexibility training: exercise considerations for improving flexibility, prophylactic exercise for improving low back function</li> </ul>	<b>09 Hrs</b>
<p style="text-align: center;">➤ # Mode: Flipped Class Room, Case Discussion, Lectures</p>		
<b>Text Book(s)</b>		
<ul style="list-style-type: none"> <li>• Health, Pearson Benjamin Cummings. San Francisco. California.USA.</li> </ul>		
<b>Reference Books</b>		
<ul style="list-style-type: none"> <li>• Benjamin Cummings. San Francisco. California.USA.</li> <li>• Wellness. Thomson-Wadsworth, Belmont. California. USA.</li> </ul>		

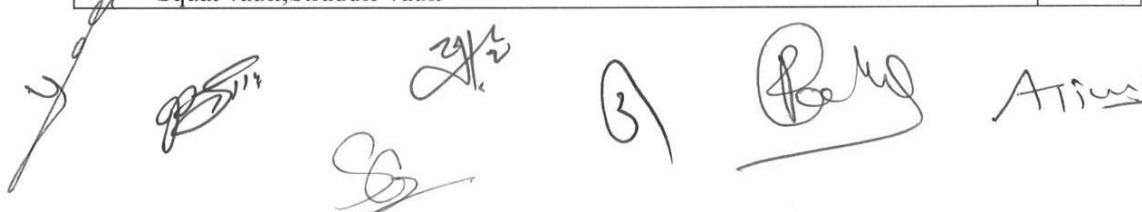

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Course Code	SPORTS INDUSTRY Optional Course (Any One)		L	T	P	C
BBPES20S405			3	0	0	3
Pre-requisite	Nil		Syllabus version			
			100 Marks			
<b>Course Objectives</b>						
<ul style="list-style-type: none"> <li>List and describe the various agencies and their functions that govern sport.</li> <li>Explain the governing powers each agency has assumed and how their power is derived.</li> <li>Describe the effect governmental agencies have on the roles of sport governing bodies.</li> <li>Understand the social, legal, ethical, economic, political, and educational impact of sport organizational policies and recognize policy components and process in sport governing bodies.</li> </ul>						
<b>Course Outcome</b>						
<ul style="list-style-type: none"> <li>Analyze why sport is a business and how it is a catalysts for growth.</li> <li>Ascribed how sport is a medium for integrating gender issues, ethnic, religious, and disabilities interests.</li> <li>Describe sport management and the evolution this discipline as a profession.</li> </ul>						
<b>Student Learning Outcomes (SLO)</b>						
<ul style="list-style-type: none"> <li>Apply fundamental marketing concepts to the sport industry.</li> <li>Describe and apply the concepts of a sport marketing planning model.</li> <li>Differentiate between interpersonal and mass communication and differentiate between marketing and public relations.</li> </ul>						
<b>Unit-I</b>	<b>SPORTS INDUSTRY</b>					<b>09 Hrs</b>
	<ul style="list-style-type: none"> <li>➤ Introduction, history in relation to sports goods industry in India, Industrial relations in India, Peculiar characteristic i.e. Hand Made Goods, Involving skilled workers- piece rated wages</li> <li>➤ Policy- five year plans for production, export strategy and potential</li> </ul>					
<b>Unit-II</b>	<ul style="list-style-type: none"> <li>➤ Sports Industry in Europe, USA, Canada and ASIA &amp; other parts of the world</li> <li>➤ Major sports in world wide: Europe, ASIA &amp; India including some local games, development of sport</li> </ul>					<b>09 Hrs</b>
<b>Unit-III</b>	<ul style="list-style-type: none"> <li>➤ Future need for mechanization to improve quality</li> <li>➤ Evaluation of management thought, planning-nature, objective, promises, strategies &amp; tactical plan</li> </ul>					<b>09 Hrs</b>
<b>Unit-IV</b>	<ul style="list-style-type: none"> <li>➤ Organizations: Principles, structure, management, levels, quality control</li> <li>➤ Personnel management: recruitment selection, training, performance</li> </ul>					<b>09 Hrs</b>
<b>Unit-V</b>	<ul style="list-style-type: none"> <li>➤ Direction/controlling: production control, material control, quality control,</li> <li>➤ Sales distribution: government departments, whole sellers &amp; retailers</li> </ul>					<b>09 Hrs</b>
➤ # Mode: Flipped Class Room, Case Discussion, Lectures						
<b>Text Book(s)</b>						
<ul style="list-style-type: none"> <li>H and Sakai K (2001).New Patterns of Industrial Globalization. OECD Publishers. U.S.A.</li> </ul>						
<b>Reference Books</b>						
<ul style="list-style-type: none"> <li>1985; Students in sports Industry &amp; Society. Johns Hopkins University Press. USA.</li> </ul>						


  
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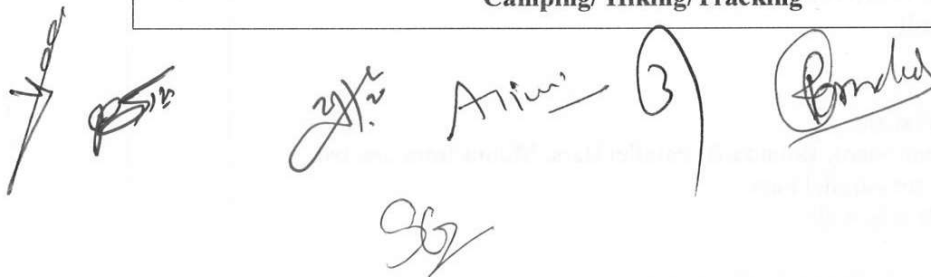
Course Code	SPORTS PRACTICE AND SPORTS TRAINING: BASKETBALL, CRICKET, FOOTBALL, HANDBALL, TABLE TENNIS, TENNIS, TRACK & FIELD, VOLLEYBALL, WEIGHT LIFTING, KHO- KHO, KABADDI AND YOGA Practical Course (Selected/ opted Game/ Sport- Select any one seasonal only)	L	T	P	C
		BBPES20S406		0	0
Pre-requisite	Nil	Syllabus version			
		100 Marks			
<b>Course Objectives</b>					
<ul style="list-style-type: none"> <li>To develop a knowledge about the historical development of this game.</li> <li>To understand undergraduate level of professional preparation in physical education and sports.</li> </ul>					
<b>Course Outcome</b>					
<ul style="list-style-type: none"> <li>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 basketball, cricket, football, handball, table tennis, tennis, track &amp; field, volleyball, weight lifting, kho-kho, kabaddi and yoga.</li> <li>To develop a knowledge about the historical development of this game.</li> </ul>					
<b>Student Learning Outcomes (SLO)</b>					
<ul style="list-style-type: none"> <li>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 basketball, cricket, football, handball, table tennis, tennis, track &amp; field, volleyball, weight lifting, kho-kho, kabaddi and yoga.</li> <li>To develop a knowledge about the historical development of this game.</li> </ul>					
<ul style="list-style-type: none"> <li>➤ Introduction of the sport and historical development with special reference to India.</li> <li>➤ Difference among weight training, weight lifting and power lifting. Safety principle of weight training and introduction of the muscular system of the body.</li> <li>➤ Fundamental Skills: 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.</li> <li>➤ Two arms curls, From Press, Pres behind the neck , Dead lift, Quarter Squat, Half squat and Full squat.</li> <li>➤ Rise on toes (Heel Raise), Straight arm pull over, Bent over, rowing, Bench Press, Leg Press, Wrist rolling, Pronation and supination, Trunk Twisting.</li> <li>➤ Good morning exercise.</li> <li>➤ Sit ups with weight.</li> <li>➤ Alternate Press.</li> <li>➤ Sport running with weight.</li> <li>➤ Stepping on bench.</li> <li>➤ Jack knife.</li> <li>➤ Lateral rise.</li> <li>➤ Iron shoe exercises</li> </ul>					90 Hrs

Course Code	GYMNASTICS Practical Course	L	T	P	C
BBPES20S407		0	0	3	3
Pre-requisite	Nil	Syllabus version			
		100 Marks			
<b>Course Objectives</b>					
<ul style="list-style-type: none"> <li>To develop a knowledge about the historical development of this game.</li> <li>To understand undergraduate level of professional preparation in physical education and sports.</li> </ul>					
<b>Course Outcome</b>					
<ul style="list-style-type: none"> <li>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 gymnastics.</li> <li>To develop a knowledge about the historical development of this game.</li> </ul>					
<b>Student Learning Outcomes (SLO)</b>					
<ul style="list-style-type: none"> <li>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 gymnastics.</li> <li>To develop a knowledge about the historical development of this game.</li> </ul>					
<b>Gymnastics</b> <ul style="list-style-type: none"> <li>➤ Floor exercise</li> <li>➤ Forward roll</li> <li>➤ Backward roll</li> <li>➤ Sideward roll</li> <li>➤ Cart Wheel</li> <li>➤ Hand stand and forward roll, Backward roll to hand stand</li> <li>➤ Diving forward roll</li> <li>➤ Side split</li> <li>➤ Head stand</li> <li>➤ Different kinds of scale</li> <li>➤ Dive roll from beat board, Round off, Parallel Bars, Mount from one bar</li> <li>➤ Straddle walking on parallel bars</li> <li>➤ Single and double step walk.</li> <li>➤ Perfect swing</li> <li>➤ Shoulder stand on one bar and roll forward</li> <li>➤ Roll side</li> <li>➤ Shoulder stand</li> <li>➤ Front on back vault to the side (dismount)</li> <li>➤ Vaulting Horse</li> <li>➤ Approach run and jump from the spring board</li> <li>➤ Cat vault</li> <li>➤ Squat vault, Straddle vault</li> </ul>					90 Hrs





Course Code	CAMPING/ HIKING/ TRACKING Practical Course	L	T	P	C
BBPES20S408		0	0	3	3
Pre-requisite	Nil	Syllabus version			
		100 Marks			
<b>Course Objectives</b>					
<ul style="list-style-type: none"> <li>To develop a knowledge about the historical development of this game.</li> <li>To understand undergraduate level of professional preparation in physical education and sports.</li> </ul>					
<b>Course Outcome</b>					
<ul style="list-style-type: none"> <li>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 camping/ hiking/ tracking.</li> <li>To develop a knowledge about the historical development of this game.</li> </ul>					
<b>Student Learning Outcomes (SLO)</b>					
<ul style="list-style-type: none"> <li>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 camping/ hiking/ tracking.</li> <li>To develop a knowledge about the historical development of this game.</li> </ul>					
<b>Camping/ Hiking/Tracking</b>					<b>90 Hrs</b>





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Course Code	SPORTS PRACTICE AND SPORTS TRAINING: BASKETBALL, CRICKET, FOOTBALL, HANDBALL, TABLE TENNIS, TENNIS, TRACK & FIELD, VOLLEYBALL, WEIGHT LIFTING, KHO- KHO, KABADDI AND YOGA Practical Course (Selected/ opted Game/ Sport- Select any one seasonal only)	L	T	P	C
		BBPES20S409		0	0
Pre-requisite	Nil	Syllabus version			
		100 Marks			
<b>Course Objectives</b>					
<ul style="list-style-type: none"> <li>To develop a knowledge about the historical development of this game.</li> <li>To understand undergraduate level of professional preparation in physical education and sports.</li> </ul>					
<b>Course Outcome</b>					
<ul style="list-style-type: none"> <li>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 basketball, cricket, football, handball, table tennis, tennis, track &amp; field, volleyball, weight lifting, kho-kho, kabaddi and yoga.</li> <li>To develop a knowledge about the historical development of this game.</li> </ul>					
<b>Student Learning Outcomes (SLO)</b>					
<ul style="list-style-type: none"> <li>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 basketball, cricket, football, handball, table tennis, tennis, track &amp; field, volleyball, weight lifting, kho-kho, kabaddi and yoga.</li> <li>To develop a knowledge about the historical development of this game.</li> </ul>					
<b>Basket ball: Fundamental Skills</b> <ul style="list-style-type: none"> <li>➤ Player stance and ball handling</li> <li>➤ Passing: Two Hand chest pass, Two hand Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass</li> <li>➤ Receiving: Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running</li> <li>➤ Dribbling: How to start dribble, How to drop dribble, High dribble, Low dribble, Reverse Dribble, Rolling dribble</li> <li>➤ Shooting: Layup shot and its variations, one hand set shot, One hand jump shot, Hook Shot Free throw</li> <li>➤ Rebounding: Defensive rebound, Offensive rebound, Knock out, Rebound Organization</li> <li>➤ Individual Defensive: Guarding the man with the ball and without the ball</li> <li>➤ Pivoting</li> <li>➤ Rules and their interpretations and duties of the officials with change of speed</li> </ul> <b>Volleyball: Fundamental Skills</b> <ul style="list-style-type: none"> <li>➤ Players Stance-Receiving the ball and passing to the team mates, The Volley (Over head pass), The Dig (Under hand pass)</li> <li>➤ Service-Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service</li> <li>➤ Rules and their interpretations and duties of officials</li> </ul> <b>Hand Ball: Fundamental Skills</b> <ul style="list-style-type: none"> <li>➤ Fundamental Skills: Catching, Throwing, Ball Control, Goal Throws-Jump Shot, Centre Shot, Dive Shot, Reverse Shot</li> <li>➤ Dribbling: High and Low, Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defence</li> </ul>					90 Hrs

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<p>➤ Rules and their interpretations and duties of officials.</p> <p><b>Kabaddi: Fundamental Skills</b></p> <ul style="list-style-type: none"> <li>➤ Skills in Raiding: Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing</li> <li>➤ 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</li> <li>➤ 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.</li> <li>➤ Ground Marking, Rules and Officiating</li> </ul> <p><b>Kho-Kho: Fundamental Skills</b></p> <ul style="list-style-type: none"> <li>➤ General skills of the game: Running, chasing, Dodging, Faking etc.</li> <li>➤ Skills in chasing: Correct kho-kho, Moving on the lanes, Pursuing the runner, Tapping</li> </ul>	
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