

**BACHELOR OF PHYSICAL EDUCATION (B.P.Ed) - TWO YEAR PROGRAM UNDER CHOICE BASESD CREDIT SYSTEM (CBCS) W.E.F. 2020-21 & LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (LOCF) EXAMINATION W.E.F. SESSION 2020-2021.**



**KURUKSHETRA UNIVERSITY  
KURUKSHETRA**

**(Established by the State Legislature Act XII of 1956)**

Kurukshetra University, Kurukshetra

Scheme of Examination for Bachelor of Physical Education (B.P.Ed)

CBCS Scheme of Examination implemented from session 2020-2021Semester - I<sup>st</sup>

Credits= 26

Total Marks = 800

Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total	Duration of Exam
			Theory	Practical	Total	Theory	Practical	Total	Internal Assessment	Theory	Practical		
BPEd -101	History and foundation of Physical Education	CCC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 102	Anatomy and Physiology	CFC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 103	Health Education and Environmental Studies	CFC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd -104	Officiating and Coaching	CCC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 105	Practicum: (i) Athletics (Track Events)	CCC	--	05	05	-	2.5	2.5	-	-	100	100	--
BPEd - 106	(ii) Game – I (Basket Ball & Kabaddi)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
BPEd - 107	(iii) Game –II (Football &Kho Kho)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
BPEd -108	(iv) Anatomy, Physiology and Health Education	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
<b>Total</b>			16	20	36	16	10	26	80	320	400	800	

C.C.C = Compulsory Core Course

C.F.C = Compulsory Foundation Course

## Kurukshetra University, Kurukshetra

## Scheme of Examination for Bachelor of Physical Education (B.P.Ed)

CBCS Scheme of Examination implemented from session 2020-2021Semester - II<sup>nd</sup>

Credits= 26

Total Marks = 800

Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total	Duration of Exam
			Theory	Practical	Total	Theory	Practical	Total	Internal Assessment	Theory	Practical		
BPEd-201	Yoga Education	CCC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd- 202	Computer Applications in Physical Education	CFC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd- 203	Sports Psychology and Sociology	CFC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd -204	Contemporary issues in Physical Education, Fitness and Wellness	CCC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd- 205	Practicum: (i) Athletics (Throwing Events)	CCC		05	05	-	2.5	2.5	-	-	100	100	--
BPEd- 206	Game – I (Volleyball & Yoga)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
BPEd- 207	Game –II (Handball & Gymnastics)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
BPEd-208	Computer Application, Rehabilitation & Sports Psychology	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
<i>BPEd-209</i>	<i>Fundamentals of Yoga/ Mooc (Massive Open Online Courses)</i>	<i>OEC</i>	<i>02</i>	<i>--</i>	<i>02</i>	<i>02</i>	<i>--</i>	<i>02</i>	<i>10</i>	<i>40</i>	<i>--</i>	<i>50</i>	<i>2 hours</i>
<b>Total</b>			<b>16</b>	<b>20</b>	<b>36</b>	<b>16</b>	<b>10</b>	<b>26</b>	<b>80</b>	<b>320</b>	<b>400</b>	<b>800</b>	

\*Note: The credits and marks of the Open Elective course are not included in the grand total score.

C.C.C = Compulsory Core Course

C.F.C = Compulsory Foundation Course

O.E.C = Open Elective Course

**Kurukshetra University, Kurukshetra**  
**Scheme of Examination for Bachelor of Physical Education (B.P.Ed)**  
**CBCS Scheme of Examination implemented from session 2021-2022**  
**Semester - III<sup>rd</sup>**

Credits= 26

Total Marks = 800

Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total	Duration of Exam
			Theory	Practical	Total	Theory	Practical	Total	Internal Assessment	Theory	Practical		
BPEd - 301	Sports Training	CCC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 302	Educational Technology and Methods of Teaching in Physical Education	CFC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 303	Organization and Administration	CFC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 304	Sports Nutrition and Weight Management	CCC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 305	Practicum: (i) Athletics (Jumps)	CCC	--	05	05	-	2.5	2.5	-	-	100	100	--
BPEd - 306	(ii) Game – I (Cricket & Softball /Baseball)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
BPEd - 307	Game –II (Weight Training & Hockey)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
BPEd - 308	Mass Display Activity (Free Hand)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
<i>BPEd - 309</i>	<b>Health and Nutrition/ Mooc (Massive Open Online Courses)</b>	<i>OEC</i>	<i>02</i>	<i>--</i>	<i>02</i>	<i>02</i>	<i>--</i>	<i>02</i>	<i>10</i>	<i>40</i>	<i>--</i>	<i>50</i>	<i>2hrs</i>
<b>Total</b>			<b>16</b>	<b>20</b>	<b>36</b>	<b>16</b>	<b>10</b>	<b>26</b>	<b>80</b>	<b>320</b>	<b>400</b>	<b>800</b>	

\*Note: The credits and marks of the Open Elective course are not included in the grand total score.

C.C.C = Compulsory Core Course

C.F.C = Compulsory Foundation Course

O.E.C = Open Elective Course

## Kurukshetra University, Kurukshetra

## Scheme of Examination for Bachelor of Physical Education (B.P.Ed)

CBCS Scheme of Examination implemented from session 2021-2022Semester-IV<sup>th</sup>

Credits= 26

Total Marks = 800

Paper Code	Subjects.	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total	Duration of Exam
			Theory	Practical	Total	Theory	Practical	Total	Internal Assessment	Theory	Practical		
BPEd - 401	Olympic Movement	CCC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 402	Curriculum Design	CFC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 403	Sports Management	CFC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 404	Sports Medicine and Rehabilitation	CCC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 405	Practicum: (i) Athletic Meet (Opening, March Past, Victory Ceremony & Closing)	CCC		05	05	-	2.5	2.5	-	-	100	100	--
BPEd - 406	(ii) Game – I (Badminton & Table Tennis)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
BPEd - 407	(iii) Game –II (Boxing & Wrestling)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
BPEd - 408	(iv) Mass Display Activity (Lezium, Dumbbell & Tipri)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
<b>Total</b>			<b>16</b>	<b>20</b>	<b>36</b>	<b>16</b>	<b>10</b>	<b>26</b>	<b>80</b>	<b>320</b>	<b>400</b>	<b>800</b>	

Total Credits: 104

Grand Total: 3200

C.C.C = Compulsory Core Course

C.F.C = Compulsory Foundation Course

**B.P.Ed. 1<sup>st</sup> and 2<sup>nd</sup> Semester w.e.f. 2020-21 & B.P.Ed. 3<sup>rd</sup> and 4<sup>th</sup> Semester w.e.f. 2021-22.**

**Overall Detail History of C.C.C, C.F.C and O.E.C/Mooc Courses in B.P.Ed Course (2 Year)**

<b>Sr. No.</b>	<b>Course Title</b>	<b>C.C.C Compulsory core Course</b>	<b>C.F.C Compulsory Foundation Course</b>	<b>OEC Open Elective Course/ Mooc (Massive Open Online Courses)</b>
1	B.P.Ed 1 <sup>st</sup> Sem.	06	02	00
2	B.P.Ed 2 <sup>nd</sup> Sem.	06	02	01
3	B.P.Ed 3 <sup>rd</sup> Sem.	06	02	01
4	B.P.Ed 4 <sup>th</sup> Sem.	06	02	00
	<b>Total</b>	<b>24</b>	<b>08</b>	<b>02</b>

**PROGRAM OUTCOMES: -**

1. Learners will be able to comprehend the acquire knowledge during the Program of study.
2. Learners will be able to reflect on the issues relating to the discipline- 'Education'.
3. Learners will be able to exhibit the professional skills and competencies acquired during the Program of study.
4. Learners will be able to show scientific & research capabilities in their academic, professional and general life pursuits.
5. Learners will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making, resource management according to pre-determined objectives/outcomes.
6. Learners will be able to work as member or leader in various teams and multi-disciplinary & diverse settings.
7. Learners will be able to discuss and solve the problems relating to the discipline and life.
8. Learners will be able to state and follow the ethical issues relating to the discipline and society.
9. Learners will be able to apply different tools and techniques of communication and related skills.

**PROGRAM SPECIFIC OUTCOMES: -**

**After completing the program student- teacher will be able to:-**

1. Acquire knowledge about historical foundation of Physical education, understand Olympic Movement and skills about managerial aspects of physical education and sports.
2. Apply and demonstrate the knowledge of yoga, psycho-social techniques, health and environment education for health promotion of masses.
3. Acquire knowledge about human physiological aspects, identify different sports injuries and use appropriate physiotherapeutic modalities to treat injuries along with nutritional aspects related to weight management.
4. Use digital communication as an effective tool and utilize appropriate technology and multi-media to organize, analyze, interpret and present information.
5. Employ –best practices of sports training, innovative pedagogy, maintain physical fitness using principles of training frequency, intensity and duration according to prescribed curriculum.



**B. P. Ed. –Syllabus**  
**(From Session 2020-2021)**  
**Semester – I**  
**Theory Courses**

**BPEd- 101: HISTORY AND FOUNDATION OF PHYSICAL EDUCATION**

**Time: Three Hours**                      **Total Marks: 100 (Theory Marks: 80 + Internal Assessment :20)**  
**Credits= 4**

*Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.*

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPEd 101.1** understand the meaning, scope, aim, objectives, importance of Physical Education and its relationship with General Education and Physical Education as an Art and Science.
- BPEd 101.2** learn about Historical development in Indus Valley Civilization Period, Vedic Period, Early Hindu Period, Medieval Period, British Period.
- BPEd 101.3** gain knowledge of Philosophies of Education as applied to Physical Education, contribution of Akhadas and Vyayamshals, Y.M.C.A.& Sports Authority of India in the development of sports.
- BPEd 101.4** acquire knowledge the History of Physical Education in Ancient Greece, Rome Germany, Sweden, Denmark & Russia.

**SYLLABUS**

**Unit – I: Introduction of Physical Education.**

- i. Meaning, Definition and Scope of Physical Education
- ii. Aims and Objective of Physical Education
- iii. Importance of Physical Education in present era.
- iv. Misconceptions about Physical Education.
- v. Relationship of Physical Education with General Education.
- vi. Physical Education as an Art and Science.

**Unit- II: Historical Development of Physical Education in India.**

- i. Indus Valley Civilization Period. (3250 BC – 2500 BC)
- ii. Vedic Period (2500 BC – 600 BC)
- iii. Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)
- iv. Medieval Period (1000 AD – 1757 AD)
- v. British Period (Before 1947)
- vi. Physical Education in India (After 1947)

**Unit- III: Foundation of Physical Education.**

- i. Philosophies of Education as applied to Physical Education – Idealism, Naturalism, Realism, Pragmatism, Existentialism and Humanism.
- ii. Contribution of Akhadas and Vyayamshals in the development of Physical Education.
- iii. Y.M.C.A. and its contributions in the development of Physical Education.
- iv. Contribution of Sports Authority of India in the development of sports.

**Unit- IV: Historical Development of Physical Education Overseas.**

- i. History of Physical Education in Ancient Greece.
- ii. History of Physical Education in Rome.
- iii. History of Physical Education in Germany.
- iv. History of Physical Education in Sweden.
- v. History of Physical Education in Denmark & Russia.

**References:**

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

**BPEd 101 - HISTORY AND FOUNDATION OF PHYSICAL EDUCATION.****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 101.1	3	3	3	3	1	2	2	1	3
BPED 101.2	3	3	3	3	3	3	3	2	3
BPED 101.3	3	3	3	3	3	3	3	2	3
BPED 101.4	3	3	3	3	3	3	2	3	3
<b>Average</b>	3	3	3	3	2.5	2.75	2.5	2	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 101.1	3	2	3	3	3
BPED 101.2	3	3	3	3	3
BPED 101.3	3	3	2	3	3
BPED 101.4	3	3	2	3	3
<b>Average</b>	3	2.75	1.50	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 101.1	3	3	3	3	1	2	2	1	3	3	2	3	3	3
BPED 101.2	3	3	3	3	3	3	3	2	3	3	3	3	3	3
BPED 101.3	3	3	3	3	3	3	3	2	3	3	3	2	3	3
BPED 101.4	3	3	3	3	3	3	2	3	3	3	3	2	3	3
<b>Average</b>	3	3	3	3	2.5	2.75	2.5	2	3	3	2.75	1.50	3	3

## **BPEd - 102 ANATOMY AND PHYSIOLOGY**

**Time : Three Hours**      **Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)**  
**Credits= 4**

*Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.*

### **Course outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPEd 102.1** enhance knowledge about anatomy and physiology, its scope, meaning and function of skeleton and gender difference in the Skeleton system.
- BPEd 102.2** understand the Blood and Circulatory system, Digestive system, their functions and impact of exercise on both systems.
- BPEd 102.3** learn about Respiratory and Excretory system with impact of exercise on both systems
- BPEd 102.4** understand Muscular system, Nervous system and Endocrine glands with impact of exercise on muscular system and endocrine glands.

## **SYLLABUS**

### **UNIT- I Anatomy and Physiology**

- i. Meaning of Anatomy and Physiology. Its scope of in the field of Physical Education.
- ii. Cell: Meaning, Cell organelles, function with Diagram.
- iii. Tissue: meaning, types and their functions.
- iv. Skeleton: Meaning, Types of Bones and their Functions.
- v. Joints: Meaning, Types and Functions.
- vi. Gender difference in the Skeleton systems.

### **UNIT- II Circulatory and Digestive system.**

- i. **Circulatory System:** Structure of the heart, blood vessels attached to the heart, types of circulation (Systematic, Pulmonary and Coronary circulation).
- ii. Blood: meaning, its constituents, functions and Blood pressure.
- iii. Heart rate, stroke volume, cardiac output and Effect of exercise on circulatory system.
- iv. **Digestive System:** Organs, Structure and functions of digestive system.
- v. Name and functions of various digestive juices and enzymes on different nutrients.
- vi. Effect of exercise on the Digestive System.

**UNIT- III Respiratory and Excretory system**

- i. **Respiratory System:** Meaning, Organs, Structure and their functions.
- ii. Mechanism of gas exchange in the lungs and tissues
- iii. Oxygen duct and second wind: meaning and causes.
- iv. Different lung capacities and volumes and effect of exercise on respiratory system.
- v. **Excretory System:** meaning, organs of excretion (kidneys and skin) with their structure and functions.
- vi. Effect of exercise on the Excretory System.

**UNIT- IV Muscular system, Nervous system and Endocrine gland.**

- i. **Muscular System:** Meaning, Characteristics and functions of muscles
- ii. Types of muscles and effect of exercise on Muscular system.
- iii. **Endocrine Glands:** Meaning and functions of different types of glands (Pituitary, Thyroid, Parathyroid, Adrenal and Sex glands).
- iv. Effect of exercise on endocrine glands.
- v. **Nervous System:** Meaning, Structure of nerve cell.
- vi. **Division of Nervous system:** Central nervous system (CNS) and Peripheral Nervous System (PNS), functions of Brain and Spinal cord.

**References:**

- Gupta, A. P. (2010). *Anatomy and physiology*. Agra: Sumit Prakashan.
- Gupta, M. and Gupta, M. C. (1980). *Body and anatomical science*. Delhi: Swaran Printing Press.
- Guyton, A.C. (1996). *Textbook of Medical Physiology*, 9th edition. Philadelphia: W.B.Saunders.
- Karpovich, P. V. (n.d.). *Philosophy of muscular activity*. London: W.B. Saunders Co.
- Lamb, G. S. (1982). *Essentials of exercise physiology*. Delhi: Surjeet Publication.
- Moorthy, A. M. (2014). *Anatomy physiology and health education*. Karaikudi: Madalayam Publications.
- Morehouse, L. E. & Miller, J. (1967). *Physiology of exercise*. St. Louis: The C.V. Mosby Co.
- Pearce, E. C. (1962). *Anatomy and physiology for nurses*. London: Faber & Faber Ltd.
- Sharma, R. D. (1979). *Health and physical education*, Gupta Prakashan.
- Singh, S. (1979). *Anatomy of physiology and health education*. Ropar: Jeet Publications.

**BPEd 102 - ANATOMY AND PHYSIOLOGY.****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 102.1	3	3	3	3	1	3	3	1	3
BPED 102.2	3	3	3	3	3	3	3	3	3
BPED 102.3	3	3	3	3	3	3	3	3	3
BPED 102.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	2.50	3	3	2.50	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 102.1	2	3	3	3	3
BPED 102.2	2	3	3	3	3
BPED 102.3	2	3	3	3	3
BPED 102.4	2	3	3	3	3
<b>Average</b>	2	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 102.1	3	3	3	3	1	3	3	1	3	2	3	3	3	3
BPED 102.2	3	3	3	3	3	3	3	3	3	2	3	3	3	3
BPED 102.3	3	3	3	3	3	3	3	3	3	2	3	3	3	3
BPED 102.4	3	3	3	3	3	3	3	3	3	2	3	3	3	3
<b>Average</b>	3	3	3	3	2.50	3	3	2.50	3	2	3	3	3	3

**BPEd - 103 HEALTH EDUCATION AND ENVIRONMENTAL STUDIES.**

**Time : Three Hours      Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)**  
**Credits= 4**

*Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.*

**Course outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPEd 103.1** acquire knowledge about health, health education and aim, objective, principles of health education, Health Service and guidance instruction in personal hygiene.
- BPEd 103.2** learn about communicable and non-communicable diseases, obesity, balanced diet, health services and role of health education in schools.
- BPEd 103.3** understand about need and importance of environmental studies, waste management, role of school in environmental conservation and sustainable development.
- BPEd 103.4** gain knowledge about Water, Food and Land resources, effects and control measures of Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution and role of pollution control board.

**SYLLABUS**

**Unit – I Health Education**

- i. Meaning, Concept and Dimensions of Health.
- ii. Definition of Health, Health Education, Health Instruction and Health Supervision
- iii. Aim, objective and principles of Health Education
- iv. First- aid and emergency care
- v. Health Service and guidance instruction in personal hygiene.

**Unit – II Health Problems in India**

- i. Meaning and description of Communicable and Non-Communicable Diseases.
- ii. Meaning of Obesity and Malnutrition, Basic concept of Balance Diet.
- iii. Objective of school health service, Role of health education in schools.
- iv. Health Services – Care of skin, Nails, Eye health service, Nutritional service and Health record.
- v. Healthful school environment

**Unit – III Environmental Science**

- i. Definition, Need and Importance of environmental studies.
- ii. Concept of environmental education, Historical background of environmental education,
- iii. Celebration of various days in relation with environment.
- iv. Waste Management: Different types of waste materials and their management.
- v. Role of school in environmental conservation and sustainable development.

**Unit – IV Natural Resources and related environmental issues**

- i. Meaning and Conservation of Water resources, food resources and Land resources.
- ii. Definition, effects and control measures of Air Pollution, Water Pollution, Soil Pollution, Noise Pollution and Thermal Pollution,
- iii. Govt. policies for Management of environment, Role of pollution control board.

**References:**

- Agrawal, K.C. (2001). Environmental biology. Bikaner: Nidhi publishers Ltd.*
- Beychok, M.R. (2005). Fundamentals Of Stack Gas Dispersion (4th ed.). author-published.*
- Centers for Disease Control & Prevention. (2007). National Health Education Standards. Retrieved May 1, 2009.*
- Cottrell, Girvan, and McKenzie, 2009.*
- Frank, H. &Walter, H., (1976). Turners school health education. Saint Louis: The C.V. Mosby Company.*
- McKenzie, J., Neiger, B., Thackeray, R. (2009). Health education can also be seen as preventive medicine (Marcus 2012). Health Education and Health Promotion. Planning, Implementing, & Evaluating Health Promotion Programs. (pp. 3-4). 5th edition. San Francisco, CA: Pearson Education, Inc.*
- Nemir, A. (n.d.). The school health education. New York:Harber and Brothers.*
- Odum, E.P. (1971). Fundamental of ecology. U.S.A.: W.B. Saunders Co.*



**BPEd 103 - HEALTH EDUCATION AND ENVIRONMENTAL STUDIES.****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 103.1	3	3	3	3	3	1	3	1	3
BPED 103.2	3	3	3	3	3	3	3	3	3
BPED 103.3	3	3	3	3	3	3	3	3	3
BPED 103.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	2.50	3	2.50	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 103.1	3	3	3	3	3
BPED 103.2	3	3	3	3	3
BPED 103.3	3	3	3	3	3
BPED 103.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 103.1	3	3	3	3	3	1	3	1	3	3	3	3	3	3
BPED 103.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 103.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 103.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	2.50	3	2.50	3	3	3	3	3	3

## **BPEd - 104 OFFICIATING AND COACHING**

**Time: Three Hours**      **Total Marks: 100 (Theory Marks: 80 + Internal Assessment :20)**  
**Credits= 4**

*Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.*

### **Course outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPEd 104.1** understand the meaning, concept, importance, principles of officiating and coaching, Relation of official and coach with management, players and spectators.
- BPEd 104.2** gain knowledge of duties and responsibilities of a coach, philosophy and ethics of coaching.
- BPEd 104.3** understand about duties of official, philosophies, mechanics and ethics of officiating.
- BPEd 104.4** gain knowledge about academic and professional qualifications of a coach and an official, eligibility rule of inter-school and school national and method of taking sanction and bill preparation for Traveling and Dearness Allowances for various Competitions.

## **SYLLABUS**

### **Unit- I: Introduction of Officiating and coaching**

- i. Meaning, concept and importance of officiating and coaching.
- ii. Principles of officiating.
- iii. Principles of Coaching.
- iv. Relation of official and coach with management, players and spectators.
- v. Measures of improving the standards of officiating and coaching.

### **Unit- II: Coach as a Mentor**

- i. Duties of coach in general, pre, during and post-game.
- ii. Philosophy of coaching.
- iii. Responsibilities of a coach on and off the field.
- iv. Coach as role model for young players.
- v. Ethics of coaching.

**Unit- III: Duties of Official**

- i. Duties of official in general, pre, during and post-game.
- ii. Philosophy of officiating
- iii. Mechanics of officiating – position, singles and movement during officiating.
- iv. Use of latest technology in the officiating of various games.
- v. Ethics of officiating

**Unit- IV: Qualifications of Coach and Official**

- i. Academic and professional qualification of a coach for various levels.
- ii. Academic and professional qualification of an official for various levels.
- iii. Eligibility rules of Inter-School and School National.
- iv. Traveling and Dearness Allowances rules for Inter-School and School National.
- v. Method of taking sanction and bill preparation for Traveling and Dearness Allowances for various Competitions.

**Reference Books:**

- Bunn, J. W. (1968). *The art of officiating sports*. Englewood cliffs N.J. Prentice Hall.
- Bunn, J. W. (1972). *Scientific principles of coaching*. Englewood cliffs N. J. Prentice Hall.
- Dyson, G. H. (1963). *The mechanics of athletics*. London: University of London Press Ltd.
- Dyson, G. H. (1963). *The mechanics of Athletics*. London: University of London Press Ltd.
- Lawther, J.D. (1965). *Psychology of coaching*. New York: Pre. Hall.
- Singer, R. N. (1972). *Coaching, athletic & psychology*. New York: M.C. Graw Hill.

**BPEd 104 - OFFICIATING AND COACHING.****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 104.1	3	3	3	3	3	3	3	3	3
BPED 104.2	3	3	3	3	3	3	3	3	3
BPED 104.3	3	3	3	3	3	3	3	3	3
BPED 104.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 104.1	2	3	3	3	3
BPED 104.2	3	3	3	3	3
BPED 104.3	3	3	3	3	3
BPED 104.4	3	3	3	3	3
<b>Average</b>	2.75	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 104.1	3	3	3	3	3	3	3	3	3	2	3	3	3	3
BPED 104.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 104.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 104.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	2.75	3	3	3	3

**Part – B**  
**Practical Courses**  
**Semester – 1<sup>st</sup>**

**B.P.Ed. –105: Athletics (Track Events)**

Marks - 100

(Credits= 2.5)

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPEd 105.1** use and demonstrate the Starting techniques.
- BPEd 105.2** demonstrate the Finishing techniques.
- BPEd 105.3** acquire the practical knowledge of baton exchange in relay races.
- BPEd 105.4** acquire knowledge of track markings and its various rules.

**SYLLABUS**

**Track Events**

- I Teaching ability of Starting techniques (Marks - 20)
- ii. Teaching ability of Finishing Techniques (Marks - 10)
- iii. Teaching ability of Baton Exchange (Marks - 10)
- iv. Interpretation of various rules of Track Events (Marks - 10)
- v. Marking of Track 400m and 200m. (Marks - 50)

Note: Candidate have to take at least 5 teaching lessons of various techniques.

**BPEd 105 - Athletics (Track Events)****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 105.1	3	3	3	3	3	3	3	3	3
BPED 105.2	3	3	3	3	3	3	3	3	3
BPED 105.3	3	3	3	3	3	3	3	3	3
BPED 105.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 105.1	3	3	3	3	3
BPED 105.2	3	3	3	3	3
BPED 105.3	3	3	3	3	3
BPED 105.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 105.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 105.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 105.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 105.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**B.P.Ed. –106: Basketball & Kabaddi**

Marks - 100

(Credits= 2.5)

i) Basketball

Marks – 50

ii) Kabaddi

Marks – 50

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

**BPEd 106.1** Acquire practical knowledge & experience of marking of Kabaddi and Basketball court.

**BPEd 106.2** Apply and demonstrate basic skills of Kabaddi and Basketball.

**BPEd 106.3** Interpret various rules of Kabaddi & Basketball.

**BPEd 106.4** Fill score sheets of Kabaddi and Basketball & use officiating symbols.

**SYLLABUS**

i) Basketball

Marks - 50

1. Marking of Basketball Court

(Marks - 20)

2. Teaching ability of various basic skills of Basketball

(Marks - 20)

3. Interpretation of Various rules of Basketball

(Marks - 10)

ii) Kabaddi

Marks – 50

1. Marking of kabaddi Court

(Marks - 20)

2. Teaching Ability of various basic skills of kabaddi

(Marks - 20)

3. Interpretation of Various rules of kabaddi

(Marks - 10)

Note: Candidate have to take at least 5 teaching lessons of each game.

**BPEd 106 - Basketball & Kabaddi.****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 106.1	3	3	3	3	3	3	3	3	3
BPED 106.2	3	3	3	3	3	3	3	3	3
BPED 106.3	3	3	3	3	3	3	3	3	3
BPED 106.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 106.1	3	3	3	3	3
BPED 106.2	3	3	3	3	3
BPED 106.3	3	3	3	3	3
BPED 106.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 106.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 106.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 106.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 106.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3



**B.P.Ed. –107: Football & Kho-Kho.**

Marks - 100

(Credits= 2.5)

- i) Football
- ii) Kho – Kho

Marks - 50

Marks - 50

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

**BPEd 107.1** have practical knowledge & experience of marking of Kho-Kho and Football ground.

**BPEd 107.2** demonstrate basic skills of Football & Kho-Kho.

**BPEd 107.3** interpret various rules of Football & Kho-Kho.

**BPEd 107.4** fill score sheets of these games & able to use officiating symbols.

**SYLLABUS**

**i) Football**

**Marks - 50**

- 1. Marking of Football Ground (Marks - 20)
- 2. Teaching ability of various basic skills of Football (Marks - 20)
- 3. Interpretation of Various rules of Football (Marks - 10)

**ii) Kho - Kho**

**Marks - 50**

- 1. Marking of kho - Kho Court (Marks - 20)
- 2. Teaching Ability of various basic skills of kho - Kho (Marks - 20)
- 3. Interpretation of Various rules of kho - Kho (Marks - 10)

**Note: Candidate have to take at least 5 teaching lessons of each game.**

**BPEd 107 - Football & Kho-Kho.****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 107.1	3	3	3	3	3	3	3	3	3
BPED 107.2	3	3	3	3	3	3	3	3	3
BPED 107.3	3	3	3	3	3	3	3	3	3
BPED 107.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 107.1	3	3	3	3	3
BPED 107.2	3	3	3	3	3
BPED 107.3	3	3	3	3	3
BPED 107.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 107.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 107.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 107.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 107.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**B.P.Ed. –108: Anatomy,Physiology and Health Education.**

Marks - 100

(Credits= 2.5)

**Course outcomes: -**

After completing the course contents of this course, the students will be able to: -

**BPEd 108.1** understand about bones of Human Body and peak expiratory flow measurement.

**BPEd 108.2** gain knowledge of Body Mass Index (BMI).

**BPEd 108.3** understand about measurement of blood pressure and different strengths.

**BPEd 108.4** gain knowledge about First Aid.

**SYLLABUS**

- |  |              |
|--|--------------|
| i. Name and location of various bones of Human Body                | (Marks - 10) |
| ii. Measurement of peak expiratory flow and its interpretation     | (Marks - 10) |
| iii. Measurement of BMI and its interpretation                     | (Marks - 20) |
| iv. Measurement of Leg, back and grip strength                     | (Marks - 20) |
| v. Measurement of Blood Pressure                                   | (Marks - 10) |
| vi. First Aid for various conditions and articles of first aid box | (Marks - 30) |

**BPEd 108 - Anatomy, Physiology and Health Education.****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 108.1	3	3	3	3	3	3	3	3	3
BPED 108.2	3	3	3	3	3	3	3	3	3
BPED 108.3	3	3	3	3	3	3	3	3	3
BPED 108.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 108.1	3	3	3	3	3
BPED 108.2	3	3	3	3	3
BPED 108.3	3	3	3	3	3
BPED 108.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 108.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 108.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 108.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 108.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**Semester – II**  
**Theory Courses**

**BPEd - 201 YOGA EDUCATION**

**Time : Three Hours      Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)**

**Credits= 4**

*Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit-V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.*

**Course outcomes: -**

After completing the course contents of this course, the students will be able to: -

**BPED 201.1** understand the meaning, historical background, aim, objective, yoga sutra, need and importance of yoga .

**BPED 201.2** know about Ashtang yoga and yoga in Bhagvadgita.

**BPED 201.3** understand Meaning of Asanas, Pranayamas, and their effects on human body systems.

**BPED 201.4** knowledge about Bandhas, Kriyas, Mudras, their types and different yoga center in India & Overseas.

**SYLLABUS**

**Unit – I: Introduction**

- i. Meaning and Definition of Yoga
- ii. Historical background Yoga
- iii. Aims and Objectives of Yoga
- iv. The Yoga Sutra: General Consideration
- v. Need and Importance of Yoga in Modern Society
- vi. Misconceptions about Yoga

**Unit - II: Foundation of Yoga**

- i. The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi
- ii. Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

**Unit - III Asanas and Paranayam**

- i. Meaning of Asanas and Paranayam, Different Types of Paranayams.
- ii. Effect of Asanas and Paranayam on Respiratory, Circulatory, Digestive, Endocrine and Muscular system.
- iii. Classification of asanas with special reference to physical education and sports.
- iv. Influences of meditative posture on various system of the body.

**Unit – IV Yoga Education**

- i. Types of Bandhas and Mudras
- ii. Type of kriyas
- iii. Difference between yogic practices and physical exercises
- iv. Yoga education centers in India and abroad

**References:**

- Brown, F. Y.(2000). *How to use yoga*. Delhi:Sports Publication.
- Gharote, M. L. &Ganguly, H. (1988). *Teaching methods for yogic practices*.Lonawala: Kaixydahmoe.
- Rajjan, S. M. (1985). *Yoga strentheningofrelexation for sports man*. New Delhi:Allied Publishers.
- Shankar,G.(1998). *Holistic approach of yoga*. New Delhi:Aditya Publishers.
- Shekar,K. C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.

**BPEd 201 - YOGA EDUCATION.****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 201.1	3	3	3	3	3	3	3	3	3
BPED 201.2	3	3	3	3	3	3	3	3	3
BPED 201.3	3	3	3	3	3	3	3	3	3
BPED 201.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 201.1	2	3	3	3	3
BPED 201.2	2	3	3	3	3
BPED 201.3	2	3	3	3	3
BPED 201.4	2	3	3	3	3
<b>Average</b>	2	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 201.1	3	3	3	3	3	3	3	3	3	2	3	3	3	3
BPED 201.2	3	3	3	3	3	3	3	3	3	2	3	3	3	3
BPED 201.3	3	3	3	3	3	3	3	3	3	2	3	3	3	3
BPED 201.4	3	3	3	3	3	3	3	3	3	2	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	2	3	3	3	3

**BPEd - 202 COMPUTER APPLICATIONS IN PHYSICAL  
EDUCATION**

**Time : Three Hours      Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)  
Credits= 4**

*Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.*

**Course outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPED 202.1** enhance knowledge about information & technology, use of computer in Physical education & Application software used in Physical Education and sports.
- BPED 202.1** apply knowledge of MS Word , its feature and tools
- BPED 202.3** enhance knowledge about MS Excel, its feature and tools
- BPED 202.4** gain knowledge about MS Power point presentation & processes of preparing a power point presentation (PPT)

**SYLLABUS**

**Unit – I: Introduction to Computer.**

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

**Unit – II: MS Word.**

- i. Introduction to MS Word
- ii. Creating, saving and opening a document
- iii. Formatting, page setup, paragraph alignment, spelling and grammar check, printing option, inserting: page number, graph, footnote and notes.
- iv. Drawing table, inserting row and column, deleting row and column

**Unit – III: MS Excel.**

- i. Introduction to MS Excel
- ii. Inserting data in to excel sheet
- iii. Creating, saving and opening worksheet
- iv. Preparing bar Diagrams
- v. Format and editing features adjusting columns width and row height understanding charts.



**Unit – IV: MS Power Point.**

- i. Introduction to MS Power Point
- ii. Creating, saving and opening a ppt. file
- iii. Format and editing features: design, inserting slide number, picture, graph and table.
- iv. Stating slide show, Animations in the slides show
- v. Preparation of Power point presentations

**References:**

*Irtegov, D. (2004). Operating system fundamentals. Firewall Media.*

*Marilyn, M. & Roberta, B.(n.d.).Computers in your future. 2nd edition, India: Prentice*

*Hall. Milke, M.(2007). Absolute beginner's guide to computer basics. Pearson Education*

*Asia. Sinha, P. K. & Sinha, P. (n.d.).Computer fundamentals. 4th edition, BPB Publication*

*Stanescu, M., Didacticaeducatieifizice. ANEFS, 2009.*

*Grigore, V., Stanescu, M., 2006. ICT in Teaching Profilactic Physical Exercises. In: Proceedings of the World Congress of Sports Activities, Cluj-Napoca.*

*Foley, Mary Jo. "Microsoft starts rolling out Office 2019 for Windows and Mac" ZDNet. Retrieved February 6, 2019.*

*"Microsoft Expands List of Formats Supported in Microsoft Office" (Press release) Microsoft May 21, 2008. Archived from the original on May 1, 2009. Retrieved October 30, 2010.*

*Negrino, Tom (February 1, 2002). "Microsoft Office v. X". Macworld. IDG. Retrieved June 28, 2013.*

## **BPED 202 - COMPUTER APPLICATIONS IN PHYSICAL EDUCATION.**

### **CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 202.1	3	3	3	3	3	3	3	3	3
BPED 202.2	3	3	3	3	3	3	3	3	3
BPED 202.3	3	3	3	3	3	3	3	3	3
BPED 202.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

### **CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 202.1	3	3	2	3	3
BPED 202.2	3	1	2	3	3
BPED 202.3	3	1	2	3	3
BPED 202.4	3	3	2	3	3
<b>Average</b>	3	2	2	3	3

### **CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 202.1	3	3	3	3	3	3	3	3	3	3	3	2	3	3
BPED 202.2	3	3	3	3	3	3	3	3	3	3	1	2	3	3
BPED 202.3	3	3	3	3	3	3	3	3	3	3	1	2	3	3
BPED 202.4	3	3	3	3	3	3	3	3	3	3	3	2	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	2	2	3	3

**BPEd - 203 SPORTS PSYCHOLOGY AND SOCIOLOGY**

**Time : Three Hours      Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)**

**Credits= 4**

*Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.*

**Course outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPED 203.1** enhance knowledge of meaning, Importance and scope of Educational and Sports Psychology its Stages of growth and development Heredity and environment and Nature, theories and Laws of learning.
- BPED 203.2** acquire knowledge of personality, motivation, anxiety & their effects on sports performances.
- BPED 203.3** understand meaning of Orthodoxy, Customs, Tradition, socialization and their relation with Physical Education.
- BPED 203.4** know the meaning, importance and effect of Culture and Types & Theories of leadership.

**SYLLABUS**

**Unit -I: Introduction**

- i. Meaning, Importance and scope of Educational and Sports Psychology.
- ii. General characteristics of Various Stages of growth and development.
- iii. Types and nature of individual differences; Factors responsible – Heredity and environment
- iv. Nature of learning, theories of learning and Laws of learning.

**Unit-II: Sports Psychology**

- i. Meaning and definition of personality, dimensions of personality and Effect of Personality on the Sports performance
- ii. Meaning and definition of motivation, Factors influencing motivation in sports and techniques of motivation in sports.
- iii. Meaning and definition of anxiety and effect of anxiety on sports performance.

**Unit-III: Relation between Social Science and Physical Education.**

- i. Meaning of Orthodoxy, Customs and Tradition, their relation with Physical Education.
- ii. Concept of Socialization through Physical Education
- iii. Meaning of Group Dynamics, Structure of Group, Social Group life, Primary group and Remote group.
- iv. Meaning of Cohesion and development of team Cohesion.

**Unit-IV Culture and Leadership**

- i. Meaning and definition of culture.
- ii. Features and Importance of culture.
- iii. Meaning and definition of leadership.
- iv. Effects of culture on people life style and sports.
- v. Types of leadership.

**References:**

- Ball, D. W. & Loy, J. W. (1975). *Sport and social order; Contribution to the sociology of sport*. London: Addison Wesley Publishing Co., Inc.
- Blair, J. & Simpson, R. (1962). *Educational psychology*, New York: McMillan Co.
- Cratty, B. J. (1968). *Psychology and physical activity*. Eaglewood Cliffs. Prentice Hall.
- Kamlesh, M.L. (1998). *Psychology in physical education and sport*. New Delhi: Metropolitan Book Co.
- Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978). *Sport and social system*. London: Addison Wesley Publishing Company Inc.
- Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports culture and society*. Philadelphia: Lea & Febiger.
- Mathur, S.S., (1962). *Educational psychology*. Agra. Vinod Pustak Mandir.
- Skinner, C. E., (1984). *Education psychology*. New Delhi: Prentice Hall of India.
- William, F. O. & Meyer, F. N. (1979). *A handbook of sociology*. New Delhi: Eurasia Publishing House Pvt Ltd.

**BPEd 203 - SPORTS PSYCHOLOGY AND SOCIOLOGY.****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 203.1	3	3	3	3	3	3	3	3	3
BPED 203.2	3	3	3	3	3	3	3	3	3
BPED 203.3	3	3	3	3	3	3	3	3	3
BPED 203.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 203.1	3	3	1	3	3
BPED 203.2	3	3	3	3	3
BPED 203.3	3	3	3	3	3
BPED 203.4	3	3	3	3	3
<b>Average</b>	3	3	2.5	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 203.1	3	3	3	3	3	3	3	3	3	3	3	1	3	3
BPED 203.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 203.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 203.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	2.5	3	3

**BPEd - 204 CONTEMPORARY ISSUES IN PHYSICAL FITNESS, WELLNESS AND AWARENESS.**

**Time: Three Hours**

**Total Marks: 100 (Theory Marks: 80 + Internal Assessment :20)**

**Credits= 4**

*Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.*

**Course outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPED 204.1** understand the meaning, aim, objectives importance and scope of fitness and wellness and physical education and its relevance in inter disciplinary context.
- BPED 204.2** enhance knowledge about types, principle, factors and components of fitness & wellness.
- BPED 204.3** know the aerobic and anaerobic, isometric, isotonic and isokinetic exercise and heart rate zones for various aerobic and anaerobic exercise intensities.
- BPED 204.4** apply and demonstrate knowledge of Health and safety, Medical considerations for exercise and sports injuries.

**SYLLABUS**

**Unit – I Concept of Physical Education and Fitness**

- i. Definition, Aims and Objectives of Physical Education, fitness and Wellness
- ii. Importance and Scope of fitness and wellness
- iii. Modern concept of Physical fitness and Wellness
- iv. Physical Education and its Relevance in Inter Disciplinary Context.

**Unit – II Fitness, Wellness and Lifestyle**

- i. Fitness – Types of Fitness and Components of Fitness
- ii. Understanding of Wellness: Body Wellness, Mind Wellness and Spiritual Wellness.
- iii. Ethics of Wellness Coaching
- iv. Principles and factors of fitness and wellness

**Unit – III Principles of Exercise Program**

- i. Means of Fitness development – aerobic and anaerobic exercises
- ii. Exercises and Heart rate Zones for various aerobic and anaerobic exercise intensities
- iii. Various isometric, isotonic and isokinetic exercise for various major muscle groups: Hamstring, Quadriceps, Deltoid, Latissimus Dorsi and Pectorialis Major.
- iv. Concept of free weight Vs Machine, Sets and Repetition etc.

**Unit – IV Safety Education and Fitness Promotion**

- i. Health and Safety in Daily Life
- ii. Medical Considerations for exercise
- iii. Common sports Injuries and their Management
- iv. Modern Life Style and Hypo-kinetic Disease –Prevention and Management

**References:**

*Difiore, J.(1998). Complete guide to postnatal fitness. London: A & C Black,.*

*Giam, C.K & The, K.C. (1994). Sport medicine exercise and fitness. Singapore: P.G. Medical Book.*

*Mcglynn, G., (1993). Dynamics of fitness. Madison: W.C.B Brown.*

*Sharkey, B. J.(1990). Physiology of fitness, Human Kinetics Book.*

*Tremblay MS, Colley RC, Saunders TJ, Healy GN, Owen N (December 2010). "Physiological and health implications of a sedentary lifestyle" Applied Physiology, Nutrition, and Metabolism.*

*Colfer GR (19 January 2004). "Skill-related physical fitness essential for sports success". tradoc.army.mil.Archived from the original on June 2011.*

*Pruthi S (June 2013). "Fitness Tips for Menopause: Why fitness counts". Mayo Clinic.*

*Retrieved 11 April 2015.*

*Gillen JB, Gibala MJ (March 2014). "Is high-intensity interval training a time-efficient exercise strategy to improve health and fitness?". Applied Physiology, Nutrition, and Metabolism 39 (3): 409–12*

## **BPEd 204 - CONTEMPORARY ISSUES IN PHYSICAL FITNESS, WELLNESS AND AWARENESS**

### **CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 204.1	3	3	3	3	3	3	3	3	3
BPED 204.2	3	3	3	3	3	3	3	3	3
BPED 204.3	3	3	3	3	3	3	3	3	3
BPED 204.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

### **CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 204.1	3	3	3	3	3
BPED 204.2	3	3	3	3	3
BPED 204.3	3	3	3	3	3
BPED 204.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

### **CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 204.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 204.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 204.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 204.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3



**Part – B**  
**Practical Courses**  
**Semester – II**

**B.P.Ed. –205: Athletics (Throwing Events)**

**Marks – 100**

**Credits=2.5**

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPEd 205.1** mark the Shot Put, Discus & Javelin Throwing Sectors.  
**BPEd 205.2** demonstrate the Shot-Put techniques (standing & Parry O' Brien Technique).  
**BPEd 205.3** apply and demonstrate Javelin Throw techniques.  
**BPEd 205.4** interpret various rules of Throwing events

**SYLLABUS**

**Throwing Events**

- |  |              |
|--|--------------|
| i. Marking of Short Put, Discus and Javelin throw Sector                                       | (Marks - 30) |
| ii. Teaching ability of Short Put Techniques<br>(Standing and Parry O'brien Technique)         | (Marks - 20) |
| iii. Teaching ability of Discus Throw Technique  | (Marks - 20) |
| iv. Teaching ability of Javelin Throw Technique  | (Marks - 20) |
| v. Interpretation of various rules of Throwing Events<br>(Short Put, Discus and Javelin throw) | (Marks - 10) |

Note: Candidate have to take at least 5 teaching lessons of Throwing Events.

**BPEd 205 - Athletics (Throwing Events)****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 205.1	3	3	3	3	3	3	3	3	3
BPED 205.2	3	3	3	3	3	3	3	3	3
BPED 205.3	3	3	3	3	3	3	3	3	3
BPED 205.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 205.1	3	3	3	3	3
BPED 205.2	3	3	3	3	3
BPED 205.3	3	3	3	3	3
BPED 205.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 205.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 205.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 205.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 205.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**BPEd–206: (Volleyball &Yoga)**

(Credits= 2.5)

**Marks – 100**

i) Volleyball

**Marks - 50**

ii) Yoga

**Marks – 50**

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

**BPEd 206.1** mark the Volleyball Court.

**BPEd 206.2** demonstrate basic skills of volleyball and interpret the rules.

**BPEd 206.3** acquire knowledge& understanding of teaching precaution while performing yogic activities

**BPEd 206.4** gain Knowledge about effects of various Asanas and Pranayama on Body.

**SYLLABUS**

**i) Volleyball**

**Marks - 50**

1. Marking of Volleyball Court

(Marks - 20)

2. Teaching ability of various basic skills of Volleyball

(Marks - 20)

3. Interpretation of Various rules of Volleyball

(Marks - 10)

**ii) Yoga**

**Marks - 50**

**Asana (Marks - 40)**

**Paranayam (Marks - 10)**

1. Shirsh Asana

1. Ujjai

2. Vipratarani

2. Bhastrika

3. Hal Asana

3. Shitali

4. Bhujang Asana.

4. Sitkari

5. Ardh-Shalbh Asana.

5. Bhrumri

6. Vakra Asana

7. ArdhaMatasyaendrasana

8. Paschimottan Asana

9. Vajra Asana

10. Supta Vajra Asana

11. Yoga Mudra

12. Nauka Asana

13. Bak Asana

14. Mayur Asana

15. Ustra Asana

16. Vriksh Asana

17. Padma Asana

18. Trikon Asana

19. Sarvang Asana

20. Surya Namaskar

**Note: Students are required to do any 10 of above mentioned Asanas and two Pranayama**

Note: Candidate have to take at least 5 teaching lessons of each Volleyball and Yoga.

**BPEd 206 - (Volleyball & Yoga)****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 206.1	3	3	3	3	3	3	3	3	3
BPED 206.2	3	3	3	3	3	3	3	3	3
BPED 206.3	3	3	3	3	3	3	3	3	3
BPED 206.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 206.1	3	3	3	3	3
BPED 206.2	3	3	3	3	3
BPED 206.3	3	3	3	3	3
BPED 206.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 206.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 206.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 206.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 206.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**BPEd – 207: (Handball &Gymnastics)** (Credits= 2.5) Marks-100

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

**BPEd 207.1** mark the Handball court

**BPEd 207.2** acquire knowledge about Gymnastic apparatus and its uses.

**BPEd 207.3** demonstrate teaching abilities of basic skills of handball & Gymnastics.

**BPEd 207.4** interpret various rules of handball & Gymnastics.

**i) Handball** **Marks-50**

1. Marking of Handball Ground (Marks-20)

2. Teaching ability of various basic skills of Handball (Marks-20)

3. Interpretation of Various rules of Handball (Marks-10)

**ii) Gymnastics** **Marks-50**

1. Dimensions of various Gymnastics apparatus (Marks-20)

2. Teaching Ability of various basic skills of Gymnastics (Marks-20)

*(Gymnastics should be chalked out internally considering advance level of students and suitable to their age and gender)*

3. Interpretation of Various rules of Gymnastics (Marks-10)

**Note: Candidate have to take at least 5 teaching lessons of each game.**

**BPEd 207 - (Handball & Gymnastics).****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 207.1	3	3	3	3	3	3	3	3	3
BPED 207.2	3	3	3	3	3	3	3	3	3
BPED 207.3	3	3	3	3	3	3	3	3	3
BPED 207.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 207.1	3	3	3	3	3
BPED 207.2	3	3	3	3	3
BPED 207.3	3	3	3	3	3
BPED 207.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 207.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 207.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 207.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 207.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**BPEd - 208: Computer Application, Rehabilitation & Sports**

**Psychology.**

**(Credits= 2.5)**

**Marks-100**

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPEd 208.1** enhance the Operational knowledge of MS Word, MS Excel,  
**BPEd 208.2** use MS Power point  
**BPEd 208.3** acquire knowledge of identification and rehabilitation of various types of sports injuries.  
**BPEd 208.4** assess Reaction time, Anticipation, Hand-Eye co-ordination, Motivation and Anxiety.

**SYLLABUS**

- |      |   |            |
|------|---|------------|
| i.   | Operating of MS Word, MS Excel & MS Power Point                       | (Marks-40) |
| ii.  | Identification and rehabilitation of various types of sports injuries | (Marks-20) |
| iii. | Assessment of reaction time, anticipation and Hand Eye co-ordination  | (Marks-20) |
| iv.  | Assessment of Motivation and Anxiety.                                 | (Marks-20) |

## **BPEd 208 - Computer Application, Rehabilitation & Sports Psychology.**

### **CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 208.1	3	3	3	3	3	3	3	3	3
BPED 208.2	3	3	3	3	3	3	3	3	3
BPED 208.3	3	3	3	3	3	3	3	3	3
BPED 208.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

### **CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 208.1	3	2	2	3	3
BPED 208.2	2	3	3	3	3
BPED 208.3	2	3	3	3	3
BPED 208.4	3	3	3	3	3
<b>Average</b>	2.5	2.75	2.75	3	3

### **CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 208.1	3	3	3	3	3	3	3	3	3	3	2	2	3	3
BPED 208.2	3	3	3	3	3	3	3	3	3	2	3	3	3	3
BPED 208.3	3	3	3	3	3	3	3	3	3	2	3	3	3	3
BPED 208.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	2.5	2.75	2.75	3	3



**BPEd - 209 – FUNDAMENTALS OF YOGA.**

**Time: Two Hours**

**Total Marks: 50 (Theory Marks: 40 + Internal Assessment: 10)**

**Credits= 2**

*Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.*

**Course outcomes: -**

After completing the course contents of this course, the students will be able to: -

**BPEd 209.1** acquire knowledge of yoga, yoga sutra, stress and disease management through yoga.

**BPEd 209.2** apply and demonstrate elements of Ashtanga yoga & effect of Asanas & Pranayama on human body.

**Unit – I: Introduction of Yoga**

1. Meaning, Definitions and concept of Yoga
2. The Yoga Sutra: General Considerations
3. Misconceptions about Yoga
4. Stress management through Yoga
5. Disease management through Yoga: Hyper tension, Diabetes and Asthma
6. Difference between yogic practices and physical exercises

**Unit - II: Foundations of Yoga**

1. Astanga Yoga – Meaning and Parts: Yama, Niyama, Asana, Pranayama, Pratyahara,
2. Meaning and types of Asanas and Pranayama
3. Effect of Asanas on Respiratory, Circulatory, Digestive, Endocrine and Muscular system.
4. Effect of Pranayama on Respiratory, Circulatory, Digestive, Endocrine and Muscular system.

**References:**

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

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

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

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

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

**BPEd 209 - FUNDAMENTALS OF YOGA.****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 209.1	3	3	3	3	3	3	3	3	3
BPED 209.2	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 209.1	3	3	3	3	3
BPED 209.2	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 209.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 209.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**Semester – III**  
**Theory Courses**

**B.P.Ed - 301 SPORTS TRAINING.**

**Time: Three Hours**      **Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)**  
**Credits= 4**

*Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.*

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPED 301.1** understand the meaning, aim, objectives, principal and system of sports training & Intensity, Frequency, Density and Volume in sports training.
- BPED 301.2** enhance the Mean, types and development methods of strength, speed, endurance, coordination, and flexibility.
- BPED 301.3** provide knowledge about types, factors, principle of training load, describe technical & tactical training.
- BPED 301.4** acquire mean, aim of periodization, content of periods and Talent Identification & Development.

**SYLLABUS**

**Unit – I Introduction to Sports Training**

- i. Meaning, Importance and Definition of Sports Training
- ii. Aim and Objectives of Sports Training
- iii. Characteristics of Sports Training.
- iv. Principles of Sports Training.
- v. Talent Identification and Development.

**Unit – II Motor fitness Components**

- i. Strength And Speed – Meaning, types, and factors affecting them.
- ii. Methods of Strength and Speed development.
- iii. Endurance –Meaning, types, factors affecting it and methods of Endurance Development.
- iv. Flexibility – Meaning, types, factors affecting it and Methods of Flexibility Development
- v. Coordinative Abilities – Meaning, types and Methods of Coordinative Ability Development

**Unit – III Training load, Technical and Tactical training.**

- i. **Training Load**- Meaning, Definitions and Types of Training Load
- ii. Functions of training load
- iii. Factors affecting training load
- iv. Training load Components (Volume, Intensity, Physical exercise and Movement quality).
- v. **Technical & Tactical Training:** Meaning and methods of Technical and Tactical training.

**Unit – IV Training Plans and Periodization.**

- i. **Training Plans:** Meaning and types (Macro, Meso, Micro and Training session plan).
- ii. Principles of Formulation of Training plans.
- iii. **Periodization** – Meaning and types of Periodization.
- iv. Aim and Content of Periods – Preparatory, Competition and Transitional periods.
- v. Factors affecting duration of Preparatory, Competition and Transitional periods.

**Reference:**

- Dick, W. F. (1980). *Sports training principles*. London: Lepus Books.
- Harre, D.(1982).*Principles of sports training*. Berlin: Sporulated.
- Jensen, R. C.& Fisher, A.G. (1979). *Scientific basis of athletic conditioning*. Philadelphia: Lea and Fibiger, 2ndEdn.
- Matvyew, L.P. (1981).*Fundamental of sports training*. Moscow: Progress Publishers.
- Singh, H. (1984).*Sports training, general theory and methods*. Patials: NSNIS.
- Uppal, A.K., (1999).*SportsTraining*. New Delhi: Friends Publication

**BPEd 301 - SPORTS TRAINING.****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 301.1	3	3	3	3	3	3	3	3	3
BPED 301.2	3	3	3	3	3	3	3	3	3
BPED 301.3	3	3	3	3	3	3	3	3	3
BPED 301.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 301.1	3	3	3	3	3
BPED 301.2	3	3	3	3	3
BPED 301.3	3	3	3	3	3
BPED 301.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 301.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 301.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 301.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 301.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**BPEd - 302 EDUCATION TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION.**

**Time : Three Hours      Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)  
Credits= 4**

*Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.*

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPEd 302.1** understand the meaning, definition of education technology, types of education and Importance of Devices and Methods of Teaching.
- BPEd 302.2** know the teaching technique, teaching procedure and Command- Meaning, Types and its uses in different situations.
- BPEd 302.3** acquire the meaning, importance and criteria for selecting teaching aids, team teaching and Difference between Teaching Methods and Teaching Aid.
- BPEd 302.4** understand Meaning, Type and principles of lesson plan and mean, types and steps of micro and simulation teaching.

**SYLLABUS**

**Unit – I Introduction of Education and Education Technology**

- i. Meaning and Definitions of Educational technology
- ii. Types of Education- Formal, Informal and Non- Formal Education.
- iii. Educative Process
- iv. Importance of Devices and Methods of Teaching.

**Unit – II Teaching Technique**

- i. Teaching Technique – Lecture method, Command method, Demonstration method, Imitation method, project method etc.
- ii. Teaching Procedure – Whole method, whole – part – whole method, part – whole method.
- iii. Presentation Technique–Personal and technical preparation
- iv. Command- Meaning, Types and its uses in different situations.

**Unit – III Teaching Aids**

- i. Teaching Aids–Meaning, Importance and its criteria for selecting teaching aids.
- ii. Teaching Aids – Meaning and use of Audio aids, Visual aids, Audio – visual aids, Verbal,
- iii. Chalk board, Charts, Model, Slide projector, Motion picture etc in sports.
- iv. Team Teaching–Meaning, Principles and advantage of team teaching.
- v. Difference between Teaching Methods and Teaching Aid.

**Unit – IV Lesson Planning and Teaching Innovations.**

- i. Lesson Planning–Meaning, Type and principles of lesson plan.
- ii. General and specific lesson plan.
- iii. Micro Teaching–Meaning, Types and steps of micro teaching.
- iv. Simulation Teaching - Meaning, Types and steps of simulation teaching.

**References:**

- Irtegov, D. (2004). Operating system fundamentals. Firewall Media.*
- Marilyn, M. & Roberta, B.(n.d.).Computers in your future. 2nd edition, India: Prentice Hall.*
- Milke, M.(2007). Absolute beginner's guide to computer basics. Pearson Education Asia.*
- Sinha, P. K. & Sinha, P. (n.d.).Computer fundamentals. 4th edition, BPB Publication.*
- Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., Sandford, R., et al. (2009). Theeducationalbenefit claimed for PE and school sport: An academic review. Research Papers in Education.*
- Mangal, S. K.; Mangal, Uma (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd. p.*
- Al Januszewski A.; Molenda Michael. (2007) Educational Technology: A Definition with Commentary.*
- J. Bransford; A. Brown; R. R. Cocking, eds. (2000). "Technology to support learning". How people learn: Brain, mind, experience. Washington, DC: National Academies Press. pp. 206–230.*

## **BPEd 302 - EDUCATION TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION.**

### CO-PO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 302.1	3	3	3	3	3	3	3	3	3
BPED 302.2	3	3	3	3	3	3	3	3	3
BPED 302.3	3	3	3	3	3	3	3	3	3
BPED 302.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

### CO-PSO Mapping Matrix

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 302.1	3	2	2	3	3
BPED 302.2	3	2	3	3	3
BPED 302.3	3	3	2	3	3
BPED 302.4	3	3	3	3	3
<b>Average</b>	3	2.5	2.5	3	3

### CO-PO-PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 302.1	3	3	3	3	3	3	3	3	3	3	2	2	3	3
BPED 302.2	3	3	3	3	3	3	3	3	3	3	2	3	3	3
BPED 302.3	3	3	3	3	3	3	3	3	3	3	3	2	3	3
BPED 302.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	2.5	2.5	3	3



**BPED -303: ORGANIZATION AND ADMINISTRATION IN  
PHYSICAL EDUCATION.**

**Time : Three Hours      Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)  
Credits= 4**

*Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.*

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPed 303.1** understand the meaning, structure, principle, and importance of organizations and administration and meaning, importance and principles of Program Learning.
- BPed 303.2** interpret, meaning, definition, types and functions of office management, record, sports notice and types of register using in sports record.
- BPed 303.3** utilize the meaning, types and importance of equipments with care and maintenance and meaning, need and factor of time table.
- BPed 303.4** recognize meaning, types and importance of tournaments and technical terms used in drawing fixtures.

**SYLLABUS**

**Unit – I: Organization and administration**

- i. Meaning and importance of Organization and Administration in physical education
- ii. Qualifications and Responsibilities of Physical Education teacher and pupil leader
- iii. Principles of Organization and Administration.
- iv. Program planning: Meaning, Importance and Principles of program planning in physical education.
- v. Organizational structure at different levels.

**Unit- II: Office Management, Record, Register & Sports Notice**

- i. Office Management: Meaning, definition, functions and kinds of office management
- ii. Records and Registers: Maintenance of different types of registers: attendance, stock, cash, physical efficiency record and Medical examination Record.
- iii. Meaning of sports notice, Method of writing various types sports notices in school.
- iv. Method of write-off for the sports material

**Unit-III: Facilities, & Time-Table Management**

- i. Meaning and Importance of Equipments and Facilities.
- ii. Equipment: Care and Maintenance.
- iii Types of facilities - indoor and outdoor.
- iv. Care and maintenance of facilities – Building, Gymnasium, Swimming Pool, & Playgrounds.
- v. Time Table Management: Meaning and Need, Factor affecting time table.

**Unit-IV: Competition Organization**

- i. Tournament: Meaning and Importance.
- ii. Types of Tournament - Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and Challenge Tournament.
- iii Drawing fixtures of Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and Challenge Tournament.
- iv Technical terms used in Drawing Fixtures: Bye, Seeding, Point/Scoring, Draw/Lots, Deciding Quarters, Deciding Upper half and Lower Half, Method and Formula of Byes.
- v. Organization structure of Athletic Meet.

**References:**

- Broyles, F. J. & Rober, H. D. (1979). *Administration of sports, Athletic programme: A Managerial Approach*. New York: Prentice hall Inc.
- Bucher, C. A. (1983). *Administration of Physical Education and Athletic programme*. St. Louis: The C.V. Mosby Co.
- Kozman, H.C. Cassidy, R. & Jackson, C. (1960). *Methods in Physical Education*. London: W.B. Saunders Co.
- Pandy, L.K. (1977). *Methods in Physical Education*. Delhi: Metropolitan Book Depo.
- 2 years B.P.Ed Curriculum | 27
- Sharma, V.M. & Tiwari, R.H.: (1979). *Teaching Methods in Physical Education*. Amaravati: Shakti Publication.
- Thomas, J. P.(1967). *Organization & administration of Physical Education*. Madras: Gyanodayal Press.
- Tirunarayanan, C. & Hariharan, S. (1969). *Methods in Physical Education*. Karaikudi: South India Press.
- Voltmer, E. F. & Esslinger, A. A. (1979). *The organization and administration of Physical Education*. New York: Prentice Hall Inc

## **BPEd 303 - ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION.**

### **CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 303.1	3	3	3	3	3	3	3	3	3
BPED 303.2	3	3	3	3	3	3	3	3	3
BPED 303.3	3	3	3	3	3	3	3	3	3
BPED 303.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

### **CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 303.1	3	3	3	3	3
BPED 303.2	3	2	2	3	3
BPED 303.3	3	2	3	3	3
BPED 303.4	3	3	2	3	3
<b>Average</b>	3	2.5	2.5	3	3

### **CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 303.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 303.2	3	3	3	3	3	3	3	3	3	3	2	2	3	3
BPED 303.3	3	3	3	3	3	3	3	3	3	3	2	3	3	3
BPED 303.4	3	3	3	3	3	3	3	3	3	3	3	2	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	2.5	2.5	3	3

**BPED – 304: SPORTS NUTRITION.**

**Time : Three Hours      Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)**  
**Credits= 4**

*Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.*

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPEd 304.1** understand the meaning, definition, role and factors affecting sports nutrition, Balanced diet, Calorie requirement for various ages, genders and profession.
- BPEd 304.2** know the meaning, classification and function of carbohydrates, protein, fat, vitamins and minerals, their requirement for sports person.
- BPEd 304.3** understand BMI, weight management, obesity, health risk with obesity, causes and solution for overcoming obesity.
- BPEd 304.4** enhance knowledge about daily calorie intake and expenditure, design diet plan and exercise schedule for weight gain, fat loss and weight management.

**SYLLABUS**

**Unit – I Introduction to Sports Nutrition**

- i. Meaning and Definition of Sports Nutrition
- ii. Basic Nutrition guidelines
- iii. Role of nutrition in sports
- iv. Factor to consider for developing nutrition plan
- v. Meaning of balance diet and calories, calories requirements for peoples of various ages, genders and profession.

**Unit – II Nutrients and their metabolism**

- i. Carbohydrates: Meaning, classification, functions of carbohydrates during exercise.
- ii. Protein: Meaning, classification, functions of Protein during exercise.
- iii. Fat: Meaning, classification, functions of Fat during exercise.
- iv. Carbohydrate, Protein and Fat daily requirement for speed & endurance based workout.
- v. Vitamins and Minerals, – Meaning, classification and function
- vi. Fluid and water balance in body at rest and during exercise.

**Unit – III Nutrition and Weight Management**

- i. Weight management: Meaning and Factor affecting weight management.
- ii. BMI: (Body mass index) Meaning, BMI charts, BMI range and category.
- iii. Obesity: Meaning, Causes and its types.
- iv. Health Risks Associated with Obesity.
- v. Solutions for overcoming Obesity.

**Unit – IV Planning for Weight Management**

- i. Nutrition – Daily calorie intake and expenditure.
- ii. Design diet plan and exercise schedule for weight gain/muscle gain.
- iii. Design diet plan for fat loss.
- iv. Design exercise schedule for fat loss.
- v. Design diet plan and exercise schedule for weight maintenance.

**References:**

- Bessesen, D. H. (2008). Update on obesity. *J ClinEndocrinolMetab*.93(6), 2027-2034.
- Butryn, M.L., Phelan, S., & Hill, J. O.(2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance. *Obesity(Silver Spring)*. 15(12), 3091-3096.
- Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a metaanalysis. *Am J ObstetGynecol*, 197(3), 223-228.
- DeMaria, E. J. (2007). Bariatric surgery for morbid obesity. *N Engl J Med*,356(21), 2176-2183.
- Dixon, J.B., O'Brien, P.E., Playfair, J. (n.d.). Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. *JAMA*. 299(3), 316-323.

## **BPEd 304 - SPORTS NUTRITION AND WEIGHT MANAGEMENT.**

### **CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 304.1	3	3	3	3	3	3	3	3	3
BPED 304.2	3	3	3	3	3	3	3	3	3
BPED 304.3	3	3	3	3	3	3	3	3	3
BPED 304.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

### **CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 304.1	3	3	3	3	3
BPED 304.2	3	3	3	3	3
BPED 304.3	3	3	3	3	3
BPED 304.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

### **CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 304.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 304.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 304.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 304.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

(From Session 2020-2021)

Part – B

Practical Courses

Semester – 3<sup>rd</sup>

**BPED– 305: Athletics: Jumping Events** (Credits=2.5)      **Marks – 100**

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

**BPed 305.1** mark long jump, & triple jump pit

**BPed 305.2** mark & install high jump stand and bar

**BPed 305.3** demonstrate techniques of long jump, high jump & triple jump.

**BPed 305.4** interpret rules of long jump, high jump & triple jump.

**SYLLABUS**

- |  |              |
|--|--------------|
| i. Marking of Long jump, High Jump and Triple Jump   | (Marks - 30) |
| ii. Teaching ability of Long jump Techniques   | (Marks - 20) |
| iii. Teaching ability of High Jump Technique   | (Marks - 20) |
| iv. Teaching ability of Triple Jump Technique  | (Marks - 20) |
| v. Interpretation of various rules of Jumping Events<br>(Long jump, High Jump and Triple Jump) | (Marks - 10) |

Note: Candidate have to take at least 5 teaching lessons of Jumping Events.

**BPEd 305 - Athletics: Jumping Events.****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 305.1	3	3	3	3	3	3	3	3	3
BPED 305.2	3	3	3	3	3	3	3	3	3
BPED 305.3	3	3	3	3	3	3	3	3	3
BPED 305.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 305.1	3	3	3	3	3
BPED 305.2	3	3	3	3	3
BPED 305.3	3	3	3	3	3
BPED 305.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 305.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 305.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 305.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 305.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3



**BPED – 306: (Cricket and Baseball/Softball)(Credits=2.5) Marks - 100**

- |                              |                   |
|------------------------------|-------------------|
| <b>i) Cricket</b>            | <b>Marks – 50</b> |
| <b>ii) Baseball/Softball</b> | <b>Marks – 50</b> |

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPED 306.1** have practical knowledge & experience of marking cricket pitch and Baseball and Softball ground.
- BPED 306.2** demonstrate of basic skills of cricket, Baseball & Softball.
- BPED 306.3** interpret of various rules of cricket.
- BPED 306.4** interpret of various rules of Baseball and Softball.

**SYLLABUS**

- |  |                   |
|--|-------------------|
| <b>i) Cricket</b>  | <b>Marks – 50</b> |
| (i) Marking of Cricket Ground                                      | (Marks - 20)      |
| (ii) Teaching ability of various basic skills of Cricket           | (Marks - 20)      |
| (iii) Interpretation of Various rules of Cricket                   | (Marks - 10)      |
| <br>   |                   |
| <b>ii) Baseball/Softball</b>                                       | <b>Marks - 50</b> |
| (i) Marking of Baseball/Softball                                   | (Marks - 20)      |
| (ii) Teaching ability of various basic skills of Baseball/Softball | (Marks - 20)      |
| (iii) Interpretation of Various rules of Baseball/Softball         | (Marks - 10)      |

**BPEd 306 - (Cricket and Baseball/Softball).****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 306.1	3	3	3	3	3	3	3	3	3
BPED 306.2	3	3	3	3	3	3	3	3	3
BPED 306.3	3	3	3	3	3	3	3	3	3
BPED 306.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 306.1	3	3	3	3	3
BPED 306.2	3	3	3	3	3
BPED 306.3	3	3	3	3	3
BPED 306.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 306.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 306.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 306.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 306.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**BPED – 307: Weight Training and Hockey (Credits=2.5)**

**Marks - 100**

**i) Weight Training**

**Marks - 50**

**ii) Hockey**

**Marks - 50**

**Course Outcomes:-**

After completing the course contents of this course, the students will be able to: -

**BPed 307.1** acquire knowledge of exercises for different muscle group of upper and lower extremities with weight.

**BPed 307.2** apply and demonstrate exercises in different training zones like warming up and fat burning.

**BPed 307.3** enhance practical aspects of marking Hockey ground.

**BPed 307.4** apply and demonstrate various skills of Hockey and interpretation of rules.

**SYLLABUS**

**i) Weight Training**

**Marks - 50**

1. Various exercise of Biceps, Triceps, Deltoid, Trapezius and latissimus dorsi (Marks - 20)
2. Various exercises of Hamstring, Quadriceps, Gastrocnemius, Adductor and Gluteus muscles (Marks - 20)
3. Identifying various training zones on treadmill: Warming-up, fat burning, Aerobic and anaerobic training (Marks- 10)

**ii) Hockey**

**Marks - 50**

1. Marking of Hockey Ground (Marks - 20)
2. Teaching ability of various basic skills of Hockey (Marks - 20)
3. Interpretation of Various rules of Hockey (Marks - 10)

**BPEd 307 - Weight Training and Hockey.****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 307.1	3	3	3	3	3	3	3	3	3
BPED 307.2	3	3	3	3	3	3	3	3	3
BPED 307.3	3	3	3	3	3	3	3	3	3
BPED 307.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 307.1	3	3	3	3	3
BPED 307.2	3	3	3	3	3
BPED 307.3	3	3	3	3	3
BPED 307.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 307.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 307.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 307.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 307.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**BPED – 308: Mass Display Activity (Free Hand)(Credits=2.5)**  
**Marks – 100**

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPED 308.1** enhance knowledge about different free hand exercise in standing position.  
**BPED 308.2** demonstrate different exercises in sitting position.  
**BPED 308.3** display different exercises in jumping and bending position.  
**BPED 308.4** use whistle, drum and verbal count as teaching aids in performing free hand exercises.

**SYLLABUS**

- |   |              |
|---|--------------|
| 1. Various commands in free hand exercises.                           | (Marks - 20) |
| 2. Standing free hand exercise (with Whistle, Drum and Verbal count). | (Marks - 20) |
| 3. Sitting free hand exercise (with Whistle, Drum and Verbal count).  | (Marks - 20) |
| 4. Jumping free hand exercise (with Whistle, Drum and Verbal count).  | (Marks - 20) |
| 5. Bending free hand exercise (with Whistle, Drum and Verbal count).  | (Marks - 20) |

**BPEd 308 - Mass Display Activity (Free Hand).****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 308.1	3	3	3	3	3	3	3	3	3
BPED 308.2	3	3	3	3	3	3	3	3	3
BPED 308.3	3	3	3	3	3	3	3	3	3
BPED 308.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 308.1	3	3	3	3	3
BPED 308.2	3	3	3	3	3
BPED 308.3	3	3	3	3	3
BPED 308.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 308.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 308.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 308.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 308.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**BPEd - 309 – HEALTH AND NUTRITION.**

**Time: Two Hours**

**Total Marks: 50 (Theory Marks: 40 + Internal Assessment: 10)**

**Credits= 2**

*Note: Paper setter is required to set 2 questions from each Unit – I and II. Unit - III consists of 4 questions of short answers distributed from all over the syllabus. The candidates are required to attempt one question from each Unit – I and II carrying 16 marks for each question. Unit - III is compulsory for all consisting 2 marks of each short answer.*

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

**BPEd 309.1** acquire the knowledge about health education and first aid.

**BPEd 309.2** enhance knowledge about different nutrients, body mass index and calorie requirements.

**SYLLABUS**

**Unit – I Health Education**

- i. Meaning and Dimensions of Health.
- ii. Aim and objective of Health Education
- iii. Principles of Health Education
- iv. Meaning and Principles of First- aid
- v. First- aid for Burning, Drowning, Electric shock, Choking and Fractures
- vi. Modern Health Hazards

**Unit – II Nutrition**

- i. Meaning of Nutrition and Nutrients
- ii. Meaning and causes of Malnutrition
- iii. Meaning, calculation and categorization of Body Mass Index(BMI)
- iv. Meaning and causes of Obesity
- v. Meaning of calorie, calorie values of Carbohydrate, Fat and Proteins
- vi. Calories requirements for different age groups with respect to genders

**References:**

- Bessesen, D. H. (2008). Update on obesity. *J ClinEndocrinolMetab.* 93(6), 2027-2034.
- Butryn, M.L., Phelan, S., & Hill, J. O. (2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance. *Obesity (Silver Spring)*. 15(12), 3091-3096.
- Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a metaanalysis. *Am J ObstetGynecol*, 197(3), 223-228.
- DeMaria, E. J. (2007). Bariatric surgery for morbid obesity. *N Engl J Med*, 356(21), 2176-2183.
- Dixon, J.B., O'Brien, P.E., Playfair, J. (n.d.). Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. *JAMA*. 299(3), 316-323.
- Agrawal, K.C. (2001). *Environmental biology. Bikaner: Nidhi publishers Ltd.*
- Frank, H. & Walter, H., (1976). *Turners school health education. Saint Louis: The C.V. Mosby Company.*
- Nemir, A. (n.d.). *The school health education. New York: Harber and Brothers.*
- Odum, E.P. (1971). *Fundamental of ecology. U.S.A.: W.B. Saunders Co.*



**BPEd 309 - HEALTH AND NUTRITION.****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 309.1	3	3	3	3	3	3	3	3	3
BPED 309.2	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 309.1	3	3	3	3	3
BPED 309.2	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 309.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 309.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**Semester – IV**  
**Theory Courses**

**BPED - 401 OLYMPIC MOVEMENT.**

**Time: Three Hours      Total Marks: 100 (Theory Marks: 80 + Internal Assessment :20)**  
**Credits=4**

*Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.*

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPEd 401.1** acquire the knowledge of philosophy and early history of Olympic movement, stages and culture value of Ancient Olympic movement.
- BPEd 401.2** gain knowledge of revival, Olympic symbols, opening and closing ceremony, code of ethics of Olympic games.
- BPEd 401.3** enhance knowledge of symbols, history of Paralympics, Winter Olympics and Youth Olympics with their relation with other Olympics.
- BPEd 401.4** know the structure, function and role of International, National and Indian Olympic games and Olympic medal winner of India.

**SYLLABUS**

**Unit – I Origin of Olympic Movement**

- i. Philosophy of Olympic movement
- ii. The early history of the Olympic movement
- iii. The significant stages in the development of the Ancient Olympic movement
- iv. Educational and cultural values of Ancient Olympic movement

**Unit – II Modern Olympic Games**

- i. Revival of Olympic Games
- ii. Olympic Symbols: Motto, Rings, Flag, Medals, Flame, Torch Relay and Anthem
- iii. Opening ceremony, Closing ceremony, medal ceremony
- iv. Olympic Protocol for member countries
- v. Olympic Code of Ethics

**Unit – III Different Olympic Games**

- i. Paralympics Games: History and symbols. Its relation with other Olympics.
- ii. Winter Olympics: History and symbols. Its relation with other Olympics.
- iii. Youth Olympic Games: History and symbols. Its relation with other Olympics.

**Unit – IV Committees of Olympic Games**

- i. International Olympic Committee - Structure and Functions
- ii. National Olympic committees and their role in Olympic movement
- iii. Indian Olympic Committee: Structure and functions
- iv. Olympic commission and their functions
- v. Olympic medal winners of India.

**Reference:**

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

**BPEd 401 - OLYMPIC MOVEMENT.****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 401.1	3	3	3	3	3	3	3	3	3
BPED 401.2	3	3	3	3	3	3	3	3	3
BPED 401.3	3	3	3	3	3	3	3	3	3
BPED 401.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 401.1	3	2	3	3	3
BPED 401.2	3	3	2	3	3
BPED 401.3	3	2	3	3	2
BPED 401.4	3	3	2	3	2
<b>Average</b>	3	2.5	2.5	3	2.5

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 401.1	3	3	3	3	3	3	3	3	3	3	2	3	3	3
BPED 401.2	3	3	3	3	3	3	3	3	3	3	3	2	3	3
BPED 401.3	3	3	3	3	3	3	3	3	3	3	2	3	3	2
BPED 401.4	3	3	3	3	3	3	3	3	3	3	3	2	3	2
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	2.5	2.5	3	2.5

**BPED - 402: CURRICULUM DESIGN.**

**Time : Three Hours      Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)**  
**Credits=4**

*Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.*

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPEd 402.1**      acquire the knowledge of need, importance and factors affecting curriculum, importance and professional policies of curriculum development .
- BPEd 402.2**      understand the basic guide line for curriculum construction: focalization socialization, individualization and steps in curriculum construction.
- BPEd 402.3**      know the meaning, importance, principal and factors affecting curriculum design; role of teacher in curriculum planning.
- BPEd 402.4**      enhance area of health and physical education, recreation and Professional Competencies for development.

**SYLLABUS**

**UNIT-I Modern concept of the curriculum**

- i. Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development.
- ii. Factors affecting curriculum - Social factors - Personnel qualifications – Climatic consideration - Equipment and facilities -Time suitability of hours.
- iii. National and Professional policies of curriculum development

**UNIT-II Basic Guide line for curriculum construction; contest (selection and expansion).**

- i. Focalization
- ii. Socialization
- iii. Individualization
- iv. Sequence and operation
- v. Steps in curriculum construction.

**UNIT-III Curriculum-Old and new concepts, Mechanics of curriculum planning.**

- i. Basic principles of curriculum construction.
- ii. Curriculum Design, Meaning, Importance and factors affecting curriculum design.
- iii. Principles of Curriculum design according to the needs of the students and state and national level policies.
- iv. Role of Teachers in curriculum planning.

**UNIT-IV Under-graduate preparation of professional preparation.**

- i. Areas of Health education, Physical education and Recreation.
- ii. Curriculum design-Experience of Education, Field and Laboratory.
- iii. Teaching practice.
- iv. Professional Competencies for developing - Facilities and special resources for library, laboratory and other facilities.

**Reference:**

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

**BPEd 402 –CURRICULUM DESIGN.****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 402.1	3	3	3	3	3	3	3	3	3
BPED 402.2	3	3	3	3	3	3	3	3	3
BPED 402.3	3	3	3	3	3	3	3	3	3
BPED 402.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 402.1	3	3	3	3	3
BPED 402.2	3	3	3	3	3
BPED 402.3	3	3	3	3	3
BPED 402.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 402.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 402.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 402.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 402.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**BPED - 403 SPORTS MANAGEMENT.**

**Time : Three Hours      Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)**  
**Credits=4**

*Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.*

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPED 403.1** acquire the meaning, definition, importance, aim, objective, principles, scope and factors affecting of sports management; Different types of formation in Class Management.
- BPED 403.2** know about the meaning, importance, salient features, factors effecting and Different types of formation in Class Management and Different types of classroom management.
- BPED 403.3** understand the meaning definition, method elements, forms and style of leadership; qualities and preparation of administrative leader.
- BPED 403.4** enhance the knowledge of meaning, definition, principles and steps of budget, purchasing policy for Sports Equipments and Principles.

**SYLLABUS**

**Unit-I Introduction to Sports Management.**

- i. Meaning, Definition and Importance of Sports Management.
- ii. Aim and objectives of Sports Management in Physical Education.
- iii. The purpose and scope of Sports Management.
- iv. Basic Principles of Sports Management.
- v. Factor effecting Sports Management.

**Unit-II Introduction to Class Management.**

- i. Meaning and Importance of Class Management.
- ii. Factor effecting of Class Management.
- iii. Salient feature of Class Management.
- iv. Steps of good class management.
- v. Different types of classroom management.
- vi. Different types of formation in Class Management.



**Unit-III Leadership.**

- i. Meaning and Definition of leadership
- ii. Leadership style and method.
- iii. Elements of leadership.
- iv. Forms of Leadership: Autocratic, Laissez-faire, Democratic and Benevolent Dictator
- v. Qualities of administrative leader.
- vi. Preparation of administrative leader.

**Unit-IV Budgeting.**

- i. Budget: Meaning and Importance of Budget making.
- ii. Criteria of good budget and Principles of budgeting.
- iii. Steps of Budget making, Sources of Income and Expenditure.
- iv. Procedure of taking Approval/sanction of expenditures for sports activities.
- v. Purchasing policy for Sports Equipments and Principles.

**REFERENCES:**

- Ashton, D. (1968). *Administration of physical education for women*. New York: The Ronal Press
- Cl.Bucher, C.A. *Administration of physical education and athletic programme*. 7th Edition, St. Louis: The C.V. Mosby Co.
- Daughtrey, G. & Woods, J.B. (1976). *Physical education and intramural programmes, organisation and administration*. Philadelphia U.S.A. : W.B. Saunders Cp.
- Earl, F. Z,& Gary, W. B. (1963). *Management competency development in sports and physical education*. Philadelphia: W. Lea and Febiger.

**BPEd 403 - SPORTS MANAGEMENT.****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 403.1	3	3	3	3	3	3	3	3	3
BPED 403.2	3	3	3	3	3	3	3	3	3
BPED 403.3	3	3	3	3	3	3	3	3	3
BPED 403.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 403.1	3	3	3	3	3
BPED 403.2	3	3	3	3	3
BPED 403.3	3	3	3	3	3
BPED 403.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 403.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 403.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 403.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 403.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**BPED – 404: SPORTS MEDICINE AND REHABILITATION.**

**Time: Three Hours    Total Marks: 100    (Theory Marks: 80 + Internal Assessment :20)  
Credits=4**

*Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit-V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.*

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPED 404.1** understand Meaning, Definition, Aims, Objectives, importance and concept of sports medicine, Need and Importance of the study of sports injuries in the field of Physical Education.
- BPED 404.2** know the definition, principles and importance of physiotherapy, Introduction and demonstration of treatments - Electrotherapy – infrared rays Ultraviolet rays – short wave diathermy – ultrasonic rays.
- BPED 404.3** gain knowledge about Cry therapy, Thermo therapy, Contrast Bath, Whirlpool Bath, Steam Bath, Sauna Bath and Hot Water Fomentation; history, classification and physiological effect of massage.
- BPED 404.4** understand the definition, scope, classification, principle and effect of therapeutic exercise and free mobility exercise of different joints.

**SYLLABUS**

**Unit-I: - Sports Medicine.**

- i. Sports Medicine: Meaning, Definition, Aims and Objectives,
- ii. Modern Concepts of Sports Medicine and Importance.
- iii. Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches.
- iv. Need and Importance of the study of sports injuries in the field of Physical Education

**Unit-II: Physiotherapy.**

- i. Definition – Guiding principles of physiotherapy
- ii. Importance of physiotherapy
- iii. Introduction and demonstration of treatments - Electrotherapy – infrared rays – Ultraviolet rays –short wave diathermy – ultrasonic rays.

**Unit-III: Hydrotherapy.**

- i. Introduction and treatments of Cry therapy, Thermo therapy, Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot Water Fomentation
- ii. Massage: History of Massage – Classification of Manipulation (Swedish System) physiological Effect of Massage.

**Unit-IV: Therapeutic Exercise.**

- i. Definition and Scope – Principles of Therapeutic Exercise
- ii. Classification, Effects and uses of Therapeutic exercise – passive Movements (Relaxed, Forced and passive -stretching) – active movements (concentric, Eccentric and static)
- iii. Application of the therapeutic exercise: Free Mobility Exercise – Shoulder, Elbow – Wrist and Finger Joints– Hips, Knee, ankle and Foot joints – Trunk. Head and Neck exercises.

**References:**

- Christine, M. D., (1999). *Physiology of sports and exercise*. USA: Human Kinetics.
- Conley, M. (2000). *Bioenergetics of exercise training*. In T.R. Baechle, & R.W. Earle, (Eds.), *Essentials of Strength Training and Conditioning* (pp. 73-90). Champaign, IL: Human Kinetics.
- David, R. M. (2005). *Drugs in sports*, (4th Ed). Routledge Taylor and Francis Group.
- Hunter, M. D. (1979). *A 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.
- Jeyaprakash, C. S., *Sports Medicine*, J.P. Brothers Pub., New Delhi, 2003.
- Khanna, G.L., (1990). *Exercise physiology & sports medicine*. Delhi: Lucky Enterprises.
- Mathew, D.K. & Fox, E.L, (1971). *Physiological basis of physical education and athletics*. Philadelphia: W.B. Saunders Co.
- Pandey, P.K., (1987). *Outline of sports medicine*, New Delhi: J.P. Brothers Pub.
- Williams, J. G. P. (1962). *Sports medicine*. London: Edward Arnold Ltd.

**BPEd 404 - SPORTS MEDICINE AND REHABILITATION.****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 404.1	3	3	3	3	3	3	3	3	3
BPED 404.2	3	3	3	3	3	3	3	3	3
BPED 404.3	3	3	3	3	3	3	3	3	3
BPED 404.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 404.1	3	3	3	3	3
BPED 404.2	3	3	3	3	3
BPED 404.3	3	3	3	3	3
BPED 404.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 404.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 404.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 404.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 404.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**Part – B**  
**Practical Courses**  
**Semester – 4<sup>th</sup>**

**BPED-405: Athletics.**

**(Credits=2.5)**

**Marks - 100**

**Course Outcomes: -**

After completing the course contents of this paper, the students will be able to: -

**BPed 405.1** learn about the event opening and closing ceremonies of Athletic meets

**BPed 405.2** gain knowledge about victory ceremony of Athletic meets.

**BPed 405.3** gain knowledge of flag hosting.

**BPed 405.4** learn about Oath ceremony and march past (formal & Informal).

**SYLLABUS**

- |   |              |
|---|--------------|
| 1. Sequence of events in Opening ceremony of Athletic Meets | (Marks - 20) |
| 2. Sequence of events in Closing ceremony of Athletic Meets | (Marks- 20)  |
| 3. Sequence of events in Victory ceremony of Athletic Meets | (Marks- 20)  |
| 4. Method of tying a flag for flag hosting                  | (Marks - 20) |
| 5. Oath and oath ceremony                                   | (Marks - 10) |
| 6. Types of March past (Formal & Informal).                 | (Marks - 10) |

**BPEd 405 – Athletics.****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 405.1	3	3	3	3	3	3	3	3	3
BPED 405.2	3	3	3	3	3	3	3	3	3
BPED 405.3	3	3	3	3	3	3	3	3	3
BPED 405.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 405.1	3	2	3	3	3
BPED 405.2	3	2	2	3	3
BPED 405.3	3	2	2	3	3
BPED 405.4	3	2	3	3	3
<b>Average</b>	3	2	2.5	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 405.1	3	3	3	3	3	3	3	3	3	3	2	3	3	3
BPED 405.2	3	3	3	3	3	3	3	3	3	3	2	2	3	3
BPED 405.3	3	3	3	3	3	3	3	3	3	3	2	2	3	3
BPED 405.4	3	3	3	3	3	3	3	3	3	3	2	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	2	2.5	3	3

**BPED – 406: (Badminton & Table Tennis)(Credits=2.5) Marks- 100**

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

**BPED 406.1** mark the court of Badminton.

**BPED 406.2** demonstrate and apply basic skills of Table -Tennis and Badminton.

**BPED 406.3** interpret various rules of Badminton.

**BPED 406.4** interpret various rules of Table-Tennis.

**SYLLABUS**

**i) Badminton** **Marks - 50**

1. Marking of Badminton court. (Marks - 20)
2. Teaching ability of various basic skills of Badminton. (Marks - 20)
3. Interpretation of Various rules of Badminton. (Marks - 10)

**ii) Table Tennis** **Marks - 50**

1. Marking of Table Tennis. (Marks - 20)
2. Teaching ability of various basic skills of Table Tennis. (Marks - 20)
3. Interpretation of Various rules of Table Tennis. (Marks - 10)



**BPEd 406 - (Badminton & Table Tennis).****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 406.1	3	3	3	3	3	3	3	3	3
BPED 406.2	3	3	3	3	3	3	3	3	3
BPED 406.3	3	3	3	3	3	3	3	3	3
BPED 406.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 406.1	3	3	3	3	3
BPED 406.2	3	3	3	3	3
BPED 406.3	3	3	3	3	3
BPED 406.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 406.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 406.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 406.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 406.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**BPED – 407:(Boxing and Wrestling) (Credits=2.5)      Marks - 100**

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

**BPed 407.1** enhance and apply knowledge of Boxing ring and Wrestling arena.

**BPed 407.2** demonstrate and apply basic skills of Boxing and Wrestling.

**BPed 407.3** interpret various rules of Boxing.

**BPed 407.4** interpret various rules of wrestling.

**SYLLABUS**

**i) Boxing**

**Marks - 50**

1. Dimensions of Boxing Ring. (Marks - 20)
2. Teaching ability of various basic skills of Boxing (Marks - 20)
3. Interpretation of Various rules of Boxing. (Marks - 10)

**ii) Wrestling**

**Marks - 50**

1. Dimensions of Wrestling mat and arena (Marks - 20)
2. Teaching ability of various basic skills of Wrestling (Marks - 20)
3. Interpretation of Various rules of Wrestling (Marks - 10)

**BPEd 407 - (Boxing and Wrestling).****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 407.1	3	3	3	3	3	3	3	3	3
BPED 407.2	3	3	3	3	3	3	3	3	3
BPED 407.3	3	3	3	3	3	3	3	3	3
BPED 407.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 407.1	3	3	3	3	3
BPED 407.2	3	3	3	3	3
BPED 407.3	3	3	3	3	3
BPED 407.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 407.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 407.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 407.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 407.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**BPED- 408: Mass DisplayActivity (Lezium,Dumbbell, Tipri&Ring)**  
(Credits=2.5) **Marks- 100**

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BPEd 408.1** apply and demonstrate exercises like Lezium, Dumbbell, Tipri and Ring.  
**BPEd 408.2** demonstrate exercises of Lezium and Dumbbell.  
**BPEd 408.3** demonstrate exercises of Tipri and Rings  
**BPEd 408.4** use various teaching aids like whistle, drum and verbal count in demonstrating exercises.

**SYLLABUS**

- |  |              |
|--|--------------|
| 1. Various commands of exercises with (Lezium, Dumbbell &Tipri). | (Marks- 20)  |
| 2. Exercise with Lezium (with Whistle, Drum and Verbal count.    | (Marks- 20)  |
| 3. Exercise with Dumbbell (with Whistle, Drum and Verbal count.  | (Marks- 20)  |
| 4. Exercise with Tipri (with Whistle, Drum and Verbal count.     | (Marks - 20) |
| 5. Exercise with Ring (with Whistle, Drum and Verbal count.      | (Marks - 20) |

**BPEd 408 - Mass Display Activity (Lezium, Dumbbell, Tipri & Ring).****CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 408.1	3	3	3	3	3	3	3	3	3
BPED 408.2	3	3	3	3	3	3	3	3	3
BPED 408.3	3	3	3	3	3	3	3	3	3
BPED 408.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 408.1	3	3	3	3	3
BPED 408.2	3	3	3	3	3
BPED 408.3	3	3	3	3	3
BPED 408.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 408.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 408.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 408.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 408.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**Table 4 : CO-PO-PSO Mapping Matrix for all the courses of B.P.Ed.**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
B.P.Ed 101	3	3	3	3	2.5	2.75	2.5	2	3	3	2.75	1.50	3	3
B.P.Ed 102	3	3	3	3	2.50	3	3	2.50	3	2	3	3	3	3
B.P.Ed 103	3	3	3	3	3	2.50	3	2.50	3	3	3	3	3	3
B.P.Ed 104	3	3	3	3	3	3	3	3	3	2.75	3	3	3	3
B.P.Ed 105	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 106	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 107	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 108	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 201	3	3	3	3	3	3	3	3	3	2	3	3	3	3
B.P.Ed 202	3	3	3	3	3	3	3	3	3	3	2	2	3	3
B.P.Ed 203	3	3	3	3	3	3	3	3	3	3	3	2.5	3	3
B.P.Ed 204	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 205	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 206	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 207	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 208	3	3	3	3	3	3	3	3	3	2.5	2.75	2.75	3	3
B.P.Ed 209	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 301	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 302	3	3	3	3	3	3	3	3	3	3	2.5	2.5	3	3
B.P.Ed 303	3	3	3	3	3	3	3	3	3	3	2.5	2.5	3	3
B.P.Ed 304	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 305	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 306	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 307	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 308	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 309	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 401	3	3	3	3	3	3	3	3	3	3	2.5	2.5	3	2.5
B.P.Ed 402	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 403	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 404	3	3	3	3	3	3	3	3	3	3	2	3	3	3
B.P.Ed 405	3	3	3	3	3	3	3	3	3	3	2	2.5	3	3
B.P.Ed 406	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 407	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B.P.Ed 408	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**Attainment of COs:**

The attainment of COs can be measured on the basis of the results of internal assessment and semester examination. The attainment is measured on scale of 3 after setting the target for COs attainment. Table 5 shows the CO attainment levels assuming the set target of 50% marks:

**Table 5 : CO Attainment Levels for internal assessment.**

<b>Attainment Level</b>	
<b>1 (Low level of attainment)</b>	<b>50% of students score more than 50% of marks in class tests of a course.</b>
<b>2 (Medium level of attainment)</b>	<b>60% of students score more than 50% of marks in class tests of a course.</b>
<b>3 (High Level of attainment)</b>	<b>70% of students score more than 50% of marks in class tests of a course.</b>

*Note: In the above table, the set target is assumed as 50%. It may vary in different departments/institutes. The staff Councils of the departments/institutes may finalize the set target.*

A proper mapping of course outcomes with assessment methods should be defined before measuring the attainment level. The questions in tests for internal assessment are based on COs. Here it is assumed that class test – I is based on first two COs (i.e. BPEd 101.1 and BPEd 101.2) of a course with equal weightage given to both COs. Similarly class test – II is based on next two COs (i.e. BPEd 101.3 and BPEd 101.4) of a course with equal weightage given to these two COs. For each internal assessment test, the percentage of students attaining the target level of CO is estimated and average percentage will decide the attainment level of COs. Following steps may be followed for determining the attainment level in internal assessment of course.

- i. Estimate the %age of students scoring set target (say 50%) or more in the questions of test-I based on first CO i.e. BPEd101.1
- ii. Estimate the %age of students scoring set target (50%) or more in the question(s) of test-I based on second CO i.e. BPEd101.2
- iii. Estimate the %age of students scoring set target (50%) or more in the question(s) of test-II based on third CO i.e. BPEd101.3
- iv. Estimate the %age of students scoring set target (50%) or more in the question(s) of test-II based on fourth CO i.e. BPEd101.4
- v. Take average of the percentages obtained above.
- vi. Determine the attainment level i.e. 3, 2 or 1 as per scale defined in table 5.

*Note: In the above steps, it is assumed that internal assessment is based on two tests only. However if internal assessment is based on more than two tests and/or on assignment then*

## CBCS/LOCF/B.P.Ed. – TWO YEAR PROGRAM/KUK

*same may be incorporated to determine the CO attainment level. There may be more than four Cos for a course. The set target may also be different for different COs. These issues may resolved by the Staff Councils of the departments/institutes.*

For determining the attainment levels for end semester examination, it is assumed that questions in the end term examination are based on all COs of the course. Attainment levels for end semester examination of a course can be determined after the declaration of the results. The CO attainment levels for end semester examination are given in Table 6.

**Table 6 : CO Attainment Levels for End Semester Examination (ESE)**

<b>Attainment Level</b>	
<b>1</b> <b>(Low level of attainment)</b>	<b>60% of students obtained letter grade of A or above (for CBCS programs) or score more than 60% of marks (for non-CBCS programs) in ESE of a course.</b>
<b>2</b> <b>(Medium level of attainment)</b>	<b>70% of students obtained letter grade of A or above (for CBCS programs) or score more than 60% of marks (for non-CBCS programs) in ESE of a course.</b>
<b>3</b> <b>(High Level of attainment)</b>	<b>80% of students obtained letter grade of A or above (for CBCS programs) or score more than 60% of marks (for non-CBCS programs) in ESE of a course.</b>

*Note: In the above table, the set target is assumed as grade A for CBCS courses and 60% for non-CBCS courses. It may vary in different departments/institutes. The staff Councils of the departments/institutes may finalize the set target.*

### **Overall CO Attainment level of a Course:**

The overall CO attainment level of a course can be obtained as:

Overall CO attainment level = 50% of CO attainment level in Internal assessment + 50% of CO Attainment level in end semester examination.

The overall COs attainment level can be obtained for all the courses of the program in a similar manner.

### **Attainment of POs:**

The overall attainment level of POs is based on the values obtained using direct and indirect methods in the ratio of 80:20. The direct attainment of Pos is obtained through the attainment of COs. The overall CO attainment value as estimated above and CO-PO mapping value as shown in Table 4 are used to compute the attainment of POs. PO attainment values obtained using direct method can be written as shown in the Table 7.



**Table 7: PO Attainment Values using Direct Method**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPEd 101									
BPEd 102									
BPEd 103									
-									
BPEd 408									
Direct PO attainment	Average of above values	Average of above values	Average of above values	--	--	--	--	--	Average of above values

The PO attainment values to be filled in above table can be obtained as follows:

For BPEd101-PO1 Cell:

PO1 attainment value = (Mapping factor of BPEd101-PO1 from Table 4 x Overall CO attainment value for the course BPEd101)/3

For BPEd104-PO1 Cell:

PO1 attainment value = (Mapping factor of BPEd104-PO1 from Table 4 x Overall CO attainment value for the course BPEd104)/3

Similarly values for each cell of Table 7 can be obtained. The direct attainment of Pos is average of individual PO attainment values.

In order to obtain the PO attainment using indirect method, a student exit survey based on the questionnaire of Pos may be conducted at end of last semester of the program. The format for the same is given in Table 8. Average of the responses from the outgoing students for each PO is estimated.

The overall PO attainment values are obtained by adding attainment values estimated using direct and indirect methods in the proportion of 80:20 as follows:

Overall attainment value for PO1 =

[0.8 x average attainment value for PO1 using direct method (from table 7)] + [0.2 x average response of outgoing students for PO1].

Similarly overall attainment value can be obtained for each PO.

**Table 8: PO Questionnaire for indirect measurement of PO attainment  
(For Outgoing students)**

At the end of my degree program I am able to do:

Statements of POs	Please Tick any one		
1. Learners will be able to comprehend the acquire knowledge during the Program of study.	3	2	1
2. Learners will be able to reflect on the issues relating to the discipline- 'Education'.	3	2	1
3. Learners will be able to exhibit the professional skills and competencies acquired during the Program of study.	3	2	1
4. Learners will be able to show scientific & research capabilities in their academic, professional and general life pursuits.	3	2	1
5. Learners will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making, resource management according to pre-determined objectives/outcomes.	3	2	1
6. Learners will be able to work as member or leader in various teams and multi-disciplinary & diverse settings.	3	2	1
7. Learners will be able to discuss and solve the problems relating to the discipline and life.	3	2	1
8. Learners will be able to state and follow the ethical issues relating to the discipline and society.	3	2	1
9. Learners will be able to apply different tools and techniques of communication and related skills.	3	2	1

Overall PO attainment values can be written as shown in Table 9:

**Table 9: Overall PO attainment Values.**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Direct PO attainment									
Indirect PO attainment									
Overall PO attainment.									
Target									

## CBCS/LOCF/B.P.Ed. – TWO YEAR PROGRAM/KUK

The overall PO attainment values obtained above are compared with set target. The set target for each PO may be different and can be finalized by the staff councils of the departments/institutes. If overall PO attainment value is less than the set target value then an action plan may be prepared for improvement in the subsequent academic session.

**The overall PSO attainment level based on CO-PSO mapping values and overall CO attainment values can be obtained in a similar manner.**

**CBCS/LOCF/B.A.HEALTH AND PHY. EDU. – 3 YEAR PROGRAM /KUK**

**Kurukshetra University, Kurukshetra**

**Scheme of Examination for Health and Physical education(optional subject in B.A – 1<sup>st</sup> – 6<sup>th</sup> Sem).**

**CBCS Scheme of Examination implemented from session 2020-2021**

**Semester - 1<sup>st</sup> to 6<sup>th</sup>**

**Credits= 30**

**Total Marks = 600**

Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total	Duration of Exam	W.E.F. Session
			Theory	Practical	Total	Theory	Practical	Total	Internal Assessment	Theory	Practical			
BAHPE -101	Health and Physical Education.	CCC	04	--	04	04	--	04	15	60	--	75	3 hours	2020-21
BAHPE -201	Health and Physical Education.	CCC	04	--	04	04	--	04	15	60	--	75	3 hours	2020-21
BAHPE -202	Practical.	CCC	--	04	04	--	02	02	00	00	50	50	--	2020-21
BAHPE -301	Health and Physical Education.	CCC	04	--	04	04	--	04	15	60	--	75	3 hours	2021-22
BAHPE -401	Health and Physical Education.	CCC	04	--	04	04	--	04	15	60	--	75	3 hours	2021-22
BAHPE -402	Practical.	CCC	--	04	04	--	02	02	00	00	50	50	--	2021-22
BAHPE -501	Health and Physical Education.	CCC	04	--	04	04	--	04	15	60	--	75	3 hours	2022-23
BAHPE -601	Health and Physical Education.	CCC	04	--	04	04	--	04	15	60	--	75	3 hours	2022-23
BAHPE -602	Practical.	CCC	--	04	04	--	02	02	00	00	50	50	--	2022-23
<b>Total</b>			24	12	36	24	06	30	90	360	150	600		

**C.C.C = Compulsory Core Course**

# CBCS/LOCF/B.A.HEALTH AND PHY. EDU. – 3 YEAR PROGRAM /KUK

## **Instructions for Paper- Setter:**

The question paper will consist of five Units I, II, III, IV and V. Units I, II, III & IV will have two questions from their respective Units of the Syllabus and will carry 10 marks each. Unit V<sup>th</sup> will consist of 10 short answer type questions, which will cover the entire syllabus and will carry 2 marks for each question.

## **Instructions for Candidates**

Candidates are required to attempt one question each from Unit I, II, III and IV. Unit - V is compulsory for all.

### **B.A. -1<sup>st</sup> Semester (Health & Physical Education) (From Session 2020-21)**

**Time- 3 hours**

**Theory- 60 Marks  
(Internal Assessment- 15 Marks)**

## **Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BAHPE 101.1** understand the definition, scope, aim, objective and misconceptions of Physical Education.
- BAHPE 101.2** know the meaning, importance, factors influencing health and learn about personal hygiene.
- BAHPE 101.3** understand and apply the knowledge of yoga, pranayama and their variations for health benefits.
- BAHPE 101.4** learn about human anatomy and physiology with introduction of cell, tissue, organ and organ system with their properties.

### **Unit - 1: Introduction to Physical Education-**

1. Meaning, definition and scope of Physical Education.
2. Relationship of Physical Education with General Education
3. Aim, Objectives and Importance of Physical Education in modern society.
4. Misconceptions regarding Physical Education

### **Unit- II: Health & Hygiene**

1. Meaning, definition and importance of Health.
2. Factors influencing Health.
3. Meaning and importance of Personal Hygiene
4. Hygiene of various body parts and Factors influencing Personal Hygiene

### **Unit- III: Introduction to Yoga**

1. Yoga - Meaning, Concept and Historical development
2. Types of Yoga
3. Importance of yoga in healthy living
4. Pranayam - Meaning, types and their benefits.

# CBCS/LOCF/B.A.HEALTH AND PHY. EDU. – 3 YEAR PROGRAM /KUK

## **Unit- IV: Introduction to Human Anatomy and Physiology**

1. Meaning and definition of Human Anatomy and Physiology
2. Importance of Human Anatomy and Physiology in Physical Education
3. Definition of Cell, Tissue, Organ and System
4. Structure and Properties of Cell

## **Text Books and References**

- Singh Ajmer et.al. “Modern Text Book of Physical Education, Health and Sports”, Kalyani Publishers, Ludhiana,(2010).
- Sharma, V.K, “Health & Physical Education” Saraswati House Pvt. Ltd . Daryaganj, New Delhi. (2013).
- Kang G.S. Deol N.S. “An introduction to Health and Physical Education 21<sup>st</sup> century” Patiala (2008).
- Singh Ajmer et. al. “Olympic Movement” Kalyani Publishers, Ludhiana, (2000).
- Sharma, V.K., ‘Yog Shiksha’ Saraswati House Pvt.Ltd. Daryaganj, New Delhi (2011)
- Kamlesh & Sangral, “Principles & History of Physical Education”, Parkash Brothers, Ludhiana.(2000)
- Avelin C. Pearce., “Anatomy and Physiology for Nurses”Oxford University Press.New Delhi, (2003). .
- Iyengar, B.K.S. “Light on life” Oxford, Pan Macmillan Ltd. (2005).
- Iyengar, B.K.S. “The Tree of Yoga” New Delhi, Harper Collins. (2009).
- Verma, K.K., “Health & Physical Education” Parkash Brothers, Ludhiana.(2005).

# CBCS/LOCF/B.A.HEALTH AND PHY. EDU. – 3 YEAR PROGRAM /KUK

## **Instructions for Paper- Setter:**

The question paper will consist of five Units I, II, III, IV and V. Units I, II, III & IV will have two questions from their respective Units of the Syllabus and will carry 10 marks each. Unit V<sup>th</sup> will consist of 10 short answer type questions, which will cover the entire syllabus and will carry 2 marks for each question.

## **Instructions for Candidates**

Candidates are required to attempt one question each from Unit I, II, III and IV. Unit - V is compulsory for all.

### **B.A. -2<sup>nd</sup> Semester (Health & Physical Education) (From Session 2020-21)**

**Time- 3 hours**

**Theory- 60 Marks  
(Internal Assessment- 15 Marks)**

## **Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BAHPE 201.1** understand the meaning, aim, objectives, importance & scope of health education and first-aid with its applications in different common injuries.
- BAHPE 201.2** learn about history of physical education of pre and post independence period and role of IOA, SAI, NSNIS and YMCA in development of physical education, sports policy of Haryana and national sports college.
- BAHPE 201.3** understand meaning, importance, components, principles and factors of physical fitness along with isometric, isotonic and iso-kinetic exercises.
- BAHPE 201.4** learn about skeletal system of human body such as bones and their functions, variation of joints

### **Unit – I Introduction to Health Education**

1. Definition, Aim, Objectives and Scope of Health Education.
2. Importance of Health Education in modern society
3. First Aid: Meaning, Aim, Objectives and General Principles of First Aid.
4. First Aid for Common injuries - Bleeding, Burns, Electric Shock, Drowning and Snake Bite

### **Unit –II Historical Prospects of Physical Education**

1. Pre-independence and Post – independence historical development of Physical Education in India.
2. Role of IOA, SAI, NSNIS and YMCA in the development of Physical Education and Sports in India.
3. Sports Policy of Haryana State
4. National Sports Policy

# CBCS/LOCF/B.A.HEALTH AND PHY. EDU. – 3 YEAR PROGRAM /KUK

## **Unit III Introduction to Physical Fitness**

1. Meaning, definition and importance Physical Fitness
2. Components and Principles of Physical Fitness
3. Factors influencing of Physical Fitness.
4. Meaning of Isometric, Isotonic and Isokinetic exercises

## **Unit IV Introduction to Human Anatomy and Physiology**

1. Anatomy of Human Bone
2. Types and Function of bones in Human Body
3. Meaning and types of joints in Human Body.
4. Types of synovial joints in Human Body

### **Text Books and References**

- Sharma, V.K, “Health & Physical Education” Saraswati House Pvt. Ltd . Daryagani, New Delhi.(2013).
- Kamlesh & Sangral,,” Methods in Physical Education” Parkash Brothers, Ludhiana(2000).
- Bucher Olsen and Willgoose; “The Foundation of Health” Prentice Hall inc.Englewood Fliffs,New Jersey,(1976).
- Turner S and Smith “School Health and Health Education” The C.V. Mos by Company St.Loius (1961).
- Singh Ajmer et.al. “Modern Text Book of Physical Education, Health and Sports”, Kalyani Publishers, Ludhiana,(2010).
- Kang G.S. Deol N.S. “An introduction to Health and Physical Education 21<sup>st</sup> century” Patiala (2008).
- Singh Ajmer et. al. “Olympic Movement” Kalyani Publishers, Ludhiana, (2000).
- Kamlesh & Sangral, “Principles & History of Physical Education”, Parkash Brothers, Ludhiana.(2000)
- Avelin C. Pearce., “Anatomy and Physiology for Nurses”Oxford University Press.New Delhi, (2003). .
- Verma, K.K., “Health & Physical Education” Parkash Brothers, Ludhiana.(2005).



**CBCS/LOCF/B.A.HEALTH AND PHY. EDU. – 3 YEAR  
PROGRAM /KUK**

**B.A. – 1<sup>st</sup> and 2<sup>nd</sup> Semester (Practical)  
(Health & Physical Education)  
(From Session 2020-21)**

**Maximum Marks- 50**

- |  |                      |
|--|----------------------|
| <b>1. Any one game</b><br>(With ground specifications, general rules and general skills)<br>1. kho - kho                      2. Badminton                      3. Cricket | <b>10 Marks</b>      |
| <b>2. Name and identification of bones in Human Body</b>   | <b>10 Marks</b>      |
| <b>3. Athletics:</b><br>Shot Put (Measurements & Basic Techniques)<br>Types of Starts - Crouch Start and standing starts (Basic Technique)                                 | <b>(10+10) Marks</b> |
| <b>4. Viva – Voce and Practical File</b>   | <b>10 Marks</b>      |

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BAHPE 202.1** mark the kho-kho, badminton courts and prepare cricket pitch, learn various skills of these games with rules.
- BAHPE 202.2** identify different bones in Human body.
- BAHPE 202.3** able to learn and measure shot put skills and sectors with various types of starts for the races.
- BAHPE 202.4** present the acquired knowledge of different games and athletics with appropriate demonstration.

# CBCS/LOCF/B.A.HEALTH AND PHY. EDU. – 3 YEAR PROGRAM /KUK

## Instructions for Paper- Setter:

The question paper will consist of five Units I, II, III, IV and V. Units I, II, III & IV will have two questions from their respective Units of the Syllabus and will carry 10 marks each. Unit V<sup>th</sup> will consist of 10 short answer type questions, which will cover the entire syllabus and will carry 2 marks for each question.

## Instructions for Candidates

Candidates are required to attempt one question each from Unit I, II, III and IV. Unit - V is compulsory for all.

### **B.A. -3<sup>rd</sup> Semester (Health & Physical Education) (From Session 2021-22)**

**Time- 3 hours**

**Theory- 60 Marks  
(Internal Assessment- 15 marks)**

## Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

- BAHPE 301.1** learn the meaning, importance of safety education, gauges and types of sports injuries, their prevention and treatment.
- BAHPE 301.2** understand about communicable and non communicable diseases, their mode of transmission, prevention and control.
- BAHPE 301.3** learn the meaning, importance, components and factors effecting balanced diet and harmful effects of junk food.
- BAHPE 301.4** understand the structure and function of heart, different types of blood circulation and effects of exercise on circulatory system.

### **Unit- 1 Concept of Safety Education**

1. Meaning, need and importance of Safety Education
2. Sports Injuries: Types and causes
3. Principles for prevention of sports Injuries.
4. General treatment for common sports injuries i.e Abrasion, Contusion, Sprain , Strain, Fracture and Dislocation of joints

### **Unit –II Common Diseases**

1. Meaning of Communicable and Non – Communicable diseases
2. Modes of transmission, prevention and control of communicable diseases.
3. Common diseases: HIV/ AIDS, Hepatitis, Dengue, Typhoid, Malaria and Influenza.
4. Allergy related diseases: Asthma and Sinuses

# CBCS/LOCF/B.A.HEALTH AND PHY. EDU. – 3 YEAR PROGRAM /KUK

## **Unit – III Concept of Balanced Diet**

1. Balanced Diet: Meaning and importance
2. Components of balanced diet and their sources
3. Factors affecting balanced diet
4. Harmful effects of Junk Food

## **Unit –IV Anatomy and Physiology of Body System**

1. Circulatory System: Structure of Heart
2. Functioning of Heart
3. Types of Circulation: Systemic and Pulmonary
4. Effects of exercise on Circulatory System.

### **Text Books and References:**

- Mathews D.K.& Fox D.K “The Physiological basis of Physical Education and Sprots,2<sup>nd</sup> .Philadelphia.K.B.Sanuders & Co.,(1996).
- Sharma, V.K, “Health & Physical Education” Saraswati House Pvt. Ltd . Daryagani, New Delhi.(2013).
- Kang G.S. Deol N.S. “An introduction to Health and Physical Education 21<sup>st</sup> century” Patiala (2008).
- Singh Ajmer et. al. “Olympic Movement” Kalyani Publishers, Ludhiana, (2000).
- Kamlesh & Sangral, “Principles & History of Physical Education”, Parkash Brothers, Ludhiana.(2000).
- Bucher Olsen and Willgoose “The Foundation of Health” Prentice Hall inc.Englewood Fliffs,New Jersey,(1976).
- Turner S and Smith “School Health and Health Education” The C.V. Mos by Company St.Loius (1961).
- Singh Ajmer et.al. “Modern Text Book of Physical Education, Health and Sports”, Kalyani Publishers, Ludhiana (2010).
- Avelin C. Pearce., “Anatomy and Physiology for Nurses”Oxford University Press. New Delhi (2003).
- Verma K.K., “Health & Physical Education” Parkash Brothers, Ludhiana (2005).

# CBCS/LOCF/B.A.HEALTH AND PHY. EDU. – 3 YEAR PROGRAM /KUK

## **Instructions for Paper- Setter:**

The question paper will consist of five Units I, II, III, IV and V. Units I, II, III & IV will have two questions from their respective Units of the Syllabus and will carry 10 marks each. Unit V<sup>th</sup> will consist of 10 short answer type questions, which will cover the entire syllabus and will carry 2 marks for each question.

## **Instructions for Candidates**

Candidates are required to attempt one question each from Unit I, II, III and IV. Unit - V is compulsory for all.

### **B.A. - 4<sup>th</sup> Semester (Health & Physical Education) (From Session 2021-22)**

**Time- 3 hours**

**Theory- 60 Marks  
(Internal Assessment- 15 marks)**

## **Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BAHPE 401.1** understand the meaning, types, methods and physiological aspects of warming up and cooling down.
- BAHPE 401.2** learn about need and importance of sports psychology with learning laws and its curve.
- BAHPE 401.3** understand about ancient Olympic games, modern Olympic games, asian games and commonwealth games.
- BAHPE 401.4** understand the functioning process of respiratory system and effect of exercise.

### **Unit-1 Warming Up and Cooling Down:**

1. Meaning, types and significance of warming up
2. Meaning, types and significance of cooling down.
3. Methods of warming up and cooling down.
4. Physiological aspects of warming up and cooling down

### **Unit –II Psychological aspects of Physical Education:**

1. Meaning of Psychology and sports Psychology
2. Need and importance of sports psychology
3. Learning: meaning and laws
4. Learning curve

# CBCS/LOCF/B.A.HEALTH AND PHY. EDU. – 3 YEAR PROGRAM /KUK

## **Unit –III Major Sports Events**

1. Ancient Olympic Games
2. Modern Olympic Games
3. Asian Games
4. Common Wealth Games

## **Unit - IV Anatomy and Physiology of Human Body System**

1. Structure of Respiratory Organs.
2. Physiology of respiratory System.
3. Effect of exercise on respiratory System
4. Terminology of respiration: Tidal Volume, Residual Volume and Total Lung Capacity.

## **Text Books and References**

- H.H. Clark & D.H. Clark: Development and adopted physical education, Englewood cliffs, New Jersey, Prentice Hall, 1987.
- Mathews D.K. & Fox D.K “The Physiological basis of Physical Education and Sprots, 2nd .Philadelphia. K .B. Sanuders & Co., (1996).
- Sharma, V.K, “Health & Physical Education” Saraswati House Pvt. Ltd. Daryagani, New Delhi. (2013).
- Kang G.S. Deol N.S. “An introduction to Health and Physical Education 21<sup>st</sup> century” Patiala (2008).
- Singh, Ajmer et. Al.” Olympic Movement”Kalyani Publishers, Ludhiana, (2000).
- Kamlesh & Sangral, “Principles & History of Physical Education”, Parkash Brothers, Ludhiana (2000).
- Mangal, S.K.,”Psychology for Physical Education” Parkash Brothers, Ludhiana (2008).
- Kamlesh & Sangral,,” Methods in Physical Education” Parkash Brothers, Ludhiana (2007).
- Jensen Fisher:9 “Scientific Basis of Athletic Conditioning” Philadelphia, Lee and Febiger (1975).

**CBCS/LOCF/B.A.HEALTH AND PHY. EDU. – 3 YEAR  
PROGRAM /KUK**

**B.A. – 3<sup>rd</sup> and 4<sup>th</sup> Semester (Practical)  
(Health & Physical Education)  
(From Session 2021-22)**

**Maximum Marks- 50**

- |   |                        |
|---|------------------------|
| <b>1. Measurement of Body Mass Index</b><br>(Normal Range of B.M.I for Children, Women and Men)   | <b>10 Marks</b>        |
| <b>2. Any one Game of the following:</b><br>(With ground specifications, general rules and general skills)<br>1. Basketball      2. Foot ball      3. Kabaddi | <b>10 Marks</b>        |
| <b>3. Athletics:</b><br>Discus throw and Long Jump<br>(Specifications, general rules and general skills)  | <b>(10 + 10) Marks</b> |
| <b>4. Viva – Voce and Practical File</b>  | <b>10 Marks</b>        |

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

**BAHPE 402.1** measure body mass index for children, women and man.

**BAHPE 402.2** mark basketball and kabaddi court along with football ground with its specifications and apply related skills of these games.

**BAHPE 402.3** able to mark discus throw sector and long jump pit and apply their skills.

**BAHPE 402.4** present the acquired knowledge of different games and athletics with appropriate demonstration.

# CBCS/LOCF/B.A.HEALTH AND PHY. EDU. – 3 YEAR PROGRAM /KUK

## **Instructions for Paper- Setter:**

The question paper will consist of five Units I, II, III, IV and V. Units I, II, III & IV will have two questions from their respective Units of the Syllabus and will carry 10 marks each. Unit V<sup>th</sup> will consist of 10 short answer type questions, which will cover the entire syllabus and will carry 2 marks for each question.

## **Instructions for Candidates**

Candidates are required to attempt one question each from Unit I, II, III and IV. Unit - V is compulsory for all.

## **B.A. -5<sup>th</sup> Semester (Health & Physical Education) (From Session 2022-23)**

**Time- 3 hours**

**Theory- 60 Marks  
(Internal Assessment- 15 marks)**

## **Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BAHPE 501.1** learn about meaning, stages, principles and factors influencing growth and development along with age and sex differences in physical education and sports.
- BAHPE 502.2** understand the meaning, importance and principles of organization and administration, intramural and extramural activities and tournaments.
- BAHPE 503.3** understand the meaning and importance of posture, causes of poor posture and different postural deformities and their remedies.
- BAHPE 504.4** understand the structure of muscle, its variation and effects of exercise on the muscle, composition of blood and its functions.

### **Unit -I Growth & Development**

1. Meaning and definition of Growth and Development
2. Stages of Growth and Development.
3. Principles and factors influencing growth and development
4. Age and sex difference in relation to physical activities and sports

### **Unit – II Concept of Sports Organization and Administration**

1. Meaning and importance of organization and administration in Physical Education and Sports
2. Principles of sports organization and administration
3. Organization and administration of Intramural and Extramural activities
4. Tournaments and their types (League and Knock out )

# CBCS/LOCF/B.A.HEALTH AND PHY. EDU. – 3 YEAR PROGRAM /KUK

## **Unit – III Concept of Posture**

1. Meaning of posture and importance of good posture
2. Causes of poor posture
3. Symptoms and causes of Postural Deformities: Lordosis, Kyphosis, Scoliosis, Flat Feet, Knock Knee and Blow Legs.
4. Precautions and Remedies for postural deformities

## **Unit-IV Anatomy and Physiology**

1. Gross Anatomy of muscle, Types of Muscles in human body
2. Effects of exercise on Muscular System
3. Composition of Human Blood
4. Functions of Blood

## **Text Books and References**

- Kamlesh & Sangral, “Principles & History of Physical Education”, Parkash Brothers, Ludhiana. (2000).
- Bucher Olsen and Willgoose “The Foundation of Health” Prentice Hall inc.Englewood Cliffs,New Jersey,(1976).
- Turner S and Smith “School Health and Health Education” The C.V. Mos by Company St.Loius (1961).
- Singh Ajmer et.al. “Modern Text Book of Physical Education, Health and Sports”, Kalyani Publishers, Ludhiana (2010).
- Avelin C. Pearce., “Anatomy and Physiology for Nurses”Oxford University Press. New Delhi (2003).
- Verma K.K., “Health & Physical Education” Parkash Brothers, Ludhiana (2005).
- Mathews D.K. & Fox D.K “The Physiological basis of Physical Education and Sprots, 2nd .Philadelphia.K.B.Sanuders & Co., (1996).
- Sharma, V.K, “Health & Physical Education” Saraswati House Pvt. Ltd. Daryagani, New Delhi. (2013).
- Kang G.S. Deol N.S. “An introduction to Health and Physical Education 21<sup>st</sup> century” Patiala (2008).
- Singh Ajmer et. al. “Olympic Movement” Kalyani Publishers, Ludhiana, (2000).



# CBCS/LOCF/B.A.HEALTH AND PHY. EDU. – 3 YEAR PROGRAM /KUK

## **Instructions for Paper- Setter:**

The question paper will consist of five Units I, II, III, IV and V. Units I, II, III & IV will have two questions from their respective Units of the Syllabus and will carry 10 marks each. Unit V<sup>th</sup> will consist of 10 short answer type questions, which will cover the entire syllabus and will carry 2 marks for each question.

## **Instructions for Candidates**

Candidates are required to attempt one question each from Unit I, II, III and IV. Unit - V is compulsory for all.

## **B.A. -6<sup>th</sup> Semester (Health & Physical Education) (From Session 2022-23)**

**Time- 3 hours**

**Theory- 60 Marks  
(Internal Assessment- 15 marks)**

## **Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BAHPE 601.1** understand meaning, types and importance of motivation in sports and socialization through sports and effect of social behavior on the sports performance.
- BAHPE 601.2** learn the meaning and factor affecting sports training, different variations of sports training and effects of doping on the health.
- BAHPE 601.3** understand the meaning and importance of bio-mechanics in sports, Newton's law of motion and their application and application of levers in sports.
- BAHPE 601.4** learn about organs of digestive systems, mechanism of digestion and effects of exercise on digestive system.

### **Unit-1 Concept of Motivation and Socialization**

1. Meaning and definition of motivation.
2. Types of motivation and importance of motivation in sports.
3. Meaning of Socialization and Socialization through sports.
4. Effect of social behavior on performance of sports person.

### **Unit- II Concept of Sports Training and Doping**

1. Meaning and definition of sports training
2. Factors affecting sports training
3. Types of sports training: Circuit training, Interval Training and Continuous Training
4. Doping: Meaning, types and its effects on health.

# CBCS/LOCF/B.A.HEALTH AND PHY. EDU. – 3 YEAR PROGRAM /KUK

## **Unit – III Concept of Sports Biomechanics**

1. Meaning and definition of sports biomechanics
2. Importance of Biomechanics in Sports
3. Newton's Laws of motion and their application in sports
4. Levers: Meaning, types and their application in Sports

## **Unit – IV Anatomy and Physiology**

1. Organs of Digestive System
2. Structure of Digestive System
3. Mechanism of food digestion
4. Effects of exercise on Digestive System.

### **Text Books and References**

- Kamlesh & Sangral, "Principles & History of Physical Education", Parkash Brothers, Ludhiana. (2000).
- Dick F "Sports Training Principles" .London Lepus Book, (1980).
- Desch and Burk "knesiology and applied Anatomy", 2nd ed.lee and Febiger, (1963).
- Show D, "Kinesiology' Friends Publications, New Delhi, (2001).
- Singh Ajmer et.al. "Modern Text Book of Physical Education, Health and Sports", Kalyani Publishers, Ludhiana (2010).
- Avelin C. Pearce., "Anatomy and Physiology for Nurses"Oxford University Press. New Delhi (2003).
- Verma K.K., "Health & Physical Education" Parkash Brothers, Ludhiana (2005).
- Mathews D.K. & Fox D.K "The Physiological basis of Physical Education and Sprotts, 2nd .Philadelphia.K.B.Sanuders & Co., (1996).
- Sharma, V.K, "Health & Physical Education" Saraswati House Pvt. Ltd. Daryagani, New Delhi. (2013).
- Kang G.S. Deol N.S. "An introduction to Health and Physical Education 21<sup>st</sup> century"  
Patiala (2008).
- Singh Ajmer et. al. "Olympic Movement" Kalyani Publishers, Ludhiana, (2000).

**CBCS/LOCF/B.A.HEALTH AND PHY. EDU. – 3 YEAR  
PROGRAM /KUK**

**B.A. – 5<sup>th</sup> and 6<sup>th</sup> Semester (Practical)  
(Health & Physical Education)  
(From Session 2022-23)**

**Maximum Marks- 50**

- |   |                 |
|---|-----------------|
| <b>1. Pranayam:</b>   | <b>10 Marks</b> |
| a) Bhramari    b) Anulom Vilom    c) Kapal Bhati  |                 |
| <b>2. Any one Game of the following</b>   | <b>10 Marks</b> |
| (Ground Specifications, General rules and General Skill)  |                 |
| a) Volleyball                      b) Hockey              c) Judo/Boxing/Wrestling/Self-defense tactics |                 |
| <b>3. Tying of different types of Bandages and Arm Slings.</b>  | <b>10 Marks</b> |
| <b>4. First Aid</b>   | <b>10 Marks</b> |
| (First aid for different injuries and circumstances, items of First aid box and their uses)             |                 |
| <b>5. Viva – Voce and Practical file</b>  | <b>10 Marks</b> |

**Course Outcomes: -**

After completing the course contents of this course, the students will be able to: -

- BAHPE 602.1** apply the knowledge of Bhramari, Anulom Vilom and Kapal Bhati.
- BAHPE 602.2** mark volleyball court/Hockey ground/combative sports platform.
- BAHPE 602.3** can use different types of bandages and first aid applications appropriate to specific injury and items of first aid box.
- BAHPE 602.4** apply the knowledge of various pranayams, marking of different grounds of various sports and apply first aid techniques in different circumstances appropriately.

CBCS/LOCF/B.A.HEALTH AND PHY. EDU. – 3 YEAR  
PROGRAM /KUK

**Table 1 : CO-PO-PSO Mapping Matrix for all the courses of B.A.  
Health and Physical Education.**

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BAHPE 101	3	3	3	1	2	2	2	3	3	3	3	2	1	2
BAHPE 201	3	3	2	2	2	2	3	3	1	3	3	2	1	2
BAHPE 202	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BAHPE 301	3	3	3	2	3	2	2	3	1	3	3	1	2	3
BAHPE 401	3	3	3	2	2	3	3	2	1	3	3	2	1	3
BAHPE 402	3	3	2	2	3	3	3	2	3	3	2	2	3	3
BAHPE 501	3	3	3	3	2	3	2	3	1	3	3	2	3	2
BAHPE 601	3	3	3	2	2	2	3	2	1	3	3	2	3	3
BAHPE 602	3	3	2	3	2	2	3	3	3	2	3	3	3	3

**CERTIFICATE COURSE IN YOGA-THREE MONTHS  
PROGRAMME UNDER LEARNING OUTCOME BASED  
CURRICULUM FRAMEWORK (LOCF) EXAMINATION  
W.E.F.SESSION 2020-21.**



**KURUKSHETRA UNIVERSITY  
KURUKSHETRA  
(Established by the State Legislature Act XII of 1956)**

**Syllabus and Scheme of Examination for  
Certificate Course in Yoga (3-Months)/LOCF**

**THEORY EXAMINATION**

<b>Subject</b>	<b>Total Marks</b>	<b>Min.Pass Marks</b>	<b>Time</b>
Paper – I Yogic Science	100	40	Three Hour

**PRACTICAL EXAMINATION**

<b>Subject</b>	<b>Total Marks</b>	<b>Min. Pass Marks</b>
Paper – II Yogic Practice	100	40

**Theory = 100 Marks**

**Practical = 100 Marks**

**Total Marks = 200 Marks**

## LOCF/CERTIFICATE COURSE IN YOGA/KUK

---

### **PROGRAMME OUTCOMES:-**

1. Learners will be able to comprehend the acquire knowledge during the Programme of study.
2. Learners will be able to reflect on the issues relating to the discipline-‘Education’.
3. Learners will be able to exhibit the professional skills and competencies acquired during the Programme of study.
4. Learners will be able to show scientific & research capabilities in their academic, professional and general life pursuits.
5. Learners will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making, resource management according to pre-determined objectives/outcomes.
6. Learners will be able to work as member or leader in various teams and multi-disciplinary & diverse settings.
7. Learners will be able to discuss and solve the problems relating to the discipline and life.
8. Learners will be able to state and follow the ethical issues relating to the discipline and society.
9. Learners will be able to apply different tools and techniques of communication and related skills.

**PROGRAMME SPECIFIC OUTCOMES:**

**After completing the programme student- teacher will be able to:-**

1. develop conceptual understanding of Traditional Yoga.
2. enhance knowledge of Yoga Sutra.
3. enhance and apply the knowledge of Asthang Yoga for the well being of people.
4. develop and apply knowledge of Gyan Yoga, Karma Yoga, and Bhakti Yoga.
5. select and demonstrate different yogic activities like Asanas, Pranayamas and Shudhi Kriyas for promotion of health.



**Certificate Course in Yoga (3 - Months)**  
**Theory Courses**  
**CC - 101 YOGIC SCIENCE**

**Time: Three Hours**

**Total Marks: 100**

**Note: Paper setter is required to set 2 questions from each Unit - I, II, III and IV. Unit - V consists of 10 questions of short answers distributed from all over the syllabus. The candidates are required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Unit - V is compulsory for all consisting 4 marks of each short answer.**

**Course Outcomes:-**

**After completion of the course contents of this paper, the student will be able to:**

- CCY -101.1** enhance the basic concept of yoga, history, importance, misconception about yoga and general considerations of yoga sutra.
- CCY -101.2** enhance and apply knowledge of various forms of yoga such as Karma Yoga, Gyan Yoga, Bhakti Yoga and different steps of Asthang Yoga.
- CCY -101.3** apply and demonstrate various yogic practices such as Asanas, classifications of Asanas, Pranayamas, their types Shatkarmas, types of Shatkarmas and meditation.
- CCY -101.4** apply and demonstrate Bandha, different mudras, Naturopathy Hydrotherapy, Mud Therapy and Messo Therapy their uses in Physical well being.

**Unit – I: Introduction**

- i. Meaning and Importance of Yoga.
- ii. History of Yoga.
- iii. The Yoga Sutra: General Consideration.
- iv. Misconceptions about Yoga.

**Unit - II: Foundation of Yoga**

- i. The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi.
- ii. Yoga in the Bhagavadgita - Karma Yoga, Gayan Yoga and Bhakti Yoga.

**Unit - III Asanas and Paranyama**

- i. Meaning of Asanas, Classifications of Asanas and Principles of Asanas.
- ii. Meaning of Paranyam, Different Types of Paranyams and Principles of Paranyams.
- iii. Meaning and types of Meditations
- iv. Meaning of Shatkarm and types of Shatkarms.

**Unit – IV Bandhas, Mudras and Shudhikriyas**

- i. Meaning of Bandhas and types of Bandhas.
- ii. Meaning of Mudras and types of Mudras.
- iii. Meaning of Naturopathy; Hydrotherapy, Mud Therapy, Messo Therapy.

**References:**

- Brown, F. Y.(2000). How to use yoga. Delhi:Sports Publication.*
- Gharote, M. L. &Ganguly, H. (1988). Teaching methods for yogic practices.Lonawala: Kaixydahmoe.*
- Rajjan, S. M. (1985). Yoga strenthening of frelaxation for sports man. New Delhi:Allied Publishers.*
- Shankar,G.(1998). Holistic approach of yoga. New Delhi:Aditya Publishers.*
- Shekar,K. C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra.*

# LOCF/CERTIFICATE COURSE IN YOGA/KUK

---

## **CC - 101 YOGIC SCIENCE**

### **CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CCY - 101.1	3	3	3	3	3	3	3	3	3
CCY- 101.2	3	3	3	3	3	3	3	3	3
CCY- 101.3	3	3	3	3	3	3	3	3	3
CCY- 101.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

### **CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CCY -101.1	3	3	3	3	3
CCY -101.2	3	2	3	3	3
CCY -101.3	3	3	3	3	3
CCY- 101.4	-	-	3	3	3
<b>Average</b>	2.25	2	3	3	3

### **CO-PO-PSO Mapping Matrix**

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5
CCY - 101.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CCY - 101.2	3	3	3	3	3	3	3	3	3	3	2	3	3	3
CCY - 101.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CCY - 101.4	3	3	3	3	3	3	3	3	3	-	-	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	2.25	2	3	3	3

**Certificate Course in Yoga (3 - Months)**  
**Practical Courses**  
**CC - 102 YOGIC PRACTICE**

**Max. Marks – 100**

**Course Outcomes:**

**After completing the course contents, students will be able to:**

- CCY -102.1** apply and demonstrate different techniques of various asanas.  
**CCY -102.2** apply and demonstrate different techniques of various Pranayams.  
**CCY -102.3** apply and demonstrate different techniques of various Sudhikriyas.  
**CCY -102.4** apply and demonstrate various techniques of Asanas, Pranayams and Sudhikriyas and their effects on human body.

**SYLLABUS**

- A) PRIMARY ASANA** – Ardhalasan with both legs, Simple Matsyasana, Naukasan, Different forms  
of crocodile poses, Ardhsalbh asana, Makrasana, Tadasan, Janushirasana, Vajrasana, Ardha Padamasana, Vakrasana, Ustrasana, Shashankasana, Yogmudra, Trikonasana, Vrikchasan, Ardhatichakrasana, Gomukhasana.
- B) SECONDARY ASANA** – Sarvangasana, Chakrasana, Dhanurasana, Satubandh asana, Halasana, Padmasana, Paschimotanasana, Karan Peedasan, Ardh Matsyendrasana, Surya Namaskar
- C) PRANAYAM** – Anulomvilom, Suryabehadan, Bhastrika, Shitali, Shitkari.
- D) SHATKARMA** – Jalneti, Rubber neti, Kunjal, Trataka, Kapalbhathi.
- E) MEDITATION** – **techniques** for relaxation of body and mind.

**Marks Distribution:**

1. Primary Asana (Compulsory)	20 Marks
2. Any five Secondary Asana	20 Marks
3. Any two Paranayam	10 Marks
4. Any two Shudhhi Kriyas	10 Marks
5. Note Book	20 Marks
6. Viva- Voce	20 Marks
<b>Total</b>	<b>100 Marks</b>

# LOCF/CERTIFICATE COURSE IN YOGA/KUK

## Practical Courses

### CC – 102 YOGIC PRACTICE

#### CO-PO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CCY - 102.1	3	3	3	3	3	3	3	3	3
CCY - 102.2	3	3	3	3	3	3	3	3	3
CCY - 102.3	3	3	3	3	3	3	3	3	3
CCY - 102.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

#### CO-PSO Mapping Matrix

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CCY -102.1	3	3	3	3	3
CCY -102.2	3	3	3	3	3
CCY -102.3	3	3	3	3	3
CCY - 102.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

#### CO-PO-PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CCY - 102.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CCY - 102.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CCY - 102.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CCY - 102.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

## LOCF/CERTIFICATE COURSE IN YOGA/KUK

---

**Table 4: CO-PO-PSO mapping matrix for all the courses of Certificate Course in Yoga**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CCY - 101	3	3	3	3	3	3	3	3	3	2.25	2	3	3	3
CCY - 102	3	3	3	3	3	3	3	3	3	3	3	3	3	3

## Attainment of COs:

The attainment of Cos can be measured on the basis of the results of internal assessment and semester examination. The attainment is measured on scale of 3 after setting the target for COs attainment. Table 5 shows the CO attainment levels assuming the set target of 60% marks:

**Table 5 : CO Attainment Levels for internal assessment.**

Attainment Level	
<b>1</b> <b>(Low level of attainment)</b>	<b>50% of students score more than 50% of marks in class tests of a course.</b>
<b>2</b> <b>(Medium level of attainment)</b>	<b>60% of students score more than 50% of marks in class tests of a course.</b>
<b>3</b> <b>(High Level of attainment)</b>	<b>70% of students score more than 50% of marks in class tests of a course.</b>

*Note: In the above table, the set target is assumed as 50%. It may vary in different departments/institutes. The staff Councils of the departments/institutes may finalize the set target*

A proper mapping of course outcomes with assessment methods should be defined before measuring the attainment level. The questions in tests for internal assessment are based on COs. Here it is assumed that class test – I is based on first two COs (i.e. CCY 101.1 and CCY 101.2) of a course with equal weightage given to both COs. Similarly class test – II is based on next two COs (i.e. CCY 101.3 and CCY 101.4) of a course with equal weightage given to these two COs. For each internal assessment test, the percentage of students attaining the target level of CO is estimated and average percentage will decide the attainment level of COs. Following steps may be followed for determining the attainment level in internal assessment of course.

- i. Estimate the %age of students scoring set target (say 50%) or more in the questions of test-I based on first CO i.e. CCY 101.1
- ii. Estimate the %age of students scoring set target (50%) or more in the question(s) of test-I based on second CO i.e. CCY 101.2
- iii. Estimate the %age of students scoring set target (50%) or more in the question(s) of test-II based on third CO i.e. CCY 101.3
- iv. Estimate the %age of students scoring set target (50%) or more in the question(s) of test-II based on fourth CO i.e. CCY 101.4
- v. Take average of the percentages obtained above.
- vi. Determine the attainment level i.e. 3, 2 or 1 as per scale defined in table 5.

## LOCF/CERTIFICATE COURSE IN YOGA/KUK

*Note: In the above steps, it is assumed that internal assessment is based on two tests only. However if internal assessment is based on more than two tests and/or on assignment then same may be incorporated to determine the CO attainment level. There may be more than four COs for a course. The set target may also be different for different Cos. These issues may be resolved by the Staff Councils of the departments/institutes.*

For determining the attainment levels for end semester examination, it is assumed that questions in the end term examination are based on all COs of the course. Attainment levels for end semester examination of a course can be determined after the declaration of the results. The CO attainment levels for end semester examination are given in Table 6.

**Table 6 : CO Attainment Levels for End Semester Examination (ESE)**

<b>Attainment Level</b>	
<b>1 (Low level of attainment)</b>	<b>60% of students obtained letter grade of A or above (for CBCS programs) or score more than 60% of marks (for non-CBCS programs) in ESE of a course.</b>
<b>2 (Medium level of attainment)</b>	<b>70% of students obtained letter grade of A or above (for CBCS programs) or score more than 60% of marks (for non-CBCS programs) in ESE of a course.</b>
<b>3 (High Level of attainment)</b>	<b>80% of students obtained letter grade of A or above (for CBCS programs) or score more than 60% of marks (for non-CBCS programs) in ESE of a course.</b>

*Note: In the above table, the set target is assumed as grade A for CBCS courses and 60% for non-CBCS courses. It may vary in different departments/institutes. The staff Councils of the departments/institutes may finalize the set target.*

### **Overall CO Attainment level of a Course:**

The overall CO attainment level of a course can be obtained as:

Overall CO attainment level = 50% of CO attainment level in Internal assessment + 50% of Co Attainment level in end semester examination.

The overall COs attainment level can be obtained for all the courses of the program in a similar manner.



## LOCF/CERTIFICATE COURSE IN YOGA/KUK

### Attainment of POs:

The overall attainment level of POs is based on the values obtained using direct and indirect methods in the ratio of 80:20. The direct attainment of Pos is obtained through the attainment of COs. The overall CO attainment value as estimated above and CO-PO mapping value as shown in Table 4 are used to compute the attainment of POs. PO attainment values obtained using direct method can be written as shown in the Table 7.

**Table 7: PO Attainment Values using Direct Method**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CCY 101									
CCY 102									
Direct PO attainment	Average of above values	Average of above values	Average of above values	--	--	--	--	--	Average of above values

The PO attainment values to be filled in above table can be obtained as follows:

For CCY 101-PO1 Cell:

PO1 attainment value = (Mapping factor of CCY 101-PO1 from Table 4 x Overall CO attainment value for the course CCY 101)/3

For CCY 104-PO1 Cell:

PO1 attainment value = (Mapping factor of CCY 104-PO1 from Table 4 x Overall CO attainment value for the course CCY 104)/3

Similarly values for each cell of Table 7 can be obtained. The direct attainment of POs is average of individual PO attainment values.

In order to obtain the PO attainment using indirect method, a student exit survey based on the questionnaire of POs may be conducted at end of last semester of the program. The format for the same is given in Table 8. Average of the responses from the outgoing students for each PO is estimated.

The overall PO attainment values are obtained by adding attainment values estimated using direct and indirect methods in the proportion of 80:20 as follows:

Overall attainment value for PO1 =[0.8 x average attainment value for PO1 using direct method (from table 7)] + [0.2 x average response of outgoing students for PO1].

Similarly overall attainment value can be obtained for each PO.

## LOCF/CERTIFICATE COURSE IN YOGA/KUK

**Table 8: PO Questionnaire for indirect measurement of PO attainment**  
**(For Outgoing students)**

At the end of my degree program I am able to do:

Statements of POs	Please Tick any one		
1. Learners will be able to comprehend the acquire knowledge during the Program of study.	3	2	1
2. Learners will be able to reflect on the issues relating to the discipline- 'Education'.	3	2	1
3. Learners will be able to exhibit the professional skills and competencies acquired during the Program of study.	3	2	1
4. Learners will be able to show scientific & research capabilities in their academic, professional and general life pursuits.	3	2	1
5. Learners will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making, resource management according to pre-determined objectives/outcomes.	3	2	1
6. Learners will be able to work as member or leader in various teams and multi-disciplinary & diverse settings.	3	2	1
7. Learners will be able to discuss and solve the problems relating to the discipline and life.	3	2	1
8. Learners will be able to state and follow the ethical issues relating to the discipline and society.	3	2	1
9. Learners will be able to apply different tools and techniques of communication and related skills.	3	2	1

Overall PO attainment values can be written as shown in Table 9:

**Table 9: Overall PO attainment Values.**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Direct PO attainment									
Indirect PO attainment									
Overall PO attainment.									
Target									

## LOCF/CERTIFICATE COURSE IN YOGA/KUK

---

The overall PO attainment values obtained above are compared with set target. The set target for each PO may be different and can be finalized by the staff councils of the departments/institutes. If overall PO attainment value is less than the set target value then an action plan may be prepared for improvement in the subsequent academic session.

**The overall PSO attainment level based on CO-PSO mapping values and overall CO attainment values can be obtained in a similar manner as above.**

**CERTIFICATE COURSE IN SPORTS DIETICIAN –THREE  
MONTHS PROGRAM UNDER LEARNING OUTCOME BASED  
CURRICULUM FRAMEWORK (LOCF) EXAMINATION  
W.E.F.SESSION 2020-21.**



**KURUKSHETRA UNIVERSITY  
KURUKSHETRA  
(Established by the State Legislature Act XII of 1956)**

**Certificate Course in Sports Dietician (3-Months)**  
**Scheme of Examination**  
**(w. e. f - 2016-17)**

<b>Sr. No.</b>	<b>Paper No.</b>	<b>Paper Name</b>	<b>Marks</b>	<b>Internal Assessment</b>	<b>Total Marks</b>	<b>Passing Marks</b>
1.	101 (Theory)	Nutritional Value of Food	80	20	100	40
2.	102 (Practical)	Diet Planning	100	-	100	50
<b>Total</b>			<b>180</b>	<b>20</b>	<b>200</b>	<b>90</b>

## **PROGRAMME OUTCOMES:-**

1. Learners will be able to comprehend the acquire knowledge during the Programme of study.
2. Learners will be able to reflect on the issues relating to the discipline- 'Education'.
3. Learners will be able to exhibit the professional skills and competencies acquired during the Programme of study.
4. Learners will be able to show scientific & research capabilities in their academic, professional and general life pursuits.
5. Learners will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making and resource management according to pre-determined objectives/outcomes.
6. Learners will be able to work as member or leader in various teams and multi-disciplinary & diverse settings.
7. Learners will be able to discuss and solve the problems relating to the discipline and life.
8. Learners will be able to state and follow the ethical issues relating to the discipline and society.
9. Learners will be able to apply different tools and techniques of communication and related skills.

**PROGRAMME SPECIFIC OUTCOMES:**

1. apply knowledge of different nutrients in eradicating of excess and deficiency disorders of various nutrients.
2. apply knowledge of carbohydrates, fats and protein in different sports activities.
3. prepare diet chart for requirements of carbohydrates, fats and protein in short duration, medium duration and long duration activities.
4. apply knowledge of vitamins, minerals and fluids in different sports activities.
5. prepare and apply nutritional supplementation such as antioxidants, creatine, omega-3, fatty acids for different sports activities and also prepare meal planning for different periods of periodization.

**Certificate Course in Sports Dietician (3-Months)**  
**Syllabus (w. e. f - 2016-17)**  
**Paper – 101 (Nutritional Value of Food)**

**Time: Three Hours**

**Total Marks: 100**  
**(Theory Marks: 80 + Internal Assessment: 20)**

**Note: Paper setter is required to set 2 questions from each Unit - I, II, III and IV. Unit - V consists of 10 questions of short answers distributed from all over the syllabus. The candidates are required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Unit - V is compulsory for all consisting 2 marks of each short answer.**

**Course Outcomes:**

**After completion of the course contents of this paper, the student will be able to:**

- CCSD 101.1** apply knowledge of carbohydrates and fats in removing related disorders of these nutrients.
- CCSD 101.2** apply knowledge of protein and fats in removing related disorders.
- CCSD 101.3** apply knowledge of vitamins, minerals and fluids for different sports activities.
- CCSD 101.4** prepare diet plan for competition and transitional period along with nutritional supplementation.

**SYLLABUS**

**Unit 1: Carbohydrates and Fats**

Carbohydrate: Types of Carbohydrate and their availability in different types of food stuffs.

Fats: Types of fats and their availability in different types of food stuffs.

Overview of deficiency and excess disorders of Carbohydrates and Fats in sports persons.

**Unit 2: Proteins**

Protein: Types of Proteins, their availability in different types of food stuffs.

Overview of deficiency and excess disorders of Proteins in sports persons.

Role of Carbohydrate, Fats and Proteins in different sports activities: Short duration (High, Medium & Low) intensity activities, Medium duration (High, Medium & Low) intensity activities and Long duration (Medium & Low) intensity activities.



## **Unit 3: Vitamins, Minerals and Fluids**

Vitamins: A, D, E, K, B1, B2, B3, Folic Acid and C. Role of these Vitamins in body during different sports activities.

Minerals: Macro - Ca & P, Micro – Fe, Zn, K & Na. Role of these macro and micro minerals body during different sports activities.

Fluid and electrolyte balance, Fluid supplements for Sports: Isotonic, hypertonic and hypotonic.

## **Unit 4: Diet Planning**

Principles of diet planning, Principles for evaluation of diet plan, Diet planning for different phases of training: preparatory phase, pre competition, competition and transition phase.

Nutritional supplementation for sports person: Antioxidants, Amino acids, Creatine, Herbal supplements, Omega 3 fatty acids.

### ***References:***

- Bessesen, D. H. (2008). Update on obesity. J ClinEndocrinolMetab.93(6), 2027-2034.*
- Butryn, M.L., Phelan, S., & Hill, J. O.(2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance. Obesity(Silver Spring). 15(12), 3091-3096.*
- Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a metaanalysis. Am J ObstetGynecol, 197(3), 223-228.*
- DeMaria, E. J. (2007). Bariatric surgery for morbid obesity. N Engl J Med,356(21), 2176-2183.*
- Dixon, J.B., O'Brien, P.E., Playfair, J. (n.d.). Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. JAMA. 299(3), 316-323.*

**Paper – 101 (Nutritional Value of Food)**

**CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CCSD 101.1	3	3	3	3	3	3	3	3	3
CCSD 101.2	3	3	3	3	3	3	3	3	3
CCSD 101.3	3	3	3	3	3	3	3	3	3
CCSD 101.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CCSD 101.1	3	3	3	3	3
CCSD 101.2	3	3	3	3	3
CCSD 101.3	3	3	3	3	3
CCSD 101.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CCSD 101.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CCSD 101.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CCSD 101.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CCSD 101.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

## **Diet Planning (Practical)**

### **Course Outcomes:-**

**After completion of the course contents of this paper, the student will be able to:**

- CCSD -102.1** plan and apply knowledge of nutrients for the weight loss.
- CCSD -102.2** plan and apply knowledge of nutrients for the weight gain.
- CCSD -102.3** plan and apply knowledge of nutrients in making diet plan for different calorie requirements.
- CCSD -102.4** plan and apply knowledge of nutrients in making diet plan for endurance training, strength training and speed training.

### **PRACTICAL SYLLABUS**

1. Preparing weekly diet plan for weight loss.
2. Preparing weekly diet plan for weight gain.
3. Preparing weekly diet plan for 3000 Cal., 4000 Cal., 5000 Cal., 6000 Cal. and 7000 Cal.
4. Diet plan for endurance training, strength training and speed training.

# LOCF/CERTIFICATE COURSE IN SPORTS DIETICIAN/KUK

## Paper – 102

### Diet Planning (Practical)

#### CO-PO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CCSD - 102.1	3	3	3	3	3	3	3	3	3
CCSD - 102.2	3	3	3	3	3	3	3	3	3
CCSD 102.3	3	3	3	3	3	3	3	3	3
CCSD 102.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

#### CO-PSO Mapping Matrix

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CCSD -102.1	3	3	3	3	3
CCSD -102.2	3	3	3	3	3
CCSD 102.3	3	3	3	3	3
CCSD 102.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

#### CO-PO-PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CCSD - 102.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CCSD - 102.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CCSD 102.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CCSD 102.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

# LOCF/CERTIFICATE COURSE IN SPORTS DIETICIAN/KUK

---

**Table 4: CO-PO-PSO mapping matrix for all the courses of Certificate Course in Sports Dietician**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CCSD 101	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CCSD 102	3	3	3	3	3	3	3	3	3	3	3	3	3	3

### **Attainment of COs:**

The attainment of Cos can be measured on the basis of the results of internal assessment and semester examination. The attainment is measured on scale of 3 after setting the target for COs attainment. Table 5 shows the CO attainment levels assuming the set target of 60% marks:

**Table 5 : CO Attainment Levels for internal assessment.**

Attainment Level	
<b>1</b> (Low level of attainment)	<b>50% of students score more than 50% of marks in class tests of a course.</b>
<b>2</b> (Medium level of attainment)	<b>60% of students score more than 50% of marks in class tests of a course.</b>
<b>3</b> (High Level of attainment)	<b>70% of students score more than 50% of marks in class tests of a course.</b>

*Note: In the above table, the set target is assumed as 50%. It may vary in different departments/institutes. The staff Councils of the departments/institutes may finalize the set target*

A proper mapping of course outcomes with assessment methods should be defined before measuring the attainment level. The questions in tests for internal assessment are based on COs. Here it is assumed that class test – I is based on first two COs (i.e. CCSD 101.1 and CCSD 101.2) of a course with equal weightage given to both COs. Similarly class test – II is based on next two COs (i.e. CCSD 101.3 and CCSD 101.4) of a course with equal weightage given to these two COs. For each internal assessment test, the percentage of students attaining the target level of CO is estimated and average percentage will decide the attainment level of COs. Following steps may be followed for determining the attainment level in internal assessment of course.

- i. Estimate the %age of students scoring set target (say 50%) or more in the questions of test-I based on first CO i.e. CCSD 101.1
- ii. Estimate the %age of students scoring set target (50%) or more in the question(s) of test-I based on second CO i.e. CCSD 101.2
- iii. Estimate the %age of students scoring set target (50%) or more in the question(s) of test-II based on third CO i.e. CCSD 101.3
- iv. Estimate the %age of students scoring set target (50%) or more in the question(s) of test-II based on fourth CO i.e. CCSD 101.4
- v. Take average of the percentages obtained above.
- vi. Determine the attainment level i.e. 3, 2 or 1 as per scale defined in table 5.

*Note: In the above steps, it is assumed that internal assessment is based on two tests only. However if internal assessment is based on more than two tests and/or on assignment then same may be incorporated*

*to determine the CO attainment level. There may be more than four COs for a course. The set target may also be different for different Cos. These issues may resolved by the Staff Councils of the departments/institutes.*

For determining the attainment levels for end semester examination, it is assumed that questions in the end term examination are based on all COs of the course. Attainment levels for end semester examination of a course can be determined after the declaration of the results. The CO attainment levels for end semester examination are given in Table 6.

**Table 6 : CO Attainment Levels for End Semester Examination (ESE)**

Attainment Level	
<b>1</b> (Low level of attainment)	<b>60% of students obtained letter grade of A or above (for CBCS programs) or score more than 60% of marks (for non-CBCS programs) in ESE of a course.</b>
<b>2</b> (Medium level of attainment)	<b>70% of students obtained letter grade of A or above (for CBCS programs) or score more than 60% of marks (for non-CBCS programs) in ESE of a course.</b>
<b>3</b> (High Level of attainment)	<b>80% of students obtained letter grade of A or above (for CBCS programs) or score more than 60% of marks (for non-CBCS programs) in ESE of a course.</b>

*Note: In the above table, the set target is assumed as grade A for CBCS courses and 60% for non-CBCS courses. It may vary in different departments/institutes. The staff Councils of the departments/institutes may finalize the set target.*

### **Overall CO Attainment level of a Course:**

The overall CO attainment level of a course can be obtained as:

Overall CO attainment level = 50% of CO attainment level in Internal assessment + 50% of Co Attainment level in end semester examination.

The overall COs attainment level can be obtained for all the courses of the program in a similar manner.

### **Attainment of POs:**

The overall attainment level of POs is based on the values obtained using direct and indirect methods in the ratio of 80:20. The direct attainment of Pos is obtained through the attainment of COs. The overall CO attainment value as estimated above and CO-PO mapping value as shown in Table 4 are

## LOCF/CERTIFICATE COURSE IN SPORTS DIETICIAN/KUK

---

used to compute the attainment of POs. PO attainment values obtained using direct method can be written as shown in the Table 7.

**Table 7: PO Attainment Values using Direct Method**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CCSD 101									
CCSD 102									
Direct PO attainment	Average of above values	Average of above values	Average of above values	--	--	--	--	--	Average of above values

The PO attainment values to be filled in above table can be obtained as follows:

For CCSD 101-PO1 Cell:

PO1 attainment value = (Mapping factor of CCSD 101-PO1 from Table 4 x Overall CO attainment value for the course CCSD 101)/3

For CCSD 104-PO1 Cell:

PO1 attainment value = (Mapping factor of CCSD 104-PO1 from Table 4 x Overall CO attainment value for the course CCSD 104)/3

Similarly values for each cell of Table 7 can be obtained. The direct attainment of POs is average of individual PO attainment values.

In order to obtain the PO attainment using indirect method, a student exit survey based on the questionnaire of POs may be conducted at end of last semester of the program. The format for the same is given in Table 8. Average of the responses from the outgoing students for each PO is estimated.

The overall PO attainment values are obtained by adding attainment values estimated using direct and indirect methods in the proportion of 80:20 as follows:

Overall attainment value for PO1 =

[0.8 x average attainment value for PO1 using direct method (from table 7)] + [0.2 x average response of outgoing students for PO1].

Similarly overall attainment value can be obtained for each PO.

**Table 8: PO Questionnaire for indirect measurement of PO attainment**  
**(For Outgoing students)**

At the end of my degree program I am able to do:



## LOCF/CERTIFICATE COURSE IN SPORTS DIETICIAN/KUK

Statements of POs	Please Tick any one		
1. Learners will be able to comprehend the acquire knowledge during the Program of study.	3	2	1
2. Learners will be able to reflect on the issues relating to the discipline- 'Education'.	3	2	1
3. Learners will be able to exhibit the professional skills and competencies acquired during the Program of study.	3	2	1
4. Learners will be able to show scientific & research capabilities in their academic, professional and general life pursuits.	3	2	1
5. Learners will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making, resource management according to pre-determined objectives/outcomes.	3	2	1
6. Learners will be able to work as member or leader in various teams and multi-disciplinary & diverse settings.	3	2	1
7. Learners will be able to discuss and solve the problems relating to the discipline and life.	3	2	1
8. Learners will be able to state and follow the ethical issues relating to the discipline and society.	3	2	1
9. Learners will be able to apply different tools and techniques of communication and related skills.	3	2	1

Overall PO attainment values can be written as shown in Table 9:

**Table 9: Overall PO attainment Values.**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Direct PO attainment									
Indirect PO attainment									
Overall PO attainment.									
Target									

The overall PO attainment values obtained above are compared with set target. The set target for each PO may be different and can be finalized by the staff councils of the departments/institutes. If overall PO

## LOCF/CERTIFICATE COURSE IN SPORTS DIETICIAN/KUK

---

attainment value is less than the set target value then an action plan may be prepared for improvement in the subsequent academic session.

**The overall PSO attainment level based on CO-PSO mapping values and overall CO attainment values can be obtained in a similar manner as above.**

**CERTIFICATE COURSE IN GYM & AEROBIC INSTRUCTOR -  
THREE MONTHS PROGRAM UNDER LEARNING OUTCOME  
BASED CURRICULUM FRAMEWORK (LOCF) EXAMINATION  
W.E.F.SESSION 2020-21.**



**KURUKSHETRA UNIVERSITY**  
**KURUKSHETRA**  
(Established by the State Legislature Act XII of 1956)

**Certificate Course in Gym & Aerobic Instructor (Three Months)**

<b>S. No.</b>	<b>Paper No.</b>	<b>Paper Name</b>	<b>Marks</b>	<b>Internal Assessment</b>	<b>Total Marks</b>	<b>Passing Marks</b>
1.	101 (Theory)	Theory of Gym and Aerobic Training	80	20	100	40
2.	102 (Practical)	Gym and Aerobic Training	100	-	100	50
<b>Total</b>			<b>180</b>	<b>20</b>	<b>200</b>	<b>90</b>

## **PROGRAMME OUTCOMES:-**

1. Learners will be able to comprehend the acquire knowledge during the Programme of study.
2. Learners will be able to reflect on the issues relating to the discipline- 'Education'.
3. Learners will be able to exhibit the professional skills and competencies acquired during the Programme of study.
4. Learners will be able to show scientific & research capabilities in their academic, professional and general life pursuits.
5. Learners will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making, resource management according to pre-determined objectives/outcomes.
6. Learners will be able to work as member or leader in various teams and multi-disciplinary & diverse settings.
7. Learners will be able to discuss and solve the problems relating to the discipline and life.
8. Learners will be able to state and follow the ethical issues relating to the discipline and society.
9. Learners will be able to apply different tools and techniques of communication and related skills.

## **PROGRAMME SPECIFIC OUTCOMES**

### **After completing the programme student- teacher will be able to:-**

1. apply and demonstrate different techniques of body composition for assessment general fitness level of male & female of all ages.
2. prepare & apply exercise programme for different muscles.
3. prepare plan for short & long duration training for muscles gain & fat loss.
4. enable exercise in different training zones like warming up zone, fat burning zones and endurance zone.
5. enhance & apply the knowledge of different Gym equipments, their handling & placement, clothing & footwear for training.

**Certificate Course in Gym & Aerobic Instructor (Three Months)**  
**Syllabus (w. e. f - 2016-17)**

**Paper – 101 (Theory of Gym and Aerobic Training )**

**Total Marks : 100**  
**(Theory Marks: 80 + Internal Assessment :20)**

**Time : Three Hours**

**Note: Paper setter is required to set 2 questions from each Unit - I, II, III and IV. Unit - V consists of 10 questions of short answers distributed from all over the syllabus. The candidates are required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Unit - V is compulsory for all consisting 2 marks of each short answer.**

**Course Outcomes:-**

**After completion of the course contents of this paper, the student will be able to:**

- CCGA 101.1** assess body composition and fitness level through calculation of BMI, Body Fat Percentage with Skin Fold Caliper.
- CCGA 101.2** prepare workout programme for different muscles of body.
- CCGA 101.3** prepare weekly monthly training programme for muscle building and weight loss.
- CCGA 101.4** calculate different training zones, apply and select different gym equipments for fitness.

**SYLLABUS**

**Unit – 1: Body Composition and General Fitness Assessment**

Meaning of BMI, Calculation of BMI, BMI Chart  
Calculating Body Fat Percentage with Skin Fold Caliper (Male & Female),  
Ideal Body fat for male and female  
Assessment of Body Strength with dynamometer (Leg and Back), Lungs  
Capacity (Spiro-meter) and flexibility (Bend and Reach)  
Goal setting with your client with weekly and monthly objectives.

## **Unit – 2: Exercise for various groups of Muscles**

Location of Major Muscles and name of exercise for: Upper Body - Biceps, Triceps, pectorials Major, Deltoid, Trapezes, latissimus Dorsi, Rectus Abdominals, External Oblique, Muscles of Fore arm and back arm  
Lower Body and name of exercise for: Gluteus group of muscles, hamstring group of muscles, Quadriceps group of muscles, Gastrocnemius, Solus  
Name of exercises for the body core muscle.

## **Unit – 3: Training Schedule**

Structure of an Exercise Training Session  
Structure of Weekly training Programme  
Preparation of Weekly and Monthly Muscle Building workout schedule  
Preparation of Weekly and Monthly Weight losing workout schedule  
Exercise program writing: factors for consideration

## **Unit – 4: Aerobic Training and Gym Equipments**

Calculation of Heart Rate (HR) Training Zones: Warming up Zone, Fat Burning Zone, Endurance Zone, Anaerobic Zone and Maximum Effort Zone  
Introduction to exercise equipments  
Types of exercise equipments  
Placement of equipments  
Handling and Utilization of equipments  
Clothing and footwear for training

### **Suggested Readings:**

*Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc.*  
*Cart, E. Klafs & Daniel, D. Arnhem (1999) Modern Principles of Athletic Training St. Louis C.V. Mosphy Company*  
*Daniel, D. Arnhem (1991) Principles of Athletic Training, St. Luis, Mosby Year Book*  
*Hardayal Singh (1991) Science of Sport Training, New Delhi, DVS Publications*  
*Jensen, C.R. & Fisher A.G. (2000) Scientific Basic of Athletic Conditioning, Philadelphia*  
*Ronald, P. Pfeiffer (1998) Concepts of Athletics Training 2<sup>nd</sup> Edition, London: Jones and Bartlett Publications*  
*Yograj Thani (2003), Sport Training, Delhi: Sport Publications*  
*Gupta, A. P. (2010). Anatomy and physiology. Agra: SumitPrakashan.*  
*Gupta, M. and Gupta, M. C. (1980). Body and anatomical science. Delhi: Swaran Printing Press.*  
*Guyton, A.C. (1996). Textbook of Medical Physiology, 9th edition. Philadelphia: W.B.Saunders.*  
*Karpovich, P. V. (n.d.). Philosophy of muscular activity. London: W.B. Saunders Co.*  
*Lamb, G. S. (1982). Essentials of exercise physiology. Delhi: Surjeet Publication.*  
*Moorthy, A. M. (2014). Anatomy physiology and health education. Karaikudi: Madalayam*



*Publications.*

*Morehouse, L. E. & Miller, J. (1967). Physiology of exercise. St. Louis: The C.V. Mosby Co.*

*Pearce, E. C. (1962). Anatomy and physiology for nurses. London: Faber & Faber Ltd.*

*Sharma, R. D. (1979). Health and physical education, Gupta Prakashan.*

*Singh, S. (1979). Anatomy of physiology and health education. Ropar: Jeet Publications.*

**Paper- 101 (Theory of Gym and Aerobic Training )**

**CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CCGA 101.1	3	3	3	3	3	3	3	3	3
CCGA 101.2	3	3	3	3	3	3	3	3	3
CCGA 101.3	3	3	3	3	3	3	3	3	3
CCGA 101.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CCGA 101.1	3	3	3	3	3
CCGA 101.2	3	3	3	3	3
CCGA 101.3	3	3	3	3	3
CCGA 101.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CCGA 101.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CCGA 101.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CCGA 101.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CCGA 101.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**Paper – 102 (Practical: Gym and Aerobic Training)**

**Total Marks: 100**

**Course Outcomes:**

**After completion of the course contents of this paper, the student will be able to:**

- CCGA 102.1** apply and demonstrate muscles strengthening exercises for upper and lower extremities.  
**CCGA 102.2** apply and demonstrate exercises on Swiss ball for different body parts.  
**CCGA102.3** apply and demonstrate aerobic exercise programme.  
**CCGA 102.4** apply and demonstrate stretching exercises for different body parts.

**SYLLABUS**

**1. Strengthening (with weight and without weight) exercise for:**

Upper Body Muscles - Biceps, Triceps, pectorials Major, Deltoid, Trapezes, latissimus Dorsi, Rectus

Abdominals, External Oblique, Muscles of Fore arm and back arm

Lower Body Muscles: Gluteus group of muscles, hamstring group of muscles,

Quadriceps group of muscles, Gastrocnemius, Solues

Core Body Muscles

**2. Exercises for different parts of body with Swiss ball.**

**3. Aerobic workout steps.**

**4. Flexibility/ stretching exercise for different body parts.**

**Paper - 102 (Practical: Gym and Aerobic Training)**

**CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CCGA 102.1	3	3	3	3	3	3	3	3	3
CCGA 102.2	3	3	3	3	3	3	3	3	3
CCGA 102.3	3	3	3	3	3	3	3	3	3
CCGA 102.4	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3

**CO-PSO Mapping Matrix**

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CCGA 102.1	3	3	3	3	3
CCGA 102.2	3	3	3	3	3
CCGA 102.3	3	3	3	3	3
CCGA 102.4	3	3	3	3	3
<b>Average</b>	3	3	3	3	3

**CO-PO-PSO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CCGA 102.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CCGA 102.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CCGA 102.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CCGA 102.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3

# LOCF/CERTIFICATE COURSE IN GYM & AEROBIC INSTRUCTOR/KUK

---

**Table 4: CO-PO-PSO mapping matrix for all the courses of Certificate Course in Gym & Aerobic Instructor**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CCGA 101	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CCGA 102	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**Attainment of COs:**

The attainment of Cos can be measured on the basis of the results of internal assessment and semester examination. The attainment is measured on scale of 3 after setting the target for COs attainment. Table 5 shows the CO attainment levels assuming the set target of 60% marks:

**Table 5 : CO Attainment Levels for internal assessment.**

Attainment Level	
<b>1</b> (Low level of attainment)	<b>50% of students score more than 50% of marks in class tests of a course.</b>
<b>2</b> (Medium level of attainment)	<b>60% of students score more than 50% of marks in class tests of a course.</b>
<b>3</b> (High Level of attainment)	<b>70% of students score more than 50% of marks in class tests of a course.</b>

*Note: In the above table, the set target is assumed as 50%. It may vary in different departments/institutes. The staff Councils of the departments/institutes may finalize the set target*

A proper mapping of course outcomes with assessment methods should be defined before measuring the attainment level. The questions in tests for internal assessment are based on COs. Here it is assumed that class test – I is based on first two COs (i.e. CCGA 101.1 and CCGA 101.2) of a course with equal weightage given to both COs. Similarly class test – II is based on next two COs (i.e. CCGA 101.3 and CCGA 101.4) of a course with equal weightage given to these two COs. For each internal assessment test, the percentage of students attaining the target level of CO is estimated and average percentage will decide the attainment level of COs. Following steps may be followed for determining the attainment level in internal assessment of course.

- i. Estimate the %age of students scoring set target (say 50%) or more in the questions of test-I based on first CO i.e. CCGA 101.1
- ii. Estimate the %age of students scoring set target (50%) or more in the question(s) of test-I based on second CO i.e. CCGA 101.2
- iii. Estimate the %age of students scoring set target (50%) or more in the question(s) of test-II based on third CO i.e. CCGA 101.3
- iv. Estimate the %age of students scoring set target (50%) or more in the question(s) of test-II based on fourth CO i.e. CCGA 101.4
- v. Take average of the percentages obtained above.
- vi. Determine the attainment level i.e. 3, 2 or 1 as per scale defined in table 5.

*Note: In the above steps, it is assumed that internal assessment is based on two tests only. However if internal assessment is based on more than two tests and/or on assignment then same may be incorporated*

to determine the CO attainment level. There may be more than four COs for a course. The set target may also be different for different Cos. These issues may be resolved by the Staff Councils of the departments/institutes.

For determining the attainment levels for end semester examination, it is assumed that questions in the end term examination are based on all COs of the course. Attainment levels for end semester examination of a course can be determined after the declaration of the results. The CO attainment levels for end semester examination are given in Table 6.

**Table 6 : CO Attainment Levels for End Semester Examination (ESE)**

<b>Attainment Level</b>	
<b>1</b> <b>(Low level of attainment)</b>	<b>60% of students obtained letter grade of A or above (for CBCS programs) or score more than 60% of marks (for non-CBCS programs) in ESE of a course.</b>
<b>2</b> <b>(Medium level of attainment)</b>	<b>70% of students obtained letter grade of A or above (for CBCS programs) or score more than 60% of marks (for non-CBCS programs) in ESE of a course.</b>
<b>3</b> <b>(High Level of attainment)</b>	<b>80% of students obtained letter grade of A or above (for CBCS programs) or score more than 60% of marks (for non-CBCS programs) in ESE of a course.</b>

*Note: In the above table, the set target is assumed as grade A for CBCS courses and 60% for non-CBCS courses. It may vary in different departments/institutes. The staff Councils of the departments/institutes may finalize the set target.*

### **Overall CO Attainment level of a Course:**

The overall CO attainment level of a course can be obtained as:

Overall CO attainment level = 50% of CO attainment level in Internal assessment + 50% of Co Attainment level in end semester examination.

The overall COs attainment level can be obtained for all the courses of the program in a similar manner.

**Attainment of POs:**

The overall attainment level of POs is based on the values obtained using direct and indirect methods in the ratio of 80:20. The direct attainment of Pos is obtained through the attainment of COs. The overall CO attainment value as estimated above and CO-PO mapping value as shown in Table 4 are used to compute the attainment of POs. PO attainment values obtained using direct method can be written as shown in the Table 7.

**Table 7: PO Attainment Values using Direct Method**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CCGA 101									
CCGA 102									
Direct PO attainment	Average of above values	Average of above values	Average of above values	--	--	--	--	--	Average of above values

The PO attainment values to be filled in above table can be obtained as follows:

For CCGA 101-PO1 Cell:

PO1 attainment value = (Mapping factor of CCGA 101-PO1 from Table 4 x Overall CO attainment value for the course CCGA 101)/3

For CCGA 104-PO1 Cell:

PO1 attainment value = (Mapping factor of CCGA 104-PO1 from Table 4 x Overall CO attainment value for the course CCGA 104)/3

Similarly values for each cell of Table 7 can be obtained. The direct attainment of POs is average of individual PO attainment values.

In order to obtain the PO attainment using indirect method, a student exit survey based on the questionnaire of POs may be conducted at end of last semester of the program. The format for the same is given in Table 8. Average of the responses from the outgoing students for each PO is estimated.

The overall PO attainment values are obtained by adding attainment values estimated using direct and indirect methods in the proportion of 80:20 as follows:

Overall attainment value for PO1 =[0.8 x average attainment value for PO1 using direct method (from table 7)] + [0.2 x average response of outgoing students for PO1].

Similarly overall attainment value can be obtained for each PO.



**Table 8: PO Questionnaire for indirect measurement of PO attainment**  
**(For Outgoing students)**

At the end of my degree program I am able to do:

Statements of POs	Please Tick any one		
1. Learners will be able to comprehend the acquire knowledge during the Program of study.	3	2	1
2. Learners will be able to reflect on the issues relating to the discipline- 'Education'.	3	2	1
3. Learners will be able to exhibit the professional skills and competencies acquired during the Program of study.	3	2	1
4. Learners will be able to show scientific & research capabilities in their academic, professional and general life pursuits.	3	2	1
5. Learners will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making, resource management according to pre-determined objectives/outcomes.	3	2	1
6. Learners will be able to work as member or leader in various teams and multi-disciplinary & diverse settings.	3	2	1
7. Learners will be able to discuss and solve the problems relating to the discipline and life.	3	2	1
8. Learners will be able to state and follow the ethical issues relating to the discipline and society.	3	2	1
9. Learners will be able to apply different tools and techniques of communication and related skills.	3	2	1

Overall PO attainment values can be written as shown in Table 9:

**Table 9: Overall PO attainment Values.**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Direct PO attainment									
Indirect PO attainment									
Overall PO attainment.									
Target									

## LOCF/CERTIFICATE COURSE IN GYM & AEROBIC INSTRUCTOR/KUK

---

The overall PO attainment values obtained above are compared with set target. The set target for each PO may be different and can be finalized by the staff councils of the departments/institutes. If overall PO attainment value is less than the set target value then an action plan may be prepared for improvement in the subsequent academic session.

**The overall PSO attainment level based on CO-PSO mapping values and overall CO attainment values can be obtained in a similar manner as above.**