

BPed

| Title of the Course | History, Prince | story, Principles and foundation of Physical Education | | | | | | |
|---------------------|-----------------|--|--------|--|--|--|--|---------------|
| Course Code | CC-101 | | | | | | | |
| | | | Part A | | | | | |
| | | | | | | | | $\overline{}$ |

| FallA | | | | | | | | |
|------------------------------------|---|--|-----|----------------|---|---|---|---|
| Year | 1st | Semester | 1st | st Credits | | Т | Р | С |
| i ear | 131 | Jeniestei | 151 | Credits | 3 | 1 | 0 | 4 |
| Course Type | Theory only | | | | • | | | |
| Course Category | Foundation of | core | | | | | | |
| Pre-Requisite/s | General Kno | wledge of Sports | | Co-Requisite/s | | | | |
| Course Outcomes & Bloom's Level | CO2- Explain CO3- Preser CO4- Focus | CO1- Recall historical development of physical education in India(BL1-Remember) CO2- Explain about the foundation of physical education(BL2-Understand) CO3- Present the principles of physical education(BL3-Apply) CO4- Focus on various Indian Philosophies(BL4-Analyze) CO5- Compare the History of Physical education in Indian with modern situation of Physical Education(BL5-Evaluate) | | | | | | |
| Coures Elements | Skill Development X Entrepreneurship X Employability X Coures Elements Professsonal Ethics ✓ SDG (Goals) Gender X Human Values ✓ Environment X SDG (Goals) SDG3(Good health and well-being) SDG4(Quality education) SDG16(Peace Justice and strong institutions) | | | | | | | |

Part B

| Modules | Contents | Pedagogy | Hours |
|---------|--|---------------------------------------|-------|
| UNIT 1 | o Meaning, Definition and Scope of Physical Education o Aims and Objective of Physical Education o Importance of Physical Education in present era. o Misconceptions about Physical Education. o Relationship of Physical Education with General Education. o Physical Education as an Art and Science. | lecture, background of concepts | 15 |
| UNIT 2 | o Indus Valley Civilization Period. (3250 BC – 2500 BC) o Vedic Period (2500 BC – 600 BC) o Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD) o Medieval Period (1000 AD – 1757 AD) o British Period (Before 1947) o Physical Education in India (After 1947) o Contribution of Akhadas and Vyayamshals o Y.M.C.A. and its contributions. | lecture, background of concepts | 20 |
| UNIT 3 | o Philosophical foundation: o Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism and Indian Philosophy and Culture. o Fitness and wellness movement in the contemporary perspectives o Sports for all and its role in the maintenance and promotion of fitness. | lecture, background of concepts, quiz | 20 |
| UNIT 4 | o Biological □ Growth and development □ Age and gender characteristics □ Body Types □ Anthropometric differences o Psychological □ Learning types, learning curve □ Laws and principles of learning □ Attitude, interest, cognition, emotions and sentiments o Sociological □ Society and culture □ Social acceptance and recognition □ Leadership □ Social integration and cohesiveness | lecture, background of concepts, quiz | 20 |

Part C

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|-------|--|---------------|-------|
| 0 | | PBL | | |

Part D(Marks Distribution)

| | | | Theory | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation |
| 100 | 32 | 70 | 23 | 30 | 9 |
| | | | Practical | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation |
| | | | | | |

Part E

| Books | William, J. F The principles of physical education 1964 W.B. Saunders Co. Sharman, J. R. Introduction to physical education. 1964 New York: A.S. Barnes & Co. |
|------------------|---|
| Articles | |
| References Books | Butcher .C.A Foundation of Physical Education St. Louis: The C.V. Mosby Co. Deshpande, S. H. Physical Education in Ancient India 2014 Amravati: Degree college of Physical education. Nixon, E. E. & Cozen, F. W. An introduction to physical education 1999 Philadelphia: W.B. Saunders Co. Obertuffer, Delbert physical education 1970 New York: Harper & Brothers Publisher. |
| MOOC Courses | |
| Videos | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1 | - | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - |
| CO2 | - | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO3 | 2 | - | 2 | 2 | 1 | - | - | - | - | - | - | - | - | - | - |
| CO4 | - | - | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | - | 3 | 2 | - | 2 | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



BPed

| Title of the Course | Yoga Education |
|---------------------|----------------|
| Course Code | CC-104 |

| | | | Part A | | | | | |
|------------------------------------|--|---|--------|----------------|---|---|---|---|
| Year | 1st | Semester | 1st | Credits | L | Т | Р | С |
| Tear | ist | Semester | ist | Credits | 3 | 1 | 0 | 4 |
| Course Type | Theory only | | | | | | | |
| Course Category | Discipline Co | ore | | | | | | |
| Pre-Requisite/s | Knowledge of | of basic Fitness | | Co-Requisite/s | | | | |
| Course Outcomes & Bloom's Level | CO2- CO-2 CO3- CO-3 CO4- CO-4 CO5- CO-5 | CO1- CO-1 Recall about Aims, Objectives, principles and other concepts of Health Education(BL1-Remember) CO2- CO-2 Explain about the foundation of yoga and the Asanas(BL2-Understand) CO3- CO-3 Demonstrate various asanas of Yoga(BL3-Apply) CO4- CO-4 Categorize asanas according to their difficulty level.(BL4-Analyze) CO5- CO-5 Compare the effect of various asanas through research.(BL5-Evaluate) CO6- CO-6 Formulate an efficient lifestyle with the help of research in yoga.(BL6-Create) | | | | | | |
| Coures Elements | Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professsonal Ethics X Gender X Human Values ✓ Environment X SDG (Goals) SDG3(Good health and well-being) SDG8(Decent work and economic growth) SDG16(Peace Justice and strong institutions) SDG17(Partnerships for the goals) | | | | | | | |

Part F

| Modules | Contents | Pedagogy | Hours |
|---------|--|------------------------------|-------|
| 1 | ject of that semester given by the subject teacher C. COURSE CONTENTS UNIT CONTENTS PEDAGOGY Unit 1 Introduction o Meaning and Definition of Yoga o Aims and Objectives of Yoga o Yoga in Early Upanisads o The Yoga Sutra: General Consideration o Need and Importance of Yoga in Physical Education and Sports | Background of concepts, quiz | 15 |
| 2 | o The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi o Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga | Background of concepts, quiz | 15 |
| 3 | Effect of Asanas and Pranayama on various system of the body Classification of asanas with special reference to physical education and sports o Influences of relaxtive, meditative posture on various system of the body o Types of Bandh Type of kriyas | Background of concepts, quiz | 15 |
| 4 | Basic, applied and action research in Yoga o Difference between yogic practices and physical exercises o Yoga education centers in India and abroad o Competitions in Yogasanas | Background of concepts, quiz | 15 |

Part D(Marks Distribution)

| | | | Theory | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation |
| 100 | 32 | 70 | 23 | 30 | 9 |
| | | | Practical | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation |
| 0 | 0 | 0 | 0 | 0 | 0 |

Part E

| Books | Shekar,K. C. Yoga for health. 2003 Delhi: Khel Sahitya Kendra. |
|--------------|--|
| Articles | |
| | Brown, F. Y. How to use yoga 2000Delhi:Sports Publication. Shankar, G. Holistic approach ofyoga. 1998 New Delhi : Aditya Publishers. Rajjan, S. M. Yoga strenthening ofrelexation for sports man 1985 New Delhi:Allied Publishers. Gharote, M. L. & Ganguly, H. Teaching methods for yogic practices 1988 Lonawala: Kaixydahmoe. Gharote, M. L. & Ganguly, H. Teaching methods for yogic practices 1988 Lonawala: Kaixydahmoe. Rajjan, S. M. Yoga strenthening ofrelexation for sports man 1985 New Delhi:Allied Publishers. Shankar, G. Holistic approach ofyoga. 1998 NewDelhi:Aditya Publishers. |
| MOOC Courses | |
| Videos | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1 | - | 2 | 3 | - | 3 | - | - | - | - | - | - | - | - | - |
| CO2 | - | 1 | - | - | 2 | - | - | - | - | - | - | - | - | - | - |
| CO3 | 3 | - | - | 2 | - | - | - | - | - | - | - | - | - | - | - |
| CO4 | - | - | 2 | - | 3 | - | - | - | - | - | - | - | - | - | - |
| CO5 | - | 1 | - | 3 | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | 1 | 1 | 3 | - | - | - | - | - | 3 | - | - | - | - | - |



BPed

| Title of the Course | Sports Psychology and Sociology |
|---------------------|---------------------------------|
| Course Code | CC-203 |
| | |

Part A С 3rd Credits Year 2nd Semester 3 0 4 Course Type Theory only Course Category Discipline Core Pre-Requisite/s Co-Requisite/s basic knowledge of psychology and sports psychology CO1- Recall meaning and importance of culture (BL1-Remember)
CO2- Explain relationship between social science and Physical Education(BL2-Understand)
CO3- Apply the concepts of sports psychology in Physical education.(BL3-Apply)
CO4- Analyse mental preparation strategies, aggression and stress in sports (BL4-Analyze)
CO5- Evaluation of sports performance after application of various sports psychology concepts.(BL5-Evaluate)
CO6- Develop new ways of dealing with self-talk, anxiety and other psychological issues related to sports.(BL6-Create) Course Outcomes & Bloom's Level Skill Development X
Entrepreneurship X
Employability ✓
Professsonal Ethics X
Gender ✓
Human Values ✓
Environment ✓ SDG2(Zero hunger) SDG3(Good health and well-being) SDG5(Gender equality) SDG7(Affordable and clean energy) SDG15(Life on land) **Coures Elements** SDG (Goals)

Part B

| Modules | Contents | Pedagogy | Hours |
|---------|--|---|-------|
| UNIT-1 | o Meaning, Importance and scope of Educational and Sports Psychology o General characteristics of Various Stages of growth and development o Types and nature of individual differences; Factors responsible -Heredity And environment o Psychosciological aspects of Human behavior in relation to physical education and sports | direct instructions, quiz activity | 15 |
| Unit-2 | o Nature of learning, theories of learning, Laws of learning, o Plateau in Learning; & transfer of training o Meaning and definition of personality, characteristics of personality, o Dimension of personality, Personality and Sports performance o Nature of motivation: Factors influencing motivation; Motivation and techniques and its impact on sports performance, o Mental Preparation Strategies: Attention focus, Self-talk, Relaxation, Imaginary, o Aggression and Sports, Meaning and nature of anxiety, Kinds of anxiety o Meaning and nature of stress; Types of stress, Anxiety, Stress, Arousal and their effects on sports performance | lectures/ cooperative learning | 15 |
| UNIT-3 | o Orthodoxy, customs, Tradition and Physical Education. o Festivals and Physical Education. o Social Group life, Social conglomeration and Social group, Primary group and Remote group. | peer teaching and quiz activities | 15 |
| UNIT 4 | o Features of culture, o Importance of culture. o Effects of culture on people life style. o Different methods of studying Observation/ Inspection method, Questionnaire method, Interview method | lecture, quiz and cooperative learninig | 15 |

Part D(Marks Distribution)

| | Theory | | | | | | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | | | |
| 100 | 32 | 70 | 23 | 30 | 9 | | | | | | | | | |
| | Practical | | | | | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | | | |
| | | | | | | | | | | | | | | |

Part E

| Books | 1. S.K.Mangal, Shubhra Mangal Sports Psychology 1st SAGE publications Private Limited |
|--------------|--|
| Articles | |
| | 1- Ball, D. W. & Loy, J. W. Sport and social order; Contribution to the sociology of sport. 1975 London: Addison Wesley Publishing Co., Inc. 2- Blair, J. & Simpson, R. Educational psychology, 1962 New York: McMillan Co. 3- Cratty, B. J. Psychology and physical activity. 1968 Eaglewood Cliffs. Prentice Hall. 4 Kamlesh, M.L. Psychology inphysical education and sport. 1998 New Delhi:Metropolitan Book Co. 5 Loy, J. W., Kenyon, G. S. & McPherson, D. Sport and social system. 1978 Londo Addison Wesley Publishing Company Inc. 6 Loy, J. W., Kenyon, G. S. & McPherson, B. D. Sports and social system. 1978 Londo Addison Wesley Publishing Company Inc. 6 Loy, J. W., Kenyon, G. S. & McPherson, B. D. Sports and Sport 1981 Philadelphia: Lea & Febiger. 7 Mathur, S.S., Educational psychology. 1962 Agra. VinodPustakMandir. |
| MOOC Courses | |
| Videos | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3 | - | 2 | 2 | - | - | - | - | - | - | - | - | - | - | - |
| CO2 | - | 2 | - | - | - | 2 | - | - | - | - | - | - | - | - | - |
| CO3 | 2 | 2 | 2 | 2 | 3 | - | - | - | - | - | - | - | - | - | - |
| CO4 | 2 | - | 1 | 3 | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | 2 | 1 | - | 2 | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | 1 | - | 1 | - | - | 2 | - | - | - | - | - | - | - | - | - |



BPed

| Title of the Course | Olympic Mov | vement | | | | | | | | | |
|---------------------|-------------|--------|--|--|--|---|---|---|--|--|--|
| Course Code | EC-101 | | | | | | | | | | |
| Part A | | | | | | | | | | | |
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| 1 4177 | | | | | | | | | | | | | |
|------------------------------------|--|--|-------------|---|---|---|---|---|--|--|--|--|--|
| Year | 1st | Semester | 1st | Credits | L | Т | Р | С | | | | | |
| Teal | 1st Semester | | 151 | Ciedits | 3 | 1 | 0 | 4 | | | | | |
| Course Type | Theory only | | | | | | | | | | | | |
| Course Category | Discipline Co | ipline Core | | | | | | | | | | | |
| Pre-Requisite/s | | | | Co-Requisite/s | | | | | | | | | |
| Course Outcomes & Bloom's Level | CO2- CO-2 E CO3- CO-3.r CO4- CO-4 T CO5- CO-5 t | CO1- CO-1 Recall about Aims, Objectives, principles and other concepts of Health Education(BL1-Remember) CO2- CO-2 Explain about the foundation of Olympic(BL2-Understand) CO3- CO-3- now differentiate and apply the inclusive Strategies(BL3-Apply) CO4- CO-4 They can Analyze the Types of Disabilities And Disorder(BL4-Analyze) CO5- CO-5 the can evaluate the Rules And regulations And follow it(BL5-Evaluate) CO6- CO-6-They can own create the Different Recreational games For Disabilities (BL6-Create) | | | | | | | | | | | |
| Coures Elements | Skill Develop Entrepreneu Employability Professsona Gender X Human Value Environment | rship X / X I Ethics ✓ es ✓ | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) SDG15(Life on land) SDG16(Peace Justice and strong institutions) | | | | | | | | | |

Part B

| Modules | Contents | Pedagogy | Hours |
|---------|--|---|-------|
| 1 | I Origin of Olympic Movement o Philosophy of Olympic movement o The early history of the Olympic movement o The significant stages in the development of the modern Olympic movement o Educational and cultural values of Olympic movement | quiz, lecture methodology, group discussion | 15 |
| 2 | IIModern Olympic Games o Significance of Olympic Ideals, Olympic Rings, Olympic Flag o Olympic Protocol for member countries o Olympic Code of Ethics o Olympism in action o Sports for All | | 15 |
| 3 | Different Olympic Games o Para Olympic Games o Summer Olympics o Winter Olympics o Youth Olympic Games | lecture methodology, group discussion, quiz | 15 |
| 4 | Committees of Olympic Games o International Olympic Committee - Structure and Functions o National Olympic committees and their role in Olympic movement o Olympic commission and their functions o Olympic medal winners of India | lecture methodology, group discussion, quiz | 15 |

Part D(Marks Distribution)

| | | | Theory | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation |
| 100 | 32 | 70 | 23 | 30 | 9 |
| | | | Practical | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation |
| 100 | 0 | 70 | 0 | 30 | 0 |

Part E

| Books | |
|------------------|---|
| Articles | |
| References Books | Osborne, M. P. (2004). Magictree house fact tracker: ancient greece and the olympics: a nonfiction companion to magic tree house: hour of the Olympics. New York: Random House Books for Young Readers Burbank, J. M., Andranovich, G. D. &Heying Boulder, C. H. (2001). Olympic dreams: the impact of mega-events on local politics: Lynne Rienner |
| MOOC Courses | |
| Videos | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1 | - | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO2 | - | 3 | - | 1 | - | - | - | - | - | - | - | - | - | - | - |
| CO3 | 2 | 2 | - | - | 3 | - | - | - | - | - | - | - | - | - | - |
| CO4 | 1 | 1 | - | 2 | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | - | 2 | 1 | - | 1 | - | - | - | - | - | - | - | - | - | - |
| CO6 | 1 | 1 | - | 3 | - | - | - | - | - | - | - | - | - | - | - |



BPed

| Title of the Course | CURRICULUM DESIGN |
|---------------------|-------------------|
| Course Code | EC-207 |

| F | a | rt | Α |
|---|---|----|---|
| | | | |

| Year | 2nd | Semester | 3rd | Credits | L | Т | Р | С |
|---|--|---------------------------------|-----|----------------|---|---|---|---|
| Tear | ZIIG | Semester | Sid | Credits | 3 | 1 | 0 | 4 |
| Course Type | Theory only | | | | | | | |
| Course Category | Discipline Core | | | | | | | |
| Pre-Requisite/s | General Knowledg | ge about timetable and syllabus | | Co-Requisite/s | | | | |
| Course Outcomes & Bloom's Level | CO1- Recall basic guidelines for curriculum construction(BL1-Remember) CO2- Explain the old and new concept of curriculum (BL2-Understand) CO3- Use of basic principles of curriculum construction for effective curriculum construction.(BL3-Apply) CO4- Analysis of Under-graduate professional preparation(BL4-Analyze) CO5- Determine the limitations in construction of an effective curriculum(BL5-Evaluate) CO6- Formulate a curriculum program using basic guideline for curriculum construction(BL6-Create) | | | | | | | |
| Skill Development × Entrepreneurship × Employability × Professonal Ethics ✓ Gender × Human Values ✓ Environment × SDG (Goals) SDG4(Quality education) SDG6(Clean water and sanitation) SDG15(Life on land) | | | | | | | | |

Part B

| Modules | Contents | Pedagogy | Hours |
|---------|---|---|-------|
| UNIT 1 | Modern Concept of the curriculum o Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development. o Factors affecting curriculum - Social factors - Personnel qualifications - Climatic consideration - Equipment and facilities -Time suitability of hours. o National and Professional policies, Research finding | quiz, lecture methodology, group discussion | 15 |
| UNIT 2 | Basic Guideline for Curriculum Construction o Focalization o Socialization o Individualization o Sequence and operation o Steps in curriculum construction. | quiz, lecture methodology, group discussion | 15 |
| UNIT 3 | Curriculum old and new concepts, Mechanisms of curriculum Planning o Basic principles of curriculum construction. o Curriculum Design, Meaning, Importance and factors affecting curriculum design o Principles of Curriculum design according to the needs of the students and state and national level policies. o Role of Teachers | quiz, lecture methodology, group discussion | 15 |
| UNIT 4 | Undergraduate preparation of graduates Areas of Health education, Physical education and Recreation. o Curriculum design-Experience of Education, Field and Laboratory. o Teaching practice. o Professional Competencies to be Developed-Facilities and special resources for library, laboratory and other facilities. | quiz, lecture methodology, group discussion | 15 |

Part C

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|-----------------------------------|--|---------------|-------|
| UNIT- 4 | design a new timetable for course | PBL | BL6-Create | 2 |

Part D(Marks Distribution)

| Theory | | | | | | | | | |
|---|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|
| Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation | | | | | | | | | |
| 100 | 32 | 70 | 23 | 30 | 9 | | | | |
| | Practical | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| | 0 | | | | | | | | |

Part E

| Books | Dalvinder Singh Sports Management and Curriculum Design in Physical Education 2018 Friends Publication India | | |
|--|--|--|--|
| Articles | | | |
| References Books Barrow, H. M. Man and movement: principles of physical education. 1983 Philadelphia: Lea and Febiger. | | | |
| MOOC Courses | | | |
| Videos | | | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1 | - | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO2 | - | 2 | 3 | - | 2 | - | - | - | - | - | - | - | - | - | - |
| CO3 | - | - | - | 2 | - | - | - | - | - | - | - | - | - | - | - |
| CO4 | 2 | - | 2 | - | 3 | - | - | - | - | - | - | - | - | - | - |
| CO5 | - | 3 | - | 2 | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | 3 | - | 3 | - | - | - | - | - | - | - | - | - | - | - |



MPES

| Title of the Course | Sports Psychology |
|---------------------|-------------------|
| Course Code | MPCC-0202 |

| | | Pa | rt A | | | | | |
|--|---|--|---|---------|---|---|---|---|
| Year | 1st | Semester | 2nd | Credits | | Т | Р | С |
| | | 3030.0. | | o.ou.ic | 3 | 1 | 0 | 4 |
| Course Type | Theory only | | | | | | | |
| Course Category | Discipline Core | | | | | | | |
| Pre-Requisite/s | Basic knowledge of | Basic knowledge of sports psychology to understand the behavior of student and attitude towards sports Co-Requisite/s | | | | | | |
| Course Outcomes | CO2- Describe the CO3- Present the d CO4- Categorize di | ifferent concepts of sports psychology(BL1-Ren cognitive process and its role in performance of lifferent philosophies of education(BL3-Apply) ifferent types of emotions and how sports achiev ersonality development takes place through gan | athletes(BL2-Understand) rement are effected(BL4-Analyze) | | | | | |
| Skill Development X Entrepreneurship X Employability ✓ Professsonal Ethics ✓ Gender ✓ Human Values ✓ Environment X | | | | | | | | |

Part B

| Modules | Contents | Pedagogy | Hours |
|---------|---|--|-------|
| Unit 1 | 1.1 Sports Psychology: Meaning, Definition, 1.2 Nature and Scope of sports psychology. 1.3 Role of a Sport Psychologist | direct instructions, quiz activity | 12 |
| Unit 2 | 2.1Cognitive Process (Memory, Thinking, Reasoning, Problem Solving etc) 2.2 Motor Skills (Fine and Gross) 2.3 Effect of Individual differences on skill acquisition and sports performance. 2.4 Role of Cognitive Process in Performance Enhancement | cooperative and inquiry based and cognitive learning | 12 |
| Unit 3 | 3.1 Emotion: Meaning, Definition, Types and Characteristics. 3.2 Theories of Emotion (Inverted U, Drive, IZOF by Hanin) 3.3 Factors effecting Sports Achievement such as Stress, Fear, Frustration and aggression. 3.4 Motivation: Meaning, Definition, Types. Theories (Maslow's Need Theory, Achievement Theory and Importance of Motivation in Sports Achievement. | lecture, flipped classes | 12 |
| Unit 4 | 4.1 Personality: Meaning, Definition. 4.2 Theories of Personality (Psychodynamics, Trait, Social Learning) 4.3 Dimensions of Personality, Personality Trait of Athletes 4.4 Personality development through Physical Activities and Games. | brainstorming, open book exam and quiz | 12 |
| Unit 5 | S.1 Psychological Dimensions of Competition-Psycho-Regulative Method for Activation and Mental Relaxation. 5.2 Effect of Audience on the performance of the Athletes. 5.3 Psychological Preparation for competition- Short term and Long Term Preparation. | project work, peer teaching and quiz | 12 |

Part D(Marks Distribution)

| | Theory | | | | | | | | | |
|---|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|
| Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation | | | | | | | | | | |
| 100 | 32 | 70 | 23 | 30 | 09 | | | | | |
| | Practical | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| | 0 | | | | | | | | | |

Part E

| Books | Kamlesh M.L., Psychology of physical Education and Sports, New Delhi: Metropolitan Book Co., Pvt. Ltd. 1983 |
|------------------|--|
| Articles | |
| References Books | Alderman, R.B., Psychological Behavior in sports, Philadelphia: London, Sounders Company, 1974 But Susan Dorcas, Psychology of Sports, Network: Van Nastrand Reinhold Company Crattybrayant, J., Movement Behaviour and Motor Learning, Philadelphia: Lea and Febiger, 1973 Craty Bryant, J., Psychology and Physical Activity, New Jersey Englewood Cleffs, Prentice Hall Inc. 1965 Cratty Bryant, J., Psychological Proportion and Athletics Excellence, New York: Movement publications Inc. 1978 |
| MOOC Courses | |
| Videos | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1 | 3 | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO2 | 2 | 3 | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO3 | 1 | 3 | 2 | - | - | - | - | - | - | - | - | • | - | - | - |
| CO4 | 1 | 2 | 3 | - | - | - | - | - | - | - | - | • | - | - | - |
| CO5 | 2 | 1 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | = | - | - | - |



MPES

| Title of the Course | Sports medicine |
|---------------------|-----------------|
| Course Code | MPCC-0403 |

| | | | Part A | | | · | · | · |
|------------------------------------|---|-----------------------------|--------|----------------|---|---|---|---|
| Year | 2nd | Semester | 4th | Credits | L | Т | Р | С |
| real | Zild | Gemester | 441 | Orealis | 3 | 1 | 0 | 4 |
| Course Type | Theory only | | | | | | | |
| Course Category | Discipline Cor | e | | | | | | |
| Pre-Requisite/s | Basic general | Education of Graduate Level | | Co-Requisite/s | | | | |
| Course Outcomes & Bloom's Level | CO1- CO 1 Identify sports injuries and its remedies(BL1-Remember) CO2- CO2 Explain the concept of sports medicine(BL2-Understand) CO3- CO 3 Discuss about massage and its different therapies(BL3-Apply) CO4- CO4 Categorize the various therapies of massage(BL4-Analyze) CO5- CO5 Relate women and sports(BL5-Evaluate) CO6- CO6 Design a nutritional diet for athletes(BL6-Create) | | | | | | | |
| Coures Elements | Skill Development X Entrepreneurship X Employability ✓ Professsonal Ethics ✓ Gender X Human Values ✓ Environment X Skill Development X SDG3(Good health and well-top SDG4(Quality education) SDG11(Sustainable cities and SDG16(Paeca Justice and study SDG16(Paeca Sustice and study SDG17(Partnerships for the great SDG17(Par | | | | | | | |

Part B

| Modules | Contents | Pedagogy | Hours |
|---------|---|--|-------|
| 1 | Sports Medicine: Meaning, Definition, • Aims, Objectives, • Modern Concepts and Importance. • Athletic Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches. | direct instructions, quiz activity | 12 |
| 2 | Sports Injuries and Remedies: • Injuries: • General Injuries: Wound, Lesion, Contusion, Burn, Abrasion, Sprain, Strain, Fracture. • Special Injuries: Injuries on Back, Abdomen, Thigh, Knee, Ankle, Feet, Legs. • Reasons for Injuries, Preventive measures for injuries, • Rehabilitation. | lecture, quiz, open book exam | 12 |
| 3 | Massage and various therapies: • Hydrotherapy: Contrast Bath, Sauna bath, Water Massage, Whirlpool. • Cryotherapy: Ice pack, Gel and chemical cold Pack, Ice Massage, melting ice cryotherapy. • Electrotherapy: Shortwave diathermy. Ultrasound, Electric moist heating pad, stimulant, Infrared, Ultraviolet electric waves. • Exercise Therapy: Isotonic, Isometric, Isokinetic Exercise training. • Massage: Meaning, Importance, need and Types. | lecture, quiz and cognitive learning. | 12 |
| 4 | Nutritional diet for athletes and drugs: • Athlete Nutritional Diet – Factors effecting balance diet • Athlete's Diet for different sports and games • Malnutrition in athletes and its care. • Doping – Meaning, History, Definition, Classification, Types, Use of drugs and their side effects, • Role of Coach and Managers in solving the problem of doping. | cooperative learning and peer teaching | 12 |
| 5 | Women Athlete: • Anatomical and Physiological differences. • Health Problems: Menses, Pregnancy, Special problems. | group discussion, flipped class quiz | 12 |

Part D(Marks Distribution)

| | Theory | | | | | | | | | |
|-------------|---|----|-----------|----|----|--|--|--|--|--|
| Total Marks | otal Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation | | | | | | | | | |
| 100 | 32 | 70 | 23 | 30 | 09 | | | | | |
| | | | Practical | | | | | | | |
| Total Marks | Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation | | | | | | | | | |
| | 0 | | | | | | | | | |

Part E

| Books | Pandey, P.K Outline of Sports Medicine J.P. Brothers Pub., New Delhi, 1987. |
|--------------|---|
| Articles | |
| | Bengt O. Eriksson et al Sports Medicine Guinness Publication, 1990 Christine M. Drews Physiology of Sports and Exercise Human Kinetics, USA, 1999 Erikson, B.O. et al Sports Medicine Guiness Pub. Great Britain, 1990 Jain, Rachna Sports Medicine KSK, New Delhi, 2002 Jeyaprakash, C. S Sports Medicine J.P. Brothers Pub., New Delhi, 2003. |
| MOOC Courses | |
| Videos | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1 | 1 | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO2 | - | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO3 | 1 | 2 | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO4 | - | 2 | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | - | 2 | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | 1 | 2 | - | - | - | - | - | - | - | - | - | - | - | |



MPES

| Title of the Course Philosophical Foundation and History of Physicl Education and Sports | | | | | |
|--|-------------|--|--|--|--|
| Course Code | MPCC0101[T] | | | | |

| | | | Pa | rt A | | | | |
|------------------------------------|---|------------------------------------|-------------------|---|----------------|-----------------|--------------------|----------|
| Year | 1st | Semester | 1st | Credits | L | Т | Р | С |
| leai | 150 | Semester | 151 | Cieuts | 3 | 1 | 0 | 4 |
| Course Type | Theory only | у | | | | | | |
| Course Category | Discipline (| Core | | | | | | |
| Pre-Requisite/s | required ba | asic knowledge of physical ed | lucation UG level | Co-Requisite/s | required basic | knowledge of ph | ysical education l | UG level |
| Course Outcomes & Bloom's Level | CO1- Recall the philosophical foundations(BL1-Remember) CO2- Discuss the theories of play and the principles of growth and development(BL2-Understand) CO3- Demonstrate the psychological knowledge in teaching physical education(BL3-Apply) CO4- Analyze the Olympic movement and its ideals(BL4-Analyze) CO5- Justify the sociological basis of physical education(BL5-Evaluate) CO6- Create a motor skill acquisition plant(BL6-Create) | | | | | | | |
| Coures Elements | Skill Develor Entreprene Employabil Professson Gender X Human Val Environmen | urship X lity X nal Ethics ✓ | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) SDG6(Clean water and sanitation) SDG16(Peace Justice and strong institution | s) | | | |

Part B

| Modules | Contents | Pedagogy | Hours |
|---------|--|--|-------|
| 1 | 1.1Meaning,definition ,aims and objectives of education 1.2 Relationship of physical education with general education 1.3 Physical education and philosophy | group discussion, lecture method, background of concept learning | 12 |
| 2 | 2.1 Psychological basis of physical education 2.2 Play and theories of play 2.3 General principles of growth and development 2.4 Principles of motor skill acquisition | lecture, quiz, open book exam | 12 |
| 3 | 1 Philosophies of education as applied to physical education- Idealism,Naturalism,Realism,Pragmatism ,Existentialism and Humanism | flipped class, peer teaching, brainstorming | 12 |
| 4 | . 4.1 Sociological basis of life 4.2 socialization process 4.3 social nature of man and physical activities, sports as a cultural heritage of mankind 4.4 Customs ,traditions and sports | lecture, quiz and cooperative learning. | 12 |
| 5 | 5.1 Olympic movement –Olympic games and committes 5.2 The early history of the Olympic movement 5.3 The significant stages in the development of the modern Olympic movement –educational and cultural values of Olympic movement 5.4 Para Olympic games, Summer Olympic games, winter Olympics, Youth Olympics International Olympic committee – structure and functions 5.5 National Olympic committees and their role in the Olympic movement | group project, quiz | 12 |

Part D(Marks Distribution)

| | Theory | | | | | | | | | |
|-------------|---|----|-----------|----|---|--|--|--|--|--|
| Total Marks | al Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation | | | | | | | | | |
| 100 | 32 | 70 | 23 | 30 | 9 | | | | | |
| | | | Practical | | | | | | | |
| Total Marks | Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | | | | | |

Part E

| Books | Sports in Society: Issues and Controversies | | | |
|--|---|--|--|--|
| Articles | | | | |
| References Books Foundation of Physical Education and Sports | | | | |
| MOOC Courses | | | | |
| Videos | | | | |

| | Coulour Hading | | | | | | | | | | | | | | |
|-----|----------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 3 | 1 | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO2 | 1 | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO3 | 1 | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO4 | 1 | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | 1 | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | 1 | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |



MPES

| Title of the Course | Health Education |
|---------------------|------------------|
| Course Code | MPCC0102[T] |

| Part A | | | | | | | | | | | | |
|------------------------------------|---|--|-------------|--|---|---|---|---|--|--|--|--|
| Year | 1st | Semester | 1st | Credits | L | Т | Р | С | | | | |
| Teal | 151 | Semester | 151 | Credits | 3 | 1 | 0 | 4 | | | | |
| Course Type | Theory onl | Theory only | | | | | | | | | | |
| Course Category | Discipline Core | | | | | | | | | | | |
| Pre-Requisite/s | knowledge | knowledge of health education Co-Requisite/s advance knowledge of health education | | | | | | | | | | |
| Course Outcomes & Bloom's Level | CO1- Recognize the various concepts of health education(BL1-Remember) CO2- Discuss the bad effects of population explosion (BL2-Understand) CO3- Solve the measures that can be taken to stop the spread of communicable diseases(BL3-Apply) CO4- Criticize the school health programs(BL4-Analyze) CO5- relate between environmental hazards and communicable diseases(BL5-Evaluate) CO6- Design a program in managing obesity(BL6-Create) | | | | | | | | | | | |
| Coures Elements | Skill Devel- Entreprene Employabi Professsor Gender ✓ Human Val Environme | eurship X lity X nal Ethics X lues √ | SDG (Goals) | SDG5(Gender equality) SDG6(Clean water and sanitation) SDG7(Affordable and clean energy) | | | | | | | | |

Part B

| Modules | Contents | Pedagogy | Hours |
|---------|--|--|-------|
| 1 | 1.1Guiding Principles of Health and HealthEducation. Health relatedfitness. 1.2 Obesity and itsManagement | direct instruction and cooperative learning | 12 |
| 2 | 2.1 Environmental and Professional Hazards 2.2 Public Health and Epidemic Diseases- Symptoms, Treatment and Preventive Measures. 2.3Communicable Diseases- Symptoms, Treatment and Preventive Measures | open book exam, cooperative and inquiry based learning | 12 |
| 3 | 3.1 Community health 3.2 School Health Programme and Personal Hygiene. 3.3 First Aid | peer teaching and quiz activities | 12 |
| 4 | 4.1 Definition and meaning of the term "recreation" 4.2 Theories and Principles of Recreation 4.3 Recreation programmes for various categories of people. | lecture, discussion method | 12 |
| 5 | 5.1 Causes for population explosion and its preventive steps. 5.2 Population Education 5.3 National family welfare scheme. | group discussion, flipped class quiz | 12 |

Part D(Marks Distribution)

| | Theory | | | | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | |
| 100 | 32 | 70 | 23 | 30 | 9 | | | | | | | |
| | | | Practical | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | |

Part E

| Books | Hand Book of Hygience and Public Health |
|------------------|---|
| Articles | |
| References Books | Physiology of Muscular Activity |
| MOOC Courses | |
| Videos | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1 | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO2 | 1 | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO3 | 3 | 2 | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO4 | 1 | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | 3 | 2 | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | 2 | 1 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |



MPES

| Title of the Course | Adapted Physical Ed | dapted Physical Education | | | | | | | | | |
|---------------------|---------------------|---------------------------|-----|---------|---|---|---|---|--|--|--|
| Course Code | MPEB-0304 | 3304 | | | | | | | | | |
| Part A | | | | | | | | | | | |
| Year | 2nd | Semester | 3rd | L T P | | | | С | | | |
| Tear | Ziid | Semester | Sid | Credits | 3 | 1 | 0 | 4 | | | |
| Course Type | Theory only | • | • | • | | | | | | | |

| Year | 2nd | Semester | 3rd | Credits | | Т | Р | С | | | | | |
|------------------------------------|---|--|-------------|--|---|---|---|---|--|--|--|--|--|
| Teal | ZIIU | Semester | Sid | Credits | 3 | 1 | 0 | 4 | | | | | |
| Course Type | Theory only | neory only | | | | | | | | | | | |
| Course Category | Discipline Core | pline Core | | | | | | | | | | | |
| Pre-Requisite/s | basic knowledge of p | ic knowledge of physical education at graduate level Co-Requisite/s | | | | | | | | | | | |
| Course Outcomes & Bloom's Level | CO1- Identify the different disorders(BL1-Remember) CO2- Interpret class organization strategies(BL2-Understand) CO3- Describe organization of Paralympics(BL3-Apply) CO4- Evaluate role of public relations in publicizing adapted physical education in the society.(BL4-Analyze) CO5- Choose appropriate activities for the disabled children.(BL5-Evaluate) CO6- Design activities for children in the different categories of disability(BL6-Create) | | | | | | | | | | | | |
| Coures Elements | Skill Development X Entrepreneurship X Employability X Professsonal Ethics Gender Human Values Environment X | | SDG (Goals) | SDG4(Quality education) SDG5(Gender equality) | | | | | | | | | |

Part B

| Modules | Contents | Pedagogy | Hours |
|---------|--|--|-------|
| UNIT 1 | Identification and causes of specific diseases -Attention deficit hyperactivity disorder - Autism and emotional disorder -Specific learning disabilitiesAmputation and dwarfism. | direct instructions, quiz activity | 12 |
| UNIT 2 | Class organization strategies Managing individual programmes Monitoring student performance Organizing the instructional environment. | skill practice and experiential learning | 12 |
| UNIT 3 | Paralympic Sports -History of Paralympics Paralympic events -Rules and regulations Eligibility criteria | peer teaching and quiz activities | 12 |
| UNIT 4 | Organization & Administration -Individual education programme Role of physical education -Communicating with parents -Public relations | cooperative learning and peer teaching | 12 |
| UNIT 5 | Activities for individuals with disabilities Adapting &modifying for people with disabilities - Adapting activities for physically challenged individuals - Adapting activities for mentally challenged individuals. Activites for visually impaired and hearing impaired. | group project, quiz | 12 |

Part D(Marks Distribution)

| | Theory | | | | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | |
| 100 | 32 | 70 | 23 | 30 | | | | | | | | |
| | Practical | | | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | |
| | 0 | | | | | | | | | | | |

Part E

| Books | Yajuvendra Rajput, Narwariya mukesh Introduction to teaching &learning in adapted physical education Friends publication New delhi |
|--------------|--|
| Articles | |
| | Auxter David,Pyfer Jean,Hueligg Carol Principles and Methods of Adapted Physical Education and Recreation McGraw-Hill Higher Education, 2004 Fait, Hollis, F Special Physical Education: Adapted, Corrective, Developmental 2nd Philadelphia: Saunders, 1966 Winnick, P.Joseph Adapted Physical Education Aspen Systems Corporation 1982 Clarke Harrison,Clarke David.H. Developmental &Adapted physical education |
| MOOC Courses | |
| Videos | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3 | 1 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO2 | - | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO3 | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO4 | - | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | - | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | 3 | - | 2 | - | - | - | - | - | - | - | - | - | - | - | - |



MPES

| Title of the Course | Yogic sciences & Naturopathy |
|---------------------|------------------------------|
| Course Code | MPEB-0404 |

| | · | | Part A | | | | | |
|------------------------------------|---|--|---|----------------|---|---|---|---|
| Year | 2nd | Semester | 4th | Credits | L | Т | Р | С |
| Teal | Zild | Semester | 401 | Credits | 3 | 1 | 0 | 4 |
| Course Type | Theory only | | | | | | | |
| Course Category | Discipline Core | | | | | | | |
| Pre-Requisite/s | Basic Knowledge | of Graduate level or Some Basic Abou | t Yoga Education | Co-Requisite/s | | | | |
| Course Outcomes & Bloom's Level | CO2- CO2 Descri CO3- CO 3 Apply CO4- CO4 Classi CO5- CO5 Evalua | aturopathy therapies (BL1-Remember) be the effect of yoga on the different sy the yoga philosophy(BL3-Apply) fy asanas and know its effects on the bate the various asanas (BL5-Evaluate) op concepts of naturopathy BL6 | /stems of the body(BL2-Understand) /ody(BL4-Analyze) |) | | | | |
| Coures Elements | Skill Developmen Entrepreneurship Employability ✓ Professsonal Ethi Gender X Human Values ✓ Environment X | ✓ | SDG2(Zero hunger) SDG6(Clean water and sanitation) SDG8(Decent work and economic growth) SDG9(Industry Innovation and Infrastructure) SDG10(Reduced inequalities) SDG13(Climate action) | | | | | |

Part B

| Modules | Contents | Pedagogy | Hours |
|---------|---|--|-------|
| 1 | Yoga-Meaning and Importance, Paths, Precautions • Difference between exercises and Yoga, • Types of Asanas and Suryanamaskara. • Ashtang Yoga- Different types of Pranayama and its importance, Kriyas, Bandhas and Mudra sciences-Nadis: Chandranadi, Surya nadi and Agninadi. | direct instructions, quiz activity | 12 |
| 2 | Place of Shodhankarma in Yoga, • Nature of Mechanical Shodhankarma and Classification. • Effect of yoga on different systems, plexis, Kundlini, • Scientific observations of Yogasana. | lecture, quiz, open book exam | 12 |
| 3 | Philosophy of Sankhya yoga, Yoga Psychology, Yoga science of Vibhuti, Prana science of Yoga. • Panchprana-Upprana and factors deciding pranayama. • Asanas and Pranayama for therapy of various diseases • Inculcating spiritual values through pranayam | lecture, quiz and cognitive learning. | 12 |
| 4 | Naturopathy-Meaning, History, Importance and Agencies. • Principles of Naturopathy | cooperative learning and peer teaching | 12 |
| 5 | Different therapies done through Naturopathy. Shivambu method, Acupressure and Acupuncture methods, Magnetic therapy | group discussion, flipped class quiz | 12 |

Part D(Marks Distribution)

| Theory | | | | | | | | | |
|-------------|---|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|
| Total Marks | Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation | | | | | | | | |
| 100 | 32 | 70 | 23 | 30 | 09 | | | | |
| | | | Practical | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| | 0 | | | | | | | | |

Part E

| Books | K. N. Udupa, R. C. Prasad Stress and Its Management by Yoga Motilal Banarsidass 1985 |
|------------------|---|
| Articles | |
| References Books | K.Chandrasekar Sound Health Through Yoga PremKalyan Publications, Sedapatti, 1999. Swami Kuvalayananda and Dr. S.L. Vinebar Yogic Therapy CHEB , New Delhi , 1968 M.L. Gharote, S. K. Ganguly Teaching Methods for Yogic Practices Kaivalyadhama 2001 M.L. Gharote Applied Yoga Kaivalyadhama, Lonavla 1990 |
| MOOC Courses | |
| Videos | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1 | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO2 | 1 | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO3 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO4 | - | 1 | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | - | 2 | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | 2 | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |



MPES

| Title of the Course | Sports Sociology |
|---------------------|------------------|
| Course Code | MPEB0104[T] |
| | Part A |

| | | | Part A | | | | | |
|------------------------------------|--|--|--|--|-------------|-----------------|------|---|
| Year | 1st | Semester | 1st | Credits | L | Т | Р | С |
| rour | ISI | Semester | ist | Credits | 3 | 1 | 0 | 4 |
| Course Type | Theory only | | | | | | | |
| Course Category | Discipline Co | ore | | | | | | |
| Pre-Requisite/s | basic knowle | edge of sociology | | Co-Requisite/s | advance kno | wledge of socio | logy | |
| Course Outcomes & Bloom's Level | CO2- Discus CO3- Detern CO4- Catego CO5- Justify | y the sports related problems a ss the methodology of leadersh mine the scope and methods of orize group leadership and adn the contribution of socialization a sports programs for different | ip.(BL2-Understand) sports sociology(BL3-Apply ninistrative leadership(BL4-A n in sports (BL5-Evaluate) | /) analyze) | | | | |
| Coures Elements | Skill Develop Entrepreneu Employabilit Professsona Gender X Human Valu Environment | rship X y X Il Ethics X es √ | SDG (Goals) | SDG5(Gender equality) SDG6(Clean water and sanitation) SDG7(Affordable and clean energy) | | | | |

Part B

| Modules | Contents | Pedagogy | Hours |
|---------|---|---|-------|
| 1 | 1.1 Meaning, Scope and Methods of sports sociology 1.2 Sociological Classification of Sports. 1.3 Sociological concept and classification. 1.4 Concept and understanding of Sports. | direct instruction and cooperative learning | 12 |
| 2 | 2.1 Sports group and Administration: 2.2Group Leadership, Constitution, Methodology. 2.3Administrative Leadership, Constitution, Methodology | teamwork, peer teaching and flipped classes | 12 |
| 3 | 3.1 Games and Social Institutions: 3.2 Contribution of Family 3.3 Educational Methods in Sports 3.4 Contribution of socialization in sports. 3.5 Socialization through sports | problem based and experiential learning | 12 |
| 4 | 4.1 Sports and Social Status 4.2 Sports Socialization and Limitations 4.3 Sports related problems and Trends in Society. 4.4 Sports and Aggression. 4.5 Commercialization in sports | lecture, quiz and cooperative learninig | 12 |
| 5 | 5.1 Sports and Micro Social System 5.2 Study of Sports Groups 5.3 Group Interaction, Competition and Co-operation 5.4 Sports and Culture | project work, peer teaching and quiz | 12 |

Part D(Marks Distribution)

| | Theory | | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| 100 | 32 | 70 | 23 | 30 | 9 | | | | | |
| | | | Practical | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| | | | | | | | | | | |

Part E

| Books | Social Dimensions of Physical Activity New Jersey |
|------------------|--|
| Articles | |
| References Books | Sports Culture and Society Sport and social Order; Contribution to the sociology of sport Sport and Social System Sociology of sport |
| MOOC Courses | |
| Videos | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3 | 2 | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO2 | 3 | 2 | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO3 | 1 | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO4 | 1 | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | - | 1 | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | 2 | 1 | - | - | - | - | - | - | - | - | - | - | - | - |



BPES

| Title of the Course | Foundations of physical education |
|---------------------|-----------------------------------|
| Course Code | PEL-102 |

| | | | Part A | | | | | |
|------------------------------------|---|--|---|-------------------------|---|---|---|---|
| Year | 1st | Semester | 1st | Credits | L | Т | Р | С |
| Teal | 151 | Semester | 151 | Credits | 3 | 2 | 0 | 5 |
| Course Type | Theory only | | | | | | • | |
| Course Category | Discipline Core | | | | | | | |
| Pre-Requisite/s | basic knowledge of | of history of physical education | | Co-Requisite/s | | | | |
| Course Outcomes & Bloom's Level | CO2- identify and CO3- Apply the Fi | he relationship between general education a relate with the History of Physical Education tness and wellness movement in the society relationship between Philosophy, Education | in India and abroad(BL2-Understand) (BL3-Apply) | | | | | |
| Coures Elements | Skill Development Entrepreneurship Employability X Professsonal Ethic Gender X Human Values ✓ Environment X | × | SDG (Goals) | SDG4(Quality education) | | | | |

Part B

| Modules | Contents | ГГ В Pedagogy | Hours |
|---------|---|--|-------|
| 1 | - Introduction to Physical Education 1.1 Meaning, Definition and Scope of Physical Education 1.2 Aims and Objective of Physical Education 1.3 Importance of Physical Education in present era. 1.4 Misconceptions about Physical Education. 1.5 Relationship of Physical Education with General Education. 1.6 Physical Education as an Art and Science. | group discussion, lecture | 15 |
| 2 | Historical Development of Physical Education in India 2.1 Vedic Period (2500 BC – 600 BC), Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (220 AD – 1000 AD), Medieval period 2.2 Post Mughal British Period (Before 1947) Y.M.C.A. and its contributions. 2.3 Physical Education in India (After 1947) 2.4 The early history and significant stages in the revival and development of the modern Olympic movement 2.5 Educational and cultural values of Olympic movement | lecture, quiz, open book exam | 20 |
| 3 | Philosophical Foundation of Physical Education 3.1 Philosophical foundation: Idealism, Pragmatism, Naturalism, Realism. 3.2 Philosophy and Culture. 3.3 Fitness and wellness movement in the contemporary perspectives 3.4 Sports for all and its role in the maintenance and promotion of fitness. | background of concepts, inquiry based learning | 20 |
| 4 | Foundation of Physical Education 4.1 Biological 4.1.1 Growth and development 4.1.2 Age and gender characteristics 4.1.3 Body Types 4.2 Psychological 4.2.1 Attitude, interest. 4.2.2 Cognition, emotions and sentiments. 4.2.3 Practical suggestion from psychology 4.3 Sociological 4.3.1 Society and culture 4.3.2 Social acceptance and recognition 4.3.3 Leadership in physical education | direct instructions and cooperative learning | 20 |

Part D(Marks Distribution)

| Theory | | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| 100 | 40 | 60 | 18 | 40 | 12 | | | | |
| | | | Practical | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | | | | |

Part E

| Books | Sociological Foundation of Physical Education |
|------------------|---|
| Articles | |
| References Books | Sociological Foundation of Physical Education, Deshpande, S. H. Physical Education in Ancient India 6th Bharatiya vidya prakashan, varanas 2019. Dash, B.N. Principles of Education 3rd Neelakamal publications Kamlesh M.L Sociological Foundation of Physical Education, 3rd PB publications |
| MOOC Courses | |
| Videos | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3 | 2 | - | - | - | 2 | - | 1 | - | - | - | - | - | - | - |
| CO2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | - | - | - | - | - | - | - |
| CO3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | - | - | - | - | - | 2 | 3 |
| CO4 | - | 2 | 3 | 3 | - | 3 | 2 | 3 | - | - | - | - | 3 | - | - |
| CO5 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



BPES

| Title of the Course | Educational psychology |
|---------------------|------------------------|
| Course Code | PEL-201 |

| Part A | |
|--------|--|
| | |

| Year | 1st | Semester | 2nd | Credits | L | Т | Р | С |
|------------------------------------|---|--|-------------|--|---|---|---|---|
| Teal | 150 | Geniestei | Zilu | Oreans | 3 | 2 | 0 | 5 |
| Course Type | Theory only | | | | | | | |
| Course Category | Discipline Core | | | | | | | |
| Pre-Requisite/s | Basic Knowled | ge of psychology of class 11th and 12th | th | Co-Requisite/s | | | | |
| Course Outcomes & Bloom's Level | CO1- List the different concepts in the subject(BL1-Remember) CO2- Discuss the personality of sportsman(BL2-Understand) CO3- Apply factors of motor learning(BL3-Apply) CO4- analyze role of motives(BL4-Analyze) CO5- Justify the relationship of extrinsic and intrinsic motivation(BL5-Evaluate) | | | | | | | |
| Coures Elements | Skill Developm Entrepreneursh Employability > Professsonal E Gender X Human Values Environment ✓ | nip × t thics √ | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) | | | | |

Part B

| Modules | Contents | Pedagogy | Hours |
|---------|---|---|-------|
| Unit 1 | 1.1 Meaning and nature of psychology 1.2 Sources of psychology 1.3 Definitions of psychology. 1.4 Branches of psychology. 1.5 Meaning and nature of sports psychology: 1.6 Relationship of sorts psychology with other sports sciences. 1.7 Importance of sports psychology for physical education teachers and coaches | direct instruction and cooperative learning | 10 |
| Unit 2 | 2.1 Motor learning: 2.2 Meaning of motor learning 2.3 Factor affecting motor development in various periods of childhood and adolescence. 2.4 Personality 2.4.1 Meaning of personality 2.4.2 Personality traits of sports person 2.4.3 Relationship of personality to sports performance 2.4.4 Personality differences among various sports groups | discussion ,marking practice quiz | 10 |
| Unit 3 | 3.1 Motivation 3.1.1 Meaning of motive, needs and drive 3.1.2 Role of motives 3.1.3 Attitudes and interest in physical activities 3.1.4 Meaning of motivation 3.1.5 Relationship between extrinsic and intrinsic motivation. 3.2 Emotions 3.2.1 Meaning of different types of emotions 3.2.2 Influence of emotions, and failure 3.2.3 Level of aspiration and achievement 3.3 Anxiety, fear, frustration, conflict and its effect on sports performance | flip class and quiz activities | 12 |
| Unit 4 | 4.1 Psychological aspects of competition 4.1.1 Defining competition 4.1.2 Determinants of competitive behavior 4.1.3 Psychological characteristics of pre-competition, competition and post competition, selected psycho-regulative techniques for relaxation and activation. 4.1.4 Psychological aspects of long term and short term preparation for competition. 4.2 Psychological care of injured sports person. 4.3 Typical responses to injuries, prevention and caring techniques | cooperative learning and assignments | 12 |

Part D(Marks Distribution)

| | Theory | | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|
| Total Marks | Minimum Passing Marks | Internal Evaluation | Min. Internal Evaluation | | | | | | | |
| 100 | 40 | 60 | 18 | 40 | 12 | | | | | |
| | Practical | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | | | | | |

Part E

| Books | Dr. M.L. Kamlesh, Psychology of Physical Education of Sports, metropolitan, New Delhi 1983 |
|------------------|--|
| Articles | |
| References Books | Gates, A.I. at. Al., Educational Psychology, Macmillin Co. N.Y., 1957 |
| MOOC Courses | |
| Videos | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2 | 1 | 3 | 2 | - | - | - | - | - | - | - | - | - | - | - |
| CO2 | 3 | 3 | 2 | 1 | - | - | - | - | - | - | - | - | - | - | - |
| CO3 | 2 | 3 | 2 | - | 3 | 2 | - | - | - | - | - | - | - | - | - |
| CO4 | 2 | 3 | 2 | 1 | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | 3 | 2 | - | 2 | - | 2 | - | , | - | - | - | - | - | - | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



BPES

| Title of the Course | Sports Psychology |
|---------------------|-------------------|
| Course Code | PEL-302 |

| | Part A | | | | | | | | | | |
|------------------------------------|--|--------------------|-----|----------------|---|---|---|---|--|--|--|
| Year | 2nd Semester | | 3rd | Credits | L | Т | Р | С | | | |
| Tour | Zild | Ocinicator | oid | Greates | 3 | 2 | 0 | 5 | | | |
| Course Type | Theory only | Theory only | | | | | | | | | |
| Course Category | Discipline Core | Discipline Core | | | | | | | | | |
| Pre-Requisite/s | Knowledge of g | general psychology | | Co-Requisite/s | | | | | | | |
| Course Outcomes & Bloom's Level | CO1- Recall the basic concepts of psychology(BL1-Remember) CO2- Discuss the factors determining one's overall personality.(BL2-Understand) CO3- Determining the competencies and skills of sport manager.(BL3-Apply) CO4- Analyzing the various laws of learning and their relevance in teaching learning process.(BL4-Analyze) CO5- Evaluating the psychology of sports person.(BL5-Evaluate) CO6- Developing a school sports program(BL6-Create) | | | | | | | | | | |
| Coures Elements | Skill Development X Entrepreneurship ✓ Employability ✓ Professsonal Ethics ✓ Gender X Human Values ✓ Environment X SDG (Goals) SDG (Goals) SDG (Goals) SDG (Goals) SDG (Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG15(Life on land) | | | | | | | | | | |

Part B

| Modules | Contents | Pedagogy | Hours |
|---------|---|--|-------|
| UNIT-1 | Introduction of Sports Psychology: 1.1 Meaning and nature of Sports Psychology. 1.2 Historical Evolution of Sports Psychology 1.3 Relevance of Sports Psychology in Physical Education and coaching. 1.4 Psychological factors affecting sports performances. | Background of concept, direct instructions | 15 |
| UNIT-2 | Personality and Sports: 2.1 Meaning and nature of Personality. 2.2 Theories of personality in sports 2.3 Dimensions of personality and development of personality Motivation 2.4 Types of motivation and condition of developing achievement motivation. | lectures/ cooperative learning | 20 |
| UNIT-3 | Learning 3.1 Meaning nature and principles of Learning, Types of Learning. 3.2 Laws of learning, Transfer of learning 3.3 Factors affecting learning 3.4 Learning curve, Plateau | direct instructions, quiz activity and cooperative learning. | 20 |
| Unit-4 | Sports Sociology and Leadership: 4.1 Nature of Sports Sociology. 4.2 Importance of Sports Sociology in Physical Education. 4.3 Socialization and value education through Physical Education. 4.4 Impact of society on sports and vice versa | flip teaching and assignment | 20 |

Part D(Marks Distribution)

| | Theory | | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| 100 | 30 | 40 | 12 | 60 | 18 | | | | | |
| | Practical | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| | 0 | | | | | | | | | |

Part E

| Books | Kamlesh, M.L., Psychology in physical education and sport., 8th edition, 1998). New Delhi: Metropolitan Book Co. |
|------------------|--|
| Articles | Taylor, Jim, Assessment in Applied Sport Psychology, 5th Human kinetics 2018 |
| References Books | Alison and Robinson. Excelling in Sport Psychology: Planning, Preparing, and Executing, 3rd Edition, Applied Work, Sean Fitzpatrick 2018 Taylor, Jim, Assessment in Applied Sport Psychology, 5th Edition, Human kinetics 2018 Coumbe-Lilley, Complex Cases in Sport Psychology, Routledge 2018 Ball, D. W. & Loy, J. W., Sport and social order; Contribution to the sociology of sport., 1975London: Addison Wesley Publishing Co., Inc. |
| MOOC Courses | |
| Videos | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1 | - | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO2 | - | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO3 | - | 1 | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - |
| CO4 | - | 2 | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | - | 1 | - | 3 | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | 1 | 2 | - | - | - | - | - | - | - | - | - | - | - | - |



BPES

| Title of the Course | Health Education | dealth Education | | | | | | | | | |
|------------------------------------|--|------------------|-----|----------------|--------------------------|---|---|---|--|--|--|
| Course Code | PEL-401 | PEL-401 | | | | | | | | | |
| Part A | | | | | | | | | | | |
| Year | 2nd | Semester | 4th | Credits | L | Т | Р | С | | | |
| Tear | rear 211d | Semester | 401 | Credits | 3 | 2 | 0 | 5 | | | |
| Course Type | Theory only | Theory only | | | | | | | | | |
| Course Category | Discipline Core | е | | | | | | | | | |
| Pre-Requisite/s | basic knowledg | ge of science | | Co-Requisite/s | Knowledge of good health | | | | | | |
| Course Outcomes & Bloom's Level | CO1- Recognize the skeletal structure of human body by identifying the origin and insertion of various muscles.(BL1-Remember) CO2- Discuss the role of nutrients in the diet(BL2-Understand) CO3- Apply health knowledge in schools(BL3-Apply) CO4- analyze the factors that influence health(BL4-Analyze) CO5- value the knowledge and skills required to preserve community health and well-being(BL5-Evaluate) CO6- Design programs for prevention of alcohol and drug abuse among children and youth(BL6-Create) | | | | | | | | | | |

CO6- Design programs

Skill Development X

Entrepreneurship X

Employability X

Professsonal Ethics X

Gender ✓

Human Values ✓

Environment ✓

SDG (Goals)

SDG5(Gender equality) SDG6(Clean water and sanitation) SDG7(Affordable and clean energy) SDG13(Climate action) SDG14(Life below water)

Part B

| Modules | Contents | Pedagogy | Hours |
|----------|---|------------------------------------|-------|
| Unit-1 | Health Education and Services 1.1 Concept, Dimensions, Spectrum and determinants of Health 1.2 Health Education and Principles of Health Education 1.3 Nature and Scope of Health Education in Physical Education 1.4 Health Services in India | direct instructions, quiz activity | 15 |
| unit ii | Global Health Issues 2.1 Communicable, Non-Communicable disease and their prevention 2.2 Mainutrition, Food Adulteration, Environmental Pollution and Sanitation, Population and their management. 2.3 Physical Activity and Nutrition, Overweight and Obesity, Mental Health 2.4 Prime causes of death: cardiovascular disease, chronic respiratory disease, Diabetes, Mental Disorders, Nutritional Deficiencies and their prevention through physical activity | lecture, quiz, open book exam | 20 |
| unit iii | Health Education in Schools 3.1 Need and scope of health education in schools 3.2 Preventing alcohol, tobacco and other drugs abuses in schools 3.3 Personal Health and Wellness: Healthy eating, Mental and Emotional health, and Violence prevention 3.4 Physical activity, Safety, First Aid and Emergency procedures | lecture, flip classes | 20 |
| unit iv | Health Supervision and Evaluation in Schools 4.1 Health Instruction and Health Supervision 4.2 Assessing personal and peers health risk taking 4.3 Analyzing the influence of family, peers, culture and media on health behavior 4.4 Consumer Health and Comprehensive Health Education | lecture, discussion | 20 |

Part C

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|-------|--|---------------|-------|
| UNIT | | PBL | | |

Part D(Marks Distribution)

| | Theory | | | | | | | | | | | |
|---|--|----|-----------|----|----|--|--|--|--|--|--|--|
| Total Marks | otal Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation | | | | | | | | | | | |
| 100 | 30 | 40 | 12 | 60 | 18 | | | | | | | |
| | | | Practical | | | | | | | | | |
| Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | |

Part E

| Books | Prakash .A. A textbook of Health Education KSK Publishers New Delhi |
|------------------|--|
| Articles | Edward, J. T. Life ,Health and Disease, Scholarly Publishing Office, University of Michigan Library (2005). |
| Potoronosa Pooka | Bensley, R. J. and Fisher, J. B. Community Health Education Methods. Massachusetts: Jones and Bartlett Publishers 2009 Edward, J. T, Life, Health and Disease, Scholarly Publishing Office, University of Michigan Library (2005). Anspaugh, D. J. and Ezell, G. Teaching today's Health, Allyn& Bacon. USA 2003 |
| MOOC Courses | |
| Videos | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1 | - | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO2 | - | 1 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO3 | 1 | - | 2 | 3 | - | - | - | - | - | - | - | = | - | - | - |
| CO4 | - | 2 | 2 | - | - | - | - | - | - | - | - | • | - | - | - |
| CO5 | 1 | - | 3 | - | - | - | - | - | - | - | - | • | - | - | - |
| CO6 | - | 2 | 3 | 3 | - | - | - | - | - | - | - | - | - | - | - |



BPES

| Title of the Course | Counselling i | Counselling in sports | | | | | | | | | |
|---------------------|---------------|-----------------------|-----|--|---|---|---|---|--|--|--|
| Course Code | PEP-601 | PEP-601 | | | | | | | | | |
| | Part A | | | | | | | | | | |
| | | • . | 011 | | L | Т | Р | С | | | |

| | | | Fait | 1 | | | | |
|------------------------------------|--|--|---|--|-----|--------------|---|---|
| Year | 3rd Semester | | 6th | Credits | L T | | Р | С |
| tear | Sid | Semester | out | Credits | 3 | 2 | 0 | 5 |
| Course Type | Theory only | | | | | | | |
| Course Category | Discipline Co | ore | | | | | | |
| Pre-Requisite/s | basic knowle | edge of Sports | | Co-Requisite/s | | | | |
| Course Outcomes & Bloom's Level | CO2- CO2 D CO3- CO3 A CO4- CO 4 A CO5- CO5 C | | rement for different groups on nd executing exercise progra nd anxiety.(BL4-Analyze) techniques of motivation(BL | of people as per their needs(BL2-Understan ams for various groups as per their medical an | | .(BL3-Apply) | | |
| Coures Elements | Skill Develop Entrepreneu Employability Professsona Gender Human Value Environment | rship X y √ al Ethics X les √ | SDG (Goals) | SDG3(Good health and well-being) SDG5(Gender equality) SDG6(Clean water and sanitation) SDG12(Responsible consuption and production) SDG13(Climate action) | | | | |

Part B

| Modules | Contents | Pedagogy | Hours |
|---------|---|---|-------|
| 1 | Counselling in Physical Education and Sports 1.1 Meaning, definition and scope of Counselling in sports. 1.2 Aims and Objective of Counselling in sports. 1.3 Principles of Counselling 1.4 Need and importance of Counselling. | background of the concept,peer teaching | 15 |
| 2 | . Stress & Anxiety in Sports 2.1 Meaning and definition of stress and anxiety. 2.2 Types of stress and anxiety. 2.3 Symptoms and effects of stress, anxiety and competition anxiety. 2.4 Management of stress and anxiety. | cognitive learning | 20 |
| 3 | Motivation and Sports Performance 3.1 Meaning and definition of Motivation. 3.2 Types and techniques of motivation 3.3 Principles and Importance of motivation 3.4 Role of coach / teacher /government in motivation | flipped teaching | 20 |
| 4 | Counselling to Athletes 4.1 Counselling on injuries and rehabilitation 4.2 Counselling on handling success and failure in sports. 4.3 Counselling on drugs in sports. 4.4 Counselling on job opportunities and life after retirement from sports. | brainstorming | 20 |

Part D(Marks Distribution)

| | Theory | | | | | | | | | | | |
|--|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|--|
| Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Eva | | | | | | | | | | | | |
| 100 | 30 | 40 | 12 60 18 | | | | | | | | | |
| | | | Practical | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | |
| | | | | | | | | | | | | |

Part E

| Books | 1 Kamlesh,M L Psychology in Physical Education and Sports, Educational Publishers and Distributors. New Delhi |
|------------------|--|
| Articles | |
| References Books | McCleod John An introduction to counseling 3rdMcGraw-Hill Education McCleod John An introduction to counseling 3rdMcGraw-Hill Education Sheard Michael Mental toughness –the mindset behind sporting achievement 2nd Routledge publihers |
| MOOC Courses | |
| Videos | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1 | - | - | 2 | - | - | - | - | - | - | - | - | - | - | - |
| CO2 | - | 2 | - | - | 3 | - | - | - | - | - | - | - | - | - | - |
| CO3 | 1 | - | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | - | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | 1 | - | 3 | - | - | | ı | - | | - | - | - | - | - |