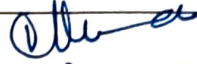
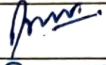

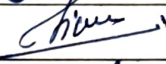



Dated: 24.06.2019

Minutes of the BOS Meeting

A meeting of the Board of Studies was conducted in the School of Sports Education in the Dean's office on 24/06/2019 at 10:30AM.

The following m Members were present:

S. No.	Name	Designation	Signature
01	Prof. Dr. Indu Mazumdar	Chairman of BOS	
02	Prof. Dr. L.N. Sarkar	External member	
03	Dr. Birendra Jhaharia	External member	
04	Dr. Vipin Tiwari	Member	
05	Dr. Preeti Singh	Member	

The following agenda items were discussed:

Agenda Number I: Following new courses were approved. Syllabus of the courses are attached in annexure I

S. NO.	Course code	Course name	Semester
1	HUL-202	English	BPES II Semester
2	PEP-406	Handball	BPES III Semester
3	PEL-501	basics of sports training	BPES III Semester
4	PEL-502	fitness management	BPES III Semester
	PEP-504	swimming	
5	PEP-601	test and measurement in physical education	BPES III Semester
6	PEL-602	health education II	BPES IV Semester
7	PEL-603	Educational Psychology	BPES IV Semester
8	PEP-605	Kabaddi & Kho Kho	BPES IV Semester
9	PEP-606	Gymnastic	

The decisions for agenda item number 1 will be effective from this academic session 2019-2020.



Signature

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Syllabus-2019-2020

(SOSE)(BPES)

Title of the Course	Basics of Sports Training
Course Code	PEL-501

Part A

Year	Semester	Credits	L	T	P	C
			3	2	0	5

Course Type	Theory only
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Course Category	Discipline Core
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Pre-Requisite/s	basic knowledge of physical education of class 11th & 12th	Co-Requisite/s	
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Course Outcomes & Bloom's Level	<p>CO1- Identify the components of sports training. (BL1-Remember)</p> <p>CO2- describe the method of conditioning & training (BL2-Understand)</p> <p>CO3- apply the knowledge of sport training in physical education (BL3-Apply)</p> <p>CO4- Illustrate the power point presentation with techniques. (BL4-Analyze)</p> <p>CO5- Select the appropriate software for use in physical education (BL5-Evaluate)</p>
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Courses Elements	<p>Skill Development X</p> <p>Entrepreneurship X</p> <p>Employability ✓</p> <p>Professional Ethics X</p> <p>Gender ✓</p> <p>Human Values ✓</p> <p>Environment X</p>	SDG (Goals)	<p>SDG1(No poverty)</p> <p>SDG2(Zero hunger)</p> <p>SDG3(Good health and well-being)</p> <p>SDG4(Quality education)</p> <p>SDG5(Gender equality)</p> <p>SDG6(Clean water and sanitation)</p> <p>SDG7(Affordable and clean energy)</p> <p>SDG8(Decent work and economic growth)</p> <p>SDG10(Reduced inequalities)</p> <p>SDG11(Sustainable cities and economies)</p> <p>SDG13(Climate action)</p> <p>SDG14(Life below water)</p> <p>SDG15(Life on land)</p>
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Part B

Modules	Contents	Pedagogy	Hours
Jnit 1	1.1 Sports Training 1.1.1 Definition of terms Conditioning, Training & Coaching 1.1.2 Aim, Characteristics of Sports Training 1.1.3 Principles of Sports Training 1.2 Training Load 1.2.1 Important Features of Training Load, i.e. Intensity, Density, Duration and Frequency Principles of training Load 1.2.2 Overload – Cause and Symptoms – Tackling of over load.	direct instructions, quiz activity	15
Jnit 2	2.1 Strength 2.1.1 Forms of strength, Principles of strength, strength training means and methods, strength training for adult sports person. 2.2 Endurance 2.2.1 Forms of endurance, characteristics of endurance, Principles of endurance, endurance of training means and methods.	cooperative and inquiry based learning	15
Jnit 3	3.1 Speed 3.1.1 Forms of speed, characteristics of speed, Principles of speed, basics of speed, speed training means and methods. 3.2 Flexibility 3.2.1 Forms of flexibility, characteristics of flexibility, Principles of flexibility, basics of flexibility, flexibility training means and methods. 3.3 Coordination Abilities 3.1.1 Characteristics of coordination, Principles of coordination, basics of coordination, coordination training means and methods	flip class and quiz activities	15
Jnit 4	4.1 Technique, Tactics and Strategy 4.1.1 Definition of skill and Style. 4.1.2 Characteristics of Technique. 4.1.3 Factor affecting Technique. 4.1.4 Definition of tactics and strategy. 4.1.5 Basic tactical concept – offensive, defensive and high performance. 4.1.6 Methods of technical and tactical training. <u>4.1.7 Forms of speed</u> <u>4.1.8 reaction speed</u> <u>4.1.9 movement speed</u> <u>5.1.1 acceleration ability.</u> <u>5.1.2 loco-motor ability.</u>	experiential and problem based learning	15


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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
JNIT	1. Meaning and concept of Yoga 2. History and Development of the Yoga in India and abroad 3. Various Asanas in sitting position and their advantages 4. Various Asanas in standing position and their 5. Various Asanas in lying position and their advantages Suryanamaskar and its benefits. 6. Yogasana for treating various body ailments. 1. Suryanamaskar- Practice and advantages. 2. Meaning and concept of Pranayama. 3. Various types of Pranayama, their principles and practice. Effect of Pranayama on body and their role in correcting health disorders. 4. Meditation – Types and techniques. 5. Officiating and scoring in Yoga competitions. 6. Coaching and career opportunities in Yoga.	Field work	BL4-Analyze	60

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	0	0	0	0	0

Part E

Books	
Articles	
References Books	Jensen, R. C.& Fisher, A.G. ,Scientific basis of athletic conditioning,Philadelphia: Lea and Fibiger, 1979 Dick, W. F. ,Sports training principles,Lepus London 1980 Dr. Sharad Chandra Mishra ,Sports training,Sports Publication Singh, H.,Sports training, general theory and methods.,NSNIS,Patiala
MOOC Courses	
Videos	


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Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
CO1	1	3	3	2	3	-	-	-	-	-	-	-	-	-	-
CO2	2	2	2	3	-	-	-	-	-	-	-	-	-	-	-
CO3	3	2	3	-	-	-	-	-	-	-	-	-	-	-	-
CO4	3	-	3	3	3	-	-	-	-	-	-	-	-	-	-
CO5	2	2	2	2	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-


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Syllabus-2019-2020

(SOSE)(BPES)

Title of the Course	Fitness Management
Course Code	PEL-502

Part A

Year		Semester	Credits	L	T	P	C
				3	2	0	5
Course Type	Theory only						
Course Category	Discipline Core						
Pre-Requisite/s	basic knowledge of fitness Management		Co-Requisite/s				
Course Outcomes & Bloom's Level	CO1- Identify the concepts of fitness management(BL1-Remember) CO2- Discuss fitness training exercises(BL2-Understand) CO3- Demonstrate aerobics exercises(BL3-Apply) CO4- Categorize the different physical fitness programs (BL4-Analyze) CO5- Select a well balanced diet for sports persons(BL5-Evaluate)						
Courses Elements	Skill Development X Entrepreneurship ✓ Employability ✓ Professional Ethics ✓ Gender X Human Values X Environment X	SDG (Goals)	SDG1(No poverty) SDG2(Zero hunger) SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG6(Clean water and sanitation) SDG7(Affordable and clean energy) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG11(Sustainable cities and economies) SDG13(Climate action) SDG14(Life below water) SDG15(Life on land)				


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Part B

Modules	Contents	Pedagogy	Hours
Jnit 1	1.1 Physical fitness: Meaning and Importance. 1.2 Scope of Physical fitness 1.3 Components of Physical fitness 1.4 General Principles of Physical fitness 1.5 Carrier opportunity in the field of physical fitness	direct instruction and cooperative learning	12
Jnit 2	2.1 Selection & Training of Exercises 2.2 Exercises for Physical fitness 2.3 Calisthenics, Aerobic/ Dance, Weight training, Yoga 2.4 Compare Fitness and Exercises	cooperative and inquiry based learning	12
Jnit 3	3.1 Design Physical Fitness Program 3.1.1 Sportsman and general people. 3.1.2 Different age group 3.1.3 Different level of physical fitness	lecture, Assignment	12
Jnit 4	<p>4.1 Sports Nutrition and Energy 4.2 Nutrition – Calorie, meaning and consumption, habit and relationship with weight 4.3 Nutrition: Need and Guidance 4.4 Balance diet for Adult male and female 4.5 Establishment of Health clubs and Fitness centers 4.6 Procurement of equipments & their maintenance 4.7 Personnel Management 4.8 Fitness Management</p> <p><u>4.9 Balanced Diet for Indian School Children</u></p> <p><u>5.1 Weight Management Programme for Sporty Children</u></p> <p><u>5.2 Role of Diet and Exercise in Weight Management</u></p> <p><u>5.3 Diet Plan and Exercise Schedule for Weight Gain and Loss.</u></p> <p><u>5.4 Myths of Spot Reduction and Weight Loss – Dieting and Exercise for Weight Control</u></p>	lecture, discussion and assignment	12


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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
JNIT	1. Meaning and concept of Yoga 2. History and Development of the Yoga in India and abroad 3. Various Asanas in sitting position and their advantages 4. Various Asanas in standing position and their 5. Various Asanas in lying position and their advantages Suryanamaskar and its benefits. 6. Yogasana for treating various body ailments. 1. Suryanamaskar- Practice and advantages. 2. Meaning and concept of Pranayama. 3. Various types of Pranayama, their principles and practice. Effect of Pranayama on body and their role in correcting health disorders. 4. Meditation – Types and techniques. 5. Officiating and scoring in Yoga competitions. 6. Coaching and career opportunities in Yoga.	Field work	BL4-Analyze	60

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	OjhaAmresh MoitraSubha, Fitness Habits: Breaking the Barriers to Fitness, Srishti Publishers & Distributors
Articles	
References Books	Uppal, A.K,Physical Fitness,Friends publications New Delhi Elizabeth & Ken Day, Sports Fitness for Women,B T Batsford Ltd Bates M.,Health Fitness Management,USA: Human Kinetics 2008 Nicholas bjorn,Fitness Nutrition: The Ultimate Fitness Guide: Health, Fitness, Nutrition and Muscle Building - Lose Weight and Build Lean Muscle (Muscle Building Series,CreateSpace Independent Publishing Platform
MOOC Courses	
Videos	


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Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
CO1	1	2	3	-	3	-	-	-	-	-	-	-	-	-	-
CO2	-	1	1	2	2	-	-	-	-	-	-	-	-	-	-
CO3	2	1	2	3	-	-	-	-	-	-	-	-	-	-	-
CO4	2	2	1	2	2	3	-	-	-	-	-	-	-	-	-
CO5	3	2	3	2	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-


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Syllabus-2019-2020

(SOSE)(BPES)

Title of the Course	Test and Measurement in Physical Education
Course Code	PEL-601

Part A

Year		Semester		Credits	L	T	P	C
					3	2	0	5

Course Type	Theory only
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Course Category	Discipline Core
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Pre-Requisite/s	Basic knowledge of measurements	Co-Requisite/s	
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Course Outcomes & Bloom's Level	CO1- List the different concepts in the subject (BL1-Remember) CO2- Explain the measures of central tendency(BL2-Understand) CO3- Use knowledge tests(BL3-Apply) CO4- Analyze sports skill tests(BL4-Analyze) CO5- Select teacher made tests(BL5-Evaluate)
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Courses Elements	Skill Development ✗ Entrepreneurship ✓ Employability ✓ Professional Ethics ✓ Gender ✗ Human Values ✗ Environment ✗	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)
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Part B

Modules	Contents	Pedagogy	Hours
Jnit 1	1.1 Meaning and Importance of test, measurement and evaluation in physical education Criteria of tests 1.2 Scientific authenticity (reliability, objectivity, validity and availability of norms) 1.3 Need and importance of test, measurement and evaluation in the field of physical education and sports	direct instruction and cooperative learning	10
Jnit 2	2.1 Measurement of Central Tendency-Mean, Median, & Mode 2.2 Measurement of Standard deviation, Quartile deviation, and Percentile 2.3 t – test (Student and Paired), one way ANOVA (One way analysis of variance)	discussion ,marking practice quiz	10
Jnit 3	3.1 Knowledge test and its classification 3.2 Standard test and teacher made test 3.3 A brief introduction of body types-Kretchmer's and Sheldon body types	peer teaching and quiz activities	12
Jnit 4	<p>4.1 Sports skill test 4.1.1 Lock hart 4.1.2 Johnson basketball test 4.1.3 McDonald soccer test 4.1.4 Brady volleyball test 4.1.5 Harban Singh hockey test 4.1.6 Dyer tennis test 4.2 Physical Fitness Test 4.2.1 Roger's physical fitness, AAPHERD youth fitness. 4.2.2 Indiana Motor Fitness. 4.2.3 JCR test 4.2.4 Cardio-respiratory Harward step test, cooper 12 min run and walk test</p> <p><u>4.3.3 Physical Fitness Test: AAPHERD Health Related Fitness Battery (Revised in 1984)– Roger's Physical Fitness Index.</u></p> <p><u>4.3.4 Miller Wall Volley Test</u></p> <p><u>4.3.5 French Short Service Test</u></p> <p><u>4.3.6 Basketball: Johnson Basketball Test</u></p> <p><u>4.3.7 Schimithal French Field Hockey Test.</u></p>	experiential and problem based learning	12


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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	0	0	0	0	0

Part E

Books	
Articles	
References Books	Measurement and evaluation in physical education, Larson D.A and Yocom R.D, Kimpton, 1951
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
CO1	2	1	3	2	-	-	-	-	-	-	-	-	-	-	-
CO2	3	3	2	1	-	-	-	-	-	-	-	-	-	-	-
CO3	2	3	2	-	-	-	-	-	-	-	-	-	-	-	-
CO4	2	3	2	1	-	-	-	-	-	-	-	-	-	-	-
CO5	3	2	-	2	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-


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Syllabus-2019-2020

(SOSE)(BPES)

Title of the Course	Health Education II
Course Code	PEL-602

Part A

Year		Semester	Credits	L	T	P	C
				3	2	0	5

Course Type	Theory only
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Course Category	Discipline Core
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Pre-Requisite/s	basic knowledge of health education	Co-Requisite/s	
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Course Outcomes & Bloom's Level	<p>CO1- Identify the role of peers, community and media in health promotion and protection(BL1-Remember)</p> <p>CO2- Discuss the role of nutrients in the diet(BL2-Understand)</p> <p>CO3- Apply health knowledge in schools(BL3-Apply)</p> <p>CO4- analyze the factors that influence health(BL4-Analyze)</p> <p>CO5- value the knowledge and skills required to preserve community health and well-being(BL5-Evaluate)</p>
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Courses Elements	Skill Development X Entrepreneurship ✓ Employability ✓ Professional Ethics X Gender ✓ Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG6(Clean water and sanitation)
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Part B

Modules	Contents	Pedagogy	Hours
Jnit 1	1.1 Concept of health education 1.2 Objective of health education 1.3 Scope of health education 1.4 Principles of health education 1.5 Methods of communication in health education	direct instruction and cooperative learning	12
Jnit 2	2. Health and environment 2.1 Source of pollution 2.2 Types of pollution 2.3 Effect of pollution on health 2.4 Concept of occupational health 2.5 Occupational disease and its prevention	group discussion, quiz and cooperative learning	12
Jnit 3	3. Health problem in India 3.1 Communicable disease problem and solution 3.2 Non-communicable disease problem and solution 3.3 Nutritional disease problem and solution 3.4 Environmental disease problem and solution 3.5 Medical case and population problem	flip class and quiz activities	12
Jnit 4	4. Health and lifestyle 4.1 Effect of alcohol on health 4.2 Effect of tobacco on health 4.3 Lifestyle management 4.4 Management of hypertension and stress 4.5 Management of obesity	cooperative learning and assignments	12

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


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Part E

Books	Prakash .A., A textbook of Health Education, KSK Publishers New Delhi
Articles	
References Books	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 HealthAllyn&Bacon.USA 2003
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
CO1	-	2	2	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	2	-	3	-	-	-	-	-	-	-	-	-	-	-
CO3	3	2	3	2	3	-	-	-	-	-	-	-	-	-	-
CO4	2	3	-	3	-	-	-	-	-	-	-	-	-	-	-
CO5	3	2	3	2	3	2	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-


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Syllabus-2019-2020

(SOSE)(BPES)

Title of the Course	Educational Psychology
Course Code	PEL-603

Part A

Year		Semester	Credits	L	T	P	C
				3	2	0	5
Course Type	Theory only						
Course Category	Discipline Core						
Pre-Requisite/s	Basic Knowledge of psychology of class 11th and 12th			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)						
Courses Elements	Skill Development X Entrepreneurship X Employability X Professional Ethics X Gender ✓ Human Values ✓ Environment X		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)			


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Part B

Modules	Contents	Pedagogy	Hours
Jnit 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 sports psychology with other sports sciences. 1.7 Importance of sports psychology for physical education teachers and coaches	direct instruction and cooperative learning	10
Jnit 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
Jnit 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
Jnit 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


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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	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, Macmillan Co. N.Y., 1957
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-


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Syllabus-2019-2020

(SOSE)(BPES)

Title of the Course	Handball
Course Code	PEP- 406

Part A

Year		Semester		Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	CO1- Recall the rules and regulations specific to each game within the specialization(BL1-Remember) CO2- Explain the strategies and tactics employed.(BL2-Understand) CO3- Apply coaching principles and teaching strategies. (BL3-Apply) CO4- Analyze players' performance and decision-making abilities. (BL4-Analyze) CO5- Evaluate players' progress and development.(BL5-Evaluate)							
Courses Elements	Skill Development ✓ Entrepreneurship X Employability ✓ Professional Ethics X Gender X Human Values X Environment X		SDG (Goals)					

Part B

Modules	Contents	Pedagogy	Hours
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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
1	Handball 10. Introduction and historical development of handball at national and International level 11. Important competition at National and International level. 12. Fundamental Skills a. Dribbling b. Passing c. shooting 13. Receiving Techniques a. Two hand receive b. One hand receive c. Receiving in running d. Receiving in static position 14. Rules and regulation with their interpretations 15. Lay out of handball court 16. Goalkeeping 17 Handball drills	Games	BL3-Apply	60

Part D(Marks Distribution)

Theory

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Practical

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	30	40	12	60	18

Part E

Books	
Articles	
References Books	1. Frick Troy, Team Handball. Rainbow Horizons Publishing Inc. 2001 2. Dick Frank, Sports Training Principles. A&C Black. 2007.
MOOC Courses	
Videos	


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Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
CO1	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-
CO2	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-
CO3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	2	3
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-


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(SOSE)(BPES)

Title of the Course	Taekwondo							
Course Code	PEP-505							
Part A								
Year		Semester		Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Discipline Core							
Pre-Requisite/s	knowledge of taekwondo			Co-Requisite/s	knowledge of sports training			
Course Outcomes & Bloom's Level	CO1- Recall basic stances and punching techniques. (BL1-Remember) CO2- Explain various kicking techniques and forms. (BL2-Understand) CO3- Perform sparring techniques and forms. (BL3-Apply) CO4- Analyze opponent movements during sparring. (BL4-Analyze) CO5- Evaluate personal progress and develop strategies. (BL5-Evaluate)							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	SDG (Goals)	SDG1(No poverty) SDG2(Zero hunger) SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG6(Clean water and sanitation) SDG7(Affordable and clean energy) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG11(Sustainable cities and economies) SDG13(Climate action) SDG14(Life below water) SDG15(Life on land)					


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Part B

Modules	Contents	Pedagogy	Hours
JNIT-1	<p>Taekwondo Fundamental Skills o Player Stances – walking, extending walking, L stance, cat stance. o Fundamental Skills – Sitting stance punch, single punch, double punch, triple punch. o Punching Skill from sparring position – front-fist punch, rear fist punch, double punch, and four combination punch. o Foot Tenchniques (Balgisul) – standing kick (soseoChagi), Front kick (AP chagi), Arc kick (BandalChagi), Side kick, (YeopChagi), Turning kick (DollyoChagi), Back kick (Twit Chagi), Reverse turning kick (BandaedollyoChagi), Jump kick (TwimyoChagi), o Poomsae (Forms) – Jang, Yi Jang, Sam Jang, Sa Jang, O Jang, Yook Jang, Chil Jang, Pal Jang (Fundamental Movement – eye control, concentration of spirit, speed control, strength control, flexibility, balance, variety in techniques) o Sparring (Kyorugi) – One Step Sparring (hand techniques, foot techniques, self defense techniques, combination kicks), Free Sparring. o Board Breaking (Kyokpa) – eye control, balance, power control, speed, point of attack. o Rules and their interpretations and duties of officials.</p>	experiential, problem based, skill practice learning	60

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Jnit	<p>1. History and Development of the game at International and National level. 2. Dimensions and marking of playing area. 3. Basic requirements/ equipment of the game. 4. Fundamental skills of the game. 5. Skill tests, scoring and arrangement of the skill tests. 6. National and international organisations / federations of the game. 7. Rules and their interpretations of the game. 8. Team selection and coaching in that game. 9. Officiating & Referee / Umpire /scorer for self-employment.</p>	Field work	BL3-Apply	60


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Part D(Marks Distribution)

Theory

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	30	60	18	40	12

Practical

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	30	60	18	40	12

Part E

Books	
Articles	
References Books	Dr. Parmod Kumar Sethi (Author), Prerna Prakashan; New edition (1 January 2018); Sports Publication
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
CO1	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	2	-	-	3	-	-	-	-	-	-	-	-	-	-	-
CO3	-	3	3	-	-	-	-	-	-	-	-	-	-	-	-
CO4	2	3	-	3	-	-	-	-	-	-	-	-	-	-	-
CO5	3	1	2	3	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-


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(SOSE)(BPES)

Title of the Course	Tennis
Course Code	PEP-506

Part A

Year	Semester	Credits	L	T	P	C
			0	0	2	2
Course Type	Lab only					
Course Category	Discipline Core					
Pre-Requisite/s	basic knowledge of tennis	Co-Requisite/s	knowledge of sports training			
Course Outcomes & Bloom's Level	CO1- Recognize different grips used in tennis.(BL1-Remember) CO2- Explain the basic rules of tennis regarding scoring, serving, and official duties.(BL2-Understand) CO3- Demonstrate proper stance, techniques and footwork.(BL3-Apply) CO4- Simplify different serves and techniques.(BL4-Analyze) CO5- Evaluate, identify and suggest strategies for enhancement.(BL5-Evaluate)					
Courses Elements	Skill Development ✓ Entrepreneurship X Employability ✓ Professional Ethics X Gender X Human Values X Environment X	SDG (Goals)	SDG1(No poverty) SDG2(Zero hunger) SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG6(Clean water and sanitation) SDG7(Affordable and clean energy) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG11(Sustainable cities and economies) SDG13(Climate action) SDG14(Life below water) SDG15(Life on land)			

Part B

Modules	Contents	Pedagogy	Hours
JNIT-1	Tennis: Fundamental Skills. o Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip. o Stance and Footwork. o Basic Ground strokes-Forehand drive, Backhand drive. o Basic service. o Basic Volley. o Over-head Volley. o Chop o Tactics – Defensive, attacking in game o Rules and their interpretations and duties of officials.	experiential, problem based, skill practice learning <div style="text-align: right;">  Dr. Omveer Singh REGISTRAR ITM University Gwalior (M.P.) </div>	60

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Jnit	1. Introduction and historical background of Tennis at national and International level 2. Important competition at National and International level. 3. Fundamental Skills a. Service b. Receiving 4. Point system in tennis 5. Starting position 6. Basic ground stroke 6.1 Forehand drive 6.2 Backhand drive Subject: Tennis 7. General rules and regulation of tennis 8. Duties of officials	Field work	BL3-Apply	60

Part D(Marks Distribution)

Theory

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Practical

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	30	60	18	40	12

Part E

Books	
Articles	
References Books	Burrow. F. Fundamentals of Tennis, Khel Sahitya Kendra, 2001. International Tennis Federation Level Coaching Manual, 2003 Sadzeck Tom. Tennis Skills, Quantum Publishing Ltd., 2008 Saviano Nick. Maximum Tennis, Human Kinetics, 2003
MOOC Courses	
Videos	


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Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
CO1	1	-	3	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	2	1	-	3	3	-	-	-	-	-	-	-	-	-	-
CO4	2	2	3	-	3	-	-	-	-	-	-	-	-	-	-
CO5	3	2	3	2	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-


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Syllabus-2019-2020

(SOSE)(BPES)

Title of the Course	Table Tennis
Course Code	PEP-604

Part A

Year	Semester	Credits	L	T	P	C
			0	0	2	2
Course Type	Lab only					
Course Category	Discipline Core					
Pre-Requisite/s	basic knowledge of table tennis		Co-Requisite/s	knowledge of physical training		
Course Outcomes & Bloom's Level	CO1- Identify and describe different grips used in table tennis. (BL1-Remember) CO2- Explain the rules and the role of officials during matches. (BL2-Understand) CO3- Demonstrate basic service techniques in table tennis (BL3-Apply) CO4- Analyse proper stance, ready position, and footwork. (BL4-Analyze) CO5- Evaluate, identify and suggest strategies for enhancement. (BL5-Evaluate)					
Courses Elements	Skill Development ✓ Entrepreneurship X Employability ✓ Professional Ethics X Gender X Human Values X Environment X	SDG (Goals)	SDG1(No poverty) SDG2(Zero hunger) SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG6(Clean water and sanitation) SDG7(Affordable and clean energy) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG11(Sustainable cities and economies) SDG13(Climate action) SDG14(Life below water) SDG15(Life on land)			

Part B

Modules	Contents	Pedagogy	Hours
JNIT - 1	Table Tennis: Fundamental Skills o The Grip-The Tennis Grip, Pen Holder Grip. o Service-Forehand, Backhand, Side Spin, High Toss. o Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shit, Loop Drive. o Stance and Ready position and foot work. o Rules and their interpretations and duties of officials.	experiential, problem based, skill practice learning	60


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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Jnit	1. Introduction of swimming and historical development of table-tennis with special reference to India 2. Important competition at national and international level 3. Fundamental Skills (Service) 3.1 Grip - Hammer, Shakehand, Penhold grip 3.2 Fore hand serve 3.3 Back hand serve 3.4 Side spin 4. Stroke 4.1 Push 4.2 Counter 4.3 Drive 4.4 Smash Subject: Table Tennis 4.5 Loop drive 5. Rules and regulation of table tennis 6. Table specification	Field work	BL3-Apply	60

Part D(Marks Distribution)

Theory

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Practical

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	30	60	18	40	12

Part E

Books	
Articles	
References Books	International Table Tennis Federation Advance Coaching Manual, 2008, Shanghai Minsun Printing Packaging Limited Company - www.Minsun.com.cn International Table Tennis Federation Level 1 Coaching Manual, 2003. 3. Bose, Tapan and Mukherjee, Bhawani "Table Tennis Training Manual" (Phulkian Press Pvt. Ltd., SAI, NSNIS, Patiala, India, April, 2000). 4. Hodges, Larry Table Tennis, Steps to Success (Champaign, Iinois: Human Kinetic Publishers, 1993). 5. Fairholm, David "The Pocket Guide to Table Tennis Tactics" (Bell and Hyman Denmark House 37/39, Queen Elizabeth Street, London SE1 2QB, 1985)
MOOC Courses	
Videos	


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Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
CO1	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	1	3	1	-	-	-	-	-	-	-	-	-	-	-	-
CO3	1	-	3	3	-	-	-	-	-	-	-	-	-	-	-
CO4	2	3	2	-	3	-	-	-	-	-	-	-	-	-	-
CO5	-	2	3	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-


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(SOSE)(BPES)

Title of the Course	Kabaddi & Kho - Kho							
Course Code	PEP-605							
Part A								
Year		Semester		Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Discipline Core							
Pre-Requisite/s	Basic knowledge of kabaddi & kho-Kho			Co-Requisite/s	Basic knowledge of sports training			
Course Outcomes & Bloom's Level	CO1- Remember and demonstrate basic skills and rules.(BL1-Remember) CO2- Explain abundant techniques of indigenous sports.(BL2-Understand) CO3- Perform copious skills efficiently and effectively.(BL3-Apply) CO4- Associate ground marking rules and officiating.(BL4-Analyze) CO5- Evaluate, identify and suggest strategies for enhancement.(BL5-Evaluate)							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG1(No poverty) SDG2(Zero hunger) SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG6(Clean water and sanitation) SDG7(Affordable and clean energy) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG11(Sustainable cities and economies) SDG13(Climate action) SDG14(Life below water) SDG15(Life on land)				



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Part B

Modules	Contents	Pedagogy	Hour:
JNIT - 1	Kabaddi: Fundamental Skills o Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing. o Skills of Holding the Raider-Variou formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques. o Additional skills in raiding-Bringing the antis in to particular position, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense. o Ground Marking, Rules and Officiating	experiential, problem based, skill practice learning	30
JNIT 2	Kho Kho: o General skills of the game-Running, chasing, Dodging, Faking etc. o Skills in chasing-Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgement in giving Kho, Rectification of Foul. o Skills in Running-Zig zag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills. o Ground Marking o Rules and their interpretations and duties of officials.	experiential and problem based learning	30

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Jnit	1. Introduction of kabaddi and kho-kho & historical development with special 2. Important tournament held at National and International level 3. Terminologies used in kabaddi and kho-kho 4. Fundamental of kabaddi 4.1 Raid 4.2 Chase 4.3 Holding 5. Fundamentals of Kho-kho 5.1 Offensive skills 5.2 Defensive skills 5.3 Given Kho Subject: Kabaddi and Kho-Kho 5.4 Pole skills 6. Rules and regulation of kabaddi and kho-kho, and their interpretations 7. Duties of officials 6. 8. Signals of officials in kabaddi and kho-kho	Field work	BL3-Apply	60


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Part D(Marks Distribution)

Theory

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Practical

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	30	60	18	40	12

Part E

Books	
Articles	
References Books	. E. Prasad Rao, Modern Coaches in kabaddi, D.V.S. Publications (New Delhi)- 1994 Meenu Syal, Teach you Kabaddi Prema Prakashan –2004. Rao.C.V. Kabaddi, Patials, N.I.S. Publications, 1971 Reddy, B.A. Scientific Kabaddi, Madrad ; Raman's Printing Press, 1974. Gouric Kho-Kho AVALOKAN (New Delhi Khel Sahitya Kendra) 2005
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
CO1	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	2	3	-	3	-	-	-	-	-	-	-	-	-	-
CO4	2	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO5	-	1	3	2	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-


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(SOSE)(BPES)

Title of the Course	Gymnastic
Course Code	PEP-606

Part A

Year	Semester	Credits	L	T	P	C
			0	0	2	2
Course Type	Lab only					
Course Category	Discipline Core					
Pre-Requisite/s	basic knowledge of gymnastics		Co-Requisite/s	knowledge of sports training		
Course Outcomes & Bloom's Level	CO1- Recall and demonstrate basic gymnastic movements with rules.(BL1-Remember) CO2- Explain the techniques and its execution.(BL2-Understand) CO3- Perform floor exercises and various movements with proficiency.(BL3-Apply) CO4- Analyse safety precautions and guidelines related to gymnastics.(BL4-Analyze) CO5- Evaluate personal progress, identify areas and suggest strategies in gymnastics skills.(BL5-Evaluate)					
Courses Elements	Skill Development ✓ Entrepreneurship X Employability ✓ Professional Ethics X Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG5(Gender equality)			

Part B

Modules	Contents	Pedagogy	Hours
JNIT - 1	Gymnastics: o Parallel Bar: o Mount from one bar o Straddle walking on parallel bars. o Single and double step walk o Perfect swing o Shoulder stand on one bar and roll forward. o Roll side o Shoulder stand o Front on back vault to the side(dismount) o Horizontal /Single Bar: o Grip o Swings o Fundamental Elements o Dismount o Uneven Parallal Bar: o Grip o Swings o Fundamental Elements o Dismount	experiential, problem based, skill practice learning	30


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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Jnit	1. Introduction and historical background of gymnastic at national and International level 2. Important competition at National and International level. 3. Fundamental Skills (Boys) a. Forward roll b. Backward roll C. Side ward roll d. Head Stand e. Diving forward roll 4. Fundamentals Skills (Girls) 4.1 Same as boys with 6. 4.2 Leg split 4.3 Bridge 4.4 Cartwheel 5. Rules and regulation of gymnastics and evaluation criteria	Field work	BL3-Apply	60

Part D(Marks Distribution)

Theory

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Practical

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	30	60	18	40	12

Part E

Books	
Articles	
References Books	De Carle, Tom. Hand Book of Progressive Gymnastics. Englewood Cliffs : N. J. Prentics Federation Rulesin Gymnastics 4. Drury, Blanchu, J. and Schmid Andore B. Gymnastics for Women. California : National Book 1970. Gurdial Singh Bawa, Fundamentals of Men's gymnasics Friends Publications, (India)- 1994. Lence Jain Men Gymnastics Coaching Manual, Sports Publication New Delhi.
MOOC Courses	
Videos	


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Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
CO1	3	1	1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	3	-	3	-	-	-	-	-	-	-	-	-	-	-
CO3	-	2	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	3	-	3	3	3	-	-	-	-	-	-	-	-	-	-
CO5	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-


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(SOSE)(BPES)

Title of the Course	Swimming
Course Code	pep-504

Part A

Year	Semester	Credits	L	T	P	C
			0	0	2	2
Course Type	Lab only					
Course Category	Discipline Core					
Pre-Requisite/s	basic knowledge of swimming rules and regulations		Co-Requisite/s			
Course Outcomes & Bloom's Level	CO1- Recall and demonstrate basic rules and techniques. (BL1-Remember) CO2- Explain numerous techniques of swimming. (BL2-Understand) CO3- Perform various strokes to intensify swimmer execution. (BL3-Apply) CO4- Analyze the techniques and interpret rules. (BL4-Analyze) CO5- Evaluate strategies for enhancement of personal swimming skills. (BL5-Evaluate)					
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	SDG (Goals)	SDG1(No poverty) SDG2(Zero hunger) SDG3(Good health and well-being) SDG4(Quality education) SDG7(Affordable and clean energy) SDG15(Life on land)			

Part B

Modules	Contents	Pedagogy	Hours
JNIT-1	1. Introduction of swimming and historical development of Swimming with special reference to India 2. Fundamental Skills 2.1 Entry into pool 3. Developing water balance and confidence 3.1 Water fear removing drills 3.2 Tuck float 3.3 Gliding 4. Teaching competitive swimming strokes 5. Body positions, leg kick, arm pull, breathing and coordination 6. Health and hygiene rules 7. Safety rules 8. Pool specification 9. Aquatic events at National and International level	experiential, problem based, skill practice learning	60


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Part D(Marks Distribution)

Theory

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Practical

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	30	40	12	60	18

Part E

Books	
Articles	
References Books	1. Aneja, Om Prakash. Swimming Skills & Rules, Khel Sahitya Kendra, New Delhi, 2010. 2. D. Jain, Swimming Skill & Rules, Khel Sahitya Kendra, New Delhi, 2003. 3. Dick Hannula, Coaching Swimming, Succesfully (Second edition) Friends Publication (India), 2003. 4. Harlen, Bruce, How tow to improve your Diving, Poona Modern Book Stall. 2005 5. Kanika K. Swimming Coaching Manual, Sports Publication, New Delhi, 2005. 6. Kelvin Juba, Swimming for fitness, Kelvin Juba-2001.
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
CO1	3	-	-	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	2	2	2	2	-	-	-	-	-	-	-	2	-	2
CO3	1	2	3	-	-	2	-	-	-	-	-	-	-	3	1
CO4	2	-	-	3	-	-	-	-	-	-	-	-	-	-	-
CO5	2	2	3	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Singh

Omveer Singh

P Singh

Bhunia

Pr.


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