

Dated: 12.03.2021

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 12/03/2021 at 3:00pm.

The following 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	Prof. Dr Deepak Mehta	External member	
04	Dr. Birendra Jhajharia	External member	
05	Dr. Vipin Tiwari	Member	
06	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	PEL-101[T]	History and Foundation of Physical Education	BPES I Semester
2	PEL-102	Basic and Systemic Anatomy & Physiology	BPES I Semester
3	PEL-103	Computer Application	BPES I Semester
4	PEL-104	Officiating and Coaching-I	BPES I Semester
	PEL-203	EVS	BPES II Semester
5	PEL-204	Officiating & coaching II	BPES II Semester
6	PEP-106	Track & field (Running & jumping events)	BPES I Semester
7	PEP-206	Track & field (running & throwing)	BPES II Semester
8	PEP-504	Teaching practices	BPES V Semester
9	PEP-606	Gymnastic	BPES VI Semester

The decisions for agenda item number 1 will be effective from this academic session 2021-2022.

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Signature

Syllabus-2021-2022

(SOSE)(BPES)

Title of the Course	History and Foundation of Physical Education
Course Code	PEL-101[T]

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 history of physical education		Co-Requisite/s			
Course Outcomes & Bloom's Level	CO1- Recognize the relationship between general education and physical education.(BL1-Remember) CO2- identify and relate with the History of Physical Education in India and abroad(BL2-Understand) CO3- Apply the Fitness and wellness movement in the society(BL3-Apply) CO4- Analyze the relationship between Philosophy, Education and Physical Education(BL4-Analyze)					
Courses Elements	Skill Development X Entrepreneurship X Employability X Professional Ethics X Gender X Human Values ✓ Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality)			


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Part B

Modules	Contents	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 (320 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	15
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	15
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 <u>4.8 Post-Independence period: All India Council of Sports -</u> <u>National Discipline Scheme-</u>	direct instructions and cooperative learning	15


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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	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	

Course Articulation Matrix

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


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Syllabus-2021-2022

(SOSE)(BPES)

Title of the Course	Basic and Systemic Anatomy & Physiology
Course Code	PEL-102

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 12 biology	Co-Requisite/s	
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Course Outcomes & Bloom's Level	<p>CO1- CO 1 understand the basic structure and function of human body.(BL1-Remember)</p> <p>CO2- CO 2 Relate and interpret the role of exercise on body systems and its relation to well being, through literature reviews and physical conditioning exercises.(BL2-Understand)</p> <p>CO3- CO 3 apply the knowledge of anatomy and physiology in physical activity classes at the school level.(BL3-Apply)</p> <p>CO4- CO4 Analyze the various body movements(BL4-Analyze)</p> <p>CO5- CO 5 Evaluate the cardio-respiratory adaptations to long term exercise(BL5-Evaluate)</p> <p>CO6- CO6 create anatomy and physiology related pedagogical materials exploring their creative imaginations while working in groups and using technology(BL6-Create)</p>
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Coures Elements	Skill Development X Entrepreneurship X Employability ✓ Professional Ethics X Gender ✓ Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality)
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Part B

Modules	Contents	Pedagogy	Hours
1	1.1 Validation of Anatomy and Physiology in the field of Physical Education 1.2 Structural and functional demonstration of human cell 1.3 Skeletal System- classification and functions 1.4 Anatomical terms related to body movements 1.5 Structure and types of bones, joints in human body, Effects of exercise on skeletal system	lecture and direct instructional learning	15
2	1 Structure and function of Muscle 2.2 Major classifications of Muscles 2.3 Types of muscle fiber and Sliding Filament Theory of Muscular Contraction 2.4 Types of muscular contractions (Isotonic, Isometric, Isokinetic) and their roles in physical activity. 2.5 Concept of agonist and antagonist muscles and muscle imbalance; Effect of exercise on muscular system	cooperative and inquiry based learning	20
3	3.1 Structural and functional introduction to circulatory system 3.2 Concept of stroke volume, cardiac output and cardiac index 3.3 Respiratory System (structural and organizational overview); Functional mechanism of respiration (External and Internal Respiration) 3.4 Concept of recovery oxygen and second wind 3.5 Cardio-respiratory adaptations to long term exercise	Flip classes and quiz activities	20
4	4.1 Structural units and functional mechanism of digestive system and excretory system 4.2 Effect of exercise on Digestive System and Excretory System 4.3 Classification of Nervous System on the basis of its structure and functions 4.4 Structural and Functional interpretation of neuro-muscular junction with all or none law 4.5 Effect of exercise on nervous system <u>4.1.5.1 Cardio Respiratory System: Structure and Functions of Heart.</u>	lecture, quiz and cooperative learning	20


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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				

Part E

Books	1- Foss, M. L., Keteyian, S. J. & Fox, E. L. Fox's physiological basis for exercise and sport 6th Boston, Mass, WCB/McGraw-Hill. 1998
Articles	
References Books	Bannister, L. H. & et.al. Gray's Anatomy. 38th Churchill Livingstone, New York, 1999
MOOC Courses	
Videos	

Course Articulation Matrix

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


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Syllabus-2021-2022

(SOSE)(BPES)

Title of the Course	Computer Application							
Course Code	PEL-103							
Part A								
Year		Semester		Credits	L	T	P	C
					2	3	0	5
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s	basic knowledge of computer			Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- 1.1 Information and communication technology (ICT). 1.2 Application of Computers in Physical Education 1.3 Components of computer, input and output device 1.4 Application software used in Physical Education and sports (BL1-Remember)</p> <p>CO2- CO 2 describe the method of word processing. (BL2-Understand)</p> <p>CO3- CO3 apply the knowledge in Microsoft excel (BL3-Apply)</p> <p>CO4- CO 4 Illustrate the power point presentation techniques. (BL4-Analyze)</p> <p>CO5- CO5 Select the appropriate software for use in physical education (BL5-Evaluate)</p> <p>CO6- CO6 Develop physical education lessons with appropriate illustrations (BL6-Create)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality)				



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Part B

Modules	Contents	Pedagogy	Hours
1	Introduction to Computer 1.1 Information and communication technology (ICT). 1.2 Application of Computers in Physical Education 1.3 Components of computer, input and output device 1.4 Application software used in Physical Education and sports	lecture and direct instructional learning	15
2	Word Processing 2.1 Getting started with Microsoft Word 2.2 Creating, saving and opening a document 2.3 Formatting Editing features Drawing table. 2.4 Page Setup, Paragraph Alignment, Spelling and Grammar Check, Printing Option, Inserting Page Number, Graph and Footnote.	technology integration and experiential learning.	20
3	Spreadsheet Program 3.1 Getting started with Microsoft Excel 3.2 Creating, saving and opening spreadsheet 3.3 Creating formulas 3.4 Format and editing features for charting data.	technology integration and experiential learning.	20
4	Presentation Software 4.1 Getting started with Microsoft Power Point 4.2 Creating, saving and opening a ppt. file 4.3 Format and editing features slide show, design, inserting slide number 4.4 Enhancing of Picture, Graph, Table 4.5 Finalizing of a presentations	technology integration, experiential learning and flip classes	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	0	0	0	0	0


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Part E

Books	Sinha, P. K. & Sinha, P. Computer fundamentals. 6th BPB Publications
Articles	
References Books	1- Irtegov, D. Operating system fundamentals. Firewall 4th Laxmi publishers Frye, C. & Lambert, J. Microsoft Office 2016 Step by Step 1ST Microsoft press Mike.M Absolute beginner's guide to computer basics. 10th Microsoft press
MOOC Courses	
Videos	

Course Articulation Matrix

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


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Syllabus-2021-2022

(SOSE)(BPES)

Title of the Course	Officiating and Coaching-I							
Course Code	PEL-104							
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 games			Co-Requisite/s				
Course Outcomes & Bloom's Level	CO1- CO 1 Recall the various types of tournaments organized at the national level(BL1-Remember) CO2- CO2 Interpret the rules regulations of the chosen game.(BL2-Understand) CO3- CO 3 demonstrate method of lay-out and marking the dimensions of the court.(BL3-Apply) CO4- CO 4 Illustrate the organization of the concerned sports event (BL4-Analyze) CO5- CO5 Choose appropriate coaching strategies for the chosen game(BL5-Evaluate)							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✓ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education)				


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Part B

Modules	Contents	Pedagogy	Hours
1	<p>Officiating and coaching in Chosen ball game -III 1.1 Dimensions, layouts and marking of fields of chosen Ball Game –III 1.2 Rules and their interpretations of chosen Ball Game –III 1.3 Qualification and number of officials in the chosen Ball Game –III 1.4 Coaching in the chosen Ball Game –III</p>	group discussion, marking practice	15
2	<p>Officiating and coaching in Chosen ball game -IV 2.1 Dimensions, layouts and marking of fields of chosen Ball Game –IV 2.2 Rules and their interpretations of chosen Ball Game –IV 2.3 Qualification and number of officials in the chosen Ball Game –IV 2.4 Coaching in the chosen Ball Game –IV</p>	discussion ,marking practice and quiz	20
3	<p>Officiating and coaching in Athletics & Yoga 3.1 Layout, dimensions and marking in Field Events of Athletics. 3.2 Rules and their interpretations in Field Events of Athletics. 3.3 Yoga- Pranayama and Meditation. 3.4 Coaching in Field events of Athletics and Practice of-Pranayama & Meditation</p>	problem based and experiential learning	20
4	<p>Major tournaments of Athletics: 4.1 Major tournaments / Trophies of chosen Ball Game –III 4.2 Major tournaments / Trophies of chosen Ball Game –IV 4.3 Major tournaments / Competitions of Athletics 4.4 Yoga and its tournament.</p> <p><u>i. Meaning, concept and importance of officiating and coaching.</u> <u>ii. Principles of officiating.</u> <u>iii. Principles of Coaching.</u> <u>iv. Relation of official and coach with management, players and spectators.</u> <u>v. Measures of improving the standards of officiating and coaching</u></p> <p><u>Duties of coach in general, pre, during and post-game.</u> <u>ii. Philosophy of coaching.</u> <u>iii. Responsibilities of a coach on and off the field.</u> <u>iv. Coach as role model for young players.</u> <u>v. Ethics of coaching.</u></p>	cooperative learning and flip classes.	20


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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 3	Officiating and coaching in Athletics & Yoga 3.1 Layout, dimensions and marking in Field Events of Athletics.	Field work	BL3-Apply	20
Unit 1	Officiating and coaching in Chosen ball game -III 1.1 Dimensions, layouts and marking of fields of chosen Ball Game –III 1.2 Rules and their interpretations of chosen Ball Game –III	Field work	BL3-Apply	20
Unit 2	Officiating and coaching in Chosen ball game -IV 2.1 Dimensions, layouts and marking of fields of chosen Ball Game –IV 2.2 Rules and their interpretations of chosen Ball Game –IV 2.3 Qualification and number of officials in the chosen Ball Game –IV 2.4 Coaching in the chosen Ball Game –IV	Field work	BL3-Apply	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	0	0	0	0	0

Part E

Books	Singer, R. N. Coaching, athletic & psychology 4th M.C. Graw Hill. New york
Articles	
References Books	Hall. Bunn, J. W. Scientific principles of coaching. 2nd Prentice-Hall Bunn, J. W. The art of officiating 3rd Prentice-Hall, 1950. Dyson, G. H The mechanics of athletics 2nd University of London Press, 1962 ; Original from, Indiana University.
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	2	3	3	-	2	-	-	-	-	-	-	-	-	-
CO2	3	2	3	3	-	3	-	3	-	-	-	-	2	3	3
CO3	3	2	2	2	2	2	3	3	-	-	-	-	3	3	3
CO4	2	2	2	2	-	3	-	-	-	-	-	-	-	-	-
CO5	2	-	1	1	3	3	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-


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Syllabus-2021-2022

(SOSE)(BPES)

Title of the Course	Exercise Physiology							
Course Code	PEL-201							
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 class12 biology			Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- CO 1 understand the basic structure and function of human body.(BL1-Remember)</p> <p>CO2- CO 2 Relate and interpret the role of exercise on body systems and its relation to well being, through literature reviews and physical conditioning exercises.(BL2-Understand)</p> <p>CO3- CO 3 apply the knowledge of anatomy and physiology in physical activity classes at the school level.(BL3-Apply)</p> <p>CO4- CO4 Analyze the various body movements(BL4-Analyze)</p> <p>CO5- CO 5 Evaluate the cardio-respiratory adaptations to long term exercise(BL5-Evaluate)</p> <p>CO6- CO6 create anatomy and physiology related pedagogical materials exploring their creative imaginations while working in groups and using technology(BL6-Create)</p>							
Coures Elements	Skill Development X Entrepreneurship X Employability X Professional Ethics X Gender X Human Values ✓ 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) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG15(Life on land)				


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Part B

Modules	Contents	Pedagogy	Hours
1	1.1 Validation of Anatomy and Physiology in the field of Physical Education 1.2 Structural and functional demonstration of human cell 1.3 Skeletal System- classification and functions 1.4 Anatomical terms related to body movements 1.5 Structure and types of bones, joints in human body, Effects of exercise on skeletal system	group discussion, lecture, direct instructional learning	15
2	2.1 Structure and function of Muscle 2.2 Major classifications of Muscles 2.3 Types of muscle fiber and Sliding Filament Theory of Muscular Contraction 2.4 Types of muscular contractions (Isotonic, Isometric, Isokinetic) and their roles in physical activity. 2.5 Concept of agonist and antagonist muscles and muscle imbalance; Effect of exercise on muscular system	lecture method, quiz, cooperative learning	20
3	3.1 Structural and functional introduction to circulatory system 3.2 Concept of stroke volume, cardiac output and cardiac index 3.3 Respiratory System (structural and organizational overview); Functional mechanism of respiration (External and Internal Respiration) 3.4 Concept of recovery oxygen and second wind 3.5 Cardio-respiratory adaptations to long term exercise	lecture method, quiz, cooperative learning	20
4	4.1 Structural units and functional mechanism of digestive system and excretory system 4.2 Effect of exercise on Digestive System and Excretory System 4.3 Classification of Nervous System on the basis of its structure and functions 4.4 Structural and Functional interpretation of neuro-muscular junction with all or none law 4.5 Effect of exercise on nervous system	lecture, discussion and assignment	20

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
4	track and field	Field work	BL4-Analyze	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	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	1- Foss, M. L., Keteyian, S. J. & Fox, E. L. Fox's physiological basis for exercise and sport 6th Boston, Mass, WCB/McGraw-Hill. 1998
Articles	
References Books	Bannister, L. H. & et.al. Gray's Anatomy. 38th Churchill Livingstone, New York, 1999 Dr. Sandhya Tiwari, Exercise Physiology. 1st Sports publication 2019 Michael S. Bahrke, Charles E. Yesalis, Performance – Enhancing Substances in Sport and Exercises 3rd Human Kinetics 2002
MOOC Courses	
Videos	

Course Articulation Matrix

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


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Syllabus-2021-2022

(SOSE)(BPES)

Title of the Course	EVS							
Course Code	PEL-203							
Part A								
Year		Semester		Credits	L	T	P	C
					4	1	0	5
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s	Basic knowledge of class 10 Social studies			Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- CO 1 . Identify the need of environmental studies and their importance(BL1-Remember)</p> <p>CO2- CO 2 Explain how the earth works and how we, as human beings, fit into that. (BL2-Understand)</p> <p>CO3- CO 3 Use the knowledge of the ecosystem and its functions in the society.(BL3-Apply)</p> <p>CO4- CO4 analyze environmental problems as well as the risks associated with these problems(BL4-Analyze)</p> <p>CO5- CO5 Relate the values and threats to bio-diversity(BL5-Evaluate)</p> <p>CO6- CO6 Design programs for the conservation of natural resources(BL6-Create)</p>							
Courses Elements	Skill Development X Entrepreneurship X Employability X Professional Ethics X Gender X Human Values ✓ Environment ✓		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG6(Clean water and sanitation) SDG7(Affordable and clean energy)				


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Part B

Modules	Contents	Pedagogy	Hours
1	Multidisciplinary Nature of Environmental studies Descriptors/Topics 1. Introduction to environmental studies with their importance. 2. Need for public awareness. 3. Sensitization and participation. 4. Swatch Bharat Abhiyan	group discussion, lecture	15
2	Natural Resources Descriptors/Topics 1. Types of natural resources and their importance. 2. Food resources: World food problems and related aspects. 3. Land resources, Water resources, Forest resources- use and overuse 4. Minerals and Energy resources- importance of renewable and sustainable energy. 5. Equitable use of resources for sustainable lifestyles 6. Role of an individual in conservation of natural resources	direct instructions and cooperative learning	20
3	Ecosystems Descriptors/Topics 1. Concept of an ecosystem, 2. Types of ecosystem, 3. Structure and function of an ecosystem, Producers, consumers and decomposers. 4. Energy flow in the ecosystem, Food chains, food webs and ecological pyramids. 5. Ecological succession. 6. Introduction, types, characteristic features, structure and function of Forest ecosystem, Grassland ecosystem and Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, ocean estuaries)	inquiry based and direct instructional learning	20
4	Biodiversity Descriptors/Topics 1. Introduction - Definition: genetic, species and ecosystem diversity 2. Bio-geographical classification of India 3. Value of biodiversity: consumptive use, productive use, social, ethical aesthetic and option values 4. Biodiversity at global, national and local levels, India as a megadiversity nation 5. Hot-spots of biodiversity, 6. Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts 7. Endangered and endemic species of India 8. Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity	peer teaching and cooperative learning	20


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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				

Part E

Books	- Asthana & Asthana "" A textbook of Environmental Studies 7th S Chand Publishing
Articles	
References Books	1- .Khaushik & Khaushik, " Fundamentals of Environmental Studies" 4th New Age International (P) Ltd., 2007
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	1	-	2	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	3	3	2	-	-	-	-	-	-	-	-	-	-	-
CO4	3	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO5	2	2	-	2	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-


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Syllabus-2021-2022

(SOSE)(BPES)

Title of the Course	Officiating & coaching II
Course Code	PEL-204

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 Games	Co-Requisite/s	
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Course Outcomes & Bloom's Level	<p>CO1- CO 1 Recall the various types of tournaments organized at the national level(BL1-Remember)</p> <p>CO2- CO2 Interpret the rules regulations of the chosen game.(BL2-Understand)</p> <p>CO3- CO 3 demonstrate method of lay-out and marking the dimensions of the court.(BL3-Apply)</p> <p>CO4- CO 4 Illustrate the organization of the concerned sports event (BL4-Analyze)</p> <p>CO5- CO5 Choose appropriate coaching strategies for the chosen game(BL5-Evaluate)</p>
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Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics X Gender X Human Values X Environment X	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality)
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Part B

Modules	Contents	Pedagogy	Hours
1	Officiating and coaching in Chosen ball game -III 1.1 Dimensions, layouts and marking of fields of chosen Ball Game –III 1.2 Rules and their interpretations of chosen Ball Game –III 1.3 Qualification and number of officials in the chosen Ball Game –III 1.4 Coaching in the chosen Ball Game –III	direct instruction, and cooperative learning	15
2	Officiating and coaching in Chosen ball game -IV 2.1 Dimensions, layouts and marking of fields of chosen Ball Game –IV 2.2 Rules and their interpretations of chosen Ball Game –IV 2.3 Qualification and number of officials in the chosen Ball Game –IV 2.4 Coaching in the chosen Ball Game –IV	experiential and problem based learning	20
3	Officiating and coaching in Athletics & Yoga 3.1 Layout, dimensions and marking in Field Events of Athletics. 3.2 Rules and their interpretations in Field Events of Athletics. 3.3 Yoga- Pranayama and Meditation. 3.4 Coaching in Field events of Athletics and Practice of-Pranayama & Meditation	experiential and problem based learning.	20
4	Major tournaments of Athletics: 4.1 Major tournaments / Trophies of chosen Ball Game –III 4.2 Major tournaments / Trophies of chosen Ball Game –IV 4.3 Major tournaments / Competitions of Athletics 4.4 Yoga and its tournament.	experiential, game based and problem based learning.	20

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 3	Officiating and coaching in Athletics & Yoga 3.1 Layout, dimensions and marking in Field Events of Athletics.	PBL		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	0	0	0	0	0


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Part E

Books	1, Singer, R. N. Coaching, athletic & psychology 4th M.C. Graw Hill. New york
Articles	
References Books	1- Hall. Bunn, J. W. Scientific principles of coaching. 2nd Prentice-Hall
MOOC Courses	
Videos	

Course Articulation Matrix

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


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Syllabus-2021-2022

(SOSE)(BPES)

Title of the Course	Track & field (Running & jumping events)
Course Code	PEP-106

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 athletic skills		Co-Requisite/s			
Course Outcomes & Bloom's Level	CO1- Recall basics rules of running and jumping events (BL1-Remember) CO2- Explain fundamental skills and techniques required for running and jumping events. (BL2-Understand) CO3- Perform basic duties of officiating (BL3-Apply) CO4- Analyse eligibility rules for participants and interpretation of officiating rules. (BL4-Analyze) CO5- Evaluate the effectiveness, identify areas and suggest strategies of officiating. (BL5-Evaluate)					
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✓ Gender X Human Values X Environment X	SDG (Goals)	SDG3 (Good health and well-being) SDG4 (Quality education) SDG5 (Gender equality) SDG8 (Decent work and economic growth)			

Part B

Modules	Contents	Pedagogy	Hours
1	Officiating and coaching in Chosen ball game -III 1.1 Dimensions, layouts and marking of fields of chosen Ball Game -III 1.2 Rules and their interpretations of chosen Ball Game -III 1.3 Qualification and number of officials in the chosen Ball Game -III 1.4 Coaching in the chosen Ball Game -III <u>running event</u> <u>throw</u>	problem based and experiential learning.	15


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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
4	track and field	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

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	singh gurmeet "marking techniques of track and field" friends publication 2022
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	3	3	2	-	1	-	-	-	-	3	3	3
CO2	2	3	3	3	3	3	3	3	-	-	-	-	3	3	3
CO3	3	2	3	3	2	3	2	3	-	-	-	-	3	2	3
CO4	3	2	3	3	3	2	-	1	-	-	-	-	2	3	3
CO5	1	2	2	2	3	2	2	1	-	-	-	-	2	2	3
CO6	-	-	-	-	-	-	-	-	-	-	-	-	2	2	2


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Syllabus-2021-2022

(SOSE)(BPES)

Title of the Course	Track & field (running&throwing)							
Course Code	PEP-206							
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 basics rules of running and throwing events(BL1-Remember) CO2- Explain fundamental skills and techniques required for running and throwing events. (BL2-Understand) CO3- Perform basic duties of officiating (BL3-Apply) CO4- Analyse eligibility rules for participants and interpretation of officiating rules.(BL4-Analyze) CO5- Evaluate the effectiveness, identify areas and suggest strategies of officiating.(BL5-Evaluate)							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG6(Clean water and sanitation) SDG7(Affordable and clean energy)				


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Part B

Modules	Contents	Pedagogy	Hours
JNIT 1	Running Event o Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks. o Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug o Ground Marking, Rules and Officiating o Hurdles: • Fundamental Skills- Starting, Clearance and Landing Techniques. • Types of Hurdles • Ground Marking and Officiating. Relays: Fundamental Skills o Various patterns of Baton Exchange o Understanding of Relay Zones o Ground Marking o Interpretation of Rules and Officiating.	skill practice and experiential learning	60
JNIT 2	Track and fields (Throwing Events) o Discus Throw, Javelin, Hammer throw, shot-put o Basic Skills and techniques of the Throwing events o Ground Marking / Sector Marking o Interpretation of Rules and Officiating. o Grip o Stance o Release o Reserve/ (Follow through action) o Rules and their interpretations and duties of officials	skill practice and experiential learning	60

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
4	Football	PBL	BL4-Analyze	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	
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	-	2	-	-	-	-	-	-	-	-	-	-	-
CO2	1	-	3	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	3	-	3	-	-	-	-	-	-	-	-	-	-	-
CO4	2	-	3	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	2	1	3	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-


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Syllabus-2021-2022

(SOSE)(BPES)

Title of the Course	Teaching practices
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 teaching practice		Co-Requisite/s	knowledge of physical education		
Course Outcomes & Bloom's Level	<p>CO1- Identify and recall the rules and regulations of various racket sports, team games, and indigenous sports.(BL1-Remember)</p> <p>CO2- Explain the fundamental principles behind the rules and strategies.(BL2-Understand)</p> <p>CO3- Adapt teaching strategies to cater to the diverse needs and abilities of students.(BL3-Apply)</p> <p>CO4- Analyze the strengths and weaknesses of individual during practical sessions.(BL4-Analyze)</p> <p>CO5- Assess student performance and progress.(BL5-Evaluate)</p>					
Courses Elements	Skill Development ✓ Entrepreneurship X Employability X 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)			


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Part B

Modules	Contents	Pedagogy	Hours
Jnit 1	Introduction to Teaching practice 1. Introduction to the stages of teaching practice program Elaborate the activities to be carried out in different stages of teaching practice programme 2. State the requirements to be fulfilled to complete the teaching practice Prepare operational calendar, annual work plan and unit plan 3. Prepare micro/daily lesson plans with teaching aids 4. Prepare lesson plans with teaching aids 5. Prepare tests, administer and analyse them 6. Collect Department records 7. Conduct co-curricular activities.	experiential, problem based, skill practice learning	60

Part C

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

Part D(Marks Distribution)

Theory


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

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	By Louis Cohen, Lawrence Manion, Keith Morrison, Dominic Wyse
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	3	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-
CO3	2	3	3	3	-	-	-	-	-	-	-	-	-	-	-
CO4	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	3	2	2	3	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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