

## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	Sports Training
<b>Course Code</b>	CC-201

### Part A

<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			3	1	0	4
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>	Basic knowledge of sports and physical education	<b>Co-Requisite/s</b>				
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> List and Define various Training components <b>(BL1-Remember)</b> <b>CO2-</b> Explain various Training processes. <b>(BL2-Understand)</b> <b>CO3-</b> Use various training plans to design a workout <b>(BL3-Apply)</b> <b>CO4-</b> Categorize various training load and training intensity according to different sports <b>(BL4-Analyze)</b> <b>CO5-</b> Compare various training methods and find out the best suitable method for an athlete. <b>(BL5-Evaluate)</b> <b>CO6-</b> Formulate a new training program according to the modern demand of the sports. <b>(BL6-Create)</b>					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✓ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG15(Life on land)			

### Part B

Modules	Contents	Pedagogy	Hours
UNIT 1	o Meaning and Definition of Sports Training o Aim and Objective of Sports Training o Principles of Sports Training o System of Sports Training – Basic Performance, Good Performance and High Performance Training	quiz, lecture methodology, group discussion	15
UNIT 2	o Strength – Mean and Methods of Strength Development o Speed – Mean and Methods of Speed Development o Endurance - Mean and Methods of Endurance Development o Coordination – Mean and Methods of coordination Development o Flexibility – Mean and Methods of Flexibility Development	quiz, lecture methodology, group discussion	15
UNIT 3	o Training Load- Definition and Types of Training Load o Principles of Intensity and Volume of stimulus o Technical Training – Meaning and Methods of Technique Training o Tactical Training – Meaning and Methods of Tactical Training	quiz, lecture methodology, group discussion	15
UNIT 4	o Periodization – Meaning and types of Periodization o Aim and Content of Periods – Preparatory, Competition, Transitional etc. o Planning – Training session o Talent Identification and Development	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	0	0	0	0	0

### Part E

<b>Books</b>	Science of sports Training
<b>Articles</b>	
<b>References Books</b>	Sports training principles
<b>MOOC Courses</b>	
<b>Videos</b>	



## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	Computer Applications in Physical Education
<b>Course Code</b>	CC-202

### Part A

<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			3	1	0	4
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>	Basic knowledge of operating computer	<b>Co-Requisite/s</b>				
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Identify the use of computer and various software in the field of Physical Education. <b>(BL1-Remember)</b> <b>CO2-</b> Explain the use on MS excel, power point and Word in Physical Education. <b>(BL2-Understand)</b> <b>CO3-</b> Use various computer software efficiently in teaching learning process in physical education. <b>(BL3-Apply)</b>					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>				

## Part B

Modules	Contents	Pedagogy	Hours
UNIT 1	o Meaning, need and importance of information and communication technology (ICT). o Application of Computers in Physical Education o Components of computer, input and output device o Application software used in Physical Education and sports	quiz, lecture methodology, background of concepts	15
UNIT 2	o Introduction to MS Word o Creating, saving and opening a document o Formatting Editing features Drawing table , o page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes	quiz, lecture methodology, background of concepts	15
UNIT 3	o Introduction to MS Excel o Creating, saving and opening spreadsheet o creating formulas o Format and editing features adjusting columns width and row height understanding charts.	quiz, lecture methodology, background of concepts	15
UNIT 4	o Introduction to MS Power Point o Creating, saving and opening a ppt. file o format and editing features slide show , design , inserting slide number o picture ,graph ,table o Preparation of Power point presentations	quiz, lecture methodology, background of concepts	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

<b>Books</b>	Sinha, P. K. & Sinha, P. (n.d.) Computer fundamentals. 4th BPB Publication
<b>Articles</b>	
<b>References Books</b>	Irtegov, D. Operating system fundamentals. 2004 Firewall Media.
<b>MOOC Courses</b>	
<b>Videos</b>	



## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	Sports Psychology and Sociology
<b>Course Code</b>	CC-203

### Part A

<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			3	1	0	4
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>	basic knowledge of psychology and sports psychology	<b>Co-Requisite/s</b>				
<b>Course Outcomes &amp; Bloom's Level</b>	<p><b>CO1-</b> Recall meaning and importance of culture <b>(BL1-Remember)</b></p> <p><b>CO2-</b> Explain relationship between social science and Physical Education<b>(BL2-Understand)</b></p> <p><b>CO3-</b> Apply the concepts of sports psychology in Physical education.<b>(BL3-Apply)</b></p> <p><b>CO4-</b> Analyse mental preparation strategies, aggression and stress in sports<b>(BL4-Analyze)</b></p> <p><b>CO5-</b> Evaluation of sports performance after application of various sports psychology concepts.<b>(BL5-Evaluate)</b></p> <p><b>CO6-</b> Develop new ways of dealing with self-talk, anxiety and other psychological issues related to sports.<b>(BL6-Create)</b></p>					
<b>Courses Elements</b>	Skill Development ✗ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✓ Human Values ✓ Environment ✓	<b>SDG (Goals)</b>	SDG2(Zero hunger) SDG3(Good health and well-being) SDG5(Gender equality) SDG7(Affordable and clean energy) SDG15(Life on land)			

**Part B**

<b>Modules</b>	<b>Contents</b>	<b>Pedagogy</b>	<b>Hours</b>
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 Psychosociological 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 Socialization through 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 learning	15

**Part D(Marks Distribution)**

<b>Theory</b>					
<b>Total Marks</b>	<b>Minimum Passing Marks</b>	<b>External Evaluation</b>	<b>Min. External Evaluation</b>	<b>Internal Evaluation</b>	<b>Min. Internal Evaluation</b>
100	32	70	23	30	9
<b>Practical</b>					
<b>Total Marks</b>	<b>Minimum Passing Marks</b>	<b>External Evaluation</b>	<b>Min. External Evaluation</b>	<b>Internal Evaluation</b>	<b>Min. Internal Evaluation</b>





## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	Measurement and Evaluation in Physical Education
<b>Course Code</b>	CC-204

### Part A

<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			3	1	0	4
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>	basic knowledge about sports, sports equipment's and physical education of 11 and 12 class	<b>Co-Requisite/s</b>				
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Identify various physical fitness tests and sports skill tests( <b>BL1-Remember</b> ) <b>CO2-</b> Summarize classification of tests and their evaluation procedure.( <b>BL2-Understand</b> ) <b>CO3-</b> Demonstrate various physical fitness tests and skill tests( <b>BL3-Apply</b> )					
<b>Coures Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✓	<b>SDG (Goals)</b>	SDG15(Life on land)			

### Part B

Modules	Contents	Pedagogy	Hours
UNIT 1	o Meaning of Test & Measurement & Evaluation in Physical Education o Need & Importance of Test & Measurement & Evaluation in Physical Education o Principles of Evaluation	quiz, lecture methodology, group discussion	15
UNIT 2	o Criteria of good Test o Criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms) o Type and classification of Test o Administration of test, advance preparation – Duties during testing – Duties after testing.	quiz, lecture methodology, group discussion	15
UNIT 3	o AAHPER youth fitness test o National physical Fitness Test o Indiana Motor Fitness Test o JCR test o U.S Army Physical Fitness Test	quiz, lecture methodology, group discussion	15
UNIT 4	o Lockhart and McPherson badminton test o Johnson basketball test o McDonald soccer test o S.A.I volleyball test o S.A.I Hockey test	quiz, lecture methodology, group discussion	15



## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	Kinesiology and Biomechanics
<b>Course Code</b>	CC-205

### Part A

<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			3	1	0	4
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>	basic science knowledge of school level	<b>Co-Requisite/s</b>				
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Recall the concepts of kinesiology and biomechanics( <b>BL1-Remember</b> ) <b>CO2-</b> Explain various mechanical concepts, kinetics and Kinematics of human Movement( <b>BL2-Understand</b> ) <b>CO3-</b> Apply Kinetics and Kinematics concepts in the field of physical Education( <b>BL3-Apply</b> )					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG15(Life on land) SDG16(Peace Justice and strong institutions)			

## Part B

Modules	Contents	Pedagogy	Hours
UNIT 1	.Introduction to Kinesiology and biomechanics o Meaning and Definition of Kinesiology and Sports Biomechanics o Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher, Athletes and Sports Coaches. o Terminology of Fundamental Movements o Fundamental concepts of following terms – Axes and Planes, Centre of Gravity, Equilibrium, Line of Gravity	quiz, lecture methodology, group discussion	15
UNIT 2	Fundamental Concept of Anatomy and Physiology o Classification of Joints and Muscles o Types of Muscle Contractions o Posture – Meaning, Types and Importance of good posture. Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal	quiz, lecture methodology, group discussion	15
UNIT 3	Mechanical Concepts o Force - Meaning, definition, types and its application to sports activities o Lever - Meaning, definition, types and its application to human body. o Newton’s Laws of Motion – Meaning, definition and its application to sports activities. o Projectile – Factors influencing projectile trajectory.	quiz, lecture methodology, group discussion	15
UNIT 4	Kinematics and kinetics of Human Movement o Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration o Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration. o Linear Kinetics – Inertia, Mass, Momentum, Friction. o Angular Kinetics – Moment of inertia , Couple, Stability.	quiz, lecture methodology, group discussion	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

<b>Books</b>	V. D. Bindal Textbook of Kinesiology 1st JP Brothers Medical Publishers
<b>Articles</b>	
<b>References Books</b>	Bunn, J. W. Scientific principles of coaching. 1972 Englewood Cliffs, N.J.: Prentice Hall Inc.
<b>MOOC Courses</b>	
<b>Videos</b>	



## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	Research and Statistics in Physical Education
<b>Course Code</b>	CC-206

### Part A

<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			3	1	0	4
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>	basic mathematical skills and knowledge about 11 and 12 class physical education		<b>Co-Requisite/s</b>			
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Recall and identify the basics of statistics and research( <b>BL1-Remember</b> ) <b>CO2-</b> Explain and discuss types of research and research problems( <b>BL2-Understand</b> ) <b>CO3-</b> Use various statistical techniques to compare sports performances.( <b>BL3-Apply</b> )					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		<b>SDG (Goals)</b>		SDG3(Good health and well-being) SDG15(Life on land)	

**Part B**

<b>Modules</b>	<b>Contents</b>	<b>Pedagogy</b>	<b>Hours</b>
UNIT 1	Introduction to Research o Definition of Research o Need and importance of Research in Physical Education and Sports. o Scope of Research in Physical Education & Sports. o Classification of Research o Research Problem, Meaning of the term, Location and criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations.	case study, quiz, group discussion	15
UNIT 2	Survey of Related Literature o Need for surveying related literature. o Literature Sources, Library Reading o Research Proposal, Meaning and Significance of Research Proposal. o Preparation of Research proposal / project. o Research Report: A group project is to be undertaken by a small batch of students under the supervision of a teacher, wherein it is expected to survey school facilities of physical education, health assessment programme evaluation, fitness status of the students, staff and other stakeholders etc. and submit the report to the institution.	case study, quiz, group discussion	15
UNIT 3	Basics of Statistical Analysis o Statistics: Meaning, Definition, Nature and Importance o Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables o Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency Curve. Cumulative Frequency Polygon, Ogive, Pie Diagram	case study, quiz, group discussion	15
UNIT 4	Statistical Models In Physical Education and Sports o Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data o Measures of Variability: Meaning, importance, computing from group and ungroup data o Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data	case study, quiz, group discussion	15

**Part D(Marks Distribution)**

<b>Theory</b>					
<b>Total Marks</b>	<b>Minimum Passing Marks</b>	<b>External Evaluation</b>	<b>Min. External Evaluation</b>	<b>Internal Evaluation</b>	<b>Min. Internal Evaluation</b>
100	32	70	23	30	9
<b>Practical</b>					
<b>Total Marks</b>	<b>Minimum Passing Marks</b>	<b>External Evaluation</b>	<b>Min. External Evaluation</b>	<b>Internal Evaluation</b>	<b>Min. Internal Evaluation</b>
0	0	0	0	0	0





## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	CURRICULUM DESIGN
<b>Course Code</b>	EC-207

### Part A

<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			3	1	0	4
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>	General Knowledge about timetable and syllabus	<b>Co-Requisite/s</b>				
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Recall basic guidelines for curriculum construction( <b>BL1-Remember</b> ) <b>CO2-</b> Explain the old and new concept of curriculum ( <b>BL2-Understand</b> ) <b>CO3-</b> Use of basic principles of curriculum construction for effective curriculum construction.( <b>BL3-Apply</b> ) <b>CO4-</b> Analysis of Under-graduate professional preparation( <b>BL4-Analyze</b> ) <b>CO5-</b> Determine the limitations in construction of an effective curriculum( <b>BL5-Evaluate</b> ) <b>CO6-</b> Formulate a curriculum program using basic guideline for curriculum construction( <b>BL6-Create</b> )					
<b>Courses Elements</b>	Skill Development ✗ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗	<b>SDG (Goals)</b>	SDG4(Quality education) SDG6(Clean water and sanitation) SDG15(Life on land)			

**Part B**

<b>Modules</b>	<b>Contents</b>	<b>Pedagogy</b>	<b>Hours</b>
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**

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

**Part D(Marks Distribution)**

<b>Theory</b>					
<b>Total Marks</b>	<b>Minimum Passing Marks</b>	<b>External Evaluation</b>	<b>Min. External Evaluation</b>	<b>Internal Evaluation</b>	<b>Min. Internal Evaluation</b>
100	32	70	23	30	9
<b>Practical</b>					
<b>Total Marks</b>	<b>Minimum Passing Marks</b>	<b>External Evaluation</b>	<b>Min. External Evaluation</b>	<b>Internal Evaluation</b>	<b>Min. Internal Evaluation</b>
	0				



## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	SPORTS MANAGEMENT
<b>Course Code</b>	EC-208

### Part A

<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			3	1	0	4
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>	General knowledge about daily management and physical education	<b>Co-Requisite/s</b>				
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Recite about leadership its elements, forms, style and qualities( <b>BL1-Remember</b> ) <b>CO2-</b> Explain about management of sports in schools and universities.( <b>BL2-Understand</b> ) <b>CO3-</b> Apply the budgeting system in physical education of schools and universities( <b>BL3-Apply</b> )					
<b>Coures Elements</b>	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✓	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG15(Life on land)			

## Part B

Modules	Contents	Pedagogy	Hours
UNIT 1	o Nature and Concept of Sports Management. o Progressive concept of Sports management. o The purpose and scope of Sports Management. o Essential skills of Sports Management. o Qualities and competencies required for the Sports Manager. o Event Management in physical education and sports.	group discussion, lecture methodology.	15
UNIT 2	o Meaning and Definition of leadership o Leadership style and method. o Elements of leadership. o Forms of Leadership. • Autocratic • Laissez-faire • Democratic • Benevolent Dictator o Qualities of administrative leader. o Preparation of administrative leader. Leadership and Organizational performance.	group discussion, lecture methodology.	15
UNIT 3	o Sports Management in Schools, colleges and Universities. o Factors affecting planning o Planning a school or college sports programme. o Directing of school or college sports programme. o Controlling a school, college and university sports programme. • Developing performance standard • Establishing a reporting system • Evaluation • The reward/punishment system	group discussion, lecture methodology.	15
UNIT 4	o Financial management in Physical Education & sports in schools, Colleges and Universities. o Budget – Importance, Criteria of good budget, o Steps of Budget making o Principles of budgeting	group discussion, lecture methodology.	15

## Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	32	70	233	30	9
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

## Part E

<b>Books</b>	Dr. Samiran Chakraborty. Sports Management 2007 Prerna Prakashan
<b>Articles</b>	
<b>References Books</b>	Ashton, D. Administration of physical education for women. 1968 New York: The Ronal Press Cl.
<b>MOOC Courses</b>	
<b>Videos</b>	



## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	Track and Field (Throwing Events)
<b>Course Code</b>	PC-208

### Part A

<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			0	0	2	2
<b>Course Type</b>	Lab only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>	basic knowledge of athletics	<b>Co-Requisite/s</b>				
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Recognize basic skills and techniques of throwing events. <b>(BL1-Remember)</b> <b>CO2-</b> Explain various techniques of throwing events. <b>(BL2-Understand)</b> <b>CO3-</b> Perform different throwing techniques to enhance performance. <b>(BL3-Apply)</b> <b>CO4-</b> Analyze techniques and interpret rules related to throwing events. <b>(BL4-Analyze)</b> <b>CO5-</b> Evaluate personal skills and suggest strategies for improvement. <b>(BL5-Evaluate)</b>					
<b>Coures Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG4(Quality education) SDG16(Peace Justice and strong institutions)			

### Part B

Modules	Contents	Pedagogy	Hours
UNIT-1	Track and fields (Throwing Events) o Discus Throw, Javelin, Hemmer 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	experiential, problem based, skill practice learning	60





## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	TAEKWONDO
<b>Course Code</b>	PC-209

### Part A

<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			0	0	2	2
<b>Course Type</b>	Lab only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>			<b>Co-Requisite/s</b>			
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Recall basic stances and punching techniques. <b>(BL1-Remember)</b> <b>CO2-</b> Explain various kicking techniques and forms. <b>(BL2-Understand)</b> <b>CO3-</b> Perform sparring techniques and forms. <b>(BL3-Apply)</b> <b>CO4-</b> Analyze opponent movements during sparring. <b>(BL4-Analyze)</b> <b>CO5-</b> Evaluate personal progress and develop strategies. <b>(BL5-Evaluate)</b>					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG8(Decent work and economic growth) SDG15(Life on land)			

### Part B

Modules	Contents	Pedagogy	Hours
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**Part C**

<b>Modules</b>	<b>Title</b>	<b>Indicative-ABCA/PBL/ Experiments/Field work/ Internships</b>	<b>Bloom's Level</b>	<b>Hours</b>
UNIT 1	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.	Games	BL3-Apply	2

**Part D(Marks Distribution)**

<b>Theory</b>					
<b>Total Marks</b>	<b>Minimum Passing Marks</b>	<b>External Evaluation</b>	<b>Min. External Evaluation</b>	<b>Internal Evaluation</b>	<b>Min. Internal Evaluation</b>
<b>Practical</b>					
<b>Total Marks</b>	<b>Minimum Passing Marks</b>	<b>External Evaluation</b>	<b>Min. External Evaluation</b>	<b>Internal Evaluation</b>	<b>Min. Internal Evaluation</b>
100	32	70	23	30	9

**Part E**

<b>Books</b>	
<b>Articles</b>	
<b>References Books</b>	
<b>MOOC Courses</b>	
<b>Videos</b>	



## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	VOLLEYBALL
<b>Course Code</b>	PC-210

### Part A

<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			0	0	2	2
<b>Course Type</b>	Lab only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>			<b>Co-Requisite/s</b>			
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Recognize proper player stance and passing techniques. <b>(BL1-Remember)</b> <b>CO2-</b> Discuss various hitting and serving techniques. <b>(BL2-Understand)</b> <b>CO3-</b> Apply defensive strategies including digging and blocking. <b>(BL3-Apply)</b> <b>CO4-</b> Analyze opponent strategies and adjust defensive positioning. <b>(BL4-Analyze)</b> <b>CO5-</b> Evaluate personal performance and adapt strategies. <b>(BL5-Evaluate)</b>					
<b>Coures Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG4(Quality education) SDG16(Peace Justice and strong institutions)			

### 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
UNIT 1	Players Stance-Receiving the ball and passing to the team mates, o The Volley (Over head pass), o The Dig(Under hand pass). o Service-Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service. o Rules and their interpretations and duties of officials.	Games	BL3-Apply	2



## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	CRICKET
<b>Course Code</b>	PC-211

### Part A

<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			0	0	2	2
<b>Course Type</b>	Lab only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>			<b>Co-Requisite/s</b>			
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Recall batting, bowling, and fielding techniques. <b>(BL1-Remember)</b> <b>CO2-</b> Explain advanced batting strokes and bowling variations. <b>(BL2-Understand)</b> <b>CO3-</b> Apply defensive and offensive fielding strategies. <b>(BL3-Apply)</b> <b>CO4-</b> Analyze game situations and make strategic decisions. <b>(BL4-Analyze)</b> <b>CO5-</b> Evaluate personal performance and develop improvement plans. <b>(BL5-Evaluate)</b>					
<b>Coures Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)			

### 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
UNIT 1	o Batting-Forward and backward defensive stroke o Bowling-Simple bowling techniques o Fielding-Defensive and offensive fielding o Catching-High catching and Slip catching o Stopping and throwing techniques o Wicket keeping techniques	Games	BL3-Apply	60





## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	Tennis
<b>Course Code</b>	PC-212

### Part A

<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			0	0	2	2
<b>Course Type</b>	Lab only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>			<b>Co-Requisite/s</b>			
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Recognize different grips used in tennis. <b>(BL1-Remember)</b> <b>CO2-</b> Explain the basic rules of tennis regarding scoring, serving, and official duties. <b>(BL2-Understand)</b> <b>CO3-</b> Demonstrate proper stance, techniques and footwork. <b>(BL3-Apply)</b> <b>CO4-</b> Simplify different serves and techniques. <b>(BL4-Analyze)</b> <b>CO5-</b> Evaluate, identify and suggest strategies for enhancement. <b>(BL5-Evaluate)</b>					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG16(Peace Justice and strong institutions)			

### 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
UNIT 1	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.	Games	BL3-Apply	60



## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	Teaching Practice
<b>Course Code</b>	TP-202

### Part A

<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			0	0	2	2
<b>Course Type</b>	Lab only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>		<b>Co-Requisite/s</b>				
<b>Course Outcomes &amp; Bloom's Level</b>	<p><b>CO1-</b> Identify and recall the rules and regulations of various racket sports, team games, and indigenous sports.<b>(BL1-Remember)</b></p> <p><b>CO2-</b> Explain the fundamental principles behind the rules and strategies.<b>(BL2-Understand)</b></p> <p><b>CO3-</b> Adapt teaching strategies to cater to the diverse needs and abilities of students.<b>(BL3-Apply)</b></p> <p><b>CO4-</b> Analyze the strengths and weaknesses of individual during practical sessions.<b>(BL4-Analyze)</b></p> <p><b>CO5-</b> Assess student performance and progress.<b>(BL5-Evaluate)</b></p>					
<b>Coures Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG4(Quality education) SDG15(Life on land)			

### 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
UNIT 1	Teaching practices: 10 teaching practice lessons out of which 5 lessons in class-room situation and 5 lessons for out-door activities within premises on the students of B.P.Ed course. TP 301 Teaching practices: 10 teaching lesson plans for Racket Sport/ Team Games/ Indigeneous Sports out of which 5 lessons internal and 5 lessons external at school.	Games	BL3-Apply	60



## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	Sports specialization
<b>Course Code</b>	TP-203

### Part A

<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			0	0	2	2
<b>Course Type</b>	Lab only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>			<b>Co-Requisite/s</b>			
<b>Course Outcomes &amp; Bloom's Level</b>	<p><b>CO1-</b> Recall the fundamental techniques and rules specific to the chosen sports specialization. <b>(BL1-Remember)</b></p> <p><b>CO2-</b> Explain the biomechanical principles and physiological aspects underlying performance in the chosen sport specialization. <b>(BL2-Understand)</b></p> <p><b>CO3-</b> Apply coaching strategies and teaching methodologies. <b>(BL3-Apply)</b></p> <p><b>CO4-</b> Analyze athletes' performance and technique through video analysis, observation, and feedback. <b>(BL4-Analyze)</b></p> <p><b>CO5-</b> Evaluate athletes' progress and readiness for competition. <b>(BL5-Evaluate)</b></p>					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG15(Life on land) SDG16(Peace Justice and strong institutions)			

### 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
UNIT 1	Sports Specialization: Track and field / Gymnastics / Swimming (4 internal lesson at practicing school and 1 final external lesson on the students of practicing school as a sports specialization of any discipline mentioned above.)	Games	BL3-Apply	60



## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	Games specialization
<b>Course Code</b>	TP-204

### Part A

<b>Year</b>	2nd	<b>Credits</b>	L	T	P	C
			0	0	2	2
<b>Course Type</b>	Lab only					
<b>Course Category</b>	Discipline Core					
<b>Pre-Requisite/s</b>		<b>Co-Requisite/s</b>				
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Recall the rules and regulations specific to each game within the specialization. <b>(BL1-Remember)</b> <b>CO2-</b> Explain the strategies and tactics employed. <b>(BL2-Understand)</b> <b>CO3-</b> Apply coaching principles and teaching strategies. <b>(BL3-Apply)</b> <b>CO4-</b> Analyze players' performance and decision-making abilities. <b>(BL4-Analyze)</b> <b>CO5-</b> Evaluate players' progress and development. <b>(BL5-Evaluate)</b>					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG3(Good health and well-being) SDG15(Life on land)			

### 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
UNIT 1	Games Specialization: Kabaddi, Kho-kho, Base ball, cricket, Football, Hockey, Softball Volleyball, Handball, Basketball, Netball, Badminton, Table Tennis, Squash, Tennis (4 internal lesson at practicing school and 1 final external lesson on the students of practicing school as a games specialization of any discipline mentioned above.)	Games	BL3-Apply	60





