

**SOSE**  
**BPED Ist YR SYLLABUS**  
**2025-26**

<b>Title of the Course</b>	<b>History, Principles And Foundation Of Physical Education</b>
<b>Course Code</b>	CC-101

**Part A**

<b>Year</b>	1 <sup>st</sup>	<b>Credits</b>	L	T	P	C
			3	1	0	4
<b>Course Type</b>	Theory only					
<b>Course Category</b>	Foundation core					
<b>Pre-Requisite/s</b>	General Knowledge of Sports	<b>Co-Requisite/s</b>				
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Recall historical development of physical education in India( <b>BL1-Remember</b> ) <b>CO2-</b> Explain about the foundation of physical education( <b>BL2-Understand</b> ) <b>CO3-</b> Present the principles of physical education( <b>BL3-Apply</b> ) <b>CO4-</b> Focus on various Indian Philosophies( <b>BL4-Analyze</b> ) <b>CO5-</b> Compare the History of Physical education in Indian with modern situation of Physical Education( <b>BL5-Evaluate</b> )					
<b>Course 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	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>o Meaning, Definition and Scope of Physical Education</li> <li>o Aims and Objective of Physical Education</li> <li>o Importance of Physical Education in present era.</li> <li>o Misconceptions about Physical Education.</li> <li>o Relationship of Physical Education with General Education.</li> <li>o Physical Education as an Art and Science.</li> </ul>	lecture, background of concepts	15
UNIT 2	<p><b>Historical Development of Physical Education in India</b></p> <ul style="list-style-type: none"> <li>o Indus Valley Civilization Period. (3250 BC – 2500 BC)</li> <li>o Vedic Period (2500 BC – 600 BC)</li> <li>o Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)</li> <li>o Medieval Period (1000 AD – 1757 AD)</li> <li>o British Period (Before 1947)</li> <li>o Physical Education in India (After 1947)</li> <li>o Contribution of Akhadas and Vyayamshals</li> <li>o Y.M.C.A. and its contributions.</li> </ul>	lecture, background of concepts	20
UNIT 3	<p><b>Foundation of Physical Education</b></p> <ul style="list-style-type: none"> <li>o Philosophical foundation:</li> <li>o Idealism, Pragmatism, Naturalism, Realism, humanism, Existentialism and Indian Philosophy and Culture.</li> <li>o Fitness and wellness movement in the contemporary perspectives</li> <li>o Sports for all and its role in the maintenance and promotion of fitness.</li> </ul>	lecture, background of concepts, quiz	20
UNIT 4	<p><b>Principles of Physical Education</b></p> <ul style="list-style-type: none"> <li>o Biological Growth and development Age and gender characteristics Body Types Anthropometric differences</li> <li>o Psychological Learning types, learning curve Laws and principles of learning Attitude, interest, cognition, emotions and sentiments</li> <li>o Sociological Society and culture Social acceptance and recognition Leadership Social integration and cohesiveness</li> </ul>	lecture, background of concepts, quiz	20





## SOSE BPED Ist YR SYLLABUS 2025-26

<b>Title of the Course</b>	<b>Anatomy and Physiology</b>
<b>Course Code</b>	CC-102

### Part A

Year	1 <sup>st</sup>	Credits	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 Biology	<b>Co-Requisite/s</b>				
<b>Course Outcomes &amp; Bloom's Level</b>	<p><b>CO1-</b> CO-1 Recall the concepts of anatomy and recite various physiological effects on a human body due to exercise(<b>BL1-Remember</b>)</p> <p><b>CO2-</b> CO-2 To D describe the effect of training on various human body systems. (<b>BL2-Understand</b>)</p> <p><b>CO3-</b> CO-3 Apply the knowledge of Physiology for performance improvement of an athlete(<b>BL3-Apply</b>)</p> <p><b>CO4-</b> CO-4 Simplify the anatomical concepts to the trainees(<b>BL4-Analyze</b>)</p> <p><b>CO5-</b> CO-5 Compare the performances of an athlete through various Physiological Terms(<b>BL5-Evaluate</b>)</p> <p><b>CO6-</b> CO-6 Compose and modify workout program based on physiological performances.(<b>BL6-Create</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) SDG5(Gender equality) SDG10(Reduced inequalities) SDG12(Responsible consumption and production)			

Part D(Marks Distribution)

Modules	Contents	Pedagogy	Hours
<p><b>UNIT-1</b></p>	<p><b>Brief Introduction of Anatomy and physiology in the field of Physical Education.</b></p> <ul style="list-style-type: none"> <li>o Introduction of Cell and Tissue.</li> <li>o The arrangement of the skeleton – Function - of the skeleton – Ribs and Vertebral column and the extremities – joints of the body and their types</li> <li>o Gender differences in the skeleton.</li> <li>o Types of muscles</li> </ul>	<p>Group discussion, lecture, quiz</p>	<p>15</p>
<p><b>UNIT-2</b></p>	<p><b>Blood and circulatory system:</b> Constituents of blood and their function –Blood groups and blood transfusion, clotting of blood, the structure of the heart-properties of the heart muscle, circulation of blood, cardiac cycle, blood pressure, Lymph and Lymphatic circulation. Cardiac output.</p> <ul style="list-style-type: none"> <li>o The Respiratory system: The Respiratory passage – the lungs and their structure and exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume.</li> <li>o The Digestive system: structure and functions of the digestive system, Digestive organs, Metabolism,</li> <li>o The Excretory system: Structure and functions of the kidneys and the skin.</li> <li>o The Endocrine glands: Functions of glands pituitary, Thyroid, Parathyroid. Adrenal, Pancreatic and the sex glands.</li> <li>o Nervous systems: Function of the Autonomic nervous system and Central nervous system. Reflex Action,</li> <li>o Sense organs: A brief account of the structure and functions of the Eye and Ear.</li> </ul>	<p>group discussion, lecture, quiz</p>	<p>20</p>
<p><b>UNIT-3</b></p>	<p><b>Definition of physiology and its importance in the field of physical education and sports.</b></p> <ul style="list-style-type: none"> <li>o Structure, Composition, Properties and functions of skeletal muscles</li> <li>o Nerve control of muscular activity:</li> <li>o Neuromuscular junction</li> <li>o Transmission of nerve impulse across it.</li> <li>o Fuel for muscular activity</li> <li>o Role of oxygen- physical training, oxygen debt, second wind, vital capacity.</li> </ul>	<p>group discussion, lecture, quiz</p>	<p>20</p>
<p><b>UNIT-4</b></p>	<p><b>Effects of exercise</b></p> <ul style="list-style-type: none"> <li>o Effect of exercise and training on cardiovascular system.</li> <li>o Effect of exercise and training on respiratory system.</li> <li>o Effect of exercise and training on muscular system</li> <li>o Physiological concept of physical fitness, warming up, conditioning and fatigue.</li> <li>o Basic concept of balanced diet – Diet before, during and after competition.</li> </ul>	<p>group discussion, lecture, quiz</p>	<p>20</p>





**SOSE**

**BPED Ist YR SYLLABUS**

**2025-26**

<b>Title of the Course</b>	<b>Health Education and Environmental Studies</b>
<b>Course Code</b>	CC-103

**Part A**

Year	1 <sup>st</sup>	Credits	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 science & Social Science	<b>Co-Requisite/s</b>				
<b>Course Outcomes &amp; Bloom's Level</b>	<p><b>CO1-</b> CO-1 Recall about Aims, Objectives, principles and other concepts of Health Education <b>(BL1-Remember)</b></p> <p><b>CO2-</b> CO-2 Explain about the Health problems and Environmental problems in India. <b>(BL2-Understand)</b></p> <p><b>CO3-</b> CO-3 Apply the knowledge of Health Education and Environmental Science to solve problems. <b>(BL3-Apply)</b></p> <p><b>CO4-</b> CO-4 Analyse about the health problems and Environmental problems in India. <b>(BL4-Analyze)</b></p> <p><b>CO5-</b> CO-5 Determine the possible solutions to the Health Problems and Environmental problems. <b>(BL5-Evaluate)</b></p> <p><b>CO6-</b> CO-6 Formulate efficient ways to manage environment problems and health issues in the current scenario. <b>(BL6-Create)</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) SDG4(Quality education) SDG7(Affordable and clean energy) SDG13(Climate action)			

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>o Concept, Dimensions, Spectrum and Determinants of Health</li> <li>o Definition of Health, Health Education, Health Instruction, Health Supervision</li> <li>o Aim, objective and Principles of Health Education</li> <li>o Health Service and guidance instruction in personal hygiene</li> </ul>	group discussion, lecture methodology, quiz	15
Unit- 2	<p><b>Communicable and Non Communicable Diseases</b></p> <ul style="list-style-type: none"> <li>o Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population,</li> <li>o Personal and Environmental Hygiene for schools</li> <li>o Objective of school health service, Role of health education in schools</li> <li>o Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first aid and emergency care etc.</li> </ul>	group discussion, lecture methodology, quiz	15
Unit-3	<p><b>Definition, Scope, Need and Importance of environmental studies.</b></p> <ul style="list-style-type: none"> <li>o Concept of environmental education, Historical background of environmental education,</li> <li>o Celebration of various days in relation with environment.</li> <li>o Plastic recycling &amp; probation of plastic bag / cover.</li> <li>o Role of school in environmental conservation and sustainable development.</li> </ul>	lecture methodology, quiz	15
Unit-4	<p><b>Water resources,</b></p> <ul style="list-style-type: none"> <li>o Water resources, food resources and Land resources</li> <li>o Definition, effects and control measures of:</li> <li>o Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution</li> <li>o Management of environment and Govt. policies, Role of pollution control board.</li> </ul>	lecture methodology, quiz	15
UNIT – 5	<p>Natural Resources</p> <ul style="list-style-type: none"> <li>o Natural Resources – Classification , Water Resources (availability, quality, water budget),</li> <li>o Mineral Resources (distribution, availability and future perspectives), and Forest Resources.</li> <li>o Relationship of environment with physical</li> </ul>	Lecture, group discussion	





## SOSE BPED 1st YR SYLLABUS

<b>Title of the Course</b>	<b>Yoga Education</b>
<b>Course Code</b>	CC-104

### Part A

Year	1 <sup>st</sup>	Credits	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>	Knowledge of basic Fitness	<b>Co-Requisite/s</b>				
<b>Course Outcomes &amp; Bloom's Level</b>	<p><b>CO1-</b> CO-1 Recall about Aims, Objectives, principles and other concepts of Health Education(<b>BL1-Remember</b>)</p> <p><b>CO2-</b> CO-2 Explain about the foundation of yoga and the Asanas(<b>BL2-Understand</b>)</p> <p><b>CO3-</b> CO-3 Demonstrate various asanas of Yoga(<b>BL3-Apply</b>)</p> <p><b>CO4-</b> CO-4 Categorize asanas according to their difficulty level.(<b>BL4-Analyze</b>)</p> <p><b>CO5-</b> CO-5 Compare the effect of various asanas through research.(<b>BL5-Evaluate</b>)</p> <p><b>CO6-</b> CO-6 Formulate an efficient lifestyle with the help of research in yoga.(<b>BL6-Create</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) SDG8(Decent work and economic growth) SDG16(Peace Justice and strong institutions) SDG17(Partnerships for the goals)			

### Course Articulation Matrix

Modules	Contents	Pedagogy	Hours
<b>UNIT I</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>o Meaning and Definition of Yoga</li> <li>o Aims and Objectives of Yoga</li> <li>o Yoga in Early Upanishads</li> <li>o Overview of Patanjali Yoga sutras</li> <li>o Need and Importance of Yoga in Physical Education and Sports</li> </ul>	Lecture, quiz	15
<b>UNIT II</b>	<b>Yogic Philosophy and Paths of Yoga</b> <ul style="list-style-type: none"> <li>o The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi</li> <li>o Yoga in the Bhagavad gita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga</li> <li>o Philosophical foundation and practical applications in sports and fitness.</li> </ul>	Lecture , quiz	15
<b>UNIT III</b>	<b>Yogic Practices and Physiological Effects</b> <ul style="list-style-type: none"> <li>o Effect of Asanas and Pranayama on various system of the body</li> <li>o Classification of asanas with special reference to physical education and sports</li> <li>o Influences of relaxtive, meditative posture on various system of the body</li> <li>o Types of Bandhas and mudras</li> <li>o Type of kriyas</li> </ul>	Lecture , quiz ,group discuss	15
<b>Unit IV</b>	<b>Yoga and Health Applications</b> <ul style="list-style-type: none"> <li>o Role of Yoga in physical fitness, wellness, and sports performance</li> <li>o Yoga for prevention and management of lifestyle diseases (obesity, diabetes, hypertension)</li> <li>o Stress management and mental health through yogic practices</li> <li>o Integration of Yoga with Physical Education and modern training programs</li> </ul>	Background of concepts, quiz	15
<b>Unit- V</b>	<b>Research and Professional Aspects of Yoga</b> <ul style="list-style-type: none"> <li>o Basic, applied, and action research in Yoga</li> <li>o Difference between yogic practices and physical exercises</li> <li>o Yoga education centers and institutions in India and abroad</li> <li>o Yogāsana competitions and career opportunities in Yoga</li> </ul>		

### Part D(Marks Distribution)

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

**Part 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

**Part E**

<b>Books</b>	Shekar,K. C. Yoga for health. 2019 Delhi: Khel Sahitya Kendra.														
<b>Articles</b>															
<b>References Books</b>	1. R. K. Roshni Raj Lakshmi. (2024). Methods of Teaching Yoga and Value Education. Bluerose Publishers Pvt. Ltd. 2. Shearer, A. (2020). The Story of Yoga: From Ancient India to the Modern West. Hurst Publishers. 3. Pramanik, T. N. (2020). Yog Shiksha (Yoga Education). Khel Sahitya Kendra. 4. Kaul, A., & Sharma, P. (2019). Yoga for Physical Education: A Textbook for B.P.Ed. Sports Publication. 5. Singh, R. (2021). Yoga Education and Teaching Methodology. Atharv Publications. 6. Shukla, S. (2022). Yoga Aims & Teaching Practices in Education. Educational Press.														
<b>MOOC Courses</b>															
<b>Videos</b>															
<b>COs</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	2	3	-	3	-	-	-	-	-	-	-	-	-
CO2	-	1	-	-	2	-	-	-	-	-	-	-	-	-	-
CO3	3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	2	-	3	-	-	-	-	-	-	-	-	-	-
CO5	-	1	-	3	-	-	-	-	-	-	-	-	-	-	-
CO6	-	1	1	3	-	-	-	-	-	3	-	-	-	-	-

## SOSE

### BPED 1st YR SYLLABUS

<b>Title of the Course</b>	<b>Educational Technology and Methods of Teaching in Physical Education</b>
<b>Course Code</b>	CC-105

#### Part A

<b>Year</b>	1 <sup>st</sup>	<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 computer		<b>Co-Requisite/s</b>			
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> CO-1 List and identify various teaching techniques and teaching aids. <b>(BL1-Remember)</b> <b>CO2-</b> CO-2 Describe methods of teaching and teaching aids use. <b>(BL2-Understand)</b> <b>CO3-</b> CO-3 Apply various teaching techniques learned by the student in real life. <b>(BL3-Apply)</b> <b>CO4-</b> CO-4 Classify the types of education and various educative processes. <b>(BL4-Analyze)</b> <b>CO5-</b> CO-5 Compare various teaching techniques and use the best method of teaching. <b>(BL5-Evaluate)</b> <b>CO6-</b> CO-6 Modify the methods of teaching learned by the student <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) SDG8(Decent work and economic growth) SDG15(Life on land)			

Part E

Modules	Contents	Pedagogy	Hours
Unit- I	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>o Education and Education Technology- Meaning and Definitions</li> <li>o Types of Education- Formal, Informal and Non- Formal education.</li> <li>o Educative Process</li> <li>o Importance of Devices and Methods of Teaching.</li> </ul>	group discussion, lecture methodology.	15
Unit-II	<p><b>Teaching Technique</b></p> <ul style="list-style-type: none"> <li>o Lecture method, Command method, Demonstration method, Imitation method, project method etc.</li> <li>o Teaching Procedure – Whole method, whole – part – whole method, part – whole method.</li> <li>o Presentation Technique –Personal and technical preparation Command- Meaning, Types and its uses in different situations</li> </ul>	group discussion, lecture methodology.	15
Unit-III	<p><b>Teaching Aids</b></p> <ul style="list-style-type: none"> <li>o Meaning, Importance and its criteria for selecting teaching aids.</li> <li>o Teaching aids – Audio aids, Visual aids, Audio – visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture etc</li> <li>o Team Teaching – Meaning, Principles and advantage of team teaching. Difference between Teaching Methods and Teaching Aid</li> </ul>	group discussion, lecture methodology.	15
Unit- IV	<p><b>Lesson Plan</b></p> <ul style="list-style-type: none"> <li>o Lesson Planning – Meaning, Type and principles of lesson plan.</li> <li>o General and specific lesson plan.</li> <li>o Micro Teaching – Meaning, Types and steps of micro teaching.</li> <li>o Simulation Teaching - Meaning, Types and steps of simulation teaching.</li> </ul>	group discussion, lecture methodology.	15
Unit-V	<p><b>Introduction to Adapted Physical Education (APE)</b></p> <ul style="list-style-type: none"> <li>o Definition, objectives and need</li> <li>o Principles of adaptation in Physical education</li> <li>o Laws and policies related to Physical Education and sports. (e.g., RPWD Act, 2016)</li> <li>o Teaching Methods in Adapter Physical Education. Teaching Aids and Resources</li> <li>o Children with Special needs in Sports</li> </ul>		

**Part B**

	supporting gadgets for para Sports ,organizing Inclusive Sports Events		
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**Part C**

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

**Part D(Marks Distribution)**

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	32	70	23	30	9
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
0	0	0	0	0	0
Books	S.K. Mangal, Uma Mangal Essentials of Education Technology 2019 PHI Learning Private Limited				
Articles					
References Books	1. Educational Technology and Methods of Teaching in Physical Education Authors: Dr. Sandeepkumar P.S., Yasir K, Ramyamol K.A. & K. Govindasamy Publisher: AkiNik Publications Publication Year: 2021 (Paperback) 2. Educational Technology and Methods of Teaching in Physical Education Publisher: Sports Publication – B.P.Ed. syllabus edition 2018/2019 edition 3. Methods Of Teaching Physical Education Author: Y.V.R.K. Prasad & Bhaskara Published (latest print) 2015				
MOOC Courses					
Videos					

**Course Articulation Matrix**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	2	-	1	-	-	-	-	-	-	-	-	-	-
CO2	-	1	-	3	-	-	-	-	-	-	-	-	-	-	-



## SOSE

### BPED 1st YR SYLLABUS 2025-26

<b>Title of the Course</b>	<b>Organization and Administration</b>
<b>Course Code</b>	CC-106

#### Part A

Year	1 <sup>st</sup>	Credits	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 committee		<b>Co-Requisite/s</b>			
<b>Course Outcomes &amp; Bloom's Level</b>	<p><b>CO1-</b> CO-1 Recall basic principles and functions of planning.(<b>BL1-Remember</b>)</p> <p><b>CO2-</b> CO-2 Explain about time-table management and competition organization(<b>BL2-Understand</b>)</p> <p><b>CO3-</b> CO-3 Use the instructions of competition organization for effective planning of sports events.(<b>BL3-Apply</b>)</p> <p><b>CO4-</b> CO-4 Divide various sports tournaments to be held in schools and universities (intramurals and Extramurals)(<b>BL4-Analyze</b>)</p> <p><b>CO5-</b> CO-5 Support the organization of various sports competitions(<b>BL5-Evaluate</b>)</p> <p><b>CO6-</b> CO-6 Formulate an plan for program organization of a sports event(<b>BL6-Create</b>)</p>					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG1(No poverty) SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG11(Sustainable cities and economies)			

## Part B

Modules	Contents	Pedagogy	Hours
<b>Unit- I</b>	<p><b>Organization and Administration</b></p> <ul style="list-style-type: none"> <li>o Meaning and importance of Organization and Administration in physical education</li> <li>o Qualification and Responsibilities of Physical Education teacher and pupil leader</li> <li>o Planning and their basic principles,</li> <li>o Program planning: Meaning, Importance, Principles of program planning in physical education.</li> <li>o Functions of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.</li> </ul>	lecture methodology, group discussion	15
<b>Unit-2</b>	<p><b>Office Management: Record, Register &amp; Budget</b></p> <p>Office Management: Meaning, definition, functions and kinds of office management</p> <ul style="list-style-type: none"> <li>o Records and Registers: Maintenance of attendance Register, stock register, cash register, physical efficiency record, Medical examination Record.</li> <li>o Budget: Meaning, Importance of Budget making, Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget</li> </ul>	lecture methodology, group discussion	15
<b>Unit-III</b>	<p><b>Facilities and equipment management:</b></p> <ul style="list-style-type: none"> <li>o Facilities and equipment management: Types of facilities Infrastructure-indoor, out door.</li> <li>o Care of school building, Gymnasium, swimming pool, Play fields, Play grounds</li> <li>o Equipment: Need, importance, purchase, care and maintenance.</li> <li>o Time Table Management: Meaning, Need, Importance and Factor affecting time table.</li> </ul>	lecture methodology, group discussion	15
<b>Unit-IV</b>	<p><b>Importance of Tournaments,</b></p> <ul style="list-style-type: none"> <li>o Types of Tournament and its organization structure - Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and challenge Tournaments.</li> <li>o Organization structure of Athletic Meet</li> <li>o Sports Event Intramurals &amp; Extramural Tournament planning</li> </ul>	lecture methodology, group discussion	15

**Part E**

<b>Unit- V</b>	<p><b>introduction to Adventure Camp</b></p> <ul style="list-style-type: none"> <li>o Definition, need and importance in physical education</li> <li>o Types of Adventure Activities Land based. Rock climbing, trekking hiking, obstacle race, rappelling Water based River crossing rafting swimming</li> <li>o Planning and Organization Pre-camp planning budget permissions, risk assessment Resource management Staff, equipment, transportation, food, and lodging</li> <li>o Leadership and Group Management Rule of camp leaders and physical education instructors, Team formation and conflict resolution</li> </ul>	
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**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	70	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
<b>Books</b>	1. Voltmer, E. F. & Esslinger, A. A. The organization and administration of Physical Education. 2010 New York: Prentice Hall Inc.				
<b>Articles</b>					
<b>References Books</b>	1. Uppal, A. K., & Gautam, G. P. (2018). Sports Management and Administration. Friends Publications, New Delhi 2. Tripathi, P. C., & Reddy, P. N. (2012). Principles of Management. Tata McGraw Hill 3. Fried, G. (2015). Managing Sport Facilities (3rd ed.). Human Kinetics. 4. Singh, A. (2017). Principles and Methods of Physical Education. Kalyani Publishers, New Delhi				
<b>MOOC Courses</b>					
<b>Videos</b>					



## SOSE

### BPED Ist YR Syllabus-2025-2026.

<b>Title of the Course</b>	<b>Olympic Movement</b>
<b>Course Code</b>	EC-101

#### Part A

<b>Year</b>	1 <sup>st</sup>	<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>			<b>Co-Requisite/s</b>			
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Recall about Aims, Objectives, principles and other concepts of Health Education( <b>BL1- Remember</b> ) <b>CO2-</b> Explain about the foundation of Olympic( <b>BL2-Understand</b> ) <b>CO3-</b> differentiate and apply the inclusive Strategies( <b>BL3-Apply</b> ) <b>CO4-</b> They can Analyze the Types of Disabilities And Disorder( <b>BL4-Analyze</b> ) <b>CO5-</b> the can evaluate the Rules And regulations And follow it( <b>BL5-Evaluate</b> ) <b>CO6-</b> They can own create the Different Recreational games For Disabilities ( <b>BL6-Create</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) SDG15(Life on land) SDG16(Peace Justice and strong institutions)			

### Course Articulation Matrix

Modules	Contents	Pedagogy	Hours
<b>Unit- I</b>	<b>Origin of Olympic Movement</b> <ul style="list-style-type: none"> <li>o Philosophy of Olympic movement</li> <li>o The early history of the Olympic movement</li> <li>o The significant stages in the development of the modern Olympic movement</li> <li>o Educational and cultural values of Olympic movement</li> </ul>	quiz, lecture methodology, group discussion	15
<b>Unit- II</b>	<b>Modern Olympic Games</b> <ul style="list-style-type: none"> <li>o Significance of Olympic Ideals, Olympic Rings, Olympic Flag</li> <li>o Olympic Protocol for member countries</li> <li>o Olympic Code of Ethics</li> <li>o Olympism in action</li> <li>o Sports for All</li> </ul>	quiz, lecture methodology, group discussion	15
<b>Unit- III</b>	<b>Types of Olympic Games</b> <ul style="list-style-type: none"> <li>o Para Olympic Games</li> <li>o Summer Olympics</li> <li>o Winter Olympics</li> <li>o Youth Olympic Games</li> </ul>	lecture methodology, group discussion, quiz	15
<b>Unit- IV</b>	<b>Committees of Olympic Games</b> <ul style="list-style-type: none"> <li>o International Olympic Committee - Structure and Functions</li> <li>o National Olympic committees and their role in Olympic movement</li> <li>o Olympic commission and their functions</li> <li>o Olympic medal winners of India</li> </ul>	lecture methodology, group discussion, quiz	15
<b>Unit-V</b>	<b>Upcoming Olympic Games Sports included in future Olympics, India Attempt for hosting 2036 Olympic games</b> <ul style="list-style-type: none"> <li>o Olympic Bids by Nations-Process requirements, economics of hosting</li> <li>o Impact of Olympics on Host Country- infrastructure, tourism, economy, legacy.</li> <li>o Doping and Fair Play in Olympics-WADA, anti-doping regulations</li> <li>o Technology in Olympics-Use of AL, VAR, wearable tech, and broadcasting advances</li> </ul>		

### Part D(Marks Distribution)

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



## SOSE BPED 1st YR Syllabus-2025-2026.

<b>Title of the Course</b>	SPORTS NUTRITION AND WEIGHT MANAGEMENT
<b>Course Code</b>	EC-104

### Part A

Year	1 <sup>st</sup>	Credits	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 of Science	<b>Co-Requisite/s</b>				
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> CO-1 List basic nutrition guidelines and role of nutrition in sports( <b>BL1-Remember</b> ) <b>CO2-</b> CO-2 Summarize the process of ingestion of nutrients( <b>BL2-Understand</b> ) <b>CO3-</b> CO-3 Apply the knowledge of nutrition in planning of weight management.( <b>BL3-Apply</b> ) <b>CO4-</b> CO-4 Analyzing the current fitness situation of an individual through calculation of BMI( <b>BL4-Analyze</b> ) <b>CO5-</b> CO-5 Determine the ways to live a healthy lifestyle through fitness program( <b>BL5-Evaluate</b> ) <b>CO6-</b> CO-6 Develop an efficient weight management plan.( <b>BL6-Evaluate</b> )					
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG1(No poverty) SDG2(Zero hunger) SDG3(Good health and well-being) SDG8(Decent work and economic growth) SDG16(Peace Justice and strong institutions)			

## Part E

Modules	Contents	Pedagogy	Hours
<b>Unit- I</b>	<b>Fundamentals of Sports Nutrition</b> <ul style="list-style-type: none"> <li>o Meaning and Definition of Sports Nutrition</li> <li>o Basic Nutrition guidelines</li> <li>o Role of nutrition in sports</li> <li>o Factor to consider for developing nutrition plan</li> </ul>	quiz, lecture methodology, group discussion	15
<b>Unit- II</b>	<b>Macronutrients and Micronutrients in Sports</b> <ul style="list-style-type: none"> <li>o Carbohydrates, Protein, Fat – Meaning, classification and its function</li> <li>o Role of carbohydrates, Fat and protein during exercise</li> <li>o Vitamins, Minerals, Water – Meaning, classification and its function</li> <li>o Role of hydration during exercise,</li> <li>o water balance, Nutrition – daily caloric requirement and expenditure.</li> </ul>	quiz, lecture methodology, group discussion	15
<b>Unit-III</b>	<b>Weight Management and Obesity</b> <ul style="list-style-type: none"> <li>o Meaning of weight management</li> <li>o Concept of weight management in modern era</li> <li>o Factor affecting weight management and values of weight management</li> <li>o Concept of BMI (Body mass index), Obesity and its hazard, Myth of Spot reduction, Dieting versus exercise for weight control, Common Myths about Weight Loss</li> <li>o Obesity – Definition, meaning and types of obesity,</li> <li>o Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity.</li> </ul>	quiz, lecture methodology, group discussion	15
<b>Unit-IV</b>	<b>Nutrition – Daily calorie intake and expenditure,</b> <ul style="list-style-type: none"> <li>o Determination of desirable body weight</li> <li>o Balanced diet for Indian School Children,</li> <li>o Maintaining a Healthy gain and loss Lifestyle Weight management program for sporty child,</li> <li>o Role of diet and exercise in weight management,</li> <li>o Design diet plan and exercise schedule for weight</li> </ul>	quiz, lecture methodology, group discussion	15

**Part B**

<b>Unit-V</b>	<b>Applied Sports Nutrition &amp; Practical Components</b> o Case Studies on Athlete Nutrition Plans o Preparation of Dies Charts for Different Age Groups and Sports o Assessment of Hydration and Energy Balance in Athletes o Designing Exercise Schedules for Weight Control and Performance o Group Comunions on Myths and Kralities in Spurts Nutrition		

**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>
0		PBL		

**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
<b>Books</b>	T.C. Roy . Sports Nutrition and Weight Management - R Sons Book 2019				
<b>Articles</b>					



## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	Track and Field (Running Events)
<b>Course Code</b>	PC-101

### Part A

<b>Year</b>	1 <sup>st</sup>	<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 basics rules of running events(<b>BL1-Remember</b>)</p> <p><b>CO2-</b> Explain fundamental skills and techniques required for running events and relay.(<b>BL2-Understand</b>)</p> <p><b>CO3-</b> Perform basic duties of officiating in running events, and overseeing relay patterns and baton exchanges.(<b>BL3-Apply</b>)</p> <p><b>CO4-</b> Analyse eligibility rules for participants and interpretation of officiating rules.(<b>BL4-Analyze</b>)</p> <p><b>CO5-</b> Evaluate the effectiveness, identify areas and suggest strategies of officiating.(<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
1	Track and Field: 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.	Field work	BL3-Apply	60



## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	GYMNASTICS
<b>Course Code</b>	PC-102

### Part A

<b>Year</b>	1 <sup>st</sup>	<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 and demonstrate basic gymnastic movements with rules.( <b>BL1-Remember</b> ) <b>CO2-</b> Explain the techniques and its execution.( <b>BL2-Understand</b> ) <b>CO3-</b> Perform floor exercises and various movements with proficiency.( <b>BL3-Apply</b> ) <b>CO4-</b> Analyse safety precautions and guidelines related to gymnastics.( <b>BL4-Analyze</b> ) <b>CO5-</b> Evaluate personal progress, identify areas and suggest strategies in gymnastics skills.( <b>BL5-Evaluate</b> )					
<b>Coures Elements</b>	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	<b>SDG (Goals)</b>	SDG1(No poverty) SDG3(Good health and well-being) SDG8(Decent work and economic growth) SDG11(Sustainable cities and economies) 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
1	Gymnastics: Floor Exercise o Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jumps-leap, scissors leap. o Vaulting Horse o Approach Run, Take off from the beat board, Cat Vault, Squat Vault.	Games	BL3-Apply	60



## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	KABADDI
<b>Course Code</b>	PC-103

### Part A

<b>Year</b>	1 <sup>st</sup>	<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> Remember and demonstrate basic skills and rules.( <b>BL1-Remember</b> ) <b>CO2-</b> Explain abundant techniques of indigenous sports.( <b>BL2-Understand</b> ) <b>CO3-</b> Perform copious skills efficiently and effectively.( <b>BL3-Apply</b> ) <b>CO4-</b> Associate ground marking rules and officiating.( <b>BL4-Analyze</b> ) <b>CO5-</b> Evaluate, identify and suggest strategies for enhancement.( <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) 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
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	Games	BL3-Apply	60



## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	KHO KHO
<b>Course Code</b>	PC-104

### Part A

<b>Year</b>	1 <sup>st</sup>	<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> Identify basic skills and rules.( <b>BL1-Remember</b> ) <b>CO2-</b> Explain techniques for chasing opponents.( <b>BL2-Understand</b> ) <b>CO3-</b> Perform copious skills and techniques efficiently and effectively.( <b>BL3-Apply</b> ) <b>CO4-</b> Analyse ground marking rules and the responsibilities of officials in the game.( <b>BL4-Analyze</b> ) <b>CO5-</b> Evaluate, identify and suggest strategies for enhancement.( <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) SDG15(Life on land)			

### Part B

Modules	Contents	Pedagogy	Hours
1			

### Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
1	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.	Games	BL3-Apply	60



## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	Track and Field (Jumping Events)
<b>Course Code</b>	PC-105

### Part A

<b>Year</b>	1 <sup>st</sup>	<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 proper approach run technique for high jump. <b>(BL1-Remember)</b> <b>CO2-</b> Explain correct take-off form for high jump. <b>(BL2-Understand)</b> <b>CO3-</b> Apply straddle roll technique during clearance over the bar in high jump. <b>(BL3-Apply)</b> <b>CO4-</b> Analyze landing techniques and adjust for optimal performance in high jump. <b>(BL4-Analyze)</b> <b>CO5-</b> Evaluate individual high jump performance and adapt 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) 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
1	Track and Field Athletics: Jumping Events o High Jump (Straddle Roll) o Approach Run, o Take off o Clearance over the bar. o Landing	Games	BL3-Apply	60



## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	YOGA
<b>Course Code</b>	PC-106

### Part A

Year	1 <sup>st</sup>	Credits	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> Identify different Pranayama techniques and their basic effects on the body and mind. <b>(BL1-Remember)</b> <b>CO2-</b> Explain the purpose and benefits of Kriyas in yoga practice. <b>(BL2-Understand)</b> <b>CO3-</b> Practice selected Corrective Asana under supervision. <b>(BL3-Apply)</b> <b>CO4-</b> Simplify the basic steps of Surya Namaskara. <b>(BL4-Analyze)</b> <b>CO5-</b> Compare and contrast different categories of Asana <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)			

### Part B

Modules	Contents	Pedagogy	Hours
1			

### Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
2	Yoga: o Surya Namaskara, o Pranayams o Corrective Asanas o Kriyas o Asanas · Sitting · Standing · Laying Prone Position, · Laying Spine Position	Games	BL3-Apply	60



## Syllabus-2023-2024

(SOSE)(BPed)

<b>Title of the Course</b>	TABLE TENNIS
<b>Course Code</b>	PC-107

### Part A

<b>Year</b>	1 <sup>st</sup>	<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> Identify and describe different grips used in table tennis. <b>(BL1-Remember)</b> <b>CO2-</b> Explain the rules and the role of officials during matches. <b>(BL2-Understand)</b> <b>CO3-</b> Demonstrate basic service techniques in table tennis <b>(BL3-Apply)</b> <b>CO4-</b> Analyse proper stance, ready position, and footwork. <b>(BL4-Analyze)</b> <b>CO5-</b> Evaluate, identify and suggest strategies for enhancement. <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) 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
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 Shot, Loop Drive. o Stance and Ready position and foot work. 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 Practices
<b>Course Code</b>	TP-101

### Part A

<b>Year</b>	1 <sup>st</sup>	<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 theoretical principles and concepts related to physical education and teaching methodologies.<b>(BL1-Remember)</b></p> <p><b>CO2-</b> Interpret the importance of adapting teaching methods for different learning styles and abilities.<b>(BL2-Understand)</b></p> <p><b>CO3-</b> Apply instructional strategies to effectively engage students.<b>(BL3-Apply)</b></p> <p><b>CO4-</b> Analyze student performance and understanding.<b>(BL4-Analyze)</b></p> <p><b>CO5-</b> Evaluate student progress and proficiency.<b>(BL5-Evaluate)</b></p>					
<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
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### Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
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 undergraduate students	Role Play	BL3-Apply	60



