

**TAMIL - I**  
(Core Course Theory)

L	T	P	C
4	0	0	4

**Learning Objectives**

1. To know the legendary poetry in Tamil
2. To learn the modern poetry in Tamil
3. To learn the prose in Tamil language
4. To know the literature in Tamil language
5. To translate other language in to Tamil

**Learning Outcome**

CO1: Learn about the legendary poetry method in Tamil

CO2: Learn about the modern poetry technique in Tamil

CO3: Understand the prose and create according to the modern life style in Tamil language

CO4: Practice the literature in Tamil language

CO5: Helps to translate foreign language into Tamil

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	L	S	-	-	-	S	-	-	S	-	-	-	-	M	M
CO2	-	S	-	-	-	M	-	L	-	-	M	L	-	-	M
CO3	-	-	-	-	L	-	-	S	S	-	-	L	-	-	M
CO4	-	S	-	-	L	-	S	-	S	-	-	M	L	M	M
CO5	-	S	-	-	-	-	-	-	S	-	-	-	L	L	M

**TAMIL - I**

(Core Course Theory)

**4 CREDITS - SYLLABUS**

**முதற் பருவம்**

**தாள் 1 : கெக்கால இலக்கியங்களும்  
உரைநடையும்**

**பாட நோக்கம்:**

தற்கால இலக்கியப் போக்குகளையும் இலக்கணங்களையும் மாணவர் அறியுமாறு செய்தல்.

**அலகு - 1 : மரபுக்கவிதைகள்**

அ) பாரதியார் - 'பாரத தேசம்' - 13 பாடல்கள்  
'பாரத தேசம் என்று பெயர் சொல்லுவார்' எனத் தொடர்ச்கும் பாடல்.

ஆ) பாரதிதாசன் - 'வரிப்புலியே தமிழ்காக்க எழுந்திரு'  
'ஒண்டமிழ்த் தாய்ச் சிலம்படியின்' எனத் தொடர்ச்கும் பாடல்.

இ) கவிமணி - 'ஒத்துழைப்பு' - 12 பாடல்கள் (மலரும் மாலையும்)  
'இம்மை வாழ்வுக்கும்' எனத் தொடர்ச்கும் பாடல்.

ஈ) நாமக்கல் கவிஞர் - 'படிப்பினை' - 5 பாடல்கள்  
'காந்தியைப்போல் அதிகாலை விழிக்க வேண்டும்'

உ) பட்டுக்கோட்டை கல்யாணசுந்தரனார் - 'சுதந்திரத்தாயின் மகிழ்ச்சி' - 6 பாடல்கள்,  
'சுதந்திரத்தைப் பெற்றுவிட்டாள் இந்தியத்தாய்'  
எனத் தொடர்ச்கும் பாடல்.

எ) கண்ணதாசன் - இயேசு காவியம் 'மலைப் பொழிவு'.

**அலகு - 2 புதுக்கவிதைகள்**

அ) மீரா - 'ஹசிகள்', 'நான் அவன் நண்பன்'

ஆ) மு.மேத்தா - 'முகத்துக்கு முகம்'  
'உலகம் உயர்க'

இ) சிற்பி பாலசுப்பிரமணியம் - 'புன்னகை பூக்கும் பூணைகள்'  
'மனிதும்'

ஈ) வாலி - 'அவதாரபுருஷன் - 'தாடகை'

உ) அப்துல் ரகுமான் - 'சட்டவீரல் - 'பாருக்குள்ளே நல்ல நாடு'

ஊ) வைரமுத்து - திருத்தி எழுதிய தீர்ப்புகள்  
'உறக்கம் கலைவதைப்போ?  
மயக்கம் தெளிவதைப்போ?'

**அலகு - 3 : உரைநடை - "புதிர் எதிர்காலம்"**

உரைநடைத் தொகுப்பு - அறிவுப் பதிப்பகம் (பி) லிட.,  
16 (142) ஜானி ஜான்கான் சாலை,  
இராயப்பேட்டை, சென்னை -600 014.

**அலகு - 4 : இலக்கிய வரலாறு**

- அ) புதுக்கவிதையின் தோற்றமும் வளர்ச்சியும்.
- ஆ) தமிழ் உரைநடையின் தோற்றமும் வளர்ச்சியும்.
- இ) தமிழ்ச் சிறுக்கதையின் தோற்றமும் வளர்ச்சியும்.
- ஈ) தமிழ்ப் புதீனங்களின் தோற்றமும் வளர்ச்சியும்.
- உ) தமிழ் நாடகத்தின் தோற்றமும் வளர்ச்சியும்.
- ஊ) தமிழில் தகவல் தொடர்பு வளர்ச்சி.
- எ) நாட்டுப்புறவியல் ஓர் அறிமுகம்.

**பாடநூல்:**

1. தமிழ் இலக்கிய வரலாறு - முனைவர் மு. வரதராசன் சாகித்திய அகாதெமி டெஸ்வி.
2. தமிழ் இலக்கிய வரலாறு - சிற்பி பாலசுப்பிரமணியம், முனைவர் சொ. சேதுபதி கவிதா, பப்ளிகேஷன் சென்னை.

**பார்வை நூல்கள்:**

1. தமிழ் இலக்கிய வரலாறு - தெ.பொ.மீ
2. தமிழ் இலக்கிய வரலாறு - மது.ச.விமலானந்தம் அபிராமி பதிப்பகம்

78, கொடிமரத் தெரு, இராய்புரம்,  
சென்னை - 600 013.

3. புதிய ஸ்ரோக்கில் - நீலபத்மநாபன்  
தமிழ் இலக்கிய வரலாறு சிற்பி

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அலகு - 5 : மொழித்திறன்

அ) எழுத்துப்பிழை நீக்கம்  
ஆ) அறிவியல் கலைச் சொல்லாக்கம்  
இ) வல்லினம் மிகும் இடங்கள்  
ஈ) வல்லினம் மிகா இடங்கள்  
உ) இலக்கணக் குறிப்பு  
ஹ) பிறமொழிச் சொற்களுக்கான தமிழாக்கம்.

பார்தவ நூல்கள்:

1. அ.கி.பரந்தாமனார் - 'நல்லதமிழ் எழுத வேண்டுமா?'  
பாரி நிலையம், 184-இ, பிரகாசம் சாலை,  
சென்னை - 108.

2. பூவண்ணன் - 'மொழித்திறன்'  
வர்த்தமானன் பதிப்பகம்  
141-இ, உஸ்மான் சாலை,  
தி.நகர், சென்னை-17.

3. புலவர்.அ.சா.குருசாமி - 'தமிழில் பிழைகள் தவிர்ப்போம்'  
நர்மதா பதிப்பகம்,  
10 நாணாதெரு, தி.நகர்,  
சென்னை -17.

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**HINDI - I**  
(Core Course Theory)

L	T	P	C
4	0	0	4

**Learning Objectives**

1. To learn Hindi Stories
2. To learn the prose writing method.
3. To learn non- detailed text
4. To learn English to Hindi
5. To learn Samanya Hindi

**Learning Outcome**

CO1: Helps to understand northern culture through Hindi Stories  
 CO2: Helps to create innovative prose according to the modern trend.  
 CO3: Know about Hindi visual aids material.  
 CO4: Effective communicates with help of English to Hindi.  
 CO5: Understand modernistic Hindi.

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	M	S	-	-	-	-	M	-	-	-	L	S	-	L	-
CO2	M	S	-	-	-	S	M	-	S	-	-	-	-	-	S
CO3	M	S	M	-	-	-	-	-	S	-	M	-	L	-	-
CO4	M	S	-	-	-	L	-	-	S	-	-	-	-	-	-
CO5	L	S	L	-	-	L	-	-	S	-	M	-	-	-	-

**HINDI - I**

(Core Course Theory)

**4 CREDITS - SYLLABUS**

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**Unit I**

Swar, Vyanjan, Barakhadi, Samyukthakshar, Ginthi(1-100)

**Unit II**

Prose – Album, Kadhama ka Phool, Bharat EkHai

**Unit III**

Non-Detailed Text: Story 1 to 3 from Kahani Kunj (Pariksha, Mamatha, Apna Paraya)

**Unit IV**

Anuvad Abhyas, 1 to 10 – English to Hindi

**Unit V**

Samanya Hindi-Phal, Tarkariyan, Rang, Jaanvar, Pakshiyan, Sareerke Ang, Haft keDin.

**REFERENCES BOOKS:**

1. Amithab VP (Ed) Kahani Kunj, Govind Prakashan, Sadhar Bazaar, Mathura, UP 281001
2. Hiranmai (Ed) Hindi Gadhya Prabhakar, Siksha Bharathi, Kasmiri Gate, New Delhi 110006
3. Ramdev, Vyakaran Pradeep, Hindi Bhavan, 36, Tagore Town, Allahabad 211002

**TAMIL - II**  
(Core Course Theory)

L	T	P	C
4	0	0	4

**Learning Objectives**

1. To know the epic literature in Tamil
2. To learn the modern poetry in Tamil
3. To learn the prose in Tamil language
4. To know the ancient literature in Tamil language
5. To learn about the historical note of Tamil

**Learning Outcome**

CO1: Learn about the legendary poetry in Tamil  
 CO2: Helps to write new poetry in Tamil according to the modern culture.  
 CO3: Understand the prose writing method in Tamil language  
 CO4: Helps to implement ancient literature in modern period.  
 CO5: Understand the historical note of Tamil language

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	M	S	-	-	-	-	M	-	-	-	L	S	-	L	-
CO2	M	S	-	-	-	S	M	-	S	-	-	-	-	-	S
CO3	M	S	M	-	-	-	-	-	S	-	M	-	L	-	-
CO4	M	S	-	-	-	L	-	-	S	-	-	-	-	-	-
CO5	L	S	L	-	-	L	-	-	S	-	M	-	-	-	-

**TAMIL - II**

(Core Course Theory)

**4 CREDITS - SYLLABUS**

**இரண்டாம் பருவம்**

**தாள் 2: கிடைக்கால இலக்கியங்களும்  
சிறுகதையும்**

**பாட நோக்கம்:**

சமய இலக்கியங்களையும் சிற்றிலக்கியங்களையும் மாணவர்களுக்கு அறிமுகப்படுத்துதல், மொழித்தீர்ணையும் சிறுகதை போன்ற இலக்கிய வடிவங்களையும் மாணவர் உணருமாறு செய்தல்.

**அலகு - 1 : சமய இலக்கியங்கள்**

அ) தீருவாசகம்	- தீருச்சதகம் - அறிவுறுத்தல் 1-7, 9, 10 பாடல்கள் (8 தவிர) 'நாடகத்தே உன் அடியார்போல் நடித்து'
ஆ) ஆண்டாள்	- 'தீருப்பாவை' 1 - 10 பாடல்கள்
இ) சித்தர் பாடல்கள்	- குதம்பைச் சித்தர் 21 - 30 பாடல்கள்
ஈ) தீருவருட்பா	- திராமலிங்க அடிகள் ஆறாம் தீருமுறை தனித்திரு அலங்கல் 10 பாடல்கள்
ஊ) குணங்குடி மஸ்தான்	- எக்காலக் கண்ணி
சாகிபு பாடல்கள்	1 - 10 பாடல்கள்
ஊ) இரட்சண்ய யாத்ரிகம்	- எ.ஏ.கிருஷ்ணபிள்ளை இரட்சண்ய சரிது படலம் 376 - 400 (25 பாடல்கள்)

**அலகு - 2 : சிற்றிலக்கியங்கள்**

அ) முத்தொள்ளாயிரம்	- சேரன் - 3, 6, 16 பாடல்கள் சோழன் - 25, 30, 35 பாடல்கள் பாண்டியன் - 58, 61, 90 பாடல்கள்
ஆ) நந்தீக்கலம்பகம்	- 35, 36, 37, 38, 39 பாடல்கள்

இ) மீண்டசியம்மை பிள்ளைத்துமிழ் -	தாலாட்டுப் பருவம்	23
	சப்பாணிப் பருவம்	37
	வருகைப் பருவம்	59
	அம்மானைப் பருவம்	79
	நீராடற் பருவம்	83
ஈ) தமிழ்விடூது	- 19 முதல் 33 வரை கண்ணிகள்	
உ) கலிங்கத்துப்பரணி	- கூழ்அடுதல் 504 - 534	
ஊ) திருக்குற்றாலக்குறவஞ்சி	- பந்தடி பயிலுதல் பந்தாடிய சிறப்பு பந்தாடவின் சிறப்பு - 6 பாடல்கள்	
<b>அலகு - 3 : சிறுகதை</b>		
சிறுகதைத் தொகுப்பு	- ரிஷி பப்ளிகேஷன்ஸ் 9, நூற்று ரோடு, காந்திபுரம், கோவை - 641 012.	

**அலகு - 4 : ஒலக்கிய வரலாறு**

அ) பன்னிரு திருமுறைகள்	
ஆ) நாலாயிர தீவ்யப் பிரபந்தம்	
இ) திருமடங்களின் தமிழ்ப்பணி	
ஈ) இலக்கண நூல்கள்	
உ) உறையாசிரியர்கள்	
ஊ) சிற்றிலக்கியங்கள்	
எ) பதினெண் சித்தர்கள்	

**பாடநூல்:**

1. தமிழ் இலக்கிய வரலாறு - முனைவர் மு. வரதராசன் சாகித்திய அகாதெமி, டெல்லி.
2. தமிழ் இலக்கிய வரலாறு - சிற்பி பாலசுப்பிரமணியம், முனைவர் சௌ. சேதுபதி கவிதா, பப்ளிகேஷன் சென்னை.

**பார்வை நூல்கள்:**

1. தமிழ் இலக்கிய வரலாறு - தெ.பொ.மீ
2. தமிழ் இலக்கிய வரலாறு - முனைவர் மது.ச. விமலானந்தம் அபிராமி பதிப்பகம் 78, கொடிமரத் தெரு, இராய்புரம், சென்னை - 600 013.
3. புதிய நூல்களில் தமிழ் இலக்கிய வரலாறு - நீலபத்மநாபன் சிற்பி

**அலகு - 5 : மொழித்தீர்வு**

- அ) பகுபத உறுப்பிலக்கணம்
- ஆ) ஆகுபெயர்
- இ) தண்வினை, பிறவினை, செய்வினை, செயப்பாட்டுவினை, நேர்க்கூற்று, அயற்கூற்று.
- ஈ) உடம்படுமைய்
- உ) மயங்கொலிச் சொற்கள்
- ஊ) நேர்காணல்
- எ) விண்ணப்பம், அலுவலகக் கடிதம் எழுதுதல்

**பார்வை நூல்கள்:**

1. அ.கி.பரந்தாமனார் - 'நல்லதமிழ் எழுத வேண்டுமா?'
2. புலவர் கோ. இங்கை பெருமான் - 'தமிழில் பிழையின்றி எழுதுவது எப்படி?' வானதி பதிப்பகம் 23-தி, தீணதயாளு தெரு, தி.நகர், சென்னை-17.
3. டாக்டர். பொற்கோ - 'தமிழில் நாமும் தவறில்லாமல் எழுதலாம்' பூம்பொழில் வெளியீடு வெது குறுக்குத்தெரு, அடையாறு, சென்னை -20.
4. வெ. இறையன்பு - I.A.S. வழிகாட்டி

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**HINDI - II**  
(Core Course Theory)

L	T	P	C
4	0	0	4

**Learning Objectives**

1. To learn Hindi Poem Panchavati
2. To learn LaguKatha
3. To learn Novel
4. To learn Hindi to English
5. To learn Applied Grammar

**Learning Outcome**

CO1: Understand Hindi poems  
 CO2: Pronounce the selective novels  
 CO3: Know about non- detailed text  
 CO4: Helps to translate other language to Hindi  
 CO5: Understand the applied grammar

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	M	S	-	-	-	-	M	-	-	-	L	S	-	L	M
CO2	M	S	-	-	-	S	M	-	S	-	-	-	-	-	M
CO3	M	S	M	-	-	-	-	-	S	-	M	-	L	-	M
CO4	M	S	-	-	-	L	-	-	S	-	-	-	-	-	M
CO5	L	S	L	-	-	L	-	-	S	-	M	-	-	-	M

**HINDI - II**

(Core Course Theory)

**4 CREDITS - SYLLABUS**

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**Unit I**

Poetry: Panchavati by MythilisharanGupth

**Unit II**

Lagu Katha: Rishte, Khelne KaDin

**Unit III**

Novel: ApkaBanti by ManuBandari

**Unit IV**

Anuvad Abhyas : 1 to 10 - Hindi to English

**Unit V**

Applied Grammar: Ling Badaliye, VachanBadaliye, Vaachbadaliye, ShudhKijiye, KaalBadaliye, KarakChinhomeseBhariye, Vakyom me PrayogKijiye, VipareetarthLikiye, ParyavachiSabdhLikiye, Muhavara ka aarthaangereji me Likiye etc.,

**REFERENCES BOOKS:**

1. AnuvadhAbhyas - III, DPHPS, Chennai600017
2. Mythilisharan Gupta, Panchavati, New Delhi110002.
3. Premchand, Sevasadan, Vani Prakashan, Dariyaganj, New Delhi110002.

**TAMIL - III**  
(Core Course Theory)

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. To know the legendary poetry in Tamil
2. To learn the modern poetry in Tamil
3. To learn the prose in Tamil language
4. To know the literature in Tamil language
5. To translate other language in to Tamil

**Learning Outcome**

CO1: Learn about the legendary poetry in Tamil  
 CO2: Helps to write new poetry in Tamil according to the modern culture.  
 CO3: Understand the prose writing method in Tamil language  
 CO4: Practice the literature in Tamil language  
 CO5: Translate other language in to Tamil

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	M	S	-	-	-	-	M	-	-	-	L	S	-	L	M
CO2	M	S	-	-	-	S	M	-	S	-	-	-	-	-	M
CO3	M	S	M	-	-	-	-	-	S	-	M	-	L	-	M
CO4	M	S	-	-	-	L	-	-	S	-	-	-	-	-	M
CO5	L	S	L	-	-	L	-	-	S	-	M	-	-	-	L

**TAMIL - III**

(Core Course Theory)

**4 CREDITS - SYLLABUS**

**முன்றாம் பருவம்**

**தாள் 3 : காப்பியங்களும் புதினமும்**

**பாட நோக்கம்:**

காலந்தோறும் எழுந்த காப்பியங்களின் போக்கையும் புதினத்தின் இலக்கிய வடிவத்தையும் யாப்பு, அணி போன்ற இலக்கண வகைகளையும் மொழிபெயர்ப்பது தீர்ணையும் மாணவர்கள் உணருமாறு செய்தல்.

**அலகு - 1 : சம்மை, பெளத்தம்**

அ) சிலப்பதிகாரம்	- அடைக்கலக்காதை (முதல் 90 வரிகள் மட்டும்)
ஆ) மணிமேகலை	- உலக அறவி புக்க காதை
இ) சீவகசிந்தாமணி	- விமலையார் இலம்பகம் (தேர்ந்தெடுக்கப்பட்ட பாடல்கள்)
ஈ) பெருங்கதை	- பதுமாபத்தை வஞ்சித்தது.

**அலகு - 2 : செவம், கவனவம், இசுலாம், கிறித்துவம்**

அ) பெரியபூராணம்	- இளையான்குடி மாற்றாயனார் பூராணம்
ஆ) கம்பராமாயனம்	- மந்தரை சூழ்ச்சிப் படலம்
இ) சீறாப்பூராணம்	- விடம் மீட்ட படலம்
ஈ) தேம்பாவணி	- பைதிரம் நீங்கு படலம்

**அலகு - 3 : புதினம்**

கீதாரி -சு.தமிழ்ச்சௌலவி	- நியூ செஞ்சரி புக ஹவுஸ் (பி) விட., 41-B, சிட்கோ இன்டஸ்டிரியல் எஸ்டெட், அம்பத்தூர், சென்னை - 600 098.
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**அலகு - 4 : இலக்கிய வரலாறு**

அ) ஜம்பெருங்காப்பியங்கள்
ஆ) ஜஞ்சிறு காப்பியங்கள்
இ) கம்பராமாயனம்
ஈ) பெரியபூராணம்

இ) சமணர்களின் தமிழ்த்தொண்டு  
 உங) பெளத்தர்கள் தமிழ்த்தொண்டு  
 எ) கைவ சித்தாந்த சாத்திரங்கள்

## பாடநூல்:

1. தமிழ் இலக்கிய வரலாறு - முனைவர் மு. வரதராசன் சாகித்திய அகாதெமி, டெல்லி.
2. தமிழ் இலக்கிய வரலாறு - சிற்பி பாலசுப்பிரமணியம், முனைவர் சொ. சேதுபதி டீவிர் டெக்னிக்கல் கல்லூர்

## ແພັນດາ ໂພນດັບ

1.	தமிழ் இலக்கிய வரலாறு	-	தெ.பொ.மீ
2.	தமிழ் இலக்கிய வரலாறு	-	முனைவர் மது.ச.விமலானந்தம் அபிராமி பதிப்பகம் 78, கொழுமரத் தெரு, இராய்புரம், சென்னை - 600 013.
3.	தமிழ் இலக்கிய வரலாறு	-	முனைவர் மு. வரதராசன் சாகித்திய அகாதெமி டெல்லி.
4.	புதிய நூக்கில் தமிழ் இலக்கிய வரலாறு	{ -	நீலபதுமநாபன் சிற்பி

அடுத் = 5 : வாய்மிக்கீர்ண்

அ) யாப்பிலக்கணம் (அசை, சீர், தளை, அடி வகைகள் மட்டும்) நான்கு வகைப் பாக்களுக்குரிய அழியின் சிறுமையும் பெருமையும்.

ஆ) அணியிலக்கணம் - (உவமை, உருவகம், சிலேடை, வாழ்த்து, தற்குறிப்பேற்றம்)

இ) மொழிபெயர்ப்பு - (அலுவலகக் கழிதங்கள், அரசாலைகள்)

**பார்த்து நூல்:**

கா. பட்டாபிராமன் - 'மொழிபெயர்ப்பியல்' - உலகத்துமிழாராய்ச்சி நிறுவனம் தரமணி, சென்னை.

**HINDI - III**  
(Core Course Theory)

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. To learn Hindi prose
2. To learn poetries
3. To learn Novel
4. To learn letter writing skills
5. To learn Applied Grammar

**Learning Outcome**

CO1: Understand Hindi prose

CO2: Pronounce the selective poetry

CO3: Know about non- detailed text like novels

CO4: Know the letter writing in Hindi

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	M	S	-	-	-	-	M	-	-	-	L	S	-	L	M
CO2	M	S	-	-	-	S	M	-	S	-	-	-	-	-	M
CO3	M	S	M	-	-	-	-	-	S	-	M	-	L	-	M
CO4	M	S	-	-	-	L	-	-	S	-	-	-	-	-	M
CO5	L	S	L	-	-	L	-	-	S	-	M	-	-	-	L

**HINDI - III**

(Core Course Theory)

**4 CREDITS - SYLLABUS**

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**Unit I**

Prose- Jeevan Ki Teen Pradhan Batein, Bade Bai Sahibby Prem chand

**Unit II**

Shabd Vichar – Sangna, Sarvanam, Kaarak, Visheshan

**Unit III**

Poetry: Kavya Tarang (Pracheen Kavita – 1 to 5 Kabir, Tulasi, Surdas)

**Unit IV**

Poetry: Kavya Tarang (Aadhukin Kavita – 1 to 3 Gupt, Dinkar, Pant, Nirala, Verma)

**Unit V**

Letter Writing – Leave Letter, Applying for Job, Ordering for Books, College Anniversary, Celebration etc.

**REFERENCE BOOKS:**

1. Hiranmai (Ed) Hindi Gadhya Prabhakar, Siksha Bharathi, Kasmiri Gate, New Delhi 110006
2. Niranjan (Ed) Kavya Tarang, Sadhar Bazaar, Mathura, UP

**TAMIL - IV**  
(Core Course Theory)

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. To know the religious literature in Tamil
2. To learn the modern poetry in Tamil
3. To learn the prose in Tamil language
4. To know the ancient literature in Tamil language
5. To learn about the historical note of Tamil

**Learning Outcome**

CO1: Learn about the legendary poetry in Tamil  
 CO2: Helps to write new poetry in Tamil according to the modern culture.  
 CO3: Understand the prose writing method in Tamil language  
 CO4: Helps to implement an ancient literature in modern era.  
 CO5: Understand the historical note of Tamil language

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	M	S	-	-	-	-	M	-	-	-	L	S	-	L	M
CO2	M	S	-	-	-	S	M	-	S	-	-	-	-	-	M
CO3	M	S	M	-	-	-	-	-	S	-	M	-	L	-	M
CO4	M	S	-	-	-	L	-	-	S	-	-	-	-	-	M
CO5	L	S	L	-	-	L	-	-	S	-	M	-	-	-	L

**TAMIL - IV**

(Core Course Theory)

**4 CREDITS - SYLLABUS**

**நான்காம் பருவம்**

**தாள் 4 : பண்டைய இலக்கியங்களும் நாடகமும்**

**பாட நோக்கம்:**

சங்க இலக்கியத்தின் பெற்றியையும் நாடகம் எனும் இலக்கிய வகையின் தன்மையையும் அகத்தினை, புறத்தினை இலக்கணங்களையும் மாணவர்களுக்கு அறிமுகப்படுத்துதல்.

**அலகு - 1 : சங்க இலக்கியம்**

அ)	நெடுநல்வாடை	-	முழுவதும்
ஆ)	குறுந்தொகை	-	8, 16, 25, 163, 186 (5 பாடல்கள்)
இ)	அகநானுரை	-	121, 122, 123 (3 பாடல்கள்)
ஈ)	புறநானுரை	-	47, 50, 73, 82, 85 (5 பாடல்கள்)
உ)	பதிற்றுப்பத்து	-	கரைவாய்ப்பகுதி, நல்நுதல் விறவியர், பேரேழில் வாழ்க்கை.

**அலகு - 2 : பதிவொன்கீழ்க்கணக்கு**

அ)	தீருக்குறள்	-	வான்சிறப்பு, காதல் சிறப்புரைத்தல்
ஆ)	நால்தியார்	-	நடபாராய்தல் (1-10 பாடல்கள்)
இ)	பழமொழி	-	'சான்றோர் செய்கை' முதல் 5 பாடல்கள்
ஈ)	தீரிகடுகம்	-	5 பாடல்கள் (91-95)
உ)	இன்னா நாற்பது	-	முதல் 10 பாடல்கள்

**அலகு - 3 : நாடகம்**

சேர தாண்டவம்	-	சாரா பப்ளிசர்ஸ்
பாரத்தொசன்	-	78, வானப்பட்டரை தெரு, நெப்பக்குளம், தீருச்சி - 620 002 செல்: 9842041112.

#### அவகு - 4 : லைக்கிய வரலாறு

அ) தமிழின் தொன்மையும் சிறப்பும்

ஆ) முச்சாங்க வரலாறு

இ) சங்ககால இலக்கியத்தின் தனித்தன்மைகள் (சிறப்புகள்)

ஈ) எட்டுத்தொகை

உ) பத்துப்பாட்டு

ஊ) பகிளன்னகீழ்க்கணக்கு

பாடநூல்:

3. தமிழ் இலக்கிய வரலாறு - முனைவர் மு. வரதராசன் சாகித்திய அகாதெமி, டெல்லி.

4. தமிழ் இலக்கிய வரலாறு - சிற்பி பாலசுப்பிரமணியம், முனைவர் சொ. சேதுபதி கவிதா, பப்ளிகேஷன் சென்னை.

## பார்வை நூல்கள்:

1.	தமிழ் இலக்கிய வரலாறு	-	தெ.பொ.மீ
2.	தமிழ் இலக்கிய வரலாறு	-	முனைவர் மது.ச.விமலானந்தம் அபிராமி பதிப்பகம் 78, கொழுமரத் தெரு, இராய்புரம், சென்னை - 600 013.
3.	புதிய நூக்கில் தமிழ் இலக்கிய வரலாறு	{ -	நீலபத்மநாபன் சிற்பி

### അലത - 5 : ഇലക്കന്നാമ്

அ) அகத்தினை - குறிஞ்சி, முல்லை, மருதம், நெய்தல், பாலைத் தினைகள் மட்டும்.

ஆ) புறத்தினை - வெட்சி, வஞ்சி, காஞ்சி, நொச்சி, உழினை, தும்பை, வாகை, பாடாண், பொதுவியல் தினை விளக்கங்கள்.

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

**CCT - PART - I**

**Course Code: 75821CL11**

**HINDI - IV**  
(Core Course Theory)

L	T	P	C
4	0	0	4

**Learning Objectives**

1. To learn Hindi drama
2. To learn acting in Hindi
3. To learn essay writing.
4. To learn letter writing dialogues
5. To learn games and sports technical words

**Learning Outcome**

CO1: Understand kukkan natak skill with Hindi.

CO2: Helps Hindi acting skills

CO3: Helps in script writing skills in Hindi

CO4: Know about to write dialogues

CO5: Convert English to Hindi sports related words

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	L	S	-	-	-	S	-	-	S	-	-	-	-	M	M
CO2	-	S	-	-	-	M	-	L	-	-	M	L	-	-	M
CO3	-	-	-	-	L	-	-	S	S	-	-	L	-	-	M
CO4	-	S	-	-	L	-	S	-	S	-	-	M	L	M	M
CO5	-	S	-	-	-	-	-	-	S	-	-	-	L	L	M

**HINDI - IV**

(Core Course Theory)

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**4 CREDITS - SYLLABUS**

**Unit I**

Drama: Ladai by Sexena

**Unit II**

One Act Play: Ekanki Panchamruti by Dinkar – DusHazaar, Maalavprem, Gharbandh

**Unit III**

General Essay: Aadarsh Nibandh - Rashtrabhasha Hindi, Saha Siksha, Dahejpratha, Vignan se Hani aur Laab, Anusasan, Pradushan, Sanganak, Kisi Ek Tyohar ka Varnan

**Unit IV**

Conversation: Dialogue Writing (5)

**Unit V**

Paribhashik Shabdavali: Games, Sports, Parts of the Body, etc., 20 to 30 Words.

**References:**

1. Jagadish Chandra Mathur, Konark, Dariyaganj, New Delhi EkankiPanchamruth – Dinakar - Darsviyaganj, New Delhi.

**ENGLISH - I**  
(Core Course Theory)

L	T	P	C
4	0	0	4

**Learning Objectives**

1. To develop the communication in English
2. To learn general knowledge in English
3. To build English comprehension
4. To learn English for daily activities
5. To develop learning and writing ability

**Learning Outcome**

CO1: Helps in effective communication in English.  
 CO2: Learn new modern use of vocabulary in English.  
 CO3: Learn English comprehension  
 CO4: Able to learn and write in English

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	L	S	-	-	-	S	-	-	S	-	-	-	-	M	M
CO2	-	S	-	-	-	M	-	L	-	-	M	L	-	-	M
CO3	-	-	-	-	L	-	-	S	S	-	-	L	-	-	M
CO4	-	S	-	-	L	-	S	-	S	-	-	M	L	M	M
CO5	-	S	-	-	-	-	-	-	S	-	-	-	L	L	M

**ENGLISH - I**

(Core Course Theory)

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**4 CREDITS - SYLLABUS**

**Unit I: Prose:** The Book of Nature – Jawaharlal Nehru

**Poetry:** The Perfect Life by Ben Jonson

**Unit II: Prose:** A Day's Wait by Ernest Hemingway

**Poetry:** Road not Taken by Robert Frost

**Unit III: Prose:** I was Gandhi's Jailor by Patric Quinn

**Poetry:** Silver by Walter De La Mare

**Unit IV: Prose:** Too Dear by Leo. N. Tolstoy

**Poetry:** Ozymandias by Percy Bysshe Shelley

**Unit V: Sentences: Its types -Grammar (Parts of Speech)**

**References:**

1. Wren and Martin, High School English Grammar and Composition; S. Chand
2. M.L. Tickoo and Subramanian, Current English for Language Skills, Mac Millan Publications

**ENGLISH - II**  
(Core Course Theory)

L	T	P	C
4	0	0	4

**Learning Objectives**

1. To develop knowledge about prose
2. To develop the knowledge about poetry
3. To develop vocabulary
4. To develop use of grammar
5. To develop paragraph and letter writing ability

**Learning Outcome**

CO1: Understanding the English prose  
 CO2: Learn to read the poetry in English  
 CO3: Learn English vocabulary  
 CO4: Learn the basic grammar in English  
 CO5: Able to learning and writing in English

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	L	S	-	-	-	S	-	-	S	-	-	-	-	M	M
CO2	-	S	-	-	-	M	-	L	-	-	M	L	-	-	M
CO3	-	-	-	-	L	-	-	S	S	-	-	L	-	-	M
CO4	-	S	-	-	L	-	S	-	S	-	-	M	L	M	M
CO5	-	S	-	-	-	-	-	-	S	-	-	-	L	L	M

**ENGLISH - II**

(Core Course Theory)

**4 CREDITS - SYLLABUS**

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**Unit I: Prose:** My Struggle for an Education by Brooker T Washington

**Poetry:** The Well of St. Keyne by Robert Southey

**Unit II: Prose:** Maori Villages by M. Brown

**Poetry:** Upagupta by Rabindranath Tagore

**Unit III: Prose:** Sweets for Angels by R.K Narayan

**Poetry:** James Honeyman by W. H. Auden

**Unit IV: Prose:** My Lost Dollar by S Leacock

**Poetry:** If by Rudyard Kipling

**Unit V: Grammar - Tenses - Active and Passive Voice**

**References:**

1. Wren and Martin, High School English Grammar and Composition; S. Chand
2. M.L. Tickoo and Subramanian, Current English for Language Skills, Mac Millan Publications

**Bachelor of Physical Education and Sports (BPES – 3 Years)**

**CCT – PART - II**

**Course Code: 75821CL09**

**ENGLISH - III**  
(Core Course Theory)

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. To develop knowledge about prose
2. To develop the knowledge about poetry
3. To develop vocabulary
4. To develop use of grammar
5. To develop paragraph and letter writing ability

**Learning Outcome**

CO1: Understanding the English prose  
 CO2: Learn to read the poetry in English  
 CO3: Learn English vocabulary  
 CO4: Learn the basic grammar in English  
 CO5: Able to learning and writing in English

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	L	S	-	-	-	S	-	-	S	-	-	-	-	M	M
CO2	-	S	-	-	-	M	-	L	-	-	M	L	-	-	M
CO3	-	-	-	-	L	-	-	S	S	-	-	L	-	-	M
CO4	-	S	-	-	L	-	S	-	S	-	-	M	L	M	M
CO5	-	S	-	-	-	-	-	-	S	-	-	-	L	L	M

**Bachelor of Physical Education and Sports (BPES – 3 Years)**

**CCT – PART - II**

**Course Code: 75821CL09**

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**ENGLISH - III**  
(Core Course Theory)  
**4 CREDITS - SYLLABUS**

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**Unit I: Prose:** A Glory Has Departed by Jawaharlal Nehru

**Poetry:** Good-Bye Party for Miss. Pushpa. T.S. by Nissim Ezekiel

**Unit II: Prose:** How I Became a Public Speaker by George Bernard Shaw

**Poetry:** The Tiger by William Blake

**Unit III: Prose:** My Greatest Olympic Prize by Jesse Owens

**Poetry:** Ulysses by Alfred Tennyson

**Unit IV: Prose:** The University Days by James Thurber

**Poetry:** A Bird Came Down the Walk by Emily Dickinson

**Unit V:** Paragraph writing – Letter Writing (Formal and Informal)

**References:**

1. Dr. P.C. James Daniel, Petals of Prose and Poetry, Harrows Publications
2. Prose and poetry compiled by the department

**ENGLISH - IV**  
(Core Course Theory)

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. To develop knowledge about prose
2. To develop the knowledge about poetry
3. To the drama of Shakespeare
4. To develop the report writing
5. To develop communication skills

**Learning Outcome**

CO1: Understanding the English prose  
 CO2: Learn to read the poetry in English  
 CO3: Learn the English drama of Shakespeare  
 CO4: Learn the report writing  
 CO5: Able to communicate in English

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	L	S	-	-	-	S	-	-	S	-	-	-	-	M	M
CO2	-	S	-	-	-	M	-	L	-	-	M	L	-	-	M
CO3	-	-	-	-	L	-	-	S	S	-	-	L	-	-	M
CO4	-	S	-	-	L	-	S	-	S	-	-	M	L	M	M
CO5	-	S	-	-	-	-	-	-	S	-	-	-	L	L	M

**ENGLISH - IV**

(Core Course Theory)

**4 CREDITS - SYLLABUS**

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**Unit I: Prose:** Early Influences by Dr. A.P.J. Abdul Kalam

**Poem:** My Grandmother's House by Kamala Das

**Unit II: Prose:** Of Travel by Francis Bacon

**Poetry:** Let me not to the Marriage of true minds by William Shakespeare

**Unit III: Prose:** On Saying Please by A. G. Gardiner

**Poetry:** Stopping by Woods on a Snowy Evening by Robert Frost

**Unit IV: Prose:** Dangers of Drug Abuse by Hardin B. Jones

**Poetry:** O Captain! My Captain by Walt Whitman

**Unit V:** Application writing - Expansion of Proverbs

**Reference:**

1. Dr. P.C. James Daniel, Petals of Prose and Poetry, Harrows Publications
2. Prose and poetry compiled by the department

**FOUNDATIONS AND HISTORY OF PHYSICAL EDUCATION**  
(Core Course Theory)

L	T	P	C
4	0	0	4

**Learning Objectives**

1. To know the origin and development of Physical Education
2. Understand the basic concepts of physical education.
3. Know the historical development of physical education in India.
4. Understand the foundation of physical education.
5. Know the principles of physical education.

**Learning Outcome**

CO1: Understand the concept of physical education.

CO2: Understand the historical development of physical education in India and abroad.

CO3: Formulate the Principles, Philosophy and concept about physical education.

CO4: To attain the knowledge about various organizations in India and their functions.

CO5: Apply the knowledge of Olympics in organizing various sports activities.

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	M	-	L	L	-	M	-	S	L	S	L	S	-
CO2	S	S	M	-	M	M	-	S	-	S	-	M	-	S	M
CO3	S	S	L	-	M	-	-	M	L	S	-	L	-	L	-
CO4	S	S	M	-	-	-	-	-	S	M	-	M	M	-	L
CO5	S	S	L	L	-	-	-	M	-	-	-	-	-	-	M

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

**CCT - PART - III**

**Course Code: 75821CC01**

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**FOUNDATIONS AND HISTORY OF PHYSICAL EDUCATION**

**(Core Course Theory)**

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**4 CREDITS - SYLLABUS**

**Unit - I**

**12 Hours**

Meaning and definition of education and physical education - Physical training and physical Culture - Aims and objectives of physical education -development of physical, mental, social, emotional aspects and neuromuscular co-ordination.

**Unit - II**

**12 Hours**

Biological foundations of physical education - Muscle tone, Athletic Heart, Vital capacity, Reciprocal Innervations and Unsynchronized development - Chronological, Anatomical, Physiological and Mental ages - Body types -Sheldon and Kretchmer classification - Differences between male and female during adolescence.

**Unit - III**

**12 Hours**

**History of Physical Education and Sports:** History of Physical Education in Sparta and Athens - Olympic Games - Ancient and Modern-Origin - Organization and conduct of the game - Olympic Flag, Torch, Oath, Emblem, Motto and turnvern movement - The Marathon Race.

**Unit - IV**

**12 Hours**

Y.M.C.A and its contributions - Recent developments in India-SNIPES, NSNIS, SAI, All India council of sports. National Physical Efficiency Drive - National and International competitions Asian Games, SAF, SGF, RDS, and BDS.

**Unit - V**

**12 Hours**

Awards and Scholarships - Arjuna Award, Dhronochariya Award, Maulana Abul Kalam Azad Award, Rajiv Gandhi Khel Retna Award and Dayand Chand Award.

**Total Hours: 60 Hours**

**TEXT BOOK:**

1. M.L. Kamalesh, History and principles of Physical education, Sports Publication, 2011

**REFERENCE BOOKS:**

1. Bucher, Charles A. and Wuest, Deborch A., Foundations of Physical education and sport New Delhi: B1 publication Private limited, 1998, 11<sup>th</sup> edn.
2. Jackson Sharma, Modern principles of physical education A. Barnes & co, New York, 1998.

**ANATOMY AND PHYSIOLOGY**  
**(Core Course Theory)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. Understand basic knowledge of Anatomy and Physiology.
2. Implement the knowledge in the field of physical Education.
3. Demonstrate practical knowledge of basic scientific facts and principles underlying normal body structure and function

**Learning Outcomes**

CO1: To understand the structures of cells and tissues.  
 CO2: To acquire knowledge about the structures of bones in our body.  
 CO3: To know effects of various types of exercises on various systems.  
 CO4: To know measure the bodily function such as hormones and their role.  
 CO5: Identify and describe the different organs of the human body and its regulation.

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	M	-	S	M	-	-	-	L	-	-	-
CO2	S	S	-	-	S	-	L	M	-	-	M	S	L	-	L
CO3	S	S	-	-	S	L	S	L	-	-	M	L	-	-	-
CO4	S	S	-	-	M	-	-	L	-	-	-	-	-	-	-
CO5	S	S	-	-	-	-	-	-	-	-	L	-	-	-	-

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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**CCT - PART - III**

**Course Code: 75821CC02**

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**ANATOMY AND PHYSIOLOGY**

**(Core Course Theory)**

**4 CREDITS - SYLLABUS**

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**Unit - I** **12 Hours**

**Anatomy:** Meaning of Anatomy and Physiology, Cell - Structure and Functions of Various Parts of the Cell, tissues - classification - epithelial, connective, muscular and nervous - Need and important of Anatomy and Physiology for the students of Physical Education

**Unit - II** **12 Hours**

**Musculoskeletal system:** The arrangement of the Skeleton - axial and perpendicular Skelton- Classification of Bones and Joints of the body and example for each type. Types of muscle in the body and their function.

**Unit - III** **12 Hours**

**Physiology:** Cardio - Vascular System - Heart Structure and Functions- circulation of blood - systemic, pulmonary circulation - blood pressure - pulse. Blood- Composition-Function. Respiratory System - Structure and functions of Lungs.

**Unit - IV** **12 Hours**

**Digestive system:** Structure and functions - tongue teeth, salivary glands, stomach, small and large intestines, pancreas. Endocrine glands - pituitary, thyroid, para thyroid, adrenalin and sex glands

**Unit - V** **12 Hours**

**Nervous system:** Brain - parts of the brain structure and functions of spinal cord - reflex arc. Peripheral nervous system and autonomic nervous system

**Total Hours: 60 Hours**

**TEXT BOOK:**

1. Murugesan, Anatomy, Physiology and Health Education, Sports Publication, 2018.

**REFERENCE BOOKS:**

1. Chatterjee, Chadicharen, Human Physiology (vol 1 & vol 2) Medical Allied agency, Calcutta, 2019.
2. Chaurasiya, B.D. Human Anatomy, CBS publishing, Delhi, 1999

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

**CCT - PART - III**

**Course Code: 75821CC03**

**ORGANIZATION, ADMINISTRATION PHYSICAL EDUCATION  
(Core Course Theory)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. To know how to organize and administrate various events in physical education.
2. Understand about the play field facilities.
3. Get the knowledge of importance of good teacher and handling time table.
4. To know about the need and principles public relation.

**Learning Course Outcome**

CO1: Attain knowledge of planning and coordinate various events in physical Education.

CO2: To know maintenance of play field and equipment.

CO3: Acquire knowledge about using various teaching aids.

CO4: Can get innovative ideas after practically conducting various intramural and extramural tournaments.

CO5: To understand relation with the public and parents

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	S	S	-	-	-	-	L	-	-	-	S	M	-
CO2	S	S	S	S	M	-	-	-	M	-	-	-	S	M	-
CO3	S	S	S	L	L	-	-	-	S	-	-	-	M	M	-
CO4	S	S	S	M	-	-	-	-	M	-	-	-	S	-	-
CO5	S	S	S	-	-	-	-	-	S	-	-	-	S	M	-

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

**CCT - PART - III**

**Course Code: 75821CC03**

**ORGANIZATION, ADMINISTRATION PHYSICAL EDUCATION**

**(Core Course Theory)**

**4 CREDITS - SYLLABUS**

**Unit - I**

**12 Hours**

Meaning - Nature and scope of organization and administration, principles of organization and administration. Scheme of organization - school, colleges - university - district - state and national level.

**Unit - II**

**12 Hours**

**Facilities:** Play field location, standard, preparation, layout and Maintenance. Gymnasium - construction, factors, care and maintenance and allied facilities. Swimming pool - construction, dimension, filtration and supervision of swimming pool. **Equipment's in Physical Education:** Need and importance, lists of equipments, suggested type of equipments, criteria for selection procedure of purchase, care and maintenance, store- keeping routine care repairs, disposal etc.

**Unit - III**

**12 Hours**

**Staff and Leadership:**

Importance of qualified teacher, qualifications of good teacher, values, staff co-operation, student leadership, values of student of leadership. Selection and training of student leaders, role of student leaders, recognition of student leaders. Time - Table: Physical Education classes, factors affecting time-table, required periods, instruction period, practice period, games period, participation periods.

**Unit -IV**

**12 Hours**

**Programme of Activities:**

- a. Intramurals - Importance of organizing Intramurals, Units of competition, activities, points systems role, awards and incentives for participation.
- b. Extra murals: Educational emphasis, Civil practices, extent of participation, Selection conditioning of teams, Training team and management, sports tours.

**Unit - V**

**12 Hours**

**Office Managements:**

Setting up and management of office correspondence records and reports filing, relationship with superior officer and assistants, parents, pupils. Financial Budget: Physical Education Budget - budget making income and expenditure, accounting petty cash, fund imp rest.

**Total Hours: 60 Hours**

**TEXT BOOK:**

1. P.M. Joseph, Organization of Physical Education O.S: A.T.I.P.E. Kaudivali (Bombay), 1956.
2. Voltmer and Essliger – Organization and Administration, Times of India Press, Bombay 1964.

**REFERENCE BOOKS:**

1. Bennett, Bruce L. Mapwell L. Howell and Vriel Simri Comparative Physical Education and Sports Lea and Fabiger Pub, Philadelphia, 1983
2. Bucher, Administration of School Health and Physical Education Programmes, C.V. Mosby Co., St. Louis. 1967.
3. Forsyth and Duncan, Administration of Physical Education, Prentice Hall, New York 1951.
4. Hughes and French – Administration of Physical Education. Ronald Press Co., New York, 1954.
5. J.P. Thomas, Organization of Physical Education. Gnanodaya Press, Madras, 1998.

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

**CCT - PART - III**

**Course Code: 75821CC04**

**SPORTS TRAINING  
(Core Course Theory)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. Understand the fundamental concepts of sports training.
2. Fix and adopt the training load
3. Prepare the sports person for the competition

**Learning Outcomes**

CO1: Understand training as performance based science  
 CO2: Explain different means and methods of various training  
 CO3: Prepare training schedule for various sports and games  
 CO4: Appraise types of periodization for performance development  
 CO5: Create various training facilities and plans for novice to advance performers

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	L	S	S	S	M	L	M	S	S	-	L	M
CO2	S	S	L	L	S	S	S	M	L	M	S	S	M	L	M
CO3	S	S	-	L	S	S	S	M	L	M	S	S	-	L	M
CO4	S	S	-	L	S	S	S	M	L	M	S	S	-	L	M
CO5	S	S	-	L	S	M	S	M	L	M	S	S	-	L	M

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

**CCT - PART - III**

**Course Code: 75821CC04**

**SPORTS TRAINING  
(Core Course Theory)**

**4 CREDITS - SYLLABUS**

**UNIT I**

**12 Hours**

Sports Training: Meaning, Definition, Characteristics and Principles - Training Load: External and Internal Load - Principles of Training Load - Overload: Symptoms and Tackling - Periodization : Types, Aims and Content of Various Periods - Preparatory, Competition and Transition - Plan: Short term and Long term

**UNIT II**

**12 Hours**

Warming Up: Definition - Types - Importance of Warming Up - Types of Sports Training and their Purpose: Weight Training (Free Weight and Machine Weights) - Circuit Training - Interval Training - Plyometric Training - Fartlek Training - Swiss Ball Training - Medicine Ball Training - Cross Training.

**UNIT III**

**12 Hours**

Strength - Definition of strength - Types of Strength: Maximum strength, explosive strength, strength endurance, general strength, specific strength, relative strength. Importance of strength- Training method for strength improvement - Loading procedure for strength training.

**UNIT IV**

**12 Hours**

Speed - Definition of speed - Forms of speed, reaction speed, movement speed, acceleration ability, loco-motor ability. Speed endurance - Training methods for increasing speed.

**UNIT V**

**12 Hours**

Endurance: Definition - Types - Importance - Training Methods for improving Endurance - Coordinative Abilities: Definition - Types and Training Methods for Improving Coordinative Abilities - Flexibility : Definition - Types - Methods for Improving Flexibility.

**Total Hours: 60 Hours**

**TEXT BOOK**

1. Hardayal Singh, Sports Training NSNIS, Patiala, 2005.
2. Mahaboobjan & Viswejan, Sports Training, Khel Sahitya Kendra, Delhi, 2010.

**REFERENCES:**

1. Authors Guide, Rules of Games and Sports, YMCA Publishing House, New Delhi, 2002.
2. Gangopaddhayoy, Encyclopaedia of Sports Training, Sport Publication, Delhi, 2008.
3. Jadhav K.G, Principles of Sports Training, Khel Sahitya Kendra, Delhi, 2010.
4. Klafs & D,Arnheim, Modern Principles of Athletic Training, C. V. Mosphy Company, St.Louis, 2000.

**KINESIOLOGY AND BIO-MECHANICS**  
**(Core Course Theory)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. Know the scientific principles of body movements
2. Know the mechanical analysis of sports
3. Know the importance of kinesiology and biomechanics to Physical Education teacher, athletes and coaches.

**Learning Outcomes**

**CO1:** To know the history, development, need and importance of kinesiology.

**CO2:** To develop an understanding of the fundamental connection between structure and basic functions for muscles and joints.

**CO3:** To know the types and functions of biomechanics in physical education.

**CO4:** To explain mechanical movements of motion.

**CO5:** To attain knowledge about the applications of biomechanics in sports and games.

Mapping with Programme Outcomes																
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	
CO1	M	S	-	-	M	-	S	-	-	-	-	-	-	-	-	-
CO2	S	S	-	-	M	-	-	M	-	-	L	-	-	-	-	-
CO3	S	S	-	-	M	-	M	M	-	-	L	-	-	M	L	
CO4	S	S	-	-	S	S	-	L	-	-	L	-	-	M	L	
CO5	S	S	-	-	S	S	-	M	-	-	L	-	-	S		

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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**CCT - PART - III**

**Course Code: 75821CC05**

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**KINESIOLOGY AND BIO-MECHANICS  
(Core Course Theory)**

**4 CREDITS - SYLLABUS**

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**Unit - I**

**12 Hours**

**Introduction:** Meaning and Definition kinesiology. Aim and objective of Kinesiology. Importance of Kinesiology in Physical Education and sports. Role of Kinesiology in Physical Education and sports.

**Unit - II**

**12 Hours**

**Joints:** Classification of joints. Fundamental Movement of joints. Axis and planes. Fundamental anatomical and kinesiological positions: Line of pull - Angle of pull. Human skeleton (front and back) view.

**Unit - III**

**12 Hours**

**Bio-Mechanics:** Meaning, Definition and Need and importance of Bio-Mechanics in the field of Physical Education and Sports. Branches of mechanics - Definition of scientific principles: Distance and Displacement - Speed and Velocity - Acceleration and Its Types.

Forms of motion: Center of gravity - Line of gravity - Balance - Stability

**Unit - IV**

**12 Hours**

Law of Motion and its Types - Newton's Laws of Motion - Equilibrium and its Types - Force - Spin or Magnus Force and its Types - Levers and its types

**Unit - V**

**12 Hours**

**Bio-Mechanical Analysis of Fundamental Movements:** Running - Jumping - Throwing - Pulling or Pushing - Catching

**Total Hours: 60 Hours**

**TEXT BOOK**

1. Rout M, Kinesiology and Bio Mechanics, Sports Publication, New Delhi, 2017.
2. Mahaboobjan A, Kinesiology and Biomechanics, Khel Sahitya Kendra, New Delhi, 2010.

**REFERENCES:**

1. Jogishwar Goswami, Essential Tips Basic Kinesiology, Friends Publications, New Delhi, 2007.
2. Piyush Jain, Kinesiology, Care of Athletic Injuries and Health Education, Khel Sahitya Kendra, New Delhi, 2009.

**RECREATION AND CAMPING IN PHYSICAL EDUCATION  
(Core Course Theory)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. Recreation in the form of group activities.
2. Recreation is that it gives you the opportunities to spend time with yourself.
3. Encourage an attitude of sportsmanship, increase learning and enjoyment of recreational skills in the out of doors.

**Learning Outcomes**

CO1: Focus on the students what the student will be able to do by the end of the programme.

CO2: Students are confident and involved learners.

CO3: Students are connected with and contribute to their world.

CO4: Students have a strange sense of indentify.

CO5: Identify the noun or thing you want students to learn.

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	
CO1	S	S	S	-	L	S	S	-	S	S	-	-	-	L	-	L
CO2	S	S	M	-	M	L	M	L	M	S	-	-	-	S	-	L
CO3	S	S	M	-	-	-	L	-	S	S	-	-	-	S	-	L
CO4	S	S	S	-	-	-	-	-	L	S	-	-	-	S	-	L
CO5	S	S	S	-	-	-	-	-	S	-	S	-	-	S	-	L

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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**CCT - PART - III**

**Course Code: 75821CC06**

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**RECREATION AND CAMPING IN PHYSICAL EDUCATION  
(Core Course Theory)**

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**4 CREDITS - SYLLABUS**

**Unit -I** **12 Hours**

**Introduction to Recreation:** Definition, Scope and Significance of recreation – importance of recreation in physical education. Philosophy and Object, Relationship of Play, work, leisure and recreation, Historical Development of Recreation. Types of Recreation – Passive, active, emotional creative recreation.

**Unit - II** **12 Hours**

**Organization and Administration of Recreation Agencies Offering Recreation:** Agencies offering recreation – Home, Government, Voluntary – Private and Commercial agencies – Rural, Urban and Community and Industrial Recreation – equipment and their maintenance.

**Unit - III** **12 Hours**

**Programme Planning in Recreation:** Type of Recreational Activities – Indoor and Outdoor games, Arts and Crafts. Drama, Music, Hobbies, Aquatics, dance, hiking, evaluation of Programme.

**Unit - IV** **12 Hours**

**Leadership:** Leadership and Techniques of Leadership - Types of Leaders and their qualifications.

**Unit - V** **12 Hours**

**Camping:** Scope and Significance of Camping, types of Camps – Selection and lay – out of campsites. Organization and administration of Camps, Leadership and Supervision, Camp programme and activities, Evaluation of Camp work.

**Total Hours: 60 Hours**

**TEXT BOOK:**

1. Witt, and Goodalae, **Recreation and Leisure**, Venture Publishing, Pennsylvania, 1998

**REFERENCE BOOKS:**

1. Anderson, J.M., **Industrial Recreation**, McGraw – Hill Book Company, Inc, London, 1997
2. Butler G.D., **Introduction of Community Recreation**, McGraw – Hill Book Company, Inc., London, 1998
3. Royappa, D.J. and Govindarajulu, L.K. **Camping and Education**, Jupter Press Private Ltd, Madras, 1998.
4. Rubin, R.,) **Book of Camping**, N.V. Assn Press, 1999.

**EXERCISE PHYSIOLOGY**  
**(Core Course Theory)**

L	T	P	C
4	0	0	4

### Learning Objectives

1. Is fostering physical education and the teaching how to implement it in social, professional, physical and recreational activities.
2. Is to develop a comprehensive outlook of an individual with a strong civic position, moral, qualities, sense of responsibility, an independent initiative, tolerant person who is able to successfully socialize and to use different forms of physical education and sports in daily life to protect his or her our health and promote effective professional activities.

### Learning Outcomes

- CO1: Demonstrate the ability to administer and interpret health appraisals, fitness and clinical exercise testing.
- CO2: Describe and understand issues involved with patient management and medications.
- CO3: Design and monitor exercise prescriptions and fitness programming.
- CO4: Demonstrate knowledge of show ability to carry out the research process in a collaborative environment.
- CO5: Utilize the nutrition care process to deliver state of the art safe and effective nutrition care.

Mapping with Programme Outcomes															
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	M	-	-	-	-	-	S	-	M	-	-
CO2	S	S	-	-	M	-	M	-	-	-	M	-	M	M	M
CO3	S	S	-	-	S	-	S	S	-	-	S	M	M	M	M
CO4	S	S	-	-	M	-	-	S	-	-	L	M	M	L	M
CO5	S	S	-	-	M	-	-	-	-	-	L	M	L	L	M

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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**CCT - PART - III**

**Course Code: 75821CC07**

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**EXERCISE PHYSIOLOGY**

**(Core Course Theory)**

**4 CREDITS - SYLLABUS**

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**UNIT I**

**12 Hours**

**Muscular Contraction And Exercise:** Properties and composition of voluntary muscles. Minute structure of voluntary muscle. Sliding Filament Theory of Muscular Contraction- Conditions affecting muscular contraction.

**UNIT II**

**12 Hours**

**Effect of Exercise on Human Body System:** Effect of exercise on: Muscular system, Circulatory system - Respiratory system.

**UNIT III**

**12 Hours**

**Effect of Exercise on Human Body System:** Effect of exercise on: Nervous system- Digestive system - Endocrine system.

**UNIT IV**

**12 Hours**

**Basic Food Group:** Carbohydrates, Fats and Protein as a source of fuels. Vitamins - Fat-soluble and Water soluble- Minerals. Balanced diet. Importance of water in an athletic diet.

**UNIT V**

**12 Hours**

**Altitude and physiology:**

Exercise performance at altitude - Physiological responses to acute altitude exposure - Chronic altitude exposure and acclimatization - Age related changes and exercise - Ergogenic aids and physical activity.

**Total Hours: 60 Hours**

**TEXT BOOK:**

1. Amrit Kumar, Introduction to Exercise Physiology, Chennai: Poompugar Pathipagam, 2000.

**REFERENCE:**

1. Clarke, D.H., Exercise Physiology. New Jersey: Prentice Hall Inc., 2001.
2. David, L Costill, Physiology of Sports and Exercise. New Jersey: Human Kinetics, 2004.
3. Fox, E.L.,& Mathews, D.K, The Physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing, 1998.
4. Gayton A.C, Functions of the Human Body. London: W.B. Saunders & Co., 1999.
5. Guyton, A.C, Textbook of Medical Physiology. Philadelphia: W.B. Sanders co, 1997.

**ATHLETIC CARE AND REHABILITATION**  
**(Skill Based Elective Course)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. To know about corrective physical education
2. To know about rehabilitation exercises
3. To know about injuries
4. To learn the treatment procedures
5. To learn the various therapy methods

**Learning Outcomes**

CO1: Able to understand the injuries,  
CO2: Learn about the safety applications  
CO3: Learn the first aid procedures  
CO4: Equipping them-selves to control the emergency situations  
CO5: follow the precautionary methods in their home and work place.

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	S	S	M	-	-	S	-	M	-	M	S
CO2	S	S	-	-	S	S	M	-	-	S	-	M	-	M	S
CO3	S	S	-	-	S	S	M	-	-	S	-	L	L	M	S
CO4	S	S	-	-	S	S	M	-	-	S	-	L	-	S	S
CO5	S	S	-	-	S	S	M	-	-	S	-	M	S	S	S

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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**SBEC - PART - III**

**Course Code: 75821SB01**

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**ATHLETIC CARE AND REHABILITATION  
(Skill Based Elective Course)**

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**4 CREDITS - SYLLABUS**

**UNIT I**

**12 Hours**

**Corrective Physical Education:** Definition and Objectives of Corrective Physical Education. Posture and Body Mechanics, Standards of Standing Posture. Value of Good Posture, Drawbacks and Causes of Bad Posture. Posture Test - Examination of the Spine.

**UNIT II**

**12 Hours**

**Posture and Rehabilitation Exercises:** Normal Curve of the Spine and its Utility. Deviations in Posture- Kyphosis, Lordosis, Flat Back, Scoliosis, Round Shoulders, Knock Knee, Bow Leg, Flat Foot. Causes for Deviations and Treatment Including Exercises. Passive, Active, Assisted, Resisted Exercise for Rehabilitation.

**UNIT III**

**12 Hours**

**Massage:** Brief History of Massage, Massage as an Aid for Relaxation, Points to be Considered in giving Massage. Physiological, Chemical, Psychological Effects of Massage, Indication /Contra Indication of Massage. Classification of the Manipulation used Massage and their Specific Uses in the Human Body. Stroking Manipulation, Effleurage, Pressure Manipulation, Percussion Manipulation, Cupping, Poking, Shaking Manipulation, Deep Massage.

**UNIT IV**

**12 Hours**

**Sports Injuries Care, Treatment and Support:** Principles Pertaining to the Prevention of Sports Injuries. Care and Treatment of Exposed and Unexposed Injuries in Sports.

**UNIT V**

**12 Hours**

Principles of apply Cold and Heat, Infrared Rays, Ultrasonic Therapy, Short-wave Diathermy Therapy. Principles and Techniques of Strapping and Bandages.

**Total Hours: 60 Hours**

**TEXT BOOK:**

1. Doherty. J. Meno. Web, Moder D, Track & Field, Englewood Cliffs, Prentice Hall Inc, 2000.
2. Lace, M. V. Massage and Medical Gymnastics, London: J & A Churchill Ltd, 1951.

**REFERENCE:**

1. Mc Ooy and Young Tests and Measurement, New York: Appleton Century, 1954.
2. Naro, C. L. Manual of Massage and Movement, London: Febra and Febra Ltd, 1967.
3. Rathbome, J. L. Corrective Physical education, London: W.B. Saunders & Co, 1965.
4. Stafford and Kelly, Preventive and Corrective Physical Education, New York, 1968.

**Bachelor of Physical Education and Sports (BPES - 3 Years)****SBEC - PART - III****Course Code: 75821SB02****TEST, MEASUREMENT IN PHYSICAL EDUCATION  
(SKIL BASED ELECTIVE COURSE)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. Administer a variety of tests as they apply to physical education, health and fitness.
2. Analyze and evaluate various fitness movements
3. Create interest in research through test and measurement

**Learning Outcomes**

CO1: Understand the basics of Test, Measurement and Evaluation in physical education,

CO2: Know about the different types of test for different sports and games.

CO3: Apply the tests in minor research areas.

CO4: Analyze the performance and movements in the field of sports.

CO5: Evaluate the battery test and others tests prescribed by the government efficiently.

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	L	S	S	M	-	-	-	-	-	-	-
CO2	S	S	-	-	M	S	M	M	-	-	-	-	M	-	-
CO3	S	S	-	M	-	S	M	S	-	-	-	-	S	-	-
CO4	S	S	-	M	-	S	M	M	-	-	-	-	S	-	-
CO5	S	S	-	S	-	S	L	S	-	-	-	-	S	-	-

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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**SBEC - PART - III**

**Course Code: 75821SB02**

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**TEST, MEASUREMENT IN PHYSICAL EDUCATION  
(SKIL BASED ELECTIVE COURSE)**

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**4 CREDITS - SYLLABUS**

**UNIT I** **12 Hours**

**Introduction to Test, Measurement and Evaluation:** Meaning and Definition of test, measurement and Evaluation. Need and importance of test and measurement in physical education.

**UNIT II** **12 Hours**

**Criteria and administration of test:** Criteria of test, scientific authenticity (reliability, objectivity - validity - availability of norms). Administrative feasibility and educational application. Administration of test: advance preparation - Duties during testing - Duties after testing.

**UNIT III** **12 Hours**

**Fitness Test:** Physical fitness test: AAHPERD Health-Related Fitness Battery (revised in 1984) - Roger's physical fitness Index. Cardio vascular test: Harvard step test, 12 minutes run test, Multi-stage fitness test (Beep test). Motor Fitness: Indiana. Motor Fitness Test (For elementary and high school boys, girls, and College Men), JCR test. SDAT World Beaters Battery Test (For VI, VII & VIII Standard School Boys and Girls)

**UNIT IV** **12 Hours**

**Sports Skill Test:** Badminton - Miller wall volley test - French short service test. Basketball - Johnson Basket ball test - Leilich Basketball test. Cricket: Sutcliff Cricket test. Hockey - Friedal field Hockey test.

**UNIT V** **12 Hours**

**Sports Skill Test:** Sports Skill Test: Football - Johnson soccer test - McDonald soccer test. Tennis - Dyer Tennis test. Volleyball - Brady volley ball test - Russell Lange Volleyball test.

**Total Hours: 60 Hours**

**TEXT BOOK**

1. Clarke H. Harison and David H. Clarke, (2004) Application of measurement to Physical education, 2004.

**REFERENCES:**

1. Barrow, and McGee, R., A Practical Approach to Measurement in Physical Education, Philadelphia, Lea and Febiger, 2004.
2. Bovard, J.F., Cozens, F., W. & Hagman, P.E, Test and Measurements in Physical Education, Philadelphia: W.B. Saunders Company, 1999.
3. Campbell, W.R. & Tucker, N.M., An Introduction in Physical Education, London G.Bell and Sons Ltd, 1998
4. Getchell B., Physical Fitness A Way of Life, John Wiley and Sons, New York, 2000, 2nd ed.
5. Cureton, T.K., Physical Fitness Appraisal and Guidance, St.Louis : The Mosby Company, 1998.
6. Hunsicker, P.A. & Montoye, H.J., Applied Test and Measurements in Physical Education, New York: Prentice Hall Inc, 2000.
7. Luc Leger, Testing Physical Fitness, Eurofit Experimental Battery Provisional Handbook, UK, Strasbourg, 2001.
8. Meyers, C.R. & Belsh, E.T., Measurement in Physical Education, New York: The Ronald press Company, 2000.

**YOGA EDUCATION**  
**(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

L	T	P	C
4	0	0	4

### Learning Objectives

1. To understand and apply the underlying concepts of Yoga
2. To promote knowledge and awareness of skeletal alignment and body mechanics, emphasizing a safe and intelligent use of the body
3. To cultivate breath control, relaxation techniques and kinesthetic awareness

### Learning Outcomes

CO1: Understand the basic Concepts of Yoga

CO2: Apply the principles of Yoga to live healthy and active life style.

CO3: Promote the awareness of health through yoga

CO4: Analyze the techniques and of body posture to bring out healthy change.

CO5: Able to execute loosening exercise, Asanas, Pranayama and Shatkriyas.

#### Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	M	M	-	-	-	-	S	-	M	-	S
CO2	S	S	-	-	M	M	-	-	-	-	S	-	M	-	S
CO3	S	S	S	-	S	L	-	-	-	-	S	-	S	M	S
CO4	S	S	-	-	S	M	-	-	-	-	S	-	S	-	S
CO5	S	S	-	-	S	M	-	-	-	-	S	-	S	M	S

### Bachelor of Physical Education and Sports (BPES - 3 Years)

**YOGA EDUCATION  
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

**4 CREDITS - SYLLABUS**

**UNIT I**

**12 Hours**

Yoga: Meaning and Definition. Origin and History - Yoga Sutra - Hatha yoga texts. Systems of Yoga: Karma yoga - Jnana yoga - Bhakthi yoga - Raja yoga. Eight limbs of yoga: Yama - Niyama - Asana - Pranayama - Pratyahara - Dharana - Dhyana - Samadhi. International Yoga Day - Yogic Diet.

**UNIT II**

**12 Hours**

Effect of yoga on various systems of the body: Muscular system - Circulatory system - Endocrine system - Respiratory system - Nervous system - Digestive system - Yoga for Physical Fitness, Yoga for Health and Wellness. Yoga for Diseases.

**UNIT III**

**12 Hours**

Loosening the joints - Suryanamaskar (Bihar school of yoga). Meaning of Asana - Classification - Guidelines for practicing asanas, Do's and Don'ts - differences between asanas and physical exercises - Techniques and benefits. Standing Asana: Vrikshasana -Trikonasana - Padhahastasana. Seated Asanas: Siddhasana- PadmasanaPaschimottanasana. Inverted asanas: Sarvangasana - Halasana. Prone position: Mayurasana- Shirshasana. Back bend asanas: Bhujangasana, Salabhasana, Dhanurasana,Ustrasana. Supine position:Navasana, Suptavajrasana, TwistingVakrasana, Ardhamatsyendrasana, Kukkutasana.

**UNIT IV**

**12 Hours**

Pranayama: Definition, Types and Benefits: NadiShodhana, Surya Bhedana, Chandra bhedana, Kapalabhati, Bhastrika, Sheetkari, Sheetali, Bhramari - Ujjayi. Nadi: Ida, Pingala, Sushumna.

**UNIT V**

**12 Hours**

Techniques and Benefits of Shat kriyas: Neti (Jala, Sutra) Dhauti (Vamana, vastra)Basti,Nauli,Trataka,Kapalabhati,YogaNidra.Meditation:Meaning and benefits. Bandhas and Mudras: Meaning and benefits.

**Total Hours: 60 Hours**

**TEXT BOOK:**

1. Gore, Makarand Madhukar, Anatomy and Physiology of Yogic Practices, New Age Books Publisher, 2007.
2. Tarak Nath Pramanik, Yoga Education , Sports Publication, New Delhi, 2018.

**REFERENCES:**

1. Authors Guide, International Day of Yoga, Common Yoga Protocol, Ministry of AYUSH, Government of India, Delhi, 2015.
2. Daniel Lacerda, 2100 Asanas: The Complete Yoga Poses, Black Dog & Leventhal Publishers, 2016.
3. Iyengar, B. K. S, Light on Yoga, Harper Collins Publishers, New Delhi, 2000.
4. Moorthy .A.M & Alagesan. S, Yoga Therapy, Teachers Publication House, Coimbatore, 2004.
5. Satya Prakash Singh, Yoga and Depth Psychology, Aravali Books International Publisher, 2002.
6. Sivananda, the New Book of Yoga, Ebury Publishing, 2000.
7. Swami Kuvalyananda , Scientific Survey Yogic Poses Extract from the book Asana, Kaivalyadhama Publisher, 2006.
8. Swami Satyanand Saraswati, Yoga Nidra, Yoga Publications Trust, 2001.
9. Swami Satyananda Saraswati, Asana Pranayama Mudra Bandha, Bihar School of Yoga, Publisher 2013.

**Bachelor of Physical Education and Sports (BPES - 3 Years)****DSEC - PART - III****Course Code: 75821DE02****METHODS IN PHYSICAL EDUCATION  
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. Can learn planning and presentation of various teaching aids
2. To learn various methods of teaching physical activities such as, command-oral, demonstration, imitation and dramatization.
3. Know the various types of drawing fixtures

**Learning Outcomes**

CO1: Classify the types of presentation, techniques and technical preparations required for physical education lessons

CO2: Construct the lesson plans for various physical education activities.

CO3: Individually can draw fixtures to know the individual sports and group competitions.

CO4: Describe and use various teaching methods according to suitability.

CO5: Can improve their supervision.

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	-	-	-	-	-	-	S	-	-	-	-
CO2	S	S	S	-	-	-	M	-	-	-	S	-	S	-	S
CO3	S	S	S	-	-	-	M	-	-	-	S	-	S	-	S
CO4	S	S	S	-	-	-	L	-	-	-	S	-	M	-	S
CO5	S	S	S	-	-	-	L	-	-	-	S	-	M	-	S

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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**DSEC - PART - III**

**Course Code: 75821DE02**

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**METHODS IN PHYSICAL EDUCATION  
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

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**4 CREDITS - SYLLABUS**

**Unit - I**

**12 Hours**

**Method**

Meaning - Factors influencing method, Presentation techniques: Planning - Presentation - Steps in the way of presentation. Teaching aids - Class management - General - Specific - Principles to be adopted for good class management.

**Unit - II**

**12 Hours**

**Lesson Plan**

Values - Types: General and Particular lesson plan. Command: Response Command - Rhythmic Command. Methods of Teaching Physical Activities: Command, Oral, Demonstration, Imitation, Dramatization, At-will, Set-drill, Part, Whole, Whole-Part-Whole methods.

**Unit - III**

**12 Hours**

**Tournaments**

Meaning - Types. Method of drawing fixtures for knock out/elimination - league/Round Robin. Combination Tournament: Knock out - cum - knock out, knock out - cum - league, league - cum - league, league - cum - knock out. Challenge Tournament. Intramural - Extramural.

**Unit - IV**

**12 Hours**

**Methods of Teaching**

Methods of teaching with special reference to different kinds of physical activities: Calisthenics - Gymnastics- Minor games- Major games- Rhythmic activities. Organisation and conduct of competition in sports and games: Individual sports- Group competition.

**Unit - V**

**12 Hours**

**Supervision**

Supervision - Meaning and Need for supervision - Guiding principles of supervision: Qualities and qualification of a supervisor - supervisors relationship with the administrator and the physical education teacher. Techniques of Supervision: Visitation - Periodical - Surprise - Request- Social, Visitation.

**Total Hours: 60 Hours**

**TEXT BOOK:**

1. Cosmin. H.Rosalind, C.& Jackson, C. Methods in Physical Education, London: W.B. Saunders Co, 1960.
2. Dheer, S., & Radhika Kamal, Organization and Administration of Physical Education, New Delhi :Friends Publication, 1991.
- 3.

**REFERENCE BOOKS:**

1. Greyson Daughtrey, Methods in Physical Education and Health for Secondary Schools. London: W. B. Saunders Company, 1969.
2. Michael W. Metzler, Instructional Models for Physical Education. London: Allyn and Bacon, 2000.
3. Sachdeva, M.S, Modern Approach to School Organization and Administration, Ludhiana: Parkash Brothers Educational Publisher, 1983.
4. Sharad Chandra Mishra, Methods of Physical Education. New Delhi: Sports Publication, 2009.
5. Thirunarayanan, C. & Hariharan S, Methods in Physical Education Karaikudi: South India press, 1969.
6. Voltmer & Edward, The Organization and Administration of Physical Education, New Jersey.: Prentice Hall, Inc, 1979.

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

**DSEC - PART - III**

**Course Code: 75221DE03**

**THEORIES OF SPORTS & GAMES - I**  
**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSEC)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. Know the history and development of the game and sports.
2. Prepare the ground with all markings.
3. Know about the standard equipment and their specifications.
4. Understand ethics of sports and sportsmanship.
5. Interpret rules and regulations of the sports and games.

**Learning Outcomes**

CO1: Able to mark track and field and officiate

CO2: Able to understand the rules of the game and sports

CO3: Able to give seeding and heats in track and field combined events

CO4: Design and practice the new methods of technique of officiating

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	M	L	S	M	-	M	-	-	-	S	-	M	-	L
CO2	S	S	-	-	-	-	-	-	-	M	-	-	L	-	L
CO3	S	S	S	-	-	-	-	-	-	L	-	-	M	-	L
CO4	S	S	S	-	L	-	M	-	-	-	-	-	M	-	L

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

**DSEC - PART - III**

**Course Code: 75221DE03**

**THEORIES OF SPORTS & GAMES - I  
DISCIPLINE SPECIFIC ELECTIVE COURSE (DSEC)**

**4 CREDITS - SYLLABUS**

**Unit - I**

**12 Hours**

History of Athletics in India, Marking and Measurements of Standard and Non-Standard Track - Computation of CDR, RDR.

**Unit - II**

**12 Hours**

Computation of Stagger distance and diagonal excess - Marking and rules and interpretations and Officiating Signals of Track events (100, 200, 400, 800, 1500, 5000, 10000 4X100 Relay and 4X400 Relay).

**Unit - III**

**12 Hours**

History and Development, Marking and Measurements, Rules and their interpretations, Mechanism of officiating - Officiating Signals, system of play in Basketball, Badminton& Ball badminton.

**Unit - IV**

**12 Hours**

History and Development, Marking and Measurements, Rules and their interpretations, Mechanism of officiating - Officiating Signals, system of play in Cricket & Hockey.

**Unit - V**

**12 Hours**

History and Development, Marking and Measurements, Rules and their interpretations, Mechanism of officiating - Officiating Signals, system of play in Throw ball, Tennis & Table tennis.

**Total Hours: 60 Hours**

**TEXT BOOK:**

1. Authors Guide (2014) IAAF Competition Rules 2014-2015, Monaco Cedex: IAAF Publishing.
2. Bunn, J. W (1951) The Art of Officiating Sports, Englewood Cliff.: Prentice
3. Josse, P, Moprtensen., & John, M, Copper. (1998). Track and Field for Coach and Athlete. St.Louis: C.V.Mosphy Company.

**REFERENCE BOOKS:**

1. Anand, R.L (1987) Play Field Manual, Patiala: NIS Publication.
2. Authors Guide (2002) Rulesof Gamesand Sports, New Delhi: YMCA Publishing House. Authors Guide (2000) FIBA Official Basket Rules: Munich.
3. Chelliah, S.N (1990), Vilayattu Vithi Muraihal, Chennai: Raj Mohan Pathipagam.
4. Gangopaddhayoy, S. R. (2008). Encyclopaedia of Sports Training. New Delhi: Sport Publication.
5. George Immanuel. (1997). Track and Field Event layout and Marking. Chennai: Krishnamurthy and Co.
6. Hardayal Singh. (2005). Sports Training General Theory and Methods. Patiala: NSNIS.
7. Krishna Murthy, J. (2007). Training of Physical Education Students. New Delhi: Verma Publication.
8. Ronald, P.Peffifer., & Brent C. Mangur. (1998). Conceptof AthleticTraining. London: Jones and Bartlett publications.

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

**DSEC - PART - III**

**Course Code: 75221DE04**

**THEORIES OF SPORTS & GAMES - II**  
**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSEC)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. Know the history and development of the games and sports.
2. Prepare the ground with all markings.
3. Know about the standard equipment and their specifications.
4. Understand ethics of sports and sportsmanship.
5. Interpret rules and regulations of the sports and games.

**Learning Outcomes**

CO1: Know the fundamental of all the games and sports

CO2: Understand the rules of all the games and sports

CO3: Preparing the students for the competition

CO4: Classify the students accordingly for various games and sports.

CO5: Design and practice the new methods of technique and training.

Mapping with Programme Outcomes																
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	
CO1	S	M	L	S	M	-	-	-	-	-	S	-	M	-	-	
CO2	S	S	-	-	-	-	-	-	-	M	L	-	L	-	L	
CO3	S	S	S	-	-	-	-	-	-	L	S	-	M	-	M	
CO4	S	S	S	-	L	-	-	-	-	-	S	-	M	-	M	
CO5	S	S	M		M	S	-	-	-	-	M	-	-	-	M	

**THEORIES OF SPORTS & GAMES - II**  
**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSEC)**  
**4 CREDITS - SYLLABUS**

**Unit - I**

**12 Hours**

Marking and measurements, rules and their interpretations and Officiating Signals of Jump events (*Long Jump, High Jump, Triple Jump and Pole Vault*) & throwing Events (*Shot-put, Discus, Javelin and Hammer*)

**Unit - II**

**12 Hours**

History and Development, Marking and Measurements, Rules and Their interpretations, Mechanism of officiating, Officiating Signals, system of play in Kho-Kho & Kabaddi

**Unit - III**

**12 Hours**

History and Development, Marking and Measurements, Rules and Their interpretations, Mechanism of officiating, Officiating Signals, system of play in Handball & Volleyball

**Unit - IV**

**12 Hours**

History and Development, Marking and Measurements, Rules and Their interpretations, Mechanism of officiating, Officiating Signals, system of play in Football and softball

**Unit - V**

**12 Hours**

History and Development, Marking and Measurements, Rules and Their interpretations, Mechanism of officiating, Officiating Signals, system of play in Tennikoit, Carrom & Chess

**Total Hours: 60 Hours**

**TEXT BOOK:**

1. Authors Guide (2014) IAAF Competition Rules 2014-2015, Monaco Cedex: IAAF Publishing.
2. Bunn, J. W (1951) The Art of Officiating Sports, Englewood Cliff.: Prentice
3. Josse, P, Moprtensen., & John, M, Copper. (1998). Track and Field for Coach and Athlete. St.Louis: C.V.Mosphy Company.

**REFERENCE BOOKS:**

1. Anand, R.L (1987) Play Field Manual, Patiala : NIS Publication.
2. Bunn, J. W (1951) The Art of Officiating Sports, Englewood Cliff.: Prentice Hall,
3. Chelliah, S.N (1990), Vilayattu Vithi Muraihal, Chennai: Raj Mohan Pathipagam. Gangopaddhayoy, S. R. (2008). Encyclopaedia of Sports Training. New Delhi: Sport Publication.
4. Thomas, J.P. (1982). Let us Coach Soccer. New Delhi: The YMCA Publishing House.

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

**DSEC - PART - III**

**Course Code: 75821DE05**

**HEALTH EDUCATION, FITNESS TRAINING AND NUTRITION  
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. To educate people about health.
2. To cultivate the desirable Health practice and health habits
3. To know the caloric requirement
4. To design the diet plan
5. To learn about the sports nutrition methods
6. To prepare the weight management plans
7. To understand the theory and practical approach of weight management

**Learning Outcomes**

CO1: Understand about the concept of health and health education  
 CO2: Will develop skills to establish daily caloric requirement and to design the diet plan.  
 CO3: Will acquaint student with principles of sports nutrition.  
 CO4: Will orient the student to the role of food on Physical performance.  
 CO5: Would make the student understand and prepare weight management plans.  
 CO6: Understanding of the theoretical and practical concept of sport nutrition and weight management.

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	-	-	-	-	-	-	S	M	-	-	-
CO2	S	S	-	-	-	-	-	-	-	-	S	M	M	-	-
CO3	S	S	-	-	-	-	-	-	-	-	S	M	L	-	-
CO4	S	S	-	-	-	-	-	-	-	-	M	M	L	-	-
CO5	S	S	-	-	-	-	-	-	-	-	M	M	L	-	-

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

**DSEC - PART - III**

**Course Code: 75821DE05**

**HEALTH EDUCATION, FITNESS TRAINING AND NUTRITION  
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

**4 CREDITS - SYLLABUS**

**UNIT I**

**12 Hours**

**Introduction:** Health - Meaning, Definition and concepts - Factors influencing health - Health determinants, Heredity and environment. Health problems of India - Population and health - Environment pollution. Personal hygiene.

**School Health:** Problems - Growth Stress of school planning Health instruction, Health appraisal follow up, Health service and supervision. Role of Physical Education Teacher in School Health Programmes.

**UNIT II**

**12 Hours**

**Infections:** Causes of diseases - Mode of infection, spread of infection - Public health measure to combat infection - Public health administration - Sanitation - Water supply. Immunity - Prophylactic immunization - Programmes - AIDS Communicable diseases, Malaria, Typhoid, Cholera, Dysentery, Leprosy, Tuberculosis, STD, Polio, Tetanus Drug abuse - Alcohol, Smoking Family welfare - Sex education

**Unit - III**

**12 Hours**

**Introduction to Sports Nutrition:**

Meaning and Definition of Sports Nutrition. Basic components of Nutrition. Factor to consider for developing nutrition plan. Balance diet and its components, Nutritional deficiencies. Understanding of malnutrition and nutritional supplements

**Nutrients: Ingestion to energy metabolism**

Carbohydrates, Protein, Fat - Meaning, classification and its function - Role of carbohydrates, Fat and protein during exercise - Vitamins, Minerals, Water - Meaning, classification and its function - Role of hydration during exercise - Establishing daily caloric requirement and expenditure

**Unit - IV**

**12 Hours**

**Steps of planning of Weight Management:**

Determination of desirable body weight - Daily calorie intake and expenditure in weight management - Role of diet and exercise in weight management - Designing diet plan and exercise schedule for weight gain and loss - Balanced diet for Indian School Children.

**Weight Management:**

Dieting versus exercise for weight control, - Common Myths about Weight Loss - Concept of weight management in modern era, Factor affecting weight management .

**Unit - V**

**12 Hours**

**Nutrition**

Obesity - Definition, meaning, types and causes of obesity; Health risks associated with Obesity and Solutions for Overcoming Obesity - Concept of BMI (Body mass index),

**Total Hours: 60 Hours**

**TEXT BOOK:**

1. Bessesen, D. H. Update on obesity. J Clin Endocrinol Metab. 93(6), 2027-2034, 2008.
2. Bates M. Health Fitness Management (2nd Ed.) USA: Human Kinetics, 2008.

**REFERENCE BOOKS:**

1. Butrym, M.L., Phelan, S., & Hill, J. O. (2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance. *Obesity* (Silver Spring), 15(12), 3091- 3096, 2007.
2. Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a metaanalysis. *Am J ObstetGynecol*, 197(3), 223-228, 2007.
3. DeMaria, E. J. (2007). Bariatric surgery for morbid obesity. *N Engl J Med*, 356(21), 2176- 2183, 2007.
4. Fink, H.H., Burgoon, L.A., & Mikesky, A.E. *Practical Applications in Sports Nutrition*. Canada : Jones and Bartlett Publishers, 2006.

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

**DSEC - PART - III**

**Course Code: 75821DE06**

**ADAPTED PHYSICAL EDUCATION  
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. To know the basics of Adapted Physical Education.
2. To understand the Adapted Physical Education Program.
3. To understand the Classification of disability.
4. To know the Adapted Facilities and equipments.
5. To understand the basic physical fitness and motor development.

**Learning Outcomes**

CO1: Understand adapted physical education and its concepts and various games for persons with disabilities.

CO2: To know the various organizations involved in organizing sports and games for the disabled sports persons.

CO3: Training concepts in approaching persons with disabilities.

CO4: Understand fitness concepts, its parameters,

CO5: Understand the training aspects and application in research further.

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	M	-	-	-	-	S	-	-	-	-	-
CO2	S	S	-	-	S	-	-	-	-	S	M	-	-	-	-
CO3	S	S	-	-	S	M	-	-	-	S	M	-	L	-	-
CO4	S	S	-	-	S	L	-	-	-	S	M	-	M	-	-
CO5	S	S	-	-	S	M	-	-	-	M	M	-	L	-	-

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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**DSEC - PART - III**

**Course Code: 75821DE06**

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**ADAPTED PHYSICAL EDUCATION  
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

**4 CREDITS - SYLLABUS**

**Unit - I**

**12 Hours**

**Introduction**

Meaning, Definition and Importance of Adapted Physical Education and Sports - Purpose, Aims and Objectives of Adapted Physical Education and Sports - Program organization of Adapted Physical Education and Sports - Organizations addressing and giving opportunities to people with disabilities - Adapted Sports- Para Olympics and other Opportunities

**Unit - II**

**12 Hours**

**Development of Individual Education Program (IEP)**

The student with a disability - Components and Development of IEP - Principles of Adapted Physical Education and Sports - Role of Physical Education teacher

**Unit - III**

**12 Hours**

**Developmental Considerations of an Individual**

Motor development - Perceptual Motor development - Early childhood and Adapted Physical Education - Teaching style, method and approach in teaching Adapted Physical Education

**Unit - IV**

**12 Hours**

**Individual with unique need and activities:**

Behavioral and Special learning disability - Visual Impaired and Deafness - Health Impaired students and Physical Education.

**Unit - V**

**12 Hours**

HRPF and its development for Individual with unique need - Role of games and sports in Adapted Physical Education.

**Total Hours: 60 Hours**

**TEXT BOOK:**

1. Beverly, N. Moving and Learning. Times Mirror/Mosby College Publishing, 1986.
2. Cratty, B.J. Adapted Physical Education in the Mainstream. (4th Edition) Love Publishing Company.

**REFERENCE BOOKS:**

1. Houser, L.D. Integrated Physical Education- A guide for the elementary classroom teacher.
2. Winnick, J. P. (2005). Adapted Physical Education and Sports. Human Kinetics (4th Edition).
3. Pangrazi, R.P. and Dauer, V. P. Dynamics Physical.

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

**DSEC - PART - III**

**Course Code: 75821DE07**

**SPORTS MANAGEMENT  
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. Sports Journalism deals with in coverage of sports events and personalities.
2. Sports Journalism is a highly specialized field and requires specialist knowledge.
3. Great observations skills.

**Learning Outcomes**

CO1: The student would understand the importance of management of Physical Education.

CO2: He shall gain knowledge regarding management of Physical Education and Sports at different level.

CO3: He will be able to organize various Physical Education program.

CO4: He would know about various schemes and policies of State &Central Government

CO5: He would know about planning of facility and financial management.

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	M	-	-	-	-	S	-	-	-	-	-
CO2	S	S	-	-	S	-	-	-	-	S	M	-	-	-	-
CO3	S	S	-	-	S	M	-	-	-	S	M	-	L	-	-
CO4	S	S	-	-	S	L	-	-	-	S	M	-	M	-	-
CO5	S	S	-	-	S	M	-	-	-	M	M	-	L	-	-

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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**DSEC - PART - III**

**Course Code: 75821DE07**

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**SPORTS MANAGEMENT  
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

**4 CREDITS - SYLLABUS**

**Unit - I**

**12 Hours**

The Management Process: Definition, Principles, Nature and Concept of Sports Management. Progressive concept of Sports management. The purpose and scope of Sports Management. Essential skills of Sports Management. Qualities and competencies required for the Sports Manager. Event Management in physical education and sports.

**Unit - II**

**12 Hours**

Leadership in Sports Management Process: Meaning and Definition of leadership - Leadership style and method - Elements of leadership - Forms of Leadership: Autocratic - Laissez-faire - Democratic - Benevolent Dictator. Qualities of administrative leader - Preparation of administrative leader - Leadership and Organizational performance.

**Unit- III**

**12 Hours**

Planning and Management of sports at Institutional level: Sports Management in Schools, colleges and Universities. Factors affecting planning. Planning a school or college sports programme. Directing of school or college sports programme. Controlling a school, college and university sports programme. Developing performance standard - Establishing a reporting system - Evaluation - The reward/punishment system

**Unit - IV**

**12 Hours**

Financial Management in Sports: Financial management in Physical Education & sports in schools, Colleges and Universities.

**Unit -V**

**12 Hours**

Objectives and scope of financial planning. - Management of Infrastructure, finance and personal 4.4 Mechanics of purchase and audit.

**Total Hours: 60 Hours**

**TEXT BOOK**

1. Bucher, C.A, Management of Physical Educational and Sports.(12th Ed.). USA :McGarw Hill Co, 2002.
2. Chakraborti, S, Sports Management. New Delhi: Friends Publication, 2007.

**REFERENCE BOOK:**

1. Frostdick, S., &Walley, L, Sports and Safety Management. USA: A division of Reed Education and Professional Publishing Ltd, 2003.
2. Govindrajulu, .N. Management of Physical Education and Sports Programme. New Delhi : Friends Publication, 2005.
3. Horine., Larry. Administration of Physical Education and Sports Programmes. New York :Saundress college publication, 1985.
4. Kamlesh, M. L. Management Concepts in Physical Education and Sports. New Delhi : B.V. Gupta Publication, 2000.
5. Mastoralexis, L.P., & Barr, C.A. Principles and Practice of Sports Management. Maryland: Aspen Publication, 1998.
6. Roy, S. S. Sports Management. New Delhi: Friends publication, 2002.

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

**DSEC - PART - III**

**Course Code: 75821DE08**

**SPORTS JOURNALISM  
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. Sports Journalism deals with in coverage of sports events and personalities.
2. Sports Journalism is a highly specialized field and requires specialist knowledge.
3. Great observations skills.

**Learning Outcomes**

CO1: It helps to understanding issues involved sports with Sports Journalism.

CO2: It helps in showing research interest on modern sports and ability to carry out the research progress with collaboration in Sports Journalism.

CO3: The students will be oriented in basic art of mass communication and reporting of sports events through various mediums.

CO4: It develops the critical thinking ability with the help of Sports Journalism.

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	-	-	-	-	S	-	M	-	M	M	L
CO2	S	S	-	-	L	-	-	S	S	-	M	L	M	M	L
CO3	S	S	-	-	L	-	-	S	S	-	M	L	M	M	L
CO4	S	S	-	-	M	-	-	M	S	-	M	L	M	M	L

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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**DSEC - PART - III**

**Course Code: 75821DE08**

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**SPORTS JOURNALISM  
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

**4 CREDITS - SYLLABUS**

**Unit - I**

**12 Hours**

Sports Journalism - Meaning, Need, Nature and Scope. Types, Aim and Objectives, Responsibilities, growth and development.

**Unit - II**

**12 Hours**

Sports writing and reporting - Basic Principles, Basic of Athletic Reporting. Basics of Games Reporting, Interviews, Photos, News, Tit-bits.

**Unit- III**

**12 Hours**

Editing- Techniques - Editor - sub editors. News Structure -Radio & T.V. Commentary - Advertising and Newspaper Management. Mass Medias in Journalism: Radio and T.V. Commentary - Running commentary on the radio - Sports expert's comments - Sports review for the radio and T.V.

**Unit - IV**

**12 Hours**

**Ethics and Responsibilities of Sports Journalists:** Ethics of Journalism and Sports Bulletins - Ethics of Journalism - Canons of Journalism - News, Information's and ideas - Journalism and Sports Education - Structure of Sports education - Compiling a bulletin - Types of bulletin - Hourly bulletins and special bulletin - External bulletins

**Unit -V**

**12 Hours**

Sports, Ethics and Reporting: Brief review of Olympic Games, Asian Games, Common Wealth Games and Indian Traditional games. - Sports Ethics and Sportsmanship - Sports as an integral part of physical education - Sports organization and sports journalism - General news reporting and sports reporting.

**Total Hours: 60 Hours**

**TEXT BOOK**

1. Kamali, M.V, the Journalist handbook, New Delhi, Vikas Publishing House Pvt, 1998.

**REFERENCE BOOK:**

1. Ahiya, B.N. and Choabra, S.S.A. Concise Course in Reporting Etc. Delhi, Surjeet Publications, 1999.
2. Ahiya, B.N., Theory and Practice of Journalism: Set to Indian Context Ed. 3, Delhi, Surjeet Publications, 1999.
3. Bhaft, S.C., Broadcast Journalism Basic Principles, New Delhi, Har Anand Publications, 1998.

**TALENT IDENTIFICATION  
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. To know the procedure of talent identification methods
2. To know the adaptation methods to particular sports
3. To assess the performance with specific tools
4. To use the proper technique to evaluate the individual performance
5. To suggest the activity for which his/her physique is best suited.

**Learning Outcomes**

CO1: The student would be oriented with the inherited signs and symptoms  
 CO2: to make one adept for excellence in a particular sports.  
 CO3: The student would be able to quantify those signs and symptoms through specific tools and techniques  
 CO4: thus guide the individual to that sports activity for which his/her physique is best suited.

Mapping with Programme Outcomes																
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	
CO1	S	S	-	-	-	-	-	-	S	-	M	-	M	M	M	L
CO2	S	S	-	-	L	-	-	S	S	-	M	L	M	M	L	
CO3	S	S	-	-	L	-	-	S	S	-	M	L	M	M	L	
CO4	S	S	-	-	M	-	-	M	S	-	M	L	M	M	L	
CO5	S	S	-	-	-	-	-	-	S	-	M	-	M	M	L	

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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**DSEC - PART - III**

**Course Code: 75821DE09**

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**TALENT IDENTIFICATION  
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

**4 CREDITS - SYLLABUS**

**Unit - I**

**12 Hours**

Introduction, Meaning, Concept and scope of talent identification in sports - Need and Importance of talent identification - Principles of talent identification - Scope of Talent identification - Role of Physical Education teacher / coach in talent identification

**Unit - II**

**12 Hours**

Talent identification; Training Methods; Designing a training plan - Model of Training plan; Teaching of Athletic fundamentals.

**Unit - III**

**12 Hours**

Understanding Human Body: Genetics and Environment and their role in sports performance. - Body types and their relation to sports - Basic Anthropometry - Anthropometric assessment and data recording

**Unit- IV**

**12 Hours**

Fitness Tests: AAPHER youth fitness test - JCR test - Coopers 12 minute run/walk test - Harvard Step test

**Unit -V**

**12 Hours**

Skill Tests for talent identification: Skill tests for Ball games - Skill test for Racket games - Skill test for Athletic abilities - Psychological tests related to sports abilities.

**Total Hours: 60 Hours**

**TEXT BOOK**

1. Bartmus U, Neumann E, de Marées H. The talent problem in sports. Int J Sports Med 1987; 8 (6): 415–6.

**REFERENCE BOOK:**

1. Barron, H.M. & Mchee, R. (1997). A Practical approach to measurement in physical education. Philadelphia: Lea and Febiger.
2. Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi: D.V.S. Publications.
3. Russell K. Athletic talent: from detection to perfection. Sci Period Res Technol Sport 1989; 9 (1): 1–6 Google Scholar
4. Williams AM, Reilly T. Talent identification and development in soccer. J Sport Sci 2000; 18 (9): 657–67.

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

**DSEC - PART - III**

**Course Code: 75821DE010**

**SPORTS ENTREPRENEURSHIP  
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. To educate the sport entrepreneurship opportunities
2. To start own entrepreneurship in the field of fitness
3. To encourage as an entrepreneurship in sports marketing
4. To make the entrepreneurship in Sports wears production.
5. To educate the students to be an entrepreneurship in sports management organizations

**Learning Outcomes**

CO1: The knowledge would enable students to set up their own enterprise,  
 CO2: learnt the procedure to be a fitness profession  
 CO3: catering to various demands of sports industry.  
 CO4: create opportunities to be an entrepreneurship in Sports wear production.  
 CO5: catering to be a effective sports manager

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	-	-	-	-	S	-	M	-	M	M	L
CO2	S	S	-	-	L	-	-	S	S	-	M	L	M	M	L
CO3	S	S	-	-	L	-	-	S	S	-	M	L	M	M	L
CO4	S	S	-	-	M	-	-	M	S	-	M	L	M	M	L
CO5	S	S	-	-	M	-	-	L	S	-	M	L	M	M	L

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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**DSEC - PART - III**

**Course Code: 75821DE10**

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**SPORTS ENTREPRENEURSHIP  
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

**4 CREDITS - SYLLABUS**

**Unit - I**

**12 Hours**

Meaning and Definition of Entrepreneurship - Concept and characteristics Entrepreneurship. - Need and Importance of entrepreneurship in sports - Understanding Sports Business industry.

**Unit - II**

**12 Hours**

Understanding the entrepreneurial process - Types of Entrepreneurs - Risk and Rewards in entrepreneurship - Leading sports companies and media channels.

**Unit- III**

**12 Hours**

Identifying the areas of business - Understanding financial aspects of the business - Government and private Organizations supporting entrepreneurship in India - Generating / arranging funds for the business

**Unit - IV**

**12 Hours**

Entrepreneurship in the sports Goods / Equipment - Entrepreneurship in Sports wears.

**Unit -V**

**12 Hours**

Entrepreneurship in Sports management / Event management - Entrepreneurship in Sports software/fitness / Nutrition.

**Total Hours: 60 Hours**

**TEXT BOOK**

1. Peter Thiel, Zero to One: Notes on Start Ups, or How to Build the Future, 0804139296 (ISBN13: 9780804139298).

**REFERENCE BOOK:**

1. Guy Kawasaki (2004), The Art of the Start: The Time-Tested, Battle-Hardened Guide for Anyone Starting Anything, 1591840562 (ISBN13: 9781591840565)
2. Roger Cowdrey, Creating an Entrepreneurial Mindset-Failure IS an Option!.

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

**GEC - PART - III**

**Course Code: 75821GE01**

**HEALTH EDUCATION AND ENVIRONMENTAL STUDIES  
(GENERIC ELECTIVE COURSE)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. To educate people about health.
2. To cultivate the desirable Health practice and health habits.
3. To provide a healthful environment for physical and mental growth.
4. Promote the knowledge of our environment
5. Create awareness among youth, various health problems due to environmental pollution

**Learning Outcomes**

CO1: Understand about the concept of health and health education  
 CO2: Understand about hygiene, nutritional aspects and prevention and control of communication and non communication diseases  
 CO3: To look at the natural resource and related environmental issues  
 CO4: Able to explain and understand the concepts of Environmental studies  
 CO5: Able to interpret and identify the Environmental Science problems

Mapping with Programme Outcomes																
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	
CO1	S	S	-	-	-	-	-	-	S	-	M	-	M	M	L	
CO2	S	S	-	-	L	-	-	S	S	-	M	L	M	M	L	
CO3	S	S	-	-	L	-	-	S	S	-	M	L	M	M	L	
CO4	S	S	-	-	M	-	-	M	S	-	M	L	M	M	L	
CO5	S	S	-	-	M	-	-	L	S	-	M	L	M	M	L	

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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**GEC - PART - III**

**Course Code: 75821GE01**

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**ENVIRONMENTAL STUDIES  
(GENERIC ELECTIVE COURSE)**

**4 CREDITS - SYLLABUS**

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**UNIT I**

**12 Hours**

Environmental Science: Definition, Scope, Need and Importance of environmental studies. Concept of environmental education, Historical background of environmental education, Celebration of various days in relation with environment.

**UNIT II**

**12 Hours**

Plastic recycling & probation of plastic bag / cover. Role of school in environmental conservation and sustainable development.

**UNIT III**

**12 Hours**

Natural Resources and related environmental issues: Water resources, food resources and Land resources.

**UNIT IV**

**12 Hours**

Definition, effects and control measures of Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution. Management of environment and Govt. policies, Role of pollution control board.

**UNIT V**

**12 Hours**

People and Environment: People and environment interactions, Sources of pollution, Pollutants and their impact on human life, exploitation of natural and energy resources, Natural hazards and mitigation.

**Total Hours: 60 Hours**

**TEXT BOOK**

1. Mangal, S.K. & Chandra, P.C., Health and Physical Education Ludhiana. R.D. Tandon Broth, 1999.
2. Agrawal, K.C., Environmental biology. Bikaner: Nidhi Publishers Ltd., 2001
3. Desai, Neera and M. Krishnaraj, Women and Society in India, Delhi: Ajanta, 1998.

**REFERENCE BOOK:**

1. Dharmendra Prakash Bhatt, Health Education, Khel Sahitya Kendra, New Delhi, 2008.
2. Frank, H. & Walter, H., Turners school health education. Saint Louis: The C.V. Mosby Company, 1999
3. Murugesh, Anatomy Physiology and Health Education, Sathya Publishers, Madurai, 2006.
4. Nemir, A., The school health education. New York: Harber and Brothers, 2018.
5. Odum, E.P. Fundamental of ecology. U.S.A.: W.B. Saunders Co., 2000.
6. Priyanka Narang, Teaching Health Education, Sports Publication, New Delhi, 2006.

**COMPUTER APPLICATION IN PHYSICAL EDUCATION  
(GENERIC ELECTIVE COURSE)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. To know the necessity of computers in Physical Education and Sports
2. Helps to improves the computer assisted works in Physical Education and Sports
3. Able use the applications of computer in Teaching Physical Education and Sports

**Learning Outcomes**

CO1: Perform and report on the exploratory analysis of data collected using sports technology

CO2: Educational software, activity designing and planning, result recording, motion examination, biomechanics video analysis, performance comparing and synchronizing, distance and time measurements and activity evaluation.

CO3: Although physical education and sports are practical activities, they fully allow the application of modern teaching technologies, that's why specialists must be able to use them.

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	M	-	S	M	-	M	S	-	M	M	L
CO2	S	S	-	-	M	-	S	M	-	M	S	-	M	M	L
CO3	S	S	-	-	M	-	S	M	-	M	S	-	M	M	L

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

**GEC - PART - III**

**Course Code: 75821GE02**

**COMPUTER APPLICATION IN PHYSICAL EDUCATION  
(GENERIC ELECTIVE COURSE)**

**4 CREDITS - SYLLABUS**

**Unit-I:**

**12 Hours**

**Introduction to Computer:** Meaning, need and importance of information and communication technology (ICT) - Components of computer and output device - Basic of internet and emailing - Uses and abuses of internet and Email - Role of e-sources in teaching, training and coaching - Application software used in Physical Education and Sports

**Unit-II:**

**12 Hours**

**MS WORD:** Introduction to MS Word - Need of MS Word in physical education - Creating file, opening and document Saving - Formatting Editing Features Drawing table - Page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes - Utilities of MS Word; Sorting - Word art - Converting table to text and text to table - Mail merge

**Unit-III:**

**12 Hours**

**MS Excel:** Introduction to MS Excel - Need of MS Excel in analysis of data - Creating opening spread sheet and saving file - Format and editing features adjusting columns width and row height understanding charts - Creating formulas - Data analysis - Construction of Graphical representation: Bar diagram- Pie diagram- Line graph

**Unit-IV:**

**12 Hours**

**MS Power Point:** Introduction to MS Power Point - Need of MS Power Point in Physical Education - Creating, Saving and opening a ppt. File - Format editing features slide show, design, inserting slide number picture, graph, table - Preparation of power point presentations - Animation: Meaning- Method of Preparation- Impact in presentation

**Unit - V**

**12 Hours**

**Statistical Packages:** SPSS: Statistical Package for Social Sciences: Need of Statistical Packages - Brief about SPSS- Applications in Physical education - Data entry- Editing data-format of data- Data structure - Analysis of Basic statistics – Descriptive: Mean-Median-Variance-Standard deviation - Import and Export of Data and results to Excel.

**Total Hours: 60 Hours**

**TEST BOOKS**

1. Sinha, P. K. & Sinha, P., Computer fundamentals. 4th edition, BPB Publication, 2004.

**REFERENCE BOOKS**

1. Irtegov, D.(2004).Operating system fundamentals. Firewall Media, 2004.
2. Marilyn M.& Roberta, B., computers in your features.2<sup>nd</sup> Edn, India Prentice Hall, 1997.
3. Milke M, Absolute beginner's guide to computer basics . Pearson Education Asia, 2007.

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

**GEC - PART - III**

**Course Code: 75821GE03**

**COUNSELING IN SPORTS  
(GENERIC ELECTIVE COURSE)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. To know the Counseling methods in sports
2. To know how to Manage the stress and anxiety
3. To Motivate better Sports Performance
4. To give Counseling to Athletes
5. To give Counseling on drugs in sports.

**Learning Outcomes**

CO1: The student would be able to Counsel athletes in matters of handling success and failure.

CO2: able to know Manage the stress and anxiety

CO3: He would also be able to orient the athletes in future opportunities

CO4: able to give Counseling for the athletes

CO5: to know the drugs and abuse in sports and counsel them to come off

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	M	-	S	M	-	M	S	-	-	S	S
CO2	S	S	-	-	M	-	S	M	-	M	S	-	L	S	S
CO3	S	S	-	-	M	-	S	M	-	M	S	-	L	S	S
CO4	S	S	-	-	M	-	S	M	-	M	S	-	L	S	S
CO5	S	S	-	-	M	-	S	M	-	M	S	-	L	S	S

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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**GEC - PART - III**

**Course Code: 75821GE03**

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**COUNSELING IN SPORTS  
(GENERIC ELECTIVE COURSE)**

**4 CREDITS - SYLLABUS**

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**Unit - I**

**12 Hours**

Counseling in Physical Education and Sports: Meaning, definition and scope of Counseling in sports. Aims and Objective of Counseling in sports. Principles of Counseling Need and importance of Counseling.

**Unit - II**

**12 Hours**

Stress & Anxiety in Sports: Meaning and definition of stress and anxiety. Types of stress and anxiety. Symptoms and effects of stress, anxiety and competition anxiety. Management of stress and anxiety

**Unit- III**

**12 Hours**

Motivation and Sports Performance: Meaning and definition of Motivation. Types and techniques of motivation. Principles and Importance of motivation. Role of coach / teacher / government in motivation

**Unit - IV**

**12 Hours**

Counseling to Athletes - Counseling on injuries and rehabilitation - Counseling on handling success and failure in sports.

**Unit -V**

**12 Hours**

Counseling on drugs in sports. Counseling on job opportunities and life after retirement from sports

**Total Hours: 60 Hours**

**TEXT BOOK**

1. An Introduction to Counselling- McGraw-Hill Education.

**REFERENCE BOOK:**

1. Dr. M L Kamlesh, Psychology in Physical Education and Sports, Educational Publishers and Distributors.
2. Rechard Nelson-Jones, Basic Counselling Skills, Sage Publication, New Delhi
3. Understanding Psychology- McGraw Hill Book.

**MASS MEDIA AND SPORTS  
(GENERIC ELECTIVE COURSE)**

L	T	P	C
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Objectives**

1. To know about the mass media strategies
2. To know the influence of development of sports through media

**Learning Outcomes**

CO1: Learnt about the types of Media

CO2: knows about the media terminology

CO3: knows the promotion strategies of Sports Product

CO4: learnt about the marketing and pricing through media and advertisements

CO5: learnt the Sponsorships and promotion of sports

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	M	-	S	M	-	M	S	-	-	S	S
CO2	S	S	-	-	M	-	S	M	-	M	S	-	L	S	S
CO3	S	S	-	-	M	-	S	M	-	M	S	-	L	S	S
CO4	S	S	-	-	M	-	S	M	-	M	S	-	L	S	S
CO5	S	S	-	-	M	-	S	M	-	M	S	-	L	S	S

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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**GEC - PART - III**

**Course Code: 75821GE04**

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**MASS MEDIA AND SPORTS  
(GENERIC ELECTIVE COURSE)**

**4 CREDITS - SYLLABUS**

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**Unit - I** **12 Hours**

Overview of Types of Media - newspapers, magazines, outdoor, radio, telephone & the internet. Basic mathematical concepts in audience ratings, reach, frequency, media share and gross rating points Data sources in media - National readership survey, TAM, TRP ratings.

**Unit - II** **12 Hours**

Media Research - tools for analysis; target audience development - demographics, psychographics, consumer habits, attitudes and trends; review of basic media terminology; in-class assignment

**Unit - III** **12 Hours**

The Sports Product: Its Core and Extensions - Key Issues in Sports Product Strategy - Managing Sports Brands: Benefits and Development of Brand Equity - Sales: Definition - Typical Sales Approaches Used in Sports - Selling Sports to the Community

**Unit - IV** **12 Hours**

Pricing Strategies: The Basics of Pricing - Core Issues - Special Pricing Factors - Advertising Media for Sports - Promotional Concepts, Practices and Components

**Unit - V** **12 Hours**

Sponsorship: Definition - Growth of Sponsorship - Evaluating and Ensuring Sponsorship Effectiveness - Selling the Sponsorship - Ethical Issues

**References**

1. Abraham Aamidor: Real Sports Reporting.
2. K. C. Thakur: Sports Journalism; Delhi.
3. Kathryn T Stofe: Sports Journalism: An Introduction to Reporting and Writing.
4. L Jones Robyn, Robyn L Jones, Mike Hughes: An Introduction to Sports
5. Phil Andrews: Sports Journalism: A Practical Introduction; Sage Publications.
6. Prasidh Kumar Mishra: Sports Journalism.

**MASS DEMONSTRATION ACTIVITIES I  
(CORE COURSE PRACTICAL)**

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**4 CREDITS - SYLLABUS**

L	T	P	C
0	0	6	4

**CALLISTHENICS EXERCISE**

- Attention
- Stand – at – ease
- Off Right Turn
- Exercise with verbal command, drum, whistle and music – Two count, four count, eight count and sixteen count.
- Standing Exercise
- Sitting Exercise
- Launching Exercise
- Jumping Exercise
- Moving Exercise
- Clapping Exercise
- Combination of above all

**LIGHT APPARATUS: INDIAN CLUBS, DUMB-BELLS, HOOPS, WANDS, POLE DRILLS)**

- Apparatus/ Light apparatus Grip
- Attention with apparatus/ Light apparatus
- Stand – at – ease with apparatus/ light apparatus
- Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight
- Count and Sixteen count.
- Standing Exercise
- Jumping Exercise
- Moving Exercise
- Combination of above all

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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CCP - PART - III

Course Code: 75821CP02

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**YOGIC PRACTICES, GYMNASTIC AND MARCHING  
(CORE COURSE PRACTICAL)**

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**4 CREDITS - SYLLABUS**

L	T	P	C
0	0	6	4

**YOGIC PRACTICES**

- Surya Namaskara,
- Pranayams
- Corrective Asanas
- Kriyas
- Asanas
  - Sitting
  - Standing
  - Laying Prone Position,
  - Laying Spine Position

**GYMNASICS: Tumbling and Pyramids**

- Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jumps-leap, scissors leap.
- Vaulting Horse
- Approach Run, Take off from the beat board, Cat Vault, Squat Vault.

**MARCHING**

- Attention
- Stand – at – ease
- Right Turn
- Left Turn
- Above Turn
- Marching

**GAMES AND SPORTS I**  
**(BASKETBALL, BALL BADMINTON, CRICKET, HOCKEY AND KABADDI)**  
**(CORE COURSE PRACTICAL)**

**4 CREDITS - SYLLABUS**

L	T	P	C
0	0	6	4

**Basketball: Fundamental Skills**

- Player stance and ball handling
- Passing-Two Hand chest pass, Two hand Bounce Pass, One Hand Baseball pass, Side Arm Pass, Over Head pass, Hook Pass.
- Receiving-Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running.
- Dribbling-How to start dribble, How to drop dribble, High dribble, Low dribble, Reverse dribble, Rolling dribble.
- Shooting-Layup shot and its variations, one hand set shot, One hand jump shot, Hook shot, Free throw.
- Rebounding-Defensive rebound, Offensive rebound, Knock out, Rebound Organization.
- Individual Defensive-Guarding the man with the ball and without the ball.
- Pivoting.
- Rules and their interpretations and duties of the officials.

**Ball Badminton: Fundamental Skills**

- Racket parts, Racket grips, ball Grips.
- The basic stances.
- The basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm
- Drills and lead up games
- Rules and their interpretations and duties of officials.

**Cricket: Fundamental Skills**

- Batting-Forward and backward defensive stroke
- Bowling-Simple bowling techniques
- Fielding-Defensive and offensive fielding
- Catching-High catching and Slip catching
- Stopping and throwing techniques
- Wicket keeping techniques

**Hockey: Fundamental Skills**

- Player stance & Grip
- Rolling the ball
- Dribbling, Push, Stopping
- Hit, Flick, Scoop
- Passing - Forward pass, square pass, triangular pass, diagonal pass, return pass,

- Reverse hit, Dodging
- Goal keeping – Hand defence, foot defence
- Positional play in attack and defense.
- Rules and their interpretations and duties of officials.
- Ground Marking.

**Kabaddi: Fundamental Skills**

- Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing.
- Skills of Holding the Raider-Various formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques.
- 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.
- Ground Marking, Rules and Officiating

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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CCP - PART - III

Course Code: 75821CP04

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**TRACK AND FIELD I (TRACK EVENT)  
(CORE COURSE PRACTICAL)**

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**4 CREDITS - SYLLABUS**

L	T	P	C
0	0	6	4

**Running Event**

- Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks.
- Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug
- Ground Marking, Rules and Officiating
- Hurdles:
  - Fundamental Skills- Starting, Clearance and Landing Techniques.
  - Types of Hurdles
  - Ground Marking and Officiating.

**Relays: Fundamental Skills**

- Various patterns of Baton Exchange
- Understanding of Relay Zones
- Ground Marking
- Interpretation of Rules and Officiating.

**MASS DEMONSTRATION ACTIVITIES II  
(CORE COURSE PRACTICAL)**

**4 CREDITS - SYLLABUS**

L	T	P	C
0	0	6	4

**PYRAMIDS**

Fundamental Skills

**DANDS AND BAITHAKS**

Fundamental Skills

**RHYTHMIC ACTIVITIES: AEROBIC DANCE, LEZIUM**

- Lathi-Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.
- GhatiLezuim-AathAawaaz, Bethakawaaz, AagePaon, Aagekadam, Do pherawaaz, Chau pherawaaz, Kadamtaal, Pavitra, Uchhakpavitra, Kadampavitra.
- Mass P.T. Exercises-Two count, four count and eight count exercises.
- Hindustani Lezuim-Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya.
- Drill and Marching

**MINOR GAMES:**

- Relay Games,
- Circle Games,
- Tag Games,
- Goal/Point Scoring Games
- Miscellaneous Games.

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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CCP - PART - III

Course Code: 75821CP06

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**MARTIAL ARTS**

**BOXING, KARATE, MALLKHAMB, SILAMBAM, TEAKWONDO,  
(CORE COURSE PRACTICAL)**

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**4 CREDITS - SYLLABUS**

L	T	P	C
0	0	6	4

**BOXING**

Fundamental Skills

**KARATE**

Fundamental Skills

**MALLKHAMB**

Fundamental Skills

**SILAMBAM**

Fundamental Skills

**TEAKWONDO**

Fundamental Skills

**GAMES AND SPORTS II**  
**(BADMINTON, FOOTBALL, HANDBALL, VOLLEYBALL & TENNIS)**  
**(CORE COURSE PRACTICAL)**

**4 CREDITS - SYLLABUS**

L	T	P	C
0	0	6	4

**Badminton: Fundamental Skills**

- Racket parts, Racket grips, Shuttle Grips.
- The basic stances.
- The basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm
- Drills and lead up games
- Types of games-Singles, doubles, including mixed doubles.
- Rules and their interpretations and duties of officials.

**Football: Fundamental Skills**

- Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick
- Trapping-trapping rolling the ball, trapping bouncing ball with sole
- Dribbling-With instep, inside and outer instep of the foot.
- Heading-From standing, running and jumping.
- Throw in
- Feinting-With the lower limb and upper part of the body.
- Tackling-Simple tackling, Slide tackling.
- Goal Keeping-Collection of balls, Ball clearance-kicking, throwing and deflecting.

**Handball: Fundamental Skills**

- Fundamental Skills-Catching, Throwing, Ball Control, Goal Throws-Jump Shot, Centre Shot, Dive Shot, Reverse Shot, Dribbling-High and Low, Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defense.
- Rules and their interpretations and duties of officials.

**Volleyball: Fundamental Skills**

- Players Stance-Receiving the ball and passing to the team mates,
- The Volley (Over head pass),
- The Dig (Under hand pass).
- Service-Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service.
- Blocking, Attacking, Setting.
- Rules and their interpretations and duties of officials.

**Tennis: Fundamental Skills.**

- Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip.
- Stance and Footwork.
- Basic Ground strokes-Forehand drive, Backhand drive.
- Basic service.
- Basic Volley.
- Over-head Volley.
- Chop
- Tactics - Defensive, attacking in game
- Rules and their interpretations and duties of officials.

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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**CCP - PART - III**

**Course Code: 75821CP08**

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**TRACK AND FIELD II (JUMPS & THROW EVENTS)  
(CORE COURSE PRACTICAL)**

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**4 CREDITS - SYLLABUS**

L	T	P	C
0	0	6	4

**Athletics: Jumping Events**

High Jump, Long Jump, Triple Jump

- Approach Run,
- Take off
- Clearance over the bar
- Landing

**Fields (Throwing Events)**

Discus Throw, Javelin, Hemmer throw, Shot-put

- Basic Skills and techniques of the Throwing events
- Ground Marking / Sector Marking
- Interpretation of Rules and Officiating.
- Grip
- Stance
- Release
- Reserve/ (Follow through action)
- Rules and their interpretations and duties of officials

**Bachelor of Physical Education and Sports (BPES - 3 Years)**

**CCP - PART - III**

**Course Code: 75821CP09**

**TRACK AND FIELD II (COMBINED EVENTS & WALKING)  
(CORE COURSE PRACTICAL)**

**4 CREDITS - SYLLABUS**

L	T	P	C
0	0	6	4

**Combined Events:**

Event	Track				Field					
	100 m	400 m	1500 m	110 m hurdles	Long jump	High jump	Pole vault	Shot put	Discus throw	Javelin throw
Men's decathlon										
Women's heptathlon		200 m	800 m	100 m hurdles	Long jump	High jump		Shot put		Javelin throw
Men's heptathlon (indoor)	60 m		1000 m	60 m hurdles	Long jump	High jump	Pole vault	Shot put		
Women's pentathlon (indoor)			800 m	60 m hurdles	Long jump	High jump		Shot put		

- Basic Skills and techniques of the events
- Ground Marking / Sector Marking
- Interpretation of Rules and Officiating
- Grip
- Stance
- Release
- Reserve/ (Follow through action)
- Rules and their interpretations and duties of officials

**GAMES AND SPORTS III**  
**(KHO-KHO, NETBALL, SOFTBALL, THROW BALL AND TABLE TENNIS )**  
**(CORE COURSE PRACTICAL)**

**4 CREDITS - SYLLABUS**

L	T	P	C
0	0	6	4

**Kho Kho: Fundamental Skills**

- General skills of the game-Running, chasing, Dodging, Faking etc.
- 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.
- 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.
- Ground Marking
- Rules and their interpretations and duties of officials.

**Netball: Fundamental Skills**

- Catching: one handed, two handed, with feet grounded, in flight.
- Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).

**Softball: Fundamental Skills**

- Catching: one handed, two handed, with feet grounded, in flight.
- Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).
- Footwork: landing on one foot; landing on two feet; pivot; running pass.
- Shooting: one hand; two hands; forward step shot; backward step shot.
- Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
- Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).
- Intercepting: pass; shot.
- The toss-up.
- Role of individual players
- Rules and their interpretations and duties of officials.

**Throw ball: Fundamental Skills**

- Catching: one handed, two handed, with feet grounded, in flight.
- Throwing (different passes and their uses): one handed passes (shoulder, low shoulder, underarm,);
- Footwork: landing; pivot; standing.
- Shooting: one hand throw; forward step shot; backward step shot.
- Service-Under Arm Service
- Ground Marking, Rules and Officiating

**Table Tennis: Fundamental Skills**

- The Grip-The Tennis Grip, Pen Holder Grip.
- Service-Forehand, Backhand, Side Spin, High Toss.
- Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shit, Loop
- Drive.
- Stance and Ready position and foot work.
- Rules and their interpretations and duties of officials.

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**Bachelor of Physical Education and Sports (BPES – 3 Years)**

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**TEACHING PRACTICES  
(GENERAL LESSON PLAN)  
(CORE COURSE PRACTICAL)**

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**4 CREDITS - SYLLABUS**

L	T	P	C
0	0	6	4

Teaching practices: (General Lesson Plan)

10 teaching lesson plans for Racket Sport/ Team Games/ Indigenous Sports out of which 5 lessons internal and 5 lessons external at school.

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**Bachelor of Physical Education and Sports (BPES - 3 Years)**

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**TEACHING PRACTICES  
(PARTICULAR LESSON PLAN)  
(CORE COURSE PRACTICAL)**

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**4 CREDITS - SYLLABUS**

L	T	P	C
0	0	6	4

Teaching practices: (Particular Lesson)

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.E.S course.