

**Sant Gadge Baba Amravati University Amravati**

**Syllabus for EXAM. B.P.E.&S. Semester III**

**BPES III Sem**

Course Code	Course	Credit offered
822223	Major III (T):Kinesiology	2

**COs:**

The students would be able to:

1. Explain the objectives of kinesiology
2. Classify and application of axes and plane to the human body
3. Categorize fundamental of body movement
4. Locate and demonstrate action of major muscles of various joints
5. Apply mechanical concepts in sports and games

**UNIT – I.**

**Introduction to Kinesiology:** Meaning, Definition and Objectives of Kinesiology; Importance and Role of Kinesiology in Physical education; Scope of Kinesiology.

**Fundamental concepts of following terms with their application to the human body:** Axes and planes, Centre of Gravity, Line of Gravity.

**UNIT-II**

**Anatomical and Physiological fundamentals:** Classification of joints and muscles; Origin and Insertion of Muscles;

**Terminology of fundamental movements:** Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Pronation, Supination.

**Types of Muscle contractions:** Isometric, Isotonic, Isokinetic. Angle of Pull, Origin and Insertion of Muscles

**UNIT-III**

**Upper Extremity:** Major characteristics of joints, Location and action of major muscles acting at the following joints, Shoulder, Elbow, Wrist.

**Lower Extremity:** Major characteristics of joints, Location and action of major muscles acting at the following joints :Hip, Knee, Ankle and Foot.

**UNIT-IV**

**Application of Mechanical Concepts:** Motion, Definition, Newton's Laws of Motion, Application to sports activities.

**Force:** Definition, Magnitude of force, Direction of application of force, Application to sports activities.

**Equilibrium:** Definition, Major factors affecting equilibrium, Role of equilibrium in sports.

**Lever:** Definition Lever, Types of Lever, Application of Human body.

**References :**

1. Broer, M.R. Efficiency of Human movement (Philadelphia :W.B.Saunders Co., 1966)
2. Bunn, John W. Scientific Principles of Coaching (Engle Wood Cliffs:N Prentice Hall Inc., 1966)
3. Duvall, E.N. Kinesiology (Engle wood cliffs : N.J. Prentice Hall Incl. 1956)
4. Rasch and Burke, Kinesiology and Applied Anatomy (Philadelphia: Lea and Fibger 1967)
5. Scoot M.G. Analysis of Human Motion, New York.
6. Wells, K.P. Kinesiology (Philadelphia : W.B. Saunders Co. 1966)
7. Cooper, John M. and Glassgow, R.B. Kinesiology (St. Louis C. McSby Co., 1963)
8. Hoffman S.J. Introduction to Kinesiology (Human Kinesiology publication in 2005)
9. Uppal A.K. Lawrence Mamta MP Kinesiology (Friends publication India 2004)

### BPES III Sem

Course Code	Course	Credit offered
822224	Major III (T):Psycho-Social Foundation of Physical Education	2

#### COs:

The students would be able to:

- Introduce fundamental psychological concepts related to physical activity and sports.
- Explore the role of social interaction, group dynamics, and leadership in sports.
- Analyse the impact of culture, society, and social institutions on sports participation.
- Understand the role of learning theories and motor development in skill acquisition.
- Utilize psychological concepts like goal-setting and mental toughness to enhance performance.
- Examine how sports and exercise contribute to personality development and emotional stability.
- Encourage critical thinking and research on psychological and sociological aspects of sports.

#### UNIT – I

##### Introduction to Psychology and Sociology in Physical Education

- Definition, Meaning, and Scope of Sports Psychology & Sociology
- Importance of Psychology & Sociology in Physical Education and Sports
- Relationship between Mind and Body in Physical Activity
- Factors Influencing Human Behaviour in Sports
- Role of Society in Sports Development

#### UNIT-II

##### Psychological Aspects of Physical Education & Sports

- Learning and Theories of Learning in Sports
- Motivation: Types and Techniques for Enhancing Performance
- Personality: Definition, Types, and Role in Sports Performance
- Stress and Anxiety in Sports: Causes and Management
- Role of Psychological Training in Sports Performance

#### UNIT-III

##### Sociological Aspects of Physical Education & Sports

- Sports as a Social Phenomenon
- Socialization through Sports
- Role of Family, School, and Community in Sports Participation
- Group Dynamics and Leadership in Sports
- Gender and Sports: Issues and Challenges

#### UNIT-IV

##### Contemporary Issues in Sports Psychology & Sociology

- Aggression and Violence in Sports
- Ethics and Fair Play in Sports
- Impact of Media on Sports and Athletes
- Cultural and Socio-Economic Barriers in Sports Participation
- Role of Sports in National Integration and International Relations

#### References:

1. Sharma, S.R., Sociological foundation in physical education and sports, friends publication, New Delhi.
2. Singh, Kawaljeet, Sociology of sports, Friends publication, New Delhi.
3. Sing, Bhupinder, Sports Sociology-An Indian perspective, Friends
4. publication, New Delhi.
5. Yobu, A, Sociology of Sports, Friends publication, New Delhi.
6. Kamelesh, M.L. (1998) Psychology in Physical Education and Sports,. New Delhi : Metropolitan Book Co.
7. Blair, J.&R.Simpson (1962) Educational Psychology, New York: McMillan Co.
8. Caatty, B.J. (1968) Psychology and Physical Activity. EagleWood Cliffs, prentice Hall.

### BPES III Sem

Course Code	Course	Credit offered
822225	Major III (T):Administration in Physical Education.	2

#### Cos

The students would be able to:

- Demonstrate effective leadership qualities and decision-making skills in sports management.
- Analyze organizational structures and their role in physical education program administration.
- Understand financial management, budgeting, and resource allocation in sports education.
- Demonstrate knowledge of legal aspects, policies, and ethical considerations in sports administration.
- Develop strategies for risk management and ensure participant safety in sports activities.

#### UNIT- I

##### Introduction to Administration in Physical Education

- Meaning, Definition, and Scope of Administration
- Principles of Administration in Physical Education
- Functions of Administration (Planning, Organizing, Directing, Controlling)
- Qualities and Responsibilities of a Physical Education Administrator

#### UNIT-II

##### Organizational Structure and Facility Management

- Types of Organizational Structures in Physical Education
- Leadership and Decision-Making in Sports Administration
- Management of Sports Facilities and Equipment
- Safety Measures and Risk Management in Physical Education

#### UNIT-III

##### Budgeting, Finance, and Event Management

- Budgeting and Financial Planning in Physical Education
- Sources of Funding and Resource Allocation
- Organizing and Managing Sports Events and Competitions
- Sponsorship and Marketing in Physical Education Programs

#### UNIT-IV

##### Legal Aspects, Ethics, and Contemporary Issues

- Legal Considerations in Physical Education and Sports
- Ethical Issues and Professionalism in Administration
- Role of Technology in Sports Administration
- Contemporary Trends and Challenges in Physical Education Management

#### References :

- 1.J.F.Willams and C.L.Brownll :Administration of Health and Physical Education
2. Organisation and Administration of Physical Education By Voltmer E. F. and Esslinger A.A.
3. शारीरिकशिक्षामेप्रबंधनएवंप्रशासनशर्मा, कमरकर,तिवारी
- 4 Jay B Nash : The Administration of Physical Education

### BPES III Sem

Course Code	Course	Credit offered
822226	<b>Major III (P) : Indian Games</b> (Any One) <b>1- Kabaddi</b> <b>2- Kho-Kho</b> <b>3- Malkhamb</b>	<b>2</b>

#### Formal Activity

#### COs:

The Students would be able to:

- Develop the concept of the activity skill.
- Develop the concept of Commutative skill.
- Demonstrate and assess various techniques.
- Develop the concept of Cooperation and coordination.
- Build self-discipline in lifestyle.

#### Course Content

##### Indian Games - (Any One)

- 1- Kabaddi
- 2- Kho-Kho
- 3- Malkhamb

##### 1) Kabaddi –

##### Skill and Techniques:

##### A) Skills of Raider–

- i) **General requirement:** cant, dodging, hand and foot movement, eyesight.
- ii) **Skills of Attack :** a) Use of hand b) Use of legs-Leg Thrust, sidekick, mule kick, round kick.
- iii) **Skill of escape-** Jump over the anti, Dragging by force, pushing by hand, turning and twisting to release from the anklehold, breaking the cordon. Pushing

##### B) Skills of Antis:

- i) **General skills**–(In combination) role of specific position and flexible movements of antis, covering and cha information.

##### ii)

**Individual skills:** Anklehold and leg lift, waist hold and lifthold, blocking the rider, dashing on the rider, wrist hold.

##### iii)

**Skill in combination:** Half-moon, full moon trap, double covering trap, driving the Rider to lobby.

##### C) Strategies and moves of attack (Riders)

- i) Pushing
- ii) Pressure Tactics– deep entry.
- iii) Pressure and dash.
- iv) Safe entry and defensive play.
- v) Third raid planning.

##### D) Counter strategies (Antis) Defense:

- i) Position and placement of Antis.
- ii) Playing at endline.
- iii) Corner and third combination.

## **2) Kho-Kho**

### **1) Skill of Chasing or Attacking:**

- (1) Skills of giving and receiving kho (Judgment kho, effective kho)
- (2) Technique of perusing and covering the runner.
- (3) Technique of making the runner out:
  - a. Use of hand – tapping at the ankle.
  - b. Dive & Touch–Dive on patti, Running Dive, Angular Dive on pole.
- (4) Technique of taking direction–
  - a. From sitting position.
  - b. From the square near pole.
- (5) Effective pursuit.

### **2) Skill of running or defence–**

- (1) Dodging – Dodging of the pati, Dodging on the pole.
- (2) Zigzag running play.
- (3) Stepping judgement – Change of stride
- (4) Running techniques: Single chain, double chain, playing on patti, triple chain, oval play, play in combination.

## **3) Malakhamb (Male)**

### **Course Contents:**

- A] **Fundamental Skills:** Salami, Hold, Sadhiudi, Bagaludi, Dashrangudi, Bagliudi, Veludi, Suidora, Phirki, Padmasana, T-Balance, Pataka, and Landing.
- B] **Teaching of Fundamentals**
- C] **Malakhamb Placing** with its other arrangements, Understanding the proper area and safety measures for practicing and during competitions;
- D] **Rules and Regulation** and their interpretations;
- E] **Officiating the Competition:** Basic of Officiating, Required Officials, Types of Officials, Duties of different Officials.

## **Cane/Rope Malakhamb (Female)**

### **Course Contents:**

- A] **Fundamental Exercises:** Salami, Padmasana Chadh, Katibandh 1-2, Sadhiudi, Rikebpakad, Rikebpagniadhi, Kamaradhi, Nakkikasadhi, Urubandhtedhi, Sadhibagli, Do hatibagli, Kamarbandhbagli, nakkikasbagli, Dashrang, Hanuman pakad, Gurupakad, various padmasana, Landing.
- B] **Teaching of Fundamentals**
- C] **To tie the Rope Malakhamb** with its knotting arrangements, Understanding the proper area and safety measures for practicing and during competitions;
- D] **Rules and Regulation** and their interpretations;
- E] **Officiating the Competition:** Basic of Officiating, Required Officials, Types of Officials, Duties of different Officials.

## BPES III Sem

Course Code	Course	Credit offered
822227	Minor III (T) : 1) Foundation of Yoga (Yogic Science Group)	3

### COs:

- Understanding the term "Yoga" and its interpretations across different texts.
- The development of Yoga from the Vedic period to modern-day practices.
- Yoga in Indian philosophical traditions, including Vedas, Upanishads, Bhagavad Gita, and Yoga Sutras.
- Ethical and practical framework of Yoga as per Patanjali's Yoga Sutras.
- To know the Importance of Asanas (postures), Pranayama (breathing techniques), and Shatkarma (cleansing processes).
- To know the Physiological, psychological, and therapeutic benefits of Yoga.
- Role of Yoga in stress management, emotional balance, and mindfulness.
- To know the Application of Yoga for disease prevention and healing.
- Ethical values, discipline, and lifestyle modifications for overall well-being.

### Unit 1: Introduction to Yoga

Definition and Meaning of Yoga

Origin and Historical Development of Yoga

Types of Yoga: Jnana, Bhakti, Karma, and Raja Yoga

Relevance of Yoga in Modern Life

Misconceptions and Myths about Yoga

### Unit 2: Philosophical Foundations of Yoga

Indian Philosophy and Yoga: An Overview

Yoga in Vedas, Upanishads, and Bhagavad Gita

Patanjali's Yoga Sutras: Ashtanga Yoga (Eight Limbs of Yoga)

Concept of Purusha and Prakriti in Samkhya Philosophy

Ethical Foundations: Yamas and Niyamas

### Unit 3: Schools and Traditions of Yoga

Classical and Contemporary Schools of Yoga

Hatha Yoga: Principles and Practices

Tantra and Kundalini Yoga: Concept and Practices

Modern Yoga Gurus and their Contributions (Swami Vivekananda, Swami Sivananda, B.K.S. Iyengar, etc.)

Integration of Yoga with Ayurveda and Naturopathy

### Unit 4: Science of Yoga and its Applications

Physiological and Psychological Benefits of Yoga

Role of Yoga in Stress Management

Yoga for Health and Wellness: Therapy and Rehabilitation

Scientific Studies on Yoga and its Effectiveness

Yoga and Mental Health: Mindfulness, Meditation, and Pranayama

### Unit 5: Practical Aspects of Yoga

Fundamental Asanas (Postures) and their Benefits

Pranayama (Breathing Techniques) – Types and Applications

Meditation Techniques for Mental Clarity and Peace

Relaxation Techniques: Yoga Nidra and Shavasana

Daily Yoga Routine and Lifestyle Recommendations

### Reference

1. Swami Vivekananda – *Raja Yoga*
2. Swami Sivananda – *The Science of Pranayama*
3. B.K.S. Iyengar – *Light on Yoga*
4. T. Krishnamacharya – *Yoga Makaranda*
5. Swami SatyanandaSaraswati – *Asana, Pranayama, Mudra, Bandha*
6. Dr. Ishwar V. Basavaraddi – *Yoga: Philosophy and Practice*
7. O.P. Tiwari – *Asana, Pranayama, Mudra, Bandha: Science and Practice of Yoga*
8. Dr. Nagendra H.R. – *Yoga for Health and Peace*
9. Swami Kuvalayananda – *Pranayama*
10. Patanjali (translated by Swami Prabhavananda) – *The Yoga Sutras of Patanjali*

## BPES IIISem

Course Code	Course	Credit offered
822227	Minor III (T) : 2) Health Education (Sports Medicine Group)	3

Cos:

- Health education should address physical, mental, social, and emotional well-being.
- Health education should be based on reliable, scientific, and evidence-based information.
- Emphasis on disease prevention and health promotion rather than just treatment.
- Health education should be continuous and applicable at all life stages.
- Active involvement of individuals, families, and communities in health-related decision-making.
- Encouraging positive health behaviours and lifestyle modifications.
- Ensuring health education reaches all individuals, regardless of socioeconomic background.
- Collaboration between health professionals, educators, policymakers, and the community.
- Respect for individual rights, cultural beliefs, and confidentiality in health education.
- Utilizing modern tools and digital platforms to enhance health awareness and outreach.

### Unit 1: Introduction to Health Education

Definition, Meaning, and Scope of Health Education

Importance of Health Education in Daily Life

Role of WHO and Other Health Organizations

Approaches to Health Promotion

### Unit 2: Personal and Community Health

Concept of Personal Hygiene and Healthy Lifestyle

Importance of Nutrition and Balanced Diet

Communicable and Non-Communicable Diseases: Causes, Prevention, and Control

Role of Family, School, and Society in Health Promotion

### Unit 3: Mental Health and Well-being

Concept of Mental Health and Its Importance

Stress Management Techniques

Emotional Intelligence and Coping Strategies

Impact of Social Media and Technology on Mental Health

### Unit 4: Health Education and Communication

Principles and Methods of Health Education

Role of Mass Media in Health Awareness

School and Workplace Health Education Programs

Role of Health Professionals and NGOs in Health Education

### Unit 5: Lifestyle Diseases and Preventive Healthcare

Understanding Lifestyle Disorders (Obesity, Diabetes, Hypertension, Cardiovascular Diseases)

Preventive Measures and Healthy Habits

Physical Activity and Exercise for Disease Prevention

Importance of Vaccination and Immunization Programs

### Reference:

- Edberg, M. (2013). *Essentials of health behavior: Social and behavioral theory in public health*. Jones & Bartlett Learning.
- Hartley, G. R. (2007). *Personal health and wellness*. McGraw-Hill Education.
- Kapoor, S., & Sharma, P. (2014). *Lifestyle diseases in India: Prevention and control strategies*. New Century Publications.
- Kumar, A. (2012). *Health education: Theory and practice*. Vikas Publishing House.
- Reddy, S. V. (2011). *Health education and community pharmacy*. Jaypee Brothers Medical Publishers.
- Sharma, S., & Bhatia, M. (2016). *Mental health and counseling in the Indian context*. Sage Publications India.
- Verma, S., & Agarwal, P. (2014). *Community health education and practice: Perspectives from India*. Rawat Publications.

BPES III Sem

Course Code	Course	Credit offered
822227	Minor III (T) : 3) Basics of Sports Coaching and Training (Sports Coaching and Training Group)	3

Cos

- A coach should inspire and lead athletes toward achieving their goals.
- Training should follow scientific principles like overload, progression, and specificity.
- Focus on technical and tactical skill improvement through structured practice.
- Emphasizing endurance, strength, speed, flexibility, and agility.
- Mental preparation, stress management, and building confidence in athletes.
- Ensuring safe training practices and proper rehabilitation.
- Promoting fair play, discipline, and integrity in sports.
- Using data, video analysis, and feedback for improvement.
- Developing game plans, team strategies, and handling pressure situations.

Contain:

Unit 1: Introduction to Sports Coaching and Training

Definition, Scope, and Importance of Sports Coaching  
Roles and Responsibilities of a Coach  
Principles of Effective Coaching  
Ethics and Professionalism in Coaching

Unit 2: Fundamentals of Training Methods

Concept of Training and Conditioning  
Types of Training: Strength, Endurance, Speed, Flexibility, and Agility  
Principles of Sports Training (Overload, Specificity, Progression, Recovery)  
Warm-up and Cool-down Techniques

Unit 3: Skill Development and Performance Enhancement

Techniques for Skill Acquisition and Development  
Role of Biomechanics in Sports Performance  
Sports-Specific Drills and Exercises  
Use of Technology and Video Analysis in Coaching

Unit 4: Fitness, Nutrition, and Injury Management

Components of Physical Fitness and Their Role in Performance  
Common Sports Injuries: Prevention and First Aid  
Rehabilitation and Recovery Techniques  
Importance of Rest, Sleep, and Mental Well-being in Training

Unit 5: Coaching Strategies and Competition Preparation

Game Strategies and Tactical Planning  
Psychological Preparation for Competitions  
Athlete Monitoring and Performance Evaluation  
Communication Skills and Team Management

References:

•Hardayal Singh. (2023). *Science of sports training*. Friends Publications (India).

•MinakshiPathak. (2015). *Complete guide to sports training*. Khel Sahitya Kendra.

•Ratamess, N. A. (2012). *Strength training and conditioning: A practical approach*. Human Kinetics.

• Smith, R. E., &Smoll, F. L. (2006). Coaching behaviors and athlete performance: A review of the literature. *Research Quarterly for Exercise and Sport*, 77(2), 179-190.

• Weinberg, R., & Gould, D. (2014). *Foundations of sport and exercise psychology* (6th ed.). Human Kinetics.

• Williams, A. M., & Hodges, N. J. (2005). *Skills acquisition in sport: Research, theory and practice*. Routledge.



### BPES III Sem

Course Code	Course	Credit offered
822228	Minor III (P) : 1) Foundation of Yoga ( Asana- Sitting, Standing, Laying) (Yogic Science Group)	1

Cos

Student able to

- Demonstrate proficiency in performing seated asanas to enhance flexibility, posture, and relaxation.
- Develop strength, stability, and balance through standing asanas to improve body alignment.
- Increase spinal flexibility and mobility with poses targeting the back and legs.
- Cultivate body awareness and mental focus through seated poses and mindfulness techniques.
- Strengthen core muscles and improve coordination using dynamic balancing poses.
- Enhance flexibility and stretch the back and abdominal muscles with lying poses.
- Inversion asanas to improve circulation and stimulate the endocrine system.
- Achieve deep relaxation and stress reduction through restorative poses.
- Build strength and endurance through foundational strength-building poses.
- Integrate flexibility, balance, and strength in full-body routines to promote overall fitness.

#### Course Contents:

##### Fundamental:

##### A] Asanas –

- i. Asanas at Sitting Position:
- ii. Asanas at Standing Position:
- iii. Asanas at Lying Prone Position:
- iv. Asanas at Lying supine Position:

##### i. Asanas in Sitting Position:

1. Padmasana (Lotus Pose)
2. Sukhasana (Easy Pose)
3. Vajrasana (Thunderbolt Pose)
4. ArdhaMatsyendrasana (Half Spinal Twist)
5. BaddhaKonasana (Butterfly Pose)
6. Paschimottanasana (Seated Forward Bend)
7. UpavisthaKonasana (Wide-Angle Seated Forward Bend)
8. Gomukhasana (Cow Face Pose)
9. Marichyasana (Marichi's Pose)
10. Kakasana (Crow Pose)

##### ii. Asanas in Standing Position:

1. Tadasana (Mountain Pose)
2. Vrikshasana (Tree Pose)
3. Trikonasana (Triangle Pose)
4. Utkatasana (Chair Pose)
5. Virabhadrasana I (Warrior I)
6. Virabhadrasana II (Warrior II)
7. Padahasthasana (Hand-to-Foot Pose)
8. Garudasana (Eagle Pose)
9. Natarajasana (Dancer's Pose)
10. Parsvakonasana (Side Angle Pose)

##### iii. Asanas in Lying Prone Position (Face Down):

1. Bhujangasana (Cobra Pose)
2. Dhanurasana (Bow Pose)
3. Shalabhasana (Locust Pose)
4. Makarasana (Crocodile Pose)
5. Naukasana (Boat Pose)
6. ArdhaShalabhasana (Half Locust Pose)
7. ViparitaShalabhasana (Reverse Locust Pose)
8. Bhikasana (Frog Pose)
9. ParivrttaNaukasana (Revolved Boat Pose)
10. ChaturangaDandasana (Four-Limbed Staff Pose)

**iv. Asanas in Lying Supine Position (Face Up):**

- |                                  |   |
|----------------------------------|---|
| 1. Shavasana (Corpse Pose)       | 6. Pavanamuktasana (Wind-Relieving Pose)            |
| 2. Sarvangasana (Shoulder Stand) | 7. Uttanapadasana (Raised Leg Pose)                 |
| 3. Halasana (Plow Pose)          | 8. SuptaBaddhaKonasana (Reclining Bound Angle Pose) |
| 4. Matsyasana (Fish Pose)        | 9. AnandaBalasana (Happy Baby Pose)                 |
| 5. SetuBandhasana (Bridge Pose)  | 10. Chakrasana (Wheel Pose)                         |

**References**

- Iyengar, B. K. S. (2002). *Light on yoga*. HarperCollins Publishers.
- Sivananda, S. (2012). *The complete illustrated book of yoga*. Prentice Hall Press.
- Kraftsow, G. (2002). *Yoga for wellness: Healing with yoga*. Penguin Group.
- Desikachar, T. K. V. (1995). *The heart of yoga: Developing a personal practice*. Inner Traditions.
- Swami Sivananda. (2011). *Sivananda's yoga: The yoga of health and vitality*. The Divine Life Society.
- Patanjali. (2002). *The yoga sutras of Patanjali*. Shambhala Publications.

### BPES III Sem

Course Code	Course	Credit offered
822228	Minor III (P) : 2) Health Education ( Practical Approach Health Education ) (Sports Medicine Group)	1

Cos:

Students will able to

- Promote physical fitness awareness through weekly challenges and tracking progress.
- Encourage physical performance improvement by conducting fitness assessments.
- Teach injury prevention techniques with warm-up and cool-down routines.
- Raise awareness of common sports injuries and their treatment through expert sessions.
- Enhance understanding of safe sports practices and participation.
- Foster long-term fitness and injury-free sports involvement through education.
- Integrate fitness challenges, nutrition, and injury prevention into the curriculum.
- Monitor and evaluate students' fitness progress to assess program effectiveness.

#### Course Contents:

1) The content of record Book shall consist of following (Any One)

2) Viva

#### 1. School-Based Fitness Awareness Program

**Objective:** Promote physical activity and educate students on the importance of fitness.

**Activities:**

1. Organize weekly fitness challenges (e.g., step count, flexibility tests, endurance runs).
2. Conduct awareness sessions on nutrition and healthy habits.
3. Track students' fitness progress over a semester.

#### 2. Sports and Injury Prevention

**Objective:** Educate students on safe sports practices and injury prevention.

**Activities:**

1. Teach warm-up and cool-down routines.
2. Demonstrate correct posture and techniques for different sports.
3. Invite physiotherapists to discuss common sports injuries and their treatment.

#### Refences :

- Anderson, L. (2012). *Fitness for life*. Human Kinetics.
- Ciaran Cullen (2008), Exercise Science. Published by Kendall/Hunt Publishing Co ,U.S.,
- Garth A. Fisher (1979), The complete book of physical fitness, Publisher. Brigham Young University Press
- De Vries, S. I., & Bauman, A. (2016). *Physical activity and health: A practical approach*. Routledge.
- McGill, S. M. (2017). *Low back disorders: Evidence-based prevention and rehabilitation*. Human Kinetics.
- Reilly, T., & Williams, A. M. (2003). *Science and soccer: Developing elite performers*. Routledge.
- Robinson, L. E., & McKenzie, B. (2008). *Sports injury prevention and management: A comprehensive guide for coaches*. Human Kinetics.

### BPES IIISem

Course Code	Course	Credit offered
822228	<b>Minor III (P) : 3) Basics of Sports Coaching and Training ( Specialization of Game) (Sports Coaching and TrainingGroup)</b>	<b>1</b>

#### Cos

Students able to:

- Demonstrate proper warm-up and cool-down techniques, including dynamic and static stretches.
- Understand the importance of warm-up and cool-down for recovery and performance.
- Lead a warm-up and cool-down session for a group, showcasing leadership and communication skills.
- Develop and implement skill development drills to improve fundamental sports abilities.
- Explain and demonstrate chosen drills to peers, enhancing coaching and teaching skills.
- Apply dynamic and static stretching exercises to enhance flexibility and prevent injury.
- Integrate mobility drills and jogging into warm-up routines for improved performance.
- Evaluate the effectiveness of warm-up and cool-down activities in optimizing recovery.
- Design and conduct skill-specific drills to address key aspects of sports performance.
- Analyze the impact of skill development drills on overall athletic progress and technique improvement.

**Course Contents:**Select a Game (Kabaddi / Kho-Kho/ Malkhamb).

#### 1. Warm-up and Cool-down Techniques

- Activity:
  - Demonstrate dynamic and static stretching exercises.
  - Conduct a proper warm-up (e.g., jogging, mobility drills).
  - Explain how cool-down helps in recovery.
- Students lead a warm-up and cool-down session for a small group.

#### 2. Skill Development Drills

- Activity:
  - Develop 2-3 drills focusing on fundamental skills.
  - Implement the drills.
- Students explain and demonstrate their chosen drills.

#### References :

- McMillan, D. J., Tyson, A. T., & Muir, I. M. (2006). *The effect of dynamic warm-up on performance in 20- to 30-meter sprints. Journal of Strength and Conditioning Research*, 20(3), 692-697.
- Moritani, T., & deVries, H. A. (1979). *Neural factors versus hypertrophy in the time course of strength gain. American Journal of Physical Medicine*, 58(6), 115-130.
- Taylor & Francis, 1999 Visual Perception and Action in Sport, Publisher: Routledge
- Walker, S., & Dalgleish, T. (2013). *Skill development in sport: Understanding and improving performance*. Routledge.
- Wilk, K. E., & Reinold, M. M. (2004). *The role of rehabilitation and training in preventing shoulder injuries in overhead athletes. Journal of Orthopaedic & Sports Physical Therapy*, 34(4), 206-217.

### BPES III Sem

Course Code	Course	Credit offered
<b>University Basket</b>	<b>Value Education Course:</b> <b>1. Understanding India</b>	<b>1</b>
	<b>2. Environmental Sciences / Education I</b>	<b>1</b>

**BPES III Sem**

Course Code	Course	Credit offered
822229	AEC 1 Major Discipline related IKS Olympic Movement	1

Course Objectives	To explore the history, principles, values, and global impact of the Olympic Movement in promoting sportsmanship, international understanding, and excellence in physical competition.
Course Outcomes	<b>After successful completion of course students should be able to –</b> 1. Recognize key historical milestones in the development of the Olympic Movement. 2. Understand the core values of Olympism. 3. Analyze the social, cultural, and political impacts of the Olympic Games 4. Explore ethical issues related to the Olympic Games 5. Reflect on current trends and future challenges facing the Olympic Movement
Unit System	Contents
Unit I	<b>Ancient Olympic:</b> History of the Ancient Olympic Games, Objectives of the Ancient Olympic Games, Rules and Events of the Ancient Olympic Games, Oath of the Ancient Olympic Games, Ceremony of the Ancient Olympic Games, Awards of the Ancient Olympic Games, Decline of the Ancient Olympic Games
Unit II	<b>Modern Olympic:</b> Introduction of Olympism, Olympic Symbol- Five Rings, Identity-Flame & Touch Relay, Olympic Motto & Maxim, Olympic Anthem & Oath, Olympic Games opening and closing ceremony, Logos and Mascots, Impact of Olympic on Indian Physical Education & Sports Culture, Fundamental Knowledge about Para-Olympic

**References:**

- ManpreetKaur, “Olympic Movement”, Sports Publication
- Dr. Gulbahar Khan, Dr. Sunil Kumar Gaurha, “Olympic Abhiyan”, KhelSahitya Kendra
- Dr. Sunil Pandhare (Author), Dr. S. Mukherjee (Editor), “Olympic Movement”, khelsahitya Kendra
- Ajmer Singh et al., “Olympic Abhiyan”, Sports Publication.

### BPES III Sem

Course Code	Course	Credit offered
822230	SEC: Life skill III 1. Universal Human Values	1

#### Cos:

By the end of the course the learners will be able to:

- Define and explain the concept of universal human values and identify their significance in personal, social, and global contexts.
- Analyze core human values such as truth, righteousness, peace, love, compassion, and non-violence in relation to ethical living and character development.
- Illustrate the role of human values in personal growth and self-realization through examples and case studies.
- Discuss the impact of universal human values on promoting social responsibility, harmony, and respect for diversity in society.

#### Unit I: Introduction to Universal Human Values

*Definition: Understanding values and their importance in human life and society. Core Values: Truth, Righteousness, Peace, Non-violence, Love, and Compassion, with examples from historical leaders. Personal Development: Impact on character, self-realization, emotional intelligence, and moral clarity. Social Responsibility: Building respect, tolerance, and understanding in a diverse world, connecting personal growth with social well-being.*

#### Unit II Application of Universal Human Values in Society

*Human Values and Sustainable Development: Linking human values with SDGs, promoting environmental responsibility, and ethical consumption. Building Strong Societies: Fostering social justice, equality, and human rights through collective decision-making and shared responsibility. Human Values in Professional and Educational Contexts: Applying values in ethics, leadership, decision-making, and collaboration in education and the workplace. Crisis Management through Human Values: Resolving conflicts with empathy, fairness, and resilience, maintaining peace in challenging situations.*

#### References :

- Frankl, V. E. (2006). *Man's search for meaning*. Beacon Press.
- Gandhi, M. (1947). *The story of my experiments with truth*. Navajivan Publishing House.
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- Gergen, K. J. (2009). *Relational being: Beyond self and community*. Oxford University Press.
- Harris, W. M. (2004). *The moral landscape: How science can determine human values*. Free Press.
- Jain, S. C. (2007). *Ethical foundations of Indian culture*. Gitanjali Publishing House.
- Kalam, A. P. J. (2014). *Transcendence: My spiritual experiences with PramukhSwamiji*. Harper Collins.
- Krishna, S. (Trans.). (2007). *Bhagavad Gita* (E. Easwaran, Trans.). Nilgiri Press.
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- Radhakrishnan, S. (1927). *The Hindu view of life*. Harper & Row.
- Rawls, J. (1971). *A theory of justice*. Harvard University Press.
- Rosenberg, M. B. (2003). *Nonviolent communication: A language of life*. PuddleDancer Press.
- The Upanishads. (1998). *The Upanishads* (E. Easwaran, Trans.). Nilgiri Press.
- Vivekananda, S. (1896). *The complete works of Swami Vivekananda* (Vol. 1-8). AdvaitaAshrama.

### BPES III Sem

Course Code	Course	Credit offered
822230	SEC: Life skill III 2. Leadership & Managerial skills	1

COs :

Upon completion of the course students will be able to:

1. Examine various leadership models and understand/assess their skills, strengths and abilities that affect their own leadership style and can create their leadership vision
2. Learn and demonstrate a set of practical skills such as time management, self-management, handling conflicts, team leadership, etc.
3. Understand the basics of entrepreneurship and develop business plans.
4. Apply the design thinking approach for leadership personality.

Contains :

**Unit I: Leadership Skills:**

*Leadership:* Introduction, Importance, Key characteristics of effective leader, Leadership styles, Basic Leadership Skills.

**Unit II: Managerial Skills:**

*Basic Managerial Skills:* Planning for effective management, organize teams, Recruiting and retaining talent, Delegation of tasks, Learn to coordinate, Conflict management. *Self-Management Skills:* Understanding self-concept, Developing self-awareness, Self-examination, self-regulation.

References:-

- Ashokan, M. S. (2015). Karmayogi: A Biography of E. Sreedharan. Penguin, UK.
- Brown, T. (2012). Change by Design. Harper Business
- Elkington, J., & Hartigan, P. (2008). The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World. Harvard Business Press.
- Goleman D. (1995). Emotional Intelligence. Bloomsbury Publishing India Private Limited
- Kalam A. A. (2003). Ignited Minds: Unleashing the Power within India. Penguin Books India
- Kelly T., Kelly D. (2014). Creative Confidence: Unleashing the Creative Potential Within Us All. William Collins
- Kurien V., & Salve G. (2012). I Too Had a Dream. Roli Books Private Limited
- Livermore D. A. (2010). Leading with cultural intelligence: The New Secret to Success. New York: American Management Association
- McCormack M. H. (1986). What They Don't Teach You at Harvard Business School: Notes From A Street-Smart Executive. RHUS
- O'Toole J. (2019) The Enlightened Capitalists: Cautionary Tales of Business Pioneers Who Tried to Do Well by Doing Good. Harpercollins
- Sinek S. (2009). Start with Why: How Great Leaders Inspire Everyone to Take Action. Penguin
- Sternberg R. J., Sternberg R. J., & Baltes P. B. (Eds.). (2004). International Handbook of Intelligence. Cambridge University Press.

**BPES III Sem**

Course Code	Course	Credit offered
OE	<b>Generic/Open Elective (OE)</b>	
	<b>OE5</b> – Students have to choose from the basket Provided by different Faculty / Same Faculty / MOOCs	<b>2</b>
	<b>OE6</b> – Students have to choose from the basket Provided by different Faculty / Same Faculty / MOOCs	<b>2</b>

**BPES III Sem**

Course Code	Course	Credit offered
	<b>Co-Curricular Courses(Activities)</b>	
	NSS/UBA/Cultural/ Sports/Yoga etc.	<b>2</b>