**Bachelor in Physical Education & Sports (BPES)**

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| **S No** | **Class & Semester** | **Course & Course Code** | **COs** | **Course Outcomes** |
| **01** | BPES 1 SEMESTER | BPE5101T  **History and**  **Foundation of Physical Education** | CO 1 | Historical Perspective: Students will be able to trace the development of physical education from ancient civilizations to modern times, identifying key figures, movements, and events that have shaped the field. |
| CO2 | Philosophical Foundations: Students will understand the philosophical underpinnings of physical education, exploring different ideologies and their influence on the goals and methods of the field. |
| CO3 | Philosophical Foundations: Students will understand the philosophical underpinnings of physical education, exploring different ideologies and their influence on the goals and methods of the field. |
| CO4 | Theoretical Frameworks: Students will be familiar with various theories related to physical activity, motor learning, and human development, and how these theories apply to physical education practice. |
| **02** | BPES 1 SEMESTER | BPE5102T  **Health Education** | CO 1 | Health Concepts: Students will understand fundamental health concepts related to physical, mental, emotional, social, and environmental health. |
| CO2 | Health Risks: Students will be able to identify and analyze various health risks and factors that influence health, including lifestyle choices, genetics, and environmental factors. |
| CO3 | Disease Prevention: Students will learn about strategies for preventing diseases and promoting health, including healthy behaviors, screenings, and vaccinations. |
| CO4 | Health Information: Students will develop the ability to access, evaluate, and utilize credible health information from various sources. |
| **03** | BPES 1 SEMESTER | BPE5103T  **Basic Anatomy and Physiology** | CO 1 | Anatomical Terminology: Students will learn and use correct anatomical terminology to describe body locations, positions, and directions. |
| CO2 | Major Body Systems: Students will gain knowledge of the major organ systems in the body, including their structures and primary functions (e.g., skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, endocrine, reproductive). |
| CO3 | Homeostasis: Students will understand the concept of homeostasis and how the body maintains a stable internal environment. |
| CO4 | Levels of Organization: Students will understand the levels of structural organization in the body, from cells to tissues, organs, and organ systems. |
| **04** | BPES 1 SEMESTER | BPE5104T  **Olympics Movement** | CO 1 | Historical Evolution: Students will trace the origins of the ancient Olympic Games and the revival of the modern Games by Baron Pierre de Coubertin, understanding the key milestones and transformations throughout history. |
| CO2 | Olympic Philosophy and Ideals: Students will grasp the core principles of Olympism, including the pursuit of excellence, fair play, respect, and international friendship, as articulated in the Olympic Charter. |
| CO3 | Structure and Governance: Students will learn about the complex organizational structure of the Olympic Movement, including the International Olympic Committee (IOC), National Olympic Committees (NOCs), International Federations (IFs), and Organizing Committees for the Olympic Games (OCOGs). |
| CO4 | Olympic Games: Students will gain in-depth knowledge about the Summer and Winter Olympic Games, Paralympic Games, and Youth Olympic Games, including their formats, sports contested, and significant moments. |
| **05** | BPES 1 SEMESTER | **AEC5GH1T**  **HINDI** | CO 1 | छात्र विभिन्न गद्य रूपों को पहचानने और विश्लेषित करने में सक्षम होंगे। |
| CO2 | - छात्र विभिन्न पद्य रूपों को पहचानने और विश्लेषित करने में सक्षम होंगे। |
| CO3 | छात्र हिंदी भाषा और शब्दावली को समझने में सक्षम होंगे। |
| CO4 | छात्र विभिन्न कार्यालयी पत्रों को पहचानने और विश्लेषित करने में सक्षम होंगे। |
| **06** | BPES 1 SEMESTER | **MDC5102T**  **Yoga and meditation** | CO 1 | **Understand Yogic Philosophy and its Application** |
| CO2 | **Understand the Role of Prayer in Yoga practice and its impact on spiritual growth** |
| CO3 | **Understanding the Importance of the place Environment and season in Dhyana** |
| CO4 | **Develop a greater understanding of your thoughts feelings and actions through**  **Meditation** |
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| 01 | B.P.ES.& II  SEM | BPE5201T  YOGA EDUCATION | CO 1 | Explain the meaning, scope, aims, and objectives of Physical Education and its relationship with health and general education. |
| CO2 | Describe the historical development of Physical Education in India from the Indus Valley Civilization to the modern era. |
| CO3 | Analyse the biological basis of Physical Education, including growth and development, chronological and physiological age, and influencing factors. |
| CO4 | Identify career opportunities in Physical Education and Sports across educational institutions, fitness industries, and media sectors. |
| CO5 | Explore entrepreneurship possibilities in Physical Education, including sports management, health clubs, and marketing sectors. |
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| 02 | B.P.ES.& II  SEM | BPE5202T  FUNDAMENTALS OF SPORTS MEDICINE | CO 1 | **Anatomy and Physiology:** Students will gain a solid understanding of human anatomy, particularly musculoskeletal structures, and how physiological systems respond to exercise. |
| CO2 | **Common Sports Injuries:** Students will learn to identify, understand the mechanisms of, and recognize signs and symptoms of common sports-related injuries, including sprains, strains, fractures, dislocations, and concussions. |
| CO3 | **Injury Prevention:** Students will explore strategies and techniques to prevent sports injuries, such as proper warm-up and cool-down routines, conditioning exercises, protective equipment use, and risk assessment. |
| CO4 | PE fosters teamwork, leadership skills, and social interaction, helping students develop emotional intelligence and resilience. |
| CO5 | **Emergency Procedures:** Students will be trained in recognizing and responding to medical emergencies in sports settings, including CPR, first aid, and how to activate emergency medical services.. |
| 03 | B.P.ES.& II  SEM | BPE5203T  OFFICIATING AND COACHING | CO 1 | **Rules and Regulations:** Students will gain a comprehensive understanding of the rules, regulations, and guidelines governing specific sports or activities. |
| CO2 | **Sports-Specific Techniques:** Students will learn about the technical aspects of various sports, including proper form, strategies, and tactics. |
| CO3 | **Physiology and Training Principles:** Students will explore the physiological demands of sports and learn about training principles, such as conditioning, nutrition, and recovery. |
| CO4 | **Psychology of Sport:** Students will understand the psychological factors that influence athletic performance, including motivation, communication, and stress management. |
| CO5 | **Ethics and Sportsmanship:** Students will learn about ethical considerations in sports, including fair play, integrity, and respect for opponents. |
| 04 | B.P.ES.& II  SEM | BPE5204T  ASIAN AND COMMON  WEALTH GAMES | CO 1 | Historical Context: Students will gain a comprehensive understanding of the history, evolution, and significance of both the Asian Games and the Commonwealth Games, including their founding principles, objectives, and how they have changed over time. |
| CO2 | **Organizational Structure:** Students will learn about the organizational structure of these Games, including the roles and responsibilities of the governing bodies, participating nations, and various committees involved. |
| CO3 | **Geopolitical and Cultural Significance:** Students will explore the geopolitical and cultural importance of these Games, understanding how they contribute to regional cooperation, national identity, and intercultural exchange within Asia and the Commonwealth. |
| CO4 | **Sports and Athletes:** Students will become familiar with the sports contested in these Games, the prominent athletes who have participated, and the notable achievements and records set. |

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|  |  |  | CO5 | **Impact and Legacy:** Students will analyze the social, economic, and political impact of hosting these Games, including infrastructure development, tourism, and long-term legacies for the host cities and nations. |
| 05 | B.P.ES.& II  SEM | MDC5201T  PHYSICAL FITNESS AND HYGIENE | CO 1 | **Components of Physical Fitness:** Students will learn about the key components of physical fitness, including cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.. |
| CO2 | **Principles of Training:** Students will understand the principles of exercise training, such as overload, progression, specificity, and reversibility, to design effective fitness programs. |
| CO3 | **Nutrition and Healthy Eating:** Students will learn about the importance of balanced nutrition, including macronutrients, micronutrients, hydration, and how to make healthy food choices. |
| CO4 | **Personal Hygiene:** Students will understand the principles of personal hygiene, including proper hand washing, oral hygiene, skin care, and other practices to prevent the spread of infections and maintain overall health. |
| CO5 | **Health and Wellness:** Students will explore the connection between physical fitness, hygiene, and overall health and wellness, including mental and emotional well-being.. |

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| 06 | B.P.ES.& II  SEM | VAC5EVST  Environment Studies | CO1 | Knowledge and understanding: Students will gain a broad understanding of environmental concepts, issues, and challenges, including ecosystems, biodiversity, pollution, climate change, and sustainability. |
| CO2 | Critical thinking and problem-solving: Students will develop the ability to analyze environmental problems, evaluate potential solutions, and think critically about environmental issues. |
| CO3 | Communication and collaboration: Students will learn to communicate effectively about environmental topics, both orally and in writing, and to collaborate with others to address environmental challenges. |
| CO4 | Environmental stewardship: Students will develop a sense of responsibility for the environment and a commitment to environmental stewardship. |
| CO5 | Communicating effectively about environmental issues to a variety of audiences |
| 01 | **B.P.ES. III**  **SEM** | UBPE-231  **METHODS IN PHYSICAL EDUCATION** | CO 1 | Teaching Styles and Strategies: Students will learn about various teaching styles (e.g., direct instruction, inquiry-based learning, cooperative learning) and instructional strategies (e.g., task analysis, skill progressions, differentiated instruction) used in physical education. |
| CO2 | Curriculum Development: Students will understand the principles of curriculum design and be able to develop developmentally appropriate and engaging physical education programs that align with national and state standards. |
| CO3 | Class Management: Students will develop skills in managing a physical education class effectively, including strategies for maintaining discipline, ensuring safety, and maximizing student engagement. |
| CO4 | Inclusion and Differentiation: Students will understand the importance of creating inclusive physical education environments that meet the needs of all learners, including students with disabilities and diverse learning styles. |
| 02 | B.P.ES. III  SEM | UBPE-232  **RULES OF GAMES AND SPORTS-PART III (TRACK AND FIELD AND CROSS COUNTRY)** | CO 1 | Rules and Regulations: Students will gain a deep understanding of the specific rules and regulations of a variety of sports and games, including individual sports, team sports, and emerging sports. |
| CO2 | Officiating: Students will learn about the role of officials in enforcing the rules and maintaining fair play, including different officiating roles and responsibilities. |
| CO3 | Game Dynamics: Students will understand how the rules of a game influence its strategies, tactics, and overall flow. |
| CO4 | Rule Interpretation: Students will develop the ability to interpret and apply rules in different game situations, including understanding the nuances and potential ambiguities in the rules. |
| 03 | B.P.ES. III  SEM | UBPE-233  **SPORTS MANAGEMENT IN PHYSICAL EDUCATION** | CO 1 | Management Principles: Students will grasp fundamental management concepts, including planning, organizing, leading, and controlling, and how they apply to sports and physical education programs. |
| CO2 | Financial Management: Students will learn about budgeting, fundraising, sponsorship acquisition, and other financial aspects of managing sports and physical activity programs. |
| CO3 | Marketing and Promotion: Students will understand how to market and promote sports and physical education programs to increase participation and generate support. |
| CO4 | Legal and Ethical Issues: Students will explore legal and ethical considerations in sports management, including risk management, liability, and compliance with regulations. |
| 04 | B.P.ES. III  SEM | UBPE-234  **PRACTICALS-III (MORNING/ EVENING ACTIVITIES )** | CO 1 | Benefits of Regular Physical Activity: Students will understand the physiological, psychological, and social benefits of incorporating regular physical activity into their daily routines. |
| CO2 | Principles of Exercise: Students will learn basic principles of exercise, including frequency, intensity, time, and type (FITT), and how to apply them to different activities. |
| CO3 | Different Activity Types: Students will gain knowledge of various types of physical activities suitable for morning and evening routines, including cardiovascular exercise, strength training, flexibility exercises, and mindfulness practices. |
| CO4 | Health and Safety: Students will understand health and safety considerations related to physical activity, including proper warm-up and cool-down routines, injury prevention, and recognizing warning signs. |

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| 01 | B.P.ES.& IV  SEM | UBPE-241  RULES & GAMES OF SPORTS PART-IV(FOOTBALL,TENNIS,BALL-BADMINTION,TENNIKOIT) | CO 1 | Score by kicking or heading the ball into the opposing team's goal. |
| CO2 | Hit the ball over the net and within the boundaries of the court so that your opponent cannot return it. |
| CO3 | Similar to badminton, but played with a ball instead of a shuttlecock. The aim is to hit the ball over the net and within the opponent's court. |
| CO4 | A ring-shaped object (tennikoit) is thrown back and forth between players across a net. The aim is to land the tennikoit within the opponent's court boundaries. |
| 02 | B.P.ES.& IV  SEM | UBPE-242  TEST MEASUREMENTS & EVALUATION IN PHYSICAL EDUCATION AND SPORTS | CO 1 | **Define and differentiate between key concepts**: test, measurement, assessment, and evaluation. |
| CO2 | Explain the importance of measurement and evaluation in physical education and sports. |
| CO3 | Explain the factors that can affect test performance.. |
| CO4 | Describe the ethical considerations involved in testing and evaluation. |

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| 03 | B.P.ES.& IV  SEM | UBPE-243  PERSONALITY DEVLOPMENT AND COMMUNICATION SKILLS | CO 1 | **Effective Verbal Communication:** Students will learn to articulate their thoughts and ideas clearly, concisely, and confidently in various settings, such as presentations, conversations, and group discussions. |
| CO2 | **Enhanced Non-Verbal Communication:** The course will cover the importance of body language, facial expressions, and tone of voice in conveying messages effectively. Students will learn to interpret and utilize non-verbal cues to enhance their communication. |
| CO3 | **Active Listening Skills:** Students will develop the ability to listen attentively, understand different perspectives, and respond thoughtfully in conversations. |
| CO4 | **Written Communication Proficiency:** The course may also cover improving writing skills for various purposes, such as emails, reports, and professional documents. |
| 01 | **B.P.ES.& V**  **SEM** | **UBPE-351**  **RECREATION ,CAMPING AND LEADERSHIP** | CO 1 | Recreation Theory and Concepts: Students will understand the principles of recreation, leisure, and play, and their importance for individual and community well-being. |
| CO2 | Camping Skills: Students will learn essential camping skills, including tent setup, fire building, outdoor cooking, navigation, first aid, and Leave No Trace principles. |
| CO3 | Leadership Principles: Students will gain knowledge of leadership theories, styles, and qualities, and how they apply to outdoor and recreational settings. |
| CO4 | Risk Management: Students will understand risk assessment and management in outdoor activities, including safety procedures, emergency response, and environmental awareness. |
| 02 | B.P.ES.& V  SEM | **UBPE-352**  **EXERCISE PHYSIOLOGY** | CO 1 | Energy Systems: Students will understand the bioenergetics of exercise, including the roles of ATP, creatine phosphate, anaerobic glycolysis, and aerobic metabolism in providing energy for physical activity. |
| CO2 | Cardiovascular and Respiratory Responses: Students will learn how the cardiovascular and respiratory systems respond to acute exercise, including changes in heart rate, blood pressure, cardiac output, ventilation, and gas exchange. |
| CO3 | Muscular System Responses: Students will understand the muscular system's response to exercise, including muscle fiber recruitment, force production, and fatigue mechanisms. |
| CO4 | Endocrine Responses: Students will learn about the role of hormones in regulating physiological responses during exercise, including the effects of insulin, glucagon, epinephrine, and cortisol. |
| 03 | B.P.ES.& V  SEM | **UBPE-353**  **INTRODUCTION OF ADAPTED PHYSICAL EDUCATION** | CO 1 | Disability Awareness: Students will develop an understanding of various types of disabilities, including physical, intellectual, and developmental disabilities, and their impact on participation in physical activity. |
| CO2 | Legislation and Policies: Students will learn about key legislation and policies related to adapted physical education, such as the Individuals with Disabilities Education Act (IDEA), and their implications for program development. |
| CO3 | Assessment and Evaluation: Students will understand the principles of assessing and evaluating the physical activity needs and abilities of individuals with disabilities. |
| CO4 | Individualized Education Programs (IEPs): Students will learn about the role of IEPs in adapted physical education and how to develop individualized goals and objectives for students with disabilities. |
| 04 | B.P.ES.& V  SEM | **UBPE-354**  **RULE OF GAMES AND SPORTS PART-V (HANDBALL, CRICKET, NETBALL AND JUDO)** | CO 1 | Rules and Regulations: Students will gain a deep understanding of the specific rules and regulations of a variety of sports and games, including individual sports, team sports, and emerging sports. |
| CO2 | Officiating: Students will learn about the role of officials in enforcing the rules and maintaining fair play, including different officiating roles and responsibilities. |
| CO3 | Game Dynamics: Students will understand how the rules of a game influence its strategies, tactics, and overall flow. |
| CO4 | Ethical Considerations: Students will explore the ethical considerations related to rules and fair play in sports, including sportsmanship, integrity, and the prevention of cheating. |
| 05 | B.P.ES.& V  SEM | **UBPE-355**  **COMPUTER APPLICATION IN PHYSICAL EDUCATION** | CO 1 | Software and Hardware: Students will become familiar with various software applications and hardware commonly used in physical education, such as fitness trackers, motion capture systems, and data analysis software. |
| CO2 | Data Collection and Analysis: Students will understand how to collect, analyze, and interpret data related to physical activity, fitness levels, and athletic performance using technology. |
| CO3 | Technology Integration: Students will learn how to integrate technology into physical education instruction, program planning, assessment, and communication. |
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| 01 | B.P.ES.& VI  SEM | UBPE-361SCIENTIFIC  PRINCIPLES OF SPORTS TRAINING | CO1 | Analyse the body’s acute and chronic responses to various training stimuli, including cardiovascular, muscular, and neurological adaptations. |
| CO2 | Explain foundational principles such as overload, specificity, progression, recovery, and individualization in the context of sports training. |
| CO3 | Apply physiological, biomechanical, and psychological concepts to design and evaluate effective training programs. |
| CO4 | Develop scientifically-based training plans tailored to different sports, fitness levels, and individual goals. |
| 02 | B.P.ES.& VI  SEM | UBPE-362  RULE OF GAMES AND SPORTS PART-V (HOCKEY,SOFTBALL) | CO 1 | Interpretation of Rules: You'll learn how to interpret and apply rules in different situations, including those that might be ambiguous or contested. |
| CO2 | Communication Skills: You'll develop the ability to clearly communicate rules to others, whether you're explaining them to a teammate, a player, or a fan. |
| CO3 | Critical Thinking: You'll learn to analyze game situations and make informed decisions based on your understanding of the rules. |
| CO4 | Respect for Rules and Sportsmanship: You'll develop a strong sense of respect for the rules of the game and the importance of sportsmanship. |
| 03 | B.P.ES.& VI  SEM | UBPE-363  SPORTS PSYCHOLOGY AND SPORTS JOURNALISM | CO 1 | Understand the role of psychology in sports performance. |
| CO2 | Apply psychological principles to improve performance. |
| CO3 | Understand the major prospectives of psychology. |
|  |  |  | CO4 | Understand the role of personality, motivation, arousals, anxiety stress in sports performance. |

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| 04 | B.P.ES.& VI  SEM | UBPE-364  SCIENCE OF YOGA | CO 1 | Explain the meaning, scope, aims, and objectives of Physical Education and its relationship with health and general education. |
| CO2 | Describe the historical development of Physical Education in India from the Indus Valley Civilization to the modern era. |
| CO3 | Analyse the biological basis of Physical Education, including growth and development, chronological and physiological age, and influencing factors. |
| CO4 | Identify career opportunities in Physical Education and Sports across educational institutions, fitness industries, and media sectors. |
| 05 | B.P.ES.& VI  SEM | UBPE-365  KINESIOLOGY AND BIOMECHANICS | CO 1 | Define and describe key terms such as Kinesiology, Sports Biomechanics, Force, Lever, and Posture, as well as fundamental concepts in anatomy and physiology. |
| CO2 | Explain the importance of Kinesiology and Sports Biomechanics to physical education teachers, athletes, and sports coaches, including the role of concepts like posture, muscle contractions, and types of joints in physical performance. |
| CO3 | Apply the mechanical concepts of force, levers, and Newton's laws of motion to analyze sports activities, demonstrating how these principles impact human movement. |
| CO4 | Analyse the relationship between linear and angular kinematics and kinetics in human movement, evaluating how factors like inertia, momentum, and the angle of pull influence performance in sports. |