Bachelor in Physical Education (BPED)

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| **S No** | **Class & Semester** | | | **Course & Course Code** | | **COs** | **Course Outcomes** |
| **01** | B.P.ED.& I  SEM | | | **CC-101**  History, Principles and foundation of Physical Education | | CO 1 | **Develop fundamental movement skills:** Students should acquire proficiency in basic movements such as running, jumping, throwing, catching, and balancing. |
| CO2 | **Improve physical fitness:** Students should enhance their cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. |
| CO3 | **Learn about health and wellness:** Students should understand the importance of physical activity for maintaining health, preventing diseases, and promoting overall well-being**.** |
| CO4 | **Develop social and emotional skills:** Students should learn to cooperate, communicate effectively, and demonstrate sportsmanship in physical activity settings. |
| CO5 | **Appreciate the value of lifelong physical activity:** Students should develop a positive attitude towards physical activity and understand its role in leading a healthy and fulfilling life. |
| **02** | B.P.ED.& I  SEM | | | **CC-102**  Anatomy and Physiology | | CO 1 | **Demonstrate knowledge of key concepts in both anatomy and philosophy:** Students will gain a basic understanding of human anatomy and physiology, as well as fundamental philosophical concepts related to the mind-body problem, embodiment, and ethics. |
| CO2 | **Analyze the historical and cultural connections between anatomy and philosophy:** Students will explore how anatomical discoveries have influenced philosophical thought throughout history, and how cultural beliefs about the body have shaped both anatomical research and philosophical inquiry**.** |
| CO3 | **Critically evaluate contemporary issues at the intersection of anatomy and philosophy:** Students will engage with current debates surrounding topics such as medical ethics, neuroethics, and the impact of technology on our understanding of the body. |
| CO4 | **Articulate their own perspectives on the relationship between the body and the self:** Students will develop their ability to think critically and creatively about the implications of our embodied existence, and to express their views in a clear and persuasive manner. |
| CO5 | **Conduct research and present their findings effectively:** Students will learn how to research topics related to anatomy and philosophy, and to communicate their ideas through written assignments and presentations. |
| **03** | B.P.ED.& I  SEM | | | **CC-103**  Health Education and Environmental Studies | | CO 1 | Define health, health education, and related concepts. |
| CO2 | Explain the dimensions of health (physical, mental, social, emotional). |
| CO3 | Describe the principles and objectives of health education. |
| CO4 | Identify common communicable and non-communicable diseases, their causes, prevention, and control. |
| CO5 | Understand the importance of nutrition, balanced diet, and physical activity for maintaining health. |
| **04** | B.P.ED.& I  SEM | | | **EC-102**  Officiating and Coaching | | CO 1 | Demonstrate a thorough understanding of the rules and regulations of the sport. |
| CO2 | Explain the principles of fair play and sportsmanship. |
| CO3 | Describe the different officiating roles and responsibilities. |
| CO4 | Understand the mechanics of officiating, including positioning, signaling, and communication. |
| CO5 | Explain the procedures for handling disputes and protests. |
| **05** | B.P.ED.& I  SEM | | | **PC-101**  Track and Field (Running Events) | | CO 1 | Rules and Regulations: Articulate a comprehensive understanding of the current rules and regulations governing various track and field running events, including sprints, middle-distance, long-distance, hurdles, and relays, as established by relevant governing bodies (e.g., World Athletics, national federations). This includes procedures for starts, race conduct, finishes, lane usage, disqualifications, and protest processes. |
| CO2 | Technique and Strategy: Analyze and explain the biomechanical principles underlying efficient running form and technique for each event. Students will be able to compare and contrast effective pacing strategies, race tactics, and energy management principles relevant to specific distances and competitive contexts. |
| CO3 | Training Methodologies: Demonstrate a thorough understanding of training principles, including overload, progression, specificity, reversibility, and individualization. Students will be able to describe and justify the application of various training methods such as interval training, fartleks, tempo runs, plyometrics, and resistance training for enhancing running performance. Knowledge of periodization and training cycle design is expected. |
| CO4 | Physiology and Biomechanics: Explain the physiological responses of the body to training, including cardiovascular, muscular, and metabolic adaptations. Students will be able to analyze the biomechanics of running, identifying key performance indicators and areas for improvement. |
| CO5 | Safety and Injury Prevention: Identify and explain common running-related injuries, their etiological factors, and appropriate preventative measures. Students will be able to discuss the importance of proper footwear, equipment, warm-up, cool-down, recovery strategies, and environmental considerations for minimizing injury risk. |
| **06** | B.P.ED.& I  SEM | | | **PC-102**  Swimming/Gymnastics/ Shooting | | CO1 | Water Safety Proficiency: Demonstrate competency in water safety practices, including safe pool entry and exit, hazard identification, and basic rescue techniques. Articulate the importance of adherence to established water safety regulations. |
| CO2 | Fundamental Aquatic Skills: Execute fundamental swimming skills with proficiency, including front and back floatation, coordinated breathing, and efficient performance of freestyle, backstroke, and breaststroke. |
| CO3 | nhanced Aquatic Fitness: Demonstrate improved cardiovascular fitness through sustained swimming activity. Refine stroke technique to enhance efficiency and propulsion, enabling them to swim a designated distance with proper form. |
| CO4 | Aquatic Locomotion and Propulsion: Perform basic dives and turns, demonstrating an understanding of hydrodynamic principles related to aquatic movement. |
| CO5 | Enhanced Physical Attributes: Demonstrate significant improvements in flexibility, strength (both upper body and core), balance, and coordination |
| **07** | B.P.ED.& I  SEM | | | **PC-103**  Indigenous Sports: Kabaddi / Malkhambh/ lezim / March past | | CO1 | Gameplay Proficiency: Demonstrate a comprehensive understanding of Kabaddi rules, strategies, and scoring systems. Execute fundamental raiding and defensive techniques with increasing proficiency. |
| CO2 | Team Dynamics: Effectively collaborate within a team, demonstrating strategic communication, coordination, and support during raids and defense. Understand the roles and responsibilities of different players in a Kabaddi team. |
| CO3 | Physical Conditioning: Enhance physical attributes crucial for Kabaddi, including strength, agility, flexibility, and cardiovascular endurance. Demonstrate improved reaction time and strategic movement on the Kabaddi field. |
| CO4 | Cultural Appreciation: Articulate the historical and cultural significance of Kabaddi in India. Understand its social impact and its role in promoting teamwork and sportsmanship. |
| CO5 | Mallakhamb Techniques: Execute fundamental Mallakhamb postures and movements with precision and control. Demonstrate a progression in skill, moving from basic balances to more complex poses and transitions on the pole. |
| **08** | B.P.ED.& I  SEM | | | **PC-104**  Mass Demonstration Activities: Kho-Kho / dumbbells / tipri / wands / hoop | | CO1 | Synchronization and Coordination: Perform synchronized movements with precision and coordination within a group setting. Demonstrate an understanding of spacing, timing, and alignment in mass formations. |
| CO2 | Teamwork and Collaboration: Effectively collaborate with peers, demonstrating communication, cooperation, and mutual support during mass demonstrations. Understand the importance of individual contributions to the overall group performance. |
| CO3 | Physical Fitness and Endurance: Enhance physical fitness through participation in these activities, improving cardiovascular endurance, strength, flexibility, and coordination. Demonstrate improved stamina and agility during extended routines. |
| CO4 | Discipline and Focus: Exhibit discipline, focus, and concentration during practice and performance, adhering to instructions and maintaining formation integrity. Understand the importance of mental preparedness in mass demonstrations. |
| CO5 | Team Strategy: Apply strategic thinking and teamwork in offensive and defensive maneuvers during Kho-Kho games and demonstrations. |
| 01 | B.P.ED.& II  SEM | | | CC-201  YOGA EDUCATION | | CO 1 | Recalling foundational information related to the meaning, definition, and origins of Yoga. |
| CO2 | Deeper comprehension of Astanga Yoga, where students can explain its principles and components. |
| CO3 | Demonstrate their knowledge and practical application of specific asanas, bandhas, and mudras, analyzing how these practices influence the body. |
| CO4 | Analyze and compare different practices, critically assessing the impact and differences between yogic practices and physical exercises, and examining their broader societal influence. |
| CO5 | Increased strength, flexibility, balance, and endurance. |
| 02 | B.P.ED.& II  SEM | | | CC-202  EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION | | CO 1 | Studies have shown that regular physical activity improves cognitive functions, concentration, and memory, leading to better academic performance. |
| CO2 | PE programs are linked to improved fitness levels, lower rates of obesity, and better cardiovascular health in children and adolescents. |
| CO3 | Physical activity through PE programs is associated with reduced symptoms of anxiety, depression, and stress among students. |
| CO4 | PE fosters teamwork, leadership skills, and social interaction, helping students develop emotional intelligence and resilience. |
| CO5 | Schools with mandatory PE programs report a 30% decrease in childhood obesity rates compared to those without. |
| 03 | B.P.ED.& II  SEM | | | CC-203  ORGANZATION AND ADMINISTRATION IN PHYSICAL EUCATION | | CO 1 | **Understanding organizational structures and behavior**: Students learn about different types of organizational structures, how they function, and how individuals and groups behave within them. |
| CO2 | **Developing management skills:** This includes skills in planning, organizing, leading, and controlling resources, as well as decision-making, problem-solving, and communication. |
| CO3 | **Applying management theories and principles:** Students learn about various management theories and how to apply them to real-world situations. |
| CO4 | **Analyzing and improving organizational processes:** This involves understanding how organizations work, identifying areas for improvement, and implementing changes to enhance efficiency and effectiveness. |
| CO5 | **Understanding the external environment:** Students learn about the factors that influence organizations, such as economic conditions, competition, and regulatory frameworks. |
| 04 | B.P.ED.& II  SEM | | | EC-202  SPORTS NUTRITION AND WEIGHT MANAGEMENT | | CO 1 | Understanding the Role of Nutrition in Athletic Performance: Students will understand how nutrition impacts performance, endurance, strength, and recovery. They will gain knowledge about energy balance, nutrient timing, and hydration strategies. |
| CO2 | **Knowledge of Macronutrients and Micronutrients:** Students will gain a deep understanding of the functions and importance of carbohydrates, proteins, fats, vitamins, and minerals in sports. |
| CO3 | **Nutritional Needs for Different Sports:** Students will learn the specific nutritional requirements for endurance sports (e.g., long-distance running), strength training, team sports, and recreational activities. |
| CO4 | **Hydration and Electrolyte Balance:** Students will understand the importance of hydration and electrolyte balance in preventing dehydration and supporting optimal performance. |
| CO5 | **Supplements and Ergogenic Aids:** Students will evaluate the scientific evidence behind popular sports supplements and ergogenic aids, understanding their potential benefits and risks. |
| 05 | B.P.ED.& II  SEM | | | PC-201  Track and Field (Jumping Events) | | CO 1 | Safety and Technique: Demonstrate proper warm-up techniques, safe landing procedures, and correct fundamental form for their chosen jump(s). Understand and adhere to all track and field safety regulations. |
| CO2 | Physical Conditioning: Demonstrate improvements in key physical attributes relevant to jumping, including strength, power, speed, flexibility, and coordination. Understand the relationship between these attributes and jump performance. |
| CO3 | Performance Analysis: Analyze their own jump performance, identifying strengths and weaknesses in technique and providing constructive feedback to peers. Understand the biomechanics of jumping. |
| CO4 | Approach and Takeoff: Execute a consistent and controlled approach run, culminating in a powerful and effective takeoff. Demonstrate proper foot placement and body positioning for takeoff. |
| CO5 | Hop, Step, and Jump: Execute the three phases of the triple jump (hop, step, and jump) with increasing proficiency, maintaining momentum and balance. Understand the rhythm and coordination required for each phase. |
| 06 | B.P.ED.& II  SEM | | | PC-202  Yoga/Aerobics/ Gymnastics/ Swimming | | CO 1 | Asana Proficiency: Demonstrate proper alignment and technique in performing a variety of yoga asanas (postures), including standing poses, seated poses, inversions, and restorative poses. |
| CO2 | Breath Control (Pranayama): Practice and apply various pranayama techniques to regulate breath, calm the mind, and enhance energy levels. |
| CO3 | Flexibility and Strength: Demonstrate improved flexibility, strength, balance, and posture through regular yoga practice. |
| CO4 | Mind-Body Connection: Cultivate a deeper awareness of the mind-body connection, promoting relaxation, stress reduction, and mental well-being. |
| CO5 | Yoga Philosophy: Demonstrate a basic understanding of the philosophy and principles of yoga, including its ethical and spiritual dimensions. |
| 07 | B.P.ED.& II  SEM | | | PC-203  Racket Sports: Badminton/ Table Tennis/ Squash/Tennis | | CO 1 | Fundamental Skills: Demonstrate proficiency in fundamental skills specific to each sport, including grip, stance, serve, strokes (forehand, backhand, volley, etc.), and footwork. |
| CO2 | Tactical Awareness: Understand and apply basic tactical principles, such as placement, shot selection, and court coverage. Analyze opponent's strengths and weaknesses. |
| CO3 | Serving and Receiving: Execute various serves (high, low, flick) with accuracy and consistency. Effectively return serves and other shots. |
| CO4 | Spin and Speed: Understand and utilize spin and speed variations to control the ball and create challenging shots for opponents. |
| CO5 | Court Positioning: Demonstrate effective court positioning, controlling the "T" and anticipating opponent's shots. |
| 08 | B.P.ED.& II  SEM | | | TP-201  Teaching Practices | | CO 1 | Lesson Planning and Design: Design and develop effective lesson plans that align with learning objectives, incorporate diverse learning activities, and cater to different learning styles. |
| CO2 | Classroom Management: Implement effective classroom management strategies to create a positive and engaging learning environment, promoting student participation and minimizing disruptions. |
| CO3 | Instructional Strategies: Utilize a variety of instructional strategies, including direct instruction, inquiry-based learning, cooperative learning, and technology integration, to effectively deliver content and facilitate student learning. |
| CO4 | Assessment and Evaluation: Develop and implement appropriate assessment methods to measure student learning, provide feedback, and inform instructional decisions. |
| CO5 | Communication and Interaction: Communicate effectively with students, parents, and colleagues, fostering positive relationships and creating a collaborative learning environment. |
| 01 | B.P.ED.& III  SEM | | | CC-301  **Sports Training** | | CO 1 | Physiological Principles: Understand and apply basic physiological principles related to sports training, including energy systems, muscle physiology, and the body's response to exercise. |
| CO2 | Training Program Design: Design and implement effective training programs that address specific performance goals, considering factors such as frequency, intensity, duration, and type of exercise. |
| CO3 | actical Understanding: Develop and apply tactical knowledge and strategies relevant to their sport, including game analysis, decision-making, and opponent assessment. |
| CO4 | Physical Conditioning: Improve key physical attributes relevant to their sport, such as strength, power, speed, agility, endurance, flexibility, and coordination. |
| CO5 | Nutrition and Recovery: Understand the importance of proper nutrition and recovery strategies for optimizing athletic performance. |
| 02 | B.P.ED.& III  SEM | | | CC-302  Computer Applications in Physical Education | | CO 1 | Understanding the role of computers in various aspects of physical education and sports |
| CO2 | Familiarity with relevant software and hardware used in the field. |
| CO3 | Knowledge of data analysis techniques and their application in physical education. |
| CO4 | Understanding ethical considerations related to the use of technology in sports. |
| CO5 | Ability to use technology for creating training plans and monitoring athlete progress. |
| 03 | B.P.ED.& III  SEM | | | CC-303  Sports Psychology and Sociology | | CO 1 | Psychological Concepts: Understanding key psychological concepts relevant to sports, such as motivation, anxiety, stress management, self-confidence, attention, and team dynamics. |
| CO2 | Social Theories: Knowledge of sociological theories and concepts related to sports, including socialization, deviance, social stratification, and group dynamics. |
| CO3 | Mental Skills Training: Understanding the principles and techniques of mental skills training, such as imagery, goal setting, and relaxation techniques. |
| CO4 | Group Dynamics: Knowledge of how groups function in sports, including team cohesion, leadership, and communication. |
| CO5 | Social Issues in Sports: Understanding social issues related to sports, such as gender, race, class, and disability. |
| 04 | B.P.ED.& III  SEM | | | EC-301  Sports Medicine, Physiotherapy and Rehabilitation | | CO1 | Anatomy and Physiology: In-depth understanding of the musculoskeletal system, nervous system, and other relevant systems, with a focus on their function in sports and exercise. |
| CO2 | Sports Injuries: Knowledge of common sports injuries, their causes, mechanisms, and clinical presentation. |
| CO3 | Biomechanics: Knowledge of biomechanical principles and their application to human movement, sports performance, and injury prevention. |
| CO4 | Exercise Physiology: Understanding the physiological responses to exercise and training, and how to apply this knowledge to design effective rehabilitation programs. |
| CO5 | Pharmacology: Knowledge of commonly used medications in sports medicine, including their effects, side effects, and regulations. |
| 05 | B.P.ED.& III  SEM | | | PC-301  Track and Field (Throwing Events) | | CO 1 | Rules and Regulations: Thorough understanding of the rules and regulations governing each throwing event (shot put, discus throw, javelin throw, hammer throw). |
| CO2 | Technique: In-depth knowledge of the proper techniques for each throwing event, including grip, stance, footwork, release, and follow-through. |
| CO3 | Biomechanics: Understanding the biomechanical principles underlying effective throwing, including force production, leverage, momentum, and angular velocity. |
| CO4 | Training Principles: Knowledge of training principles specific to throwing events, such as strength training, power development, plyometrics, and flexibility. |
| CO5 | Injury Prevention: Understanding common injuries in throwing events and strategies for prevention, including warm-up routines, proper technique, and conditioning. |
| 06 | B.P.ED.& III  SEM | | | PC-302  Combative Sports: Martial Art/ Karate/Judo/ Fencing/ Boxing/ Taekwondo/ Wrestling (Any two out of these) | | CO 1 | Technical Proficiency: Students will demonstrate proficiency in the fundamental techniques of each combative sport, including stances, strikes, blocks, throws, takedowns, and submissions. |
| CO2 | Tactical Application: Students will be able to apply learned techniques in simulated combat scenarios, demonstrating an understanding of strategy, timing, and distance management. |
| CO3 | Physical Conditioning: Students will improve their strength, speed, agility, flexibility, and endurance through sport-specific training regimens. |
| CO4 | Rules and Regulations: Students will learn the rules, regulations, and scoring systems governing each sport, as well as ethical considerations and sportsmanship. |
| CO5 | Safety and Injury Prevention: Students will understand the risks associated with combative sports and learn techniques for injury prevention, first aid, and basic sports medicine. |
| 07 | B.P.ED.& III  SEM | | | PC-303  Team Games: Baseball/ Cricket/ Football/ Hockey/ Softball/ Volleyball/ Handball/ Basketball/ Netball (Any two of these) | | CO 1 | Fundamental Skills: Students will demonstrate proficiency in the fundamental skills of each sport, including throwing, catching, hitting, kicking, dribbling, passing, and shooting. |
| CO2 | Game-Specific Techniques: Students will learn and apply game-specific techniques, such as batting stances in baseball, bowling techniques in cricket, set plays in basketball, and spiking in volleyball. |
| CO3 | Tactical Awareness: Students will develop tactical awareness, including understanding game strategies, positioning, teamwork, and decision-making in different game situations. |
| CO4 | History and Culture: Students will gain an understanding of the history, origins, and cultural significance of each sport. |
| CO5 | Sportsmanship and Ethics: Students will understand and practice good sportsmanship, ethical behavior, and respect for opponents, officials, and teammates. |
| 08 | B.P.ED.& III  SEM | | | TP-301  Teaching Practice: (Teaching Lesson Plans for Racket Sport/ Team Games/Indigenous Sports) (out of 10 lessons 5 internal and 5 external at practicing school) | | CO 1 | Planning & Preparation: Develop the ability to create structured and effective lesson plans for racket sports and team games, considering varied skill levels and learning objectives. |
| CO2 | Teaching & Instruction: Gain experience in delivering sports lessons, focusing on clear communication, demonstration of techniques, and fostering a positive learning environment |
| CO3 | Assessment & Evaluation: Learn to assess student performance, provide constructive feedback, and adjust teaching strategies based on individual and group progress. |
| CO4 | Adaptability: Practice teaching both internal (within the institution) and external (at a practicing school) lessons, adapting to different teaching environments and student needs. |
| CO5 | Cultural Awareness: Promote and integrate indigenous sports, appreciating and preserving cultural heritage through sports education. |
| 01 | B.P.ED.& IV  SEM | | | CC-401  MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION | | CO 1 | Understand the principles of measurement and evaluation: This includes grasping the fundamental concepts, purposes, and the relationship between the two. |
| CO2 | Apply various measurement and evaluation techniques: Students learn to select and use appropriate methods for different contexts, such as tests, surveys, observations, and performance assessments. |
| CO3 | Develop and administer assessments: This involves creating valid and reliable instruments for measuring learning, skills, or other outcomes. |
| CO4 | Analyze and interpret data: Students learn to use statistical methods to analyze assessment data and draw meaningful conclusions. |
| CO5 | Use evaluation results to make informed decisions: This includes using data to improve instruction, programs, or policies. |
| 02 | B.P.ED.& IV  SEM | | | CC-402  KINESIOLOGY AND BIOMECHANICS | | CO 1 | Anatomy and physiology: This includes the structure and function of the human body, with a focus on the musculoskeletal and nervous systems. |
| CO2 | Biomechanics: This is the study of the mechanics of human movement, including forces, motion, and energy. |
| CO3 | Motor control and learning: This area explores how the nervous system controls movement and how motor skills are learned and developed. |
| CO4 | Exercise physiology: This focuses on the body's responses to exercise, including changes in cardiovascular, respiratory, and muscular function. |
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| 03 | | B.P.ED.& IV  SEM | CC-403  RESEARCH AND STATISTICS IN PHYSICAL EDUCATION | | CO 1 | | Studies have shown that regular physical activity improves cognitive functions, concentration, and memory, leading to better academic performance. |
| CO2 | | A report from the CDC indicated that students who are physically active are 20% more likely to earn higher grades. |
| CO3 | | PE programs are linked to improved fitness levels, lower rates of obesity, and better cardiovascular health in children and adolescents |
| CO4 | | Physical activity through PE programs is associated with reduced symptoms of anxiety, depression, and stress among students. |
| CO5 | | A 2021 meta-analysis reported that students participating in PE exhibited a 24% improvement in mood and mental health indicators. |
| 04 | | B.P.ED.& IV  SEM | EC-402  SPORTS MANAGEMENT | | CO 1 | | **Knowledge and understanding of the sports industry:** Students will gain a comprehensive understanding of the structure, organization, and operation of the sports industry, including professional sports, amateur sports, collegiate athletics, and recreational sports. |
| CO2 | | **Business and management skills:** Students will develop essential business skills, such as marketing, finance, accounting, human resources management, and strategic planning, specifically within the context of the sports industry. |
| CO3 | | **Legal and ethical considerations:** Students will learn about the legal and ethical issues relevant to sports management, including contract law, intellectual property, antitrust law, and sports law. |
| CO4 | | **Communication and interpersonal skills:** Students will enhance their communication, leadership, and interpersonal skills, which are crucial for effective management in the sports industry. |
| CO5 | | **Critical thinking and problem-solving skills:** Students will develop critical thinking and problem-solving skills to analyze complex situations and make informed decisions in the dynamic sports environment. |
| 05 | | B.P.ED.& IV  SEM | PC-401  Track and Field / Swimming / Gymnastics (Any one out of three) | | CO 1 | | Demonstrate improved cardiovascular fitness, measured by a [specific test, e.g., 12-minute run] with a [quantifiable target, e.g., 10% increase in distance]. |
| CO2 | | Acquire fundamental movement skills specific to each discipline, including [list key skills, e.g., running form in track, freestyle stroke in swimming, forward roll in gymnastics]. |
| CO3 | | Progress from basic to intermediate skill proficiency in at least two chosen events within each discipline. |
| CO4 | | Demonstrate the ability to learn and adapt new skills with increasing efficiency. |
| CO5 | | Understand the basic principles of biomechanics and physiology as they apply to each discipline. |
| 06 | | B.P.ED.& IV  SEM | PC-402  Kabaddi / Kho-Kho/ Baseball/ Cricket/ Football/Hockey/Softball/ Volleyball/ Handball/ Basketball/ Netball/ Badminton/ Table Tennis/ Squash/Tennis (Any Two of these) | | CO 1 | | Demonstrate fundamental movement skills relevant to all chosen sports, including running, jumping, throwing, catching, and striking. |
| CO2 | | Improve overall fitness levels, encompassing cardiovascular endurance, muscular strength, and flexibility, through participation in the sports. |
| CO3 | | Understand the basic rules, regulations, and scoring systems of each sport. |
| CO4 | | Gain knowledge of the history and cultural significance of at least two of the chosen sports. |
| CO5 | | Understand the importance of sportsmanship, fair play, and ethical conduct in sports. |
| 07 | | B.P.ED.& IV  SEM | TP-401  Sports specialization: Coaching lessons Plans (One for Sports 5 lessons) | | CO 1 | | Understanding Specialization: Define and differentiate between sport specialization and diversification, understanding the potential benefits and risks associated with early specialization. |
| CO2 | | Developmental Stages: Knowledge of the physical, cognitive, and psychosocial development of athletes at different ages and stages, and how this relates to training and specialization. |
| CO3 | | Long-Term Athlete Development (LTAD): Understanding and application of the LTAD model, including the importance of building a strong foundation of fundamental movement skills before specialization. |
| CO4 | | Talent Identification and Development: Knowledge of effective talent identification methods and the principles of developing athletes from novice to expert levels. |
| CO5 | | Ethical Considerations: Understanding the ethical responsibilities of coaches in guiding athletes towards specialization, including athlete well-being, fair play, and avoiding exploitation. |
| 08 | | B.P.ED.& IV  SEM | TP-402  Games specialization: Coaching lessons Plans (One for Games 5lessons | | CO 1 | | Game Analysis: Deep understanding of the chosen game(s), including rules, strategies, tactics, player roles, and common game situations. |
| CO2 | | Skill Breakdown: Ability to analyze and break down complex game skills into fundamental components for effective teaching and practice. |
| CO3 | | Tactical Principles: Understanding of tactical principles relevant to the game(s), such as offensive and defensive strategies, team formations, and game management. |
| CO4 | | Game Management: Develop skills in game management, including making strategic substitutions, calling timeouts, and adapting to changing game situations. |
| CO5 | | Communication and Motivation: Effective communication and interpersonal skills to build rapport with players, provide constructive feedback, and create a positive and motivating training environment. |