H.H. THE RAJAH'S COLLEGE (AUTONOMOUSB+)

PUDUKKOTTAI

B.Sc., Physical Education,

Health Education and Sports

SYLLABUS

(2023-24 ONWARDS)

COURSE STRUCTURE UNDER CBCS

H.H. THE RAJAH'S COLLEGE (AUTONOMOUS B+)
B. Sc. Physical Education, Health Education and Sports Course Structure under CBCS
(Applicable to the candidates admitted from the academic year 2023-2024 onwards)

I. Aims of the Bachelor's degree programme in Physical Education

Physical education is not only concerned with the physical outcome that accrue from participation in physical activities but also the development of knowledge and attitude conducive to lifelong learning and participation in motor activities. The overall aim of bachelor's degree programme in Physical Education is;

- The acquisition and refinement of motor skills,
- To equip the students with the scientific knowledge of body response to various types of exercise.
- Maintenance of fitness for optimal health and well-being,
- Attainment of knowledge and the growth of positive attitude towards physical activity and sports.

II VISION

- In this course the students will be taught to meet the health, physical fitness and positive lifestyle related challenges faced by the members of the society.
- The programme has compulsory learning of foundation and allied sports science courses besides being trained in numerous sports.
- The students are provided with various choices in the skill enhancement course which are directly related to the implementation of knowledge in the society.
- This course creates strong foundation for all form of teachers training courses in physical education & sports sciences at various levels
- The programme will enable the students to propagate the importance of Physical Education at various levels and its requirement for every individual of the society in order to keep oneself healthy and live a stress free and positive lifestyle'
- To train the students to meet the challenges faced by the sportspersons with respect to doping, which is both injurious to health and contrary to the sporting ethic, and to protect the physical and mental health of athletes, the virtues of fair play and competition, the integrity of the sporting community and the rights of people participating in it at any level whatsoever.

III MISSION

- Developing outstanding sports personality of international caliber
- Facilitating the learners to participate in intramural and extramural competitions
- Training the learners to become officials and referees
- Making the learners to excel in one game and familiarize with all other major games
- Making the learners to excel in Yoga and Gymnastics creating social responsibility by exposing learners to their social obligations.

IV. PROGRAMME SPECIFIC OUTCOMES

On successful completion of B.Sc. Degree Programme in Physical Education, Health Education and Sports, the students would have

PSO1: attained wholesome development as physically fit, mentally sound and socially responsible individuals

PSO2: become outstanding sports persons by achieving in National and International level competitions

PSO3: gained scientific knowledge on various subjects in the field of Physical Education

PSO4: acquired knowledge on the rules & regulations and officiating techniques of sports and games

PSO5: cultivated the desirable health habits to emerge as socially-integrated sports persons

PSO6: recognized their socially responsibilities and become globally competent learners

PSO7: become knowledgeable and motivated citizens by adapting active lifestyle.

B.Sc. PHYSICAL EDUCATION, HEALTH EDUCATION AND SPORTS PROGRAMME STRUCTURE

Sem.	Part	Course Code	Courses	Title of the Course	Cr.	Hrs./ Week	Marks		Total
							Int.	Ext.	
I	I	**23ULT1/ 23ULH1**	**PART – I**	**LANGUAGE TAMIL**	3	6	25	75	100
	II	**23ULE1**	**PART -II**	**ENGLISH**	3	6	25	75	100
	III	**23UPS1**	CC-I	HISTORY OF PHYSICAL EDUCATION	5	5	25	75	100
		23UPS2P	CP-II	YOGA PRACTICAL -I	5	5	25	75	100
		23UPSGE1	AC-I	YOGA EDUCATION	3	4	25	75	100
	IV	**23UPSSGEF1**	FC-I	FOUNDATION OF PHYSICAL EDUCATION	2	2	25	75	100
		23USE1	SEC -1	SOFT SKILL AND INDUSTRY AWARENESS PAPER -I	2	2	25	75	100
		Total			**23**	**30**	**--**	**--**	**700**
II	I	**23ULT2/ 23ULH2**	**PART – I**	**LANGUAGE TAMIL**	3	6	25	75	100
	II	**23ULE2**	**PART -II**	**ENGLISH**	3	6	25	75	100
	III	**23UPS3**	CC-III	THEORIES OF SPORTS AND GAMES GROUP -I	5	5	25	75	100
		23UPS4P	CP-IV	MAJOR GAMES GROUP I-PRACTICAL	5	5	25	75	100
		23UPSGE2	AC-II	ANATOMY AND PHYSIOLOGY	3	4	25	75	100
	IV	**23USE2**	SEC-II	SOFT SKILL AND INDUSTRY AWARENESS PAPER -II	2	2	25	75	100
		23UPSNMC1	SEC-III	NAN MUTHALVAN COURSE-I	2	2	25	75	100
		Total			**23**	**30**	**--**	**--**	**700**
III	I	**23ULT3/ 23ULH3**	**PART – I**	**LANGUAGE TAMIL**	3	6	25	75	100
	II	**23ULE3**	**PART -II**	**ENGLISH**	3	6	25	75	100
	III	**23UPS5**	CC-V	TEST, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION	5	5	25	75	100
		23UPS6P	CP-VI	EVALUATION PROCESS IN PHYSICAL EDUCATION	5	5	25	75	100
		23UPSGE3	AC-III	FOUNDATION OF PHYSICAL EDUCATION	3	4	25	75	100
	IV		EVS	ENVIRONMENTAL STUDIES		1	25	75	100
		23USE3	SEC-IV	ENTREPRENEURIAL SKILLS	2	2	25	75	100
		23UPSNMC2	SEC-V	NAN MUTHALVAN COURSE-II	2	1			
		Total			**22**	**30**	**--**	**--**	**700**
IV	I	**23ULT4/ 23ULH4**	**PART – I**	**LANGUAGE TAMIL**	3	6	25	75	100
	II	**23ULE4**	**PART -II**	**ENGLISH**	3	6	25	75	100

	III	**23UPS7**	CC-VII	THEORIES OF TRACK AND FIELD	5	5	**40**	**60**	100
		23UPS8P	CP-VIII	TRACK & FIELD EVENTS (MAJOR PRACTICAL-IV)	5	5	25	75	100
		23UPSGE4	AC-IV	SPORTS MEDICINE	3	4	25	75	100
	IV	**23UPSNMC3**	SEC - VI	NAN MUTHALVAN COURSE-III	2	2	25	75	100
		23UVEGS	VEGS-1	VALUE EDUCATION AND GENDER STUDIES	2	2	25	75	100
		23UES	EVS	ENVIRONMENTAL STUDIES	2	1	25	75	100
		Total			**25**	**30**	**--**	**--**	**800**
V	III	**23UPS9**	CC-IX	METHODS OF PHYSICAL EDUCATION	4	5	25	75	100
		23UPS10	CC-X	SCIENCE OF SPORTS TRANING	4	5	25	75	100
		23UPS11P	CP-XI	TEACHING PRACTICE (MAJOR PRACTICAL – V)	4	5	25	75	100
		23UPS12	CC-XII	PROJECT (WITH VIVA VOCE)	4	5	25	75	100
		23UPSE1A	EC-I	SPORTS BIO MECHANICS	3	4	25	75	100
		23UPSE1B	EC-I	APPLIED KINESIOLOGY	3	4	25	75	100
		23UPSE2A	EC-II	EXERCISE PHYSILOGY	3	4	25	75	100
		23UPSE2B	EC-II	SPORTS NUTRITION	3	4	25	75	100
	IV	**23UPSNMC4**	SEC - VII	NAN MUTHALVAN COURSE-IV	2	2	25	75	100
		23UIT	IT-I	SUMMER INTERNSHIP/INDUSTRIAL TRAINING	2				100
	Total				**26**	**30**	**--**	**--**	**800**
VI	III	**23UPS13**	CC-XIII	SPORTS MANAGEMENT	4	6	25	75	100
		23UPS14	CC-XIV	SPORTS PSYCHOLOGY & SOCIOLOGY	4	6	25	75	100
		23UPS15P	CP-XV	GAMES OF SPECIALIZATION-TEACHING AND COACHING	4	6	25	75	100
		23UPSE3A	EC-III	HEALTH EDUCATION	3	5	25	75	100
		23UPSE3B	EC-III	OLYMPIC MOVEMENT					
		23UPSE4A	EC-IV	FITNESS WELLNESS	3	5	25	75	100
		23UPSE4B	EC-IV	RECREATION, CAMPING AND SAFETY EDUCATION					
	IV	**23UPSNMC5**	SEC - VIII	NAN MUTHALVAN COURSE-V	2	2	25	75	100
		23UEA		EXTENSION ACTIVITY	1		25	75	100
				Total	**21**	**30**	**--**	**--**	**800**
				Grand Total					

Part subject	No.of Course /Papers	Total credit	Remarks
Language Part – I	4	12	3+3+3+3
English Part –II	4	12	3+3+3+3
Major Core	15	61	4x5+4x4+3+3x5+4+3
Major Elective	3	14	5+5+4
Allied - I	2	10	5+5
Allied - II	2	9	4+5
Soft skill	8	20	4+4+4+4+4
Non-Major Elective	2	4	2+2
Environment studies	1	2	2
Value Education	1	2	2
General Studies	1	1	1
Extension Activities	1	1	1

Note:

		Internal Marks	External Marks
1.	Theory	25	75
2.	Practical	40	60

3. Separate passing minimum is prescribed for Internal and External marks

FOR THEORY

The passing minimum for CIA shall be 40% out of 25 marks [i.e. 10 marks]

The passing minimum for University Examinations shall be 40% out of 75 marks [i.e. 30 marks]

FOR PRACTICAL

The passing minimum for CIA shall be 40% out of 40 marks [i.e. 16 marks]

The passing minimum for University Examinations shall be 40% out of 60 marks [i.e. 24 marks

B.Sc. Physical Education, Health Education and Sports

Course Structure under CBCS

(Applicable to the candidates admitted from the academic year 2023-2024 onwards)

Admission Guidelines

1. Duration

The duration of the B.Sc. Physical Education, Health Education and Sports shall be three year programme consisting of six semesters.

2. Eligibility

Applicants should have passed the +2 examination of the Government of Tamil Nadu or any other equivalent examination recognized by the Government of Tamil Nadu or approved by the Bharathidasan University. School representation in any games or sports is preferred for the applicants. The candidates should not have completed 21 years of age as on 1st July. However, relaxation of 3 years may be given for SC / ST alone.

3. Admission

Admission shall be made on the basis of ranking for a total of 150 marks as detailed below.

1.	Qualifying examination 25 marks	25 marks
2.	Participation in Sports and games	25 marks
3.	Sports proficiency test	50 marks
4.	Physical fitness test a. 100 mts – 20 marks b. Shot put – 15 marks c. Long Jump – 15 marks	50 marks

4. Qualifying Examination (Maximum marks: 25)

The marks to be awarded for qualifying examination is to be calculated as under: Marks obtained in part - III at the Degree level should be reduced to a maximum of 25.
For example, if a candidate has secured 400 marks out of 600 in part - III at the Degree level, his marks for the qualifying examination is

$$\left[\frac{400}{600} \text{ X } 25 \right] = 16.66$$

5. Participation in Sports and Games (Maximum marks: 25)

The norms for award of marks for the sports and games participation are furnished hereunder: Any

one which is applicable / advantageous.

1.	Representation for the Country / National placing (I,II,III and IV)	25
2	State Representation (Form-II / IV in games/sports)	20
3	Inter Division (Participation) BDS /RDS Inter District (Participation) / CBSC CLUSTER	15
4	Pongal / District (BDS /RDS)	10
5	Inter-School Representation	05

Note: Participation marks are awarded only to Sports discipline, which is part of Inter-University competitions under auspices of Association of Indian Universities (AIU).

6. Sports proficiency test (Maximum marks: 50)

The applicant should choose any one of the following games (Badminton, Ball Badminton, Basketball, Cricket, Football, Handball, Hockey, Kabaddi, Kho-Kho& Volleyball) for assessment.

7. Medical Certificate

All applicants should submit along with the application a latest Medical Certificate issued by a Government Doctor not below the rank of a Civil Surgeon to the effect that the candidate is fit to undergo strenuous activities.

8. Reservation policy

The Government of Tamil Nadu rules of reservation of seats must be scrupulously followed.

SEMESTER: I **SUB CODE: 23UPS1**

CREDIT: 5

CC – I - HISTORY OF PHYSICAL EDUCATION AND SPORTS

Objective: -To provide the knowledge in historical development of Physical Education.

UNIT: I

History of Physical education in ancient Greece-Sparta and Athens - Physical Education in India: Pre Independence Period: Vedic age, Epic age, Muslim period, British period. Contributions of YMCA College of Physical Education.

UNIT: II

Origin and Developments of: Ancient Olympic Games - Modern Olympic Games – Asian Games – Common Wealth Games. National Sports day- Olympic flag , Torch, Oath, Emblem, Ideal and Motto - The Marathon Race - Winter Olympics and Special Olympics.

UNIT: III

All India Council of Sports - NCC – NSO - NSS - Scouts and Guides - Sports Authority of India - Sports Development Authority of Tamil Nadu - Khelo India - Association of Indian Universities - Indian Olympic Association – National Federations – RDG-BDG-RDS.

UNIT: IV

Recent development in India: NSNIS, LNIPE, NDS, NPED, NFC, Important National and international Trophies: Santhosh Trophy, Ranji Trophy, Rengasamy Cup, Ranji Trophy, Thomas Cup,Eurocup, Wimbledon.

UNIT V

Sports Awards and Honour: Khel Ratna - Award - Arjuna Award. - Dronacharya Award - Major Dhyan Chand Award - Maulana Abul Kalam Azad Trophy award.

Reference:

Thirunayananan. C.&S.Hariharasarma, An Analytical History of Physical Education The South Indian Press, Karaikudi, 1996.

KamleshM.L&M.S.Sangral, Principles and History of Physical Education, Parkash Brothers Education Publishers, Ludhiana1981

Wuest,Deborah,A.andCharlesA.Bucher,*FoundationsofPhysicalEducationandSport*,NewDelhi

https://en.wikipedia.org/wiki/List_of_international_sports_federations

Course Outcomes:

1. The pass out would be able to known the history of Physical Education.
2. Students would be able to identify and relate with the History of Physical Education.
3. Students would be able to comprehend the relationship between Philosophy, Education and Physical education.
4. Students would able to identify the works of Philosophers of Education and Physical Education.
5. Students would know recent developments and academic History of Physical Education.

CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	0	0	1	0	0
CO2	9	3	9	9	0	0	3
CO3	9	0	9	0	0	3	0
C04	9	3	0	0	3	9	0
C05	9	0	9	1	0	0	9
Weight age	**45**	**9**	**27**	**10**	**4**	**12**	**12**
Weighted Percentage of Course Contribution of POs	**3.21**	**0.64**	**1.92**	**0.71**	**0.28**	**0.85**	**0.85**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: I **SUB CODE: 23UPS2P**

CREDIT: 5

CP - II – YOGA PRACTICAL

Objective: To provide the knowledge of Yoga including the various Asana and pranayama and their effects.

UNIT I:

Suriyanamaskar

UNIT II: Asanas

Padmasana	Ardha Matsyandrasana	Ardhakaticakrasana
Dhanurasana	Mayurasana	Ardhacakarasana
Bhujangasana	Vajrasana	Ekapada Asana
Vakrasana	Paschimottanasana	Gomukhasana

UNIT III

Matsyasana	Salababhasana	Navasana
Ustrasana	Ardhasalabhasana	Chakrasana
Sarvangasana	Savasana	Natarajasana
Halasana	Garudasana	Trikonasana
Sirasasana	Veerabathrasana	

UNIT IV: Pranayama and Mudras

NadiSuddhi, NadiShodhana, Surya Bhedana, Kabhalapathi and SitaliChin, Chinmaya, Brahma, Nasika and Yoga mudra.

UNIT V: Meditations

Mantra Meditation, Object Meditation and silent meditation

References:

- SWAMI KUVALAYANANDA, Asanas, Kaivalyadhama, Lonavala, Pune.
- B.K.S. IYANKAR, Light on Yoga Harper Collins Publications, Delhi.
- Yogasanas: A Teacher's Guide- NCERT, New Delhi.

Course Outcomes.

1. Enlighten yoga and various games
2. Demonstrate various yoga asanas and different games
3. Analyze the effects of yoga
4. Determine the values of asanas, pranayama's, bandhas and kriyas
5. Develop the techniques of yoga and different games.

CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	0	0	0	3	0
CO2	9	9	0	0	0	0	0
CO3	9	3	9	9	0	0	0
C04	9	3	3	9	9	0	3
C05	9	3	9	9	0	0	9
Weightage	**45**	**21**	**21**	**27**	**9**	**3**	**12**
Weighted Percentage of Course Contribution of POs	**3.21**	**1.5**	**1.5**	**1.16**	**0.64**	**0.21**	**0.85**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: I **SUB CODE: 23UPSGE1**

CREDIT: 3

AC – I - YOGA EDUCATION

Objective: To provide the knowledge of Yoga including the various Asana and pranayama and their effects. Student will also be given the knowledge about the yogic diet.

UNIT: I

Meaning and definition of yoga, History of Yoga, Types of Yoga ,Aim and Objectives of Yoga, Need and importance of Yoga in Physical Education and Sports.

UNIT: II

Foundation of Yoga-Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, and Samadhi. Branches of yoga Karma Yoga, Raj Yoga, Jnana Yoga and Bhakti yoga.

UNIT: III

Asana – Meaning and Definition of Asana. Procedure for doing Asana and benefits: Padmasana, Dhanurasana, Bhujangasana, Vakrasana, Matsyasana, Yoga Mudras Ansarvangasana, Halasana, Ardhamatsyandrasana, Mayurasana, Vajrasana, Pascimottanasana, Salabhasana, Aratasalabhasana and Savasana.

UNIT: IV

Difference between Physical Exercises and Yogic Asanas. Suryanamaskar-Stages with description. Relaxation-Types and Benefits. Meaning and Types of Bandhas.

UNIT: V

Meditation – Types and benefits of meditation - Pranayama - Types and benefits of Branayama - Kriyas – types and benefits of Kriyas.

References:

- Swami Kuvalayananda and S.L.Vinekar(1985)- Yogic Therapy.
- Yogasasas: A Techer's Guide- NCERT, New Delhi.
- B.K.S. IYANKAR, Light on Yoga Harper Collins Publications,
- Kumar ER (1988). Heal Yourself With Yoga: Specific Disease. Taraporevala.Bombay.
- Pande P. K. and PramanikTarakNath
- Sharma Jai Prakash and RathoreBhupender Singh (2107). Yoga KeTatva. Friends Publication. Delhi
- Shanti KY(1987). The Science of Yogic Breuthiay (Pranayana). D.B.Bombay.
- Sharma JP and Ganesh S(2107). Yog Kala EkPrichya. Friends Publication. New Delhi
- Sharma JP(2107). Manavjeevanevam yoga. Friends Publication. New Delhi.

Course Outcomes.–

1. The students will learn about various Yoga Asanas,
2. The students will learn Satkarmas,
3. The students will learn Pranayama,
4. The students will learn Bandhas
5. The students will learn yogic diet. This will help the students to lead a happy and satisfied life.

CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	0	0	0	0	0
CO2	9	3	3	0	0	0	0
CO3	9	3	9	9	3	0	0
C04	9	3	9	9	3	1	9
C05	9	3	3	3	9	1	9
Weightage	**45**	**15**	**24**	**21**	**15**	**2**	**18**
Weighted Percentage of Course Contribution to POs	**3.21**	**1.07**	**1.71**	**1.5**	**1.07**	**0.14**	**1.28**

Level of Correlation **1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's**

SEMESTER: I **SUB CODE: 23UPSSEFI**

CREDIT: 2

SEF - I - FOUNDATION OF PHYSICAL EDUCATION AND SPORTS

Objective: -To provide the knowledge of students with foundations of Physical Education in reference to biological, psychological, and other foundations.

UNIT-I

Meaning and Definition of Education and Physical Education-Criteria for the selection of activities- Scope of Physical Education - Terminology used as physical education substitutes – Physical Training, Physical Culture, Exercise, Drill and Marching, Sport and Games, Health education and Recreation.

UNIT-II

Aim and Objectives of Physical Education – Physical development, Motor development Mental development and Social development – Need and importance of Physical Education – Physical Education as science: Human biology, Anatomy and Physiology, Educational Psychology, Social psychology and Kinesiology.

UNIT-III

Biological Lessons: Biological foundations of physical education - Hereditary traits - Muscle Tone - Athletic Heart- Unsynchronised Development - Reciprocal Innervations- Reflex Arc - Vital Capacity. Classification of Body Types: Sheldon – Krestchmer- Classification of age: Chronological age- Physiological age and mental age.

UNIT-IV

Learning: Meaning and Definition – Theories of Learning: Trial and Error theory, Conditioned Response theory, Insightful Learning. Laws of Learning: Law of readiness, Law of effect, Law of Regency, Law of Frequency. Types of Learning: Primary, Associate, Concomitant; Transfer of Learning – Learning Curve

UNIT-V

Sociological Foundations of Physical Education: Definition of Sociology – Definition of Personality – Social Environmental factors – Definition of Motivation – Types of Motives – Educational and Professional Qualification in Physical Education – Qualities of a Leader - Types of Leadership – Types of Leader

References:

Nixon, John E.jewett.ann.E.An introduction of Physical Education, W.B.Saunder; Philadelphia

Sharman, Jackson R. introduction to physical education A.S. Barnes and co., New York.

BucherCharlesA.,*FoundationsofPhysicalEducation*,St.LouistheC.V.MosbyCompany,1972.

KamleshM.L.,PhysicalEducation:*FactsandFoundation*,NewDelhi,P.B.Publications,1988.

Lewther, John D. Sports psychology, new jerky. Prentice Hall, 1972

Course Outcomes:

1. The pass out would be able to understand the foundation of Physical education.
2. Students would be able to identify and relate with the foundation of Physical Education.
3. Students would be able to comprehend the relationship between Philosophy, Education and Physical education.
4. Students would able to identify the works of Philosophers of Education and Physical Education.
5. Students would know recent developments and academic foundation of Physical Education.

CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	0	0	1	0	0
CO2	9	3	9	9	0	0	3
CO3	9	0	9	0	0	3	0
C04	9	3	0	0	3	9	0
C05	9	0	9	1	0	0	9
Weight age	**45**	**9**	**27**	**10**	**4**	**12**	**12**
Weighted Percentage of Course Contribution of POs	**3.21**	**0.64**	**1.92**	**0.71**	**0.28**	**0.85**	**0.85**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO′s and PO′s

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: II **SUB CODE: 23UPS3**

CREDIT: 5

CC-III –THEORIES OF MAJOR GAMES (GROUP-I) FOOTBALL, HOCKEY, KABADDI, KHO-KHO, VOLLEYBALL, BADMINTON, BASKETBALL, CRICKET, HANDBALL AND TENNIS

Objective: - The students will acquire knowledge in specific sport.

UNIT – I FOOTBALL- HOCKEY

History and Development of the game at International and National level-Dimensions and marking of playing area--Basic requirements of the playing area-Fundamental Skills, and Advance skills -Tactics and Strategy System in the games, -Rules and their Interpretations-Duties of officials and National and international organizations / federations of the game.

UNIT – II KABADDI - KHO-KHO

History and Development of the game at International and National level-Dimensions and marking of playing area- -Basic requirements of the playing area-Fundamental Skills, and Advance skills-Tactics and Strategy System in the games, -Rules and their Interpretations-Duties of officials and National and international organizations / federations of the game.

UNIT – III VOLLEYBALL – BADMINTON

History and Development of the game at International and National level-Dimensions and marking of playing area- -Basic requirements of the playing area-Fundamental Skills, and Advance skills-Tactics and Strategy System in the games, -Rules and their Interpretations-Duties of officials and National and international organizations / federations of the game.

UNIT -IV BASKETBALL – HANDBALL

History and Development of the game at International and National level-Dimensions and marking of playing area- -Basic requirements of the playing area-Fundamental Skills, and Advance skills-Tactics and Strategy System in the games, -Rules and their Interpretations-Duties of officials and National and international organizations / federations of the game.

UNIT – V CRICKET – TENNIS

History and Development of the game at International and National level-Dimensions and marking of playing area- -Basic requirements of the playing area-Fundamental Skills, and Advance skills-Tactics and Strategy System in the games, -Rules and their Interpretations-Duties of officials and National and international organizations / federations of the game.

References: -

- Coleman Brain et al. (1976), Ep Publishing Ltd.
- Tyson Frank (1985). The Cricket Coaching Manual. Calcutta, Rupa& Co.
- Carting Ganagon, Play Better Soccer in All Colour, W.B. Saubders Company, 1972
- Dr.Anil Sharma O.P.Sharma Rules of games sports publication 4264/3
- Jain D (2103). Play & Learn Handball. Khel Sahitya Kendra. New Delhi
- Phillips, B.E. (2109). Fundamental Handball. Kessinger Publishers, USA
- Boycott, G. (2110). Play Cricket the Right Way. Great Northern Books Limited, U.K.
- Cricket (2108). Sports Skills: Cricket Fielding (Know the Game). A & C Black Publishers.
- Gupta, K. (2106). How to Play Cricket. Goodwill Publishing House, New Delhi.
- Hobls, J. (2108). The Game of Cricket As it should be played. Jepson Press, USA
- Drewett, J. (2107). How to Improve at Basketball. Crabtree Publishing Co., USA.
- Goldstein, S. (1998). Basketball Fundamentals. 2nd Ed. Golden Aura Publishing,USA.
- Singh MK (2106). A to Z Badminton. Friends Pub. New Delhi.

Course Outcomes.

1. Find the basic rules and regulations of various games
2. Demonstrate the basic skills of various games
3. Analyse the strategies of the various games
4. Estimate the performance of the players
5. Construct the play fields of various games

CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	0	0	0	0	0
CO2	9	0	3	0	0	0	9
CO3	9	0	3	0	3	9	9
C04	9	9	9	9	0	0	0
C05	9	1	9	3	0	3	0
Weightage	**45**	**13**	**24**	**12**	**3**	**12**	**18**
Weighted Percentage of Course Contribution of POs	**3.21**	**0.92**	**1.71**	**0.85**	**0.21**	**0.85**	**1.28**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: II **SUB CODE: 23UPS4P**

CREDIT: 5

CP – IV –MAJOR GAMES (GROUP-I,PRACTICAL-11)
FOOTBALL, HOCKEY, KABADDI, KHO-KHO, VOLLEYBALL, BADMINTON,BASKETBALL, CRICKET, HANDBALL AND TENNIS

Objective: - The Students will acquire practical knowledge in specific sport in which an Individual.

UNIT: I

General Warming – up - Specific Warming – up

UNIT: II

The skills of the game/ Sport are to be taught the following heads - Stance/ Approach Execution - Follow Through

UNIT: III

The skills of the sports/ games will be taught with the help of the following exercise -Preparatory exercise - Basic exercise - Supplementary exercise

UNIT: IV

Progressive teaching stages of skills - Lead up activities -.Basic skills and techniques of The Game - Skill/Technique Evaluation - Evaluation of Player's Performance.

UNIT: V

a) Individual Tactics (Attack, Defence and performance)

b) Team Tactics (Attack, Defence and performance)

c) Selected Rules and their Interpretations.

References:

- Coleman Brain et al. (1976), Ep Publishing Ltd.
- Tyson Frank (1985). The Cricket Coaching Manual. Calcutta, Rupa& Co.
- Carting Ganagon, Play Better Soccer in All Colour, W.B. Saubders Company, 1972
- Dr.Anil Sharma O.P.Sharma Rules of games sports publication 4264/3
- Jain D (2103). Play & Learn Handball. Khel Sahitya Kendra. New Delhi
- Phillips, B.E. (2109). Fundamental Handball. Kessinger Publishers, USA
- Boycott, G. (2110). Play Cricket the Right Way. Great Northern Books Limited, U.K.
- Cricket (2108). Sports Skills: Cricket Fielding (Know the Game). A & C Black Publishers.
- Gupta, K. (2106). How to Play Cricket. Goodwill Publishing House, New Delhi.
- Hobls, J. (2108). The Game of Cricket As it should be played. Jepson Press, USA
- Drewett, J. (2107). How to Improve at Basketball. Crabtree Publishing Co., USA.
- Goldstein, S. (1998). Basketball Fundamentals. 2nd Ed. Golden Aura Publishing,USA.

- Singh MK (2106). A to Z Badminton. Friends Pub. New Delhi.

Course Outcomes.

1. Find the basic rules and regulations of various games
2. Demonstrate the basic skills of various games
3. Analyze the strategies of the various games
4. Estimate the performance of the players
5. Construct the play fields of various games

CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	0	0	0	0	0
CO2	9	0	3	0	0	0	9
CO3	9	0	3	0	3	9	9
C04	9	9	9	9	0	0	0
C05	9	1	9	3	0	3	0
Weightage	45	13	24	12	3	12	18
Weighted Percentageof Course Contribution of POs	3.21	0.92	1.71	0.85	0.21	0.85	1.28

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: II **SUB CODE: 23UPSGE2**

CREDIT: 3

AC – II - ANATOMY AND PHYSIOLOGY

Objectives:

Understand the basic concepts of anatomy and physiology, Know about the structure of human body and to provide knowledge on various parts of the human body and their movements.

UNIT I

Meaning and Definition Anatomy and Physiology. Need and importance of Anatomy and Physiology. Cell-Structure and function of various parts of the cell- Tissues – Types and functions of various Tissues- Muscles-Types of muscles.

UNIT II

Meaning and Functions – Bones: Classification and Functions - General Features of Various Bones: Vertebral Column, Pelvic Bone, Radius and Ulna, Scapula, Femur and Bones of Skull – Joints: Definition and Classification of Joints.

UNIT III

Cardiovascular system. Heart – position, structure and functions. Cardiovascular disorders (hypertension and hypotension) Respiratory system – definition and functions structure of respiratory system - structure of lungs. Blood – function, composition, Hemoglobin, clotting of blood; its mechanism and clotting time, disorders of clotting. Blood groups.

UNIT IV

Digestive system, parts structure and functions (mouth, pharynx, esophagus, stomach, large intestine, small intestine, rectum, and anus) functions of liver. Nervous system classification (central and peripheral nervous system) brain function and parts. Spinal cord functions. Reflex action and reflex arc. Excretory system structure and functions of kidney.

UNIT V

Endocrine Glands – Functions of Endocrine Glands: Pituitary, Thyroid, Para-Thyroid, Thymus, Pancreas, Adrenal, & Sex – their role, in growth, development and regulations of body functions.

References:

- Guyton A.C., Functions of the Human Body, London, W.B. Saunders Company, 1969
- SEELEY et. All Anatomy and Physiology McGraw Hill.
- Srivastava et. al, Text Book of Practical Physiology, Calcutta Scientific Book Agency, 1976
- Anne Waugh Allison grant, Ross and Wilson Anatomy and Physiology in Health and illness. Harcourt Publishers Limited 2101.
- Kapovich and Sinnser, "Physiology of Muscular Activity", London W.B. Saunders Company 1965.
- Anderson T.Mc. CLurg, "Human Kinetics and Analysing Body Measurements, London. William Heinmann Medical Books Ltd., 1961.

Course Outcomes:

1. The student will be oriented with the basic structure and function of human body by identifying, comparing and relating different systems, organs and their functional and structural units.
2. He would be able to Relate and interpret the role of exercise on body systems and its relation to well-being, through literature reviews and physical conditioning exercises.
3. Adapt the art to apply the knowledge of anatomy and physiology in physical activity classes at school level.
4. Construct anatomy and physiology related pedagogical materials exploring their creative Imaginations while working in group and using technology.
5. Student learn about the Physiological movements of human body.

CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	1	0	0	0	0	0
CO2	9	3	9	3	0	0	9
CO3	9	1	9	9	0	1	0
C04	9	1	9	9	0	0	3
C05	9	1	3	0	9	0	3
Weightage	**45**	**7**	**30**	**21**	**9**	**1**	**15**
Weighted Percentage of Course Contribution to POs	**3.21**	**0.5**	**2.14**	**1.5**	**0.64**	**0.07**	**1.07**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: III **SUB CODE: 23UPS5**

CREDIT: 5

CC – V - TEST, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Objective: -Students will acquire the knowledge (theoretical and practical) and importance of Test Measurement & Evaluation in Physical Education and Sports.

UNIT: I

Meaning and Definition of the Terms- Test, Measurement and Evaluation - Need and Importance Measurement and Evaluation in Physical Education - Criteria of Test Selection- Validity, Reliability and Objectivity - Classifications of Test- Standardized test and Teacher made test - Test Administration.

UNIT: II

Components of Physical fitness-Health Related Physical fitness and Performance Related Physical fitness - Strength test-Bent knee sit up test – Push-ups, pull-ups, - Cardio-Vascular Test-Cooper's test-Harvard step-up test - Flexibility test-Sit and reach test.

UNIT: III

Speed-50mts-Stride length and Stride frequency - Balance – Stork stand - Explosive power-Standing Broad jump-Sargent jump (Vertical jump) -Agility test-Shuttle run test

UNIT: IV

AAPHERD Health Related Physical Fitness test - AAPHERD Youth Fitness Test - Motor Fitness – JCR Test - Motor ability-Newton Motor Ability test- Barrow Motor Ability test Motor Educability- Methny Johnson Test.

UNIT: V

a) Basketball - Johnson Basketball Ability test.
b) Hockey - Schmithals French Field Hockey test
c) Soccer - Mc Donald Soccer test.
d) Volley ball - RussellLange- Volley ball test.
e) Badminton - French short service Test.

References:

- Barry L. Johnson, Jack K.Nelson.(1988), Measurements for Evaluation in physical education. Surjeet Publications.
- Bosco, James. (1983). Measurement and Evaluation in Physical Education and sports, New Jersey, Prentice Hall In.
- Harold, M. Borrow(2002), A Practical applied to measurement in Physical Education.

Course Outcomes

1. Relate the different types of tests and measurement in physical education
2. Identify the sports performance using different sports skill tests
3. Compare and contrast the results of different test and measurements
4. Determine the value of sports skill tests
5. Improve and modify the existing skill test using computer application

CO- PO Mapping (Course Articulation Matrix**)**

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	0	9	9	0	0	0
CO2	9	9	9	0	0	9	9
CO3	9	0	9	9	0	0	3
C04	9	0	9	9	0	9	0
C05	9	3	3	3	3	9	9
Weightage	**45**	**12**	**39**	**30**	**3**	**27**	**21**
Weighted Percentage of Course Contribution of POs	**3.21**	**0.85**	**2.78**	**2.14**	**0.21**	**1.92**	**1.5**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: III **SUB CODE: 23UPS6P**

CREDIT: 5

CP – VI -EVALUATION PROCESS IN PHYSICAL EDUCATION

Objective: - To provide knowledge and skill of various evaluation process in Physical Education. They will also be equipped with technical and tactical knowledge of all sports and games

UNIT I

Muscular endurance/Strength- one minutes bent knee sit ups - Flexibility-Sit and reach test - Push-ups, pull-ups - Cardio respiratory endurance-nine minutes run, twelve minutes run - Harvard step-up test

UNIT II

Speed-50 meters run test- measuring stride frequency- stride length - Agility-4X10 shuttle run - Explosive power-Horizontal (Standing broad jump)- Vertical (Sargent jump)
Balance-stork stand.

UNIT III

a) AAPHERD Youth Fitness test
b) JCR Fitness test
c) Barrow Motor Ability test
d) Newton Motor Ability test

UNIT IV

a) Basketball-Johnson test-
b) Football-McDonald Soccer test
c) Volleyball -Russell Lange Test
d) Hockey-Shemithals French field Hockey test.
e) Badminton – French short service Test.

UNIT V

a) Height and weight measurement –BMI
b) Length measurement –Arm and Leg
c) Breath measurement-Hand, Ankle, Foot
d) Girth measurement – Arm, Thigh, Calf.

References:

- Barry L.Johnson, Jack K.Nelson(1988), Measurements for Evaluation in physical education. Surjeet Publications.
- Bosco, James. (1983). Measurement and Evaluation in Physical Education and sports, New Jersy, Prenstice Hall In.
- Horold, M.Borrow(2006),. A Practical applied to measurement in Physical Education.
- Safrit, Margarat, J. (1986). *Measurement in Physical Education and Exercise sscience*, St louis Times MorrorMos by college publishing.

Course Outcomes

1. Relate the different types of tests and measurement in physical education
2. Identify the sports performance using different sports skill tests
3. Compare and contrast the results of different test and measurements
4. Determine the value of sports skill tests
5. Improve and modify the existing skill test using computer application

CO- PO Mapping (Course Articulation Matrix**)**

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	0	9	9	0	0	0
CO2	9	9	9	0	0	9	9
CO3	9	0	9	9	0	0	3
C04	9	0	9	9	0	9	0
C05	9	3	3	3	3	9	9
Weightage	**45**	**12**	**39**	**30**	**3**	**27**	**21**
Weighted Percentage of Course Contribution of POs	**3.21**	**0.85**	**2.78**	**2.14**	**0.21**	**1.92**	**1.5**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: III **SUB CODE: 23UPSGE3**

CREDIT: 0

AC – III- FUNDAMENTALS OF PHYSICAL EDUCATION

Objective: - To provide knowledge in Physical Education. They will also be equipped with technical and scientific khowledge of all sports and games

UNIT – I

Physical Education : Meaning –objectives–relationship between physical education and general education – physical culture – physical training.

UNIT – II

Scientific basis of Physical Education and Sports: Contribution of allied sciences - anatomy - physiology - psychology - sociology - kinesiology -bio-mechanics - anthropometry.

UNIT – III

Ancient and modern Olympics – Marathon race – Olympic flags – Olympic motto - International Olympic Committee - organizational structure of Olympics. Physical education in Athens and Sparta – Asian games - commonwealth games - Indian Olympic Association.

UNIT – IV

Sports Authority of India – history – National coaching schemes - Sports talent searchscholarship - Women sports festival - National awards and honors to outstanding sportsman and coach: Arjuna award – Dhronachariya award– Rajiv Gandhi Khel Ratna award– Dhyanchand award – MAKA award. Khelo India.

UNIT – V

Sports Development Authority of Tamil Nadu: Objectives – organization structure – schemes and competitions. Directorate of Youth Welfare – N.C.C. - N.S.S. -N.Y.K - BDS – RDS

TEXT BOOK

Jain, D., "Principles of Physical Education", First Edition, Khel Sahitya Kendra, New Delhi, 2005.

REFERENCE BOOKS

1. Kamlesh, M.L, "Fundamental Elements of Physical Education", KSK Publishers & Distributors, New Delhi, 2013.
2. Pandhara and Sunil, "Olympic Movement" Sports Publications, New Delhi, 2016.
3. Pradhan and Ramesh Chandra, "Facts and Foundation in Physical Education", Sports Publications, New Delhi, 2012.
4. Sathyanesan, R.C., "Hand Book of Principles and History of Physical Education",

South India Press, Karaikudi, 1967.
5. Singh and Dhiraj Kumar, “Foundation of Physical Education” Sports Publications, New Delhi, 2013.
6. Singh and Dhiraj Kumar., “Principles in Physical Education” Sports Publications, New Delhi, 2013.

WEBLIOGRAPHY

1. www.sportsauthorityofindia.nic.in
2. www.sdat.tn.gov.in
3. www.olimpic.org

COURSEOUTCOMES

Upon completion of the course, the students will be able to

CO1:explain the basic concepts of physical eeducation

CO2:apply the scientific principles of various allied subjects in the field of physical education

CO3:categorize the various schemes and programme in physical education

CO4:evaluate the influence of physical education and sports towards international understanding

CO5:design various schemes for the players

CO-POMapping(CourseArticulationMatrix)

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
CO1	9	3	0	0	1	0	0
CO2	9	3	9	9	0	0	3
CO3	9	0	9	0	0	3	0
C04	9	3	0	0	3	9	0
C05	9	0	9	1	0	0	9
Weightage	**45**	**9**	**27**	**10**	**4**	**12**	**12**
WeightedPercentageof CourseContribution ofPOs	**2.85**	**1.58**	**3.11**	**1.52**	**1.49**	**3.16**	**2.31**

LevelofCorrelation 1 –Low 3 – Medium 9– High 0 – No CorrelationbetweenCO‟sandPO‟s (SuggestedbyUGCas perSix SigmaTool–Cause andEffectMatrix)

EMESTER: IV **SUB CODE:23UPS7**

CREDIT: 5

CC – VII - THEORIES OF TRACK AND FIELD

Objective: - To provide knowledge and skill of various Track & Field events in Athletics. They will also be equipped with technical and tactical knowledge of all Athletics events.

UNIT I

a) Meaning of Athletics – Track and Field events-Classification of Events.

b) IAAF and AFI – Structure and Functions.

c) Age groups – Youth Boys and Girls – Junior Men and Women – Master Men and Women.

UNIT II

a) Sprint Events – Crouch Start – Types of Finishing

b) Middle Distance Events

c) Long Distance Events

d) Hurdles – Various Stages.

e) Relay – Visual and Non-Visual Method – Upsweep, down sweep and Push technique.

UNIT III

a) Jumping Events – Long Jump, Triple Jump and High Jump and their various Stages.

b) Throwing events – Shot put, Discus throw and Javelin throw, and their various Stages.

c) Combined Events – Pentathlon, Heptathlon, Octathlon and Decathlon.

UNIT IV

a) Types of Track – Standard and Non – Standard.

b) Types of Running Surface – Mud, Grass, Cinder and Synthetic.

c) Need for a Standard Track.

d) Guiding Principles of a Standard Track.

e) Layout of 210mts Track Marking– Stagger Start, Arc Start, Relay Marking.

f) Layout of 400mts Track Marking – Stagger Start, Arc Start, Relay Marking, Hurdles Marking.

UNIT V

a) Layout of area for all Field events with all Specifications – Long Jump, Triple Jump, and High Jump, Shot put, Discus throw and Javelin throw.

b) Basic Rules and Regulations related to Track and Field events- Tie breaking system.

References:

- Anil Sharma, O.P. Sharma(2009). *Rules of sports*, sports publication, Ansari Road, New Delhi.
- Conling David(1980), Athletics, London Robert Hale.
- Doherty, J. Mennath(2002), *Modern Track and Field*, Englewood cliffs, Prentice Hall.Inc., New Jersey.
- Ken O. Bosen(1982), *Track & field Fundamental Techniques*, NIS Publications, Patiala.

COURSE OUTCOMES

1: Find the rules and regulation of track and field events

2: Apply the fundamental techniques of track and field events

3: Distinguish between advance athletes and beginners

4: Judge the performance of athletes

5: Adapt with the new trends in teaching and coaching of track and field events

CO- PO MAPPING (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	1	0	0	0	0	0
CO2	3	3	9	0	0	0	0
CO3	9	3	9	9	0	3	0
C04	9	3	3	9	0	0	9
C05	9	3	9	3	0	0	9
Weightage	**39**	**13**	**30**	**21**	**0**	**3**	**18**
Weighted Percentageof Course Contribution of Pos	**2.78**	**0.92**	**2.14**	**1.5**	**0**	**0.21**	**1.28**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

SEMESTER: IV **SUB CODE:23UPS8P**

CREDIT: 5

CP – VIII -TRACK & FIELD EVENTS

Objective: - To provide practical knowledge and skill of various Track & Field events in Athletics. They will also be equipped with technical and tactical knowledge of all Athletics events.

UNIT I

Correct running style emphasizing on proper body positions- Crouch start – Fixing the Starting Block at the Straight and curve- Practice of starts with and without Blocks using proper command –Orthodox and New technique -Curve Running.

UNIT II

Practice of standing start using proper command- Proper style of Race walking- Hurdles – High and Low – Hurdle clearance – Running in between the Hurdles (3 stride and 5 stride pattern).

UNIT III

Relay Exchange – Visual, Non-visual exchange and Push technique- Fixing runners at different zones- Explain and demonstrate the various stages in – Long jump and Triple jump.

UNIT IV

Explain and demonstrate the various stages in – high jump- Explain and demonstrate the various stages in – Shot put -Explain and demonstrate the various stages in - Discus throw and Javelin throw.

UNIT V

Rules and their Interpretations- Record Note.

References:

- Dr. P. Mariayyah, Track and Field, Coimbatore, Teachers publication.
- Dr. Anil Sharma, O.P. Sharma, Rules of sports, sports publication, Ansari Road, New Delhi.
- Conling David, (1980). Athletics, London Robert Hale.
- Ken O. Bosen, Track & Field Fun

COURSE OUTCOMES

Upon completion of the course, the students will be able to

CO1: find the rules and regulation of track and field events

CO2: apply the fundamental techniques of track and field events

CO3: distinguish between advance athletes and beginners

CO4: judge the performance of athletes

CO5: adapt with the new trends in teaching and coaching of track and field events

CO- PO MAPPING (Course Articulation Matrix)

CO / PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
CO1	9	1	0	0	0	0	0
CO2	3	3	9	0	0	0	0
CO3	9	3	9	9	0	3	0
C04	9	3	3	9	0	0	9
C05	9	3	9	3	0	0	9
Weightage	**39**	**13**	**30**	**21**	**0**	**3**	**18**
Weighted Percentage of Course Contribution of Pos	**2.78**	**0.92**	**2.14**	**1.5**	**0**	**0.21**	**1.28**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: IV **SUB CODE:23UPSGE4**

CREDIT: 3

AC – IV - SPORTS MEDICINE

Objective:

Students should know the awareness in preventing sports injuries.

Unit –I

Meaning definition and importance of Sports Medicine, Definition and Principles of therapeutic exercises, Injuries: acute, sub-acute, chronic – Types of Skin Wounds Injuries, Causes, classification, Preventive measures of Injury - Stages of healing – sign of Inflammation – causes, classification, Preventive measures

Unit-II

Basic rehabilitation: Strapping/Tapping: Definition, Principles Precautions Contraindications, Proprioceptive neuromuscular facilitation: Definition hold, relaxation Techniques – Jackupson Deep Relaxation, Quick Instant, repeated contractions.

Unit-III

Show reversal technique exercises. Isotonic, Isokinetic, Isometric Stretching. Definition. Types of stretching, Advantages, dangers of stretching, Manual muscle grading - Meaning and Definition of Doping – history – classification – preventive measures.

Unit IV

. Breathing exercises, Relaxation techniques, Free hand exercise, Stretching and strengthening exercise for shoulder, Elbow, Wrist and Hand. Supporting and aiding techniques and equipment for Upper Limb and Thorax Injuries, Modalities and its uses – Mobilization of joints. Abdomen: Abdominal wall, Contusion, Abdominal muscle strain.

Unit V

Lower Limb and Abdomen injuries: Hip: Adductor strain, Dislocation, Strapping. Knee: Sprain, Strain, Strain, Strapping, Preventive of joint stiffness - Free exercises – Stretching and Strengthening exercise for Hip, knee, ankle and Foot. Supporting and aiding techniques and equipment for Lower limb and Abdomen injures, Gym Ball Exercise. Practical's: lab

Reference

- Barnwell. B. Gall,B.(1988)Physical Therapy,London.
- Dolan (2110).Treatment and Prevention of Athletic injury, The Interstae Panville, Illinois.
- Raman, B.M.T.(2010), "Health Exercise and Fitness", First Edition, Sports Publications, New Delhi.
- Ramesh, S.(2011), "Sports Medicine", Sports Publications, New Delhi.
- Christopher M.Norris (1993) Sports injures Diagnosis and Management for Physiotherapists. East Kilbride: Thomson Litho Ltd.
- James, A. Gould & George J.Davies (1985). Toronto Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc

Course Outcomes.

1. The students will be able to Summarize the various sports injuries and first aid techniques.
2. To apply the first aid techniques depending upon the sports Injuries. Classify tin sports injuries.
3. Rehabilitation and massage techniques.
4. Estimate the effects of rehabilitation and massage
5. Develop the knowledge of injury management.

CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	1	0	0	0	0	0
CO2	3	3	9	0	0	0	0
CO3	9	3	9	9	0	3	0
C04	9	3	3	9	0	0	9
C05	9	3	9	3	0	0	9
Weightage	**39**	**13**	**30**	**21**	**0**	**3**	**18**
Weighted Percentageof Course Contribution of POs	**2.78**	**0.92**	**2.14**	**1.5**	**0**	**0.21**	**1.28**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: V **SUB CODE: 23UPS9**

CREDIT: 4

CC – IX - METHODS IN PHYSICAL EDUCATION

Objective: - To acquaint students with theoretical & practical knowledge of methods of teaching, coaching and organizing in Physical Education & Sports.

UNIT I

Meaning – Factors influencing Method - Presentation techniques-Steps in the way of Presentation - Methods of teaching physical activities -Presentation Technique: Planning and presentation- steps in the way of presentation. Class management - Class Management (General and Specific) – Principles of Class Management.

.

UNIT II

Commands - Response command – Rhythmic command-Teaching aids - Explain various physical activities in the field of Physical Education – Calisthenics, Marching, Minor and Major games, Track and field events Indigenous activities, Rhythmic activities

UNIT III

Lesson plan-values of lesson plan - Types of lesson plan - General lesson plan-Particular lesson plan - Preparation of lesson plan - Teaching Aids – Community – co-curricular activities – Audio-visual aids

UNIT IV

Meaning of Tournaments - Single Knock out – Seeding – Special Seeding Fixtures. League Fixtures – Cyclic and Stair case method - Combination Tournaments - Merits and Demerits of Knock out and League tournaments - Method of deciding winner in the League tournaments - Tie breaking in league tournaments.

UNIT V

Intramural Competition – Objectives – Method of Organizing and conducting – Units for Competition – Intramural Committee - Extramural Competition – Benefits – Disadvantages – Methods of Organizing and Conducting - Group competitions- Benefits-Methods of organizing and conducting - Sports Meet – Standard and Non – Standard – method of organizing and conducting Sports meet-Play days – method of organization and conducting -model programme of play days.

References:

- Arya, Sushanth, K.(2013), "Methods in Physical Education", First Edition, Sports Publications, New Delhi.
- Bevinson Perinbaraj, S, "Methods in Physical Education", Third Edition, Vinsi Agencies, Karaikudi, 2113.
- Dheer,S., & Radhika Kamal(1991), Organization, and Administration of Physical Education of Physical Education, Friends Publication, New Delhi.
- Gopalakrishnan, R.W(2012), Teaching Methods of Physical Education" Sports Publications, New Delhi.
- Thirunarayan,C& Harisharma, Methods in physical education M/S.CT&SH Karaikudi(1993).
- Verma, H(2012)., "Methods and Management of Physical Education", First Edition, Sports Publications, Chennai.
- Voltner, Edward. F, Arthur A.Esslinger, Betty Foster McCule and Kenneth G.Tillman (1979), The Organization and Administration of Physical Education , Prentice Hall, Inc., New Jersey.

Course Outcomes

1. Students will understand the use of various methods in teaching and coaching.
2. evaluate the learning capabilities of the students
3. Students will know field of physical education & sports.
4. They will also learn the various tournaments.
5. Students will learn the method of Organizing and conducting competition.

CO- PO Mapping (Course Articulation Matrix**)**

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	0	9	9	0	0	0
CO2	9	9	9	0	0	9	9
CO3	9	0	9	9	0	0	3
C04	9	0	9	9	0	9	0
C05	9	3	3	3	3	9	9
Weightage	**45**	**12**	**39**	**30**	**3**	**27**	**21**
Weighted Percentage of Course Contribution of POs	**3.21**	**0.85**	**2.78**	**2.14**	**0.21**	**1.92**	**1.5**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: V **SUB CODE:23UPS10**

CREDIT: 4

CC – X - SCIENCE OF SPORTS TRAINING

Objective:- To acquaint students with the knowledge of training principles and their application in enhancing the sports performance.

UNIT 1

Definition of Training and Meaning of Training Methods - Aim of Sports training–Principles of Sports training - Warm up and Cool down – Types (psychological and Physiological warm up) – Importance of Warm up and Cool down.

UNIT II

Training Load - Types of training load - Principles of training load - Components of training load - Overload – Causes, Symptoms and Remedies.

UNIT III

Strength – Types of strength – Factors determining strength – methods of strength development. (Isometric, Isotonic and Isokinetic exercises, circuit training, Polymeric training)Flexibility – types of Flexibility – Improvement of Flexibility

UNIT IV

Endurance – Types of endurance – Factors determining endurance – Endurance development (continuous method – slow and fast continuous, Interval training method and Fartlek training)Speed – Speed development (Acceleration run and Repetition method)

UNIT V

Planning – Principles of Planning – Systems of Planning.Periodisation – Stages of Periodisation – Types of Periodisation – Aim and content of different periods.

References:

- Hardhayal, Singh (1984) Sports training General theory and methods, NIS Patiala.
- Singh H, (1984). Science of sports Training., Scientific Publication New Delhi.
- Williams, J. (1977) II Athletic Training and Physical fitness. Allyn and Bacon Inc., Sydney.

COURSE OUTCOMES

1: Find the concepts of physical fitness through sports training

2: Determine physical fitness components for the sports person

3: Classify the differences of technique and tactical preparation

4: Evaluate the performance of a player

5: Design a training schedule for sports person

CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	9	0	0	0	0
CO2	9	3	9	9	0	0	0
CO3	9	9	9	9	0	0	1
C04	9	3	9	9	3	3	0
C05	9	9	9	9	3	3	9
Weightage	**45**	**27**	**45**	**36**	**6**	**6**	**10**
Weighted Percentage of Course Contribution of POs	**3.21**	**1.92**	**3.21**	**2.57**	**0.42**	**0.42**	**0.71**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: V **SUB CODE: 23UPS11P**

CREDIT: 4

CP- XI - TEACHING PRACTICE

Objective: - The student is provided with the knowledge of teaching practice which will be determining the teaching skill.

UNIT I

Teaching Indigenous Activities &Mass Demonstration - Calisthenics, Lezium,, ,Indian-Clubs, Dumbbells, Wands, Hoops, Umbrella Exercise,- Dands & Baithaks.

UNIT II

General Lesson Plan for Classes From 6^{th}std to 10^{th}std students - Assembly and roll call - Introductory part(Warming-up) – Formal part –Special part – Recreation part - Assembly and dismissal

UNIT III

Teaching Minor Games and Major Games – Basketball, Cricket, Football, Handball, Hockey, Kabaddi, Kho-Kho and Volleyball.

UNIT IV

Specific Lesson Plan for Classes 6^{th}std to 10^{th}std - Assembly and roll call – Suitable warming-up - Teaching of fundamentals - Practice of fundamentals - Lead-up activities – Whole game - Assembly and dismissal

UNIT V

Records and Viva.

References:

- Coleman Brain et al. (1976), Teaching Methods, Ep Publishing Ltd.
- Dheer,S.,&Radhika Kamal(1991), Organization, and Administration of Physical Education of Physical Education, Friends Publication, New Delhi.
- Tyson Frank (1985). The Cricket Coaching Manual. Calcutta, Rupa& Co.
- Voltner, Edward. F., Arthur A.Esslinger, Betty Foster McCule and Kenneth G.Tillman (1979), The Organization and Administration of Physical Education , Prentice Hall, Inc., New Jersey.

Course Outcomes

Upon completion of the course, the students will be able to

1. Select the suitable methods for teaching physical activities
2. Make use of the learnt teaching techniques in the physical education classes
3. Motivate the students for active participation in sports
4. Evaluate the learning capabilities of the students
5. Construct a new technique in teaching methodology.

CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	0	9	3	0	0	0
CO2	9	9	3	1	0	3	0
CO3	9	3	0	0	3	9	3
C04	9	3	3	3	3	9	9
C05	9	9	9	9	9	0	9
Weightage	**45**	**24**	**24**	**16**	**15**	**21**	**21**
Weighted Percentage of Course Contribution of POs	**3.21**	**1.71**	**1.71**	**1.14**	**1.07**	**1.5**	**1.5**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: V **SUB CODE: 23UPSE1A**

CREDIT:3

EC – I - SPORTS BIO-MECHANICS

Objective: -To acquaint the students with basic principles in human movement.

UNIT I

Meaning and Definition of Biomechanics- Need and Importance of Biomechanics in the field of Physical Education and Sports.

UNIT II

Types of Motion- Linear, Angular and General Motion- Linear Kinematics – Distance and Displacement, Speed and Velocity, Acceleration – Projectile – Relative Velocity- Angular Kinematics – Angular distance and displacement – Angular Speed and Velocity – Angular acceleration.

UNIT III

Linear Kinetics- Inertia and its types-Mass and Weight-Work, Power and Energy-Impact and Elasticity- Force – Factors affecting force – types of force – Internal and External force – Gravitational force, Air resistance and water resistance- Newton's Laws of Motion- Angular Kinetics- Centre of gravity- Centrifugal and centripetal force.

UNIT IV

Friction and its types- Equilibrium – Stages of equilibrium – Factors affecting equilibrium - Lever – Types – Mechanical advantage – Application of levers in Physical education & Sports.

UNIT V

Application of Biomechanical principles in fundamental movements – Walking, Running, Jumping, Throwing, Pulling and Pushing.

References:

- Bunn John W "Scientific Principles of coaching". Winners Publishing House, USA.
- Greiremillor, Paul & Smith(1975), Techniques for the analysis of Human movement Lapse Books London.
- Kreighboum Basthels(1998), Biomechanies (A qualitative approach for Studying human movement), Kalai Publisher, Bombay.

COURSE OUTCOMES

1.Students will learn the basic concepts of Biomechanics

2. Students will learn various motion and its uses

3. Students will learn linear Kinetics, Force, Newton's Laws of Motion and Angular Kinetics

4. Students will learn study of Friction and its types

5. Students will learn principles in fundamental movements

CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	0	0	1	0	0
CO2	9	3	9	9	0	0	3
CO3	9	0	9	0	0	3	0
C04	9	3	0	0	3	9	0
C05	9	0	9	1	0	0	9
Weightage	**45**	**9**	**27**	**10**	**4**	**12**	**12**
Weighted Percentage of Course Contribution of POs	**3.21**	**0.64**	**1.92**	**0.71**	**0.28**	**0.85**	**0.85**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: V **SUB CODE: 23UPSE1B**

CREDIT: 3

EC – I - APPLIED KINESIOLOGY

Objectives

• To understand the values of kinesiology and classification of muscles.

Unit – I:

a) Meaning and Definitions of Kinesiology
b) Brief History of Kinesiology.
c) Role of Kinesiology in Physical Education and Sports.

Unit – II:

a) Classification of Joints and Muscles
b) Multi – Joint Muscles.
c) Terminology of Fundamental movements at the Joints – Flexion, Extension , Abduction, Adduction, Rotation, Circumduction, Pronation, Supination, Inversion, Eversion, Plantar Flexion and Dorsi Flexion.

Unit – III

a) Axes and Planes of motion – Sagittal, Frontal and Transverse planes
b) Structure and function of Joints – Elbow Joint, Wrist Joint, Shoulder Joint, Knee Joint, Ankle Joint and Hip Joint.

Unit – IV

a) Location, Origin, insertion and action of muscles
b) Deltoid, Biceps, Triceps, Trapezius, Rectus abdominals, Quadriceps groups, Pectoralis Major and Minor and Gastrocnemius.

Unit – V

a) Application of Kinesiological principles in fundamental movements – Walking, Running, Jumping, Throwing, Pulling and Pushing.

References:

- Gladys Scoth – Kinesiology (Analysis of Human Motion)
- Coper and Glassgow, Kinisiology joint, Louis C.V.Mosby Company 1976.
- Dr.Dhavanjoy Shah Pedagogic Kinesiology sports publications New Delhi 1998.
- Logan and McKinney " Anatomic Kinesiology"
- Raschi and Burke "Kinesiology and Applied Anatomy
- Walks and Lutt gens " Kinesiology"

COURSE OUTCOMES

Upon completion of the course, the students will be able to

CO1: explain the concepts of kinesiology

CO2: apply the classification of Joints and Muscles

CO3: analyze the causes and prevention of muscle injuries

CO4: determine the Location, Origin, insertion and action of muscles

CO5 To know the kinesiological principles in fundamental movements

CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	3	0	0	0	0
CO2	9	9	9	9	3	0	0
CO3	9	3	9	9	0	0	3
C04	9	1	9	9	0	3	3
C05	9	3	9	9	3	9	3
Weightage	**45**	**25**	**39**	**36**	**6**	**12**	**9**
Weighted Percentage of Course Contribution of POs	**2.85**	**4.39**	**4.50**	**5.46**	**5.20**	**6.58**	**1.73**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: V **SUB CODE: 23UPSE2A**

CREDIT: 3

EC – II - EXERCISE PHYSILOGY

Objective: -To acquaint the students with basic principles to understand how to safely move their body, how frequently they should exercise and how to measure their outcomes to see the improvement over time.

UNIT– I

Exercise Physiology: Meaning-nature-scope–energy and metabolism–ATP–ADP–aerobic and anaerobic metabolism. Effect of exercise on metabolisms: Carbohydrate-fat–protein –water – vitamins – minerals.

UNIT– II

Effect of exercise on various systems of the body: Respiratory system - circulatory system-excretory system-endocrine system.

UNIT– III

Muscular system: Properties - structures - functions of voluntary muscles –types of muscle fiber – sliding–filament theory of muscular contraction– muscle tone –changes during muscular contraction-reciprocal innervations-condition affecting muscular contraction.

UNIT– IV

Physiological factors affecting skills and motor ability: warming up - fatigue. -second wind-the Allor none law. Work capacity under different environmental conditions: hot – cold – humid – high and low altitude. Removal of lactic acid from blood and muscle.

UNIT– V

Meaning of nutrition and sports nutrition – balance diet – diet for sportsman: pre-game meal – during competition- after competition. Energy for muscular work: Anaerobic – aerobic. Ergogenic aids and their effects.

REFERENCEBOOKS

1. Benardot,Dan,“AdvancedSportsNutrition”,SecondEdition,FriendsPublications,Chennai, 2012.
2. Blaisdall,A.,“HumanPhysiology”,SportsPublications,Chennai,2006.
3. Budhe,A.A.,“Exercise Physiology”,SportsPublications,Chennai,2013.
4. Marieb,N.,“HumanAnatomyandPhysiology”,BenjaminPublication,NewDelhi,2006.
5. Rajeev,K.,“SportsMedicineandExercisePhysiology”,SportsPublications,Chennai,2015.

WEBLIOGRAPHY

1. www.brianmac.co.uk/

COURSEOUTCOMES

Upon completion of the course, the students will be able to

CO1: find the functional changes in human body

CO2: develop the physiological fitness of sportspersons

CO3 : analyze the effects of exercise on various systems of human body

CO4 : compare the functions of human body before and after exercise

CO5: design the physiological concepts of physical fitness.

CO-PO Mapping(CourseArticulationMatrix)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	9	0	0	0	0
CO2	9	3	9	9	9	3	0
CO3	9	3	9	9	0	0	0
C04	9	1	9	9	0	0	1
C05	9	1	9	3	0	0	9
Weightage	**45**	**11**	**45**	**30**	**9**	**3**	**10**
Weighted PercentageofCourseContributionofPOs	**2.85**	**1.93**	**5.19**	**4.55**	**3.35**	**0.79**	**1.93**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: V **SUB CODE: 23UPSE2B**

CREDIT: 3

EC-II- SPORTS NUTRITION

Objectives

• To understand the values of food and its classification and suggest appropriate diet for sport person.

UNIT – I

Food and Nutrition: Classification of foods. Meaning and definition of Sports Nutrition. Basic Nutrition guidelines. Role of nutrition in sports. Factor to be considered for developing nutrition plan.

UNIT – II

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, water balance, Nutrition-daily caloric requirement and expenditure.

UNIT – III

Functions of food – Nutritional, Emotional, Social, and Classification of food. Sources, Functions, Deficiency and excess effects of carbohydrates, protein, fat and water.

UNIT – IV

Definition - Balanced Diet - Principles of preparing the balanced diet. Balanced diet for Indian Players / School children. Malnutrition and Adulteration of food.

UNIT – V

Pre-Competition, Competition and Post Competition meals. Diet analysis and planning. Fluid intake during exercise. Nutrition for Special Population.

TEXT BOOKS

1. Srilakshmi, B. (2012) Nutrition science. Delhi: New Age International (p) Limited Publishers.
2. Srilakshmi, B. (2015) Human Nutrition (For B.Sc., Nursing students) Delhi: New Age International (p) Limited Publishers.

REFERENCE BOOKS

1. Bessesen, D.H. (2008). Update on obesity .J Clin Endocrinol Metab.93 (6), 20272034.
2. Butryn,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.
3. DeMaria, E.J.(2007). Bariatric surgery for morbid obesity. N Engl J Med,356(21),2176-2183.

COURSE OUT COMES

- ❖ Students to understand the basic knowledge of health education and sports nutrition.
- ❖ To understand the basic concept of nutrition.
- ❖ To understand the value of foods.
- ❖ To learn about balanced diet management.

❖ To understand the concept of sports nutrition

CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	9	0	0	0	0
CO2	9	3	9	9	9	3	0
CO3	9	3	9	9	0	0	0
C04	9	1	9	9	0	0	1
C05	9	1	9	3	0	0	9
Weightage	**45**	**11**	**45**	**30**	**9**	**3**	**10**
Weighted Percentage of Course Contribution of POs	**2.85**	**1.93**	**5.19**	**4.55**	**3.35**	**0.79**	**1.93**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: VI **SUB CODE: 23UPS13**

CREDIT: 4

CC – XII - SPORTS MANAGEMENT

Objective: - To acquaint students with the knowledge and importance of management of Physical Education.

UNIT I

Meaning and Definition of Management –Functions of Management-Guiding principles of Management - Schemes of Management in Physical Education-School, Colleges-University- State - Physical Education Syllabus and Physical Education Periods - Supervision in Physical education-Qualities of a Supervisor.

UNIT II

Play area is Schools and College- Facilities and Standard in Physical Education -Care and Maintenance of Play ground - Gymnasium-Need for Gymnasium-Specification of Gymnasium-Purpose of the Gymnasium - Swimming Pool-Importance and Need of Swimming Pool-Types of Swimming Pool.

UNIT III

Definition and meaning of planning, Need and importance of planning, Principle of planning, Steps Involved in planning process. Organization and conduct of competition at various levels. Games and Athletic Equipment's-Need for the Equipment's-Types of equipment's. Indent Approval-Call for quotation-Comparative Statement- Purchase of equipment's Care and Maintenance of equipment's.

UNIT IV

Finance and Budget- Model Physical Education Budget for a Year- Guiding Factors for the Preparation of Budget- Rules of Utilization of Games Fund.-Records and Registers- Attendance –Physical Fitness-Stock-Accession-Auction-Issue Registers-Contingency.- Files-Intramural-Extramural-Purchase-Miscellaneous Files.

UNIT V

Teacher Education Courses in Physical Education- D.P.Ed; B.P.Ed and M.P.Ed.- Higher Education in Physical Education – M.Phil and Ph.D.- Teaching careers- P.ET, PD, DPE, ADPE, DDPE, Assistant Professor, Associate Professor, Professor, Principal.- Coaching Education Courses in Sports-Diploma in Sports Coaching, Master of Sports Coaching. -Coaching careers-Coach, DSO, RSM, DGM and

GM.

References:

- Janet A. Wessel, Luke Keely(1986), Achievement – Based Curriculum Development in Physical Education: Lea &Febiger.
- Roy.SS(2001), Sports Management: Friends Publications: New Delhi.
- Samiran Chakrabarty(1988), Sports Management: Sports Publications: Delhi.

Course Outcomes:

1. The student would understand the importance of management of Physical Education.
2. The student shall gain knowledge regarding management of Physical Education and Sports at Different level.
3. The student will be able to organize various Physical Education program.
4. The student would know about various schemes and policies of State &Central Government.
5. The student would know about planning of facility and financial management

CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	9	0	0	0	0
CO2	9	3	9	9	0	0	0
CO3	9	3	9	9	0	0	0
C04	9	1	9	9	0	0	1
C05	9	1	9	3	0	0	9
Weightage	45	11	45	30	0	0	10
Weighted Percentage of Course Contribution of POs	3.21	0.78	3.21	2.14	0	0	0.71

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: VI **SUB CODE: 23UPS14**

CREDIT: 4

CC – IXIII - SPORTS PSYCHOLOGY AND SOCIOLOGY

Objective: - The student is provided with the knowledge of psychological aspects which determines impact in sports performance.

UNIT I

Meaning and Definition of Psychology and Sports Psychology- Nature and Scope of Sports Psychology -Branches of Sports Psychology -Need and Importance of Sports Psychology in the field of Physical Education and Sports.

UNIT II

Perception-Characteristics of perception-Theories of perception-Wrong or Errors of perception-Acuity of sense (Visual, Auditory, Tactile and Kinesthetic perception)- Cognitive process-Cognition-Relationship between intelligence and motor learning-Motor and Physical characteristics of mentally retarded - Personality-Meaning and definition-Characteristics of Personality- Types of Personality-Composition of Personality.

UNIT III

Motivation-Types-Motivational factors-Feedback - Theories of learning - Transfer of learning - Emotional factors-Tension, Anxiety and Stress- Aggression-Types-Theories of Aggression - Aggression and Athletic competition.

UNIT IV

Meaning and Definitions of Sociology and Sports Sociology-Nature and Scope of Sociology in Physical Education and Sports - Importance of Sociology in Physical Education and Sports-Social factors is Sports-Sociometry- Retention and forgetting – theories of Retention and forgetting.

UNIT V

Leadership –types of leader-qualities of a leader-training for leadership-student leadership.-Group dynamics-kinds of group- Spectators and fans-types of audiences –effect of spectators and fans on performance-merits and Demerits of spectators and fans.

References:

- Alderman A.B.(1974), Psychological Behaviour in sports W.B. Saundar company, Saundar.
- Morgan, King, Weigh, Schopler(2002), Introduction to Psychology., NIS Publisher, New Delhi.
- Puni A.T(2003). Sports psychology chanduga NIS.

COURSE OUTCOMES

1. Student will learn the basic concepts of psychology and sociology
2. Student will apply the psychological and sociological principles in the field of physical education and sports
3. Analyze the mentality of sportspersons
4. Evaluate the role of psychology and sociology in physical education and sports
5. Invent new techniques to solve the psychological problems of sportspersons

CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	0	3	0	0	0	0
CO2	9	0	0	0	0	0	0
CO3	9	3	9	9	0	3	0
C04	3	0	3	0	3	0	0
C05	9	0	3	0	0	0	3
Weightage	**39**	**3**	**18**	**9**	**3**	**3**	**3**
Weighted Percentage of Course Contribution of POs	**2.78**	**0.21**	**1.28**	**0.64**	**0.21**	**0.21**	**0.21**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: VI **SUB CODE: 23UPS15P**

CREDIT: 5

CP-XIV -GAMES OF SPECIALIZATION- TEACHING AND COACHING

(Major Games - I: Cricket, Football, Hockey, Handball and Kabaddi,)

Objectives

• To provide meaningful training on fundamental and advance skills and techniques in selected sports discipline. • To train on coaching, officiating and marking in selected sports discipline.

UNIT – I FUNDAMENTAL AND ADVANCE SKILLS

Fundamental and advance – skills, techniques, drills and lead-up games in Hockey, Handball, Cricket, Tennis, Ball Badminton and Football.

UNIT – II PLAYING ABILITY / PERFORMANCE

Assessment of playing ability / performance - Hockey, Handball, Cricket, Tennis, Ball Badminton and Football.

UNIT – III MARKING

Layout & markings of court/field - Hockey, Handball, Cricket, Tennis, Ball Badminton and Football.

UNIT – IV OFFICIATING

Rules and interpretations, duties of the officials, official signals, system of officiating, equipment specifications and score sheet for above said sports disciplines.

UNIT – V RECORD NOTE

Preparation of record for Hockey, Handball, Cricket, Tennis, Ball Badminton and Football. History, organisational set-up at International, national and state level sports bodies, skill, technique, tactics and major competitions for above said sports disciplines.

TEXT BOOKS

1. Aibara, E.B., (1975). Cricket. Patiala: National Institute of Sports 2. Anand. R.L. (1986). Play field manual, Patiala: NIS publication. 3. Book of rules of games and sports, (2005). New Delhi: National Council of Y.M.C.A of India.

REFERENCE BOOKS

1. Kirubakar.G.S., and Glory.J. (2009). Play Ball Badminton. Chennai: SS Publication.
2. Perinbaraj, S.B., & et al. (2009). Play field: Dimensions and its requirements, Karaikudi: Vinis publication.
3. Reita, Clanton and Phyl, Dwight Mary (1997) Team Handball Steps to Success. Human Kinetics 4. Thompson, William, (1996). Teaching Soccer. Delhi: Surjeet Publications.
5. Wein, Horts, (1979). The Science of Hockey. London: Pelham Books.

COURSE OUTCOMES

Upon completion of the course, the students will be able to

CO1: find the basic rules and regulations of various games

CO2: demonstrate the basic skills of various games
CO3: analyse the strategies of the various games
CO4: estimate the performance of the players
CO5: construct the play fields of various games

CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	0	0	0	0	0
CO2	9	0	3	0	0	0	9
CO3	9	0	3	0	3	9	9
C04	9	9	9	9	0	0	0
C05	9	1	9	3	0	3	0
Weightage	**45**	**13**	**24**	**12**	**3**	**12**	**18**
Weighted Percentage of Course Contribution of POs	**2.85**	**2.28**	**2.77**	**1.82**	**1.12**	**3.16**	**3.47**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: VI **SUB CODE: 23UPSE3A**

CREDIT: 5

EC – III - HEALTH EDUCATION

Objective: -To acquaint the students with basic aspects of Health, Nutrition, First Aid and rehabilitation.

UNIT I

Meaning and definitions of Health-Aspects of Health-Physical, Mental, Social and Spiritual - Factors influencing Health-Importance of Good Health - Meaning and definition of Health Education-Scope of Health Education-Aims and Objectives of health education –Principles of health education - Physical Health – Characteristics of Physically Healthy person Mental Health.

UNIT II

Mental health: meaning - foundation factors - mental health problems of college students - principles of mental health. Adjustment process: adjective reactions - guidelines for making adjustments - development of interests - attitudes and habits - development and control of emotions - guidelines for controlling emotions.

UNIT III

Disease –Communicable and Non-Communicable diseases - Communicable disease – definition –Types-Modes of transmission-characteristics-prevention and control- Tuberculosis, Malaria, Typhoid, Cholera, Small Pox, Chicken Pox and Scabies- AIDS - Non communicable disease –Hypertension, Stroke, Jaundice and Coronary Heart Disease - Role and functions of Health agencies.

UNIT IV

Need and importance of personal hygiene - Environmental hygiene and food hygiene. Nutrition -malnutrition – balanced diet - food poisoning - food allergies and their prevention - food adulteration. Basics of nutrition: carbohydrates - fats - proteins – vitamins – minerals – water. Calories in food – diet – nutritive values of food

UNIT V

.

Concept of BMI (Body mass index), Obesity and its hazard, Dieting versus exercise for weight control Maintaining a Healthy Lifestyle**,** Weight management program for sporty child**,** Role

diet and exercise in weight management**,** Design diet plan and exercise schedule for weight gain and loss.

References:

- Benardot and Dan(2012), "Advanced Sports Nutrition", Second Edition, Friends Publications, Chennai.
- Gupta L.G.(2002), Manual of First Aid, Gupta Park Publication Bombay.
- Nirmala, D.G., T. Krishnammal., and A. Nagalakshmi(2007), "Physical Education and Health Education", First Edition, Priyakamal Pathipagam, Madurai.
- Ramachandran, L., and T. J. Dharmalingam(2010), "Health Education a New Approach," Vikas Publications, New Delhi

COURSE OUTCOMES

Upon completion of the course, the students will be able to

1. conceive and express the ideas about the health.
2. evaluate the problems in mental health and adjustment process
3. analyze Disease –Communicable and Non-Communicable diseases.
4. develop the importance of personal hygiene and balanced diet.
5. Well known in concept of BMI (Body mass index),

CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	3	3	3	3	9
CO2	9	9	9	3	3	9	9
CO3	9	9	9	3	3	9	9
C04	9	3	3	3	3	9	9
C05	9	3	3	3	3	3	9
Weightage	**45**	**27**	**27**	**15**	**15**	**33**	**45**
Weighted Percentage of Course Contribution of POs	**3.21**	**1.92**	**1.92**	**1.07**	**1.07**	**2.35**	**3.21**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: VI **SUB CODE: 23UPSE3B**

CREDIT: 5

EC-III - OLYMPIC MOVEMENT

Objectives : To understand the values of Olympics.

Unit-1

Philosophy of Olympic movement - Origin of Olympic movement -The early history of the Olympic movement -The significance stages in the development of the modern Olympic movement - Goal of Olympic Movement - Educational and cultural values of the Olympic movement

Unit- II

Significance of Ancient Olympics- Ancient Olympic Games - Rituals followed in Ancient Olympics- Awards and Honours for the winners of Ancient Olympics - Competitive events of Ancient Olympics - Marathon run.

Unit-III

Modern Olympic Games -Olympic Symbols(Motto, Flag, Rings, Flame, Olympic Awards, Oath) -Olympic Ideals, Objectives and Values - Olympic protocol for member countries - Olympic code of Ethics - Olympic in action.

Unit-IV

Different Olympic Games - Paralympics Games -Summer Olympic - Winter Olympic - Youth Olympic Games.

Unit-V

Committees of Olympic Games - International Olympic committee- structure and functions - National Olympic committees and their role in Olympic movement -Olympic commission and functions - Olympic medal winners of India.

Reference:

- Burbank, J.M., Andranovich, G.D.&Heying Boulder, C.H.(2001). Olympic Dreams: the impact of mega-events on local politics: Lynne Rienner. Charles A. Bucher (1972),
- Foundation of Physical Education, United states, Mosby Publication.
- Osborne, M.P (2004). Magictree house fact tracker: ancient Greece and the Olympic: a nonfiction companion to magic tree house: hour of the Olympic, New York: Random House Books for Young Readers.

COURSE OUTCOMES

Upon completion of the course, the students will be able to

CO1: Explain philosophy of Olympic movement

CO2: Explain the significance of Ancient Olympics

CO3: Analyze the Modern Olympic Games.

CO4: Analyze different Olympic Games

CO5: Explain committees of Olympic Games

CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	9	0	0	0	0
CO2	9	3	9	9	0	0	0
CO3	9	3	9	9	0	0	0
C04	9	1	9	9	0	0	1
C05	9	1	9	3	0	0	9
Weightage	**45**	**11**	**45**	**30**	**0**	**0**	**10**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix

SEMESTER: VI **SUB CODE: 23UPSE4A**

CREDIT: 3

EC – IV - FITNESS AND WELLNESS

Objective: -To acquaint the students with basic aspects of Fitness and wellness,
Nutritionfitness is longevity with no disease, no any physical pain, and happiness.

Unit- I

Definition ,aims , and objectives of physical education, fitness and wellness - Importance and scope of fitness and wellness - Modern concept of physical fitness and wellness - Physical Education and its relevance in inter disciplinary context

Unit-II

Fitness-types of fitness and components of fitness - Understanding of fitness −Modern lifestyle and hypo kinetic disease-prevention and management - Physical activity and health benefits.

Unit-III-

Dietary guidelines of good health- health promotion and diseases prevention- Nutrition
- Issues related to body image, stress management, mental health, and wellness throughout life- healthy aging.

Unit-IV

Means of fitness development-aerobic and anaerobic exercise - Exercise and heart rate zones of various aerobic exercise intensities -Concept of free weight Vs machine, sets, and repetition etc - Concept of designing different fitness training program for different age group.

UNIT – V

Meaning and definition of Health, Wellness and Nutrition. Need and importance of good Health. Human Anatomy - Skeletal system and Muscular system. Disease Management – Obesity – Diabetes - Heart ailments – Arthritis.

Reference:

Difiore,J.(1998). ***Complete guide to Postnatal Fitness***. London: A & C Black,.
Giam, C.K & The, K.C. (1994). ***Sport Medicine Exercise and Fitness*** Singapore: P.G.
Mcglynn, G., (1993). ***Dynamics of Fitness*** Madison: W.C.B Brown.
Medical Book Sharkey, B.J. (1990). ***Physiology of Fitness***, Human Kinetics Book

COURSE OUTCOMES

Upon completion of the course, the students will be able to

CO1: demonstrate their understanding of fitness concepts and maintain a healthy levelof fitness

CO2: plan a physically active lifestyle.

CO3: realize the benefits of a healthy lifestyle and the consequences of malnutrition andinactivity.

CO4: determine the importance of health habits in personal life

CO5: create awareness among public on different aspects of health and fitness.

CO – PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	0	0	0	3	0	0
CO2	3	0	0	0	0	0	3
CO3	3	0	3	0	0	0	0
CO4	3	0	3	3	0	0	0
CO5	9	3	0	0	0	9	0
Weightage	**21**	**3**	**6**	**3**	**3**	**9**	**3**

Level of Correlation 1 – Low 3 – Medium 9 – High 0 – No Correlation between CO‟s and PO‟s *(Suggested by UGC as per Six Sigma Tool - Cause and Effect Matrix)*

SEMESTER: VI **SUB CODE: 23UPSE4B**

CREDIT: 3

EC – IV - RECREATION, CAMPING AND SAFETY EDUCATION

Objectives : To understand the values of recreation, camping and safety education.

Unit- I

Recreation – Definition, Scope and Significance of recreation – Objectives of Recreation – Recreation of work – Leisure and Recreation.

Unit -II

Organization and Administration of Recreation – Agencies Offering Recreation – Home, Governmental, Voluntary, Private and Commercial Agencies, Rural urban and Community Recreation – Industrial Recreation – Areas, Facilities, Equipments & Their Maintenance.

Unit- III

Programme Planning in Recreation – General Principles of Program Construction – Types of Recreational Activities – Indoor & Outdoor Games – Arts & Crafts, Drama, Music, Hobbies, Aquatic, Dancing, Nature study, Hiking – Evaluation of Program.

Unit- IV

Camping – Scope and Significance of Camping – Types of Camps – Selection and layout of Camp Sites – Organisation and Administration of Camps – Camp Programmes and Activities – Evaluation of Camp Work.

Unit -V

Meaning and Definition of Safety Education – Play Grounds – Safety at school, Gymnasium, Swimming Pool, Protective Equipments – Role of Physical Education Teacher in Safety.

Reference:

1. Williams & Bronald: Administration of Physical Education
2. Mabellec: The conduct of Physical Education
3. Hughus & French: The Administration of Physical Education
4. Govindarajalu, L.K. Camping & Education (1965) Pupil Brothers, Madras.
5. Ganesan, S. First Aid (1996), Dhanalakshmi Printers, Chennai -17
6. Devin (David): First Aid (1995), London, Sun Burst Books
7. Ambrosia, (RDD) & Drez (D) Prevention and Treatment of Running injuries; New Jersey Slack Inc.

COURSE OUTCOMES

Upon completion of the course, the students will be able to

CO1: explain the Objectives of Recreation, Recreation of work.

CO2: Explain Organization and Administration of Recreation

CO3: Analyze the Programme Planning in Recreation

CO4: Analyze Scope and Significance of Camping

CO5: Explain meaning and Definition of Safety Education

CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	9	0	0	0	0
CO2	9	3	9	9	0	0	0
CO3	9	3	9	9	0	0	0
C04	9	1	9	9	0	0	1
C05	9	1	9	3	0	0	9
Weightage	**45**	**11**	**45**	**30**	**0**	**0**	**10**

Level of Correlation 1–Low 3– Medium 9– High 0 – No Correlation between CO's and PO's

Suggested by UGC as per Six Sigma Tool– Cause and Effect Matrix