

திருவள்ளூர் பல்கலைக்கழகம்
THIRUVALLUVAR UNIVERSITY

SERKKADU, VELLORE – 632 115



BACHELOR OF SCIENCE IN PHYSICAL EDUCATION

[Under Choice Based Credit System (CBCS)]

w.e.f the academic year 2022-2023

SYLLABUS AND REGULATIONS

PROGRAM EDUCATIONAL OBJECTIVES (PEO's)	
B.Sc (Physical Education) Program describe accomplishments that graduates are expected to attain.	
PEO-1	Learning concepts and skills in implementing the Physical Education and Sports
PEO-2	Acquiring the essential working skills in organizing physical education programmes
PEO-3	Skilled in Talent identification based on concepts of physical education and sports sciences. .
PEO-4	Understanding the role of Physical Education in health and fitness of the individual and society.
PEO-5	Ability to understand and organize track and field events.
PEO-6	Enabling skills in guiding the learners in order to enable to solve the personal and academic issues.
PEO-7	Create an awareness on fitness and health among the youth of our country.
PEO-8	Familiarize the fitness and sports science concepts in the society.
PEO-9	Create avenues to become a Physical Education teachers and related professionals

Program Specific Objectives (PSOs)	
After the successful completion of B.Sc (Physical Education) program, the students are expected to	
PSO-1	Becoming eligible and qualified to undergo Physical Education Programmes and other related programmes
PSO-2	Able to understand and implement various concepts of physical education.
PSO-3	Acquire the technical and tactical skills in various games. Skilled in Talent identification based on concepts of physical education and sports sciences.
PSO-4	Acquire the technical and tactical Skills in various track and field events.
PSO-5	Basic qualification to go for job with any degree qualification and specifically to defence and other uniform services.
PSO-6	Enabling to teach fundamental skills in sports and games to the school children. Skilled in Talent identification based on concepts of physical education and sports sciences. .
PSO-7	Development of organizing skills to conduct various sports competitions in state, national International level.
PSO-8	Skilled to apply sports and allied health sciences to design training schedules for the development of fitness, health and sports performance.
PSO-9	Skilled in layout and maintenance of various play fields. Able to demonstrate Mass demonstration of various physical activities.

Program Outcomes (POs)	
On successful completion of the B.Sc (Physical Education) program, the students will be able to	
PO-1	Qualified skillful and competent in the historical developments and concepts of Physical Education and Sports.
PO2	Achieve competency to organize sports competitions and tournaments. and able to serve as Officials in various sports and games .
PO-3	Able to handle Mass Demonstration, Indigenous Activities and Aerobics. Skilled in Talent identification based on concepts of physical education and sports sciences. .
PO-4	Developing field based practical skills for innovations in the methods of organizing, training, officiating and demonstration.
PO-5	Able to apply sports and allied health sciences to gain knowledge on fitness, health and sports performance.
PO-6	Developing different professional life, fitness trainers yoga trainer's sports administrators, sports technologists.
PO-7	Able to understand and spread the sports science and fitness concepts in the society. Skilled in layout and maintenance of modern play fields.
PO-8	Able design fitness and sports training plans by understanding the sports science concepts, structure and functions of human body.
PO-9	Knowledge to prepare and appear for various technical officiating and competitive examinations.

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION

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The Course of Study and the Scheme of Examinations

S. No.	Part	Study Components		Ins. Hrs / week	Credit	Title of the Paper	Maximum Marks		
		Course Title					CIA	Uni. Exam	Total
		SEMESTER I							
1.	I	Language	Paper-1	6	4	Tamil/Other Languages	25	75	100
2.	II	English (CE)	Paper-1	6	4	Communicative English I	25	75	100
3.	III	Core Theory	Paper-1	6	4	Foundations of Physical Education	25	75	100
	III	Core Practical	Practical-1	4	0	Major games -I	0	0	0
4.	III	Allied -1	Paper-1	4	3	Yoga Education	25	75	100
	III	Allied- 1	Practical-1	2	0	Mass Demonstration	0	0	0
5.	III	PE	Paper 1	6	3	Professional English I	25	75	100
6.	IV	Environmental Studies		2	2	Environmental studies	25	75	100
		Sem. Total		36	20		150	450	600
		SEMESTER II					CIA	Uni. Exam	Total
7.	I	Language	Paper-2	6	4	Tamil/Other Languages	25	75	100
8.	II	English (CE)	Paper-2	4	4	Communicative English II	25	75	100
9.	II	NMSDC I : Language Proficiency for Employability	Paper-1	2	2	Effective English	25	75	100
10.	III	Core Theory	Paper-2	5	4	Anatomy and Physiology	25	75	100
11.	III	Core Practical	Practical-1	3	2	Major games – I and II	25	75	100
12.	III	Allied-1	Paper-2	4	3	Theory of Sports and Games	25	75	100
13.	III	Allied Practical - 1	Practical-1	2	2	Indigenous activities	25	75	100
14.	III	PE	Paper 1	6	3	Professional English II	25	75	100
15.	IV	Value Education		2	2	Value Education	25	75	100
16.	IV	Soft Skill		2	1	Soft Skill	25	75	100
		Sem. Total		36	27		250	750	1000

SEMESTER III							CIA	Uni. Exam	Total
17.	I	Language	Paper-3	6	4	Tamil/other language	25	75	100
18.	II	English	Paper-3	6	4	English	25	75	100
19.	III	Core theory	Paper-3	4	4	Exercise physiology	25	75	100
	III	Core practical	Practical-2	3	0	Major games-III	0	0	0
20.	III	Allied-2	Paper-3	4	3	Health education & Nutrition	25	75	100

	III	Allied practical	Practical-2	3	0	Aerobics and marching	0	0	0
21.	IV	Skill based subject	Paper-1	2	2	Computer Applications	25	75	100
22.	IV	Non-major elective	Paper-1	2	2	Yoga and Health	25	75	100
				30	19		150	450	600
SEMESTER IV									
23.	I	Language	Paper-4	6	4	Tamil/other languages English	25	75	100
24.	II	English	Paper-4	6	4	English	25	75	100
25.	III	Core theory	Paper-4	4	4	Organization and administration IPE	25	75	100
26.	III	Core practical	Practical-2	3	2	Major games	25	75	100
27.	III	Allied-2	Paper-4	4	3	Theories of sports and games	25	75	100
28.	III	Allied practical	Practical-2	3	2	Minor games	25	75	100
29.	IV	NMSDC II : Digital Skills for Employability	Paper-2	2	2	Office Fundamentals	25	75	100
30.	IV	Non-major elective	Paper-2	2	2	Weigh Management	25	75	100
				30	23		200	600	800
SEMESTER V									
31.	III	Core theory	Paper-5	6	6	Methods in physical education	25	75	100
32.	III	Core theory	Paper-6	6	6	Kinesiology and biomechanics	25	75	100
33.	III	Core theory	Paper-7	6	6	Sports training	25	75	100
	III	core practical	Practical-3	3	-	Track events-I	0	0	0
	III	core practical	practical-4	3	-	Track events-I	0	0	0
34.	III	Internal Elective	Paper-1	3	3	Fitness and wellness	25	75	100
35.	IV	Skill based subject	Paper-2	3	2	Therapeutic Aspects of yoga	25	75	100
				30	23		125	375	500
SEMESTER VI									
36.	III	Core theory	Paper-8	5	4	Test and measurement	25	75	100
37.	III	Core theory	Paper-9	4	4	Sports psychology and Sports sociology	25	75	100
38.	III	Core theory	Paper-10	4	4	Sports management	25	75	100
39.	III	Core Practical	Practical-3	2	2	Track events-I	25	75	100
40.	III	Core Practical	practical-4	2	2	Field events-I	25	75	100
41.	III	Core project (individual /group project)	Paper-1	5	5	Field project	25	75	100
42.	III	Internal Elective	Paper-2	3	3	Modern trends in physical education	25	75	100
43.	III	Internal Elective	Paper-3	3	3	Physiotherapy and first aid	25	75	100
44.	IV	Skill based subject	Paper-3	2	2	Fitness Management	25	75	100
45.	V	Extension activities		0	1		100	-	100
46.		NMSDC III : Employability Readiness		0	0	(choose any one) • Naandi • Unnati • Quest • Izpay • IBM Skills build	-	-	
		Total		30	30		325	675	1000
									4500

Semester	First Semester
Name of the Paper	FOUNDATIONS OF PHYSICAL EDUCATION
Paper type	Core Theory

Course Objectives:

1. To understand the need of physical education in society.
2. To gain knowledge over the history and organizations in physical education.
3. To identify the biological basis of physical activities.
4. To understand the impact of psychological aspects in teaching and learning
5. To acquire the knowledge on sociological basis in physical education.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Understand the basic principles and foundation of physical education				K2
CO2	Learn the historical development of Olympics and physical education in ancient and modern periods.				K1
CO3	Realize the importance of biological foundations in physical education				K4
CO4	Realize the importance of psychological foundations in physical education				K4
CO5	Realize the importance of sociological foundations in physical education				K3
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

FOUNDATIONS OF PHYSICAL EDUCATION

UNIT I: (12 Hours)

Physical Education: Meaning – Definition- Aims of Physical Education – Objectives of Physical Education: Short Term Objectives – Long Term Objectives – Scope Of Physical Education – Physical Training – Physical Culture-Physical Education Integral Part of General Education. History of Physical Education: Physical Education In: Athens – Sparta.

UNIT II: (14 Hours)

Olympic games – History of Olympic Games – Women Participation Olympics – Modern Olympics – Olympic Flag – Oath-Emblem – Motto Physical Education In India – Asian Games – South Asian Games – Commonwealth Games – Awards : Arjuna – Dhronacharya- Rajiv Gandhi Khel Ratna. Nethaji Subash National Institute Of Sports (NSNIS) – Function of NSNIS – Sports Authority of India (SAI) – Functions.

UNIT III:(16 Hours)

Scientific Basis of Physical Education: Biological Foundations: Growth And Development: Factors Affecting Growth And Development –Individual Differences – Gender Differences. Heredity – Environment – Athletic heart - Body types: Types of Body Type: Endomorph- Ectomorph- Mesomorph: Sheldon Classification: Athletic – Aesthetic-Pycnic.

UNIT IV:(16 Hours)

Psychological foundations : Cognitive – Affective- Psychomotor Domain- Learning – Motor Learning – Stages of Learning :Feedback –Meaning –Types of Feedback- Knowledge of Results : Play – Theories of Play Theories of Learning : Trial and Error –Conditional Response Theory- Insight response – Imitation – Laws of Learning :Law ofReadiness –Law of Use and Disuse – Law of Effect.

UNIT V:(14 Hours)

Sociological foundations: Society –culture-socialization –social acceptance – recognition – Gregarious Instinct-. Individual and Society- Desire for Recognition and Response- Social integration. Social Group: Primary Group –Secondary Group –Territorial Group Social group and their Significance- Family-Community- School-State-Nations.Democratic Thinking- Family.Equality. National Integration

References:

1. Bucher,C.A.(n.d.)*FoundationofPhysicalEducation*. St.Louis:TheC.V.MosbyCo.
2. Deshpande,S.H.(2014).*PhysicalEducationinAncientIndia*. Amravati: DegreecollegeofPhysicaleducation.
3. Nixon,E.E.&Cozen,F.W.(1969).*AnintroductiontoPhysicalEducation*.
4. Philadelphia: W.B.SaundersCo.
5. Obertuffer, (1970). *Delbert Physical Education*. New York: Harper & BrothersPublisher.
6. Sharma,J.R. (1964).*IntroductiontoPhysicalEducation*. NewYork:
7. A.S. Barnes & Co. William, JF. (1964). *TheprinciplesofPhysical Education*. Philadelphia:W.B.SaundersCo.

HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL ...<https://www.sssutms.co.in> > Files > Link > [EContent](#)

MappingwithProgrammeOutcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	M	M	S	M	M	M	M
CO3	S	S	S	M	S	M	M	S	M
CO3	M	M	M	M	M	M	S	S	M
CO4	M	M	M	M	S	M	S	S	M
CO5	M	M	M	M	S	M	S	S	M

*S-Strong;M-Medium;L-Low

Semester	First Semester
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Name of the Paper	MAJOR GAMES - I
Paper type	Core Practical (Ball Badminton, Kabaddi, Volleyball, and Kho-Kho)

Course objectives:

1. To study the basics and advance skills in sport
2. To have the knowledge over the assessment of performance.
3. To understand the structure of play field markings
4. To teach the students on rules and regulations
5. To equip the students in preparing the records

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	The student will be able to understand the fundamental and advanced techniques.				K2
CO2	The student will be able to understand about the assessment of playing ability, performance and training.				K1
CO3	The student will be able to gain basic knowledge on layout and markings..				K3
CO4	The student will be able to learn the rules, system of officiating, score sheet and equipment specification.				K4
CO5	The student will be able to interpret on the Skill, Technique, Tactics, Major Competitions.				K5
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

MAJOR GAMES - I

UNIT – I: FUNDAMENTAL AND ADVANCE SKILLS

Fundamental Skills and Advance – Skills – Techniques- Drills And Lead-Up Games- In Ball badminton- Kabaddi, Volleyball, Kho-Kho.

UNIT-II: PLAYING ABILITY / PERFORMANCE

Assessment of Playing Ability - Performance: Ball Badminton- Kabaddi, Volleyball- Kho-Kho. Specific Conditioning- Training - Ball badminton- Kabaddi, Volleyball- Kho-Kho.

UNIT-III: MARKING

Layout -Markings of court: - Ball badminton- Kabaddi – Volleyball - Kho-Kho.

UNIT –IV: OFFICIATING

Rules and Interpretations - Duties of The Officials -Official Signals- System Of Officiating - Equipment Specifications and Score Sheet for Ball badminton- Kabaddi - Volleyball- Kho-Kho.

UNIT-V: RECORD NOTE

Preparation of record: Ball badminton- Kabaddi -Volleyball- Kho-Kho. History - Organizational Set-Up at International, National and State Level Sports Bodies, Skill, Technique, Tactics, Major Competitions.

TEXT BOOKS

1. Anand.R.L. (1986). *Play field manual*, Patiala: NIS publication.
2. *Book of rules of games and sports*, (2005). New Delhi: National Council of Y.M.C.A of India.
3. Rao, E.Prasad (2002). *The complete hand book on Kabaddi*. Vizianagaram: Jagadamba publication.

REFERENCE BOOKS

1. Dhanaraj, V. Hubert, (1991). *Volleyball – A Modern Approach*. Patiala: SainsorisPart,
2. Davic, (1979) *Better Badminton Learn in yourself Book*. London : Orient Paper Books.
3. Perinbaraj, S.B., & et al. (2009). *Play field: Dimensions and its requirements*, Karaikudi: Vinis publication.
4. Rao, C. V. (1971). *Kabaddi*, Patials, N.I.S. Publications. Yadav, Yogesh. (1969). *Kho-Kho*, Maharashtra Kho-Kho Association

[Rules & Regulations of Ball Badminton Game:http://ballbadmintonchennai.com](http://ballbadmintonchennai.com)
[Rule & Regulation - Ball Badminton Federation of India \(BBFI\):http://ballbadmintonindia.com](http://ballbadmintonindia.com)
[Volleyball –Wikipedia:https://en.wikipedia.org > wik](https://en.wikipedia.org)
[History of Volleyball – NCVA:https://ncva.com > general-info](https://ncva.com)
[Volleyball Information: History, Facts & Volleyball Rules:https://sportycious.com > volley.](https://sportycious.com)
[Khokho–Wikipedia:https://en.wikipedia.org](https://en.wikipedia.org)
[KhoKho Game | All About India's Oldest Sport | Rules | Players:https://www.kreedon.com > kho](https://www.kreedon.com)

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	M	M	S	M	M	M	M
CO3	S	S	S	M	S	M	M	S	M
CO3	M	M	M	M	S	M	S	S	M
CO4	M	M	M	M	S	M	S	S	M
CO5	M	M	M	M	S	M	S	S	M

*S-Strong; M-Medium; L-Low

Semester	First Semester
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Name of the Paper	YOGA EDUCATION
Paper type	Allied - I

Course objectives:

1. To understand the aim and bases of yogic aspects.
2. To gain knowledge over the Pranayama and its impacts on respiratory aspects.
3. To have the benefits of asanas in terms of fitness and curative aspects.
4. To understand the role of yoga in physical education and sports.
5. To understand various school of yoga.
6. To know about the Kriya and mudras.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Understand the importance of yoga in physical education and sports				K2
CO2	Know the various school of yoga				K1
CO3	Learn the technique of asana, pranayama on various systems of the body				K4
CO4	Learn the techniques and benefits of bandhas, kriyas and mudras				K6
K1- Remember	K2- Understand	K3-Apply	K4- Analyze	K5- Evaluate	K6-Create

YOGA EDUCATION

Unit-I:(14 hours)

Meaning of Yoga- Aim and Objectivities of Yoga- Need and importance of Yoga- Concept of Yoga- Astanga Yoga- Yama- Niyama Asana- Pranayama- Prathama- Dhyama – Samathi- Four streams of yoga: Karma yoga – Bhakthi Yoga-Gnana Yoga- Raja Yoga

Unit –II:(15 hours)

Asana- Aim and Objectives of Asana-various types of Asanas –Meditative asana – cultural Asana – Techniques and benefits of asanas- Relaxative Asana- Padmasana- Vajrasana- Sukasana- Talasana- Konasana-Pathahastasana-Piraiyasana- Prathanasana-Komukasana-Paschimotasana-Veerapatrasna-Halasana-Sivalingasana- Savasana-Makrasana.

UNIT – III:(14 hours)

Pranayama-Aim and Objectives of Pranayama- Various Types of Pranayama-Techniques and benefits of Pranayama- Surya Bhedhana- Chandra Bhedhana-NadiSuddhi – NadiShodhana- Bhastrika-Sitali –Sitkari.

UNIT IV:(15 hours)

Kriyas-Meaning –Aim and Objectives of Kriyas-Neti-Dhauthi-Bhasthi-Trataka-Kapalapathi-Nauli –Benefits of Kriyas.

UNIT V:(14 hours)

Bhandhas and Mudras-Definition –Aims And Objectives of Bhandhas And Mudras- JalendraBhandha-UddiyanaBhandha –MoolaBhandha- Chin Mudra- ChinmayaMudra – Vayu Mudra-Prithvi Mudra-Surya Mudra- Varuna Mudra-Techniques and Benefits of Bhandhas and Mudras

TEXT BOOKS

1. Iyengar, B.K.S., (2001). *Yoga the path to holistic health*. Dorling: Kindersley
2. Saraswati, Niranjanananda., (2010). *Prana and Pranayama*. Mungaer: Bihar School of Yoga.
3. Gharote, M.L. &Ganguly, H. (1988). *Teaching methods for yogic practices*. Lonawala: Kaivalayadhama.

REFERENCE BOOKS

1. Chandrasekaran, K., (1999). *Sound Health through Yoga*. Sedapatti: PremKalyan publication.
2. Mariayyah, P., (2000). *Suriyanamaskar*. Perunthurai: Jaya Publishing House.

[A Reference book for educators and yoga practitionershttps://eujournal.org › files › NirmaljitK.Rathee.pdf](https://eujournal.org › files › NirmaljitK.Rathee.pdf)

[Yoga: Its Origin, History and Developmenthttps://www.mea.gov.in › in-fo...](https://www.mea.gov.in › in-fo...)

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	M	S	M	M	S	M
CO2	S	S	M	M	M	S	M	M	M
CO3	S	M	S	M	S	S	M	S	M
CO4	M	M	M	M	S	M	M	S	M

*S-Strong; M-Medium; L-Low

Semester	First Semester
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Name of the Paper	MASS DEMONSTRATION
Paper type	Allied Practical

Course objectives:

1. To make the students to equip themselves physically
2. To educate and provide hand on training for mass demonstration activities.
3. To develop co-ordination, rhythm and precision in physical activities with help of flight apparatus.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Enhance the coordinate abilities				K2
CO2	Able to develop Psychomotor abilities				K1
CO3	Expert with preparing Physical activities				K3
CO4	Mentally relaxed with Physical movements				K4
K1- Remember	K2- Understand	K3-Apply	K4- Analyze	K5- Evaluate	K6-Create

MASS DEMONSTRATION

UNIT – I: CALLISTHENICS

Calisthenics exercises - With Verbal Command, Drum and Music (2, 4, 8 & 16 Counts).

UNIT – II: FLAG DRILLS AND COCONUT CELL DRILLS

Flag Drills and Coconut Cell Drills : Twisting exercises – Arm Crossing Exercises – Launching exercises – Forward exercises with Verbal Command, Drum and Music (2, 4, 8 & 16 Counts).

UNIT – III: INDIAN CLUBS AND WANDS

Light apparatus exercises - with Verbal Command, Drum and Music (2, 4, 8 & 16 counts) - Indian Clubs and Wands. Standing Exercise, Jumping Exercise – Moving Exercise - Combination of these exercises with Wands and Indian Clubs.

UNIT – IV: HOOPS AND DUMBBELLS

Light apparatus exercises - with verbal command, drum and music (2, 4, 8 & 16 counts) – Hoops and dumbbells. Standing Exercise, Jumping Exercise, Moving Exercise and combination of these exercises with Hoops and dumbbells.

UNIT – V: PYRAMID

Formation of Pyramid.

Reference:

1. Athichan, A, et. al., (2007) *Hand book of Indigenous activities*. Karaikudi: Vinsipublication.
2. Tirunaryanan, C. and Hariharan. S, (1993). *Methods in Physical Education*. Karaikudi: South India Press.
1. Mathew, Thomas., (2009). *150 Minor Games*. Karaikudi: Vinsi publication.
2. Perinbaraj, Bevinson. S. (2006). *Methods in Physical Education*. Karaikudi: Vinsipublication.
3. Thomas, J.P., (1969). *Physical Education Lesson*. Madras: Gnanodya press.

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	M	S	M	S	M	S
CO3	S	S	S	M	S	M	S	S	S
CO3	M	S	S	M	S	M	S	S	S
CO4	M	S	S	M	S	M	S	S	S
CO5	M	S	S	M	S	M	S	S	S

*S – Strong; M – Medium; L - Low

[Complete Calisthenics: The Ultimate Guide to ... - PDF Drive https://www.pdfdrive.com](https://www.pdfdrive.com) › co..
[The Strength Builders: A History of Barbells, Dumbbells and https://www.researchgate.net](https://www.researchgate.net) › 2...
[10 Arm-Toning Dumbbell Exercises – Healthline https://www.healthline.com](https://www.healthline.com) › d..
[Hula Hoop Benefits: 8 Reasons to Give Hooping a Try https://www.healthline.com](https://www.healthline.com) › h...How to
[Hula Hoop: 13 Steps \(with Pictures\) https://www.wikihow.com](https://www.wikihow.com) › Hu...

Semester	Second Semester
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Name of the Paper:	ANATOMY AND PHYSIOLOGY
Paper type:	Core Theory

Course objectives:

- 1.To understand the structure of human body
2. To gain knowledge over the skeletal system of human body
3. To enable the students to equip them in structure and functions of cardio-pulmonary system
4. To teach the students over the bases on nervous and excretory system
5. To gain knowledge on structure and functions over the endocrine system

EXPECTEDCOURSEOUTCOMES					
Onthesuccessful completionofthecourse,student willbe ableto:					
CO1	Understandthebasics of anatomy and physiology				K2
CO2	Learn the structure of skeletal system				K1
CO3	Realizethe importance of circulation and respiration				K4
CO4	Realizethe importance of nervous system and sense organs				K4
CO5	Realizethe importance of excretion and endocrine systems				K4
K1- Remember	K2- Understand	K3-Apply	K4- Analyze	K5- Evaluate	K6-Create

ANATOMY AND PHYSIOLOGY

Unit – I:(14 Hours)

Anatomy: Meaning –Structure of Human Body – Need of Anatomy in Physical Education. Physiology: Importance Of Human Physiology .Cell: Microscopic Structure –Functions. Tissues: Classification of tissues – Functions. Muscles: Types of muscles-Meaning of Skeletal Muscles-Cardiac Muscle-Smooth muscle.

Unit –II:(14 Hours)

Skeletal system: Bones: Vertebral Column-Pelvic Bone-Radius-Ulna-Femur-Scapula. Joints: Meaning –Structure of Joints –Classification of Joints: Movable –Slightly Movable –Immovable. Synovial joints – Structure of Synovial Joints.

Unit – III:(15 Hours)

Circulatory system: Heart –Structure of Heart- Function of Heart-Blood Vessels: Arteries-Veins-Capillaries-Blood Cells: Red Blood Cells-White Blood Cells- Respiratory System: Respiratory Passage: Lungs: Structure of Lungs- Exchange of Gases in Lungs-Mechanism of Respiration.

Unit – IV:(14 Hours)

Nervous system: Neuron- Structure of Neuron. Autonomic Nervous System- Central Nervous System- Brain: Structure of Brain- Spinal Cord- Sense Organs: Eye- Structure- Functions. Skin: Structure-Functions. Ear: Structure-Functions.

Unit – V:(15 Hours)

Excretory system: Organ of Excretory- System Kidney- Urethra- Urinary Bladder- Ureters- Lungs- Skin- Large Intestine- Liver. Structure of kidney. Digestive system: Structure-Functions. Endocrine System: Glands – Major Glands: Meaning. Adrenal - Pituitary – Thyroid – Pineal - Pancreas.

References:

1. Gupta,A.P.(2010).*Anatomy and Physiology*. Agra: SumitPrakashan.
2. Gupta,M. and Gupta,M.C.(1980).*Body and Anatomical Science*. Delhi:Swaran Printing Press.
3. Guyton, A.C. (1996). *Textbook of Medical Physiology*, 9th edition. Philadelphia:W.B.Saunders.
4. Karpovich, P.Y. (n.d.). *Philosophy of muscular activity*. London: W.B. SaundersCo.
5. Lamb, G.S. (1982). *Essentials of exercise physiology*. Delhi: SurjeetPublication.
6. Moorthy,A.M.(2014).*Anatomy physiology and health education*. Karaikudi: MadalayamPublications.
7. Morehouse,L.E. & Miller,J.(1967).*Physiology of exercise*. St.Louis: The c.y.MosbyCo.
8. Pearce,E.C.(1962). *Anatomy and physiology for nurses*. London:Faber&FaberLtd.
9. Sharma,R.D.(1979). *Health and Physical Education*, GuptaPrakashan.
10. Singh,S.(1979).*Anatomy physiology and Health Education*. Ropar: JeetPublications.

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	M	S	M	S	M	S	S	M
CO3	M	M	S	M	S	M	S	S	M
CO3	M	M	S	M	S	M	S	S	M
CO4	M	M	S	M	S	M	S	S	M
CO5	M	M	S	M	S	M	S	S	M

*S-Strong; M-Medium; L-Low

[Anatomy & Physiology - cloudfront.net https://d3bxy9euw4e147.cloudfront.net › https://www.thepharmacystudy.com/human-anatomy-and-physiology-notes-pdf/](https://d3bxy9euw4e147.cloudfront.net/Anatomy%20&%20Physiology%20-%20cloudfront.net/https://www.thepharmacystudy.com/human-anatomy-and-physiology-notes-pdf/)

Semester	Second Semester
Name of the Paper	MAJOR GAMES - I

Paper type	Core Practical
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Course objectives:

1. To study the basics and advance skills in sport
2. To have the knowledge over the assessment of performance.
3. To understand the structure of play field markings
4. To teach the students on rules and regulations
5. To equip the students in preparing the records

EXPECTEDCOURSEOUTCOMES					
Onthesuccessful completionofthecourse,student willbe ableto:					
CO1	Expertise over basic and advanced skills in sport				K2
CO2	Able to assess the effect of training				K1
CO3	Enhance knowledge on preparation of play field				K4
CO4	Familiar on rules and regulations				K4
CO5	Knowledge over the sport				K4
K1- Remember	K2- Understand	K3-Apply	K4- Analyze	K5- Evaluate	K6-Create

MAJOR GAMES - I

UNIT – I: FUNDAMENTAL AND ADVANCE SKILLS

Fundamental and Advance – Skills- Techniques - Drills And Lead-Up Games in: Hand Ball - Badminton- Basketball - Soft ball.

UNIT-II: PLAYING ABILITY / PERFORMANCE

Assessment of playing ability / performance- Specific conditioning / training : Hand Ball - Badminton- Basketball - Soft ball.

UNIT-III: MARKING

Layout and Markings of court/field: Hand Ball - Badminton- Basketball - Soft ball.

UNIT –IV: OFFICIATING

Rules and Interpretations- Duties of the Officials- Official Signals- System Of Officiating- Equipment Specifications - Score Sheet . Hand Ball - Badminton- Basketball - Soft ball.

UNIT-V: RECORD NOTE

Preparation of record for Hand Ball – Badminton - Basketball - Soft ball: History, Organizational Set-Up at International, National and State Level Sports Bodies, Skill, Technique, Tactics, Major Competitions for above said sports disciplines.

TEXT BOOKS

1. Anand.R.L. (1986). *Play field manual*, Patiala: NIS publication.
2. *Book of rules of games and sports*, (2005). New Delhi: National Council of Y.M.C.A of India.
3. Rao, E.Prasad (2002). *The complete hand book on Kabaddi*. Vizianagaram: Jagadamba publication.

REFERENCE BOOKS

1. Colberk A.L. (1966). *Modern Basketball-A Fundamental Analysis of Skills and Tactics*. London: Nicholas Kaya.
2. Part, Davic, (1979) *Better Badminton Learn in yourself Book*. London : Orient Paper Books.
3. Perinbaraj, S.B., & et al. (2009). *Play field: Dimensions and its requirements*, Karaikudi: Vinis publication.

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	S	S	M	M	M	S
CO3	S	M	M	S	M	M	S	S	M
CO3	M	S	M	S	M	M	M	M	S
CO4	M	M	S	M	M	M	S	S	M
CO5	M	M	S	M	S	M	M	M	S

*S – Strong; M – Medium; L - Low

https://www.ihf.info/sites/default/files/2020-03/H@S_booklet_0.pdf

<https://study.com/academy/lesson/softball-drills-lead-up-games.html>

<https://www.sportsuncle.com/blog/article/badminton-exercises>

<https://blog.decathlon.in/articles/8-best-exercises-for-basketball-players-from-home>

<https://www.dimensions.com/element/handball-court>

<https://www.stpaul.gov/sites/default/files/Media%20Root/Parks%20%26%20Recreation/Field%20And%20Court%20Layout%20Dimensions%20Maintenance%20Manual.pdf>

<https://www.grandslamsafety.com/post/guide-to-softball-field-dimensions>

Semester	Second Semester
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Name of the Paper	THEORY OF SPORTS AND GAMES - I
Paper type	Allied - I

Course Objectives:

1. To study and understand the fundamental concepts of Football, Hockey, Volleyball, Handball and Badminton.
2. To acquire the knowledge of Federations and tournaments organized.
3. To study the various aspects of training in sports and games.
4. To provide adequate knowledge in Football, Hockey, Volleyball, Handball and Badminton.
5. To train the players at Elite level.
6. To enable the students to understand fundamental mechanism of Football, Hockey, Volleyball, Handball and Badminton.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Able to understand the History, development and fundamental status				K2
CO2	Able to identify the competition at national and international level				K1
CO3	Able to learn the fundamental and advanced skills				K3
CO4	Understand and analyses the rules				K4
CO5	Expertise over field markings				K5
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

THEORY OF SPORTS AND GAMES – I

Unit-1: (14 Hours)History, development and present status of the following games: Football, Hockey, Volleyball, Handball and Badminton.

Unit-2:(12 Hours)Federation, National-International level. Important Tournaments and meets held at National and International levels.

Unit-3:(16 Hours)Fundamental skills and advanced skills in the following games: Football, Hockey, Volleyball, Handball and Badminton.

Unit-4:(14 Hours)Rules and interpretation of the following games: Football, Hockey, Volleyball, Handball and Badminton.

Unit-5:(16 Hours)Play field Layout: Football, Hockey, Volleyball, Handball and Badminton. Duties of officials and officiating mechanism for the following games: Football, Hockey, Volleyball, Handball and Badminton.

Reference Items: books, Journal

1. Akilesh. Dev (1959). *Teaching Badminto*. Ludiana: the Indian student publishers.
2. Author's Guide. (2013). *Rules of Hockey*. Switzerland: The International Hockey Federation.
3. Baechle, T. R. (1994). *Essential of Strength Training and Conditioning*. Champaign Illinois: Human Kinetics Publishers.
4. Barbara Schrodtt (2011). Team Handball. *The Canadian Encyclopedia*. Historical-Dominion Institute.
5. Beim, G. (1977). *Principles of Modern Soccer*. U.S.A: Houghton Mifflin Company.
6. Connolly, Helen & Egan, Tracie. (2005). *Field Hockey: Rules, Tips, Strategy and Safety* (1st ed). New York, NY: The Rosen Publishing Group, Inc.
7. Dick, F. W. (1980). *Sporting Training Principles*. Great Britain: University Press Cambridge.
8. Dorthy, Y. & Landie, S. (1992). *Field Hockey-Fundamental and Techniques*. London: Faber and Faber limited.
9. Dureha, K.Dilip. and Akhil, Mehrotra (2003). *Teaching & Coaching Hockey*. New Delhi: Paperbacks.
10. Kaka, T.S. & Biru, M. (1986). *Improve Football Techniques*. Patiala: NSNIS Publications.
11. Luxbacher, J. A. (1996). *Soccer Steps to Success*. Champaign, Illinois: Human kinetics Publishers.

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	M	M	M	S	M	S	M	M
CO3	S	S	S	M	S	M	S	S	S
CO3	M	M	M	M	M	S	S	M	M
CO4	M	S	S	M	S	M	M	S	S
CO5	M	S	S	M	S	M	S	M	S

*S – Strong; M – Medium; L – Low

http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000834PN/P001562/M018277/ET/1482398167CH08M2.1Fundamentalskills.pdf

https://www.ihf.info/sites/default/files/2020-03/H@S_booklet_0.pdf

<https://volleyball.ir/wp-content/uploads/2017/11/14-Volleyball-Skills-and-Drills.pdf>

https://fih.wildapricot.org/resources/Documents/Skills_of_hockey_tiers.pdf

<https://www.sportsrec.com/5483181/fundamental-skills-rules-in-badminton>

<https://badmintonoceania.org/wp-content/uploads/2019/09/BWF-Referees-Manual-Level-1-digital-version-compressed.pdf>

<https://www.bbc.co.uk/bitesize/guides/zxspfrd/revision/3>

<https://digitalhub.fifa.com/m/3f3e15cc1ab8977b/original/datdz0pms85gbnqy4j3k-pdf.pdf>

Semester	Second Semester
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Name of the Paper	INDIGENOUS ACTIVITIES
Paper type	Allied Practical

Course objectives:

1. To acquire the practical knowledge of dands, baithak and yoga
2. To provide practical exposure in selected indigenous activities

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Gain knowledge over Dhands				K2
CO2	Equip themselves on various Baithaks				K1
CO3	Practical implications over asanas				K3
CO4	Over respiratory system				K4
CO5	Develop over coordinated movements				K5
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

INDIGENOUS ACTIVITIES

UNIT-I:(10 Hours) Dhands- OrdinaryDand-Straight Dips-CurveDips - ReverseDips – Scorpion Dand (Ordinary)-Scorpion Dand (Modified)-FrogDand(with clap)– Leap frog dand - ChakkarDand -SnakeDand-DuubleDand -SingleHand Dands-Leap Dand.

UNIT-II:(10 Hours) Baithak-OrdinaryBaithaks-OrdinaryBaithaks– FullKneeBend– SarakBaithaks -ChairBaithak-HanumanBaitaks-PanjaBaithaks-Stooping Baithaks.

UNIT-III:(12 Hours) ASANAS-Talasana- konasana- padhahasthas and piraiyasana- trikonasan- veerapathrasana- komugasana-arthamatyendrasana- janusirasasana- Utanapathasana- halasana- sarvngasana- savasana.

UNIT-IV:(10 Hours)Pranayama- Nadisddhi- NadiSodhana- Ujjayi-Sittali-Sitkari- Bhramari

UNIT-V:(12 Hours)Ghatilezuim–aathaawaaz,-bethakawaaz,aagepaon,aagekadam,do pherawaaz, chaupherawaaz, kadamtaal, pavitra, uchhakpavitra, kadampavitra.

Hindustani lezium – charawaaz, ekjagah,aanthilagaav, pavitra, do rukh, chau rukh, chau rukhbethak, momiya.

TEXT BOOKS

1. Iyengar, B.K.S., (2001). *Yoga the path to holistic health*. Dorling: Kindersley
2. Saraswati, Niranjanananda., (2010). *Prana and Pranayama*.Mungaer: Bihar School of Yoga.
3. Gharote, M.L. &Ganguly, H. (1988). *Teaching methods for yogic practices*. Lonawala: Kaivalayadhama.

REFERENCE BOOKS

1. Athichan, A, et. al., (2007). *Hand book of Indigenous Activities*. Karaikudi: Vinsi publication.
2. Chandrasekaran, K., (1999). *Sound Health through Yoga*. Sedapatti: PremKalyan publication.
3. Mariayyah, P., (2000). *Suriyanamaskar*.Perunthurai: Jaya Publishing House.
4. Mathew, Thomas., (2009). *150 Minor Games*.Karaikudi: Vinsi publication.

MappingwithProgrammeOutcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	M	S	M	S	M	S	M	M
CO3	S	S	M	M	M	S	M	S	M
CO3	M	S	M	M	M	S	S	S	M
CO4	M	S	S	M	S	M	M	M	S
CO5	M	S	S	M	S	M	S	S	S

*S – Strong; M – Medium; L - Low

Semester	Third Semester
Name of the Paper	EXERCISE PHYSIOLOGY

Paper type	Core Theory
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Course Objectives:

1. To understand the importance of physical exercises in human physiology
2. To understand the changes on various systems namely muscular, cardio-respiratory, pulmonary due to participation in physical activities
3. To teach the students on energy system
4. To equip the students over the substances that are enhance the human efficiency
5. To gain knowledge over the impacts of environments in physical exercises.

EXPECTEDCOURSE OUTCOMES					
Onthesuccessful completionofthecourse,student willbe ableto:					
CO1	Understandthebasics of exercise physiology and physiology of Muscles and its training effects.				K 2
CO2	Learn the physiology of circulation&respiration and training effects.				K 1
CO3	Understand andRealizethe concepts of Energy System and Endocrine regulations.				K 4
CO4	Realizethe importance and role of environment and performance				K 4
CO5	Able to evaluate the role of ergogenic aids and negative effects of Drugs and Doping.				K 5
K1- Remember	K2- Understand	K3-Apply	K4- Analyze	K5- Evaluate	K6-Create

EXERCISE PHYSIOLOGY

UNIT – I:(16 Hours)

Exercise Physiology- Importance of Exercise Physiology in Physical Education- Physiology of Muscular Activity- Mechanism of Muscular Contraction- Sliding Filament Theory – Types of Muscle Fibers- Nerve Muscular Actively- Effects of Training on Muscular System.

UNIT – II:(20 Hours)

Physiology of Cardio Cycle- Factor Affecting: Heart Rate- Stokes Volume- Cardiac Output- Blood Pressure— Respiratory System: Mechanism of Respiration-Internal respiration- External respiration- Respiratory Regulation During Exercise: Pulmonary Ventilation- Lung Volumes and Capabilities: Tidal Volume- Vital capacity- Oxygen Debt-Second Wind-VO₂ Max- Effect of Training on Circulation and Respiratory System.

UNIT – III:(18 Hours)

Energy for movement: Metabolism and Basic Energy System: ATP Production- Measuring Energy during Exercise- Energy Expenditure at Rest during Exercise-Fatigue

and Causes of Fatigue. Hormones –Nature of Hormones - Endocrine Response to Exercise.

UNIT – IV:(18 Hours)

Exercise in Extreme Environment: Exercise at High Altitude- Thermoregulation in Exercise- Mechanism of Body Temperature Regulation- Physiological Response to Exercise in the Heat Environment- Exercise in the Cold Environment- Nerve Control of Muscular Activities- Effects of Training on Nervous System.

UNIT – V:(18 Hours)

Ergogenic Aids: Amphetamines- Anabolic Steroids- Beta-Blocker – Caffeine- Choline- Carnitine- Clenbuterol- Protein Supplement- Blood Doping-Ergogenic Aids and Performance- Nutritional Agents- Drugs and Doping.

REFERENCE:

- 1) Sivaramakrishnan.S., 2006, “Anatomy and Physiology for Physical Education”, First Edition, Friends Publication., Chennai.
- 2) Benardot, Dan., 2012, “Advanced Sports Nutrition”, Second Edition, Friends Publication, Chennai. Budhe, A.A., 2013, “Exercise Physiology”, Sports Publications, Chennai.
- 3) Rajeev, K., 2015, “Sports Medicine and Exercise Physiology”, Sports Publications, Chennai.
- 4) Blaisdall, A., 2006, “Human Physiology”, Sports Publications, Chennai.
- 5) Marieb.N., 2006, “Human Anatomy and Physiology”, Benjamin Publication, New Delhi.

MappingwithProgrammeOutcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	M	S	M	S	S	S	S	M
CO3	M	M	S	M	S	S	S	S	M
CO3	M	M	S	M	S	S	S	S	M
CO4	M	M	S	M	S	S	S	S	M
CO5	M	M	S	M	S	S	S	S	M

*S-Strong;M-Medium;L-Low

<https://www.nature.com/scitable/topicpage/the-sliding-filament-theory-of-muscle-contraction-14567666/>
https://www.mdthinducollege.org/ebooks/exercise_Physiology/Physiology_of_Sport_and_Exercise_5th_Edition.pdf
https://edisciplinas.usp.br/pluginfile.php/4880617/mod_resource/content/1/Essentials%20of%20Exercise%20Physiology%204a%20ed%20Katch%20McArdle%20Katch.pdf
<https://blog.nasm.org/fitness/fast-twitch-vs-slow-twitch>

Semester	Third Semester
Name of the Paper	Major Games -II

Paper type	Core Practical
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Course objectives:

1. To study the basics and advance skills in sport
2. To have the knowledge over the assessment of performance.
3. To understand the structure of play field markings
4. To teach the students on rules and regulations
5. To equip the students in preparing the records

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Able to understand the fundamental and advanced techniques.				K2
CO2	Expertise on assessment of playing ability, performance and Conditioning				K1
CO3	The student will be able to gain basic knowledge on layout and markings..				K3
CO4	The student will be able to learn the rules, system of officiating, score sheet and equipment specification.				K4
CO5	The student will be able to interpret on the Skill, Technique, Tactics, Major Competitions.				K5
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

Major Games –II

UNIT – I: FUNDAMENTAL AND ADVANCE SKILLS

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

UNIT-II: PLAYING ABILITY / PERFORMANCE

Assessment of playing ability / performance - Hockey, Cricket, Tennis, and Football. Specific conditioning / training for above said sports disciplines.

UNIT-III: MARKING

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

UNIT –IV: OFFICIATING

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

UNIT-V: RECORD NOTE

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

TEXT BOOKS

1. Anand.R.L. (1986). *Play field manual*, Patiala: NIS publication.
2. *Book of rules of games and sports*, (2005). New Delhi: National Council of Y.M.C.A of India.
3. Rao, E.Prasad (2002). *The complete hand book on Kabaddi*. Vizianagaram: Jagadamba publication.

REFERENCE BOOKS

1. Colberk A.L. (1966). *Modern Basketball-A Fundamental Analysis of Skills and Tactics*. London: Nicholas Kaya.
2. Dhanaraj, V. Hubert, (1991). *Volleyball – A Modern Approach*. Patiala: Sainsoris
3. Part, Davic, (1979) *Better Badminton Learn in yourself Book*. London : Orient Paper Books.
4. Perinbaraj, S.B., & et al. (2009). *Play field: Dimensions and its requirements*, Karaikudi: Vinis publication.
5. Rao, C. V. (1971). *Kabaddi*, Patials, N.I.S. Publications.
6. Yadav, Yogesh. (1969). *Kho-Kho*, Maharashtra Kho-Kho Association.

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	S	S	S	S	M	S	M	M
CO3	S	M	M	M	M	S	S	S	S
CO3	M	M	S	S	S	S	S	S	M
CO4	M	M	M	S	M	M	S	S	M
CO5	M	S	S	M	S	M	S	S	S

*S – Strong; M – Medium; L - Low

<https://www.southcanterburycricket.co.nz/coaching/Coaching%20a%20Cricket%20Team%20-%20Skills%20and%20Drills%20Batting.pdf>

https://www.physicaleducationupdate.com/public/_Leadup_Games.pdf

<https://www.24life.com/sports-specific-training-tennis/>

<https://tinymobilerobots.com/field-marking-robot/soccer-field-marking-explained/>

<https://turfcareblog.com/how-to-mark-out-a-cricket-pitch-in-9-steps/>

Semester	Third Semester
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Name of the Paper	HEALTH EDUCATION AND NUTRITION
Paper type	Allied - 2

Course Objectives:

1. To understand the health and the sources to inculcate the thrust of knowledge of health in schools
2. To enable the students to identify the health problems and its means and methods
3. To gain knowledge over the diseases
4. To teach the students to understand the value of nutrition in human life
5. To understand the healthy procedure over the dietary practices.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Understand the basic concepts of Health Education and Nutrition				K 2
CO2	Learn the principles of Health Education and able to understand the negative effects of Pollution.				K 1
CO3	Able to analyse and classify the communicable and non-communicable diseases.				K 4
CO4	Understand the guidelines of nutrition and able to analyse the importance of athletic diet.				K 4
CO5	Able to evaluate the role of balanced diet and water for performance.				K 5
K1- Remember	K2- Understand	K3-Apply	K4- Analyze	K5- Evaluate	K6-Create

HEALTH EDUCATION AND NUTRITION

UNIT-I:(14 Hours)

Health- Meaning-Definition- Education- Meaning-Definition- Health Education- Meaning-Definition- Dimensions Of Health- Physical Health-Mental Health-Social Health- Emotional Health- Intellectual Health- Spiritual Health- Aims of Health Education- Objectives of Health Education- Needs of Health Education In Schools-Society.

UNIT-II:(15 Hours)

Principles of Health Education- Health Service Programmes- Health Services in Schools- Health Records- Health Problems- Personal Hygiene- Importance Of Personal Hygiene- Environmental Hygiene- Objectives of School Health Service- Explosive Population- Impact Of Explosive Population In Health Problems- Pollution: Types of Pollution: Air- Noise –Water –Thermal –Soil.

UNIT-III: (15 Hours)

Diseases: Meaning- Definition- Classification- Communicable Disease- (Malaria – Cholera –Typhoid Measles-Tuberculosis) Non-Communicable Disease (Diabetes- cancer)- Signs and Symptoms of Communicable Diseases- Non-Communicable Diseases- Preventive Measures- Obesity- Types Of Obesity- Obesities Related Health problems.

UNIT-IV:(14 Hours)

Nutrition- Meaning- Basic Nutrition Guidelines-Role of Nutrition in Sports-Nutrition Plan- Factors Influencing Nutrition Plan-Food Classification of Nutrition- Relationship between Food- Nutrition and Health-Athletic Importance of Athletic Diet-Food Pyramid.

UNIT-V: (14 Hours)

Balanced Diet: Carbohydrates-Proteins-Fat-Minerals-Vitamins-Foot Soluble- Vitamins-A,D, E and V-Water Soluble Vitamins-Riboflavin-Vitamin B/2- vitamin C. Loading Pattern: Carbohydrate- Protein- Vitamin-Minerals-Prevent Meals- Weight Management Water and Regulation of Water Balance.

References:

1. Agrawal, K.C. (2001). *Environmental Biology*. Bikaner: Nidhipublishers Ltd. Frank,
2. H. & Walter, H., (1976). *Turners School Health Education*. Saint Louis: The C. Y. Mosby Company.
3. Nemir, A. (n.d.). *The school health education*. New York: Harber and Brothers.
4. Odum, E.P. (1971). *Fundamental of ecology*. U.S.A.: W.B. Saunders Co.
5. Park, k., (2003), Preventive & social medicine. Benarsidasbanot, India

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	M	M	S	S	M	S	M
CO3	S	S	S	M	S	S	M	S	M
CO3	M	M	M	M	S	S	S	S	M
CO4	M	M	M	M	S	S	S	S	M
CO5	M	M	M	M	S	S	S	S	M

*S-Strong; M-Medium; L-Low

<https://ncert.nic.in/pdf/publication/otherpublications/iehp101.pdf>

<https://ncert.nic.in/pdf/publication/otherpublications/iehp101.pdf>

<https://hostnezt.com/cssfiles/gsa/Balanced%20Diet.pdf>

<https://ncert.nic.in/textbook/pdf/kehe103.pdf>

<https://www.medicalnewstoday.com/articles/communicable-diseases#Common-communicable-diseases>

<https://main.mohfw.gov.in/sites/default/files/Module%20for%20Multi-Purpose%20Workers%20->

[Prevention%20C%20Screening%20and%20Control%20of%20Common%20NCDS_2.pdf](https://main.mohfw.gov.in/sites/default/files/Module%20for%20Multi-Purpose%20Workers%20-%20Prevention%20C%20Screening%20and%20Control%20of%20Common%20NCDS_2.pdf)

Semester	Third Semester
Name of the Paper	AEROBICS, MARCHING and MARTIAL ARTS
Paper type	Allied Practical

Course objectives:

1. To acquire the practical knowledge Of Aerobics and Marching
2. To provide practical exposure in selected Aerobics and Marching
3. To have the knowledge over the assessment of performance.
4. To teach the students on rules and regulations
5. To equip the students in preparing the records
6. To provide training for Aerobics
7. To impart knowledge on coaching, officiating in TAEKWONDO

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	The student will be able to understand the Marching and related drills				K2
CO2	Able to familiarize on turning and salute of Marching				K1
CO3	Gain basic knowledge on Aerobic activities				K3
CO4	Awareness over Martial arts				K4
CO5	Expertise on Taekwondo skills, rules and regulations				K5
K1- Remember	K2- Understand	K3-Apply	K4- Analyze	K5- Evaluate	K6-Create

AEROBICS, MARCHING MARTIAL ARTS

UNIT I: Marching

Marching Drill–Fall In–Fallout–Attention–Stand–At–Ease–Stand easy– Dress–Right dress–Left dress–Open Order Forward March–Close Order March - left wheel march-right wheel march-salute-order.

UNIT II:

Left Turn– Right Turn– About Turn–Mark Time March–Quick March and Halt–Marching With About Turn– General Salute- Marching With Salute– Eyes Right (Left)&Eyes Front– Half Stage.

UNIT III: Aerobics

Aerobics – Rhythmic -Aerobics-Dance-Types of Aerobics:Low impact aerobics- High Impact Aerobics-Step Aerobics -Posture-Warm Up AndCool Down- THR zone-

UNIT IV: Martial arts

Karate Basics- Stances-Walking, Hand Positions, Front-Learning, Side- Fighting.
Hand technique – Punches (From of A Punch,And ReversePunch), Blocks (Eight Basic)
Leg technique-Snap Kicks, Stretching StraightLeg, Thrust Kicks, Round House Rules and Interpretations - Duties Of Officials.

UNIT –V: TAEKWONDO

Basics: Stances –Walking,-Extending-Walking, L Stance, Cat Stance.Fundamental Skill-Sitting Stance Punch, Single Punch, Double Punch, Triples Punch. Punching Skill From Sparring Position– Front-Fist Punch, Rear FistPunch, Double Punch, And FourCombination Punch.Foot techniques - Rules and their interpretations and duties of officials.

References:

1. *Aerobics Training (Hardcover, Dr. GursharanKaur, Dr. InderpreetKaur Nanda, Dr. Sayema Ahmed), 2021*
2. *THE AEROBICS WAY : NEW DATA ON THE WORLD\’S MOST POPULAR EXERCISE PROGRAM, KENNETH H. COOPER, Bantam Books, 1969*
3. *The Standard Drill and Marching Book (English, Paperback, Ellis Edwin), Publisher: Forgotten Books*
4. *The Standard Drill and Marching Book, Including Simple Directions for Training School Classes, Ellis Edwin, Publisher: Wentworth Press*

MappingwithProgrammeOutcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	M	M	M	M	M	S	M	S
CO2	M	M	M	M	M	S	M	S	M
CO3	M	S	S	M	S	M	M	M	S
CO4	M	M	M	M	S	M	S	S	M
CO5	M	M	S	M	S	M	S	S	M

*S – Strong; M – Medium; L – Low

Semester	Third Semester
Name of the Paper	COMPUTER APPLICATIONS
Paper type	Skill Based Subject

Learning Outcomes

1. To understand the awareness of computer
2. Ability to prepare documents,
3. Ability to simple calculations, data analysis and present graphical representations
4. Ability to prepare the documents for seminar and class work

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	The student will be able to understand the basics and devices in computer				K2
CO2	The student will be able to understand about the MS word				K1
CO3	The student will be able to gain basic knowledge MS Excel				K3
CO4	The student will be able to learn the MS Power Point and Slides				K4
CO5	The student will be able to understand the multimedia and internet				K5
K1- Remember	K2- Understand	K3-Apply	K4- Analyze	K5- Evaluate	K6-Create

COMPUTER APPLICATIONS

Unit 1:(10 Hours)Basics in computer: Characteristics of a computer- Components of a Computer System – Central Processing Unit – Memory: Storage Devices Primary (RAM and ROM) and Secondary Memory. Storage devices .Input and Output Devices: Keyboard, Mouse, Monitor, Printer, Scanner, Web Camera

Unit 2:(12 Hours) MS Word: Introduction to a MS word - Create and Save a Document. - Edit and Format text: text style (B, I, U), Font Type, Font Size, Text Color, Alignment of Text. Format - Paragraphs - Insert pictures; Change the Page Setting, Use of Drawing Tools, Shapes and Mathematical Symbols.

Unit 3:(12 Hours) MS Excel: Spreadsheets: Concept of Worksheet - Creates and Save a worksheet. - Working with a spreadsheet: Edit and Format a worksheet - Enter Formula using the operators - Use Simple Statistical Functions- Prepare charts of various types: Line, Pie, Scatter, Bar and Area in a Worksheet.

Unit 4:(10 Hours) MS Power Point: Presentation tool: concept of slide shows - basic elements of a slide – Format of slide layouts - Create and Save a presentation - Views of a Slide Set – Normal View, Slide Sorter View and Hand-Outs. - Edit and format a slide:- Insert pictures from files, create animations, add sound effects, and rehearse timings

Unit 5:(10 Hours) Multimedia and Internet: Theory: Introduction to multimedia - uses of multimedia - Internet and Multimedia: Use of Internet – Internet: World Wide Web- Web Sites - Web Pages, Web Browsers - Web Services:- Email - E-Learning.

References:

1. Roberta, B.(n.d.). Computers in Your Future. 2nd edition, India: Prentice Hall.
2. Milke, M.(2007). Absolute Beginner's Guide to Computer Basics. Pearson Education Asia.
3. Sinha, P.K. &Sinha, P. (n.d.). Computer Fundamentals. 4th edition, BPB Publication.
4. MangeshBhuvad, 2015. Master Book Of Computer: Learn MS Office,Basic Computer,MS Excel,Excel Formulas,Tally, Kindle Edition
5. Bittu Kumar, 2017. Mastering MS Office: Concise Handbook With Screenshots, Lakhmi Publications

MappingwithProgrammeOutcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	M	M	M	M	M	S	M	S
CO3	M	M	M	M	M	M	M	M	M
CO3	M	M	M	M	M	M	S	S	S
CO4	M	M	S	M	M	M	S	M	M
CO5	M	M	M	M	S	M	S	M	M

*S – Strong; M – Medium; L - Low

Semester	Third Semester
Name of the Paper	YOGA AND HEALTH
Paper type	Non – Major Elective

Course objectives:

1. To understand on knowledge about yoga
2. To maintain health through yogic practices
3. To study about various dimensions of health
4. To study about sources on reducing stress

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	The student will be able to understand the fundamentals of yoga				K1
CO2	The student will be able to understand about the Asanas and Pranayama				K2
CO3	Gain basic knowledge on Mudras				K3
CO4	The student will be able to learn the Health and its dimensions				K4
CO5	The student will be able to interpret on the Yoga and Health				K5
K1- Remember	K2- Understand	K3-Apply	K4- Analyze	K5- Evaluate	K6-Create

YOGA AND HEALTH

Unit-I:(6 Hours) Introduction Meaning and Definition of Yoga. Eight limbs of Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Samadhi, Concept of Yogic Practices; Principles of Breathing– Awareness – Relaxation, Sequence – Counter pose – Time – Place – Clothes – Bathing – Emptying the bowels – Stomach – Diet – No Straining – Age – Contraindication .

Unit-II:(8 Hours)Asanas and Pranayam Loosening exercise: Techniques and benefits of Asanas: Surya Namaskar:Ekpadasana, Bhujangasana, Trikonasana, parvatasana,Artha matyendarasana,Bhujangasana,Salabasana,Meruasana, Dhanurasana, Pavanamuktasana,Savasana-Methods and benefits of Pranayama: Nadi suddhi,nadi shodhana, Ujjayi,Kapalapathi

Unit-III:(8 Hours) Mudras , Meditation and Kriyas –Shat Kriyas- Meaning, Techniques and Benefits - JalNeti – VamanaDhati – Kapalapathi-Trataka – Nauli – Basti, Mudras-chin mudra, chinmaya mudra, Vayu mudra, Ganesa mudra, Pranamudra,Linga mudra-, Methods and benefits of Meditation

Unit-IV:(6 Hours)Health – Meaning – Definition - Dimensions of Health: Physical- Mental – Emotional – Social- Spiritual – Intellectual. Factors affecting Health: Physical Environments – Social environments. Life Style and Health – Genetic influences on Health

Unit –V:(8 Hours) Yogic program for various Health related disorders: Diabetics – Hypertension – Stress –Insomnia – Asthma – Breathing difficulties – Heart diseases. Yogic diet for Health: Satvic – Tamasic - Rajasic

Reference:

1. Iyengar, B.K.S. (2000), Light on Yoga. New Delhi: Harper Collins Publishers.
2. K. Chandrasekaran, "Sound health through yoga" PremKalyan Publication, Sedapatti, 1999
3. Swami Kuvalayanda, (1998), Asanas. Lonavala: Kaivalyadhama.
4. Swami Sivananda, (1971), the Science of Pranayama. Chennai: A Divine Life Society Publication.
5. Vallimurugan.V. 2008. Yoga for Wellness, Rockcity Publications Trichy
6. Hales D (2005). An Invitation to Health. Thomson-Wadsworth, Belmont. California. USA. •
7. Donatelle RJ (2005). Health the Basics. Sixth Edition. Oregon State University.
8. Uppal AK &Gautam GP (2008). Health & Physical Education. Friends Publication. New Delhi

MappingwithProgrammeOutcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	M	S	M	S	M	S	M	S
CO3	M	S	S	M	M	M	M	M	M
CO3	M	M	M	M	S	M	M	M	M
CO4	M	M	S	M	M	M	M	M	M
CO5	M	M	M	M	M	M	M	M	S

*S – Strong; M – Medium; L - Low

<https://www.arhantayoga.org/blog/what-are-the-eight-limbs-of-yoga/>

<https://www.taksha.org/wp-content/uploads/2018/04/Mudras.pdf>

<https://static1.squarespace.com/static/54482313e4b059dd18a323fa/t/57dec861725e25737154c0d8/1474218082500/Yogic+Cleansing+Proceses+-+Shat+Kriyas.pdf>

Semester	Fourth Semester
Name of the Paper	ORGANIZATION AND ADMINISTRATION IPE
Paper type	Core Theory

Course objectives:

1. To enable the students to understand the role of organization and administration
2. To gain knowledge over the swimming pool in terms of structure and maintenance
3. To understand the system of purchase and store keeping
4. To enable the students in preparing the budget and understand the source of finance
5. To enable the students to understand the criteria for teacher and leader
6. To make the students to be aware about the media and public relations.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Able to understand the Organizational setup				K2
CO2	The student will be able to understand about the assessment of playing ability, performance and training.				K1
CO3	The student will be able to gain basic knowledge on layout and markings..				K3
CO4	The student will be able to learn the rules, system of officiating, score sheet and equipment specification.				K4
CO5	The student will be able to interpret on the Skill, Technique, Tactics, Major Competitions.				K5
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

ORGANIZATION AND ADMINISTRATION IPE

UNIT – I: (12 Hours) Meaning – Nature and Scope of Organization and Administration- Principles of organization and administration. Scheme of organization: School Level – College Level – University Level – District – State – National Level- Program planning : Meaning- Basic principles – Importance of Program planning

UNIT – II: (16 Hours) Facilities: Play field: Location – Preparation of layout - Maintenance. Gymnasium – Construction, and Maintenance and Allied Facilities. Swimming pool – Construction, Dimension, Filtration and Supervision of Swimming Pool. Equipment's in Physical Education: Need and Importance-Lists of Equipment's - Criteria for Selection Procedure of Purchase- Store- Keeping Routine Care Repairs- Disposal

UNIT – III: (14 Hours) Staff and Leadership: Importance of Qualified Teacher - Qualifications of Good Teacher, Staff co-operation- Student Leadership, Role of Student Leaders, Recognition of Student leaders. Time – Table: Physical Education Classes- Factors Affecting Time-Table, Required Periods -Instruction Period- Practice Period- Games Period - Participation Periods.

UNIT – IV: (16 Hours) Programme of Activities: a. Intramurals - Importance of organizing Intramurals. Extra murals: Participation - Selection conditioning of teams- Training team and management, sports tours. Office Managements: Setting up and management of Office Correspondence Records And Reports Filing, Financial Budget: Physical Education Budget –Income And Expenditure, Accounting Petty Cash.

UNIT – V: (14 Hours) Public Relation: Definition –Need of Public relations in physical education. Principles of public relations in physical education. Techniques and Media of Relation with the public, parents, pupils and other agencies. Evaluation: Need and importance – Method of evaluation in terms of objectives. Detection of deficiencies, examination in physical education - follow up action for improvement.

Reference:

1. Voltmer and Esslinger – Organization and Administration, Times of India Press, Bombay 1964.
2. P.M. Joseph, Organization of Physical Education O.S: A.T.I.P.E. Kaudivali (Bombay), 1956.
3. Hughes and French – Administration of Physical Education. Ronald Press Co., New York, 1954.
4. Forsyth and Duncan, Administration of Physical Education, Prentice Hall, New York 1951.
5. Bucher, Administration of School Health and Physical Education Programmes, C.V. Mosby Co., St. Louis. 1967.

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	M	S	M	M	M	S	M	S
CO3	S	M	M	M	S	M	S	S	M
CO3	M	S	M	M	M	M	S	S	S
CO4	M	M	S	M	S	M	S	S	M
CO5	M	S	S	M	M	M	S	S	S

*S – Strong; M – Medium; L - Low

https://www.researchgate.net/profile/Govindasamy-Karuppasamy/publication/340442497_Sports_Management_and_Curriculum_Design_in_Physical_Education/links/5e893880299bf130797c85bb/Sports-Management-and-Curriculum-Design-in-Physical-Education.pdf
<https://unacademy.com/content/cbse-class-11/study-material/physical-education/leadership-qualities/>
<https://www.slideshare.net/AzharHussain189/intramural-and-extramural-pdf>

Semester	Fourth Semester
Name of the Paper	MAJOR GAMES - II
Paper type	Core Practical

Course objectives:

1. To study the basics and advance skills in sport
2. To have the knowledge over the assessment of performance.
3. To understand the structure of play field markings
4. To teach the students on rules and regulations
5. To equip the students in preparing the records

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	The student will be able to understand the fundamental and advanced techniques.				K2
CO2	The student will be able to understand about the assessment of playing ability, performance and training.				K1
CO3	The student will be able to gain basic knowledge on layout and markings..				K3
CO4	The student will be able to learn the rules, system of officiating, score sheet and equipment specification.				K4
CO5	The student will be able to interpret on the Skill, Technique, Tactics, Major Competitions.				K5
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

MAJOR GAMES – II

UNIT – I: FUNDAMENTAL AND ADVANCE SKILLS

Fundamental Skills – Advance skills – Techniques - Drills and Lead-up games in:
Gymnastics - Table Tennis - Swimming.

UNIT-II: PLAYING ABILITY / PERFORMANCE

Assessment of playing ability - performance - Specific conditioning / training:
Gymnastics - Table Tennis and Swimming.

UNIT-III: MARKING

Layout - Markings of court/ field: Gymnastics - Table Tennis and Swimming.

UNIT –IV: OFFICIATING

Rules – Interpretations - Duties of the officials - Official signals - System of officiating - - Equipment specifications - Score sheet: Gymnastics - Table Tennis and Swimming.

UNIT-V: RECORD NOTE

Preparation of record for Gymnastics - Table Tennis and Swimming - History - Organizational set-up: International - National and State level sports bodies – Skill – Technique – Tactics - Major competitions

TEXT BOOKS

1. Anand.R.L. (1986). *Play field manual*, Patiala: NIS publication.
2. *Book of rules of games and sports*, (2005). New Delhi: National Council of Y.M.C.A of India.
3. Rao, E.Prasad (2002). *The complete hand book on Kabaddi*. Vizianagaram: Jagadamba publication.
4. Perinbaraj, S.B., & et al. (2009). *Play field: Dimensions and its requirements*, Karaikudi: Vinis publication.

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	M	S	M	S	M	S	M	M
CO3	M	M	M	M	M	M	S	M	M
CO3	M	S	S	M	S	M	S	S	M
CO4	M	M	M	M	M	M	S	M	S
CO5	M	S	S	M	S	M	S	S	M

*S – Strong; M – Medium; L - Low

<https://olympics.com/en/featured-news/table-tennis-rules-regulations-how-to-play-official-laws-serve>
<https://www.masterclass.com/articles/what-is-the-code-of-points-in-gymnastics>
<https://www.flogymnastics.com/articles/6519272-10-fun-gymnastics-conditioning-ideas-to-try>
<https://swimlikeafish.org/10-best-strength-training-exercises-for-swimmers>

Semester	Fourth Semester
Name of the Paper	THEORIES OF SPORTS AND GAMES - II
Paper type	Allied - 2

Course Objectives

1. To study and recognize the basic concepts of Basketball, Kabaddi, Kho-Kho, Tennis, Table Tennis.
2. To bring sudden spurt of knowledge in Basketball, Kabaddi, Kho-Kho, Tennis, Table Tennis.
3. To study the various aspects of training in sports and games.
4. To offer adequate information in terminologies.
5. To enable the students to gain knowledge of the rules, regulations and officiating.
6. To gain knowledge in dimensions and court markings.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	The student will be able to understand the history and development of games				K2
CO2	The student will be able to understand about sports federation				K1
CO3	The student will be able to gain basic knowledge on fundamental skills				K3
CO4	The student will be able to learn the rules, system of officiating, score sheet and equipment specification.				K4
CO5	The student will be able to familiar on field markings				K5
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

THEORIES OF SPORTS AND GAMES – II

Unit-1:(14 Hours)History and Development, Terminologies: Basketball, Kabaddi, Kho-Kho, Tennis, and Table Tennis.

Unit-2:(12 Hours)Association –Federation: National-International level. Important Tournaments and Meets: National and International Levels.

Unit-3:(16 Hours)Fundamental Skills -Techniques, Lead Up Games: Basketball, Kabaddi, Kho-Kho, Tennis, and Table Tennis.

Unit-4:(14 Hours)Rules and Interpretations - Mechanism Of Officiating: Basketball, Kabaddi, Kho-Kho, Tennis, and Table Tennis.

Unit-5:(16 Hours)Dimension of Court and Markings, Equipment's:Basketball, Kabaddi, Kho-Kho, Tennis, and Table Tennis.

Reference Items: books, Journal

1. Bhattacharya (2010). How to play Basketball. Chennai, Mercury Publishers.
2. British Journal of Sports Medicine
3. Gopinath, R. (1985). *Contribution of kho-kho to health*. XIV national kho-kho championship souvenir.
4. Journal of Strength Conditioning Research
5. Journal Sports Medicine Physical Fitness
6. Kunha, S. (2008). *History of Basketball*. Kolkatta, Shravani Publishers
7. Medicine and Science in Sports and Exercise
8. Prasad, E, Rao. (2002). Complete Handbook of Kabaddi. Vizianagaram: Jagadamba publications.
9. Research Sports Medicine
10. Rex Hazeldine. (1985) *Fitness for Sport*, Marlborough: The Crawford Press
11. Singh, H.(1991).*Science of Sports Training*. New Delhi: D.V.S. Publications.

MappingwithProgrammeOutcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	M	S	M	S	M	M	M	S
CO3	S	S	S	M	M	M	M	S	M
CO3	M	M	M	M	M	M	M	S	M
CO4	M	S	S	S	S	M	S	S	M
CO5	M	M	S	M	S	M	S	S	S

*S – Strong; M – Medium; L - Low

Semester	Fourth Semester
Name of the Paper	MINOR GAMES
Paper type	Allied Practical

Course objectives:

1. To understand the need of recreation
2. To overcome the monotonous over the learning
3. To enhance the power of creativity
4. To make the students actively
5. To develop and maintain the fitness status

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Enhance the knowledge of awareness on recreation				K2
CO2	Increase the interest over the learning				K1
CO3	Develop the knowledge of creativity				K3
CO4	Maintain the interest over the activity participation				K4
CO5	Engage themselves in physical activity for certain period				K5
K1- Remember	K2- Understand	K3-Apply	K4- Analyze	K5- Evaluate	K6-Create

MINOR GAMES

Unit -1: Tag Games

Tag Games: Band-Aid Tag - Hot Dog Tag.- Dead Ant Tag. -Octopus Tag. - Soccer Ball Tag – Ankle Tag – Hook and Arm Tag- Elimination Tag – Shadow Tag – Cross Tag.

Unit – 2: Relay Games

Relay Games: Tunnel ball Relay – Human Obstacle Relay –Elephant Relay – Zig-Zag Relay –Ball Passing Relay - Frog Jump Relay – Ball Up and Down Relay – Ball Bounce Relay – Double Man Relay –Potatoes Relay.

Unit- 3: Circle Games

Circle Games: Good Morning – Hen and Chicken – In the Bond on the Bank – Find out the Leader- Catch the Birds – Catch the Partner – Cat and Rat - Statue Tag – Dodge Ball – King of the ring – Plugging the tail.

Unit – 4: Chasing Games

Chasing Games: Golden fish – Snatch the Handkerchief – Raja Rani – Palm Palm Pull Away – Storming the Fort – Robbers and Soldiers - Signal Chase – Circle Chase.

Unit -5: General Games

General Games: Push across the line – No more moving – Bomb the Centre – Ball pass and Team Running – Chariot Race – Stealing sticks – Corner Spy – Last Couple out – Three legged Race – Luggage Van.

Reference:

1. Easy -to-Play Minor Games – 2009, Mirambika, Free Progress School, Prof. RakeshDubey - Minor Games in Physical Education
2. SharirikShikshaLaghuKhel, 1 January 2018, Elizabeth Graham
3. Minor Games, Sports Pub, 2011, Vedams eBooks [P] Ltd, K. Suresh Kutty
4. Physical Education (The Mirambika Way), Sri Aurobindo Ashram, 2004, Mirambika Free Progress School, Research Centre for Integral Education and human Values

MappingwithProgrammeOutcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	M	S	M	S	M	S	M	M
CO3	S	S	M	M	M	M	M	S	M
CO3	M	M	S	S	S	M	S	M	M
CO4	M	S	S	M	M	M	M	S	S
CO5	M	M	M	S	S	M	S	S	S

*S – Strong; M – Medium; L - Low

Semester	Fourth Semester
Name of the Paper	WEIGH MANAGEMENT
Paper type	Non – Major Elective

Course objectives:

1. To understand the awareness of weight management
2. To enhance the knowledge the impact of life style
3. To study about obesity and related disorders.
4. To study the value of physical activities on health
5. To understand the method of physical activities in weight management

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Knowledge on weight management				K2
CO2	Improve the life style and understand the living condition				K1
CO3	Identify the obesity related disorders				K3
CO4	Make the healing community				K4
CO5	Develop the students on physical fitness				K5
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

WEIGH MANAGEMENT

Unit -1:(7 Hours) Weight management – Meaning – Need of weight management – Weight management and health – Factors affecting weight management: Sedentary life style – Lack of nutrition – Occupational based: Lack of time— Classification of body weight: Normal – Below – overweight-obesity

Unit-2:(8 Hours) Obesity: Meaning – Nature of obesity – Causes of obesity – Types of obesity – Stages of obesity--Health risks associated with obesity – Measures of obesity: Body compositional indices-Skin fold caliber -Body Mass Index- Classification of BMI

Unit -3:(7 Hours) Obesity related disorders; Diabetics – Hyper tension – Heart disease and Stroke – Osteoarthritis –Breathing Problems – Digestive Problems – Psychological disorders: Depression -Shame and guilt -Social isolation -Lower work achievement

Unit -4:(7 Hours) Planning Weight Management: Balanced Diet – Calorie Intake and expenditure – Nutrition – Behavior and Modification of Life style – Self monitoring on Diet and Physical Activity - Time management- Stress Management

Unit -5:(8 Hours) Sources of Weight Management - Physical activity: Types of Physical Activity: - Aerobic activities: Walking-Swimming- dancing – Cycling – Jogging. Calisthenics exercises. Anaerobic activity: Resistance training. Yoga

Reference:

1. ManjuPushpa. 2014. Obesity,
2. Vallimurugan.V. 2008. Yoga for Wellness, Rockcity Publications,Trichy
3. Valimurugan,V. 2014. Yoga for Women, Priyam Publications,Namkkal
4. 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.
5. Chu, S.Y. & Kim, L.J. (2007). Maternal Obesity and Risk of Stillbirth: a Meta-analysis, AM J ObstetGynecol, 197(3), 223- 228.
6. Srilakshmi, B. (2015) Human Nutrition (For B.Sc., Nursing students) Delhi: New Age International (p) Limited Publishers.
7. 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.

MappingwithProgrammeOutcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	M	M	M	S	M	M
CO3	M	S	M	M	S	M	S	S	S
CO3	M	S	M	M	M	M	S	M	M
CO4	S	M	S	M	S	M	S	S	S
CO5	M	S	S	M	S	M	S	S	S

*S – Strong; M – Medium; L - Low

Semester	Fifth Semester
Name of the Paper	METHODS IN PHYSICAL EDUCATION
Paper type	Core Theory

Course objectives:

1. To understand the mode of teaching
2. To identify the procedure in the class management
3. To enable the students to understand the value of planning in teaching
4. To make the students to organize the tournaments based on the needs
5. To equip the students to make themselves to understand the progress and outcome

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	The student will be able to understand methods, planning, presentation and class management of physical education				K1
CO2	The student will be able to gain knowledge about the lesson plan, command and methods of teaching physical activities.				K2
CO3	The student will be able to learn about the various types of tournaments, drawing fixtures and organizing intramural and extramural tournaments				K2
CO4	The student will be able to strengthen the basic knowledge related to method of teaching physical activities, organization and conduct of individual and group competition.				K3
CO5	The student will be able to learn the need, principles of supervision, qualities and qualification of supervisors in physical education.				K3
K1- Remember	K2- Understand	K3-Apply	K4- Analyze	K5- Evaluate	K6-Create

METHODS IN PHYSICAL EDUCATION

UNIT I: Method (12 Hours)

Meaning – Factors Influencing Method, Presentation Techniques: Planning - Presentation – Steps in the way of presentation. Teaching Aids – Class Management – General – Specific – Principles of Class Management.

UNIT II: Lesson Plan (14 Hours)

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

UNIT III: Tournaments (16 Hours)

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

Unit IV: Methods of Teaching(16 Hours)

Methods of teaching in Physical activities: Calisthenics - Gymnastics- Minor games- Major games- Rhythmic activities. Organisation and Conduct of Competition in Sports and Games: Individual Sports- Group Competition.

Unit V: Supervision (14 Hours)

Supervision – Meaning and Need for supervision – Guiding principles of supervision: Qualities and qualification of a supervisor – Supervisors Relationship with the Administrator and The Physical Education Teacher. Techniques of Supervision: Visitation – Periodical – Surprise – Request- Social, Visitation.

References:

1. Dheer, S., & Radhika Kamal (1991) Organization and Administration of Physical Education, New Delhi: Friends Publication.
2. Michael W. Metzler. (2000). Instructional Models for Physical Education. London: Allyn and Bacon.
3. Sachdeva, M.S (1983) Modern Approach to School Organization and Administration, Ludhiana: Parkash Brothers Educational Publisher.
4. Sharad Chandra Mishra. (2009). Methods of Physical Education. New Delhi: Sports Publication.
5. Thirunarayanan, C. & Hariharan, S (1969) Methods in Physical Education Karaikudi: South India press.
6. Voltmer, Edward (1979) The Organization and Administration of Physical Education, New Jersey.: Prentice Hall, Inc.

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	M	M	S	M	M	M	M
CO3	S	S	S	M	S	M	M	S	M
CO3	M	M	M	M	S	M	S	S	M
CO4	M	M	M	M	S	M	S	S	M
CO5	M	M	M	M	S	M	S	S	M

*S-Strong; M-Medium; L-Low

https://www.hhrc.ac.in/ePortal/Physical%20Education/IIIBSC_PHYSICAL_EDUCATION_Methods_in_Phy.Edn.pdf

<https://gggu.ac.in/gguold/download/Dr.%20M.K.%20Singh%20-%20TEACHING%20Methods%20in%20Phy.%20Edu..pdf>

Semester	Fifth Semester
Name of the Paper	KINESIOLOGY AND BIO MECHANICS
Paper type	Core Theory

Course objectives:

1. To gain knowledge over the movements of human body
2. To understand the structure of joints and muscles
3. To enable the students to gain knowledge on sources of muscles and its impacts
4. To enable the students to understand the mechanical aspects in various movements
5. To understand the students to interpret and analyses the movements involved in skills to gain knowledge on means and methods in the pattern of movements

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Awareness over the kinesiology and learn about body movements				K2
CO2	Expertize over the classification of muscles based on movements and muscular contraction				K1
CO3	Gaining knowledge over the major muscles and its origin, insertion and action				K3
CO4	Learn about the need of biomechanics and basic concepts				K4
CO5	Acquire knowledge on influence of biomechanical aspects in human movement and conservation of energy.				K5
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

KINESIOLOGY AND BIO MECHANICS

UNIT –I:(16 Hours)Kinesiology –Meaning-Definition- Need Of Kinesiology In Physical Education And Sports. Teaching –Learning –Training .Basic Concepts of Kinesiology. Movements: Types Of Movements: Flexion-Extension –Adduction –Abduction –Inversion – Eversion- Plantor Flexion –Dorsi Flexion –Motion: Desired Motion- Undesired Motion.

UNIT –II:(20 Hours)Skeletal Muscle: Meaning – Kinesiological Based Grouping of Skeletal Muscle: Flexor –Extensor-Adductor-Abductor –Stabilizer. Muscle contraction: Meaning – Muscle – Length. Tension relationship – Types of Muscle Contraction: Isotonic, Isometric, Isokinetic, Static .Role of Muscle Fiber in Muscular Contraction.

UNIT –III:(22 Hours)Origin –Insertion-Action of Muscle: Pectrolis Minor: Pectrolis Major-Trapezius- Biceps –Triceps – Deltoid- Hamstrings: Semitendinosus –Semimembranosus-Femoris. Quadriceps: Vastus Laterals-VastusMedlis ,VastusIntermedlis – Femoris - Sanstrochennols –Soleus.

UNIT –IV:(16 Hours)Biomechanics: Meaning –Definition- Need of Biomechanics in Sports: Teaching – Learning –Training-Mechanics: Statics –Dynamic-Kinetics –kinematics. Basics concepts of Biomechanics: Centre of Gravity- Work-Energy-Line of Gravity – Planes of Motion –Lever: Types of Lever.

UNIT –V:(16 Hours)Force: Meaning –Properties of Force: Point Of Application –Direction – Magnitude - Action Line. Motion: Type of Motion: Linear –Angular-Rotation-Laws of Motion: Law Of Inertia- Law Of Acceleration-Law of Equal and Opposite Reaction – Friction: Types: Static – Sliding-Rolling: Equilibrium: Meaning- Types of Equilibrium: Stable- Neutral – Unstable.

References:

1. Bunn,J.W.(1972).**Scientificprinciplesofcoaching**.EnglewoodCliffs,N.J.: PrenticeHallInc.
2. Hay,J.G.&Reid,J.G.(1982).**Theanatomicalandmechanicalbasisof humanmotion**.EnglewoodCliffs,N.J.:PrenticeHallInc.
3. Hay,J.G.&Reid,J.G.(1988).**Anatomy,mechanicsandhumanmotion**. EnglewoodCliffs,N.J.:PrenticeHallInc.
4. Hay,J.G.(1970).**TheBiomechanicsofSportsTechniques**.EnglewoodCliffs, N.J.:Prentice Hall, Inc.
5. Simonian, C. (1911). **Fundamentals of sport biomechanics**. EnglewoodCliffs,N.J.:PrenticeHallInc.
6. Gladys, Scott., M. (2005). *Text book in Kinesiology*. New York: Warren's Books.
7. Peter, McGinnis. (2005). *Biomechanics of Sport and Exercise*. Champaign: Human Kinetics.
8. Shaw, Dhananjay., (1998). *Pedagogic Kinesiology*, Delhi: Sports publication.
9. Susan, J., Hall. (2004). *Basic Biomechanics*. New York: McGraw Hill Education.

MappingwithProgrammeOutcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	M	M	M	S	M	S	S	S
CO3	S	S	S	M	M	M	M	S	M
CO3	S	M	M	M	S	M	S	M	M
CO4	S	S	S	M	M	M	M	S	S
CO5	M	M	S	M	S	M	S	M	S

*S – Strong; M – Medium; L – Low

<https://edurev.in/studytube/Revision-Notes--Kinesiology--Biomechanics-and-Spor/>
[https://en.wikipedia.org/wiki\](https://en.wikipedia.org/wiki/)
<https://study.com/lesson/pri>
<https://guide.wisc.edu/graduate>
<https://catalog.byu.edu/kinesi...>

Semester	Fifth Semester
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Name of the Paper	SPORTS TRAINING
Paper type	Core Theory

Course Objectives

1. To study and understand the fundamental knowledge of sports training.
2. To acquire the knowledge of physical fitness factors.
3. To gain knowledge on periodization and training schedule.
4. To gain knowledge on load assessment.
5. To gain knowledge on sports injuries.

EXPECTED COURSE OUTCOMES

On the successful completion of the course, student will be able to:

CO1	The student will be able to understand the fundamentalsof sports training					K2
CO2	The student will be able to understand various training method					K1
CO3	The student will be able to gain knowledge on plyometric training					K3
CO4	The student will be able to gain knowledge about periodization					K4
CO5	The student will be able to interpret on the Skill, Technique, Tactics, Major Competitions.					K5
K1-Remember		K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

SPORTS TRAINING

Unit-I: (16 Hours) Meaning & Definition of Sports training - Aims of Sports Training-

Importance of Sports Training - Characteristics of Sports Training - Principles of Sports Training: Training load – Volume – Intensity- Repetition – Set - Adaptation – Recovery– Warm-up – Cool down – Bout — Density.

Unit-II:(20 Hours) Types of Training – Physical Fitness

Development of Strength: Resistance training- Weight training – Own body Resistance training. Development of Endurance:– Fartlek training – Sand training. Development of Flexibility: Stretching Exercises – PNF Stretching exercises. Development of Speed: Interval training.

Unit-III:(18 Hours) Types of Training – Motor Fitness

Development of Explosive power: Plyometric training –Medicine ball Exercises – Upper extremity – lower extremity. Development of coordinative abilities: Hand eye coordination- Foot eye coordination- Coordinative Drills with Balls – Cones.

Unit-IV:(18Hours)Periodization: Aim of Periodization: Preparatory Period- Competitive Period - Transitional Period – Periodical cycles: Macro cycle- Meso Cycle-

Micro cycle – Types of periodization and Duration of the periods. Load assessment and fixation for various Motor fitness Components.

Unit-V:(18 Hours) Meaning and Definition: Fitness, Physical fitness – General and Specific fitness – Types: Performance related Physical fitness Components (Speed, Strength, Endurance, Agility, Power and Flexibility) - Health related Physical fitness Components (Cardio-respiratory Endurance, Muscular Strength, Muscular Endurance, Flexibility and Body Composition).

References:

- Harre, D. (1982). *Principles of sport training*. Berlin: Sportverlag.
1. Jensen, R. C. & Fisher, A. G. (1979). *Scientific basis of athletic conditioning*. Philadelphia: Lea and Febiger, 2nd Edn.
 2. Matveyev, L. P. (1981). *Fundamentals of sports training*. Moscow: Progress Publishers.
 3. Singh, H. (1984). *Sports Training, General Theory*, and methods. Patiala: NSNIS.
 4. Uppal, A. K. (1999). *Sports Training*. New Delhi, Friends Publication.
 5. Singh, Hardayal. (1995). *Science of Sports training*. New Delhi: D.V.S. Publications.
 6. Anderson, Bob., Pearl, Bill., and Burke, Edmund R., (2001). *Getting in Shape Workout Programs for Men & Women*. Mumbai: Jaico Publishing House.
 7. Baechle, Thomas. R, & Earle, Roger, W. (2000). *Essentials of Strength Training and Conditioning*. Champaign: Human Kinetics.
 8. Brooks, Douglas., S. (2004). *The Complete Book of Personal Training*. Champaign: Human Kinetics

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	S	S	M	S	M	S	M	S
CO3	S	M	M	M	M	M	S	M	S
CO3	M	S	S	M	M	S	M	S	S
CO4	M	M	M	M	S	M	S	M	S
CO5	M	S	M	M	S	S	S	M	S

*S – Strong; M – Medium; L - Low

<https://www.sportzyogi.com/principles-of-sports-training/>
<https://www.mydr.com.au/sports-fitness/warming-up-and-cooling-down-for-exercise/>
<https://www.teachpe.com/training-fitness/training-methods>
<https://thesportsschool.com/types-of-training-methods-for-athletes/>
<https://www.fsps.muni.cz/emuni/data/reader/book-6/14.html>

Semester	Fifth Semester
Name of the Paper	TRACK EVENTS - I
Paper type	Core Practical

Course objectives:

1. To acquire knowledge about the sources and development of athletics
2. To study the basics and techniques in events
3. To have the knowledge over the assessment of performance.
4. To understand the structure of field markings
5. To teach the students on rules and regulations
6. To equip the students in preparing the records

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	The student will be able to understand the history and developments of track events				K2
CO2	The student will be able to understand the fundamental skills				K1
CO3	The student will be able to gain basic knowledge on layout and markings..				K3
CO4	The student will be able to learn the rules, system of officiating, score sheet and equipment specification.				K4
CO5	The student will be able to interpret on the Skill, Technique, Tactics, Major Competitions.				K5
K1-Remember		K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate
					K6-Create

CORE PRACTICAL - ATHLETICS - TRACK EVENTS**UNIT I: History**

History – Origin-Development- Sprint- Middle- Long Distance - Steeple Chase- Fundamental Skills: Sprint Events: Starting techniques: Standing start -Crouch start and its variations - Bunch Start-Medium Start- Elongated start. Finishing: Techniques: Run through - , Forward - lunging, Shoulder Shrug.-

UNIT – II: Techniques

Techniques, -Drills and Lead-Up Games — Sprints - Middle distance-Long Distances, Steeple chase, and Cross country.

UNIT – III: Marking

Markings of 200 m and 400 m track.- Specific marking for Sprints- Middle distance- Long distances- Steeple chase- Equipment's and their specifications.

UNIT – IV: Officiating

Rules and interpretations, duties of the officials, official signals and score sheet for Sprints, Middle distance, Long distances, Relays, Steeple chase, Walking races, Hurdles and Cross country events.

UNIT – V: Record Note

Preparation of record for Sprints, Middle distance, Long distances, Steeple chase, and Cross country events. History, organizational set-up at International, national and state level athletic federation- association, technique, World & Olympic records and other -major competitions.

Text Books :

1. Dr. P.Mariayyah Track & Fields Sports Publication Raja street Coimbatore.
2. Matthew Huff, Marathoner : What to Expect When Training for and Running a Marathon, Rizzoli International Publications ISBN-13 April, 2021
3. Dr. Lakha Singh Track & Field Rules and Regulation)Publisher:KhelSahitya Kendra ISBN: Edition: 2021 -9789390461769
4. Lisa Amstutz, The Science Behind Track and Field· Capstone Press Aug 2017
5. Dr. Anil Sharma, O.P.Sharma Rules of games, Sports Publications 4264/3 Ansari Road New delhi-2.
6. Gambetta, V., 1981, Track and Field Coaching Manual, Leisure Press Champaign, Illidis. Thirunarayan, C., and Hariharan, S., 1970, Track and Field the South Indian Press, Karaikudi.

Reference:

1. Gerry Carr .Fundamentals of Track and Field 1999.
2. A.A.F.I., 1994, Competitive Rules Hand Book, Ashok Printers, Kanpur.
3. Conling David, Athletics London Robert Hale 1980.
4. Ken Bosen Track & Field Fundamental Techniques NIS Publications, Patiala.
5. Goel, R.C., 1992. Encyclopaedia of Sports and Games, Trange paper, Delhi.

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	M	S	M	S	M	S
CO3	S	M	M	M	M	M	S	S	S
CO3	M	M	M	M	S	M	S	S	S
CO4	M	S	S	M	M	M	S	S	S
CO5	M	S	S	M	S	M	S	S	S

*S – Strong; M – Medium; L – Low

<https://athleticscoaching.weebly.com/middle--long-distance.html>

<https://sportsbeezer.com/asia/types-of-running-start-know-the-characteristics-and-steps-to-get-started/>

<https://www.dlgsc.wa.gov.au/sport-and-recreation/sports-dimensions-guide/athletics-track-events>

Semester	Fifth Semester
Name of the Paper	FIELD EVENTS - I
Paper type	Core Practical

Course objectives:

1. To acquire knowledge about the sources and development of athletics
2. To study the basics and techniques in events
3. To have the knowledge over the assessment of performance.
4. To understand the structure of field markings
5. To teach the students on rules and regulations
6. To equip the students in preparing the records
7. To provide training for athletic field events on scientific and systematic lines.
8. To impart knowledge on coaching, officiating and marking for field event

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	The student will be able to understand the fundamental skills on field events				K2
CO2	The student will be able to understand about the techniques and conditioning				K1
CO3	The student will be able to gain basic knowledge on layout and markings..				K3
CO4	The student will be able to learn the rules, system of officiating, score sheet and equipment specification.				K4
CO5	The student will be able to interpret on the Skill, Technique, Tactics, Major Competitions.				K5
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

CORE PRACTICAL - ATHLETICS - FIELD EVENTS**UNIT I: History**

History –Origin-Development- Fundamental skills : Long Jump-Triple Jump- Discus Throw- Shot Put.

UNIT – II: Techniques

Techniques -long jump- Hitch –Kick Method-Hang Method-Drills And Lead-Up Games --.Approach Run-Take –Off-Flying On The Air -Landing-Standing Method –Rotation Method- Shot Put-Glide Method –Rotation Method -Specific Conditioning And Training For Above Said Events.

UNIT – III: MARKING

Markings: Jumpsand Throws: Long Jump-Triple Jump- Discus Throw- Shot Put. Equipment's and Specifications.

UNIT – IV: OFFICIATING

Rules and Interpretations - Duties Of The Officials - Official Signals and Score Sheet: Jumps - Throwing and Combined Events.

UNIT – V: RECORD NOTE

Preparation of record for Jumps Throwing and Combined Events. Technique and Major Competitions For - Long Jump-Triple Jump-Discus Throw- Shot Put And Combined events. Organizational set-up at International, National and State level

Reference:

1. **The Athlete's Gut: The Inside Science of Digestion, Nutrition, and Stomach Distress Paperback, Patrick Wilson, Jul 2020 · W.F.Howes Ltd. · Narrated by Alister Austin**
2. Athletics, Andy Seed, Publisher: HarperCollins Publishers
3. **The Encyclopaedia Of Athletics, Yog Raj, ISBN:9788121203906, Publisher**
4. Gambetta, V., 1981, Track and Field Coaching Manual, Leisure Press Champaign, Illidis.
5. Thirunarayan, C., and Hariharan, S., 1970, Track and Field the South Indian Press, Karaikudi

MappingwithProgrammeOutcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	M	M	M	S	M	S	M	M
CO3	S	S	S	M	M	M	M	S	S
CO3	M	M	M	M	M	M	S	S	M
CO4	M	S	S	M	S	M	M	S	S
CO5	M	M	M	M	M	M	S	M	S

*S – Strong; M – Medium; L - Low

https://specialolympicspa.org/images/stories/Sports_Offered_Files/TurboJav- Level_1_-_Basic_Throwing_Skills_Drills_Compressed.pdf

<https://www.trackandfieldcoach.com/blog/jumping-events-track-and-field>

<https://www.dlgsc.wa.gov.au/sport-and-recreation/sports-dimensions-guide/athletics-throwing-events>

<https://tphstrack.com/officiating-throwing-events/>

<https://www.dlgsc.wa.gov.au/sport-and-recreation/sports-dimensions-guide/athletics---jumping-events>

<https://olympics.com/en/news/high-jump-rules-regulations-athletics-sports>

Semester	Fifth Semester
Name of the Paper	FITNESS AND WELLNESS
Paper type	Elective - I

Course objectives:

1. To understand the components of fitness and wellness
2. To inculcate the students to design the program to develop the fitness components
3. To understand the various dimensions of wellness
4. To enable the students about their life style and its impacts over wellness
5. To make the students to be aware about the body compositions and its role on fitness and wellness
6. To inculcate the impacts of stress and wellness
7. To equip the students to free from stress

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Understand the importance of physical fitness and its components and benefits.				K1
CO2	Learn the development of physical fitness activities and designing fitness training program.				K2
CO3	Understand importance, different dimensions of wellness and factors affecting wellness.				K3
CO4	Realize the effect of physical activities and role of nutrition.				K3
CO5	Able to understand about the body composition and its effects.				K4
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

FITNESS and WELLNESS**Unit-I: (6 Hours)**

Fitness- Meaning- Definition-Physical Fitness-Health Related Physical Fitness-Components of Physical Fitness: Cardio Respiratory Endurance –Flexibility- Strength-Importance of fitness- Benefits of Physical Fitness: Physical Aspects- Physiological aspects-Psychological aspects-Sociological Aspects.

Unit-II:(8 Hours)

Development of Fitness: Physical Activities: Aerobics Exercise-Anaerobic Exercise-Aerobic Based Activities: (Free Hand Exercise –Resistance Exercise- Own Body Stretch- walking – jogging – running) Designing Fitness Training Program- For Challenged People- For Adolescence- For Aged People- Principle Of Training- Heart Rate Zone- Food Progression For Varied Exercise.

Unit-III:(7 Hours)

Wellness-Definition- Scope of Wellness and Health-Dimensions of Wellness: Physical Wellness- Emotional Wellness- Social Wellness-Spiritual Wellness- Intellectual

Wellness- Environmental Wellness- Importance Of Wellness- Relationship Between-Fitness and wellness- factors affecting wellness.

Unit-IV: (7 Hours)

Physical Activity and Wellness- Effect of Physical Activities and Fundamental Health-Life Style-Meaning-Life Style and Wellness-Life Style Related Diseases- Role of Nutrition and Exercise To Wellness.

Unit-V: (8 Hours)

Body Composition: Body Density- Percent Body Fat-Lean Body Mass- Fat Mass Effect Of Body Component- Over Weight- Obesity- Level Of Obesity- Obesity Related Disorders: Physical- Men Act- Social-Emotional Mental Stress: Meaning- Understanding Stress Management of Stress: Stress Reduction Technique of Yoga- Meditation- Physical aspects.

References:

1. John W Travis and Regina S Ryan: Wellness Workbook: How To Achieve Enduring Health And Vitality, Crown Publishing, New York.
2. Rajiv Parti: The Soul of Wellness: 12 Holistic Principles For Achieving A Healthy Body, Mind, Heart And Spirit, , Select book incorporation, New York.
3. Michael Arloski: Wellness Coaching For Lasting Lifestyle Change, , Whole person associates, Duluth, USA.
4. Elson M Has., Staying Healthy with Nutrition: The Complete Guide To Diet And Nutritional Medicine,
5. Charles B. Corbin et al: Concept Of Fitness And Wellness McGraw Hills. inc St Louis Bangkok 3rd 2000 U.S.A

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	M	M	S	M	M	M	M
CO3	S	S	S	M	S	M	M	S	M
CO3	M	M	M	M	S	M	S	S	M
CO4	M	M	M	M	S	M	S	S	M
CO5	M	M	M	M	S	M	S	S	M

*S-Strong; M-Medium: L-Low

Semester	Fifth Semester
Name of the Paper	THERAPEUTIC ASPECTS OF YOGA
Paper type	Skill Based Subject - III

Course objectives:

1. To study the therapeutic value of yoga
2. To understand the psychophysiological aspects of yoga
3. To study the nature of asana and its relation to health
4. To understand the yoga and impact over diseases.
5. To enhance the knowledge over the various system disorders

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Understand the preventive aspects				K2
CO2	Awareness about influences of psychology on human physiology				K1
CO3	Able to maintain optimal health				K3
CO4	Equip themselves to design yogic practice for diabetics				K4
CO5	Enhance knowledge on major healthy disorders and remedies				K5
K1-Remember		K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate
K6-Create					

THERAPEUTIC ASPECTS OF YOGA

Unit- 1:(4 Hours) Yoga Therapy – Meaning – Definition – Nature – Principles of Yoga Therapy - Formulation of Yogic Treatment. Concepts of Yogic Practices: Astanga Yoga - Yogic Diet: Satva – Thamas – Rajas. Pancha- Khosas: AnnamayaKhosa – Manonmaya Khosa – PranamayaKhosa – AnandhamayaKhosa – Vijyanamaya Khosa. Psychophysiological aspects of Yoga

Unit- 2:(8 Hours)Diabetics : Meaning – Causes - Symptoms – Yoga Treatment: Padahastansan – Konasana – Pavanamuktasana – Chakrasana – Pashchimothasana - Mayurasana – Matsyasana – Savasana- Pranayama: Bhastrika – Suryabhadena. Back pain – Meaning – Causes – Symptoms – Yoga Treatment: SuptaPadangushtasana- Marjari asana – Marichiyasana–AdhoMukhaShavasana – SaralBhujangasana

Unit-3:(8 Hours) Gastro Intestinal Tract Problems: Meaning – Causes – Symptoms – Yoga Treatment: ParsvaSukhasana) ArdhaMatsyendrasana)-SuptaMatsyendrasana- Apanasana- Marjaryasana-Bitilasana- Bhujangasana)- Dhanurasana - Uttanasana

Unit- 4:(8 Hours) Respiratory Problems: Common cold - Asthma – Sinusitis - Respiratory Allergies Meaning - Causes – Symptoms – Yoga Treatment: JalaNeti – Tadasana – Katishakarasana – Sarvangasana – Chakkrasana – Bhujangasana – Usthrasana-

Gomukhasana –Ardhamatsyendrasana – Savasana - Pranayama: Kapalabhati – Bhastrika

Unit- 5:(8 Hours) Circulatory Disorders: Meaning – Causes – Symptoms – Yoga Treatment: Stress -Blood Pressure – Ischemia Heart disease - Meaning – Causes – Symptoms – Pranayama : Nadi Suddhi – Chandra Bhedana – Tadasana – Meditation: Sukhasana – Vajirasana – Savasana – JalaNeti – Enema –Trikonasana – Parvataasana – Makrasana

Reference:

1. K. Chandrasekaran, "Sound health through yoga" PremKalyan Publication, Sedapatti, 1999
2. Dr. Kamkhyakumar (2012), Yoga Education, New Delhi. Shipra publication.
3. Gharote,M.L.&Ganguly,H.(1988). Teaching Methods for Yogic Practices. Lonawala: Kaixydahmoe.
4. Lilly (SUE) (2002), The Complete Guide to Understanding and practicing yoga. Caxton and Editions.
5. Shekar,K.C.(2003). Yoga for Health. Delhi: KhelSahitya Kendra
6. Vallimurugan.V. 2008. Yoga for Wellness, Rockcity Publications Trichy
7. Valimurugan,V. 2014. Yoga for Women, Priyam Publications Namkkal

MappingwithProgrammeOutcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	S	M	M	M	M	M	M	S
CO3	S	S	S	S	M	M	M	S	M
CO3	M	M	M	S	S	M	S	S	S
CO4	M	S	M	M	M	M	M	S	M
CO5	M	S	S	M	S	M	S	S	S

*S – Strong; M – Medium; L - Low

Semester	Sixth Semester
Name of the Paper	TEST AND MEASUREMENT

Paper type	Core Theory
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Course objectives:

1. To understand the need of test and measurement
2. To identify the tools to test and measure the components of physical fitness
3. To gain knowledge over the measures on movement related fitness aspects
4. To study the anthropometric measures
5. To enable the students to measure the performance over their practices on sports skills

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Understand the basic concepts of test and measurement and scientific authenticity of a test.				K 2
CO2	Able to conduct and interpret the motor fitness, motor ability and Minimum Muscular Ability tests.				K 4
CO3	Able to conduct and interpret the motor Physical fitness and Aerobic fitness tests.				K 5
CO4	Able to conduct and interpret the anthropometric tests.				K 5
CO5	Able to conduct and interpret various sports specific skill tests. t.				K 5
K1- Remember	K2- Understand	K3-Apply	K4- Analyze	K5- Evaluate	K6-Create

TEST AND MEASUREMENT

Unit-I:(16 Hours)

Introduction of Test-Measurement- Meaning-Definition- Need and Importance of Measurement- Criteria For Food Test: Scientific Authenticity-Meaning-Definition- Establishing Validity- Reliability- Objectivity.

Unit-II: (20 Hours)

Motor fitness- Meaning- Definition Of Motor Fitness- Components-Test For Motor Fitness: Elementary High School Boys- Test of Motor Fitness: Indiana Motor Fitness- College Boys And Girls- Jcr Test- Motor Ability Test- Barrow Motor Ability- Muscle Fitness (Kraus Weber)- Minimum Muscular Fitness Test.

Unit-III:(20 Hours)Physical fitness test

Physical Fitness Meaning- Physical Fitness Components- Health Related Physical Fitness- components- AAHPERD (Health Related Fitness Battery)- AAHPERD(Youth Fitness Test)-Aerobic Capacity- Cardio Vascular Test- Harvard Step Test- 12 Minutes Run/ Walk Test- Multi-Stage Fitness Test(Beep Test).

Unit-IV: (14 Hours)

Anthropometric: Meaning- Anthropometric Measurements-Methods Of Measuring Height- Standing- Sitting- Method Of Measuring Circumference: Arm- Waist- Hip- Thigh- Method Of Measuring Skin Folds- Triceps- Sub Scapular- Suprailiac.

Unit-V:(20Hours) Skill test

Sports specific skill test- Basketball: Johnson Basketball test- Volleyball: Russell Lange Volley test, Football: Mor- Christian General Soccer Ability Skill Test- Battery Johnson Soccer Test- McDonald Soccer Test- Tennis: Dyer Tennis Test.

Reference:

1. Kansal,O.K.(1996).*Testandmeasurementinsportsandphysicaleducation*.NewDelhi:D.V. S.Publications.Mahtews,D.K.(1973).*MeasurementinPhysicalEducation*,Philadelphia:W. B.SoundersCompany.
2. Pheasant,S.(1996).*Bodyspace:anthropometry,ergonomicsanddesignof work*.Taylor&Francis,NewYork.
3. Phillips, O.A., &Homak, J.E. (1979). *Measurementand evaluation in PhysicalEducation*.NewYork:JohnWileyandSons.
4. Sodhi, H.S., &Sidhu, L.S. (1984). *Physiqueand selection of sports- a kinanthropometricstudy*.Patiala:PunjabPublishingHouse.
5. Harison.HClarke : *Application of Measurements to health &Physical Education*

MappingwithProgrammeOutcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	M	S	M	S	M	S
CO3	S	S	S	M	S	M	S	S	S
CO3	M	S	S	M	S	M	S	S	S
CO4	M	S	S	M	S	M	S	S	S
CO5	M	S	S	M	S	M	S	S	S

*S-Strong;M-Medium;L-Low

<https://www.livestrong.com/article/534286-six-components-of-fitness-related-to-motor-skills/>
<https://www.socialworkin.com/2021/08/concept-of-objectivity-validity-and.html>
<https://www.sportzyogi.com/indiana-motor-fitness-test/>
https://www.tnpesu.org/pdf/LMS_AMS_Study_material_for_UGPG/DEPARTMENT_OF_PHYSICAL_EDUCATION/20d.pdf
<https://www.mysportsfitness.com/2020/05/aahperd-fitness-test.html>
<https://www.topendsports.com/testing/tests/step-harvard.htm>
<https://www.ncbi.nlm.nih.gov/books/NBK537315/>
<https://www.sportzyogi.com/johnson-basketball-test/>
<https://www.topendsports.com/sport/soccer/skill-mcdonald.htm>

Semester	Sixth Semester
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Name of the Paper	SPORTS PSYCHOLOGY AND SOCIOLOGY
Paper type	Core Theory

Course objectives:

1. To understand the role of psychology in sports
2. To equip the students with the factors urges the learning and performance
3. To identify the personality of the students themselves and measure
4. To understand the influences of sociology in sports
5. To enable the students to learn the factors to have sociability

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Procure knowledge over the factors affecting motor learning				K2
CO2	Gain knowledge on personality				K1
CO3	Learn about the motivational structure in sport performance				K4
CO4	Acquire knowledge on relational structure between sociological aspects and sports				K2
CO5	Understand the influence of gender and socio-economic aspects in sport				K4
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

SPORTS PSYCHOLOGY AND SPORTS SOCIOLOGY

UNIT – I:(18 Hours) Psychology – Meaning- Definition Sports psychology – Meaning – Definition- Need of Sports Psychology –Importance of Sport Psychology in Performance. Learning – Motor Learning –Basic Considerations in Motor Learning- Perception: Meaning- Factors Affecting Perception.

UNIT – II:(20 Hours) Personality: Meaning-Definition-Nature Of Personality – Personality Traits- Personality and Sports performance. Anxiety: Meaning –Classification: General Anxiety- Competitive Anxiety- Symptoms of Anxiety. Aggression: Meaning –Definition- Types of Aggression.

UNIT – III:(18 Hours) Motivation: Meaning –Definition-Types: Intrinsic Motivation-Extrinsic Motivation Goal Setting: Concept –Process of Goal Setting –Need of Goal Setting.

Psychological Measures: Measuring: Personality –Anxiety: General Competitive.
Motivation: Achievement –Competitive Aggression.

UNIT – IV:(18 Hours) Sociology: Meaning –Definition. Sports Sociology: Meaning – Definition-Need- Nature-Importance of Sports Sociology. Socialization of Sports – Social Institutions of Sports. Social Significance of Sports –Social Qualities. Leadership: Meaning – Types of Leadership.

UNIT – V:(16 Hours) Cohesion –Group Cohesiveness. Group Dynamic. Gender influences in sports: Women Participation in Sports –Gender Inequalities in Sports. Social and Economic status. Impact of Socio Economic Status in sports. Measures: socio economic status – cohesiveness- leadership.

References:

1. Ball, D. W. & Loy, J.W. (1975). Sport and social order; Contribution to the sociology of sport. London: Addison Wesley Publishing Co., Inc.
2. Blair, J.& Simpson, R.(1962). Educational Psychology, New York: McMillan Co.
3. Cratty, B.J.(1968). Psychology and Physical Activity. Eaglewood Cliffs. Prentice Hall.
4. Kamlesh, M.L. (1998). Psychology In physical Education and Sport. New Delhi: Metropolitan Book Co.
5. Loy, J.W., Kenyon, G.S. & McPherson, B.D. (1978). Sport and social system. London: Addison Wesley Publishing Company Inc.
6. Loy, J.W., Kenyon, G. S. & McPherson, B. D. (1981). Sports culture and society. Philadelphia: Lea &Febigero
7. Mathur, S.S. (1962). Educational Psychology. Agra. VinodPustakMandir. Skinnner, C.E, (1984). Education Psychology. New Delhi: Prentice Hall of India.
8. William, F.O. & Meyer, F.N. (1979). A handbook of sociology. New Delhi: Eurasia Publishing House Pvt Ltd. 10)R.Jain : Sports Sociology – KhelSahitya Kendra, Delhi.

MappingwithProgrammeOutcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	S	S	M	S	M	S
CO3	S	M	S	S	S	M	M	S	S
CO3	S	S	S	M	S	M	S	S	S
CO4	M	M	S	M	S	M	M	S	S
CO5	M	S	S	M	S	M	S	S	S

*S – Strong; M – Medium; L – Low

<https://memberfiles.freewebs.com/37/84/82578437/documents/1841695815.pdf>

Semester	Sixth Semester
Name of the Paper	SPORTS MANAGEMENT
Paper type	Core Theory

Course objectives:

1. To understand the principles of management and man power planning
2. To enable the students to conduct programs in sports
3. To make the students identify the sources for financial aspects
4. To equip the students to understand the public relations and media
5. To enable the students to learn qualities of leadership and be a leader
6. To understand the concepts of sports management and quality of major. ∞
7. To learn the procedure of planning of sports programme.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Understand the concept of Sports Management				K2
CO2	Learn about the event management in physical education and sports				K1
CO3	Know the qualities and qualifications of administrative leader				K3
CO4	Understand the sports management in schools, colleges and university				K4
CO5	Learn the financial management in various Institution				K6
K1- Remember	K2- Understand	K3-Apply	K4- Analyze	K5- Evaluate	K6-Create

SPORTS MANAGEMENT

UNIT-I: (15 hours)

Management: Definition-Meaning-Sports Management-Definition-Meaning-Importance of Sports Management-Function of Management- Planning-Organism-Staffing Directing- Controlling- Personal Management-Objectives of Personal Management- Role of Personal Management-Man Power Planning.

UNIT-II: (14 hours)

Programme Management: Management Guidelines For Physical Education Program-School-College- Community Based-Facilities Management-Planning Facilities-Team Appears- Indoor- Outdoor Facilities-Maintenance.

UNIT-III: (15 hours)

Financial Management: Meaning- Importance Of Financial Management- Sources Of Income Grant- Subscript-Rent-Donates-Sportsmanship-Fee Collects- Rules Of Utilization Of Games Few-Preparation and Scheme From Agencies: SAI –AIU- Sports Control Board –Federation –Administration- Budget-Accounting.

UNIT-IV: (14hours)

Public Relations: Role of Public Relation in Management-Principles of Public Relation- Planning the Public Relation-Public Relation and Media-Marketing-Sports Marketing.

UNIT-V: (14 hours)

Leadership: Meaning-Definition-Elements Of Good Leadership- Qualities Of Good Leadership- Leadership Style Autocratic- Laising-Faire- Democratic- Form Of Leadership-Administrative Leader-Criteria Of Administrative Leader-Effect Of Good Leadership On Organisation Performance.

References:

1. Ashton, D. Administration of Physical Education for women. New York: The Ronald Press Cl. (1968).
2. Bucher, C.A. Administration of physical education and athletic programme. 7th Edition, St. Louis: The C.V. Mosby Co.
3. Daughtrey, G. & Woods, J.B. Physical education and intramural programmes, organisation and administration. Philadelphia U.S.A. : W.B. Saunders Cp. (1976).
4. Earl, F.Z, & Gary, W.B..Management Competency Development in Sports and Physical Education. Philadelphia: W. Lea and Febiger. (1963)

MappingwithProgrammeOutcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	M	S	S	M	M	S	M	M
CO3	S	M	S	S	M	M	S	M	M
CO3	S	M	M	S	M	M	S	S	S
CO4	M	S	S	M	S	S	M	S	M
CO5	S	M	M	M	M	S	S	M	S

*S – Strong; M – Medium; L - Low

<https://eclass.uoa.gr/modules/document/file.php/PHED398/Sport%20Management%20Readings/Sport%20Management%20Principles%20and%20Applications%204th%20Edition%20%5BDr.Soc%5D.pdf>
<http://lib.bvu.edu.vn/bitstream/TVDHBRVT/15826/1/Sport-Management.pdf>

Semester	Sixth Semester
Name of the Paper	TRACK EVENTS - II
Paper type	Core Practical

Course objectives:

1. To understand about combined events and events outside stadium
2. To learn over fundamental skills in Relay, Walking and Hurdles
3. To construct field and markings
4. To know the rules, regulations and situational interpretations
5. To understand the structure of organisation and preparation of records

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Enrich the knowledge on sources of combined events and events outside the stadium				K2
CO2	Able to develop the basics on track events				K1
CO3	Expertise over construction of field and markings				K3
CO4	Able to qualify for officiating				K4
CO5	Knowledge about organizational set-up and future course of action				K5
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

CORE PRACTICAL - ATHLETICS - TRACK EVENTS

UNIT I: History - History –Origin-Development- Hurdles-Walking-Relay And Combined Events
Fundamental Skills- Hurdles-Walking-Relay-Combine Events And Cross Country.

UNIT – II: Technique - Techniques, -Drills and Lead-Up Games. Hurdles-Walking- Relay
And Combined events –Hurdle-Fundamental Skills-Starting, takeoff/ Clearanceand
LandingTechniques-TypesofHurdlesraces- Relays:FundamentalSkill -Various types of
Baton Exchange.--UnderstandingRelay Zones –up sweep method –Down Sweep Method-
Visual -Non Visual Method.

UNIT – III: MARKING - Markings of 200 m and 400 m track. Specific marking for
Hurdles-Walking-Relay: 4 X 100 MTS – 4 X 400 MTS , Combined Events and Cross
Country.

UNIT – IV: OFFICIATING - Rules and interpretations, duties of the officials, official signals and score sheet for Relays, Walking races, Hurdles, cross country and combined events.

UNIT – V: RECORD NOTE - Preparation of record for Walking races, relay, Hurdles, combined events and Cross country events. History, organizational set- up at International, national and state level athletic federation / association, technique, World & Olympic records and other major competitions.

Text Books :

7. Dr. P.Mariayyah Track & Fields Sports Publication Raja street Coimbatore.
8. Matthew Huff, Marathoner : What to Expect When Training for and Running a Marathon, Rizzoli International Publications ISBN-13 April, 2021
9. Dr. Lakha Singh Track & Field Rules and Regulation)Publisher:KhelSahitya Kendra ISBN: Edition: 2021 -9789390461769
10. Lisa Amstutz, The Science Behind Track and Field· Capstone Press Aug 2017
11. Dr. Anil Sharma, O.P.Sharma Rules of games, Sports Publications 4264/3 Ansari Road New delhi-2.
12. Gambetta, V., 1981, Track and Field Coaching Manual, Leisure Press Champaign, Illidis.Thirunarayan, C., and Hariharan, S., 1970, Track and Field the South Indian Press, Karaikudi.

Reference:

6. Gerry Carr .Fundamentals of Track and Field 1999.
7. A.A.F.I., 1994, Competitive Rules Hand Book, Ashok Printers, Kanpur.
8. Conling David, Athletics London Robert Hale 1980.
9. Ken Bosen Track & Field Fundamental Techniques NIS Publications, Patiala.
10. Goel, R.C., 1992. Encyclopaedia of Sports and Games, Trange paper, Delhi.

MappingwithProgrammeOutcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	S	S	M	M	M	M	M	M
CO3	S	M	M	M	S	M	S	S	S
CO3	M	S	S	M	M	M	M	S	M
CO4	M	M	M	M	S	M	M	S	S
CO5	M	S	S	M	M	M	S	S	M

*S – Strong; M – Medium; L - Low

<https://www.instructables.com/Track-and-Field-Basic-Hurdling-Technique/>
<https://www.dlgsc.wa.gov.au/sport-and-recreation/sports-dimensions-guide/athletics-track-events>

Semester	Sixth Semester
Name of the Paper	FIELD EVENTS - II
Paper type	Core Practical

Course objectives:

1. To provide training for athletic field events on scientific and systematic lines.
2. To impart knowledge on coaching, officiating and marking for track events.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	The student will be able to understand the history and fundamental skills of field events				K2
CO2	The student will be able to understand the techniques				K1
CO3	The student will be able to gain basic knowledge on layout and markings..				K3
CO4	The student will be able to learn the rules, system of officiating, score sheet and equipment specification.				K4
CO5	The student will be able to interpret on the Skill, Technique, Tactics, Major Competitions.				K5
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

CORE PRACTICAL - ATHLETICS - FIELD EVENTS

UNIT I: History - History –Origin-Development- High Jump-Pole Vault Jump-Javelin Throw- Hammer Throw -Fundamental Skills Of High Jump -Pole Vault Jump-Javelin Throw- Hammer Throw.

UNIT – II: Techniques - Techniques - -Drills and lead-up games -- Specific conditioning and training for above said events.

UNIT – III: MARKING - Markings of jumps, throws and combined events. Specific marking for High jump-Pole vault jump-Javelin throw- Hammer throw - Equipment's and their specifications.

UNIT – IV: OFFICIATING - Rules and interpretations, duties of the officials, official signals and score sheet for High jump-Pole vault jump-Javelin throw- Hammer throw and combined events.]

UNIT – V: RECORD NOTE - Preparation of record for jumps throwing and combined events.. Technique for High jump-Pole vault jump-Javelin throw- Hammer throw and combined events. Organizational set-up at International, national and state level Olympic association History, World & Olympic records and other major competitions.

Reference:

1. **The Athlete's Gut: The Inside Science of Digestion, Nutrition, and Stomach Distress Paperback, Patrick Wilson, Jul 2020 · W.F.Howes Ltd. · Narrated by Alister Austin**
2. Athletics, Andy Seed, Publisher: HarperCollins Publishers
3. **The Encyclopaedia Of Athletics, Yog Raj, ISBN:9788121203906, Publisher**
4. Gambetta, V., 1981, Track and Field Coaching Manual, Leisure Press Champaign, Illidis.
5. Thirunarayan, C., and Hariharan, S., 1970, Track and Field the South Indian Press, Karaikudi

MappingwithProgrammeOutcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	M	M	M	M	M	S	M	S
CO3	S	S	S	M	M	M	S	S	M
CO3	M	M	M	M	M	M	S	M	M
CO4	M	M	M	M	S	M	S	M	M
CO5	M	S	S	M	S	M	S	S	S

*S – Strong; M – Medium; L - Low

https://specialolympicspa.org/images/stories/Sports_Offered_Files/TurboJav- Level 1 - Basic Throwing Skills Drills Compressed.pdf

<https://www.trackandfieldcoach.com/blog/jumping-events-track-and-field>

<https://www.dlgsc.wa.gov.au/sport-and-recreation/sports-dimensions-guide/athletics-throwing-events>

<https://tphstrack.com/officiating-throwing-events/>

<https://www.dlgsc.wa.gov.au/sport-and-recreation/sports-dimensions-guide/athletics---jumping-events>

<https://olympics.com/en/news/high-jump-rules-regulations-athletics-sports>

Semester	Sixth Semester
Name of the Paper	MODERN TRENDS IN PHYSICAL EDUCATION
Paper type	Elective

Course objectives:

1. To provide details of various programmes in Physical Education and career option.
2. To know the modern trends in sports infrastructure facilities.
3. To understand the avenues in physical education
4. To make the students to locate the talented sport participants

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Understand the Teacher Education and Sports Science Courses				K2
CO2	Able to analyse the best job opportunities in Physical Education				K3
CO3	Realize the importance and science of modern sports fields				K4
CO4	Realize the importance and methods of construction and maintenance of sports fields				K4
CO5	Realize the core concept of talent identification and able to create curriculum of Physical Education				K3
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

MODERN TRENDS IN PHYSICAL EDUCATION

UNIT – I:(7 hours) PHYSICAL EDUCATION PROGRAMME

Teacher Education programme in Physical Education: B.Sc.-B.P.Ed- Allied courses: Post Graduate program: Sports Psychology-Sports Bio Mechanics. Research programme: Master of Philosophy- Doctor of Philosophy – Coaching program –NSNIS Diploma-NSNIS Certificate –Master of Coaching.

UNIT – II:(7 hours) AVENUES FOR PLACEMENTS

School: Physical Education Teacher- Physical Director. Administrative: College and University: Director of Physical Education – Professor- Sports Council: Coaches-Sports Officer,- Trainer; Recreation clubs –Fitness centers – Sports Academy – Self-employment; Individual trainer-Establishing sports academy

UNIT – III:(7 hours) MODERN SPORTS FACILITIES

Play Area – Synthetic Track – Turf Field – Toro Flex Surface – Grass Field
 – Wooden Surface – Indoor Stadium – Structure And Facilities – Flood Lit Matches -
 Nano Technology

UNIT – IV: (8 hours) SPORTS INFRASTRUTURE

Assistance For Building Infrastructure – Playfields - Gymnasium -
 Swimming Pool, Stadium and Equipment's – Assistance For Coaching And
 Training Programme – Rural And Urban – Different Levels –
 Advance Training And Coaching – Assistance For Competitions –
 District, State, National, International – Incentives.

UNIT – V: (8 hours) TALENT IDENTIFICATION

Talent Identification Programme; Sports Authority Of India-Sports Development
 Authority of Tamilnadu- Private sectors –Usha school of excellence –Football
 Academy –Health maintenance – Compulsory Physical Education program -
 ;School –Colleges- Designing Curriculum In Physical Education ;NCERT –SCERT.

References:

1. Play field manual, Sport Authority of India, SAI Publications
2. Web page, UGC,
3. Web page: DST
4. Web page: Sports Development Authority of Tamilnadu(SDATN)
5. Web page: Sports Authority of India
6. Web Page : Ministry of Human Resource Development (MHRD)
7. Web page: National Council for Educational Research and Training (NCERT)
8. *Web page: State Council for Educational Research and Training (SCERT)*

MappingwithProgrammeOutcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	M	S	M	S	M	S
CO3	S	S	S	M	S	M	S	S	S
CO3	M	S	S	M	S	M	S	S	S
CO4	M	S	S	M	S	M	S	S	S
CO5	M	S	S	M	S	M	S	S	S

*S – Strong; M – Medium; L– Low

Semester	Sixth Semester
Name of the Paper	PHYSIOTHERAPY AND FIRST AID
Paper type	Elective

Course Objectives:

1. To understand the natural treatment through physical exercises
2. To gain knowledge on various therapeutic modalities
3. To make awareness about first – aid
4. To study about management of sport injuries

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Students enable too familiar with physical exercises as treatment mode				K2
CO2	Gaining knowledge on Hydro and Electro therapy modalities				K1
CO3	Confident over management of untoward incidents				K3
CO4	Students familiar themselves on treatment of sport injuries basically				K4
CO5	Expertise on immediate treatment procedures				K5
K1- Remember	K2- Understand	K3-Apply	K4- Analyze	K5- Evaluate	K6-Create

PHYSIOTHERAPY AND FIRST AID

UNIT-I:(7 hours) Physiotherapy

Physiotherapy- Meaning, Definition, aim and objective of physiotherapy- Need and Importance of physiotherapy in the field of physical education- Guiding Principles of physiotherapy - Electrotherapy -Massage: History of Massage- Classification of Manipulation (Swedish System) Physiological effect of Massage.

UNIT-II:(8 hours) Hydrotherapy

Meaning –Method- application of hydrotherapy.Cryo therapy-Thermotherapy- Contrast Bath-Whirlpool Bath-Stream Bath-Sauna Bath- Hot Water Fermentation- Electrotherapy- Infrared Rays-Ultraviolet Rays-Short wave Diathermy-Ultrasonic Rays.

Unit –III:(8 hours) Therapeutic Modalities

Therapeutic exercises; Definition-principles of Therapeutic exercises- effects of Therapeutic exercises- Active movements(concentric- eccentric-static)Passive movement (relaxative) Stretching ;Types of Stretching-Application of Therapeutic exercises – shoulder-Hip-Knee-Ankle-Trunk-Head-Neck.

UNIT- IV:(7 hours) First Aid

Definition – Meaning- Aims – Scope - Principles of first aid - D R A B C Formulas (Danger-Response –Airways- Breathing and Circulation) Artificial Respiration techniques- Mouth to Mouth –Mouth to Nose –C P R –Cardio pulmonary resuscitation.

UNIT V:(7 hours) Sport injuries Management

Meaning –First aid procedure-Sports injuries - First Aid-Treatment- Laceration- Blisters- Contusion-Strain-Sprain-Fracture- Dislocation and Cramps- Trapping and supports. Bandages - Types of Bandages.

References:

1. Christine, M.D., (1999). Physiology of sports and Exercise. USA: Human Kinetics.
2. Conley, M. (2000). Bioenergetics of exercise training. In T.R. Baechle, & R.W. Earle, (Eds.), David, R.M. (2005). Drugs in sports, (4th Ed). Routledge Taylor and Francis Group.
3. Jeyaprakash, C. S., Sports Medicine, J.P. Brothers Pub., New Delhi, 2003.
4. Khanna, G.L., (1990). Exercise physiology & sports medicine. Delhi: Lucky Enterprises. Mathew, D.K. & Fox, 9)E.L, (1971). Physiological Basis of Physical Education and Athletics. Philadelphia: W.B. Saunders Co.
5. Pandey, P.K. (1987). Outline of Sports Medicine, New Delhi: J.P. Brothers Pub.
6. Williams, J.G.P. (1962). Sports medicine. London: Edward Arnold Ltd. 12)Gareth Jones, Edwillson, Markers Hardy, (2010) U.K. The BMA Guide to Sports Injuries, Dorling Kindersley Limited, London WC2R 0RL
7. William E. Garret Jr Donald T.KirkendallDebarah 10 Squire “Principles of Practice of Primary care Sports Medicine” – Williams of Wilking Publishers.

MappingwithProgrammeOutcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	M	S	M	S	S	S	M
CO3	S	M	M	S	M	S	S	S	S
CO3	M	M	S	M	M	M	S	S	S
CO4	M	S	S	M	S	S	S	M	M
CO5	M	S	S	M	S	M	S	S	S

*S – Strong; M – Medium; L – Low

<https://www.jaypeedigital.com/eReader/chapter/9789350251614/ch1>

<https://www.spine-health.com/treatment/pain-management/all-about-electrotherapy-and-pain-relief>

<https://www.medicalnewstoday.com/articles/hydrotherapy#types>

<https://now.aapmr.org/therapeutic-modalities/>

https://www.actualfirstaid.com/uploads/1/0/4/9/104966051/first_aid_notes_2019.pdf

Semester	Sixth Semester
Name of the Paper	FITNESS MANAGEMENT
Paper type	Skill Based Subject

Course objectives:

1. To study the need of fitness management
2. To study about components of physical fitness
3. To formulate the training schedule for varied population
4. To enhance the knowledge of fitness equipment
5. To study about nutritional values in fitness management

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
CO1	Awareness on fitness management				K2
CO2	The student will be able to understand the concepts of fitness and its components				K1
CO3	The student will be able to gain basic knowledge designing training program				K3
CO4	Knowledge on fitness equipment's				K4
CO5	Expertise on nutritional aspects				K5
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

FITNESS MANAGEMENT

Unit-I:(7 hours) Physical Fitness: Meaning- Definition – Importance of Physical Fitness – Classification of Physical Fitness: Concepts of Health related Physical Fitness – Skill Related Physical Fitness. Fitness Management: Meaning- Definition – Need of Fitness Management

Unit-2:(7 hours) Components Health related Fitness components: Strength – Cardio respiratory endurance – flexibility – Abdominal Muscular strength endurance- Body composition. Components of Skill related fitness components: Explosive power - Agility – Balance – Coordination.

Unit- 3:(7 hours) Physical activity: Calisthenics- Aerobics and Dance- Weight Training-Yoga , Designing fitness program: Sedentary people and active people - Different Age groups -Different fitness levels

Unit- 4:(8 hours) Equipment facilities – Multi gym - weight plates – Dumbbells – Barbells – Bench press – lat pull down – Low pulley – Shoulder press – Triceps extension – Peck duck – lateral raise – leg extension – leg curl – Hip adductor – Hip abductor – Abdominal conditioner – Electrical machines – Exercise bikes – Treadmill – Hydraulic machines – Body wraps – Elastic straps – Vibrating machines.

Unit- 5:(8 hours) Nutrition - Assessment of nutritional status. - Utilization of lipid and carbohydrate in relation to exercise type, intensity and duration- Diets for physical fitness & training.- Formulating dietary guidelines for fitness- health - disease conditions.

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1. William C. Grantham, R.W. Patton, Tracy D. York, Mitchel L., Health Fitness Management, Human Kinetics, 1998.
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Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	M	S	M	M	M	S	M	M
CO3	S	M	S	S	M	M	M	S	S
CO3	M	S	S	M	S	M	S	M	S
CO4	M	S	S	M	M	M	M	S	S
CO5	M	S	S	S	S	M	S	M	S

*S – Strong; M – Medium; L - Low