

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

**B.Sc., Physical Education,  
Health Education and Sports**



**SYLLABUS  
(2018-19 ONWARDS)  
COURSE STRUCTURE UNDER CBCS**

**H.H. THE RAJAH'S COLLEGE (AUTONOMOUS B+)**  
**B. Sc. Physical Education, Health Education and Sports Course Structure under CBCS**  
**(Applicable to the candidates admitted from the academic year 2018-2019 onwards)**

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

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

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

### **II VISION**

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

### **III MISSION**

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

#### **IV. PROGRAMME SPECIFIC OUTCOMES**

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

PSO1. Attained wholesome development as physically fit, mentally sound and socially responsible individuals

PSO2. Become outstanding sports persons by achieving in National and International level competitions

PSO3. Gained scientific knowledge on various subjects in the field of Physical Education

PSO4. Acquired knowledge on the rules & regulations and officiating techniques of sports and games

PSO5. Cultivated the desirable health habits to emerge as socially-integrated sports persons

PSO6. Recognized their socially responsibilities and become globally competent learners

PSO7. Become knowledgeable and motivated citizens by adapting active lifestyle

Sem	Part	Paper	Subject code	Title	Ins. Hrs	Credit	Exam. Hours	Marks		Total
								Int.	Ext.	
I	I	LC-I	18ULT1 / 18ULH1	Language Paper - I	6	3	3	25	75	100
	II	ELC-I	18ULE1	English for Communication - I	6	3	3	25	75	100
	III	CC-I	18UPS1	History of Physical Education	6	5	3	25	75	100
		AC-I	18UPSA1	Theories of Yoga and Mediations	5	5	3	25	75	100
		EVS	18UES	Environmental Science	2	2	3	25	75	100
<b>TOTAL</b>					<b>27</b>	<b>22</b>				<b>500</b>
II	I	LC-II	18ULT2 / 18ULH2	Language Paper - II	6	3	3	25	75	100
	II	ELC-II	18ULE2	English for Communication - II	6	3	3	25	75	100
	III	CP-III	18UPS2P	Major Games Group-I (Practical- I)	6	4	3	40	60	100
		CC-IV	18UPS3	Foundations of Physical Education & Sports	3	3	3	25	75	100
		AP-II	18UPSA2P	Yoga and Meditations (Allied –Practical -I)	5	4	3	40	60	100
	IV	VE	18UVE	Value Education	2	2	3	25	75	100
SBE-I		18USBE1	Soft Skill – I-Common Paper	2	4	3	25	75	100	
<b>TOTAL</b>					<b>30</b>	<b>23</b>				<b>700</b>
III	I	LC-III	18ULT3 / 18ULH3	Language Paper - III	6	3	3	25	75	100
	II	ELC-III	18ULE3	English Paper-III	6	3	3	25	75	100
	III	CC-V	18UPS4	Anatomy And Physiology	5	4	3	25	75	100
		NME-I	18UPSN1/ 18UHTN1 OR 18UPSN1/ 18UHTN1	Tamil for Competitive Examinations	4	2	3	25	75	100
<b>TOTAL</b>					<b>23</b>	<b>16</b>				<b>400</b>

IV	I	LC-IV	18ULT4 / 18ULH4	Language Paper - IV	6	3	3	25	75	100
	II	ELC-IV	18ULE4	English Paper-IV	6	3	3	25	75	100
	III	CC-V	18UPS5	Sports Physiotherapy	5	4	3	25	75	100
		CP-VI	18UPS6P	Major Games. Group II (Practical-II)	3	3	3	40	60	100
		AC-III	18UPSA3	Test, Measurement And Evaluation in Physical Education	3	5	3	25	75	100
		AP-IV	18UPSA4P	Evaluation Process in Physical Education (Allied Practical-II)	3	5	3	40	60	100
	IV	SBE-II	18USBE2	Soft Skill – II- Common Paper	2	4	3	25	75	100
<b>TOTAL</b>				<b>28</b>	<b>27</b>				<b>700</b>	
V	III	CC-VII	18UPS7	Theories of track and field	6	5	3	25	75	100
		CC-VIII	18UPS8	Methods in physical education	4	4	3	25	75	100
		CP-IX	18UPS9P	Injuries and management (major practical-III)	6	5	3	40	60	100
	IV	CCE-I	18UPSE1 / 18UPSE1	Applied Kinesiology	6	5	3	25	75	100
		NME-II	18UPSN2/ 18UHTN2	Introduction to Computer and Information Technology	4	2	3	25	75	100
		SBE-III	18USBE3	Soft Skill – III= Common Paper	4	4	3	25	75	100
<b>TOTAL</b>				<b>30</b>	<b>25</b>				<b>600</b>	
VI	III	CC-X	18UPS10	Science of Sports Training	6	5	3	25	75	100
		CC-XI	18UPS11	Sports Management	4	4	3	25	75	100
		CC-XII	18UPS12	Health Education and First Aid	6	5	3	25	75	100
		CP-XIII	18UPS13P	Core Practical-IV-Track and Field	6	5	3	40	60	100
		CP-XIV	18UPS14P	Teaching Practice – Major Practical – V	6	5	3	40	60	100
	IV	CCE-II	18UPSE2	Applied Sports psychology and Sociology	6	5	3	25	75	100
		CCE-III	18UPSE3	Bio-mechanics	6	4	3	25	75	100
		GS	18UGS	General studies	2	1	3	25	75	100
	V	Extension activities (Sports club)			-	1	-	-	-	-
<b>TOTAL</b>				<b>42</b>	<b>35</b>				<b>800</b>	
<b>GRAND TOTAL</b>				<b>180</b>	<b>148</b>				<b>3700</b>	

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

Note.

	<b>Internal Marks</b>	<b>External Marks</b>
1. Theory	25	75
2. Practical	40	60
3. Separate passing minimum is prescribed for Internal and External marks		

### **FOR THEORY**

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

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

### **FOR PRACTICAL**

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

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

## B.Sc. Physical Education, Health Education and Sports

### Course Structure under CBCS

(Applicable to the candidates admitted from the academic year 2018-2022 onwards)

#### Admission Guidelines

#### 1. Duration

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

#### 2. Eligibility

Applicants should have passed the +2 examination of the Government of Tamil Nadu or any other equivalent examination recognized by the Government of Tamil Nadu or approved by the Bharathidasan University. School representation in any games or sports is preferred for the applicants. The candidates should not have completed 18 years of age as on 1st July. However, relaxation of 3 years may be given for SC / ST alone.

#### 3. Admission

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

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

#### 4. Qualifying Examination (Maximum marks. 25)

The marks to be awarded for qualifying examination is to be calculated as under. Marks obtained in part - III at the Degree level should be reduced to a maximum of 25.

For example, if a candidate has secured 400 marks out of 600 in part - III at the Degree level, his marks for the qualifying examination is

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

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

The norms for award of marks for the sports and games participation are furnished hereunder. Any one which is applicable / advantageous.

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

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

## **6. Sports proficiency test (Maximum marks. 50)**

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

## **7. Medical Certificate**

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

## **8. Reservation policy**

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



**SEMESTER. I**

**SUB CODE. 18UPS1**

**CREDIT. 5**

**MAJOR PAPER - I**

**HISTORY OF PHYSICAL EDUCATION AND SPORTS**

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

**UNIT – I ANCIENT HISTORY OF PHYSICAL EDUCATION**

- a) Physical education in ancient Greece-Sparta and Athens
- b) Pan Hellenic Festival- Greek festival-(pythian games, the isthmian games, the nemean games)
- c) The Sparta and Athenian systems of education – Views of few eminent Greeks on physical education (Socrates, Plato, Aristotle, Hippocrates, Galen)

**UNIT – II ANCIENT OLYMPIC GAMES (776BC - 394A.D) AND MODERN OLYMPIC GAMES**

- a) Origin - rules and eligibility for competition – Conduct of the games – Decline of the Olympics modern Olympic games (1896 onwards)
- b) Controlling body – Rules of eligibility for competition – Organizations and conduct of the games
- c) Olympic flag (hosting purpose during Olympic, ceremonial Olympic flag) – Olympic torch – Olympic oath, motto. ideal, emblem – The marathon race
- d) Winter Olympic games – Comparison of ancient and modern Olympics.

**UNIT – III PHYSICAL EDUCATION IN INDIA – PRE – INDEPENDENCE ERA**

- a) Indus valley civilization (2500 – 1500 B.C)
- b) The Vedic age (2000 – 1000 B.C) – The epic age (1000 – 600 B.C) The historical age (600 B.C)
- c) The Muslim/ Mughal period (1200 to 150 A.D)-The British period (up to 1947).

**UNIT – IV PHYSICAL EDUCATION IN INDIA – POST INDEPENDENCE**

- a) Measures of sports development – All India council of sports (AICS) – Functions and achievements for AICS
- b) YMCA contribution netaji subash national institute of sports – Objectives of NIS – Physical education courses
- c) Sports authority of India – Lakshmi Bai national institute of physical education (LNIPE) – National physical efficiency drive (NPED) – National sports policy
- d) Conduct of the test – National fitness corps (NFC) – NCC – Auxiliary cadet corps (ACC) – Indian Olympic association (IOA).

e)

**UNIT – V HISTORY OF INTERNATIONAL AND NATIONAL SPORTS EVENTS AND AWARDS**

- a) The commonwealth games -Asian games – The afro – Asian games — National games – All India Inter university sports and games.
- b) Awards -Arjuna award – Rajiv Gandhi khel Ratna award – Dhyan Chand award – Dronacharya award
- c) Maulana Abul Kalam Azad trophy.

### **References.**

- Bucher, Charles.A.,&Deborah.A.Wuest, Foundation of Physical Education and Sports Times Mirror Mosby College Publishing, St.Louis 1989.
- ThirunayanananC.,&S.Hariharasarma, An Analytical History of Physical Education The South Indian Press, Keraikudi,1996.
- Kamlesh M.L&M.S.Sangral, Principles and History of Physical Education, Parkash Brothers Education Publishers, Ludhiana1981.

### **COURSE OUTCOMES**

1. The pass out would be able to compare the relationship between general education and Physical education.
2. He would be able to identify and relate with the History of Physical Education.
3. He would be able to comprehend the difference between ancient Modern Olympics
4. He would able to identify the works of Philosophers of Education and Physical Education.
5. He would know history of international and national sports events and awards.

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

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

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

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

**THEORIES OF YOGA AND MEDITATIONS**

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

**UNIT. I**

- a) Meaning and definition of yoga
- b) History of Yoga
- c) Aims of yoga
- d) Misconception about yoga.
- e) Types of yoga – Jnana, Bhakthi, Karma, Kudalini, Mantra, Hatha and Raja yoga.

**UNIT. II**

- a) Eight limbs of Astanga yoga-Stages with description
- b) Yogic Diet.
- c) Yogic concept of human body.
- d) Principles of Yogic Management.

**UNIT. III**

- a) Suryanamaskar-Stages with description
- b) Asanas – Types of Asanas based on Pose, Difficulty and Position.
- c) Importance and Guidelines for Practicing Asanas.
- d) Difference between Physical Exercises and Yogic Asanas.
- e) Benefits of Padmasana, Vajrasana, Halasana, Dhanurasana, Sarvangasana.

**UNIT. IV**

- a) Relaxation-Types and Benefits.
- b) Benefits of Yoga for seniors.
- c) Yoga and pregnancy-Physical, Mental and Emotional Benefits.
- d) Pranayama – Breathing technique - Practice of Pranayama (NadiSuddhi, NadiShodhana, Surya Bhedana, Kapalabathi ,Sitali, SitkariandSadhantha)

**UNIT. V**

- a) Kriyas – types of Kriyas – Practice of Kriyas (Kapalabathi, Neti, Dahuti, Nauli and Trataka).
- b) Mudras- Chin, Chinmaya , Brahma, Nasika and Yoga mudra.
- c) Meditation- Types of Meditation (Silent, Mantra, Object and Breathing Meditation).
- d) Benefits of Meditative Postures.

***References.***

- Swami Kuvalayananda and S.L.Vinekar(1985)- Yogic Theraphy.
- Yogasasas. A Techer's Guide- NCERT, New Delhi.
- B.K.S. IYANKAR, Light on Yoga Harper Collins Publications,

## COURSE OUTCOMES

1. Classify the types of yoga and stages of yoga
2. Demonstrate the techniques in asanas, bandhas and pranayama
3. Analyze the effect of yoga and pranayama on various individuals
4. Influence the yogic practice on physiological systems
5. Combine the asanas with pranayama and meditations

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

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

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

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

**SEMESTER. I**

**SUB CODE. 18UES  
CREDIT. 2**

## **ENVIRONMENTAL SCIENCE**

### **UNIT-I**

- a) Nature of environment and environmental studies
- b) Definition, scope and importance . need for public awareness
- c) Renewable an non-renewable resources and their management
- d) A preliminary knowledge on the following resources . forest, water, mineral, food and energy

### **UNIT –II**

- a) Concept of an ecosystem, structure of an ecosystem, producers, consumers and decomposers
- a) Energy flow in the ecosystem, food chains, food webs and ecological pyramids.

### **UNIT. III**

- a) Biodiversity and is conservation – Introduction – definition of genetic – species and ecosystem diversity.
- b) Bio-geographical classification of India, value of biodiversity. consumptive use, productive use social, ethical, aesthetic and option values.
- c) Threats to biodiversity. habit loss, poaching of wildlife, man- wildlife conflicts.
- d) Endangered and endemic species of India, conservation of biodiversity.

### **UNIT- IV**

- a) Environmental Pollution – Definition, causes, and effects control measures of Air pollution, Water pollution and Soil pollution, Marine pollution, Noise pollution. Thermal nuclear pollution.
- b) Solid waste management. causes, effects and control measures of urban and industrial wastes.

### **UNIT – V**

- a) Social issues and problems from unsustainable to sustainable development, urban problems related to energy conservation.
- b) Population growth, variation among nations.
- c) Population explosion – Family welfare programme
- d) Environment and human health, Human rights, value education, HIV / AIDS, Women and child welfare.

### ***References.***

- Environmental Economics-S.Sankaran,M.Karpagam,.

**MAJOR PAPER - II**

**MAJOR GAMES GROUP-I (PRACTICAL- I)\*  
GAME. HOCKEY, KABADDI, KHO-KHO&VOLLEYBALL**

**Objective.** - The Students will acquire knowledge and understanding of a specific sport in which an Individual.

**UNIT. I**

- a) General Warming – up
- b) Specific Warming – up

**UNIT. II**

- a) The skills of the game/ Sport are to be taught the following heads.
- b) Stance/ Approach
- c) Execution
- b) Follow Through

**UNIT. III**

- A) Progressive teaching stages of skills.
- b) Lead up activities.
- c) Coaching of skills in relation to the situation.

**UNIT. IV**

- a) The skills of the sports/ games will be taught with the help of the following exercise.
- b) Preparatory exercise.
- c) Basic exercise.
- d) Supplementary exercise.

**UNIT. V**

- a) Individual Tactics (Attack, Defence and performance)
- b) Team Tactics (Attack, Defence and performance)
- c) Selected Rules and their Interpretations.

***References.***

- Wein Horst (1979). *The Science of Hockey*. London, Pelham Books.
- Dr. P. Mariayyah, Kabaddi, Sports Publications, Raja Street, Coimbatore.
- Dr. P. Mariayyah, Volleyball, Sports Publications, Raja Street, Coimbatore.
- Dhanaraj V. Hubert, Volleyball – A Modern Approach, Patiala, Sainsoris, 1991.
- Dr. Anil Sharma O.P. Sharma Rules of games sports publication 4264/3

**Course Outcomes.**

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

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

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

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

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

**SEMESTER. II**

**SUB CODE. 18USBE1**

**CREDIT. 5**

**MAJOR PAPER - III**

**FOUNDATION OF PHYSICAL EDUCATION AND SPORTS**

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

**UNIT- I -INTRODCTION TO PHYSICAL EDUCATION**

- a) –Definition and meaning of Physical Education
- b) Facts of physical education–criteria for the selection of activities
- c) Scope of physical education-Terminology used as physicaleducation substitutes (Physical training, Physical culture, exercise, Gymnastics, Drill & Marching, Sport, Games, Health education, recreation)
- d) Importance of principles in physical education.

**UNIT-II-AIMS OBJECTIVES OF PHYSICAL EDUCATION**

- a) Aims and Objectives of physical education (physical, motor, Mental, Social development)
- b) Need and importance of physical education
- c) physical education as science (Human biology -anatomy physiology - educational psychology - Economics – Kinesiology).

**UNIT-III- BIOLOGICAL FOUNDATION OF PHYSICAL EDUCATION**

- a) Lessons from biology – Primacy of muscular system (Cardiac muscles– Smooth muscles – The Skeletal muscles – Muscle tone)
- b) Advantages of good muscle tone – Building muscle tone – Sex and age difference – Anatomical difference – Physiological difference = Body types Benefits of exercise
- c) Types of activity (Life style, physical activity, Active aerobic activities, Active sports and Recreational activities, Flexibility exercises, Strength and Endurance exercise, Inactive activity) Age – Student – Classification

**UNIT –IV- PSYCHOLOGICAL FOUNDATIONS OF PHYSICAL EDUCATION – LEARNING**

- a) Learning theories – (Trial and Error learning, Condition response theory – Insightful learning theory)
- b) Laws of Learning( Laws of readiness, Laws of Exercise, Laws of Effect, Laws of Frequency, Laws of Recency and Laws of Intimacy)
- c) Transfer of Learning – kinds of transfer effect (positive, negative and zero or neutral) – Advantage of positive transfer effect
- d) Effective ways to promote positive transfer effect – practical suggestions from psychology.

**UNIT V SOCIOLOGICAL FOUNDATION OF PHYSICAL EDUCATION**

- a) Sociology and physical education - Define Personality – Social environment factors –(Home and family, school, society – social motivation
- b) Types of motives (primary, secondary motives) kinds of motivation (intrinsic and extrinsic motivation) Leadership – Qualifications of a leader in physical education
- c) Qualities of leader – types of leadership (institutional leaders, dominant leaders, persuasive leaders, Expertise) – Qualities of good leader in physical education and sport.



### **References.**

- Nixon, John E. Jewett. Ann. E. An introduction of physical education, W.B. Saunders; Philadelphia
- Sharman, Jackson R. introduction to physical education. A.S. Barnes and co., New York
- Bucher, Charles A. foundation of physical education, St. Louis; C.V. Mosby co., 1972
- Lewther, John D. sports psychology, New Jersey. Prentice-Hall, 1972
- Textbook. Thirunarayanan, C & Hariharasarma, S, an analytical history of physical education. MIS. C.T & S.H., 1990

### **COURSE OUTCOMES**

1. He would be able to identify the works of Philosophers of Education and Physical Education.
2. He would know recent developments and academic foundation of Physical Education.
3. Students acquire the knowledge of history & foundations of Physical Education.
4. Understand the purpose & development of physical education & sports
5. Students acquire the biological and sociological knowledge of physical education.

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

<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	3	0	0	1	0	0
<b>CO2</b>	9	3	9	9	0	0	3
<b>CO3</b>	9	0	9	0	0	3	0
<b>CO4</b>	9	3	0	0	3	9	0
<b>CO5</b>	9	0	9	1	0	0	9
<b>Weightage</b>	<b>45</b>	<b>9</b>	<b>27</b>	<b>10</b>	<b>4</b>	<b>12</b>	<b>12</b>
<b>Weighted Percentage of Course Contribution of POs</b>	<b>3.21</b>	<b>0.64</b>	<b>1.92</b>	<b>0.71</b>	<b>0.28</b>	<b>0.85</b>	<b>0.85</b>

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

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

**SEMESTER. II**

**SUB CODE. 18UPSA2P  
CREDIT. 5**

**ALLIED PAPER - II  
YOGA AND MEDITATIONS (ALLIED –PRACTICALS -I)**

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

**Unit – I. Suriyanamaskar**

**Unit – II. Asanas**

Padmasana	Ardha Matsyandrasana	Ardhaticakrasana
Dhanurasana	Mayurasana	Ardhacakarasana
Bhujangasana	Vajrasana	Ekapada Asana
Vakrasana	Paschimottanasana	Gomukhasana
Matsyasana	Salababhasana	Navasana
Ustrasana	Ardhasalabhasana	Chakrasana
Sarvangasana	Savasana	Natarajasana
Halasana	Garudasana	Trikonasana
Sirasasana	Veerabathrasana	

**Unit – III. Pranayama and Mudras**

NadiSuddhi, NadiShodhana, Surya Bhedana, Kabhalapathi and Sitali

Chin, Chinmaya , Brahma, Nasika and Yoga mudra.

**Unit – IV. Kriyas**

Neti, Dahuti, Trataka, Kabhalapathi

**Unit – V. Meditations**

MantraMeditation, Object Meditation and silent meditation

**References.**

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

**COURSE OUTCOMES**

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

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

<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	3	0	0	0	3	0
<b>CO2</b>	9	9	0	0	0	0	0
<b>CO3</b>	9	3	9	9	0	0	0
<b>CO4</b>	9	3	3	9	9	0	3
<b>CO5</b>	9	3	9	9	0	0	9
<b>Weightage</b>	<b>45</b>	<b>21</b>	<b>21</b>	<b>27</b>	<b>9</b>	<b>3</b>	<b>12</b>
<b>Weighted Percentage of Course Contribution of POs</b>	<b>3.21</b>	<b>1.5</b>	<b>1.5</b>	<b>1.16</b>	<b>0.64</b>	<b>0.21</b>	<b>0.85</b>

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

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

**SEMESTER. II**  
**18UVE**

**SUB CODE.**

**CREDIT. 2**

## **VALUE EDUCATION**

### **UNIT-I. Concept of values**

Meaning of value education – need and purpose of value education – significance of value Education in present context – types of values – values through various genres of literature.

### **UNIT –II. Family values**

Components, structure and responsibilities of family – neutralization of anger – adjustability – Threats of family life – status of women in family and society – caring for needy and elderly – Time allotment for sharing ideas and concerns.

### **UNIT -III. Ethical values**

Professional ethics – mass media ethics – advertising ethics – influence of ethics on family life –  
Psychology of children and youth – leadership qualities – personality development.

### **UNIT- IV. Social values**

Faith, service and secularism – social sense and commitment – students and politics – social Awareness, consumer awareness, consumer rights and responsibilities – redressal mechanisms

### **UNIT – V. Spiritual values**

What is religion? – Role of religion – misinterpretation of religion – relationship between spiritual and religion – moral policing – consequences – religion as spiritual Quest – Aesthetics and Religion.

### ***References***

- J.C. Aggarwal, Education for values Environment and Human Rights, Shipra publications, New Delhi 2005.
- Dube S.C. Modernization and development, The search for an alternative paradigm, Zee books ltd., London, 1988.
- Mansell R and When U knowledge societies . Information Technology for sustainable Development, Oxford University press, New York.

**SEMESTER. II**

**SUB CODE. 18USB1  
CREDIT. 4**

**SOFT SKILL – I \***

**UNIT-I**

Positive attitude. Attitude-Features of attitudes – Formation of attitudes-Psychological factors changes of attitudes - Ways of changing attitude in a person - the power of positive attitude - the benefits of positive attitude – Developing positive attitude – Obstacles in developing positive attitude – Negative attitude – the causes of negative attitude – the consequences of negative attitude – How to change negative attitude.

**UNIT-II**

Goal setting – Introduction – importance of goal setting – goal definition – types of goals - What exactly goal setting – Why people don't set goals – how to choose the right goals - Smart goals – career goals – Benefits of career - goal setting – goal setting tips.

**UNIT-III**

Communication skills – Communication process – types of communication- Barriers to effective communication – Listening skills – importance of tone of voice – Voice clarity – verbal expressiveness – tips to develop communication skills – government Initiatives – job roles.

**UNIT-IV**

Vocabulary enrichment – Definition and importance – Word formation – prefixes and Suffixes – compound words – compound nouns - compound adjectives – synonyms and Antonyms – Homonyms – Homophones – idioms and phrases – one word substitutes – Confused words – tips for vocabulary enrichment – oral presentation. techniques and tasks – Self introduction – talking about objects – Description of person – welcome speech – Vote of thanks.

**UNIT-V**

Resume writing. Definition – Resume Development – How does a resume work for you – Information that appears on most resumes – Resume writing tips – online resumes – Guidelines for submitting resumes on the web – Computer friendly resume tips.

***References.***

- Soft skills and industry awareness – ICTACT Publications.

**MAJOR PAPER – IV  
HUMAN PHYSIOLOGY****Objectives.**

1. Understand the basic concepts of anatomy and physiology.
2. Know about the structure of human body.
3. To provide knowledge on various parts of the human body and their movements
4. Learn about the Physiological movements of human body

**UNIT – I**

- a) Meaning and Definition of Anatomy and Physiology.
- b) Subject of Human Anatomy - (Cytology, Histology, Osteology, Myology, Neurology, Nephrology, Dermatology, Ophthalmology, Cardiology). Terms used to describe human body. Median line, medial, lateral, superior, inferior, anterior, posterior, proximal, distal, superficial, deep)
- c) Cell. Structure and functions. Tissues – classification – (epithelial, muscular, connective and nervous tissue). Types of membranes (synovial, mucous, serous) and glands (endocrine and exocrine) in our body.
- d) Need and importance of Anatomy and Physiology.

**UNIT – II**

- a) Functions of Skeletal system (exoskeleton and endoskeleton, axial and appendicular) – meaning of skeletal system.
- b) Bones – classification and its functions, structure of bones. Development and growth of bones. Bones of human skeleton. (skull, trunk, upper limb and lower limb)
- c) Joints – definition and classification. Joint disorder (rheumatoid arthritis, osteoarthritis, gout, dislocation) classification of freely movable joints. Movements occurring at joints. Knee joint disorders (slipped cartilage, acute synovitis, bursitis)

**UNIT – III**

- a) Cardiovascular system. Heart – position, structure and functions. cardiovascular disorders (hypertension and hypotension)
- b) Respiratory system – definition and functions structure of respiratory system (nasal cavity, pharynx, larynx, trachea, bronchi, bronchioles, alveoli) structure of lungs.
- c) Blood – function, composition, Haemoglobin, clotting of blood; its mechanism and clotting time, disorders of clotting. Blood groups.

**UNIT – IV**

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

## UNIT – V

- a) Endocrine system. Endocrine glands pituitary, thyroid, parathyroid, adrenal, pancreas.
- b) Differences between hormones and enzymes.

### References.

- Guyton A.C., Functions of the Human Body, London, W.B. Saunders Company, 1969
- SEELEY et. all Anatomy and Physiology McGraw Hill.
- Srivastava et. all, Text Book of Practical Physiology, Calcutta Scientific Book Agency, 1976
- Anne Waugh Allison grant, Ross and Wilson Anatomy and Physiology in Health and illness. Harcourt Publishers Limited 2001.

## COURSE OUTCOMES

1. label the different parts of human body
2. Develop the functions of the human body
3. Inspect the different sports injuries of the human body
4. Evaluate the physiological fitness of the human body
5. Create health conscious among sports person.

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

<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	1	0	0	0	0	0
<b>CO2</b>	9	3	9	3	0	0	9
<b>CO3</b>	9	1	9	9	0	1	0
<b>CO4</b>	9	1	9	9	0	0	3
<b>CO5</b>	9	1	3	0	9	0	3
<b>Weightage</b>	<b>45</b>	<b>7</b>	<b>30</b>	<b>21</b>	<b>9</b>	<b>1</b>	<b>15</b>
<b>Weighted Percentage of Course Contribution to POs</b>	<b>3.21</b>	<b>0.5</b>	<b>2.14</b>	<b>1.5</b>	<b>0.64</b>	<b>0.07</b>	<b>1.07</b>

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

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

**SEMESTER. IV**

**MAJOR PAPER - V  
SPORTS PHYSIOTHERAPY**

**Objective.**

Student's should know aware of sports injuries.

**UNIT – 1**

- a) Meaning of Physiotherapy guiding principles of physiotherapy, importance of physiotherapy.
- b) Posture – meaning and definition. Posture types (vertebral column, standing, sitting and lying) advantages of good posture.
- c) Mal (poor) posture types Kyphosis, Lordosis, flat back, sway back, scoliosis, knock knee, bowleg and flat foot. Causes for bad posture.

**UNIT - II**

- a) Therapeutic modalities – introduction modalities classification cold therapy or cryotherapy. Thermotherapy, electrical stimulation, hydrotherapy. Difference between thermotherapy and cryotherapy.
- b) Electrotherapy – Infrared Rays, Ultraviolet rays, Short wave therapy. Ultrasound.

**UNIT – III**

- a) Massage Definition. Effects of massage – fundamental Principles of massage. General indications and contraindications for massage.
- b) Basic massage techniques (touch, stroking, kneading, friction, percussion (tapotement) and vibration.

**UNIT – IV**

- a) Meaning and definition of physical rehabilitation. Need and scope of physical rehabilitation. Factors influencing rehabilitation progress.
- b) Bandages – uses – types (according to material –elastic, adhesive, cotton wraps) according to patterns or methods (spiral, figure of eight, Spica)
- c) Therapeutic exercises – definition. Classification of therapeutic exercises - passive (non forced and forced) active (static and kinetic) explanation.

**UNIT – V**

- a) Exercise programs to strengthen injured parts.
- b) Physical activity in prevention and therapy of cardio vascular diseases, obesity control and rehabilitation.



### **References.**

- Tidy's – Physiotherapy 12<sup>th</sup> Edition. 1996
- Anderson, J.R. (ED) 1985 12<sup>th</sup> edition, Edward Arnold, London.
- Barnwell, B. and Gall, B. (1988) Physical Therapy, London.

### **COURSE OUTCOMES**

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

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

<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	1	0	0	0	0	0
<b>CO2</b>	9	3	9	3	0	0	9
<b>CO3</b>	9	1	9	9	0	1	0
<b>CO4</b>	9	1	9	9	0	0	3
<b>CO5</b>	9	1	3	0	9	0	3
<b>Weightage</b>	<b>45</b>	<b>7</b>	<b>30</b>	<b>21</b>	<b>9</b>	<b>1</b>	<b>15</b>
<b>Weighted Percentage of Course Contribution to POs</b>	<b>3.21</b>	<b>0.5</b>	<b>2.14</b>	<b>1.5</b>	<b>0.64</b>	<b>0.07</b>	<b>1.07</b>

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

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

**SEMESTER. IV**

**SUB CODE.18UPS6P  
CREDIT. 4**

**MAJOR PAPER – VI**

**MAJOR GAMES. GROUP II (PRACTICAL-II)\*  
GAME. BASKETBALL, CRICKET, FOOTBALL AND HANDBALL**

**Objective.** - The Students will acquire knowledge and understanding of a specific sport in which an individual.

**UNIT. I**

- a) General Warming-Up
- b) Specific Warming-UP

**UNIT. II**

- a) The skills of the game/ sport are to be taught under the following heads.
- b) Stance/ Approach
- c) Execution
- d) Follow Through

**UNIT. III**

- a) Progressive teaching stages of skills.
- b) Lead up activities.
- c) Coaching of skill in relation to the situation.

**UNIT. IV**

- a) The skills of the sports/game will be taught with the help of the following exercise.
- b) Preparatory exercise.
- c) Basic exercise.
- d) Supplementary exercise.

**UNIT. V**

- a) Individual Tactics (Attack, Defense and high performance)
- b) Team tactics (Attack, Defense and high performance)
- c) Selected Rules and their Interpretations.

***References.***

- Coleman Brain et al. (1976), Ep Publishing Ltd.
- Tyson Frank (1985). The Cricket Coaching Manual. Calcutta, Rupa & Co.
- Carting Ganagon, Play Better Soccer in All Colour, W.B. Saubders Company, 1972
- Dr. Anil Sharma O.P. Sharma Rules of games sports publication 4264/3

## COURSE OUTCOMES

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

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

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

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

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

**SEMESTER. IV**

**SUB CODE.18UPSA3**

**CREDIT. 5**

**ALLIED PAPER - III**

**TEST, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION**

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

**UNIT. I**

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

**UNIT. II**

- a) Components of Physical fitness-Health Related Physical fitness and Performance Related Physical fitness
- b) Strength test-Bent knee sit up test
- c) Cardio-Vascular Test-Cooper's test-Harvard step-up test
- d) Flexibility test-Sit and reach test.

**UNIT. III**

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

**UNIT. IV**

- a) AAPHERD Health Related Physical Fitness test
- b) AAPHERD Youth Fitness Test.
- c) Motor Fitness – JCR Test
- d) Motor ability-Newton Motor Ability test- Barrow Motor Ability test
- e) Motor Educability- Methny Johnson Test

**UNIT. V**

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

### **References.**

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

### **COURSE OUTCOMES**

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

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

<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	0	9	9	0	0	0
<b>CO2</b>	9	9	9	0	0	9	9
<b>CO3</b>	9	0	9	9	0	0	3
<b>CO4</b>	9	0	9	9	0	9	0
<b>CO5</b>	9	3	3	3	3	9	9
<b>Weightage</b>	<b>45</b>	<b>12</b>	<b>39</b>	<b>30</b>	<b>3</b>	<b>27</b>	<b>21</b>
<b>Weighted Percentage of Course Contribution of POs</b>	<b>3.21</b>	<b>0.85</b>	<b>2.78</b>	<b>2.14</b>	<b>0.21</b>	<b>1.92</b>	<b>1.5</b>

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

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

**SEMESTER. IV**

**SUB CODE. 18UPSA4P  
CREDIT. 5**

**ALLED PAPER - IV**

**EVALUATION PROCESS IN PHYSICAL EDUCATION (ALLIED PRACTICALS-II)\***

**UNIT. I**

- a) Body composition-skin fold measurement- Triceps-Biceps-Supra-Iliac
- b) Muscular endurance/Strength- one minutes bent knee sit ups
- c) Flexibility-Sit and reach test.
- d) Cardio respiratory endurance-nine minutes run, twelve minutes run
- e) Harvard step-up test

**UNIT. II**

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

**UNIT. III**

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

**UNIT. IV**

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

**UNIT. V**

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

***References.***

- Bosco, James. (1983). Measurement and Evaluation in Physical Education and sports, New Jersey, Prentice Hall In.
- Barry L.Johnson, Jack K.Nelson. Measurements for Evaluation in physical education. Surjeet Publications.

- Horold, M.Borrow. A Practical applied to measurement in Physical Education.
- Safrit, Margarat, J. (1986). *Measurement in Physical Education and Exercisesscience*, St louis Times Morrro Mos by college publishing.
- A.K.Gupta. *Tests & Measurements in physical Education*. New Delhi. Sports publication

## COURSE OUTCOMES

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

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

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

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

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

**SEMESTER. IV**

**SUB CODE. 18USBE2**

**CREDIT. 4**

**SOFT SKILL – II**

**Unit – I.**

Letters – Formal – Informal – Business letters – Letters to the Editor.

**Unit – II.**

Group Discussion – Types of GD – Discussion Vs debate – personality traits – Advantages of GD – Dos and Don'ts.

**Unit – III.**

Selection interview – Introduction – interview – meaning – interview structure – interview Panel – types of interview – Question looked for in interviews – preparation before interview- Body language - Dos and Don'ts – standard interview questions – your answer to questions.

**Unit – IV.**

Time management – importance of time – importance of time management – the pareto 80.20 Principle and time management – the time management matrix – its utilization – procrastination.

Causes and effects – how to overcome procrastination – effective time management – tools for Effective time management.

**Unit – V.**

Leadership – need for leadership – definition of leadership – essence of leadership – functions of

Effective leaders – differences between leadership and management – positive and negative Leaders – different leadership styles – David McClelland's classification of leadership – choice of

Correct leadership style – Emerging perspectives on leadership in organizations.

**Reference.** Soft skills and industry awareness – ICTACT Publications



**MAJOR PAPER - VII  
THEORIES OF TRACK AND FIELD**

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

**Unit – I.**

- a) Meaning of Athletics – Track and Field events-Classification of Events.
- b) IAAF and AFI – Structure and Functions.
- c) Age groups – Youth Boys and Girls – Junior Men and Women – Master Men and Women.

**Unit – II.**

- a) Sprint Events – Crouch Start – Types of Finishing
- b) Middle Distance Events
- c) Long Distance Events
- d) Hurdles – Various Stages.
- e) Relay – Visual and Non-Visual Method – Upsweep, down sweep and Push technique.

**Unit – III.**

- a) Jumping Events – Long Jump, Triple Jump and High Jump and their various Stages.
- b) Throwing events – Shot put, Discus throw and Javelin throw, and their various Stages.
- c) Combined Events – Pentathlon, Heptathlon, Octathlon and Decathlon.

**Unit – IV.**

- a) Types of Track – Standard and Non – Standard.
- b) Types of Running Surface – Mud, Grass, Cinder and Synthetic.
- c) Need for a Standard Track.
- d) Guiding Principles of a Standard Track.
- e) Layout of 200mts Track Marking– Stagger Start, Arc Start, Relay Marking.
- f) Layout of 400mts Track Marking – Stagger Start, Arc Start, Relay Marking, Hurdles Marking.

**Unit – V.**

- a) Layout of area for all Field events with all Specifications – Long Jump, Triple Jump, High Jump, Shot put, Discus throw and Javelin throw.
- b) Basic Rules and Regulations related to Track and Field events- Tie breaking system.

***References.***

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

## COURSE OUTCOMES

1. Find the rules and regulation of track and field events
2. Apply the fundamental techniques of track and field events
3. Distinguish between advance athletes and beginners
4. Judge the performance of athletes
5. Adapt with the new trends in teaching and coaching of track and field events

### CO- PO MAPPING (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	1	0	0	0	0	0
CO2	3	3	9	0	0	0	0
CO3	9	3	9	9	0	3	0
CO4	9	3	3	9	0	0	9
CO5	9	3	9	3	0	0	9
Weightage	39	13	30	21	0	3	18
Weighted Percentage of Course Contribution of Pos	2.78	0.92	2.14	1.5	0	0.21	1.28

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

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

**SEMESTER. V**

**SUB CODE. 18UPS8**

**CREDIT. 4**

**MAJOR PAPER – VIII**

**METHODS IN PHYSICAL EDUCATION**

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

**Unit – I.**

- a) Meaning – Factors influencing Method.
- b) Presentation techniques-Steps in the way of Presentation.
- c) Methods of teaching physical activities.
- d) Class Management (General and Specific) – Principles of Class Management.

**Unit – II.**

- a) Commands.
- b) Teaching aids.
- c) Explain various physical activities in the field of Physical Education – Calisthenics, Marching, Minor and Major games, Indigenous activities, Rhythmic activities
- d) Gymnastics, Defensive arts and Swimming-Track and Field events-Asanas

**Unit – III.**

- a) Lesson plan-values of lesson plan
- b) Types of lesson plan
- c) General lesson plan-Particular lesson plan
- d) Parts of lesson plan
- e) Preparation of lesson plan.

**Unit – IV.**

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

**Unit – V**

- a) Intramural Competition – Objectives – Method of Organizing and conducting – Units for Competition – Intramural Committee.
- b) Extramural Competition – Benefits – Drawbacks – Methods of Organizing and Conducting.
- c) Group competitions- Benefits-Methods of organizing and conducting.
- d) Sports Meet – Standard and Non – Standard – method of organizing and conducting Sports meet- Handicap Sports, telegraphic sports and Tabloid sports.
- e) Play days – method of organization and conducting -model programme of play days.

### **References.**

- Dheer,S.,&Radhika Kamal, Organization, and Administration of Physical Education of Physical Education, Friends Publication, New Delhi, 1991.
- Voltner, Edward. F., Arthur A.Esslinger, Betty Foster McCule and Kenneth G.Tillman (1979), The Organization and Administration of Physical Education , Prentice Hall, Inc., New Jersey.
- Thirunarayan,C&Harisharma,methods in physical education,M/S.CT&SH,Karaikudi.(1993).

### **COURSE OUTCOMES**

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

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

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

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

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

**SEMESTER. V**

**SUB CODE. 18UPSE1  
CREDIT. 4**

**MAJOR PAPER - IX  
INJURY MANAGEMENT (MAJOR PRACTICAL-III)**

**Objective.**

Student's should know aware of sports injuries.

**Unit – I. First aid**

Sprain – Strain – Fracture – Dislocation – Cramp – Bleeding – Wound

**Unit – II. Exercise Therapy**

Passive – Active – Assistive – Resistive movements- Static and Dynamic exercise – Concentric and Eccentric movements

**Unit III. Massage Therapy**

Stroking manipulation – Pressure manipulation – Percussion manipulation – Shaking manipulation

**Unit – IV. Hydrotherapy**

Cryotherapy – Thermotherapy (Hot pack, Whirlpool and Wax bath) – Contrast bath

**Unit – V. Electrotherapy**

Infra – red rays-Ultra sound diathermy

***References.***

- Tidy's – Physiotherapy 12<sup>th</sup> Edition. 1996
- Anderson, J.R. (ED) 1985 12<sup>th</sup> edition, Edward Arnold, London.
- Barnwell, B. and Gall, B. (1988) Physical Therapy, London.

## **COURSE OUTCOMES**

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

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

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

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

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

**SEMESTER. V**

**SUB CODE.**

**CREDIT. 5**

**ELECTIVE PAPER – I**

**APPLIED KINESIOLOGY**

**Objective** .Kinesiology and physical education study the role exercise, physical movement and sports play in the development of human health and happiness. They apply sciences like biomechanics, anatomy, physiology and psychology to better understand how the human body responds to physical activity.

**Unit – I.**

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

**Unit – II.**

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

**Unit – III**

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

**Unit – IV**

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

**Unit – V**

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

***References.***

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

➤ Walks and Lutt gens “ Kinesiology

### **COURSE OUTCOMES**

1. Students will understand the Role of Kinesiology in Physical Education and Sports.
2. Students will study of Classification of Joints and Muscles
3. Students will know axes and Planes of motion
4. Students will know Location, Origin, insertion and action of muscles.
5. They will also learn kinesiological principles in fundamental movements

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

<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	0	9	9	0	0	0
<b>CO2</b>	9	9	9	0	0	9	9
<b>CO3</b>	9	0	9	9	0	0	3
<b>CO4</b>	9	0	9	9	0	9	0
<b>CO5</b>	9	3	3	3	3	9	9
<b>Weightage</b>	<b>45</b>	<b>12</b>	<b>39</b>	<b>30</b>	<b>3</b>	<b>27</b>	<b>21</b>
<b>Weighted Percentage of Course Contribution of POs</b>	<b>3.21</b>	<b>0.85</b>	<b>2.78</b>	<b>2.14</b>	<b>0.17</b>	<b>1.92</b>	<b>1.5</b>

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

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



**SEMESTER. V**

**SUB CODE.  
CREDIT. 2**

**NON- MAJOR ELECTIVE – II**

**INTRODUCTION TO COMPUTER AND INFORMATION TECHNOLOGY**

**Unit – I. Introduction**

- a) Meaning and Definitions of Computers-History of Computers-Types of Computers.
- b) Input and Outputdevice-Hardware- Software.

**Unit – II. Software**

- a) Introduction to word document ,spread sheet and power point
- b) Application software used in physical education and sports ,SPSS and Vassar stat

**Unit – III.Multimedia**

- a) Meaning and Definition of Multimedia-needs-benefits and problems.
- b) Multimedia platform-sound and pictures.

**Unit – IV. Internet**

- a) Introduction to Internet- World wide web-Web page- E-mail – Websites - Web browser-Server.
- b) Search engine-Data base-Advantage of Internet -Video conference

**Unit – V. Information and Communication Technology**

- a) Meaning, need and importance information and communication technology.
- b) Application of computers in physical education

*References.*

- Bartee “Digital computer fundamentals ” Tata McGraw Hill 1996.
- Internet programing – kris jamsa ken cop.Galgotia Publications PVT., Ltd., 1995
- Judith jeffcoate multimedia in practice Tecnology and application prentice Hall 1995
- Simon j GibbsandDionysion C Tsichrikzis- Multimedia Programming.
- Albert Paul Malvino. Donals P.Leach-Digital Principles and Applications-McGraw Hill 1

**SOFT SKILL-III****Unit – I.**

Knowing computer – characteristics of a computer – limitations of a computer – components of Hardware – basis of operating systems – Definition – functions of operating systems – categories of operating systems – windows features – start up, shut down – opening and closing an application – manipulating windows – saving – printing – deleting files – start menu.

**Unit – II.**

Retail sector – Introduction – market size – investment scenario – advantage India – government Initiatives – types of stores – types of merchandising – store operations – store appearance – store security- make it difficult for retail theft to happen – inventory and stock management – store Organization – importance of store organization.

**Unit – III.**

BFSI sector – banking sector - market size – investments – what is banking? – Types of banks – Functions of bank – types of bank accounts – e-banking (electronic banking) - government initiatives – financial services – market size – investments – Government initiatives.

**Unit – IV.**

Insurance sector - market size – investments – advantage India – policy measures – opportunities – Government initiatives – advantages and uniqueness of India’s life insurance sector – job roles – ITES Sector – introduction – IT services sector – BPO services sector – market size – investments – skill requirements in the IT and industry – major impacting skill requirements.

**Unit – V.**

Business process outsourcing (BPO) – Advantages of BPO – Disadvantages of BPO – classification of BPO hospitality Sector. introduction – tourism – Indian market – market size – investments – Government initiatives –types of tourism – opportunities – benefits of career – road ahead – theme parks – facts on Indian amusement park industry – structure and development of amusement park sector – tourism - amusement parks – recreation industry – hotel industry – categorization of hotels – latest developments – cruise lines - India’s cruise potential time for domestic cruising – cruise lines in India – job roles.

**Reference.** Soft skills and industry awareness – ICTACT Publications

**MAJOR PAPER - XII**

**METHODS OF SPORTS TRAINING**

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

**UNIT – 1**

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

**UNIT – II**

- a) Training Load.
- b) Types of training load.
- c) Principles of training load.
- d) Components of training load.
- e) Overload – Causes, Symptoms and Remedies.

**UNIT – III**

- a) Strength – Types of strength – Factors determining strength – Strength development (Isometric, Isotonic and Isokinetic exercises, circuit training, Plyometric training)
- b) Endurance – Types of endurance – Factors determining endurance – Endurance development (continuous method – slow and fast continuous, Interval training method and Fartlek training)
- c) Speed – Speed development (Acceleration run and Repetition method)
- d) Flexibility – types of Flexibility – Improvement of Flexibility

**UNIT – IV**

- a) Planning – Principles of Planning – Systems of Planning.
- b) Periodisation – Stages of Periodisation – Types of Periodisation – Aim and content of different periods.

**UNIT – V**

- a) Nutrition and Athletes – Importance of Calorie – Needs for athlete carbohydrates – proteins – vitamins – minerals - water.
- b) Daily food requirements – Diet and Performance

***References.***

- Hardhayal, Singh (1984) Sports training General theory and methods, NIS Patiala.
- Williams, J. (1977) II Athletic Training and Physical fitness. Allyn and Bacon Inc., Sydney.
- Singh H, (1984). Science of sports Training.
- Dick Frank. Sports Training Principles.
- Mateweyew L.P. Fundamental Sports Training.

## **COURSE OUTCOMES**

1. Find the concepts of physical fitness through sports training
2. Determine physical fitness components for the sports person
3. Classify the differences of technique and tactical preparation
4. Evaluate the performance of a player
5. Design a training schedule for sports person

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

<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	3	9	0	0	0	0
<b>CO2</b>	9	3	9	9	0	0	0
<b>CO3</b>	9	9	9	9	0	0	1
<b>CO4</b>	9	3	9	9	3	3	0
<b>CO5</b>	9	9	9	9	3	3	9
<b>Weightage</b>	<b>45</b>	<b>27</b>	<b>45</b>	<b>36</b>	<b>6</b>	<b>6</b>	<b>10</b>
<b>Weighted Percentage of Course Contribution of POs</b>	<b>3.21</b>	<b>1.92</b>	<b>3.21</b>	<b>2.57</b>	<b>0.42</b>	<b>0.42</b>	<b>0.71</b>

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

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

**SEMESTER. VI**

**SUB CODE.  
CREDIT. 5**

**MAJOR PAPER - III  
SPORTS MANAGEMENT**

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

**UNIT. I**

- a) Meaning of Organization and Administration-Procedures of Organization-Aim of Organization-Major phases of Administration.
- b) Meaning and Definition of Management –Functions of Management-Guiding principles of Management
- c) Schemes of Management in Physical Education-School, Colleges-University- State.
- d) Physical Education Syllabus and Physical Education Periods.
- e) Supervision in Physical education-Qualities of a Supervisor.

**UNIT. II**

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

**UNIT. III**

- a) Sports Committee –Purchase Committee –Structure and Functions.
- b) Games and Athletic Equipments-Need for the Equipments-Types of Equipments.
- c) Indent Approval-Call for quotation- Comparative Statement- Purchase of Equipments
- d) Care and Maintenance of Equipments

**UNIT. IV**

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

**UNIT. V**

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

### **References.**

- Samiran Chakraborty – Sports Management
- S.S. Roy, Sports Management. Friends Publications. New Delhi.
- Samiran Chakrabarty, Sports Management. Sports Publications. Delhi, 1998.
- Janet A. Wessel, Luke Keely, Achievement – Based Curriculum Development in Physical Education. Lea &Febiger, 1986.
- 

### **COURSE OUTCOMES**

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

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

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

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

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

**SEMESTER. VI**

**SUB CODE.**

**CREDIT. 4**

**MAJOR PAPER - XIV  
HEALTH EDUCATION AND FIRST AID**

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

**UNIT. I**

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

**UNIT. II**

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

**UNIT. III**

- a. Meaning and Definition of First Aid.
- b. The aims of first aid.
- c. The first aider - responsibility of the First aider.
- d. Priority of the treatment by First aider.
- e. Major first aid technique.- First aid kits – Rules of First aid – ABC Rule

**UNIT. IV**

- a) Fracture – Causes – Types- Symptoms- Management.
- b) Dislocation-Causes –Symptoms-Management
- c) Sprain-Causes-Symptoms-Management- RICE Technique.
- d) Strain-Causes –Symptoms- Management
- e) Cramp-Causes-Symptoms-Management
- f) Wounds-Causes-Types-Management
- g) Bleeding-Types-Forms-Symptoms-Management.

**UNIT. V**

- a) Unconsciousness- Causes-Symptoms-Management.
- b) Fainting-Causes-Symptoms-Management.
- c) Heart Attack-Causes–Symptoms-Management.
- d) Epilepsy-Causes- Symptoms-Management.
- e) Stroke-Causes- Symptoms-Management.
- f) Asthma-Causes–symptoms-management.
- g) First Aid for Drowning-Poisoning-Dog bite-Snake bite-Burn

### **References.**

- L.G.Gupta Manual of First Aid & Abhitabh Gupta
- Park and Park “Preventive and social medicine”
- Anderson “School Health Practice”.
- Bedi Yashpal “Social and Preventive medicine”.

### **COURSE OUTCOMES**

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

1. conceive and express the ideas about the organization and administration of sports and games
2. evaluate the problems in the administration of sports events
3. analyze critically the policies, practices, theories of sports management
4. develop the leadership qualities through co-operation and teamwork
5. work independently, identify the resources and acquire knowledge and skills of sports management by their own self-directed methods of learning.

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

<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	3	3	3	3	3	9
<b>CO2</b>	9	9	9	3	3	9	9
<b>CO3</b>	9	9	9	3	3	9	9
<b>CO4</b>	9	3	3	3	3	9	9
<b>CO5</b>	9	3	3	3	3	3	9
<b>Weightage</b>	<b>45</b>	<b>27</b>	<b>27</b>	<b>15</b>	<b>15</b>	<b>33</b>	<b>45</b>
<b>Weighted Percentage of Course Contribution of POs</b>	<b>3.21</b>	<b>1.92</b>	<b>1.92</b>	<b>1.07</b>	<b>1.07</b>	<b>2.35</b>	<b>3.21</b>

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

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



**SEMESTER. VI**

**SUB CODE.  
CREDIT. 4**

**MAJOR PAPER - X  
TRACK & FIELD EVENTS (MAJOR PRACTICAL-IV)**

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

**Unit – I.**

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

**Unit – II.**

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

**Unit – III.**

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

**Unit – IV.**

- a) Explain and Demonstrate the various stages in – high jump
- b) Explain and Demonstrate the various stages in – Shot put.
- c) Explain and Demonstrate the various stages in - Discus throw and Javelin throw

**Unit – V.**

- a) Rules and their Interpretations.
- b) Record Note.

**References.**

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

## COURSE OUTCOMES

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

1. find the rules and regulation of track and field events
2. apply the fundamental techniques of track and field events
3. distinguish between advance athletes and beginners
4. judge the performance of athletes
5. adapt with the new trends in teaching and coaching of track and field

### CO- PO MAPPING (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	1	0	0	0	0	0
CO2	3	3	9	0	0	0	0
CO3	9	3	9	9	0	3	0
CO4	9	3	3	9	0	0	9
CO5	9	3	9	3	0	0	9
<b>Weightage</b>	<b>39</b>	<b>13</b>	<b>30</b>	<b>21</b>	<b>0</b>	<b>3</b>	<b>18</b>
<b>Weighted Percentage of Course Contribution of Pos</b>	<b>2.78</b>	<b>0.92</b>	<b>2.14</b>	<b>1.5</b>	<b>0</b>	<b>0.21</b>	<b>1.28</b>

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

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

**SEMESTER. VI**

**SUB CODE.  
CREDIT. 4**

**MAJOR PAPER - XI  
TEACHING PRACTICE (MAJOR PRACTICAL – V)\***

**Unit – I.**

Teaching indigenous activities- Free hand exercise- Flag drills- Wands drill- Coconut Shell drills- Marching-Flowers drills- Dands&Baithaks.

**Unit – II.**

General Lesson Plan for Classes From 6<sup>th</sup>std to 12<sup>th</sup>std students.

**Unit – III.**

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

**Unit – IV.**

Specific Lesson Plan for Classes 6<sup>th</sup>std to 12<sup>th</sup> std.

**Unit – V.**

Records and Viva.

***References.***

- Dheer,S.,&Radhika Kamal, Organization, and Administration of Physical Education of Physical Education, Friends Publication, New Delhi, 1991.
- Voltner, Edward. F., Arthur A.Esslinger, Betty Foster McCule and Kenneth G.Tillman (1979), The Organization and Administration of Physical Education , Prentice Hall, Inc., New Jersey.
- Coleman Brain et al. (1976), Ep Publishing Ltd.
- Tyson Frank (1985). The Cricket Coaching Manual. Calcutta, Rupa & Co.
- Carting Ganagon, Play Better Soccer in All Colour, W.B. Saubders Company, 1972
- Dr.Anil Sharma O.P.Sharma Rules of games sports publication 4264/3

## **COURSE OUTCOMES**

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

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

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

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

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

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

**SEMESTER. VI**

**SUB CODE.  
CREDIT. 5**

**ELECTIVE PAPER - II  
SPORTS PSYCHOLOGY AND SOCIOLOGY**

**Objective.** - The student is provided with the knowledge of psychological aspects which determining/impact sports performance.

**Unit – I.**

- a) Meaning and Definition of Psychology and Sports Psychology
- b) Nature and Scope of Sports Psychology.
- c) Branches of Sports Psychology
- d) Need and Importance of Sports Psychology in the field of Physical Education and Sports

**Unit – II**

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

**Unit – III**

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

**Unit – IV**

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

**Unit – V**

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

***References.***

- Brad Hatfield – Psychology of Sports .
- Morgan, King, Weigh, Schopler – Introduction to Psychology.
- Alderman A.B. Psychological Behaviour in sports W.B. Saundar company, Saundar 1974.
- Puni A.T. Sports psychology chanduga NIS.
- Alderman Psychology Behavior
- Cratty B.J. Psychology and Physical activity

## COURSE OUTCOMES

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

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

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	0	3	0	0	0	0
CO2	9	0	0	0	0	0	0
CO3	9	3	9	9	0	3	0
CO4	3	0	3	0	3	0	0
CO5	9	0	3	0	0	0	3
Weightage	39	3	18	9	3	3	3
Weighted Percentage of Course Contribution of POs	2.78	0.21	1.28	0.64	0.21	0.21	0.21

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

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

**SEMESTER. VI**

**SUB CODE.  
CREDIT. 4**

**ELECTIVE PAPER - III  
BIO-MECHANICS**

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

**Unit – I.**

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

**Unit – II.**

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

**Unit – III**

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

**Unit – IV.**

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

**Unit – V**

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

**References.**

- Kreighbaum Basthels – Biomechanics (A qualitative approach for Studying human movement)
- Greiremiller, Paul & smith, Techniques for the analysis of Human movement lapse books London 1975.
- Bunn John W “Scientific Principles of coaching”.
- Charles “Fundamentals of sports Bio-Mechanics Techniques.
- Hay, James G “The Biomechanics of sports.
- T.McClurg Anderson Bio Mechanics of Human Motion

## COURSE OUTCOMES

1. Students will learn the basic concepts of Biomechanics
2. Students will learn various motion and its uses
3. Students will learn linear Kinetics, Force, Newton's Laws of Motion and Angular Kinetics
4. Students will learn study of Friction and its types
5. Students will learn principles in fundamental movements

## CO- PO Mapping (Course Articulation Matrix)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	0	0	1	0	0
CO2	9	3	9	9	0	0	3
CO3	9	0	9	0	0	3	0
CO4	9	3	0	0	3	9	0
CO5	9	0	9	1	0	0	9
Weightage	45	9	27	10	4	12	12
Weighted Percentage of Course Contribution of POs	3.21	0.64	1.92	0.71	0.28	0.85	0.85

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

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



**SEMESTER. VI  
18UGS**

**SUB CODE.**

**CREDIT. 1**

**GENDER STUDIES**

**UNIT – I Concepts of Gender.**

Sex – Gender – Biological determinism – patriarchy – feminism – Gender Discrimination – Gender division of labour – Gender stereotyping – Gender sensitivity – Gender equity- Gender mainstreaming – Empowerment.

**UNIT – II women's studies Vs Gender Studies.**

UGC'S Guidelines – VII to XI – Plans – Gender studies. Beijing conference and CEDAW – Exclusiveness and Inclusiveness.

**UNIT – III Areas of Gender discrimination.**

Family – Sex Ratio – Literacy – Health – Governance – Religion – Work Vs Employment – Market – Media – Politics Law – Domestic Violence – Sexual Harassment – State Politics and Planning.

**UNIT – IV Women development and Gender employment.**

Initiatives – International Women's Decade – International Women's Year – National Policy for Employment of Women – Women Empowerment Ear 2001 – Mainstreaming Global Policies.

**UNIT – V Women's movement and safeguarding mechanism.**

In India national / state commission for women (NCW) – All women police station – family court

Domestic violence act – prevention of sexual harassment at work place – Supreme Court Guidelinesmaternity benefit act – PNDDT Act – Hindu succession Act 2005 –eve teasing Prevention act self help groups – 73<sup>rd</sup> and 74<sup>th</sup> Amendment for PRIS.