

## DEPARTMENT OF PHYSICAL EDUCATION

### About the Department

The department of Physical Education is the part of the academic wing of G.T.N. Arts College, Dindigul since its origin under Madras University in 1965 and later on affiliated to Madurai Kamaraj University. It aims to serve as a model in framing and grooming young talented pupil by offering free education, free boarding and lodging in view their performance enhancement at the national by appointing young experienced physical educationist, coaches and trainers through trained coaching camps. It provides enormous facilities for upliftment of physical education and sports in the Dindigul district of Tamilnadu. It has more than 5 Acres of land facilities, training halls, indoor auditorium, hostels for men & women and building which includes class rooms, library and conference hall.

In 2017, it was modified as Department of Physical education and the B.Sc., Physical education course was started in line with other professional courses in our college with three years duration. It is a six semester course and pre-programmed to nurture well trained Physical education Teacher at secondary school levels. Apart from this it also conducts other certificate courses in YOGA, Ground maintenance, play field marking and gymnastics and Diet and Nutrition. It also organized various seminars, workshops, webinars, and conference at national and International level in order to enrich the quality of the students.

Due to this facilities and encouragement our department has achieved a new land mark at the national and International level including Khelo India.

### PRINCIPAL

**Dr. P. Balagurusamy**, M.A., M.Phil. M.Ed., P.G.D.C.A., Ph.D.,

### STAFF MEMBERS

<b>Dr.N.Rajasekar</b> B.P.E.S., M.P.Ed, M.Phil., Ph.D.,	<b>Assistant Professor &amp; Head</b>
<b>Mr.C.Jeyaram</b> B.Sc., B.P.Ed., M.PEd.,	<b>Assistant Professor</b>
<b>Mr.P.Bangarusamy</b> MA., M.P.Ed., M.Phil., PGDYA	<b>Assistant Professor</b>
<b>Mr.R.R.Balakrishnan</b> BBA., B.PEd., M.PEd., PG Diploma(Yoga)	<b>Assistant Professor</b>
<b>Dr.K.S.Shanmugasunadaram</b> MA M.P.Ed., M.Phil., PhD PGDY	<b>Assistant Professor</b>
<b>Mrs.S.Eswai</b> B.Sc., M.Sc., (Bio Chemistry) B.P.Ed., M.P.Ed.,	<b>Assistant Professor</b>
<b>Mr.N.Loganathan</b> MA., M.P.Ed., M.Phil., PGDYA	<b>Assistant Professor</b>
<b>Mrs.L.Priyadarshini</b> B.Sc., B.P.Ed., M.PEd., M.Phil.,	<b>Assistant Professor</b>

### **Programme Outcomes (Pos)**

On successful completion of the B.Sc. programme, the graduates will be able to,

1. Apply the knowledge acquired in the respective disciplines and also have a multidisciplinary perspective towards the study of sciences.
2. Attain skills like analytical reasoning, critical thinking and problem solving to evince interest in higher education and research for offering solutions to societal and environmental problems.
3. Communicate articulately and effectively and interpret the results obtained from scientific studies and put forth innovative ideas to carve a niche in their domain.
4. Instil the principles and ethics learnt from the field of study and exhibit the qualities like leadership, entrepreneurship and teamwork for discharging their duties as responsible citizens.
5. Utilize the growing advancements in Information and Communication Technology and embrace digital learning to become life-long learners.

### **Programme Specific Outcomes (PSOs)**

On successful completion of the B.Sc., Physical Education programme, the student will be able to  
PSO1: Acquire the knowledge of the history and development of Physical Education, Major Sports, Games and Allied Sciences.

PSO2: Express and communicate the Major sports and games effectively with modern technology of teaching and coaching

PSO3: Illustrate the interlink of Health education, Modern trends, Methods, Sports sciences which are related to Physical Education

PSO4: Make use of Teaching practices, recreation activities and camping build up the Leadership quality in the field of Physical Education

PSO5: Justify the behaviour, learning capacity and personality development of players through Psychological, Sociological and Yogic studies in related to Social responsibility

PSO6: Construct the forthcoming generation to achieve their ambition by obtaining physical and mental fitness through updated knowledge in Physical education.

PSO7: Analyze the basic skills and familiar with advanced techniques, performance, tactics and strategies of major sports, games and evaluate the officiating techniques

PSO8: Prepare the young minds to strengthen the foundation of their future life by giving them knowledge, physical skills, balanced mental attitude and the art of living.

PSO9: Gaining knowledge of grammatical conventions, varieties, formulations, causes and culture. Becoming competent to face competitive examinations through development of language skills

PSO10: Illustrate the Multidisciplinary nature of environmental studies

PSO11: Understand the Concept of Human Values, Value Education towards Personal Development

PSO12: Showing commitment to self-improvement through continuous professional development and lifelong learning

### **Under Choice Based Credit System (CBCS)**

#### **Course Pattern for B.Sc., Physical Education**

The Under graduate degree course consists of five vital components. They are as follows:

Part I Language (Tamil / French)

Part II English

Part III Core Course (Theory, Practical, Electives, Allied, Project and Internship).

Part IV Skill Based, Non Major Electives, Environmental Studies, Value Education and Self Study

Part V Physical Education (Non Semester) and Extension Activities

**Objectives**

The Syllabus for B.Sc., Physical Education Programme under semester system has been designed on the basis of Choice Based Credit System (CBCS), which would focus on job oriented programmes and value added education. It will come into effect from June 2020 onwards.

**Eligibility**

Candidates should have passed the Higher Secondary Examination, Government of Tamil Nadu or any other examination accepted by the syndicate of Madurai Kamaraj University as equivalent there to.

**Duration of the Course**

The students who join the B.Sc., Physical Education Programme shall undergo a study period of three academic years – Six semesters.

**Summary of Hours and Credits – Programme name**

Part	Semester	Specification	No. of Course	Total Hrs	Total Credit	Total credits
I	I - IV	<b>Languages (Tamil / French) (Tamil / French)</b>	4	24	12	<b>12</b>
II	I - IV	<b>English</b>	4	24	12	<b>12</b>
III	I - VI	<b>Core Courses</b>				<b>102</b>
		Theory	15	73	56	
		Practical	5	72	16	
		Electives	2	10	10	
		Project	1	5	4	
		<b>Allied Courses T</b>	4	24	16	
IV	I – IV	Skill Based Courses	4	8	8	<b>20</b>
IV	III & IV	Self Study Courses 1. Soft Skills I 2. Soft Skills II	2	-	4	
IV	I & II	Non Major Electives	2	4	4	
IV	I & II	1. Value Education 2. Environment and Gender Studies	2	4	4	
V	I-IV	Physical Education (Non-Semester Course)	1	-	2	<b>4</b>
		Extension Activities	1		2	
		<b>Total</b>		248	150	<b>150</b>

**Department of Physical Education**  
**Course Pattern – from 2020-2021 Batch**

Sem.	Part	Study	Course	Course Title	Hrs	Credit
I	I	Tamil	20UTAL11	தற்கால கவிதையும் சிறுகதையும்	6	3
	II	English	20UENL11	English Language Through	6	3
	III	Core Course I	20UPEC11	Basic Theories of Games - I	4	4
		Core Course II	20UPEC12	History of Physical Education	4	4
		Core Practical I	20UPEC2P	Basics of sports, Games and	10	-
		Allied Course I	20UPEA11	Health and Safety Education in Physical Education	6	4
	IV	Non Major Elective I	20UPEN11	Basics of Sports - I	2	2
IV		20UVEV11	Value Education	2	2	
<b>Total</b>					<b>40</b>	<b>22</b>
II	I	Tamil	20UTAL21	பக்தி இலக்கியமும் புதினமும்	6	3
	II	English	20UENL21	English language through literature II	6	3
	III	Core Course III	20UPEC21	Theories of Track and Field Events - I	4	4
		Core Course IV	20UPEC22	Fundamentals of Physical Education	4	4
		Allied Course II	20UPEA21	Introduction to Human Anatomy and Physiology	6	4
		Core Practical I	20UPEC2P	Basics of sports, Games and Events - I	10	4
	IV	Non Major Elective II	20UPEN21	Basics of Sports - II	2	2
			20UEGS21	Environment and Gender Studies	2	2
V	Non Semester Course	20UPEV2P	Physical Education – Practical	-	2	
<b>Total</b>					<b>40</b>	<b>28</b>
III	I	Tamil	20UTAL31	காப்பிய இலக்கியமும் உரைநடையும்	6	3
	II	English	20UENL31	English language through literature III	6	3
	III	Core Course V	20UPEC31	Basic Theories of Games - II	5	4
		Core Course VI	20UPEC32	Physiology of Exercise	5	4
		Allied Course III	20UPEA31	Organization, Administration and Sports Management in Physical Education	6	4
		Core Practical II	20UPEC4P	Basics of sports, Games and Events - II	12	-

	IV	Self Study Course I	20USSS31	Soft Skills I	-	2
		Skill Based Course I	20UPES3P	First Aid	2	2
<b>Total</b>					<b>42</b>	<b>22</b>
IV	I	Tamil	20UTAL41	பண்டைய இலக்கியமும் நாடகமும்	6	3
		English	20UENL41	English language through literature IV	6	3
	III	Core Course VII	20UPEC41	Theories of track and Field Events - II	5	4
		Core Course VIII	20UPEC42	Applied Kinesiology and Bio Mechanics	5	3
		Core Practical II	20UPEC4P	Basics of sports, Games and Events - II	12	4
		Allied Course IV	20UPEA41	Computer Application in Physical Education and Sports	4	2
		Allied Practical I	20UPEA4P	Computer Application in Physical Education and Sports	2	2
	IV	Self Study Course II	20USSS41	Soft Skills II		2
		Skill Based Course II	20UPES41	Sports Physiotherapy	2	2
	Extension	20UX4HF	Health and Fitness Club	-	2	
<b>Total</b>					<b>42</b>	<b>27</b>
V	III	Core Course IX	20UPEC51	Basic Theories of Games – III	5	3
		Core Course X	20UPEC52	Teaching Methods in Physical Education	5	3
		Core Course XI	20UPEC53	Test, Measurement and Evaluation in Physical Education and Sports	5	3
		Core Course XII	20UPEC54	Yoga and Meditation	4	3
		Core Practical III	20UPEC5P	Yoga and Meditation	2	2
		Core Elective Course I	20UPEE51 20UPEE52 20UPEE53	Sports Injuries Management and Rehabilitations Sports Journalism Sports Management	5	5
		Core Practical IV	20UPEC5Q	Teaching Practice	2	2
		Core Practical V	20UPEC6Q	Basics of sports, Games and Events - III	12	-

	IV	Skill Based Course III	20UPES5P	Recreation and Camping	2	2
<b>Total</b>					<b>42</b>	<b>23</b>
VI	III	Core Course XIII	20UPEC61	Theories of Track and Field Events - III	6	5
		Core Practical V	20UPEC6Q	Basics of Sports, Games and Events - III	12	4
		Core Course XIV	20UPEC62	Sports Training	6	4
		Core Course XV	20UPEC63	Psychology and Sociology in Sports	6	4
		Core Elective Course II	20UPEE61 20UPEE62 20UPEE63	Sports Nutrition Modern Trends in Physical Education Fitness and Wellness	5	5
		Core Project I	20UPEC6P	Group Project Work	5	4
	IV	Skill Based Course IV	20UPES6P	Game of Specialization Coaching and Officiating	2	2
<b>Total</b>					<b>42</b>	<b>28</b>
<b>Total for all VI Semesters</b>					<b>248</b>	<b>150</b>

<b>Programme</b>	<b>B.Sc Physical Education</b>	<b>Programme Code</b>	<b>UPE</b>
<b>Course Code</b>	<b>20UPEC11</b>	<b>Number of Hours/Cycle</b>	<b>4</b>
<b>Semester</b>	<b>I</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>
<b>CORE COURSE I</b>			
<b>Course Title</b>	<b>Basic Theories of Games – I</b>		
<b>Cognitive Level</b>	<b>Up to K3</b>		

### Preamble

This course has the primary aim to enlighten the knowledge in the history and Development Kabaddi, Volleyball, Boxing, Weight Lifting, Ball badminton and Tennis along with court Measurements, Equipments, marking techniques and major rules related to the games

#### Unit I Kabaddi

**14 Hours**

History and Development – Working federations – Major tournaments - Playing court Measurements – Equipments – Ground Marking – Basic Rules and Basic skills of the game – Mechanism of Officiating and Scoring System

#### Unit II Volleyball

**14 Hours**

History and Development – Working federations – Major tournaments - Playing court Measurements – Equipments – Ground Marking – Basic Rules and Basic skills of the game – Mechanism of Officiating and Scoring System

#### Unit III Boxing and Weight Lifting

**19 Hours**

History and Development – Working federations – Major tournaments - Playing court Measurements – Equipments – Ground Marking – Basic Rules and Basic skills of the game – Mechanism of Officiating and Scoring System - **Weight Lifting** – Categories - Basic skills and techniques – Major Tournaments

#### Unit IV Ball Badminton

**14 Hours**

History and Development – Working federations – Major tournaments - Playing court Measurements – Equipments – Ground Marking – Basic Rules and Basic skills of the game – Mechanism of Officiating and Scoring System

#### Unit V Tennis

**14 Hours**

History and Development – Working federations – Major tournament - Playing court Measurements – Equipments – Ground Marking – Basic Rules and Basic skills of the game – Mechanism of Officiating and Scoring System

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Books

1. National Council of YMCA, (2011), '*Rules book of Games and Sports*', KK Jacob National Council of YMCA, New Delhi.
2. Goel.R.G., (2000), '*Encyclopedia of Sports and Games*', Vikas Publishing House Pvt., Ltd., Delhi.

### Reference Books

1. American Sport Education Programme, (May 18, 2011), '*Coaching Volleyball Technical & Tactical Skills*' (Technical and Tactical Skills Series).
2. Retrieved (2008), '*Origin, History and Development of Kabaddi*'. <http://www.kabaddiikf.com/history.html>
3. Kirubakar, and S.Glady., (2009), '*Tennis Skills: A Teacher's Guide*', First edition, S.S.Publications, Chennai.
4. Floyd Patterson, Bert Randolph Sugar, (2007), The International Boxing Hall of Fame's Basic Boxing Skills, First Sky horse, Newyork .

### E- Resources

- [https://www.fivb.org/EN/Refereeing-Rules/documents/FIVB-Volleyball\\_Rules\\_2017-2020-EN-v06.pdf](https://www.fivb.org/EN/Refereeing-Rules/documents/FIVB-Volleyball_Rules_2017-2020-EN-v06.pdf)
- <https://www.jacksonvts.com/volleyball-skills.html>
- <tp://www.indiankabaddi.org/rules-of-kabaddi>
- <http://www.kabaddirao.com/techniques.php>
- <http://www.worldboxingfederation.net/wbfrulesandregulations.htm>
- <https://www.iwf.net/>
- <https://www.itftennis.com/en/about-us/organisation/>

### Course Outcomes

At the end of the course, students would be able to:

<b>CO1</b>	Outline the History, Development Ground Marking, Measurements, Equipments, Rules and their Interpretations of Kabaddi, identify the Skills, techniques and officiating in Kabaddi.
<b>CO2</b>	Discuss the History, Development Ground Marking, Measurements, Equipments, Rules and their Interpretations of Volleyball, identify the skills, techniques and officiating in Volleyball with use of officiating
<b>CO3</b>	Discover the History, Development Ground Marking, Measurements, Equipments, Rules and their Interpretations of Boxing and Weight Lifting; identify the skills, techniques and officiating in Boxing and Weight lifting.
<b>CO4</b>	Describe the History, Development Ground Marking, Measurements, Equipments, Rules and their Interpretations of Ball Badminton; identify the Skills, techniques and officiating in Ball Badminton.
<b>CO5</b>	Classify the History, Development Ground Marking, Measurements, Equipments, Rules and their Interpretations of Tennis, identify the Skills, techniques and officiating in Tennis

### Mapping of Course Outcome with Programme Specific Outcome

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
<b>CO1</b>	3	3	1	2	0	1	3	1	2	0	0	1
<b>CO2</b>	3	3	1	2	0	1	3	1	2	0	0	1
<b>CO3</b>	3	3	1	2	0	1	3	1	2	0	0	1
<b>CO4</b>	3	3	1	2	0	1	3	1	2	0	0	1
<b>CO5</b>	3	3	1	2	0	1	3	1	2	0	0	1

1-Low

2-Moderate

3-High

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K – Level	Section A		Section B		Section C	
			MCQs		Either/or Choice		Open Choice	
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions		
1	CO1	Up to K3	2	K1 & K2	2(K1&K1)	1(K3)		
2	CO2	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)		
3	CO3	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)		
4	CO4	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)		
5	CO5	Up to K3	2	K1 & K2	2(K1&K1)	1(K3)		
No of Questions to be asked			10		10	5		
No of Questions to be answered			10		5	3		
Marks for each Question			1		4	10		
Total Marks for each Section			10		20	30		

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

### Distribution of Section –wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	5	16		21	21%	21%
<b>K2</b>	5	24		29	29%	29%
<b>K3</b>			50	50	50%	50%
<b>Total Marks</b>	10	40	50	100	100%	100%



**LESSON PLAN**

<b>UNIT</b>	<b>DESCRIPTION</b>	<b>HOURS</b>	<b>MODE</b>
<b>I – Kabaddi</b>	a) History and Development, Working federations	3	Descriptive method Textual Reading PPT presentation
	b) Major tournaments, Playing court Measurements, Equipments, Ground Marking	3	
	c) Basic Rules and Basic skills of the game	4	
	d) Mechanism of Officiating and Scoring System	4	
<b>II - Volleyball</b>	a) History and Development, Working federations	3	Descriptive method Textual Reading PPT presentation
	b) Major tournaments, Playing court Measurements, Equipments, Ground Marking	3	
	c) Basic Rules and Basic skills of the game	4	
	d) Mechanism of Officiating and Scoring System	4	
<b>III – Boxing and Weight Lifting</b>	(a) History and Development, Working federations	3	Descriptive method Textual Reading PPT presentation
	(b) Major tournaments, Playing court Measurements, Equipments, Ground Marking	3	
	(c) Basic Rules and Basic skills of the game	4	
	(d) Mechanism of Officiating and Scoring System	4	
	(e) Weight Lifting, Categories, Basic skills and techniques, Major Tournaments	5	
<b>IV – Ball Badminton</b>	a) History and Development, Working federations	3	Descriptive method Textual Reading PPT presentation
	b) Major tournaments, Playing court Measurements, Equipments, Ground Marking	3	
	c) Basic Rules and Basic skills of the game	4	
	d) Mechanism of Officiating and Scoring System	4	
<b>V – Tennis</b>	(a) History and Development, Working federations	3	Descriptive method Textual Reading PPT presentation
	(b) Major tournaments, Playing court Measurements, Equipments, Ground Marking	3	
	(c) Basic Rules and Basic skills of the game	4	
	(d) Mechanism of Officiating and Scoring System	4	

**Course Designed by : Mr.C.Jeyaram**

<b>Programme</b>	<b>BSc Physical Education</b>	<b>Programme Code</b>	<b>UPE</b>
<b>Course Code</b>	<b>20UPEC12</b>	<b>Number of Hours/Cycle</b>	<b>4</b>
<b>Semester</b>	<b>I</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>
<b>CORE COURSE II</b>			
<b>Course Title</b>	<b>History of Physical Education</b>		
<b>Cognitive Level</b>	<b>Up to K3</b>		

### Preamble

This course aims to explain the history of physical education, its philosophies and development at various periods including the Olympics and its committees around the world including India

#### **Unit I Physical education in ancient India 14 Hours**

Nature and origin of Vedic period, Epic period, Buddhist period - Physical education in the city, states of Sparta and Athens - Physical Education in ancient Rome

#### **Unit II Philosophy and Physical Education 14 Hours**

General Philosophies - Idealism, Realism, Pragmatism, Naturalism, and Existentialism - Modern humanistic view of Physical Education

#### **Unit III History of Ancient and Modern Olympics 19 Hours**

Marathon Race – History of marathon race – Olympic motto – Olympic Flag – Olympic movement and its impact on physical education and sports - Contribution of Olympic movement towards international understanding

#### **Unit IV International Olympic committee 14 Hours**

History and development – Objectives – Olympic Council of Asia – Indian Olympic Association – Commonwealth games – SAF Games – Khelo India

#### **Unit V Physical Education in Modern India 14 Hours**

Recent Developments in Physical Education - SAI, NSNIS, LNIPE, YMCA - National and International Trophies - Sports competitions, Training institutions in physical education in Tamil Nadu

### Pedagogy

Class Lecture, Video Clippings, Power point presentation, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Books:

1. Shekar.C K., (2002), *“Foundation of Physical Education and Sports”*, First Edition., Khel Sahitya Kendra, New Delhi,

### Reference Books:

1. Sharma O.P., (2005), *“History of Physical Education”*, First Edition., Khel Sahitya Kendra, New Delhi,.
2. Narayanan, C, and Harriharasarma .S, (2005), *“An Analytical History of Physical Education”*, South India Press, Karaikudi.
3. Daniel, D. and William, E., (2000), *“Principles of Athletic Training”*, Tenth Edition, McGraw-Hill International Edition, Sydeny.
4. Jain, D., (2005), *“Principles of Physical Education”*, Khel Sahitya Kendra , New Delhi.

### E- Resources

- <https://www.youtube.com/watch?v=eVktQsW0huw>
- [https://www.youtube.com/watch?v=XcXD\\_2znm-U](https://www.youtube.com/watch?v=XcXD_2znm-U)
- <https://www.youtube.com/watch?v=Qfsv76bktnA>
- <https://www.youtube.com/watch?v=8elwxWOX8tg>
- <https://sportsauthorityofindia.nic.in/>

### Course Outcomes

At the end of the course, students would be able to

<b>CO1</b>	Outline the Physical education in ancient India, Vedic period, Epic period, Buddhist period, in the city states of Sparta and Athens
<b>CO2</b>	Acquire the knowledge about the Philosophies in Physical Education
<b>CO3</b>	Understand the History of Ancient and Modern Olympics, Marathon Race and Olympic movements
<b>CO4</b>	Summarise the Formation of Various Olympic committees and Discuss the Olympic movements
<b>CO5</b>	Elaborate the Physical Education in Modern India, Various sports bodies in India, and Sports trophies

### Mapping of Course Outcome with Programme Specific Outcome

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
<b>CO1</b>	3	0	0	0	0	2	0	1	3	0	0	1
<b>CO2</b>	3	0	0	0	0	1	0	0	3	0	0	1
<b>CO3</b>	3	0	0	0	0	1	0	0	3	0	0	1
<b>CO4</b>	3	0	0	0	0	0	0	0	3	0	0	0
<b>CO5</b>	3	0	3	0	0	3	0	2	3	0	0	1

1-Low

2-Moderate

3-High

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K – Level	Section A		Section B		Section C	
			MCQs		Either/or Choice		Open Choice	
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions		
1	CO1	Up to K2	2	K1 & K2	2(K1&K1)	1(K2)		
2	CO2	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)		
3	CO3	Up to K2	2	K1 & K2	2(K1&K1)	1(K2)		
4	CO4	Up to K2	2	K1 & K2	2(K2&K2)	1(K2)		
5	CO5	Up to K2	2	K1 & K2	2(K1&K1)	1(K2)		
No of Questions to be asked			10		10	5		
No of Questions to be answered			10		5	3		
Marks for each Question			1		4	10		
Total Marks for each Section			10		20	30		

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

### Distribution of Section –wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	5	24		29	29%	29%
<b>K2</b>	5	16	40	61	61%	61%
<b>K3</b>			10	10	10%	10%
<b>Total Marks</b>	10	40	50	100	100%	100%

**LESSON PLAN**

<b>UNIT</b>	<b>DESCRIPTION</b>	<b>HOURS</b>	<b>MODE</b>
<b>I - Physical education in ancient India</b>	a) Nature and origin of Vedic period, Epic period, Buddhist period	3	Descriptive method Textual Reading PPT presentation
	b) Physical education in the city, states of Sparta	4	
	c) Physical education in the city, states of Athens	4	
	d) Physical Education in ancient Rome	3	
<b>II - Philosophy and Physical Education</b>	a) General Philosophies, Idealism, Realism	5	Descriptive method Textual Reading PPT presentation
	b) Pragmatism, Naturalism, and Existentialism	5	
	c) Modern humanistic view of Physical Education	4	
<b>III - History of Ancient and Modern Olympics</b>	a) Marathon Race, History of marathon race	5	Descriptive method Textual Reading Visual Aids
	b) Olympic motto, Olympic Flag Olympic movement	4	
	c) Olympic movement's impact on physical education and sports	5	
	d) Contribution of Olympic movement towards international understanding	5	
<b>IV - International Olympic committee</b>	a) History and development of Olympics, Objectives	5	Descriptive method Textual Reading PPT presentation
	b) Olympic Council of Asia	3	
	c) Indian Olympic Association	3	
	d) Commonwealth games, SAF Games and Khelo India	3	
<b>V - Physical Education in Modern India</b>	a) Recent Developments in Physical Education	4	Descriptive method Textual Reading PPT presentation
	b) SAI, NSNIS, LNIPE, YMCA	4	
	c) National and International Trophies, Sports competitions	3	
	d) Training institutions in physical education in Tamil Nadu	3	

Course Designed by **Dr.N.Rajasekar**

<b>Programme</b>	<b>B.Sc Physical Education</b>	<b>Programme Code</b>	<b>UPE</b>
<b>Course Code</b>	<b>20UPEA11</b>	<b>Number of Hours/Cycle</b>	<b>6</b>
<b>Semester</b>	<b>I</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>
<b>ALLIED COURSE –I</b>			
<b>Course Title</b>	<b>Health and Safety Education in Physical education</b>		
<b>Cognitive Level</b>	<b>Up to K3</b>		

### **Preamble**

This course aim to aware the need and importance of health education including the health of Individual through related exercises. It ensures the need of hygiene along with mental health, community health along with diseases. And studies related family life and safety education

### **Unit I Health Education**

**17 Hours**

Meaning of health education – need - scope for college students - aims and objectives of health education - Characteristics of health education - college health programmes - opportunities for student participation - importance of health for an individual – family – community – nation - Exercise and health: indications of physical fitness - improving physical fitness – recreation – relaxations – rest - sleep - posture

### **Unit II Hygiene**

**17 Hours**

Need and importance of personal hygiene - Environmental hygiene and food hygiene - associated practice related to maintenance and promotion of health - Environmental Pollutions - Mental health: Meaning of mental health - foundation factors for mental health - mental health problems of college students - Characteristics of a healthy personality - principles of mental health.

### **Unit III Community Health**

**22 Hours**

Community and government level to reduce ill efforts of environmental health - Communicable and non communicable diseases - Distinction between communicable and non communicable diseases - communicable diseases - Contagious diseases (Covid-19) - by mode of spread and their preventions - Non-communicable diseases disputes - World health organization (WHO) - Organizational structure – activities - co-operation with the other international agencies. Use of tobacco: Chewing – Snuffing - Smoking - alcohol - drugs and their harmful effects - premarital sex - sexuality transmitted diseases and their prevention.

### **Unit IV Family life Education**

**17 Hours**

Family as an institution - types of family - role of family members - Dowry as a social evil - Pregnancy and care of infant - health problems of infants children and their prevention including oral re-hydration therapy and immunizations. Care of old in the family- health care needs of aging - responsibilities of family members towards old.

### **Unit V Safety Education**

**17 Hours**

Importance of safety education - for prevent accidents and its general principles. Safety in physical education and sports - Principles of safety - playfields –equipments - Safety in roads – camps - picnic – tours - Safety in water - fire – floods – hurricane - thunder - lightning. Safety life skills

### **Pedagogy**

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact, and ICT (Information communication Technology)

### **Text Book**

1. Morter. M., (2003), '*Health and Wellness*', Pustak Mahal Publication, New Delhi.

### **Reference Books**

1. John Severs, (2012), "*Safety and Risk in Primary School Physical Education*" London.
2. Cathie Robertson, (2010), 4<sup>th</sup> Ed., "*Safety, Nutrition and Health in Early Education*"
3. Stephan, P., (2000), "Health Education," Khel Sahitya Kendra, New Delhi,

### **E- Resources**

- [https://www.who.int/topics/health\\_education/en/](https://www.who.int/topics/health_education/en/)
- <https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/personal-hygiene>
- <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>
- <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>
- <https://www.encyclopedia.com/reference/encyclopedias-almanacs-transcripts-and-maps/family-life-education>
- <http://www.roadsafetyeducation.vic.gov.au/about>

### Course Outcomes

At the end of the course, students would be able to:

<b>CO1</b>	Understand the need and importance of Health education and identify the health through exercise.
<b>CO2</b>	Collect the knowledge about the importance of personal hygiene, community hygiene and identify the community pollution
<b>CO3</b>	Describe the source , symptoms of Communicable Diseases, Non Communicable Diseases WHO, and understand the effect of tobacco and drugs
<b>CO4</b>	Discuss the Family life education and family value
<b>CO5</b>	Elaborate the Safety education in various places

### Mapping of Course Outcome with Programme Specific Outcome

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
<b>CO1</b>	0	0	3	0	0	2	0	2	2	0	0	0
<b>CO2</b>	0	0	3	0	2	2	0	2	2	2	1	0
<b>CO3</b>	0	0	3	0	1	2	0	2	3	0	0	0
<b>CO4</b>	0	0	3	0	3	2	0	2	2	0	2	1
<b>CO5</b>	0	0	3	0	1	0	0	2	2	0	0	1

1-Low

2-Moderate

3-High

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Open Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions
1	CO1	Up to K3	2	K1 & K2	2(K1&K1)	1(K3)
2	CO2	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
3	CO3	Up to K2	2	K1 & K2	2(K2&K2)	1(K2)
4	CO4	Up to K2	2	K1 & K2	2(K1&K1)	1(K2)
5	CO5	Up to K2	2	K1 & K2	2(K1&K1)	1(K2)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total Marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

### Distribution of Section –wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	5	24		29	29%	29%
<b>K2</b>	5	16	30	51	51%	51%
<b>K3</b>			20	20	20%	20%
<b>Total Marks</b>	10	40	50	100	100%	100%

**LESSON PLAN**

<b>UNIT</b>	<b>DESCRIPTION</b>	<b>HOURS</b>	<b>MODE</b>
<b>I - Health Education</b>	a) Meaning of health education , need, scope for college students, aims and objectives of health education	4	Descriptive method Textual Reading PPT presentation
	b) Characteristics of health education, college health programmes	4	
	c) Opportunities for student participation, importance of health for an individual, family, community and nation	4	
	d) Exercise and health: indications of physical fitness, improving physical fitness, recreation, relaxations, rest, sleep and posture	5	
<b>II - Hygiene</b>	a) Need and importance of personal hygiene, Environmental hygiene and food hygiene, associated practice related to maintenance and promotion of health	5	Descriptive method Textual Reading PPT presentation
	b) Environmental Pollutions, Air, water, sound	3	
	c) Mental health, Meaning of mental health - foundation factors for mental health - mental health problems of college students	6	
	d) Characteristics of a healthy personality - principles of mental health	3	
<b>III - Community Health</b>	a) Community and government level to reduce ill efforts of environmental health	4	Descriptive method Textual Reading Visual Aids Flash cards
	b) Communicable and non communicable diseases, Distinction between communicable and non communicable diseases, communicable diseases, contagious diseases (Covid-19), by mode of spread and their preventions, Non-communicable diseases disputes	7	
	c) World health organization (WHO), Organizational structure – activities - co-operation with the other international agencies.	5	
	d) Use of tobacco: Chewing – Snuffing - Smoking - alcohol - drugs and their harmful effects - premarital sex - sexuality transmitted diseases and their prevention.	6	
<b>IV - Family life Education</b>	a) Family as an institution, types of family, role of family members, Dowry as a social evil	5	Descriptive method Textual Reading PPT presentation
	b) Pregnancy and care of infant, health problems of infant's children and their prevention including oral re-hydration therapy and immunizations.	7	
	c) Care of old in the family- health care needs of aging - responsibilities of family members towards old.	5	
<b>V - Safety Education</b>	a) Importance of safety education, for prevent accidents and its general principles.	6	Descriptive method Textual Reading PPT presentation Flash cards
	b) Safety in physical education and sports, Principles of safety, playfields, equipments.	6	
	c) Safety in roads, camps, picnic, tours, Safety in water, fire, floods, hurricane, thunder and lightning. Safety life skills	5	

Course Designed by

: Dr.N.Rajasekar

<b>Programme</b>	<b>B.Sc Physical Education</b>	<b>Programme Code</b>	<b>UPE</b>
<b>Course Code</b>	<b>20UPEN11</b>	<b>Number of Hours/Cycle</b>	<b>2</b>
<b>Semester</b>	<b>I</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>IV</b>	<b>Credit</b>	<b>2</b>
<b>NON MAJOR ELECTIVE COURSE I</b>			
<b>Course Title</b>	<b>Basics of Sports – I</b>		
<b>Cognitive Level</b>	<b>Up to K2</b>		

### Preamble

This course aims to scrutinize the fundamental rules and regulation, outline the measurements of the game of Badminton, Basketball, Long jump and Shot-Put, Long jump and Shot-Put, Football, Kho-Kho

#### Unit I Badminton

**5 Hours**

History and Development of Games – Organization of Game - Measurements – Ground Marking – Basic Rules and basic skills of the Game – Major Tournaments

#### Unit II Basketball

**5 Hours**

History and Development of Games – Organization of Game - Measurements – Ground Marking – Basic Rules and basic skills of the Game – Major Tournaments

#### Unit III Long jump and Shot-Put

**10 Hours**

Measurements - Ground Marking – Rules and Regulations – Basic Skills and Techniques

#### Unit IV Football

**5 Hours**

History and Development of Games – Organization of Game - Measurements – Ground Marking – Basic Rules and basic skills of the Game – Major Tournaments

#### Unit V Kho-Kho

**5 Hours**

History and Development of Games – Organization of Game - Measurements – Ground Marking – Basic Rules and basic skills of the Game – Major Tournaments

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

1. National Council of YMCA, 2011, 'Rules book of Games and Sports', KK Jacob National Council of YMCA, New Delhi

### Reference Books

- 1 Athletic Federation of India, (2010), "*Competition Rules Hand Book*", New Delhi,.
- 2 Sharma.O.P, (2011), '*Rules of Games and sports*', Khel sahitya Kendra
- 3 U.S. Soccer Federation, (2011), "*Official Rule Book of Soccer*".
- 4 Guillain, Jean-Yves (2004-09-02). "*Badminton: An Illustrated History*". Publibook. p. 47. ISBN 2748305728.

### E- Resources

- <https://bwfbadminton.com/>
- <http://www.fiba.basketball/>
- <https://www.the-aiff.com/>
- <https://www.worldathletics.org/>
- <https://sportsecyclopedia.com/>

### Course Outcomes

At the end of the course, students would be able to

<b>C01</b>	Understand the History and Development of Badminton , summarize the fundamental rules, regulation and interpretation of the Game
<b>C02</b>	Classify History and Development of Basketball, summarize the fundamental rules, regulation and interpretation of the Game
<b>C03</b>	Outline the fundamental rules, regulation and interpretation of the Event Long jump and Shot put, and summarize the Skills and Techniques
<b>C04</b>	Discuss the History and Development of Football, summarize the fundamental rules, regulation and interpretation of the Game



<b>C05</b>	Elaborate the History and Development of Kho-Kho, summarize the fundamental rules, regulation and interpretation of the Game
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**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K – Level	Section A	Section B
			Either/or Choice	Open Choice
			No. Of Questions	No. Of Questions
1	CO1	Up to K2	2(KI&K1)	1(K2)
2	CO2	Up to K2	2(K1&K1)	1(K2)
3	CO3	Up to K2	2(K1&K1)	1(K2)
4	CO4	Up to K2	2(K1&K1)	1(K2)
5	CO5	Up to K2	2(K1&K1)	1(K2)
No of Questions to be asked			10	5
No of Questions to be answered			5	3
Marks for each Question			3	5
Total Marks for each Section			15	15

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

**Distribution of Section –wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Open choice)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	30		30	54.55%	55%
<b>K2</b>		25	25	45.45%	45%
<b>Total Marks</b>	30	25	55	100%	100%

**LESSON PLAN**

<b>UNIT</b>	<b>DESCRIPTION</b>	<b>HOURS</b>	<b>MODE</b>
<b>I - Badminton</b>	a) History and Development of Games	2	Descriptive method Textual Reading PPT presentation
	b) Organization of Game – Measurements, Ground Marking	2	
	c) Basic Rules of the Game – Major Tournaments	1	
<b>II - Basketball</b>	a) History and Development of Games	2	Descriptive method Textual Reading PPT presentation
	b) Organization of Game – Measurements, Ground Marking	2	
	c) Basic Rules of the Game – Major Tournaments	1	
<b>III - Long jump and Shot-Put</b>	a) Measurements, Ground Marking, Rules and Regulations, Basic Skills and Techniques of Long Jump	5	Descriptive method Textual Reading PPT presentation
	b) Measurements, Ground Marking, Rules and Regulations, Basic Skills and Techniques of Shot-Put	5	
<b>IV - Football</b>	a) History and Development of Games	2	Descriptive method Textual Reading PPT presentation
	b) Organization of Game – Measurements, Ground Marking	2	
	c) Basic Rules of the Game – Major Tournaments	1	
<b>V - Kho-Kho</b>	a) History and Development of Games	2	Descriptive method Textual Reading PPT presentation
	b) Organization of Game – Measurements, Ground Marking	2	
	c) Basic Rules of the Game – Major Tournaments	1	

Course Designed by : **Dr.N.Rajasekar**

<b>Programme</b>	<b>B.Sc Physical Education</b>	<b>Programme Code</b>	<b>UPE</b>
<b>Course Code</b>	<b>20UPEC21</b>	<b>Number of Hours/Cycle</b>	<b>4</b>
<b>Semester</b>	<b>II</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>
<b>CORE COURSE III</b>			
<b>Course Title</b>	<b>Theories of Track and Field Events – I</b>		
<b>Cognitive Level</b>	<b>Up to K3</b>		

### Preamble

This course aims to intricate Planning and construction of a standard track, its calculation and marking of standard track and field events. Also aims to provide knowledge skills, techniques and rules interpretation of events

#### **Unit I Planning and construction of a standard track 14Hours**

Need for standard track Calculation of staggers – Calculation of diagonal Excess – Arched start and group start – 4 X 100 m relay marking – 4 X 400 m Relay marking - Marking of the starting lines of various track events – Marking of Standard and Non- Standard track

#### **Unit II Introduction to world of Athletics 14 Hours**

International competitions – types of track and field events – Sprint events – Rules and regulations – Techniques – Crouch start – Running technique – acceleration technique – maximum speed – curve running technique – finishing technique – Types of Relay baton Exchange

#### **Unit III Middle, Long Distance Events and Race walking 19 Hours**

Rules and interpretations – Types of Middle and Long Distance Events – Starting points for Middle and Long Distance Events - Techniques in Middle and Long Distance Events – Fouls in Middle and Long Distance Events – Officials for Middle and Long Distance Events and their Duties– Race walking – techniques - Officials for Middle and Long Distance Events and their Duties – warning and disqualification

#### **Unit IV Shot put 14 Hours**

Rules and interpretations – Techniques in shot-put – Holding the shot – placement of the shot – starting position – gliding technique – delivery stance – delivery action – Release – Follow through – Rotation technique – Grip – Stance Wind Up – Entry Phase 1 - Entry Phase 2 – Drive phase 1 - Drive phase 2 – Power position – Release - Follow through – scoring and Tie breaking

#### **Unit V High jump 14 Hours**

Rules and interpretations – Techniques in High jump – Approach run – take off – Bar clearance – Techniques in bar clearance – Fosbury Flop – Scissors – Belly roll - scoring and Tie breaking

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

1. Gary Barber , (2006), “*Getting Started in Track and Field Athletics*” Advice & ideas for children, parents, and teachers

### Reference Books

- 1 Jack Otten, (2001), ‘*Leveled Reader Track*’, Rigby on Deck Reading Libraries.
- 2 Peter Matthews, (2011), ‘*the International Track and Field Annual*’.
- 3 Sherry Quack, (2002), ‘*USA Track and Field*’ Directory and Resource Guide
- 4 Goel.R.G.,( 2000), ‘ *Encyclopedia of Sports and Games*’, Vikas Publishing House Pvt., Ltd., Delhi.

### E- Resources

- <https://www.worldathletics.org/>
- <https://sportsecyclopedia.com/>
- <https://www.youtube.com/watch?v=Syx75nz7UbM>
- <https://www.youtube.com/watch?v=r55-fvNIKJU>
- <https://www.youtube.com/watch?v=PTxoFSqIrfI>
- <https://www.youtube.com/watch?v=XBtBdNHBNSI>

### Course Outcomes

At the end of the course, students would be able to

<b>CO1</b>	Interpret the planning and construction of Track and Analysing the calculation for formation of Standard track
<b>CO2</b>	Discuss the history of world Athletics, identify the techniques in start and finish
<b>CO3</b>	Classify the rules and regulation, identify the skills and techniques of Middle, Long Distance Events and Race walking and classify the officiating
<b>CO4</b>	Recognize rules and regulation, identify the skills and techniques of Shot put and classify the tie breaking
<b>CO5</b>	Elaborate rules and regulation, identify the skills and techniques of High Jump and classify the tie breaking

#### Mapping of Course Outcome with Programme Specific Outcome

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
<b>CO1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>CO2</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>CO3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>CO4</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>CO5</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>

**1-Low**

**2-Moderate**

**3-High**

#### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K – Level	Section A		Section B		Section C
			MCQs		Either/or Choice		Open Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions	
1	CO1	Up to K3	2	K1 & K2	2(K3&K3)	1(K3)	
2	CO2	Up to K2	2	K1 & K2	2(K1&K1)	1(K2)	
3	CO3	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)	
4	CO4	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)	
5	CO5	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)	
No of Questions to be asked			10		10	5	
No of Questions to be answered			10		5	3	
Marks for each Question			1		4	10	
Total Marks for each Section			10		20	30	

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

#### Distribution of Section –wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (open choice)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	5	8		13	13%	13%
<b>K2</b>	5	24	10	39	39%	39%
<b>K3</b>		8	40	48	48%	48%
<b>Total Marks</b>	10	40	50	100	100%	100%

**LESSON PLAN**

<b>UNIT</b>	<b>DESCRIPTION</b>	<b>HOURS</b>	<b>MODE</b>
<b>I - Planning and construction of a standard track</b>	a) Need for standard track, Calculation of staggers Calculation of diagonal Excess, Arched start and group start	5	Descriptive method Textual Reading PPT presentation
	b) 4 X 100 m relay marking, 4 X 400 m Relay marking, and marking of the starting lines of various track events.	5	
	c) Marking of Standard and Non- Standard track	4	
<b>II - Introduction to world of Athletics</b>	a) International competitions, types of track and field events, Sprint events, Rules and regulations	5	Descriptive method Textual Reading PPT presentation
	b) Techniques, Crouch start, Running technique, acceleration technique, maximum speed, curve running technique.	5	
	c) Finishing technique, Types of Relay baton Exchange	4	
<b>III - Middle, Long Distance Events and Race walking</b>	a) Rules and interpretations, Types of Middle and Long Distance Events, Starting points for Middle and Long Distance Events.	7	Descriptive method Textual Reading PPT presentation
	b) Techniques in Middle and Long Distance Events, Fouls in Middle and Long Distance Events, Officials for Middle and Long Distance Events and their Duties	7	
	c) Race walking – techniques - Officials for Middle and Long Distance Events and their Duties – warning and disqualification	5	
<b>IV - Shot put</b>	a) Rules and interpretations, Techniques in shot-put, Holding the shot, placement of the shot, starting position – gliding technique – delivery stance – delivery action – Release – Follow through.	6	Descriptive method Textual Reading PPT presentation
	b) Rotation technique – Grip – Stance Wind Up – Entry Phase 1 - Entry Phase 2 – Drive phase 1 - Drive phase 2 – Power position – Release - Follow through.	6	
	c) Scoring and Tie breaking	2	
<b>V - High jump</b>	a) Rules and interpretations, Techniques in High jump, Approach run, take off – Bar clearance – Techniques in bar clearance.	8	Descriptive method Textual Reading PPT presentation
	b) Fosbury Flop – Scissors – Belly roll - scoring and Tie breaking	6	

Course Designed by

: Mr.C.Jeyaram

<b>Programme</b>	<b>B.Sc Physical Education</b>	<b>Programme Code</b>	<b>UPE</b>
<b>Course Code</b>	<b>20UPEC22</b>	<b>Number of Hours/Cycle</b>	<b>4</b>
<b>Semester</b>	<b>II</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>
<b>CORE COURSE IV</b>			
<b>Course Title</b>	<b>Fundamentals of Physical Education</b>		
<b>Cognitive level</b>	<b>Up to K3</b>		

### Preamble

This course elucidates the Meaning, basics along with the scientific basis of all allied sciences related to Physical Education. It also limelight towards world and Biological Foundation of Physical Education and the youth welfare programmes in India.

### Unit I Introduction to physical Education

**14 Hours**

Meaning, Need and Importance of Physical Education - Aim and objectives of Physical Education - Physical Development - Mental Development - Social Development - Emotional Development - Development of Neuro muscular co-ordination - Development of good citizenship - Worthy use of leisure - relationship between physical education and general education

### Unit II Science and Physical Education

**14 Hours**

Anatomy, Physiology, Kinesiology, Injury management, Nutrition, Computer Science, Sports Psychology and sociology

### Unit III Basic Physical Fitness components and Gymnastics

**19 Hours**

**Speed** – definition – types of speed – **Strength** - definition – types of Strength – **Endurance** - definition – types of Endurance – **Agility** - definition – types of Agility – **Flexibility** - definition – types of Flexibility – **Power** - definition – types of Power – **Gymnastics** - Introduction – History of Gymnastics - Floor exercises – Pommel Horse – Vaulting Horse – Roman Ring – Horizontal bar – Vertical bar – World tournaments

### Unit IV Biological Foundation of Physical Education

**14 Hours**

Somato type classification according to Sheldon and Kretschmer - Exercise – biological necessity growth – structure – Function – Posture - Sex Different - Differences between boys and girls during the period of adolescence

### Unit V SDAT, Sports Units in India and National Awards

**14 Hours**

Sports Development authority of India – objectives – Organization structure – Schemes and competitions – director of youth welfare – NCC, NSS – NYK – BDS – RDS – National Sports Awards – Arjuna awards – Dronacharya Award – Dhyanchand Award – Rajiv Gandhi Khel Ratna Award

### Pedagogy

Class Lecture, Group discussion, Pictures, Arena visit, and Video observation

### Text Books

1. Kamlesh M.L., (2014), 'Physical Education : Facts and Foundation', New Delhi, P.B. Publication
2. A.Kayalvizhi, V.Preethi, 2019, Foundation and History of Physical Education, NCBH, Chennai

### References Books

1. Wellman and Cowell, (2010), "*Philosophy and Principles of Physical Education*", Amarvati: Suyog Prakasan.
2. Thirunarayanan, C. and Hariharan, S. (1990) '*Analytical History of Physical Education*', Karaikudi: C.T. & S.H. Publications.
3. Wuest, Deborah, A. and Charles A. Bucher, (1999) '*Foundations of Physical Education and Sport*', New Delhi: B.L. Publication Pvt., Ltd.
4. Jain, D., (2005), "*Principles of Physical Education*", Khel Sahitya Kendra, New Delhi.
5. Loyd R. (2011), "*Gymnastics Skills Techniques Training*" The Crouched Press, New Delhi.

### E- Resources

- <https://www.preservearticles.com/education/aims-and-objectives-of-physical-education/5158>
- <https://www.sciencedirect.com/topics/psychology/physical-education>
- <https://www.sdat.tn.gov.in/>
- <https://www.spps.org/Page/18206>
- <http://akilaavinuty.blogspot.com/2017/12/psychological-foundation-of-physical.html>
- <https://www.britannica.com/sports/gymnastics>

### Course Outcomes

At the end of the course, students would be able to:

<b>CO1</b>	Elaborate the Meaning, Need, Nature and Scope of Physical Education, Identify the Development of Physical, Mental, Social, Emotional, Neuro muscular co-ordination, and good citizenship
<b>CO2</b>	Associate the allied Science and Physical Education
<b>CO3</b>	Identify the Basic Physical Fitness components, categorize the basic skills in Gymnastics
<b>CO4</b>	Trace the Biological Foundation of Physical Education
<b>CO5</b>	Outline the SDAT, NCC, NSS , NYK, BDS, RDS, and National Sports Awards

#### Mapping of Course Outcome with Programme Specific Outcome

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
<b>CO1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>CO2</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>CO3</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>CO4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>CO5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>

1-Low

2-Moderate

3-High

#### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K – Level	Section A		Section B		Section C
			MCQs		Either/or Choice		Open Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions	
1	CO1	Up to K2	2	K1 & K2	2(K1&K1)	1(K2)	
2	CO2	Up to K2	2	K1 & K2	2(K1&K1)	1(K2)	
3	CO3	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)	
4	CO4	Up to K2	2	K1 & K2	2(K2&K2)	1(K2)	
5	CO5	Up to K2	2	K1 & K2	2(K2&K2)	1(K2)	
No of Questions to be asked			10		10	5	
No of Questions to be answered			10		5	3	
Marks for each Question			1		4	10	
Total Marks for each Section			10		20	30	

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

#### Distribution of Section –wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	5	16	-	21	21%	21%
<b>K2</b>	5	24	40	69	69%	69%
<b>K3</b>		-	10	10	10%	10%
<b>Total Marks</b>	10	40	50	100	100%	100%

**LESSON PLAN**

<b>UNIT</b>	<b>DESCRIPTION</b>	<b>HOURS</b>	<b>MODE</b>
<b>I - Introduction to physical Education</b>	a) Meaning, Need and Importance of Physical Education. Aim and objectives of Physical Education.	5	Descriptive method Textual Reading PPT presentation
	b) Physical Development - Mental Development - Social Development - Emotional Development - Development of Neuro muscular co-ordination - Development of good citizenship.	7	
	c) Worthy use of leisure - relationship between physical education and general education	2	
<b>II - Science and Physical Education</b>	a) Anatomy, Physiology, Kinesiology.	5	Descriptive method Textual Reading PPT presentation
	b) Injury management, Nutrition,	5	
	c) Computer Science, Sports Psychology and sociology	4	
<b>III - Basic Physical Fitness components and Gymnastics</b>	a) Speed, definition, types of speed. Strength, definition, types of Strength.	4	Descriptive method Textual Reading PPT presentation
	b) Endurance, definition, types of Endurance, Agility – definition, types of Agility.	4	
	c) Flexibility, definition, types of Flexibility, Power, definition, types of Power.	4	
	d) Gymnastics, Introduction, History of Gymnastics, Floor exercises and Pommel Horse.	4	
	e) Vaulting Horse – Roman Ring – Horizontal bar – Vertical bar – World tournament	3	
<b>IV - Biological Foundation of Physical Education</b>	a) Somato type classification according to Sheldon and kretchemer.	5	Descriptive method Textual Reading PPT presentation
	b) Exercise, biological necessity growth, structure, Function, Posture.	5	
	c) Sex Different, Differences between boys and girls during the period of adolescence	4	
<b>V - SDAT, Sports Units in India and National Awards</b>	a) Sports Development authority of India, objectives, Organization structure, Schemes and competitions.	5	Descriptive method Textual Reading PPT presentation
	b) Director of youth welfare, NCC, NSS, NYK, BDS, RDS	5	
	c) National Sports Awards, Arjuna awards, Dronacharya Award, Dhayanchand Award, and Rajiv Gandhi Khel Ratna Award	4	

Course Designed by

: Dr.N.Rajasekar



<b>Programme</b>	<b>B.Sc Physical Education</b>	<b>Programme Code</b>	<b>UPE</b>
<b>Course Code</b>	<b>20UPEA21</b>	<b>Number of Hours/Cycle</b>	<b>6</b>
<b>Semester</b>	<b>II</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>
<b>ALLIED COURSE II</b>			
<b>Course Title</b>	<b>Introduction to Human Anatomy and Physiology</b>		
<b>Cognitive Level</b>	<b>Up to K2</b>		

### Preamble

This course aims to give a detailed structure of cell and various systems of the Human body including the brain functions

### UNIT I Concept of anatomy and physiology and their implications 17 Hours

Description of cell – tissue - organ - systems - microscopic structure of cell - Location of various systems - skeletal System - bones: Composition - macroscopic - microscopic - structure of bones - classification - function of bones - general features of different bones of the body – scapula radius - ulna - humerus - hip bone – femur - tibia - fibula - typical rib - vertebra - bones of the skull. Joints: definition - classification of joints - anatomical structure of synovial joints.

### UNIT II Muscular System and Respiratory system 17 Hours

Structural and functional - classification of muscles - microscopic structure of muscles - skeletal muscle – cardiac muscle – smooth muscle significance. **Respiratory system:** Structure of lungs - bronchial tree - mechanism - regulation of respiration- lung volumes – lung capacities – Exchange of gases

### UNIT III Cardio vascular system and Digestive System 22 Hours

Structure of heart - major blood vessels in different parts of the body - Cardiac cycle - pumping action of the heart and its regulation - blood pressure - maintenance - regulation - blood flow - regulation during rest - exercise - cardiac output regulation - composition - functions of blood - clotting of blood. - **Digestive System** - Gastro-intestinal system: Structure - functions of various parts of the intestinal tract - secretions - functions of digestive juice - absorption of food - structure - functions of liver.

### UNIT IV Nervous System 17 Hours

Structure of brain – spinal cord – peripheral nerve - reflex arc – functions of important parts of nervous system – spinal cord - medulla - cerebrum - cerebellum - autonomic nervous system - central nervous system - posture and equilibrium – Sensory System: Structure of sense organs for vision - hearing - taste - touch - smell.

### UNIT V Excretory system and Endocrine system 17 Hours

Structure of kidney – urinary tract-various channels of excretion such as kidney – skin – rectum - **Endocrine system:** Anatomical structure of pituitary – thyroid – pancreas - adrenals - gonads – functions. Reproductive system: Structure - functions of various parts of male - female genital tract.

### Pedagogy

Class Room Lectures, Power point presentation, Pictures, Chart, Diagram, Animation, Models, and Video observation

### Text Books:

1. Dr.Rajasekar.N, and Jeyaram.C, (2017), “*Human anatomy and physiology*”, Shanlax publications

### Reference Books:

- 1 Elaine Nicpon Marieb, (2008), “*Essentials of Human Anatomy & Physiology*”, Laboratory Manual.
- 2 Elaine N. Marieb and Katja N. Hoehn, (2010), 8th Edition, “*Human Anatomy & Physiology with MasteringA&P*”
- 3 Elaine N., (2010), “*Essentials of Human Anatomy and Physiology*”, Pearson Education, River, New Jersey,.
- 4 Albert. B, (2006), “*Human Physiology*”, First Edition, Sports Publications, Chennai,.

### E- Resources

- [https://www.youtube.com/watch?v=\\_qmNCJxpsr0](https://www.youtube.com/watch?v=_qmNCJxpsr0)
- <https://www.youtube.com/watch?v=kacMYexDgHg>
- <https://www.youtube.com/watch?v=Og5xAdC8EUI>
- <https://www.youtube.com/watch?v=zAczdDFyg1A>
- <https://www.youtube.com/watch?v=wmYBpCe5paM>
- [https://www.youtube.com/results?search\\_query=nervous+syst](https://www.youtube.com/results?search_query=nervous+syst)

### Course Outcome

sAt the end of the course, students would be able to

<b>CO1</b>	Classify the Structure of Cell and Tissues
<b>CO2</b>	Outline the Respiratory System, Circulatory System and their functions
<b>CO3</b>	Group the Muscular System and Digestive System and their functions
<b>CO4</b>	Find out the nervous System and Functions of Brain
<b>CO5</b>	Trace on the classification of Bone, classify the Skeleton System, Structure and Function of Skin and Kidney.

### Mapping of Course Outcome with Programme Specific Outcome

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
CO1	1	0	2	0	0	0	0	1	3	0	0	1
CO2	1	0	2	0	0	0	0	1	3	0	0	1
CO3	1	0	2	0	0	0	0	1	3	0	0	1
CO4	1	0	2	0	0	0	0	1	3	0	0	1
CO5	1	0	2	0	0	0	0	1	3	0	0	1

1-Low

2-Moderate

3-High

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K – Level	Section A		Section B		Section C	
			MCQs		Either/or Choice		Open Choice	
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions	No. Of Questions	
1	CO1	Up to K2	2	K1 & K2	2(KI&K1)	1(K2)		
2	CO2	Up to K2	2	K1 & K2	2(K1&K1)	1(K2)		
3	CO3	Up to K2	2	K1 & K2	2(K1&K1)	1(K2)		
4	CO4	Up to K2	2	K1 & K2	2(K1&K1)	1(K2)		
5	CO5	Up to K2	2	K1 & K2	2(K1&K1)	1(K2)		
No of Questions to be asked			10		10	5		
No of Questions to be answered			10		5	3		
Marks for each Question			1		4	10		
Total Marks for each Section			10		20	30		

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

### Distribution of Section –wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	5	40		45	45%	45%
<b>K2</b>	5		50	55	55%	55%
<b>Total Marks</b>	10	40	50	100	100%	100%

**LESSON PLAN**

<b>UNIT</b>	<b>DESCRIPTION</b>	<b>HOURS</b>	<b>MODE</b>
<b>I - Concept of anatomy and physiology and their implications</b>	a) Description of cell, tissue, organ, systems, microscopic structure of cell.	4	Descriptive method Textual Reading PPT presentation
	b) Location of various systems, skeletal System, bones: Composition, macroscopic and microscopic structure of bones. Classification and function of bones.	4	
	c) General features of different bones of the body, scapula radius, ulna, humerus, hip bone, femur, tibia, fibula	3	
	d) Typical rib, vertebra, bones of the skull.	2	
	e) Joints: definition - classification of joints - anatomical structure of synovial joints.	4	
<b>II - Muscular System and Respiratory system</b>	a) Structural and functional, classification of muscles, microscopic structure of muscles, skeletal muscle, cardiac muscle, smooth muscle significance.	7	Descriptive method Textual Reading PPT presentation
	b) Respiratory system, Structure of lungs - bronchial tree mechanism and regulation of respiration.	7	
	c) Lung volumes – lung capacities – Exchange of gases	3	
<b>III - Cardio vascular system and Digestive System</b>	a) Structure of heart, major blood vessels in different parts of the body, Cardiac cycle, pumping action of the heart and its regulation.	8	Descriptive method Textual Reading PPT presentation
	b) Blood pressure, maintenance, regulation, blood flow, regulation during rest, exercise - cardiac output regulation, composition, functions of blood and clotting of blood.	8	
	c) Digestive System - Gastro-intestinal system: Structure - functions of various parts of the intestinal tract - secretions - functions of digestive juice - absorption of food - structure - functions of liver	6	
<b>IV - Nervous System</b>	a) Structure of brain, spinal cord, peripheral nerve, reflex arc, functions of important parts of nervous system.	6	Descriptive method Textual Reading PPT presentation
	b) Spinal cord, medulla, cerebrum, cerebellum, autonomic nervous system, central nervous system, Posture and equilibrium,	6	
	c) Sensory System: Structure of sense organs for vision, hearing, taste, touch and smell.	5	
<b>V - Excretory system and Endocrine system</b>	a) Structure of kidney, urinary tract, various channels of excretion such as kidney, Skin and rectum	6	Descriptive method Textual Reading PPT presentation
	b) Endocrine system: Anatomical structure of pituitary, thyroid, pancreas, adrenals, gonads and its functions.	6	
	c) Reproductive system: Structure - functions of various parts of male, female genital tract	5	

Course Designed by

: Dr.N.Rajasekar & Mr.C.Jeyaram

<b>Programme</b>	<b>BSc Physical Education</b>	<b>Programme Code</b>	<b>UPE</b>
<b>Course Code</b>	<b>20UPEC2P</b>	<b>Number of Hours/Cycle</b>	<b>10</b>
<b>Semester</b>	<b>II</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>
<b>Core Practical I</b>			
<b>Course Title</b>	<b>Basics of sports, Games and Events - I</b>		

### **Preamble**

This course aims to evaluate the knowledge about the History and Rules and regulations of Football, Hockey, Volleyball, Kabaddi and Boxing. Evaluate the performance of the students from the events Long Jump, Shot-put and High Jump

### **List of Practicals**

1. Test of Fundamental and Advanced skills of Events and games
2. Rules and their Interpretation of Games. (EVENTS)
3. Mechanism of Officiating – Duties of Officials – Scoring system.
4. Coaching Aspects – Fundamentals skills – Advanced skills – Officials’ Signals – Lead up Activities.
5. Performance of Any one event from Long Jump, Shot-put and High Jump

### **Text Book (s):**

1. National Council of YMCA, 2011, Rules book of Games and Sports, KK Jacob National Council of YMCA, New Delhi

### **Reference Book (s):**

1. American Sport Education Programme, 2011, Coaching Volleyball Technical & Tactical Skills (Technical and Tactical Skills Series).
2. Sue Gozansky, 2001, Volleyball Coach's Survival Guide: Practical Techniques and Materials for Building an Effective Program and a Winning Team
3. Guillain, Jean-Yves, 2004, Badminton: An Illustrated History.
4. <http://www.kabaddiikf.com/history>. 2008, Origin, History and Development of Kabaddi".

<b>Programme</b>		<b>Programme Code</b>	<b>UPE</b>
<b>Course Code</b>	<b>20UPEN21</b>	<b>Number of Hours/Cycle</b>	<b>2</b>
<b>Semester</b>	<b>II</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>IV</b>	<b>Credit</b>	<b>2</b>
<b>NON MAJOR ELECTIVE COURSE II</b>			
<b>Course Title</b>	<b>Basics of Sports - II</b>		
<b>Cognitive Level</b>	<b>Up to K2</b>		

### Preamble

This course aims to enlighten the fundamental rules, regulation and interpretation of the Game, Ball badminton, Handball, Volleyball, Hockey and interpretation of the Events Triple jump and Discus Throw.

#### Unit I Ball Badminton

**5 Hours**

History and Development of Games – Organization of Game - Measurements – Ground Marking – Basic Rules and basic skills of the Game – Major Tournaments

#### Unit II Handball

**5 Hours**

History and Development of Games – Organization of Game Measurements – Ground Marking – Basic Rules and basic skills of the Game – Major Tournaments

#### Unit III Triple Jump and Discus Throw

**10 Hours**

Measurements - Ground Marking – Rules and Regulations – Basic Skills and Techniques

#### Unit IV Volleyball

**5 Hours**

History and Development of Games – Organization of Game Measurements – Ground Marking – Basic Rules and basic skills of the Game – Major Tournaments

#### Unit V Hockey

**5 Hours**

History and Development of Games – Organization of Game Measurements – Ground Marking – Basic Rules and basic skills of the Game – Major Tournaments

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Books:

1. National Council of YMCA, (2011), “*Rules book of Games and Sports*”, KK Jacob National Council of YMCA, New Delhi

### Reference Books:

- 1 Joel D., (2003), “*Volleyball Fundamentals*”. Friends Publications, New Delhi
- 2 Goel.R., (2002), ” *Encyclopaedia of Sports and Games*”, Vikas Publication , New Delhi.
- 3 Jain.D, (2000), “*Coaching Track and Field*”, Khel Sahitya Kendra, New Delhi.
- 4 Jain D., (2000), “*Play and Learn Hand Ball*”. Khel Sahitya Kendra., New Delhi.

### E- Resources

- <http://ballbadmintonindia.com/>
- <https://www.ihf.info/>
- <https://www.fivb.com/en>
- [https://www.youtube.com/watch?v=n6\\_Q563nGh0](https://www.youtube.com/watch?v=n6_Q563nGh0)
- <https://www.youtube.com/watch?v=wPwNXfaAoTY>

### Course Outcomes

At the end of the course, students would be able to

<b>C01</b>	Understand the History and Development of Ball Badminton , summarise the fundamental rules and regulation of the Game
<b>C02</b>	Classify History and Development of Handball, summarise the fundamental rules and regulation of the Game
<b>C03</b>	Outline the fundamental rules, regulation and interpretation of the Event Triple Jump and Discus Throw, and summarise Skills and Techniques
<b>C04</b>	Discuss the History and Development of Volleyball, summarise the fundamental rules, regulation and interpretation of the Game

<b>C05</b>	Elaborate the History and Development of Hockey, summarise the fundamental rules and regulation of the Game
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**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K – Level	Section A	Section C
			Either/or Choice	Open Choice
			No. Of Questions	No. Of Questions
1	CO1	Up to K2	2(K1&K1)	1(K2)
2	CO2	Up to K2	2(K1&K1)	1(K2)
3	CO3	Up to K2	2(K1&K1)	1(K2)
4	CO4	Up to K2	2(K1&K1)	1(K2)
5	CO5	Up to K2	2(K1&K1)	1(K2)
No of Questions to be asked			10	5
No of Questions to be answered			5	3
Marks for each Question			3	5
Total Marks for each Section			15	15

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

**Distribution of Section –wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Open choice)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	30		30	54.55%	55%
<b>K2</b>		25	25	45.45%	45%
<b>Total Marks</b>	30	25	55	100%	100%

**LESSON PLAN**

<b>UNIT</b>	<b>DESCRIPTION</b>	<b>HOURS</b>	<b>MODE</b>
<b>I - Ball Badminton</b>	a) History and Development of Games, Organization of Game, Measurements, and Ground Marking.	3	Descriptive method Textual Reading PPT presentation
	b) Basic Rules and basic skills of the Game	2	
<b>II - Handball</b>	a) History and Development of Games, Organization of Game, Measurements, and Ground Marking.	3	Descriptive method Textual Reading PPT presentation
	b) Basic Rules and basic skills of the Game	2	
<b>III - Triple Jump and Discus Throw</b>	a) Measurements, Ground Marking, Rules and Regulations, Basic Skills and Techniques of Triple Jump	5	Descriptive method Textual Reading PPT presentation
	b) Measurements, Ground Marking, Rules and Regulations, Basic Skills and Techniques of Discus Throw	5	
<b>IV - Volleyball</b>	a) History and Development of Games, Organization of Game, Measurements, and Ground Marking.	3	Descriptive method Textual Reading PPT presentation
	b) Basic Rules and basic skills of the Game	2	
<b>V - Hockey</b>	a) History and Development of Games, Organization of Game, Measurements, and Ground Marking.	3	Descriptive method Textual Reading PPT presentation
	b) Basic Rules and basic skills of the Game and basic skills of the Game	2	

Course Designed by

: **Dr.N.Rajasekar**

<b>Programme</b>	<b>B.Sc Physical Education</b>	<b>Programme Code</b>	<b>UPE</b>
<b>Course Code</b>	<b>20UPEV2P</b>	<b>Number of Hours/Cycle</b>	<b>-</b>
<b>Semester</b>	<b>II</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>V</b>	<b>Credit</b>	<b>2</b>
<b>Practical</b>			
<b>Course Title</b>	Physical Education – Practical ( Non Semester Course)		
<b>Cognitive Level</b>			

### **Preamble**

This course aims to make the entire appraisal of the Basic fitness components of the students

### **List of Practical**

1. Asanas for men and women
2. 12 minutes Run or walk for Men and Women
3. Shot put for men and women

### **Reference Books**

1. Gary Barber , (2006), *Getting Started in Track and Field Athletics: Advice & ideas for children, parents, and teachers*
2. Narang.P, (2005), "*Athletic Training*", Lakshay Publication, Chennai.



<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
Course Code	<b>20UPEC31</b>	Number of Hours/Cycle	<b>5</b>		
Semester	<b>III</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>		
<b>Core Course V</b>					
<b>Course Title</b>	<b>Basic Theories of Games – II</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K3</b>		<b>75</b>		

### Preamble

This course has the primary aim to enlighten the knowledge in the history and Development Badminton, Football, Taekwondo, Power Lifting, Handball and Kho-Kho along with court Measurements, Equipments, marking techniques and major rules related to the games

<b>Unit I</b>	<b>Badminton</b>	<b>14 Hours</b>
	History and Development – Working federations – Major tournaments - Playing court Measurements – Equipments – Ground Marking – Basic Rules and Basic skills of the game – Mechanism of Officiating and Scoring System	
<b>Unit II</b>	<b>Football</b>	<b>14 Hours</b>
	History and Development – Working federations – Major tournaments - Playing court Measurements – Equipments – Ground Marking – Basic Rules and Basic skills of the game – Mechanism of Officiating and Scoring System	
<b>Unit III</b>	<b>Taekwondo and Power Lifting</b>	<b>19 Hours</b>
	Taekwondo - History and Development – Working federations – Major tournaments - Playing court Measurements – Equipments – Ground Marking – Basic Rules and Basic skills of the game – Scoring System - Power Lifting – Categories - Basic skills and techniques – Major Tournaments	
<b>Unit IV</b>	<b>Handball</b>	<b>14 Hours</b>
	History and Development – Working federations – Major tournaments - Playing court Measurements – Equipments – Ground Marking – Basic Rules and Basic skills of the game – Mechanism of Officiating and Scoring System	
<b>Unit V</b>	<b>Kho-Kho</b>	<b>14 Hours</b>
	History and Development – Working federations – Major tournament - Playing court Measurements – Equipments – Ground Marking – Basic Rules and Basic skills of the game – Mechanism of Officiating and Scoring System	

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

1. National Council of YMCA, (2011), '*Rules book of Games and Sports*', KK Jacob National Council of YMCA, New Delhi.

### Reference Books

1. Badminton World Federation, (2010), "*Badminton Rule Book II*", Stadium Badminton, Kuala Lumpur, Malaysia

2. The International Football Association Board, (2017-2018), “*Laws of The game*”, Munstergasse, Switzerland.
3. International Handball Federation, (2016), “*Rules of the Game*”, Basel, Switzerland.
4. Naval Kishore (2018), “How to play Kho Kho”, Prerana Prakshan publication, Delhi

### E-Resources

- <https://corporate.bwfbadminton.com/statutes/#1513733461252-a16ae05d-1fc9>
- <https://www.fifa.com/who-we-are/legal/rules-and-regulations/documents/>
- <http://www.worldtaekwondo.org/about-wt/about.html>
- [https://www.powerlifting.sport/fileadmin/ipf/data/rules/technical-rules/english/IPF\\_Technical\\_Rules\\_Book\\_2021docx.pdf](https://www.powerlifting.sport/fileadmin/ipf/data/rules/technical-rules/english/IPF_Technical_Rules_Book_2021docx.pdf)
- <https://khokhofederation.in/rules-regulations/>
- <https://www.ihf.info/regulations-documents/361?selected=Rules%20of%20the%20Game>

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Outline the History, Development Ground Marking, Measurements, Equipments, Rules and their Interpretations of Badminton; identify the Skills, techniques and officiating in Badminton.
CO2	Discuss the History, Development Ground Marking, Measurements, Equipments, Rules and their Interpretations of Football, identify the skills, techniques and officiating in Football with use of officiating
CO3	Discover the History, Development Ground Marking, Measurements, Equipments, Rules and their Interpretations of Taekwondo and Power Lifting; identify the skills in Taekwondo and Power Lifting.
CO4	Describe the History, Development Ground Marking, Measurements, Equipments, Rules and their Interpretations of Handball; identify the Skills, techniques and officiating in Handball.
CO5	Classify the History, Development Ground Marking, Measurements, Equipments, Rules and their Interpretations of Kho-Kho, identify the Skills, techniques and officiating in Kho-Kho.

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO 10	PSO 11	PSO 12
CO1	3	3	1	2	-	1	3	1	1			1
CO2	3	3	1	2	-	1	3	1	1			1
CO3	3	3	1	2	-	1	3	1	1			1
CO4	3	3	1	2	-	1	3	1	1			1
CO5	3	3	1	2	-	1	3	1	1			1

3. High; 2. Moderate; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions
1	CO1	Up to K3	2	K1 & K2	2(K1&K1)	1(K3)
2	CO2	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
3	CO3	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
4	CO4	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
5	CO5	Up to K3	2	K1 & K2	2(K1&K1)	1(K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

### Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	16		21	21%	21%
K2	5	24		29	29%	29%
K3			50	50	50%	50%
Total Marks	10	40	50	100	100%	100%

### Lesson Plan

<b>Unit I</b>	<b>Badminton</b>	<b>14 Hours</b>	<b>Mode</b>
	a. History and Development	<b>2</b>	Descriptive method Textual Reading PPT presentation
	b. Working federations and Major tournaments	<b>2</b>	
	c. Playing court Measurements, Equipments and Ground Marking	<b>2</b>	
	d. Basic Rules and Basic skills of the game	<b>4</b>	
e. Mechanism of Officiating and Scoring System	<b>4</b>		
<b>Unit II</b>	<b>Football</b>	<b>14 Hours</b>	<b>Mode</b>
	a. History and Development	<b>2</b>	Descriptive method Textual Reading PPT presentation
	b. Working federations and Major tournaments	<b>2</b>	
	c. Playing court Measurements, Equipments and Ground Marking	<b>2</b>	
	d. Basic Rules and Basic skills of the game	<b>4</b>	
e. Mechanism of Officiating and Scoring System	<b>4</b>		
<b>Unit III</b>	<b>Taekwondo and Power Lifting</b>	<b>19 Hours</b>	<b>Mode</b>
	a. History and Development of Taekwondo	<b>2</b>	Descriptive method Textual Reading PPT presentation
	b. Working federations and Major tournaments	<b>2</b>	
	c. Playing court Measurements, Equipments and Ground Marking	<b>3</b>	
	d. Basic Rules and Basic skills of the game	<b>4</b>	
	e. Scoring System	<b>1</b>	
	f. Categories and Major Tournaments	<b>3</b>	
g. Basic skills and techniques	<b>4</b>		
<b>Unit IV I</b>	<b>Handbal</b>	<b>14 Hours</b>	<b>Mode</b>
	a. History and Development	<b>2</b>	Descriptive method Textual Reading PPT presentation
	b. Working federations and Major tournaments	<b>2</b>	
	c. Playing court Measurements, Equipments and Ground Marking	<b>2</b>	
	d. Basic Rules and Basic skills of the game	<b>4</b>	
e. Mechanism of Officiating and Scoring System	<b>4</b>		
<b>Unit V</b>	<b>Kho-Kho</b>	<b>14 Hours</b>	<b>Mode</b>
	a. History and Development	<b>2</b>	Descriptive method Textual Reading PPT presentation
	b. Working federations and Major tournaments	<b>2</b>	
	c. Playing court Measurements, Equipments and Ground Marking	<b>2</b>	
	d. Basic Rules and Basic skills of the game	<b>4</b>	
e. Mechanism of Officiating and Scoring System	<b>4</b>		

**Course designed by Mr.C.Jeyaram & Dr.K.S.Shanmugasundaram**

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
Course Code	<b>20UPEC32</b>	Number of Hours/Cycle	<b>5</b>		
Semester	<b>III</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>		
<b>Core Course VI</b>					
<b>Course Title</b>	<b>Physiology of Exercise</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K3</b>		<b>75</b>		

### Preamble

This course analyses the Exercises and its effects on Respiratory, Circulatory, Nervous, Endocrine Systems and Muscular activity and also elucidates the Nutritional needs towards the Exercise

<b>Unit I</b>	<b>Introduction to Exercise Physiology</b>	<b>14 Hours</b>
	Meaning and Definitions of Exercise Physiology – Contribution and importance of Exercise Physiology - Nature of Exercise Physiology – Scope of Exercise Physiology – Types of Exercises	
<b>Unit II</b>	<b>Muscle fiber types and Muscular Contractions</b>	<b>14 Hours</b>
	Microscopic Structure of muscle fiber – Types of Muscle fiber - Slow twitch fiber – Fast twitch fiber – Effects of Muscle fibers on Sports performance – Muscular adaptations to Exercise - Muscular contraction – Types of muscular contraction - Sliding Filament Theory of Muscular Contraction – Heat production in Muscle	
<b>Unit III</b>	<b>Nutrition for Exercise</b>	<b>19 Hours</b>
	Source of Energy - Nutrition – Role of Nutrition in enhancing performance – Micro nutrition - Carbohydrate – Protein – Fat – Vitamins – Nutritional supplements – Factors influencing Nutritional requirements – Factors influencing Nutrition – Krebs Cycle - Aerobic and Anaerobic Metabolism – Effect of exercise in metabolism - Carbohydrates, Fat and Protein	
<b>Unit IV</b>	<b>Effect of Exercise on Respiratory and Circulatory Systems</b>	<b>14Hours</b>
	Effect of exercise on Respiratory System – Response of Respiratory system to Exercise - Mechanism of respiration – inspiration and Expiration – Vital Capacity – Tidal Volume - Effect of Exercise on Circulatory System - Response of Circulatory system to Exercise - Systemic Circulation – Pulmonary Circulation – Systole – Diastole – Stroke volume – Cardiac output	
<b>Unit V</b>	<b>Effect of Exercise on Nervous System, Muscular Activity and Endocrine System</b>	<b>14 Hours</b>
	Effect of Exercise on Nervous System and Muscular Activity – Response of Nervous System and Muscular Activity to Exercise Excitation of Contraction – Synapse – Motor Units - The Chemical Transmitter – Voluntary and Involuntary Control of Muscular activity – Effect of Exercise on Endocrine System	

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

1. Dr.N.Rajasekar, & Dr.G.Raghavan, (2020), “*Exercise Physiology*”, New Century Book House (P) Ltd., Chennai.

### Reference Books

1. Dr.Anurag Saxena, (2011), “*Physiology of Sports & Exercise*”, Sports publication.

2. Srilakshmi B, (2016), “*Exercise Physiology, Fitness and Sports Nutrition*”, New Age International Publishers.
3. Dr.Devendra Nath Behera, (2018), “*Physiology of Exercise*”, Sports Publications.
4. Kavitha Sangangouda M, Majeed Allauddin, Dr.M.S. Pasodi, (2018), “*Sports Nutrition*”, KhelSathiya Kendra”, New Delhi.

#### E-Resources

- <https://www.youtube.com/watch?v=qPIGuIqzbow>
- <https://www.youtube.com/watch?v=zETNcHZT3Qw>
- <https://www.youtube.com/watch?v=fR3NxCR9z2U>
- <https://www.youtube.com/watch?v=bTXx3zyT6Ng>
- <https://www.youtube.com/watch?v=NzpNFxP1GOU>
- <https://www.youtube.com/watch?v=oMm0wjZltPY>
- <https://www.pdfdrive.com/physiology-of-sport-and-exercise-5e-e53478692.html>

#### Course Outcomes

After completion of this course, the students will be able to:

CO1	Discuss the Meaning and Definitions Contribution, importance, Nature and Scope of Exercise Physiology
CO2	Estimate the Structure of Muscle Fiber and acquire knowledge about Muscular contraction
CO3	Identify the Nutritional needs and various source of energy for the Exercise
CO4	Calculate the effect of Exercise on Respiratory and Circulatory System
CO5	Find out the effect of Exercise on Nervous System, Muscular Activity and Endocrine System

#### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO1	1	0	2	0	0	1	0	1	1	0	0	1
CO2	1	0	2	0	0	1	0	1	1	0	0	1
CO3	1	0	2	0	0	1	0	1	1	0	0	1
CO4	1	0	2	0	0	1	0	1	1	0	0	1
CO5	1	0	2	0	0	1	0	1	1	0	0	1

3. High; 2. Moderate; 1. Low

#### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. Of Questions	K-Level	No. Of Question	No. Of Question
1	CO1	Up to K2	2	K1&K2	2(K1&K1)	1(K2)

2	CO2	Up to K2	2	K1&K2	2(K2&K2)	1(K2)
3	CO3	Up to K3	2	K1&K2	2(K2&K2)	1(K3)
4	CO4	Up to K3	2	K1&K2	2(K2&K2)	1(K3)
5	CO5	Up to K3	2	K1&K2	2(K2&K2)	1(K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		5	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

#### Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8		13	13%	13%
K2	5	32	20	57	57%	57%
K3			30	30	30%	30%
Total Marks	10	40	50	100	100%	100%

### Lesson Plan

<b>Unit I</b>	<b>Introduction to Exercise Physiology</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Meaning and Definitions of Exercise Physiology	2	Descriptive method Textual Reading PPT presentation
	b. Contribution and importance of Exercise Physiology	4	
	c. Nature of Exercise Physiology	4	
d. Scope of Exercise Physiology and Types of Exercises	4		
<b>Unit II</b>	<b>Muscle fiber types and Muscular Contractions</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Microscopic Structure of muscle fiber	2	Descriptive method Textual Reading PPT presentation
	b. Types of Muscle fiber, Slow twitch fiber and Fast twitch fiber	3	
	c. Effects of Muscle fibers on Sports performance and Muscular adaptations to Exercise	4	
	d. Muscular contraction, Types of muscular contraction and Sliding Filament Theory of Muscular Contraction	4	
	e. Heat production in Muscle	1	
<b>Unit III e</b>	<b>Nutrition for Exercis</b>	<b>19 Hours</b>	<b>Mode</b>
	a. Source of Energy, Nutrition and Role of Nutrition in enhancing performance	4	Descriptive method Textual Reading PPT presentation
	b. Micro nutrition, Carbohydrate, Protein, Fat, Vitamins, Nutritional supplements, and Factors influencing Nutritional requirements	4	
	c. Factors influencing Nutrition	2	
	d. Kreb Cycle and Aerobic and Anaerobic Metabolism	5	
	e. Effect of exercise in metabolism - Carbohydrates, Fat and Protein	4	
<b>Unit IV</b>	<b>Effect of Exercise on Respiratory and Circulatory Systems</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Effect of exercise on Respiratory System, Response of Respiratory system to Exercise and Mechanism of respiration	3	Descriptive method Textual Reading PPT presentation
	b. inspiration and Expiration, Vital Capacity and Tidal Volume	3	
	c. Effect of Exercise on Circulatory System, Response of Circulatory system to Exercise and Systemic Circulation	5	
	d. Pulmonary Circulation , Systole, Diastole, Stroke volume and Cardiac output	3	
<b>Unit V</b>	<b>Effect of Exercise on Nervous System, Muscular Activity and Endocrine System</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Response of Nervous System and Muscular Activity to Exercise Excitation of Contraction	4	Descriptive method Textual Reading PPT presentation
	b. Synapse, Motor Units and the Chemical Transmitter	3	
	c. Voluntary and Involuntary Control of Muscular activity	3	
	d. Effect of Exercise on Endocrine System	4	

Course designed by Dr.N.Rajasekar & Mrs.S.Eswari



<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
Course Code	<b>20UPEA31</b>	Number of Hours/Cycle	<b>6</b>		
Semester	<b>III</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>		
<b>Allied Course III</b>					
<b>Course Title</b>	<b>Organization, Administration and Sports Management in Physical Education</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K3</b>		<b>90</b>		

### Preamble

This course has the primary aim to enlighten the knowledge on outlook of Physical Education and Procedure of Organizing Events and know about Administrative work Related to Sports

<b>Unit I</b>	<b>Introduction to Organization and Administration</b>	<b>17 Hours</b>
	Introduction – Meaning of Organization - Procedures of Organization - Aim of Organization - Scope of Organization - Meaning of Sports Administration and Major phases of Sports Administration	
<b>Unit II</b>	<b>Supervision in Physical Education</b>	<b>17 Hours</b>
	Introduction about supervision in Physical Education - Qualities of supervisor and Qualification of supervisor - Duties of Supervisor - Techniques of Supervision - Maintenance of Various Register - Physical Efficiency test and Physical fitness test	
<b>Unit III</b>	<b>Play area in Schools</b>	<b>22 Hours</b>
	Play area in Schools - Location of Play area in Schools - Surfaces of Playfield - Types of laying out of playfield - suggestions for planning and laying out of playground - care of the Play ground, Difference of Indoor and Outdoor play field - Multipurpose halls and its utilizations in Schools - Swimming pool - Gym, and maintenance of equipments	
<b>Unit IV</b>	<b>Physical Education Period and Physical Education programme</b>	<b>17 Hours</b>
	Introduction about Physical Education Period - Importance - Meaning of Physical Education period - Importance of Physical education syllabus - Types of Physical Education period - Types of Income -Approval of Expenditure - Utilization of Games fund for Physical Education programme and Budget preparation and Planning - Stock Register maintenance	
<b>Unit V</b>	<b>Introduction to Sports Management</b>	<b>17 Hours</b>
	Introduction about Management - Sports Management - Meaning of Sports Management - Functions of Sports Management - Guiding Principles of Sports Management - Schemes of Management in Physical Education	

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

1. Dr.K.S.Shanmugasundaram & Mr.R.Karthik, (2021), “Organization, Administration and Sports Management in Physical Education”, New Century Book House (P) Ltd.

## Reference Books

1. Sanjeev Kumar, Gurpreet Singh, (2019), “*The Organization and Administration of Physical Education*”, Sports Publications.
2. Dr.Sahil K. Borkar, (2017), “*Organization and Administration in Physical Education*”, Sports Publications.
3. Dr. Neeraj Pratap Singh / Dr. Ajay Dubey, (2019), “*Organization and administration of Physical Education Supervision & Recreation*”, Sports Publications
4. Sivarama Krishnan.S, (2001), “*Management in Physical Education*”, Elango Press, karaikudi

## E-Resources

- <https://www.youtube.com/watch?v=fgNZoiiGqIQ>
- <https://www.youtube.com/watch?v=a3FuLOLNJ2Q>
- <https://www.pdfdrive.com/sports-management-and-sports-humanities-e191340185.html>
- <https://www.pdfdrive.com/a-sociology-of-sport-management-and-sociology-of-sport-e28681506.html>
- <https://www.pdfdrive.com/playground-supervision-e21408282.html>

## Course Outcomes

After completion of this course, the students will be able to:

CO1	Outline the Meaning, Procedures, Aim and Scope of Organization. Discuss the Meaning and Major phases of Sports Administration
CO2	Paraphrase about the supervision in Physical Education and qualities of supervisor with Qualification. Generalize the Duties of Supervisor, Techniques of Supervision, Maintenance of Various Register. Understand the Physical Efficiency test and Physical fitness test
CO3	Calculate the required Play area, Location, types of Play area in Schools – Plan the laying out of playfield, difference of Indoor and Outdoor play field
CO4	Discuss about Physical Education Period. Calculate the types of Income, approval of Expenditure, Utilization of Games fund for Physical Education programme and Budget preparation and Planning
CO5	Classify the Sports Management, meaning, functions, guiding Principles and Schemes of Sports Management

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO1	1	-	1	2	-	2	-	1	1	-	1	1
CO2	1	-	1	3	-	2	-	1	1	-	-	1
CO3	1	-	1	1	-	3	-	2	1	1	-	1
CO4	2	1	1	1	1	3	-	2	-	1	1	1
CO5	1	1	1	1	-	1	-	-	-	-	-	1

3.High; 2. Moderate; 3. Low

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. Of Questions	K-Level	No. Of Question	
1	CO1	Up to K2	2	K1&K1	2(K1&K1)	1(K2)
2	CO2	Up to K2	2	K1&K1	2(K1&K1)	1(K2)
3	CO3	Up to K3	2	K1&K2	2(K2&K2)	1(K3)
4	CO4	Up to K3	2	K1&K2	2(K2&K2)	1(K3)
5	CO5	Up to K2	2	K1&K1	2(K1&K1)	1(K2)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

**Distribution of Section - wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	8	24		32	32%	32%
K2	2	16	30	48	48%	48%
K3			20	20	20%	20%
Total Marks	10	40	100	100	100%	100%

### Lesson Plan

<b>Unit I</b>	<b>Introduction to Organization and Administration</b>	<b>17 Hours</b>	<b>Mode</b>
	a. Introduction and Meaning of Organization	3	Descriptive method Textual Reading PPT presentation
	b. Procedures of Organization, Aim of Organization and Scope of Organization	7	
	c. Meaning of Sports Administration and Major phases of Sports Administration	7	
<b>Unit II</b>	<b>Supervision in Physical Education</b>	<b>17 Hours</b>	<b>Mode</b>
	a. Introduction about supervision in Physical Education	3	Descriptive method Textual Reading PPT presentation
	b. Qualities of supervisor and Qualification of supervisor	3	
	c. Duties of Supervisor and Techniques of Supervision	4	
	d. Maintenance of Various Register, Physical Efficiency test and Physical fitness test	7	
<b>Unit III</b>	<b>Play area in Schools</b>	<b>22 Hours</b>	<b>Mode</b>
	a. Play area in Schools and Location of Play area in Schools	4	Descriptive method Textual Reading PPT presentation
	b. Surfaces of Playfield and Types of laying out of playfield	5	
	c. Suggestions for planning, laying out of playground and care of the Play ground	5	
	d. Difference of Indoor and Outdoor play field - Multipurpose halls and its utilizations in Schools	4	
	e. Swimming pool - Gym, and maintenance of equipments	4	
<b>Unit IV</b>	<b>Physical Education Period and Physical Education programme</b>	<b>17 Hours</b>	<b>Mode</b>
	a. Introduction about Physical Education Period and its Importance	5	Descriptive method Textual Reading PPT presentation
	b. Meaning of Physical Education period, Importance of Physical education syllabus and Types of Physical Education period	5	
	c. Types of Income, approval of Expenditure, Utilization of Games fund for Physical Education programme and Budget preparation and Planning	5	
	d. Stock Register maintenance	2	
<b>Unit V</b>	<b>Introduction to Sports Management</b>	<b>17Hours</b>	<b>Mode</b>
	a. Introduction about Management and Sports Management	5	Descriptive method Textual Reading PPT presentation
	b. Meaning of Sports Management and functions of Sports Management	6	
	c. Guiding Principles of Sports Management and Schemes of Management in Physical Education	6	

**Course designed by Dr.K.S.Shanmugasundaram & Mr.P.Bangarusamy**

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>			<b>UPE</b>
Course Code	<b>20UPES3P</b>	Number of Hours/Cycle			<b>2</b>
Semester	<b>III</b>	Max. Marks			<b>50</b>
<b>Part</b>	<b>IV</b>	<b>Credit</b>			<b>2</b>
<b>Skill Based Course I</b>					
<b>Course Title</b>	<b>First Aid</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>		<b>Up to K4</b>			<b>30</b>

### Preamble

This Course aims to evaluate the basic knowledge on Human bones, transporting injured students, dressing, bandaging, massage and manipulation

### List of Practical

1. Identifying the Bones on Human Skeleton
2. Transporting the Injured Person
3. Dressing and Bandaging for Injured Parts
4. Massage and Manipulation

### Pedagogy

Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

1. John Furst, (2018), "*The Complete First Aid Pocket Guide*", Adams Media.

### Reference Books

1. Priyanka N, (2000), "*Handbook of Sports Injuries*", Sports Publication, New Delhi.
2. Kanika K, (2006), "*Athletic Injuries*", Sports Publications, New Delhi.
3. Morris B, (2006), "*Sports Injuries and Athletics Problem*", Surjeet Publication, New Delhi.

### E-Resources

- <https://www.youtube.com/watch?v=qahukkDYFbk>
- <https://www.youtube.com/watch?v=ApzANyz15KI>
- <https://www.youtube.com/watch?v=EAjzt1M4ueU>
- <https://www.youtube.com/watch?v=vYYzaXqAZUY>
- <https://www.youtube.com/watch?v=Ltb7Ast9ryY>

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
Course Code	<b>20UPEC41</b>	Number of Hours/Cycle	<b>5</b>		
Semester	<b>IV</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>		
<b>Core Course VII</b>					
<b>Course Title</b>	<b>Theories of Track and Field Events - II</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K4</b>		<b>75</b>		

### Preamble

This course has the primary aim to enlighten the knowledge in the Rules and Regulations, Marking and Measurements, Basic Skills and Techniques and Safety Measures of Hammer Throw, Discus Throw, Long Jump, Triple Jump, and Hurdle Events

<b>Unit I</b>	<b>Hammer Throw</b>	<b>14 Hours</b>
	Marking and Measurements – Rules and Regulations – Basic Skills and Techniques – Safety Measures	
<b>Unit II</b>	<b>Discus Throw</b>	<b>14 Hours</b>
	Marking and Measurements – Rules and Regulations – Basic Skills and Techniques – Safety Measures	
<b>Unit III</b>	<b>Long Jump and Triple Jump</b>	<b>19 Hours</b>
	Marking and Measurements – Rules and Regulations – Basic Skills and Techniques – Safety Measures	
<b>Unit IV</b>	<b>Hurdles Events</b>	<b>14Hours</b>
	Marking and Measurements – Rules and Regulations – Basic Skills and Techniques – Safety Measures	
<b>Unit V</b>	<b>Tie Breaking</b>	<b>14 Hours</b>
	Tie Breaking and scoring System of Distance Events – Horizontal Events – and Track Events	

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

1. Mr.Jeyaram.C & Dr.K.S.Shanmugasundaram, (2021), “*The complete Athletic Manual*”, New Century Book House (P) Ltd.

### Reference Books

1. Jack Otten, (2001), ‘*Leveled Reader Track*’, Rigby on Deck Reading Libraries.
2. Peter Matthews, (2011), ‘*the International Track and Field Annual*’.
3. Sherry Quack, (2002), ‘*USA Track and Field*’ Directory and Resource Guide
4. Goel.R.G.,( 2000), ‘ *Encyclopedia of Sports and Games*’, Vikas Publishing House Pvt., Ltd., Delhi.

### E-Resources

- <https://www.youtube.com/watch?v=mhsrxCPxvEk>
- <https://www.youtube.com/watch?v=3QdSTyVmucA>
- <https://www.youtube.com/watch?v=r55-fvNIKJU>
- <https://www.youtube.com/watch?v=vbyeToOyy2A>
- <https://www.youtube.com/watch?v=hNoeGhoqBN8>
- [https://www.youtube.com/watch?v=6\\_8H8P1KB7c](https://www.youtube.com/watch?v=6_8H8P1KB7c)

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Summarize the rules and regulation, identify the Basic skills and techniques of Hammer Throw
CO2	Classify the rules and regulation, identify the Basic skills and techniques of Discus Throw
CO3	Recognize rules and regulation, identify the Basic skills and techniques of Long Jump and Triple Jump
CO4	Elaborate rules and regulation, identify the skills and techniques of Hurdle Events
CO5	Generalize the rules and regulation in Tie Breaking and Scoring System and analyze and plan the method of Tie Breaking in Distance Events, Horizontal Events, and Track Events

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO 10	PSO 11	PSO 12
CO1	3	3	-	1	-	1	3	2	1	-	-	1
CO2	3	3	-	1	-	1	3	2	1	-	-	1
CO3	3	3	-	1	-	1	3	2	1	-	-	1
CO4	3	3	-	1	-	1	3	2	1	-	-	1
CO5	3	3	-	1	-	1	3	2	1	-	-	1

3. High; 2. Moderate; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. Of Questions	K-Level	No. Of Question	No. Of Question
1	CO1	Up to K3	2	K1&K2	2(K2&K2)	1(K3)
2	CO2	Up to K3	2	K1&K2	2(K2&K2)	1(K3)
3	CO3	Up to K3	2	K1&K2	2(K2&K2)	1(K3)
4	CO4	Up to K3	2	K1&K2	2(K2&K2)	1(K3)
5	CO5	Up to K4	2	K1&K2	2(K3&K3)	1(K4)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

**Distribution of Section - wise Marks with K Levels**

<b>K Levels</b>	<b>Section A (No Choice)</b>	<b>Section B (Either/or)</b>	<b>Section C (Open Choice)</b>	<b>Total Marks</b>	<b>% of Marks without Choice</b>	<b>Consolidated (Rounded off)</b>
K1	5			5	5	5%
K2	5	32		37	37	37%
K3		8	40	48	48	48%
K4			10	10	10	10%
Total Marks	20	40	50	100	100	100%

**Lesson Plan**

<b>Unit I</b>	<b>Hammer Throw</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Marking and Measurements in Hammer Throw	3	Audio Visual Textual Reading PPT presentation
	b. Rules and Regulations in Hammer Throw	5	
	c. Basic Skills and Techniques in Hammer Throw	5	
	d. Safety Measures in Hammer Throw	1	
<b>Unit II</b>	<b>Discus Throw</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Marking and Measurements in Discus Throw	3	Audio Visual Textual Reading PPT presentation
	b. Rules and Regulations in Discus Throw	5	
	c. Basic Skills and Techniques in Discus Throw	5	
	d. Safety Measures in Discus Throw	1	
<b>Unit III</b>	<b>Long Jump and Triple Jump</b>	<b>19 Hours</b>	<b>Mode</b>
	a. Marking and Measurements in Long Jump & Triple Jump	4	Audio Visual Textual Reading PPT presentation
	b. Rules and Regulations in Long Jump & Triple Jump	7	
	c. Basic Skills and Techniques in Long Jump & Triple Jump	7	
	d. Safety Measures in Long Jump & Triple Jump	1	
<b>Unit IV</b>	<b>Hurdles Events</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Marking and Measurements in Hurdle Events	3	Audio Visual Textual Reading PPT presentation
	b. Rules and Regulations in Hurdle Events	5	
	c. Basic Skills and Techniques in Hurdle Events	5	
	d. Safety Measures in Hurdle Events	1	
<b>Unit V</b>	<b>Tie Breaking</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Tie Breaking and scoring System of Hammer Throw	4	Audio Visual Textual Reading PPT presentation
	b. Tie Breaking and scoring System of Discus Throw	4	
	c. Tie Breaking and scoring System of Long Jump & Triple Jump	4	
	d. Tie Breaking and scoring System of in Hurdle Events	2	

**Course designed by Dr.K.S.Shanmugasundaram & Mr.C.Jeyaram**



<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
Course Code	<b>20UPEC42</b>	Number of Hours/Cycle	<b>5</b>		
Semester	<b>IV</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>3</b>		
<b>Core Course VIII</b>					
<b>Course Title</b>	<b>Applied Kinesiology and Bio Mechanics</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K4</b>		<b>75</b>		

### Preamble

This course has the primary aim to enlighten the knowledge in the Kinesiology which deals with joints, muscles and its origin and actions. It also briefly correlated with Bio-Mechanics movements in sports

<b>Unit I</b>	<b>Introduction to Kinesiology and Fundamental Movements</b>	<b>14 Hours</b>
	Meaning, History of Kinesiology - Aim and Objectives of Kinesiology in sports – Classification of Joints - Fundamental movements of Joints – Axis and planes - Centre of Gravity	
<b>Unit II</b>	<b>Origin, insertion and action of Various Muscles of Human Body</b>	<b>14 Hours</b>
	Classification of Muscle – Origin, Insertion and Action of Muscles at Various Joints - Upper Extremities – Pectoralis major, Pectoralis minor, Teres major Teres minor, Trapezius Latissimus dorsi, Biceps, Triceps and Deltoid – Lower Extremities – Sartorius, Quadriceps group , Hamstring group and Gastronomies	
<b>Unit III</b>	<b>Introduction to Biomechanics</b>	<b>19 Hours</b>
	Meaning and Definition of Biomechanics – Branches of Mechanics - Need and Importance of Biomechanics in the field of Physical Education and Sports – Motion - Types of Motion- Linear, Rotary motions and their types - Newton’s Laws of Motion - Levers – Definition and meaning – Types and characteristics of Levers	
<b>Unit IV</b>	<b>Equilibrium, Balance, Friction, Force and Projectile</b>	<b>14 Hours</b>
	Equilibrium- Stages of Equilibrium – Stability - Factors that determine the degree of stability – Balance - Friction – Distance – Speed and Velocity – Acceleration and its types - Force – Definition and Meaning – Factors affecting force – Types of force – Centripetal and Centrifugal force – Projectile – Angle of Projection - Spin	
<b>Unit V</b>	<b>Mechanical analysis of Movements in Sports</b>	<b>14 Hours</b>
	Mechanical Analysis of movements in Sports – Newton’s Laws of Motion and Levers in Major Sports Skills – Equilibrium, Stability and Balance in Gymnastics — Centripetal and Centrifugal force , Projectile and Angle of Projection in Athletics - Friction and Spin in Cricket	

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

1. Dr.N.Rajasekar, Mrs.S.Eswari, (2019), “Kinesiology and Biomechanics in Physical Education and Sports”, New Century Book House (P) Ltd.

### Reference Books

1. Dr.Manmohan Rout, (2017), “Kinesiology and Biomechanics”, Sports Publication.
2. Dr.Praveen Kumar, (2019), “Sports Biomechanics and Kinesiology”, Friend Publications

3. Dr. Ajay Vasntrao Gulhane, (2017), "Sports Biomechanics and Kinesiology", Sports Publication
4. Robert Frost, (2002), "Applied Kinesiology", North Atlantic Books, Berkeley, California.

### E-Resources

- <https://www.pdfdrive.com/applied-kinesiology-e18833770.html>
- <https://www.youtube.com/watch?v=aRaLjN2cTYo>
- <https://youtu.be/0sORyuaWVR0>
- <https://www.youtube.com/watch?v=RgUNsXQfiSs>
- <https://www.youtube.com/watch?v=9R74-g1I4UM>
- <https://www.youtube.com/watch?v=79yH4fCXv88>

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Outline the meaning and history of kinesiology. Elaborate the Joints in Human Skeleton and its movements
CO2	Indicate the Origin, Insertion and Action of Muscles at Various Joints
CO3	Understand the detailed basics of Biomechanics and apply the levers, law of motion with sports skills and Techniques
CO4	Understand and apply the Equilibrium, Stability, Balance, Friction, Acceleration, Force, Projectile and Spin with sports skills and Techniques
CO5	Mechanical Analysis of movements in Sports with Equilibrium, Stability, Balance, Friction, Acceleration, Force, Projectile and Spin

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS O 1	PS O2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO 1	1	1	1	-	-	2	2	2	1	-	-	1
CO 2	1	1	1	-	-	2	1	2	1	-	-	1
CO 3	1	1	1	-	-	2	3	2	1	-	-	1
CO 4	1	1	1	-	-	2	3	2	1	-	-	1
CO 5	1	1	1	-	-	2	3	2	1	-	-	1

High; 2. Moderate; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Either / or Choice
			No. Of Questions	K-Level	No. Of Question	No. Of Question
1	CO1	Up to K2	2	K1&K1	2(K2&K2)	1(K2)
2	CO2	Up to K2	2	K1&K1	2(K2&K2)	1(K2)
3	CO3	Up to K3	2	K1&K2	2(K2&K2)	1(K3)
4	CO4	Up to K3	2	K1&K2	2(K2&K2)	1(K3)
5	CO5	Up to K4	2	K1&K2	2(K3&K3)	1(K4)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

### Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	7			7	7%	7%
K2	3	32	20	55	55%	55%
K3		8	20	28	28%	28%
K4			10	10	10%	10%
Total Marks	10	40	50	100	100%	100%

### Lesson Plan

<b>Unit I</b>	<b>Introduction to Kinesiology and Fundamental Movements</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Meaning, History of Kinesiology	3	Audio Visual Textual Reading PPT presentation
	b. Aim and Objectives of Kinesiology in sports	3	
	c. Classification of Joints - Fundamental movements of Joints	4	
d. Axis and planes - Centre of Gravity	4		
<b>Unit II</b>	<b>Origin, insertion and action of Various Muscles of Human Body</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Classification of Muscle	3	Audio Visual Textual Reading PPT presentation
	b. Origin, Insertion and Action of Muscles at Various Joints	3	
	c. Upper Extremities – Pectoralis major, Pectoralis minor, Teres major Teres minor, Trapezius Latissimus dorsi, Biceps, Triceps and Deltoid	4	
d. Lower Extremities – Sartorius, Quadriceps group , Hamstring group and Gastrocnemius	4		
<b>Unit III</b>	<b>Introduction to Biomechanics</b>	<b>19 Hours</b>	<b>Mode</b>
	a. Meaning and Definition of Biomechanics	3	Audio Visual Textual Reading PPT presentation
	b. Branches of Mechanics - Need and Importance of Biomechanics in the field of Physical Education and Sports	4	
	c. Motion - Types of Motion- Linear, Rotary motions and their types	4	
	d. Newton's Laws of Motion	4	
e. Levers – Definition and meaning – Types and characteristics of Levers	4		
<b>Unit IV</b>	<b>Equilibrium, Balance, Friction, Force and Projectile</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Equilibrium- Stages of Equilibrium – Stability - Factors that determine the degree of stability	3	Audio Visual Textual Reading PPT presentation
	b. Balance - Friction – Distance – Speed and Velocity – Acceleration and its types	4	
	c. Force – Definition and Meaning – Factors affecting force	3	
	d. Types of force – Centripetal and Centrifugal force	2	
e. Projectile – Angle of Projection - Spin	2		
<b>Unit V</b>	<b>Mechanical analysis of Movements in Sports</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Introduction to Mechanical Analysis of movements in Sports	2	Audio Visual Textual Reading PPT presentation
	b. Newton's Laws of Motion and Levers in Major Sports Skills	4	
	c. Equilibrium, Stability and Balance in Gymnastics	3	
	d. Centripetal and Centrifugal force , Projectile and Angle of Projection in Athletics	3	
e. Friction and Spin in Cricket	2		

Course designed by Dr.N.Rajasekar & Mrs.S.Eswari

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
Course Code	<b>20UPES41</b>	Number of Hours/Cycle	<b>2</b>		
Semester	<b>IV</b>	Max. Marks	<b>50</b>		
<b>Part</b>	<b>IV</b>	<b>Credit</b>	<b>2</b>		
<b>Skill Based Course II</b>					
<b>Course Title</b>	<b>Sports Physiotherapy</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K3</b>		<b>30</b>		

### Preamble

This course aims to enlighten the nature, role and its value in nurturing and cultivating the Rehabilitation through Physiotherapy

	<b>Introduction to Physiotherapy</b>	<b>5 Hours</b>
<b>Unit I</b>	Introduction to Physiotherapy – Meaning - Definition – Aims – Purpose – Role – Need and Importance – Benefits of Physiotherapy – WCPT Guiding Principles of Physiotherapy	Audio Visual Textual Reading PPT presentation
	<b>Electro therapy</b>	<b>5 Hours</b>
<b>Unit II</b>	Electro therapy – Definition – Aims – Principles – Uses and Physiological effects – Kinds of Electrotherapy – Types of Electrical stimulation and risks in Electrotherapy - Infra red rays – Ultra violet rays – Short wave Diathermy – Ultra sound rays	Audio Visual Textual Reading PPT presentation
	<b>Hydrotherapy and Cryotherapy</b>	<b>10 Hours</b>
<b>Unit III</b>	Hydrotherapy – Definition – purpose – Uses – principles – classification and benefits – Cryotherapy – Thermotherapy – contrast bath – Whirlpool treatment – Steam bath and Hot water fermentation	Audio Visual Textual Reading PPT presentation
	<b>Bandages, Massages and Manipulation</b>	<b>5 Hours</b>
<b>Unit IV</b>	Bandages – Meaning – Role – Importance and types - Massages – Classification Manipulation – Physiological Effects of Massage – Swedish massage	Audio Visual Textual Reading PPT presentation
	<b>Therapeutic Exercise</b>	<b>5 Hours</b>
<b>Unit V</b>	Definition and scope of Therapeutic Exercise – Principles of Therapeutic Exercise – Classification, Effects of Therapeutic exercise – Passive Movements – Active Movements – Application of the Therapeutic Exercise	Audio Visual Textual Reading PPT presentation

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

1. Dr.N.Rajasekar, & Mr.P.Bangarusamy, (2019), “*Physiotherapy*”, New Century Book House, Chennai

### Reference Books

1. Christine, M.D, (1999), “*Physiology of Sports and Exercise*”, USA Human Kinetics.
2. Conley. M. (2000), “*Bioenergetics of exercise training*”, (EDs) Essentials of Strength Training and Conditioning (pp 73-90). Champaign, IL Human Kinetics.

3. Stuart Porter, (2013) “*Tidy’s Physiotherapy*”, Churchill Livingstone

**E-Resources**

- [https://www.youtube.com/watch?v=GRChq\\_29\\_3A](https://www.youtube.com/watch?v=GRChq_29_3A)
- <https://www.youtube.com/watch?v=qaTq1hZIFyE>
- [https://www.youtube.com/watch?v=rp\\_1AnZtVoQ](https://www.youtube.com/watch?v=rp_1AnZtVoQ)
- [https://www.youtube.com/watch?v=d\\_cIXIkG7hc](https://www.youtube.com/watch?v=d_cIXIkG7hc)
- <https://www.youtube.com/watch?v=hyv6-3S5mq8>

**Course Outcomes**

After completion of this course, the students will be able to:

CO1	Elaborate the meaning, Definition, Aims, Purpose, Role, Need and Importance, Benefits of Physiotherapy and WCPT Guiding Principles of Physiotherapy
CO2	Summarize the knowledge about Electro therapy in detail, and paraphrase the Infra red rays, Ultra violet rays, Short wave Diathermy and Ultra sound rays
CO3	Generalize the knowledge about Hydrotherapy in detail, and Elaborate the basics of Cryotherapy, thermotherapy, contrast bath, whirlpool treatment, steam bath and Hot water fermentation
CO4	Discuss about the Bandages, Massages, Manipulation, Swedish massage, its Importance and apply and find the benefits of massage and manipulation
CO5	Recognize the Therapeutic Exercise, its importance, Classification, and Application of the Therapeutic Exercise

**Mapping of Course Outcomes (COs) with Programme Specific Outcomes**

	PSO 1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO 10	PSO 11	PSO 12
CO1	3	-	2	-	-	1	-	3	1	-	-	1
CO2	3	-	2	-	-	1	-	3	1	-	-	1
CO3	3	-	2	-	-	1	-	3	1	-	-	1
CO4	3	-	2	-	-	1	-	3	1	-	-	1
CO5	3	-	2	-	-	1	-	3	1	-	-	1

3. High; 2. Moderate; 1. Low

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K – Level	Section A	Section B
			Either/or Choice	Open Choice
			No. Of Questions	No. Of Questions
1	CO1	Up to K2	2(KI&K1)	1(K2)
2	CO2	Up to K2	2(K1&K1)	1(K2)
3	CO3	Up to K2	2(K1&K1)	1(K2)
4	CO4	Up to K3	2(K2&K2)	1(K3)
5	CO5	Up to K3	2(K2&K2)	1(K3)
No of Questions to be asked			10	5
No of Questions to be answered			5	3
Marks for each Question			3	5
Total Marks for each Section			15	15

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

**Distribution of Section –wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Open choice)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	18	15	33	60%	60%
<b>K2</b>	12	10	22	40%	40%
<b>Total Marks</b>	30	25	55	100%	100%

**Lesson Plan**

<b>Unit I</b>	<b>Introduction to Physiotherapy</b>	<b>5 Hours</b>	<b>Mode</b>
	a. Introduction to Physiotherapy	<b>1</b>	Audio
	b. Meaning, Definition and Aims of Physiotherapy	<b>1</b>	Visual
	c. Purpose, Role and Need and Importance	<b>1</b>	Textual
	d. Benefits of Physiotherapy	<b>1</b>	Reading
	e. WCPT Guiding Principles of Physiotherapy	<b>1</b>	PPT presentation
<b>Unit II</b>	<b>Electro therapy</b>	<b>5 Hours</b>	<b>Mode</b>
	a. Electro therapy – Definition – Aims – Principles	<b>1</b>	Audio
	b. Uses and Physiological effects – Kinds of Electrotherapy	<b>1</b>	Visual
	c. Types of Electrical stimulation and risks in Electrotherapy	<b>1</b>	Textual
	d. Infra red rays – Ultra violet rays	<b>1</b>	Reading
	e. Short wave Diathermy – Ultra sound rays	<b>1</b>	PPT presentation
<b>Unit III</b>	<b>Hydrotherapy and Cryotherapy</b>	<b>10 Hours</b>	<b>Mode</b>
	a. Hydrotherapy – Definition – purpose	<b>2</b>	Audio
	b. Uses, principles and classification and benefits	<b>2</b>	Visual
	c. Cryotherapy – Thermootherapy	<b>2</b>	Textual
	d. Contrast bath – Whirlpool treatment	<b>2</b>	Reading
	e. Steam bath and Hot water fermentation	<b>2</b>	PPT presentation
<b>Unit IV</b>	<b>Bandages, Massages and Manipulation</b>	<b>5 Hours</b>	<b>Mode</b>
	a. Bandages – Meaning – Role – Importance and types	<b>1</b>	Audio
	b. - Massages	<b>1</b>	Visual
	c. Classification Manipulation	<b>1</b>	Textual
	d. Physiological Effects of Massage	<b>1</b>	Reading
	e. Swedish massage	<b>1</b>	PPT presentation
<b>Unit V</b>	<b>Therapeutic Exercise</b>	<b>5 Hours</b>	<b>Mode</b>
	a. Definition and scope of Therapeutic Exercise	<b>1</b>	Audio
	b. Principles of Therapeutic Exercise	<b>1</b>	Visual
	c. Classification, Effects of Therapeutic exercise –	<b>1</b>	Textual
	d. Passive Movements – Active	<b>1</b>	Reading
	e. Movements – Application of the Therapeutic Exercise	<b>1</b>	PPT presentation

Course designed by Dr.N.Rajasekar & Mr.P.Bangarusamy

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
Course Code	<b>20UPEC4P</b>	Number of Hours/Cycle	<b>12</b>		
Semester	<b>IV</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>		
<b>Core Practical II</b>					
<b>Course Title</b>	<b>Basics of Sports, Games and Events – II</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K4</b>				<b>180</b>

### Preamble

This course aims to evaluate the knowledge about the History and Rules and regulations of Hammer Throw, Discus Throw, Long Jump, Triple Jump and Hurdles events. Evaluate the performance of the students from the selected event of their own. Evaluate the coaching and teaching skills and techniques of Badminton, Football, Taekwondo, Power Lifting, Handball and Kho-Kho.

### List of Practical

1. Test of Fundamental and Advanced skills of Events
2. Rules and their Interpretation of Events
3. Duties of Officials – Scoring system.
4. Coaching Aspects – Lead up Activities.
5. Performance of Any one event from the selected event of their own
6. Test of Fundamental and Advanced skills of games
7. Rules and their Interpretation of Games
8. Mechanism of Officiating – Duties of Officials – Scoring system.
9. Coaching Aspects – Lead up Activities.
10. Performance of the students from the selected Game of their own

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

1. National Council of YMCA, 2011, “*Rules book of Games and Sports*”, KK Jacob National Council of YMCA, New Delhi

### Reference Books

1. Jack Otten, (2001), ‘*Leveled Reader Track*’, Rigby on Deck Reading Libraries.
2. Peter Matthews, (2011), ‘*the International Track and Field Annual*’.
3. Sherry Quack, (2002), ‘*USA Track and Field*’ Directory and Resource Guide
4. Goel.R.G.,( 2000), ‘ *Encyclopedia of Sports and Games*’, Vikas Publishing House Pvt., Ltd., Delhi.
5. Badminton World Federation, (2010), “*Badminton Rule Book II*”, Stadium Badminton, Kuala Lumpur, Malaysia
6. The International Football Association Board, (2017-2018), “*Laws of The game*”, Munstergasse, Switzerland.
7. International Handball Federation, (2016), “*Rules of the Game*”, Basel, Switzerland.
8. Naval Kishore (2018), “How to play Kho Kho”, Prerana Prakshan publication, Delhi



## E-Resources

- <https://www.youtube.com/watch?v=mhsrxCPxvEk>
- <https://www.youtube.com/watch?v=3QdSTyVmucA>
- <https://www.youtube.com/watch?v=r55-fvNIKJU>
- <https://www.youtube.com/watch?v=vbyeToOyy2A&t=92s>
- <https://www.youtube.com/watch?v=70gu114NrKQ>
- <https://corporate.bwfbadminton.com/statutes/#1513733461252-a16ae05d-1fc9>
- <https://www.fifa.com/who-we-are/legal/rules-and-regulations/documents/>
- <http://www.worldtaekwondo.org/about-wt/about.html>
- [https://www.powerlifting.sport/fileadmin/ipf/data/rules/technical-rules/english/IPF\\_Technical\\_Rules\\_Book\\_2021.docx.pdf](https://www.powerlifting.sport/fileadmin/ipf/data/rules/technical-rules/english/IPF_Technical_Rules_Book_2021.docx.pdf)
- <https://khokhofederation.in/rules-regulations/>
- <https://www.ihf.info/regulations-documents/361?selected=Rules%20of%20the%20Game>

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
Course Code	20UPEA41	Number of Hours/Cycle	<b>4</b>		
Semester	<b>IV</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>2</b>		
<b>Allied Course IV</b>					
<b>Course Title</b>	<b>Computer Applications in Physical Education and Sports</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K3</b>		<b>60</b>		

### Preamble

To educate the fundamentals of Computer usage, software, hard ware, MS word, MS Excel, usage of computers in Physical education

<b>Unit I</b>	<b>Introduction to Computer</b>	<b>12 Hours</b>
	What is computer - Characteristics of Computers - Types of Computers - Generations of Computer - Components of Computer - Networking	
<b>Unit II</b>	<b>MS Office</b>	<b>12 Hours</b>
	Interface Elements - File Menu - Auto Correct - Home Tab - Insert Tab - Page Layout Tab - Mailings Tab - Review Tab - View Tab	
<b>Unit III</b>	<b>MS Excel</b>	<b>12 Hours</b>
	Spreadsheets Introduction to Excel - File Tab - Home Tab - Functions in Excel - Insert Tab - Page Layout Tab - Formulas - Data Tab - Review Tab - View Tab	
<b>Unit IV</b>	<b>MS Power Point</b>	<b>12 Hours</b>
	Create a new presentation - Slide Views - Apply Transition - Presenting Slide Show - Saving and Printing - Word Art and Shapes - Animating Text and Objects	
<b>Unit V</b>	<b>MS Office Application</b>	<b>12 Hours</b>
	Computer Application in physical education – preparing entries for Athletics and tournaments – preparing score sheet for athletic events and tournaments – preparing fixtures for Tournaments – preparing invitation for Sports Events	

### Pedagogy

Class Room Lectures, Power point presentation, You Tube, Group Discussion, Seminar, Quiz, Assignments, Brain storming

### Text Book

1. Dr. MCRHRD, (2013), “*Computer fundamentals & Office Applications*”, Institute Hyderabad

### Reference Books

1. Vikas Gupta (2006) “*Comdex computer course kit*” dream tech.
2. Vasanthi Ramanathan, Meenakshi Pathippagam, (2004), “*Fundamentals of Computer & PC Software*”
3. A. Surendran, (2014), “*Computerised Accounting and office Automation*”.

### E-Resources

- <https://edu.gcfglobal.org>
- <https://www.excel-easy.com>
- <https://support.microsoft.com>
- <https://trumpexcel.com>
- <https://digital.com>

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Identify the components of a computer
CO2	Knowledge on hardware, peripherals and software.
CO3	Understand the use of MS office in our daily life
CO4	Understand the application of computers in our daily life
CO5	Present conclusions effectively, orally, and in writing

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

3.

	PS O 1	PS O2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO 1	-	-	1	-	-	1	1	2	1	-	1	1
CO 2	-	-	1	-	-	1	1	2	1	-	1	1
CO 3	-	-	1	-	-	1	1	2	1	-	1	1
CO 4	-	-	1	-	-	1	1	2	1	-	1	1
CO 5	-	-	1	-	-	1	1	2	1	-	1	1

High; 2. Moderate; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. Of Questions	K-Level	No. Of Question	
1	CO1	Up to K1	2	K1&K1	2(K1&K1)	1(K1)
2	CO2	Up to K2	2	K1&K1	2(K1&K1)	1(K2)
3	CO3	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
4	CO4	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
5	CO5	Up to K3	2	K1&K2	2(K2&K2)	1(K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

**Distribution of Section - wise Marks with K Levels**

<b>K Levels</b>	<b>Section A (No Choice)</b>	<b>Section B (Either/or)</b>	<b>Section C (Open Choice)</b>	<b>Total Marks</b>	<b>% of Marks without Choice</b>	<b>Consolidated (Rounded off)</b>
K1	7	32	10	49	49	49%
K2	3	8	30	41	41	41%
K3			10	16	16	16%
Total Marks	10	40	50	100	100	100%

**Lesson Plan**

	<b>Introduction to Computer</b>	<b>Hours</b>	<b>Mode</b>
<b>Unit I</b>	a. What is computer - Characteristics of Computers	<b>4</b>	Descriptive method, PPT Presentation
	b. Types of Computers - Generations of Computer	<b>4</b>	
	c. Components of Computer	<b>3</b>	
	d. Networking	<b>2</b>	
<b>Unit II</b>	<b>MS Office</b>	<b>Hours</b>	<b>Mode</b>
	a. Interface Elements - File Menu	<b>2</b>	PPT Presentation, Assignments
	b. Auto Correct - Home Tab - Insert Tab	<b>3</b>	
	c. Page Layout Tab	<b>2</b>	
	d. Mailings Tab	<b>3</b>	
e. Review Tab - View Tab	<b>3</b>		
<b>Unit III</b>	<b>MS Excel</b>	<b>Hours</b>	<b>Mode</b>
	a. Spreadsheets Introduction to Excel - File Tab	<b>5</b>	Descriptive method
	b. Home Tab - Functions in Excel - Insert Tab - Page Layout Tab	<b>5</b>	
	c. Formulas - Data Tab	<b>4</b>	
d. Review Tab - View Tab	<b>4</b>		
<b>Unit IV</b>	<b>MS Power Point</b>	<b>Hours</b>	<b>Mode</b>
	a. Create a new presentation - Slide Views - Apply Transition	<b>3</b>	Descriptive method, PPT Presentation
	b. Presenting Slide Show	<b>2</b>	
	c. Saving and Printing	<b>2</b>	
	d. Word Art and Shapes	<b>3</b>	
e. Animating Text and Objects	<b>3</b>		
<b>Unit V</b>	<b>MS Office Application</b>	<b>Hours</b>	<b>Mode</b>
	a. Computer Application in physical education	<b>5</b>	Assignment, PPT Presentation, Group discussions.
	b. preparing entries for Athletics and tournaments	<b>5</b>	
c. preparing score sheet for athletic events and tournaments	<b>4</b>		

Course designed by **Dr.C.Kirubakaran**

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>
Course Code	20UPEA4P	Number of Hours/Cycle	<b>2</b>
Semester	<b>IV</b>	Max. Marks	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>2</b>
<b>Allied Practical I</b>			
<b>Course Title</b>	<b>Computer Applications in Physical Education and Sports</b>		
<b>Cognitive Level</b>	<b>Up to K3</b>		

### **Preamble**

To evaluate the fundamentals of Computer usage, software, hard ware, MS word, MS Excel, usage of computers in Physical education

### **List of Practical**

#### **M.S. Word 2000**

I. Performing the following:

a) Type three paragraphs b) Move Para 1 after Para 3 c) Copy Para 2 after Para 3

II. Type invitation card using various colour and styles

III. Perform the following

a) Type three paragraph using paragraph indents, b) Align Left - Para 1, c) Align Right -Para 2, d)

Underline Para 3, e) Bold paragraph 1-2, f) Italic - paragraph 3

IV. Insert object into word document

V. Prepare a table with three columns of various widths.

VI. Designing a document for Resume

VII. Preparing Fixtures for tournament

VIII. Preparing invitation for Sports Events

#### **Excel 2000**

I. Entering a simple spreadsheet with three columns, Roll Numbers, Name, Mark I, for ten students

II. Find the total marks of ten students

III. Find the average marks of ten students in problem I.

IV. Editing the spreadsheet in problem 1 and printing

V. Formula Implementation

VI. Perform the following

a) Copy the content of cell A3 into C3, b) Delete the content of cell B3, c) Border the cell range from C5 to D8

#### **Text Book**

1. Dr. Mcrhrd, (2013), "*Computer fundamentals & Office Applications*", Institute Hyderabad

#### **Reference Books**

1. Vikas Gupta (2006) "*Comdex computer course kit*" dream tech.

2. Vasanthi Ramanathan, Meenakshi Pathippagam, (2004), "*Fundamentals of Computer & PC Software*"

3. Surendran, (2014), "*Computerised Accounting and office Automation*".

### Extra Credit Value Added Courses

<b>Programme</b>		<b>Programme Code</b>	<b>CPED</b>
Course Code	<b>20CPED31</b>	Number of Hours/Semester	<b>30</b>
Semester	<b>III</b>	Max. Marks	<b>100</b>
<b>Part</b>	<b>IV</b>	<b>Credit</b>	<b>1</b>
<b>Value Added Course I</b>			
<b>Course Title</b>	<b>Diet and Nutrition</b>		
<b>Cognitive Level</b>	<b>Up to K2</b>		

#### **Preamble**

This course has the primary aim to enlighten the knowledge and equip in the field of Diet and Nutrition

#### **Unit I**

Meaning and Definition of Nutrition - Basic Nutrition Guidelines - Factor to consider for developing Nutrition Plan

#### **Unit II**

Carbohydrates, Protein, Fat – Meaning, Classification and its Function - Different methods of dietary assessment (food and fluid intake)

#### **Unit III**

Nutrients: Ingestion to Energy Metabolism: Role of Carbohydrates, Fat and Protein in day to day Life - Vitamins, Minerals, Water – Meaning, Classification and its function - Water balance – Dehydration - Nutrition – Daily Caloric Requirements and Expenditure

#### **Unit IV**

Energy intake and Energy expenditure - Energy content of foods (chemical energy and metabolizable energy) - Factors affecting energy expenditure - Energy balance and Energy requirement: Concepts and basis - Adaption in energy expenditure

#### **Unit V**

Nutrition and Weight Management - Meaning and Values of Weight Management – Factor affecting Weight Management - Concept of Body Mass Index (BMI) - Obesity – Definition, Meaning and Types of Obesity, Health Risks associated with Obesity and Solutions for Overcoming Obesity - Dieting and Exercise for Weight Control

#### **Text book:**

1. Kavitha Sanganrouda.M. , Majeed Allauddin, Dr.M.S.Pasodi, 2018, Sports Nutrition, Khel sahitya Kendra.

#### **Reference Book (s):**

1. Nancy Clark, 2013, Sports Nutrition Guidebook, ISBN-13: 9781450459938
2. Anita Bean, 2009, A Complete Guide to Sports Nutrition (Complete Guides), A & C Black Publishers Ltd; 6th edition
3. Monique Ryan, 2012, Sports Nutrition for Endurance Athletes, 3rd Ed, Velo press.

<b>Programme</b>		<b>Programme Code</b>	<b>CPED</b>
Course Code	<b>20CPED41</b>	Number of Hours/Semester	<b>30</b>
Semester	<b>III</b>	Max. Marks	<b>100</b>
<b>Part</b>	<b>IV</b>	<b>Credit</b>	<b>1</b>
<b>Value Added Course II</b>			
<b>Course Title</b>	<b>Physiotherapy</b>		
<b>Cognitive Level</b>	<b>Up to K2</b>		

### **Preamble**

This course has the primary aim to enlighten the knowledge and equip in the field of Diet and Nutrition

### **Unit I**

Meaning, definition of Physiotherapy – Guiding Principles of Physiotherapy – Need and Importance of Physiotherapy

### **Unit II**

Electro therapy – Infra red rays – Ultra violet rays – Short wave Diathermy – Ultra sonic rays

### **Unit III**

Hydrotherapy – Application of Hydrotherapy – Introduction, Demonstration and Treatment of cryotherapy – Thermotherapy – Contrast bath – Whirlpool Bath – Steam Bath – Sauna Bath – Hot water Fermentation.

### **Unit IV**

Bandages – Types of Bandages – Massages – Classification Manipulation – Physiological Effects of Massage

### **Unit V**

Definition and scope of Therapeutic Exercise – Principles of Therapeutic Exercise – Classification, Effects of Therapeutic exercise – Passive Movements – Active Movements – Application of the Therapeutic Exercise Rehabilitation

### **Text Books**

Carolyn Kisner and Lynn Allen Colby, 1985, “Therapeutic Exercise: Foundations and Techniques”.

### **Reference Books**

Christine, M.D, 1999, Physiology of Sports and Exercise. USA Human Kinetics.

Conley. M. 2000, Bioenergetics of exercise training, (EDs) Essentials of Strength Training and Conditioning (pp 73-90). Champaign, IL Human Kinetics.

Stuart Porter, 1991 “Tidy’s Physiotherapy”.

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
<b>Course Code</b>	<b>20UPEC51</b>	<b>Number of Hours/Cycle</b>	5		
<b>Semester</b>	<b>V</b>	<b>Max. Marks</b>	100		
<b>Part</b>	<b>III</b>	<b>Credit</b>	3		
<b>Core Course IX</b>					
<b>Course Title</b>	<b>Basic Theories of Games – III</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K3</b>		<b>75</b>		

### Preamble

This course has the primary aim to enlighten the knowledge in the history and Development Basketball, Cricket, Judo, swimming, Hockey and Table Tennis along with court Measurements, Equipments, marking techniques and major rules related to the games

<b>Unit I</b>	<b>Basketball</b>	<b>14 Hours</b>
	History and Development – Working federations – Major tournaments - Playing court Measurements – Equipments – Ground Marking – Basic Rules and Basic skills of the game – Mechanism of Officiating and Scoring System	
<b>Unit II</b>	<b>Cricket</b>	<b>14 Hours</b>
	History and Development – Working federations – Major tournaments - Playing court Measurements – Equipments – Ground Marking – Basic Rules and Basic skills of the game – Mechanism of Officiating and Scoring System	
<b>Unit III</b>	<b>Judo and Swimming</b>	<b>19 Hours</b>
	Judo - History and Development – Working federations – Major tournaments - Playing court Measurements – Equipments – Ground Marking – Basic Rules and Basic skills of the game – Scoring System - Swimming – Categories - Basic skills and techniques – Major Tournaments	
<b>Unit IV</b>	<b>Hockey</b>	<b>14 Hours</b>
	History and Development – Working federations – Major tournaments - Playing court Measurements – Equipments – Ground Marking – Basic Rules and Basic skills of the game – Mechanism of Officiating and Scoring System	
<b>Unit V</b>	<b>Table Tennis</b>	<b>14 Hours</b>
	History and Development – Working federations – Major tournament - Playing court Measurements – Equipments – Ground Marking – Basic Rules and Basic skills of the game – Mechanism of Officiating and Scoring System	

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

2.National Council of YMCA, (2011), '*Rules book of Games and Sports*', KK Jacob National Council of YMCA, New Delhi.

### Reference Books

5. FIBA, (2020), "*Official Basketball Rules*", approved by FIBA Central Board, Mies, Switzerland



6. ICC, (2019-2020), “*Playing Handbook*”, International Cricket Council, Dubai, United Arab Emirates.
7. Dr.Jitendra Kumar Thakur and Dr.Vijay Singh, (2020), “*Most Popular Sports and Games*”, Sports Publication, New Delhi.

#### E-Resources

- <https://www.fiba.basketball/documents/official-basketball-rules/2020.pdf>
- [https://fih.ch/media/13523568/fih-rules-of-hockey-jan2022-final-updated\\_001.pdf](https://fih.ch/media/13523568/fih-rules-of-hockey-jan2022-final-updated_001.pdf)
- <https://www.theukrules.co.uk/rules/sport/judo/ijf-official-judo-rules-book-pdf.html>
- [https://resources.fina.org/fina/document/2021/01/12/b3885f9b-630a-4390-861d-4e7f6031f4a4/2017\\_2021\\_swimming\\_16032018.pdf](https://resources.fina.org/fina/document/2021/01/12/b3885f9b-630a-4390-861d-4e7f6031f4a4/2017_2021_swimming_16032018.pdf)
- [https://documents.itf.sport/sites/default/files/public/2022-02/ITTF\\_HB\\_2022\\_clean\\_v1\\_0.pdf](https://documents.itf.sport/sites/default/files/public/2022-02/ITTF_HB_2022_clean_v1_0.pdf)

#### Course Outcomes

After completion of this course, the students will be able to:

CO1	Outline the History, Development, Ground Marking, Measurements, Equipments, Rules and their Interpretations of Basketball. And interpret the Skills, techniques and Mechanism of officiating in Basketball.
CO2	Summarise the History, Development, Ground Marking, Measurements, Equipments, Rules and their Interpretations of Cricket. And interpret the Skills, techniques and Mechanism of officiating in Cricket.
CO3	Discover the History, Development, Ground Marking, Measurements, Equipments, Rules and their Interpretations of Judo and Swimming. And interpret the Skills, techniques and Mechanism of officiating in Judo and Swimming.
CO4	Discus the History, Development, Ground Marking, Measurements, Equipments, Rules and their Interpretations of Hockey. And interpret the Skills, techniques and Mechanism of officiating in Hockey.
CO5	Summarise the History, Development, Ground Marking, Measurements, Equipments, Rules and their Interpretations of Table Tennis. And interpret the Skills, techniques and Mechanism of officiating in Table Tennis.

#### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS01	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
CO1	3	3	1	2	-	1	3	1	1	-	-	1
CO2	3	3	1	2	-	1	3	1	1	-	-	1
CO3	3	3	1	2	-	1	3	1	1	-	-	1
CO4	3	3	1	2	-	1	3	1	1	-	-	1
CO5	3	3	1	2	-	1	3	1	1	-	-	1

3.High; 2. Moderate; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A	Section B	Section C
			MCQs	Either/ or Choice	Open Choice
			No. Of Questions	No. Of Question	No. Of Question
1	CO1	Up to K2	2(K1& K2)	2 (K2 & K2)	1(K3)
2	CO2	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K3)
3	CO3	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K3)
4	CO4	Up to K3	2(K1& K2)	2 (K2& K2)	1(K3)
5	CO5	Up to K3	2(K1& K2)	2 (K2 & K2)	1(K3)
No of Questions to be asked			10	10	5
No of Questions to be answered			10	5	3
Marks for each Question			1	4	10
Total marks for each Section			10	20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidence

### Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5			5	5	5
K2	5			5	5	5
K3		40	50	90	90	90
K4						
Total Marks	10	40	50	100	100	100%

### Lesson Plan

<b>Unit I</b>	<b>Basketball</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Outline the History and Development of Basketball	<b>3</b>	Class room lectures and Power Point Presentation
	b. Ground Marking, Measurements, and Equipments,	<b>3</b>	
	c. Rules and their Interpretations	<b>4</b>	
	d. Interpret the Skills and techniques	<b>2</b>	
	e. Mechanism of officiating in Basketball	<b>2</b>	
<b>Unit II</b>	<b>Cricket</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Outline the History and Development of Cricket	<b>3</b>	Class room lectures and Power Point Presentation
	b. Ground Marking, Measurements, and Equipments,	<b>3</b>	
	c. Rules and their Interpretations	<b>3</b>	
	d. Interpret the Skills and techniques	<b>3</b>	
	e. Mechanism of officiating in Cricket	<b>2</b>	
<b>Unit III</b>	<b>Judo and Swimming</b>	<b>19 Hours</b>	<b>Mode</b>
	a. History and Development of Judo	<b>3</b>	Class room lectures and Power Point Presentation
	b. Playing court Measurements	<b>2</b>	
	c. Basic Rules and Basic skills of the game	<b>5</b>	
	d. Categories in Swimming and Major Tournaments	<b>3</b>	
	e. Basic skills and techniques	<b>6</b>	
<b>Unit IV</b>	<b>Hockey</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Outline the History and Development of Hockey	<b>3</b>	Class room lectures and Power Point Presentation,
	b. Ground Marking, Measurements, and Equipments,	<b>3</b>	
	c. Rules and their Interpretations	<b>3</b>	
	d. Interpret the Skills and techniques	<b>3</b>	
	e. Mechanism of officiating in Hockey	<b>2</b>	
<b>Unit V</b>	<b>Table Tennis</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Outline the History and Development of Table Tennis	<b>3</b>	Class room lectures and Power Point Presentation,
	b. Ground Marking, Measurements, and Equipments,	<b>3</b>	
	c. Rules and their Interpretations	<b>3</b>	
	d. Interpret the Skills and techniques	<b>3</b>	
	e. Mechanism of officiating in Table Tennis	<b>2</b>	

Course designed by **Dr.N.Rajasekar & Mr.C.Jeyaram**

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
<b>Course Code</b>	<b>20UPEC52</b>	<b>Number of Hours/Cycle</b>	5		
<b>Semester</b>	<b>V</b>	<b>Max. Marks</b>	100		
<b>Part</b>	<b>III</b>	<b>Credit</b>	3		
<b>Core Course X</b>					
<b>Course Title</b>	<b>Teaching Methods in Physical Education</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K3</b>		<b>75</b>		

### Preamble

This course is aim to equip the knowledge in opted methods and utilization of scientific materials as per the students intelligent quote, it also provides information regarding the utilization modern techno teaching aids as well as the verbal commands and the procedures in organizing the various level of tournaments including the layout of fixtures.

<b>Unit I</b>	<b>Introduction to methods in Physical Education</b>	<b>14 Hours</b>
	Meaning of Method, Definition of Methods, Factors influencing methods-Subject matter-Past Experience of the Pupils- Situations –Time and material at the disposal of the Teacher –Scientific Principles, Presentation Techniques, Steps in the way of Presentation	
<b>Unit II</b>	<b>Teaching aids, lesson plan and its activities and methodology</b>	<b>14 Hours</b>
	Teaching aids- Audio Visual aids - Co-Curricular activities - Lesson Plan- Introduction and meaning, Value of Lesson Plan, Types of Lesson Plan, Commands- Response command and Rhythmic Command	
<b>Unit III</b>	<b>Methods of organizing various types of activities and competitions</b>	<b>19 Hours</b>
	Rhythmic activities, Indigenous activities, Calisthenics and light apparatus- Marching- Sports meet- Minor games , Major games, Track and Field, Games tour, Play day, Intramurals and Extramural- Incentives and awards.	
<b>Unit IV</b>	<b>Method of teaching physical activities</b>	<b>14 Hours</b>
	Command method- Oral method – Demonstration method- Imitation method-Set Drill- At Will method- Part method- Whole method- Whole Part Whole method- Progressive part method- Observation method- Visualization method and Dramatization method.	
<b>Unit V</b>	<b>Tournaments, types and organizing competitions</b>	<b>14 Hours</b>
	Tournaments - Organizing competitions – Tournaments types-Single Knockout-Single League-League cum Knockout-League cum League-Seeding-Special Seeding-Merits and Demerits of Knockout Tournament – League tournament, Cyclic Tournament-Staircase Tournament, Challenge Tournament- Ladder Tournament, Scoring Systems in League Tournament	

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text books:

1. Dr. K.S.Shanmugasundaram and Dr.N.Rajasekar,2020 “Methods in Physical Education”, isbn 978-81-2343-996-9 New Century book house (P) LTD.,Chennai

### Reference book (s):

1. Rajesh Tripathi,(2010), “Methods in Physical Education” , Sports Publication, New Delhi.

2. Rama Krishna Prasad, Y.V.Vidhya Sagar.P and Bhaskara Rao.D, (2007), “*Methods in Physical Education*”, Sports Publication, New Delhi.
3. Prof. V. Satyanarayana, (2018) “*Educational Technology and Methods of Teaching in Physical Education*”, ISBN 978-81-7879-897-4, Sports Publication, New Delhi.

### E-Resources

- <https://www.youtube.com/watch?v=g55jjZZINfY>
- <https://www.pupilstutor.com/2021/12/methods-of-teaching-physical-education.html>
- <https://study.com/academy/practice/quiz-worksheet-physical-education-teaching-methods.html>

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Paraphrase the meaning, definition of Methods and predict the factors influencing methods. Summarise the Scientific Principles, Presentation Techniques and Steps in the way of Presentation
CO2	Classify the Teaching aids, discuss the Lesson Plan and review the various Commands in teaching
CO3	Classify the Rhythmic activities, Indigenous activities, Calisthenics and light apparatus and review the marching. Identify the Sports meet organising, the summarise the Minor games, Major games, Track and Field, Games tour, Play day, Intramurals, Extramural, Incentives and awards.
CO4	Identify the method of teaching by Command, Oral, Demonstration, Imitation, Set Drill- At Will, and predict the Part method, Whole method- Whole Part Whole method, Progressive part method, Observation method, Visualization method and Dramatization method.
CO5	Interpret the tournaments, its various types and Organizing competitions – Calculate and construct the Knockout, Single League, league cum Knockout, League cum League, Seeding, and Special Seeding tournaments. Manipulate the Merits and Demerits of various types of tournaments. And experiment the scoring Systems in League Tournament

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO 10	PSO 11	PSO 12
CO1	1	3	3	3	2	1	2	1	-	-	-	1
CO2	1	3	3	3	2	1	2	1	-	-	-	1
CO3	1	3	3	3	2	1	2	1	-	-	-	1
CO4	1	3	3	3	2	1	2	1	-	-	-	1
CO5	1	3	3	3	2	1	2	1	-	-	-	1

1. High; 2. Moderate; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A	Section B	Section C
			MCQs	Either/ or Choice	Open Choice
			No. Of Questions	No. Of Question	No. Of Question
1	CO1	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
2	CO2	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
3	CO3	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
4	CO4	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
5	CO5	Up to K3	2(K1 & K2)	2 (K3 & K3)	1(K3)
No of Questions to be asked			10	10	5
No of Questions to be answered			10	5	3
Marks for each Question			1	4	10
Total marks for each Section			10	20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidence

### Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5			5	5	5
K2	5	32	40	77	77	77
K3		8	10	18	18	18
K4						
Total Marks	10	40	50	100	100	100%

### Lesson Plan

<b>Unit I</b>	<b>Introduction to methods in Physical Education</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Meaning, definition of Method and Factors influencing methods	<b>4</b>	Class room lectures, Power Point Presentation, Seminar, Quiz
	b. Subject matter, Past Experience of the Pupils and Situations	<b>4</b>	
	c. Time and material at the disposal of the Teacher, Scientific Principles	<b>3</b>	
	d. Presentation Techniques and Steps in the way of Presentation	<b>3</b>	
<b>Unit II</b>	<b>Teaching aids, lesson plan and its activities and methodology</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Teaching aids, Audio Visual aids and Co-Curricular activities	<b>4</b>	Class room lectures, Power Point Presentation, Seminar, Quiz
	b. Lesson Plan, and Introduction and meaning,	<b>3</b>	
	c. Value of Lesson Plan, and Types of Lesson Plan	<b>3</b>	
	d. Commands, Response command and Rhythmic Command	<b>4</b>	
<b>Unit III</b>	<b>Methods of organizing various types of activities and competitions</b>	<b>19 Hours</b>	<b>Mode</b>
	a. Rhythmic activities, Indigenous activities, Calisthenics and light apparatus	<b>5</b>	Class room lectures, Power Point Presentation, Seminar, Quiz
	b. Marching and Sports meet	<b>5</b>	
	c. Minor games, Major games, and Track and Field	<b>3</b>	
	d. Games tour, Play day, Incentives and awards.	<b>2</b>	
	e. Intramurals and Extramural	<b>4</b>	
<b>Unit IV</b>	<b>Method of teaching physical activities</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Command method, Oral method, Demonstration method and Imitation method	<b>4</b>	Class room lectures, Power Point Presentation, Seminar, Quiz
	b. Set Drill, At Will method, Part method, Whole method, Whole Part Whole method	<b>5</b>	
	c. Progressive part method and Observation method	<b>3</b>	
	d. Visualization method and Dramatization method	<b>2</b>	
<b>Unit V</b>	<b>Tournaments, types and organizing competitions</b>	<b>14 Hours</b>	<b>Mode</b>
	a. Tournaments, Organizing competitions	<b>2</b>	Class room lectures, Power Point Presentation, Seminar, Quiz
	b. Tournaments types, Single Knockout-Single League, and League cum Knockout	<b>3</b>	
	c. League cum League, Seeding-Special Seeding, Merits and Demerits of Knockout Tournament	<b>3</b>	
	d. League tournament, Cyclic Tournament, Staircase Tournament, and Challenge Tournament	<b>3</b>	
	e. Ladder Tournament and Scoring Systems in League Tournament	<b>3</b>	

Course designed by Dr.K.S.Shanmugasundaram

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
<b>Course Code</b>	<b>20UPEC53</b>	<b>Number of Hours/Cycle</b>	5		
<b>Semester</b>	<b>V</b>	<b>Max. Marks</b>	100		
<b>Part</b>	<b>III</b>	<b>Credit</b>	3		
<b>Core Course XI</b>					
<b>Course Title</b>	<b>Test, Measurement and Evaluation in Physical Education and Sports</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K4</b>		<b>75</b>		

### Preamble

This course aims to know the fact about test and its principles in evaluating on individual. It also helps to understand various types of tests in evaluating the physical fitness of the individual at all levels. It gives knowledge in getting the proper appraisal of an individual's skill in a particular game which he is specialized.

<b>Unit I</b>	<b>Introduction to Test, Measurement and Evaluation</b>	<b>15 Hours</b>
	Introduction, Meaning and Definition of Test, Measurement and Evaluation. Need and Importance of Measurement and Evaluation – Definition and meaning of anthropometric measurements – strength measurements – cardiovascular measurements – athletic ability test – sports skill testing	
<b>Unit II</b>	<b>Criteria for Administration of Test</b>	<b>15 Hours</b>
	Criteria of good Test - Criteria of tests, scientific authenticity – validity, reliability, Objectivity, Norms, and administrative feasibility – Educational application	
<b>Unit III</b>	<b>Classification of Test</b>	<b>15 Hours</b>
	Types and classification of test –Standardised and Teacher made test – Objective Test – Subjective test- Administration of the test, advance preparation – Duties during testing – Duties after testing.	
<b>Unit IV</b>	<b>Physical Fitness Test</b>	<b>15 Hours</b>
	Definition – Health related Fitness – AAHPERD youth physical fitness test - Skill related physical fitness test. Motor fitness – JCR test – Kraus weber test - Harvards step test. Cooper 12 minute/run and walk test.	
<b>Unit V</b>	<b>Sports Skill Test</b>	<b>15 Hours</b>
	Basketball – Johnson Basketball ability test, Leilich Basketball Test , Football - Mcdonald Soccer Test - Mor-Christian general soccer ability test - Volleyball– Russel Lange volleyball test, Millar wall volley test, Hockey – Henry Friedel field Hockey test, SAI Hockey skill test – Badminton – French short serve test, Tennis – Dyer tennis skill test.	

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

1. Dr.Vijay moghe, (2021), “*Measurement and Evaluation in Physical Education*”, ISBN 978-93-90016-83-9, Sports Publication, New Delhi.

### Reference Books

1. Pro.Ajmer Singh, Dr.Jagdish Bains, Dr.Jagtar Singh Gill and Dr.Rachhpal Singh Brar, (2019), “*Essential of Physical Education*”, Kalyani Publishers, Ludhiana.



2. Dr. M. A. Bari, Dr. M.S. Pasodi, Dr. Md. Ataullah and M.K. Jagirdar, (2018), “*Test, measurement and evaluation in physical education*”, ISBN 978-81-752495-5-4, Khel Sahitya Kendra, New Delhi.
3. Dr. Anjali P. Thakare, (2018), “*Test, Measurement and Evaluation in Physical Education*”, ISBN 978-93-87363-10-6, Sports Publication, New Delhi.

#### E-Resources

- <https://www.studyrankers.com/2019/08/revision-notes-for-test-measurement-and-evaluation-physical-education.html>
- <https://www.sportzyogi.com/johnson-basketball-test/>
- <https://www.topendsports.com/sport/soccer/skill-mcdonald.htm>
- <https://dokumen.tips/download/link/volleyball-skill-test-russel-lange>

#### Course Outcomes

After completion of this course, the students will be able to:

CO1	Classify the introduction, meaning, definition need and Importance of Test, Measurement and Evaluation. Identify the definition and meaning of various measurements
CO2	Identify the Criteria of good Test, scientific authenticity, validity, reliability, Objectivity, Norms, and administrative feasibility
CO3	Review the types and classification of tests, identify the administration of the test, advance preparation, duties during and after testing
CO4	Predict the definition of health related fitness. Analyse the AAHPERD youth physical fitness test, Skill related physical fitness test, Motor fitness, JCR test, Kraus weber test, Harvards step test and Cooper 12 minute/run and walk test.
CO5	Analyse the various tests in major games. Examine the Johnson Basketball ability test, Leilich Basketball test, Mcdonald Soccer test, Mor-Christian general soccer ability test, Russel Lange volleyball test, Millar wall volley test, Henry Friedel field Hockey test, SAI Hockey skill test, French short serve test, and Dyer tennis skill test.

#### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS01	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO 10	PSO 11	PSO 12
CO1	1	2	2	-	-	3	3	1	3	-	-	1
CO2	1	2	2	-	-	3	3	1	3	-	-	1
CO3	1	2	2	-	-	3	3	1	3	-	-	1
CO4	1	2	2	-	-	3	3	1	3	-	-	1
CO5	1	2	2	-	-	3	3	1	3	-	-	1

2. High; 2. Moderate ; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A	Section B	Section C
			MCQs	Either/ or Choice	Open Choice
			No. Of Questions	No. Of Question	No. Of Question
1	CO1	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
2	CO2	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
3	CO3	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
4	CO4	Up to K4	2(K1 & K2)	2 (K3 & K3)	1(K4)
5	CO5	Up to K4	2(K1 & K2)	2 (K3 & K3)	1(K4)
No of Questions to be asked			10	10	5
No of Questions to be answered			10	5	3
Marks for each Question			1	4	10
Total marks for each Section			10	20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidence

### Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5			5	5	5
K2	5	24	30	59	59	59
K3		16		16	16	16
K4			20	20	20	20
Total Marks	10	40	50	100	100	100%

### Lesson Plan

<b>Unit I</b>	<b>Introduction to Test, Measurement and Evaluation</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Introduction, Meaning and Definition of Test, Measurement and Evaluation.	<b>4</b>	Class room lectures, Power Point Presentation, Seminar, Quiz
	b. Need and Importance of Measurement and Evaluation	<b>4</b>	
	c. Definition and meaning of anthropometric measurements	<b>3</b>	
	d. Strength measurements, cardiovascular measurements, athletic ability test and sports skill testing	<b>4</b>	
<b>Unit II</b>	<b>Criteria for Administration of Test</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Criteria of good Test	<b>3</b>	Class room lectures, Power Point Presentation, Seminar, Quiz
	b. Criteria of tests, scientific authenticity	<b>3</b>	
	c. Validity, reliability, and Objectivity	<b>3</b>	
	d. Norms, and administrative feasibility	<b>3</b>	
e. Educational application	<b>3</b>		
<b>Unit III</b>	<b>Classification of Test</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Types and classification of test	<b>2</b>	Class room lectures, Power Point Presentation, Seminar, Quiz
	b. Standardised and Teacher made test	<b>2</b>	
	c. Objective Test, Subjective test	<b>2</b>	
	d. Administration of the test and advance preparation	<b>4</b>	
	e. Duties during testing and duties after testing	<b>3</b>	
f. Types and classification of test	<b>2</b>		
<b>Unit IV</b>	<b>Physical Fitness Test</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Definition, Health related Fitness	<b>2</b>	Class room lectures, Power Point Presentation, Seminar, Quiz
	b. AAHPERD youth physical fitness test	<b>3</b>	
	c. Skill related physical fitness test and Motor fitness	<b>4</b>	
	d. JCR test and Kraus weber test	<b>3</b>	
e. Harvards step test.	<b>3</b>		
<b>Unit V</b>	<b>Sports Skill Test</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Basketball – Johnson Basketball ability test, Leilich Basketball Test	<b>3</b>	Class room lectures, Power Point Presentation, Seminar, Quiz
	b. Football - McDonald Soccer Test - Mor-Christian general soccer ability test	<b>3</b>	
	c. Volleyball– Russel Lange volleyball test, Millar wall volley test	<b>3</b>	
	d. Hockey – Henry Friedel field Hockey test, and SAI Hockey skill test	<b>3</b>	
e. Badminton – French short serve test, Tennis – Dyer tennis skill test.	<b>3</b>		

Course designed by Dr.K.S.Shanmugasundaram & Mrs.L.Priyadharshini

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>			
<b>Course Code</b>	<b>20UPEC54</b>	<b>Number of Hours/Cycle</b>	4			
<b>Semester</b>	<b>V</b>	<b>Max. Marks</b>	100			
<b>Part</b>	<b>III</b>	<b>Credit</b>	3			
<b>Core Course XII</b>						
<b>Course Title</b>	<b>Yoga and Meditation</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K4</b>			<b>60</b>		

### Preamble

This course aims to outreach the misconceptions and stages of Yoga. It also enlightens the limps of Yoga, and its relationships with Physical Education and Sports. It also hopes to provide knowledge related to pranayama practices, kriyas and the value of Mudras in enhancing the human performance in sports.

<b>Unit I</b>	<b>Foundation of yoga</b>	<b>12 Hours</b>
	Introduction – Aim and objectives – Misconception about Yoga- History and Development of Yoga - Yoga in early Upanishads <b>Yoga in the Bhagavad Gita:</b> Karma Yoga, Raja Yoga, Jnana (Gyan) Yoga and Bhakti Yoga - <b>Yoga and Relationship with other Subjects:</b> Yoga with Philosophy – Yoga With Modern Education – Yoga with Physical Education and Sports – Need and Importance of yoga in physical Education and Sports.	
<b>Unit II</b>	<b>The Astanga Yoga and Asanas</b>	<b>12 Hours</b>
	<b>The Astanga Yoga:</b> Yama, Niyama, Asana, Pranayama, Pratyahra, Dharana, Dhyan and Samadhi – System of Yoga - <b>Asanas:</b> Classification of asanas - Long Sitting Position – Padmasana, Vajrasana, Paschimottasana, Matsyasana, Yoga Mudra, Vakrasana – Standing Position, Tadasana, Vrksasana, Padangasthasana, Garudasana, Trikonasana – Prone Position Makarasana, Salabasana, Bhujangasana, Dhanurasana – Supine Position, Savasana, Viparita Karani, Sarvangasana, Halasana, Chakra Asana Procedure and Benefits	
<b>Unit III</b>	<b>Pranayama</b>	<b>12 Hours</b>
	<b>Pranayama-</b> Introduction – Meaning and objectives – Nadis – Bhandas – Types of Pranayama Nadi Suddhi, Nadi Shodhana, Sitali and Sitakari Procedure and Benefits - Need and Importance of pranayama practices in physical education and sports -	
<b>Unit IV</b>	<b>KRIYAS AND MUDRA</b>	<b>12 Hours</b>
	<b>Kriyas:</b> Introduction – Types of Kriyas – Neti, Dhauti, Trataka, Kapalabhati Procedure and Benefits - Life of yoga Practitioners - Yoga Diet & Daily routine for Yoga practitioners - <b>Meditation</b> : introduction Types of Meditation – Silent, Object, mantra, Om hara Procedure and benefits - <b>Mudra:</b> Introduction – Types of Mudras Hagini mudra, Vayan Mudra, Prana Mudra, Apana Vayu mudra, Linga Mudra Apana Mudra Procedure and benefits	
<b>Unit V</b>	<b>Rehabilitation Through Yoga</b>	<b>12 Hours</b>
	Yogic concept of health and disease - Concept of Panch Kosha- Therapeutic Techniques of Yoga to be followed by the Therapist to the patient affected by Asthma, Arthritis, Constipation, Hypertension, Heart disease, Diabetes, Obesity, Anxiety, Stress, Headache and Back pain.	

## Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

1. Mr.P.Bangarusamy and Mr.N.Loganathan, (2019), “*Yoga and Fitness*”, ISBN 978-81-2343-903-7, New Century Book House (P) Ltd., Chennai.

### Reference Books

1. Dr.C.S.Gore, Dr.Sohan Lal, and Dr.Mahender Singh, (2020), “*Treatment of Diseases Through Yoga*”, ISBN 978-81-7879-609-3, Sports Publication, New Delhi
2. Dr.Srikanta Mishra, (2020), “*Yogic Sciences*”, ISBN 978-81-943611-8-3, Sports Publication, New Delhi.
3. Dr.V.Jeyaveerapandiyan, (2009), “*Yoga and Sports*”, ISBN 978-81-909345-7-2, UVN Publishers, Sivakasi.

### E-Resources

- <https://yoga.ayush.gov.in/blog?q=56>
- <https://www.femina.in/wellness/fitness/benefits-of-different-types-of-asanas-185621.html>
- <https://www.artofliving.org/in-en/yoga/yoga-poses/sitting-standing-recumbent-yoga-poses>
- <https://www.ayurbethaniya.org/yoga/overview-type-of-asanas>
- [https://www.youtube.com/watch?v=Q\\_tVg4feWFI](https://www.youtube.com/watch?v=Q_tVg4feWFI)

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Classify the aim, objectives, misconception about Yoga, history and Development of Yoga. Review the karma Yoga, Raja Yoga, Jana (Gayan ) Yoga and Bhakthi Yoga Predict the Yoga and Relationship with other Subjects
CO2	Interpret the Astanga Yoga, and classify the long sitting position, standing position, prone position, and supine position asanas
CO3	Discover the Meaning, objectives and Types of Pranayama. Interpret the need and Importance of pranayama practices in physical education and sports
CO4	Experiment the Kriyas, its Types, procedure and Benefits of Kriyas. Practice the Meditation, types of Meditation, procedure and benefits of Meditation. Demonstrate the Mudra, it's types, procedure and benefits
CO5	Analyze and identify the Therapeutic techniques through yoga.

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO 10	PSO 11	PSO 12
CO1	1	1	-	1	3	3	-	2	2	-	-	1
CO2	1	1	-	1	3	3	-	2	2	-	-	1
CO3	1	1	-	1	3	3	-	2	2	-	-	1
CO4	1	1	-	1	3	3	-	2	2	-	-	1
CO5	1	1	-	1	3	3	-	2	2	-	-	1

3. High; 2. Moderate ; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A	Section B	Section C
			MCQs	Either/ or Choice	Open Choice
			No. Of Questions	No. Of Question	No. Of Question
1	CO1	Up to K2	2(K1& K2)	2 (K2 & K2)	1(K2)
2	CO2	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K3)
3	CO3	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K3)
4	CO4	Up to K4	2(K1& K2)	2 (K2& K2)	1(K3)
5	CO5	Up to K4	2(K1& K2)	2 (K3 & K3)	1(K4)
No of Questions to be asked			10	10	5
No of Questions to be answered			10	5	3
Marks for each Question			1	4	10
Total marks for each Section			10	20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidence

**Distribution of Section - wise Marks with K Levels**

<b>K Levels</b>	<b>Section A (No Choice)</b>	<b>Section B (Either/or)</b>	<b>Section C (Open Choice)</b>	<b>Total Marks</b>	<b>% of Marks without Choice</b>	<b>Consolidated (Rounded off)</b>
K1	5			5	5	5
K2	5	32	10	47	47	47
K3		8	30	38	38	38
K4			10	10	10	10
Total Marks	10	40	50	100	100	100%

### Lesson Plan

<b>Foundation of yoga</b>			
<b>Unit I</b>	<b>12 Hours</b>	<b>Mode</b>	
	<b>5</b>	Class room lectures, Power Point Presentation, Seminar, Quiz	Introduction, aim and objectives, misconception about Yoga, history and Development of Yoga Yoga in early Upanishads, Yoga in the Bhagavad Gita:
	<b>3</b>		Karma Yoga, Raja Yoga, Jana (Gayan ) Yoga and Bhakthi Yoga
	<b>4</b>		Yoga and Relationship with other Subjects: Yoga with Philosophy, Yoga With Modern Education, Yoga with Physical Education and Sports , Need and Importance of yoga in physical Education and Sports.
<b>The Astanga Yoga and Asanas</b>			
<b>Unit II</b>	<b>12 Hours</b>	<b>Mode</b>	
	<b>7</b>	Class room lectures, Power Point Presentation, Seminar, Quiz	The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahra, Dharana, Dhayana and Samadh, System of Yoga - Asanas:Classification of asanas - Long Sitting Position – Padmasana, Vajrasana, Pascimottasana, Matsyasna , Yoga Mudra , Vakrasana
	<b>3</b>		Standing Position , Tadasana , Vrksasana , Padangasthasana , Garudasana, Trikonasana – Prone Position Makarasana , Salabasana , Bhujangasana , Dhanurasana
	<b>2</b>		Supine Position , Savasana , Viparita Karani, Sarvangasana , Halasana , Chakra Asana Procedure and Benefits
<b>Pranayama</b>			
<b>Unit III</b>	<b>12 Hours</b>	<b>Mode</b>	
	<b>5</b>	Class room lectures, Power Point Presentation, Seminar, Quiz	Pranayama, Introduction, Meaning and objectives Nadis, Bhandas, Types of Pranayama Nadi Suddhi,
	<b>3</b>		Nadi Shodhana , Sitali and Sitakari
	<b>4</b>		Procedure and Benefits -Need and Importance of pranayama practices in physical education and sports
<b>Kriyas and Mudra</b>			
<b>Unit IV</b>	<b>12 Hours</b>	<b>Mode</b>	
	<b>6</b>	Class room lectures, Power Point Presentation, Seminar, Quiz	Kriyas: Introduction, Types of Kriyas – Neti, Dhauti, Trataka, Kapalabhati Procedure and Benefits, Life of yoga Practitioners, Yoga Diet & Daily routine for Yoga practitioners
	<b>3</b>		Meditation: introduction Types of Meditation, Slient , Object , mantra , Om hara Procedure and benefits,
	<b>3</b>		Mudra: Introduction –Types of Mudras Hagini mudra, Vayan Mudra, Prana Mudra , Apana Vayu mudra, Linga Mudra Apana Mudra Procedure and benefits
<b>Rehabilitation through Yoga</b>			
<b>Unit V</b>	<b>12 Hours</b>	<b>Mode</b>	
	<b>3</b>	Class room lectures, Power Point Presentation, Seminar,	Yogic concept of health and disease, Concept of Panch Kosha
	<b>5</b>		Therapeutic Techniques of Yoga to be followed by the Therapist to the patient affected by Asthma, Arthritis, Constipation, Hypertension, and Heart disease



	Therapeutic Techniques of Yoga to be followed by the Therapist to the patient affected by Diabetes ,Obesity, Anxiety, Stress, Headache and Back pain	4	Quiz
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**Course designed by Mr.N.Loganathan & Mr.P.Bangarusamy**

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
<b>Course Code</b>	<b>20UPEC5P</b>	<b>Number of Hours/Cycle</b>	2		
<b>Semester</b>	<b>V</b>	<b>Max. Marks</b>	100		
<b>Part</b>	<b>III</b>	<b>Credit</b>	2		
<b>Core Practical III</b>					
<b>Course Title</b>	<b>Yoga and Meditation</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K4</b>				<b>30</b>

### Preamble

This core course practical aims to evaluate the student's practical knowledge on Asanas, pranayamas, mudras and kriyas.

### List of Practical

1. **Long sitting Position Asanas**
  - a. Padmasana, Vajrasana, Pascimottasana, Matsyasana, Yoga Mudra, Vakrasana
2. **Standing Position Asanas**
  - a. Tadasana, Vrksasana, Padangasthasana, Garudasana, Trikonasana –
3. **Prone position asanas**
  - a. Makarasana, Salabasana, Bhujangasana, Dhanurasana
4. **Supine position asanas**
  - a. Savasana, Viparita Karani, Sarvangasana, Halasana, Chakra Asana Procedure and Benefits
5. **Pranayama –**
  - a. Nadi Suddhi
  - b. Nadi Shodhana
  - c. Sitali and Sitakari
6. **Mudras**
  - a. Vayan Mudra, Prana Mudra, Apana Vayu mudra, Linga Mudra Apana Mudra
7. **Kriyas**
  - a. Neti, Dhauti, Trataka, Kapalabhati

### Text Book

1. Mr.P.Bangarusamy and Mr.N.Loganathan, (2019), *“Yoga and Fitness”*, ISBN 978-81-2343-903-7, New Century Book House (P) Ltd., Chennai.

### Reference Books

1. Dr.C.S.Gore, Dr.Sohan Lal, and Dr.Mahender Singh, (2020), *“Treatment of Diseases Through Yoga”*, ISBN 978-81-7879-609-3, Sports Publication, New Delhi
2. Dr.Srikanta Mishra, (2020), *“Yogic Sciences”*, ISBN 978-81-943611-8-3, Sports Publication, New Delhi.
3. Dr.V.Jeyaveerapandiyan, (2009), *“Yoga and Sports”*, ISBN 978-81-909345-7-2, UVN Publishers, Sivakasi.

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
<b>Course Code</b>	<b>20UPEE51</b>	<b>Number of Hours/Cycle</b>	5		
<b>Semester</b>	<b>V</b>	<b>Max. Marks</b>	100		
<b>Part</b>	<b>III</b>	<b>Credit</b>	5		
<b>Core Elective Course I</b>					
<b>Course Title</b>	<b>Sports Injuries Management and Rehabilitation</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K3</b>		<b>75</b>		

### Preamble

This course aims to forecast the role sports medicine in athletic training. It visualizes the preventing measures to avoid and rehabilitating the injuries both physically and psychologically. It quoted the necessary precautions and the nature of injuries occurred in various parts in different situation. It also helps to adopt suitable rehabilitation techniques to rehabilitation and thereby making sports person to obtain optimum performance.

<b>Unit I</b>	<b>Introduction to Sports Injuries</b>	<b>15 Hours</b>
	Injury – Sports Injury - Sports Medicine - Need and Importance of sports medicine - Athletic training – NATA – Duties of an Athletic trainer – Prevention – Assessment - Treatment, management, and disposition – Rehabilitation - Organization and administration, Education and counselling of injured Athletes - Classification of Sports Injuries - Common Acute Injuries - Common Overuse Injuries	
<b>Unit II</b>	<b>Soft tissue and Hard tissue injuries</b>	<b>15 Hours</b>
	Most common injuries in the sports – Most common causes of Sports Injuries - Sports Injuries Risk Factors - Intrinsic risk factors - Extrinsic risk factors - Meaning, definition, care and preventions of Tissue Type Injuries - Hard Tissue Injuries - Skin injuries - meaning, definition, care and preventions of Injuries to the muscles, fibers tendons, Ligaments and joints - meaning, definition, care and preventions of Injuries to the bones	
<b>Unit III</b>	<b>Care and preventions of Shoulder and Head injuries</b>	<b>15 Hours</b>
	Meaning, definition, care and preventions of Shoulder injuries - Rotator cuff tears - <b>Clavicle fracture</b> - Shoulder instability - Deltoid Strain - Meaning, definition, care and preventions of Head injuries - Traumatic brain injury - Skull Fractures - Broken nose – Broken Jaw	
<b>Unit IV</b>	<b>Care and preventions of wrist, foot, ankle and spine injuries</b>	<b>15 Hours</b>
	Meaning, definition, care and preventions of Wrist Injuries - Sprained finger- Sprained Wrist - Boxer’s fracture - Meta carpal fracture - Meaning, definition, care and preventions of Foot and Ankle injuries - Foot and ankle sprain – Achilles tendon Injury – Turf toe - Shin splints - High Ankle – Spine Injuries - Cervical spinal cord injury - Herniated Disks - Back strain - Neck Strain	
<b>Unit V</b>	<b>Care and preventions of leg and hip injuries – Rehabilitation and tapping</b>	<b>15 Hours</b>
	Meaning, definition, care and preventions of Leg and Hip Injuries – Quadriceps Contusion - IT Band Syndrome - Hip Pointer - Hamstring Strain - Pulled Groin Muscle – Rehabilitation – Need and importance of rehabilitation – Stages of rehabilitation - Importance of Tapping and Bracing in Sports Injuries – Dressing and Bandages – Handling and Transporting the Injured person	

## Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text book:

1. Ajmer singh, jagdish bains, Jagtar singh Gill, Rachhpal Singh Brar, 2019, “*Essentials of Physical Education*”, ISBN 978-93-5359-178-6, Kalyani Publishers, Chennai.

### Reference book (s):

1. Dr. Ajay Dubey, Dr. Neeraj Pratap Singh, 2019, “*Sports injuries and Rehabilitation*”, ISBN 978-93-8826-929-2, Sports Publications, New Delhi.
2. Dr. Shweta Suri , Dr. Vikash Kumar, 2019, “*Sports Injuries (Self Diagnosis - Treatment - Prevention - Rehabilitation)*”, Sports Publication, New Delhi
3. Dr. Neeraj Pratap Singh Dr. Ajay Dubey, (2019), “*Sports injuries and Rehabilitation*”, Sports Publications. New Delhi

### E-Resources

- <https://www.nhs.uk/conditions/sports-injuries/treatment/>
- <https://www.elastoplast.com.au/strapping-and-injuries/sports-injuries/sports-injury-management>
- <https://my.clevelandclinic.org/health/diseases/22093-sports-injuries>
- <https://www.sportsmd.com/sports-injuries/>

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Recognise the injury, sports Injury, sports Medicine, need and Importance of sports medicine. Identify the Athletic training and duties of an Athletic. Classify the Sports Injuries
CO2	Discover the care and preventions of Soft and Hard tissue injuries such as skin, muscle, fiber, tendon, bone, ligament and joints
CO3	Manipulate the care and preventions of Shoulder and Head injuries
CO4	Interpret the care and preventions of wrist, foot, ankle and spine injuries
CO5	Predict the care and preventions of leg and hip injuries and relate the rehabilitation and tapping

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO 10	PSO 11	PSO 12
CO1	3	2	1	1	-	2	-	2	2	-	-	1
CO2	3	2	1	1	-	2	-	2	2	-	-	1
CO3	3	2	1	1	-	2	-	2	2	-	-	1
CO4	3	2	1	1	-	2	-	2	2	-	-	1
CO5	3	2	1	1	1	2	-	2	2	-	-	1

3. High; 2. Moderate; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A	Section B	Section C
			MCQs	Either/ or Choice	Open Choice
			No. Of Questions	No. Of Question	No. Of Question
1	CO1	Up to K2	2(K1 & K2)	2 (K1 & K1)	1(K2)
2	CO2	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K3)
3	CO3	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K3)
4	CO4	Up to K3	2(K1 & K2)	2 (K2& K2)	1(K3)
5	CO5	Up to K3	2(K1& K2)	2 (K2 & K2)	1(K3)
No of Questions to be asked			10	10	5
No of Questions to be answered			10	5	3
Marks for each Question			1	4	10
Total marks for each Section			10	20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

### Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8		13	13	13
K2	5	32	10	47	47	47
K3			40	40	40	40

Total Marks	10	40	50	100	100	100%
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### Lesson Plan

	<b>Introduction to Sports Injuries</b>	<b>15 Hours</b>	<b>Mode</b>
<b>Unit I</b>	Injury – Sports Injury - Sports Medicine - Need and Importance of sports medicine	<b>4</b>	Class room lectures, Power Point Presentation, Seminar, Quiz
	Athletic training – NATA – Duties of an Athletic trainer – Prevention – Assessment - Treatment, management, and disposition	<b>4</b>	
	Rehabilitation - Organization and administration, Education and counselling of injured Athletes, Classification of Sports Injuries - Common Acute Injuries - Common Overuse Injuries	<b>7</b>	
<b>Unit II</b>	<b>Soft tissue and Hard tissue injuries</b>	<b>15 Hours</b>	<b>Mode</b>
	Most common injuries in the sports – Most common causes of Sports Injuries - Sports Injuries Risk Factors - Intrinsic risk factors - Extrinsic risk factors	<b>5</b>	Class room lectures, Power Point Presentation, Seminar, Quiz
	Meaning, definition, care and preventions of Tissue Type Injuries - Hard Tissue Injuries - Skin injuries	<b>5</b>	
	Meaning, definition, care and preventions of Injuries to the muscles, fibers tendons, Ligaments and joints - meaning, definition, care and preventions of Injuries to the bones	<b>5</b>	
<b>Unit III</b>	<b>Care and preventions of Shoulder and Head injuries</b>	<b>15 Hours</b>	<b>Mode</b>
	Meaning, definition, care and preventions of Shoulder injuries - Rotator cuff tears - Clavicle fracture, Shoulder instability - Deltoid Strain	<b>7</b>	Class room lectures, Power Point Presentation, Seminar, Quiz
	Meaning, definition, care and preventions of Head injuries - Traumatic brain injury - Skull Fractures, Broken nose - Broken Jaw	<b>8</b>	
<b>Unit IV</b>	<b>Care and preventions of wrist, foot, ankle and spine injuries</b>	<b>15 Hours</b>	<b>Mode</b>
	Meaning, definition, care and preventions of Wrist Injuries - Sprained finger- Sprained Wrist	<b>3</b>	Class room lectures, Power Point Presentation, Seminar, Quiz
	Boxer's fracture - Meta carpal fracture, Meaning, definition, care and preventions of Foot and Ankle injuries - Foot and ankle sprain – Achilles tendon Injury – Turf toe	<b>6</b>	
	Shin splints - High Ankle , Spine Injuries - Cervical spinal cord injury - Herniated Disks - Back strain - Neck Strain	<b>6</b>	
<b>Unit V</b>	<b>Care and preventions of leg and hip injuries – Rehabilitation and tapping</b>	<b>15 Hours</b>	<b>Mode</b>

	Meaning, definition, care and preventions of Leg and Hip Injuries – Quadriceps Contusion - IT Band Syndrome, Hip Pointer - Hamstring Strain - Pulled Groin Muscle	8	Class room lectures, Power Point Presentation, Seminar, Quiz
	Rehabilitation – Need and importance of rehabilitation – Stages of rehabilitation Importance of Taping and Bracing in Sports Injuries, Dressing and Bandages Handling and Transporting the Injured person	7	

**Course designed by Dr.N.Rajasekar & Mr.C.Jeyaram**

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
<b>Course Code</b>	<b>20UPEE52</b>	<b>Number of Hours/Cycle</b>	5		
<b>Semester</b>	<b>V</b>	<b>Max. Marks</b>	100		
<b>Part</b>	<b>III</b>	<b>Credit</b>	5		
<b>Core Elective Course I</b>					
<b>Course Title</b>	<b>Sports Journalism</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K2</b>		<b>75</b>		

### Preamble

This course aims to make the students to know the concept, role and impact of journalism in sports; it also tries to enlighten the ethics of sports journalism, its principles and the concept of sports bulletin. It gives an out focus regarding the role of Journalist and the Mass media in the field of sports along with the technical skills related to editing, script writing and interviewing the sports Personalities.

<b>Unit I</b>	<b>An Introduction to Journalism</b>	<b>15 Hours</b>
	Meaning and definition of journalism – Goal of Journalism rules – objectives – pillars of Journalism – Elements of good Journalism – Canons of Journalism - Ethics of Journalism – challenges in Journalism	
<b>Unit II</b>	<b>Ethics of Sports Journalism</b>	<b>15 Hours</b>
	Ethics of sports and sportsmanship – Nature of sports journalism – rules / duties of sports journalism – objectives of sports Journalism and principles of sports Journalism	
<b>Unit III</b>	<b>Sports Bulletin and Communication</b>	<b>15 Hours</b>
	Concepts of sports bulletin – structure of sports bulletin – Type of sports bulletin – general news reporting and sports reporting Introduction to mass media – Purpose of mass media for the propagation of sport communication – sports news in TV and Internet – Running Commentary on TV and Radio	
<b>Unit IV</b>	<b>Sports Journalist</b>	<b>15 Hours</b>
	Nature, qualification and qualities of sport Journalist – Role , duties ,responsibilities and ethics of sports Journalist – Women Journalist	
<b>Unit V</b>	<b>Journalist and Journalism Techniques</b>	<b>15 Hours</b>
	Norms in preparation of the reports – Script writing techniques – methods of editing – Evolution of reported news – Critical evolution – interview with experts coaches and players	

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

1. Dr. Aravind Malik (2018), “*Sports Journalism and Mass Media*”, ISBN 978-81-7216-44-4, Friends Publication, New Delhi

### Reference Books

1. Pro.Ajmer Singh, Dr.Jagdish Bains, Dr.Jagtar Singh Gill and Dr.Rachhpal Singh Brar, (2019), “*Essential of Physical Education*”, Kalyani Publishers, Ludhiana.
2. Prof. Hitesh Chandra Rawal Prof. Bhupendar Singh Chouhan, (2019), “*Sports Journalism and Mass Media*”, ISBN 978-93-8826-91-00, Sports Publication, New Delhi



3. Dr. Hoshiyar Singh, (2017), ), “*Sports Journalism and Mass Media*”, ISBN 978-81-7524-89-84, Khel Sahithya Kendra, New Delhi.

#### E-Resources

- [http://osou.ac.in/eresources/osou-djmc-05-reporting\\_sports.pdf](http://osou.ac.in/eresources/osou-djmc-05-reporting_sports.pdf)
- <https://egyankosh.ac.in/bitstream/123456789/7501/1/Unit-4.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/57082/1/Unit%2011.pdf>
- <https://www.youtube.com/watch?v=MBZ--gwC11o>

#### Course Outcomes

After completion of this course, the students will be able to:

CO1	Classify the meaning, definition, goal, objectives, and pillars of journalism. Discuss the elements of good Journalism, and locate the cannons, Ethics, and challenges.
CO2	Indicate the ethics of sports and sportsmanship. Identify the nature, rules / duties, objectives, and principles of sports journalism –of sports Journalism of sports Journalism
CO3	Predict the concepts, structure, Type of sports bulletin. Identify the reporting, sports reporting and mass media for sports reporting.
CO4	Summarize the nature, qualification and qualities of sport Journalist. Identify the role , duties ,responsibilities, ethics of sports Journalist and women Journalist
CO5	Identify the norms in preparation of the reports, script writing techniques, methods of editing, evolution of reported news, critical evolution and interview with experts coaches and players

#### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS0 1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO 10	PSO 11	PSO 12
CO1	1	-	1	-	-	1	-	1	-	-	-	-
CO2	1	-	1	-	-	1	-	1	-	-	-	-
CO3	1	-	1	-	-	1	-	1	-	-	-	-
CO4	1	-	1	-	-	1	-	1	-	-	-	-
CO5	1	-	1	-	-	1	-	1	-	-	-	-

3. High; 2. Moderate; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A	Section B	Section C
			MCQs	Either/ or Choice	Open Choice
			No. Of Questions	No. Of Question	No. Of Question
1	CO1	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
2	CO2	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
3	CO3	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
4	CO4	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
5	CO5	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
No of Questions to be asked			10	10	5
No of Questions to be answered			10	5	3
Marks for each Question			1	4	10
Total marks for each Section			10	20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidence

### Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5			5	5	5
K2	5	40	50	95	95	95
Total Marks	10	40	50	100	100	100%

### Lesson Plan

<b>Unit I</b>	<b>An Introduction to Journalism</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Meaning and definition of journalism	<b>3</b>	Class room lectures, Seminar, Quiz
	b. Goal of Journalism rules, objectives and pillars of Journalism	<b>4</b>	
	c. Elements of good Journalism, Cannons of Journalism	<b>4</b>	
	d. Ethics of Journalism and challenges in Journalism	<b>4</b>	
<b>Unit II</b>	<b>Ethics of Sports Journalism</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Ethics of sports and sportsmanship, Nature of sports journalism	<b>6</b>	Class room lectures, Seminar, Quiz
	b. Rules, duties of sports journalism	<b>4</b>	
	c. Objectives of sports Journalism and principles of sports Journalism	<b>5</b>	
<b>Unit III</b>	<b>Sports Bulletin and Communication</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Concepts of sports bulletin, structure of sports bulletin and type of sports bulletin	<b>4</b>	Class room lectures, Seminar, Quiz
	b. General news reporting and sports reporting Introduction to mass media	<b>4</b>	
	c. Purpose of mass media for the propagation of sport communication	<b>3</b>	
	d. Sports news in TV and Internet, Running Commentary on TV and Radio	<b>4</b>	
<b>Unit IV</b>	<b>Sports Journalist</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Nature, qualification and qualities of sport Journalist	<b>4</b>	Class room lectures, Seminar, Quiz
	b. Role and duties of sports Journalist	<b>4</b>	
	c. Responsibilities and ethics of sports Journalist	<b>5</b>	
	d. Women Journalist	<b>2</b>	
<b>Unit V</b>	<b>Journalist and Journalism Techniques</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Norms in preparation of the reports	<b>2</b>	Class room lectures, Seminar, Quiz
	b. Script writing techniques and methods of editing	<b>5</b>	
	c. Evolution of reported news	<b>3</b>	
	d. Critical evolution, interview with experts coaches and players	<b>5</b>	

Course designed by Mr.P.Bangarusamy

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>			
<b>Course Code</b>	<b>20UPEE53</b>	<b>Number of Hours/Cycle</b>	5			
<b>Semester</b>	<b>V</b>	<b>Max. Marks</b>	100			
<b>Part</b>	<b>III</b>	<b>Credit</b>	5			
<b>Core Elective Course I</b>						
<b>Course Title</b>	<b>Sports Management</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K2</b>			<b>75</b>		

### Preamble

This Course aims to provide technical knowhow in handling the sports person effectively. It opted the suitable style of leadership quality at various situations in managing different people at unexpected situations. It helps to develop the skills in organizing the various programme at various levels of institutions and building courage within in facing challenges and programming according to the availability of resources both physically and monetary.

<b>Unit I</b>	<b>Introduction to Sports Management</b>	<b>15 Hours</b>
	Nature and concept of sports management - Progressive concept of sports management - The purpose and scope of sports management - Essential skills of sports management - Qualities and competencies required for the sports manager - Event management in physical education and sports	
<b>Unit II</b>	<b>Leadership Management</b>	<b>15 Hours</b>
	Meaning and definition of leadership - Leadership style and method - Elements of leadership - Forms of leadership - Autocratic - Laissez-faire - Democratic - Benevolent dictator - Qualities of administrative leader	
<b>Unit III</b>	<b>Sports Management in Educational Institutions</b>	<b>15 Hours</b>
	Sports management in schools, colleges and university - Factors affecting planning - Planning a school of college sports programme - Directing of school or college sports programme - Controlling a school, college and university sports programme.	
<b>Unit IV</b>	<b>Challenge and Change in Sports Management</b>	<b>15 Hours</b>
	Developing performance standard - Establishing a reporting system - Evaluation - The reward/ punishment system	
<b>Unit V</b>	<b>Finance management of Sports</b>	<b>15 Hours</b>
	Financial management in physical education & sports in schools, colleges and universities - Budgeting – Estimating and Planning - Advertisement - Organisation skills - Preparation of agendas report - Sponsorship	

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

#### Text Book

1. Prof V.Satyanarayana, (2020), “*Sports Management*”, ISBN 9789- 388- 269-872

#### Reference Books

1. Prof. Ajmer Singh, Dr.Jagdish Bains, Dr.Jagtar Singh Gill and Dr.Rachhpal Singh Brar, (2019), “*Essential of Physical Education*”, Kalyani Publishers, Ludhiana.
2. Prof. V. Satyanarayana, (2018), “*Sports Management*”, Sports Publication, New Delhi.

3. Dr. Kanhaiya Kumar Singh, (2019), “*Comprehensive Sports Management*”, ISBN 978-9388269230, , Sports Publication, New Delhi.

#### E-Resources

- <https://booksite.elsevier.com/samplechapters/9780750687553/9780750687553.pdf>
- <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://www.sportshandbook.com/pdf/SMH\\_2014.pdf](http://www.sportshandbook.com/pdf/SMH_2014.pdf)
- <https://ggu.ac.in/gguold/download/Dr.%20J.S.%20Thakur%20-%20Management%20of%20Physical%20Education.pdf>

#### Course Outcomes

After completion of this course, the students will be able to:

CO1	Identify the nature, concept, Progressive concept, the purpose, scope, Essential skills of sports management. Predict the qualities, competencies required for the sports manager and event management in physical education and sports
CO2	Interpret the meaning, definition of leadership and its style, method, forms and elements of Leadership. And identify the qualities of administrative leader
CO3	Predict the Sports management in educational institution
CO4	Discuss the developing performance standard, establishing a reporting system, Evaluation and the reward/ punishment system
CO5	Indicate the financial management in physical education such as Budgeting, Estimating, Planning, Organisation skills, Advertisement, Preparation of agendas report and Sponsorship

#### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS01	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO 10	PSO 11	PSO 12
CO1	-	-	1	2	1	1	-	1	-	-	-	1
CO2	-	-	1	3	1	1	-	1	-	-	-	1
CO3	-	-	1	2	1	1	-	1	-	-	-	1
CO4	-	-	1	2	1	1	-	1	-	-	-	1
CO5	-	-	1	2	1	1	-	1	-	-	-	1

3. High; 2. Moderate ; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A	Section B	Section C
			MCQs	Either/ or Choice	Open Choice
			No. Of Questions	No. Of Question	No. Of Question
1	CO1	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
2	CO2	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
3	CO3	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
4	CO4	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
5	CO5	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
No of Questions to be asked			10	10	5
No of Questions to be answered			10	5	3
Marks for each Question			1	4	10
Total marks for each Section			10	20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidence

### Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5			5	5	5
K2	5	40	50	95	95	95
Total Marks	10	40	50	100	100	100%

### Lesson Plan

<b>Unit I</b>	<b>Introduction to Sports Management</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Nature and concept of sports management	<b>2</b>	Class room lectures, Group Discussion, Seminar, Quiz
	b. Progressive concept of sports management and the purpose and scope of sports management	<b>5</b>	
	c. Essential skills of sports management, Qualities and competencies required for the sports manager	<b>5</b>	
	d. Event management in physical education and sports	<b>3</b>	
<b>Unit II</b>	<b>Leadership Management</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Meaning and definition of leadership	<b>2</b>	Class room lectures, Group Discussion, Seminar, Quiz
	b. Leadership style and method, Elements of leadership	<b>4</b>	
	c. Forms of leadership, Autocratic, Laissez, faire and democratic	<b>5</b>	
	d. Benevolent dictator - Qualities of administrative leader	<b>4</b>	
<b>Unit III</b>	<b>Sports Management in Educational Institutions</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Sports management in schools, colleges and university	<b>3</b>	Class room lectures, Group Discussion, Seminar, Quiz
	b. Factors affecting planning - Planning a school of college sports programme	<b>4</b>	
	c. Directing of school or college sports programme	<b>4</b>	
	d. Controlling a school, college and university sports programme.	<b>4</b>	
<b>Unit IV</b>	<b>Challenge and Change in Sports Management</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Developing performance standard	<b>5</b>	Class room lectures, Group Discussion, Seminar, Quiz
	b. Establishing a reporting system	<b>5</b>	
	c. Evaluation - The reward/ punishment system	<b>5</b>	
<b>Unit V</b>	<b>Finance management of Sports</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Financial management in physical education & sports in schools, colleges and universities	<b>5</b>	Class room lectures, Group Discussion, Seminar, Quiz
	b. Budgeting – Estimating and Planning - Advertisement	<b>5</b>	
	c. Organisation skills - Preparation of agendas report - Sponsorship	<b>5</b>	

Course designed by Mr.P.Bangarusamy

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
<b>Course Code</b>	<b>20UPEC5Q</b>	<b>Number of Hours/Cycle</b>	2		
<b>Semester</b>	<b>V</b>	<b>Max. Marks</b>	100		
<b>Part</b>	<b>III</b>	<b>Credit</b>	2		
<b>Core Practical IV</b>					
<b>Course Title</b>	<b>Teaching Practice</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K4</b>			<b>15</b>	<b>15</b>

### Preamble

This Course aims to acquire knowledge in Handling the Pupil during the course teaching. It also helps to point out modern techniques in teaching and the way of handling the pupil physically as well as psychologically and thereby making the class an awesome one.

### List of Practical's

1. Lesson plan – General And Particular Lesson plan
2. Assembly - Roll call, Warming Up, Lead up activities, Re-assembly and Dismissal
3. Demonstrating Marching – Right Turn, Left Turn, About turn
4. Indigenous Activities –
  - i. Calisthenics Exercises – Hoops, Wands, Lezium, Indian club and Dumb-bells.
  - ii. Standing, jumping, moving and turning
5. Teaching Minor Games – Ball games, Tag games, Goal games, Point Scoring Games.
6. Exercise with verbal command, drum, whistle and Music – 4, 8 and 16 counts
7. Aerobics - Floor and Steps

### Text books:

1. Dr. K.S.Shanmugasundaram and Dr.N.Rajasekar,2020 “Methods in Physical Education”, isbn 978-81-2343-996-9 New Century book house (P) LTD.,Chennai

### Reference book (s):

1. Rajesh Tripathi,(2010), “*Methods in Physical Education*” , Sports Publication, New Delhi.
2. Rama Krishna Prasad, Y.V.Vidhya Sagar.P and Bhaskara Rao.D, (2007), “*Methods in Physical Education*”, Sports Publication, New Delhi.
3. Prof. V. Satyanarayana, (2018) “*Educational Technology and Methods of Teaching in Physical Education*”, ISBN 978-81-7879-897-4, Sports Publication, New Delhi.

### E-Resources

- <https://www.youtube.com/watch?v=g55jjZZINfY>
- <https://www.pupilstutor.com/2021/12/methods-of-teaching-physical-education.html>
- <https://study.com/academy/practice/quiz-worksheet-physical-education-teaching-methods.html>



<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
<b>Course Code</b>	<b>20UPES5P</b>	<b>Number of Hours/Cycle</b>	2		
<b>Semester</b>	<b>V</b>	<b>Max. Marks</b>	50		
<b>Part</b>	<b>III</b>	<b>Credit</b>	2		
<b>Skill Based Course III</b>					
<b>Course Title</b>	<b>Recreation and Camping</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K4</b>		<b>15</b>		<b>15</b>

### **Preamble**

This course aims to educate and evaluate the student's social responsibility, leadership quality, team coordination, and creative mind set.

### **Evaluation Tools**

1. Types of recreational activities, indoor and outdoor games,
2. Leadership training, leadership in recreation and supervision
3. Social responsibility
4. Leadership quality
5. Team coordination
6. Creative mind set
7. Life saving skills

### **Text book (s):**

1. Pro.Ajmer Singh, Dr.Jagdish Bains, Dr.Jagtar Singh Gill and Dr.Rachhpal Singh Brar, (2019), "*Essential of Physical Education*", Kalyani Publishers, Ludhiana.

### **E-Resources**

- <https://ncert.nic.in/textbook/pdf/keh101.pdf>
- <https://www.youtube.com/watch?v=cSB9cTouxpE>
- <https://www.youtube.com/watch?v=RIzuY4CchbI>

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
<b>Course Code</b>	<b>20UPEC61</b>	<b>Number of Hours/Cycle</b>	6		
<b>Semester</b>	<b>VI</b>	<b>Max. Marks</b>	100		
<b>Part</b>	<b>III</b>	<b>Credit</b>	5		
<b>Core Course XIII</b>					
<b>Course Title</b>	<b>Theories of Track and Field Events - III</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K4</b>		<b>90</b>		

### Preamble

This course has the primary aim to enlighten the knowledge in the Rules and Regulations, Marking and Measurements, Basic Skills and Techniques and Safety Measures of Pole-Vault, Javelin Throw, Combined Events, Steeple Chase, and Tie Breaking

<b>Unit I</b>	<b>Pole-Vault</b>	<b>14 Hours</b>
	Marking and Measurements – Rules and Interpretation – Basic Skills and Techniques – Safety Measures	
<b>Unit II</b>	<b>Javelin Throw</b>	<b>14 Hours</b>
	Marking and Measurements – Rules and Interpretation – Basic Skills and Techniques – Safety Measures	
<b>Unit III</b>	<b>Combined Events</b>	<b>19 Hours</b>
	Marking and Measurements – Rules and Interpretation – Basic Skills and Techniques – Safety Measures – Scoring System	
<b>Unit IV</b>	<b>Steeple chase and Cross country</b>	<b>14Hours</b>
	Marking and Measurements – Rules and Interpretation – Basic Skills and Techniques – Safety Measures	
<b>Unit V</b>	<b>Tie Breaking</b>	<b>14 Hours</b>
	Tie Breaking and scoring System of Pole-Vault, Javelin Throw, Combined Events and Steeple Chase	

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

- Mr.Jeyaram.C & Dr.K.S.Shanmugasundaram, (2022), “*The complete Athletic Manual*”, New Century Book House (P) Ltd.

### Reference Books

- Jack Otten, (2001), ‘*Leveled Reader Track*’, Rigby on Deck Reading Libraries.
- Peter Matthews, (2011), ‘*the International Track and Field Annual*’.
- Sherry Quack, (2002), ‘*USA Track and Field*’ Directory and Resource Guide
- Goel.R.G.,(2000), ‘*Encyclopedia of Sports and Games*’, Vikas Publishing House Pvt., Ltd., Delhi.

### E-Resources

- <https://www.youtube.com/watch?v=mhsrxCPxvEk>
- <https://www.youtube.com/watch?v=3QdSTyVmucA>
- <https://www.youtube.com/watch?v=r55-fvNIKJU>
- <https://www.youtube.com/watch?v=vbyeToOyy2A>
- <https://www.youtube.com/watch?v=hNoeGhoqBN8>
- [https://www.youtube.com/watch?v=6\\_8H8P1KB7c](https://www.youtube.com/watch?v=6_8H8P1KB7c)

## Course Outcomes

After completion of this course, the students will be able to:

CO1	Summarize the rules and Interpretation, identify the Basic skills and techniques of Pole-Vault
CO2	Classify the rules and Interpretation, identify the Basic skills and techniques of Javelin Throw
CO3	Recognize rules and Interpretation, identify the Basic skills and techniques of combined Events
CO4	Elaborate rules and Interpretation, identify the skills and techniques of Steeple Chase and Cross country
CO5	Generalize the rules and Interpretation in Tie Breaking and Scoring System and analyze and plan the method of Tie Breaking in Distance Events, Vertical Events, and Track Events

## Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
CO1	3	3	-	1	-	1	3	2	1	-	-	1
CO2	3	3	-	1	-	1	3	2	1	-	-	1
CO3	3	3	-	1	-	1	3	2	1	-	-	1
CO4	3	3	-	1	-	1	3	2	1	-	-	1
CO5	3	3	-	1	-	1	3	2	1	-	-	1

4. High; 2. Moderate ; 1. Low

## Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A	Section B	Section C
			MCQs	Either/ or Choice	Open Choice
			No. Of Questions	No. Of Question	No. Of Question
1	CO1	Up to K3	2(K1 & K2)	2 (K2 & K2)	1(K3)
2	CO2	Up to K3	2(K1 & K2)	2 (K2 & K2)	1(K3)
3	CO3	Up to K3	2(K1 & K2)	2 (K2 & K2)	1(K3)
4	CO4	Up to K3	2(K1 & K2)	2 (K2 & K2)	1(K3)
5	CO5	Up to K3	2(K1 & K2)	2 (K3 & K3)	1(K4)
No of Questions to be asked			10	10	5

No of Questions to be answered	10	5	3
Marks for each Question	1	4	10
Total marks for each Section	10	20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidence

#### **Distribution of Section - wise Marks with K Levels**

<b>K Levels</b>	<b>Section A (No Choice)</b>	<b>Section B (Either/or)</b>	<b>Section C (Open Choice)</b>	<b>Total Marks</b>	<b>% of Marks without Choice</b>	<b>Consolidated (Rounded off)</b>
K1	5			5	5	5
K2	5	32		37	37	37
K3		8	40	48	48	48
K4			10	10	10	10
Total Marks	10	40	50	100	100	100%

### Lesson Plan

<b>Unit I</b>	<b>Pole-Vault</b>	<b>18 Hours</b>	<b>Mode</b>
	a. Marking and Measurements	<b>4</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	b. Rules and Interpretation	<b>4</b>	
	c. Basic Skills and Techniques	<b>5</b>	
	d. Safety Measures	<b>5</b>	
<b>Unit II</b>	<b>Javelin Throw</b>	<b>18 Hours</b>	<b>Mode</b>
	a. Marking and Measurements	<b>4</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	b. Rules and Interpretation	<b>6</b>	
	c. Basic Skills and Techniques	<b>4</b>	
	d. Safety Measures	<b>4</b>	
<b>Unit III</b>	<b>Combined Events</b>	<b>18 Hours</b>	<b>Mode</b>
	a. Marking and Measurements	<b>5</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	b. Rules and Interpretation	<b>4</b>	
	c. Basic Skills and Techniques	<b>5</b>	
	d. Safety Measures	<b>2</b>	
	e. Scoring System	<b>2</b>	
<b>Unit IV</b>	<b>Steeple Chase and Cross country</b>	<b>18 Hours</b>	<b>Mode</b>
	a. Marking and Measurements	<b>5</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	b. Rules and Regulations of steeple Chase	<b>4</b>	
	c. Basic Skills and Techniques	<b>5</b>	
	d. Safety Measures	<b>4</b>	
	e. Rules and Interpretation of Cross country race		
<b>Unit V</b>	<b>Unit V Tie Breaking</b>	<b>18 Hours</b>	<b>Mode</b>
	a. Tie Breaking and scoring System of Pole Vault	<b>4</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	b. Javelin Throw	<b>4</b>	
	c. Combined Events	<b>6</b>	
	d. Steeple Chase	<b>4</b>	

Course designed by Dr.K.S.Shanmugasundaram

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
<b>Course Code</b>	<b>20UPEC6Q</b>	<b>Number of Hours/Cycle</b>	12		
<b>Semester</b>	<b>V</b>	<b>Max. Marks</b>	100		
<b>Part</b>	<b>III</b>	<b>Credit</b>	4		
<b>Core Practical V</b>					
<b>Course Title</b>	<b>Basics of Sports, Games and Events - III</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K4</b>				<b>180</b>

### Preamble

This course aims to evaluate the knowledge about the History and Rules and regulations of Pole-Vault, Javelin Throw, Combined Events, Steeple Chase, Cross country. Evaluate the performance of the students from the selected event of their own. Evaluate the coaching and teaching skills and techniques of Basketball, Cricket, Hockey and Table tennis.

### List of Practical

11. Test of Fundamental and Advanced skills of Events
12. Rules and their Interpretation of Events
13. Duties of Officials – Scoring system.
14. Coaching Aspects – Lead up Activities for events
15. Performance of Any one event from the selected event of their own
16. Test of Fundamental and Advanced skills of games
17. Rules and their Interpretation of Games
18. Mechanism of Officiating – Duties of Officials – Scoring system.
19. Coaching Aspects – Lead up Activities for games
20. Performance of the students from the selected Game of their own

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

1. National Council of YMCA, 2011, “*Rules book of Games and Sports*”, KK Jacob National Council of YMCA, New Delhi

### Reference Books

1. Jack Otten, (2001), ‘*Leveled Reader Track*’, Rigby on Deck Reading Libraries.
2. Peter Matthews, (2011), ‘*the International Track and Field Annual*’.
3. Sherry Quack, (2002), ‘*USA Track and Field*’ Directory and Resource Guide
4. Goel.R.G.,( 2000), ‘*Encyclopedia of Sports and Games*’, Vikas Publishing House Pvt., Ltd., Delhi

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
<b>Course Code</b>	<b>20UPEC62</b>	<b>Number of Hours/Cycle</b>	6		
<b>Semester</b>	<b>VI</b>	<b>Max. Marks</b>	100		
<b>Part</b>	<b>III</b>	<b>Credit</b>	4		
<b>Core Course XIV</b>					
<b>Course Title</b>	<b>Sports Training</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K4</b>	<b>90</b>			

### Preamble

This course aims to knowledge the individual in training the athlete to enrich his fitness components. Its helps to acquire knowledge regarding the load of training, intensity and over load principles. It focuses on the training methodology according to capability, situation, environment and periodization

<b>Unit I</b>	<b>Introduction to Sports Training</b>	<b>18 Hours</b>
	Sports Training – Introduction – Definition - Meaning – Aim – Characteristics and Principles of Sports Training – Scope of Training – Psychological Aspects - Objectives of Training – Coaching Principles – Fitness Components – Health related – Skill related	
<b>Unit II</b>	<b>Load and Types of Training</b>	<b>18 Hours</b>
	Training Load – Meaning – Types of Load – Components of Load – Intensity – Volume – Density – Frequency of Stimulus – Duration of Stimulus - Principles of Load – Over Load - Meaning of Over load – Symptoms of Over load - Causes of Over load –Types of Training - Circuit Training - Continuous Training, Fartlek Training , Interval Training, Weight Training, Flexibility Training, Plyometric Training and SAQ Training	
<b>Unit III</b>	<b>Strength and Endurance</b>	<b>18 Hours</b>
	Training of Motor Qualities – Strength – Stages of Strength - Forms of Strength – Factors Determining Strength – Means and Methods of Developing Strength – Endurance - Forms of Endurance – Factors Determines Endurance – Methods of Developing Endurance	
<b>Unit IV</b>	<b>Speed and Coordination</b>	<b>18 Hours</b>
	Speed – Characteristics of Speed - Forms of Speed - Factors Determining Speed – Methods of Developing Speed - - Flexibility: Forms of Flexibility - Characteristics of Flexibility - Types of Flexibility - Factors Determining Flexibility - Methods of Developing Flexibility – Coordinative ability - Forms of Coordinative ability – Characteristics of Coordinative ability - Factors Determining Coordinative ability - Methods of Developing Coordinative ability.	
<b>Unit V</b>	<b>Technical Training and Periodization</b>	<b>18 Hours</b>
	Technical Training – Techniques and Planning in Sports – Characteristics of Technique – Importance of Technique – Stages of Technique development – Skills in Sports – Tactics and Strategy in Sports - Periodization – Meaning and types of Periodization – Preparatory period – Competition Period – Transitional period – Training plan – Long term and short term plans - Training cycles	

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

1. Dr.N.Rajasekar and Mr.C.Jeyaram, (2022), “Sports Training”, ISBN 978-81-2344-236-5, New Century Book House (P) Ltd., Chennai.

### Reference Books

1. Prof. V. Satyanarayana, (2018), “*Sports Training*”, ISBN 978-8178799797, Sports Publication, New Delhi
2. Dr.A.K. Uppal, (2017), “*Scientific Principles of Sports Training*”, ISBN 978-8172165451, Friend Publication, New Delhi
3. Dr. Vijay Bhojraj Datakar, (2019), “*Scientific Principles of Sports Training*”, Sports Publications, New Delhi

### E-Resources

- <https://www.fsps.muni.cz/emuni/data/reader/book-6/02.html>
- <https://ncert.nic.in/textbook/pdf/iehp105.pdf>
- <http://web.ftvs.cuni.cz/eknihy/jazyky/sportstudiesfundamentalterminologyinenglish/Texts/7-Principles.html>
- <https://thesportsschool.com/types-of-training-methods-for-athletes/>

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Review the introduction, definition, meaning, aim, characteristics and principles of Sports Training. Predict the scope, psychological aspects, objectives, Coaching Principles of Training. Recognise the fitness
CO2	Identify the Training Load, components, Principles of Load, predict the Meaning, Symptoms, Causes of Over load, Classify the types of Training
CO3	Sketch out the training of Motor Qualities; discover the Stages, Forms, Factors Determining Strength and endurance. Prepare the Means and Methods of Developing Strength and Endurance
CO4	Compute the training of Motor Qualities; discover the Stages, Forms, Factors Determining Speed, Flexibility and Coordinative ability. Prepare the Means and Methods of Developing Speed, Flexibility and Coordinative ability
CO5	Analyse the technical Training in sports. Practice the Tactics and Strategy in Sports. Interpret the Periodization and training plan and training cycle



**Mapping of Course Outcomes (COs) with Programme Specific Outcomes**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO 10	PSO 11	PSO 12
CO1	2	3	3	2	-	3	2	2	3	-	-	2
CO2	2	3	3	2	-	3	2	2	3	-	-	2
CO3	2	3	3	2	-	3	2	2	3	-	-	2
CO4	2	3	3	2	-	3	2	2	3	-	-	2
CO5	2	3	3	2	-	3	2	2	3	-	-	2

5. High; 2. Moderate ; 1. Low

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K-Level	Section A	Section B	Section C
			MCQs	Either/ or Choice	Open Choice
			No. Of Questions	No. Of Question	No. Of Question
1	CO1	Up to K2	2(K1& K2)	2 (K2 & K2)	1(K2)
2	CO2	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
3	CO3	Up to K3	2(K1 & K2)	2 (K2 & K2)	1(K3)
4	CO4	Up to K3	2(K1& K2)	2 (K2& K2)	1(K3)
5	CO5	Up to K4	2(K1& K2)	2 (K3 & K3)	1(K4)
No of Questions to be asked			10	10	5
No of Questions to be answered			10	5	3
Marks for each Question			1	4	10
Total marks for each Section			10	20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidence

**Distribution of Section - wise Marks with K Levels**

<b>K Levels</b>	<b>Section A (No Choice)</b>	<b>Section B (Either/or)</b>	<b>Section C (Open Choice)</b>	<b>Total Marks</b>	<b>% of Marks without Choice</b>	<b>Consolidated (Rounded off)</b>
K1	5			5	5	5
K2	5	32	20	57	57	57
K3		8	20	28	28	28
K4			10	10	10	10
Total Marks	10	40	50	100	100	100%

**Lesson Plan (Maximum one page)**

<b>Unit I</b>	<b>Introduction to Sports Training</b>	<b>18 Hours</b>	<b>Mode</b>
	Sports Training, Introduction, definition, meaning, aim, characteristics of Sports Training	4	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Principles of Sports Training – Scope of Training – Psychological Aspects - Objectives of Training	4	
	Coaching Principles –	5	
	Fitness Components – Health related – Skill related	2	
		3	
<b>Unit II</b>	<b>Load and Types Of Training</b>	<b>18 Hours</b>	<b>Mode</b>
	Training Load – Meaning – Types of Load	2	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Components of Load – Intensity – Volume – Density – Frequency of Stimulus – Duration of Stimulus	4	
	Principles of Load – Over Load - Meaning of Over load – Symptoms of Over load - Causes of Over load	4	
	Types of Training - Circuit Training - Continuous Training, Fartlek Training, and Interval Training	4	
	Weight Training, Flexibility Training, Plyometric Training and SAQ Training	4	
<b>Unit III</b>	<b>Strength and Endurance</b>	<b>18 Hours</b>	<b>Mode</b>
	Training of Motor Qualities – Strength – Stages of Strength and Forms of Strength	5	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Factors Determining Strength – Means and Methods of Developing Strength	5	
	Endurance - Forms of Endurance – Factors Determines Endurance	5	
	Methods of Developing Endurance	3	
<b>Unit IV</b>	<b>Speed and Coordination</b>	<b>18 Hours</b>	<b>Mode</b>
	Speed – Characteristics of Speed - Forms of Speed	2	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Factors Determining Speed and Methods of Developing Speed	4	
	Flexibility: Forms of Flexibility - Characteristics of Flexibility - Types of Flexibility - Factors Determining Flexibility	4	
	Methods of Developing Flexibility – Coordinative ability - Forms of Coordinative ability – Characteristics of Coordinative ability	4	
	Factors Determining Coordinative ability - Methods of Developing Coordinative ability	4	
<b>Unit V</b>	<b>Technical Training and Periodization</b>	<b>18 Hours</b>	<b>Mode</b>
	Technical Training – Techniques and Planning in Sports and Characteristics of Technique	4	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Importance of Technique – Stages of Technique development and Skills in Sports	4	
	Tactics and Strategy in Sports - Periodization – Meaning and types of Periodization	3	
	Preparatory period – Competition Period and Transitional period	3	
	Training plan – Long term and short term plans and Training cycles	4	

Course designed by Mr.C.Jeyaram

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
<b>Course Code</b>	<b>20UPEC63</b>	<b>Number of Hours/Cycle</b>	6		
<b>Semester</b>	<b>VI</b>	<b>Max. Marks</b>	100		
<b>Part</b>	<b>III</b>	<b>Credit</b>	4		
<b>Core Course XV</b>					
<b>Course Title</b>	<b>Psychology and Sociology in Sports</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K2</b>		<b>90</b>		

### Preamble

This course has the aim to enrich the knowledge on Sports Psychology and learning techniques in improving the personality traits. And also enhance the qualities to obtain the acceptance by the society as a morally and socially wellbeing.

<b>Unit I</b>	<b>Introduction to Psychology</b>	<b>18 Hours</b>
	Meaning and definition of Psychology – Importance and scope of Sports Psychology – General characteristics and various Stages of Growth and Development –Types and Nature of Individual Difference – Factors Responsibility – Heredity and Environment in Sports	
<b>Unit II</b>	<b>Learning and Personality</b>	<b>18 Hours</b>
	Theories of learning –Nature of learning – Law of Learning –Plateau in Learning and Transfer of learning – Necessity of learning in sports-Meaning and Definition of Personality –Structure and Characteristics of Personality –Dimension of Personality and Role of Sports towards Personality.	
<b>Unit III</b>	<b>Motivation in Sports</b>	<b>18 Hours</b>
	Factors Influencing Motivation – Types of Motivation – Motivational Techniques and its impact on sports performance – Mental Preparation Strategies – Attention focus – Pep-Talk – Relaxation – Imagery and Mental Preparation’s value in Sports.	
<b>Unit IV</b>	<b>Anxiety and Stress</b>	<b>18 Hours</b>
	Meaning and nature of Anxiety –Types of Anxiety – Characteristics of Anxiety - Impact of Anxiety in Sports Performance – Meaning and Nature of Stress – Types of Stress – Characteristics of Stress – Effect of Anxiety and Stress on Sports Performance –Techniques to be followed Overcome anxiety and Stress during the Sports Performance	
<b>Unit V</b>	<b>Introduction to Sociology</b>	<b>18 Hours</b>
	Meaning and Nature of Sociology – Scope of Sociology in Physical Education – Social Factors Influence Sports Performance – Relationship between Social Science and Physical Education – Leadership – Nature of Leadership – Style of Leadership - Need and importance of Leader in Sports Performance – Quality of Leadership - Leadership and sports Ethics .	

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

1. Pro.Ajmer Singh, Dr.Jagdish Bains, Dr.Jagtar Singh Gill and Dr.Rachhpal Singh Brar, (2019), “*Essential of Physical Education*”, Kalyani Publishers, Ludhiana.

## Reference Books

1. Prof. V. Satyanarayana, (2019), “*Sports Psychology and Sociology*”, ISBN 978-9388269506, Sports Publication, New Delhi
2. Dr. Hemant J. Verma, (2015), “*Psychology and Sociology of Sports*”, Sports Publications, New Delhi
3. Dr. Balaji P. Jadhav, (2016), “*Sports Psychology and Sociology*”, ISBN 978-8175248557, KHEL SAHITYA KENDRA, New Delhi

## E-Resources

- <https://www.britannica.com/sports/sports/Sociology-of-sports>
- <https://psychologydictionary.org/the-psychology-and-sociology-of-sports/>
- <https://www.youtube.com/watch?v=dj9pl03pxLU>
- <https://www.youtube.com/watch?v=SIImAx7IdcIE>

## Course Outcomes

After completion of this course, the students will be able to:

CO1	Classify the meaning, definition of Psychology. Discuss the importance, scope, general characteristics, various Stages of Sports Psychology. Predict the growth, development, heredity and environment in sports.
CO2	Identify the theories, nature, law of learning. Indicate the Plateau in Learning and Transfer of learning. Review the necessity of learning in sports and role of sports towards personality.
CO3	Paraphrase the factors Influencing Motivation, types of Motivation, motivational Techniques, mental Preparation Strategies and its impact on sports performance
CO4	Indicate the anxiety and stress in sports, and predict the effect of anxiety and stress on sports
CO5	Recognise the meaning, nature, and scope of Sociology. Indicate the leadership, nature, quality, Style, need and importance of Leadership.

## Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS01	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO 10	PSO 11	PSO 12
CO1	1	1	1	-	3	2	-	2	3	-	-	2
CO2	1	1	1	-	3	2	-	2	3	-	-	2
CO3	1	1	1	-	3	2	-	2	3	-	-	2
CO4	1	1	1	-	3	2	-	2	3	-	-	2
CO5	1	1	1	1	3	2	-	2	3	-	-	2

3. High; 2. Moderate ; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A	Section B	Section C
			MCQs	Either/ or Choice	Open Choice
			No. Of Questions	No. Of Question	No. Of Question
1	CO1	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
2	CO2	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
3	CO3	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
4	CO4	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
5	CO5	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
No of Questions to be asked			10	10	5
No of Questions to be answered			10	5	3
Marks for each Question			1	4	10
Total marks for each Section			10	20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidence

### Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5			5	5	5
K2	5	40	50	95	95	95
Total Marks	10	40	50	100	100	100%

### Lesson Plan

<b>Unit I</b>	<b>Introduction to Psychology</b>	<b>18 Hours</b>	<b>Mode</b>
	Meaning and definition of Psychology	<b>3</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Importance and scope of Sports Psychology	<b>4</b>	
	General characteristics and various Stages of Growth and Development	<b>4</b>	
	Types and Nature of Individual Difference	<b>4</b>	
Factors Responsibility, Heredity and Environment in Sports	<b>3</b>		
<b>Unit II</b>	<b>Learning and Personality</b>	<b>18 Hours</b>	<b>Mode</b>
	Theories of learning –Nature of learning – Law of Learning	<b>3</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Plateau in Learning and Transfer of learning	<b>4</b>	
	Necessity of learning in sports-Meaning and Definition of Personality	<b>5</b>	
	Structure and Characteristics of Personality	<b>3</b>	
Dimension of Personality and Role of Sports towards Personality	<b>3</b>		
<b>Unit III</b>	<b>Motivation in Sports</b>	<b>18 Hours</b>	<b>Mode</b>
	Factors Influencing Motivation – Types of Motivation	<b>5</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Motivational Techniques and its impact on sports performance	<b>5</b>	
	Mental Preparation Strategies – Attention focus	<b>4</b>	
	Pep-Talk – Relaxation	<b>2</b>	
Imagery and Mental Preparation's value in Sports.	<b>2</b>		
<b>Unit IV</b>	<b>Anxiety and Stress</b>	<b>18 Hours</b>	<b>Mode</b>
	Meaning and nature of Anxiety –Types of Anxiety	<b>3</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Characteristics of Anxiety - Impact of Anxiety in Sports Performance	<b>4</b>	
	Meaning and Nature of Stress – Types of Stress	<b>5</b>	
	Characteristics of Stress – Effect of Anxiety and Stress on Sports Performance	<b>3</b>	
Techniques to be followed Overcome anxiety and Stress during the Sports Performance	<b>3</b>		
<b>Unit V</b>	<b>Introduction to Sociology</b>	<b>18 Hours</b>	<b>Mode</b>
	Meaning and Nature of Sociology – Scope of Sociology in Physical Education	<b>4</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Social Factors Influence Sports Performance – Relationship between Social Science and Physical Education	<b>4</b>	
	Leadership – Nature of Leadership – Style of Leadership	<b>4</b>	
	Need and importance of Leader in Sports Performance	<b>3</b>	
Quality of Leadership - Leadership and sports Ethics.	<b>3</b>		

Course designed by Mr.N.Loganathan

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
<b>Course Code</b>	<b>20UPEE61</b>	<b>Number of Hours/Cycle</b>	5		
<b>Semester</b>	<b>VI</b>	<b>Max. Marks</b>	100		
<b>Part</b>	<b>III</b>	<b>Credit</b>	5		
<b>Core Elective Course II</b>					
<b>Course Title</b>	<b>Sports Nutrition</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>75</b>			

### Preamble

This course aims to provide the knowledge, roll and classification of nutrition along with its ingestion and metabolism. It also enhances the knowledge regarding the roll of diet in performance enrichment and weight management.

<b>Unit I</b>	<b>Introduction to Sports Nutrition</b>	<b>15 Hours</b>
	Meaning and Definition of sports nutrition – Need and Importance of sports nutrition - Classification of Nutrition - Role of Nutrition – Factors to be considered for developing nutrition plan –Meaning – Classification-and Functions of Carbohydrate ,Protein ,Fat ,Minerals and Water – Balanced diet – Food pyramid	
<b>Unit II</b>	<b>Ingestion to Energy Metabolism</b>	<b>15 Hours</b>
	Meaning of ingestion to energy metabolism –Definition –Sources-Purpose –Intake and performance of carbohydrate, Fat, Protein – Minerals, Vitamins and Water and adverse effects due to lacking. Types and time of intake and amount of intake during course of training and effect of ingestion to muscle energy..	
<b>Unit III</b>	<b>Energy and Athletic Performance</b>	<b>15 Hours</b>
	Contribution of macro nutrition to energy – Caloricity of nutrients and its impact on optimal performance –Factors affecting energy expenditure (Age, gender, Training level).Principles and methods for determining energy expenditure commonly used among athletes– Energy availability in assessing energy requirement for Athletes.	
<b>Unit IV</b>	<b>Nutrition and Athlete</b>	<b>15 Hours</b>
	Nutrition related disorders – Diabetes and Cardiovascular disease - Insulin uses –Dietary guidelines and Nutrition timing – Sports Anaemia causes and its Consequences-Nutrition for Special groups and Nutrition for extreme environmental conditions (heat, cold) travel times, child athletes and female athletes- Nutrition for popular team sports, Combat sports and endurance sports	
<b>Unit V</b>	<b>Nutrition and Weight Management</b>	<b>15 Hours</b>
	Meaning and values of weight management – Factors affecting weight management –Concept of Body mass index –Obesity and weight management through Nutrition - food poisoning.	

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

#### Text Book

1. Dr.Rekha Sharma, (2020), “*Sports Nutrition and Weight Management*”, ISBN 978-93-88269-53-7, Sports Publication, New Delhi



## Reference Books

1. Prof.Ajmer Singh, Dr.Jagdish Bains, Dr.Jagtar Singh Gill and Dr.Rachhpal Singh Brar, (2019), "Essential of Physical Education", Kalyani Publishers, Ludhiana.
2. Dr. Abhay N. Buchha, (2018), "Health Education and Sports Nutrition", Sports Publications, New Delhi.
3. Prof V. Satyanarayana (2019), "Sports Nutrition And Weight management", Sports Publications, New Delhi.

## E-Resources

- <https://www.nutritionist-resource.org.uk/articles/sports-nutrition.html#nutrients>
- [https://www.physio-pedia.com/Sports\\_Nutrition](https://www.physio-pedia.com/Sports_Nutrition)
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3805623/>
- <https://www.verywellfit.com/fitness-sports-nutrition-4157142>

## Course Outcomes

After completion of this course, the students will be able to:

CO1	Classify the meaning, definition, need, importance, classification and role of sports nutrition. Predict the factors to be considered for developing nutrition plan. Identify the classification and Functions of Carbohydrate, Protein, Fat, Minerals and Water. Review the Balanced diet and Food pyramid
CO2	Identify the Meaning energy metabolism, intake of macro nutrients and its source. Predict the time of intake and amount of intake during course of training and effect of ingestion to muscle energy.
CO3	Estimate the contribution of macro nutrition to energy, Caloricity of nutrients and its impact on optimal performance. Identify energy expenditure and its requirement
CO4	Interpret the nutrition related disorders, diseases, insulin uses, dietary guidelines and Nutrition timing. Understand the Nutrition for various groups, various conditions and various popular sports.
CO5	Locate the meaning, values; Factors affecting the weight management Predict the body mass index, obesity and weight management through Nutrition

## Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS01	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO 10	PSO 11	PSO 12
CO1	1	-	2	-	1	3	-	1	1	-	-	1
CO2	1	-	2	-	1	3	-	1	1	-	-	1
CO3	1	-	2	-	1	3	-	1	1	-	-	1
CO4	1	-	2	-	1	3	-	1	1	-	-	1
C05	1	-	2	-	3	3	-	1	1	-	-	1

3. High; 2. Moderate ; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A	Section B	Section C
			MCQs	Either/ or Choice	Open Choice
			No. Of Questions	No. Of Question	No. Of Question
1	CO1	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
2	CO2	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
3	CO3	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
4	CO4	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
5	CO5	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
No of Questions to be asked			10	10	5
No of Questions to be answered			10	5	3
Marks for each Question			1	4	10
Total marks for each Section			10	20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

### Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5			5	5	5
K2	5	40	50	95	95	95
Total Marks	10	40	50	100	100	100%

### Lesson Plan

<b>Unit I</b>	<b>Introduction to Sports Nutrition</b>	<b>15 Hours</b>	<b>Mode</b>
	Meaning and Definition of sports nutrition – Need and Importance of sports nutrition	<b>4</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Classification of Nutrition - Role of Nutrition – Factors to be considered for developing nutrition plan	<b>4</b>	
	Meaning – Classification-and Functions of Carbohydrate, Protein, and Fat, Minerals	<b>4</b>	
	Water – Balanced diet – Food pyramid	<b>3</b>	
<b>Unit II</b>	<b>Ingestion to Energy Metabolism</b>	<b>15 Hours</b>	<b>Mode</b>
	Meaning of ingestion to energy metabolism – Definition –Sources-Purpose –Intake and performance of carbohydrate, Fat, Protein and Minerals	<b>5</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Intake and performance of Vitamins and Water and adverse effects due to lacking	<b>5</b>	
	Types and time of intake and amount of intake during course of training and effect of ingestion to muscle energy	<b>5</b>	
<b>Unit III</b>	<b>Energy and Athletic Performance</b>	<b>15 Hours</b>	<b>Mode</b>
	Contribution of macro nutrition to energy – Caloricity of nutrients and its impact on optimal performance	<b>4</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Factors affecting energy expenditure (Age, gender, Training level)	<b>4</b>	
	Principles and methods for determining energy expenditure commonly used among athletes	<b>4</b>	
	Energy availability in assessing energy requirement for Athletes	<b>3</b>	
<b>Unit IV</b>	<b>Nutrition and Athlete</b>	<b>15 Hours</b>	<b>Mode</b>
	Nutrition related disorders – Diabetes and Cardiovascular disease	<b>3</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Insulin uses –Dietary guidelines and Nutrition timing	<b>3</b>	
	Sports Anaemia causes and its Consequences- Nutrition for Special groups and Nutrition for extreme environmental conditions (heat, cold) travel times, child athletes and female athletes	<b>6</b>	
	Nutrition for popular team sports, Combat sports and endurance sports	<b>3</b>	
<b>Unit V</b>	<b>Nutrition and Weight Management</b>	<b>15 Hours</b>	<b>Mode</b>
	Meaning and values of weight management – Factors affecting weight management	<b>7</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Concept of Body mass index –Obesity and weight management through Nutrition	<b>6</b>	
	Food poisoning	<b>2</b>	

Course designed by Mr.P.Bangarusamy

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
<b>Course Code</b>	<b>20UPEE62</b>	<b>Number of Hours/Cycle</b>	5		
<b>Semester</b>	<b>VI</b>	<b>Max. Marks</b>	100		
<b>Part</b>	<b>III</b>	<b>Credit</b>	5		
<b>Core Elective Course II</b>					
<b>Course Title</b>	<b>Modern Trends in Physical Education</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K2</b>		<b>75</b>		

### Preamble

This course aims to make the young physical educationists to understand the various courses availability and the professional institutes offering the related courses to physical education. It also enlighten the needed sports infrastructures, the equipments, facilities, the funding agencies and the related talent identification programmes in the modern world of physical education to enrich human performance.

<b>Unit I</b>	<b>Training Programmes in Physical Education</b>	<b>15 Hours</b>
	Teacher Training Programmes in India – Degree courses ,diploma certificate courses, Higher education programmes, Special education Programmes and comparison of course contents – Professional organization /Institutions of Physical Education and Sport.	
<b>Unit II</b>	<b>Career Avenues and Placement</b>	<b>15 Hours</b>
	Teaching career in Schools, Colleges, Universities and Professional institutes – Coaching career in SAI , Companies ,Private sector and Public sector , Centre and state Corporate bodies, Physio centres, Research Laboratories and training career in Fitness centres, Companies multi gyms etc	
<b>Unit III</b>	<b>Playing Areas and Equipments</b>	<b>15 Hours</b>
	Playing areas –Indoor – Outdoor and surface of playing areas – Modern techno Equipments of various sports events including playing and training- Floodlit in playing area initialization Swimming pool.	
<b>Unit IV</b>	<b>Sports Infrastructure</b>	<b>15 Hours</b>
	Assisting in building playfield, gymnasium swimming pool and gymnasium – Assistance for Coaching Programmes – Assistance for organizing and conducting tournament at various level GPS application in Sports.	
<b>Unit V</b>	<b>Talent Identification</b>	<b>15 Hours</b>
	Identifying young talent at schools, colleges and rural areas – Organizing games in Rural areas - Encourage gross root coaching programme.	

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

1. Prof.Ajmer Singh, Dr.Jagdish Bains, Dr.Jagtar Singh Gill and Dr.Rachhpal Singh Brar, (2019), “*Essential of Physical Education*”, Kalyani Publishers, Ludhiana.

## Reference Books

1. Dr. Sudhakara.G , (2020), “*Modern Trends in Physical Education, Sports and Yogic Science*”, ISBN 9788-194-7216-42, HSRA publication, Bangalore
2. G.Singh, (2007), “*Modern Trends In Teaching Physical Education*”, ISBN 978-8172162207, Sports publication, New Delhi
3. Dr.N.Sathish Babu, (2016), “*Recent Trends in Physical Education*”, ISBN 978-1-365-40263-0, Lakshmi Book Publication, Solapur

## E-Resources

- [https://books.google.co.in/books?id=xV4cDQAAQBAJ&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.co.in/books?id=xV4cDQAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)
- <https://www.theyogicjournal.com/pdf/2017/vol2issue1/PartA/1-1-26-821.pdf>
- <https://ncert.nic.in/textbook/pdf/iehp103.pdf>
- <https://notonlyfairplay.pixel-online.org/files/conferences/INTED2016.pdf>

## Course Outcomes

After completion of this course, the students will be able to:

CO1	Interpret the teacher training programmes in India and identify the professional institutions of Physical Education and Sports.
CO2	Predict the teaching career in Schools, Colleges, Universities and Professional institutes. And classify the Coaching career in SAI, Companies, Private sector, Public sector, and corporate fitness centres.
CO3	Discuss the various types of playing areas. Identify the modern techno Equipments of various sports events including playing and training
CO4	Estimate the assisting in building playfield, gymnasium swimming pool, assistance for Coaching Programmes, organizing and conducting tournament at various level GPS application in Sports.
CO5	Identifying young talent at schools, colleges and rural areas – Organizing games in Rural areas - Encourage gross root coaching programme.

## Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO 10	PSO 11	PSO 12
CO1	1	2	3	-	-	2	-	3	1	-	-	1
CO2	1	2	3	-	-	2	-	3	1	-	-	1
CO3	1	2	3	-	-	2	-	3	1	-	-	1
CO4	1	2	3	-	-	2	-	3	1	-	-	1
CO5	1	2	3	-	-	2	-	3	1	-	-	1

3. High; 2. Moderate ; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A	Section B	Section C
			MCQs	Either/ or Choice	Open Choice
			No. Of Questions	No. Of Question	No. Of Question
1	CO1	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
2	CO2	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
3	CO3	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
4	CO4	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
5	CO5	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
No of Questions to be asked			10	10	5
No of Questions to be answered			10	5	3
Marks for each Question			1	4	10
Total marks for each Section			10	20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

### Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5			5	5	5
K2	5	40	50	95	95	95
Total Marks	10	40	50	100	100	100%

### Lesson Plan

<b>Unit I</b>	<b>Training Programmes in Physical Education</b>	<b>15 Hours</b>	<b>Mode</b>
	Teacher Training Programmes in India – Degree courses, diploma certificate courses	<b>5</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Higher education programmes, Special education Programmes and comparison of course contents	<b>5</b>	
	Professional organization /Institutions of Physical Education and Sport	<b>5</b>	
<b>Unit II</b>	<b>Career Avenues and Placement</b>	<b>15 Hours</b>	<b>Mode</b>
	Teaching career in Schools, Colleges, Universities and Professional institutes	<b>4</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Coaching career in SAI, Companies, Private sector and Public sector, Centre and state corporate bodies	<b>5</b>	
	Physio centres, Research Laboratories and training career in Fitness centres	<b>4</b>	
	Companies' multi gyms etc	<b>2</b>	
<b>Unit III</b>	<b>Playing Areas and Equipments</b>	<b>15 Hours</b>	<b>Mode</b>
	Playing areas –Indoor – Outdoor and surface of playing areas	<b>5</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Modern techno Equipments of various sports events including playing and training	<b>5</b>	
	Floodlit in playing area initialization Swimming pool	<b>5</b>	
<b>Unit IV</b>	<b>Sports Infrastructure</b>	<b>15 Hours</b>	<b>Mode</b>
	Assisting in building playfield, gymnasium swimming pool and gymnasium	<b>5</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Assistance for Coaching Programmes	<b>5</b>	
	Assistance for organizing and conducting tournament at various level GPS application in Sports	<b>5</b>	
<b>Unit V</b>	<b>Talent Identification</b>	<b>15 Hours</b>	<b>Mode</b>
	Identifying young talent at schools, colleges and rural areas	<b>5</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Organizing games in rural areas	<b>5</b>	
	Encourage gross root coaching programme	<b>5</b>	

Course designed by Mr.P.Bangarusamy

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
<b>Course Code</b>	<b>20UPEE63</b>	<b>Number of Hours/Cycle</b>	5		
<b>Semester</b>	<b>VI</b>	<b>Max. Marks</b>	100		
<b>Part</b>	<b>III</b>	<b>Credit</b>	5		
<b>Core Elective Course II</b>					
<b>Course Title</b>	<b>Fitness and Wellness</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>75</b>			

### Preamble

This course aims to provide the roll and knowledge of fitness in fitness and wellness with its components related to various disparities. It also helps to understand the various types of exercises and anti athletic procedures like doping and alcoholic usages along with its side effects. It pointed out the various health hazards and its rehabilitation procedures in making the individual to be hale and healthy

<b>Unit I</b>	<b>Concept of Physical Education and Fitness</b>	<b>15 Hours</b>
	Definition, Aims and Objectives of Fitness and Wellness,–Importance and Scope of Fitness and Wellness- Modern concept of Physical Fitness and Wellness –Physical Education and its Relevance in inter Disciplinary context.	
<b>Unit II</b>	<b>Fitness, Wellness and Lifestyle</b>	<b>15 Hours</b>
	Fitness –Types of fitness and its component of fitness – Factors influencing fitness (Age, Sex, Climate, Diet, Exercise, and Training) – Understanding of Wellness – Modern Lifestyle and Hypo Kinetic Diseases – Prevention and Management – Physical Activity and Health Benefits.	
<b>Unit III</b>	<b>Principles Of Exercise Programme</b>	<b>15 Hours</b>
	Means of fitness development – Aerobic and Anaerobic Exercises – Exercises and Heart Rate for various Aerobic Exercises Intensities – Principles of Cardiovascular Exercise – Concept of free Weight and Machine, sets and repetition – Concept of designing different Fitness Training Programme for different age Group.	
<b>Unit IV</b>	<b>Drugs and Doping</b>	<b>15 Hours</b>
	Meaning and Definition of Drugs –World Anti Doping Agency- WADA – NADA – Role of doping agencies – Recommended drugs – Non-recommended drugs – side effects of drugs usage	
<b>Unit V</b>	<b>Health Hazards and Rehabilitation</b>	<b>15 Hours</b>
	Factors Responsible for occupational Health and Diseases- Social communicable Diseases – HIV/AIDS, Tuberculosis, Malaria, Rabies, Tetanus –Mode of transmission – Prevention	

### Pedagogy

Class Lecture, Video Clippings, Diagrams, Demonstration, Interact and ICT (Information communication Technology)

### Text Book

1. Prof.Ajmer Singh, Dr.Jagdish Bains, Dr.Jagtar Singh Gill and Dr.Rachhpal Singh Brar, (2019), “*Essential of Physical Education*”, Kalyani Publishers, Ludhiana.

### Reference Books

1. Dr.Lalita Ishwarn Punnya, (2018), “*Physical Fitness and Wellness*”, ISBN 978-81-7524-888-5, Khel Sahitya Kendra, New Delhi



2. Dr. Shyam Sundar Rath, (2019), *“Physical Fitness and Wellness”*, ISBN 978-93-87369-41-0, Sports Publication, New Delhi
3. Dr. Sunita Arora, (2019), *“A Textbook on Physical Education & Health Education Fitness, Wellness and Nutrition”*, ISBN 978-9386092540, KSK Publishers, New Delhi.

#### E-Resources

- <https://fliphtml5.com/riqf/wxuz/basic>
- <https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1005&context=health-textbooks>
- <https://www.reuters.com/article/us-oly-dop-day1-idUSBRE86R0DA20120728>
- <https://my.clevelandclinic.org/health/articles/7050-aerobic-exercise>

#### Course Outcomes

After completion of this course, the students will be able to:

CO1	Indicate the definition, aims, Objectives, Importance, Scope, and Modern concept of Fitness and Wellness
CO2	Classify the Fitness, types of fitness, component of fitness and factors influencing fitness. Understanding of Wellness, modern Lifestyle and Hypo Kinetic Diseases
CO3	Understand the means of fitness development, aerobic and anaerobic Exercises. Identify the concept of designing different Fitness Training Programme for different age Group.
CO4	Predict the meaning, definition of Drugs and role of doping agencies. Estimate the side effects of drugs usage
CO5	Review the factors Responsible for occupational Health and Diseases- Social communicable Diseases

#### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
CO1	1	1	-	-	2	3	-	2	-	-	-	1
CO2	1	1	-	-	2	3	-	2	-	-	-	1
CO3	1	1	-	-	2	3	-	2	-	-	-	1
CO4	1	1	-	-	2	3	-	2	-	-	-	1
CO5	1	1	-	-	2	3	-	2	-	-	-	1

3. High; 2. Moderate ; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A	Section B	Section C
			MCQs	Either/ or Choice	Open Choice
			No. Of Questions	No. Of Question	No. Of Question
1	CO1	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
2	CO2	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
3	CO3	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
4	CO4	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
5	CO5	Up to K2	2(K1 & K2)	2 (K2 & K2)	1(K2)
No of Questions to be asked			10	10	5
No of Questions to be answered			10	5	3
Marks for each Question			1	4	10
Total marks for each Section			10	20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

### Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5			5	5	5
K2	5	40	50	95	95	95
Total Marks	10	40	50	100	100	100%

### Lesson Plan

<b>Unit I</b>	<b>Concept of Physical Education and Fitness</b>	<b>15 Hours</b>	<b>Mode</b>
	Definition, Aims and Objectives of Fitness and Wellness	<b>4</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Importance and Scope of Fitness and Wellness	<b>4</b>	
	Modern concept of Physical Fitness and Wellness	<b>3</b>	
	Physical Education and its Relevance in inter Disciplinary context.	<b>4</b>	
<b>Unit II</b>	<b>Fitness, Wellness and Lifestyle</b>	<b>15 Hours</b>	<b>Mode</b>
	Fitness –Types of fitness and its component of fitness – Factors influencing fitness (Age, Sex, Climate, Diet, Exercise, and Training)	<b>6</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Understanding of Wellness – Modern Lifestyle and Hypo Kinetic Diseases	<b>5</b>	
	Prevention and Management – Physical Activity and Health Benefits	<b>4</b>	
<b>Unit III</b>	<b>Principles Of Exercise Programme</b>	<b>15 Hours</b>	<b>Mode</b>
	Means of fitness development – Aerobic and Anaerobic Exercises	<b>4</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Exercises and Heart Rate for various Aerobic Exercises Intensities	<b>4</b>	
	Principles of Cardiovascular Exercise – Concept of free Weight and Machine, sets and repetition	<b>4</b>	
	Concept of designing different Fitness Training Programme for different age Group	<b>3</b>	
<b>Unit IV</b>	<b>Drugs and Doping</b>	<b>15 Hours</b>	<b>Mode</b>
	Meaning and Definition of Drugs –World Anti Doping Agency- WADA	<b>4</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	NADA – Role of doping agencies	<b>4</b>	
	Recommended drugs – Non-recommended drugs	<b>4</b>	
	Side effects of drugs usage	<b>3</b>	
<b>Unit V</b>	<b>Health Hazards and Rehabilitation</b>	<b>15 Hours</b>	<b>Mode</b>
	Factors Responsible for occupational Health and Disease	<b>5</b>	Class room lectures, Power Point Presentation, Group Discussion, Seminar, Quiz
	Social communicable Diseases – HIV/AIDS, Tuberculosis	<b>5</b>	
	Malaria, Rabies, Tetanus –Mode of transmission – Prevention	<b>5</b>	

Course designed by Mr.N.Loganathan

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>			
<b>Course Code</b>	<b>20UPEC6P</b>	<b>Number of Hours/Cycle</b>	5			
<b>Semester</b>	<b>VI</b>	<b>Max. Marks</b>	100			
<b>Part</b>	<b>III</b>	<b>Credit</b>	4			
<b>Core Project I</b>						
<b>Course Title</b>	<b>Project</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K4</b>			<b>30</b>		<b>45</b>

### **Preamble**

This course aims to construct and conduct the test to evaluate the physiological, psychological and over all considerations of the students and players within or outside the institute and thereby suggesting suitable remedial to overcome those problems

### **Project Work**

Each faculty will be allotted a group of (3-5) students for their research project in any one area of Physical Education in consultation with their guide and the Head of the Department.

The topic/area of work will be finalized at the end of IV semester, allowing scope for the students to gather relevant literature during the vacation.

The project report should be submitted to the Head of the Department of Physical Education through the Guide one week prior to the commencement of the summative examination.

They shall submit **THREE** copies of their project report for valuation.

The topic for the project can be chosen from a wide range of subjects, but a text or topic prescribed in the syllabus should be strictly avoided.

### **Area of work:**

Physiological variables such as Speed, Flexibility, Cardio Respiratory Endurance (CRE), Muscular Strength Endurance (MSE), Body Mass Index (BMI), and Aerobic Endurance (AE)

Sports and games in rural area

Case Study on Elite sportsman

### **Each Project should contain the following details:**

Brief introduction on the topic

Materials and Methods

Results and Discussions

Conclusion/ Summary

## Bibliography

- The project should be at least 25 pages excluding bibliography and appendices
- There shall be single internal valuation only
- The maximum marks for the project work shall be 100

### **Scheme of Evaluation (Max.Marks 100)**

#### **Internal Assessment:**

<b>Mode of Evaluation</b>	<b>Marks</b>
<b>Submissions of Project</b>	<b>60</b>
<b>Presentation &amp; Viva-vice</b>	<b>40</b>

Further for a pass in this course as a whole, a group should secure at least 40 marks in project report and viva-vice put together.

<b>Programme</b>	<b>B.Sc.,</b>	<b>Programme Code</b>	<b>UPE</b>		
<b>Course Code</b>	<b>20UPES6P</b>	<b>Number of Hours/Cycle</b>	2		
<b>Semester</b>	<b>V</b>	<b>Max. Marks</b>	50		
<b>Part</b>	<b>III</b>	<b>Credit</b>	2		
<b>Skill Based Course IV</b>					
<b>Course Title</b>	<b>Game of Specialization – Coaching and Officiating</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K4</b>			<b>15</b>	<b>15</b>

### **Preamble**

This course aims to evaluate the student's knowledge on Game of specialization with their teaching skills, strategy, tactics and training methods. From V Semester onwards Students can chose any one of the major games as specialization and Attend practical classes and prepare a record book. At the end of the VI semester there will be an Internal and External practical Examination and they should submit a record book.

### **Evaluation Tools**

1. Teaching and coaching – Basic Skill and advanced skill
2. Playing ability
3. Coaching strategies – Offensive strategies and defensive strategies
4. Officiating techniques
5. Record note – Updated rules and interpretations
6. Viva vice

### **Text book (s):**

1. National Council of YMCA, 2008, Rules book of Games and Sports, KK Jacob National Council of YMCA, New Delhi

### **Reference Book (s):**

1. Elizabeth Andfers with Sue Myers,(2008) "*Field Hockey steps to Success*" , HSRA publication, New Jersey
2. Ralph Dellor, 2010 "*Cricket Steps to Success*" Human Kinetics Publication.
3. Meenu Syal, 2004, "*Teach Yourself Football*" New Delhi.
4. Paul McNamee, 2010 "*The Original Rules of Tennis*" U.K.

### Value Added courses

<b>Programme</b>	UG	<b>Programme Code</b>	CPE
<b>Course Code</b>	20CPED51	<b>Total Number of Hours</b>	30 Hrs
<b>Semester</b>	V	<b>Max. Marks</b>	50
<b>Part</b>		<b>Credit</b>	2
<b>Value Added Course III</b>			
<b>Course Title</b>	<b>Yoga and Meditation</b>		

#### Preamble

This course aims to outreach the misconceptions and stages of Yoga. It also enlightens the limbs of Yoga, and its relationships with Physical Education and Sports. It also hopes to provide knowledge related to pranayama practices, kriyas and the value of Mudras in enhancing the human performance in sports.

<b>Unit I</b>	<b>The Astanga Yoga</b>	<b>6 Hours</b>
	<b>Classification of yoga</b> - Karma Yoga, Raja Yoga, Jana (Gayan ) Yoga and Bhakthi Yoga - <b>The Astanga Yoga:</b> Yama, Niyama, Asana, Pranayama, Pratyahra, Dharana, Dhayana and Samadhi –System of Yoga	
<b>Unit II</b>	<b>Asana</b>	<b>6 Hours</b>
	Introduction – Meaning and Objectives – Standing – Sitting – Prone line – Supine – Benefits of Asanas.	
<b>Unit III</b>	<b>Pranayama</b>	<b>6 Hours</b>
	<b>Pranayama-</b> Introduction – Meaning and objectives – Nadis – Bhandas – Types of Pranayama Need and Importance of pranayama practices in physical education and sports	
<b>Unit IV</b>	<b>Kriyas</b>	<b>6 Hours</b>
	<b>Kriyas:</b> Introduction – Types of Kriyas – Role of kriyas in Yoga- Benefits of Kriyas	
<b>Unit V</b>	<b>Mudra</b>	<b>6 Hours</b>
	<b>Mudra:</b> Introduction –Types of Mudras – Prevent Diseases Blood Pressure, Diabetes, Headache, Heart diseases	

**Course designed by Mr.N.Loganathan**

#### Text Book

1. Mr.P.Bangarusamy and Mr.N.Loganathan, (2019), “*Yoga and Fitness*”, ISBN 978-81-2343-903-7, New Century Book House (P) Ltd., Chennai.

#### Reference Books

1. Dr.C.S.Gore, Dr.Sohan Lal, and Dr.Mahender Singh, (2020), “*Treatment of Diseases Through Yoga*”, ISBN 978-81-7879-609-3, Sports Publication, New Delhi
2. Dr.Srikanta Mishra, (2020), “*Yogic Sciences*”, ISBN 978-81-943611-8-3, Sports Publication, New Delhi.
3. Dr.V.Jeyaveerapandiyan, (2009), “*Yoga and Sports*”, ISBN 978-81-909345-7-2, UVN Publishers, Sivakasi.

### Value Added courses

<b>Programme</b>	UG	<b>Programme Code</b>	CPE
<b>Course Code</b>	20CPED61	<b>Total Number of Hours</b>	30 Hrs
<b>Semester</b>	VI	<b>Max. Marks</b>	50
<b>Part</b>		<b>Credit</b>	2
<b>Value Added Course III</b>			
<b>Course Title</b>	<b>Certificate in Personal Hygiene and Occupational Health</b>		

#### Preamble

This course aims to indicate the importance of personal hygiene, need of sleep, occupational health hazards, weight control and food habit along with dehydration.

<b>Unit I</b>	<b>Importance of Personal Hygiene</b>	<b>6 Hours</b>
	Personal Hygiene – Meaning – Importance – Cleanliness – Teeth – Ears – Eyes – Nose and Throat – Nail and Fingers – Skin – Clothes – Hair – Bowel	
<b>Unit II</b>	<b>Need of Sleep</b>	<b>6 Hours</b>
	Need and Importance of Sleep – Sleep deprivation – Effect of Sleep deprivation – Biological Clock for Sleep	
<b>Unit III</b>	<b>Occupational Health</b>	<b>6 Hours</b>
	Occupational Health – Introduction and Meaning – Occupational Environment – Scope of Occupational Health – Principles of Occupational Health	
<b>Unit IV</b>	<b>Occupational Health Hazards</b>	<b>6 Hours</b>
	Factors responsible for occupational Health Hazards and Diseases – Physical Hazards – Chemical Hazards – Biological Hazards – Mechanical Hazards – Psychological Hazards – Occupational Diseases	
<b>Unit V</b>	<b>Weight Control and Food Habit</b>	<b>6 Hours</b>
	Weight Control - Food Habit – Unhealthy eating Habits – Food Values – Water consumption – Dehydration	

**Course designed by Dr.N.Rajasekar**

#### Text Book

1. Prof.Ajmer Singh, Dr.Jagdish Bains, Dr.Jagtar Singh Gill and Dr.Rachhpal Singh Brar, (2019), "*Essential of Physical Education*", Kalyani Publishers, Ludhiana.

#### Reference Books

1. Cherilyn Tillman, (2007), "*Principles of Occupational Health and Hygiene: An Introduction*", ISBN 978-1741750584, Allen and unwin publishers, Australia
2. Raja Sekhar Mamillapalli, and Visweswara Rao, (2021), "*Occupational Health and Hygiene*", PharmaMed Press / BSP Books