MANONMANIAM SUNDARANAR UNIVERSITY, TIRUNELVELI

UG COURSES – AFFILIATED COLLEGES

B.Sc. Physical Education

(Choice Based Credit System)

(With effect from the academic year 2026-2027 onwards)

VISION AND MISSION OF THE UNIVERSITY

Vision

"To provide quality education to reach the un-reached"

Mission

- To conduct research, teaching and outreach progrmmes to improve conditions of human living.
- To create an academic environment that honors women and men of all races, caste, creed, cultures, and an atmosphere that values intellectual curiosity, pursuit of knowledge, academic freedom and integrity.
- To offer a wide variety of off-campus educational and training programs, including the use of information technology, to individuals and groups.
- To develop partnership with industries and government so as to improve the quality of the workplace and to serve as catalyst for economic and cultural development.
- To provide quality / inclusive education, especially for the rural and unreached segments of economically downtrodden students including women, socially oppressed and differently abled.

PREAMBLE

Physical Education is a form of one of the most effective means of education imparted through physical exercises, recreational activities and sports. It is an integral part of education. Which by mere participation in it gives the outcomes. These outcomes are both instant as well as have strong carry over values in the life. The children as well as the adult sand the old enjoy physical activities & sports and gets benefit in the form of stronger muscles and bones, increased energy, coordination level and most importantly the decreased risk of developing chronic diseases.

The UNESCO in its General Conference in 1978 was convinced that, everyone should be free to develop and preserve his or her physical, intellectual and moral powers. Physical Education, Health Education and Sports should consequently be assured and guaranteed for all human beings. Physical Education is now a regular feature in the primary and secondary schools as well as it is gaining popularity in the higher education. The course opted for this is elective as well as the core at the college and the university level in India.

The graduate level course in Physical Education, Health Education and Sports contains subjects varying from foundation of Physical Education to Anatomy, Physiology, Kinesiology, Test & Measurement, Nutrition, Rehabilitation, Psychology, Sports Training, Sports Biomechanics, Methods of Teachings etc. which are aimed to give thorough knowledge and skills to the students. Students perusing physical education courses are fit to join the jobs as physical trainers, coaches, game officials, referees, umpires, curators, gym trainers, life guards, personal trainers etc. During their course of education, the students also develop the expertise to establish their own business as entrepreneurs in the field of sports, fitness, recreation, adventure sports, camping, event management etc.

Learning Outcomes-Based Curriculum Framework

The learning outcomes-based curriculum framework for a B.Sc degree in Physical Education is intended to provide a broad frame work with in which Physical Education programme responds to the needs of students and requirements. The framework is expected to assist in the maintenance of standard and uniformity of Physical Education degrees across the country. This will also help in periodic programmere view within a broad framework of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course-level learning outcomes. The frame work does seek to bring about uniformity in syllabi for a programme of study in Physical Education, teaching-learning process as well as learning assessment procedures. However, the framework is also intended to allow flexibility and innovation in programme design.

Nature and extent of the B.Sc.degree programme

Physical Education is normally referred to as the science that aims to develop all-inclusive aspects of human personality through physical and sports activities. Physical education is a multidisciplinary subject that cannot be studied in seclusion under the scope of one or two subjects. The scope of Physical Education as a subject is very broad. It caters to the need for developing capability of the students on physical, mental and social aspects. Physical education also aims to develop activity as an alternate and prophylactic medicine. The key areas of study within the Physical Education are *'Exercise Physiology, Sports Psychology, Sports Sociology, Sports Management, Sports Journalism, Kinesiology- Biomechanics, Sports Training, Sports Medicine, Kinanthropometry* etc.

Degree program in Physical Education covers topics that overlap with the areas out lined above and that address the interfaces of Physical Education with other subjects such as Physiology, Bio-Chemistry, Physics, Physiotherapy, Psychology, Management, Sociology along with training pedagogy employed for enhancing the functional status of individuals with varied needs. As a part of the effort, to enhance the employability of graduates of Physical Education, programs include learning experiences that offer opportunities in various spheres of human existence.

PROGRAMME EDUCATIONAL OUTCOMES (PEOs)

In alignment with the Vision and Mission of the University, the following have been defined as the PEO for the graduates.

PEO1: Developing strong positive attitude to learn independently the concepts in the field of study

PEO2: Ensuring confidence among the learners to apply the knowledge and skills gained to solve real life issues

PEO3: Habituating ethical values among the learners to succeed in personal and professional life

PROGRAMME OUTCOMES (POs)

Programme Outcomes for the Under Graduate Degree Programmes of the University are articulated as under.

After the successful completion of Undergraduate Programme from the University, the learner should be able to

PO1: Comprehend the knowledge acquired and communicate the same to others

PO2: Analyze and compare the factual data / situation to comprehend and to critically evaluate to find solution to the problem ahead

PO3: Apply theories and philosophies learned in solving the problem in scientific manner

PO4: Think reflectively on the earlier activities and attempt for self-directed lifelong learning process

PO5: Understand multicultural existence and identify the means to prolong moral/ethical values in personal and professional life

PO6: Expose the learner to the digital technology to learn through multiple sources

PO7: Train the learner to be a responsible player in teams and impart leadership qualities in them.

PROGRAM SPECIFIC OUTCOMES (PSOs)

This would lead the students to understand historical concept of physical education and relationship between Philosophy, Education and Physical Education. The student would further understand the theoretical implications of philosophies of physical education with modern development and social aspects of Physical Education.

PSO1: Disciplinary Knowledge

Apply merited talented children for various sports activities.

PSO2: Critical Thinking

Analyze orient children in schools with the fundamental skills of selected sports as per there in merited potential.

PSO3: Problem Solving

Devise training program for athlete young aged in different ports activities.

PSO4: Research Skills

officiate, supervise various sports tournaments and orient the minor agonizing sports events at all levels.

PSO5: Cooperation/Team work

Demonstrate understand the rules & regulations and officiating mechanism of various sports.

PSO6: Self – directed learning

Engage in devise training program for physically challenged peoples.

PSO7: Employability and Entrepreneurship

Develop skills for entrepreneur (to start their own fitness centre, gym, spa etc) and device appropriate fitness program for different genders and age groups of people.

Each Course has to address a minimum of 4 PSOs

Level of contribution of the Course towards attaining PSOs

0 – No Contribution 1 – Low Level 2 – Medium Level 3 – High Level

Eligibility for Admission to the programme B.Sc Physical Education, Health Education and Sports (3 Years)

A. Applicants should have passed the +2 examination of the Government of Tamil Nadu or any other equivalent examination recognized by the Government of Tam I Nadu or approved by the concerned University.

B. School representation in any game or sports is preferred for the applicants. The procedure followed for the selection of B.P.Ed degree should be followed for B Sc. Physical Education, Health Education and Sports Degree candidates.

C. The candidates should not have completed 21 years of age as on 1st July. However, relaxation of 3 years may be given for SC/ST.

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

1. Qualifying Examination	25marks
2. Participation in Sports and Games	25marks
3. Games skill test	50marks
4. Track and Field Skill test	50marks

Games and Sports participation: (MaximumMarks:25)

1. Representation for the Country/National placing	25marks
2. State Representation (Form II/IV in games/Sports)	20marks
3. Inter Division (Participation)BDS/RDS Inter District (Participation)/CBSCCLUSTER	15marks
4. District (BDS/RDS)	10marks
5. Inter-School Representation	05marks

All other quota system and rule of reservation of the Government of Tamil Nadu shall be followed.

Course-level learning outcomes

The undergraduate degree program of Physical education will be of three years with six semesters. The Course-level learning outcomes for each course with in B.Sc degree programme in Physical Education are given below with content matter (detail syllabus of five unit) to be taught in each unit and semester for three years

Semester End Examination Question Paper Pattern for the Theory Papers

- The Maximum Marks for Semester End Examination is 75 for UG.
- The question paper shall have three Parts with the maximum of 75 marks for three hours with the following break-up.

Part-A

Part-A shall contain **ten** Multiple Choice Questions drawn from all the units on the basis of two questions from each unit. Each question shall carry one mark (10×1 = 10 Marks). Answer all the questions.

Part-B

Part-B shall contain **five** either or type questions drawn from all the 5 units. One either or type question from each unit. Each question shall carry 5 marks (5×5 = 25 Marks). Answer all the questions.

Part-C

Part-C shall contain **five** either or type questions drawn from all the 5 units. One either or type question from each unit. Each question shall carry 8 marks (5×8 = 40 Marks). Answer all the questions.

Marks For Practical

- The Maximum Marks for Practical Examination is 100 for UG.
- External Mark 50.
- Internal Mark 50.

Passing Minimum

The candidate shall be declared to have passed the examination if the candidates secure not less than 30 marks out of 75 marks in the semester examination in each theory course and in total (CIA mark + Theory Exam mark) not less than 40 marks.

The candidates shall be declared to have passed the examination if he/she secures not less than 40 marks in total (CIA mark + Practical Exam mark) with minimum of 18 marks out of 45 marks in the Practical Exam conducted by the University. There is no passing minimum for the record notebook. However, submission of the record notebook is necessary.

Candidate who does not obtain the required minimum marks for a pass in a Course/Practical shall be declared Re-Appear (RA) and the candidate has to appear and pass the same at a subsequent appearance.

MEASUREMENT OF ATTAINMENT OF COURSE OUTCOME

The Course Outcomes (COs) are measured through the performance of learners by direct and indirect assessment methods for that particular course.

i. Internal Assessment (25 Marks)

Tests – 20 Marks

Seminar / Attention (Participation) in Class – 5 Marks

ii. Semester End Examinations (75 Marks)

Written exams, Practical, Project report, and Comprehensive Viva Voce

Note: In both Internal and Semester End Examinations

Lower Order Thinking (K1, K2, & K3) – 60 % in each part

Higher Order Thinking (K4, K5, & K6) – 40 % in each part

MODEL QUESTION PAPER

(For those who joined in July 2026 onwards)

THEORIES OF MAJOR GAMES

(KABADDI, KHO KHO)

Time: Three hours **Maximum: 75 marks**

PART A- 10 * 1 = 10 marks

Answer ALL Questions.

Choose the corrective answer:

CO1, K1 1. Who is known as the "father of modern Kabaddi"?

a) P. E. Raman b) Hanuman Vyayam Prasarak Mandal

c) J.K. Thakur d) Harjeet Brar Bajakhana

CO1, K1 2. In which year was the first national-level Kho Kho championship held in India?

a) 1936 b) 1959 c) 1980 d) 1947

CO2, K2 3. Which of the following is a fundamental skill in Kabaddi?

a) Dribbling b) Raid c) Passing d) Batting

CO2, K2 4. What is the purpose of lead-up games in training?

a) To develop teamwork b) To improve individual fitness

c) To enhance technical skills d) To entertain players

CO3, K1 5. What is the primary focus of technical training in Kabaddi?

a) Physical fitness b) Tactical skills

c) Team coordination d) Basic techniques

CO3, K1 6. Which of the following is an essential component of a coaching program?

a) Nutritional guidance b) Financial support

c) Media training d) Tactical analysis

CO4, K2 7. Which component is essential for a proper warm-up routine?

a) Flexibility exercises b) Strength training

c) Endurance running d) Skill drills

CO4, K2 8. What is the main objective of conditioning load in training?

a) To increase muscular strength b) To improve mental focus

c) To enhance technical skills d) To prevent injuries

CO4, K1 9. What is the maximum duration of a Kabaddi match according to international rules?

a) 20 minutes b) 30 minutes c) 40 minutes d) 50 minutes

CO4, K1 10. How many points are awarded for a successful raid in Kabaddi?

a) 1 point b) 2 points c) 3 points d) 4 points

PART B – (5 * 5 = 25 marks)
Answer ALL questions, choosing either (a) or (b).
Each answer should not exceed 250 words.

CO1, K2 11.a) Describe the history of Kabaddi at the national level.

Or

b) Explain the role of the International Kabaddi Federation in the development of the game.

CO2, K2 12. a) Explain the importance of fundamental skills in Kabaddi.

Or

b) Describe the selection process of players for Kho Kho.

CO3, K2 13. a) Describe the importance of tactical training in Kabaddi.

Or

b) Outline the components of an effective coaching program for Kho Kho.

CO4, K2 14. a) Explain the significance of warming down after a Kabaddi match.

Or

b) Describe the essential fitness components required for Kho Kho players.

CO4, K2 15. a) Explain the method of officiating in Kabaddi.

Or

b) Describe the layout of a standard Kho Kho field.

PART – C (5 * 8 = 40 marks)

Answer ALL , Questions, choosing either (a) or (b)

Each answer should not exceed 600 words.

CO1, K3 16. a) Discuss the origin and historical development of Kho Kho at the state level.

Or

b) Analyze the impact of national-level organizations on the promotion and development of Kabaddi.

CO2, K3 17. a) Evaluate the effectiveness of various lead-up games in improving players' performance in Kabaddi.

Or

b) Discuss the symptoms of play observed during a Kabaddi match.

CO3, K3 18. a) Analyze the differences between technical and tactical training in Kabaddi.

Or

b) Evaluate the contributions of sociology to understanding group dynamics in sports.

CO4, K3 19. a) Evaluate the impact of conditioning load on a player's performance in Kabaddi.

Or

b) Discuss the importance of a proper warm-up routine in preventing injuries in Kho Kho.

CO4, K3 20. a) Discuss the rules and their interpretations in Kabaddi.

Or

b) Analyze the scoring system used in international Kabaddi competitions

Programme Structure 2026 – 2027
B.Sc. PHYSICAL EDUCATION

Sem	Part	Course Code	Title of the Paper	T/P	Cr.	Hrs./Week	Max. Marks		
							Int.	Ext.	Total
I	I	T/OL	Language--- Tamil	T	3	6	25	75	100
	II	E	English	T	3	6	25	75	100
	III	CC	Foundation of Physical Education and Sports	T	5	5	25	75	100
		CC	Theories of Major Games-I (Kabaddi, Kho-Kho)	T	5	5	25	75	100
	IV	Elective I	a) Anatomy and Physiology b) Sports Journalism	T	3	4	25	75	100
		SEC-1	Major Games-I (Kabaddi, Kho-Kho)	P	2	2	50	50	100
		Foundation Course	Kin anthropometry	P	2	2	50	50	100
			Total		**23**	**30**	**225**	**475**	**700**
II	I	T/OL	Language Tamil	T	3	6	25	75	100
	II	E	English	T	3	4	25	75	100
	III	CC	Organization, Administration and Methods in Physical Education	T	5	5	25	75	100
		CC	Theories of Major Games-II (Badminton, Ball Badminton)	T	5	5	25	75	100
	IV	Elective II	a) Health Education, Safety Education and First aid b) Principles of Motor Development	T	3	4	25	75	100
		SEC-2	Major Games-II (Badminton, Ball Badminton)	P	1	2	50	50	100
		SEC-3	Fundamental Movement Skills	P	1	2	50	50	100
			Naan Mudhalvan Course / Yoga Education *	T	2	2		100	100
			Total		**23**	**30**	**225**	**575**	**800**

B.Sc. PHYSICAL EDUCATION
Programme Structure 2026 – 2027

Sem	Part	Course Code	Title of the Paper	T/P	Cr.	Hrs./Week	Int.	Ext.	Total
	I	T/OL	Language Tamil	T	3	6	25	75	100
	II	E	English	T	3	6	25	75	100
		CC	Sports Psychology and Sociology	T	5	4	25	75	100
		CC	Sports Biomechanics And Kinesiology	T	5	4	25	75	100
		Elective III	Teaching Practice	P	3	4	50	50	100
	IV	SEC-4	Applied Sports Psychology	P	1	2	50	50	100
			Naan Mudhalvan Course / Fitness and Wellness*	T	1	2		100	100
		IV	EVS	T	1	2	25	75	100
			Total		**22**	**30**	**225**	**575**	**800**
IV	I	T/OL	Language Tamil	T	3	6	25	75	100
	II	E	English	T	3	6	25	75	100
	III	CC	Computer Application in Physical Education	T	5	4	25	75	100
		CC	Principles of Sports Training	T	5	4	25	75	100
		Elective IV	Applied Principles for Sports Training	P	3	4	50	50	100
		SEC-5	Computer Applications in Physical Education	P	2	2	50	50	100
			Naan Mudhalvan Course / Olympic Movement *	T	2	2		100	100
	IV		VBE	T	2	2	25	75	100
			Total		**25**	**30**	**225**	**575**	**800**

B.Sc. PHYSICAL EDUCATION
Programme Structure 2026 – 2027

Sem.	Part	Course Code	Title of the Paper	T/P	Cr.	Hrs./Week	Int.	Ext.	Total
V	III	CC	Test, Measurement & Evaluation in Physical Education	T	4	5	25	75	100
		CC	Exercise Physiology	T	4	5	25	75	100
		CC	Sports Nutrition	T	4	5	25	75	100
		CC	Theories of Track and Field	T	4	5	25	75	100
		Elective V	Measurement and Evaluation in Human Performance	P	3	4	50	50	100
		Elective VI	Track and Field	P	3	4	50	50	100
			Naan Mudhalvan Course / Physical Literacy *	T	2	2		100	100
			Field Visit		2				
			Total		**26**	**30**	**200**	**500**	**700**
VI		CC	Care, Prevention of Athletic Injuries and Rehabilitation	T	4	6	25	75	100
		CC	Theories of Major Games - III (Cricket, Basketball, Volleyball, Football and Hockey)	T	4	6	25	75	100
		CC	Research and Elementary Statistics	T	4	6	25	75	100
		Elective VII	Major Games - III (Cricket, Basketball, Volleyball, Football and Hockey)	P	3	5	50	50	100
		Elective VIII	Project		3	5	50	50	100
			Naan Mudhalvan Course / Sports Technology *		2	2		100	100
			Extension Activity		1			100	100
			Total		**21**	**30**	**175**	**525**	**700**
			Grand Total		**140**	**--**	**--**	**--**	**4500**

*Only for Naan Mudhalvan Course arrear Students

Semester–I				
	CORE COURSE-I	**T/P**	**Credits**	**Hours**
	FOUNDATION OF PHYSICAL EDUCATION AND SPORTS	**T**	**5**	**5**
	Objectives of the Course 1. To compare the relationship between general education and physical education 2. To know recent developments and academic foundation of Physical Education. 3. To able to identify and relate with the History of Physical Education. 4. To able to identify the History of sports.			
Unit-I	Meaning and Definition of Education and Physical Education–Need, Nature and Scope of Physical Education – Physical Training and Physical Culture.			
Unit-II	Aim and Objectives of Physical Education–Development of Physical, Cognitive, Neuro-muscular, Affective, Social, Emotional, Spiritual and Recreational–Theories of Learning–Laws of Learning.			
Unit-III	Scientific basis of Physical Education – Contribution of Allied Sciences–Anatomy, Physiology, Biomechanics, Kinesiology, Sports Medicine, Psychology, Sociology and Computer Science.			
Unit-IV	History of Physical Education in Sparta and Athens – Olympic Games: Ancient, Modern – Origin – Organisation and conduct of the game – Olympic Flag, Torch, Oath, Emblem and Motto.			
Unit-V	Recent development in India: SAI, NSNIS, SNIPES, LNIPE, Sports Academics –Award and Scholarships: Arjuna Award, Dhronochariya Award, Khela Ratna Award –International and National Competitions: Asian Games, SAF, SGF, RDS and BDS.			

References:

Text Books :

1. Bucher Charles A., Foundationas of Physical Education, St. Louis the C.V. Mosby Company, 1983.
2. Kamalesh M.L., Physical Education : Facts and Foundation, New Delhi, P.B. Publications, 1988.
3. Thirunarayanan, C. and Hariharan, S., Analytical History of Physical Education, Karaikudi, C.T. & S.H., Publications, 1990.
4. Sharma, O.P., History of Physical Education, New Delhi, Khel Shitya Kendra, 1998.

Reference Books:

1. Wakharkar D.G., Manual of Physical Education in India, Pearl Publications Pvt. Ltd., Bombay, 1967.
2. Wuest, Deborah, A. and Charles A. Bucher : Foundations of Physical Education and Sport, New Delhi : B.L. Publication Pvt., Ltd.,
3. Wellman and Cowell, Philosophy and Principles of Physical Education, AmarvatiSuyogPrakasan.
4. Jackson Sharman/Modern Principles of Physical Education : A.A. Barnes & Co., New York.

Website:

1. www.wku.edu
2. 2. www.kanpuruniversity.org

Course Out comes

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

CO.No.	CORE COURSE-I FOUNDATION OF PHYSICAL EDUCATION AND SPORTS	Cognitive Level
CO1	Understand the basic principles and foundation of physical Education	K1, K2
CO2	Learn the historical review of physical education and sports activities of Indian heritage	K3
CO3	Realize the role of biological, psychological and sociological	K4
CO4	Know the Social integration & cohesiveness.	K5, K6

Remember(K1); Understand (K2); Apply (K3); Analyze(K4); Evaluate(K5); Create(K6)

Mapping Cos with Pos and PSOs

COs	POs							PSOs						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	2	3	3	3	1	1	2	2	3	3	3	3	1
CO2	3	3	3	3	3	2	2	3	3	3	3	3	3	2
CO3	1	1	1	2	2	3	3	1	1	1	2	2	2	3
CO4	1	2	2	2	1	2	2	1	2	2	2	3	1	2

Level of Correlation between COs and POs

0– No Correlation 1–Low 2–Medium 3–High

Semester–I				
	CORE COURSE-II	**T/P**	**Credits**	**Hours**
	THEORIES OF MAJOR GAMES-I (KABADDI, KHO KHO)	**T**	**5**	**5**
	Objectives of the Course 1. Trace the history of sports and games in India learn the strategy and tactics in sports 2. learn various skills in kabaddi and Kho Kho. 3. To be familiar with rules and regulations 4. learn the method of officiating for all kabaddi and kho - kho.			
Unit-I	Origin, History and Development of the Game–International, National and State Level Organization			
Unit-II	Fundamental Skills–Lead–Up Games, Various Symptoms of Play–SelectionofPlayers.			
Unit-III	Training: Technical Training–Tactical Training–Coaching Programme			
Unit-IV	Training: Warm-up, Warming down, Essential fitness components, conditioning load			
Unit-V	Rules of the Game a) Rules and their Interpretations b) Method of officiating and Scoring c) Layout and Maintenance of play fields			

References:

Text Books:

1. Conling David, Atheletics, London, Robert Hale, 1980.
2. Prabhakar Eric, The way to Athletic Gold, Madras East – West Press Pvt. Ltd, 1995.
3. Dr. P. Mariayyah, Football, Sports Publications, Raja Street, Coimbatore.
4. Dr. P. Mariayyah, Track and Field, Sports Publications, Raja Street, Coimbatore. 1996

Reference Book:

1. Thompson William, Teaching Soccer, Delhi, Surjeet Publications, 1996.
2. Carting Ganagon, Play Better Soccer in All Colour, W.B. Saubders Company, 1972.
3. Dhanaraj V. Hubert, Volleyball–A Modren Approach, Patiala, Sainsoris, 1991.

Website:

1. www.bdu.ac.in
2. www.kuk.ac.in
3. www.iaaf.org
4. https://healthfully.com

Course Out comes

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

CO.No.	CORE COURSE-II THEORIES OF MAJOR GAMES-I (KABADDI, KHO-KHO)	Cognitive Level
CO1	Understand the criteria for participation in District, State, National and international competitions.	K1, K2
CO2	Apply the mechanical principles of various drills of sports and games	K3
CO3	Analyze the training methods to develop the team tactics and strategies	K4
CO4	Create to prepare profiles for players with respect to the sports and games and layout and importance of various playfield	K5, K6

Remember(K1); Understand (K2); Apply (K3); Analyze (K4); Evaluate(K5); Create (K6)

Mapping Cos with Pos and PSOs

COs	POs							PSOs						
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**
CO1	1	2	1	2	3	1	2	1	2	1	2	3	1	2
CO2	2	3	2	1	1	2	3	2	3	2	1	1	3	2
CO3	3	2	1	2	2	3	2	1	2	1	3	2	2	1
CO4	2	2	2	1	3	2	2	2	2	2	1	3	2	3

Level of Correlation between COs and POs

0– No Correlation 1–Low 2–Medium 3–High

Semester-I				
	Elective I **ANATOMY AND PHYSIOLOGY**	**T/P** **T**	**Credits** **3**	**Hours** **4**
	Objectives of the Course 1. Understand the basic concept of Anatomy and Physiology 2. Know about structure and function of muscles and bones 3. Learn the structure and functions of heart and lungs 4. Know about the structure of brain and glands 5. Acquire knowledge about digestive and excretory systems			
Unit-I	Meaning of Anatomy and Physiology – Need and Scope of Anatomy and Physiology in Physical Education–Cell–Structure and Functions–Tissues –Types and Function-Muscular System–Types of Muscles: Skeletal Muscle, Cardiac Muscle, and smooth muscle.			
Unit-II	Skeleton: Meaning and Functions – Bones: Classification and Functions –General Features of Various Bones: Vertebral Column, Pelvic Bone, Radius and Ulna, Sacbula, Femer and Bones of Skill–Joints: Definition and Classification of Joints			
Unit-III	Nervous System: Neuron–Central Nervous System (CNS): Brain and Spinal Cord –Peripheral Nervous System (PNS): cranial Nerves and Spinal Nerves–Digestive System: Structure &Functions–Digestive Process–Liver, Pancreas–Functions			
Unit-IV	Respiratory System–Respiration– Respiratory Track–Alveoli–Lungs: Structure & Functions–Gas Exchange–Vital Capacity. Circulatory System–Heart: Structure & Functions–Cardiac Cycle, Cardiac Output, Stroke Volume.			
Unit-V	Endocrine Glands–Functions of Endocrine Glands: Pituitary, Thyroid, Para-Thyroid, Thymus, Pancreas, Adrenal &Sex–their role, in growth, Development and regulations of body functions.			

References:

Text Books:

1. Guyton A.C., Functions of the Human Body, London, W.B. Saunders Company, 1969
2. Dr.V. Selvam " Anatomy and Physiology" Bodinayakanur.
3. Dr. N.M. MUTHAYYA "Physiology" J.J. Publications, Madurai.

Reference Books:

1. SEELEY et. all Anatomy and Physiology Mc Graw Hill.
2. Srivastava et. all, Text Book of Practical Physiology, Calcutta Scientific Book Agency, 1976
3. Kapovich and Sinnser, "Physiology of Muscular Activity", London W.B. Saunders company 1965.
4. Anderson T.Mc. CLurg, "Human Kinetics and Analysing Body Measurments, London. William Heinmann Medical Books Ltd., 1961.

Website:

1. www2.highlands.edu
2. www.hccfl.edu
3. https://opentextbc.ca
4. https://Rmoskowitz.trip

Course Outcomes

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

CO.No.	Elective–I ANATOMY AND PHYSIOLOGY	Cognitive Level
CO1	Understand the importance of Anatomy, Physiology, Skeletal and Muscular system.	K1, K2
CO2	Learn the various structure and function of the Blood, Circulatory and Heart system.	K3
CO3	To analyze the structure and function of Respiratory system and Digestive system.	K4
CO4	evaluate the structure and function of excretory system and glands, nervous system and Sense organs	K5, K6

Remember(K1); Understand (K2); Apply (K3); Analyze(K4); Evaluate(K5); Create(K6)

Mapping Cos with Pos and PSOs

COs	POs							PSOs						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	2	1	2	3	1	2	1	2	1	2	3	1	2
CO2	2	2	2	1	1	2	2	2	3	2	1	1	2	3
CO3	3	2	2	3	1	3	2	3	2	1	2	2	2	3
CO4	2	2	2	1	1	2	2	2	2	2	1	1	2	2

Level of Correlation between COs and POs

0– No Correlation 1–Low 2–Medium 3–High

Semester-I				
	Elective I **SPORTS JOURNALISM**	**T/P** **T**	**Credits** **3**	**Hours** **4**
	Objectives of the Course 1. The students will be oriented in basic art of mass communication and reporting of sports events through various mediums. 2. Understand the importance and needs of Sports Journalism 3. To discuss about the principles of general news reporting and Sport reporting 4. To explain about the learn techniques of proof reading 5. To develop the skills of commentary skills 6. To develop the skills of organization and advertising techniques			
Unit-I	Meaning and Definition of Journalism - Ethics of Journalism - Sports Ethics and Sportsmanship - Reporting Sports Events - National and International Sports News Agencies.			
Unit-II	Concept of Sports Bulletin - Types of bullet in - Journalism and sports education - Structure of sports bulletin – Compiling a bulletin - General news reporting and sports reporting.			
Unit-III	Mass Media in Journalism: Radio and T.V - Commentary – Running commentary on the radio – Sports expert's comments - Role of Advertisement in Journalism - Sports Photography - Editing and Publishing.			
Unit-IV	Brief review of Olympic Games, Asian Games, Common Wealth Games World Cup, National Games and Indian Traditional Games - Preparing report of an Annual Sports Meet for Publication in Newspaper.			
Unit-V	Organization of Press Meet - Practical assignments to observe the matches and prepare report and news of the same - Visit to News Paper office and TV Centre to know various departments and their working			

References:

Text Books:

1. Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi: Surjeet Publications
2. Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication
3. Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication
4. Dhananjay Joshi (2010) Value Education in Global Perspective. New Delhi: Lotus Press.
5. Kannan K (2009) Soft Skills, Madurai: Madurai: Yadava College Publication

Reference Books :

1. MohitChakrabarti (2008):Value Education: Changing Perspective, New Delhi: Kanishka Publication.
2. Padmanabhan. A &Perumal A (2009), Science and Art of Living, Madurai: Pakavathi Publication
3. Shiv Khera (2002), You Can Win, New Delhi: Macmillan India Limited.
4. Varma A.K. (1993) Journalism in India from Earliest Times to the Present Period. Sterling publication Pvt. Ltd.
5. Venkataiah. N (2009) Value Education, - New Delhi: APH Publishing Corporation. 43

Website:

1. www.wku.edu
2. www.kanpuruniversity.org

Course Outcomes

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

CO.No.	Elective I –Sports Journalism	Cognitive Level
CO1	Identify the scope of journalism and in particular sports journalism and discover the open and hidden power structures/ opportunities in sports journalism.	K1, K2
CO2	Apply these concepts and techniques to sports communications: reporting, research, writing news, match reports, scripts and press releases, interviewing, Feature writing, live reporting etc, Criticize the scams, ethics and inculcate professionalism. Use the Theoretical knowledge as a sports journalist and get news-sources of news and write in an unbiased, factual manner	K3
CO3	Analyze the ability to communicate effectively and persuasively to develop professional relationships with sports bodies, coaches, players and other journalists thus gets proficiency to work invariousprofessionalsettingsandworkeffectivelywithdiversegroupsandorganizations.	K4
CO4	Create an appreciation of how sport journalism can promote equity and social justice at the global, national, Regional, state and local levels.	K5,K6

Remember(K1); Understand (K2); Apply(K3); Analyze(K4); Evaluate(K5); Create(K6)

Mapping Cos with Pos and PSOs

COs	POs							PSOs						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	3	1	2	3	1	3	1	2	1	2	3	2	1
CO2	3	3	2	1	1	3	3	3	3	2	1	2	2	2
CO3	1	2	1	3	2	1	2	1	2	1	3	2	3	2
CO4	2	2	3	1	3	2	2	2	3	2	1	1	2	3

Level of Correlation between COs and POs

0– No Correlation 1–Low 2–Medium 3–High

Semester–I				
	SEC-1	**T/P**	**Credits**	**Hours**
	Practical - I: Major Games-I (Kabaddi, Kho-Kho)	**P**	**2**	**2**
	Objectives of the Course 1. To learn the history of sports and games in India 2. To learn the strategy and tactics in sports 3. To learn various skills in kabaddi, Kho-Kho. 4. To learn various rules of team games 5. To learn the method of officiating for all kabaddi, Kho-Kho.			
Unit-I	General and Specific Conditioning Exercises			
Unit-II	Fundamental Skills (Offensive Skills, Defensive Skills)			
Unit-III	Techniques and Tactics			
Unit-IV	Lead up games and System of Play			
Unit-V	Method of Officiating Play field, Equipment specifications and Scoring			

References:

Text Books:

1. Dr.Anil Sharma O.P.Sharma Rules of games sports publication 4264/3
2. An sari Road New Delhi – 2.
3. Dr.P.Mariayyah Sports & Games Sports Publication Raja Street, Coimbature

Reference Books :

1. Rao C.V. Kabaddi Patiala NIS Publication 1971.
2. Dr.P.Mariayyah in „„Volley ball‟‟‟‟

Website :

1. www.indiankabaddi.org/

Course Outcomes

On completion of the course, the students will be ablet o

CO.No.	Practical - I Major Games-I (Kabaddi, Kho-Kho,)	Cognitive Level
CO1	Understand the basic General and Specific Conditioning Exercises	K1, K2
CO2	Apply the mechanical principles of various drills of sports and games	K3
CO3	analyze the training methods to develop the team tactics and strategies	K
CO4	Create to prepare profiles for players with respect to the sports and games. layout and importance of various playfield	K5, K6

Remember(K1); Understand (K2); Apply(K3); Analyze(K4); Evaluate(K5); Create(K6)

Mapping Cos with Pos and PSOs

COs	POs							PSOs						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	2	1	2	3	1	2	1	2	1	2	3	1	2
CO2	2	3	2	1	1	2	3	2	3	2	1	1	3	2
CO3	3	2	1	2	2	3	2	1	2	1	3	2	2	1
CO4	2	2	2	1	3	2	2	2	2	2	1	3	2	3

Level of Correlation between COs and POs

0– No Correlation 1–Low 2–Medium 3–High

Semester–I				
	Foundation Course	**T/P**	**Credits**	**Hours**
	Practical - II: Kin anthropometry			
		P	**2**	**2**
Unit-I	Stadiometer, weighing scales, anthropometric tape, skinfold caliper			
Unit-II	anthropometer, large sliding caliper, bone calipers,			
Unit-III	Segmometer, wide-spread caliper, small sliding caliper,			
Unit-IV	footplate, anthropometric rod anthropometric box			
Unit-V	Length measurements – Height, Arm length, Leg length, Hand length, Palm length; Breadth measurements –Forearm girth, Chest girth, waist girth, Hip girth, Thigh girth and Calf girth. Other measurement: BMI & waist circumference			

References:

1. Curton, A.C." Function of the Human Body", London W.B. Saunders Company 1986.
2. Srivastava, etc. "Text book of practical Physiology", Calcutta, Scientific Boo Agency, 1976.
3. Morehous and Miller, "Physiology of Exercise", St. Louis the C.V. Moshy Company, Latest (ed.).
4. Kapovich and Sinnser, "Physiology of Muscular Activity", London W.B. Saunders company 1965.
5. Anderson T.Mc. CLurg, "Human Kinetics and Analysing Body Measurments, London. William Heinmann Medical Books Ltd., 1961.

Text Books:

1. Davis, D.V. "Gray's Anatomy", London Longman Green and Company Ltd., 1967.
2. Dual, Ellen Neil Kinesiology. The Anatomy of motion.
3. Pearse Evelyn, B., "Anatomy and Physiology for Nurses" London, Faber amd Faber Ltd., 1967.
4. Pearce J.W., "Anatomy for Students and Teachers of Physical Education, London, Edward Arnold and Company, 1959.
5. Marfell-Jones, Michael.,Olds,Tim., Stewart,Arthur., Carter, Lidsay., (2006). International Standards for Anthropometric Assessment. Potchefstroom: The International Society for the Advancement of Kinanthropometry
6. The International Society for the Advancement of Kinanthropometry (2010) Retrieved January 20, 2011

Website:

1. www2.highlands.edu
2. www.hccfl.edu
3. https://opentextbc.ca
4. https://Rmoskowitz.trip

Course Outcomes

On completion of the course, the students will be ablet o

CO.No.	Practical –II Kinanthropometry	Cognitive Level
CO1	Understand the palpation technique of bones, bony land marks, skeletal muscles and tendons of human body	K1, K2
CO2	Apply the concepts of human body measurement	K3
CO3	Analyze the body and marks of human body	K4
CO4	Evaluate the technique of measuring human body segments length, girth, and breadth, skin fold measurement	K5 , K6

Remember(K1);Understand(K2);Apply(K3);Analyze(K4);Evaluate(K5);Create(K6)

Mapping Cos with Pos and PSOs

COs	POs							PSOs						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	2	1	2	3	1	2	1	2	1	2	3	1	2
CO2	2	2	2	1	1	2	2	2	3	2	1	1	2	3
CO3	3	2	2	3	1	3	2	3	2	1	2	2	2	3
CO4	2	2	2	1	1	2	2	2	2	2	1	1	2	2

Level of Correlation between COs and POs

0– No Correlation 1–Low 2–Medium 3–High

Semester-II				
	Core Course III **ORGANIZATION ADMINSTRATION AND METHODS IN PHYSCIAL EDUCATION**	**T/P** **T**	**Credits** **5**	**Hours** **5**
	Objectives of the Course 1. To apprehend the organization and administration planning. 2. To know the importance, types and structures of tournament. 3. To comprehend office management, record, register and budget criteria. 4. To attain efficiency in time table management and equipment maintenance. 5. To understand the needs and principles of supervision			
Unit-I	Meaning and Importance of Organization and administration – Scheme of Physical Education in: Schools, Colleges, Universities, Districts State and National Level.			
Unit-II	Facilities – Track, Play Grounds, Gymnasium, Swimming Pole – Layout of Playfields (Basketball, Kabbadi, Hockey, Volleyball, Cricket) Care and Maintenance of Playfields.			
Unit-III	Method in Physical Education–meaning–Factors influencing Method Presentation Technique–Teaching Aids–Principles of Class Management. Teaching of activities: Marching, Calisthenics, light apparatus (Wands, Hooks, Poles) Lezium, Folkdance–Minor Games–Leadup activities.			
Unit-IV	Teaching activities of minor games, major games track and field, Yogic Practice, Suryanamaskar, Calisthenics, Light apparatus, Rhythmic activities, Commands, Marching.			
Unit-V	Tournaments – Types of Tournament, Knock out, League, Combination Tournament, Methods of drawing Fixtures.			

References:

1. Kamlesh M.L. Scientifie "Art of teaching physical Education" New Delhi Metropolitan 1994.
2. Thiru. Narayanan C and & Harihara Sharma "Methods in Physical Education " Karaikudi CJ and S.H. 1989.
3. Joseph. P.M. "Organization of Physical Education".

Reference Books :

1. Broyles, F. J. & Rober, H. D. (1979). Administration of sports, Athletic programme: A Managerial Approach. New York: Prentice hall Inc.
2. Bucher, C. A. (1983). Administration of Physical Education and Athletic programme. St. Lolis: The C.V. Hosby Co.
3. Kozman, H.C. Cassidly, R. & Jackson, C. (1960).Methods in Physical Education. London: W.B. Saunders Co.
4. Pandy, L.K. (1977). Methods in Physical Education. Delhe: Metropolitan Book Depo.

Website :

1. www.wmcarey.edu
2. www.indiastudycenter.com

Course Outcomes

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

CO.No.	Core- III-Organization and Administration in Physical Education	Cognitive Level
CO1	Understand organization and administration strategies in physical education.	K1, K2
CO2	Apply to know various playfield in sports and games.	K3
CO3	Analyze the various methods in supervision.	K4
CO4	Evaluate the efficiency in class management and equipment maintains. Prepare a good budget with the sources of income and expenditure	K5, K6

Remember(K1);Understand(K2);Apply(K3);Analyze(K4);Evaluate(K5);Create(K6)

Mapping Cos with Pos and PSOs

COs	POs							PSOs						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	1	1	2	2	2	2	1	1	1	2	2	2	3
CO2	2	2	2	1	1	3	3	2	2	2	1	1	2	2
CO3	3	3	3	3	1	1	1	3	3	3	3	1	1	2
CO4	2	2	2	1	1	1	2	2	2	2	1	1	2	1

Level of Correlation between COs and POs

0– No Correlation 1–Low 2–Medium 3–High

Semester-II				
	Core Course–IV **Theories of Major Games-II** **(Badminton, Ball Badminton)**	**T/P** **T**	**Credits** **5**	**Hours** **5**
	Objectives of the Course 1. To acquire the fundamental skills and regulation in various games and sports. 2. To make the learner to be familiar with marking of all games and sports. 3. To comprehend the origin, development and recent technique in games. 4. It highlights the layout, specification and maintenance of track and field events. 5. To educate and analyses the fundamental skills. 6. To understand the concepts of team tactics and skill training. 7. To interpret the game rules and preparation of player's profile.			
Unit-I	Origin, History and Development of the Game–International, National and State Level Organization			
Unit-II	Fundamental Skills–Lead–Up Games, Various Symptoms of Play–SelectionofPlayers.			
Unit-III	Training: Technical Training–Tactical Training–Coaching Programme			
Unit-IV	Training: Warm-up, Warming down, Essential fitness components, conditioning load			
Unit-V	Rules of the Game a) Rules and their Interpretations b) Method of officiating and Scoring c) Layout and Maintenance of play fields			

References:

Text Books:

1. Ballon B. Ralph (1982). *Teaching Badminton.* Delhi, Surjeet Publication.
2. Dr.P.Mariayyah. Sports & Games, Sports Publication Raja Street, Coimbatore.
3. Rao C.V. (1971). Kabaddi. Patiala NIS Publication.
4. Dr. P. Mariayyah, Kabaddi, Sports Publications, Raja Street, Coimbatore. 2004

Reference Book :

1. Wein Horst (1979). *The Science of Hockey.* London, Pelham Books.
2. Coleman Brain et al. (1976), Ep Publishing Ltd.
3. Tyson Frank (1985). *The Cricket Coaching Manual.* Calcutta, Rupa & Co.
4. Dr.Anil Sharma O.P.Sharma. Rules of games, sports publication, An sari Road New Delhi.

Website :

1. http://ocw.metu.edu.tr
2. http://mit.edu
3. www.umcarey.edu
4. www.indiastudycenter.com

Course Outcomes

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

CO.No.	Core Course–IV-Theories of Games-II (Badminton, Ball Badminton)	Cognitive Level
CO1	Understand the fundamental skills, rules and regulation in various games and sports.	K1, K2
CO2	Apply to prepare and maintain of various play field and specification	K3
CO3	Analyze to adapt team tactics and techniques of various sports.	K4
CO4	Develop evaluation of skills and performance of the players. Learn the rules and regulations and current interpretation of new changes in the games.	K5, K6

Remember(K1);Understand (K2);Apply(K3);Analyze(K4);Evaluate(K5);Create(K6)

Mapping Cos with Pos and PSOs

COs	POs							PSOs						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	2	1	2	3	1	2	1	2	1	2	3	1	2
CO2	2	3	2	1	1	2	3	2	3	2	1	1	3	2
CO3	3	2	1	2	2	3	2	1	2	1	3	2	2	1
CO4	2	2	2	1	3	2	2	2	2	2	1	3	2	3

Level of Correlation between COs and POs

0– No Correlation 1–Low 2–Medium 3–High

Semester- I I				
	ELECTIVE - II **HEALTH EDUCATION, SAFETY EDUCATION AND FIRST AID**	**T/P** **T**	**Credits** **3**	**Hours** **4**
	Objectives of the Course 1. To educate the leaners to understand the basic concept of health education. 2. To emphasis on the vitality of health and personal hygiene. 3. To give a conceptual framework on mental health. 4. To educate on the communicable and non-communicable disease. 5. To deal with importance, concepts and background of environmental education. 6. To highlights on various available resources.			
Unit-I	Meaning, Nature, Need and Scope of health Education. Factors influencing Health. State, National and International health organization. Meaning of wellness and Health–components of Health-Physical and Mental Health. Community health, Environment health, Occupational health. Personal hygiene School health programme.			
Unit-II	Communicable diseases–agent, causative organism, Incubation period-Mode of spread, sign and symptoms and preventive measure of typhoid, Cholera, Pulmonary Tuberculosis, Amoeniasus, Malaria, Tetanus, Polio myneens, Non - Communicable diseases–Symptoms and Prevention of Pepticaulser, Maligrency, Cancer, Hypertension, Diabetic mellius.			
Unit-III	Definition–Characterstics–Principles of safety Education–Need for Safety Education in Physical Education. Factors affecting safety–Need and Importance of safety for preventing injuries.			
Unit-IV	Definition and importance of first aid–first aid for Athletic injuries–sprain, strain–dislocation–cramp–fracture and its types.			
Unit-V	Sign, Symptoms and first aid for Poisoning, Drowning, Dog Bit and Burns. Types of Bleeding–Wound and its type–Contusion–Abrasion–Puncher wound–Laceration .Artificial respiration.			

References:

Text Books :

1. Ramachandran. L, and T. J. Dharmalingam, 2010, Health Education a New Approach, Viukas Publications, New Delhi.
2. Blank F.C. 2002, "Foods and Nutrition", Sixth Agrobics India Publications, Jodhpur.

Reference Books :

1. Melinda J. Flegal, 2010 "Sports First Aid! A Coach‟s Guide to the care and prevention of Athletic Injuries" 4th ED., USA.
2. Lyan R. Marotz, 2008 "Health, Safety and Nutrition for the young child" Seventh Edition, USA.
3. John Severs, 2012 "Safety and Risk in Primary School Physical Education" London

Website :

1. www.betterhealth.vic.gov.au.
2. www.troopfifty.org.

Course Outcomes

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

CO.No.	ELECTIVE II Health Education, Safety Education and First aid	Cognitive Level
CO1	Understand the Principles of Health Education	K1, K2
CO2	Apply the mental health and its characteristics	K3
CO3	Analyze the Communication and Non-Communicable Disease	K4
CO4	Evaluate the importance of Environmental Studies. Various Resource and Management of Environment	K5, K6

Remember(K1);Understand(K2);Apply(K3);Analyze(K4);Evaluate(K5);Create(K6)

Mapping Cos with Pos and PSOs

COs	POs							PSOs						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	3	1	2	3	1	3	1	2	1	2	3	2	1
CO2	3	3	2	1	1	3	3	3	3	2	1	2	2	2
CO3	1	2	1	3	2	1	2	1	2	1	3	2	3	2
CO4	2	2	3	1	3	2	2	2	3	2	1	1	2	3

Level of Correlation between COs and POs

0– No Correlation 1–Low 2–Medium 3–High

Semester-II				
	ELECTIVE- II **PRINCIPLES OF MOTOR DEVELOPMENT**	**T/ P**	**Credits**	**Hours**
		T	**3**	**4**
	Objectives of the Course 1. Understand the basic Motor development 2. Know about physical growth, maturation and aging 3. Understand and study the motor skills and movement concepts 4. Understanding the concept of Constraints in Motor Development.			
Unit-I	Definition: Motor Development, Motor Learning, Motor Control–Theoretical perspectives of Motor Development-Concept of Physical Literacy-Age classification.			
Unit-II	Physical growth, maturation and Aging – Types of Motor Skills – Movement milestones in children, Long Term Athlete Development (LTAD).			
Unit-III	Basic Movements in Human Body–Axis and Plane-Movements in axis and planes–Movements at various joints			
Unit-IV	Classification of Motor Skills: Fundamental (Locomotor, Non-locomotor, Manipulative Skill), Specialized (Manipulative, Rhythmic Movement, Game & Sport Skills.			
Unit-V	Movement Concepts: Space Awareness, Effort Concepts, Relationships -Postural control and balance.			

References:

Text Books :

1. KathleenM.Haywood.,&NancyGetchell.,(2009).LifeSpanmotorDevelopment(5thEd.,),Champaign,IL: Human Kinetics,
2. RobertM.Malina.,ClaudeBouchard&odedBar-Or.,(2004).Growth,MaturityandPhysicalActivity(2nd Ed.,), Champaign,IL: Human Kinetics.
3. NAPSE.,(2005).PhysicalEducationforLifelongFitness(2ndEd.,),Champaign,IL:HumanKinetics.

Reference Books :

1. AllenW.Jackson.,JamesR.Morrow.,Jr.DavidW.Hill&RodK.Dishman.,(2004).PhysicalActivityforHealth andFitness,Champaign,IL:Human Kinetics.
2. CrattyBryant,J.(1975).MovementBehaviourandMotorLearning.PhiladelphiaLea&Febiger.

Website :

1. www.betterhealth.vic.gov.au.
2. www.troopfifty.org.

Course Outcomes

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

CO.No.	ELECTIVE II PRINCIPLES OF MOTOR DEVELOPMENT	Cognitive Level
CO1	Understand the differences between motor learning, performance, control, and development and discuss the assessment and classification of motor skills.	K1,K2
CO2	Apply the role of motor learning and skill performance within the general framework of Kinesiology.	K3
CO3	Analyze and discuss concepts associated with sensation, perception, and movement preparation	K4
CO4	Evaluate the differences between open-loop and closed-loop accounts of movement control as well as demonstrate an understanding of the speed-accuracy principle in light of open and closed-loop accounts of motor control and learning.	K5, K6

Remember(K1);Understand(K2);Apply(K3);Analyze(K4);Evaluate(K5);Create(K6)

Mapping Cos with Pos and PSOs

COs	POs							PSOs						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	3	1	2	3	1	3	1	2	1	2	3	2	1
CO2	3	3	2	1	1	3	3	3	3	2	1	2	2	2
CO3	1	2	1	3	2	1	2	1	2	1	3	2	2	3
CO4	2	2	3	1	3	2	2	2	3	2	1	1	3	2

Level of Correlation between COs and POs

0– No Correlation 1–Low 2–Medium 3–High

Semester–II				
	SEC-2	**T/P**	**Credits**	**Hours**
	Practical - III: Major Games-II (Badminton, Ball Badminton)	**P**	**1**	**2**
Unit-I	General and Specific Conditioning Exercises			
Unit-II	Fundamental Skills (Offensive Skills, Defensive Skills)			
Unit-III	Techniques and Tactics			
Unit-IV	Lead up games and System of Play			
Unit-V	Method of Officiating Play field, Equipment specifications and Scoring			

References:

Text Books :

1. Dr.P.Mariayyah. *Sports & Games,* Sports Publication Raja Street, Coimbatore.
2. Rao C.V. (1971). *Kabaddi.* Patiala NIS Publication.
3. Dr. P. Mariayyah, Kabaddi, Sports Publications, Raja Street, Coimbatore.

Reference books :

1. Dr.Anil Sharma O.P.Sharma. *Rules of games,* sports publication, An sari Road New Delhi.

Website :

1. http://ocw.metu.edu.tr
2. http://mit.edu

Course Outcomes

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

CO.No.	Practical - III: Major Games-II (Badminton, Ball Badminton)	Cognitive Level
CO1	Understand the fundamental skills, rules and regulation in various Games and sports.	K1, K2
CO2	Apply to prepare and maintain of various play field and specification	K3
CO3	Analyze to adapt team tactics and techniques of various sports.	K4
CO4	Develop evaluation of skills and performance of the players. rules and regulations and current interpretation of new changes in The games.	K5, K6

Remember(K1);Understand(K2);Apply(K3);Analyze(K4);Evaluate(K5);Create(K6)

Mapping Cos with Pos and PSOs

COs	POs							PSOs						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	2	1	2	3	1	2	1	2	1	2	3	1	2
CO2	2	3	2	1	1	2	3	2	3	2	1	1	3	2
CO3	3	2	1	2	2	3	2	1	2	1	3	2	2	1
CO4	2	2	2	1	3	2	2	2	2	2	1	3	2	3

Level of Correlation between COs and POs

0– No Correlation 1–Low 2–Medium 3–High

Semester-II				
	SEC-3 **Practical - VI: Fundamental Movement Skills**	**T/P**	**Credits**	**Hours**
		P	**1**	**2**
Unit-I	Non-Locomotor Skills (Twisting, Turning, Balancing, Bending, Curling etc.,)			
Unit-II	Locomotor Skills9Walking, Running, Jumping, Sliding, Skipping, Etc.,)			
Unit-III	Manipulative Skills (Throwing, Hitting, Catching, Kicking, Dribbling etc.,)			
Unit-IV	TotalGrossMotorDevelopment-2–Test			
Unit-V	Functional Movement Screening Test (8Test Items)			

References:

Text Books :

1. KathleenM.Haywood.,&NancyGetchell.,(2009).LifeSpanmotorDevelopment(5thEd.,),Champaign,IL: HumanKinetics,
2. RobertM.Malina.,ClaudeBouchard&oded Bar-Or.,(2004).Growth,MaturityandPhysicalActivity(2nd Ed.,), Champaign,IL: HumanKinetics.

Reference books :

1. NAPSE.,(2005).PhysicalEducationforLifelongFitness(2ndEd.,),Champaign,IL: HumanKinetics.

Website :

1. www.betterhealth.vic.gov.au.
2. www.troopfifty.org.

Course Outcomes

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

CO.No.	Practical - VI: Fundamental Movement Skills	Cognitive Level
CO1	Understand Detect and correct basic errors for fundamental movement skills in participants so they have a choice to adopt a healthy, active lifestyle;	K1, K2
CO2	Apply a teaching process to fundamental movement skills;	K3
CO3	Analyze fundamental movement skills for participants with intellectual, physical, sensory or behavioural disabilities;	K4
CO4	Create Lead activities that will promote the development of fundamental movement skills in a safe, responsible manner while interacting with others; and	K5, K6

Remember(K1);Understand(K2);Apply(K3);Analyze(K4);Evaluate(K5);Create(K6)

Mapping Cos with Pos and PSOs

COs	POs							PSOs						
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**
CO1	1	3	1	2	3	1	3	1	2	1	2	3	2	1
CO2	3	3	2	1	1	3	3	3	3	2	1	2	2	2
CO3	1	2	1	3	2	1	2	1	2	1	3	2	2	3
CO4	2	2	3	1	3	2	2	2	3	2	1	1	3	2

Level of Correlation between COs and POs

0– No Correlation 1–Low 2–Medium 3–High

Semester - V				
	Naan Mudhalvan Course / YOGA EDUCATION	**T/P**	**Credits**	**Hours**
		T	**2**	**2**
	Objectives of the Course 1. To understand the role of yoga in physical education and sports. 2. To understand various school of yoga. 3. To know about asana and pranayama. 4. To know about the Kriya and mudras. 5. To understand the therapeutic aspects of yoga.			
Unit-I	Yoga: Meaning, Definition – Concept of Yoga – Aim and Objectives of Yoga – History of Yoga – Systems of yoga : Bhakthi yoga – Jnana yoga – Hatha yoga – Karma yoga – Kundalini yoga – mantra yoga – Raja yoga – Ashtanga yoga : Yama – Niyama – Asana – Pranayama – Pratyahara – Dharana – Dhayana – Samathi.			
Unit-II	Asanas: Meaning and Definition – Classification of asanas: Meditative, Relaxative, Cultural – Guidelines for practicing asanas – Various types of asanas and their benefits – Difference between physical exercise and yogic asanas.			
Unit-III	Pranayama: Meaning and Definition – Concept of Pranayama – Nadis – Ida nadi – Pingala Nadi – Sushumna nadi – Controlling of breath: Puraka – Kumbhaka – Rechaka – Guidelines for practicing Pranayama – Benefits of Pranayama – Types of Pranayama: Nadi Suddhi – Nadi Shodhana – Surya Bhedana – Kapalabhati – Bhastrika – Sitkari – Sitali – Bhramari – Ujjayi. Bandhas: Meaning and Definition – Types: Jallandra – Uddiyana – Mula.			
Unit-IV	Kriyas – Types of Kriyas – Procedures and Benefits of: Kapalabhati – Tratakka – Neti (Jala neti, Sutra neti) – Dhauti; Vamana Dhauti – Vastra Dhauti – Nauli – Bhasti. Mudra: Meaning – Types : Chin Mudra – Chinmaya Mudra – Yoga Mudra – Brahma Mudra – Appana Mudra.			
Unit -V	Meditation: Meaning and Definition – Concept of meditation – Types of meditation – Physiological benefits of meditation – yoga and competition – Principles of yogic Diet – Integration of Yoga with modern education – yoga institutions in India and Abroad – General Yogic Schedule.			

References:

Text Books :

1. Textbook of Yoga – George Feuerstein, Rider and Company, London.
2. Yogic Therapy – Swami Kuvalayananda and Dr. S. L. Vinekar, Govt. of India, Ministry of Health, New Delhi.
3. ASANAS – by Dr. P. Mariayyah, Sports Publications, Coimbatore.
4. Sound Health through Yoga – by Dr. K. Chandrasekaran, Prem Kalyan Publications, Sedapatti, Madurai, 1999.
5. Tirumoolar Thirumanthiram – Translation and Commentary in English by Dr. Natarajan, Ramkrishna Math, Mylapore, Madras – 600 004.
6. Yogeshwar, "Text Book of Yoga", Madras yoga Centre.

Reference Books :

1. Patanjala Yoga Sutras – Translation and Commetary by Dr. P. V. Karambelkar Kaivalyadhama SMYM Samiti, Lonavala.
2. Kumaresan P, yogasanam, Tirunelveli :Abinaya Publications, 2002

Website

1. www.kuk.ac.in
2. www.ugcac.in

Course Outcomes

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

CO.No.	Naan Mudhalvan Course / YOGA EDUCATION	Cognitive Level
CO1	Understand the importance of yoga in physical education and sports	K1,K2
CO2	To Apply the knowledge about various Asanas and Medication	K3
CO3	To Analyze the technique of asana, pranayama on various systems of the	K4
CO4	To Evaluate the techniques and benefits of bandhas, kriyas and mudras	K5,K6

Remember(K1);Understand(K2);Apply(K3);Analyze(K4);Evaluate(K5);Create(K6)

Mapping Cos with Pos and PSOs

COs	POs							PSOs						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	2	1	2	3	1	2	1	2	1	2	3	2	3
CO2	2	3	2	1	1	2	3	2	3	2	1	1	2	2
CO3	1	2	1	3	2	1	2	1	2	1	3	2	2	1
CO4	2	2	2	1	3	2	2	2	2	2	1	3	1	1

Level of Correlation between COs and POs

0– No Correlation 1–Low 2–Medium 3–High