MANONMANIAM SUNDARANAR UNIVERSITY, TIRUNELVELI

UG COURSES – AFFILIATED COLLEGES

B.Sc. PHYSICAL EDUCATION

(Choice Based Credit System)

(with effect from the academic year 2021-22 onwards

Vision of the University

To provide quality education to reach the un-reached

Mission of the University

To conduct research, teaching and outreach programmes to improve conditions of human living.

To create an academic environment that honours 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 un-reached segments of economically downtrodden students including women, socially oppressed and differently abled.

Vision of the Department

Creating a sporty and fit nation through Physical Education and Sports

Mission of the Department

To conduct research, teaching and outreach programmes to improve health conditions and sports performance of human being.

To collaborate with stakeholders to improve the standard of living and to serve as catalyst for fitness and wellness.

To provide quality / inclusive physical education.

To provide opportunities to develop the knowledge, skills, and personalities necessary to meet their personal and professional goals.

To move towards a more physically active lifestyle by changing behavioural patterns.

To create the sports culture at the grass-root level.

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 adults and 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 develops 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 framework within 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 programme review within a broad framework of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course-level learning outcomes. The framework 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 developall-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 outlined 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.

Program SpecificOutcomes (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.

1. The curriculum would enable the pass out to select the inherited talented children for various sports activities.
2. The pass out shall be able to orient children in schools with the fundamental skills of selected sports as per their inherited potential.
3. The pass out shall be able to devise training program for athletes engaged in different sports activities
4. The curriculum shall enable them to officiate, supervise various sports tournaments and orient them in organizing sports events at all levels.

A. The curriculum would enable the pass out students to be entrepreneur (to start their own fitness centre, gym, spa etc) and device appropriate fitness program for different genders and age groups of people.

5. The curriculum would enable the pass out to devise training program for physically challenged peoples.

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

Games and Sports participation: (Maximum Marks:25)

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

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 within B.Sc degree programme in Physical Education are given below with content matter (detail syllabus of five units) to be taught in each unit and semester for three years

Scheme of Examination 2021-22(Semester I-VI)

SEMESTER I				
PART	**Core/Allied**	**Title**	**Hours**	**Credits**
Part I	Language	Tamil	6	4
Part II	Language	English	6	4
Part III	Core I	Foundation of Physical Education and Gymnastics	5	4
Part III	Core II	Professional English	4	4
Part III	Major Practical-I	Gymnastics	2	2
Part III	Allied I	Basic Anatomy and Physiology	3	3
Part III	Allied Practical - I	Kinanthropometry	2	2
Part IV		Environmental Studies	2	2
		Total	**30**	**25**

SEMESTER II				
PART	**Core/Allied**	**Title**	**Hours**	**Credits**
Part I	Language	Tamil	6	4
Part II	Language	English	6	4
Part III	Core III	Theories of Games-I (Kabaddi, Kho-Kho, Handball)	5	4
Part III	Core IV	Professional English	4	4
Part III	Major Practical II	Kabaddi, Kho-Kho & Handball	4	2
Part III	Allied II	Health Education, Safety Education and First aid	3	3
Part IV		Value Based Education	2	2
		Total	**30**	**23**

SEMESTER III				
PART	**Core/Allied**	**Title**	**Hrs**	**Credits**
Part I	Language	Tamil	6	4
Part II	Language	English	6	4
Part III	Core V	Methods in Physical Education	5	4
Part III	Allied III	Theories of Games-II (Badminton, Ball Badminton & Tennis)	3	3
Part III	Skill Based Core I	Principles of Sports Training	4	4
Part III	Core Practical III	Badminton, Ball Badminton & Tennis	4	2
Part IV	Non Major Elective I	Principles of Physical Literacy	2	2
Part IV	Common	Yoga	2	2
		Total	**32**	**25**

SEMESTER IV				
PART	**Core/Allied**	**Title**	**Hrs**	**Credits**
Part I	Language	Tamil	6	4
Part II	Language	English	6	4
Part III	Core VI	Organization and Administration in Physical Education	5	4

Part III	Core Practical IV	Teaching Practice	4	2
Part III	Non Major Elective II	Fitness and Wellness	2	2
Part III	Skill Based Core II	Sports Psychology and Sociology	4	4
Part III	Allied IV	Sports Biomechanics and Kinesiology	3	3
Part IV	Common	Computers for Digital era	2	2
Part V	Extension Activity	NSS/NCC/YRC/YWF/PE	0	1
		Total	**32**	**26**
SEMESTER V				
PART	**Core/Allied**	**Title**	**Hrs**	**Credits**
Part III	Core VII	Exercise Physiology	5	4
	Core VIII	Test, Measurement and Evaluation in Physical Education and Sports	5	4
Part III	Core IX	Theories of Track and Field	5	4
Part III	Core Elective I	a. Principles of Motor Development	5	4
		b. Adapted Physical Education		
Part III	Core Practical V	Track and Field Events	4	2
Part III	Core Practical VI	Measurement and Evaluation in Human Performance	4	2
Part IV	Skill Based Common	Personality Development / Effective Communication / Youth Leadership	2	2
		Total	**30**	**22**
SEMESTER VI				
PART	**Core/Allied**	**Title**	**Hrs**	**Credits**
Part III	Core X	Athletic Care, Sports Injuries and Rehabilitation	5	4
Part III	Core XI	Theory of Games – III (Basketball, Football, Hockey, Cricket, Volleyball)	5	4
Part III	Core XII	Elementary Statistics in Physical Education	5	4
Part III	Core Elective II	a. Sports Nutrition	5	4
		b. Sports Journalism		
Part III	Project & Viva	Project & Viva - State/National Level Tournament (Or) Study Tour	5	2
Part III	Core Practical VII	Games of Specialization (Basketball, Football, Hockey, Cricket, Volleyball)	5	2
	Total		**30**	**20**

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Semester – I / Core-1

Part III	Core I	Foundation of Physical Education and Gymnastics	5hrs	4 Credits

Learningoutcomes:

1. To comparetherelationshipbetweengeneraleducationandphysicaleducation.
2. To knowrecent developmentsandacademicfoundationofPhysical Education.
3. To ableto identifyandrelatewith theHistoryof Physical Education.
4. To able toidentifytheHistory of Gymnastics.

Unit-I–IntroductiontoPhysicalEducation (15 Hours)

Definition and meaning of Physical Education - Aim and Objectives of Physical Education and Sports – Careers in Physical Education and Sports.Issues, challenges and the Future of Physical Education

Unit-II–FoundationsofPhysicalEducation (15 Hours)

Scientific basis of Physical Education and Sports: Contribution of Allied Sciences - Anatomy - Physiology - Kinesiology - Psychology - Sociology - Biomechanics.

Unit III - Historical Development of Physical Education (15 Hours)

Physical Education in India - Recent Developments in Indian Sports, SAI, NSNIS, LNIPE, SDAT, National Awards and Honors in Sports, Sports Scholarships. Sports competitions – (Asian games, Commonwealth games, SAF, National Games, AIU Sports, SGFI, RDS and BDS).Olympic Games - (Ancient and Modern), Olympic flag, Olympic Torch. Indian Olympic Association -.

Unit IV - History of Gymnastics (15 Hours)

History of Gymnastics: India, Asia, and World - Organization of Gymnastics: Federations, India, World - Warming-up, Specific Exercises for Gymnasts, Training Qualities, Load, Safety Hints, Warm-down

Unit V - Gymnastics Activities (15 Hours)

Floor Exercises for Men and Women - Exercises and Techniques on Pommel Horse, Vaulting, Roman Rings, Parallel Bar, Horizontal bar, Balance Beam, Asymmetric Bar. Competitions, Rules, Officiating, Equipments - and their specification, Maintenance of Equipments.

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.
Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.
AssessmentRubric: ClassroomTest,ProjectWork,Assignments,Presentations

References:-

1. Elango, M., Kandasamy, M., & Sivagnanam, P., (2007). Basic Gymnastics. Tirunelveli: Krishna Publications.
2. Kamlesh, M. L., (2011). Fundamental Elements of Physical Education. New Delhi: KSK Publishers & Distributors.
3. Sharma, O. P., (2005). History of Physical Education (1st ed.,).New Delhi: Khel Sahitya Kendra Publications.
4. Shekar, K. C., (2004). Foundation of Physical Education & Sports (1st ed.,).New Delhi: Khel Sahitya Kendra Publications.
5. Yadvinder, S., (2005). Physical Education and Sports Science (5th ed.,).New Delhi:SportsPublications,.

Course Outcomes

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

CO. No.	Core – 1: Foundation of Physical Education and Gymnastics	Cognitive Level
CO1	Discusthehistoricalreviewofphysicaleducationand sports activitiesofIndianheritage	K2
CO2	Understand the basic principles and foundation of physical	K2
CO3	Identify and relate with the History of Physical Education.	K2
CO4	Describe the History of Gymnastics.	K2
CO5	Estimate the fundamental techniques of gymnastics	K3

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	L	M	M	L	H	L	M	H	H	L	M
2	H	L	M	M	H	H	L	M	H	H	L	M
3	H	L	M	L	M	H	L	M	H	H	L	M
4	H	L	M	H	L	H	L	M	H	H	L	M
5	H	L	M	H	H	H	L	M	H	H	L	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – I / Major Practical – I

Part III	Major Practical – I	Gymnastics	2 hrs	2 Credits

Unit I - Floor Exercises **(6 Hours)**

1. Forward Roll,
2. Backward Roll,
3. Handstand Forward Roll
4. Jump Forward to Roll Forward,
5. Head Spring,
6. Hand Spring
7. Cart Wheel,
8. Round Off

Any one of the Apparatus in the following

Unit II - Pommel Horse **(6 Hours)**

1. Supports, (Front , Rear ,Straddle, Split, Feint) ,
2. Single leg Circle Clockwise (Right leg and Left leg)
3. Single leg Circle Anti Clockwise (Right leg and Left leg)
4. Double leg Circle,
5. Scissors

Unit III - Parallel Bar **(6 Hours)**

1. Perfect Swing ,
2. Straddle Seat,
3. L-Support,
4. Forward Roll

5. Backward Roll,
6. Shoulder Stand,
7. Dismount

Unit IV - Horizontal Bar **(6 Hours)**

1. Perfect Swing,
2. Free Hip Circle,
3. Mill Circle Forward
4. Mill circle Backward,
5. Dismount

Unit V - Roman Rings **(6 Hours)**

1. Perfect Swing,
2. Invested Hang,
3. Rear Hang,
4. Upstart
5. L-Support,
6. Shoulder Stand,
7. Dismount

References:-

1. Cooper, P., &Trnka, M. (1982). Teaching gymnastic skills to men and women. Surjeet.
2. Elango, M., Kandasamy, M., & Sivagnanam, P., (2007) Basic Gymnastics. Tirunelveli: Krishna Publications.
3. Modak., &Pintum., (1996). Gymnastics: A Scientific Approach. Pilani:Runthala Publisher's and Printers.
4. Peter, A., (1982). Skills and Tactics of Gymnastics. Hong Kong: Marshall Cavendish, Ltd.

Course Outcomes

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

CO. No.	Major Practical – 1: Gymnastics	Cognitive Level
CO1	Apply the fundamental techniques of gymnastics	K3
CO2	Distinguish between advanceplayersandbeginners	K3
CO3	Judgetheperformanceof gymnastics	K4
CO4	Estimate the fundamental techniques of gymnastics	K3
CO5	adaptwith the newtrends inthefield of gymnastics	K2

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	M	M	M	L	H	L	M	H	M	H	L
2	H	M	M	M	H	H	M	H	H	M	H	L
3	H	M	L	L	M	L	M	H	H	M	H	L
4	H	M	L	L	H	L	M	M	H	M	H	L
5	H	M	L	L	H	L	L	M	H	M	H	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – I / Allied – I

Part III	Allied I	Basic Anatomy and Physiology	3hrs	3 Credits

Learningoutcomes:

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 – Introduction (9 Hours)

Definition, Meaning and Scope of Human anatomy and physiology – Need for and importance of Human Anatomy - Cell - Microscopic structure of cell - Tissue - Organ - Systems - Various systems in Human Body.

Unit-IIMuscular and Skeletal Systems (9 Hours)

Muscular System: Classification of muscles - Structure and functions of Skeletal muscle – Muscle fiber - Skeletal System: Bones - Structure and functions of bones - Classification of Bones - Joints: Definition - Classification of joints.

Unit-III–CardioRespiratorySystems (9 Hours)

Cardiovascular system: Structure and functions of heart - Cardiac cycle - Cardiac output - Functions of blood – Respiratory Systems: Structure and functions of Lungs – Internal and external respiration – vital capacity – VO_2 max.

Unit-IV - Nervous andEndocrineSystems (9 Hours)

Nervous system: Structure and functions of Brain, Spinal cord, Neuron - Autonomic nervous system - central nervous system – Endocrine System: Structure and Functions of Glands (Pituitary, thyroid, adrenal glands)

Unit-V- Digestive andExcretorySystems (9 Hours)

Digestive System: Types of energy resources - Gastro-intestinal system - structures - functions and its parts - Excretory system: Structure of kidney – skin and its functions.

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.

Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Presentations/Studyetc.

AssessmentRubric: ClassroomTest,ProjectWork,Assignments,Presentations

References:-

1. Albart. B., (2006). Human Physiology (1st ed.,). Chennai: Sports Publications.
2. Elaine, N., (2010). Essentials of Human Anatomy and Physiology. NewJersey:Pearson Education.
3. Mishra, S. R., (2012). Physiology of Sports and Exercise. New Delhi: Khel Sahitya Kendra.
4. Mishra. S. C., (2005). Physiology in Sports (1st ed.,). New Delhi: Sports Publication.
5. Murugesh. N., (2006). Anatomy, Physiology and Health Education (1st ed.,). Chennai: Sathya Publishers.
6. Sivaramakrishnan. S., (2006). Anatomy and Physiology for Physical Education. Chennai: Friends Publication.

Course Outcomes

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

CO. No.	Allied – I Basic Anatomy and Physiology	Cognitive Level
CO1	Indicatethedifferent parts ofhuman body	K2
CO2	Demonstratethe functionsof thehuman body	K2
CO3	inspect the different systems of the human body	K2
CO4	classify the physiological fitness of the human body	K3
CO5	Report the structures functions and its parts	K2

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	L	M	M	L	H	L	M	H	H	L	M
2	H	L	M	M	H	H	L	M	H	H	L	M
3	H	L	M	L	M	H	L	M	H	H	L	M
4	H	L	M	H	L	H	L	M	H	H	L	M
5	H	L	M	H	H	H	L	M	H	H	L	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – I / Allied Practical – I

Part III	Allied Practical – I	Kinanthropometry	2 hrs	2 Credits

Unit I **(6 Hours)**

1. Stadiometer
2. Weighing scales
3. Anthropometric tape
4. Skinfold caliper

Unit II **(6 Hours)**

1. Anthropometer
2. Large sliding caliper
3. Bone calipers

Unit III **(6 Hours)**

1. Segmometer
2. Wide-spread caliper
3. Small sliding caliper

Unit IV **(6 Hours)**

1. Footplate
2. Anthropometric rod
3. Anthropometric box

Unit V **(6 Hours)**

1. Length measurements – Height, Arm length, Leg length, Hand length, Palm length;
2. Breadth measurements –Forearm girth, Chest girth, waist girth, Hip girth, Thigh girth and Calf girth.
3. Other measurement: BMI & waist circumference

References:-

1. Curton, A.C., (1986). Function of the Human Body, London W.B. Saunders Company.
2. Srivastava., (1976). Textbook of practical Physiology. Calcutta, Scientific Boo Agency.
3. Kapovich&Sinnser., (1965). Physiology of Muscular Activity. London W.B. Saunders company.
4. Anderson T., &Clurg., (1961). Human Kinetics and Analyzing Body Measurements. London, William Heinmann Medical Books Ltd.
5. Davis, D.V., (1967). Gray's Anatomy. London Longman Green and Company Ltd.
6. Evelyn, P. B., (1967). Anatomy and Physiology for Nurses. London, Faber, and Faber Ltd.
7. Pearce J.W., (1959). Anatomy for Students and Teachers of Physical Education, London, Edward Arnold and Company.
8. Marfell-Jones, M., Stewart, A., &Olds, T. (2006). Kinanthropometry IX: Proceedings of the 9th International Conference of the International Society for the Advancement of Kinanthropometry. Routledge.
9. The International Society for the Advancement of Kinanthropometry (2010) Retrieved January 20, 2011 from http://www.isakonline.com/

Course Outcomes

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

CO. No.	Allied Practical – I Kinanthropometry	Cognitive Level
CO1	learn the palpation technique of bones, bony landmarks, skeletal muscles andtendons ofhumanbody	K2
CO2	understand theconceptsofhumanbodymeasurement	K2
CO3	identifythe bonylandmarksof humanbody	K2
CO4	acquirethetechniqueofmeasuringhumanbodysegmentslength,girth,andbreadth	K3
CO5	learnthetechniqueofmeasuringpercentbodyfatusingskinfold measurement	K2

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	M	M	M	L	H	L	M	H	M	H	L
2	H	M	M	M	H	H	M	H	H	M	H	L
3	H	M	L	L	M	L	M	H	H	M	H	L
4	H	M	L	L	H	L	M	M	H	M	H	L
5	H	M	L	L	H	L	L	M	H	M	H	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – II / Core -III

Part III	Core III	Theories of Games-I (Kabaddi, Kho-Kho, Handball)	5hrs	4 Credits

Learningoutcomes:

Trace the history of sports and games in India learn the strategy and tactics in sports learn various skills in kabaddi and handball. be familiar with rules and regulations, and learn the method of officiating for all kabaddi and handball.

Unit I - History of the Game (15 hours)

History of the Games: World, India - Organizational Chart (Working Federation): World, Asia, India, State – Major Competitions – Talent identification.

Unit II - Skills of the Game (15 hours)

FundamentalSkills: Types, Drills and Lead-up activities to develop skills – Scientific principles applied in sports and games.

Unit III - Tactics of the Game (15 hours)

Meaning and definition of Tactics and Strategy - Systems of Play – Aspects of coaching, Leadup Games, evaluation – pre and post-match preparation.

Unit IV - Training (15 hours)

Warm-up, Cool-down, Factors influencing performance, Fitness components, Exercises and training methods to develop fitness.

Unit V - Rules of the Game (15 hours)

Rules and their Interpretations - Method of officiating and Scoring - Layout and Maintenance of play fields

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.
Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.
AssessmentRubric: ClassroomTest,ProjectWork,Assignments,Presentations

References:-

1. Sharma, A., & Sharma, O.P., (2012). Rules of Games. New Delhi: Sports Publication.
2. Mariayyah, P. (2006). Sports and Games. Coimbatore: Sports Publications.
3. Kirubakar, & Glady. S., (2009). Tennis Skills: A Teacher's Guide (1st Ed). Chennai: S.S. Publications.
4. Thakur, J. K., (2013). Measurement of Playing Field. New Delhi: Sports Publications.
5. Karikalan, I., (2017). Handbook on Play Field Manual. Tuticorin: Shree Publications.

Course Outcomes

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

CO. No.	Core – III Theories of Games-I (Kabaddi, Kho-Kho, Handball)	Cognitive Level
CO1	find the basic rules and regulations of various games	K4
CO2	Demonstratethe basicskills ofvarious games	K2
CO3	motivate himself towards international level	K2
CO4	estimate the performance of the players	K5
CO5	construct the play fields of various games	K3

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	M	M	M	L	H	L	M	H	M	H	L
2	H	M	M	M	H	H	M	H	H	M	H	L
3	H	M	L	L	M	L	M	H	H	M	H	L
4	H	M	L	L	H	L	M	M	H	M	H	L
5	H	M	L	L	H	L	L	M	H	M	H	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) / Semester – II / Major Practical -II

Part III	Major Practical II	Kabaddi, Kho-Kho, Handball	4 hrs	2 Credits

Learningoutcomes:

Trace the history of sports and games in India learn the strategy and tactics in sports learn various skills in kabaddi,Kho-Kho and handball. Be familiar with rules and regulations, and learn the method of officiating for all kabaddi,Kho-Kho and handball.

Unit I **(12 Hours)**

General and Specific Conditioning Exercises

Unit II **(12 Hours)**

Fundamental Skills (Offensive Skills, Defensive Skills)

Unit III **(12 Hours)**

Techniques and Tactics

Unit IV **(12 Hours)**

Lead up games and System of Play

Unit V **(12 Hours)**

Method of Officiating, Playfield andequipment specifications, and scoring

References

1. Sharma, A., & Sharma, O.P., (2012). Rules of Games. New Delhi: Sports Publication.
2. Mariayyah, P. (2006). Sports and Games. Coimbatore: Sports Publications.
3. Kirubakar, & Glady. S., (2009). Tennis Skills: A Teacher's Guide (1st Ed). Chennai: S.S. Publications.
4. Thakur, J. K., (2013). Measurement of Playing Field. New Delhi: Sports Publications.
5. Karikalan, I., (2017). Handbook on Play Field Manual. Tuticorin: Shree Publications.

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Course Outcomes

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

CO. No.	Core – III Theories of Games-I (Kabaddi, Kho-Kho, Handball)	Cognitive Level
CO1	find the basic General and Specific Conditioning Exercises	K4
CO2	Demonstratethe basicskills ofvarious games	K2
CO3	motivate himself towards international level	K2
CO4	estimate the performance of the players	K5
CO5	construct the play fields of various games	K3

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	M	M	M	L	H	L	M	H	M	H	L
2	H	M	M	M	H	H	M	H	H	M	H	L
3	H	M	L	L	M	L	M	H	H	M	H	L
4	H	M	L	L	H	L	M	M	H	M	H	L
5	H	M	L	L	H	L	L	M	H	M	H	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) / Semester – II / Allied - II

Part III	Allied II	Health Education, Safety Education and First aid	3hrs	3 Credits

Learningoutcomes:

1. Thestudent willbe abletoidentifyandsynthesizethefactors thatinfluencehealth
2. The student will be able to recognize the health related challenges in current time and

ableto applythe preventivemeasures.

3. Thestudent will be able toidentifytheroleof peers, communityand mediainhealthpromotionand protection.
4. The student will be able to demonstrate the expertise in above stated domains in a schoolsetup.
5. The student will be able to value the knowledge and skills required to preserve communityhealthand well-being.

UnitI–HealthEducationandServices (9 Hours)

Meaning and definition of Health - Concept,Dimensions,SpectrumanddeterminantsofHealth – Principles–NatureandScope – HealthServicesin India

UnitII–GlobalHealthIssues (9 Hours)

Communicable,Non-Communicablediseaseand theirprevention- Malnutrition, Food Adulteration, Environmental Pollution and Sanitation, Population andtheirmanagement – PhysicalActivityandNutrition,Overweightand Obesity,MentalHealth – Primecausesofdeath:cardiovasculardisease, chronicrespiratorydisease,Diabetes – MentalDisorders,Nutritional Deficienciesand theirprevention through physical activity

UnitIII–HealthEducationinSchools (9 Hours)

Needandscopeofhealtheducationinschools – Preventingalcohol,tobaccoandotherdrugsabusesinschools - Personal Health and Wellness: Healthy eating, Mental and Emotional health, and Violenceprevention – Physicalactivity,Safety, FirstAidandEmergencyprocedures

Unit IV–HealthSupervisionandEvaluation inSchools (9 Hours)

HealthInstructionandHealthSupervision – Assessingpersonaland peershealth risktaking – Analyzingtheinfluence offamily,peers, culture and mediaonhealthbehavior – ConsumerHealth andComprehensiveHealthEducation

Unit V - Safety Education and First Aid (9 Hours)

Definition - Characteristics - Principles of Safety Education - Need for safety Education in Physical Education - Principle of safety with respect of play fields - Principles of safety with respect of equipments, dress etc - Class organization and demonstration and safety during matches - Definition and importance of first aid - first aid for injuries sprain, Fracture and its types - Types of Bleeding- Laceration. Artificial respiration

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.

Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Presentations/Studyetc.

AssessmentRubric: ClassroomTest,ProjectWork,Assignments,Presentations

References:-

1. Agrawal,K.C.,(2001).Environmentalbiology. Bikaner:NidhipublishersLtd.
2. Bensley,R.J.,&Fisher,J.B.,(2009).CommunityHealthEducationMethods.Massachusetts:Jones andBartlett Publishers.
3. Edward,J.T.,(2006).HealthandDisease.NewDelhi:SportsPublication.
4. Anspaugh,D.J.,&Ezell,G.,(2003).TeachingToday'sHealth.USA:Allyn&Bacon.
5. McKenzie,J.F.,&Smeltzer,J.L.,(2001).Planning,Implementing,andEvaluatingHealthPromotionPrograms.APrimer, USA: Allyn&Bacon.

Course Outcomes

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

CO. No.	Allied II - Health Education, Safety Education and First aid	Cognitive Level
CO1	Explain the factors influencing health and safety	
CO2	Build the knowledge on hygiene and various health programme	
CO3	Analyze the pollutions, various diseases and find their remedies	
CO4	Assess the mental health, community health and family life education	
CO5	Build and follow the principles of health education and safety measures	

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	L	M	M	L	H	L	M	H	H	L	M
2	H	L	M	M	H	H	L	M	H	H	L	M
3	H	L	M	L	M	H	L	M	H	H	L	M
4	H	L	M	H	L	H	L	M	H	H	L	M
5	H	L	M	H	H	H	L	M	H	H	L	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – III / Core - V

Part III	Core V	Methods in Physical Education	5hrs	4 Credits

Learningoutcomes:

Students, after successful completion of the course, will be able to

1. Learn the factors influencing methods in Physical Education
2. Understand the methods of teaching and use of teaching aids
3. Learn about the lesson plan.
4. Study the methods of teaching physical activities
5. Draw the fixtures of league and knock-out tournaments

Unit I Introduction (15 hours)

Meaning of methods and the factors influencing methods – Subject matter –Past experience of the pupils – Situations – Time and material at the disposal of the Teacher.

Unit II – Presentation (15 Hours)

Presentation Technique: Planning – presentation – steps in the way of presentation - Class management: Meaning, types and factors affecting it - Command & Formations.

Unit III - Lesson plan (15 Hours)

Teaching Aids – Community – co-curricular activities – Audio-visual aids. Lesson plan –Meaning of lesson plan – value of lesson plan – types of lesson plan (General and Particular lesson plan) – Commands – Response command – Rhythmic command.

Unit IV - Methods of Teaching Physical Activities (15 Hours)

Command method – oral method – Demonstration method – imitation method – at-will method – set-drill method – whole method – part method - whole part – whole method – progressive part method – observation and visualization method – dramatization method.

Unit V – Tournaments (15 Hours)

Knock-out or Elimination Tournaments – League or round robin tournament – combination Tournament – Challenge Tournament. Group competitions – Games tours – incentives and awards intramural competition – extramural competition – sports meet.

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.
Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.
AssessmentRubrics: ClassroomTest,ProjectWork,Assignments,Presentations

References:-

1. Verma ,H., (2012). Methods and Management of Physical Education (1st Ed.,). Chennai: Sports Publications.
2. Athicha, P., (2007). Methods in Physical Education. Chennai: South Indian Publication.
3. Perinbaraj, B., (2013). Methods in Physical Education. Karaikudi: Vinci Agencies.
4. Arumugam, S., (2018). Physical Education: Organization and Administration Methods. Madurai: Shanlax Publications.
5. Karikalan, I., & Alex, T. A., (2014). Fixtures for Tournaments. Tuticorin: Shree Publications
6. Karikalan, I., (2017). Organization, Administration and Methods in Physical Education. Tuticorin: Shree Publications.
7. Tirunarayanan, C., & Hariharan, S. (1969). Methods in Physical Education. Karaikudi: South India Press.

Course Outcomes

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

CO. No.	Core V- Methods in Physical Education	Cognitive Level
CO1	learndifferentmethods,techniqueandstrategiesofeducation.	K3
CO2	prepareanduseteachingaidstomaketeachingmoreeffective.	K6
CO3	analyzeandframethegeneralandspecificobjectivesoflessons	K3
CO4	understandthemethodsofevaluation.	K2
CO5	learntheprinciplesandadvantagesofteamteaching.	K3

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	L	M	M	L	H	L	M	H	H	L	M
2	H	L	M	M	H	H	L	M	H	H	L	M
3	H	L	M	L	M	H	L	M	H	H	L	M
4	H	L	M	H	L	H	L	M	H	H	L	M
5	H	L	M	H	H	H	L	M	H	H	L	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) / Semester – III /Allied - III

Part III	Allied III	Theories of Games - II (Badminton, Ball Badminton & Tennis)	3 hrs	3 Credits

Learningoutcomes:

1. Thepass outwould beoriented withtherules andregulations ofthechosen game.
2. Thepassout wouldbeabletolay-outandmark thedimensionsof thecourt.
3. Studentswouldbeableto organizetheconcernedsportsevent andofficiatein it.
4. Studentswould beoriented inthe artofcoachingthesports team.

Unit I - History of the Game (9 hours)

History of the Games: World, India - Organizational Chart (Working Federation): World, Asia, India, State – Major Competitions – Talent identification.

Unit II - Skills of the Game (9 hours)

FundamentalSkills: Types, Drills and Lead-up activities to develop skills – Scientific principles applied in sports and games.

Unit III - Tactics of the Game (9 hours)

Meaning and definition of Tactics and Strategy - Systems of Play – Aspects of coaching, Leadup Games, evaluation – pre and post-match preparation.

Unit IV - Training of the Game (9 hours)

Warm-up, Cool-down, Factors influencing performance, Fitness components, Exercises and training methods to develop fitness.

Unit V - Rules of the Game (9 hours)

Rules and their Interpretations - Method of officiating and Scoring - Layout and Maintenance of play fields

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.

Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.

AssessmentRubrics: ClassroomTest,ProjectWork,Assignments,Presentations

References:-

6. Sharma, A., & Sharma, O.P., (2012). Rules of Games. New Delhi: Sports Publication.

7. Mariayyah, P. (2006). Sports and Games. Coimbatore: Sports Publications.
8. Kirubakar, & Glady. S., (2009). Tennis Skills: A Teacher's Guide (1st Ed). Chennai: S.S. Publications.
9. Thakur, J. K., (2013). Measurement of Playing Field. New Delhi: Sports Publications.
10. Karikalan, I., (2017). Handbook on Play Field Manual. Tuticorin: Shree Publications.

Course Outcomes

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

CO. No.	Allied - III- Theories of Games - II (Badminton, Ball Badminton & Tennis)	Cognitive Level
CO1	learnthefundamentalskills,rulesandregulationinvariousgames andsports.	K3
CO2	knowtoprepareandmaintainofvariousplayfieldandspecification	K6
CO3	learntoadapt teamtactics andtechniquesofvarioussports.	K3
CO4	developevaluationofskillsandperformanceoftheplayers.	K5
CO5	learntherulesandregulationsandcurrentinterpretationofnewchangesin thegames.	K3

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	M	M	M	L	H	L	M	H	M	H	L
2	H	M	M	M	H	H	M	H	H	M	H	L
3	H	M	L	L	M	L	M	H	H	M	H	L
4	H	M	L	L	H	L	M	M	H	M	H	L
5	H	M	L	L	H	L	L	M	H	M	H	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – III / Skill Based Core I

Part	Core/Allied	Title	Hours	Credits
Part III	Skill Based Core I	Principles of Sports Training	4	4

Learningoutcomes:

1. Thelearnerswillbeableto identify thefundamentalconcepts, theoriesandprinciplesofhumanbodytrainingrelated to sports performance.
2. Thelearnerswillbeabletodemonstratetheskillstotraindifferentfitnesscomponentsand relatedplanning.
3. Thelearnerswillbeabletounderstandtheorganizationtoachieve highperformancein sports.

Unit I – Introduction (12 Hours)

Meaningand natureof SportsTraining – AimandObjectiveofSportsTraining – PrinciplesofSportsTraining – CharacteristicsofSportsTraining.

Unit II – Load Dynamics **(12 Hours)**

Training load – Types of loads - Components of load- Relationships between Load and Adaptation – Supercompensation – Overload: causes, symptoms and remedies.

Unit III – Speed and Endurance **(12 Hours)**

Speed Forms - Means and Method to improve speed - Endurance -Forms of Endurance - Means and Methods to improve Endurance

Unit IV – Strength, Flexibility and Coordination **(12 Hours)**

Strength - Forms of strength - Means and Methods to improve strength. Flexibility and Coordination - Means and Methods to improve flexibility and Coordination

Unit V – Planning **(12 Hours)**

Training plan - Periodization: Stages of Periodization - Types of Periodization – Long and short term plans: Micro, Meso and Macro Cycles.

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.
Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.
AssessmentRubrics: ClassroomTest,ProjectWork,Assignments,Presentations

References:-

1. Tudor O. Bompa (1999), Periodisation in Training.Champaign, IL: Human Kinetics Publishers.
2. Dick,W.F.(1980). SportsTrainingPrinciples.London: Lepus
3. Singh,H.(1984). SportsTraining, GeneralTheoryandMethods.Patiala:NSNIS.
4. Uppal,A. K.,(1999). ScienceofSportsTraining.NewDelhi:FriendsPublication.
5. Elango, M., Kandasamy, M., & Sivagnanam, P., (2014). Fundamentals of Sports Training. Tirunelveli: Krishna Publications,
6. Arumugam, S., (2018). Sports Training and System of Coaching. Madurai:Shanlax Publications
7. Karthikeyan, J., &Esakkiappan, C., (2014). Training Methods. Tirunelveli: Krishna Publications.
8. Karthikeyan, J., &Esakkiappan, C., (2014). Periodization. Tirunelveli: Krishna Publications.

Course Outcomes

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

CO. No.	Skill Based Core I - Principles of Sports Training	Cognitive Level
CO1	understandthecharacteristicsofsportstraining.	K4
CO2	learnthevariouscomponents ofsports training.	K3
CO3	applythe principlesofthetraining load.	K4
CO4	learntoplan thetraining programfordifferentsports.	K3
CO5	identifythe talent,techniques and tacticsof training.	K4

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	M	M	M	L	H	L	M	H	M	H	L
2	H	M	M	M	H	H	M	H	H	M	H	L
3	H	M	L	L	M	L	M	H	H	M	H	L
4	H	M	L	L	H	L	M	M	H	M	H	L
5	H	M	L	L	H	L	L	M	H	M	H	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – III / Core Practical -III

Part III	Core Practical III	Badminton, Ball Badminton & Tennis	4 hrs	2 Credits

Learningoutcomes:

1. Thepass outwould beoriented withtherulesand regulations ofthechosen game.
2. Thepassout wouldbeabletolay-outandmark thedimensionsof thecourt.
3. Studentswouldbeableto organizetheconcernedsportsevent andofficiatein it.
4. Studentswould beoriented inthe artofcoachingthesports team.

Unit I **(12 Hours)**
General and Specific Conditioning Exercises

Unit II **(12 Hours)**
Fundamental Skills (Offensive Skills, Defensive Skills)

Unit III **(12 Hours)**
Coaching strategy and Tactics

Unit IV **(12 Hours)**
Lead up games and System of play

Unit V **(12 Hours)**
Method of officiating, playfield and equipment specifications and scoring

References:-

1. Sharma, A., & Sharma, O.P., (2012). Rules of Games. New Delhi: Sports Publication.
2. Mariayyah, P. (2006). Sports and Games. Coimbatore: Sports Publications.
3. Kirubakar, & Glady. S., (2009). Tennis Skills: A Teacher's Guide (1st Ed). Chennai: S.S. Publications.
4. Thakur, J. K., (2013). Measurement of Playing Field. New Delhi: Sports Publications.
5. Karikalan, I., (2017). Handbook on Play Field Manual. Tuticorin: Shree Publications.

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Course Outcomes

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

CO. No.	Allied - III - Theories of Games - II (Badminton, Ball Badminton & Tennis)	Cognitive Level
CO 1	developtheunderstandingandknowledgeregardingtheRacketparts,racketgrips,shuttlegrips, Thebasic stances	
CO 2	developtheunderstandingandknowledgeofThebasicstrokes-serveforehand-overheadandunderarm,backhand-overheadandunderarm	
CO 3	gainknowledgeofDrillsandleadupgames,Typesofgames-singles,doubles,includingmixed doubles	
CO 4	gainknowledgeofRulesandtheirinterpretationsanddutiesofofficials	
CO 5	learntherulesandregulationsandcurrentinterpretationofnewchangesin thegames.	

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	M	M	M	L	H	L	M	H	M	H	L
2	H	M	M	M	H	H	M	H	H	M	H	L
3	H	M	L	L	M	L	M	H	H	M	H	L
4	H	M	L	L	H	L	M	M	H	M	H	L
5	H	M	L	L	H	L	L	M	H	M	H	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-IV (B.Sc. Physical Education) / Semester – III / Non Major Elective I

Part IV	Non Major Elective I	Principles of Physical Literacy	2 hrs	2 Credits

Learningoutcomes:

6. Understand the basic concept of Movement Education and Physical Literacy
7. Know about motor skills and movement pattern
8. Learn about the movement concepts
9. Understand and apply the concept of participation in Physical Activity

UNIT-1: Introduction (6 hours)

Definition, Meaning & Importance of Movement Education- Definition, Meaning & Importance of Physical Literacy- Concept of developmentally Appropriate Physical Activities.

UNIT 2 - Motor Skill & Movement Pattern (6 hours)

Classification of Motor Skills: Fundamental (Locomotor, Non-locomotor, Manipulative Skill), Specialized (Manipulative, Rhythmic Movement, Game & Sport Skills).

UNIT III – Movement Concepts **(6 hours)**

Introduction to Movement Concepts, Development of Movement Concepts: Space Awareness, Effort Concepts, Relationships- Long Term Athlete Development (LTAD)

UNIT IV Personal & Social Development **(6 hours)**

Personal Development: Self-concept, Cognitive Functioning and Motivational outcomes - Social Development: Altruism, Controlling Aggression, Cooperation, Group development.

UNIT V – Sports for Development **(6 hours)**

Sport for Development: Sport for Education, Economic, Gender, Health and Peace.

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.

Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.

AssessmentRubrics: ClassroomTest,ProjectWork,Assignments,Presentations

References:

1. Abels, K. & Bridges, J. M. (2010) Teaching Movement Education: Foundations for Active Lifestyles. Champaign, IL: Human Kinetics Publishers.
2. Graham, G., Holt, Shirley & Parker, Melissa. (1993). Children Moving A Reflective Approach to Teaching Physical Education. New York: McGraw Hill Education.
3. Lund, J., Tannehill& Lund, Jacalyn. (2010). Standards-Based Physical Education Curriculum Development, 2nd Edition.Jones&Barlett Learning.
4. Frank, A. M (2003). Sports and Education: A Reference Handbook (Contemporary Education Issues), ABC-CLIO.
5. Ciccomascolo, L. E. & Sullivan, E. C. (2013). The Dimensions of Physical Education. Jones &Barlett Learning.
6. Pangrazi, R. P. (1998). Dynamic of Physical Education for Elementary School Children 12th Ed). Allyn& Bacon.
7. Griffin, L. & Butler, J. (2005). Teaching Games for Understanding: Theory, Research, and Practice. Champaign, IL: Human Kinetics Publishers.

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Course Outcomes

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

CO. No.	Non Major Elective I - Principles of Physical Literacy	Cognitive Level
CO1	Develop the motivation and ability to understand, communicate, apply and analyse various forms of movement	
CO2	Demonstrate a variety of movements confidently and competently across a wide range of physical activities	
CO3	Make healthy, active choices that are both beneficial to and respectful of their selves, others and environment.	
CO4		
CO5		

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	L	M	M	L	H	L	M	H	H	L	M
2	H	L	M	M	H	H	L	M	H	H	L	M
3	H	L	M	L	M	H	L	M	H	H	L	M
4	H	L	M	H	L	H	L	M	H	H	L	M
5	H	L	M	H	H	H	L	M	H	H	L	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – IV / Core VI

Part III	Core VI	Organization and Administration in Physical Education	5hrs	4 Credits

Learningoutcomes:

Students, after successful completion of the course, will be able to

1. Learn the scheme of Physical Education
2. To understand the Layout of play fields
3. Learn about the management.
4. Know budgeting, maintenance of records and registers

Unit I - Introduction (15 Hours)

Meaning and importance of organization and Administration - Scheme of Physical Education in Schools, Colleges, Universities, District, State and National level.

Unit II - Layout of Playfield (15 Hours)

Facilities and Standards-Layout of play fields for major Games: Basketball, Cricket, Hockey, Football, Volleyball, Kho-Kho, Kabaddi, Handball, Badminton, Ball Badminton, Tennis.

Unit III – Supervision (15 Hours)

Supervision in physical education with their guiding principles-Qualification and qualities of physical education teacher and student teacher - Planning and management with their basic principles-Basic needs of planning a program with proper management.

Unit IV - Facilities & Time-Table Management (15 Hours)

Types of facilities: Indoor & Outdoor - Care of school building: Gymnasium, Swimming pool, Playfields, Playgrounds - Time Table Management: Meaning, need, importance and factor affecting time table.

Unit V - Record, Register & Budget (15 Hours)

Finance - Games Fund - Budgeting-Equipments-care and maintenance-maintaining Records and Registers.

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.

Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.
AssessmentRubrics: ClassroomTest,ProjectWork,Assignments,Presentations

References:-

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. Louis: 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. Delhi: Metropolitan Book Depo.
5. Sharma, V.M., & Tiwari, R.H. (1979). Teaching Methods in Physical Education. Amaravati: Shakti Publication.
6. Thomas, J. P. (1967). Organization & administration of Physical Education. Madras: Gyanodayal Press.
7. Tirunarayanan, C., & Hariharan, S. (1969). Methods in Physical Education. Karaikudi: South India Press.
8. Voltmer, E. F., &Esslinger, A. A. (1979). The organization and administration of Physical Education. New York: Prentice Hall Inc.
9. Arumugam, S. (2018). Physical Education: Organization and Administration Methods. Madurai: Shanlax Publications,
10. Karikalan, I. (2017). Organization, Administration and Methods in Physical Education.Tuticorin: Shree Publications.

Course Outcomes

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

CO. No.	Core VI - Organization and Administration in Physical Education	Cognitive Level
CO1	learnorganization and administration strategies in physical education.	K3
CO2	learntoknowvariousplay field insports andgames.	K4
CO3	knowthe various methods in supervision.	K4
CO4	learntheefficiencyinclassmanagementandequipmentmaintains.	K3
CO5	prepareagoodbudgetwiththesourcesofincomeandexpenditure.	K6

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	L	M	M	L	H	L	M	H	H	L	M
2	H	L	M	M	H	H	L	M	H	H	L	M
3	H	L	M	L	M	H	L	M	H	H	L	M
4	H	L	M	H	L	H	L	M	H	H	L	M
5	H	L	M	H	H	H	L	M	H	H	L	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – IV / Core Practical IV

Part III	Core Practical IV	Teaching Practice	4 hrs	2 Credits

Learningoutcomes:

1. To help them understand varied responsibilities of a teacher.
2. To understand the concept of teaching styles, methods, & approaches and to blend them judiciously in the teaching.
3. To help them understand methods of communication & its effective use in the teaching process.
4. To help them understand the importance & steps of planning. General lesson Plan and Particular Lesson Plan.

Unit I - Assembly and roll call **(10 Hours)**

1. Class handling
2. Assembly and disposal
3. March past

Unit II - Callisthenic Exercises (Free arm Exercises) **(10 Hours)**

1. Standing exercises
2. Bending exercises
3. Stepping exercises
4. Moving exercises
5. Lunging exercises
6. Clapping exercises

Unit III - Exercise with Equipments **(15 Hours)**

1. Dumbbells
2. Indian clups
3. Vands
4. Scoop
5. Ploe drill

Unit IV - Exercise without Equipments **(10 Hours)**

1. Baithaks
2. Dhands
3. Minor games

Unit V - Teaching skills on major games and athletic events **(15 Hours)**

1. Demonstration
2. Teaching
3. Correcting the mistakes
4. Lead up activities

Practice Teaching includes observation and teaching practice in the college. Students are required to complete 5 general and 5 particular lessons in the College Premises under the supervision of the assigned teaching faculty in the department.

References:-

1. Athicha, P., (2007). Methods in Physical Education. Chennai: South Indian Publication.

2. Verma ,H., (2012). Methods and Management of Physical Education (1st Ed.,). Chennai: Sports Publications.
3. Perinbaraj, B., (2013). Methods in Physical Education. Karaikudi: Vinci Agencies.
4. Mojumdar, &Mohum, R., (2009). Methods in Physical Education. New Delhi: Sports Publications.
5. Gopalakrishnan, R. W., (2012). Teaching Methods of Physical Education. New Delhi: Sports Publications.
6. Arumugam, S., (2018). Physical Education: Organization and Administration Methods. Madurai: Shanlax Publications.
7. Karikalan, I., & Alex, T. A., (2014). Fixtures for Tournaments. Tuticorin: Shree Publications
8. Karikalan, I., (2017). Organization, Administration and Methods in Physical Education. Tuticorin: Shree Publications.

Course Outcomes

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

CO. No.	Core Practical IV- Teaching Practice	Cognitive Level
CO1	understand varied responsibilities of a teacher.	
CO2	understand the concept of teaching styles, methods, & approaches and to blend them judiciously in the teaching.	
CO3	understand methods of communication & its effective use in the teaching process.	
CO4	understand the importance & steps of planning. General lesson Plan and Particular Lesson Plan.	
CO5	.	

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	M	M	M	L	H	L	M	H	M	H	L
2	H	M	M	M	H	H	M	H	H	M	H	L
3	H	M	L	L	M	L	M	H	H	M	H	L
4	H	M	L	L	H	L	M	M	H	M	H	L
5	H	M	L	L	H	L	L	M	H	M	H	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-IV (B.Sc. Physical Education) /
Semester – IV / Non-Major Elective II

Part IV	Non Major Elective II	Fitness and Wellness	2 hrs	2 Credits

Learningoutcomes:
Enable students to

1. Understand the essentials of lifelongwellness
2. Understand the essentials of Physical fitness
3. Overcome fitness barriers and involve in physical activity
4. Know the procedure to assess the fitness

Unit I – Introduction (6 Hours)
Definition, Meaning, Concept of Fitness and Wellness – Need for and importance of Fitness and Wellness.

Unit II - Aging Process (6 Hours)
Aging – Factors influence Aging – Healthy aging – Wellness – Sports as a hobby and Stress management through exercise.

Unit III - Types of Fitness and Wellness (6 Hours)
Physical fitness – Physiological fitness - Functional fitness – Mental fitness – Social Fitness

Unit IV –Management of Obesity and Diabetes (6 Hours)
Obesity-Causes of Obesity-Weight Management – Diabetes – causes of diabetes

Unit V – Assessment of Fitness (6 Hours)
Test for Endurance, Strength, Flexibility and Speed (Only one test from each category)

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.
Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.
AssessmentRubrics: ClassroomTest,ProjectWork,Assignments,Presentations

References:-

1. Hoeger, Werner, W. K., &Hoeger, Sharon, A. (1990). Fitness and Wellness. Englewood: Morton publishing Company.
2. Hazedine, (1985). Fitness for Sports. Ramsburg: The CrowoodRess Ltd.
3. James & Hart, L., (1983). 100% Fitness, New Delhi: Goodwill Publishing House.
4. Anspaugh, D. J., Hamrick, M. H., &Rosato, F. D. (1991). Wellness: Concepts and applications. New York: McGraw-Hill.
5. Arumugam, S., & Sivagnanam, P. (2019). Fitness and Wellness. Madurai: Shanlax Publications.

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

CO. No.	Non Major Elective II - Fitness and Wellness	Cognitive Level

CO 1	understandthebasicknowledgeoffitness and wellness.	K2
CO 2	demonstrateanawarenessoffactandfictionwithregardtorelationshipsbetweenpeople'shealth, activityandfitness	K3
CO 3	Adapttheconceptofskillandtherangeoftechniquesneededinphysicaltraining.	K2
CO 4	learntheneedandimportanceofsocialwellbeing.	K3
CO 5	Demonstrateanunderstandingofhealthproblemsassociated withinadequate fitnesslevels.	K2

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	L	M	M	L	H	L	M	H	H	L	M
2	H	L	M	M	H	H	L	M	H	H	L	M
3	H	L	M	L	M	H	L	M	H	H	L	M
4	H	L	M	H	L	H	L	M	H	H	L	M
5	H	L	M	H	H	H	L	M	H	H	L	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – IV / Skill Based Core II

Part III	Skill Based Core II	Sports Psychology and Sociology	4 hrs	4 Credits

Learningoutcomes:

1. Orient thestudent in basic concepts of psychology.
2. Identify thefactorsdeterminingone'soverallpersonality.
3. Understandvariouslawsoflearningandtheirrelevanceinteachinga n d learningprocess.
4. Study about the concept of Sports Sociology.

Unit I – Introduction (12 hours)

MeaningandnatureofSportsPsychology – HistoricalEvolutionofSportsPsychology– RelevanceofSportsPsychologyinPhysicalEducationandCoaching – Psychologicalfactors affectingSportsperformance.

Unit II – Personality (12 hours)

MeaningandnatureofPersonality – Theoriesofpersonalityin sports–Dimensionsof personalityand developmentof personality - impact of motivation on Sports Performance

Unit III – Motivation (12 hours)

Define Motivation: Typesofmotivation; Intrinsic and extrinsic motivation-Conditionofdevelopingachievementmotivation – impact of motivation on Sports Performance.

Unit IV – Learning (12 hours)

MeaningnatureandprinciplesofLearning,Types ofLearning – Lawsoflearning,Transfer oflearning - Factors affectinglearning–Learningcurve.

Unit V – SportsSociologyandLeadership (12 hours)

NatureofSportsSociology – Importanceof Sports Sociologyin Physical Education – SocializationandvalueeducationthroughPhysicalEducation-Impactof societyon sports and viceversa.

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.
Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.
AssessmentRubrics: ClassroomTest,ProjectWork,Assignments,Presentations

References:

1. Alison Pope-Rhodius, Sara Robinson & Sean Fitzpatrick. (2018).Excelling inSportPsychology:Planning,Preparing,and ExecutingApplied Work. New York: Routledge.
2. Taylor & Jim,(2018). AssessmentinAppliedSportPsychology. Champaign, IL:Humankinetics.
3. Coumbe-Lilley,(2018). ComplexCasesinSportPsychology. New York: Routledge.
4. Ball,D.W.&Loy,J.W.(1975). SportandSocialOrder;ContributiontotheSociology of Sport. London: AddisonWesleyPublishingCo.,Inc.
5. Jain, (2007). Sports Sociology. New Delhi: Khel Sahitya Kendra,
6. Mohan, J. (2005). Psychology of Sports. New Delhi: Friend's Publications.
7. Gupta, R. (2003). Research Process and Studies in Physical Education and Sports Sciences. New Delhi: Friends Publications.
8. Sejwad, S.M, (2011). Sports Psychology. Pacific Publication

Course Outcomes

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

CO. No.	Skill Based Core II - Sports Psychology and Sociology	Cognitive Level
CO1	understandthebasicknowledgeofsportspsychology.	K2
CO2	learntheprinciplesofmotivationandtheoriesoflearning.	K3
CO3	understandthepsychologicalfactorsimportantofsportsperformance.	K2
CO4	learntheneedandimportanceofsocialwellbeing.	K3
CO5	understandthe gameknowledgethe roleof media in sports.	K2

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	L	M	M	L	H	L	M	H	H	L	M
2	H	L	M	M	H	H	L	M	H	H	L	M
3	H	L	M	L	M	H	L	M	H	H	L	M
4	H	L	M	H	L	H	L	M	H	H	L	M
5	H	L	M	H	H	H	L	M	H	H	L	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) / Semester – IV/Allied IV

Part III	Allied IV	Sports Biomechanics and Kinesiology	3 hrs	3 Credits

Learningoutcomes:

1. ThestudentwouldbeOrientedwith theskeletalstructureofhumanbodybyidentifyingtheorigin and insertion ofvarious muscles.
2. Orientthestudents inbasicstructureandfunctionsof primaryjointsof the body.
3. Relateand interprettheroleofvarious mechanicalprinciples inhuman movement.

Unit I - Introduction of Kinesiology (12 hours)

History, MeaningandDefinition ofKinesiology – Aimandobjectives – Need for and importanceofKinesiologyinPhysicalEducationandSports – Axes and planes.

Unit II – Posture (12 hours)

Centreofgravity– Criteria forgoodPosture –causesforpoorposture-Posturaldeformities correctionforLordosis, Kyphosis, Scoliosis - Application of kinesiology to motor skills and Dailyliving.

Unit III –UpperBody& LowerBodyMuscles (12 hours)

Location, origin,insertion,andactionofmuscles at upper limb: PectoralisMajor,Deltoids, Trapezius,LatissimusDorsi,Rectus, TricepsandBiceps - Location,Origin,insertion,andactionof muscles at lowerlimb:Rectusfemoris,HamstringgroupofmusclesSemimembranous,Gastronomies,sartorius,gastrocnemius,

UnitIV - Introduction of Biomechanics (12 hours)

Biomechanics: Meaning, aim and objectives – Need for and importance of Biomechanics in Physical Education and Sports- Linear kinematics: Speed – velocity - acceleration - Angular speed - angular velocity - angular projectile motion.

UnitV – Kinetics (12 hours)

Linear kinetics: Mass - weight - force - pressure - work - power - energy - impulse - momentum - impact - friction - Newton's laws of motion - Types of levers - equilibrium.

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.
Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.
AssessmentRubrics: ClassroomTest,ProjectWork,Assignments,Presentations

References:-

1. Vijayalakshmi, L, (2005). Biomechanics of Body movements in Sports (1St ed.,). Chennai: Sports Publication.
2. Bijlani. R., & Manchanda, S.K., (2002). The Human Machine(1St ed.,). New Delhi: National Book Trust India.
3. Dhanajoy, S., (2000). Mechanical Basics of Biomechanics(1St ed.,). Chennai: Sports Publication Chennai.
4. Anderson, T.M., (2003). Biomechanics of Human Motion(1St ed.,). Chennai: Sports Publication.

5. Dhanajoy, S., (2005). Pedagogic of Kinesiology. Chennai: Sports Publication.
6. Dhanajoy,S, (2000). Mechanical Basics of Biomechanics. New Delhi: Sports Publication.

Course Outcomes

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

CO. No.	Allied IV - Sports Biomechanics and Kinesiology	Cognitive Level
CO1	knowtheneed ofkinesiologyin sportstraining.	K1
CO2	understandthemechanism ofjointsandmusclesmovements ofthe	K2
CO3	understandtheneedofbiomechanicspreventionofinjuriesin	K4
CO4	learnthe concepts of mechanical principles and its field	K3
CO5	understandtheapplicationofmechanicalprinciplesin sports.	K4

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	L	M	M	L	H	L	M	H	H	L	M
2	H	L	M	M	H	H	L	M	H	H	L	M
3	H	L	M	L	M	H	L	M	H	H	L	M
4	H	L	M	H	L	H	L	M	H	H	L	M
5	H	L	M	H	H	H	L	M	H	H	L	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) / Semester V/ Core VII

Part III	Core VII	Exercise Physiology	5hrs	4 Credits

Learningoutcomes:

1. Thestudentwouldbeempoweredwiththeapplicableknowledgeofphysiologyinphysicalactivityand sports.
2. Thelearnerwouldbeabletoincorporatethisknowledgeinthetrainingandcoachingprogrammefor thebetterment oftheir trainee'sperformance.
3. Understand the meaning, nature and scope of exercise physiology analyze the effects of exercise physiology on various system of the body.
4. Analyze the factors affecting skills, motor ability, warm-up and metabolic process and interpret the physiological principles on physical education and sports.

Unit I - Introduction (15 Hours)

Definition of Physiology and Exercise Physiology – Need for and importance of Exercise Physiology - Historical aspects of Exercise Physiology - Acute and chronic responses to Exercise.

Unit II –Cardiorespiratory Physiology (15 Hours)

Types of blood circulation and respiration - Effect of exercise on Cardiovascular and Respiratory system.

Unit III - Muscle and Nervous Physiology (15 Hours)
Effect of exercise on Muscular, Skeletal and Nervous System - Muscle tone – Types of Muscular contraction.

Unit IV - Metabolism and Environment (15 hours)
Metabolism – Aerobic and Anaerobic Metabolism – Exercise risks at Cold, Hot and High Altitude.

UNIT V: Physiological Factors affecting Motor Ability (15 Hours)
Physiological factors affecting skills and motor ability - warming up - fatigue -oxygen debt - second wind – doping and its influences on Physiology.

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.
Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.
AssessmentRubrics: ClassroomTest,ProjectWork,Assignments,Presentations

References:

1. Kenney, W. L., Wilmore, J. H., &Costill, D. L. (2012). Physiology of sport and exercise. Champaign, IL: Human kinetics.
2. Shaver, L. G. (1981). Essentials of Exercise Physiology: Burgess publishing company.
3. Fox, E. L., Bowers, R. W., & Foss, M. L. (1981). The physiological basis of physical education and athletics. William C Brown Pub.
4. Bahrke, M. S., &Yesalis, C. (2002). Performance-enhancing substances in sport and exercise. Champaign, IL: Human kinetics.

Course Outcomes

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

CO. No.	Core VII - Exercise Physiology	Cognitive Level
CO1	find the functional changes in human body	K1
CO2	develop the physiological fitness of sports persons.	K2
CO3	analyze the effects of exercise on various systems of human body.	K4
CO4	compare the functions of human body before and after exercise	K3
CO5	design the physiological concepts of physical fitness.	K4

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	L	M	M	L	H	L	M	H	H	L	M
2	H	L	M	M	H	H	L	M	H	H	L	M
3	H	L	M	L	M	H	L	M	H	H	L	M
4	H	L	M	H	L	H	L	M	H	H	L	M
5	H	L	M	H	H	H	L	M	H	H	L	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – V / Core VIII

Part III	Core VIII	Test, Measurement and Evaluationin Physical Education and Sports	5hrs	4 Credits

Learningoutcomes:

1. Thestudentswillbeabletorecognizeandrelatetheconceptoftest,measurementandevaluationin the context of Physical Education.
2. Constructandconduct thephysical fitnessand sports skilltest.
3. Thestudentswill beable to implement thecriteriaoftestselection.
4. Develop the artofapplicationsoftest,measurementandevaluation in sports.
5. Development of practical competencyinconductingphysical fitness and skill tests.

Unit I – IntroductiontoTest&Measurement&Evaluation (15 hours)

MeaningofTest,Measurement&EvaluationinPhysicalEducation – Need for and importanceofTest,Measurement&EvaluationinPhysicalEducation – Criteriaofselectinganappropriate test– Classificationoftests.

Unit II –ConstructionandAdministration ofTests (15 hours)

Criteria of test selection-Validity, reliability, Objectivity, Norms, Administrative Feasibility – Administrationoftestingprogramme – Constructionof sportsskill test

Unit III – Health related FitnessTests (15 hours)

AAPHERD Health related physical fitness test- YMCA Fitness test - JCR test - Barrow motor ability test - Harvard step test - Kraus Weber minimum muscular fitness test

Unit IV – Performance related physical fitnesstests (15 hours)

Strength: Bend knee sit-ups test – Flexibility: Sit and reach test – Speed: 50 mts run- Cardiorespiratory Endurance: Cooper 12 minute Run / Walk test - Explosive strength: Standing Broad Jump – MargariaKalamen anaerobic power test – SDAT World Beaters Scheme Test for School Boys

Unit V - Sports Skill Tests (15 hours)

JohnsonBasketballtest – Mor ChristianSoccertest – SAIHockeytest - Brady Volleyball Test - French and GSC Badminton Tests - Hewitt Tennis Test

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.
Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.
AssessmentRubrics: ClassroomTest,ProjectWork,Assignments,Presentations

References:

1. Bangsbo, J. (1994). Fitness Training in Football: A Scientific Approach. Denmark, August Krogh Inst: University of Copenhagen.
2. James R.Morrow., Allen Jackson, James G. Disch& Dale Mood. (2000). Measurement and Evaluation in Human Performance (2nd Ed.), USA: Human Kinetics Publishers.
3. Barrow, Harold M & McGee, Rosemary. (1979). A Practical Approach to Measurement in Physical Education, Philadelphia: Lea and Febiger.

4. Clake, H. Harrison. Application of Measurement to Health and Physical Education, New Jersey: Prentice Hall Inc. 1976.
5. Safrit, Margaret J. (1995). Introduction to Measurement in Physical Education and Exercise Science, St. Louis: Mosby.
6. Edmund O. Acevedo and Michael A. Starks. (2003). Exercise Testing and Prescription lab Manual, USA: Human Kinetics Publishers.
7. James R.Morrow., Allen Jackson, James G. Disch& Dale Mood. (2011). Measurement and Evaluation in Human Performance (4th Ed.), USA: Human Kinetics Publishers.

Course Outcomes

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

CO. No.	Core VIII - Test, Measurement and Evaluation in Physical Education and Sports	Cognitive Level
CO1	knowtheimportanceoftest,measurementandevaluationin physicaleducation.	K1
CO2	learntoconductthetests onmotorfitnesscomponents.	K3
CO3	learntoconduct thetests onphysical fitnesscomponents.	K3
CO4	learntoconductthetests onanthropometric,aerobicandanaerobic	K3
CO5	learntoconduct thetestson variousskilltests ondifferentgames.	K3

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	L	M	M	L	H	L	M	H	H	L	M
2	H	L	M	M	H	H	L	M	H	H	L	M
3	H	L	M	L	M	H	L	M	H	H	L	M
4	H	L	M	H	L	H	L	M	H	H	L	M
5	H	L	M	H	H	H	L	M	H	H	L	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) / Semester – V / Core IX

Part III	Core IX	Theories of Track and Field	5hrs	4 Credits

Learningoutcomes:

1. Critically reflect on IAAF Events.
2. Identify and trigging out the best Sports persons.
3. Define and apply specific techniques for all the Track and Field events.
4. Learning the Running, Jumping and Throwing through Athletic practices.

Unit I - Introduction to Athletics (15 hours)

History of Track and Field in India, Asia, and World – Organizational set-up (Working Federations): World, Asia, India and State.

Unit II - Track Events **(15 hours)**

Warm-up, Warm down, Physical fitness Qualities, load and safety measures in track and field. Techniques in Sprints, Middle Distance and Long distance Running, types of starts, acceleration and finishing.

Unit III - Field Events **(15 hours)**

Techniques in Jumping events: Long Jump, Triple Jump, High Jump, Pole vault - Techniques in Throwing events: Shot Put, Discus Throw, Javelin Throw, Hammer Throw

Unit IV - Combined Events **(15 hours)**

Combined Events Decathlon, Heptathlon, Pentathlon and Triathlon. Scoring system of combined events Techniques in Hurdles, and Relay Races

Unit V – Rules and Regulations **(15 hours)**

Competitions, Rules, Officiating, Equipments and their specifications, Standard and Non Standard tack Guiding principles of standard track. Lay out of 200 m Track and Lay out and maintenance of 400m Track.

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.
Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.
AssessmentRubrics: ClassroomTest,ProjectWork,Assignments,Presentations

References:-

1. Doherty, J., Manneth, &Mudern. (2005). Track and Field. Engle wood Cliffs; N.J. Prientice Hall Inc.
2. Dyoon,&Geoffray, G.H. (1962). The Mechanics of Athletics. London: University of London Press Ltd.
3. Ken O Bosen, Track and Field Fundamental Techniques. MS Publication Patiala.
4. Rogres, L., & Joseph. (2001). USA Track & Field Coaching Manual USA: Herman Kinetics.

Course Outcomes

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

CO. No.	Core IX - Theories of Track and Field	Cognitive Level
CO1	findthe rules and regulationoftrack andfield events	K1
CO2	apply the fundamental techniques of track and field events in physicalEducationandsports	K3
CO3	distinguish the outstanding players from beginners	K3
CO4	judgetheperformanceof athletes	K3
CO5	adapt withthenew trendsintrack andfieldevents	K3

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	L	M	M	L	H	L	M	H	H	L	M
2	H	L	M	M	H	H	L	M	H	H	L	M
3	H	L	M	L	M	H	L	M	H	H	L	M
4	H	L	M	H	L	H	L	M	H	H	L	M
5	H	L	M	H	H	H	L	M	H	H	L	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – V / Core Elective I

Part III	Core Elective I	Principles of Motor Development	4 hrs	4 Credits

Learningoutcomes:

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 - Introduction (12 Hours)

Definition: Motor Development, Motor Learning, Motor Control–Theoreticalperspectivesof Motor Development- Concept of Physical Literacy -Age classification.

Unit II - Physical GrowthandAging (12 Hours)

Physicalgrowth, maturation and Aging – Types of Motor Skills – Movement milestones in children, Long Term Athlete Development (LTAD)

Unit III –MotorSkills (12 Hours)

Classification of Motor Skills: Fundamental (Locomotor, Non-locomotor, Manipulative Skill), Specialized (Manipulative, Rhythmic Movement, Game & Sport Skills

Unit IV – Movement Concepts (12 Hours)

Development of Movement Concepts: Space Awareness, Effort Concepts, Relationships – Posturalcontrolandbalance

Unit V – Perceptual MotorDevelopment and Constraints (12 Hours)

Sensory-perceptualdevelopment – Perceptionin Motor development – SocialandPsychosocialconstraints -

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.
Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.
AssessmentRubrics: ClassroomTest,ProjectWork,Assignments,Presentations

References:

1. Kathleen M.Haywood., & Nancy Getchell., (2009). *Life Span motor Development*(5th Ed.,), Champaign, IL: Human Kinetics,
2. Robert M. Malina., Claude Bouchard &oded Bar-Or., (2004). *Growth, Maturity and Physical Activity*(2nd Ed.,), Champaign, IL: Human Kinetics.
3. NAPSE., (2005). *Physical Education for Lifelong Fitness*(2nd Ed.,), Champaign, IL: Human Kinetics.
4. Allen W. Jackson., James R. Morrow., Jr.David W. Hill & Rod K. Dishman., (2004). *Physical Activity for Health and Fitness*, Champaign, IL: Human Kinetics.
5. Cratty Bryant, J. (1975). *Movement Behaviour and Motor Learning*. Philadelphia Lea &Febiger.

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Course Outcomes

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

CO. No.	Core Elective I - Principles of Motor Development	Cognitive Level
CO1	Define motor learning and its relationship to other related disciplines	K1
CO2	Define motor control, motor development, motor behaviors, and motor performance	K3
CO3	Understand how learned motor learning principles can be applied to various professions such as physical education, exercise and sports science, sports coaching, physical therapy, the military, police and special forces, ballet and other dance forms, recreational activities, etc.	K3
CO4	Understand the importance of using new technology or training methods for the enhancement of the motor learning process	K3
CO5	Understand the factors contributing to motor learning performance	K3

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	L	M	M	L	H	L	M	H	H	L	M
2	H	L	M	M	H	H	L	M	H	H	L	M
3	H	L	M	L	M	H	L	M	H	H	L	M
4	H	L	M	H	L	H	L	M	H	H	L	M
5	H	L	M	H	H	H	L	M	H	H	L	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – V / Core Elective I

Part III	Core Elective I	Adapted Physical Education	4 hrs	4 Credits

Learningoutcomes:

1. The knowledge would enable the students to understand the activity requirements of various levels of physically challenged persons.
2. The knowledge would thus enable the students to prepare and organize worthwhile activity programs for various levels of physically challenged persons.

Unit I Introduction (12 Hours)

Meaning, Definition and Importance of Adapted Physical Education and Sports - Purpose, Aims and Objectives of Adapted Physical Education and Sports - Program organization of Adapted Physical Education and Sports - Organizations addressing and giving opportunities to people with disabilities. - Adapted Sports- Para Olympics and other Opportunities

Unit II - Development of Individual Education Program (IEP) (12 Hours)

The student with a disability - Components and Development of IEP - Principles of Adapted Physical Education and Sports - Role of Physical Education teacher

Unit III – Motor Developmental Considerations (12 Hours)

Motor development - Perceptual Motor development - Early childhood and Adapted Physical Education - Teaching style, method and approach in teaching Adapted Physical Education

Unit-IV - Individual with unique need and activities (12 Hours)

Behavioral and Special learning disability - Visual Impaired and Deafness

Unit-IV – PE for Special Children (12 Hours)

Health Impaired students and Physical Education - HRPF and its development for Individual with unique need - Role of games and sports in Adapted Physical Education

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.

Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.

AssessmentRubrics: ClassroomTest,ProjectWork,Assignments,Presentations

References:

1. Beverly, N. (1986). Moving and Learning. Times Mirror/Mosby College Publishing.
2. Cratty, B.J. (2005). Adapted Physical Education in the Mainstream (4th ed.,). Love Publishing Company.
3. Winnick .J & David L. Porretta (2021). Adapted Physical Education and Sports (6th ed.,). Champaign, IL: Human Kinetics.
4. Martin. E. B., (2021). A Teacher's Guide to Adapted Physical Education: Including Students with Disabilities in Sports and Recreation. Champaign, IL: Human Kinetics.
5. Michael Horvat, Luke E. Kelly, Martin E. Block, Ron Croce. (2018). Developmental and Adapted Physical Activity Assessment. Champaign, IL: Human Kinetics

Course Outcomes

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

CO. No.	Core Elective I –Adapted Physical Education	Cognitive Level
CO 1	develop the understanding and knowledge about definition ofdisabling conditions, Physical Education for persons with disabilities, BenefitsofPhysical Education for students with disabilities, Recreational sportsopportunities,Competitionopportunities:SpecialOlympics, Paralympics	K1
CO 2	learnthebasicconceptsofPhysicaldisabilities,Mentalretardation, Visual impairment, Hearing impairment, Behavioral disorders,Characteristicsandfunctionallimitationsoftheabovedisabilities	K3
CO 3	gain knowledge of the Guiding principles of adapted PhysicalEducationprogramme(AAHPERprinciple),Communicationwithparents,Parental involvement, Parent teacher association, Unified sports, Facilities andequipmentfor recreationand sportactivities.	K3
CO 4	gain knowledge of the Importance of adapted programme inRehabilitation,Functionalrehabilitation,Psychologicalrehabilitation,Governmentalwelfareprogramme	K3
CO 5		

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	L	M	M	L	H	L	M	H	H	L	M
2	H	L	M	M	H	H	L	M	H	H	L	M
3	H	L	M	L	M	H	L	M	H	H	L	M
4	H	L	M	H	L	H	L	M	H	H	L	M
5	H	L	M	H	H	H	L	M	H	H	L	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – V / Core Practical V

Part III	Core Practical V	Track and Field Events	5hrs	2 Credits

Learningoutcomes:

1. To study the fundamental movements for Track & Field events.
2. To apply training means and methods and techniques in Track & Field events
3. To study advance level of techniques in Track & Field events
4. To understand the laying of competition area and officiating.

Unit I –Sprint Events (15 Hours)

Techniques and tactical preparation of sprint events – Means and methods of developing sprint events.

Unit II –Middle and long distance events (15 Hours)

Techniques and tactical preparation of Middle and long distance events – Means and methods of developing Middle and long distance events.

Unit III –Hurdles and Relay (15 Hours)

Techniques and tactical preparation of Hurdles and Relay – Means and methods of developing Hurdles and Relay.

Unit IV–Jumping events (15 Hours)

Techniques and tactical preparation of jumping events– Means and methods of developing jumping events.

Unit V–Throwing events (15 Hours)

Techniques and tactical preparation of throwing events– Means and methods of developing throwing events.

References:-

1. Joseph L. Rogers, (2000). USA Track & Field Coaching Manual. Champaign, IL: Human Kinetics.
2. American Sport Education Program. (2008). Coaching Youth Successfully. Champaign, IL: Human Kinetics.
3. Bob Swope. (2006). Teaching Track & Field: Guide for Kids & Parents. USA: Author House
4. Gerry Carr. (1991). Fundamentals of Track and Field (2nd Ed.,). USA: Human Kinetics
5. Herald Muller and Wolfgang Ritzdon. (1995). Run! Jump! Throw!: The Official IAAF Guide to Teaching Athletics. Published by IAAF.
6. IAAF Competition Rules 2018-19. Published by IAAF

Course Outcomes

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

CO. No.	Core Practical V - Track and Field Events	Cognitive Level

CO 1	develop the understanding and knowledge regarding the RunningEvent:Runningtechniqueandstartingtechniques:running ABC,Standingstart,Crouchstartanditsvariations,Properuseofblocks,Finishingtechniques:RunThrough,Forwardlunging, Shoulder Shrug.	K1
CO 2	develop the understanding and knowledge of Track & FieldMarking(400meter&200metertrackmarking,placementofhurdlesfor),RulesandOfficiating	K3
CO 3	gain knowledge of Hurdles: Fundamental Skills-Starting, ClearanceandLandingTechniques,TypesofHurdles,HighandLowHurdles-Technique,GroundMarkingand Officiating.	K3
CO 4	gainknowledgeofRelays:FundamentalSkills,VariouspatternsofBaton Exchange, Understanding of Relay Zones, Ground Marking, Interpretation ofRulesand Officiating.	K3
CO 5	adaptwith the newtrends inthefield of trackand field events	

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	**2**	**3**	**4**	**5**	**6**	**1**	**2**	**3**	**4**	**5**	**6**
1	H	M	M	M	L	H	L	M	H	M	H	L
2	H	M	M	M	H	H	M	H	H	M	H	L
3	H	M	L	L	M	L	M	H	H	M	H	L
4	H	M	L	L	H	L	M	M	H	M	H	L
5	H	M	L	L	H	L	L	M	H	M	H	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) / Semester – V / Core Practical VI

Part III	Core Practical VI	Measurement and Evaluation in Human Performance	4 hrs	2 Credits

Learningoutcomes:

1. Apply the procedure of testing various fitness abilities in Sports
2. Apply the procedure of testing various skill abilities in Sports
3. Apply the procedure of measuring various abilities in Sports

Unit I

Strength: Bend knee sit-ups test - Flexibility: Sit and reach test - Speed: 50m run – CardiovascularEndurance: Cooper 12 minute run/walk test -Explosive Strength: Standing Broad Jump.

Unit II **(12 Hours)**

AAPHERD Health related Physical fitness Test –YMCA Fitness Test - Motor fitness –JCR test.

Unit III **(12 Hours)**

Barrow motor ability test - Harvard step test - Kraus Weber test –MargariaKalamen power test - SDAT World Beaters Scheme Test for School Boys

Unit IV **(12 Hours)**

JohnsonBasketballtest – Mor ChristianSoccertest – SAIHockeytest.

Unit V **(12 Hours)**

Brady Volleyball Test - French and GSC Badminton Tests - Hewitt Tennis Test.

References:-

1. Bangsbo, J. (1994). Fitness Training in Football: A Scientific Approach. Denmark, August Krogh Inst: University of Copenhagen.
2. James R. Morrow., Allen Jackson, James G. Disch& Dale Mood. (2000). Measurement and Evaluation in Human Performance (2nd Ed.), USA: Human Kinetics Publishers.
3. Barrow, Harold M & McGee, Rosemary. (1979). A Practical Approach to Measurement in Physical Education, Philadelphia: Lea and Febiger.
4. Clake, H. Harrison. Application of Measurement to Health and Physical Education, New Jersey: Prentice Hall Inc. 1976.
5. Safrit, Margaret J. (1995). Introduction to Measurement in Physical Education and Exercise Science, St. Louis: Mosby.
6. Edmund O. Acevedo and Michael A. Starks. (2003). Exercise Testing and Prescription lab Manual, USA: Human Kinetics Publishers.
7. James R. Morrow., Allen Jackson, James G. Disch& Dale Mood. (2011). Measurement and Evaluation in Human Performance (4th Ed.), USA: Human Kinetics Publishers.

Course Outcomes

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

CO. No.	Core Practical VI - Measurement and Evaluation in Human Performance	Cognitive Level
CO1	relate the different types of tests and measurement in physical education	K1
CO2	Identify thesports performance usingdifferent sports skilltests	K3
CO3	Compare and contrast the results of different test measurements	K3
CO4	determine the value of sportsskilltests	K3
CO5	improveand modifytheexistingskilltestusingcomputerapplication	

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	M	M	M	L	H	L	M	H	M	H	L
2	H	M	M	M	H	H	M	H	H	M	H	L
3	H	M	L	L	M	L	M	H	H	M	H	L
4	H	M	L	L	H	L	M	M	H	M	H	L
5	H	M	L	L	H	L	L	M	H	M	H	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – VI / Core X

Part III	Core X	AthleticCare, Sports Injuries andRehabilitation	5hrs	4 Credits

Learningoutcomes:

Understandthe Prevention,TreatmentandRehabilitationofAthletic Injuries

Unit I: Introduction

Definition, Need, Nature and Scope of Sports Medicine- Importance of Sports Medicine in Physical Education and Sports – Concept of injury management.

Unit II: Athletic injuries

Meaning and types of Sprain, Strain, Contusion, Fracture, Dislocation, Abrasion and Puncture.

Unit III: First Aid

Definition - Importance of First Aid – PRICE technique – Massage- First-aid for Shock, Drowning, Bleeding, Fractures, Sprain, Strain and Dislocation.

Unit IV: **Injury Management**

Principles Pertaining to the Prevention of Sports Injuries- Care and Treatment of Exposed and Unexposed Injuries in Sports - Principles of apply Cold and Heat - Principles and Techniques of Strapping and Bandages.

Unit V: Posture

Definition and Objectives of Corrective Physical Education - Posture and Body Mechanics, Standards of Standing Posture- Value of Good Posture, Drawbacks and Causes of Bad Posture.

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.

Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.

AssessmentRubrics: ClassroomTest,ProjectWork,Assignments,Presentations

Reference

1. Starkey, Chad/Therapeutic Modalities of Athletic trainers, F.A. Davis Company, Philadelphia, 1990.
2. Prentice Williams, E., (1990). Therapeutic Modalities in Sports Medicine: ST. Louis,
3. St.John Ambulance First Aid Manual: St. John Ambulance, London (1997).
4. Pande P.K. and L.C, Gupta. (1987). Outline of Sports Medicine: Jaypee Brothers, New Delhi.
5. Lace,M.V.(1951).MassageandMedicalGymnastics,London:J&AChurchill Ltd.
6. Naro,C.L.(1967).ManualofMassageand,Movement,London:FebraandFebra Ltd.
7. Rathbome,J. I.,(1965).CorrectivePhysicaleducation, London:W.B.Saunders&Co.
8. Stafford&Kelly, (1968)PreventiveandCorrectivePhysicalEducation,NewYork.

Course Outcomes

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

CO. No.	Core X - Athletic Care, Sports Injuries and Rehabilitation	Cognitive Level
CO1	relate the different types of tests and measurement in physical education	K1
CO2	Identify thesports performance usingdifferent sports skilltests	K3
CO3	Compare and contrast the results of different test measurements	K3
CO4	determine the value of sportsskilltests	K3
CO5	improveand modifytheexistingskilltestusingcomputerapplication	

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	L	M	M	L	H	L	M	H	H	L	M
2	H	L	M	M	H	H	L	M	H	H	L	M
3	H	L	M	L	M	H	L	M	H	H	L	M
4	H	L	M	H	L	H	L	M	H	H	L	M
5	H	L	M	H	H	H	L	M	H	H	L	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) / Semester – VI / Core XI

Part III	Core XI	Theory of Games – III (Basketball, Football, Hockey, Cricket, Volleyball)	5 hrs	4 Credits

Learningoutcomes:

1. To acquire practical knowledge in Basketball, Cricket, Football, Hockey & Volleyball
2. To learnskills and tactics in Basketball, Cricket, Football, Hockey & Volleyball
3. To practice in advanced skills in Basketball, Cricket, Football, Hockey & Volleyball.
4. To understand the strategic in Basketball, Cricket, Football, Hockey & Volleyball.

Unit I - History of the Game (15 hours)

History of the Games: World, India - Organizational Chart (Working Federation): World, Asia, India, State – Major Competitions – Talent identification.

Unit II - Skills of the Game (15 hours)

FundamentalSkills: Types, Drills and Lead-up activities to develop skills – Scientific principles applied in sports and games.

Unit III - Tactics of the Game **(15 hours)**

Meaning and definition of Tactics and Strategy - Systems of Play – Aspects of coaching, Leadup Games, evaluation – pre and post-match preparation.

Unit IV - Training of the Game **(15 hours)**

Warm-up, Cool-down, Factors influencing performance, Fitness components, Exercises and training methods to develop fitness.

Unit V - Rules of the Game **(15 hours)**

Rules and their Interpretations - Method of officiating and Scoring - Layout and Maintenance of play fields.

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.

Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.

AssessmentRubrics: ClassroomTest,ProjectWork,Assignments,Presentations

References

1. Tyson, F. (1985). The Cricket Coaching Manual. Victorian Cricket Association.
2. Mohinder, A., (1950). Learn to Play Good Cricket.New Delhi: Surjeet publications.
3. Willam, T., (1985). Teaching Soccer. New Delhi, Surjeet publications
4. Dhanraj V. Hubert. (1971). Volleyball: A modern approach.Patiala: SAINSNIS.
5. Cox H.Richard. Teaching Volleyball. New Delhi: Surjeet publications
6. Larche, & Harry, F, (1969). Techniques to Football Coaching. London: A.S. Barnes and company.
7. Horat, W., (1970). The Science of Hockey. London: Pelham Books.
8. Milford, D. S. (1949). Hockey Practice and Tactics, London Mnolds and Company.
9. Colberk, A.L. Modern Basketball - A Fundamental Analysis of Skills and Tactics. London, NicholesKayl

Course Outcomes

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

CO. No.	Core XI - Theory of Games – III (Basketball, Football, Hockey, Cricket, Volleyball)	Cognitive Level
CO1	Knowthefundamentalofall thegamesandsports	K2
CO2	Understandthe rulesofallthegamesandsports	K3
CO3	Preparingthestudentsforthecompetition	K3
CO4	Classifythestudentsaccordingly forvariousgames andsports.	K3
CO5	Designandpracticethenewmethodsoftechniqueandtraining	K3

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	M	M	M	L	H	L	M	H	M	H	L
2	H	M	M	M	H	H	M	H	H	M	H	L
3	H	M	L	L	M	L	M	H	H	M	H	L
4	H	M	L	L	H	L	M	M	H	M	H	L

5	H	M	L	L	H	L	L	M	H	M	H	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – VI / Core XII

Part III	Core XII	Elementary Statistics in Physical Education	5 hrs	4 Credits

Learningoutcomes

1. Demonstrate knowledge of statistics and the terms like data, papulation and sample.
2. Demonstrate knowledge of descriptive statistical methods and normal curve.
3. Demonstrate knowledge of the properties of scales and graphs.
4. Demonstrate the ability to perform data analysis.

Unit I - Introduction to Statistics (15 Hours)

Meaning and Definition of Statistics, Nature, Need for and Importance of Statistics, Types of Statistics – Data: Quantitative and Qualitative data

Unit II– Measure of Central Tendency (15 Hours)

Frequency Distribution – Measure of Central Tendency, Mean, Median and Mode Definition- Computation of mean, median and mode from the ungrouped data - Specific characteristics and use of measure of Measure of Central Tendency

Unit III - Measure of Variability (15 Hours)

Measure of variability – Range- Quartile deviation- Mean deviation- Standard deviation- Definition- Computation of Quartile deviation, Mean deviation, Standard deviation from the ungrouped data – Specific characteristics and uses of measure of variability.

Unit IV - Scales (15 Hours)

Measure of relative position- Meaning of percentiles, deciles and quartiles- computation of percentiles, deciles and quartiles from the ungrouped data- Standard scales - Computation of T scale and Hull scale-

Unit V – Divergence from Normality (15 Hours)

Properties and principles of Normal curve - Divergence from normality- Skewness and Kurtosis - Population, Sample, Sampling

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.

Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.

AssessmentRubrics: ClassroomTest,ProjectWork,Assignments,Presentations

References:-

1. David, C. H., & Clarke, H. H., (1984). Research Processes in Physical Education, Eaglewood Cliffs: Prentice Hall INC.
2. Gupta, (1982). Advanced Practical Statistics, New Delhi : S.S Chand & Co.
3. Wilks, S.S., (1984). Elementary Statical Analysis. Calcutta: Deford& IBH publishing Co., Calcutta.
4. Karikalan, I., (2017). Elementary statistics in Physical Education. Shree Publications, Tuticorin.

Course Outcomes

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

CO. No.	Core XII - Elementary Statistics in Physical Education	Cognitive Level
CO1	understandtheimportanceofstatisticsinphysicaleducation.	K4
CO2	Understandandapplythestatisticsinresearch.	K4
CO3	Understandandapplythebasicsofstatisticsinresearch	K2
CO4	learnthebasicandadvancedstatistics.	K3
CO5	knowthegraphicalrepresentation ofstatistics.	K2

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	L	M	M	L	H	L	M	H	H	L	M
2	H	L	M	M	H	H	L	M	H	H	L	M
3	H	L	M	L	M	H	L	M	H	H	L	M
4	H	L	M	H	L	H	L	M	H	H	L	M
5	H	L	M	H	H	H	L	M	H	H	L	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – VI / Core Elective II

Part III	Core Elective II	Sports Nutrition	5 hrs	4 Credits

Learningoutcomes:

1. Develop skillsto establishdailycaloricrequirement andto designthedietplan.
2. Acquaintstudentwithprinciplesofsportsnutrition.
3. Orientthestudenttotherole offoodon physicalperformance.
4. Understand andpreparеweightmanagementplans.

Unit I - Introduction (15 Hours)

MeaningandDefinition ofSportsNutrition - Basic componentsofNutrition Factortoconsiderfordevelopingnutritionplan – Balancedietanditscomponents,Nutritionaldeficiencies – Understandingof malnutrition andnutritional supplements.

Unit II - Nutrients:Ingestionto energy metabolism (15 Hours)

Basics of Nutrition, Carbohydrates, Fats, Proteins, Vitamins, Minerals, Water, Nutritive value of Food stuffs.

Unit III – NutritionandWeightManagement (15 Hours)

Nutrition for Athletes and players - Energy requirements in Sports - Percentage of energy derived from foods - Glycemic Index of food - Nutritive value of food stuffs.

Unit IV – Ergogenic aids (15 Hours)

Meaning of ergogenic aids – advantages and disadvantages of ergogenic aids - Types of ergogenic agents – Carbohydrate loading.

Unit V – StepsofPlanningofWeightManagement (15 Hours)

Principles of weight control, Exercise. The Key to successful weight loss management designing weight loss programme. Tips for control body weight.

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.

Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.

AssessmentRubrics: ClassroomTest,ProjectWork,Assignments,Presentations

References:

1. Bessesen,D.H.(2008).Updateonobesity. J Clin Endocrinol Metab. 93(6),2027-2034.
2. Butryn, M.L., Phelan, S., & Hill, J. O. (2007). Consistent self-monitoring of weight: a keycomponent of successful weight loss maintenance. Obesity (Silver Spring). 15(12), 3091-3096.
3. Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a meta analysis. Am JObstetGynecol,197(3), 223-228.
4. BatesM.(2008).Health FitnessManagement(2nd ed.)Champaign, IL:HumanKinetics.
5. Shashikant, G., (1996). Nutrition for sports, SAINSNIS, Patiala.

Course Outcomes

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

CO. No.	Core Elective II - Sports Nutrition	Cognitive Level
CO1	understandtherole ofnutrition andweightmanagement onsports.	K2
CO2	learntheimportanceofcarbohydrates,fatandproteinduring	K3
CO3	learnthehealthrisksandsolutionsforovercomingobesity.	K3
CO4	knowto designdiet planforweightgain and weight loss.	K4
CO5	understandtheroleofphysicalactivityinweightmanagement.	K4

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	L	M	M	L	H	L	M	H	H	L	M
2	H	L	M	M	H	H	L	M	H	H	L	M
3	H	L	M	L	M	H	L	M	H	H	L	M
4	H	L	M	H	L	H	L	M	H	H	L	M
5	H	L	M	H	H	H	L	M	H	H	L	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – VI / Core Elective II

Part III	Core Elective II	Sports Journalism	5 hrs	4 Credits

Learningoutcomes:
The students will be oriented in basic art of mass communication and reporting of sports events through various mediums.

UnitI – Introduction (15 Hours)
Meaning and Definition of Journalism - Ethics of Journalism - Sports Ethics and Sportsmanship - Reporting Sports Events - National and International Sports News Agencies.

UnitII - Sports Bulletin (15 Hours)
Concept of Sports Bulletin - Types of bulletin - Journalism and sports education - Structure of sports bulletin – Compiling a bulletin - General news reporting and sports reporting.

UnitIII - Mass Media (15 Hours)
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.

UnitIV - Report Writing on Sports (15 Hours)
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.

UnitV – Press Meet (15 Hours)
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

TeachingLearningStrategies: Theclasswillbetaughtbyusinglecturesanddemonstration,seminars,classroom discussion, videos, charts andpresentations method.
Activities: Lecture/ProjectWork/ Seminars/TermPapers/Assignments/Studyetc.
AssessmentRubrics: ClassroomTest,ProjectWork,Assignments,Presentations
References:

1. Ahiya B.N. (1988). Theory and Practice of Journalism. 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. Joshi, D., (2010). Value Education in Globjal Perspective. New Delhi: Lotus Press.
5. Kannan, K., (2009). Soft Skills, Madurai: Madurai: Yadava College Publication
6. Chakrabarti, M., (2008). Value Education: Changing Perspective, New Delhi: Kanishka Publication.

7. Padmanabhan, A., & Perumal, A., (2009). Science and Art of Living. Madurai: Pakavathi Publication
8. Shiv Khera., (2002). You Can Win. New Delhi: Macmillan India Limited.
9. Venkataiah. N., (2009). Value Education. New Delhi: APH Publishing Corporation.

Course Outcomes

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

CO. No.	Core Elective II - Sports Journalism	Cognitive Level
CO1	Identify the scope of journalism and in particular sports journalism and discover the openandhidden powerstructures/ opportunities in sports journalism.	K2
CO2	Criticize the scams, ethics andinculcate professionalism. Use the theoretical knowledge asasportsjournalistandgetnews-sourcesof news andwriteinanunbiased,factualmanner	K3
CO3	Apply these concepts and techniques to sports communications: reporting, research,writingnews,matchreports,scriptsandpressreleases,interviewing, featurewriting,livereportingetc	K3
CO4	Understand and demonstrate the ability to communicate effectively and persuasively todevelop professional relationships with sports bodies, coaches, players and otherjournalists thus gets proficiency to work in various professional settings and workeffectivelywith diverse groupsand organizations.	K4
CO5	Developanappreciationofhowsport journalismcanpromoteequityandsocialjusticeattheglobal, national, regional, state and locallevels.	K4

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	L	M	M	L	H	L	M	H	H	L	M
2	H	L	M	M	H	H	L	M	H	H	L	M
3	H	L	M	L	M	H	L	M	H	H	L	M
4	H	L	M	H	L	H	L	M	H	H	L	M
5	H	L	M	H	H	H	L	M	H	H	L	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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MSU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) / Semester – VI / Project& Viva

Part III	Project& Viva	Project & Viva - State/National Level Tournament (Or) Study Tour	4 hrs	2 Credits

Marks 100

Project Report: 70 marks
Viva-Voce:30 marks
Students will visit the districts of the state to do survey on availability of sports infra-structure in concerned schools (or) Observe the tournaments conducted at District, State, National and University level and submit an individual project report and will be assessed by a viva voce for 2 credits.

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SU/ 2021-22 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – VI / Core Practical VII

Part III	Core Practical VII	Games of Specialization (Basketball, Football, Hockey, Cricket, Volleyball)	5 hrs	2 Credits

Learningoutcomes:

1. To acquire practical knowledge on games
2. To obtain the experience in Skills, strategy, tactics and advance skills.

Unit I - History of the Game (15 hours)
History of the Games: World, India - Organizational Chart (Working Federation): World, Asia, India, State – Major Competitions – Talent identification.

Unit II - Skills of the Game (15 hours)
FundamentalSkills: Types, Drills and Lead-up activities to develop skills – Scientific principles applied in sports and games.

Unit III - Tactics of the Game (15 hours)
Meaning and definition of Tactics and Strategy - Systems of Play – Aspects of coaching, Leadup Games, evaluation – pre and post-match preparation.

Unit IV - Training of the Game (15 hours)
Warm-up, Cool-down, Factors influencing performance, Fitness components, Exercises and training methods to develop fitness.

Unit V - Rules of the Game (15 hours)
Rules and their Interpretations - Method of officiating and Scoring - Layout and Maintenance of play fields

References:-

1. Tyson, F. (1985). The Cricket Coaching Manual. Victorian Cricket Association.
2. Mohinder, A., (1950). Learn to Play Good Cricket.New Delhi: Surjeet publications.
3. Willam, T., (1985). Teaching Soccer. New Delhi, Surjeet publications
4. Dhanraj V. Hubert. (1971). Volleyball: A modern approach.Patiala: SAINSNIS.
5. Cox H.Richard. Teaching Volleyball. New Delhi: Surjeet publications
6. Larche, & Harry, F, (1969). Techniques to Football Coaching. London: A.S. Barnes and company.
7. Horat, W., (1970). The Science of Hockey. London: Pelham Books.
8. Milford, D. S. (1949). Hockey Practice and Tactics, London Mnolds and Company.
9. Colberk, A.L. Modern Basketball - A Fundamental Analysis of Skills and Tactics. London, NicholesKayl

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Course Outcomes

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

CO. No.	Core Practical VII - Games of Specialization (Basketball, Football, Hockey, Cricket, Volleyball)	Cognitive Level
CO1	understandthecriteriaforparticipationinDistrict,State,National and Internationalcompetitions.	K2
CO2	learnthe mechanicalprinciplesofvariousdrillsof sportsand	K3
CO3	learnthetrainingmethodstodeveloptheteamtacticsandstrategies	K3
CO4	learntoprepareprofilesforplayerswithrespecttothesportsand	K3
CO5	learntolayoutandmaintainvarious playfield	K3

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

Mapping COs with Pos and PSOs

COs	POs						PSOs					
	1	2	3	4	5	6	1	2	3	4	5	6
1	H	M	M	M	L	H	L	M	H	M	H	L
2	H	M	M	M	H	H	M	H	H	M	H	L
3	H	M	L	L	M	L	M	H	H	M	H	L
4	H	M	L	L	H	L	M	M	H	M	H	L
5	H	M	L	L	H	L	L	M	H	M	H	M

Highly Correlated (H); Moderately Correlated (M); Weakly Correlated (L)

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