

MANONMANIAM SUNDARANAR UNIVERSITY, TIRUNELVELI
UG COURSES – AFFILIATED COLLEGES
B.Sc. PHYSICAL EDUCATION, HEALTH EDUCATION AND SPORTS
(Choice Based Credit System)
(with effect from the academic year 2020-2021 onwards)

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

Degree program in Physical Education covers topics that overlap with the areas 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 learning outcomes

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 1stJuly. 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

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|--------------------------------------|----------|
| 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)

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| 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 | 15 marks |
| Inter District (Participation)/CBSC CLUSTER | |
| 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 - 2020-21 (Semester III-VI)				
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

**MSU/ 2020-21 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – III / Core - V**

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

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.

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, 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.

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

1. The pass out would be oriented with the rules and regulations of the chosen game.
2. The pass out would be able to lay-out and mark the dimensions of the court.
3. Students would be able to organize the concerned sports event and officiate in it.
4. Students would be oriented in the art of coaching the sports 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)

Fundamental Skills: 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, Lead-up 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

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, 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, & Gladys, 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.

**MSU/ 2020-21 / 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

Learning outcomes:

1. The learners will be able to identify the fundamental concepts, theories and principles of human body training related to sports performance.
2. The learners will be able to demonstrate the skill to train different fitness components and related planning.
3. The learners will be able to understand the organization to achieve high performance in sports.

Unit I–Introduction (12 Hours)

Meaning and nature of Sports Training - Aim and Objective of Sports Training - Principles of Sports Training - Characteristics of Sports Training.

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.

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, Assignments, Presentations

References:-

1. Tudor O. Bompa (1999), Periodisation in Training. Champaign, IL: Human Kinetics Publishers.
2. Dick, W.F. (1980). Sports Training Principles. London: Lepus
3. Singh, H. (1984). Sports Training, General Theory and Methods. Patiala: NSNIS.
4. Uppal, A.K., (1999). Science of Sports Training. New Delhi: Friends Publication.
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.

Semester – III / Core Practical -III

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

1. The pass out would be oriented with the rules and regulations of the chosen game.
2. The pass out would be able to lay-out and mark the dimension of the court.
3. Students would be able to organize the concerned sport event and officiate in it.
4. Students would be oriented in the art of coaching the sports 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, & Gladly. 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.

**MSU/ 2020-21 / 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
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Learning outcomes:

1. Understand the basic concept of Movement Education and Physical Literacy
2. Know about motor skills and movement pattern
3. Learn about the movement concepts
4. 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.

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, 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.

**MSU/ 2020-21 / 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
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Learning outcomes:

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.

Teaching Learning Strategies:The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, 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. Mosby Co.
3. Kozman, H.C. Cassidy, R. & Jackson, C. (1960). Methods in Physical Education. London: W.B. Saunders Co.
4. Pandey, L.K. (1977). Methods in Physical Education. Delhi: Metropolitan Book Depot.
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. Tirunaryanan, 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.

MSU/ 2020-21 / UG-Colleges /Part-III (B.Sc. Physical Education) /Semester – IV / Core Practical IV

Part III	Core Practical IV	Teaching Practice	4 hrs	2 Credits
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Learning outcomes:

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.

MSU/ 2020-21 / 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
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Learning outcomes:

Enable students to

1. Understand the essentials of lifelong wellness
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)

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, 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 Crowood Press 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.

MSU/ 2020-21 / 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
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Learning outcomes:

1. Orient the student in basic concepts of psychology.
2. Identify the factors determining one's overall personality.
3. Understand various laws of learning and their relevance in teaching and learning process.
4. Study about the concept of Sports Sociology.

Unit I – Introduction (12 hours)

Meaning and nature of Sports Psychology - Historical Evolution of Sports Psychology - Relevance of Sports Psychology in Physical Education and Coaching - Psychological factors affecting Sports performance.

Unit II – Personality (12 hours)

Meaning and nature of Personality - Theories of personality in sports - Dimensions of personality and development of personality - impact of motivation on Sports Performance

Unit III – Motivation (12 hours)

Define Motivation: Types of motivation; Intrinsic and extrinsic motivation - Condition of developing achievement motivation – impact of motivation on Sports Performance.

Unit IV – Learning (12 hours)

Meaning, nature and principles of Learning, Types of Learning - Laws of learning, Transfer of learning - Factors affecting learning - Learning curve.

Unit V - Sports Sociology and Leadership (12 hours)

Nature of Sports Sociology - Importance of Sports Sociology in Physical Education - Socialization and value education through Physical Education - Impact of society on sports and vice versa.

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, Assignments, Presentations

References:

1. Alison Pope-Rhodus, Sara Robinson & Sean Fitzpatrick. (2018). *Excelling in Sport Psychology: Planning, Preparing, and Executing Applied Work*. New York: Routledge.
2. Taylor & Jim, (2018). *Assessment in Applied Sport Psychology*. Champaign, IL: Human Kinetics.
3. Coumbe-Lilley, (2018). *Complex Cases in Sport Psychology*. New York: Routledge.
4. Ball, D.W. & Loy, J.W. (1975). *Sport and Social Order; Contribution to the Sociology of Sport*. London: Addison Wesley Publishing Co., 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

**MSU/ 2020-21 / UG-Colleges /Part-III (B.Sc. Physical Education) /Semester – IV/Allied
IV**

Part III	Allied IV	Sports Biomechanics and Kinesiology	3 hrs	3 Credits
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Learning outcomes:

1. The student would be oriented with the skeletal structure of human body by identifying the origin and insertion of various muscles.
2. Orient the students in basic structure and functions of primary joints of the body.
3. Relate and interpret the role of various mechanical principles in human movement.

Unit I - Introduction of Kinesiology (12 hours)

History, Meaning and Definition of Kinesiology - Aim and objectives - Need for and importance of Kinesiology in Physical Education and Sports - Axes and planes.

Unit II – Posture (12 hours)

Centre of gravity - Criteria for good Posture - causes for poor posture - Postural deformities correction for Lordosis, Kyphosis, Scoliosis - Application of kinesiology to motor skills and Daily living.

Unit III - Upper Body & Lower Body Muscles (12 hours)

Location, origin, insertion, and action of muscles at upper limb:
Pectoralis Major, Deltoids, Trapezius, Latissimus Dorsi, Rectus, Triceps and Biceps -
Location, Origin, insertion, and action of muscles at lower limb:
Rectus femoris, Hamstring group of muscles Semimembranosus, Gastrocnemius, Sartorius, gastrocnemius,

Unit IV - 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.

Unit V – 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.

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, 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.

MSU/ 2020-21 / UG-Colleges /Part-III (B.Sc. Physical Education) /Semester V/ Core VII

Part III	Core VII	Exercise Physiology	5hrs	4 Credits
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Learning outcomes:

1. The student would be empowered with the applicable knowledge of physiology in physical activity and sports.
2. The learner would be able to incorporate this knowledge in the training and coaching program for the betterment of their trainee's performance.
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.

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, 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.

**MSU/ 2020-21 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – V / Core VIII**

Part III	Core VIII	Test, Measurement and Evaluation in Physical Education and Sports	5hrs	4 Credits
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Learning outcomes:

1. The students will be able to recognize and relate the concept of test, measurement and evaluation in the context of Physical Education.
2. Construct and conduct the physical fitness and sports skill test.
3. The students will be able to implement the criteria of test selection.
4. Develop the art of application of test, measurement and evaluation in sports.
5. Development of practical competency in conducting physical fitness and skill tests.

Unit I - Introduction to Test & Measurement & Evaluation (15 hours)

Meaning of Test, Measurement & Evaluation in Physical Education – Need for and importance of Test, Measurement & Evaluation in Physical Education - Criteria of selecting an appropriate test - Classification of tests.

Unit II - Construction and Administration of Tests (15 hours)

Criteria of test selection- Validity, reliability, Objectivity, Norms, Administrative Feasibility - Administration of testing programme - Construction of sports skill test

Unit III – Health related Fitness Tests (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 fitness tests (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 - Margaria Kalamen anaerobic power test – SDAT World Beaters Scheme Test for School Boys

Unit V - Sports Skill Tests (15 hours)

Johnson Basketball test – Mor Christian Soccer test - SAI Hockey test - Brady Volleyball Test - French and GSC Badminton Tests - Hewitt Tennis Test

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, 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.

**MSU/ 2020-21 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – V / Core IX**

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

1. Critically reflect on IAAF Events.
2. Identify and triggering 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.

**MSU/ 2020-21 / 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
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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

(12Hours)

Definition: Motor Development, Motor Learning, Motor Control - Theoretical perspectives of Motor Development-Concept of Physical Literacy -Age classification.

Unit II - Physical Growth and Aging

(12 Hours)

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

Unit III - Motor Skills

(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 - Postural control and balance

Unit V–Perceptual Motor Development and Constraints

(12 Hours)

Sensory-perceptual development - Perception in Motor development - Social and Psychosocial constraints -

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, 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.

**MSU/ 2020-21 / 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
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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.

UnitIIntroduction (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

UnitII - 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

UnitIII – 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

**MSU/ 2020-21 / 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
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Learningoutcomes:

1. To study the fundamental movements for Track & Field events.
2. To apply training means and methods and techniques in Track & Fieldevents
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 distanceevents (15 Hours)

Techniques and tactical preparation of Middle and long distanceevents – 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: AuthorHouse
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

**MSU/ 2020-21 / 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
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Learningoutcomes:

1. Apply the procedure of testing various fitnessabilities in Sports
2. Applythe procedure of testing various skill abilities in Sports
3. Applythe 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.

MSU/ 2020-21 / UG-Colleges /Part-III (B.Sc. Physical Education) / Semester – VI / Core X

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

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, 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). Massage and Medical Gymnastics, London: J & A Churchill Ltd.
6. Naro, C.L. (1967). Manual of Massage and Movement, London: Febra and Febra Ltd.
7. Rathbome, J. I., (1965). Corrective Physical Education, London: W.B. Saunders & Co.
8. Stafford & Kelly, (1968) Preventive and Corrective Physical Education, New York.

MSU/ 2020-21 / 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
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Learning outcomes:

1. To acquire practical knowledge in Basketball, Cricket, Football, Hockey & Volleyball
2. To learn skills 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)

Fundamental Skills: 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.

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, 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, Nicholes Kayl

**MSU/ 2020-21 / 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
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Learning outcomes

1. Demonstrate knowledge of statistics and the terms like data, population 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

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, 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.

**MSU/ 2020-21 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – VI / Core Elective II**

Part III	Core Elective II	Sports Nutrition	5 hrs	4 Credits
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Learning outcomes:

1. Develop skills to establish daily caloric requirement and to design the diet plan.
2. Acquaint student with principles of sports nutrition.
3. Orient the student to the role of food on physical performance.
4. Understand and prepare weight management plans.

Unit I - Introduction**(15 Hours)**

Meaning and Definition of Sports Nutrition - Basic components of Nutrition - Factors to consider for developing nutrition plan - Balanced diet and its components, Nutritional deficiencies - Understanding of malnutrition and nutritional supplements.

Unit II - Nutrients: Ingestion to energy metabolism**(15 Hours)**

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

Unit III - Nutrition and Weight Management**(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 - Steps of Planning of Weight Management**(15 Hours)**

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

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, Assignments, Presentations

References:

1. Bessesen, D.H. (2008). Update on obesity. *J Clin Endocrinol Metab*. 93(6), 2027-2034.
2. Butryn, M.L., Phelan, S., & Hill, J. O. (2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance. *Obesity* (Silver Spring). 15(12), 3091-3096.
3. Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a metaanalysis. *Am J Obstet Gynecol*, 197(3), 223-228.
4. Bates M. (2008). *Health Fitness Management* (2nd ed.) Champaign, IL: Human Kinetics.
5. Shashikant, G., (1996). *Nutrition for sports*, SAINSNIS, Patiala.

**MSU/ 2020-21 / UG-Colleges /Part-III (B.Sc. Physical Education) /
Semester – VI / Core Elective II**

Part III	Core Elective II	Sports Journalism	5 hrs	4 Credits
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Learning outcomes:

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

Unit I – Introduction**(15 Hours)**

Meaning and Definition of Journalism - Ethics of Journalism - Sports Ethics and Sportsmanship - Reporting Sports Events - National and International Sports News Agencies.

Unit II - 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.

Unit III - 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.

Unit IV - 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.

Unit V – 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

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, Assignments, Presentations

References:

1. Ahija B.N. (1988). *Theory and Practice of Journalism*. Delhi: Surjeet Publications
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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.
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**MSU/ 2020-21 / 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
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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.

**SU/ 2020-21 / 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
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Learning outcomes:

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)

Fundamental Skills: 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.
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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.
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