

A.V.V.M. Sri Pushpam College (Autonomous), Poondi – 613 503

Research Department of Physical Education, Health Education and Sports

B.Sc. Programme in Physical Education, Health Education and Sports

OUTCOME BASED EDUCATION - CHOICE BASED CREDIT SYSTEM

SCHEME OF PROGRAMME AND SYLLABUS

(For the candidates admitted from 2023-2024 onwards)

Vision and Mission of the college

Vision

To provide quality academic programmes and value oriented higher education to the rural community, equip them to encounter current regional, national and global demands upholding moral standards and intellectual competency.

Mission

- To provide conducive environment for quality teaching-learning process and innovative research.
- To bestow substantial educational experience that is intellectually, socially, and personally transformative.
- To strive to bring out the latent potentiality and core competency of the learners
- To foster the culture of research-based learning, independent academic inquiry by encouraging the students to involve in research activities ranging from hands on training, student projects, publications etc.,
- To nurture essential skills, competent minds and compassionate hearts.
- To impart a practical, demanding and overall development of the personality generated by love, consideration and care for the society.
- To serve the society by extending needful outreach programmes to the rural populace.

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

- Make the learners realise the transformative power of education.
- Acquire profound disciplinary, applied, integrative knowledge and intellectual competency and domain specific and generic skills.
- Pursue lifelong learning and generate innovative solutions for the problems at individual and social level.
- Create a collaborative and inclusive environment, and serve the betterment of the society with moral integrity.
- Motivate to become a committed professional with necessary ethics as a leader as well as a team player.

PROGRAMME OUTCOMES for B. Sc. Physical Education, Health Education and Sports Programme

PO1: Well equipped with analytical and logical skills which will accomplish with a sound knowledge of the core and the allied papers.

PO2: Communicate effectively from professional life to personal life and interpret information more accurately and quickly.

PO3: Attain knowledge to figure out scientific data critically and systematically and ability to draw objective conclusions thereof.

PO4: Develop scientific temper, which beneficial for the society, as the scientific developments can grow a nation or a society at a rapid pace through research.

PO5: Enrich skill to understand social, ethical, global and environmental responsibility for the benefit of the society.

PO6: Function effectively as a member or a leader of a team engaged in activities relevant to the program's discipline.

PO7: Enroll in self-sufficient and lifelong learning in the extensive context of socio technological changes.

PROGRAMME SPECIFIC OUTCOMES for B. Sc. Physical Education, Health Education and Sports Programme

PSO1: Graduates will acquire a comprehensive knowledge and sound understanding of fundamentals of Physical Education and allied sciences to integrate knowledge and understanding, analytical skills and attributes to appreciate multiple perspectives.

PSO2: Graduates will develop active listening, effective communication as well as interpersonal skills and pedagogical skills, utilize strategies to enhance learning and implement various concepts of Physical Education.

PSO3: Graduates will demonstrate competence in movement skills, analyze the performance of motor skills (particularly team and individual sports activities), as well as prepare teach written lesson plans and analysis and assessment of these skills.

PSO4: Specifically contribute to the development of a scientific temper by incorporating opportunities for critical thinking, experimentation, and evidence-based thinking in the context of physical activity and sport.

PSO5: Promotes technical and tactical skills in various games and sports along with fitness, training methods, teamwork, fair play, respect, fostering responsible and ethical values that benefit society.

PSO6: Participation in group activities and sports through physical education helps individuals refine crucial leadership and teamwork skills that can be utilized in various settings to achieve success. Also develops organizing skills to conduct various sports competitions in state, national International level.

PSO7: Attribute career in teaching, research, coaching, athletic administration, and other fields related to sports and physical activity.

Mapping of Programme Outcomes and Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
PO1	3	-	-	-	-	-	-
PO2	-	3	-	-	-	-	-
PO3	-	-	3	-	-	-	-
PO4	-	-	-	3	-	-	-
PO5	-	-	-	-	3	-	-
PO6	-	-	-	-	-	3	-
PO7	-	-	-	-	-	-	3

3 – Strong Correlated; 2 – Moderately Correlated; 1 – Weakly Correlated; 0 – No Correlation.

Curriculum structure for UG Programmes (OBE-CBCS) – 2023

	Nature of Course	Total No. of Courses	Total marks	Total credits	Total credits for the Programme
Part – I	Language (Tamil / Hindi)	04	400	12	123 (CGPA)
Part – II	English	04	400	12	
Part – III	Core Courses	14	1400	65	
	Core Industry Module (CIM)	01	100	04	
	Elective Courses(Generic) - Allied	06	600	18	
	Elective Courses (Discipline Centric)	04	400	12	
Part – IV	Skill Enhancement Course - Non Major Elective (NME)	01	100	02	17 (Non CGPA)
	Skill Enhancement Course – Discipline Specific(SEC)	02	200	04	
	Professional Competency Skill Enhancement Course (PCSE)	01	100	02	
	Gender Studies(GS)	01	100	02	
	Environmental Studies (EVS)	01	100	02	
	Value Education (VE)	01	100	02	
	Internship / Industrial Activity	--	--	02	
Part – V	Extension Activity (EA)	--	--	01	
	Total	40	4000	140	140
	Value Added Course (VAC)	01	100	--	--
	Extra Credit Course – MOOC / Field visit / Hands on Training	--	--	Max: 4	--

***Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. IV, V has to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree.**

S. No.	Seme ster	Part	Category	Course Code	Title of the Course	Maximum Marks			Minimum Marks			Hours/ Week	Credits	
						CIA	EE	Total	CIA	EE	Total			
19.	IV	I	Language	23U4PET4/H4	Tamil – IV / Hindi – IV	25	75	100	10	30	40	6	3	
20.		II	Language	23U4PEE4	English – IV	25	75	100	10	30	40	4	3	
21.		III	Core - CIM	23U4PECIM	CIM - Sports Entrepreneurship	25	75	100	10	30	40	4	4	
22.			Core	23U4PEC5	Theories of Major Games	25	75	100	10	30	40	4	4	
23.			Allied	23U4PEAP2	Practical - Mass Demonstration Activities (Marching, Callisthenics, Light Apparatus & Aerobics) (NS)	25	75	100	10	30	40	6	3	
24.		IV	Allied	23U4PEA4	Sports Psychology and Sociology	25	75	100	10	30	40	4	3	
25.			SEC	23U4PESEC1	Digital Literacy in Physical Education	25	75	100	10	30	40	2	2	
26.			GS	23U4PEGS	Gender Studies	-	100	100	-	-	40	SS	2	
			Extra Credit		Field visit / Hands on Training	-	-	-	-	-	-	-	-	
27.	V	III	Core	23U5PEC6	Methods in Physical Education	25	75	100	10	30	40	5	5	
28.			Core	23U5PEC7	Officiating and Coaching	25	75	100	10	30	40	5	5	
29.			Core	23U5PECP3	Practical - Major Games – I	25	75	100	10	30	40	6	5	
30.			Elective	23U5PEEL1A/ 23U5PEEL1B	Sports Nutrition / Talent Identification	25	75	100	10	30	40	4	3	
31.			Elective	23U5PEEL2A/ 23U5PEEL2B	Research Methods and Elementary Statistics / Sports Medicine	25	75	100	10	30	40	4	3	
32.			NME	23U5PENME	Non Major Elective: Science of Yoga	25	75	100	10	30	40	2	2	
33.			Core	23U5PEC8PR	Project with Viva Voce	25	75	100	10	30	40	4	4	
		IV	Internship / Industrial Training (Carried out in II Year summer vacation – 30 hours)										-	2
34.	VI	III	Core	23U6PEC9	Sports Training	25	75	100	10	30	40	5	5	
35.			Core	23U6PEC10	Kinesiology & Sports Biomechanics	25	75	100	10	30	40	5	5	
36.			Core	23U6PECP4	Practical - Major Games-II	25	75	100	10	30	40	6	5	
37.			Elective	23U6PEEL3A/ 23U6PEEL3B	Sports Journalism / Adapted Physical Education and sports	25	75	100	10	30	40	5	3	
38.			Elective	23U6PEEL4A/ 23U6PEEL4B	Sports Physiotherapy / Organization and Administration	25	75	100	10	30	40	5	3	
39.		IV	SEC	23U6PESEC2	Fitness and Wellness	25	75	100	10	30	40	2	2	
40.			PCSE	23U6PEPCSE	Comprehensive Knowledge	-	100	100	-	40	40	2	2	
		V	Extension Activities										-	1
			Total											140
		Value Add Course			Fitness Trainer	-	100	100	-	40	40	SS	-	

Internship/ Industrial Activity:

Students must complete in-plant training in any industry or organization where a programme-related procedure is being used, and this training must be done during the summer vacation at the end of II Year. A minimum of 30 hours should be spent on training. Students must submit a report on their training together with a certificate from the relevant industry or organization authority.

MOOC:

Massive Open Online Course (MOOC) is offered in the II and III Semester as an Extra Credit Course. Students can avail any one or more of the courses available in MOOC to equip their skill and knowledge themselves. To receive the extra credit, students must provide their MOOC course completion certificate at the end of the second year.

Field visit / Hands on Training:

In order to achieve experiential learning, these programmes with a minimum of 15 hours of contact time are offered as Extra Credit Courses in the III & IV Semester.

Evaluation of visit report will be held at the end of IV Semester.

Components of Evaluation:

Internal Marks	: 25
External Marks	: 75
Total	: 100

Skill Enhancement course (SEC) offered by the Physical Education, Health Education and Sports Department

1. Digital Literacy in Physical Education
2. Fitness and Wellness

Non – Major Elective (NME) Course offered by the Physical Education, Health Education and Sports Department

Science of Yoga

Value Added Course offered by the Physical Education, Health Education and Sports Department

“Fitness Trainer” will be conducted for III UG students as a certificate Course.

**A.VEERIYA VANDAYAR MEMORIAL SRI PUSHPAM COLLEGE (AUTONOMOUS),POONDI,
THANJAVUR DIST.
(NAAC Re-Accredited with A grade in 4th cycle)
Question Pattern for UG and PG Programmes
(For the students admitted from 2023 – 2024 onwards)**

Bloom's Taxonomy based Assessment pattern

Bloom's category	Section	Choice	Marks	Total
K1 to K6	A	Compulsory	10 x 2 = 20	75
	B	Either / Or	5 x 5 = 25	
	C	3 out of 5	3 x 10 = 30	

OBE QUESTION PATTERN

Total Marks: 75

SECTION – A (10 x 2 = 20)			
Answer All the questions (Two Questions from each units)			
CO	K Level	Q. No.	Questions
		1.	
		2.	
		3.	
		4.	
		5.	
		6.	
		7.	
		8.	
		9.	
		10.	
SECTION – B (5 x 5 = 25)			
Answer All the questions (One Question from each unit)			
		11(a).	
		(OR)	
		11(b).	
		12(a).	
		(OR)	
		12(b).	
		13(a).	
		(OR)	
		13(b).	
		14(a).	
		(OR)	
		14(b).	
		15(a).	
		(OR)	
		15(b).	
SECTION – C (3 x 10 = 30)			
Answer ANY THREE questions (One Question from each unit)			
		16.	
		17.	
		18.	
		19.	
		20.	

Bloom's Taxonomy Action Verbs

K1 Remember	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
<ul style="list-style-type: none"> • Choose • Copy • Define • Describe • Discover • Duplicate • Enumerate • Examine • Find • How • Identify • Label • List • Locate • Match • Memorize • Name • Omit • Recall • Recognize • Relate • Select • Show • Spell • State • Tabulate • Tell • What • When • Where • Which • Who • Why 	<ul style="list-style-type: none"> • Associate • Classify • Compare • Contrast • Convert • Demonstrate • Describe • Differentiate • Discuss • Distinguish • Estimate • Explain • Express • Extend • Identify • Illustrate • Indicate • Infer • Interpret • Outline • Paraphrase • Predict • Relate • Rephrase • Show • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Build • Calculate • Change • Choose • Complete • Construct • Demonstrate • Develop • Discover • Dramatize • Experiment • Identify • Interview • Interpret • Illustrate • Make use of • Manipulate • Model • Modify • Organize • Paint • Plan • Prepare • Produce • Relate • Select • Show • Sketch • Solve • Use • Utilize 	<ul style="list-style-type: none"> • Advertise • Appraise • Analyze • Assume • Break down • Categorize • Classify • Compare • Conclusion • Connect • Contrast • Differentiate • Discover • Dissect • Distinguish • Discriminate • Divide • Examine • Explain • Function • Inference • Inspect • List • Motive • Order • Point out • Prioritize • Relationships • Select • Separate • Simplify • Subdivide • Survey • Take part in • Test for • Theme 	<ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Convince • Criteria • Criticize • Decide • Deduct • Defend • Determine • Discriminate • Estimate • Evaluate • Explain • Find errors • Grade • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Order • Predict • Prioritize • Prove • Rank • Rate • Recommend • Reframe • Select • Summarize • Support • Value 	<ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Generalize • Hypothesize • Imagine • Improve • Integrate • Invent • Make up • Maximize • Minimize • Modify • Originate • Organize • Plan • Predict • Prepare • Produce • Propose • Rearrange • Rewrite • Role-play • Solution • Solve • Substitute • Write

B.Sc. Physical Education

Semester	Subject Code	Title Of The Paper	Hours Of Teaching/ Week	No. of Credits
I	23U1PET1	PART - I வொதுத் தமிழ் - 1	6	3

Nature of the Course

1. Employability Oriented வேலை வாய்ப்புச் சார்ந்தது	✓	7. Addresses Professional Ethics தொழில் நெறிமுறைகளை நிறைவு செய்தல்	
2. Entrepreneurship Oriented தொழில் முனைவு சார்ந்தது		8. Relevent To Local Need உள்ளூர் தேவைகளோடு தொடர்புடையது	✓
3. Skill Development Oriented திறன்மேம்பாடு சார்ந்தது	✓	9. Relevent To Regional Need மண்டல அளவிலான தேவைகளோடு தொடர்புடையது	
4. Addresses Gender Sensitization பாலின உணர்திறன் பூர்த்தி செய்தல்		10. Relevent To National Need தேசிய அளவிலான தேவைகளோடு தொடர்புடையது	
5. Addresses Environment and Sustainability சுற்றுச் சூழல் மற்றும் நிலைத் தன்மை நிறைவு செய்தல்		11. Relevent To Global Development Need உலக அளவிலான தேவைகளோடு தொடர்புடையது	
6. Addresses Human Values மனித மதிப்புகளை நிறைவு செய்தல்	✓		

Course Objectives

1. முதலாமாண்டுப் பட்ட வகுப்பு மாணவர்களுக்குத் தமிழ் மொழி இலக்கியங்களை அறிமுகம் செய்தல்.
2. தற்கால இலக்கியப் போக்குகளையும் இலக்கணங்களையும் மாணவர் அறியுமாறு செய்தல்.
3. மாணவர்களுக்குத் தமிழ் படைப்பாற்றலைத் தூண்டுதல்.
4. தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்ப கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்.

Unit	Details	Hours
Unit-I	மரபுக் கவிதை 1. பெ. சுந்தரனார் - தமிழ்த் தெய்வ வணக்கம் 2. பாரதிதாசன் - சிறுத்தையே வெளியில் வா 3. கவிமணி - புத்தரும் சிறுவனும் 4. முடியரசன் - மொழி உணர்ச்சி 5. கண்ணதாசன் - ஆட்டனத்தி ஆதிமந்தி — ஆதிமந்தி புலம்பல் 6. சுரதா - துறைமுகம் தொகுப்பிலிருந்து ஏதேனும் ஒரு கவிதை 7. தமிழ் ஒளி - கடல்	18 Hrs
Unit-II	புதுக்கவிதை 1. அப்துல் ரகுமான் - வீட்டுக்கொரு மரம் வளர்ப்போம் 2. ஈரோடு தமிழன்பன்-சென்றியூ கவிதைகள் (ஏதேனும் ஐந்து கவிதைகள்) 3. வைரமுத்து - பிற்சேர்க்கை 4. மு.மேத்தா- வாழைமரம் 5. அறிவுமதி -வள்ளுவம் பத்து 6. நா முத்துக்குமார் - ஆனந்த யாழை மீட்டுகிறாய் 7. சுகிர்தராணி - சபிக்கப்பட்ட முத்தம் 8. இளம்பிறை -நீ எழுத மறுக்கும் எனது அழகு	18 Hrs

B.Sc. Physical Education

Unit-III	சிறுகதைகள் 1. வாய்ச் சொற்கள் - ஜெயகாந்தன் (மாலை மயக்கம் தொகுப்பு) 2. கடிதம் - புதுமைப்பித்தன் 3. முள்முடி - தி ஜானகிராமன் 4. சிதறல்கள் - விழி.பா.இதயவேந்தன் 5. காகித உறவு - சு.சமுத்திரம் 6. வீட்டின் மூலையில் சமையல் அறை - அம்பை 7. (மொழிபெயர்ப்புக் கதை) ஆண்டன் செக்காவ் - நாயக்காரச் சீமாட்டி, சந்தியா	18 Hrs
Unit-IV	1. பாடம் சார்ந்த இலக்கிய வரலாறு 2. இராகபாவம் — கேட்டிவி	18 Hrs
Unit-V	மொழித்திறன் போட்டி தேர்வு 1. பொருள் பொதிந்த சொற்றொடர் அமைத்தல் 2. ஓர் எழுத்து ஒரு மொழி 3. வேற்றுமை உருபுகள் 4. திணை, பால், எண், இடம் 5. கலைச்சொல்லாக்கம், மொழிபெயர்ப்பு. (குறிப்பு: அலகு 4, 5 ஆகியன போட்டித் தேர்வு நோக்கில் நடத்தப்பட வேண்டும்).	18 Hrs

CO Number	CO Statement	Cognitive Level
CO1	பாரதியார் காலந்தொட்டு தற்காலப் புதுக்கவிதைகள் வரை கவிதை இலக்கியம் அறிமுகப்படுத்தப்படுவதால் படைப்பாற்றல் திறன் பெறுதல்.	K2
CO2	புதுக்கவிதை வரலாற்றினை அறிந்து கொள்வர்.	K3
CO3	இக்கால இலக்கிய வகையினைக் கற்பதன் மூலம் படைப்பாக்கத் திறனைப் பெறுவர்.	K4
CO4	மொழியறிவோடு சிந்தனைத்திறன் அதிகரித்தல்.	K3
CO5	தமிழ்மொழியைப் பிழையின்றி எழுதவும், புதிய கலைச் சொற்களை உருவாக்கவும் அறிந்து கொள்ளுதல்.	K5

Text Books

1. தமிழ் இலக்கிய வரலாறு -செம்பதிப்பு- பெ.சுபாஷ் சந்திரபோஸ் பார்வை நூல்கள்

1. தமிழ் இலக்கிய வரலாறு - சிற்பி.பாலசுப்பிரமணியன்
2. புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு - தமிழண்ணல்
3. வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு - எஃப்.பாக்கியமேரி

Web Resource

Related Online Contents (MOOC, SWAYAM, NPTEL, Websites etc.)

1. Tamil Heritage Foundation- www.tamilheritage.org <<http://www.tamilheritage.org>> Tamil virtual University Library-
2. [www.tamilvu.org/ library](http://www.tamilvu.org/library)
3. <http://www.virtualvu.org/library> Project Madurai - www.projectmadurai.org.
4. Chennai Library- www.chennai.library.com <<http://www.chennai.library.com>>.
5. Tamil Universal Digital Library- www.ulib.prg <<http://www.ulib.prg>>.
6. Tamil E-Books Downloads- [tamale books downloads. blogspot.com](http://tamalebooksdownloads.blogspot.com)

B.Sc. Physical Education

7. Tamil Books on line- books.tamilcube.com
8. Catalogue of the Tamil books in the Library of British Congress archive.org
9. Tamil novels on line - books.tamilcube.com

பொதுத்தமிழ் —1												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CLO1	3	2	3	3	3	2	2	2	3	2	3	2
CLO2	3	3	2	2	2	3	2	3	3	2	2	2
CLO3	3	2	3	3	2	2	2	3	2	3	3	2
CLO4	2	3	3	2	2	2	3	2	3	2	3	3
CLO5	3	3	2	2	2	3	3	2	2	2	3	3

B.Sc. Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I	23U1PEE1	PART - II GENERAL ENGLISH	6	3

Learning Objectives		
LO1	To enable learners to acquire self awareness and positive thinking required in Various life situations.	
LO2	To help the learner acquire the attribute of empathy	
LO3	To assist them in acquiring creative and critical thinking abilities	
LO4	To enable them to learn the basic grammar	
LO5	To assist the learner in developing LSRW skills	
Unit No.	Unit Title &Text	No.of Periods for the Unit
I	SELF-AWARENESS(WHO) & POSITIVE THINKING (UNICEF) Life Story Chapter 1 from Malala Yousafzai, I am Malala An Autobiography or The Story of My Experiments with Truth (Chapters 1, 2 & 3) M.K.Gandhi Poem Where the Mind is Without Fear–Gitanjali 35– Rabindranath Tagore Love Cycle– Chinua Achebe	20
II	EMPATHY Poem Nine Gold Medals– David Roth Alice Fellor poverty–William Words worth Short Story The School for Sympathy– E.V. Lucas Barn Burning – William Faulkner	20
III	CRITICAL & CREATIVE THINKING Poem The Things That Haven't Been Done Before– Edgar Guest Stopping by the Woods on a Snowy Evening– Robert Frost Readers Theatre The Magic Brocade – A Tale of China Stories on Stage–Aaron Shepard (Three Sideway Stories from Wayside School” by Louis Sachar)	20
IV	Reflective Thinking The Running Rivulets of man The Lady in the Silver Coat Mr.Applebaum at Play The Feigning Brawl of an Imposter Thy Life is my Lesson	15

B.Sc. Physical Education

V	Communication Skill Part of Speech Articles Noun Pronoun Verb Adverb Adjective Preposition	15
----------	---	----

Course Outcomes

Course Outcomes	On completion of this course, students will:	
CO1	Acquire self awareness and positive thinking required in various life situations	PO1,PO7
CO2	Acquire the attribute of empathy.	PO1,PO2,PO10
CO3	Acquire creative and critical thinking abilities.	PO4,PO6,PO9
CO4	Learn basic grammar	PO4,PO5,PO6
CO5	Development and integrate the use of four language skills i.e., listening, speaking, reading and writing.	PO3,PO8

Textbooks (Latest Editions)

1.	Malala Yousafzai. Iam Malala, Little, Brown and Company, 2013.
2.	M.K.Gandhi. An Autobiography or The Story of My Experiments with Truth (Chapter – I), Rupa Publications, 2011.
3.	Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings): A Collection of Prose Translations Made by the Author from the Original Bengali. MacMillan, 1913.
4.	N.Krishnasamy. Modern English: A Book of Grammar, Usage and Composition Macmillan, 1975.
5.	Aaron Shepard. Stories on Stage, Shepard Publications, 2017.
6.	J.C.Nesfield. English Grammar Composition and Usage, Macmillan, 2019.
7.	Sri.KTV. Melodious Harmony, New Century Book House. 2022

Web Resources

1	Malala Yousafzai. Iam Malala (Chapter 1) https://archive.org/details/i-am-malala
2	M.K.Gandhi. An Auto biography or The Story of My Experiments with Truth (Chapter-1)- Rupa Publication, 2011 https://www.indiastudychannel.com/resources/146521-Book-Review-An-Autobiography-or-The-story-of-my-experiments-with-Truth.aspx
3	Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings) https://www.poetryfoundation.org/poems/45668/gitanjali-35
4	Aaron Shepard. Stories on Stage, Shepard Publications, 2017 https://amzn.eu/d/9rVzINv
5	JCNesfield. Manual of English Grammar and Composition. https://archive.org/details/in.ernet.dli.2015.44179

B.Sc., Physical Education

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3
Weight age	15	15	15	15
Weighted percentage of Course Contribution to POS	3.0	3.0	3.0	3.0

3– Strong, 2 –Medium, 1-Low

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I	23U1PEC1	History and Foundation of Physical Education and Sports	6	5

Nature of the course

Employability oriented		Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented		Relevant to national need	
Addresses gender sensitization	✓	Relevant to global development need	✓
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values	✓		

Course Objectives

The main objectives of this course are to:

1. To study the historical perspectives of physical Values and Physical Culture of Physical Education.
2. To understand the wholesome development of the human being through various theories of physical education.
3. To equip with the ideas of Fitness Promotion.

Syllabus

Unit	Content	No. of Hours
I	Meaning, nature, need and scope of physical education and sports, physical training and physical culture, recreation and its types. History of physical education in Greece and Rome. History of physical education in India - Vedic period, epic period.	18
II	Philosophical foundation, Idealism, Realism, Pragmatism, naturalism, and Realism philosophy and culture in sports.	18
III	Olympic movement and its impact on physical education and sports. Stages in the revival and development of the ancient and modern Olympics moment.	18
IV	Growth and development, meaning definition, principle, factors affecting growth. Anatomical and physiological different between male and female, chronological age, body types (kretschmer & Sheldon's classifications) personality, definition and factor affecting personality.	18
V	National cadet cops, national sports organization, national coaching schemes national institutes of sports, youth hostel, youth festival, Rajkumari amrit kaur coaching scheme, sports authority of India. Self Study Portion* : National awards for sports person and coaches, maulana abul kalam azad trophy.	18

**Note: Questions may be asked from the Self-Study content for only CIA test (Mid and End semesters) and NOT for the external (Semester Examinations).*

B.Sc., Physical Education

Textbook:

1. M.L. Kamalesh, (2011) *History and principles of Physical education*, Sports Publication.
2. Bevinson Perinbaraj. (2002). *History of Physical Education*. Karaikudi: Vinsi Publications.

References:

1. Sharma O.P., (2005), "History of Physical Education", First Edition, Khel Sahitya Kendra, New Delhi.
2. Narayanan .C. and S.Harriharasarma., (2005), "An Analytical History of Physical Education", South India Press , Karaikudi.
3. Kamlesh, M.L, (2011), "Fundamental Elements of Physical Education", KSK Publishers & Distributors, New Delhi.
4. Shekar, K.C., (2004), "Foundation of Physical Education & Sports" First Edition, Khel Sahitya Kendra Publications, New Delhi.
5. Yadvinder, S, (2005), "Physical Education and Sports Science" First Edition, Sports Publications, New Delhi.
6. Bucher, Charles A. and West, Deborah A., (1998), *Foundations of Physical education and sport*, 11th edn, New Delhi: BI publication Private limited.
7. Jackson Sharma, (1998), *Modern principles of physical education* A. Barnes & co, New York.

Web resources:

1. https://www.sssutms.co.in/cms/Areas/Website/Files/Link/EContent/Foundation_physical_edcation.pdf

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Know the origin, development and concepts of Physical Education.	K1
CO2	Formulate the principles, philosophy and concepts about Physical Education.	K2
CO3	Apply the knowledge of Olympics in organizing various sports activities.	K2,K3
CO4	Articulate the scientific relationship of physical Education with other related science.	K3,K4
CO5	Attain the knowledge about various organizations in India and their functions.	K2

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	2	2	2
CO2	2	2	3	3	3	3	3
CO3	3	3	3	3	3	3	2
CO4	3	3	3	3	2	1	2
CO5	2	3	2	1	2	2	3

*3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.*

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I	23UIPECP1	Core Practical – Athletics Track Events	4	5

Nature of the course

Employability oriented	✓	Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	✓
Addresses human values			

Course Objectives

The main objectives of this course are to:

1. To explain the innumerable techniques and methods of running events.
2. To find out the assessment of track events performance
3. To discuss the rules and interpretations of track events.

SYLLABUS

Unit	Content	No. of Hours
I	Fundamental and advance skills, techniques, drills and lead-up games / activities –Sprints, Middle distance, Long distances, Relays, Steeple chase, Walking races, Hurdles and Cross country.	12
II	Assessment of performance - Sprints, Middle distance, Long distances, Relays, Steeple chase, Walking races, Hurdles and Cross-country events. Specific conditioning / training for above said events.	12
III	Markings of 200 m and 400 m track. Specific marking for Sprints, Middle distance, Long distances, Relays, Steeple chase, Walking races, Hurdles and Cross-country events. Equipment's and their specifications.	12
IV	Rules and interpretations, duties of the officials, official signals and score sheet for Sprints, Middle distance, Long distances, Relays, Steeple chase, Walking races, Hurdles and Cross-country events.	12
V	Preparation of record for Sprints, Middle distance, Long distances, Relays, Steeple chase, Walking races, Hurdles and Cross-country events. History, organisational set-up at International, national and state level athletic federation / association, technique, World & Olympic records and other major competitions.	12

Textbook:

1. Anand. R.L. (1986). *Play field manual*, Patiala: NIS publication.
2. Bosen, K.O., (1993), *Track & Field Fundamental Techniques*, NSNIS publication, Patiala, India.

References:

1. Arnheim, D., & William, E Prentice. (1991). *Principles of athletic training* St. Louis: Mosby Year Book.

B.Sc., Physical Education

2. Carr Gerry, A. (1982), *fundamentals of track and field*, University of Victoria, British – Columbia.
3. Edmundson Joseph, M.C.(1958), *Athletics for girls and boys*, Gbells & sons, London.
4. Steban Ralph, E and Sam Bell.,(1978), *Track and Field*, John Wiley & Sons, Inc Canada.
5. Joseph, Rogers L. (2000) *USA Track & Field Coaching Manual*. Champaign: Human Kinetics Publications.
6. Perinbaraj, S.B., & et al. (2009). *Play field: Dimensions and its requirements*, Karaikudi: Vinis publication.
7. George Immanuel.(1997).*Track and Field Event layout and Marking*. Chennai:
8. Josse, P, Moprtensen., & John, M,Copper. (1998). *Track and Field for Coach and Athlete*. St.Louis: C.V.Mosphy Company.

Web resources:-

1. <https://worldathletics.org/about-iaaf/documents/technical-information>

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Studied the fundamental and advance skills in track events.	K1, K2
CO2	Attained the knowledge on assessment and training methods.	K1, K2
CO3	Understood the basics of marking in track events.	K2, K3
CO4	Learned the rules and their interpretation of track events.	K3, K4
CO5	Got clear idea about history and organizational setup at various levels.	K2, K3

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	2	3	2
CO2	2	2	2	3	2	3	3
CO3	1	3	3	2	3	2	2
CO4	3	3	1	3	2	1	2
CO5	2	3	3	1	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated; 1 - Weakly Correlated; 0 – No correlation.

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I	23UIPEA1	Allied – Basic Anatomy and Physiology	6	3

Nature of the course

Employability oriented		Relevant to local need	✓
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values	✓		

Course Objectives

The main objectives of this course are to:

- | |
|---|
| <ol style="list-style-type: none"> 1. To provide the knowledge and understanding of human Anatomy and Physiology. 2. To understand and analyze the structural aspect of systems of the body. 3. To understand the concept of fundamental of human body organs. |
|---|

SYLLABUS

Unit	Content	No. of Hours
I	Meaning & Definition of Anatomy and physiology, Need and Importance of Anatomy and physiology in physical education - Cell Structure and Functions – Tissue – Classification of Tissues and Functions of Tissues Muscle _ Types of Muscles	18
II	Blood – Composition of Blood – Elements of blood – function of Blood – blood circulation – Heart – structure and functions of Heart – cardiac cycle, cardiac output, stroke volume, blood pressure and ECG – Respiratory system – structure and mechanisms of Respiratory volumes.	18
III	Introduction of skeletal system. Bones – Classification of Bones – Bones of human Skeleton – Joints Classification of joints. <i>Self Study Portion*</i> : Movements occurring in joints	18
IV	Nervous system, Central Nervous System. Brain and spinal cord – Functions of CNS – Neuron Structure and Functions of neuron – Peripheral Nervous System – Sensory Nerve, Motor Nerve, Motor Nerve, Reflex action, Reflex and Autonomic Nervous system.	18
V	Excretory system – Structure and Function of Kidney and skin – Endocrine System – Function of Endocrine gland, pituitary, Thyroid, Para Thyroid Thymus, pancreas & Adrenal	18

**Note: Questions may be asked from the Self-Study content for only CIA test (Mid and End semesters) and NOT for the external (Semester Examinations).*

B.Sc., Physical Education

Textbook:

1. Ram Mohan Mojumdar. (2009). *Anatomy and Physiology*. New Delhi: Sports Publication.
2. Ranganathan. T.S. (1983). *A Textbook of Human Anatomy*. New Delhi: S Chand and Company.

References:

1. Gupta, A.P. (2010). *Anatomy and Physiology*. Agra: Sumit Prakashan.
2. Gupta, M. and Gupta, M. C. (1980). *Body and Anatomical Science*. Delhi: Swaran Printing Press.
3. Guyton, A.C. (1996). *Textbook of Medical Physiology, 9th edition*. Philadelphia: W.B. Saunders.
4. Lamb, G.S. (1982). *Essentials of exercise physiology*. Delhi: Surjeet Publication.
5. Morehouse, L.E. & Miller, J. (1967). *Physiology of exercise*. St. Louis: The c.y. Mosby Co.
6. Singh, S. (1979). *Anatomy of physiology and Health Education*. Ropar: Jeet Publications.

Web resources:

1. https://www.researchgate.net/publication/354831233_Lecture_Notes_in_Basic_Anatomy_and_Physiology_A_first_year_University_course_of_26_lectures
2. https://laney.edu/rebecca_bailey/wp-content/uploads/sites/10/2017/07/Human-Anatomy-Lecture-Notes-update-2017.pdf
3. <https://d3bxy9euw4e147.cloudfront.net/oscmsqa/media/documents/AnatomyAndPhysiology-LR.pdf>

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	know about the Brief Introduction to Anatomy, Physiology and Exercise Physiology.	K1
CO2	identify various types of muscles and its purposes-based on Anatomy and Physiology.	K1, K2
CO3	Equip themselves with the knowledge regarding Skeletal systems and types of bone.	K2
CO4	understand the Cardiovascular and Respiratory Systems.	K2
CO5	acquire the knowledge about the Nervous and Digestive systems.	K1, K2

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3	1	2	2	2	2
CO2	2	2	3	3	3	3	1
CO3	3	3	3	2	3	2	2
CO4	3	2	1	3	2	1	2
CO5	2	3	2	1	2	2	1

*3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.*

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I & II	23U2PEAP1	Allied Practical – Yoga & Indigenous Activities. (NS)	2+6	-

Nature of the course

Employability oriented	✓	Relevant to local need	✓
Entrepreneurship oriented		Relevant to regional need	✓
Skill development oriented	✓	Relevant to national need	✓
Addresses gender sensitization		Relevant to global development need	✓
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values			

Course Objectives

The main objectives of this course are to:

- | |
|--|
| <ol style="list-style-type: none"> 1. To acquire the practical knowledge of yogic practices. 2. To study about yoga postures distinguish Physical and Physiological gains. 3. To Know the techniques and of body posture to bring out healthy change. |
|--|

SYLLABUS

Unit	Content	No. of Hours
I	Loosening exercises. Asanas: Relaxative Asanas – Shavasana, Makarasana, Meditative Asanas: Padmasana, Vajrasana Cultural Asanas: Bhujangasana, Dhanurasana, Saravangasana, Halasana, Thadasana, Patchimottasana. Surya Namaskara.	05+18
II	Pranayama: Nadi suddhi, Ujjayi, Kapalabhati, Sitali, Sitkari.	05+18
III	Meditation: Silent, Mantra, Object and Breathing. Competitions in yogasanas.	05+18
IV	Dands, Baithaks, Leziium exercise	05+18
V	Selected 20 minor games	05+18

Textbook:

1. *Iyengar, B.K.S., (2001). Yoga the path to holistic health. Dorling: Kindersley*
2. *Saraswati, Niranjanananda., (2010). Prana and Pranayama. Mungaer: Bihar School of Yoga.*
3. *Gharote, M.L. & Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala: Kaivalyadhama.*

References:

1. *George Feuerstein. (1975).Text Book of Yoga. London: Motilal Bansaridass Publishers (P) Ltd.*
2. *Gore. (1990). Anatomy and Physiology of Yogac Practices. Lonavala:Kanchan Prkashan.*

B.Sc., Physical Education

3. Iyengar, B. K. S. (2000). *Light on Yoga*. New Delhi: Harper Collins Publishers.
4. Moorthy .A.M & Alagesan. S. (2004). *Yoga Therapy*. Coimbatore: Teachers Publication House.
5. Swami Satyananda Saraswathi. (1984). *Kundalini and Tantra*. Bihar:Yoga Publications Trust.
6. Athichan, A, et. al., (2007). *Hand book of Indigenous Activities*. Karaikudi: Vinsi publication.
7. Mathew, Thomas., (2009). *150 Minor Games*. Karaikudi: Vinsi publication.

Web resources:

1. <https://yoga.ayush.gov.in/>

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Provided the practical knowledge of asanas and surya namaskar.	K2
CO2	Gained knowledge in pranayama techniques.	K1, K2
CO3	Understood the concept of meditation techniques practically.	K3, K4
CO4	Studied the fundamental concepts of dands, baithaks and lezium.	K4, K5
CO5	Given fair idea about selected minor games	K2, K3

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

PSO \ CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	2	2	1
CO2	2	2	3	3	3	3	3
CO3	3	3	3	1	3	2	2
CO4	1	3	3	3	2	1	2
CO5	2	3	2	1	2	2	3

*3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.*

B.Sc., Physical Education

Semester	Subject Code	Title Of The Paper	Hours Of Teaching/ Week	No. of Credits
II	23U2PET2	வொதுத் தமிழ் - 2	6	3

Nature of the Course

1. Employability Oriented வேலை வாய்ப்புச் சார்ந்தது	✓	7. Addresses Professional Ethics தொழில் நெறிமுறைகளை நிறைவு செய்தல்	
2. Entrepreneurship Oriented தொழில் முனைவு சார்ந்தது		8. Relevent To Local Need உள்ளூர் தேவைகளோடு தொடர்புடையது	✓
3. Skill Development Oriented திறன்மேம்பாடு சார்ந்தது	✓	9. Relevent To Regional Need மண்டல அளவிலான தேவைகளோடு தொடர்புடையது	
4. Addresses Gender Sensitization பாலின உணர்திறன் பூர்த்தி செய்தல்		10. Relevent To National Need தேசிய அளவிலான தேவைகளோடு தொடர்புடையது	
5. Addresses Environment and Sustainability சுற்றுச் சூழல் மற்றும் நிலைத் தன்மை நிறைவு செய்தல்		11. Relevent To Global Development Need உலக அளவிலான தேவைகளோடு தொடர்புடையது	
6. Addresses Human Values மனித மதிப்புகளை நிறைவு செய்தல்	✓		

Course Objectives

1. சமய இலக்கியங்களையும் சிற்றிலக்கியங்களையும் மாணவர்களுக்கு அறிமுகப்படுத்துதல்.
2. மாணவர்களுக்கு மொழித்திறனை வளர்க்கப் பயிற்சி அளித்தல்.
3. மாணவர்களுக்குச் சிறுகதை இலக்கிய வடிவத்தை உணர்த்துதல்.

Unit	Details	Hours
Unit-I	1. திருநாவுக்கரசர் தேவாரம் - நாமார்க்கும் குடியல்லோம் எனத் தொடங்கும் பதிகம் (10 பாடல்கள்) 2. ஆண்டாள் - திருப்பாவை (முதல் 10 பாசரம்)	18 Hrs
Unit-II	1. வள்ளலார் - அருள் விளக்க மாலை (முதல் 10 பாடல்) 2. எச். ஏ. கிருட்டிணப்பிள்ளை - இரட்சணிய மனோகரம் - பால்ய பிரார்த்தனை 3. குணங்குடி மஸ்தான் சாகிபு - பராபரக்கண்ணி (முதல் 10 கண்ணி)	18 Hrs
Unit-III	சிற்றிலக்கியங்கள் 1. தமிழ்விடு தூது (முதல் 20 கண்ணி) 2. திருக்குற்றாலக் குறவஞ்சி - குறத்தி மலைவளம் கூறுதல் 3. முக்கூடல் பள்ளு - நாட்டு வளம்	18 Hrs
Unit-IV	1. பாடம் தழுவிய இலக்கிய வரலாறு 2. மனோரஞ்சிதம் - கேட்டிவி	18 Hrs
Unit-V	மொழித்திறன்/போட்டித் தேர்வுத் திறன் 1. தொடர் வகைகள் 2. மரபுத்தொடர், பழமொழிகள் 3. பிறமொழிச் சொற்களைக் களைதல் 4. வழச்சொற்கள் நீக்குதல் 5. இலக்கணக் குறிப்பு அறிதல்	18 Hrs

B.Sc., Physical Education

CO Number	CO Statement	Cognitive Level
CO1	பக்தி இலக்கியங்களைக் கற்பதன் மூலம் பக்தி நெறியினையும், சமய நல்லிணக்கத்தையும் தெரிந்து பின்பற்றுவர்.	K1, K2
CO2	சிற்றிலக்கியங்களின்வழி இலக்கியச் சுவையினையும் பண்பாட்டு அறிவினையும் பெறுவர்.	K2
CO3	பட்டப் படிப்பினைப் படிக்கும் போதே பெரும்பான்மையான தமிழ் இலக்கியங்கள் குறித்த அறிவினைப் பெறுவர்.	K4
CO4	தமிழ்ச் சமூகப் பண்பாட்டு வரலாற்றினை இலக்கியங்கள் வாயிலாக அறிவர்.	K3
CO5	போட்டித் தேர்வுகளில் வெற்றி பெறுவதற்குத் தமிழ்ப் பாடத்தினைப் பயன்கொள்ளும் வகையில் ஏற்ற பயிற்சி பெறுவர்.	K4

Text Books

1. தமிழ் இலக்கிய வரலாறு -செம்பதிப்பு- பெ.சுபாஷ் சந்திரபோஸ்

பார்வை நூல்கள்

1. தமிழ் இலக்கிய வரலாறு - சிற்பி.பாலசுப்பிரமணியன்
2. புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு - தமிழண்ணல்
3. வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு - எஃப்.பாக்கியமேரி

Web Resource

Related Online Contents (MOOC, SWAYAM, NPTEL, Websites etc.)

1. Tamil Heritage Foundation- www.tamilheritage.org <<http://www.tamilheritage.org>> Tamil virtual University Library-
2. [www.tamilvu.org/ library](http://www.tamilvu.org/library)
3. <http://www.virtualvu.org/library> Project Madurai - www.projectmadurai.org.
4. Chennai Library- www.chennailibrary.com <<http://www.chennailibrary.com>>.
5. Tamil Universal Digital Library- www.ulib.prg <<http://www.ulib.prg>>.
6. Tamil E-Books Downloads- tamilebooksdownloads.blogspot.com
7. Tamil Books on line- books.tamilcube.com
8. Catalogue of the Tamil books in the Library of British Congress archive.org
9. Tamil novels on line - books.tamilcube.com

பொதுத்தமிழ் —2												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CLO1	3	2	3	3	3	2	2	2	3	2	3	2
CLO2	3	3	2	2	2	3	2	3	3	2	2	2
CLO3	3	2	3	3	2	2	2	3	2	3	3	2
CLO4	2	3	3	2	2	2	3	2	3	2	3	3
CLO5	3	3	2	2	2	3	3	2	2	2	3	3

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
II	23U2PEE2	PART - II GENERAL ENGLISH	6	3

Learning Objectives

LO1	To make students realize the importance of resilience
LO2	To enable them to become good decision makers
LO3	To enable them to imbibe problem-solving skills
LO4	To enable them to use tenses appropriately
LO5	To help the use English effectively at the work place.

Unit No.	Unit Title &Text	No.of Periods for the Unit
I	RESILIENCE Poem Don't Quit – Edgar A. Guest Still Here–Langston Hughes Short Story Engine Trouble – R.K.Narayan RipVan Winkle– Washington Irving	20
II	DECISION MAKING Short Story The Scribe– Kristin Hunter The Lady or the Tiger- Frank Stockton Poem The Road not Taken–Robert Frost Snake – D. H Lawrence	20
III	PROBLEM SOLVING Prose life Story How I taught My Grandmother to Read– Sudha Murthy Autobiography How frog Went to Heaven–ATale of Angolo Wings of Fire(Chapters1, 2, 3) by A.P.J Abdul Kalam	20
IV	Moral Values The Stoic Penalty Nobility in Reasoning Malu, the Frivolous Freak Honesty is the Cream of Chastity A Boy in Boy's Town	15
V	Tenses Present Past Future Concord	15

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Realize the importance of resilience	PO1,PO7

B.Sc., Physical Education

CO2	Become good decision-makers	PO1,PO2,PO10
CO3	Imbibe problem-solving skills	PO4,PO6,PO9
CO4	Use tenses appropriately	PO4, PO5,PO6
CO5	Use English effectively at the work place.	PO3,PO8

Text Books (Latest Editions)	
References Books	
1	Martin Hewings. Advanced English Grammar. Cambridge University Press, 2000
2	SP Bakshi, Richa Sharma. Descriptive English. Arihant Publications (India) Ltd., 2019.
3	Sheena Cameron, Louise Dempsey. The Reading Book: A Complete Guide to Teaching Reading. S & L. Publishing, 2019.
4	Barbara Sherman. Skimming and Scanning Techniques, Liberty University Press, 2014.
5	Phil Chambers. Brilliant Speed Reading: What every ouneed to read, however. Pearson, 2013.
6	Communication Skills: Practical Approach Ed.Shaikh Moula Ramendra Kumar. Stories of Resilience, Blue Rose Publications, 2020.
7	Sri.KTV.Melodious Harmony, New Century Book House. 2022

Web Sources

1	LangstonHughes.StillHere https://poetryace.com/im-still-here
2	R.K. Narayan.Engine Trouble http://www.sbioaschooltrichy.org/work/Work/images/new/8e.pdf
3	Washington Irving. Rip Van Winkle https://www.gutenberg.org/files/60976/60976-h/60976-h.htm
4	FrankStockton. TheLadyor the Tiger https://www.gutenberg.org/ebooks/396

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3–Strong, 2–Medium, 1-Low Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3
Weight age	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
II	23U2PEC2	Health Education, Safety Education and First Aid	4	4

Nature of the course

Employability oriented		Relevant to local need	✓
Entrepreneurship oriented		Relevant to regional need	✓
Skill development oriented	✓	Relevant to national need	✓
Addresses gender sensitization		Relevant to global development need	✓
Addresses environment and sustainability	✓	Addresses Professional ethics	
Addresses human values	✓		

Course Objectives

The main objectives of this course are to:

- | |
|---|
| <ol style="list-style-type: none"> 1. To understand the nature and importance of Health Education in Physical Education and Sports. 2. To cultivate the desirable Health practice and health habits. 3. To understand the importance of Hygiene in food and environment. |
|---|

SYLLABUS

Unit	Content	No. of Hours
I	Meaning, nature, need and scope of health education – Aim and objectives of health education, Factors influencing health organization – State, National and International, Health, carries available in India – Programme and Function of Health Education.	12
II	Need and Scope of Health Education in school, preventing alcohol tobacco and other drugs abuses in schools, personal Health and wellness, Healthy eating, Mental and Emotional health and violence prevention.	12
III	Definition Characteristics – principles of safety education for safety at school structure and environment fixtures school procedures and policies precautionary and emergency equipment. Safety in physical education and sports during Training and competition, dress and safety equipments <i>Self Study Portion*</i> : Principal of safety in organizing physical education classes, demonstration and competitions.	12
IV	Communicable diseases – agent causative organism, speed of infection, incubation period – mode of spread, sing symptoms and prevention – non – communicable Sign symptoms & prevention of hypertension, cancer, diabetic mellitus, strokes and cardiovascular disease.	12
V	Definition and Importance of First Aid for athletic injuries – sprain, strain – dislocation cramp – Fracture and contusion - Abrasion – punched wound – laceration First aid for dog bit & burns.	12

**Note: Questions may be asked from the Self-Study content for only CIA test (Mid and End semesters) and NOT for the external (Semester Examinations).*

Textbook:

1. Wellgoose. (1977). *Health Teaching in secondary Carl.E. Schools: W.B. Saunders.*

B.Sc., Physical Education

- Wilson, Kathleen J. W. (1987). *Anatomy and Physiology, Health and illness*. 6th Edition. Churchill Livingstone Edinburgh.

References:

- Mangal S.K. and Chandra, P.C. (1979) *Health and Physical Education*, R.D. Tandon Brothers, Ludhiana.
- Frank, H. & Walter, H., (1976). *Turners School Health Education*. Saint Louis: The C.V. Mosby Company.
- Anonymous, (1990), *First Aid*, St. John Ambulance Association Head quarters New Delhi.
- Raur, M., (1987), *An introduction to health and physical education* T.A.N.D.O.N Publications, Ludhiana.

Web resources:

- <https://www.egyankosh.ac.in/bitstream/123456789/7846/1/Unit-1.pdf>
- https://www.actualfirstaid.com/uploads/1/0/4/9/104966051/first_aid_notes_2019.pdf
- <https://files.eric.ed.gov/fulltext/ED542223.pdf>

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	understand the meaning of health and relationships among the various aspects of health.	K2
CO2	understand the various communicable and non-communicable diseases.	K2
CO3	illustrate the Perception of Health Education, and its hazards. To interpret the individual, family, community and national health.	K2, K3
CO4	know the role of safety education and its Principles and Procedures for situation and validate.	K1, K2
CO5	Equip themselves with the knowledge of first aid procedure involved and the advantages in first aid.	K3

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	2	2	2
CO2	2	2	3	3	3	3	3
CO3	1	3	3	1	2	3	2
CO4	3	3	2	3	2	1	2
CO5	2	1	2	1	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 - No correlation.

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
II	23U2PEC3	Theories of Track and Field	4	4

Nature of the course

Employability oriented	✓	Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	✓
Addresses human values			

Course Objectives

The main objectives of this course are to:

1. To know about the origin, history and development of track and field events.
2. To learn the various fundamental technique in track and field.
3. To learn the method of officiating for all track and field events.

SYLLABUS

Unit	Content	No. of Hours
I	Introduction to athletics - Historical developmental of athletics in ancient olympics and modern olympics games - International bodies controlling athletics and its affiliated units - National body controlling athletics and its affiliated units - Major international and national competitions.	12
II	Track Events: Brief background, Fundamental techniques and important motor components of the following track events including cross country.	12
III	Fields Events (Throwing): Brief background, Fundamental technique and important motor components of the following throwing events.	12
IV	Fields Events (Jumping): Brief background, Fundamental technique and important motor components of the following jumping events.	12
V	Layout of Standard Track with staggers - Markings of 200 mts and 400 mts track - Marking for field events, Equipment's and their specifications - Rules and their interpretations. <i>Self Study Portion*</i> : Duties of the officials in above said events.	12

Textbook:

1. *Bosen, O Ken. (1994). Track & Field Fundamental Techniques, Patiala: MS Publication.*
2. *Mariayya & Alagesan, Track and Field, Teachers Publication, 2015.*

References:

1. *Carr Gerry, A.. (1982), fundamentals of track and field, University of Victoria, British Columbia..*
2. *Dyoon and Geoffray, G.H., (1962) The Mechanics of Athletics London: University of London Press Ltd.*
3. *Rogres, L. Joseph., Track & Field Coaching Manual, USA: Human Kinetics.*

B.Sc., Physical Education

4. Mitchell, D, B.Davis and L.Raim., (2000) “Teaching Fundamental Gymnastics Skills”, First edition, Khel Sahitya Kendra, New Delhi.
5. Sandhu, V., (2006) “Teaching & Coaching Athletics”, Sports Publication, New Delhi.
6. Sharma,N.P., (2005) “ Fundamentals of Track and Field”, First edition, Khel Sahitya Kendra, New Delhi.

Web resources:

1. <https://ncert.nic.in/textbook/pdf/jehp104.pdf>
2. https://www.tutorialspoint.com/athletics/athletics_tutorial.pdf
3. <https://indianathletics.in/wp-content/uploads/2021/01/TRACK-EVENTS-AFI-DTO-ver.2.pdf>
4. <https://la84.org/wp-content/uploads/2016/09/LA84trackfield.pdf>

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group

Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	understand about the organizational setup at national and International level athletic federation.	K1, K2
CO2	acquire the knowledge about various techniques in track and field events.	K2, K3
CO3	Compute the important concept in coaching in track and field events.	K2, K3
CO4	attain the knowledge of rules and regulation related to track and field events.	K2
CO5	learned the marking and the mechanics of officiating in track and field events.	K3, K4

Cognitive Level: **K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** – Evaluate; **K6** – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	2	3	2
CO2	2	2	2	3	2	3	3
CO3	1	3	3	2	3	2	2
CO4	3	3	1	3	2	1	2
CO5	2	3	3	1	2	2	3

3 - Strongly Correlated; **2** - Moderately Correlated;
1 - Weakly Correlated; **0** – No correlation.

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
II	23U2PEA2	Allied - Science of Yoga	4	3

Nature of the course

Employability oriented	✓	Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	✓
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values	✓		

Course Objectives

The main objectives of this course are to:

1. To understand the fundamental concepts of yogic practices.
2. To provide the knowledge and understanding the importance's of yoga in daily life.
3. To become familiar Classify and Identify the Yogic practices' and Asana's values.

SYLLABUS

Unit	Content	No. of Hours
I	Meaning and Definition of Yoga. Aims and objectives of Yoga. Historical background of yoga. Contributions of Thirumoolar & Patanjali. Schools of Yoga: Kaivalyadhama, Bihar School of Yoga and SVYASA. International Yoga day.	12
II	Eight limbs of Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi. Types of Yoga: Karma Yoga, Jnana Yoga, Hatha Yoga, Mantra Yoga, Raja Yoga and Bhakthi Yoga. Principles of practicing asana, pranayama and meditation.	12
III	Classification of Asanas - Meditative Asanas – Relaxative Asanas – Cultural Asanas. Safety measure and precautions while performing asanas. Technique and benefits of Suryanamaskar.	12
IV	Pranayama – different phases in Pranayama practices: Puraka (Inhalation), Kumbhaka (Retention) and Recaka (Exhalation). Safety measures and precautions while performing pranayama. Meditation - Its techniques & benefits.	12
V	Impact of Yogic practices on Cardio-respiratory system, Nervous system and Endocrine system. Need and importance of Yoga in Physical Education and Sports. <i>Self Study Portion</i> *: Difference between Yogic practices and Physical exercises.	12

**Note: Questions may be asked from the Self-Study content for only CIA test (Mid and End semesters) and NOT for the external (Semester Examinations).*

Textbook:

1. Author's guide, (2003). *Yoga – The Science of Holistic living*. Chennai: Vivekananda Kendra Prakashana trust

B.Sc., Physical Education

2. Bhowmil, Sanjib kumar. (2012). *A text book on Yoga and Health*. Delhi: Sports publication.
3. Gharote, M.L. & Ganguly, H. (1988). *Teaching methods for yogic practices*. Lonawala: Kaivalyadhama.
4. Iyengar, B.K.S. (2001). *Yoga the path to holistic health*, Dorling Kindersley.
5. Saraswati, Niranjanananda. (2010). *Prana and Pranayama*, Munger: Bihar School of Yoga.

References:

1. Brown, F. Y. (2000). *How to Use Yoga*. Delhi: Sports Publication.
2. Shankar, G. (1998). *Holistic Approach of Yoga*. New Delhi: Aditya Publishers.
1. Shekar, K. C. (2003). *Yoga for Health*. Delhi: Khel Sahitya Kendra.
2. Moorthy, A.M & Alagesan. S. (2004). *Yoga Therapy*. Coimbatore: Teachers Publication House.
3. Iyengar, B. K. S. (2000). *Light on Yoga*. New Delhi: Harper Collins Publishers.
4. Swami Kuvalayananda. (1998). *Asanas*. Lonavala: Kaivalyadhama.
5. Swami Satyananda Sarasvati. (1989). *Asana Pranayama Mudra Bandha*. Munger: Bihar School of Yoga.
6. Tiwari. O .P. (1998). *Asanas-Why and How*. Lonavala: Kaivalyadhama.

Web resources:

1. https://www.yogastudies.org/wp-content/uploads/Science_of_Yoga-Taimni.pdf
2. www.ayush.gov.in
3. www.yogamdniy.nic.in

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	understood the fundamental concepts of yogic practices.	K1, K2
CO2	studied the limbs and types of yoga.	K1
CO3	gained knowledge on various classification of asanas.	K2, K3
CO4	learned the basics of pranayamas and meditation techniques.	K3
CO5	acquired the knowledge of impact of yoga on selected systems in the human body.	K3

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	2	2	2
CO2	2	2	3	3	2	3	3
CO3	3	3	2	3	3	3	2
CO4	1	3	3	3	2	1	2
CO5	2	3	2	1	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.

B.Sc., Physical Education

Semester	Subject Code	Title Of The Paper	Hours Of Teaching/ Week	No. of Credits
III	23U3PET3	வொதுத் தமிழ் – 3	6	3

Nature of the Course

1. Employability Oriented வேலை வாய்ப்புச் சார்ந்தது		7. Addresses Professional Ethics தொழில் நெறிமுறைகளை நிறைவு செய்தல்	✓
2. Entrepreneurship Oriented தொழில் முனைவு சார்ந்தது		8. Relevant To Local Need உள்ளூர் தேவைகளோடு தொடர்புடையது	✓
3. Skill Development Oriented திறன்மேம்பாடு சார்ந்தது	✓	9. Relevant To Regional Need மண்டல அளவிலான தேவைகளோடு தொடர்புடையது	
4. Addresses Gender Sensitization பாலின உணர்திறன் பூர்த்தி செய்தல்		10. Relevant To National Need தேசிய அளவிலான தேவைகளோடு தொடர்புடையது	
5. Addresses Environment and Sustainability சுற்றுச் சூழல் மற்றும் நிலைத் தன்மை நிறைவு செய்தல்		11. Relevant To Global Development Need உலக அளவிலான தேவைகளோடு தொடர்புடையது	
6. Addresses Human Values மனித மதிப்புகளை நிறைவு செய்தல்	✓		

Course Objectives

<p>1. இலக்கியங்களின் சிறப்பினை உணர்த்துதல்.</p> <p>2. காலந்தோறும் எழுந்த காப்பியங்களின் போக்கையும், புதினத்தின் இலக்கிய வடிவத்தை மாணவர்கள் உணருமாறு செய்தல்.</p> <p>3. யாப்பு, அணி போன்ற இலக்கிய வகைகளையும் மொழி பெயர்ப்புத் திறனையும் மாணவர்கள் உணருமாறு செய்தல்.</p> <p>4. தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்பக் கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்.</p>

Unit	Details	Hours
Unit-I	பெருங்காப்பியங்கள் 1. சிலப்பதிகாரம் - வழக்குரைகாதை-இளங்கோவடிகள் 2. மணிமேகலை ஆதிரை பிச்சையிட்ட காதை சீத்தலைச்சாத்தனார் 3. சீவகசிந்தாமணி - பூமகள் இலம்பகம் திருத்தக்கதேவர் 4. வளையாபதி—நாதகுத்தனார் (முழுவதும்)	18 Hrs
Unit-II	சமயக் காப்பியங்கள் 1. பெரியபுராணம் - பூசலார் நாயனார்புராணம்-சேக்கிழார் 2. கம்பராமாயணம்- மந்தரை சூழ்ச்சிப் படலம்-கம்பர் 3. வில்லிபாரதம் - மற்போர் சருக்கம்-வில்லிப்புத்தூராழ்வார் 4. சீறாப்புராணம் - புலி வசனித்த படலம்-உமறுப்புலவர்	18 Hrs
Unit-III	புதினம் 1. வஞ்சிமாநகரம் (வரலாற்றுப் புதினம்) -நா. பார்த்தசாரதி	18 Hrs

B.Sc., Physical Education

Unit-IV	1.பாடம் தழுவிய இலக்கிய வரலாறு 2.குரல் கொடுக்கும் வானம்பாடி - கேட்டிவி	18 Hrs
Unit-V	மொழித்திறன்/போட்டித் தேர்வுத் திறன் 1. நூல் மதிப்புரை 2. திறனாய்வு செய்தல் 3. கடிதம் வரைதல் 4. விண்ணப்பம் எழுதுதல்	18 Hrs

CO Number	CO Statement	Cognitive Level
CO1	காப்பியங்கள் அறிமுகப்படுத்தப்படுவதால் தமிழ் மொழியின் உயர்வையும் சிறப்பையும் உணர்தல்.	K1, K2
CO2	தமிழ்ப் புதினங்களின்வழி சமகாலப் படைப்புகளின் வாழ்வியல் சிந்தனைகளை அறிந்து கொள்வர்.	K2
CO3	நாவல் இலக்கியம் அறிமுகப்படுத்தப்படுவதால் சிந்தனை ஆற்றல், படைப்பாற்றல், கற்பனைத்திறன் வளர்தல்.	K4
CO4	யாப்பு, அணி இலக்கணங்கள், மொழிபெயர்ப்புத்திறன் ஆகியவற்றைக் கற்பதன் மூலம் போட்டித் தேர்வுகளை எதிர் கொள்ளுதல்.	K3
CO5	காப்பியங்கள் அறிமுகப்படுத்தப்படுவதால் தமிழ் மொழியின் உயர்வையும் சிறப்பையும் உணர்தல்.	K4

Text Books

1. தமிழ் இலக்கிய வரலாறு -செம்பதிப்பு- பெ.சுபாஷ் சந்திரபோஸ்
பார்வை நூல்கள்
2. தமிழ் இலக்கிய வரலாறு - சிற்பி.பாலசுப்பிரமணியன்
3. புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு - தமிழ்ணணல்
4. வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு - எஃப்.பாக்கியமேரி

Web Resources

Related Online Contents (MOOC, SWAYAM, NPTEL, Websites etc.)

1. Tamil Heritage Foundation- www.tamilheritage.org <<http://www.tamilheritage.org>> Tamil virtual University Library-
2. www.tamilvu.org/library
3. <http://www.virtualvu.org/library> Project Madurai - www.projectmadurai.org.
4. Chennai Library- www.chennai.library.com <<http://www.chennai.library.com>>.
5. Tamil Universal Digital Library- www.ulib.prg <<http://www.ulib.prg>>.
6. Tamil E-Books Downloads- [tamale books downloads. blogspot.com](http://tamalebooksdownloads.blogspot.com)
7. Tamil Books on line- [books. tamil cube.com](http://books.tamilcube.com)
8. Catalogue of the Tamil books in the Library of British Congress archive.org
9. Tamil novels on line - books.tamilcube.com

பொதுத்தமிழ் —3												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CLO1	3	2	3	3	3	2	2	2	3	2	3	2
CLO2	3	3	2	2	2	3	2	3	2	3	2	2
CLO3	2	2	2	3	2	3	3	2	2	2	2	3
CLO4	3	2	2	2	3	2	3	3	2	3	3	3
CLO5	2	2	2	3	2	3	2	3	3	2	3	3

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
III	23U3PEE3	PART - II GENERAL ENGLISH	6	3

Learning Objectives		
LO1	To make students realize the importance of resilience	
LO2	To enable them to become good decision makers	
LO3	To enable them to imbibe problem-solving skills	
LO4	To enable them to use tenses appropriately	
LO5	To help the use English effectively at the work place.	
Unit No.	Unit Title &Text	No.of Periods for the Unit
I	ACTIVE LISTENING Short Story Ina Grove–Akutagawa Ryunosuke Translated from Japanese by TakashiKojima The Gift of the Magi – O’ Henry Prose Listening – Robin Sharma Nobel Prize Acceptance Speech –Wangari Maathai	20
II	INTERPERSONAL RELATIONSHIPS Prose Telephone Conversation–Wole Soyinka Of Friendship – Francis Bacon Song (Motivational/ Narrative) Ulysses–Alfred Lord Tennyson And Still IRise– MayaAngelou	20
III	COPING WITH STRESS Poem Leisure– W.H. Davies Anxiety Monster– RhonaMcFerran Readers Theatre The Forty Fortunes: A Tale of Iran Where there is a Will–Mahesh Dattani	20
IV	Grammar Phrasal Verb & Idioms Modals and Auxiliaries Verb Phrases–Gerund, Participle, Infinitive	15
V	Composition/Writing Skills Official Correspondence–Leave Letter, Letter of Application, Permission Letter Drafting Invitations Brochures for Programmes and Events	15

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Listen actively	PO1,PO7
CO2	Develop interpersonal relationship skills	PO1,PO2,PO10
CO3	Acquire self-confidence to cope with stress	PO4,PO6,PO9
CO4	Master grammar skills	PO4,PO5,PO6
CO5	Carryout business communication effectively	PO3,PO8

Text Books (Latest Editions)

1	Wangari Maathai–Nobel Lecture. Nobel Prize Outreach AB 2023.Jul 2023.
2	Mahesh Dattani, Where there is W ill. Penguin, 2013.
3	Martin Hewings, Advanced English Grammar, Cambridge University Press,2000
4	Essential English Grammar by Raymond Murphy

Web Resources

1	WangariMaathai–NobelLecture.NobelPrizeOutreachAB2023.Mon.17Jul 2023. https://www.nobelprize.org/prizes/peace/2004/maathai/lecture/
2	Telephone Conversation-Wole Soyinka https://www.k-state.edu/english/westmank/spring_00/SOYINKA.html
3	Anxiety Monster- RhonaMc Ferran- www.poetrysoup.com

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3– Strong, 2– Medium, 1 -Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3
Weight age	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
III	23U3PEC4	Exercise physiology	6	5

Nature of the course

Employability oriented	✓	Relevant to local need	✓
Entrepreneurship oriented		Relevant to regional need	✓
Skill development oriented	✓	Relevant to national need	✓
Addresses gender sensitization		Relevant to global development need	✓
Addresses environment and sustainability		Addresses Professional ethics	✓
Addresses human values			

Course Objectives

The main objectives of this course are to:

1	To understand the concepts of exercise physiology as related to physical activity and sports performance.
2	To study about the role of exercise physiology on sports performance.
3	To study about the effects of exercise on different system of human body.

SYLLABUS

Unit	Content	No. of Hours
I	Definition of Exercise Physiology. Nature, Aim and Scope of Exercise Physiology. Physical Fitness and Physiological Fitness. Physiological bases warming-up and cooling down-conditioning and training.	18
II	Introduction to energy system. ATP-CP, anaerobic and aerobic energy, Relationship between nutrition and energy. Sliding filament theory.	18
III	Muscular Physiology – Structural Properties of skeletal muscles – Types of muscles. Muscle fiber types – slow – twitch and fast – twitch (A,B,C) –slow oxidative and fast glycolytic. Fiber distribution (percentage of fibers) and performance – anaerobic and aerobic activity. Hypertrophy and hyperplasia of muscles - types of muscle contraction.	18
IV	Shape and structure of the heart - heartbeat and pulse rate. Cardiac cycle – cardiac out-put before and after activity. Stroke volume response to exercise, regulation of Stroke volume, Diastolic and Systolic Pressure, Electrocardiogram. <i>Self Study Portion*</i> : Heart rate – Resting & Maximum heart rate. Counting the heart rate. Measuring of blood pressure.	18
V	Respiratory process- internal and external phase – pulmonary ventilation. Lungs and its structural properties. Mechanics of breathing – respiratory muscles and training – minute ventilation – ventilation at rest. Ventilation during exercise – diffusion of gaseous exchange in the lungs and tissues. Exercise to develop endurance capacities.	18

**Note: Questions may be asked from the Self-Study content for only CIA test (Mid and End semesters) and NOT for the external (Semester Examinations).*

Textbook:

1. Amrit Kumar, *Introduction to Exercise Physiology*, Chennai: Poompugar Pathipagam, 2000.
2. Wilmore, Jack H and Costill, David L. (1994). *Physiology of Sports and Exercise. Human kinetics*.

References:

- 1 Clarke, D.H. (1975). *Exercise Physiology*. New Jersey: Prentice Hall Inc., Englewood Cliffs.
- 2 David, L Costill. (2004). *Physiology of Sports and Exercise. Human Kinetics*.
- 3 Fox, E.L., and Mathews, D.K. (1981). *The Physiological Basis of Physical Education and Athletics*. Philadelphia: Sanders College Publishing.
- 4 Sandhya Tiwaji. (1999). *Exercise Physiology*. Sports Publishers.
- 5 Shaver, L. (1981). *Essentials of Exercise Physiology*. New Delhi: Subject Publications.
- 6 William, D. Mc Aradle. (1996). *Exercise Physiology, Energy, Nutrition and Human*.

Web resources:

1. <http://ommolketab.ir/aaf-lib/uff1sdk7ij9y2dug4xoge3ahhilv2r.pdf>
2. https://www.physio-pedia.com/Exercise_Physiology
3. <https://egyankosh.ac.in/bitstream/123456789/81571/1/Unit-2.pdf>
4. https://samples.jbpub.com/9781284034851/Chapter_6.pdf

Pedagogy:Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Understood the fundamentals of exercise physiology.	K2
CO2	Attained the basic concept about energy system.	K2, K3
CO3	Studied the basic of muscular physiology.	K4
CO4	Gained knowledge on effects of exercises on cardiovascular system.	K2, K4
CO5	Provided basic knowledge about impact of exercises on respiratory system.	K3, K4

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	2	2	2	2	2
CO2	2	2	3	3	3	3	3
CO3	3	3	3	3	2	3	1
CO4	3	3	2	3	2	3	2
CO5	2	3	2	1	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
III	23U3PECP2	Practical – Athletics Field Events	4	4

Nature of the course

Employability oriented	✓	Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	✓
Addresses human values			

Course Objectives

The main objectives of this course are to:

<ol style="list-style-type: none"> 1. To explain the innumerable techniques and methods of field events. 2. To find out the assessment of field events performance 3. To discuss the rules and interpretations of field events.
--

SYLLABUS		
Unit	Content	No. of Hours
I	Fundamental and advance skills, techniques, drills and lead-up games for jumps throws and combined events.	12
II	Assessment of performance – jumps, throws and combined events. Specific conditioning / training for above said events.	12
III	Markings of jumps, throws and combined events. Specific marking for jumps, throws and combined events. Equipment's and their specifications.	12
IV	Rules and interpretations, duties of the officials, official signals and score sheet for jumps, throwing and combined events.	12
V	Preparation of record for jumps throwing and combined events. Technique and major competitions for jumps, throws and combined events. Organisational set-up at International, national and state level Olympic association. History, World & Olympic records and other major competitions.	12

Textbook:

1. Anand. R.L. (1986). *Play field manual*, Patiala: NIS publication.
2. *Book of rules of games and sports*, (2005). New Delhi: National Council of Y.M.C.A of India.

References:

1. Arnheim, D., & William, E Prentice. (1991). *Principles of athletic training St. Louis: Mosby Year Book.*
2. Bosen, Ken O. (1994). *Track & Field Fundamental Techniques, Patiala: MS Publication.*
3. Joseph, Rogers L. (2000) *USA Track & Field Coaching Manual. Champaign: Human Kinetics Publications.*
4. Perinbaraj, S.B., & et al. (2009). *Play field: Dimensions and its requirements, Karaikudi: Vinis publication.*
5. George Immanuel.(1997).*Track and Field Event layout and Marking. Chennai:*
6. Josse, P, Moprtensen., & John, M,Copper. (1998). *Track and Field for Coach and Athlete. St.Louis: C.V.Mosphy Company.*

Web resources:

1. <https://worldathletics.org/about-iaaf/documents/technical-information>

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Studied the fundamental and advance skills in field events.	K1, K2
CO2	Attained the knowledge on assessment and training methods in field events.	K1, K2
CO3	Understood the basics of marking in field events.	K2, K3
CO4	Learned the rules and their interpretation of field events.	K3, K4
CO5	Got clear idea about history and organizational setup at various levels.	K2, K3

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	2	3	2
CO2	2	2	2	3	2	3	3
CO3	1	3	3	2	3	2	2
CO4	3	3	1	3	2	1	2
CO5	2	3	3	1	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated; 1 - Weakly Correlated; 0 – No correlation.

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
III	23U3PEA3	Allied – Test, Measurement and Evaluation	6	3

Nature of the course

Employability oriented	✓	Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	✓
Addresses human values			

Course Objectives

The main objectives of this course are to:

1	To understand the concepts of test, administration and evaluation procedures.
2	To measure and evaluate the human performance with standardized Tests.
3	To acquire the knowledge of various tests regarding Physical fitness, motor, health related fitness and sports skill tests.

SYLLABUS

Unit	Content	No. of Hours
I	Introduction, Meaning, aim, Need and Importance of Test, Measurement and Evaluation in physical Education – Type of test, measurement & evaluation.	18
II	Classification of test – sports knowledge Test – purpose of knowledge test – classification of knowledge test – standardized and teacher made test – skill test classification – objective test – qualities of the test - Administration of the test- Advance preparation – Duties during testing – Duties after testing.	18
III	Criteria of test selection validity, reliability, objectivity, norms, administrative, feasibility –Strength test – Bend knee sit ups test. Flexibility test – sit and reach test speed test – 50 mts run – cardio respiratory endurance- cooper’ 12 minute run /walk test – Explosive strength test – Standing Broad Jump	18
IV	AAHPERD youth fitness test – motor fitness test – JCR test – Barrow Motor ability test – Harward step test, karws weber test – Margaria – Kalamen power test. <i>Self Study Portion*</i> : Health related fitness – Skill related physical fitness.	18
V	Test of specific sport skills. Basketball test – Johnson Basketball ability test – know basket ball test. Hockey chapman ball control test in Hockey soccer – McDonald volleying soccer test – Volleyball Hellman volley ball test. Modified Brady volley ball test. Badminton French short serve test, Tennis – Borer – Miller Tennis test.	18

B.Sc., Physical Education

***Note:** Questions may be asked from the **Self-Study** content for only CIA test (Mid and End semesters) and **NOT** for the external (Semester Examinations).

Textbook:

1. Donald, Mathews K. (1977). *Measurement in Physical Education*. London W.S. Saunders Company.
2. Yobu, A (2010), *Test, Measurement and Evaluation in Physical Education* Friends Publication, New Delhi.

References:

1. Safrit Margalat J. (1986) *Measurement in Physical Education and exercises science* “, St. Louis, Times Mirror Mesby College Publishing.
2. Bosco, James S. (1983) *Measurement and Evaluation in physical education and sports*, New Jersey, Prentice Hall Inc.
3. Clacke H. (1967) “*Application of Measurement in Health and physical Education*”, Prentice Hall Inc.
4. Mathews K. Donald, (1973) “*Measurement in Physical Education*” London W.S.Saunders Company.
5. Barrow, H.M.. and McGee, R.,A (1964.) *Practical Approach to Measurement in Physical Education*, Lea and Febiger, Philadelphia.
6. Hunsicker, P.A. and Montoye, H.J. (1953) *Applied Test and Measurements in Physical Education*, Prentice Hall Inc., New York.

Web resources:

1. <https://studycbse.in/test-and-measurement/>
2. <https://ncert.nic.in/textbook/pdf/kehp109.pdf>
3. <https://www.sbgstudy.com/documents/notes/class%2012/physicaleducation/physical-education-test-and-measurements-in-sports.pdf>

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	understand the need & importance of test, measurement and evaluation physical education.	K2
CO2	describe the criteria, classification and administration of test.	K1, K2
CO3	develop concepts related to test, measurement & evaluation.	K4
CO4	construct evaluation techniques through the various test and measurements in physical education.	K3, K4
CO5	evaluate different physical fitness tests and sports skill tests.	K6

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	2	2	3	3
CO2	2	2	3	3	2	3	3
CO3	1	3	3	2	3	2	3
CO4	3	3	2	3	2	3	2
CO5	2	3	3	1	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
III & IV	23U4PEAP2	Allied Practical – Mass Demonstration Activities (NS)	2 + 6	

Nature of the course

Employability oriented	✓	Relevant to local need	✓
Entrepreneurship oriented		Relevant to regional need	✓
Skill development oriented	✓	Relevant to national need	✓
Addresses gender sensitization		Relevant to global development need	✓
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values			

Course Objectives

The main objectives of this course are to:

1.	To provide fundamental practical knowledge on calisthenics and marching.
2.	To teach the light apparatus activities such as Indian clubs, wands, hoops and dumbbells.
3.	To study the basics of pyramid, aerobic and gymnastics practically.

SYLLABUS

Unit	Content	No. of Hours
I	Callisthenics exercises - with verbal command, drum and music (2, 4, 8, 16 & 32 counts).	05+18
II	Marching: Stationary marching (On the spot) - Quick march and halt. Marching with salute. Marching with above-turn.	05+18
III	Light apparatus exercises - with verbal command, drum and music (2, 4, 8, 16 & 32 counts) - Indian Clubs and Wands. Standing Exercise, Jumping Exercise, Moving Exercise and combination of these exercises with wands and Indian clubs.	05+18
IV	Light apparatus exercises - with verbal command, drum and music (2, 4, 8 16 & 32 counts) – Hoops and Dumb bells. Standing Exercise, Jumping Exercise, Moving Exercise and combination of these exercises with Hoops and Dumb bells.	05+18
V	Formation of Pyramid. Aerobics with and without music / equipment.	05+18

Textbook:

1. Athichan, A, et. al., (2007) *Hand book of Indigenous activities*. Karaikudi: Vinsi publication.
2. Tirunaryanan, C and Hariharan. S, (1993) *Methods in Physical Education*. Karaikudi: South India Press.

References:

1. Mathew, Thomas., (2009). *150 Minor Games*. Karaikudi: Vinsi publication.
2. Lawrence, Debbie. (1999). *Exercise to music*. London: A & C Black publishers.

B.Sc., Physical Education

3. Perinbaraj, Bevinson. S. (2006). *Methods in Physical Education*. Karaikudi: Vinsi publication.
4. Sheela kumar, S. et. al. (2009). *Fitness, Aerobics and Gym Operations*. New Delhi: Khel Sathiya Kendra Publication.
5. Thomas, J.P., (1969). *Physical Education Lesson*. Madras: Gnanodya press.

Web resources:

1. https://books.google.co.in/books/about/Teaching_with_Rhythm_and_Rhyme.html?id=Tv3hCgAAQBAJ&redir_esc=y

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Provided the practice in calisthenics exercises.	K2
CO2	Learned the marching practically.	K1, K2
CO3	Attained practical knowledge on Indian clubs and wands exercises.	K3, K4
CO4	Gained knowledge of hoops and dumb bells.	K4, K5
CO5	Studied the pyramid and aerobic practically.	K2, K3

Cognitive Level: **K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** – Evaluate; **K6** – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	2	2	1
CO2	2	2	3	3	3	3	3
CO3	3	3	3	1	3	2	2
CO4	1	3	3	3	2	1	2
CO5	2	3	2	1	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.

B.Sc., Physical Education

Semester	Subject Code	Title Of The Paper	Hours Of Teaching/ Week	No. of Credits
IV	23U4PET4	வொதுத் தமிழ் - 4	6	3

Nature of the Course

1. Employability Oriented வேலை வாய்ப்புச் சார்ந்தது		7. Addresses Professional Ethics தொழில் நெறிமுறைகளை நிறைவு செய்தல்	
2. Entrepreneurship Oriented தொழில் முனைவு சார்ந்தது		8. Relevent To Local Need உள்ளூர் தேவைகளோடு தொடர்புடையது	✓
3. Skill Development Oriented திறன்மேம்பாடு சார்ந்தது	✓	9. Relevent To Regional Need மண்டல அளவிலான தேவைகளோடு தொடர்புடையது	
4. Addresses Gender Sensitization பாலின உணர்திறன் பூர்த்தி செய்தல்		10. Relevent To National Need தேசிய அளவிலான தேவைகளோடு தொடர்புடையது	
5. Addresses Environment and Sustainability சுற்றுச் சூழல் மற்றும் நிலைத் தன்மை நிறைவு செய்தல்	✓	11. Relevent To Global Development Need உலக அளவிலான தேவைகளோடு தொடர்புடையது	
6. Addresses Human Values மனித மதிப்புகளை நிறைவு செய்தல்	✓		

Course Objectives

<p>1. சங்க இலக்கியத்தின் சிறப்பையும், நாடகம் என்னும் இலக்கிய வகையின் தன்மையையும் அகத்திணை, புறத்திணை இலக்கணங்களையும் மாணவர்களுக்கு அறிமுகப்படுத்துதல்.</p> <p>2. தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்பக் கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்.</p> <p>3. சங்க இலக்கியத்தில் காணப்பெறும் வாழ்வியல் சிந்தனைகளை அறிந்து கொள்வர்.</p> <p>4. தமிழின் தொன்மையையும், செம்மொழித் தகுதியையும் அறிந்து கொள்ளுதல்.</p>
--

Unit	Details	Hours
Unit-I	எட்டுத்தொகை 1 நற்றிணை (10, 14, 16), குறுந்தொகை (16, 17, 19, 20, 25, 29, 38, 440) கலித்தொகை (38, 51), அகநானூறு(15, 33, 55,) புறநானூறு (37, 86, 112,) பரிபாடல் —55	18 Hrs
Unit-II	எட்டுத்தொகை 2 நெடுநல்வாடை-நக்கீரர்	18 Hrs
Unit-III	நாடகம் - சபாபதி-பம்மல் சம்பந்த முதலியார்	18 Hrs
Unit-IV	1. பாடம் தழுவிய இலக்கிய வரலாறு 2. பயணங்கள் தொடரும் - கேட்டிவி	18 Hrs
Unit-V	1. மொழிபெயர்ப்பு / கலைச்சொற்கள் 2. கொடுக்கப்பட்டுள்ள ஆங்கிலப்பகுதியைத் தமிழில் மொழிபெயர்த்தல் 3. அலுவலகத் கடிதம் - தமிழில் மொழிபெயர்த்தல்	18 Hrs

B.Sc., Physical Education

CO Number	CO Statement	Cognitive Level
CO1	சங்க இலக்கியத்தில் காணப்பெறும் வாழ்வியல் சிந்தனைகளை அறிந்து கொள்வர்.	K1, K2
CO2	தமிழின் தொன்மையையும், செம்மொழித் தகுதியையும் அறிந்து கொள்ளுதல்.	K2
CO3	நாடக இலக்கியம் மூலம் நடிப்பாற்றலையும். கலைத்தன்மையையும், படைப்பாற்றலையும் வளர்த்தல்.	K4
CO4	தமிழிலிருந்து அலுவலகக் கடிதங்களை மொழிபெயர்க்கும் அறிவைப் பெறுவர்.	K3
CO5	மொழியறிவோடு வேலை வாய்ப்பினைப் பெறுதல்.	K4

Text Books

1. தமிழ் இலக்கிய வரலாறு -செம்பதிப்பு- பெ.சுபாஷ் சந்திரபோஸ் பார்வை நூல்கள்.
2. தமிழ் இலக்கிய வரலாறு - சிற்பி.பாலசுப்பிரமணியன்.
3. புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு - தமிழண்ணல்
4. வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு - எஃப்.பாக்கியமேரி

Web Resources

- Related Online Contents (MOOC, SWAYAM, NPTEL, Websites etc.)
1. Tamil Heritage Foundation- www.tamilheritage.org <<http://www.tamilheritage.org>> Tamil virtual University Library-
 2. [www.tamilvu.org/ library](http://www.tamilvu.org/library)
 3. <http://www.virtualvu.org/library> Project Madurai - www.projectmadurai.org.
 4. Chennai Library- www.chennai.library.com <<http://www.chennai.library.com>>.
 5. Tamil Universal Digital Library- www.ulib.prg <<http://www.ulib.prg>>.
 6. Tamil E-Books Downloads- [tamilebooks downloads. blogspot.com](http://tamilebooks.downloads.blogspot.com)
 7. Tamil Books on line- [books.tamil cube.com](http://books.tamilcube.com)
 8. Catalogue of the Tamil books in the Library of British Congress archive.org
 9. Tamil novels on line - books.tamilcube.com

பொதுத்தமிழ் —4												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CLO1	3	2	3	3	3	2	2	2	3	2	3	2
CLO2	3	3	2	2	2	3	2	3	3	2	2	2
CLO3	3	2	3	3	2	2	2	3	2	3	3	2
CLO4	2	3	3	2	2	2	3	2	3	2	3	3
CLO5	3	3	2	2	2	3	3	2	2	2	3	3

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
IV	23U4PEE4	PART - II GENERAL ENGLISH	6	3

Learning Objectives		
LO1	To make students realize the importance of resilience	
LO2	To enable them to become good decision makers	
LO3	To enable them to imbibe problem-solving skills	
LO4	To enable them to use tenses appropriately	
LO5	To help the student use English effectively at the work place.	
Unit No.	Unit Title &Text	No.of Periods for the Unit
I	GOALSETTING(UNICEF) Life Story From Chinese Cinderella–Adeline Yen Mah Why I Write- George Orwell Short Essay On Personal Mastery–Robin Sharma On the Love of Life – William Hazlitt	20
II	INTEGRITY Short Story The Taxi Driver – K.S. Duggal Kabuliwala - Rabindranath Tagore A Retrieved Reformation –O Henry Extract from a play The Quality of Mercy (Trial Scene from the Merchant of Venice - Shakespeare)	20
III	COPING WITH EMOTIONS Poem Pride – Dahlia Ravikovitch Phenomenal Woman – Maya Angelou Reader’s Theatre The Giant’s Wife A Tall Tale of Irel and–William Carleton The Princess and the God :A Tale of Ancient India	20
IV	Language Competency Sentences Simple Sentences Compound Sentences Complex Sentences Direct and Indirect Speech	15
V	Report Writing Narrative Report Newspaper Report Drafting Speeches Welcome Address Vote of Thanks	15

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Determine their goals	PO1,PO7
CO2	Identify the value of integrity.	PO1,PO2,PO10
CO3	Deal with emotions.	PO4,PO6,PO9
CO4	Frame grammatically correct sentences	PO4,PO5,PO6
CO5	Write cohesive reports.	PO3,PO8

Text Books (Latest Editions)

1	Oxford Practice Grammar, John Eastwood, Oxford University Press
2	Cambridge Grammar of English, Ronald Carter and Michael McCarthy
3.	George Orwell Essays, Penguin Classics

Web Resources

1	http://www.gradesaver.com/George-orwell-essays/study/summary
2	O' Henry. A Retrieved Reformation. https://americanenglish.state.gov/files/ae/resource_files/a-retrieved-reformation.pdf
	Maya Angelou. Phenomenal Woman. https://www.poetryfoundation.org/poems/48985/phenomenal-woman
3	TheQuality of Mercy, https://poemanalysis.com
4	https://www.oxfordscholarlyeditions.com/display/10.1093/actrade/9780199235742.book.1/actrade-9780199235742-div1-106-WilliamHazlitt

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3–Strong, 2–Medium, 1–Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3
Weight age	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
IV	23U4PECIM	Industry Module - Sports Entrepreneurship	4	4

Nature of the course

Employability oriented	✓	Relevant to local need	
Entrepreneurship oriented	✓	Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	✓
Addresses human values			

Course Objectives

The main objectives of this course are to:

1. To educate the sport entrepreneurship opportunities
2. To encourage as an entrepreneurship in sports marketing
3. To educate the students to be an entrepreneurship in sports management organizations

SYLLABUS

Unit	Content	No. of Hours
I	Meaning and definition of entrepreneurship. Concept and characteristics of entrepreneurship. Need and importance of entrepreneurship. Understanding Sports Business industry.	12
II	Understanding the entrepreneurship process. Types of entrepreneurship. Risk and rewards in entrepreneurship. Leading sport companies and media channels.	12
III	Identifying the area of business. Understanding financial aspects of the business. Government and private organizations supporting entrepreneurs in India. Generating / arrangement funds for the business. <i>Self Study Portion*</i> : Sports Businesses and start-ups in India.	12
IV	Entrepreneurship in the sports goods /equipment. Entrepreneurship in sports wears.	12
V	Entrepreneurship in sports management / event management. Entrepreneurship in sports software / fitness / nutrition.	12

**Note: Questions may be asked from the Self-Study content for only CIA test (Mid and End semesters) and NOT for the external (Semester Examinations).*

Textbook:

1. Ferreira, João J. and Ratten, Vanessa (2017). *Sport Entrepreneurship and Innovation*. Eds Oxon: Taylor & Francis

B.Sc., Physical Education

- Ratten, Vanessa (2019). *Sport Entrepreneurship and Public Policy Building a New Approach to Policy-making for Sport*. Melbourne: Springer International Publishing.

References:

- Giuseppina Maria Cardella, Brizeida Raquel Hernández-Sánchez, and José Carlos Sánchez-García (2021). *Entrepreneurship and Sport: A Strategy for Social Inclusion and Change*. *Int J Environ Res Public Health*. May; 18(9): 4720
- Ratten, Vanessa (2018). *Sport Entrepreneurship - Developing and Sustaining an Entrepreneurial Sports Culture*, Melbourne: Springer International Publishing.
- Ratten, Vanessa(2020).*Sport Entrepreneurship - An Economic, Social and Sustainability Perspective*. Eds. Bingley: Emerald Publishing Limited.
- Smith, David (2017). *Sports Entrepreneur: A Guide to Bring Your Sports Product or Service Business Idea to Life*, London: B180 Basketball, Inc.

Web resources:

- https://www.researchgate.net/publication/264711034_Sports_Entrepreneurship_Challenges_and_Directions_for_Future_Research
- https://img0cf.b8cdn.com/images/course/84/70772784_1608302381.pdf
- https://fitpublishing.com/sites/default/files/excerpt_sportsentrepreneurship.pdf
- <http://licehm.org/upload/9219ED0314051.pdf>

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	attained knowledge on the fundamental of entrepreneurship.	K2
CO2	provided the basic of types of entrepreneurship.	K2
CO3	studied the concept of business in detail.	K4
CO4	given fair idea about entrepreneurship in the sports goods.	K3,K6
CO5	educated on entrepreneurship in sports management.	K2,K3

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	2	3	3	2
CO2	2	2	2	3	2	3	3
CO3	1	3	3	2	3	2	1
CO4	3	2	2	3	2	3	3
CO5	2	3	3	2	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
IV	23U4PEC5	Theories of Major Games	4	4

Nature of the course

Employability oriented	✓	Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	✓
Addresses human values			

Course Objectives

The main objectives of this course are to:

- | | |
|---|--|
| 1 | To Study the unique history of each games. |
| 2 | To become familiar with the rules and regulations and their interpretations. |
| 3 | To practice the fundamental skills and its techniques in order to win the match. |

SYLLABUS

Unit	Content	No. of Hours
I	Origin and development - Basketball, Cricket, Football, Handball, Hockey, Volleyball, Tennis and Kabaddi.	12
II	Layout & markings of field / court - Basketball, Cricket, Football, Handball, Hockey, Volleyball, Tennis and Kabaddi.	12
III	Fundamentals skills of the games – Technical skills offensive & Defensive skills - lead – up games Tactics and specific condition drills- Basketball, Cricket, Football, Handball, Hockey, Volleyball, Tennis and Kabaddi.	12
IV	Rules and their interpretations, Duties of officials – official signals, system of officiating, score sheet - Basketball, Cricket, Football, Handball, Hockey, Volleyball, Tennis and Kabaddi.	12
V	International, national and state level sports bodies. International Olympic committee, Indian Olympic association. Organisational setup of various sports bodies. <i>Self Study Portion*</i> : Tournament, Competition and Various committees involved in organizing tournament.	12

**Note: Questions may be asked from the Self-Study content for only CIA test (Mid and End semesters) and NOT for the external (Semester Examinations).*

Textbook:

- Kalpna Sharma, (2018) Rules of Games and Sports. Khel Sahitya Kendra, New Delhi.*
- Goel. R. G, (2000) "Encyclopedia of sports and games," Vikas publishing house Pvt., Ltd., Delhi.*
- Pradeep K Biswal, (2017) Theory of Sports and Games, Sports Publication, New Delhi.*

References:

- Aneja O.P, (2016) How to Play Basketball, Sports Publications, New Delhi.*
- Core, R.H.,(1988) Teaching Volleyball, Surjeet Publications, Delhi.*

B.Sc., Physical Education

3. Wallis Myers A, (2006) *Teaching & Coaching Lawn Tennis*, Sports Publication, New Delhi.
4. Subhash Kumar (2006) *Badminton Skills & Techniques*, Khel Sahitya Kendra, New Delhi.
5. Mariayya P & Alagesan S, (2007) *Kabaddi Games*, Teacher Publishing House, 2007.
6. Thompson, William, (1996). *Teaching Soccer*. Delhi: Surjeet Publications.
7. Wein, Horts, (1979) *The Science of Hockey*. London: Pelham Books.
8. Tyson Frank (1985) “*The Cricket Coaching Manual*”, Rupa & Co, Calcutta.
9. Deepak Jain, (2016) *How to Play Handball*, Sports Publications, New Delhi.
10. Perinbaraj, S.B., & et al. (2009). *Play field: Dimensions and its requirements*, Karaikudi: Vinis publication.

Web resources:

1. <https://www.fiba.basketball/>
2. <https://www.fivb.com/en/volleyball>
3. <https://www.itftennis.com/en/growing-the-game/officiating/>
4. <https://corporate.bwfbadminton.com/statutes/#1513733528967-47d667b6-0737>
5. <http://www.indiankabaddi.org/rules-of-kabaddi.html>
6. <https://www.fifa.com/technical>
7. <https://www.fih.hockey/about-fih/official-documents/rules-of-hockey>
8. <https://www.icc-cricket.com/>
9. <https://www.ihf.info/regulations-team-types/355>

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Attained knowledge on the history of selected major games.	K2
CO2	Learned the layout and marking of court / field of the selected major games.	K1, K2
CO3	Studies the rules / laws and their interpretation in the selected games.	K2
CO4	Understood the mechanics of officiating in selected major games.	K2
CO5	Gained knowledge on organizational set-up in the selected games.	K2, K3

Cognitive Level: **K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** – Evaluate; **K6** – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	2	3	2
CO2	3	2	3	3	3	3	3
CO3	2	1	3	2	3	3	2
CO4	3	3	2	3	2	1	3
CO5	2	3	2	1	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
IV	23U4PEA4	Allied – Sports Psychology and Sociology	4	3

Nature of the course

Employability oriented		Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	√	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values	√		

Course Objectives

The main objectives of this course are to:

1	To understand the influences of psychological factors in physical education and sports.
2	To develop an understanding of the concept of individual difference and its importance in physical education and sports.
3	To understand the role of sports psychology for better performance.

SYLLABUS

Unit	Content	No. of Hours
I	Meaning, nature and scope of Sports Psychology - Importance of Sports Psychology – types of Sports Psychology. Historical evolution of Sports Psychology. Relevance of Sports Psychology in Physical Education and coaching. Psychological factors affecting sports performance.	12
II	Meaning, nature and definition of personality. Theories of personality in sports. Dimensions of personality and development of personality. Measuring the personality.	12
III	Definition of motivation: Types of motivation - Factors influencing motivation - Motivational techniques and sports performance. Meaning, nature and principles of learning, types of learning. Laws of learning, transfer of learning. Factors affecting learning. Learning curve. Plateau.	12
IV	Meaning, Scope and 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.	12
V	Meaning and Definition of leadership – Types of leadership - Qualities of a Leader - Need & Importance of leadership in Physical Education & Sports. Self Study Portion*: Psychological preparation for competition, long term psychological preparation, short term psychological preparation.	12

**Note: Questions may be asked from the Self-Study content for only CIA test (Mid and End semesters) and NOT for the external (Semester Examinations).*

Textbook:

1. Jain. (2002), *Sports Sociology*, Heal Sahety Kendre Publishers.
2. John D.Lauther (1998) *Sports Psychology*. Englewood, Prentice Hall.

References:

1. Aldermen, A.B. (1974) "Psychology Behavior in Sports", W.B. Saunders Company.
2. Cratty B.J., (1973) "Psychology in Contemporary Sports", Prentice Hall inc, Englewood Cliff.
3. Rane J.E., (1972) "Psychological Aspects of Physical Education and Sports" London Routledge and Keganpan.
4. John D Lauther (2000) Psychology of Coaching. Ner Jersey: Prenticce Hall Inc.
5. Richard, J. Crisp. (2000) Essential Social Psychology. Sage Publications.
6. Robert N. Singer(2001) Motor Learning and Human Performance. NewYork: The Macmillan Co.
7. Whiting, K, Karman.,. Hendry L.B & Jones M.G..(1999) Personality and Performance in Physical Education and Sports. London:

Web resources:

1. https://www.researchgate.net/publication/353285352_Sports_Psychology_and_its_need_in_India
2. <http://www.sipew.org/questions2020/CC-303.pdf>
3. <https://ggu.ac.in/gguold/download/B.R.%20R%20awte%20-%20Sports%20Psychology.pdf>
4. <https://research.usq.edu.au/download/eda7912720769952c20ff3693ceb703c1b663d47a0f7ca5e1e3fc67edcc7a838/1221825/DocTerry.pdf>
5. <https://gacbe.ac.in/pdf/ematerial/18MPS45E-U1.pdf>

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	understood the fundamentals about sports psychology.	K2, K3
CO2	studied the various dimensions and theories of personality.	K1, K2
CO3	learned the basics of motivation and learning.	K2
CO4	gained knowledge about nature, importance and scope of sports sociology.	K3
CO5	attained knowledge on the qualities and types of leadership.	K1, K2

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3	1	2	2	2	3
CO2	2	2	3	3	3	3	1
CO3	3	3	3	2	3	2	3
CO4	3	2	1	3	2	1	2
CO5	2	3	2	1	2	2	2

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
III & IV	23U4PEAP2	Allied Practical – Mass Demonstration Activities (NS)	2 + 6	3

Nature of the course

Employability oriented	✓	Relevant to local need	✓
Entrepreneurship oriented		Relevant to regional need	✓
Skill development oriented	✓	Relevant to national need	✓
Addresses gender sensitization		Relevant to global development need	✓
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values			

Course Objectives

The main objectives of this course are to:

4.	To provide fundamental practical knowledge on calisthenics and marching.
5.	To teach the light apparatus activities such as Indian clubs, wands, hoops and dumbbells.
6.	To study the basics of pyramid, aerobic and gymnastics practically.

SYLLABUS

Unit	Content	No. of Hours
I	Callisthenics exercises - with verbal command, drum and music (2, 4, 8, 16 & 32 counts).	05+18
II	Marching: Stationary marching (On the spot) - Quick march and halt. Marching with salute. Marching with above-turn.	05+18
III	Light apparatus exercises - with verbal command, drum and music (2, 4, 8, 16 & 32 counts) - Indian Clubs and Wands. Standing Exercise, Jumping Exercise, Moving Exercise and combination of these exercises with wands and Indian clubs.	05+18
IV	Light apparatus exercises - with verbal command, drum and music (2, 4, 8 16 & 32 counts) – Hoops and Dumb bells. Standing Exercise, Jumping Exercise, Moving Exercise and combination of these exercises with Hoops and Dumb bells.	05+18
V	Formation of Pyramid. Aerobics with and without music / equipment.	05+18

Textbook:

3. Athichan, A, et. al., (2007) *Hand book of Indigenous activities*. Karaikudi: Vinsi publication.
4. Tirunaryanan, C and Hariharan. S, (1993) *Methods in Physical Education*. Karaikudi: South India Press.

References:

6. Mathew, Thomas., (2009). *150 Minor Games*. Karaikudi: Vinsi publication.

B.Sc., Physical Education

7. Lawrence, Debbie. (1999). *Exercise to music*. London: A& C Black publishers.
8. Perinbaraj, Bevinson. S. (2006). *Methods in Physical Education*. Karaikudi: Vinsi publication.
9. Sheela kumar, S. et. al. (2009). *Fitness, Aerobics and Gym Operations*. New Delhi: Khel Sathiya Kendra Publication.
10. Thomas, J.P., (1969). *Physical Education Lesson*. Madras: Gnanodya press.

Web resources:

2. https://books.google.co.in/books/about/Teaching_with_Rhythm_and_Rhyme.html?id=Tv3hCgAAQBAJ&redir_esc=y

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Provided the practice in calisthenics exercises.	K2
CO2	Learned the marching practically.	K1, K2
CO3	Attained practical knowledge on Indian clubs and wands exercises.	K3, K4
CO4	Gained knowledge of hoops and dumb bells.	K4, K5
CO5	Studied the pyramid and aerobic practically.	K2, K3

Cognitive Level: **K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	2	2	1
CO2	2	2	3	3	3	3	3
CO3	3	3	3	1	3	2	2
CO4	1	3	3	3	2	1	2
CO5	2	3	2	1	2	2	3

3 - Strongly Correlated; **2** - Moderately Correlated;
1 - Weakly Correlated; **0** - No correlation.

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
IV	23U4PESEC1	Skill Enhancement Course - Digital Literacy in Physical Education	2	2

Nature of the course

Employability oriented		Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	√	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values			

Course Objectives

The main objectives of this course are to:

- | |
|--|
| <ol style="list-style-type: none"> 1. To gain knowledge of the application of Computer in Physical Education. 2. To understand Application of Software used in Physical Education and sports. 3. To understand the need and importance of Communication Technology (ICT). |
|--|

SYLLABUS

Unit	Content	No. of Hours
I	Applications of Computers in Physical Education. Concepts of Software and hardware. Concept of Computing, Data and Information. Introduction to Internet and World Wide Web. E-mail, Mail attachment, Downloading, Chat, Website. Search Engines. Online & offline e-resources. e-journal, e-book, e-library, data base. Application of internet in Physical Education & Sports.	15
II	Introduction to Word document, spread sheet and PDF. Getting start with Microsoft Word and Excel. Creating, saving and open a document / spreadsheet. Formatting and editing features. MS Power point: Introduction to Ms power point – Introduction to Microsoft Power Point – Getting start with Microsoft Power Point - Creating, Saving and opening a PPT. file – Format and editing features, slide show, design, inserting slide number, picture, graph, table. Self Study Portion*: Preparation of Bio-data. Basic statistical analysis through excel. Preparation PPT.	15

***Note:** Questions may be asked from the **Self-Study** content for only CIA test (Mid and End semesters) and **NOT** for the external (Semester Examinations).

Textbook:

1. Deitel.H.M., Deital, P.J. and Goldberg, A.B. (2005) *Internet & World Wide Web How to program (3 Ed)* New Delhi: Prentice Hall India Private Limited.
2. Irtegov, D. (2004). *Operating system fundamentals. Firewall Media.*

B.Sc., Physical Education

3. Marilyn, M. & Roberta, B.(n.d.).Computers in your future. 2nd edition, India: Prentice Hall.

References:

1. Milke, M.(2007). Absolute beginner's guide to computer basics. Pearson Education Asia.
2. Rajasekar. S. (2005) Computer Education and Educational Computing, Hyderabad: Neel Kamal Publications
3. Sinha, P. K. & Sinha, P. (n.d.).Computer fundamentals. 4th edition, BPB Publication.
4. Snell, Ned., (1998) Sams Teach Yourself The Internet Starter kit in 24 hours. New Delhi: Techmedia.

Web resources:

1. <https://gyansanchay.csjmu.ac.in/cc-302-computer-applications-in-physical-education/>
2. <http://www.freebookcentre.net/ComputerScience-Books-Download/Introduction-to-Computer-Science.html>

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	provided the basic knowledge of Computer and ICT.	K1, K2
CO2	learned about software and hardware.	K2
CO3	understood the fundamentals of internet and e-resources.	K2
CO4	given fair idea about MS word and excel.	K2
CO5	studied the presentation software	K2, K3

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	2	2	2
CO2	2	2	3	2	3	3	3
CO3	1	2	2	1	2	2	2
CO4	3	3	2	3	2	3	2
CO5	2	1	3	3	2	2	3

*3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.*

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
V	23U5PEC6	Methods in Physical Education	5	4

Nature of the course

Employability oriented		Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values			

Course Objectives

The main objectives of this course are to:

1. To learn the method of effective teaching and class control.
2. To study about the techniques of Presentation.
3. To study about class control and lesson plan.

SYLLABUS

Unit	Content	No. of Hours
I	Meaning and scope of teaching methods in physical education. Factors that influence methods of teaching in physical education, principle of teaching, learning by doing.	15
II	Introduction – Different methods of teaching physical activities, Teaching Aids – meaning purpose and criteria for audio – visual aids.	15
III	Introduction, principles of class Management, Factors influencing class management steps in class management, principles of lesson plan Types of lesson plan Advantages of lesson plan.	15
IV	Intramural - introduction, meaning of Intramural activities Advantages of Intramural activities, objectives of Intramural, organization of intramural. Extramural – Introduction meaning of Extramural, objectives of extramural activities. <i>Self Study Portion*</i> : principle of inter institutional competition..	15
V	Tournaments – introduction, meaning of tournament. Types of competition distribution of types, methods of drawing fixtures of knock – out tournament, round robin tournament, consolation tournament, combination tournament.	15

**Note: Questions may be asked from the Self-Study content for only CIA test (Mid and End semesters) and NOT for the external (Semester Examinations).*

Textbook:

1. Cosmin. H.Rosalind, C.& Jackson, C. (1960) *Methods in Physical Education*, London: W.B. Saunders Co.
2. Thirunarayanan, C. & Hariharan S, (1969) *Methods in Physical Education* Karaikudi: South India press.

References:

1. Kamalesh. M.L. and Sangral M.S. *Methods in Physical Education*, Prakash Brothers Ludhiyana.
2. Greyson Daughtrey, (1969) *Methods in Physical Education and Health for Secondary Schools*. London: W. B. Saunders Company.
3. Michael W. Metzler, (2000) *Instructional Models for Physical Education*. London: Allyn and Bacon.
4. Sachdeva, M.S, (1983) *Modern Approach to School Organization and Administration*, Ludhina: Parkash Brothers Educational Publisher.
5. Sharad Chandra Mishra, (2009) *Methods of Physical Education*. New Delhi: Sports Publication.

Web resources:

1. <https://ggu.ac.in/gguold/download/Dr.%20M.K.%20Singh%20%20TEACHING%20Methods%20in%20Phy.%20Edu..pdf>
2. https://www.academia.edu/48067372/Teaching_Methods_in_Teaching_Physical_Education
3. <https://pdfs.semanticscholar.org/0985/c0153643bafd15dc411a39bc280a9ecd22f9.pdf>

Pedagogy:Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	learn the types of presentation, techniques and technical preparations required for physical education lessons.	K1, K2
CO2	evaluate various teaching aids for conduct of physical education program.	K5
CO3	understand about the Intramural and extramural competition.	K2
CO4	organize the various level of competition.	K3, K4
CO5	construct the lesson plans for various physical education activities.	K3, K6

Cognitive Level: **K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** – Evaluate; **K6** – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	3	2	2
CO2	2	2	3	3	2	3	3
CO3	3	3	2	2	3	3	2
CO4	1	3	3	3	2	1	3
CO5	2	3	2	1	2	2	3

*3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.*

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
V	23U5PEC7	Officiating and Coaching	5	4

Nature of the course

Employability oriented	✓	Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values			

Course Objectives

The main objectives of this course are to:

<ol style="list-style-type: none"> 1. To understand basic concepts & principles of officiating and coaching of different sports. 2. To acquaint the students with the duties and responsibilities of officials and coaches. 3. To acquaint students with dimensions & actual markings of different play fields, courts & arenas.

SYLLABUS

Unit	Content	No. of Hours
I	Concept of officiating and coaching – importance and principles of officiating – Relation of official and coach with management, players and – measures of improving the standards of officiating and coaching.	15
II	Duties of coach in general, pre, during and post game – philosophy of coaching – Responsibilities of a coach on and off the field – psychology of competition and coaching.	15
III	Duties of official in general, pre, during and post game – Philosophy of officiating – mechanics of officiating – position, singles and movement – Ethicist of officiating.	15
IV	Qualities, and qualification of coach and official, Team manager – Eligibility rules of inter collegiate official, Team Manager – eligibility – integrity and values of sports. <i>Self Study Portion*</i> : Rules of inter collegiate and inter university tournament	15
V	General rules of selected indoor games (chess, carom, billiards, snooker), General rules of selected water games (Diving, water polo).	15

**Note: Questions may be asked from the Self-Study content for only CIA test (Mid and End semesters) and NOT for the external (Semester Examinations).*

Textbook:

1. Parmod Kumar Sethi, *Sports Coaching & Officiating*, Sports Publications, New Delhi, 2015.

References:

1. Bunn, J.W. (1972) *scientific principles of coaching*, Englewood cliffs N.J. Prentice Hall.
2. Bunn, J.W. (1968), *The art of officiating sports* Englewood cliff N.J. Prentice Hall.
3. Johnson, G.H. (1963) *The mechanics of Athletics*, London, University of London press Ltd.
4. Brar T.S, (2004) *Track and Field (Officiating Techniques)*, Friends Publications, 2004.

Web resources:

1. https://www.google.co.in/books/edition/Officiating_and_Coaching/kkfrDwAAQBAJ?hl=en&gbpv=1&dq=Officiating+and+Coaching+pdf&printsec=frontcover
2. https://www.google.co.in/books/edition/Sports_Officials_and_Officiating/GyWcBQAAQBAJ?hl=en&gbpv=1&dq=Officiating+and+Coaching+pdf&printsec=frontcover

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	understand the concept of officiating and coaching.	K2
CO2	describe the duties of coaches and officials.	K2
CO3	understand the ethics of coaching and officiating.	K2
CO4	realize the qualities of coach and officials.	K3, K4
CO5	apply the concept of coaching and officiating in various sports and games.	K3, K4

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	2	2	2
CO2	2	2	3	3	3	3	3
CO3	2	3	1	3	3	3	2
CO4	3	2	3	3	2	1	2
CO5	2	3	2	1	2	2	3

*3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.*

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
V	23U5PECP3	Core Practical - Major Games – I (Basket Ball, Volley Ball, Kabaddi, Tennis and Badminton)	6	4

Nature of the course

Employability oriented	✓	Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	✓
Addresses human values			

Course Objectives

The main objectives of this course are to:

1. To introduce students to basic & advanced skills of selected sports disciplines.
2. To understand on marking and interpretation of rules of selected sports disciplines.
3. To design and practice the new methods of technique and training.

SYLLABUS

Unit	Content	No. of Hours
I	Fundamentals and advance – skills, techniques, drills and lead-up games in Basketball, Volleyball, Kabaddi, Tennis and Badminton.	18
II	Assessment of playing ability / performance - Basketball, Volleyball, Kabaddi, Tennis and Badminton. Specific conditioning / training for above said sports disciplines. Team selection.	18
III	Basic requirements of courts. Dimensions, layout & markings of court - Basketball, Volleyball, Kabaddi, Tennis and Badminton.	18
IV	Rules/laws and interpretations, duties of the officials, official signals, system of officiating, equipment specifications and score sheet for selected sports disciplines.	18
V	Preparation of record for Basketball, Volleyball, Kabaddi, Tennis and Badminton. History, organisational set-up at International, national and state level sports bodies, skill, technique, tactics, major competitions for selected sports disciplines.	18

Textbook:

1. Pradeep K Biswal, (2017) *Theory of Sports and Games*, Sports Publication, New Delhi.
2. Kalpana Sharma, (2018) *Rules of Games and Sports*. Khel Sahitya Kendra, New Delhi.
3. Perinbaraj, S.B., & et al. (2009). *Play field: Dimensions and its requirements*, Karaikudi: Vinis publication.

References:

1. Aneja O.P, (2016) *How to Play Basketball*, Sports Publications, New Delhi.
2. Colberk A.L. (1966). *Modern Basketball - A Fundamental Analysis of Skills and Tactics*. London: Nicholas Kaya.
3. Dhanaraj, V. Hubert, (1991). *Volleyball – A Modern Approach*. Patiala: Sainsoris.
4. Core, R.H.,(1988) *Teaching Volleyball*, Surjeet Publications, Delhi.

B.Sc., Physical Education

5. Wallis Myers A, (2006) *Teaching & Coaching Lawn Tennis*, Sports Publication, New Delhi.
6. Jones, C.M. (1973) *Improving Your Tennis*, Faber and Faber Publications, London.
7. Subhash Kumar (2006) *Badminton Skills & Techniques*, Khel Sahitya Kendra, New Delhi.
8. Part, Davic (1979) *Better Badminton Learn in Your-self Book*. London: Orient Paper Books.
9. Mariayya P & Alagesan S, (2007) *Kabaddi Games*, Teacher Publishing House, 2007.
10. Rao, C. V. (1971). *Kabaddi*, Patiala, N.I.S. Publications.
11. Ashok.K, (1983) *Kabaddi*, A.P. Publishers, Sartaj Printing Press, Jalanthar.

Web resources:

1. https://www.tutorialspoint.com/volleyball/volleyball_tutorial.pdf
2. <https://www.fiba.basketball/>
3. <https://corporate.bwfbadminton.com/statutes/#1513733528967-47d667b6-0737>
4. <https://www.itftennis.com/en/growing-the-game/officiating/>
5. https://www.tutorialspoint.com/kabaddi/kabaddi_tutorial.pdf

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	learned fundamental and advance skills involved in selected sports practically.	K1, K2
CO2	studied the playing ability /performance in selected sports.	K2
CO3	understood the marking of selected sports.	K2
CO4	attained knowledge of rules and regulation related to selected sports.	K2, K3
CO5	gained the basic knowledge on state, national and international level governing bodies of selected sports.	K4, K5

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	2	3	2
CO2	3	2	3	3	3	3	3
CO3	2	1	3	2	3	3	2
CO4	3	3	2	3	2	1	3
CO5	2	3	2	1	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 - No correlation.

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
V	23U5PEEL1A	Major Elective – I Sports Nutrition	4	3

Nature of the course

Employability oriented	✓	Relevant to local need	✓
Entrepreneurship oriented		Relevant to regional need	✓
Skill development oriented	✓	Relevant to national need	✓
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values			

Course Objectives

The main objectives of this course are to:

1. To know the basic guidelines of nutrition & performance enhancements.
2. To know about role of foods and Nutrition in sports performance.
3. To understand about obesity, overweight and techniques in nutrition assessment.

SYLLABUS

Unit	Content	No. of Hours
I	Introduction to sports nutrition, Meaning, Definition, Need and Importance, Role of nutrition in the field of sports. Basic nutrients, Nutrient recommendations (RDA, DRI, DV, AI, EAR) Nutritious diet, Diet planning and Food guide pyramid.	12
II	Introduction, key terms associated with carbohydrates, proteins, fats, classifications of carbohydrates, proteins, fats, functions of carbohydrates, proteins, fats, sources of carbohydrates, proteins, fats, Utilization during exercise, consumption of carbohydrates.	12
III	Introduction, key terms associated with vitamins and minerals, classifications of vitamins and minerals, vitamins and minerals for performance, Introduction to water, Fluid needs during physical activity. Temperature regulation, Heat strokes, causes for heat stroke, exercise in heat and heat disorders. <i>Self Study Portion*</i> : Role of pre, during and post exercise hydration.	12
IV	Introduction, key terms, Meaning, Definitions, Types of ergogenics aids (pharmacological and physiological agents), Doping, Dietary supplements and nutritional ergogenics commonly used by endurance athletes, Strength and power athletes, Team sports, Female athlete tirades, Disordered eating, Amenorrhea, Osteoporosis.	12
V	Using proteins and amino acids for building muscles, Balanced diet, Consumption recommendations, Role of vitamins and minerals supplements, Role of sports drinks for performance, Diet before, During and after training and competitions (pre game meal).	12

**Note: Questions may be asked from the Self-Study content for only CIA test (Mid and End semesters) and NOT for the external (Semester Examinations).*

Textbook:

1. *Srilakshmi, B. (2012) Nutrition science. Delhi: New Age International (p) Limited Publishers.*
2. *Satyanarayana V, (2018) Sports Nutrition & Weigh Management, Sports Publication, New Delhi, 2018.*

References:

1. *Pande P.K. and L.C. Gupta, (1987) Putline of sports Medicine : Jaypee Brothers New Delhi.*
2. *Goeswami Shashikant, (1996) Nutrition for sports “SAIONSNIS” Patiala.*
3. *Cullrley s and Mark (1990). The Natural Guide to Good Health, Supreme publishing, Lafayette, Louisiana.*
4. *Peter Maud and Carl Foster (2005). Physiological Assessment of human fitness – 2nd Edition.*
5. *Bessesen, D.H. (2008). Update on obesity. J Clin Endocrinol Metab.93 (6), 2027-2034.*
6. *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.*

Web resources:

1. <https://old.amu.ac.in/emp/studym/100006521.pdf>
2. https://samples.jbpub.com/9781284036695/9781449690045_ch01_pass03.pdf
3. <https://edurev.in/t/164452/Sports-and-Nutrition-Physical-Education-Revision-N>
4. <https://ncert.nic.in/textbook/pdf/kehe103.pdf>

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	understand the concept of sports Nutrition.	K1
CO2	realize the importance of nutrients and healthy diet for physical performance.	K2
CO3	understand the health risks factors associated with obesity.	K2
CO4	design different diet plan for different age group in accordance with sports performances.	K3, K4
CO5	identify proper hydration principles and discuss the importance of hydration for physical performance.	K5

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO	PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		3	3	1	2	2	2	3
CO2		2	2	3	2	3	3	3
CO3		1	2	3	3	1	2	2
CO4		3	3	2	3	2	1	2
CO5		2	1	2	2	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
V	23U5PEEL1B	Major Elective – I Talent identification.	4	3

Nature of the course

Employability oriented		Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values			

Course Objectives

The main objectives of this course are to:

<ol style="list-style-type: none"> 1. To know the procedure of talent identification methods 2. To know the adaptation methods to particular sports 3. To assess the performance with specific tools

SYLLABUS

Unit	Content	No. of Hours
I	Introduction, Meaning, Concept and scope of talent identification in sports - Need and Importance of talent identification - Principles of talent identification - Scope of Talent identification - Role of Physical Education teacher / coach in talent identification.	12
II	Genetics and Environment and their role in sports performance. Body types and their relation to sports.	12
III	Meaning and Definition of anthropometry and kinanthropometry. Relation between kinanthropometry and anthropometry. Applications of kinanthropometry. Relevance of Kinanthropometry in Physical Education and research.	12
IV	Anthropometric Measurements: Method of Measuring Height: Standing Height, Sitting Height. Methods of measuring weight. Length measurement - Leg length - Upper leg length - Lower leg length.	12
V	Method of measuring diameters / circumference: Arm, Waist, Hip, Thigh. Skeletal Diameters - Knee Diameters - Ankle Diameter. Self Study Portion*: Method of measuring Body Girths: Body Girths - Calf girth - Thigh Girths - Hip Girths.	12

Note: Questions may be asked from the **Self-Study content for only CIA test (Mid and End semesters) and **NOT** for the external (Semester Examinations).*

Textbook:

1. *Bartmus U, Neumann E, de Marées H. (1987) The talent problem in sports. Int J Sports Med.; 8 (6): 415–6.*
2. *James A. P. Day. (1986). Perspectives in Kinanthropometry. Virginia: Human Kinetics Publishers.*
3. *John Mclester & Peter St. Pierre. (2008). Applied Bio-Mechanics Concepts & Connections. Canada: Thomson Wadsworth.*

References:

1. Barron, H.M. & Mchee, R. (1997). *A Practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.
2. Kansal, D.K. (1996). *Test and measurement in sports and physical education*. New Delhi: D.V.S. Publications.
3. Russell K. (1989) *Athletic talent: from detection to perfection*. *Sci Period Res Technol Sport*; 9 (1): 1–6 Google Scholar
4. Williams AM, Reilly T. (2000) *Talent identification and development in soccer*. *J Sport Sci* ; 18 (9): 657–67.
5. Harminder Singh Sodhi & L. S. Sidhu. (1984). *Physique and Selection of Sportsmen: A Kinanthropometric Study*. Punjab: Punjab Publishing House.

Web resources:

1. <https://kheloindia.gov.in/uploads/talent-identification-protocols-1622101420.pdf>
2. <https://engineeringinterviewquestions.com/what-are-the-ways-of-talent-identification-in-sports/>
3. <https://www.napier.ac.uk/~media/worktribe/output-269890/academicreviewpdf.pdf>
4. https://era.ed.ac.uk/bitstream/handle/1842/1952/Abbott_thesis.pdf?sequence=1
5. https://www.researchgate.net/publication/230622681_Talent_Identification_and_Specialization_in_Sport_an_Overview_of_some_Unsolved_Questions

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	oriented with the inherited signs and symptoms of talent identification.	K2
CO2	make one adept for excellence in a particular sports.	K1, K2
CO3	quantify those signs and symptoms through specific tools and techniques.	K2, K3
CO4	find proper technique to evaluate the individual performance.	K3, K5
CO5	guide the individual to that sports activity for which his/her physique is best suited.	K2, K3

Cognitive Level: **K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	2	2	3
CO2	2	3	3	2	3	3	3
CO3	1	2	3	3	2	2	1
CO4	3	3	2	3	3	2	2
CO5	2	1	3	2	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
V	23U5PEEL2A	Major Elective –II Research Methods and Elementary Statistics	4	3

Nature of the course

Employability oriented		Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	√	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values			

Course Objectives

The main objectives of this course are to:

<ol style="list-style-type: none"> 1. To study the basic knowledge of research in physical education. 2. To know the fundamentals concept of statistics. 3. To analyse an event or process or phenomenon to identify the cause and effect relationship.
--

SYLLABUS

Unit	Content	No. of Hours
I	Meaning and definition of Research. Need and Importance of Physical Education and Sports. Classification and Methods of Research. Meaning of Hypothesis – formulation of Hypothesis – Types of hypothesis.	12
II	Research Problem: Criteria for selecting and locating research problem. Sampling: meaning of sample- types of sample. Research design: meaning – need of research design. Related Literature Self Study Portion*: Need of related literature in research.	12
III	Meaning and definition of statistics. Need and Importance of Statistics in Physical Education – Types of statistics. Data - Quantitative and qualitative data.	12
IV	Frequency Distribution. Meaning of the Measures of Central tendency. Uses of measures of central tendency in Physical Education. Meaning and definition of Mean, Median and Mode. Computation of mean, median and mode for ungrouped data and discrete data.	12
V	Meaning of measures of variability. Uses of measures of variability in Physical Education. Meaning and definition of Range, Quartile deviation, Average deviation and Standard deviation. Computation of Measures of Variability: Range, Quartile deviation, Average deviation and Standard deviation.	12

Note: Questions may be asked from the **Self-Study content for only CIA test (Mid and End semesters) and **NOT** for the external (Semester Examinations).*

Textbook:

1. Clarke, David H. and Clake H.N. Hares. (1986). *Research Process in Health Education Physical Education and Recreation*. Englewood Cliffs, New Jersey, Prentice Hall, Inc.

B.Sc., Physical Education

2. Rothstein, Anne., L. (1985) *Research Design and Statistics for Physical Education*. New Jersey: Prentice Hall.

References:

1. Diane, C., Blankenship. (2010). *Applied Research and Evaluation Methods in Recreation*. Champaign: Human kinetics.
2. Gupta, (1982) *Advanced Practical Statistics*. New Delhi : Chand & Co.
3. Jerry, R., Thomas, Jack, K., Nelson & Stephen, J., Silverman. (2010). *Research methods in Physical Activity*. Sixth Edition. Champaign: Human Kinetics.
4. Shaw, Dhananjay (2007). *Fundamental statistics in Physical Education & Sports sciences*, New Delhi: sports publication.
5. Wilks, S.S., (1984) *Elementary Statistical Analysis*. Calcutta: IBH publishing Co.

Web resources:

1. https://www.google.co.in/books/edition/Research_and_Statistics_in_Physical_Educ/myXsDwAAQBAJ?hl=en

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Understand the basic of research in physical education.	K1
CO2	Classify the various statistical methods used in physical education.	K2
CO3	Describe the research methods in physical education.	K2, K3
CO4	Identify various sources of information for literature review and data collection.	K3
CO5	Understand statistical models used in physical education and sports.	K2, K3

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

PSO \ CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	2	2	3	2	3
CO2	3	2	3	3	2	3	2
CO3	2	3	3	2	2	2	3
CO4	3	2	2	1	3	3	2
CO5	3	1	3	2	2	2	3

*3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.*

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
V	23U5PEEL2B	Major Elective –II Sports Medicine	4	3

Nature of the course

Employability oriented		Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values			

Course Objectives

The main objectives of this course are to:

- | | |
|----|--|
| 1. | To study the concept of sports medicine. |
| 2. | To study the role of sports medicine for sports performance. |
| 3. | To understand the adverse effects of doping in sports and various technique for relaxation of sports person. |

SYLLABUS

Unit	Content	No. of Hours
I	Introduction of the terms sports medicine – definition - aim and objectives, need and importance of sports medicine. Preventive – curative & rehabilitative aspects of sports medicine	12
II	Athletic injury and management – causes, sign and symptoms – immediate management of head injuries, shoulder injuries, arm, wrist, elbow joint, knee, thigh, lower leg, ankle and foot injuries.	12
III	Rehabilitation: Meaning and definition of physical rehabilitation – goal of rehabilitation – various stages of rehabilitation – neck, shoulder, arm, elbow, wrist, hand, hip, thigh, knee, ankle and foot.	12
IV	Role of physiotherapy in injury management classification of massage manipulation. Physiological effect of various types of massage.	12
V	Thermotherapy – contrast path, whirlpool path, hot water and vapor bath. – Electrotherapy – infrared radiation – ultra violet – short wave diathermy – micro wave diathermy - ultrasound - electrical stimulator – TENS. <i>Self Study Portion*</i> : Cryotherapy – ice and cold water, ice pack, ice massage and cold compression.	12

**Note: Questions may be asked from the Self-Study content for only CIA test (Mid and End semesters) and NOT for the external (Semester Examinations).*

Textbook:

1. Steven Roy..& Richard Irvin. (1983) *Sports Medicine*. New Prentice hall.
2. Pande P.K. and L.C, Gupta, (1987) *Outline of Sports Medicine: Jaypee Brothers, New Delhi.*

References:

1. Starkey, Chad (1990) *Therapeutic Modalities of Athletic trainers*, F.A. Davis Company, Philadelphia.
2. Sundararajan, *Sports Medical Lectures: Rosan Publication, Chennai.*
3. Edward Donald, *Physiotherapy Occupations Therapy and gymnastics*, London.
4. St. John Ambulance, etc., (1997) *First Aid Manual: St. John Ambulance, London.*

Web resources:

2. https://clubalthea.files.wordpress.com/2014/10/sports_medicine_handbook_4th_edition_marc_h_31_2011.pdf
3. https://www.researchgate.net/publication/346075224_The_role_of_sports_medicine_in_Physical_Education
4. <http://bcas.du.ac.in/wp-content/uploads/2020/04/Physical-Education-GE-4-C-2Pawan-Dabas.pdf>

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	understand the objectives of sports medicine.	K1
CO2	analyze preventive and curative aspect of sports injuries.	K2
CO3	understand the concept of rehabilitation exercise in post injury care.	K2, K3
CO4	realize difference therapeutic exercises.	K3
CO5	understand the concepts Sports injuries, their prevention, management and rehabilitation	K2, K3

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	3	2	3
CO2	3	1	3	3	3	3	3
CO3	2	3	2	3	2	2	1
CO4	3	2	2	1	3	3	2
CO5	1	1	3	2	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
V	23U5PENME	Non Major Elective – Science of Yoga	2	2

Nature of the course

Employability oriented	✓	Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	✓
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values	✓		

Course Objectives

The main objectives of this course are to:

1.	To understand the fundamental concepts of yogic practices.
2.	To provide the knowledge and understanding the importance's of yoga in daily life.
3.	To become familiar Classify and Identify the Yogic practices and Asana's values.

SYLLABUS

Unit	Content	No. of Hours
I	Meaning and definition of Yoga. Aim and objectives of yoga. Historical background of yoga. Types of yoga: Bhakthi yoga, Jnana Yoga, Karma Yoga, Kundalini Yoga, Mantra Yoga, Hatha Yoga, Raja Yoga. Principles of practicing – Asana / Prayamana / Meditation / Kriya. Contributions of Patanjali and Thirumular to Yoga. Eight limbs of Yoga: Yama, Niyama, Asana, Pranayama, Pratyhara, Dharana, Dhyana & Samathi. <i>Self Study Portion*</i> : International day of Yoga Protocol	15
II	Yogic technique, methods & benefits – Asana: Relaxative asanas – Shanthiasana. Meditative asanas: Padmasana, Vajrasasna, Sukhasana. Cultural asanas – Bhujangasana, Salabhasana, Dhanurasana, Pascimotanasana, Vakrasana, Artha Matsyendrasana, Yogamudra, Viparitararani, Sarvangasana, Halasana, Mayurasana, Sirsasana, Chakrasana & Suryanamaskar. Pranayama: Nadi Suddhi, Nadi Shodhana, Surya Bhedana, Bhastrika, Ujjayi, Bhrumari, Sitali, Sitkari. Meditation: Transcendental Meditation, Buddhist Meditation, Zen Meditation.	15

Note: Questions may be asked from the **Self-Study content for only CIA test (Mid and End semesters) and **NOT** for the external (Semester Examinations).*

Textbook:

1. Author's guide, (2003). *Yoga – The Science of Holistic living*. Chennai: Vivekananda Kendra Prakashana trust
2. Bhowmil, Sanjib kumar. (2012). *A text book on Yoga and Health*. Delhi: Sports publication.
3. Gharote, M.L. &Ganguly, H. (1988). *Teaching methods for yogic practices*. Lonawala: Kaivalayadhama.

References:

1. Brown, F. Y. (2000). *How to Use Yoga*. Delhi: Sports Publication.

B.Sc., Physical Education

2. Shankar, G. (1998). *Holistic Approach of Yoga*. New Delhi: Aditya Publishers.
3. Shekar, K. C. (2003). *Yoga for Health*. Delhi: Khel Sahitya Kendra.
4. Moorthy, A.M & Alagesan. S. (2004). *Yoga Therapy*. Coimbatore: Teachers Publication House.
5. Iyengar, B. K. S. (2000). *Light on Yoga*. New Delhi: Harper Collins Publishers.
6. Swami Kuvalayananda. (1998). *Asanas*. Lonavala: Kaivalyadhama.
7. Swami Satyananda Sarasvati. (1989). *Asana Pranayama Mudra Bandha*. Munger: Bihar School of Yoga.
8. Tiwari. O.P. (1998). *Asanas-Why and How*. Lonavala: Kaivalyadhama.

Web resources:

1. https://www.yogastudies.org/wp-content/uploads/Science_of_Yoga-Taimni.pdf
2. www.ayush.gov.in
3. www.yogamdniy.nic.in

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	understood the fundamental concepts of yogic practices.	K1, K2
CO2	studied the limbs and types of yoga.	K1
CO3	gained knowledge on various classification of asanas.	K2, K3
CO4	learned the basics of pranayamas and meditation techniques.	K3
CO5	acquired the knowledge of impact of yoga on selected systems in the human body.	K3

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	2	2	2
CO2	2	2	3	3	2	3	3
CO3	3	3	2	3	3	3	2
CO4	1	3	3	3	2	1	2
CO5	2	3	2	1	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
VI	23U6PEC9	Sports Training	5	4

Nature of the course

Employability oriented	✓	Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	✓
Addresses human values			

Course Objectives

The main objectives of this course are to:

<ol style="list-style-type: none"> 1. To understand the concept, principles and forms of sports training. 2. To develop methods of training for all of the fitness components. 3. To develop the technical, tactical training methods and influencing training programme.
--

SYLLABUS

Unit	Content	No. of Hours
I	Aim and Objectives of Sports training - Principles & Characteristics of Sports Training. Load, Recovery, Intensity, Density, Duration and Frequency. Optimum Load -Over Load, Fatigue - causes, symptoms and remedial measures.	15
II	Principles of training concern to fitness & sports - Types of different training method - Circuit training - Fartlek training - Interval training - Weight training – Plyometric training. Muscle Contraction - Isometric, Isotonic, Isokinetic.	15
III	Definition, importance, classification & methods of development - Strength – Endurance – Speed –Flexibility – Co-ordinative abilities.	15
IV	Technique: Meaning, definition and importance - Stage of technical development, correction of faults - Methods of Technical training - Strategy & Tactics: Meaning and importance. Methods of Tactical training - Principles of attack & defence.	15
V	Meaning and importance of planning - Types of Plan: Short term, Medium term and long-term training programme. Periodisation: Meaning & importance - Types of Periodisation. Aim and content of periods. <i>Self Study Portion*</i> : Types of competition, preparation for competition, making a competition plan.	15

Note: Questions may be asked from the **Self-Study content for only CIA test (Mid and End semesters) and **NOT** for the external (Semester Examinations).*

Textbook:

1. Bompa, Tudor O. (1990). *Periodization theory and methodology of training. (4Ed) Champaign: Human Kinetics*
2. Harre, Dietrich, (ed). (1982) *Principles of sports training. Berlin. Sportverlag,*

B.Sc., Physical Education

3. *Hardayal Singh. (1995). Science of Sports training. New Delhi: D.V.S. Publications.*

References:

1. *Hardayal Singh. (1984). Sports Training, General Theory, and Methods. Patiala: NSNIS.*
2. *Dick, W. F. (1980). Sports Training Principles. London: Lepus Books.*
3. *Harre, D. (1982). Principles of Sports Training. Berlin: Sports verlag (sports press)*
4. *Jensen, R.C. & Fisher, A.G. (1979). Scientific Basis of Athletic Conditioning. Philadelphia: Lea and Fibiger, 2nd Edition.*
5. *Mathveyew, L.P. (1981). Fundamental of Sports Training. Moscow: Progress Publishers.*
6. *Uppal, A.K. (2009). Science of sports training. New Delhi: Publishers of books on physical education & sports sciences.*

Web resources:

1. http://bksp.portal.gov.bd/sites/default/files/files/bksp.portal.gov.bd/training/27d17ebe_8632_4668_8f4b_49c9736e2e00/Science%20of%20Sport%20%20Training%20%20-Book.pdf
2. <https://www.sssutms.co.in/cms/Areas/Website/Files/Link/EContent/Complete%20Guide%20to%20Sports%20Training.pdf>
3. <https://old.amu.ac.in/emp/studym/100017624.pdf>
4. <https://www.pdfdrive.com/sports-training-principles-an-introduction-to-sports-science-e199817843.html>

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	provided the basic knowledge in sports training and training load.	K1
CO2	understood the various training methods.	K2, K3
CO3	studied the basics of the motor components.	K4
CO4	learned the technical training and tactical training concept.	K3
CO5	understood the basics of planning and periodization in sports training.	K6

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	2	3	3	2
CO2	2	2	3	3	3	3	2
CO3	3	3	2	2	3	2	2
CO4	3	2	1	3	2	2	2
CO5	2	3	2	1	2	2	1

*3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 - No correlation.*

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
VI	23U6PEC10	Kinesiology and Sports Bio Mechanics	5	4

Nature of the course

Employability oriented		Relevant to local need	
Entrepreneurship oriented	✓	Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values			

Course Objectives

The main objectives of this course are to:

1. To study the nature and scope and importance of Kinesiology and Biomechanics in Physical Education & Sports.
2. To analyze the fundamental movements of joints in human body.
3. To gain knowledge of the application of mechanical principles to fundamental skills and sports techniques.

SYLLABUS

Unit	Content	No. of Hours
I	Definition & Meaning of Kinesiology & Sports Biomechanics - Scope - Need and importance of Sports Kinesiology and Biomechanics - Historical development of Kinesiology and Sports Biomechanics - Axis and planes of Motion. Self Study Portion*: Fundamental movements of the Joints	15
II	Involvement of various muscles during different fundamental and auxiliary movements of hip, knee, shoulder, elbow joint, shoulder girdle and trunk region. Origin, insertion and action of the muscles - Pectoralis major & Pectoralis minor - Deltoid – Trapezius - Biceps – Triceps – Rectus abdomen – Hamstring groups - Sartorius – Quadriceps groups and Gastrocnemius.	15
III	Definition & meaning - Distance, displacement, speed, velocity, acceleration due to gravity, inertia, mass, force, weight, momentum. Newton's law of motion - Law of Inertia, Law of acceleration, Law of action and reaction. Forms of motion - Linear, Angular and General motion.	15
IV	Definitions & meaning - angular distance, angular displacement, angular velocity, angular acceleration. Levers - Types of levers, Advantages of levers in sports movement. Definition of Centre of gravity and its importance.	15
V	Definition of forces, types of forces, internal and external forces, centripetal and centrifugal force. Biomechanical analysis of walking, running, jumping and throwing.	15

B.Sc., Physical Education

***Note:** Questions may be asked from the **Self-Study** content for only CIA test (Mid and End semesters) and **NOT** for the external (Semester Examinations).

Textbook:

1. Hay, J. (1993). *The Biomechanics of Sports Techniques*. New Jersey: Prentice Hall Inc.
2. Gladys, Scott., M. (2005). *Text book in Kinesiology*. New York: Warren's Books.

References:

1. Thompson. (1998). *Structural Kinesiology*. New York: McGraw-Hill.
2. Wells, Katherine F., and Kathryn, Luttgens. (1976). *Kinesiology the scientific basis of human motion*. Philadelphia: Saunders Company.
3. Peter, McGinnis. (2005). *Biomechanics of Sport and Exercise*. Champaign: Human Kinetics.
4. Shaw, Dhananjay., (1998). *Pedagogic Kinesiology*, Delhi: Sports publication.
5. Susan, J., Hall. (2004). *Basic Biomechanics*. New York: McGraw Hill Education.

Web resources:

1. https://www.researchgate.net/publication/15805385_KinesiologyBiomechanics_Perspectives_and_Trends
2. <https://www.selfstudys.com/sitepdfs/EtdKI8uz5wBTvEPqnuMT>
3. <https://framontmartins.files.wordpress.com/2016/09/basic-biomechanics-susan-hall-6th-edition1.pdf>
4. <https://somepomed.org/wp-content/uploads/2018/01/Joseph-Hamill-Biomechanical-Basis-of-Human-Movement.pdf>

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	understand the basics of kinesiology and sports biomechanics.	K2
CO2	given fair idea about the various origin, insertion and muscle action.	K1, K2
CO3	provided the basic concepts of linear kinematics and kinetics.	K2
CO4	studied the fundamentals aspects of levers and its types.	K2
CO5	gained knowledge about force and movement analysis.	K3, K4

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	2	3	3	2
CO2	2	2	2	3	2	3	3
CO3	1	3	3	2	3	2	1
CO4	3	1	2	3	2	1	2
CO5	2	3	3	1	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
VI	23U6PECP4	Practical - Major Games – II (Football, Hockey, Cricket and Handball)	6	4

Nature of the course

Employability oriented	✓	Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	✓
Addresses human values			

Course Objectives

The main objectives of this course are to:

1. To introduce students to basic & advanced skills of selected sports disciplines.
2. To understand on marking and interpretation of rules of selected sports disciplines.
3. To design and practice the new methods of technique and training.

SYLLABUS

Unit	Content	No. of Hours
I	Fundamentals and advance – skills, techniques, drills and lead-up games in Football, Hockey, Cricket and Handball.	18
II	Assessment of playing ability / performance - Football, Hockey, Cricket and Handball. Specific conditioning / training for above said sports disciplines. Team selection.	18
III	Basic requirements of courts. Dimensions, layout & markings of court - Football, Hockey, Cricket and Handball.	18
IV	Rules/laws and interpretations, duties of the officials, official signals, system of officiating, equipment specifications and score sheet for selected sports disciplines.	18
V	Preparation of record for Football, Hockey, Cricket and Handball. History, organisational set-up at International, national and state level sports bodies, skill, technique, tactics, major competitions for selected sports disciplines.	18

Textbook:

1. Pradeep K Biswal, *Theory of Sports and Games*, Sports Publication, New Delhi, 2017.
2. Kalpana Sharma, *Rules of Games and Sports*. Khel Sahitya Kendra, New Delhi, 2018.
3. Perinbaraj, S.B., & et al. (2009). *Play field: Dimensions and its requirements*, Karaikudi: Vinis publication.

References:

1. Thompson, William, (1996). *Teaching Soccer*. Delhi: Surjeet Publications.

B.Sc., Physical Education

2. Lal D.C, (2007) *Skills and Tactics Football*, Sports Publications, New Delhi.
3. Wein, Horts, (1979) *The Science of Hockey*. London: Pelham Books.
4. Monika Arora, (2005) *Hockey Coaching Manual*, Sports Publications, New Delhi.
5. Kutty S K, (2008) *Fielding Drills in Cricket*, Sports Publications, New Delhi.
6. Tyson Frank (1985) “*The Cricket Coaching Manual*”, Rupa & Co, Calcutta.
7. Deepak Jain, (2016) *How to Play Handball*, Sports Publications, New Delhi.
8. Lokesh Thane, (1996) *Handball Skills and Tactics*, Sports Publications, Hindustan Offset Press, Delhi.
9. Perinbaraj, S.B., & et al. (2009). *Play field: Dimensions and its requirements*, Karaikudi: Vinis publication.

Web resources:

1. https://www.tutorialspoint.com/football/football_tutorial.pdf
2. https://resources.finalsite.net/images/v1532877954/gordonschoolorg/kb9ga4eafx6vfwtxaoz/Essential_Soccer_Skills32491.pdf
3. <https://www.fih.hockey/about-fih/official-documents/rules-of-hockey>
4. <https://www.icc-cricket.com/>
5. <http://www.handball-planet.com/handball-book-from-the-begginer-to-top-player/>

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	learned fundamental and advance skills involved in selected sports practically.	K1, K2
CO2	studied the playing ability /performance in selected sports.	K2
CO3	understood the marking of selected sports.	K2
CO4	attained knowledge of rules and regulation related to selected sports.	K2, K3
CO5	gained the basic knowledge on state, national and international level governing bodies of selected sports.	K4, K5

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	2	3	2
CO2	3	2	3	3	3	3	3
CO3	2	1	3	2	3	3	2
CO4	3	3	2	3	2	1	3
CO5	2	3	2	1	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
VI	23U6PEEL3A	Major Elective –III Sports Journalism	5	3

Nature of the course

Employability oriented	✓	Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	✓
Addresses human values			

Course Objectives

The main objectives of this course are to:

<p>To study the importance of sports journalism and mass media for sports.</p> <p>To study the concepts of sports communications.</p> <p>To be aware of technique for highlighting the report and how to write the report for publishing in news Courses.</p>

SYLLABUS

Unit	Content	No. of Hours
I	Meaning and definition of journalism. Ethics of Journalism. Sports ethics and sportsmanship. Reporting sports events. National and International sports news agencies.	15
II	Concept of sports bulletin. Types of bulletin. Journalism and sports education. Structure of sports bulletin – compiling a bulletin. General news reporting and sports reporting.	15
III	Mass media in journalism: Radio and Television. Commentary – running commentary on the radio – Sports expert’s comments. Role of Advertisement in journalism. Sports Photography. Editing and publishing.	15
IV	Brief review of Olympic Games, Asian Games, Common Wealth Games, World Cup, National Games and Indian Traditional Games	15
V	Practical assignments to observe the matches and prepare report and news of the same. Visit to newspaper office and TV centre to know various department and their work. Self Study Portion* : Responsibilities of sports Journalists.	15

**Note: Questions may be asked from the Self-Study content for only CIA test (Mid and End semesters) and NOT for the external (Semester Examinations).*

Textbook:

- K. C. Thakur: Sports Journalism; Delhi.*
- Kathryn T Stofe: Sports Journalism: An Introduction to Reporting and Writing.*
- Phil Andrews: Sports Journalism: A Practical Introduction; Sage Publications.*

References:

- Athaja A.N. Theory and Practice of Journalism, Subject publication, New Delhi.*

B.Sc., Physical Education

2. Kamath, M.V., (1981) *Professional Journalism*, Vikas Publishing House Ltd., New Delhi.
3. Kumar, KJ. (2007) *Mass Communication in India*. Jaico. Mumbai.
4. Peter Hobley Davison, Rolf Meyerson, Edward shils (1978), *Mass media and mass Communication*, Somerset House Publisher.
5. Phil Andrews (2005), *Sports journalism: A Practical introduction*, SAGE Publisher, India.
6. Richard Craig (2005), *online journalism: Reporting, Writing and Editing for new Media*, Thomson/Wadsworth publisher, United States.

Web resources:

1. https://www.google.co.in/books/edition/Sports_Journalism_and_Mass_Media/JQ0tEAAAQBAJ?hl=en&gbpv=1&dq=Sports+Journalism+pdf&printsec=frontcover
2. https://www.google.co.in/books/edition/The_Essentials_of_Sports_Reporting_and_W/YhWOAgAAQBAJ?hl=en&gbpv=1&dq=Sports+Journalism+pdf&printsec=frontcover

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	created awareness about sports journalism.	K2
CO2	learned about sports bulletin.	K2
CO3	fair idea about mass media was given.	K1
CO4	attained the knowledge of report writing on sports.	K2
CO5	studied the working nature of media houses.	K2

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	2	2	3	3	2
CO2	2	2	3	3	2	3	3
CO3	3	3	2	2	3	3	2
CO4	3	1	2	3	3	2	1
CO5	1	3	3	1	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 - No correlation.

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
VI	23U6PEEL3B	Major Elective – III Adapted Physical Education and Sports	5	3

Nature of the course

Employability oriented	✓	Relevant to local need	✓
Entrepreneurship oriented		Relevant to regional need	✓
Skill development oriented	✓	Relevant to national need	✓
Addresses gender sensitization		Relevant to global development need	✓
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values			

Course Objectives

The main objectives of this course are to:

1. To acquaint to the concept of adapted physical education and its benefits for disabilities.
2. To acquire the knowledge about classification of disabilities.
3. To understand the movement skills, patterns & its development.

SYLLABUS

Unit	Content	No. of Hours
I	Meaning, Definition and importance of adapted physical education and sports. Purpose, aims and objectives of adapted physical education. <i>Self Study Portion*</i> : Brief historical review of adapted physical education.	15
II	Programme organization of adapted physical education and sports. Organizations addressing and giving opportunities to people with disabilities. Adapted sports – Para Olympics and other opportunities.	15
III	The student with a disability. Components and development of IEP. Principles of adapted physical education and sports. Role of physical education teacher.	15
IV	Motor development. Perceptual motor development. Early childhood and adapted physical education. Teaching style, method and approach in teaching adapted physical education.	15
V	Behavioural and special learning disability. Visual impaired and deafness. Health impaired students and physical education. HRPF and its development for individual with unique need. Role of games and sports in adapted physical education.	15

**Note: Questions may be asked from the Self-Study content for only CIA test (Mid and End semesters) and NOT for the external (Semester Examinations).*

Textbook:

1. Winnick, J. P. (2005). *Adapted Physical Education and Sports. Human Kinetics (4th Edition)*
2. Miller, Arthur G., & Sullivan, James V. (1982). *Teaching Physical Activities to Impaired Youth. New York: John Wiley & Sons.*
3. Sitaram Sharma. (2005). *Adapted Physical Education. New Delhi: Friends Publications.*

References:

1. Beverly, N. (1986) *Moving and Learning. Times Mirror/Mosby College Publishing.*

B.Sc., Physical Education

2. Cratty, B.J. *Adapted Physical Education in the Mainstream. (4th Edition)* Love Publishing Company.
3. Houner, L.D. *Integrated Physical Education- A guide for the elementary classroom teacher.*
4. Suresh Kumar Lau. (1998). *Physical Education for Handicapped Children.* New Delhi: Khel Sahitya Kendra.
5. Winnick, Joseph P. (2005). *Adapted Physical Education and Sports.* Human Kinetics
6. Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities,* Florida: Harcourt Brace and Company.
7. Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms,* Baltimore: P. H. Brookes Publishers.

Web resources:

1. <https://www.csustan.edu/sites/default/files/Kinesiology/Faculty/PingLuo/DATA/teaching/APE.pdf>
2. https://www.researchgate.net/publication/260097540_Adapted_Physical_Education
3. <https://www.eolss.net/sample-chapters/c03/E1-12-89-10.pdf>

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	knowledge on the basics of adapted physical education was given.	K1, K2
CO2	attain knowledge on event organization.	K2
CO3	studied the development of individual education programme.	K3
CO4	learned the development considerations of an individual.	K2, K3
CO5	gained fair idea about the individual with unique need and activities.	K2

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	2	2	3	2
CO2	2	2	3	2	2	3	3
CO3	2	3	1	3	1	3	2
CO4	3	1	2	3	2	1	1
CO5	3	3	3	1	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
VI	23U6PEEL4A	Major Elective –IV Sports Physiotherapy	5	3

Nature of the course

Employability oriented	✓	Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values			

Course Objectives

The main objectives of this course are to:

<ol style="list-style-type: none"> 1. To understand classification of sports injuries and its first aid and immediate management. 2. To know the basics of therapeutic modalities and its physiological effects. 3. How to apply various therapeutic modalities for various sports injuries.

SYLLABUS

Unit	Content	No. of Hours
I	Introduction: Meaning of physiotherapy – Role of physiotherapy in protection – Expectations from physiotherapist and patients – Physiotherapy principles guides our practice.	15
II	Massage – origin – meaning – definition – principles of massages – physiological benefits of massage – contradictions of massage, Guidelines for massage.	15
III	Treatment method Hydrotherapy – cryotherapy, Thermotherapy, Hot pack, whirlpool bath land wax bath – contrast bath. <i>Self Study Portion</i> *: Advantage and disadvantage of above said treatment.	15
IV	Electrotherapy: Meaning – treatment method – precaution – advantage and disadvantage of – infra –red rays, Ultra – violet rays, Ultra- sound waves, shortwave diathermy and microwave diathermy.	15
V	Therapeutic movements: Voluntary Movement – Free Exercise & its Classification – Assisted exercise – Assisted Resisted Exercise – Resisted Exercise – Resistances. Involuntary Movement – Reflex Movement – Reflex Arc – Stretch Reflex – Righting Reflex – Postural Reflex and Passive Movement.	15

Note: Questions may be asked from the **Self-Study content for only CIA test (Mid and End semesters) and **NOT** for the external (Semester Examinations).*

Textbook:

1. Edward Donald, *Physiotherapy, (2016) Occupational therapy and Gymnastics.*” London Publishers.

References:

1. Anderson Marcia K. and Susan J. Hall, *Sports Injury Management, Philadelphia:*

B.Sc., Physical Education

2. Curwin S. and W.D. Stanish, (1981) *Tendinitis: Its Etiology and Treatment*, Massachusetts D.C. Wealth.
3. Beashel Paul and John Taylor, *Sports Explained*, Hampshire : Macmillan Massachusetts
4. Hicks Carolyn M.(1995) *Research of Physiotherapists: Project Design and Analysis*, London Churchill Livingstone.

Web resources:

1. https://www.google.co.in/books/edition/Sports_Rehabilitation_and_Injury_Prevent/6N1qal4z7sQC?hl=en&gbpv=1&dq=Sports+Physiotherapy+pdf&printsec=frontcover
2. [https://www.kau.edu.sa/Files/0053233/Subjects/Sports%20injuries%20\(2012-2013\).pdf](https://www.kau.edu.sa/Files/0053233/Subjects/Sports%20injuries%20(2012-2013).pdf)

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	understand the primary responsibilities of sports trainer has in preventing sports injuries and providing initial care for injured athletes.	K2, K3
CO2	demonstrate the basics of sport first aid during and after game situation.	K2
CO3	recognize and appropriately treat common sports injuries and conditions from onset through rehabilitation.	K3
CO4	identify and apply knowledge of anatomy to the design and execution of sports injuries.	K4
CO5	learn about the motor learning, exercise physiology and other sports medicine lab settings.	K2

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	2	3	2	2
CO2	2	2	3	3	2	3	3
CO3	1	3	1	2	3	3	3
CO4	3	1	2	3	2	1	1
CO5	2	3	3	1	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
VI	23U6PEEL4B	Major Elective - IV Organization and administration	5	3

Nature of the course

Employability oriented	✓	Relevant to local need	
Entrepreneurship oriented	✓	Relevant to regional need	
Skill development oriented		Relevant to national need	
Addresses gender sensitization		Relevant to global development need	
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values			

Course Objectives

The main objectives of this course are to:

- | | |
|----|---|
| 1. | To understand the Concepts of Organization Principles and administration in sports. |
| 2. | To acquaint the students with the concept of administration. |
| 3. | To study about the structures to organize competitions. |

SYLLABUS

Unit	Content	No. of Hours
I	Meaning of organization and administration. Importance of organization, administration, guiding principles of organization. Organization scheme and physical education in schools, Colleges, Universities, Districts, Stages. Teaching-load and teacher pupil ratio.	15
II	Types and preparation of time table: Types of physical education periods, Types of records, registers and reports to be maintained in physical education. Finance and budget: Sources of Income – Approved items of expenditure. Rules for the utilization of games fund or physical education fund. Preparation administration of budget and accounting.	15
III	Facilities: Play field location, standard, preparation, layout and Maintenance. Gymnasium – construction, factors, care and maintenance And allied facilities. Swimming pool – construction, dimension, filtration and supervision of swimming pool. Equipment’s Physical Education: Need and importance, lists of equipments, suggested type of equipments, criteria for selection procedure of purchase, care and maintenance, store – keeping routine care repairs, disposal etc.	15
IV	Importance of qualified teacher, qualifications of good teacher, values, staff co-operation, student leadership, values of student of leadership. Selection and training of student leaders, role of student leaders, recognition of student leaders. Time - Table: Physical Education classes, factors affecting time-table, required periods, instruction period, practice period, games period, and participation periods.	15
V	Intramurals – Importance of organizing Intramurals, Units of competition, activities points systems role, awards and incentives for participation. Extra murals: Educational emphasis, Civil practices, extent of participation, Self Study Portion* : Selection conditioning of teams, Training team and management, sports tours.	15

B.Sc., Physical Education

***Note:** Questions may be asked from the **Self-Study** content for only CIA test (Mid and End semesters) and **NOT** for the external (Semester Examinations).

Textbook:

1. P.M. Joseph, *Organization of Physical Education O.S: A.T.I.P.E. Kaudivali (Bombay), 1956.*
2. Voltmer and Esslinger – *Organization and Administration, Times of India Press, Bombay 1964.*

References:

1. Bennett, Bruce L. Mapwell L. Howell and Vriel Simri (1983) *Comparative Physical Education and Sports* Lea and Fabiger Pub, Philadelphia.
2. Edward. F. Voltmer and Arthur A. Essliniger – *The organization and Administration of Physical Education. The Times of India Press, Bombay.*
3. Dheer, S and Radhika Kamal – *Organisation and Administration of Physical Education, Friends Publication, New Delhi.*
4. Bucher, (1967) *Administration of School Health and Physical Education Programmes, C.V. Mosby Co., St. Louis.*
5. Forsyth and Duncan, (1951) *Administration of Physical Education, Prentice Hall, New York.*
6. Hughes and French (1954) *Administration of Physical Education. Ronald Press Co., New York.*
7. J.P. Thomas, (1998) *Organization of Physical Education. Gnanodaya Press, Madras.*

Web resources:

1. https://www.google.co.in/books/edition/Organization_and_Administration_in_Physi/mPD6DwAAQBAJ?hl=en&gbpv=1&dq=organization+and+administration+of+physical+education+pdf&printsec=frontcover
2. https://www.google.co.in/books/edition/Sports_Management_and_Administration/ITduNlgwVv sC?hl=en&gbpv=1&dq=organization+and+administration+of+physical+education+pdf&printsec=frontcover

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	understand the concept of organization and administration.	K1, K2
CO2	realize qualities and competencies required for the administration.	K2
CO3	understand the organization and administration of sports programs.	K2
CO4	design financial proposal for physical education & sports in schools/colleges/ universities.	K3
CO5	organize, design and evaluate sports events	K3, K4

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1	2	2	2	2
CO2	2	2	3	1	2	3	3
CO3	3	1	2	3	3	3	2
CO4	1	3	3	3	2	1	3
CO5	2	3	2	1	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.

B.Sc., Physical Education

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
VI	23U6PESEC2	Skill Enhancement Course - Fitness and Wellness	2	2

Nature of the course

Employability oriented	✓	Relevant to local need	
Entrepreneurship oriented		Relevant to regional need	
Skill development oriented	✓	Relevant to national need	
Addresses gender sensitization		Relevant to global development need	✓
Addresses environment and sustainability		Addresses Professional ethics	
Addresses human values	✓		

Course Objectives

The main objectives of this course are to:

<ol style="list-style-type: none"> To develop the competencies, skill and knowledge required for the fitness and life style management. To understand the relationship between fitness and wellness. To acquire the knowledge regarding healthy lifestyle approach.
--

SYLLABUS

Unit	Content	No. of Hours
I	Meaning & Definition: Fitness, Physical fitness – General & Specific fitness – Need & importance of Physical fitness. Meaning and definition of Wellness and Health. Dimensions of fitness (physical and mental). Relationship between fitness, wellness and health. WHO definition of health. Dimension of health. Health problems. Health Education. Maintaining health – diet. <i>Self Study Portion*</i> : International day of Yoga Protocol	15
II	Types of Physical fitness: Performance related Physical fitness and Health related Physical fitness – Performance related Physical fitness Components (Speed, Strength, Endurance, Agility, Power and Flexibility) - Health related Physical fitness Components (Cardio-respiratory Endurance, Muscular Strength, Muscular Endurance, Flexibility and Body Composition) — Physical fitness assessment - Field tests & Laboratory tests. Qualities and Qualifications needs for Fitness instructor.	15

**Note: Questions may be asked from the Self-Study content for only CIA test (Mid and End semesters) and NOT for the external (Semester Examinations).*

Textbook:

- Gerrold S (1985), *Physical Fitness “A Wellness approach”* Second Edition. Prentics hall – Engel wood Cliffs.
- Edward Fox (1975), *Life time fitness saunders* College Publishing, New York.

References:

- Melwin H. Williams.(1995) *Nutrition for Health Fitness and sport*. McGraw Hill Company, Newyork.

B.Sc., Physical Education

2. Giam, C.K & The, K.C. (1994). *Sport medicine exercise and fitness*, Singapore: P.G. Medical Book.
3. Mcglynn, G., (1993). *Dynamics of fitness*. Madison: W.C.B Brown.
4. Sharkey, B. J. (1990). *Physiology of fitness*, Human Kinetics Book.
5. Faley D and A William (2005). *Fit and Well*. Glass Publishers, United Kingdom.

Web resources:

1. www.humankinetics.com/excerpts/.../the-importance-of-health-fitness-and-wellness
2. <https://cru.ucdavis.edu/fitnessandwellness>
3. <https://transfer.asu.edu/ecexwbs>

Pedagogy: Teaching / Learning methods:

Chalk and Board, PPT presentation, Tutorial, Guest Lectures, Assignment, Seminar, Group Discussion, Library, e-content, Course Materials.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	acquire the knowledge about prevention and management of modern lifestyle.	K1, K2
CO2	understand the basic concept and introduction of fitness and wellness.	K1
CO3	acquire the knowledge about factor affecting fitness and methods to develop it.	K2, K3
CO4	know about basic and modern concept of health and nutrition.	K3
CO5	learn the concept of designing different fitness training programme for different age group.	K3

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create.

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	2	3
CO2	2	2	3	3	2	3	3
CO3	3	3	2	3	3	3	2
CO4	3	3	3	2	2	1	2
CO5	2	3	2	1	2	2	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation.