



# G.T.N ARTS COLLEGE, DINDIGUL

BACHELOR OF SCIENCE

DEGREE COURSE

## B.Sc. PHYSICAL EDUCATION

The Course of Study and the Scheme of Examinations

YEAR/ SEM	PART	SUBJECT CODE	TITLE OF THE PAPER	Ins hrs/ Week	Credit	Exam hrs	Max. Mark		
							IA	JE	TOTAL
I Year I SEM	I	17UTAL11	இக்கால இலக்கியமும் புனைகதையும்	6	3	3	25	75	100
	II	17UENL11	English for Enrichment - I	6	3	3	25	75	100
	III	17UPEC11	Foundation & History of Physical Education & Sports	6	5	3	25	75	100
	III	17UPEC12	Theories of Games I (Volleyball, Kabaddi, Badminton, T.T)	6	4	3	25	75	100
	III	17UPEC2P	Games & Sports Events- I	12	-	-	-	-	-
	III	17UPEA11	Health Education, Safety Education & First Aid	4	3	3	25	75	100
	IV	17UPEN11	Introduction to Physical Education - I	2	2	3	25	75	100
				42	20				
I Year IISEM	I	17UTAL21	இடைக்கால இலக்கியமும் புதினமும்	6	3	3	25	75	100
	II	17UENL21	English for Enrichment - II	6	3	3	25	75	100

	III	17UPEC21	Theories of Sports Events– I (Sprint and Combined Events)	6	5	3	25	75	100
	III	17UPEC22	Human Anatomy and Physiology	6	4	3	25	75	100
	III	17UPEC2P	Games & Sports Events– I	12	4	3	40	60	100
	III	17UPEA21	Organization and Administration in Physical Education	4	3	3	25	75	100
	IV	17UPEN21	Introduction to Physical Education - II	2	2	3	25	75	100
	V	17UPEV2P	Physical Education Practical	-	1	3	40	60	100
				42	25				
II Year III SEM	I	17UTAL31	காப்பிய இலக்கியமும் நாடகமும்	6	3	3	25	75	100
	II	17UENL31	English for Enrichment - III	6	3	3	25	75	100
	III	17UPEC31	Theories of Games – II (Basketball, Ball-Badminton, Handball & Kho-Kho)	6	4	3	25	75	100
	III	17UPEC32	Yoga and Fitness	4	4	3	25	75	100
	III	17UPEC3P	Yoga and Fitness	2	2	3	40	60	100
	III	17UPEC4P	Games & Sports Events– II	12	-		-	-	-
	III	17UPEA31	Sports Injuries and Management	4	4	3	25	75	100
	IV	17UPES3P	First Aid	2	2	3	40	60	100
				42	22				

II Year IV SEM	I	17UTAL41	சங்க இலக்கியமும் உரைநடையும்	6	3	3	25	75	100
	II	17UENL41	English for Enrichment - IV	6	3	3	25	75	100
	III	17UPEC41	Theories of Sports Events– II SP, LJ, Long Distance, Hurdles	6	5	3	25	75	100
	III	17UPEC42	Sports Psychology & Sociology	4	3	3	25	75	100
	III	17UPEC4P	Games & Sports Events– II	12	4	3	40	60	100
	III	17UPEA41	Computer Applications in Physical Education and Sports	4	2	3	25	75	100
	III	17UPEA4P	Computer Applications in Physical Education and Sports	2	2	3	40	60	100
	IV	17UPES41	Physiotherapy	2	2	3	25	75	100
	V	Extension Activity	NCC, NSS, Fitness club	-	1	-	-	-	-
				42	25				
III Year V SEM	III	17UPEC51	Methods in Physical Education	6	4	3	25	75	100
	III	17UPEC52	Theories of Games –III (Football, Cricket, Tennis, & Hockey)	6	4	3	25	75	100
	III	17UPEC53	Kinesiology and Bio Mechanics in Sports	6	4	3	25	75	100
	III	17UPEC5P	Recreation and Camping	2	2	3	40	60	100
	III	17UPEC6P	Games & Sports Events– III	12	-	-	-	-	-

	III	17UPEE51 17UPEE52	Sports Training Sports Journalism	5	4	3	25	75	100
	IV	17UPES5P	Teaching Practice	3	2	3	40	60	100
	IV	17UESV51	Environmental Studies	2	2	3	25	75	100
				42	22				
III Year VI SEM	III	17UPEC61	Theories of Sports Events– III DT, TJ, HJ, Javelin	6	4	3	25	75	100
	III	17UPEC62	Exercise Physiology	6	4	3	25	75	100
	III	17UPEC63	Test, Measurement and Evaluation in Physical Education and Sports	4	4	3	25	75	100
	III	17UPEC6P	Games & Sports Events– III	12	4	3	40	60	100
	III	17UPEA61	Fitness and Wellness	3	2	3	25	75	100
	III	17UPEE61 17UPEE62	Sports Nutrition Modern Trends in Physical Education	5	4	3	25	75	100
	IV	17UPES6P	Project (Specialization Game)	4	2	-	40	60	100
	IV	17UVEV61	Value Education	2	2	3	25	75	100
				42	26				
			Total	252	140				

<b>Programme</b>	<b>: I B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>5</b>
<b>Semester</b>	<b>: I</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>6</b>
<b>Course Title</b>	<b>: Foundation and History of Physical Education and Sports</b>			
<b>Course Code</b>	<b>: 17UPEC11</b>	<b>Max. Marks</b>	<b>:</b>	<b>100</b>
		<b>Part</b>	<b>:</b>	<b>III</b>

**Objectives:** - To give knowledge of History, Philosophy, and Scientific basis, world history of Physical Education in Ancient and Modern periods

**UNIT I:**

Meaning, Need, Nature and Scope of Physical Education, Aim and objectives of Physical – Education, Physical Training and Physical Culture

**UNIT II:**

Philosophy and Physical Education, General Philosophies (Idealism, Realism, Pragmatism, Naturalism, and Existentialism) Modern humanistic view of Physical Education.

**UNIT III:**

Scientific basis of Physical Education: Contributions of Allied Sciences – Anatomy, Physiology, Kinesiology, Biomechanics, Sports Medicine, Computer Science, Psychology and Sociology. Body Type - Sheldon and Kerthmer classification Biological Foundation of Physical Education

**UNIT IV:**

Physical Education in United States, Germany, China, Physical Education in India, Recent Developments, SAI, NSNIS, LNIPE, SDAT, Sports Academics, National Awards and Honors in Sports, Sports Scholarships. National and International Trophies - Sports competitions, Teacher training institutions in physical education in Tamil Nadu.

**UNIT V:**

Physical education in ancient India, Vedic period, Epic period, Buddhist period. Physical education in the city states of Sparta and Athens. Physical Education in ancient Rome. Contribution to the growth of physical education by leaders and movements in various countries. Youth welfare programmes:

**Text Book (s):**

1.Kamlesh M.L., (2014) Physical Education : Facts and Foundation, New Delhi, P.B. Publication.

**References Book (s):**

1. Wellman and Cowell, (2010)Philosophy and Principles of Physical Education, Amarvati: Suyog Prakasan.
- 2.Thirunarayanan, C. and Hariharan, S. (1990) Analytical History of Physical Education, Karaikudi: C.T. & S.H. Publications.
- 3.Wuest, Deborah, A. and Charles A. Bucher, (1999) Foundations of Physical Education and Sport, New Delhi : B.L. Publication Pvt., Ltd.

<b>Programme</b>	<b>: I B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Semester</b>	<b>: I</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>6</b>
<b>Course Title</b>	<b>: Theories of Games – I</b>	<b>Max. Marks</b>	<b>:</b>	<b>100</b>
<b>Course Code</b>	<b>: 17UPEC12</b>	<b>Part</b>	<b>:</b>	<b>III</b>

**Objectives:** - To educate the History and Rules and regulations of Volley ball, Kabaddi, and Badminton

**Unit I:**

History and Development of Games – Organization of Games – conducts of matches and tournaments.

**Unit II:**

Fundamental skills and advanced skills of Volleyball, Kabaddi, and Badminton.

**Unit III:**

Training– Warming up – General and specific – Warming Down – Essential Fitness components – Strength, Speed, endurance, Flexibility, Agility related to the game – lead up Activities.

**Unit IV:**

Ground Marking and Measurements – Equipments – Rules and their Interpretations of Volleyball, Kabaddi and Badminton.

**Unit V:**

Mechanism of Officiating: Methods of Officiating – Duties of Officials – Officials signals and scoring system for Volleyball, Kabaddi and Badminton.

**Text Book (s):**

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

**Reference Book (s):**

1. (May 18, 2011) Coaching Volleyball Technical & Tactical Skills (Technical and Tactical Skills Series) by American Sport Education Programme
2. Sue Gozansky (Nov2001) Volleyball Coach's Survival Guide: Practical Techniques and Materials for Building an Effective Program and a Winning Team
3. Guillain, Jean-Yves (2004-09-02). Badminton: An Illustrated History. Publibook. p. 47. ISBN 2748305728.
4. Retrieved 2008-04-20"Origin, History and Development of Kabaddi". <http://www.kabaddiikf.com/history.htm>.

<b>Programme</b>	<b>: I B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>3</b>
<b>Semester</b>	<b>: I</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>4</b>
<b>Course Title</b>	<b>: Health Education, Safety Education and First Aid</b>			
<b>Course Code</b>	<b>: 17UPEA11</b>	<b>Max Marks</b>	<b>:</b>	<b>100</b>
		<b>Part</b>	<b>:</b>	<b>III</b>

**Objectives:- To educate Health, factors, disease, safety education and first aid**

**Unit I:**

Meaning and Definition of Health- Factors influencing health- Nutrition and Balanced Diet- Health Organizations-World Health Organization (WHO) - Meaning – Functions.

**Unit II:**

Meaning of Mental Health – Fundamental factors for Mental Health –Hygiene –Personal - Family - Food Poisoning and their Prevention- Food Adulteration- School Health Programme

**Unit III:**

Pollution- Water- Air –Land- Noise-Communicable Diseases –Malaria – Cholera - Typhoid - Dysentery - Chicken pox -Tuberculosis.

**Unit IV:**

Safety Education and its General Principles - Safety in School, Play Grounds, and Home.

**Unit V:**

First aid – Definition –Aim and Objectives of First Aid - Scope of First Aid - Bandages – Types of Bandages - Wound – Types of Wounds- Fractures – Types of Fractures -Shock- Burns - Poison - Snake bite - Dog bite.

**Text Book (s):**

1. Lyan R. Marotz, 2008, Seventh Edition *“Health, Safety and Nutrition for the Young Child”*, USA.

**Reference Book (s):**

1. John Severs, 2012 *“Safety and Risk in Primary School Physical Education”* London.
2. Cathie Robertson, 2010, 4<sup>th</sup> Ed., *“Safety, Nutrition and Health in Early Education”*,
3. Melinda J. Flegel, 2010, 4<sup>th</sup> Ed., *“Sports First Aid: A Coach’s Guide to the care and prevention of Athletic Injuries”* USA.

<b>Programme</b>	<b>: All Major</b>	<b>Credit</b>	<b>:</b>	<b>2</b>
<b>Semester</b>	<b>: I</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>2</b>
<b>Course Title</b>	<b>: Introduction to Physical Education - I</b>			
<b>Course Code</b>	<b>: 17UPEN11</b>	<b>Max Marks</b>	<b>:</b>	<b>100</b>
		<b>Part</b>	<b>:</b>	<b>IV</b>

**Objectives:** - To educate the History and Rules and regulations of Handball, Football, Volleyball, and Kabaddi.

**UNIT I:**

History and Development of Games – Organization of Games

**UNIT II:**

Handball – Measurements – Ground Marking – Major Rules of the Game

**UNIT III:**

Football – Measurements – Ground Marking – Major Rules of the Game

**UNIT IV:**

Volleyball – Measurements – Ground Marking – Major Rules of the Game

**UNIT V:**

Kabaddi – Measurements – Ground Marking – Major Rules of the Game

**Text Book (s):**

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

**Reference Book (s):**

1. American Sport Education Program, 2011, Coaching Volleyball Technical & Tactical Skills (Technical and Tactical Skills Series).
2. <http://www.kabaddiikf.com/history.htm>. Retrieved 2008-04-20, "Origin, History and Development of Kabaddi".
3. U.S. Soccer Federation, 2011, Official Rule Book of Soccer.

Course Teacher

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<b>Class</b>	<b>: I B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>5</b>
<b>Semester</b>	<b>: II</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>6</b>
<b>Course Title</b>	<b>: Theories of Sports Events - I</b>	<b>Max Marks</b>	<b>:</b>	<b>100</b>
<b>Course Code</b>	<b>: 17UPEC21</b>	<b>Part</b>	<b>:</b>	<b>III</b>

**Objectives:** - To educate the History and Rules and regulations of Track events, Sprint and combined events

**Unit I:**

History of Track Events – Rules and their Interpretations – Warm up – General and Specific conditioning – Maintenance of Track

**Unit II:**

Lay out – 200 mts. and 400 mts track. Need for standard Track – Calculations and Marking of Staggered starts Arc Starts, Relay races, Hurdle Races & steeple chase.

**Unit – III:**

Starts & Finish: Fixing the block - Types of starts – Crouch starts – Standing starts – Semi Crouch starts - Techniques in finish.

**Unit IV:**

Relay Races: Relay Marking – Style of baton exchange and Specific drills.

**Unit V:**

Combined Events - Decathlon and Heptathlon, Order of Events, Rules and Scoring points.

**Text Book (s):**

1. Gary Barber , 2006, Getting Started in Track and Field Athletics: Advice & ideas for children, parents, and teachers

**Reference Book (s):**

1. Jack Otten, 2001, Leveled Reader Track, Rigby on Deck Reading Libraries.
2. Peter Matthews, 2011, The International Track and Field Annual.
3. Sherry Quack, 2002 USA Track and Field 2002-03, Directory and Resource Guide (USA Track and Field Directory and Resource Guide, 2002 2003)

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<b>Programme</b>	<b>: I B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Semester</b>	<b>: II</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>6</b>
<b>Course Title</b>	<b>: Human Anatomy and Physiology</b>	<b>Max Marks</b>	<b>:</b>	<b>100</b>
<b>Course Code</b>	<b>: 17UPEC22</b>	<b>Part</b>	<b>:</b>	<b>III</b>

**Objectives: To educate about Human body parts, various systems and their functions.**

**Unit I:**

Introduction – Structure of Cell - Cell Wall – Nucleous – Chromatin threads – Mitochonria – Cytoplasm – Centrosomes – Endoplasmic reticulum – Lysosomes – Centresomes  
Cell division – Mitosis – Meosis - Interphase – Prophase – Metaphase – Anaphase – Telophase -Tissues - Types of Tissues

**Unit II:**

**Respiratory System:** Structure and Function of lungs – Mechanism of Respiration.

**Circulatory System:** Structure and functions of Heart – Cardiac output & cycle - Blood – Blood pressure – Blood group – Blood clotting.

**Unit III:**

**Muscular System:** Voluntary muscle - Involuntary muscle – Cardiac Muscle Digestive System: Structure and Functions of Stomach – Small Intestine – Large Intestine.

**Unit IV:**

**Nervous System:** Structure and Functions of Brain – Cerebellum – Cerebrum – Medulla oblongata – Spinal cord – Reflex Action - Endocrine Glands – Its types – Functions of Pituitary, Thyroid, Adrenal, Pancreas and gonads.

**Unit V: Bone** – Classification of Bone – Long Bone – Short Bone – Flat Bone – Irregular Bone –Joints – types of joints- **Skeleton System:** Axial Skeleton - Skull – Vertebral Column – Sternum - Ribs and Xiphoid - Appendicle Skeleton – Upper Extremities - Lower Extremities. Excretory System: Structure and Function of Skin – Kidney.

**Text Book (s):**

1. Dr.Rajasekar.N, and Jeyaram.C, 2017, Human anatomy and physiology, Shanlax publications

**Reference Book (s):**

1. Elaine Nicpon Marieb, 2008, Essentials of Human Anatomy & Physiology Laboratory Manual.
2. Elaine N. Marieb and Katja N. Hoehn, 2010, 8th Edition, Human Anatomy & Physiology with MasteringA&P™.

<b>Programme</b>	<b>: I B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Semester</b>	<b>: II</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>12</b>
<b>Course Title</b>	<b>: Games and Sport Events – I</b>	<b>Max Marks</b>	<b>:</b>	<b>100</b>
<b>Course Code</b>	<b>: 17UPEC2P</b>	<b>Part</b>	<b>:</b>	<b>III</b>

**Objectives:** - To evaluate the knowledge about the History and Rules and regulations of Volley ball, Kabaddi, Badminton, Table Tennis, Sprint and Combined Events

**Games & Sport Events – I**  
**(Sprint and Combined Events)**

1. Test of Fundamental and Advanced skills of Events and games
2. Rules and their Interpretation of Games & Sport Events
3. Mechanism of Officiating – Duties of Officials – Scoring system.
4. Coaching Aspects – Fundamentals skills – Advanced skills – Officials’ Signals – Lead up Activities.

**Text Book (s):**

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

**Reference Book (s):**

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

Course Teacher

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<b>Programme</b>	<b>: I B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>3</b>
<b>Semester</b>	<b>: II</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>4</b>
<b>Course Title</b>	<b>: Organization and Administration in Physical Education</b>			
<b>Course Code</b>	<b>: 17UPEA21</b>	<b>Max Marks</b>	<b>:</b>	<b>100</b>
		<b>Part</b>	<b>:</b>	<b>III</b>

### **Organization and Administration in Physical Education**

**Objectives:** To educate Sports management, planning, budgeting, Maintenance of equipments, and organizations of Physical education programme

#### **Unit I:**

Definition – Management – Sports management – Guiding Principles of Sports management – Sports organization – Sports management services

#### **Unit II:**

Management functions: - Planning– Organizing – Staffing – Budgeting – Evaluation – Performance appraisal

#### **Unit III:**

Schemes of management in physical education – Organizational chart for High school and higher secondary school – College – University - Organizational chart for Phy.Edu.Programme for District and State.

#### **Unit IV:**

Play area in institutions – Facilities and standards in physical education – Layout and maintenance of playgrounds – Sports and Games Equipments

#### **Unit V:**

Finance and Budgeting in Physical Education – Preparation of budget – Records and Registers - Purchase and Care of supplies and Equipments

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

1. Sivarama Krishnan.S, 2001, Management in Physical Education, Elango Press, karaikudi

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

1. Goel.R, 2010, Encyclopedia of Sports and Games, Vikaas Publishing House, Pvt. Ltd, Delhi.
2. Smith, Charles F. 1993, Games and Games Leadership. New York : Dodd mead and Company.
3. Thomas J.P, 1997, Physical Education Lessons. Madras Gnanodaya Press.



<b>Programme</b>	<b>: All Major</b>	<b>Credit</b>	<b>:</b>	<b>2</b>
<b>Semester</b>	<b>: II</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>2</b>
<b>Course Title</b>	<b>: Introduction to Physical Education- II</b>	<b>Max Marks</b>	<b>:</b>	<b>100</b>
<b>Course Code</b>	<b>: 17UPEN21</b>	<b>Part</b>	<b>:</b>	<b>IV</b>

**Objectives:** - To educate the History and Rules and regulations of Basketball, Hockey, Cricket, and Kho-Kho.

**UNIT I:**

History and Development of Games – Organization of Games

**UNIT II:**

Basketball – Measurements – Ground Marking – Major Rules of the Game

**UNIT III:**

Hockey – Measurements – Ground Marking – Major Rules of the Game

**UNIT IV:**

Cricket – Measurements – Ground Marking – Major Rules of the Game

**UNIT V:**

Kho - Kho – Measurements – Ground Marking – Major Rules of the Game

**Text Book (s):**

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

**Reference Book (s):**

1. Gale Reference, 2006, Team Coaches corner.(Basketball competitions): An article from: Coach and Athletic Director.
2. "Tripura KHO-KHO Association, 2011 @ Tripura4u". <http://www.kho-kho.tripurasports.com/>.
3. Ralph Dellor, 2010 "*Cricket Steps to Success*" Human Kinetics Publication.
4. Elizabeth Anders with Sue Myers, 2008, 2<sup>nd</sup> Ed "*Field Hockey steps to Success*". USA.

Course Teacher

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<b>Programme</b>	<b>: II B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Semester</b>	<b>: III</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>6</b>
<b>Course Title</b>	<b>: Theories of Games – II</b>	<b>Max Marks</b>	<b>:</b>	<b>100</b>
<b>Course Code</b>	<b>: 17UPEC31</b>	<b>Part</b>	<b>:</b>	<b>III</b>

**Objectives:** - To educate the History and Rules and regulations of Basketball, Handball, Ball-Badminton and Kho-Kho.

**UNIT I:**

History and Development of Games – Organization of Games- Working Federations

**UNIT II:**

Basketball – Equipments -Measurements – Ground Marking – Major Rules & Interpretation of the Game

**Unit III:**

Handball – Equipments -Measurements – Ground Marking – Major Rules & Interpretation of the Game

**Unit IV:**

Ball Badminton – Equipments -Measurements – Ground Marking – Major Rules & Interpretation of the Game

**Unit V:**

Kho-Kho. – Equipments -Measurements – Ground Marking – Major Rules & Interpretation of the Game

**Text book (s):**

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

**Reference Book (s):**

1. <http://www.kho-kho.tripurasports.com/> Retrieved 28 March 2011, "Tripura KHO KHO Association @ Tripura4u".
2. Siobhaa Gibncy and Eugene J. Gibncy, 2011, *“Handball”* South Africa.
3. Sharma.O.P, 2011, Rules of Games and sports, Khel sahitya Kendra.

Course Teacher

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<b>Programme</b>	<b>: II B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Semester</b>	<b>: III</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>4</b>

**Course Title : Yoga and Fitness**

**Max Marks : 100**

**Course Code : 17UPEC32**

**Part : III**

**Objectives:** To educate the introduction of yoga, eight limbs of yoga, Classification of yoga, Pranayama and Meditation.

**UNIT I:**

Introduction to Yoga – Aims and objectives of yoga- Concept of yoga- Difference between physical education and yoga practices- Systems of yoga.

**UNIT II:**

Eight Limbs of Yoga - Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi.

**UNIT III:**

Asanas – Classification of Yoga- Guidelines for the practice of Asanas – Long sitting position- Supine Position – Prone position –Standing position

**UNIT IV:**

Pranayama – Meaning – Concept – Nadis – Bandhas – Practice Regulation – Importance of Suspension ( Kumbhaka ) – Kriyas

**UNIT V:**

Meditation – Silent meditation – Mantra Meditation – Objective of Meditation – Breathing Meditation – Physiology of Yoga practices

**Text Book (s):**

1. Dr. Jeyaveerapandian.V. 2009, Yoga & Sports.

**Reference Book (s):**

1. Erling Peterson, 2012, 'Yoga step by step'
2. Indra Devi, 2015, 'Yoga for you'
3. M. Narayana Menon, 2010 'Yogasananas for Health and Longevity'

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<b>Programme</b>	<b>: II B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>2</b>
<b>Semester</b>	<b>: III</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>2</b>
<b>Course Title</b>	<b>: Yoga and Fitness</b>	<b>Max Marks</b>	<b>:</b>	<b>100</b>
<b>Course Code</b>	<b>: 17UPEC3P</b>	<b>Part</b>	<b>:</b>	<b>III</b>

**Objectives:** To evaluate the knowledge of the Asanas practice.

### **Asanas**

**Sitting Postures :** Padmasana , Vajrasana , Siddhasana , Swastikasana, Sukasana, Pachimothasana, Gomukasana,Ustrasana and their variation.

**Prone Postures :** Bhujangasana and its variations, Salabhasana and its variation, Dhanurasana

**Supine Postures :** Uttanapadasana , Ardha Halasana , Navasana, Pavanamukthasana, Chakarasana, Machiasana.

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

1. Dr. Jeyaveerapandian.V. 2009, Yoga & Sports.

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

1. Erling Peterson, 2012, 'Yoga step by step'
2. Indra Devi, 2015, 'Yoga for you'
3. M. Narayana Menon, 2010 'Yogasanas for Health and Longevity'

Course Teacher

HOD

Dean

<b>Programme</b>	<b>: II B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Semester</b>	<b>: III</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>4</b>
<b>Course Title</b>	<b>: Sports Injuries and Management</b>	<b>Max Marks</b>	<b>:</b>	<b>100</b>
<b>Course Code</b>	<b>: 17UPEA31</b>	<b>Part</b>	<b>:</b>	<b>III</b>

**Objectives:** To educate the Fundamental of sports injuries, prevention methods, treatment, counseling, and bandaging.

### **Unit I**

Sports injuries – Introduction – Need, aim and Importance – classification of sports injuries.

### **Unit II**

Basics of sports injuries – Principles of Management of sports injuries – Care and prevention of sports injuries and rehabilitation.

### **Unit III:**

Care and prevention of sports injuries of Muscular Skeleton Injuries – Shoulder Injuries – Head and Wrist Injuries.

### **Unit IV:**

Care and prevention of sports injuries of foot and ankle injuries – Spine Injuries – Hip and pelvic Injuries.

### **Unit V:**

Importance of Tapping and Bracing in sports injuries- Dressing and bandages – Handling and Transporting of injured person.

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

1. Mahamutt Nedim Doral, 2012 “*Sports Injuries Prevention, Diagnosis, Treatment and Rehabilitation*” London.

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

1. Roald Bhar and Sverre Machlum, 2004 “*Clinical Guide to Sports Injuries*” USA
2. G. Puddu. A, Giombini. A and Selvanetti, 2001, “*Rehabilitation of Sports Injuries*” New York Christopher M. Norris, 2011, “*Managing Sports Injuries: A Guide for Students and Clinicians*” 4<sup>th</sup> Ed., Elsevier Ltd
3. Mike Bundy and Andy Leaver, 2010 “*A Guide to Sports and Injury Management*”, Elsevier Ltd

Course Teacher

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<b>Programme</b>	<b>: II B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>2</b>
<b>Semester</b>	<b>: III</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>2</b>
<b>Course Title</b>	<b>: First Aid</b>	<b>Max Marks</b>	<b>:</b>	<b>100</b>
<b>Course Code</b>	<b>: 17UPES3P</b>	<b>Part</b>	<b>:</b>	<b>IV</b>

**Objectives:** To educate the first aid fundamentals, causes, Prevention methods, transporting victim and Exercise therapy.

**List of Practical's**

- i. First aid Equipments
- ii. Dressing and Bandages
- iii. Poisons – Bites and treatment
- iv. Common types of Injuries
- v. Causes and preventions of injuries
- vi. Muscle pull – Muscle Cramp Sprain
- vii. Dislocation, Different types of Fracture
- viii. Exercise Therapy –Hydro Therapy – Electro Therapy – Infra red rays- Ultra violet rays
- ix. Massage and its uses
- x. Types of Manipulation – Physiological Effect of Massage.

**Text Book (s):**

1. Morris B, 2006 ‘Sports Injuries and Athletics Problem’, Surjeet Publication, New Delhi.

**Reference Book (s):**

1. Kanika K, 2006 ‘Athletic Injuries’, Sports Publications, New Delhi.
2. Priyanka N, 2000, handbook of Sports Injuries, Sports Publication, New Delhi.
3. Dean Gardiner.M 1985, ‘The Principles of Exercise Therapy (Fourth Edition), CBS Publishers, New Delhi

Course Teacher

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<b>Programme</b>	<b>: II B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>5</b>
<b>Semester</b>	<b>: IV</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>6</b>
<b>Course Title</b>	<b>: Theories of Sports Events - II</b>	<b>Max Marks</b>	<b>:</b>	<b>100</b>
<b>Course Code</b>	<b>: 17UPEC41</b>	<b>Part</b>	<b>:</b>	<b>III</b>

**Objectives:** - To educate the Rules and regulations of Shot-put, Long Jump, Long Distance and Hurdles.

**UNIT I:**

Shot Put – Marking and Measurements – Rules and Regulations – Skills

**UNIT II:**

Long Jump – Marking and Measurements – Rules and Regulations – Skills

**UNIT III:**

Hurdles Events – Marking and Measurements – Rules and Regulations – Skills

**UNIT IV:**

Long Distance Events – Marking and Measurements – Rules and Regulations – Skills

**UNIT V:**

Tie - Breaking methods for events and Specific Training (Shot Put, Long Jump, Long Distance, Hurdles)

**Text Book (s):**

2. Peter Matthews, 2011, Athletics 2011, The International Track and Field Annual.

**Reference Book (s):**

1. Gary Barber, 2006, Getting Started in Track and Field Athletics: Advice & ideas for children, parents, and teachers.
3. Sherry Quack, 2002 USA Track and Field 2002-03 Directory and Resource Guide
4. Jack Otten, 2001, Rigby on Deck Reading Libraries: Leveled Reader Track.

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<b>Programme</b>	<b>: II B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>3</b>
<b>Semester</b>	<b>: IV</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>4</b>
<b>Course Title</b>	<b>: Sports Psychology and Sociology</b>	<b>Max Marks</b>	<b>:</b>	<b>100</b>
<b>Course Code</b>	<b>: 17UPEC42</b>	<b>Part</b>	<b>:</b>	<b>III</b>

**Objectives:** To educate the Definition of Sports psychology, motivation, Personality, sports sociology and leadership.

**Unit I:**

Definitions of Psychology and Sports Psychology- Need and Importance of Sports Psychology - Learning – Stages of Learning – Levels of Learning – factors affecting the Learning.

**Unit II:**

Motivation – Definition – Motivational Factors - Emotional Effects – Tension, Anxiety – Types.

**Unit III:**

Personality – Definition –Meaning – Structure of Personality –Measuring Personality- Athletic versus Non-Athletic Personality - Perception – Definition – Theories of Perception- Wrong perception and its types

**Unit IV:**

Sports Sociology – Nature and scope of Sociology in Physical Education and Sports – Social Factors influencing in Sports. Influence of Spectator and Fans in sports arena.

**Unit V:**

Leadership – Meaning – Types – Need and importance – Qualities – Character – Leadership in Sports and Sports Ethics.

**Text Book (s):**

1. Cratty, Brgant J. 1973, Psychology in Contemporary Sports, New JerseyPrentice Hall

**Reference Book (s):**

1. Orlick Jerry. 1986, Psyching for Sports, Illinois Human Kinetics,.
2. Jarvice Matt, 1999, Sports Psychology, London, Routledge,
3. Kamalesh M.L., 1988, Psychology in Physical Education and Sports, New Delhi: Metropolitan.

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<b>Programme</b>	<b>: II B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Semester</b>	<b>: IV</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>12</b>

**Course Title : Games and Sports Events - II**                      **Max Marks : 100**  
**Course Code : 17UPEC4P**                                              **Part : III**

**Games & Sports Events - II**

**Objectives:** - To test and evaluate the fundamental skills, Rules and regulations of Shot-put, long Jump, Long Distance and Hurdles.

5. Test of Fundamental and Advanced skills of Events.
6. Rules and their Interpretation of Games & Sports Events
7. Duties of Officials – Scoring system.
8. Coaching Aspects – Fundamentals skills – Advanced skills

**Text Book (s):**

1. Peter Matthews, 2011, Athletics 2011, The International Track and Field Annual.

**Reference Book (s):**

1. Gary Barber, 2006, Getting Started in Track and Field Athletics: Advice & ideas for children, parents, and teachers.
2. Sherry Quack, 2002 USA Track and Field 2002-03 Directory and Resource Guide
3. Jack Otten, 2001, Rigby on Deck Reading Libraries: Leveled Reader Track.

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**Programme : II B.Sc., Physical Education. Credit : 2**  
**Semester : IV No. of Hours / Week : 4**  
**Course Title : Computer Applications in Physical Education and Sports**  
**Course Code : 17UPEA41 Max Marks : 100**  
**Part : III**

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

### **Unit – 1**

Introduction to computer – Basic components and functioning of the computers – Evolution of computer – Types of computers – Storage devices and media

### **Unit – 2**

Computer and communication Types – Network topologies – operating system – Functions of operating system – Multimedia – Network - Features of Windows –components of windows

### **Unit – 3**

MS Office – MS Word – Starting MS word – Basics – Creating a new document – Formatting Text and Documents – Creating a table – Working with Graphics

### **Unit – 4**

MS Excel – Introduction – Excel Features Formatting of Excel – Functions – Rearranging Worksheet – Creating a chart

### **Unit – 5**

Computer Application in physical education – preparing entries for Athletics and tournaments – preparing score sheet for athletic events and tournaments

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

1. “Fundamentals of Computer & PC Software” Vasanthi Ramanathan, Meenakshi Pathippagam 2004.
2. “Computerised Accounting and office Automation”.A. Surendran Sri Har Shan Publication Rajapalayam January 2014.

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

1. Vikas Gupta (2006) Comdex computer course kit dreamtech.

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**Programme : II B.Sc., Physical Education. Credit : 2**  
**Semester : IV No. of Hours / Week : 2**

**Course Title : Computer Applications in Physical Education and Sports**

**Course Code : 17UPEA4P**

**Max Marks : 100**

**Part : III**

**Objectives:** To evaluate the Fundamental knowledge of computer basics.

**M.S. Word 2000**

I. Performing the following:

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

II. Type invitation card using various colour and styles

III. Perform the following

a) Type three paragraph using paragraph indents, b) Align Left - Para 1, c) Align Right - Para 2, d) Underline Para 3, e) Bold paragraph 1-2, f) Italic - paragraph 3

IV. Insert object into word document

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

VI. Designing a document for Resume

**Excel 2000**

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

II. Find the total marks of ten students

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

IV. Editing the spreadsheet in problem 1 and printing

V. Formula Implementation

VI. Perform the following

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

b)

c) Course Teacher

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<b>Programme</b>	<b>: II B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>2</b>
<b>Semester</b>	<b>: IV</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>2</b>
<b>Course Title</b>	<b>: Physiotherapy</b>	<b>Max Marks</b>	<b>:</b>	<b>100</b>
<b>Course Code</b>	<b>: 17UPES41</b>	<b>Part</b>	<b>:</b>	<b>IV</b>

**Objectives: To educate the Definition of Physiotherapy, importance of electro therapy, bandages, and therapeutic exercise.**

**Unit I:**

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

**Unit II:**

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

**Unit III:**

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

**Unit IV:**

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

**Unit V:**

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

**Text Books:**

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

**Reference Books:**

1. Christine, M.D, 1999, Physiology of Sports and Exercise. USA Human Kinetics.
2. Conley. M. 2000, Bioenergetics of exercise training, (EDs) Essentials of Strength Training and Conditioning (pp 73-90). Champaign, IL Human Kinetics.
3. Stuart Porter, 1991 “Tidy’s Physiotherapy”.

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<b>Programme</b>	<b>: III B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Semester</b>	<b>: V</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>6</b>
<b>Paper Title</b>	<b>: Methods in Physical Education</b>	<b>Total Marks</b>	<b>:</b>	<b>100</b>
<b>Paper Code</b>	<b>: 17UPEC51</b>	<b>Part</b>	<b>:</b>	<b>III</b>

## **METHODS IN PHYSICAL EDUCATION**

**Objectives:** To educate about teaching aids, Method of Class management and planning for a Competition.

### **Unit – I:**

Meaning of Methods – Factors influencing Method – Subject Matter – Past experience of the Pupils – Situation – Time and Material at the disposal of the teacher – Scientific Principles – Presentation Techniques (Personal and Technical)

### **Unit – II:**

Class Management – Teaching Aids- Community – Co-curricular Activities – Audio Visual Aids - Lesson Plan – Introduction and Meaning – Values of Lesson plan – Types of lesson Plan. (General and Particular) – Commands Response command – Rhythmic Command

### **Unit – III:**

Intramural and Extramural Competitions – Methods of organizing – Incentives and awards – Methods of organizing and conducting tournaments and sports meet – Game tours – Teaching activities of minor games, major games, track and field, Calisthenics – Light apparatus – Rhythmic activities - Marching

### **Unit – IV:**

Method of Teaching Physical activities – Command method – Oral method – Demonstration – Imitation – At will – Set drill – Whole method – Part method – Whole part method – Progressive part method – observation and visualization method – Dramatization method

### **Unit – V:**

Tournaments - Types of Tournaments – Single knock out – Seeding – Special Seeding – Merits and Demerits of Single knock out Tournament – League Tournaments – Types of League Tournaments – Cyclic– Staircase Method – Merits and Demerits of League Tournaments.

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

1. Katherine T. Thomas, Amelia M. Lee and Jerry R. Thomas, 2008 *“Physical Education Methods for Elementary Teachers”* Third Ed., USA

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

1. Rajesh Tripathi, 2010 “Methods of Physical Education” New Delhi.
2. Rama Krishna Prasad. Y.V., Vidya Sagar. P and Bhaskara Rao .D, 2007 “Methods of Physical Education” New Delhi.

<b>Programme</b>	<b>: III B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Semester</b>	<b>: V</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>6</b>
<b>Paper Title</b>	<b>: Theories of Games – III</b>	<b>Total Marks</b>	<b>:</b>	<b>100</b>
<b>Paper Code</b>	<b>: 17UPEC52</b>	<b>Part</b>	<b>:</b>	<b>III</b>

**Theories of Games - III**  
**(Hockey, Cricket, Tennis and Football)**

**Objectives:** - To educate the History and Rules and regulations of Hockey, Cricket, Tennis and Football

**Unit – I:**

History and Development of Games – Organization of Games- Working Federations

**Unit – II:**

Hockey – Measurements – Ground Marking – Major Rules of the Game

**Unit – III:**

Cricket – Measurements – Ground Marking – Major Rules of the Game

**Unit – IV:**

Tennis – Measurements – Ground Marking – Major Rules of the Game

**Unit – V:**

Football – Measurements – Ground Marking – Major Rules of the Game

**Text book (s):**

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

**Reference Book (s):**

1. Elizabeth Anders with Sue Myers, 2008 *“Field Hockey steps to Success”*
2. Ralph Dellor, 2010 *“Cricket Steps to Success”* Human Kinetics Publication.
3. Meenu Syal, 2004, *“Teach Yourself Football”* New Delhi.
4. Paul McNarnee, 2010 *“The Original Rules of Tennis”* U.K.

<b>Programme</b>	<b>: III B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Semester</b>	<b>: V</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>6</b>
<b>Paper Title</b>	<b>: Kinesiology and Biomechanics in Sports</b>	<b>Total Marks</b>	<b>:</b>	<b>100</b>
<b>Paper Code</b>	<b>: 17UPEC53</b>	<b>Part</b>	<b>:</b>	<b>III</b>

**Objective:**

To realize the movements of the body and mechanical principles of sports and games

**Unit-I**

Meaning – Aim and Objectives of Kinesiology in sports – Joints and Its types - Fundamental movements of Joints – Flexion – Extension – Abduction – Adduction – Rotation – Circumduction – Axis and planes - Human body Posture – Postural deviation – Postural Principles – Guideline for good posture – Causes for bad posture.

**Unit-II**

Classification of Muscle – Structural Classification of Muscle on Basis of Fiber arrangement – Location, origin, Insertion and Action of Muscles at Various Joints - Upper Extremities - Biceps, Triceps, Deltoid, and Etc – Lower Extremities - Quadriceps, Hamstring and Gastrocnemius, and Etc

**Unit-III**

Meaning and Definition of Biomechanics – Branches of Mechanics - Need and Importance of Biomechanics in the field of Physical Education and Sports – Motion - Types of Motion- Linear, Rotary motions and their types - Newton's Laws of Motion and their application to games and sports.

**Unit-IV**

Levers – Definition and meaning – Types and characteristics of Levers – Anatomical examples through sports - Centre of Gravity - Equilibrium- Stages of Equilibrium – Stability - Factors that determine the degree of stability – Balance – Equilibrium

**Unit-V**

Friction – Distance – Displacement – Speed and Velocity – Acceleration and its types - Force – Definition and Meaning – Factors affecting force – Types of force – centripetal and centrifugal force – Projectile – Angle of Projection – Spin, its types and Resistance

**Text book (s):**

1. Cooper and Classgow, 1976, Kinesiology, C.V Mosby Company, Saint Louis

**Reference Book (s):**

1. Kelly, P.L. Kinesiology and Fundamentals of Motions Dictionary, Prentice Hall.
2. Dr.A.Mahaboobjan, 2013, Kinesiology & Biomechanics, KSK publishers
3. Katherine, FW, 1996, Kinesiology WB Saunders, London

<b>Programme</b>	<b>: III B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>2</b>
<b>Semester</b>	<b>: V</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>2</b>
<b>Paper Title</b>	<b>: Recreation and Camping</b>	<b>Total Marks</b>	<b>:</b>	<b>100</b>
<b>Paper Code</b>	<b>: 17UPEC5P</b>	<b>Part</b>	<b>:</b>	<b>III</b>

### **RECREATION AND CAMPING**

**Objectives:** - To Educate the social welfare, environmental study, and leadership training.

1. Types of recreational activities, indoor and outdoor games,
2. Leadership training , leadership in recreation and supervision
3. Study of environment
4. Social welfare
5. Recreational Activities.

**Text book (s):**

1. Kamalesh, 1991 M.I Principles and history of physical education, prakashbros Patiala.

**Reference Book (s):**

1. Anderson, JM Indusial recreation, Mcgraw 1955 – Hill Book Company Inc, London.
2. Royappa,D.J and GovindarajuluL.K 1973 Camping and education ,Jupiter press private ,Chennai.

<b>Programme</b>	<b>: III B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Semester</b>	<b>: V</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>5</b>
<b>Paper Title</b>	<b>: Sports Training</b>	<b>Total Marks</b>	<b>:</b>	<b>100</b>
<b>Paper Code</b>	<b>: 17UPEE51</b>	<b>Part</b>	<b>:</b>	<b>III</b>

### **SPORTS TRAINING**

#### **Unit-I**

Sports Training – Introduction – Meaning – Aim – Characteristics & Principles of Sports Training – Scope of Training – Psychological Aspects - Objectives of Training – Coaching Principles – Coaching Process.

#### **Unit-II**

Types of Training – Interval Training, Circuit Training, Plyometric Training and Weight Training - Training Load – Meaning – Types of Load – Components of Load – Intensity – Volume – Density – Frequency of Stimulus – Duration of Stimulus - Principles of Load

#### **Unit-III**

Training of Motor Qualities - Strength: Forms of Strength – Factors Determines Strength – Means and Methods of Developing Strength – Endurance - Forms of Endurance – Factors Determines Endurance – Means and Methods of Developing Endurance

#### **Unit-IV**

Speed: Forms of Speed– Means and Methods of Developing Speed - Flexibility: Forms of Flexibility - Types of Flexibility -Methods of Developing Flexibility – Coordination - Forms of Coordination – Means and Methods of Developing Coordination.

#### **Unit – V**

Training plan – Periodization – Meaning and types of Periodization – Preparatory period – Competition Period – Transitional period – Long term and short term plans - Training cycles

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

1. K.O. Bosen teaching in Athletics, NSNIS, Patiala

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

1. Fundamentals of Sports Training – L. Matreyer
2. Sports Training – Hardayal Sing
3. Stephen Ralph, E & Som Bell, 1978, track and Field, John Witley& Sons, INC, Canada

<b>Programme</b>	<b>: III B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Semester</b>	<b>: V</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>5</b>
<b>Paper Title</b>	<b>: Sports Journalism</b>	<b>Total Marks</b>	<b>:</b>	<b>100</b>
<b>Paper Code</b>	<b>: 17UPEE52</b>	<b>Part</b>	<b>:</b>	<b>III</b>

### **Sports Journalism**

#### **Unit I**

Ethics of Journalism and Sports bulletins – Canons of Journalism – News, information and ideas – Journalism and Sports education

#### **Unit II**

Structure of Sports Bulletin – Compiling a Bulletin – Types of bulletin – Hourly Bulletin and Special Bulletin – External Bulletins

#### **Unit III**

Sports as an Integral part of Physical Education – Sports organization and Sports Journalism – General news reporting and Sports reporting

#### **Unit IV**

Brief review of Olympic Games, Asian Games, Common wealth Games and Indian traditional Games

#### **Unit V**

Mass Media in Journalism – Radio and T.V commentary – Running commentary on the Radio – Sports experts comments – Sports reviews for the radio and T.V

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

1. Phil Andrews, Sports Journalism- A Practical Introduction, 2013, Sheffield Hallam University, UK

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

1. Kathryn T Stofer, James R Schaffer & Brian A. Rogenthal, 2019, Sports Journalism: An Introduction to Reporting and Writing, the Nebraska Associated Press
2. Edward (Ted) M. Kian & Brad Schultz, 2018, Multimedia Sport journalism, Oxford University Press.
3. Thomas Fensch Sam, 1995, *The Sports Writing Handbook*, Lawrence Erlbaum Publishers.

<b>Programme</b>	<b>: III B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>2</b>
<b>Semester</b>	<b>: V</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>3</b>
<b>Paper Title</b>	<b>: Teaching Practice</b>	<b>Total Marks</b>	<b>:</b>	<b>100</b>
<b>Paper Code</b>	<b>: 17UPES5P</b>	<b>Part</b>	<b>:</b>	<b>IV</b>

**Objectives:** - To Test and evaluate the way of teaching, coaching and Demonstrating.

1. Lesson plan – General And Particular Lesson plan
2. Assembly - Roll call, Warming Up, Lead up activities, Re-assembly and Dismissal
3. Demonstrating Marching – Right Turn, Left Turn, About turn
4. Indigenous Activities – Calisthenics Exercises – Hoops, Wands, Lezium, Indian club and Dumb-bells.
5. Teaching Minor Games – Ball games, Tag games, Goal games, Point Scoring Games.

**Text book (s):**

1. Baneroft, Nessie H. Games . 1959, The Macmillan Company, New York

**Reference Book (s):**

1. Authors Guide. The national Fitness Corps Handbook, 1965, Ministry of Government of India
2. Hindman, Darwin.A 1957, Handbook of Indoor Games and Contests, Nicholas Ltd. London



<b>Programme</b>	<b>: III B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Semester</b>	<b>: VI</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>6</b>
<b>Paper Title</b>	<b>: Theories of Sports Events - III</b>	<b>Total Marks</b>	<b>:</b>	<b>100</b>
<b>Paper Code</b>	<b>: 17UPEC61</b>	<b>Part</b>	<b>:</b>	<b>III</b>

### **Theories of Sports Events – III**

**Objectives:** - To educate the Rules and regulations of Discus Throw, Triple Jump, High Jump and Javelin Throw

#### **UNIT I:**

Discus Throw – Marking and Measurements – Rules and Regulations – Skills

#### **UNIT II:**

Triple Jump – Marking and Measurements – Rules and Regulations – Skills

#### **UNIT III:**

High Jump – Marking and Measurements – Rules and Regulations – Skills

#### **UNIT IV:**

Javelin Throw – Marking and Measurements – Rules and Regulations – Skills

#### **UNIT V:**

Tie - Breaking methods for events and Specific Training (Discus Throw, Triple Jump, High Jump, Javelin Throw)

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

5. Peter Matthews, 2011, Athletics 2011, The International Track and Field Annual.

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

1. Gary Barber, 2006, Getting Started in Track and Field Athletics: Advice & ideas for children, parents, and teachers.

6. Sherry Quack, 2002 USA Track and Field 2002-03 Directory and Resource Guide

7. Jack Otten, 2001, Rigby on Deck Reading Libraries: Leveled Reader Track.

<b>Programme</b>	<b>: III B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Semester</b>	<b>: VI</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>6</b>
<b>Paper Title</b>	<b>: Exercise Physiology</b>	<b>Total Marks</b>	<b>:</b>	<b>100</b>
<b>Paper Code</b>	<b>: 17UPEC62</b>	<b>Part</b>	<b>:</b>	<b>III</b>

### **Exercise Physiology**

**Objectives:** - To educate the Effect of exercise on Various Physiology systems and Energy Metabolism.

### **Unit-I**

Meaning and Definitions of Exercise Physiology – Nature of Exercise Physiology – Scope of Exercise Physiology - Microscopic Structure of muscle Fiber – Muscle fiber types - Slow twitch fiber – Fast twitch fiber

### **Unit-II**

Muscular contraction – Types of muscular contraction - Sliding Filament Theory of Muscular Contraction – Heat production in Muscle – Source of Energy - Kerb Cycle - Aerobic and Anaerobic Metabolism – Effect of exercise in metabolism - Carbohydrates, Fat and Protein

### **Unit-III**

Effect of exercise on Respiratory System – Mechanism of respiration – inspiration and Expiration – Vital Capacity – Tidal Volume. Effect of Exercise on Circulatory System – Systemic Circulation – Pulmonary Circulation – Systole – Diastole – Stroke volume – Cardiac output.

### **Unit-IV**

Nervous System and Muscular Activity – Excitation of Contraction – Synapse – Motor Units - The Chemical Transmitter – Voluntary and Involuntary Control of Muscular activity-

### **Unit-V**

Effects of Extreme Heat – Heat stroke - Muscular Fatigue and Recovery – Causes for fatigue - Prevention of Fatigue – Oxygen debt – Second wind - Effect of doping – Alcohol and drugs on sports performance.

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

1. Shaver L.G. Essentials of Exercise Physiology, 1981, Surjeet Publication

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

1. Physiology of Muscular Activity- Peter .V.Karpovich
2. Physiology of Exercise – More House and Miller
3. Applied Exercise Physiology – Richard A.Berger.

<b>Programme</b>	<b>: III B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Semester</b>	<b>: VI</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>4</b>
<b>Paper Title</b>	<b>: Test, Measurement and Evaluation in Physical Education and Sports</b>			
<b>Paper Code</b>	<b>: 17UPEC63</b>	<b>Total Marks</b>	<b>:</b>	<b>100</b>
		<b>Part</b>	<b>:</b>	<b>III</b>

### **Test, Measurement and Evaluation in Physical Education and Sports**

#### **Unit-I**

Meaning and Definition of Test, Measurement and Evaluation – Need and Importance of test, Measurement and Evaluation – Principles of Evaluation – Importance of Evaluation – Procedure of Evaluation.

#### **Unit-II**

Types of Tests – Standardized and Teacher Made Test – Objective and Subjective Tests – contribution of Knowledge Test and Skill Test - Criteria of Good test – Validity – Reliability – Objectivity – Norms – Administration - Feasibility – Educational Application

#### **Unit – III**

New York State Physical Fitness Test – Speed Test – 50 M Dash – Strength Test – Bend Knee Sit ups - Endurance Test – Agility Test – Shuttle run - Flexibility Test – Sit and reach test – Explosive Strength test – Standing Broad jump.

#### **Unit-IV**

Ability - Barrow Motor Ability Test – Muscular Endurance - Kraus Weber Test – Cardiovascular Endurance - Cooper 12 Minutes Run / Walk Test, Harward Step Test – Jumping, Chinning and Running - JCR test

#### **Unit-V**

##### **SKILL TESTS**

Johnson's Basketball Ability Test - Mc Donald Soccer Test - Helmen Volleyball Test - Hendry Friedal Field Hockey Test - French Short Service Test (Badminton)

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

1. Clarke, 1976, II Application of Measurement in Health and Physical Education, Prentice Hall.

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

1. Mathew K Donald, 1973 Measurement in Physical Education London WS Saunders Company.
2. Bosco. James. S. 1988, measurement and Evaluation in Physical Education and Sports, New Jersey, Prentic Hall Inc.

<b>Programme</b>	<b>: III B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Semester</b>	<b>: VI</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>12</b>
<b>Course Title</b>	<b>: Games and Sports Events - III</b>	<b>Max Marks</b>	<b>:</b>	<b>100</b>
<b>Course Code</b>	<b>: 17UPEC6P</b>	<b>Part</b>	<b>:</b>	<b>III</b>

### **Games & Sport Events - III**

**Objectives:** - To test and evaluate the fundamental skills, Rules and regulations of Discus Throw, Triple Jump, High Jump and Javelin Throw

9. Test of Fundamental and Advanced skills of Events.
10. Rules and their Interpretation of Games & Sport Events
11. Duties of Officials – Scoring system.
12. Coaching Aspects – Fundamentals skills – Advanced skills

**Text Book (s):**

4. Peter Matthews, 2011, Athletics 2011, the International Track and Field Annual.

**Reference Book (s):**

1. Gary Barber, 2006, Getting Started in Track and Field Athletics: Advice & ideas for children, parents, and teachers.
5. Sherry Quack, 2002 USA Track and Field 2002-03 Directory and Resource Guide
6. Jack Otten, 2001, Rigby on Deck Reading Libraries: Leveled Reader Track.

<b>Programme</b>	<b>: III B.Sc., Physical Education.</b>	<b>Credit</b>	<b>:</b>	<b>2</b>
<b>Semester</b>	<b>: VI</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>3</b>
<b>Paper Title</b>	<b>: Fitness and Wellness</b>	<b>Total Marks</b>	<b>:</b>	<b>100</b>
<b>Paper Code</b>	<b>: 17UPEA61</b>	<b>Part</b>	<b>:</b>	<b>III</b>

### **FITNESS AND WELLNESS**

**Objectives: To educate the value of fitness, effect of fitness, aerobic and aerobic exercise.**

#### **UNIT - I**

Definition and meaning of physical fitness – Brief Historical relevance of exercise and physical fitness – Future challenges, Strategies for increasing physical fitness in India – Values of Physical fitness – Components of Health related physical fitness – Definition and components of wellness – Relationship between fitness, health and wellness.

#### **UNIT - II**

Factors influencing fitness – [Age, Sex, Climate Diet, Exercise and Training] – Types of exercises used in Fitness [Aerobic, Anaerobic, Isometric, Stretching, Agility and balancing]. The acute and chronic effects of Physical Activity on various systems of the body – Health benefits of Physical Activity – Assessment of cardio – respiratory Fitness, Musculo Skeletal fitness, Flexibility and body composition.

#### **UNIT – III**

Prescription for aerobic exercise – modes of aerobic exercise – Implementing an aerobic fitness – Programme – Principles of cardiovascular exercise prescription – aerobic exercise programme (Walk – jog – run) aerobic dancing, rope jumping, treadmill running, jogging in place stair climbing, Stationary bicycling.

#### **UNIT – IV**

Wellness – Meaning – Concept of wellness – Importance – health and wellness – Types of exercise programme – Components of wellness – Physical fitness – Cardio Vascular Risk factors.

#### **UNIT - V**

Health habits: Alcohol and Drugs – Smoking – Tension and stress – Proper Nutrition – Cancer Prevention – Spiritual well – being – The wellness challenge.

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

1.Hoeger werner W.K, and Hoeger Sharan A. (1990) Fitness and Wellness, New Jersey: Morton Publishing Company.

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

1. Hazedine, (1985) Fitness for Sports, Ramsburg: The Crowood Ress Ltd.
2. Pande P.K. and L.C. Gupta, (1987) Sports Medicine, New Delhi: Jaypee Brothers.
- 3.Goswami Shashikant, (1996) Nutrition for Sports, Patiala: SAINSNIS.

<b>Programme</b>	<b>: III B.Sc., Physical Education.</b>	<b>Credits</b>	<b>:</b>	<b>4</b>
<b>Semester</b>	<b>: VI</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>5</b>
<b>Course Title</b>	<b>: Sports Nutrition</b>	<b>Max Marks</b>	<b>:</b>	<b>100</b>
<b>Course Code</b>	<b>: 17UPEE61</b>	<b>Part</b>	<b>:</b>	<b>III</b>

### **SPORTS NUTRITION**

**Objectives:** - to Educate the need and Importance of Sports Nutrition to the field of Sports.

#### **Unit I :**

**Introduction to Sports Nutrition:** Meaning and Definition of Nutrition, Sports Nutrition, Basic Nutrition Guidelines, Role of Nutrition in Sports - Factor to consider for developing Nutrition Plan. Carbohydrates, Protein, Fat – Meaning, Classification and its Function - Different methods of dietary assessment (food and fluid intake)

#### **Unit II:**

**Nutrients: Ingestion to Energy Metabolism:** Role of Carbohydrates, Fat and Protein during Exercise - Vitamins, Minerals, Water – Meaning, Classification and its function. Role of hydration during exercise, water balance – Dehydration - Nutrition – Daily Caloric Requirements and Expenditure.

#### **Unit III:**

**Energy intake and Energy expenditure** - Energy content of foods (chemical energy and metabolizable energy) - Factors affecting energy expenditure - Basal metabolism (Definition, protocol for measurement and factors affecting basal metabolism) - Energy balance and Energy requirement: Concepts and basis - Adaption in energy expenditure-energy balance - Energy requirements across various age groups

#### **Unit IV:**

**Energy balance concept for athletic performance:** Importance of understanding carbohydrate, protein and fat balance among athletes - Consequences of Energy imbalance in performance - Determining energy requirements of athletes - Contribution of Resting metabolic Rate - Nutrition for team sports - Nutrition for Athletics - Nutrition for Endurance Sports.

#### **Unit V**

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

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

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

**Reference Book (s):**

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

<b>Programme</b>	<b>: III B.Sc., Physical Education.</b>	<b>Credits</b>	<b>:</b>	<b>4</b>
<b>Semester</b>	<b>: VI</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>5</b>
<b>Course Title</b>	<b>: Modern Trends in Physical Education</b>	<b>Max Marks</b>	<b>:</b>	<b>100</b>
<b>Course Code</b>	<b>: 17UPEE62</b>	<b>Part</b>	<b>:</b>	<b>III</b>

### **MODERN TRENDS IN PHYSICAL EDUCATION**

#### **Objectives**

- To provide details of various programmes in Physical Education and career option and to know the modern trends in sports infrastructure facilities.

#### **UNIT – I**

**Physical Education Programme** - Physical Education Teacher Training programme in India: B.Sc., B.P.Ed., M.P.Ed., Research programme: M.Phil., Ph.D. Coaching programmes: NIS Certificate, Diploma and M.S.

#### **UNIT – II**

**Avenues For Placements** - School: Physical Education Teacher, Physical Director, RIPE, CIPE. College & University: Asst. Director of Physical Education, Deputy Director of Physical Education, Director of Physical Education, Assistant Professor, Associate Professor, Professor, Principal – Sports Council: Coaches, DSO, RSM, DGM and GM.

#### **UNIT – III**

**Modern Sports Facilities** - Play area – synthetic track – Turf field – Toro flex surface – Grass field – Wooden surface – Indoor stadium – Structure and facilities – Flood lit matches.

#### **UNIT - IV**

**Sports Infrastructure** - Assistance for building infrastructure – playfields, Gymnasium, Swimming pool, Stadium and Equipments – Assistance for coaching and training programme – Rural and urban – different levels – advance training and coaching – Assistance for competitions – District, State, National, International – Incentives.

#### **UNIT – V**

**Talent Identification** - Talent Identification in sports and games – The compulsory Physical Education programme in Schools and Colleges.

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

1. Biswajit Bhunia 2016. Modern Physical Education Sport and Globalization S B Enterprises

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

1. Shamshad Ahmed, 2005, Education and Physical Education. Isha books.
2. G Singh, 2007, Modern Trends in Teaching Physical Education, Friends pub
3. Singh, Ajmer (2005). Essential of Physical Education, Kayani Publication, New Delhi



<b>Programme</b>	<b>: III B.Sc., Physical Education.</b>	<b>Credits</b>	<b>:</b>	<b>2</b>
<b>Semester</b>	<b>: VI</b>	<b>No. of Hours / Week</b>	<b>:</b>	<b>4</b>
<b>Course Title</b>	<b>: Project (Specialization Game)</b>	<b>Max Marks</b>	<b>:</b>	<b>100</b>
<b>Course Code</b>	<b>: 17UPES6P</b>	<b>Part</b>	<b>:</b>	<b>IV</b>

### **Project (Specialization Game)**

**Objectives:** to Equip the students for Technical and Strategy knowledge in Specialization Game

In VI Semester Students can chose any one of the major games as specialization and Attend practical classes and prepare a record book. At the end of the VI semester there will be an Internal and External practical Examination and they should submit a record book.

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

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

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

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

<b>Programme</b>	<b>B.A</b>	<b>Programme Code</b>	
<b>Course Code</b>	<b>20UEGS21</b>	<b>Number of Hours/Cycle</b>	<b>2</b>
<b>Semester</b>	<b>II</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>IV</b>	<b>Credit</b>	<b>2</b>
<b>Course Title</b>	<b>Environment &amp; Gender Studies</b>		
<b>Cognitive Level</b>	<b>Up to K3</b>		

### **Preamble**

This course aims to bring to the knowledge of the students that environment and conservation play a vital role in any nation. Nations across the globe face newer environmental challenges. The degradation of our biodiversity in the form of deforestation, industrialization, etc. and further the equality between sexes and gender sensitization are the need of the hour that led to placing both environment and gender studies in Curricula.

#### **Unit I Environment Education**

**8 Hours**

Objectives – Nature and Scope – Environment Education in India, Components of Environment – Biosphere, Lithosphere, Hydrosphere, and Atmosphere. Global Environmental Issues – Global Warming, Ozone Layer Depletion, Acid Rain, Desertification – Loss of Biodiversity – E-wastes and Cloud Bursting.

#### **Unit II Ecosystem & Biodiversity**

**8 Hours**

Ecosystem: Concept – Structure and Functions of an Ecosystem: Producers, Consumers and Decomposers – Energy Flow in an Ecosystem; Food Chains, Food Webs and Ecological Pyramids; Biodiversity: Introduction – National and Global Levels – Loss of Biodiversity – Hotspots – Conservation Strategies: In Situ and Ex Situ.

#### **Unit III Energy Resources and Conservation**

**4 Hours**

Definition – Classification: Conventional and Non-Conventional – Types of Wastes: Solid, Liquid and Gaseous – Conversion of Wastes into Wealth – Energy from Wastes.

#### **Unit IV Natural Resources**

**6 Hours**

Introduction – Types of Resources: Forest, Water, Mineral, Animal and Livestock, Land and Food – Resources Depletions: Causes, Consequences and Remedial Measures – Environmental Laws – Acts, Rules and Procedures in India – Social Issues – Sustainable Development.

#### **Unit V Gender**

**4 Hours**

Introduction – Constitutional Guarantees - Types of Gender – Influence of Genes, Hormones and their Roles – Agents of Gender Socialization: Role of Family – Role of Peer Group – Role of Religion.

#### **Text Book:**

Ravichandran, P. and Muthumari, M. (2019). Environmental Studies, New Century Book House, Chennai, Tamil Nadu, India.

#### **Reference Books:**

AbhijitMallick (2014). Environmental Science and Management, Viva Books Private Limited, New Delhi, India.

Kanagasabai, S. (2010). Textbook on Environmental Studies, PHI Learning Private Limited, New Delhi, India.

Rajagopalan, R. (2005). Environmental Studies, Oxford University Press, New Delhi, India.

UlaganathanSankar (2001). Environmental Economics, Oxford University Press, New Delhi, India.

Shukla, R.S. and Chandel, P.S. (2003). Plant Ecology, S.Chand & Company Limited, New Delhi, India.

Ramakrishnan, P.S. (2013). Ecology and Sustainable Development, National Book Trust, New Delhi, India.

Chattopadhyay, S.K. (2017). Gender Socialization and the Making of Gender in the Indian Context. Sage Publication, New Delhi, India.

#### **Journal Source:**

The Indian Journal of Gender Studies [Journals.sagepub.com]

**Course Outcomes [COs]:****On completion of this course, the students will be able to**

<b>CO1</b>	Define the concepts of Environmental Education and Relate the various environmental issues.
<b>CO2</b>	Classify the behaviour of various Trophic Levels of Ecosystems and Interpret their Energy Flow. And make use of acquired knowledge in mitigation of Loss of Biodiversity.
<b>CO3</b>	Identify and apply knowledge in various types of wastes and their conversion into wealth.
<b>CO4</b>	Illustrate the Environmental Laws and Develop knowledge about Sustainable Development.
<b>CO5</b>	Make use of acquired knowledge in issues related to gender equality.

**Mapping of Course Outcomes [COs] with Programme Specific Outcomes [PSOs]**

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

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

<b>Units</b>	<b>COs</b>	<b>K – Level</b>	<b>Section A</b>		<b>Section B</b>	<b>Section C</b>
			<b>MCQs</b>		<b>Either/Or Choice</b>	<b>Either/Or Choice</b>
			<b>No. Of Questions</b>	<b>K-Level</b>	<b>No. Of Questions</b>	<b>No. Of Questions</b>
1	CO1	Up to K2	4	K1 & K2	2(K1&K1)	2(K1&K1)
2	CO2	Up to K3	4	K1 & K2	2(K3&K3)	2(K3&K3)
3	CO3	Up to K2	4	K1 & K2	2(K2&K2)	2(K2&K2)
4	CO4	Up to K2	4	K1 & K2	2(K2&K2)	2(K2&K2)
5	CO5	Up to K3	4	K1 & K2	2(K2&K2)	2(K2&K2)
No of Questions to be asked			20		10	10
No of Questions to be answered			20		5	5
Marks for each Question			1		6	10
Total Marks for each Section			20		30	50

**K1 – Remembering and recalling facts with specific answers****K2 – Basic understanding of facts and stating main ideas with general answers****K3 – Application oriented – Solving problems**

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

<b>K Levels</b>	<b>Section A (No Choice)</b>	<b>Section B (Either/or)</b>	<b>Section C (Either/or)</b>	<b>Total Marks</b>	<b>% of Marks without Choice</b>	<b>Consolidated (Rounded off)</b>
<b>K1</b>	10	12	20	42	23.33	23%
<b>K2</b>	10	36	60	106	58.88	59%
<b>K3</b>	-	12	20	32	17.77	18%
<b>Total Marks</b>	20	60	100	180		100%

**LESSON PLAN**

**Course Designed By: Dr. P. Ravichandran & Dr. M. Muthumar**

<b>UNIT</b>	<b>TOPIC</b>	<b>HOURS</b>	<b>MODES</b>
<b>Unit-1 Environment Education</b>	Objectives – Nature and Scope – Environment Education in India, Components of Environment – Biosphere, Lithosphere, Hydrosphere, and Atmosphere. Global Environmental Issues – Global Warming, Ozone Layer Depletion, Acid Rain, Desertification – Loss of Biodiversity – E-wastes and Cloud Bursting.	<b>8</b>	PPT Presentation
<b>Unit- II Ecosystem &amp; Biodiversity</b>	Ecosystem: Concept – Structure and Functions of an Ecosystem: Producers, Consumers and Decomposers – Energy Flow in an Ecosystem; Food Chains, Food Webs and Ecological Pyramids; Biodiversity: Introduction – National and Global Levels – Loss of Biodiversity – Hotspots – Conservation Strategies: In Situ and Ex Situ.	8	Lecture Method
<b>Unit- III Energy Resources and Conservation</b>	Definition – Classification: Conventional and Non-Conventional – Types of Wastes: Solid, Liquid and Gaseous – Conversion of Wastes into Wealth – Energy from Wastes	4	Flash Cards
<b>Unit -IV Natural Resources</b>	Introduction – Types of Resources: Forest, Water, Mineral, Animal and Livestock, Land and Food – Resources Depletions: Causes, Consequences and Remedial Measures – Environmental Laws – Acts, Rules and Procedures in India – Social Issues – Sustainable Development	6	Lecture Method
<b>Unit - V Gender</b>	Introduction – Constitutional Guarantees - Types of Gender – Influence of Genes, Hormones and their Roles – Agents of Gender Socialization: Role of Family – Role of Peer Group – Role of Religion.	4	Video Clips would be displayed

<b>Programme</b>	<b>All</b>	<b>Programme Code</b>	
<b>Course Code</b>	<b>20UVEV11</b>	<b>Number of Hours/Cycle</b>	<b>2</b>
<b>Semester</b>	<b>I</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>IV</b>	<b>Credit</b>	<b>2</b>
<b>Course Title</b>	<b>VALUE EDUCATION</b>		
<b>Cognitive level – Up to K3</b>			

### Preamble

This course aims to develop the students in all dimensions so that they can be the better citizens of this nation with more social responsibility and patriotism.

#### Unit I Values and Individual 6 hours

Values meaning – the Significance of values – Classification of values – Needs of value education – Values and the individual; self-discipline, self-confidence, self-initiative, empathy, compassion, forgiveness, honesty and courage.

#### Unit II Values and Religion 6 hours

Karma Yoga in Hinduism – Ahimsa in Jainism – Compassion in Buddhism – Love and justice in Christianity – Universal Brotherhood in Islam – Selfless service in Sikhism – Need for religious harmony.

#### Unit III Values and Society 6 hours

Definition of Society – Democracy – Secularism – Socialism – Gender justice human rights – Socio political awareness – Social integration – Social Justice.

#### Unit IV Professional Values 6 hours

Definition – Accountability – Willingness to learn – Team spirit – Competence development – Honesty – Transparency – Respecting others – Democratic functioning – Integrity and commitment.

#### Unit- V Role of Social Institutions in Value formation and Constitutional Values 6 hours

Role of family, peer group – Society – Educational institutions – Role models – Swami Vivekananda – Mahatma Gandhi – Martin Luther King – Mother Teresa and mass media in value formation – Dignity of the individual – Unity and integrity of the nation – International peace.

### Text Book

1. Saravanan. P, Andichamy.P, (2011) “Value Education” Merit India Publications, Madurai.

### Reference Books

1. Murugesan.R (2015), Value Education, Millennium Publishers & Distributors, Madurai
2. Subramanyam. K. (2002), Value Education (Socio-Spiritual), Sri Ramakrishna Tapovanam, Trichy.
3. Complete Works of Swami. Vivekananda, Sri Ramakrishna Mutt, Chennai
4. M.K. Gandhi, 2019 “An Autobiography or The Story of My Experiment with Truth” Navajeevan Publication, Ahmadabad
5. Jeyapragasam.S, 2006, “World Religions” CEPCHIRA, Madurai, 2006.

## Course Outcomes

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

<b>CO1</b>	Trace their personality and social values based on the principles of human values
<b>CO2</b>	Relate a sense of Love, Peace and Brotherhood at the local, national and international level
<b>CO3</b>	Identify the social realities and inculcate essential value system towards building a healthy society
<b>CO4</b>	Employ the knowledge of professional values in life
<b>CO5</b>	Associate the role in social institutions, family and constitutional values

### Mapping of Course Outcomes (Cos) with Programme Specific Outcomes (PSOs)

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

1-Low 2-Moderate 3-High

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

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
<b>1</b>	CO1	Up to K2	4	K1 & K2	2(K1 & K1)	2(K1 & K1)
<b>2</b>	CO2	Up to K2	4	K1 & K2	2(K2 & K2)	2(K2 & K2)
<b>3</b>	CO3	Up to K3	4	K1 & K2	2(K3 & K3)	2(K3 & K3)
<b>4</b>	CO4	Up to K2	4	K1 & K2	2(K2 & K2)	2(K2 & K2)
<b>5</b>	CO5	Up to K3	4	K1 & K2	2(K3 & K3)	2(K2 & K2)
No. of Questions to be asked			20		10	10
No. of Questions to be answered					5	5
Marks for each Question					6	10
Total Marks for each Section					30	50

**K1**-Remembering and recalling facts with specific answers

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

**K3**-Application oriented-Solving problems

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

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks Without choice	Consolidated (Rounded off)
<b>K1</b>	<b>10</b>	<b>12</b>	<b>20</b>	<b>42</b>	<b>23.33</b>	<b>24%</b>
<b>K2</b>	<b>10</b>	<b>24</b>	<b>60</b>	<b>94</b>	<b>52.22</b>	<b>52%</b>
<b>K3</b>		<b>24</b>	<b>20</b>	<b>44</b>	<b>24.4</b>	<b>24%</b>
<b>Total Marks</b>	<b>20</b>	<b>60</b>	<b>100</b>	<b>180</b>		<b>100%</b>

### LESSON PLAN

UNIT	TOPIC	HOURS	MODE
Unit I: Values and Individual	Values meaning – the Significance of values – Classification of values – Needs of value education – Values and the individual; self-discipline, self-confidence, self-initiative, empathy, compassion, forgiveness, honesty and courage	6	Lecture
Unit II: Values and Religion	Karma Yoga in Hinduism – Ahimsa in Jainism – Compassion in Buddhism – Love and justice in Christianity – Universal Brotherhood in Islam – Selfless service in Sikhism – Need for religious harmony	6	Lecture
Unit III: Values and Society	Definition of Society – Democracy – secularism – Socialism – Gender justice human rights – Socio political awareness – Social integration – Social justice.	6	Lecture
Unit IV: Professional Values	Definition – Accountability – Willingness to learn – Team spirit – Competence development – Honesty – Transparency – Respecting others – Democratic functioning – Integrity and commitment.	6	Lecture
Unit– V: Role of Social Institutions in Value formation and Constitutional Values:	Role of family, peer group – Society – Educational institutions – Role models – Swami Vivekananda – Mahatma Gandhi – Martin Luther King – Mother Teresa and mass media in value formation – Dignity of the individual – Unity and integrity of the nation – International peace.	6	Lecture

**Course Designed By: Dr. J. Sathya Bama & Dr. M. Inbalakshmi**