



ALAGAPPA UNIVERSITY



(A State University Established in 1985)

Karaikudi - 630003. Tamil Nadu, India



FACULTY OF EDUCATION ALAGAPPA UNIVERSITY COLLEGE OF PHYSICAL EDUCATION



B.Sc., PHYSICAL EDUCATION REGULATIONS AND SYLLABUS

(For the candidates admitted from the
Academic Year 2022 - 2023)

**ALAGAPPA UNIVERSITY COLLEGE OF PHYSICAL
EDUCATION**

BSc Ph REGULATIONS AND SYLLABUS

[For the candidates admitted from the Academic Year 2022 – 2023 onwards]



ALAGAPPA UNIVERSITY

(A State University Accredited with “A+” grade by NAAC (CGPA: 3.64) in the Third
Cycle and Graded as Category-I University by MHRD-UGC)

Karaikudi -630003, Tamil Nadu.

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<p>Name Dr.K. Divya , Designation Asst Professor AUCPE , Alagappa University, Teaching Experience: 9 years , Research Experience: 12 years, Area of Research: Physical Education and Exercise physiology</p>	
<p>Name Dr.P.Yoga , Designation Asst Professor AUCPE , Alagappa University, Teaching Experience: 9 years , Research Experience: 12 years, Area of Research: Physical Education and yoga</p>	
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<p>Name Dr. K.M.M Jaskar , Designation Asst Professor AUCPE , Alagappa University, Teaching Experience: 6 years , Research Experience: 8 years, Area of Research: Physical Education and Training Methods</p>	
<p>Name Dr. K.Sundar , Designation Asst Professor AUCPE , Alagappa University, Teaching Experience: 6 years , Research Experience: 11 years, Area of Research: Physical Education, Sports Psychology and sports Technology</p>	
<p>Name Dr. T.P.Yogesh , Designation Asst Professor AUCPE , Alagappa University, Teaching Experience: 6 years , Research Experience: 9 years, Area of Research: Yoga and Sports Training</p>	
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**CURRICULUM FRAMEWORK FOR
B.Sc. PHYSICAL EDUCATION HEALTH EDUCATION
AND SPORTS PROGRAMME**

**GUIDELINES OF REGULATIONS AND SYLLABUS STRUCTURE FOR BACHELOR OF
SCIENCE IN PHYSICAL EDUCATION THREE YEARS PROGRAMME**

1. Choice-Based Credit System

A choice-Based Credit System is a flexible system of learning. This system allows students to gain knowledge at their own tempo. The student shall decide on electives from a wide range of elective courses offered by the University Departments in consultation with the Department committee. Students undergo additional courses and acquire more than the required number of credits. They can also adopt an inter- disciplinary and intra-disciplinary approach to learn, and make the best use of the expertise of available faculty.

2. Programme

BSc Physical Education is a 3 year UG course that explains and demonstrates how scientific methods are used to study physical activity and exercise. Students are taught the importance of physical activity and exercise in maintaining a healthy lifestyle.

- Theory - Core Course- Elective Course
- Practicum- Compulsory Course (Track and Field)- Elective Course

3. Courses

‘Course’ is a component (a paper) of a programme. Each course offered by the university college of physical education is identified by a unique course code. A course contains lectures / tutorials / laboratory /seminar / practical training / report writing etc or a combination of these, to meet effectively the teaching and learning needs.

4. Credits

The term “Credit” refers to the weight age given to a course, usually in relation to the instructional hours assigned to it. Normally in each of the courses credits will be assigned on the basis of the number of lectures / tutorial / laboratory and other forms of learning required to complete the course contents in a 15-week schedule. One credit is equal to one hour of lecture per week. For laboratory/field work one credit is equal to two hours.

PROVISION OF BONUS CREDITS MAXIMUM OF 6 CREDITS IN EACH SEMESTER

S.No	Special Credits for Extra Co-curricular Activities	Credit
1	Achievement National level Competition (Medal Winner)	1
2	Sports Achievement at Stale level Competition (Medal Winner) Sports	2
3	Sports participation International level Competition	4
4	Inter Uni. Participation (Any one game)	2
5	Inter College Participation (Minimum Two games)	1
6	National cadet corps / National service scheme	2
7	Blood donation/Cleanliness drive/Community services/	2
8	Basic Camp, leadership training Camp, trucking, Mountaineering – /Adventure Activities	2
9	Organization/ Officiating – State /National level in any two games	2
10	News Reposting / Article Writing / book writing / progress report writing	1
11	Research Project	4

Students can earn maximum 06 Bonus Credits in each semester by his/her participation in the above mentioned activities duly certified by the Head of the institution/ Department. This Bonus credit will be used only to compensate loss of credits in academic activities.

5. Semesters

An Academic year is divided into two Semesters. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examination and evaluation purposes. Each week has 30 working hours spread over 5 / 6 days a week.

6. College committee

The college Committee consists of the faculty of the college. The college Committee shall be responsible for admission to all the programmes offered by the college including the conduct of physical fitness tests, verification of records, admission, and evaluation. The college Committee determines the deliberation of courses and specifies the allocation of credits semester-wise and course-wise. For each course, it will also identify the number of credits for lectures, tutorials, practicals, seminars etc.

The courses (Core/Discipline Specific Elective/Non-Major Elective) are designed by teachers and approved by the college Committees. Courses approved by the college Committees

shall be approved by the Board of Studies/Broad Based Board of Studies. A teacher offering a course will also be responsible for maintaining attendance and performance sheets (CIA -I, CIA-II, assignments and seminar) of all the students registered for the course. The Non-major elective programme, MOOCs coordinator and Internship Mentor are responsible for submitting the performance sheet to the Head of the department. The principal of the college consolidates all such performance sheets of courses pertaining to the programmes offered by the college. Then forward the same to be Controller of Examinations.

Outcome Based Education (OBE)

Clarity: A career in Physical Education has a vast range of career options from being a part of the chosen sport, trainer, sports goods manufacturer, commentator, health club, marketing, sports journalism, and lots of other related options.

Flexibility: To encourages teachers to be open to different approaches to teaching, to be willing to modify their procedures based on the needs of their students, and to be creative in their approach. A need to be taken into Progressive overload, specificity, reversibility, individual differences, and balance

Structure their Courses around Specific Outcomes. Students will develop practical, theoretical skills in Physical Education. 3. Students will be prepared to acquire a range of general skills, to specific skills to communicate with society effectively and learn independently.

Comparison: Physical education plays a vital role in the personality development of our youth. It makes them physically healthy, active and mentally alerts, and also reduces their risk for health problems. It enables them to live in a healthy and competitive environment.

Involvement: Students are involved to concentrates on the physical education teaching function. It helps the teacher select objectives at the correct level of difficulty to meet the students' needs. The teacher encourages the students to be responsible for their own physical education learning.

Unique Features of Outcome Based Education

- ❖ Outcome Based Education to enhance communications among various stakeholders.
- ❖ Outcome Based Education its helps in examining the vision and mission.
- ❖ Outcome Based Education to evaluates students' performance effectively.
- ❖ Outcome Based Education its helps in mapping the Course Outcomes and Programme Outcomes foreach assessment.

UNIVERSITY COLLEGE OF PHYSICAL EDUCATION

VISION

Mission

Programme Educational Objectives

Programme Educational Outcome

Programme specific Outcome

Co1

Co2

Co3

Co4

Co5

**Bloom taxonomy
K1 to k6- (Knowledge level)
(Theory /Practical's/Projects-
k1 tok5/k6)**

Higher order thinking level

Vision:

Our vision for the future includes adding a minor in health/wellness promotion, continuing to grow our outdoor adventure and leadership program with wilderness therapy and swift water rescue and certificate programs in coaching, adult fitness, and physical education. We aim to provide exemplary programs in these areas.

Mission:

The Physical Education Program is dedicated to and focused on the development of the whole student: physical, mental, and intellectual. Programs within the department are interdisciplinary by nature and combine the fields of education and social sciences

7. Programme Educational Objectives- (PEO)

PEO-1	Incorporate research and innovation in the field of physical education, health education and sports by conducting various programmes Emphasizing quality education by providing global standards
PEO-2	Enhance innovative programmes by conducting training camps, workshops, seminars
PEO-3	Conferences and project meet Strategic collaborations with national and international organizations for implementing.
PEO-4	Centralize and acknowledge that the individual, in his /her search for personal meaning, once Educated in Health and Physical Education, would be able to make positive contributions tothe Enhancement of Society
PEO-5	Standard teaching and learning activities Facilitating students to discover a range of modern-day and ethical issues related to.
PEO-6	Physical education, Health education and Sports
PEO-7	Promote Physical Fitness and Health
PEO-8	Develop Motor Skills and Coordination
PEO-9	Enhance Social Skills and Teamwork
PEO-10	Provide Opportunities for Recreation and Leisure

8. Programme Specific Objectives-(PSO)-

PSO-1	Understand the importance of health and wellness for sports professionals.
PSO-2	Practically apply knowledge with an understanding of sports, health and exercise sciences through scientific principles to analyze techniques.
PSO-3	Emphasis on teaching relevant skills with student centered approach who will in turn will be highly valued in physical education, Health education and sports
PSO-4	Practically apply knowledge with an understanding of officiating, rules and regulations.
PSO-5	Execute well planned work assignments by implementing actual time management.
PSO-6	Get ready for prominent career in physical education and sports by equipping them with relevant facts, concepts and scientific theories related to various disciplines applicable to Physical education, Health education and sports.
PSO-7	Design and develop strategies to cater the needs of Sports field that are ethical and safe.
PSO-8	Possess leadership qualities, team spirit and communication skills to exhibit professional responsibility
PSO-9	Improve logical and integrative problem-solving approaches for precarious consideration and systematic analysis
PSO-10	To inculcate training and practical approach using modern technology amongst the students in the field of physical education, health education and sports.

9. Programme Outcome-(PO)

PO-1	Understand the importance of health and wellness for sports professionals..
PO-2	Practically apply knowledge with an understanding of sports, health and exercise sciences through scientific principles to analyze techniques
PO-3	Emphasis on teaching relevant skills with student centered approach who will in turn will be highly valued in physical education, Health education and sports.
PO-4	Practically apply knowledge with an understanding of officiating, rules and regulations.
PO-5	Execute well planned work assignments by implementing actual time management.

10. Programme Specific Outcome-(PO)

PO-1	Establish knowledge and proficiency in theories, concepts, practice and skills specific to the field of Physical Education, Health Education and Sports.
PO-2	Exhibit capability in applying his/her knowledge in instructional planning, scientific theories related to various disciplines applicable to Physical and Health education
PO-3	Demonstrate a working and specialized knowledge in discipline specific skills, technique and tactics.
PO-4	Determine ability to integrate knowledge and understanding, analytical skills and attributes to appreciate multiple perspectives
PO-5	Develop active listening and speaking skills as well as interpersonal skills and Attribute career long learning for engaging in youth sport and participating in National and International events.

Assessment

CIA, alternate assessment tools, seminar, end semester exam, laboratory and project work, course exit survey, programme exit survey, alumni survey, employer survey, course expert committee, programme assessment and quality improvement committee, department advisory board, faculty meeting, professional society.

Bloom taxonomy –Learning/Knowledge level

L1/ K1	Remember	Student recall (or) remember the information Questions: Arrange, Choose, Define, Describe, Find, How, Label, List, Match, Name, Relate, Recall, Show, What, Why)
L2/ K2	Understand	Can the student explain ideas (or) concepts Questions: classify, compare, convert, Explain, Express, Illustrate, Outline, Relate, Show, Summaries, Translate.
L3/ K3	Apply	Can the student use information in a new way. Question: Construct, Develop, Discover, Identify, Interview, modify, Predict, Practice, Solve.
L4/K4	Analyze	Can the student distinguish between the different analysis parts? Question: Categories, Classify, Compare, Distinguish, Generate, Examine, Interpret, Operate, Simplify.
L5/ K5	Evaluate	Can the student justify a stand (or) decision? Question: Assess, Choose, Compare, Determine, Evaluate, Explain, Interpret, Justify, Measure, Priorities, Prove, Select.

L6/ K6	Create	Can the student Create a new product (or)point of view) Question: Choose, Compile, Compose, Construct, Create, Develop, Discuss, Elaborate, Estimate, Formulate, Maximize, Minimize,Modify, Propose, Solve.
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11. Eligibility for admission

a. Eligibility

- Pass in Plus two (10 +2)
- Proficiency in sport

b. Admission and Intake Procedure

Admission shall be made on the basis of ranking for a total of 100 marks as detailed below.

1.Qualifying Examination - 25 marks	Plus two % of marks
2.Participation in Sports and Games - 25 marks	a. Representation for the Country/National placing (I, II, III & IV) - 25 marks b. State Representation (Form II/IV in games/Sports) - 20 marks c. Inter Division (Participation) BDS / RDS - 15 marks d. Inter District (participation) / BDS / RDS - 10 marks e. Inter-School Representation - 05 marks
3.Sports proficiency test- 25 marks	The applicant should choose any one of the indoor or outdoor sports for assessment.
4. Physical fitness test - 25 marks	a. 100mts or 800 Mts - 20 marks b. Shot-put - 15 marks c. Long Jump or Highjump - 15 marks

c. Medical Certificate

All applicants should submit along with the application a latest Medical Certificate issued by a Government Doctor not below the rank of a Civil Surgeon to the effect that the candidate is fit to undergo strenuous activities.

12. Medium of Instruction

Medium English, Teachers provide instruction to communicate the students about instructional matters through technology-based instruction, classroom correspondence, face-to-face instruction, virtual /online learning centre-based instruction, etc.

13. Minimum Duration of programme

The programme is for a period of three years. Each year shall consist of two semesters viz. Odd and Even semesters. Odd semesters shall be from June / July to October / November and even

semesters shall be from November / December to April / May. Each semester there shall be not less than 90 working days consisting of 5 teaching hours per working day which shall comprise 450 teaching clock hours for each semester (exclusive of the days for the conduct of the University end-semester examination).

14. Components

A BSC- Ph programme consists of a number of courses. The term “course” is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a “paper” in the conventional sense. The following are the various categories of the courses suggested for the **BSC- Ph** programmers:

A. Core courses (CC)- “Core Papers” means “the core courses” related to the programme concerned including practicals and project work offered under the programme and shall cover core competency, critical thinking, analytical reasoning, and research skill.

B. Discipline-Specific Electives (DSE) means the courses offered under the programme related to the major but are to be selected by the students, shall cover additional academic knowledge, critical thinking, and analytical reasoning.

C. Non-Major Electives (NME)- Exposure beyond the discipline

❖ All the programme students have to undergo a total of two Non Major Elective courses with 2 credits offered by other departments (one in II Semester another in III Semester). A uniform time frame of 3 hours on a common day (Tuesday) shall be allocated for the Non-Major Electives.

❖ Non Major Elective courses offered by the departments pertaining to a semester should be announced before the end of previous semester and the same shall be submitted to the Curriculum Design and Development Cell and posted in the University websites.

❖ Registration process: Students have to register for the Non-Major Elective course within 15 days from the commencement of the semester either in the department or online. The list of registered candidates shall be submitted to Director, Curriculum Design and Development Cell.

D. Self Learning Courses from MOOCs platforms.

❖ MOOCs shall be on voluntary for the students.

❖ All PG programmes students have to undergo a total of 2 Self Learning Courses (MOOCs) one in II semester and another in III semester.

❖ The actual credits earned through MOOCs shall be transferred to the credit plan of programmes as extra credits.

❖ If the Self Learning Course (MOOCs) is without credit, 2 credits/course be given and transferred as extra credit

❖ While selecting the MOOCs, preference shall be given to the course related to employability skills.

14. Plan of work

A course may be designed to comprise lectures/tutorials/laboratory work/field work / outreach activities / project work / vocational training / viva /seminars /term papers / assignments / presentations / self- study etc., or a combination of some of these.

The Course' applied is to indicate logical part of subject matter of the programme and is invariably equivalent to the subject matter of a "Paper" in the conventional sense. The following are the various categories of courses suggested for the B.Sc programme.

- ❖ CORE COURSE
- ❖ ELECTIVE COURSE
- ❖ PRACTICALCOURSES
- ❖ INTERNSHIP COURSES

There shall be at least 200 working days per year exclusive of admission and examination process etc

15. Teaching methods

B.SC-Ph is a three -year duration course typically divided into six semesters. Syllabus for B.Sc-Ph includes theory as well as practical subjects. Among theory subjects, there are some core and elective subjects. Core subjects are mandatory for all, however, candidates have to make a choice among elective subjects available in the curriculum of a university/ college.

16. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students who have earned 74% to 70% of attendance need to apply for condonation in the prescribed form with the prescribed fee. Students who have earned 69% to 60% of attendance need to apply for condonation in the prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 60% of attendance are not eligible to appear for the End Semester Examination (ESE). They shall re-do the semester(s) after completion of the programme.

17. Examination

The examinations shall be conducted separately for theory and practical's to assess (remembering, understanding, applying, analyzing, evaluating, and creating) the knowledge required during the study. There shall be two systems of examinations viz., internal and external examinations. The internal examinations shall be conducted as Continuous Internal Assessment tests I and II (CIA Test I & II).

A. Internal Assessment

The internal assessment shall comprise a maximum of 25 marks for each subject. The following procedure shall be followed for awarding internal marks.

Theory -25 marks

Sr.No	Content	Marks
1	Average marks of two CIA test	15
2	Seminar/group discussion/quiz	5
3	Assignment/field trip report/case study report	5
	Total	25

Practical -25 Marks

1	Academic Lesson	10 marks
2	Individual & other Physical activities	5 marks
3	Teaching and Coaching skills	10 marks
	Total	25 Marks

Internship-50 Marks (assess by Guide/incharge/HOD/supervisor)

1	Two presentations (mid-term)	30 Marks
2	Progress report	20 Marks
	Total	50 Marks

B. External Examination

- ❖ There shall be examinations at the end of each semester, for odd semesters in the month of October / November; for even semesters in April / May.
- ❖ A candidate who does not pass the examination in any course(s) may be permitted to appear in such failed course(s) in the subsequent examinations to be held in October / November or April / May. However candidates who have arrears in Practical shall be permitted to take their arrear Practical examination only along with Regular Practical examination in the respective semester.
- ❖ A candidate should get registered for the first semester examination. If registration is not possible owing to shortage of attendance beyond condonation limit / regulation prescribed OR belated joining OR on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the programme.
- ❖ For the Project Report/ Dissertation Work / internship the maximum marks will be 100 marks for project report evaluation and for the Viva-Voce it is 50 marks (if in some programmes, if the project is equivalent to more than one course, the project marks would be in proportion to the number of equivalent courses).
- ❖ Viva-Voce: Each candidate shall be required to appear for Viva-Voce Examination (in defense of the Dissertation Work /Project/ internship).

Scheme of External Examination (Question Paper Pattern)

Theory - Maximum 75 Marks

Section A	10 questions. All questions carry equal marks.	$10 \times 1 = 10$	10 questions – 1 each from every unit
Section B	5 questions Either / or type like 1.a (or) b. All questions carry equal marks	$5 \times 5 = 25$	5 questions – 1 each from every unit
Section C	5 questions Either / or type like 1.a (or) b. All questions carry equal marks	$5 \times 8 = 40$	5 questions – 1 each from every unit

Practical –Maximum 75 Marks

Section A	Academic Lesson	15 Marks
Section B	Physical Lesson	10 Marks
Section C	Individual & other Physical activities	5 Marks
Section D	Teaching and Coaching skills	25 Marks
Section E	Record note	10 Marks
Section F	Vivo voce	10 Marks

Internship report Scheme of evaluation

Internship report	100 Marks
Vivo voce	50 Marks

18. Results

The results of all the examinations will be published through the Department where the student underwent the course as well as through University Website

19. Passing minimum

- ❖ A candidate shall be declared to have passed in each course if he/she secures not less than 40% marks in the End Semester Examinations and 40% marks in the Internal Assessment and not less than 40 % in the aggregate, taking Continuous assessment and End Semester Examinations marks together.
- ❖ The passing minimum for CIA shall be 40% out of 25/15* marks (i.e.10/6* marks) in Theory papers and 40% out of 40/10* marks (i.e. 16/4* marks) in Practical Examinations.
- ❖ The candidates not obtained 40% in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semesters (2 chances will be given) by writing the CIA tests and by submitting assignments.

- ❖ Candidates, who have secured the pass marks in the End-Semester Examination and in the CIA but failed to secure the aggregate minimum pass mark (E.S.E + C I.A), are permitted to improve their Internal Assessment mark in the following semester and /or in University examinations.
- ❖ A candidate shall be declared to have passed in the internship/ Project report if he / she get not less than 40% in each of the Report and Viva-Voce.
- ❖ A candidate who gets less than 40% in the Dissertation Internship/ Project Report must resubmit the thesis. Such candidates need take again the Viva-Voce on the resubmitted report / thesis.

20. Grading of the Courses

❖ The following table gives the marks, Grade points, Letter Grades, and classifications meant to indicate the overall academic performance of the candidate. Conversion of Marks to Grade Points and Letter Grade (Performance in Course / Paper)

RANGE OF MARKS	GRADE POINTS	LETTER GRADE	DESCRIPTION
90 - 100	9.0 – 10.0	O	Outstanding
80 - 89	8.0 – 8.9	D+	Excellent
75 - 79	7.5 – 7.9	D	Distinction
70 - 74	7.0 – 7.4	A+	Very Good
60 - 69	6.0 – 6.9	A	Good
50 - 59	5.0 – 5.9	B	Average
40 - 49	4.0 – 4.9	C	Satisfactory
00 - 39	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

- a) Successful candidates passing the examinations and earning a GPA between 9.0 and 10.0 and marks from 90 – 100 shall be declared to have Outstanding (O).
- b) Successful candidates passing the examinations and earning GPA between 8.0 and 8.9 and marks from 80 - 89 shall be declared to have Excellent (D+).
- c) Successful candidates passing the examinations and earning GPA between 7.5 – 7.9 and marks from 75 - 79 shall be declared to have Distinction (D).
- d) Successful candidates passing the examinations and earning GPA between 7.0 – 7.4 and marks from 70 - 74 shall be declared to have Very Good (A+).
- e) Successful candidates passing the examinations and earning GPA between 6.0 – 6.9 and marks from 60 - 69 shall be declared to have Good (A).

- f) Successful candidates passing the examinations and earning GPA between 5.0 – 5.9 and marks from 50 - 59 shall be declared to have Average (B).
- g) Successful candidates passing the examinations and earning GPA between 4.0 – 4.9 and marks from 40 - 49 shall be declared to have Satisfactory (C).
- h) Candidates earning GPA between 0.0 and marks from 00 - 39 shall be declared to have Re-appear (U).
- i) Absence from an examination shall not be taken as an attempt.

From the second semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively **by** Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA). These two are calculated by the following formulate

$$\text{GRADE POINT AVERAGE (GPA)} = \frac{\sum_i C_i G_i}{\sum_i C_i}$$

$$\text{GPA} = \frac{\text{Sum of the multiplication of grade points by the credits of the courses}}{\text{Sum of the credits of the courses in a Semester}}$$

Classification of the final result

The final result of the candidate shall be based only on the CGPA earned by the candidate.

- a) Successful candidates passing the examinations and earning CGPA between 7.5 and 7.9 shall be given Letter Grade (D), those who earned CGPA between 8.0 and 8.4 shall be given Letter Grade (D+) and those who earned CGPA between 8.5 and 8.9 shall be given Successful candidates passing the examinations and earning CGPA between 9.5 and 10.0 shall be given Letter Grade (O+) and those who earned CGPA between 9.0 and 9.4 shall be given Letter Grade (O) and declared to have First Class –Exemplary*.
- b) Letter Grade (D++) and declared to have First Class with Distinction*.
- c) Successful candidates passing the examinations and earning CGPA between 6.0 and 6.4 shall be given Letter Grade (A), those who earned CGPA between 6.5 and 6.9 shall be given Letter Grade (A+), and those who earned CGPA between 7.0 and 7.4 shall be given Letter Grade (A++) and declared to have First Class.
- d) Successful candidates passing the examinations and earning CGPA between 5.0 and 5.4 shall be given Letter Grade (B) and those who earned CGPA between 5.5 and 5.9 shall be given Letter Grade (B+) and declared to have passed in Second Class.
- e) Successful candidates passing the examinations and earning CGPA between 4.0 and 4.4 shall be given Letter Grade (C) and those who earned CGPA between 4.5 and 4.9 shall be given Letter Grade (C+) and declared to have passed in Third Class.
- f) Absence from an examination shall not be taken as an attempt.

Final result

CGPA	Grade	Classification of Final Result
9.5 – 10.0	O+	First Class – Exemplary*
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
4.5 and above but below 5.0	C+	Third Class
4.0 and above but below 4.5	C	
0.0 and above but below 4.0	U	Re-appear

CUMULATIVE GRADE POINT AVERAGE (CGPA) = $\frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$

CGPA = $\frac{\text{Sum of the multiplication of grade points by the credits of the entire programme}}{\text{Sum of the credits of the course for the entire Programme}}$

Where 'Ci' is the Credit earned for Course i in any semester; 'Gi' is the Grade Point obtained by the student for Course i and 'n' refers to the semester in which such courses were credited.

CGPA (Cumulative Grade Point Average) = Average Grade Point of all the Courses passed starting from the first semester to the current semester.

Note: * The candidates who have passed in the first appearance and within the prescribed Semesters of the UG Programme (Major, Allied, and Elective courses alone) are eligible for this classification.

23. Maximum duration of the completion of the programme

The maximum period for completion of **B.SC-Ph** is shall not exceed 12 semesters continuing from the first semester.

24. Conferment of the Undergraduate Degree programme

A candidate shall be eligible for the conferment of the Degree only after he/ she has earned the minimum required credits for the Programme prescribed there for (i.e. 140 + Ex Credits for three years UG Programmes and 160 + Ex credits for four years UG Programmes credits).

25. Village Extension Programme

The Sivaganga and Ramnad districts are very backward districts where a majority of people lives in poverty. The rural mass is economically and educationally backward. Thus the aim of the introduction of this Village Extension Programme is to extend out to reach environmental awareness, social activities, hygiene, and health to the rural people of this region. The students in their third semester have to visit any one of the adopted villages within the jurisdiction of Alagappa University and can arrange various programs to educate the rural mass in the following areas for three day based on the theme. 1. Environmental awareness 2. Hygiene and Health. A minimum of two faculty members can accompany the students and guide them.

B.Sc Physical Education

S. No	Course code	Part	Title of the paper	T/P	Credit	Hours/week	I	E	Total
I SEMESTER									
1	221T1/ 221H1	T/OL	Tamil/ Other Languages-I	T	3	3	25	75	100
2	912CE	E	Communicative English - I (Common For All UG Programmes)	T	3	3	25	75	100
3	91BPEA	CC – I	Professional English for arts & social sciences – I	T	3	3	25	75	100
4	720103	CC - II	History & Foundation of Physical Education & Sports	T	3	3	25	75	100
5	720104	CC - III	Track and Field – I	T	3	3	25	75	100
6	7201E1/ 7201E2	DSE – I DSE - II	Fitness and wellness in Physical Education/ Educational Technology in Physical Education	T	3	3	25	75	100
7	720105	CP - I	Track and field – I (Sprints, Middle, distance races, Long jump, High jump and Shot put)	P	3	5	25	75	100
8	720106	CP - II	Mass Demonstration: Calisthenics Marching, light apparatus	P	3	5	25	75	100
9	720107	CP - III	Specialization game-I (Badminton, Basketball, Cricket, Fencing, Football, Kabaddi , Kho-kho and Beach volleyball)	P	3	5	25	75	100
10	720108	CP - IV	Project Sports Meet – I	P	2	5	25	75	100
			Total		29	38	250	750	1000
II SEMESTER									
11	222T1/ 222H1	T/OL	Tamil/ Other Languages-II	T	3	3	25	75	100
12	222E2	E	Communicative English - II	T	3	3	25	75	100
13	720203	CC - IV	Anatomy and Physiology	T	3	3	25	75	100
14	720204	CC – V	Theories of sports and games – I (Badminton, Basketball, Cricket, Fencing, Football, Kabaddi, Kho-kho and Beach volleyball)	T	3	3	25	75	100
15	22BES2	SEC	Environmental Studies	T	2	2	25	75	100
16	7202E1/ 7202E2	DSE – III DSE - IV	Sports Nutrition / Movement Education and Primary Physical Education	T	3	3	25	75	100
17	720205	CP - V	Track and field – I (Sprints, Middle distance races, Long jump, High jump and Shot put)	P	3	5	25	75	100
18	720206	CP - VI	Gymnastics / Weight lifting / Swimming	P	3	5	25	75	100
19	720207	---	Extension Activities	P	1	5	25	75	100

20	720208	CP – VII	Project Sports meet – II	P	2	6	25	75	100
			Total		26	39	250	750	1000
III SEMESTER									
21	223T1 223H1	T/OL	Tamil/ Other Languages-III	T	3	3	25	75	100
22	223E3	E	English For Enrichment - I	T	3	3	25	75	100
23	720303	CC -VI	Foundation of Yoga	T	3	3	25	75	100
24	720304	CC-VII	Track and field – II		3	3	25	75	100
25	7203E1/ 7203E2	DSE – V DSE - VI	Computer application in Physical Education/ Sports psychology and sociology	T	3	3	25	75	100
26	****	NME	Non-Major Elective	T	2	3	25	75	100
27	720305	CP-VIII	Track and field – II* (Long distance races, Triple jump, Discus throw, Relays and Walking)	P	3	5	25	75	100
28	720306	CP -IX	Yoga– Part-I(Basic level – Asanas Pranayama and Mudras)	P	3	5	25	75	100
29	720307	CP -X	Specialization game-II* (Boxing , weight lifting, Handball, Hockey , Tennis , Volleyball, Yoga)	P	3	5	25	75	100
30			Library, Yoga ,Career guidance	-	-	5	-	-	-
			Total		26	38	225	675	900
31	224T1 /224H1	T/OL	Tamil/ Other Languages-IV	T	3	3	25	75	100
32	224E4	E	English for Effective communication IV	T	3	3	25	75	100
33	720403	CC- VIII	Physiology of Exercise	T	3	3	25	75	100
34	720404	CC- IX	Theories of sports and games – II (Boxing , weight lifting, Handball, Hockey , Tennis , Volleyball, Yoga)	T	3	3	25	75	100
35	7204E1 / 7204E2	EC – VII EC- VIII	Health Education / Safety Education and First aid	T	3	3	25	75	100
36	****	NME	Non-Major Elective	T	2	3	25	75	100
37	721405	CP-XI	Track and field – II (Long distance races, Triple jump, Discus throw, Relays and Race Walking)	P	3	5	25	75	100
38	721406	CP-XII	Yoga – Part-II (Advanced level - Asanas, Pranayama, Kriyas and Bhandas)	P	3	5	25	75	100
39	721407	CP-XIII	Defensive Art	P	3	5	25	75	100
40	721408	---	Extension Activities	P	1	5	25	75	100
			Total		27	38	250	750	1000

V SEMESTER									
S. No	Paper code	Part	Title of the paper	T/P	Credit	Hours/week	I	E	Total
42	720501	CC- X	Sports Training	T	3	3	25	75	100
43	720502	CC -XI	Research Methodology and Statistics in Physical Education	T	3	3	25	75	100
44	720503	CC -XII	Methods of Physical Education	T	3	3	25	75	100
45	720504	CC - XIII	Organization and Administration in physical Education	T	3	3	25	75	100
46	7205E1/7205E2	EC – IX EC - X	Adapted Physical Education / Sports Journalism	T	3	3	25	75	100
47	720505	CP - XIV	Specialization game - IV ((2nd Best)	P	3	5	25	75	100
48	720506	CP –XV	Project Sports Meet III	P	3	5	25	75	100
49	720507	CP XVI	Track and field– III* (Hammer throw, Javelin throw, Pole vault and Hurdle events)	P	3	5	25	75	100
50	720508	CP XVII	Teaching Practice - I	P	3	5	25	75	100
			Total		27	35	225	675	900
VI SEMESTER									
51	720601	CC -XIV	Kinesiology and Bio-Mechanics in Physical Education	T	3	3	25	75	100
52	720602	CC X V	Sports Medicine	T	3	3	25	75	100
53	720603	CC XVI	Test, Measurement and Evaluation in Physical Education and sports	T	3	3	25	75	100
54	720604	CC XVII	Sports Management	T	3	3	25	75	100
55	7206E1/7206E2	EC – XI EC - XII	Sports Injuries and Physiotherapy / Gym Management	T	3	3	25	75	100
56	720605	CP - XVIII	Game of Specialization-V (1 st Best)	P	3	5	25	75	100
57	720606	CP - XIX	Track and field-III (Hammer throw, Javelin throw, Pole vault and Hurdle events)	P	3	5	25	75	100
58	720607	CP - XX	Project Sports meet – Part-IV	P	3	5	25	75	100
59	720608	CP - XXI	Teaching Practice – II	P	3	5	25	75	100
			Total		27	35	225	675	900
			Grand Total		162		1425	4275	5700
NME Course :1 First Aid and Rehabilitation									
NME Course: 2 Principles of Yoga Therapy, Social Skills & Living Value Based									

CC: Core Course, EC: Elective Course, NME: Non Major Elective Course

Semester - I					
Core	Course code: 720103	HISTORY AND FOUNDATION OF PHYSICAL EDUCATION AND SPORTS	T	Credits:3	Hours: 3
Unit-I					
Objective: 1	To gain the knowledge of physical education.				
History of Physical Education History of physical education in India from ancient times to the modern age, Vedic period, Epic period, Muslim period and pre independence, Post-independence developments, Physical Education in other countries, History of physical education in Greece, Rome and Germany.					
Outcome: 1	To understand the concept of Olympic movements.				K1
Unit-II					
Objective :2	To understand the historical perspectives of physical education in India.				
Sports and Games: Ancient Olympic Games, Historical background, Decline & termination of games. Modern Olympic Games, Revival, Charter, Aims, Objectives, Spirit, Motto, Torch, Flag, Opening and Closing Ceremonies, Asian Games, Commonwealth Games, SAF Games.					
Outcome :2	To learn about the Modern, Winter, Para, Youth and Special Olympic games.				K2
Unit-III					
Objective :3	To trace the history of physical education, exercise science and sport from earliest times to present.				
Schemes and Awards: National Cadet Corps, National Sports Organization, National Coaching Schemes, National Institute of Sports, Youth Hostel, Youth Festival, RajkumariAmritKaur Coaching Scheme, Sports Authority of India, National Awards for Sports Persons and Coaches, Moulana Abdul Kalam Azad Trophy, Sports Talent Search Scholarship.					
Outcome 3	Understand the concept of physical education.				K3
Unit-IV					
Objective :4	To identify events that served as catalysts for physical education, exercise science and sports growth.				
Biological Foundation : Growth and Development, Meaning, Definition, Principles, Factors affecting growth, Anatomical and Physiological difference between male and female, Chronological age, Anatomical age, Physiological age and mental age & their implication in Physical Education, Difference between growth and development.					
Outcome 4	Understand the historical development of physical education in India and abroad.				K4

Unit-V		
Objective 5	To equip with the ideas of Fitness Promotion.	
Psychological and Sociological Foundation: Introduction, Individual differences, Attitude, Aggression, Anxiety and Attention, Body types (Kretchmer& Sheldon’s classification) Personality, Meaning, Definition, Characteristics & Dimensions (physical, mental, social & emotional), Factors affecting personality. Theory of Play – Gregarious instinct leadership, National integration, Sociological foundations of Physical Education, Individual and Society.		
Outcome 5	Describe the different Olympic games and its committees.	K4
Suggested Readings		
Dhanaraj S (2021). History and Foundations of Physical Education, INSC, Chikkamagaluru.		
Kamlesh, M L (2004) Principles and History of Physical Education, New Delhi: Friends Publication.		
Bucher, Charles A and WuestDehorah A (1992) Foundations of Physical Education and Sports: St.Louis, C.V.Mosby Company.		
Mojumdar, Ram Mohun (2009) History of Physical Education and Sport. New Delhi: Sports Publication.		
Mac Lucinda (1996) History of Physical Education, New York: C W Heckensmith..		
Khan,Eraj Ahmed History of Physical Education, Patna: Scientific Book Co.		
Mangal S.K (1985). Health and Physical Education, Prakash brothers, Ludhiana.		
Sangaral, Kamalesh (1981). Principles and History of Physical Education, Prakash Brothers, Ludhiana.		

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	M-2	M-2	S-3	S-3	S-3	L- 1	L-1	L-1	M-2	M-2
Co2	S-3	S-3	S-3	S-3	S-3	M-2	M-2	M-2	L- 1	L-1
Co3	L-1	L- 1	L- 1	M-2	M-2	S-3	S-3	S-3	S-3	L- 1
Co4	L- 1	M-2	M-2	M-2	L- 1	M-2	M-2	M-2	L- 1	L- 1
Co5	L- 1	M-2	M-2	M-2	S-3	L- 1	M-2	M-2	M-2	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	M-2	M-2	S-3	S-3	S-3
Co2	S-3	S-3	S-3	S-3	S-3
Co3	L-1	L- 1	L- 1	M-2	M-2
Co4	L- 1	M-2	M-2	M-2	L- 1
Co5	L- 1	M-2	M-2	M-2	S-3
S-Strong (3), M-Medium (2), L-Low (1)					

Semester - I					
Core	Course code: 720104	TRACK AND FIELD – I	T	Credits:3	Hours: 3
Unit –I					
Objectives 1	To determine the state boys and girls individual and team champions				
Planning, Construction and Marking of Standard and Non-Standard Track (200 m, 400 m)					
Outcomes:1	To apply visualization and relaxation techniques to assist in skill application during training and competition while developing an appreciation for the mental aspects of achieving success on and off the track				K1
Unit-II					
Objectives 2	To bring College or Universities within leagues in the state together to:				
Computation of RDR and CR – Stagger Distance and Diagonal Excess					
Outcomes 2	Enhance of the Students learn, understand and apply the technical skills required for success in their particular track event(s).				K2
Unit III					
Objectives 3	To Foster friendly competition between them				
Rules and their Interpretations of Track Events - 100m, 200m,400m, 110m Hurdles, 100m Hurdles, 400m Hurdles.					
Outcomes 3	Develop a team first attitude that involves supporting,				K3
Unit IV					
Objectives 4	To Enhance the quality of high school track and field in the state.				
Markings - Rules and their Interpretations for Throwing Shot put –Discus throw, Javelin throw and Hammer throw.					
Outcomes: 4	encouraging and cooperating with teammates in a competitive environment				K4
Unit V					
Objectives 5	To promote citizenship on the part of individuals, teams, and College Students.				
Duties of Management Officials – Duties of Competition Officials Additional Officials – Officials and their Duties for Track Events – Field Events and Combined Events					
Outcomes: 5	As a track runner you are seen as a team but sometimes we work as individuals and some still feels like they have some improving to do.				K4
Suggested Readings					
Buck H.C. (2001). Text Book of theories of Track & Field. New Delhi.					
ArnheimD.,& William E Prentice. (1978). Athletic training. St. Louis: Mosby Year Book.					
Breshahan, Tuttle.,& Cretzmeyer. (1997). Track and Field Athletics. New Jersey: Prentice Hall.					
Cart E. Klafs., & D, Arnheim. (2000). Modern Principles of Athletic Training. St.Louis; C. V. Mosphy Company.					
George Immanuel. (1997). Track and Field Event layout and Marking. Chennai: Krishnamurthy and co.					
H.C. Buck. (2007). Rules of Games and Sports. Madras: Y.M.C.A. Publications.					
Josse, P, Moprtensen.,& John, M,Copper. (1998). Track and Field for coach and Athlete. St.Louis: C.V.Mosphy Company					

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	L-1	L-1	M-2	M-2	M-2	M-2	S-3	S-3	S-3
Co2	M-2	M-2	M-2	L- 1	L-1	S-3	S-3	S-3	S-3	S-3
Co3	S-3	S-3	S-3	S-3	L- 1	L-1	L- 1	L- 1	M-2	M-2
Co4	M-2	M-2	M-2	L- 1	L- 1	L- 1	M-2	M-2	M-2	L- 1
Co5	L- 1	M-2	M-2	M-2	M-2	L- 1	M-2	M-2	M-2	S-3
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	L-1	L-1	M-2	M-2
Co2	M-2	M-2	M-2	L- 1	L-1
Co3	S-3	S-3	S-3	S-3	L- 1
Co4	M-2	M-2	M-2	L- 1	L- 1
Co5	L- 1	M-2	M-2	M-2	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester - I				
DSE	Course code: 7201E1	FITNESS AND WELLNESS IN PHYSICAL EDUCATION	T	Credits:3 Hours: 3
Unit –I				
Objectives 1	To accurately assess the current level of physical fitness.			
Fitness : Key terms, Introduction, Definition, Terms related to fitness and Wellness, Components of fitness, Components of Wellness, Factors influencing fitness, Benefits of fitness, Physical fitness, Components of physical fitness (health related and motor related physical fitness), Physical activity pyramid, Wellness, Introduction, Definition, Terms, Dimensions of wellness and its management techniques.				
Outcomes 1	Students will acquire knowledge and demonstrate skills to safely engage in physical activity.			K1
Unit-II				
Objectives 2	To Set and work towards accomplishing physical fitness goals			
Bioenergetics Introduction, Definition, Key terms, Body’s need for energy, Three energy system and its characteristics, Estimation of energy needs and energy intake, Consequences of energy imbalance, How exercise impact metabolism, Adaptation to exercises.				
Outcomes 2	Students will understand the principles of lifetime fitness			K2
Unit III				
Objectives 3	To Recognize safety guidelines and perform proper exercise technique			
Planning an Exercise Program Introduction, Key terms Medical evaluation, Principles of training, FITT formula, Three segmental workouts, Program design, Exercise guidelines, Preventing fitness injuries, Basic and advanced conditioning exercises, Walking, Swimming, Cycling, Aerobics etc and Continuous training, Interval training, Circuit training, Fartlek training.				
Outcomes 3	fitness activities into a healthy and active lifestyle.			K4
Unit IV				
Objectives 4	To: access, evaluate and synthesise information			
Stress Management and Fitness Introduction, Definition, Key terms Nature and effects of stress (body system), Types of stress, Removing and reducing stress, Stress management and relaxation techniques, Yoga and deep breathing, Jacobson’s relaxation technique (JRT), Autogenic training, Meditation, Visualization, Biofeedback, Music exercise and rest.				
Outcomes 4	Students will use basic principles of health and wellness			K3

Unit V		
Objectives 5	To take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan.	
Evaluating Fitness	Introduction, Evaluating process and procedure, Factors influence testing, Objectives and scoring, Evaluating fitness components with standardized test, Aerobic endurance, Anaerobic endurance, Agility, Body composition, Balance, Coordination, Flexibility, Reaction time, Strength, Speed and Power, Psychology test, Tests for young athletes.	
Outcomes: 5	to develop an informed, personal approach to mental and physical	K4
Suggested Readings		
<p>Jerrold S (1985). Physical Fitness- A Wellness Approach – Second Edition. Prentice Hall, Englewood Cliffs.</p> <p>Robert V(1975). Physical Fitness the Pathway of Healthful Living Second Edition .The C.V.Mosby Company, Saint Louis.</p> <p>Bud Getchell (1985). Physical Fitness- A Way of Life, Second Edition. John Wiley and Sons Inc, New York.</p> <p>Edward L Fox (1975). Life Time Fitness. Saunders College Publishing. New York.</p> <p>Frank Vitale (2000) Individualized Fitness Programs. Prentice Hall, Englewood Cliffs.</p> <p>McArdle,W D (2001). Exercise Physiology, Energy, Nutrition and Human Performance- 5th edition. Philadelphia.</p>		

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	M-2	M-2	S-3	S-3	S-3	M-2	M-2	S-3	S-3	S-3
Co2	S-3	S-3	S-3	S-3	S-3	S-3	S-3	S-3	S-3	S-3
Co3	L-1	L- 1	L- 1	M-2	M-2	L-1	L- 1	L- 1	M-2	M-2
Co4	L- 1	M-2	M-2	M-2	L- 1	L- 1	M-2	M-2	M-2	L- 1
Co5	L- 1	M-2	M-2	M-2	S-3	L- 1	M-2	M-2	M-2	S-3
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	M-2	M-2	S-3	S-3	S-3
Co2	S-3	S-3	S-3	S-3	S-3
Co3	L-1	L- 1	L- 1	M-2	M-2
Co4	L- 1	M-2	M-2	M-2	L- 1
Co5	L- 1	M-2	M-2	M-2	S-3
S-Strong (3), M-Medium (2), L-Low (1)					

Semester - I					
DSE	Course code:	EDUCATIONAL TECHNOLOGY IN	T	Credits: 3	Hours: 3
7201E2					
PHYSICAL EDUCATION					
Unit –I					
Objective 1	To deliver students with a learning experience in instructional technology.				
Educational Technology: Introduction to Educational technology, Definition, Meaning and Scope technology of education, Technology in education, Distinction between hardware and software technologies and their roles in modern Physical Education practices.					
Outcomes 1	Educational technology for Physical education as the to learning.				K1
Unit-II					
Objective-2	To promote computer-based educational resources.				
Internet and its Applications: Internet and its applications in education, Concept, need, and importance of internet- basics internet technology, Facilities available for communication e-mail, chat, blog, news groups, video conferencing.					
Outcomes 2	Educational technology as <u>technological tools and media</u> ,				K2
Unit III					
Objective 3	To make students aware of Information Technology.				
ICT in Physical Education: Use of information and communication technology in Physical Education, Computer based learning method in physical education, Using technology to improve instructional process, Assessing student learning					
Outcomes 3	For instance <u>massive online courses</u> , that assists in the communication of knowledge development and exchange.				K3
Unit IV					
Objective 4	To determine the practical use of technology integration.				
IV Technology in Physical Education and Sports Initiating technology, use of audio technology, Technological devices used in physical activity, Sports wind gauges, Foul indicators, Laser beam technology, LCD display, Effective teaching and teacher responsibility, Phases and levels of teaching, Methods of teaching, Techniques of presentation and Class Management skills					
Outcomes 4	This is usually what people are referring to when they use the term physical education				K4
Unit V					
Objective 5	To obtain total perspective of the role of technology in modern educational practices.				
Practical: Usage of searching techniques to optimize information search. 2. Preparing a question paper using MS word. 3. Creating a presentation on a topic for one day classroom teaching in Powerpoint. 4. Preparing an E-learning package using MS- power Point for school students. 5. Creating an email id. Sending and receiving E-mail. (Adding Attachments and Using Spam, Trash, Filter Option, etc.) 6. Organising information collected from Internet Using MS- Word. (Includes page setup, Print, Section Break, Header and Footer, Foot note, table, etc.) 7. Operating Sports Technological devices					
Outcomes-5	Educational technology for Physical Education), such as tools for student				K4

Suggested Readings

Sharma, R.A (2008). Educational technology and Management, R.Lall Books Depot. Meerut.

Vanja, M. (2006). Educational Technology, Neelkamal publications pvt. Ltd. Hyderabad.

Mangal, S.K. (2001). Foundations of Educational Technology, Tandon Publications. Ludhiana.

Romesh varma and Suresh sarma, (1998), Modern trends in teaching technology, Anmol Publishers. New Delhi.

Kumar, K.L. (1996). Educational Technology, Newage International Publishers, New Delhi.

Brar, R.S et al, Teaching Methodology and Educational Technology in Physical Education, Kalyani Publishers, New Delhi.

Richey, R.C (2008). Reflections on the 2008 AECT . TechTrends.

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	M-2	M-2	S-3	S-3	S-3	M-2	M-2	S-3	S-3	S-3
Co2	S-3	S-3	S-3	S-3	S-3	S-3	S-3	S-3	S-3	S-3
Co3	L-1	L- 1	L- 1	M-2	M-2	L-1	L- 1	L- 1	M-2	M-2
Co4	L- 1	M-2	M-2	M-2	L- 1	L- 1	M-2	M-2	M-2	L- 1
Co5	L- 1	M-2	M-2	M-2	S-3	L- 1	M-2	M-2	M-2	S-3
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	M-2	M-2	S-3	S-3	S-3
Co2	S-3	S-3	S-3	S-3	S-3
Co3	L-1	L- 1	L- 1	M-2	M-2
Co4	L- 1	M-2	M-2	M-2	L- 1
Co5	L- 1	M-2	M-2	M-2	S-3
S-Strong (3), M-Medium (2), L-Low (1)					

பருவம் - 02					
T/OL	பாடக்குறியீட்டு எண்: 222T1	பொதுத் தமிழ்	T/P	C	H/W
		இடைக்கால இலக்கியமும் சிறுகதையும்	T	3	3
நோக்கம் :	<ul style="list-style-type: none"> ➤ இடைக்கால இலக்கியத்தின் வடிவங்களும் சிந்தனையும் வெளிப்படுத்தல். ➤ சிறுகதைப் படைப்பாளர்கள் வெளிப்படுத்தும் சமூக விழுமியப் பதிவுகளை எடுத்தியம்புதல். 				
அலகு - 1	<p>அ. திருஞானசம்பந்தர் - திருமறைக்காடு (முதல் இரண்டு பாடல்கள்)</p> <p>ஆ. திருநாவுக்கரசர் - திருவதிகை வீரட்டானம் (முதல் இரண்டு பாடல்கள்)</p> <p>இ. சுந்தரர் - திருவெண்ணைநல்லூர் பதிகம் (முதல் இரண்டு பாடல்கள்)</p> <p>ஈ. மாணிக்கவாசகர் - திருவெம்பாவை (முதல் பாடல்)</p> <p>உ. குலசேகர ஆழ்வார் - பெருமாள் திருமொழி (முதல் இரண்டு பாடல்கள்)</p> <p>ஊ. ஆண்டாள் - திருப்பாவை (முதல் பாடல்)</p> <p>எ. சிற்றிலக்கியம்</p> <ol style="list-style-type: none"> 1. நந்திக்கலம்பகம் - முதல் ஐந்து பாடல்கள் 2. கலிங்கத்துப்பரணி - முதல் ஐந்து பாடல்கள் 				
அலகு - 2	<p>சிறுகதை</p> <p>நவரத்தினக் கதைகள் - அறிவுப் பதிப்பகம், தொகுப்பு - முனைவர் சூ.நயினார்</p> <p>அறிவுப் பதிப்பகம், சென்னை - 14.</p>				
அலகு - 3	<p>இலக்கணம்.</p> <p>சொல்வகை - பெயர்ச்சொல் - வினைச்சொல் - இடைச்சொல் - உரிச்சொல்</p> <p>வேற்றுமை மயக்கம் - ஆகுபெயர்.</p>				
அலகு - 4	<p>இலக்கிய வரலாறு</p> <p>பக்தி இலக்கியம் மற்றும் சிற்றிலக்கியம் தொடர்பான இலக்கிய வரலாறு</p>				
அலகு - 5	<p>படைப்பாற்றல்</p> <p>சிறுகதை படைத்தல்.</p>				
பயன்கள் :	<ul style="list-style-type: none"> ➤ சமயச் சிந்தனையின் பங்கு மற்றும் சிறுகதைப் படைப்பாக்கச் சிந்தனை. ➤ சமூகச் சிந்தனை வாயிலாக மாணவர் மேம்படுதல். 				

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	L-1	L-1	M-2	M-2	L- 1	S-3	S-3	M-2	M-2
Co2	M-2	M-2	M-2	L- 1	L-1	M-2	M-2	M-2	L- 1	L-1
Co3	S-3	S-3	S-3	S-3	L- 1	M-2	M-2	S-3	S-3	L- 1
Co4	M-2	M-2	M-2	L- 1	L- 1	M-2	M-2	M-2	L- 1	L- 1
Co5	L- 1	M-2	M-2	M-2	M-2	L- 1	M-2	M-2	M-2	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	L-1	L-1	M-2	M-2
Co2	M-2	M-2	M-2	L- 1	L-1
Co3	S-3	S-3	M-2	M-2	L- 1
Co4	M-2	M-2	M-2	L- 1	L- 1
Co5	L- 1	M-2	M-2	M-2	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

SEMESTER-II							
T/OL	Course code: 222H1	PART -1 HINDI			T/P	C	H/W
		PROSE, GRAMMAR AND TRANSLATION			T	3	3
Unit –I		1. Kafan - Premchand					
		2. Noun					
		3. Exercise in Noun					
		4. Anuvad Abhyas IV New edition: Translation 6 (Hindi to English)					
		5. Anuvad Abhyas IV New edition: Translation 6 (English to Hindi)					
Unit –II		1. Vallabhai patel - Ramnath "Suman"					
		2. Pronoun					
		3. Exercise in Pronoun					
		4. Anuvad Abhyas 7 (Hindi to English)					
		5. Anuvad Abhyas 7 (English-hindi)					
Unit –III		1. Ghumakkad Jingyasa - Rahoo Sanskrithyayan					
		2. Adjective					
		3. Exercise in Adjective					
		4. Anuvad Abhyas 8 (Hindi to English)					
		5. Anuvad Abhyas 8 (English-hindi)					
Unit –IV		1. Garmiyon ke dhin - Kamleshvar					
		2. Verb - I					
		3. Exercise in verb					
		4. Anuvad Abhyas 9 (Hindi to English)					
		5. Anuvad Abhyas 9 (English-hindi)					
Unit –V		1. Lachna - Mahadevi varma					
		2. Verb-II					
		3. Exercise in verb					
		4. Anuvad Abhyas 10 (Hindi to English)					
		5. Anuvad Abhyas 10 (English-hindi)					

1.

PROSE: NAVEEN GADHYA CHAYANIKA – II

Reference Book: D.B.Hindi Prachar Sabha, T.Nagar,

Chennai.17 Prescribed Portions:

- | | |
|----------------------|-----------------------|
| 1. Kafan | -Premchandh |
| 2. Vallabhaipatel | -Ramnath“Suman” |
| 3. GhumakkadJingyasa | -RahoolSanskrithyayan |
| 4. Garmiyonkedhin | -Kamleshvar |
| 5. Lachna | -Mahadevivarma |

2. **Grammar:**

Grammar: Naveen Hindi Vyakaran

Reference Book: D.B.Hindi Prachar Sabha, T.Nagar, Chennai.17

Prescribed Portions: Noun, Pronoun, Adjective , Verb

3. **Applied Grammar**

Exercise in Noun, Pronoun, Adjective, Verb

4. **Translation:** Anuvadh A byaas | V New edition: Translation 6-10 (Hindi to English) Reference Book: D.B.Hindi Prachar Sabha, T.Nagar, Chennai.17
5. **Translation:** Anuvadh A byaas | V New edition: Translation 6-10 (English to Hindi) Reference Book: D.B.Hindi Prachar Sabha, T.Nagar, Chennai.17

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	S-3	S-3	M-2	M-2	L- 1	S-3	S-3	M-2	M-2
Co2	M-2	M-2	M-2	L- 1	L-1	M-2	M-2	M-2	L- 1	L-1
Co3	M-2	M-2	S-3	S-3	L- 1	M-2	M-2	S-3	S-3	L- 1
Co4	M-2	M-2	M-2	L- 1	L- 1	M-2	M-2	M-2	L- 1	L- 1
Co5	L- 1	M-2	M-2	M-2	M-2	L- 1	M-2	M-2	M-2	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	S-3	S-3	M-2	M-2
Co2	M-2	M-2	M-2	L- 1	L-1
Co3	M-2	M-2	S-3	S-3	L- 1
Co4	M-2	M-2	M-2	L- 1	L- 1
Co5	L- 1	M-2	M-2	M-2	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester - II				
E	Core code: 922CE	COMMUNICATIVE ENGLISH-II	T	Credits:3 Hours: 3
Unit –I				
Objective 1	To enhance the learner’s communication skills by giving adequate exposure in (LSRW) listening, speaking, reading and writing skills and the related sub-skills.			
<p>1. Listening and Speaking</p> <p>a. Listening and responding to complaints (formal situation)</p> <p>b. Listening to problems and offering solutions (informal)</p> <p>2. Reading and writing</p> <p>a. Reading aloud (brief motivational anecdotes)</p> <p>b. Writing a paragraph on a proverbial expression/motivational idea.</p> <p>3. Word Power/Vocabulary</p> <p>a. Synonyms & Antonyms</p> <p>4. Grammar in Context</p> <p>Adverbs, Prepositions</p>				
Outcomes 1	To Demonstrate and apply appropriate study skills for college success, including but not limited to annotation, note taking, completion of assignments, and reflective journal writing.			K1
Unit-II				
Objective 2	To help the learners recognize and operate in various styles and registers in English.			
<p>1. Listening and Speaking</p> <p>a. Listening to Famous Speeches and Poems</p> <p>b. Making Short Speeches- Formal: welcome speech and vote of thanks. Informal Occasions- Farewell party, Graduation Speech</p> <p>2. Reading and Writing</p> <p>a. Writing Opinion Pieces (could be on travel, food, film / book reviews or on any contemporary topic)</p> <p>b. Reading poetry</p> <p>i) Reading aloud: (Intonation and Voice Modulation)</p> <p>ii) Identifying and using figures of speech - Simile, Metaphor, Personification etc.</p> <p>3. Word Power</p> <p>a. Idioms & Phrases</p> <p>4. Grammar in Context</p> <p>Conjunctions and Interjections</p>				
Outcomes 2	To Employ a writing process and demonstrate the ability to write clear sentences and construct paragraphs and essays that effectively make use of supporting details, examples, and evidence.			K2

Unit III		
Objective 3	To help the learner get rid of his present flaws and mistakes in Phonetics pronunciation and grammar.	
<p>1. Listening and Speaking</p> <p style="margin-left: 20px;">a. Listening to Ted talks</p> <p style="margin-left: 20px;">b. Making Short Presentations – Formal Presentation with PPT, Analytical Presentation of Graphs and Reports of Multiple kinds</p> <p>Interactions during and after the Presentations</p> <p>2. Reading and writing</p> <p style="margin-left: 20px;">a. Writing e-mails of Complaint</p> <p style="margin-left: 20px;">b. Reading aloud Famous Speeches</p> <p>3. Word Power</p> <p style="margin-left: 20px;">a. One Word Substitution</p> <p>Grammar in Context: Sentence Patterns</p>		
Outcomes 3	To know the written communication	K3
Unit IV		
Objective 4	To help the learner identify and repair the voids in his present vocabulary and pronunciation targeting those specific array of words which create a barrier in his thought process.	
<p style="margin-left: 40px;">1. Listening and Speaking</p> <p style="margin-left: 60px;">a. Participating in a meeting: face to face and online</p> <p style="margin-left: 60px;">b. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks.</p> <p style="margin-left: 40px;">2. Reading and Writing</p> <p style="margin-left: 60px;">a. Reading visual texts – advertisements</p> <p style="margin-left: 60px;">b. Preparing first drafts of short assignments</p> <p style="margin-left: 40px;">3. Word Power</p> <p style="margin-left: 60px;">a. Denotation and Connotation</p> <p>Grammar in Context: Sentence Types</p>		
Outcomes 4	To know the English words sound and Communication	K4
Unit V		
Objective 5	To enhance the learners the Research papers and articles	
<p>1. Listening and Speaking</p> <p style="margin-left: 20px;">a. Informal interview for feature writing</p> <p style="margin-left: 20px;">b. Listening and responding to questions at a formal interview</p> <p>2. Reading and Writing</p> <p style="margin-left: 20px;">a. Writing letters of application</p> <p style="margin-left: 20px;">b. Readers' Theatre (Script Reading)</p> <p style="margin-left: 20px;">c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing)</p>		

3. Word Power					
a. Collocation					
4. Grammar in Context: Working With Clauses					
Outcomes 5	To Wider knowledge about Research Papers and Articles				K4
Suggested Readings					
Anil Kumar. (2012). Spoken English. New Delhi: The Readers Paradise.					
Radhakrishna, Pillai. and Rajeevan, K. (2011). Spoken English for you – Level One. Chennai: Emerald Publishers.					
Ramakrishna Mission Vivekananda University. (2012). Communication skills. Coimbatore: Ramakrishna Mission Vivekananda University Publication.					
Seema Seth. (2012). Communication skills. New Delhi: Readers Choice					
K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	L-1	L-1	M-2	M-2	L- 1	L-1	L-1	M-2	M-2
Co2	M-2	M-2	M-2	L- 1	L-1	M-2	M-2	M-2	L- 1	L-1
Co3	S-3	M-2	M-2	S-3	L- 1	S-3	S-3	S-3	S-3	L- 1
Co4	M-2	M-2	M-2	L- 1	L- 1	M-2	M-2	M-2	L- 1	L- 1
Co5	L- 1	M-2	M-2	M-2	M-2	L- 1	M-2	M-2	M-2	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	M-2	M-2	M-2	L- 1	L-1
Co3	S-3	M-2	M-2	S-3	L- 1
Co4	M-2	M-2	M-2	L- 1	L- 1
Co5	L- 1	M-2	M-2	M-2	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester - II					
Core	Core code:	ANATOMY AND PHYSIOLOGY	T	Credits:3	Hours: 3
Unit –I					
Objective 1	To define the anatomic terms used to refer to the body in terms of directions and geometric planes.				
Basics in Anatomy and Physiology : Need and importance of anatomy and physiology for the students of physical education, Descriptive terms used to describe the human body, Definition of cell tissue, Microscopic Structure of the cell classification, Structure and functions of various types of tissue					
Outcomes 1	To able can understand the principles of lifetime fitness and will incorporate fitness activities into a healthy and active lifestyle.				K1
Unit-II					
Objective 2	To describe the major cavities of the body and the organs they contain.				
Skeletal and Muscular System : Classification of bones, Structure and functions of bone, Names of the human bones, Joints, structure and classification of joints, Major human joints. Muscular system, structure and classification of muscles, General characteristic of muscle.					
Outcomes 2	To acquire knowledge and demonstrate skills to safely engage in physical activity				K2
Unit III					
Objective 3	To Explain what a cell				
Cardiovascular and Respiratory System: Functions of blood, Composition of blood, Lymph and its functions-structure of the heart, Systematic, Pulmonary, Coronary circulation. Respiratory system: Definition of respiration, Structure and functions of the respiratory system, Mechanics for respiration, Lung volumes					
Outcomes 3	To able an Understand the basic principles of anatomy, physiology, and/or biomechanics and apply the knowledge to movement activity.				K3
Unit IV					
Objective 4	To describe the major functions of the four types of human tissue.				
Nervous and Endocrine System : Structure and functions of brain, Spinal cord and reflex arc. Sensory organs, Structure and function of eye, Ear, Nose, Tongue and Skin. Endocrine System: Classification of various glands, Structure and secretion of pituitary, Thyroid, Parathyroid and Adrenal glands.					
Outcomes 4	To able an Understand the Nervous and Endocrine System				K4

Unit V	
Objective 5	To know about the major systems of the body, the organs they contain and the functions of those systems.
Digestive and Excretory System: Structure and functions of alimentary canal, Accessory organs- liver, Pancreas, Gall bladder. Urinary System, Structure and functions of kidney and urinary track, Formation of urine.	
Outcomes 5	To able an Understand the Digestive and Excretory System
K4	
Suggested Readings	
Evelyne Pearce (1999). Anatomy and physiology for nurses. Jay pee Brothers, New Delhi.	
Perrce J.W. (2000). Anatomy for students and Teachers of physical education. London Edward and Co, United Kingdom.	
Anne Waugh and Alleson Giont (2002). Anatomy & Physiology in health and illness. Jones and Barlett Publishers, New York	
.B.R.Mackenna and R. Callandee (1974). Illustrated physiology.	
K.C.Sawant- Human Physiology.	
Chaurasia.B.D.(2002), Human Anatomy, Delhi,CBS Publishers.	
Chatterjee, Chandicharan,(2000) Human Physiology (Vol.I&IT),Calcutta, Medical Allied Agency.	
Wilson, Kathleen J.W.Ross and Wilson (1995) Foundations of Anatomy and Physiology. English Language book society, Churchill Livingston.	
Park.K.Parks (2002). Text book of preventive and social medicine, Banarsilda Bhanot, Jabalpur.	
K1-Remember	K2- Understand
K3-Apply	K4-Analyze
K4-Evaluate	K6-Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	M-2	L-1	M-2	S-3	L- 1	M-2	L-1	M-2	S-3
Co2	M-2	M-2	M-2	L- 1	L-1	M-2	M-2	M-2	L- 1	L-1
Co3	S-3	M-2	M-2	S-3	L- 1	S-3	M-2	M-2	S-3	L- 1
Co4	M-2	M-2	M-2	L- 1	L- 1	M-2	M-2	M-2	L- 1	L- 1
Co5	L- 1	M-2	M-2	M-2	M-2	L- 1	M-2	M-2	M-2	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	M-2	S-3	M-2	L- 1	L-1
Co3	S-3	M-2	L-1	M-2	M-2
Co4	M-2	M-2	M-2	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester - II					
Core	Course code: 720204	THEORIES OF SPORTS AND GAMES-I (Badminton, Basketball, Cricket, Fencing, Football, Kabaddi, Kho-Kho and Beach Volleyball)	T	Credits:3	Hours: 3
Unit –I					
Objective 1	To Enhance the Students will comprehend and demonstrate the needed skills				
History and development of the following games: Basketball, Football, Hockey, handball, power lifting. weight lifting and Volleyball					
Outcomes 1	To Upon completion students should be able to execute game strategies appropriate for volleyball, Handball				K1
Unit-II					
Objective 2	To compete at an intermediate and advanced level of volleyball.				
Layout of play field and major trophies the following games: Basketball, Football, Hockey, handball, power lifting. weight lifting and Volleyball					
Outcomes 2	To Demonstrating an understanding of technical and tactical aspects of major games				K2
Unit III					
Objective 3	A complete plan of action a player will take given the set of circumstances that might arise within the game.				
Rules and interpretation of games of the following games: Basketball, Football, Hockey, handball , power lifting . weight lifting and Volleyball					
Outcomes 3	To able can Students will comprehend and demonstrate the needed skills				K3
Unit IV					
Objective 4	The point in a game where both players have made their decisions and an outcome is reached.				
Basic skills and its drills in the following games: Basketball, Football, Hockey, handball, power lifting. weight lifting and Volleyball					
Outcomes 4	To compete at an intermediate and advanced level Of volleyball.				K4
Unit V					
Objective 5	The payout a player receives from arriving at a particular outcome. The payout can be in any quantifiable form, from dollars to utility.				
Duties of officials and officiating mechanism for the following games: Basketball, Football, Hockey, handball, power lifting. weight lifting and Volleyball					
Outcomes 5	Students will understand and apply spinning workouts designed for strength and cardiovascular fitness. Students will be able to develop a personalized spinning workout.				K4

Suggested Readings

Alex Welsh. (1998). The Soccer Goal Keeping Hand Book. UK:A and C Black Publication.

Anil Kumar Vanaik. (2005). Playing Fields Manual. Friends Publication.

Krause, V, Jerry. (1991). Basketball Skills and Drills, Mumbai: The Marine Sports Publishing Division.

Jake Maddox. (2011). Field Hockey Firsts. Capstone Press.

Jeff Savage (1997), Andre Agassi, Minnesota: Lerner Publications Company.

Jennifer Hurtig. (2006). For the Love of Field Hockey. Weigl Publishers.

Jeremy woods (1991), Tennis: Technique, Tactics, Training, The Crowood Press.

John Feinstein (1992), Hard Courts, New York: Villard Books.

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	M-2	L-1	M-2	S-3	L- 1	M-2	L-1	M-2	S-3
Co2	M-2	S-3	M-2	L- 1	L-1	M-2	S-3	M-2	L- 1	L-1
Co3	S-3	M-2	L-1	M-2	M-2	S-3	M-2	L-1	M-2	M-2
Co4	M-2	M-2	M-2	L- 1	S- 3	M-2	M-2	M-2	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	M-2	S-3	M-2	L-1	L-1
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	M-2	M-2	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester – II					
DSE	Course code: 7202E1	Sports Nutrition	T	Credits:3	Hours:3
Unit -I					
Objective 1	Identify dietary carbohydrate and protein sources and importance of hydration for physical performance.				
Introduction: Introduction to Sports Nutrition ,Meaning ,Definition, Need and importance , Role of Introduction in the field of physical education, Basic Nutrients Recommendations(rda,dri,dv,ai,ear) Diet planning and Food guide pyramid.					
Outcomes 1	Student can get the Overall Idea about Sports Nutrition				K1
Unit-II					
Objective 2	Demonstrate an understanding of numerous ergogenic aids				
Energy Yielding Nutrients and Performance (Carbohydrates, Proteins, Fats): Introduction, Definitions Carbohydrates , Proteins ,Fats. Classifications of Carbohydrates Proteins and Fats. Functions of Carbohydrates Proteins and Fats, Sources of Carbohydrates, Proteins and Fats, Carbo-loading. Consumption of Carbohydrates, Proteins and Fats.					
Outcomes 2	To learn about the Concept of Nutrients				K2
Unit III					
Objective 3	To scientifically proven to enhance performance.				
Essential Nutrients and Performance (Vitamins and Minerals): Introduction, Definitions of Vitamins and Minerals. Classifications of Vitamins and Minerals, Functions of Vitamins and Minerals, Sources of Vitamins and Minerals. Introduction of water Fluid needs during physical activity, Temperature regulation, Heat stroke, Causes for Heat stroke.					
Outcomes 3	Student will learn the Performance level Increasing Through Nutrition's				K3
Unit IV					
Objective 4	Demonstrate Knowledge of ah healthy diet for physical performance				
Nutritional Ergogenic: Introduction, meaning , Definitions Types of Ergogenic aids (pharmacological and Physiological agents) ,Doping Dietary Supplements and NutrTeam sports atheional commonly used by endurance athelete Femala aheletictraids, Disordered eating Amenorrhea, Osteoporisis					
Outcomes 4	They can get the very valuable thoughts about the Nutritional Ergogenic				K4
Unit V					
Objective 5	Demonstrate an ability to utilize this knowledge to complete a self- diet critique.				
Choosing a Performance Diet: Using proteins and amino acids for building muscles, Balanced diet. Role of vitamins and minerals supplements, Role of sports drinks for performance. Diet before, During and after training and competitions (per game meal).					
Outcomes 5	They will get the full Idea about Performance Diet				K4

Suggested Readings

Bob Davis(1980).Physical Education and Study of Sports .Fourth Edition ,Mosbye Company, New Delhi.

Vijay Kaushik (2006)Good Science and Nutrition .Mangal Deep Publications.Jaipur.

France Sizer (2008)Nutrition Concepts and Controversics ,Eighth Edition ,Australia, Wards worth Thomason Learning.

Nancy Clarks(2000). Nutrition for Sports Success. The Nutrition Foundation Inc.

Jurck and Scott (2012).Eat and Run .Bloomsbury.London.

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	M-2	L-1	M-2	S-3	L- 1	M-2	L-1	M-2	S-3
Co2	M-2	S-3	M-2	L-1	L-1	M-2	S-3	M-2	L-1	L-1
Co3	L-1	M-2	L-1	S-3	M-2	L-1	M-2	L-1	S-3	M-2
Co4	M-2	M-2	M-2	L- 1	S- 3	M-2	M-2	M-2	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	S-3	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	L-1
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	M-2	S-3	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester - II				
DSE	Course code: 7202E2	MOVEMENT EDUCATION AND PRIMARY PHYSICAL EDUCATION	T	Credits:3 Hours: 3
Unit –I				
Objective 1	To learn the concept of physical, social, emotional and Motor development of the child			
Introduction to Movement Education: Meaning, Definition, Aim, Concept and Factors of Movement Education. Movement Education - Foundation for an active lifestyle, Innovative teaching ideas for movement education. Fundamental Movements – Locomotors, Non- locomotors and manipulative skills of children.				
Outcomes 1	To practice taking weight on hands activities through balancing individually and in groups.			K1
Unit-II				
Objective 2	Develop perceptual motor functioning of a child.			
Structure and Methods of Movement Education: Movement analysis - Body awareness, Spatial awareness, Qualities of Movement and Relationship of Movements. Methods of teaching used in movement education: Direct method, Indirect method, Limitation method				
Outcomes 2	To explore different rolling skills, travelling movement and body shapes.)			K2
Unit III				
Objective 3	To acquisition of an appropriate range of movement skills in a variety of contents			
Primary Physical Education: Introduction, Aims and objectives of Primary PE, Scope and selection of activity, Principles and themes, Guidelines for good practices, Learning experiences, Promoting participation and activities.				
Outcomes 3	To understand instructions to combine skills; balances; rolls and jumps individually and/or together with a partner.			K3
Unit IV				
Objective 4	To help children to Plan and participate in regular physical activity.			
Basic Structure and Terminology: Athletics, Dance, Gymnastics, Games, Outdoor adventure activities, Aquatics. Developing understanding and Appreciation.				
Outcomes 4	To understand the principles of take-off and landing with the use of different gymnastics equipment and then emphasize control on different jumping skills.			K4
Unit V				
Objective 5	To know about the teaching methodology in physical education			
Approaches and methodologies: Variety of approaches: Direct teaching approach, Guided discovery approach. Organizing the PE lessons: Individual, peer group, team play and station teaching. Approaches to activities, suggested equipment's for PE.				
Outcomes 4	To unable to combine different gymnastics skills into a short sequence; with a beginning and an ending position.			K4

Suggested Readings

Gustafson, M.A., Wolfe, S.K. & King, C.L. (1991). Great games for young people. Champaign, IL: Human Kinetics.

Siedentop, D. (1994). Sport education: quality PE through positive sport. Champaign, IL Human Kinetics..

Wetton, P. (1988). Bright ideas games for PE. Scholastic Publications.

Thomas, D.G. (1996). Swimming: steps to success (2nd Ed.). Champaign, IL: Human Kinetics

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	S-3	L-1	M-2	S-3	L- 1	S-3	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	L-1	S-3	S-3	M-2	L-1	L-1
Co3	L-1	M-2	L-1	S-3	M-2	L-1	M-2	L-1	S-3	M-2
Co4	M-2	M-2	S-3	L- 1	S- 3	M-2	M-2	S-3	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

பருவம் - 03

T/OL	பாடக்குறியீட்டு எண்: 223T1	பொதுத் தமிழ்	T/P	C	H/W
		காப்பியமும் புதினமும்	T	3	3
நோக்கம் :	<ul style="list-style-type: none"> ➤ காப்பியம், புதின வடிவங்களை வெளிப்படுத்தல். ➤ படைப்பாளர்கள் வெளிப்படுத்தும் பதிவுகளை எடுத்தியம்புதல். 				
அலகு - 1	<ol style="list-style-type: none"> 1. சிலப்பதிகாரம் - அடைக்கலக் காதை (மதுரைக் காண்டம்) 2. மணிமேகலை - ஆதிரை பிச்சையிட்ட காதை 3. கம்பராமாயணம் - அங்கதன் தூதுப் படலம் 4. பெரியபுராணம் - அப்பூதியடிகள் நாயனார் புராணம் 5. தேம்பாவணி - நாட்டுப் படலம் 6. சீறாப்புராணம் - விருந்தூட்டுப் படலம் 				
அலகு - 2	<p>புதினம் பனையடி - இரா.செல்வம் இ.ஆ.ப., நியூ செஞ்சுரி புக் ஹவுஸ் பிரைவேட் லிமிடெட்.சென்னை - 98.</p>				
அலகு - 3	<p>இலக்கணம் செய்யுள் உறுப்புகள் : எழுத்து - அசை - சீர் - தளை - அடி -தொடை - பாவகை - அணி வகைகள் - உவமை - உருவகம் - சிலேடை - பின்வருநிலை அணி - வேற்றுமை.</p>				
அலகு - 4	<p>இலக்கிய வரலாறு காப்பியம் மற்றும் புதின இலக்கியம் தொடர்பான இலக்கிய வரலாறு.</p>				
அலகு - 5	<p>படைப்பாற்றல். கவிதை படைத்தல்.</p>				
பயன்கள் :	<ul style="list-style-type: none"> ➤ கவிதை, புதினம் படைப்பாக்கச் சிந்தனை. ➤ காப்பியம், புதினம் வெளிப்படுத்தும் சமூகச் சிந்தனை வாயிலாக மாணவர் மேம்படுதல். 				

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	M-2	L-1	M-2	S-3	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

SEMESTER-III					
T/OL	Course code: 223H1	PART -1 HINDI	T/P	C	H/W
		POETRY, HISTORY OF HINDI LITERATURE	T	3	3
Unit –I		<ol style="list-style-type: none"> 1. Aadi kal ka parichaya 2. Bhakthi kal ka parichaya 3. Rithikal ka parichaya 4. Pragathivad 5. Kabir 			
Unit –II		<ol style="list-style-type: none"> 1. Aadi kal ki Visheshthayan 2. Nirgun ka parichay 3. Rithikal ka parichay 4. Pragathivad 5. Kabir 			
Unit –III		<ol style="list-style-type: none"> 1. Kabir ke Dohe - From 6 To 10 2. Sagun ka parichay 3. Rithikal ki Visheshthayan 4. Chayavad 5. Tulsidas 			
Unit –IV		<ol style="list-style-type: none"> 1. Tulshi ke Dohe - From 6 To 10 2. Gyanasrayi shakha 3. Ram Bhakti Shakha 4. Chayavad 5. Tulsidas 			
Unit –V		<ol style="list-style-type: none"> 1. Rahim ke Dohe - From 6 To 10 2. Premasrayi shakha 3. Krishna Bhakti shakha 4. Prayogvad 5. Rahim 			

Ancient Poem:

NAVEENPADHYACHAYANIKAI

Reference Book: D.B.Hindi Prachar Sabha, T.Nagar, Chennai.17

Prescribed Portions:

1. Kabirke Doha- From 6 To 10
2. Tulshike Doha- From 6 To 10
3. Rahimke Doha- From 6 To 10

2. History of Hindi Literature - I

Reference Book: D.B.Hindi Prachar Sabha,

T.Nagar, Chennai.17 Prescribed Portions: Aathikhal (Basic Characteristic features)

Bhakthikhal

Gyanasrayi

shakha

"Premasrayishakha "

3. History of Hindi Literature - II

Prescribed Portions: Bhakthikhal (Basic Characteristic features)

Rama Bhakti Shaka "

Krishna Bhakti shakha "

Reethikhal

4. Modern Hindi Literature

Reference Book: D.B.Hindi Prachar

Sabha,

T.Nagar, Chennai.17

CHAYAVAD,

PRAGATHIVAD,

PRAYOGVAD

5. Short Notes

Reference Book: D.B.Hindi

Prachar Sabha,

T.Nagar, Chennai.17 Prescribed

Portions: KABIR, TULSI THAS,

RAHIM

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	M-2	L-1	M-2	S-3	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester - III					
E	Course code: 223E3	ENGLISH FOR ENRICHMENT – I	T	Credits:3	Hours: 3
Unit –I					
Objective-1	To Develop an understanding of the process of oral communication				
Poetry					
1. Let me not to the Marriage of True Minds - William Shakespeare 2. Stopping by Woods on a Snowy Evening - Robert Frost 3. The Lotus- Toru Dutt					
Outcomes-1	To Students will be able to understand and evaluate used in the interdisciplinary field of communication.				K1
Unit-II					
Objective-2	To Develop critical thinking and analytical skills				
Prose					
1. My Greatest Olympic Prize- Jesse Owens 2. Early Influences- Dr.A.P.J.AbdulKalam 3. On Keyhole Morals- A.G.Gardiner					
Outcomes-2	To explain major theoretical frameworks, constructs, and concepts for the study of communication and language, summarize the work of central thinkers associated with particular approaches, and begin to evaluate the strengths and weaknesses of their approach.				K2
Unit III					
Objective 3	To Improve listening, note taking and observational skills				
Short Stories					
1. The Selfish Giant- Oscar Wilde 2. Tree Speaks- C.Rajagopalachari 3. The Diamond Necklace- Guy De Maupassant					
Outcomes 3	Students will be able to communicate effectively orally and in writing.				K4
Unit IV					
Objective 4	To Become more knowledgeable about audience centered speaking				
Biography					
1. Abraham Lincoln- J.B.Neilson 2. Indira Gandhi- A Profile- R.Sunder Raju					
Outcomes 4	Students gain knowledge from Seminars and Conferences and Group Discussion .				K3
Unit V					
Objective 5	To Develop message generating and delivery skills				
Grammar and Composition					
1. Sentence Patterns 2. Kinds of Sentences					

3. Active Voice and Passive Voice 4. Reported Speech 5. Letter Writing (Formal and Informal) 6. Writing Cover Letter and Resume Writing					
Outcomes 5	Students will be able to work any organisation				K4
Suggested Readings Snow Flakes, Edited by Dr.V.Nagarajan and Prof.P.Madhan, Harrows Publications, Chennai. Modern English – A Book of Grammar Usage and Composition by N.Krishnaswamy, Macmillan Publishers. Ramakrishna Mission Vivekananda University. (2012). Communication skills. Coimbatore: Ramakrishna Mission Vivekananda University Publication. Seema Seth. (2012). Communication skills. New Delhi: Readers Choice					
K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	M-2	L-1	M-2	S-3	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester – III					
Core	Course code: 720303	Foundation of Yoga	T	Credits: 3	Hours: 3
Unit -I					
Objective 1	To enable the student to have good health.				
Introduction: Meaning – Need and importance of Yoga – Historical Background - Types of Yoga– Bakthi Yoga & Karma Yoga – Raja Yoga.					
Outcomes 1	Student can get the Overall Idea about Basic Yoga				K1
Unit-II					
Objective 2	To practice mental hygiene.				
Patanjali's Yogasutra: Eight limbs of yoga—Yama - Ahimsā, Satya, Asteya, Brahmacharya and Aparigraha, –Niyamas, Śauca, Santosha, Tapa, Svādhyāya and Īśvara- pranidhāna – Prānāyāma, Āsanas, Dhāranā, Dhyāna, Samādhi – Impact of yoga on daily life					
Outcomes 2	To learn about the Concept of Patanjali's Yoga Sutra				K2
Unit III					
Objective 3	To possess emotional stability.				
Asanas: Asanas – Procedure for doing Asanas: Padmasana, Dhanurasana, Bhujangasana, Vakrasana, Matsyasana, Yoga mudras Ansarvangasana, Halasana, Ardhamatsyandrasana, Mayurasana, Vajrasana, Pascimottanasana, Salabhasana, Aratasalabhasana and Savasana.					
Outcomes 3	Student will learn the Asanas .				K4
Unit IV					
Objective 4	To integrate moral values.				
Pranayama: Pranayama – Ratio of breathing – Ten vayus - Types of pranayama: Ujjayi, Suryabhedana, Bhramarai, Murchha, Plavini, Sitkari, Shitali.					
Outcomes 4	They can get the very valuable thoughts about the Pranayama				K4
Unit V					
Objective 5	To attain higher level of consciousness.				
Kriyas: Six Kriyas: Trataka – Kapalabhati – Neti – Dhauti – Basti – UttiyanaNauli Four Bandas: Moola Banda – Uttiyana Banda – Jalandira Banda – Trium Banda Four Mudras: Asvini Mudra – Yoni Mudra – Sambavi Mudra – Kesari Mudra					
Outcomes 5	They will get the full Idea about Kriyas				K4
Suggested Readings					
Gore. (1990). Anatomy & Physiology of Yogic Practices. Lonavala: Kanchan Prkashan.					
Iyengar, B. K. S. (2000). Light on Yoga. New Delhi: Harper Collins Publishers.					
Kuvlyananda Swami & S.L. Vinekar. (1963). Yogic Therapy – Its basic principle methods. New Delhi: Govt of India, Central Health Education and Bureau.					
Kenghe. C.T. (1976). Yoga as Depth-Psychology and para-Psychology (Vol-I): Historical Background, Varanasi: BharataManishai.					
Moorthy .A.M & Alagesan. S. (2004).Yoga Therapy. Coimbatore: Teachers Publication House.					

Swami Satyananda Saraswathi. (1984). Kundalini and Tantra. Bihar: Yoga Publications Trust.
 Swami Satyananda Saraswati. (1989). Asana Pranayama Mudra Bandha. Munger: Bihar School of Yoga,
 Tiwari. O .P. (1998). Asanas-Why and How. Lonavla: Kaivalyadhama

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	M-2	L-1	M-2	S-3	L- 1	M-2	L-1	M-2	S-3
Co2	M-2	S-3	M-2	L-1	L-1	M-2	S-3	M-2	L-1	L-1
Co3	L-1	M-2	L-1	S-3	M-2	L-1	M-2	L-1	S-3	M-2
Co4	M-2	M-2	M-2	L- 1	S- 3	M-2	M-2	M-2	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	M-2	S-3	M-2	L-1	L-1
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	M-2	M-2	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester III					
Core	Course code: 720304	TRACK AND FIELD – II	T	Credits:3	Hours: 3
Unit –I					
Objective 1	To determine the state Boys’ and Girls’ individual and team champions				
Markings - Rules and their Interpretations for Arc Start Double ArcStart, Break-line, Break-point, Marking of Relays (4x100m, 4x400m) – Starting for all Track Events.					
Outcomes1	To apply visualization and relaxation techniques to assist in skill application during training and competition while developing an appreciation for the mental aspects of achieving success on and off the track.				K1
Unit-II					
Objective 2	To bring College or Universities within leagues in the state together to:				
Rules and their Interpretations of Track Events 800m, 1500m, 3000m, 5000m, 10000m and Marathon Race, Race walking					
Outcomes 2	Enhance of the Students learn, understand and apply the technical skills required for success in their particular track event(s).				K2
Unit III					
Objective 3	Foster friendly competition between them, and				
Markings - Rules and their Interpretations for Events - Long Jump, Triple Jump, High Jump and Pole Vault					
Outcomes 3	Develop a team first attitude that involves supporting, encouraging and cooperating with teammates in a competitive environment				K4
Unit IV					
Objective 4	Enhance the quality of high school track and field in the state.				
Markings - Rules and their Interpretations for Combined Events -Heptathlon and Decathlon.					
Outcomes 4	Students Know the make track marking rules.				K3
Unit V					
Objective 5	To promote citizenship on the part of individuals, teams, and College Students				
Records of all Events in National and International Level.					
Outcomes 5	Students known to maintain the Records of all Events in National and International Level.				K4
Suggested Readings					
Buck H.C. (2001). Text Book of theories of Track & Field. New Delhi.					
ArnheimD.,& William E Prentice. (1978). Athletic training. St. Louis: Mosby Year Book.					
Breshahan, Tuttle.,& Cretzmeyer. (1997). Track and Field Athletics. New Jersey: Prentice Hall.					
Cart E. Klafs., & D, Arnheim. (2000). Modern Principles of Athletic Training. St.Louis; C. V. Mosphy Company.					
George Immanuel. (1997). Track and Field Event layout and Marking. Chennai: Krishnamurthy and Co.					
H.C. Buck. (2007). Rules of Games and Sports. Madras: Y.M.C.A. Publications.					

Josse, P, Moprtensen.,& John, M,Copper. (1998). Track and Field for coach and Athlete. St.Louis: C.V.Mosphy Company.

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	M-2	L-1	M-2	S-3	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester III					
DSE	Course code: 7203E1	COMPUTER APPLICATIONS IN PHYSICAL EDUCATION	T	Credits:3	Hours: 3
Unit –I					
Objective 1	Helps to improve the Computer Assisted works in sports				
Introduction to Computer- Introduction, Definition, Characteristics, Types of computer, Micro Computer, Mini Computer, Mainframe computer and super computer, Introduction to computer hardware and software , A basic outline, An introduction into operating system, Definition, Uses, General introduction to MS-Office 2010					
Outcomes 1	To promotes the development of a coherent learning Programme				K1
Unit-II					
Objective 2	To learn about the applications of computers in sports				
MS-Word 2010 - Introduction, Meaning of a word processor and features of MS-Word 2010, Basic Formatting, Editing and File Commands, Using Illustrations, Tables and Hyperlinks, Setting up pages, Mail Merge					
Outcomes 2	To helps to guide students through the Programme				K2
Unit III					
Objective 3	To have hands on experience in computer				
MS-Excel 2010- Introduction, Definition of a spreadsheet and features of MS-Excel 2010, Entering data in a spreadsheets and formatting cells, Operators and built-in functions in excel, Applying formulas and creating charts, Conditional formatting.					
Outcomes 3	To enables an institution to demonstrate how a particular lecture course or paper contributes to the overall aims of its teaching.				K3
Unit IV					
Objective 4	Demonstrate a basic understanding of computer hardware and software.				
MS-PowerPoint 2010 and MS-publisher 2010 - An introduction to PowerPoint 2010, Various methods of creating a presentation, Applying different layout, Colon schemes, Slide designs, Themes, Inserting pictures, Diagrams, Shapes, Smart art, Tables, Charts, Applying slide transitions, Custom animations, Animation schemes and Setting up slide shows, Introduction to MS-publisher 2010, Designing invitations, Brouchers and award certificates, Applying mail merge.					
Outcomes 4	Demonstrate critical thinking in problem solving.				K3
Unit V					
Objective 5	Demonstrate a basic level of competency in programming and logic skills.				
Practicum: Prepare Curriculum Vitae in Word 2010, Design an invitation for a Sports meet using Publisher 2010, Preparation of Budget, Prepare Entry Forms based on the Games and Event.(Each student has to opt for a game and an event).,Prepare the fixtures in Excel 2010.(For the game and event chosen in Program ,Design the corresponding score sheet in Excel 2010,Design a Certificate for the respective game and event using Publisher 2010,Report presentation in Power point 2010					
Outcomes 5	Compare and contrast techniques used for security management. Work effectively in teams.				K4

Suggested Readings

Winn W. Current Trends in Educational Technology Research: The Study of Learning Environments. Educational Psychology Review. 2002; 14(3):331-350.

Wood SL, Lynn S. Teaching Elementary Physical Education. Web Gym. 2000; 11(5):28-30.

Jurgen Perl. Computer science in sport: an overview of history, present fields and future applications (part II). IJCSS Special Edition. 2006; 2:36-46.

Arnold Baca. Computer science in sport: an overview of history, present fields and future applications (part I). IJCSS Special Edition. 2006; 2:25-35.

Daniel Link, Martin Lames. Sport Informatics – Historical Roots, Interdisciplinary and Future Developments. IJCSS. 2009; 8(2):68-87.

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	M-2	L-1	M-2	S-3	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester III					
DSE	Course code: 7203E2	SPORTS PSYCHOLOGY AND SOCIOLOGY	T	Credits:3	Hours: 3
Unit –I					
Objective 1	To know and to understand the Psychological and Sociological behaviour.				
Introduction to Sports Psychology- Meaning and Definition of Psychology and Sports Psychology, History of sports psychology, Need and importance of sport psychology, Branches of sports psychology.					
Outcomes 1	To able can communicate articulately, effectively.				K1
Unit-II					
Objective 2	To know the various psycho – sociological factors affecting sport performance				
Motivation and Personality - Introduction, Meaning and Definition of motivation, Factors influencing the learning and performance, Feedback, Meaning and Definition of emotions, Factors affecting learning and Performance. Personality - Meaning and Definition of personality, Composition of personality, Measures of personality, Factors affecting the development of personality.					
Outcomes 2	To Enhance an Use technology as a tool to access information, analyze and solve problems, and communicate ideas Demonstrate scientific literacy				K2
Unit III					
Objective 3	To assess the personality of a sportsman				
Learning & Individual Differences- Introduction, Meaning and Definition of Learning, Types of learning, Theories of Learning, Laws of learning, Learning curve, Transfer of learning. Individual Differences -Meaning and Definition of individual differences, Types of individual differences, Causes of individual differences, Growth and Development, Age and Behavioral characteristics					
Outcomes 3	To Demonstrate knowledge, skills, and self-discipline necessary to achieve and maintain physical and emotional well being				K3
Unit IV					
Objective 4	Students will understand and apply basic research methods				
Sports Sociology - Meaning and definition of sociology, Meaning and definition of sports sociology, Nature and Scope of sports sociology. Sports as an institutionalizing agency, Socializing institutions (Family, Education, Religion and State).					
Outcomes 4	Students will be able to communicate effectively in a variety of formats				K4

Unit V					
Objective 5	Students will understand and apply psychological principles to personal, social, and organizational issues.				
Sports and Social problems- Sports as social phenomena and product of culture, Its relationship with other elements of culture, Culture and civilization, Social concerns in sports today. Sports for better international understanding, Behavior of sportsmen and spectators, Women in sport, Leadership in physical education					
Outcomes 5	Students will recognize, understand, and respect the complexity of sociocultural and international diversity.				K4
Suggested Readings					
. Kamlesh M L (2000). Psychology of physical education and sports. Metropolitan Book & Co, New Delhi.					
Alderman R B (2001). Psychological behavior in sport.W.B Sonnders Company, Philadelphia.					
Jain R (2007). Sports sociology. Khel Sahitya Kendra, New Delhi.					
Coakley Jay (2001). Sport in society. McGraw – Hill companies, Inc.					
Maguire Joseph A (2002). Sport Worlds: A Sociological Perspective. IL: Human Kinetics,Champaign.					
Laker Anthony (2002). The Sociology of Sport and Physical Education: An Introductory Reader. Routledge Falmer, New York.					
K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	M-2	L-1	M-2	S-3	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

பருவம் - 04

T/OL	பாடக்குறியீட்டு எண்: 224T1	பொதுத் தமிழ்	T/P	C	H/W
		பண்டைய இலக்கியமும் நாடகமும்	T	3	3
நோக்கம் :	<ul style="list-style-type: none"> ➤ பண்டைய இலக்கியம், நாடகம் வடிவங்களை வெளிப்படுத்தல். ➤ படைப்பாளர்கள் வெளிப்படுத்தும் சமூக விழுமியப் பதிவுகளை எடுத்தியம்புதல். 				
அலகு - 1	<p>அ. பத்துப்பாட்டு - பொருநராற்றுப்படை</p> <p>ஆ. நற்றிணை - கபிலர் பாடல்கள் (13, 32, 59)</p> <p>இ. குறுந்தொகை - ஓளவையார் பாடல்கள் (23, 28)</p> <p>ஈ. கலித்தொகை - பாடல் எண் (9, 51)</p> <p>உ. அகநானூறு - வெள்ளிவீதியார் பாடல்கள் (45, 362)</p> <p>ஊ. புறநானூறு - பாடல் எண் (279, 288, 306)</p> <p>எ. திருக்குறள் - அன்புடைமை, அறிவுடைமை</p> <p>ஏ. நாலடியார் - மேன்மக்கள் (முதல் ஐந்து பாடல்கள்)</p> <p>ஐ. பழமொழி நானூறு - பாடல் எண் (12, 13, 53, 190, 202)</p>				
அலகு - 2	<p>நாடகம்</p> <p>வேலைக்காரி - அறிஞர் அண்ணா, பாவை பப்ளிகேஷன், சென்னை - 14.</p>				
அலகு - 3	<p>இலக்கணம்</p> <p>அகப்பொருள் - 7 திணைகள்</p> <p>புறப்பொருள் - 12 திணைகள்</p> <p>களவு - கற்பு - உள்ளுறை - இறைச்சி</p>				
அலகு - 4	<p>இலக்கிய வரலாறு</p> <p>சங்க இலக்கியம் மற்றும் நீதி இலக்கியம் தொடர்பான இலக்கிய வரலாறு</p>				
அலகு - 5	<p>படைப்பாற்றல்</p> <p>நாடகம் படைத்தல்</p>				
பயன்கள் :	<ul style="list-style-type: none"> ➤ நாடகம் படைப்பாக்கச் சிந்தனை. ➤ சமூகச் சிந்தனை வாயிலாக மாணவர் மேம்படுதல். 				

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	M-2	L-1	M-2	S-3	L- 1	M-2	L-1	M-2	S-3
Co2	M-2	S-3	M-2	L- 1	L-1	M-2	S-3	M-2	L- 1	L-1
Co3	S-3	M-2	L-1	M-2	M-2	S-3	M-2	L-1	M-2	M-2
Co4	M-2	M-2	M-2	L- 1	S- 3	M-2	M-2	M-2	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	M-2	S-3	M-2	L-1	L-1
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	M-2	M-2	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

SEMESTER-IV					
T/OL	Course code: 224H1	PART -1 HINDI	T/P	C	H/W
		MODERN POETRY, GENERAL ESSAY, LETTERWRITING & RAS CHAND ALANGAR	T	3	3
Unit –I		<ol style="list-style-type: none"> 1. Manushyatha - Mythili Sharan Gupt 2. Van-Samrakshan- Mahathva Aur Upayukthatha 3. Applying for a job 4. Ras: Sringer, Hasya 5. Chand-Doha Alankar: Anupras 			
Unit –II		<ol style="list-style-type: none"> 1. Madhur Maya desh Hamara - Jayashankar prasad 2. Bharathiya samaaj me Naari ka Sthan 3. Leave Letter 4. Ras: Rowdhra, karuna 5. Chand-Sorata Alankar: Upma 			
Unit –III		<ol style="list-style-type: none"> 1. Pyar - Harivamshrai "Bachan" 2. Varthaman parivesh me Vidhyarthi Aur Rajneethi 3. Complaint Letter 4. Ras: Veer, Adhbhuddh 5. Chand-Chowpayi Alankar: Rupan 			
Unit –IV		<ol style="list-style-type: none"> 1. Sthuthi ka shamp - Balakrishna Rav 2. Bharatiya Krushi ki samasyayen 3. Ordering Books 4. Ras: karun, Bhaya 5. Chand-Kavitt Alankar: Shlesh 			
Unit –V		<ol style="list-style-type: none"> 1. Aurath - Samadhyaar kha saagar "Nijami" 2. Bharat ki Khadya- samasya 3. Memorandum 4. Ras: Shanth, Bhakthi 5. Chand-Kavitt Alankar: Shlesh 			

1. Modern Poem: NAVEEN PADHYA CHAYANIKA - I

Reference Book: D.B.Hindi Prachar Sabha, T.Nagar, Chennai. 17

Prescribed Portions:

1. **M**anushyatha - **M**ythili Sharan Gupt
2. **M**adhur **M**ayadesh **H**amara - Jayashankar prasadh
3. **P**yar - **H**arivams shrai "Bachan"
4. **S**thuthikashamp - **B**alakrishna Rav
5. **A**urath - **S**amadhyaarkhasaagar "Nijami"

2. General Essay: Hindi Nibandh sankalan

Reference Book: D.B.Hindi Prachar Sabha, T.Nagar, Chennai. 17

1. **V**an-**S**amrakshan-**M**ahathva **A**ur **U**payukthatha
2. **B**harathiyasamaajme **N**aarika Sthan
3. **V**arthamanpariveshme **V**idhyarthi **A**ur **R**ajneethi
4. **B**haratiya **K**rushikisamasyayen
5. **B**haratki **K**aatya-samasya

3. Letter Writing: Patralekhan by

Reference Book: D.B.Hindi Prachar Sabha, T.Nagar, Chennai. 17

1. **A**pplying for a job 2. **L**eave letter 3. **C**omplaint letter 4. **O**rdering Books
2. **M**emorandum

4. Ras: All Nine Rases

Reference Book: D.B.Hindi Prachar Sabha, T.Nagar, Chennai. 17

5. Chand & Alankar:

Reference Book: D.B.Hindi Prachar Sabha, T.Nagar, Chennai. 17 Chand: **D**oha, **S**orata, **c**howpayi, **K**avitt, **A**lankar. **A**nupras, **U**pma, **R**upan, **S**hlesh

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	M-2	L-1	M-2	S-3	L- 1	M-2	L-1	M-2	S-3
Co2	M-2	S-3	M-2	L- 1	L-1	M-2	S-3	M-2	L- 1	L-1
Co3	S-3	M-2	L-1	M-2	M-2	S-3	M-2	L-1	M-2	M-2
Co4	M-2	M-2	M-2	L- 1	S- 3	M-2	M-2	M-2	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	M-2	S-3	M-2	L-1	L-1
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	M-2	M-2	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester IV					
E	Course code: 224E4	ENGLISH FOR ENRICHMENT – II	T	Credits:3	Hours: 3
Unit –I					
Objective 1	Demonstrate critical and innovative thinking.				
Drama: The Merchant of Venice- William Shakespeare					
Outcomes 1	A general knowledge of the basic theories of human communication in rhetorical, group, and interpersonal settings.				K1
Unit-II					
Objective 2	Display competence in oral, written, and visual communication.				
Fiction: <i>Brave New World</i> – Aldous Huxley					
Outcomes 2	A basic understanding of the principles and techniques of persuasion in interpersonal, group, and public speaking contexts.				K2
Unit III					
Objective 3	Apply communication theories.				
One Act Plays					
<ol style="list-style-type: none"> 1. The Bishop’s Candle Sticks- Norman Mackinnel 2. Chitra- Rabindranath Tagore 3. Refugees – Asif Currimbhoy 					
Outcomes 3	An ability to successfully apply the above knowledge in actual small group, interviewing, business, public speaking, and interpersonal situations.				K4
Unit IV					
Objective 4	Show an understanding of opportunities in the field of communication.				
Grammar:					
<ol style="list-style-type: none"> 1. Concord 2. Question Tag 3. Degrees of Comparison 					
Outcomes 4	To write well-worded and persuasive resumes and other business communication. Also, the ability to write a valid and well-supported analysis of communication problems encountered in real-world situations.				K4
Unit V					
Objective 5	Use current technology related to the communication field.				
Composition:					
<ol style="list-style-type: none"> 1. Expansion of Proverbs 2. Group Discussion 3. Conversation (Apologizing, Requesting, Thanking) 					
Outcomes 5	An understanding of how the perception of both verbal and non-verbal messages influences culture, behavior, and action of life itself				K4

Suggested Readings

The Merchant of Venice- William Shakespeare

Brave New World – Aldous Huxley, Manimekalai Publications, Chennai.

One-Act Plays, edited by Dr.V.Nagarajan and Prof.P.Madhan, Harrows Publications, Chennai.

Modern English – A Book of Grammar Usage and Composition by N.Krishnaswamy, Macmillan Publishers.

Ramakrishna Mission Vivekananda University. (2012). Communication skills. Coimbatore: Ramakrishna Mission Vivekananda University Publication.

Seema Seth. (2012). Communication skills. New Delhi: Readers Choice

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	L-1	L-1	M-2	M-2	M-2	M-2	S-3	S-3	S-3
Co2	M-2	M-2	M-2	L- 1	L-1	S-3	S-3	S-3	S-3	S-3
Co3	S-3	S-3	S-3	S-3	L- 1	L-1	L- 1	L- 1	M-2	M-2
Co4	M-2	M-2	M-2	L- 1	L- 1	L- 1	M-2	M-2	M-2	L- 1
Co5	L- 1	M-2	M-2	M-2	M-2	L- 1	M-2	M-2	M-2	S-3
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	L-1	L-1	M-2	M-2
Co2	M-2	M-2	M-2	L- 1	L-1
Co3	S-3	S-3	S-3	S-3	L- 1
Co4	M-2	M-2	M-2	L- 1	L- 1
Co5	L- 1	M-2	M-2	M-2	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester - IV					
Core	Course code: 720403	PHYSIOLOGY OF EXERCISE	T	Credits:3	Hours: 3
Unit –I					
Objective 1	To know the physiology of human body				
Basics of Physiology of Exercise - Meaning, nature and scope of physiology of exercise, skeletal muscle, microscopic structure of the muscle fiber, function, types of muscle fibers and their physical properties.					
Outcomes 1	To understand the various physiological effects on human body during exercise				K1
Unit-II					
Objective 2	To understand the various physiological effects on human body during exercise				
Exercise and Muscular System - Sliding filament theory of muscular contraction, energy of work, effect of exercise and training on muscular system.					
Outcomes 2	Helps to identify the types of contraction performed during the exercise				K2
Unit III					
Objective 3	To Helps to identify the types of contraction performed during the exercise				
Exercise and respiration - Ventilation during exercise- control of ventilation- lung volumes and capacities - effects of exercise and training on respiratory system					
Outcomes 3	Graduates will demonstrate the ability to discuss the physiological basis of the components of physical fitness; accurately measure and interpret the measurement of each component;				K4
Unit IV					
Objective 4	Knowledge of the acute and chronic physiological changes that occur in the body in response to exercise stress.				
Exercise and circulatory system - Cardiac muscle, cardiac cycle, stroke volume, cardiac output, blood pressure, heart rate, effect of exercise and training on circulatory system					
Outcomes 4	Graduates will demonstrate the ability to prescribe and implement all phases of exercise training programs				K4
Unit V					
Objective 5	Knowledge in the performance, understanding and interpretation of basic physiological assessment such as indirect calorimetry, muscular fitness and cardiovascular analyses.				
Exercise and Nervous System - Nervous control of muscular movement- neuron- reflex action- reflex arc- effects of exercise and training on nervous system					
Outcomes 5	Graduates will demonstrate knowledge of energy balance in weight management				K4

Suggested Readings

.Fox E L and Mathews D K (2002). Physiological Basis of physical education and Athletics, Saunders College of Publishing Co., U.S.A.

Moses A K (2000). Introduction to Exercise Physiology. Poompugar Pathippagam, Chennai.

Shaver L G (2001). Physiology of exercise. Surjeet Publications, New Delhi.

Dr.Sandhiya Tiwari, (2000) Exercise Physiology. Surjeet Publications, New Delhi.

More House and Miller (1994). Physiology of exercise. C.V.Mosby Co, St.Louis.

Majumdar and Pralay (2002). Physiology of Sports and Exercise. New Central Book Agency

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	M-2	L-1	M-2	S-3	L- 1	M-2	L-1	M-2	S-3
Co2	M-2	S-3	M-2	L- 1	L-1	M-2	S-3	M-2	L- 1	L-1
Co3	S-3	M-2	L-1	M-2	M-2	S-3	M-2	L-1	M-2	M-2
Co4	M-2	M-2	M-2	L- 1	S- 3	M-2	M-2	M-2	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	M-2	S-3	M-2	L-1	L-1
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	M-2	M-2	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester - IV					
Core	Course code: 720404	THEORIES OF SPORTS AND GAMES – II (Boxing, Weight Lifting, Handball, Hockey, Tennis, Volleyball, Yoga)	T	Credits:3	Hours: 3
Unit –I					
Objective 1	To define and acquaint training preparation of sports/game				
History and Development of Organization of kabaddi, Badminton, boxing , beach volley ball , Tennis,Kho-kho,Cricket– conducts of matches and tournaments					
Outcomes 1	To gain knowledge of the game/Sport				K1
Unit-II					
Objective 2	To emphasis on preparation for the sport and game				
Layout of play field and major trophies the following games: kabaddi, Badminton, boxing , beach volley ball , Tennis,Kho-kho,Cricket					
Outcomes 2	To Learn the layout and marking for the game/sport				K2
Unit III					
Objective 3	To orient and employ the rule and regulation in organization of competition in game/sport.				
Training – Warming up – General and specific – Warming Down – Essential Fitness components – Strength, Speed, endurance, Flexibility, Agility related to the game – lead up Activities					
Outcomes 3	To demonstrate various drills and lead up activities related to game/sport.				K4
Unit IV					
Objective 4	To acquaint students with the theoretical, technical and practical knowledge of Sports Activities.				
Basic skills and its drills in the following games: kabaddi, Badminton, boxing , beach volley ball , Tennis,Kho-kho,Cricket					
Outcomes 4	Students know the Basic skills and its drills of major sports .				K4
Unit V					
Objective 5	To develop a knowledge about the historical development of this game.				
Mechanism of Officiating, Duties of officials ,signals, and scoring system kabaddi, Badminton, boxing , beach volley ball , Tennis, Kho-kho, Cricket					
Outcomes 5	Students know the Mechanism of Officiating, Duties of officials , signals, and scoring system .				K4
Suggested Readings					
.abc"Origin, History and Development of Kabaddi". http://www.kabaddiikf.com/history.htm . Retrieved 2008-04-20.					
abGuillain, Jean-Yves (2004-09-02). Badminton: An Illustrated History. Publibook.p. 47.ISBN 2748305728.					
Rigby on Deck Reading Libraries: Leveled Reader Track by Jack Otten (Jul 2001).					
"Tripura KHO KHO Association @ Tripura4u". http://www.kho-kho.tripurasports.com/ Retrieved 28 March 2011.					

Clive Gifford, 2010 “Tell me about Tennis” 1st Ed., USA					
Ralph Dellor, 2010 “Cricket Steps to Success” Human Kinetics Publication.					
K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	M-2	L-1	M-2	S-3	L- 1	M-2	L-1	M-2	S-3
Co2	M-2	S-3	M-2	L- 1	L-1	M-2	S-3	M-2	L- 1	L-1
Co3	S-3	M-2	L-1	M-2	M-2	S-3	M-2	L-1	M-2	M-2
Co4	M-2	M-2	M-2	L- 1	S- 3	M-2	M-2	M-2	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	M-2	S-3	M-2	L-1	L-1
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	M-2	M-2	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester IV					
DSE	Course code: 7204E1	HEALTH EDUCATION	T	Credits:3	Hours: 3
Unit –I					
Objective 1	To acquaint them with first-aid measures about common sickness and injuries				
Definition, Meaning, Nature, need, and scope of health education, factors influencing health, meaning of wellness and health – components of health – physical and mental health – Fundamental factors for Mental Health -community health, environmental health, occupational health, personal hygiene Food Poisoning and their Prevention- Food Adulteration- School Health Programme. Nutrition and Balanced Diet- Health Organizations-World Health Organization (WHO) - Meaning – Functions					
Outcomes 1	To cognise the presence of major illness and provide appropriate first aid understand the role of the first-aider including references			K1	
Unit-II					
Objective 2	To create awareness among the students about the rules of safety in appropriate hazardous situations to avoid accidents and injuries.				
Communicable diseases – agent, causative organism, incubation period – mode of spread, sign, symptoms and preventive measure of typhoid, cholera, pulmonary tuberculosis, amoebiasis, malaria, tetanus, poliomyelitis. Non – communicable diseases – symptoms, prevention of Pepticulcer, malignancy, hypertension, diabetes mellitus.					
Outcomes 2	To the importance of preventing cross-infection			K2	
Unit III					
Objective 3	To acquaint the students with knowledge of Health, Nutrition,				
Definition – characteristics – Principles of safety education – Needfor safety education in physical education – factors affecting safety– need and importance of safety.Safety of home – swimming pool – Gymnasium – play field –school play equipment’s.					
Outcomes 3	need for recording incidents and actions			K4	
Unit IV					
Objective 4	To acquaint the students with knowledge of Personal & Environmental Hygiene				
First Aid: Definition – meaning – first aid kit and their uses – on field and off field injury management – diagnostic tools Trauma: meaning – importance –general first aid procedure (RICE and PRICE) - wound: classification – first aid for open and closed wound – Dressing & Bandages: definition – types and application					
Outcomes 4	To use of available equipment			K4	

Unit V			
Objective 5	Two understand the Types of Fractures		
Fractures – Types of Fractures -Shock- Burns - Poison - Snake bite - Dog bite. Specific Injury Management I: first aid for sprain – strain – musclecramp – muscle pull – dislocation – subluxation - fracture – bleeding – shock – heart attack – application of CPR. fainting .burns.Therapies: definition – meaning – hydrotherapy: meaning and classification – thermotherapy – modes and application – Cryotherapy – modes and application – principle in application of ice.			
Outcomes 5	To assess the situation and circumstances in order to act safely, promptly		K4
Suggested Readings John Severs, 2012 “ Safety and Risk in Primary School Physical Education ” London. Cathie Robertson, 2010 “ Safety, Nutrition and Health in Early Education ”, 4th Ed., USA Melinda J. Flegel, 2010 “ Sports First Aid : A Coach’s Guide to the care and prevention of Athletic Injuries ” 4th Ed., USA. Lyan R. Marotz, 2008 “ Health, Safety and Nutrition for the Young Child ” Seventh Edition, USA. Catwalk and Kawsal.1983 “ A Text Book on Health, Physical and sports ”, A.P. Publishers., Jalandhar			
K1-Remember	K2- Understand	K3-Apply	K4-Analyze K4-Evaluate K6-Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	S-3	L-1	M-2	S-3	L- 1	S-3	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	L-1	S-3	S-3	M-2	L-1	L-1
Co3	L-1	M-2	L-1	S-3	M-2	L-1	M-2	L-1	S-3	M-2
Co4	M-2	M-2	S-3	L- 1	S- 3	M-2	M-2	S-3	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester IV					
DSE	Course code: 7204E2	SAFETY EDUCATION AND FIRST AID	T	Credits:3	Hours: 3
Unit –I					
Objective 1	To educate and train a person to a skilled level of expertise in the domain area of Fire and Safety				
Introduction to Industrial Fire Protection Fire Prevention Vs Fire Protection – Importance of Fire Safety – Major Fire Accidents in History – Fire Accidents in India – Reasons for Fire – Combustion – Heat Vs Temperature – Heat Transfer – Sources of Heat – Physics of Combustion – Fire Hazards of Materials – Hazardous Materials.					
Outcomes 1	After completion of the course students will be expected to be able to understand how to protect the people and themselves from the fire Learn how to make a self-decision to save others by different techniques.				K1
Unit-II					
Objective 2	To enable the students to acquire knowledge of Fire and Safety Studies				
Head counting of fire fighters before & after fighting as well as giving instructions before fire fighting & getting reports after fire fighting. Fire fighting team & overall response (fire fighting team, rescue team, first aid team, salvage team & cordon team) Inspections for periodical refilling, maintenance & hp test for fire extinguishers. First aid training for fire affected work force. How to summon a fire brigade & how to select reports of fire affected area					
Outcomes 2	Describe the safety techniques and improve the analytical and intelligence to take the right decision at right time				K2
Unit III					
Objective 3	To provide an opportunity for further developing those skills which are important to leaning, e.g.				
Fire fighting & rescue operations mock drill (practical) Gathering the safety professionals & work force as on emergency response by using the emergency siren / alarm. Mock drill for firefighting & rescue operations by the way of live demo on put off / quench the all classifications of fire Rescue operations from fire affected areas through different types of manual lifting, vertical & horizontal rope climbing.					
Outcomes 3	students practically handle the fire fighting & rescue operations mock drill				K4
Unit IV					
Objective 4	To know about the Safety Audit				
Safety Audit : Components of Safety Audit – Types of Audit – Audit Methodology – Non-Conformity Reporting – Audit Checklist & Report – Review of Inspection – Remarks by Government Agencies, Consultants & Experts – Perusal of Accident & Safety Records & Formats – Implementation of Audit Indication – Liaison with Departments – Identification of Unsafe Acts & Unsafe Conditions.					
Outcomes 4	Student assess the Safety Audit				K4

Unit V					
Objective 5	To know about Safety Education & Training Importance of Training				
Safety Education & Training Importance of Training – Identification of Training Needs – Training Methods – Programme, Seminars, Conferences, Competitions – Method of Promoting Safety – Motivation – Communication – Role of Government Agencies & Private Consulting Agencies in Safety Training – Creating Awareness, Awards, Celebrations – safety Posters, Safety Displays, Safety Pledge – Safety Incentive Scheme – Safety Campaign.					
Outcomes 5	Students gaining knowledge of training methods of Safety Education				K4
Suggested Readings					
Fundamentals of Fire Protection for the Safety Professional”, Lon H. Ferguson, Christopher A. Janicak, Government Institutes, Scarecrow Press.–Melinda J. Flegel, 2010					
Fire Safety Engineering and Safety Management -Author: Rao. S.Industrial Fire Protection Hand Book, Publication: CRC Press, Boca Raton, FL. Author: Schroll, R. C, 2002.					
Heinrich H.W. “Industrial Accident Prevention” McGraw-Hill Company, New York,– 1980.					
Krishnan N.V. “Safety Management in Industry” Jaico Publishing House,– Bombay,1997.					
John Ridley, “Safety at Work”, Butterworth and Co., London, 1983.–					
K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	M-2	M-2	S-3	S-3	S-3	M-2	M-2	S-3	S-3	S-3
Co2	S-3	S-3	S-3	S-3	S-3	S-3	S-3	S-3	S-3	S-3
Co3	L-1	L- 1	L- 1	M-2	M-2	L-1	L- 1	L- 1	M-2	M-2
Co4	L- 1	M-2	M-2	M-2	L- 1	L- 1	M-2	M-2	M-2	L- 1
Co5	L- 1	M-2	M-2	M-2	S-3	L- 1	M-2	M-2	M-2	S-3
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	M-2	M-2	S-3	S-3	S-3
Co2	S-3	S-3	S-3	S-3	S-3
Co3	L-1	L- 1	L- 1	M-2	M-2
Co4	L- 1	M-2	M-2	M-2	L- 1
Co5	L- 1	M-2	M-2	M-2	S-3
S-Strong (3), M-Medium (2), L-Low (1)					

Semester V					
Core	Course code: 720501	SPORTS TRAINING	T	Credits:3	Hours: 3
Unit –I					
Objective 1	Understand the fundamental concepts of sports training.				
Sports Training- Introduction, History, definition, Aims, Characteristics, Principles of sports training, Training Load, Definition, Types, Similarities of load and adaptation, Factors affecting load, Means and methods of training					
Outcomes 1	To understand the concept, principles and different forms of sports training.				K1
Unit-II					
Objective 2	Fix and adopt the training load				
Motor Components- Introduction, Definition, Types of motor components, Factors influencing motor components, Means and methods of developing Strength, Speed, Endurance, Flexibility, Co-ordination					
Outcomes 2	To develop and understand various methods of training.				K2
Unit III					
Objective 3	Prepare the sports person for the competition				
Technical and Tactical Preparation- Introduction, Definition, Stages and methods of development, Causes and Errors, Correction of Faults. Tactical: Tactical Concepts , Methods of Tactical Development					
Outcomes 3	To know technical and Tactical methods to develop training process.				K4
Unit IV					
Objective 4	To be able to teach basic and fundamental skills and techniques in various games and sports				
Periodization and Planning- Introduction, Definition, Types of periodization, Importance of periodization, Periodization modules, Planning for competition, Types of planning, Competition frequency, Types of competition, Preparation for competition, Making a competition plan.					
Outcomes 4	To be able to chalk out a training session for all levels of fitness and tournaments.				K4
Unit V					
Objective 5	Thorough understanding of the rules and regulations, dimensions and prerequisite fitness components.				
Age and Gender differences in Training- Motor development and its implications in Childhood, Adolescence, Adulthood, oldage, training and peaking of performance during different ages, Sex differences and its implication in training and competition					
Outcomes 5	To identify factors Influencing Training Programme				K4

Suggested Readings

Singh Hardayal (1984). Sports Training: General Theory and methods. National Institute of Sports, Patiala

Wilmore J.H (1977). Athletic Training and Physical Fitness. Allyn and Bacon Inc, Sydney.

Pyke Frank S (1980). Towards Better Coaching. Australian Government Publishing Service, Canberra.

Matweyew T (2003). Periodization of Sports Training. Hilton Publishers, Germany.

Tudor O.Bompa (2002). Periodization – Theory and methodology of Training. Human Kinetics. Australia.

Harre Dietrich(2009) Training Science. Hilton Publishers, Germany.

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	S-3	L-1	M-2	S-3	L- 1	S-3	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	L-1	S-3	S-3	M-2	L-1	L-1
Co3	L-1	M-2	L-1	S-3	M-2	L-1	M-2	L-1	S-3	M-2
Co4	M-2	M-2	S-3	L- 1	S- 3	M-2	M-2	S-3	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester V					
Core	Course code: 720502	RESEARCH METHODOLOGY & STATISTICS IN PHYSICAL EDUCATION	T	Credits:3	Hours: 3
Unit –I					
Objective 1	To identify appropriate Research topics				
Meaning - Definition of Research - Nature and Characteristics of Research - Need and Importance of Research in Physical Education - Criteria in selecting the Research problem. Types of Research - Basic Research, Applied Research, Action Research – Hypothesis, Types of Hypothesis - Experimental Research, Nature and Meaning - Experimental Variables - Historical Research – Steps – Sources					
Outcomes 1	Students will able to characteristics of various research methodologies				K1
Unit-II					
Objective 2	To identify various sources of information review for data information				
Surveys: Questionnaire – Interview – Case Study - Research Proposal, Introduction, Review – Methodology, Bibliography - Abstract, Introduction, Main Body of Report, Conclusion - Organization of thesis report - Mechanism of writing footnote and bibliography					
Outcomes 2	Students will able to the components of research paper and articulate their purposes				K2
Unit III					
Objective 3	To obtain adequate knowledge on research and the statistical methods.				
Statistics – Meaning -Types – Need and Importance Statistics in Physical Education- Constructing a Frequency Table, Range of Scores, Number of Intervals ,Size of Interval – Tabulation– Frequency Polygon – Histogram					
Outcomes 3	Students will able to synthesize the results of a broad literature search on a selected topic.				K4
Unit IV					
Objective 4	To Select and define appropriate Research problem, Parameter and research question				
Measures of Central Tendency – Mean, Median and Mode- Measures of Variability- Range, Standard Deviation-Correlation with Ungrouped data- t-ratio					
Outcomes 4	To understand need and Importance of Research in Physical Education and sports.				K4
Unit V					
Objective 5	To understand Survey of Related Literature and Research Reports				
Project Concept mapping, Flow Chart. Graphical representation, sequencing, Album, Scrap Book. Reporting, Creative Writing. Model Making, Project Work.					
Outcomes 5	To understand the nature and scope of Research and Statistics in Physical Education and Sports.				K4
Note: Evaluation for the project will be conducted by an Internal and External examiner by end of the semester. Each student has to submit a record of the project work in the end of the semester					

Suggested Readings

Dr. Suresh Kutty K 2015 “Research methods in physical education” Sports Publication, New Delhi.
 Clarke, David H and H. Harrison Clarke, 2005, “Research Process in Physical Education” Prentice, Inc., New Jersey.
 Rothstein, Anne, L. Research Design & Statistics for Physical Education
 Moses, R. Amritta Kumar. Thesis Writing Format. Madras, Poompugar Pathipagam 1995.
 Kothari C.R. Research Methodology. New Delhi: Wiley Fasern Ltd. 2000.

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	L-1	L-1	M-2	M-2	M-2	M-2	S-3	S-3	S-3
Co2	M-2	M-2	M-2	L- 1	L-1	S-3	S-3	S-3	S-3	S-3
Co3	S-3	S-3	S-3	S-3	L- 1	L-1	L- 1	L- 1	M-2	M-2
Co4	M-2	M-2	M-2	L- 1	L- 1	L- 1	M-2	M-2	M-2	L- 1
Co5	L- 1	M-2	M-2	M-2	M-2	L- 1	M-2	M-2	M-2	S-3
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	L-1	L-1	M-2	M-2
Co2	M-2	M-2	M-2	L- 1	L-1
Co3	S-3	S-3	S-3	S-3	L- 1
Co4	M-2	M-2	M-2	L- 1	L- 1
Co5	L- 1	M-2	M-2	M-2	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester V				
Core	Course code: 720503	METHODS OF PHYSICAL EDUCATION	T	Credits:3 Hours: 3
Unit –I				
Objective 1	To learn the effective teaching & class control			
Introduction- Meaning and scope of teaching methods in physical education, Factors that influence methods of teaching in physical education, Principles of teaching, Learning by doing.				
Outcomes 1	To understand the importance and types of teaching methods and techniques with its devices			K1
Unit-II				
Objective 2	To learn the organization of tournaments			
Methods of Teaching - Introduction, Different methods of teaching physical activities, Teaching Aids - Meaning, Purpose and criteria for audio visual aids, Types of audio-visual aids.				
Outcomes 2	To teach various aspects of Physical Education skillfully.			K2
Unit III				
Objective 3	Help to improve the commands of the student teacher			
Class management - Introduction, Principles of class management, Factor influencing class management, Steps in class management, Principles of lesson plan, Types of lesson plan, Advantages of lesson plan.				
Outcomes 3	To equip with the skills of advanced Teaching Aids for conduct of physical education program effectively.			K4
Unit IV				
Objective 4	To understand the principles of class management and factors affecting class management			
Intramural & Extramural Competition - Intramural - Introduction, Meaning of intramural activities, Advantages of intramural activities, Objectives of intramural, Organization of intramurals. Extramural- Introduction, Meaning of extramural, Objectives of extramural activities, Principles of inter institutional competition, Types of incentives and awards in physical education.				
Outcomes 4	To be proficient in construction of Lesson Plans for various Physical Education activities			K4
Unit V				
Objective 5	To understand the stages, levels and maxims of teaching			
Tournaments - Introduction, Meaning of tournament, Types of competition, Methods of drawing fixtures on knock-out tournament, Round robin tournament, Consolation tournament, Combination tournament, Bagnall wild method.				
Outcomes 5	To gain the knowledge of classifying the types of presentation-techniques and technical preparations required for physical education lessons			K4

Suggested Readings

Kamalesh M L and Sangral M S (1996). Methods in physical Education. Prakash Brothers, Ludhiana.
 dward F Voltmer and Arthur A Esslinger (2000). The organization and Administration of Physical Education. The Times of India Press, Bombay.

Bevinson Perinbaraj (2000). Methods of Physical Education and History of Physical Education, Karaikudi.

Jayavel S (2004). Physical Education Guide for TRB, NET and SLET. Jayavel Printers, Karaikudi.

Ajmer Singh (1999). Essentials of Physical Education. Kalyani Publishers, New Delhi

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	S-3	L-1	M-2	S-3	L- 1	S-3	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	L-1	S-3	S-3	M-2	L-1	L-1
Co3	L-1	M-2	L-1	S-3	M-2	L-1	M-2	L-1	S-3	M-2
Co4	M-2	M-2	S-3	L- 1	S- 3	M-2	M-2	S-3	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester -V					
Core	Course code: 720504	ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION	T	Credits:3	Hours: 3
Unit I					
Objective 1	To know the administrative procedures programmes				
Definition – Management – Sports management – Guiding Principles of Sports management – Sports organization – Sports management services					
Outcomes 1	Explain the concepts of organization, administration and supervision.				K1
Unit II					
Objective 2	To know the physical education programmes.				
Management functions: - concept and definition of management – meaning, limitation, and future of Planning and Planning process – Organizing – Staffing – Budgeting – Evaluation – Performance appraisal					
Outcomes 2	Adapt the standard of physical education program.				K2
Unit III					
Objective 3	To know the Sports management				
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.					
Outcomes 3	Analyze the organization schemes of physical education.				K4
Unit IV					
Objective 4	To know the Gymnasium				
Play area in institutions – Facilities and standards in physical education – Layout and maintenance of playgrounds – Sports and Games Equipments– Gymnasium; The need, location, dimensions, sample floor plans and construction.					
Outcomes 4	Construct the playfields. .				K4
Unit V					
Objective 5	To know the budget				
Finance and Budgeting in Physical Education – Preparation of budget – Records and Registers - Purchase and Care of supplies and Equipments.					
Outcomes 5	Prepare the budget and to maintain the stock register. .				K4
Suggested Readings					
Goal.R, Encyclopedia of Sports and Games, Vikaas Publishing House, Pvt. Ltd, Delhi.					
Sivarama Krishnan .S, Management in Physical Education, Elango Press, karaikudi					
Smith, Charles F. Games and Games Leadership. New York : Dodd mead and Company – 1993					
Thomas J.P, Physical Education Lessons. Madras Gnanodaya Press, 1997					
Tirunarayan, C&S. Hariharsharma, Methods in Physical Education, M/S. CT & SH, Karaikudi. 1993.					
K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	L-1	L-1	M-2	M-2	M-2	M-2	S-3	S-3	S-3
Co2	M-2	M-2	M-2	L- 1	L-1	S-3	S-3	S-3	S-3	S-3
Co3	S-3	S-3	S-3	S-3	L- 1	L-1	L- 1	L- 1	M-2	M-2
Co4	M-2	M-2	M-2	L- 1	L- 1	L- 1	M-2	M-2	M-2	L- 1
Co5	L- 1	M-2	M-2	M-2	M-2	L- 1	M-2	M-2	M-2	S-3
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	L-1	L-1	M-2	M-2
Co2	M-2	M-2	M-2	L- 1	L-1
Co3	S-3	S-3	S-3	S-3	L- 1
Co4	M-2	M-2	M-2	L- 1	L- 1
Co5	L- 1	M-2	M-2	M-2	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester V					
DSE	Course code: 7205E1	ADAPTED PHYSICAL EDUCATION	T	Credits:3	Hours: 3
Unit –I					
Objective 1	Identify general individual needs based on the status of perceptual-motor behavior and developmental levels.				
Introduction to Adapted Physical Education- Meaning and definitions, Aims and objectives, Need and importance, Role of physical education in adapted physical education, Quality and qualification of teachers of adapted physical education, Brief historical review of adapted physical education.					
Outcomes 1	To Enhance an physical fitness and wellness				K1
Unit-II					
Objective 2	Possess general knowledge about ability levels of persons with disabilities and gifted and talented individuals.				
Classification of Disability- Physical disabilities, Mental retardation, Visual impairment, Hearing impairment, Behavioral disorders, Characteristics and functional limitations of the above disabilities, Aids for the disabled and its evaluation, Facilities and equipments for recreation and sport activities					
Outcomes 2	To Methods of Adapted Physical Education and Recreation.				K2
Unit III					
Objective 3	Develop basic skills in testing, assessment, programming and teaching adapted physical activity				
Adapted Physical Education and Government Welfare Programmes- Guiding principles of adapted physical education programme (AAHPER principle), Communication with Parents, Parental involvement, Parent Teacher association, Unified sports, Government welfare programmes					
Outcomes 3	To develop a healthy level of balance, flexibility, muscular strength, body composition, and cardio-respiratory endurance				K4
Unit IV					
Objective 4	To learn new games and their rules and to demonstrate it correctly in the game settings.				
Activities for Disabled- Co-curricular activities for disabled - Outdoor programmes for disabled, Adventure based outdoor programme, Creative development and hobby and culture development programme, Aquatic activity programme for disabled - Importance of activity for disabled, Nature of aquatic activity programme based on types of various disability					
Outcomes 4	To learn and demonstrate appropriate social skills during physical activities.				K5
Unit V					
Objective 5	To know the Rehabilitation Programmes				
Rehabilitation Programmes- Importance of adapted programme in Rehabilitation, Functional rehabilitation, Psychological rehabilitation, Rehabilitative role and importance of aquatic activity					
Outcomes 5	To develop motor skills and to learn the benefits of regular physical activity.				K6

Suggested Readings

Anoop Jain, “Adapted Physical Education” Sports Publication, Ashok Vihar, Delhi.

Arthur G. Miller & James, “Teaching Physical Activities to Impaired Youth” John Wilag & Sons Inc. Canada

Arthur S. Daniels & Euilya, “Adapted Physical Education” Harpet & Row Publisher, New York.

Ronald W. French & Paul J., “Special Physical Education” Charles E. Merrics Publishing Co. Edinburgh, Ohio..

Auxter, Byler, Howtting, “Adapted Physical Education and Reactions” Morbey St. Louis Mirrauri.

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	S-3	L-1	M-2	S-3	L- 1	S-3	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	L-1	S-3	S-3	M-2	L-1	L-1
Co3	L-1	M-2	L-1	S-3	M-2	L-1	M-2	L-1	S-3	M-2
Co4	M-2	M-2	S-3	L- 1	S- 3	M-2	M-2	S-3	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester V					
DSE	Course code: 7205E2	SPORTS JOURNALISM	T	Credits:3	Hours: 3
Unit –I					
Objective 1	To shape future Sports journalism for print electronic and web media				
Ethics of Journalism and sports Bulletins – Canons of Journalism –New, Information and Ideas – Journalism and Sports Education.					
Outcomes 1	To student the ability to think Critically, Creatively and independently				K1
Unit-II					
Objective 2	To ensure that the students of the department have equal exposure				
Structure of Sports Bulletin – Compiling a bulletin – Types of Bulletin – hourly bulletin and special bulletin – External bulletin.					
Outcomes 2	To the ability to competently use technology appropriate to the medium				K2
Unit III					
Objective 3	To various sports as well as contemporary trends in various mass mediums.				
Sports as an integral part of Physical Education – Sports organization and sports journalism – General news reporting and sports reporting.					
Outcomes 3	To the ability to prepare content for news media outlets.				K4
Unit IV					
Objective 4	Acquiring modern and traditional skills in the field of Sports Journalism.				
Brief review of Olympic Games, Common Wealth Games and Indian Traditional Games.					
Outcomes 4	Benefiting from relations with Broadcasting Organizations, Newspapers and major Sports Clubs				K4
Unit V					
Objective 5	Learning how to manage Printing, Broadcasting, Online and Social Media Journalism.				
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.					
Outcomes 5	Discussing various aspects of Sports Journalism. Developing strategies to interpret and evaluate the impacts of the Sports Journalism in daily life.				K4
Suggested Readings					
Ahiya B.N. Theory and Pracitce of journalism: Set to Indian Context Ed.3, Delhi, Subject publications, 1998.					
Ahiya, B.N. and Choabra, S.S.A concise course in Reporting Etc, Delhi., Subject publication 1990.					
Bhaft, S.C. Broadcast Journalism in India from the Earliest Time to the President day II road, Sterling publication Pvt., Ltd.1991					
Parthasarathy, R. Journalism in India from the Earliest Time to the President day II road, Sterling Publication Pvt., Ltd.1991/					
Varma, A.K. Advanced Journalism, Har Anand publications, New Delhi, 1993.					
K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	S-3	L-1	M-2	S-3	L- 1	S-3	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	L-1	S-3	S-3	M-2	L-1	L-1
Co3	L-1	M-2	L-1	S-3	M-2	L-1	M-2	L-1	S-3	M-2
Co4	M-2	M-2	S-3	L- 1	S- 3	M-2	M-2	S-3	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester VI					
Core	Course code: 720601	KINESIOLOGY AND BIO-MECHANICS IN PHYSICAL EDUCATION	T	Credits:3	Hours: 3
Unit –I					
Objective 1	To know the fundamental movement in sports.				
Introduction- History and development of Kinesiology, Role and Importance of kinesiology in physical education. Classification of synovial joints and body movements					
Outcomes 1	To Student will apply their kinesiology –related knowledge to think critically and ethically in examining issues and solving problems associated with their chosen sub-discipline.				K1
Unit-II					
Objective 2	To know Kinesiological and principles of sport				
Origin, Insertion and Actions of Muscles- Origin, insertion and actions of following muscles - Trapezius, Latissimus dorsi, Pectoralis major and minor, Deltoid, infraspinatus, Supraspinatus, Subscapularis, Triceps, Biceps, Flexi carpi radialis, Flexi carpi ulnaris, Gluteus maximus, Medius, Minimus, Hamstring, Rectus abdominus, Rectus femoris, Gastrocnemius soleus, Plantaris.					
Outcomes 2	To student will interpret and apply the professional literature of their chosen kinesiology sub-discipline				K2
Unit III					
Objective 3	To learn the biomechanical principles in sports				
Contraction of muscle- Introduction, Meaning, Muscular designing and kinesiological grouping, Axis and planes, Types of muscle contraction - Isotonic, Isometric and Isokinetic contraction					
Outcomes 3	Being a basic and applied science, it encompasses research and practical use of its findings				K4
Unit IV					
Objective 4	To gain a better understanding of the cause effect mechanisms of sports motions.				
Biomechanics- Basic of Biomechanics, Biomechanics in sports, Mechanical principles, Laws of motion, Types of motion, Factors influencing motion, Air gravity and water friction, Simple machine levers, Types of levers and examples of body equilibrium.					
Outcomes 4	Biomechanics also includes blood circulation, renal function along with other body functions.				K4
Unit V					
Objective 5	It includes how muscles, bones, tendons, and ligaments work together to produce movement.				
Applications of Kinesiology and Biomechanical Principles- Gait analysis. Application and analysis of Biomechanical principles in Walking, Running, Throwing, Jumping, Pushing, Pulling, Hitting. Application and analysis of techniques of different Sports and Games					
Outcomes 5	Biomechanics is a diverse interdisciplinary field with branches.				K4

Suggested Readings

Jenson, Clayne R and Cynt ha C. Hirst. (1980). Measurement in Physical Education and Athletic, New York: Macmillan Publishing Co., Inc.

Johnson, Barry L. and Jack K. Nelson. (1982). Practical Measurement for Evaluation in Physical Education, New Delhi: Surjeet Publication.

Kirkendall., Don R. (1987). Measurement and Evaluation for Physical Educators, Illinols: Human Kinetic Publishers, Inc

Krishnamurthy. (2007). Evaluation at Physical Education and Sports, New Delhi: Ajay Varma Publication.

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	S-3	L-1	M-2	S-3	L- 1	S-3	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	L-1	S-3	S-3	M-2	L-1	L-1
Co3	L-1	M-2	L-1	S-3	M-2	L-1	M-2	L-1	S-3	M-2
Co4	M-2	M-2	S-3	L- 1	S- 3	M-2	M-2	S-3	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester VI					
Core	Course code: 720602	SPORTS MEDICINE	T	Credits:3	Hours: 3
Unit –I					
Objective 1	To know about various injuries and its managements in sports and games				
Definition and Importance of Sports Medicine. Benefits, Aim of sports Medicine – Types of Injuries and Injury management – Prevention of Injuries					
Outcomes 1	Students will be successful in graduating and gaining employment in the field of athletic training				K1
Unit-II					
Objective 2	To provide information to athletes about injuries				
Meaning –Need- Importance of Physiotherapy – types of therapeutic modalities-Therapeutic Modalities: Cold Modalities – Ice pack – Ice Massage – Ice Immersion – Cryostretch - Cryo kinetics.					
Outcomes 2	To locate evaluate and use information related to evidence based practice.				K2
Unit III					
Objective 3	To provide knowledge about the causes of injuries				
Therapeutic Modalities: Infra-Red lamp – Moist Heat Packs, Paraffin Wax Bath – Shortwave Diathermy – Ultrasound - Whirlpool Bath – Contrast Bath. Electrical Modalities: Ultra Violet Rays.					
Outcomes 3	To know the treatment for sports injuries				K4
Unit IV					
Objective 4	To provide means or treatment for sports injuries and for rehabilitation of injuries.				
Rehabilitations -Meaning and Definitions -Need and scope of Rehabilitation – Principles, Stage of Rehabilitation. Role of Sports Physician in Rehabilitation					
Outcomes 4	Students aware about Role of Sports Physician in Rehabilitation				K5
Unit V					
Objective 5	To gain knowledge about Therapeutic Exercise				
Therapeutic Exercise: Classifications – Passive range of motion – Active Range of Motion – Exercise Program to strengthen the Muscles and Ligament. Massage – Classification, Uses, Contraindications					
Outcomes 5	Students know the Exercise Program to strengthen the Muscles and Ligament				K6
Suggested Readings					
Sports Medicine, Rachanajain, KhelSatitya Kendra, New Delhi- 2002, Sports Injuries. Sports medicine- Athletic Training and rehabilitation Techniques- Patrick Clinton Brunker &Khans Clinical Sports Medicine-2017, Mc Graw Hill Publisher Recognition and Management, M.A. Hutson, Oxford University press, New York Sports Medicine- Dr.Aruna Dogra, friends Publications					
K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	S-3	L-1	M-2	S-3	L- 1	S-3	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	L-1	S-3	S-3	M-2	L-1	L-1
Co3	L-1	M-2	L-1	S-3	M-2	L-1	M-2	L-1	S-3	M-2
Co4	M-2	M-2	S-3	L- 1	S- 3	M-2	M-2	S-3	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester VI					
Core	Course code: 720603	TEST, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION AND SPORTS	T	Credits:3	Hours: 3
Unit –I					
Objective 1	To diagnose students strength and weakness				
Meaning and Definition of the terms – Test, Measurement and Evaluation Need and Importance of Measurement and Evaluation in Physical Education					
Outcomes 1	To enhance learn about the Importance of Measurement and Evaluation in Physical Education				K1
Unit-II					
Objective 2	To assign grades				
Criteria of test selection – validity, reliability, objectivity, and norms and Administrative feasibility Classification of test – standardized test and teacher made test Rating scales – Subjective rating and objective rating. Test Administration					
Outcomes 2	Students learn about validity, reliability, objectivity, and norms and administrative feasibility				K2
Unit III					
Objective 3	To determine the teachers effectiveness				
Motor Fitness Test – AAPHERD Youth Fitness test – JCR test Motor Ability – Newton Motor Ability test- Strength Test – Dip strength test – Grip Strength test – Leg Dynamometer test- Cardio Vascular test – Harward step test – Cooper’s 12/9 minutes Run/Walk test					
Outcomes 3	Test and Measurement techniques the physical education teachers gets an accurate idea about the progress made by the students.				K4
Unit IV					
Objective 4	To monitor the student progress.				
SDAT tests a. 30 m Fly Run b. 600 m Run c. Ball Throw d. Standing broad jump e. Shuttle Run 6 x 10 m					
Outcomes 4	Test and Measurement helps in collection of data which further helps in evaluating the learners ability separately				K5
Unit V					
Objective 5	Test and Measurement the teachers get aware of the ability and capacities of the students which provides a platform in preparation of fitness programme.				
Games skill test- Basketball – Johnson Basketball test. SDAT skill test- Hockey – Scimitars French Field Hockey test, SDAT skill test- Soccer – McDonald Soccer test, SDAT skill test-m Volleyball – Russell – Lange Volleyball test, SDAT skill test Badminton – Miller Wall Volley test and Tennis – Borer – Miller Tennis test					
Outcomes 5	Test and Measurement is a scientific tool which helps the teacher to adopt correct methodology upon the sportsman so that desired results may be achieved.				K6

Suggested Readings

Barrow, Harold M., and Mc Gee Rosemary. (1979). A Practical Approach to Measurement in Physical Education. Philadelphia: Lea and Fabiger.

Clarke H. Harrison and David H. Clarke. (1976). Application of Measurement in Physical Education. New Jersey: Prentice Hall, Englewood Cliffs.

Kirkendall., Don R. (1987). Measurement and Evaluation for Physical Educators, Illinois: Human Kinetic Publishers, Inc

Krishnamurthy. (2007). Evaluation at Physical Education and Sports, New Delhi: Ajay Varma Publication.

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	S-3	L-1	M-2	S-3	L- 1	S-3	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	L-1	S-3	S-3	M-2	L-1	L-1
Co3	L-1	M-2	L-1	S-3	M-2	L-1	M-2	L-1	S-3	M-2
Co4	M-2	M-2	S-3	L- 1	S- 3	M-2	M-2	S-3	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester VI					
Core	Course code: 720604	SPORTS MANAGEMENT	T	Credits:3	Hours: 3
Unit –I					
Objective 1	To identify and analyze ethical, legal and socio-cultural issues				
Meaning and Definition of Sports management – Scope of sports management – Basic principles of sports management – Functions of sports management.					
Outcomes 1	To understand the concept and to equip with the essential skills of sports management.				K1
Unit-II					
Objective 2	To formulate response for use in managerial decision making and policy determination in sports management				
Personal Management: Objectives – Personal Policies – Personal Recruitment – Role of Personal manager. Programme management: Functions of sports management.					
Outcomes 2	To understand the qualities and to equip with competencies required for the sports manager				K2
Unit III					
Objective 3	To employ the principles of strategic planning,				
Sports marketing: Meaning – Factors involved in the marketing of sports – Market awareness – Developing a target market strategy – Quality and price of sports products.					
Outcomes 3	To gain the knowledge of the concept of leadership and it's known forms.				K4
Unit IV					
Objective 4	Financial and human resource management.				
Supplies of sports equipment: Guidelines for selection and supply of equipments – Equipment room, Equipment and supply manager – Guidelines for checking, storing and issuing – Care and Maintenance of equipments.					
Outcomes 4	To understand the Organization and Administration of Sports Programs.				K4
Unit V					
Objective 5	To aware about Accounting and Budgeting				
Accounting and Budgeting – Definition and role of accounting in Sport and Fitness enterprise raising of funds – Types of Budget – Budget record maintenance – the accounting system					
Outcomes 5	To be familiar with the Preparation of the financial proposals for physical education & sports in Schools/Colleges / Universities.				K4

Suggested Readings

Bucher A.Charles (1993) Management of Physical Education and Sports (10th ed.,) St. Louis: Mobsy Publishing Company.

Chellaldurai.P(1999) Human Resource Management in sport and Recreatin, Human kinetics.

Chakraborty, Samiran(1988), Sports Management, Sports publications, New Delhi.

Lazer.W.and Cultey. J Marketing Management. Boston Houghton Miffing Co.

Ruben Acosta Hernandez, Managing Sport organizations, Human Kinetics.

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	L-1	L-1	M-2	M-2	L- 1	S-3	S-3	M-2	M-2
Co2	M-2	M-2	M-2	L- 1	L-1	M-2	M-2	M-2	L- 1	L-1
Co3	S-3	S-3	S-3	S-3	L- 1	M-2	M-2	S-3	S-3	L- 1
Co4	M-2	M-2	M-2	L- 1	L- 1	M-2	M-2	M-2	L- 1	L- 1
Co5	L- 1	M-2	M-2	M-2	M-2	L- 1	M-2	M-2	M-2	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	L-1	L-1	M-2	M-2
Co2	M-2	M-2	M-2	L- 1	L-1
Co3	S-3	S-3	M-2	M-2	L- 1
Co4	M-2	M-2	M-2	L- 1	L- 1
Co5	L- 1	M-2	M-2	M-2	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

Semester VI					
DSE	Course code: 7206E1	SPORTS INJURIES AND PHYSIOTHERAPY	T	Credits:3	Hours: 3
Unit –I					
Objective 1	To obtain accurate histories regarding physiotherapy ,and sports injuries				
Introduction- Introduction, Definition of sports Injury and Physiotherapy, Prevention of sports Injury, Guiding principles and importance of Physiotherapy.					
Outcomes 1	Students learn about their Prevention of sports Injury and importance of Physiotherapy.				K1
Unit-II					
Objective 2	To perform appropriate physical examination and patients				
Common Sports Injuries- Causes, Signs and symptoms of open and closed wounds. Acute and chronic Injuries.					
Outcomes 2	Enhance develop the skills to manage common orthopaedic and sports medicine,				K4
Unit III					
Objective 3	Planning exercises regimes to help return athlete to pre-injury function at functional site.				
Hydrotherapy and Electrotherapy - Hydrotherapy - Cryotherapy, Thermotherapy, Contrast bath, Whirl pool bath, Stream bath, Sauna bath. Electrotherapy, Infrared rays, Ultraviolet rays, Shortwave diathermy.					
Outcomes 3	Identify and manage common medical problems of the athlete Look after the medical and nutritional need Reduce stress Maintain optimal arousal level Treat musculoskeletal injuries				K4
Unit IV					
Objective 4	Personalized exercise prescription is used to improve mobility restrictions.				
Therapeutic Exercises:- Classification of therapeutic exercise - Passive and active, Active assisted exercise, Active resisted exercise, Exercise programme to strengthen the injured parts					
Outcomes 4	To maintain, sustain, and at times to regain peak physical fitness				K4
Unit V					
Objective 5	Preventive injury methods and diagnosis for athletes through screening process and exercis				
Massage- History of massage, Definition of massage, Classification of manipulation(swedish system), Physiological effects of massage.					
Outcomes 5	Functions of sports medicine are primitive, educative, formative, recreative, competitive, therapeutic and rehabilitative in nature.				K4

Suggested Readings

Chandrasekar K (2003). Sports Physiotherapy. Khel Sahitya Kendra, New Delhi.

Jain R. (2002). Sports medicine. Khel Sahitya Kendra, New Delhi.

Dolan (2010). Treatment and Prevention of Athletic Injury. The Interstate Panville, Illinois..

Souza N Thomas.(2007). Sports Injuries of the Shoulder – Conservative Management. Churchill Livingstone, Newyork.

Freddie.H. and David.A. (2004) Sports Injuries – Mechanism Prevention Treatment. Williams and Wilkins, London.

Johnson (2004). Science and Medicine of Exercise and Sport. Harper Row and Brothers, Newyork.

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	M-2	M-2	S-3	S-3	S-3	M-2	M-2	S-3	S-3	S-3
Co2	S-3	S-3	S-3	S-3	S-3	S-3	S-3	S-3	S-3	S-3
Co3	L-1	L- 1	L- 1	M-2	M-2	L-1	L- 1	L- 1	M-2	M-2
Co4	L- 1	M-2	M-2	M-2	L- 1	L- 1	M-2	M-2	M-2	L- 1
Co5	L- 1	M-2	M-2	M-2	S-3	L- 1	M-2	M-2	M-2	S-3
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	M-2	M-2	S-3	S-3	S-3
Co2	S-3	S-3	S-3	S-3	S-3
Co3	L-1	L- 1	L- 1	M-2	M-2
Co4	L- 1	M-2	M-2	M-2	L- 1
Co5	L- 1	M-2	M-2	M-2	S-3
S-Strong (3), M-Medium (2), L-Low (1)					

Semester VI					
DSE	Course code: 7206E2	GYM MANAGEMENT	T	Credits:3	Hours: 3
Unit –I					
Objective 1	To enable student to become competent and committed professionals willing to perform as gym instructor.				
Foundations of Exercise- Meaning, forms and types of exercise, Mode of exercise. Concept of Training and fitness, Health related fitness, Components of fitness, Specificity of training effect, Retraining and Maintenance of training, Factors influencing Fitness.					
Outcomes 1	To optimize adoption and adherence to exercise program and other healthy behaviors by applying effective behavioral and motivational strategies				K1
Unit-II					
Objective 2	To make students to be more competent to become effective gym instructor.				
Cardiovascular Fitness - Cardiovascular Endurance – Development of, Cardio Vascular Endurance through Weight Training - Circuit Training and Aerobic Circuit- Methods of developing CRE: - Aerobic and Anaerobic Metabolism. Forms of training programme.					
Outcomes 2	To student learn about their Nutritional Value and requirement of food in relation				K2
Unit III					
Objective 3	To enable student to understand principles of fitness training				
Nutritional Fitness - Diet Prescription: Nutritional Value and requirement of food in relation to exercise, Malnutrition and obesity causes, effect, prevention and treatment, Harmful effects of Nutritional Ergogenic aids.					
Outcomes 3	Helps fitness owners and operators manage their class and trainer scheduling				K4
Unit IV					
Objective 4	Increased revenue and Marketing campaigns.				
Prescription & Weight Control- exercise prescription, quantity and quality of the exercise program, Warm up and limbering down. Concept of body composition, Somato type and physical activity, Obesity, Energy Balance and weight control, ACSM guidelines for weight loss					
Outcomes 4	keep track of their members, communicate with clients, and process payments.				K4
Unit V					
Objective 5	New programs and initiatives.				
Management- Customer Care: Public relation, phone handling, guest satisfaction, language, etiquettes, Role of Manager and managerial skill, maintenance of records, Management of fitness clubs and centre. Facility Set-up and placement of equipment, list of equipment's to be introduced, mechanical functioning of the equipment, wear, tear and maintenance of facilities in a gym.					
Outcomes 5	Students are known to Customer Care: Public relation, phone handling				K4

Suggested Readings

Donald K. Mathews, “Measurement in physical Education” London W.B. Saunders company.1978.

Jack H.Wilmore and David L. Costill, “Physiology of sports and Exercise” USA: Human kinetics 1994.

John W. Bunn, “Scientific Principles of coaching “New Jersey: Prentice Hall Inc.1985.

Florio A, “Safety Education” New York, MC-Grow Hill Book Co.

Charles A. Bucker, “Foundation of Physical Education”, St. Lows. The C.V. Mosby Co.1986

S.S. Roy, “Sports Management” New Delhi: Friends Publications,1995.

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	L- 1	S-3	L-1	M-2	S-3	L- 1	S-3	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	L-1	S-3	S-3	M-2	L-1	L-1
Co3	L-1	M-2	L-1	S-3	M-2	L-1	M-2	L-1	S-3	M-2
Co4	M-2	M-2	S-3	L- 1	S- 3	M-2	M-2	S-3	L- 1	S- 3
Co5	L- 1	M-2	M-2	S-3	M-2	L- 1	M-2	M-2	S-3	M-2
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	L- 1	M-2	L-1	M-2	S-3
Co2	S-3	S-3	M-2	L-1	M-2
Co3	L-1	M-2	L-1	S-3	M-2
Co4	M-2	S-3	M-2	L- 1	L- 1
Co5	S-3	M-2	M-2	L- 1	M-2
S-Strong (3), M-Medium (2), L-Low (1)					

SEMESTER - III					
NME	Course code:	FIRST AID AND EHABILITATION	T	Credits:2	Hours: 3
Unit -I					
Objective 1	To help children know and accept individual and collective responsibility for healthy living at home, school and in the community.				
INTRODUCTION Concept of Health Education Meaning, Definition, Aims, Objectives and Importance of Health Education - Nutrition - Malnutrition - Personal Hygiene - Physical Education Meaning, Definition, Aims, Objectives, Scope and Importance of Physical Education -					
Outcomes 1	To help children learn correct postural habits in standing, walking, running, sitting and other basic movements so as to avoid postural defects and physical deformities.			K1	
Unit-II					
Objective 2	To help children know their health status, identify health problems and be informed for taking appropriate remedial measures.				
Physical Fitness- Meaning, Definition, Components and Benefits - Origin and Development of Ancient and Modern Olympics - Recreational activities -Health Education in Schools - Health Instruction, Health Services, Safety Education: Importance with reference to Schools, Play fields, Road, School and Home.					
Outcomes 2	To help children improve their neuromuscular coordination through participation in a variety of physical activities in order to physical fitness.			K2	
Unit III					
Objective 3	To create awareness among children about rules of safety in appropriate hazardous situations to avoid accidents and injuries.				
Causes and Prevention of Diseases Life style disorders: Intentional & Unintentional Injuries, Diabetes and Obesity - Back Pain: Causes, Symptoms and Prevention - Communicable diseases Symptoms and Prevention.					
Outcomes 3	To help children strive for excellence in games and sports.			K4	
Unit IV					
Objective 4	To acquaint them with first-aid measures about common sickness and injuries.				
First Aid-Principles and Uses Principles of first aid, First aid equipments, Fracture - causes and symptoms and the first aid related to them, Muscular sprain causes, symptoms and remedies, Treatment of unconsciousness, Treatment of heat stroke.					
Outcomes 4	To provide skills for dealing with psycho-social issues in the school, home and the community			K4	
Unit V					
Objective 5	To aware the Food and Nutrition				
Food and Nutrition Meaning of Food, Classification, Constituents of Food, Vitamins and Deficiency Diseases, Meaning of Nutrition, Malnutrition - Causes - Balanced Diet and Diet for Obesity and Under Weight.					
Outcomes 5	Students know the importance of Food and Nutrition			K4	

Suggested Readings

Ajmer, S. (2003). Essentials of physical education. New Delhi: Kalyani Publishers
 Dambrosa, D., & Robert, D. (1993). Prevention and treatment and running injuries. New Jersey
 Hedge, (1997). How to maintain good health. New Delhi: UBPSD Publishers.
 Kanele., B. S., & Kumar, C. P. (1996). Text book on health and physical education. Ludhiana:
 Kalyana Publishers. ·
 Mangal, S. K. (2005). Health and physical education. Ludhiana: Tandon Publication book
 market
 Nash T.N. (2006). Health and physical education. Hydereabad: Nilkamal Publishers·

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	M-2	M-2	S-3	S-3	S-3	M-2	M-2	S-3	S-3	S-3
Co2	S-3	S-3	S-3	S-3	S-3	S-3	S-3	S-3	S-3	S-3
Co3	L-1	L- 1	L- 1	M-2	M-2	L-1	L- 1	L- 1	M-2	M-2
Co4	L- 1	M-2	M-2	M-2	L- 1	L- 1	M-2	M-2	M-2	L- 1
Co5	L- 1	M-2	M-2	M-2	S-3	L- 1	M-2	M-2	M-2	S-3
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	M-2	M-2	S-3	S-3	S-3
Co2	S-3	S-3	S-3	S-3	S-3
Co3	L-1	L- 1	L- 1	M-2	M-2
Co4	L- 1	M-2	M-2	M-2	L- 1
Co5	L- 1	M-2	M-2	M-2	S-3
S-Strong (3), M-Medium (2), L-Low (1)					

SEMESTER - IV				
NME	Course code:	PRINCIPLES OF YOGA THERAPY, SOCIAL SKILLS & LIVING VALUE BASED EDUCATION	T	Credits:2 Hours: 3
Unit –I				
Objective 1	To State the different types of Yoga.			
INTRODUCTION Role of Yoga In Diseases Yogic Concepts of human body –role of asanas , pranayama and meditation in various diseases like diabetes, hypertension ,coronary heart diseases, asthma arthritis , obesity ,back pain etc .				
Outcomes 1	The students are Record a brief history and development of Yoga.			K1
Unit-II				
Objective 2	To explain the different limbs of Aṣṭāṅga Yoga of Patañjali & Haṭha Yoga.			
Role of yoga in Psychological Problems Anxiety,depression, phobia, fatigue, nervousness, Neurosis .				
Outcomes 2	The students know the Yoga and Yoga practices are important for healthy living.			K2
Unit III				
Objective 3	To derive how Haṭha Yoga and Aṣṭāṅga Yoga of Patañjali are relationship between them.			
Mind Power of Mind-Functions and powers of conscious mind-subconscious mind-sanskar re-engineering-different states of mind-how to use our mind.				
Outcomes 3	The students are recognizing the important principles of Yoga.			K4
Unit IV				
Objective 4	To Demonstrate & explain some important āsanas, and prāṇāyāma.			
Personality Development Interpersonal Skills and drills 1. Holistic health care 2. Positive Thinking 3. Verbal-Non-Verbal Communication 4. Empathy-Ability to understand 5. Stress Management				
Outcomes 4	To aware the Personality Development Interpersonal Skills and drills			K4
Unit V				
Objective 5	To Know about the Living Values.			
Value Education 1. Inculcation of Living values 2.Co-Operation ,freedom, Responsibility 3.Happiness, Love& Peace 4.Humility,respect,Honesty 5.Simplicity,Tolerance,Unity.				
Outcomes 5	Knowledge about Value Education			K4
Suggested Readings				
Anantharaman, T.R. (1996). Ancient Yoga and Modern Science. New Delhi: Munshiram Manoharlal Publishers Pvt Ltd.				
Bhavanani, A.D. (2008). A Primer of Yoga Theory. Pondicherry: Dhivyananda Creations, Iyengar Nagar. Bhogal, R.S. (2010). Yoga & Mental Health & Beyond. Lonavla:				
Bhogal, R.S. (2011). Yoga & Modern Psychology. Lonavla: Kaivalyadhama SMYM Samiti.				
Bucher, Charles A. Dr. Krishna Raman: A matter of health (<i>Integration of Yoga and western</i>				

medicine for prevention and cure)(Chennai east west books (Madras)Pvt .Ltd 1998)
 Sri Ananda :The complete book of *yoga harmony of body and mind*(orient paper backs: vision book Pvt. Ltd., 1982).

G.Ravindran: *Management Science conflict* (Manivasakar publication 2008 Chidambaram .)

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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COURSE OUTCOME VS PROGRAMME OUTCOME

Co	Po1	Po2	Po3	Po4	Po5	Po6	Po7	Po8	Po9	Po10
Co1	M-2	M-2	S-3	S-3	S-3	M-2	M-2	S-3	S-3	S-3
Co2	S-3	S-3	S-3	S-3	S-3	S-3	S-3	S-3	S-3	S-3
Co3	L-1	L- 1	L- 1	M-2	M-2	L-1	L- 1	L- 1	M-2	M-2
Co4	L- 1	M-2	M-2	M-2	L- 1	L- 1	M-2	M-2	M-2	L- 1
Co5	L- 1	M-2	M-2	M-2	S-3	L- 1	M-2	M-2	M-2	S-3
S-Strong (3), M-Medium (2), L-Low (1)										

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOME

Co	Po1	Po2	Po3	Po4	Po5
Co1	M-2	M-2	S-3	S-3	S-3
Co2	S-3	S-3	S-3	S-3	S-3
Co3	L-1	L- 1	L- 1	M-2	M-2
Co4	L- 1	M-2	M-2	M-2	L- 1
Co5	L- 1	M-2	M-2	M-2	S-3
S-Strong (3), M-Medium (2), L-Low (1)					

Semester - II					
SEC	Course code: 22BES2	ENVIRONMENTAL STUDIES	T	Credit	Hours
				2	2
Objectives	<ul style="list-style-type: none"> ➤ To understand the multidisciplinary nature of environmental studies such as forest, water, mineral and energy and land resources. ➤ To portray the eco system bio diversity and its conservation. ➤ To impart the knowledge of environmental pollution ➤ To know the importance of field work to study common plants, insects and birds and visit local areas to document environmental assets. 				
Unit -I	The Multidisciplinary Nature of Environmental Studies: Definition, Scope and importance- Need for public awareness				
Unit-II	<p>Natural Resources: Renewable and non-renewable resources</p> <p>A). Forest Resources: Use and Over-Exploitation, Deforestation, Case Studies, Timber Extraction, Mining, Dams and Their Effect on Forests and Tribal People.</p> <p>B). Water Resources: Use and Over-Utilization of Surface and Ground Water, Floods, Drought, Conflicts over Water, Dams- Benefits and Problems.</p> <p>C). Mineral Resources: Use and Exploitation, Experimental Effects of Extracting and Using Mineral Resources, Case Studies.</p> <p>D). Food Resources: World Food Problems, Changes Caused by Agriculture and Overgrazing, Effects of Modern Agriculture, Fertilizer-Pesticide Problems, Water Logging, Salinity, Case Studies.</p> <p>E). Energy Resources: Growing Energy Needs, Renewable and Non-Renewable Energy Sources, Use of Alternate Energy Resources, Case Studies.</p> <p>F). Land Resources: Land as a Resource, Land Degradation, Main Induced Landslides, Soil-Erosion and Desertification.</p> <ul style="list-style-type: none"> ➤ Role of Individual in Conservation of Natural Resources ➤ Equitable Use of Resources for Sustainable Lifestyle 				
Unit- III	<p>ECOSYSTEMS, BIO-DIVERSITY AND ITS CONSERVATION</p> <p>Ecosystems: Concept of an Ecosystem, Structure and Function of an Ecosystem, Energy Flow in The Ecosystem, Food Chains, Food Webs and Ecological Pyramids.</p> <p>Biodiversity and Its Conservation: Introduction- Definition: Genetic, Species and Ecosystem Diversity, Bio-Geographical Classification of India, Value of Biodiversity: Consumptive Use, Productive Use, Social Ethical, Aesthetic and Option Values. Biodiversity at Global, National and Local Levels, India as a Mega-Diversity Nation, Hot Spots of Biodiversity, Threats to</p>				

	Biodiversity: Habitat Loss, Poaching of Wildlife, Man-Wildlife Conflicts, Endangered and Endemic Species of India, Conservation of Biodiversity: In-Situ And Ex-Situ Conservation of Biodiversity.
Unit -IV	Environmental Pollution: Causes, Effects And Control Measures of: A). Air Pollution, B). Water Pollution, C). Soil Pollution, D). Marine Pollution, E). Noise Pollution, F). Thermal Pollution, G). Nuclear Hazards.
Unit -V	Field Work <ul style="list-style-type: none"> ▶ Visit to a Local Area to Document Environmental Assets–River/ Forest/ Grassland/ Hill/Mountain ▶ Visit to a Local Polluted Site- Urban/Rural/Industrial/Agricultural ▶ Study of Common Plants, Insects, Birds ▶ Study of Simple Ecosystem-Pond, River, Hill Slopes, etc.,
Suggested Readings	
<p>Agarwal, K. C. (2001). <i>Environmental Biology</i>. Nidi Publication Ltd.</p> <p>Bharucha, E. (2002). <i>The Biodiversity of India</i> (Vol. 1). Mapin Publishing Pvt Ltd, Ahamedabad, India. Brunner, C. R. (1993). <i>Hazardous waste incineration</i>. Mcgraw Hill Inc.</p> <p>Clark, R. B., Frid, C., & Attrill, M. (2001). <i>Marine pollution</i> (Vol. 5). Oxford: Oxford university press. Cunningham, W. P., Cooper, T. H., Gorham, E., & Hepworth, M. T. (1998). <i>Environmental encyclopedia</i>. De, A.K. (1990). <i>Environmental Chemistry</i>. Wiley Eastern Ltd.</p> <p>Gleick, H.P.(1993). <i>Water In Crisis, Pacific Institute For Studies In Dev, Environment & Security</i>. Stockholm Env. Institute, Oxford University Press.</p> <p>Goel, P. K., & Trivedi, R. K. (1998). <i>An introduction to air pollution</i>. Technoscience Publication, India. Hawkins, R. E. <i>Encyclopedia of Indian Natural History</i>. Bombay Natural History Society, Bombay.</p> <p>Heywood, V. H., & Watson, R. T. (1995). <i>Global biodiversity assessment</i> (Vol. 1140). Cambridge: Cambridge university press.</p> <p>Jadhav, H. V., & Bhosale, V. M. (2006). <i>Environmental Protection and laws</i>. Himalaya Publishing House. McKinney, M. L., & Schoch, R. M. (1996). <i>Environmental Science: Systems and Solutions</i> (St. Paul, MN). Mhaskar, A. K. <i>Matter Hazardous</i>. Techno-Science Publications.</p> <p>Miller, T. G. (1989). <i>Environmental Science: Working with the earth (2 nd)</i>. Wadsworth Publicing Co.</p> <p>Narain, S., Mahapatra, R., Das, S., Misra, A., Parrey, A. A., Pandey, K., & Banerjee, S. (2014). <i>Down to Earth</i>. Centre for Science and Environment.</p> <p>Odum, E. P., & Barrett, G. W. (1971). <i>Fundamentals of ecology</i> (Vol. 3, p. 5). Philadelphia: Saunders. Rao, M.N., & Datta, A.K. (1987). <i>Waste Water Treatment</i>. Oxford & Ibh Publ, Co.Pvt. Ltd.</p> <p>Sharma, B. K. (2001). <i>Environmental Chemistry–6th Revised Edition</i>.</p> <p>Townsend, C.R., Begon, M., & Harper, J.L. (2008). <i>Essentials of Ecology</i> (3rd edition).</p>	

Oxford: Blackwell Publishing.

Trivedi, R. K. (2010). *Handbook of Environmental Laws, Rules, Guidelines, Compliances and Standards. Vol.*

I and II, Enviro Media.

Wanger, K.D. (1998). *Environmental Management.* Saunders Co. Philadelphia, USA.

Outcomes	On successful completion of the subject, the students acquired knowledge about: <ul style="list-style-type: none">> Renewable and non-renewable resources.> Species and Ecosystem Diversity, Bio-Geographical Classification of India, Value of Biodiversity:> Causes, Effects and Control Measures of environmental pollution> Field work knowledge of studying eco system pond, river, hill and common plants, insects and birds> Documentation of environmental assets
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Semester - I					
AECC	Course code: 91BPEA	Professional English for Arts and Social Sciences	T	Credit	Hours
				3	3
Objectives	<ul style="list-style-type: none"> To develop the language skills of students by offering adequate practice in professional contexts. To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students To focus on developing students' knowledge of domain specific registers and the required language skills. To develop strategic competence that will help in efficient communication To sharpen students' critical thinking skills and make students culturally aware of the target situation. 				
Unit -I	<p>COMMUNICATION :</p> <p>Listening: Listening to audio text and answering questions - Listening to Instructions</p> <p>Speaking: Pair work and small group work.</p> <p>Reading: Comprehension passages –Differentiate between facts and opinion</p> <p>Writing: Developing a story with pictures.</p> <p>Vocabulary: Register specific - Incorporated into the LSRW tasks</p>				
Unit-II	<p>DESCRIPTION :</p> <p>Listening: Listening to process description.-Drawing a flow chart.</p> <p>Speaking: Role play (formal context)</p> <p>Reading: Skimming/Scanning-Reading passages on products, equipment and gadgets.</p> <p>Writing: Process Description –Compare and Contrast Paragraph-Sentence Definition and Extended definition- Free Writing.</p> <p>Vocabulary: Register specific -Incorporated into the LSRW tasks.</p>				
Unit- III	<p>NEGOTIATION STRATEGIES :</p> <p>Listening: Listening to interviews of specialists / Inventors in fields (Subject specific)</p> <p>Speaking: Brainstorming. (Mind mapping). Small group discussions (Subject- Specific)</p> <p>Reading: Longer Reading text.</p> <p>Writing: Essay Writing (250 words)</p> <p>Vocabulary: Register specific - Incorporated into the LSRW tasks</p>				
Unit -IV	<p>PRESENTATION SKILLS :</p> <p>Listening: Listening to lectures.</p> <p>Speaking: Short talks.</p> <p>Reading: Reading Comprehension passages</p>				

	<p>Writing: Writing Recommendations Interpreting Visuals inputs</p> <p>Vocabulary: Register specific - Incorporated into the LSRW tasks</p>
Unit -V	<p>CRITICAL THINKING SKILLS :</p> <p>Listening: Listening comprehension- Listening for information.</p> <p>Speaking: Making presentations (with PPT- practice).</p> <p>Reading : Comprehension passages –Note making. Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills)</p> <p>Writing: Problem and Solution essay– Creative writing –Summary writing</p> <p>Vocabulary: Register specific - Incorporated into the LSRW tasks</p>
Outcomes	<ul style="list-style-type: none"> • Recognise their own ability to improve their own competence in using the language • Use language for speaking with confidence in an intelligible and acceptable manner • Understand the importance of reading for life • Read independently unfamiliar texts with comprehension • Understand the importance of writing in academic life <p>Write simple sentences without committing error of spelling or grammar</p>

**PRACTICAL
SEMESTER -1**

Core	Course code : 720105	TRACK AND FIELD -1 (Sprints, Middle, distance races, Long jump, High jump and Shot put)	P	Credit -3	Hours -5
<p>Lessons of the following athletic events- 1. Sprints 2. Middle distance races 3. Long and high Jump 3. Shot put</p> <p>Instructions:- 1. Each student shall take a minimum of 10 supervised lessons in athletics and general lesson activities (5 lessons each in athletics and general lesson). In addition each trainee shall complete 1 assignment each in athletics and general lesson. 2. For the purpose of examination in practicals, one lesson each of respective category is compulsory for each candidate which will be assessed by external examiner appointed by the university. 3. Each group of practical examination will be of three hours duration irrespective of its weightage. The contents of teaching for each activity are as follows:- 1. History of athletics. 2. Measurements of track & field events. 3. Equipments & specification of equipments. 4. Fundamental skills and lead up activities. 5. Rules and regulations of athletic events. d. Technical equipment for officiating.</p>					

Core	Course code : 720106	MASS DEMONSTRATION ACTIVITIES: Calisthenics Marching, light apparatus	P	Credit -3	Hours -5
<p>Calisthenics and Marching- General applications- squat exercises increase the strength of quadriceps muscles, sit-ups and crunches strengthen the abdominals, and calf raises improve the calf muscles. Specific callisthenic exercise programs to improve the training and conditioning of participants</p>		<p>Light apparatus : Includes number of exercises from 1 to 10 which. includes both sitting and standing exercise. Indian Clubs and Dumbbells: <i>Functional physical training-</i> Rhythmic physical training - Practical application</p>			

Core	Course code : 720107	SPECIALIZATION GAME -1 (Badminton, Basketball, Cricket, Fencing, Football, Kabaddi , Kho-kho and Beach volleyball)	P	Credit -3	Hours -5
<p>Badminton , Basketball , Cricket , Fencing, Football, Kabaddi , Kho-kho and beach volleyball</p>			<p>To understand the basic skills and techniques, lay out and the rules of the fundamental skills of any one specialized games.</p>		

Core	Course code : 720108	Project Sports meet -1	P	Credit -2	Hours -5
Track and field		To organize the track and field events and teach the basic skills and techniques, lay out and the rules.			

SEMESTER -2

Core	Course code : 720205	TRACK AND FIELD -1 (Sprints, Middle distance races, Long jump, High jump and Shot put)	P	Credit -3	Hours -5
Long distance races, Triple jump, Discus throw, Relays and Race Walking			To understand the basic skills and techniques, lay out and the rules..		

Core	Course code : 720206	GYMNASTICS / WEIGHT LIFTING / SWIMMING	P	Credit -3	Hours -5
Teach the basic skills and techniques, lay out , rules and regulation.					

Core	Course code : 720208	Project Sports meet -II	P	Credit -2	Hours -6
To organize the any one specialized games and teach basic skills, techniques, lay out and the rules .					

SEMESTER -3

Core	Course code : 720305	TRACK AND FIELD- II* (Long distance races, Triple jump, Discus throw, Relays and Walking)	P	Credit - 3	Hours - 5
Long distance races, Triple jump, Discus throw, Relays and Walking		To understand the basic skills and techniques, lay out and the rules..			

Core	Course code : 720306	YOGA PART- I (Basic level – Asanas Pranayama and Mudras)	P	Credit - 3	Hours - 5
Basic level – Asanas Pranayama and Mudras		To understand the basic skills and techniques and the rules..			

Core	Course code : 720307	SPECIALIZATION GAME -II* (Boxing , weight lifting, Handball, Hockey , Tennis , Volleyball, Yoga)	P	Credit - 3	Hours - 5
Boxing & weight lifting, Handball, Hockey , Tennis , Volleyball, Yoga		To teach the basic skills and techniques and the rules and regulation			

SEMESTER -4

Core	Course code : 720405	TRACK AND FIELD- II (Long distance races, Triple jump, Discus throw, Relays and Race Walking)	P	Credit -3	Hours - 5
Long distance races, Triple jump, Discus throw, Relays and Walking			To understand the basic skills and techniques, lay out and the rules..		

Core	Course code : 720406	YOGA PART- II (Advanced level - Asanas,Pranayama, Kriyas and Bhandas)	P	Credit -3	Hours - 5
Advanced level - Asanas,Pranayama, Kriyas and Bhandas			To understand the basic skills and techniques and the rules..		

Core	Course code : 720407	DEFENSIVE ART	P	Credit -3	Hours - 5
To teach the basic skills , techniques and the rules and regulation					

SEMESTER -5

Core	Course code : 720505	SPECIALIZATION GAME –IV (2nd Best)	P	Credit -3	Hours - 5
Kabaddi, Kho- Kho, weight lifting Tennis ,Badminton, boxing , cricket			To teach the basic skills , techniques and the rules and regulation		

Core	Course code : 720506	PROJECT SPORTS MEET -III	P	Credit -3	Hours -5
To organize the any one specialized games basic skills, techniques, lay out and the rules .					

Core	Course code : 720507	TRACK AND FIELD -III* (Hammer throw, Javelin throw, Pole vault and Hurdle events)	P	Credit -3	Hours -5
Hammer throw,Javelin throw, Pole vault and Hurdle events			To understand the basic skills and techniques, lay out and the rules..		

Core	Course code : 720508	TEACHING PRACTICE -I	P	Credit -3	Hours -5
knowledge and efficiency in teaching lessons of both practical as well as theoretical classes in game and track and field					

SEMESTER – 6

Core	Course code : 720605	GAME OF SPECIALIZATION- V (1st Best)	P	Credit -3	Hours -5
Basketball, , Handball, Football, Hockey, and Volleyball			To understand the basic skills and techniques, lay out and the rules of the fundamental skills of any one specialized games.		

Core	Course code : 720606	TRACK AND FIELD- III (Hammer throw, Javelin throw, Pole vault and Hurdle events)	P	Credit -3	Hours -5
Hammer throw, Javelin throw, Pole vault and Hurdle events			To understand the basic skills and techniques, lay out and the rules..		

Core	Course code : 720607	PROJECT SPORTS MEET -1V	P	Credit -3	Hours -5
To organize the any one specialized games and teach basic skills, techniques, lay out and the rules .					

Core	Course code : 720608	TEACHING PRACTICE - II	P	Credit -3	Hours -5
knowledge and efficiency in teaching lessons of both practical as well as theoretical classes in game and track and field					

Semester - II and IV				
CP	Course code:	NATIONAL SERVICE SCHEME (NSS)	Credits:	Hours:
Objectives:				
<ul style="list-style-type: none"> ➤ To understand the Community in which NSS Volunteers work ➤ To understand themselves in relation to their community ➤ To identify the needs and problems of the community and involve them in problem solving process ➤ To developing the quality of leadership. ➤ To utilize their knowledge in finding practical solution to individual and community problems; 				
Objective	➤ To understand the Community in which NSS Volunteers work			
Unit –I	National Service Scheme: Origin and Development - Motto - Symbol - Badge.			
Outcomes	To students will acquire skills that will make them employable			K2
Objective	➤ To understand themselves in relation to their community			
Unit-II	Administrative setup of NSS: National Level Advisory Committee State Level Advisory Committee - University Level Advisory Committee, College Level Advisory Committee - Role of Programme Officers - Role of Programme Coordinator - NSS Programme at the College and University level .			
Outcomes				K4
Objective	➤ To identify the needs and problems of the community and involve them in problem solving process			
Unit III	Training the Students Volunteers - Regular Activities: Public Awareness Programmes - Adoption of Villages - Day Camps.			
Outcomes				K4
Objective	➤ To developing the quality of leadership.			
Unit IV	Participation of NSS Programmes by volunteers: Advantages of Participation -Public participation - Personality Development-Development of Leadership Qualities - Development of Self Confidence - Important of Skills - Improving Social Service Attitude- Creation of Public Assets			
Outcomes				K5
Objective	To utilize their knowledge in finding practical solution to individual and community problems;			
Unit V	Practical: Blood Donation, Campus Cleaning, Volunteers Service–Two Events, Marching.			
Outcomes				K6

Suggested Readings:

J.E National Service Scheme (2006). Government of India, New Delhi: *Ministry of Youth Affairs & Sports*.

Palanichamy. S.(1999). *National Service Scheme in India Educational System*, Coimbatore: Kongunadu College of Arts and Science.

Mayilsamy, R. NSS Programme Officer, *National Service Scheme and Personality Development*, Coimbatore: Sri Ramakrishna Mission Vidyalaya College of Arts and Science

Outcomes:

- ❖ To students will acquire skills that will make them employable locally, Nationaly, and gain certification recognized by the industry



EDUCATION CAMPUS