

B.Sc. Physical Education, Health Education and Sports Pattern									
Course Details							Scheme of Exams		
Sem.	Part	Course Code	Course Type	Title of the Course	Hours	Credits	CIA	SEM	Final
1	I	25UTA11GL01	GL	General Tamil - 1	4	3	100	100	100
		25UFR11GL01		Language French - 1					
		25UHI11GL01		Language Hindi – 1					
		25USA11GL01		Language Sanskrit - 1					
	II	25UEN12GE01A	GE	General English – 1: Pre-Intermediate Stream	5	3	100	100	100
		25UEN12GE01B		General English – 1: Intermediate Stream					
	III	25UPE13CC01	CC Major	Core Course - 1: Foundation of Physical Education & Sports	6	5	100	100	100
		25UPE13CP01		Core Practical – 1: Track and Field Events	4	2	100	100	100
		25UPE13AC01	AC Minor	Allied Course - 1: Anatomy and Physiology	6	4	100	100	100
		25UPE13AP01		Allied Practical - 1: Yoga	3	2	100	100	100
IV	25UHE14VE01	VE	Value Education – 1: Essentials of Humanity	2	1	50	50	50	
	25UEN14AE01	AECC	Communicative English	-	2	100	-	100	
Total					30	22			
2	I	25UTA21GL02	GL	General Tamil – 2	4	3	100	100	100
		25UFR21GL02		Language French – 2					
		25UHI21GL02		Language Hindi – 2					
		25USA21GL02		Language Sanskrit – 2					
	II	25UEN22GE02A	GE	General English – 2: Pre-Intermediate Stream	5	3	100	100	100
		25UEN22GE02B		General English – 2: Intermediate Stream					
	III	25UPE23CC02	CC Major	Core Course - 2: Track and Field Events	6	5	100	100	100
		25UPE23CP02		Core Practical - 2: Major Games	4	2	100	100	100
		25UPE23AC02	AC Minor	Allied Course - 2: Health Education and First Aid	5	4	100	100	100
		25UPE23AP02		Allied Practical - 2: Human Pyramid, Gymnastics and Swimming	2	1	100	100	100
	IV	25UHE24VE02	VE	Value Education – 2: Fundamentals of Human Rights	2	1	50	50	50
		25UHE24AE02	AECC	Environmental Studies	2	1	50	50	50
		25UPE24SL01	SL	Online Courses: (NPTEL / SWAYAM)	0	2	-	100	100
		-		Extra Credit course	-	(3)			
Total					30	22 (3)			
3	I	25UTA31GL03	GL	General Tamil – 3	4	3	100	100	100
		25UFR31GL03		Language French - 3					
		25UHI31GL03		Language Hindi – 3					
		25USA31GL03		Language Sanskrit - 3					
	II	25UEN32GE03B	GE	General English – 3	5	3	100	100	100
	III	25UPE33CC03	CC Major	Core Course - 3: Yoga Education	4	4	100	100	100
		25UPE33CC04		Core Course - 4: Test Measurement and Evaluation	4	3	100	100	100
		@		Core Practical: Calisthenics and Indigenous Activities (Year End)	3	-	-	-	-
		25UPE33AO01A	AO Minor	Allied Optional Course - 1: Physiology and Sociology of Sports	4	3	100	100	100
		25UPE33AO01B		Allied Optional Course - 1: Sports Trauma					
		@		Allied Optional Practical: Intensive Teaching Practices (Year End)	2	-	-	-	-
	IV	25UHE34VE03A	VE	Value Education – 3: Social Ethics - 1	2	1	50	50	50
		25UHE34VE03B		Value Education – 3: Religious Doctrine - 1					
		25UNC34SE01 / 25USS34SE01	SEC	Introduction to NCC / Soft Skills	2	1	100	-	100
		25UAI34SL02	SL	Self – Learning: - Artificial Intelligence	-	2	50	50	50
	-		Extra Credit Course	-	(3)				
Total					30	20 (3)			

4	I	25UTA41GL04B	GE	General Tamil - 4: (Scientific Tamil)	4	3	100	100	100
		25UFR41GL04		Language French – 4					
		25UHI41GL04		Language Hindi – 4					
		25USA41GL04		Language Sanskrit - 4					
	II	25UEN42GE04B	GL	General English – 4	5	3	100	100	100
	III	25UPE43CC04	CC Major	Core Course - 4: Modern Trends in Physical Education & Sports Management	4	3	100	100	100
		25UPE43CC05		Core Course - 5: Organisation, Administration and Methods in Physical Education	4	3	100	100	100
		25UPE43CP03		Core Practical - 3: Calisthenics and Indigenous Activities	3	3	100	100	100
		25UPE43AO02A	AO Minor	Allied Optional Course – 2:	4	3	100	100	100
		25UPE43AO02B		Allied Optional Course – 2: Sports rehabilitation					
		25UPE43OP01		Allied Optional Practical: Intensive Teaching Practices	2	2	100	100	100
	IV	25UHE44VE04A	VE	Value Education – 4: Social Ethics - 2	2	1	50	50	50
		25UHE44VE04B		Value Education – 4: Religious Doctrine - 2					
		25UPE44SE02 A / 25UNC44SE02B	SEC	Skill Enhancement Course – 2: NCC (Special Subject) Science of Yoga / NCC (Special Subject)	2	1	100	-	100
		25UPE44SL03	SL	Dept. Self – Learning: Fitness and Wellness	0	2	50	50	50
				Extra Credit course	-	(3)			
				<b>Total</b>	<b>30</b>	<b>24 (3)</b>			
5	III	25UPE53CC06	CC Major	Core Course - 6: Exercise Physiology	5	3	100	100	100
		25UPE53CC07		Core Course - 7: Sports Psychology and Sociology	5	3	100	100	100
		25UPE53CC08		Core Course - 8: Science of Sports Training	5	3	100	100	100
		25UPE53CP04		Core Practical - 4: Major Games Specialization	3	2	100	100	100
		25UPE53ES01A	DSE	Discipline Specific Elective - 1: Sports Journalism	4	3	100	100	100
		25UPE53ES01B		Discipline Specific Elective - 1: Sports Nutrition					
		25UPE53ES02A		Discipline Specific Elective - 2: Research and Elementary Statistics	4	3	100	100	100
		25UPE53ES02B		Discipline Specific Elective - 2: Sports Medicine and Physiotherapy					
	IV	25UPE53IS01	IS	Internship	-	1	100	-	100
		25UPE54OE01	OE	Open Elective - 1 (WS): Employability Skills	4	2	100	100	100
		25UPE54SL04	SL	Certificate Course: Employability Readiness	-	2	100	-	100
		-		Extra Credit course	-	(3)			
				<b>Total</b>	<b>30</b>	<b>22 (3)</b>			
6	III	25UPE63CC09	CC Major	Core Course - 9: Sports Management	6	3	100	100	100
		25UPE63CC10		Core Course – 10: Methods in Physical Education	3	3	100	100	100
		25UPE63CC11		Core Course - 11: Kinesiology and Biomechanics	6	3	100	100	100
		25UPE63CP05		Core Practical – 5: Project Sports Meet	3	2	100	100	100
		25UPE63ES03A	DSE	Discipline Specific Elective - 3: Life Skill Development	4	3	100	100	100
		25UPE63ES03B		Discipline Specific Elective - 3: Computer Application in Physical Education					
		25UPE63ES04A		Discipline Specific Elective - 4: Health Education, Recreation and Camping	4	3	100	100	100
		25UPE63ES04B		Discipline Specific Elective - 4: Sports Medicine					
		25UPE63EL01A	EL	Project / Industrial visit /Field Visit	-	1	100	100	100
		25UPE63EL01B							
		25UPE63EL01C							
	IV	25UPE63CE01	CE	Comprehensive Exams	-	2	50	50	50
		25UPE64OE02	OE	Open Elective - 2 (BS) – Science of Sports Training	4	2	100	100	100
		-		Extra Credit courses		(3)			
				<b>Total</b>	<b>30</b>	<b>22 (3)</b>			
1 - 6	V	25UCW65OR01	OR	Outreach Programme (SHEPHERD)	-	4			
		25UCW65EC01	EC	Co-Curricular and Extra Curricular Activities	-	1			
				<b>Total (3 years)</b>	<b>180</b>	<b>137 (15)</b>			

Semester	Course Code	Title of the Course	Hours / Week	Credits
I	25UPE13CC01	Core Course – 1: Foundation of Physical Education & Sports	6	5

Course Objectives
To know the origin and development of Physical Education
Understand the basic concepts of physical education
Know the historical development of physical education in India
Understand the foundation of physical education
Know the psychological and sociological principles

#### UNIT I (18 Hours)

Meaning, Nature, Need and scope of Physical education and sports, physical training and physical culture, Recreation and its types, philosophy and physical education, general Philosophies (Idealism, Realism, Pragmatism, Naturalism and Existentialism). Indian Philosophy and Culture

#### UNIT II (18 Hours)

Olympic movement and its impact on physical education and sports. The contribution of Olympic Movement towards international understanding. Physical Education in India (After 1947). Contribution of Akhadas and Vyayamshals - Y.M.C.A. and its contributions.

#### UNIT III (18 Hours)

Growth and development - Age and Gender characteristics in relation to Physical Education, Chronological age, biological age, and anatomical age - Body types, body shapes, Anthropometric differences between men and women.

#### UNIT IV (18 Hours)

Psychological principles - Learning types, learning curve. Laws of learning - Principles of Learning - Attitude, interest, cognition, emotions and sentiments. Sociological principles - Society and culture. Social acceptance and recognition. Leadership - Social integration and cohesiveness

#### UNIT V (18 Hours)

National programme of physical education and sports: National Institutes of physical education and sports, sports talent search scholarship, National coaching schemes, rural sports and S.D.A.T. Women sports, National physical fitness program, National awards and honors to outstanding sportsman,

<b>Teaching Methodology</b>	<ul style="list-style-type: none"> <li>• Use of PPT presentations, videos, infographics, and animations to explain complex concepts (e.g., Olympic Movement, philosophies, anthropometric differences).</li> <li>• Incorporation of documentaries and short films on Indian physical culture, Akhadas, YMCA, and Olympic history. Coaches and sports scientists.</li> <li>• Representatives from National Institutes (NSNIS, LNIPE).</li> <li>• Practitioners from traditional Akhadas or Vyayamshalas.</li> <li>• Organize virtual sessions with YMCA officials or Olympic athletes</li> <li>• Utilize Learning Management Systems (LMS) like Google Classroom or Moodle for sharing resources.</li> <li>• Assign online quizzes, discussion forums, and reflective journals.</li> <li>• Decision-making in sports leadership.</li> <li>• Social integration through team sports.</li> </ul>
<b>Assessment Methods</b>	<p>Active involvement in discussions, attendance, punctuality.</p> <p>Two written assignments (e.g., on Indian philosophy in PE, rural sports schemes) and one group project with presentation.</p> <p>Short answer and objective-type tests after each unit.</p> <p>Evaluation based on content, delivery, teamwork, and Q&amp;A handling.</p>

### Books for Study:

1. Baljit Singh. (2009). Principles of Physical Education. New Delhi: Sports Publication.
2. Bevinson Perinbaraj. (2002). History of Physical Education. Karaikudi: Vinsi Pub.
3. Sitaramsharam & Anil kumar vanaik. (2003). Principles of Physical Education. New Delhi: Friends Publication.
4. Thelma horn. (2002). Advances in Sports Psychology.: Human Kinetics
5. Vidya Bhusan & Sachdeva. (1995). An Introduction to Sociology. New Delhi: Kitah Mahal.

### Books for Reference:

1. Bucher, C. A. (n.d.) Foundation of Physical Education. St. Louis: The C.V. Mosby
2. Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
3. Mohan, V.M. (1969). Principles of Physical Education. Delhi: Metropolitan Book.
4. Nixon, E. E. & Cozen, F.W. (1969). An introduction to Physical Education. Philadelphia: W.B. Saunders Co.
5. Obertuffer. (1970). Delbert Physical Education. New York: Harper& Brothers Pub.
6. Sharman, J.R. (1964). Introduction to physical education. New York: AS Barnes & Co.
7. William, J.F. (1964). The Principles of Physical Education. Philadelphia: WB.1

	Course Outcomes	
CO No.	CO–Statements	Cognitive Levels (K –Levels)
CO1	Know the origin and development of Physical Education	K1
CO2	Apply the knowledge of Olympism in organizing various sport activities.	K2
CO3	Distinguish the functional operations on National and International Olympic	K3
CO4	Analyze the concepts and issues pertaining to Physical Education.	K4
CO5	Formulate the principles, philosophy and concepts about Physical Education	K5

Relationship Matrix											
Semester	Course code		Title of the Course						Hours	Credits	
I	25UPE13CC01		Core Course – 1: Foundation of Physical Education & Sports						6	5	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	3	2	3	2	2	3	2	2.6
CO2	2	3	3	2	3	2	3	3	2	3	2.7
CO3	3	3	2	3	3	3	3	2	3	3	2.8
CO4	3	2	2	3	3	3	2	2	3	3	2.7
CO5	3	3	4	2	2	3	3	3	4	2	2.9
Mean Overall Score											2.78 (High)

Semester	Course Code	Title of the Course	Hours / Week	Credits
I	25UPE13CP01	Core Practical – 1: Track and Field Events	4	2

Course Objectives
Understand the historical development of track and field events and the organizational structure at district, state, and national levels.
Demonstrate knowledge of fundamental techniques in throwing events such as Shot Put, Discus, Hammer Throw, and Javelin Throw.
Apply technical skills involved in jumping events like Long Jump and High Jump, along with understanding of long-distance running techniques.
Explain the rules, officiating methods, and duties of officials in competitive track and field events.
Identify the layout, specifications of equipment, and standards followed in organizing track and field competitions

#### **UNIT – I (12 Hours)**

History of Track & Field: Track events, Throws, Jumps, Organizational set up in District, State and National level.

#### **UNIT – II (12 Hours)**

**Shot Put:** Fundamental skills: Grip, Placement of shot, initial stance, Glide, Releasing, Reserve **Discus:** Grip, Initial stance, Release, Follow through.

#### **UNIT – III (12 Hours)**

**Hammer Throw:** Initial stance – rotation – Releasing and Follow through

**Javelin:** Holding – Approach run – Release - reverse

#### **UNIT – IV (12 Hours)**

**Long Jump:** Fundamental Skills of long Jump: Approach run, Take off, Flying Phase, Landing

**High Jump:** Approach run, Take off, Flying phase – landing.

**Long Distance Running:** Correct running style, proper arm and leg action, Running Tactics.

#### **UNIT – V (12 Hours)**

Rules and their interpretations – Methods of officiating – Duties of Official – Equipment and their Specification – Layout of the Track Events –Throws and Jumps

<b>Teaching Methodology</b>	<p>Instructor demonstrates each skill (e.g., glide in shot put, approach run in javelin) with <b>step-by-step breakdown</b>. Emphasis on <b>correct technique, safety, and biomechanics</b>. Students practice under supervision in small groups with immediate feedback. Use of cones, markers, and video recording for performance analysis.</p> <p>Record students performing events (e.g., long jump, discus) and <b>analyze technique</b> using slow-motion playback (via mobile apps like Hudl Technique).</p> <p>Assign students as "coaches" or "officials" during practice to observe and correct peers. Develops analytical and leadership skills.</p> <p>Hands-on session to <b>draw and measure track/field layouts</b> (e.g., shot put circle, javelin sector, high jump setup) using measuring tapes and marking tools. invite <b>certified athletics coaches, national-level athletes, or technical officials</b> to demonstrate advanced techniques and officiating standards.</p>
<b>Assessment Methods</b>	<p><i>Regular attendance, discipline, and active involvement in practice sessions.</i> <i>Evaluation of technique, execution, and consistency in:</i></p> <ul style="list-style-type: none"> <li>- Shot Put / Discus</li> <li>- Javelin / Hammer</li> <li>- Long Jump / High Jump</li> </ul> <p><i>Perform <b>one throwing event + one jumping/running event</b> with viva on rules and technique.</i> <i>Participation in <b>organizing and officiating</b> a mock meet. Assessed on teamwork, accuracy, and responsibility</i></p>

## Books for Reference:

### Core Textbooks

1. Murray, A. – The Complete Guide to Athletics, Crowood Press
2. Kamlesh, M.L. – Physical Education: Foundations and Perspective, Tata McGraw Hill
3. Sharma, V.K. – Textbook of Physical Education and Sports, NCERT
4. Singh, B.S., Subramaniam, P.R. – Foundations of Physical Education and Sports, Friends International Book Distributors
5. International Association of Athletics Federations (IAAF) – Competition Rules and Technical Regulations (Available online)

### Supplementary Reading

1. Gambhir, R.S. – Scientific Basis of Physical Education and Sports, Metropolitan Book Co.
2. Harre, D. – Principles of Sport Training, Human Kinetics
3. Patterson, D. – Coaching Track and Field Successfully, Human Kinetics
4. Haff, G.G., Nimphius, S. – Periodization: Theory and Application to Strength and Power Training, NSCA
5. Khanna, G.L. – Training Methods in Athletics, Sports Publication

	<b>Course Outcomes</b>	
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K –Levels)</b>
<b>CO1</b>	Explain the history of Track & Field and describe organizational setup at district, state, and national levels.	<b>K1</b>
<b>CO2</b>	Demonstrate fundamental skills in Shot Put: grip, stance, glide, release, and follow-through.	<b>K2</b>
<b>CO3</b>	Demonstrate fundamental skills in Discus: grip, stance, release, and follow-through.	<b>K3</b>
<b>CO4</b>	Demonstrate techniques in Hammer Throw: stance, rotation, release, and follow-through	<b>K4</b>
<b>CO5</b>	Demonstrate techniques in Javelin: holding, approach run, release, and reverse.	<b>K5</b>

Relationship Matrix											
Semester	Course code			Title of the Course						Hours	Credits
I	25UPE13CP01			Core Practical – 1: Track and Field Events						4	2
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	3	3	3	2	1	2	1	2.4
CO2	2	3	4	2	2	1	3	3	1	3	2.6
CO3	2	3	4	2	2	1	3	3	1	3	2.6
CO4	2	3	4	2	2	1	3	3	1	3	2.6
CO5	2	3	4	2	2	1	3	3	1	3	2.6
Mean Overall Score											2.56 (High)

Semester	Course Code	Title of the Course	Hours / Week	Credits
I	25UPE13AC01	Allied Course - 1: Anatomy and Physiology	6	4

Course Objectives
To provide the knowledge and understanding of human Anatomy and Physiology.
To understand and analyze the structural aspect of systems of the body.
To understand the concept of fundamental of human body organs

#### Unit – 1 (18 Hours)

Meaning & Definition of Anatomy and physiology, Need and Importance of Anatomy and physiology in physical education - Cell Structure and Functions – Tissue – Classification of Tissues and Functions of Tissues  
Muscle Types of Muscles

#### Unit – 2 (18 Hours)

Blood – Composition of Blood – Elements of blood – function of Blood – blood circulation – Heart – structure and functions of Heart – cardiac cycle, cardiac output, stroke volume, blood pressure and ECG – Respiratory system – structure and mechanisms of Respiratory volumes

#### Unit – 3 (18 Hours)

Introduction of skeletal system. Bones – Classification of Bones – Bones of human Skeleton – Joints  
Classification of joints.

*Self Study Portion\*:* Movements occurring in joints

#### Unit – 4 (18 Hours)

Nervous system, Central Nervous System. Brain and spinal cord – Functions of CNS – Neuron Structure and Functions of neuron – Peripheral Nervous System – Sensory Nerve, Motor Nerve, Motor Nerve, Reflex action, Reflex and Autonomic Nervous system.

#### Unit – 5 (18 Hours)

Excretory system – Structure and Function of Kidney and skin – Endocrine System – Function of Endocrine gland, pituitary, Thyroid, Para Thyroid Thymus, pancreas & Adrenal

Teaching Methodology	<p>Use of <b>PPTs, diagrams, 3D models, animations, and videos</b> (e.g., cardiac cycle, neuron transmission, joint movements) to explain complex structures and functions.</p> <p>Use of anatomical models, mannequins, stethoscopes, sphygmomanometers, ECG simulators to demonstrate heart sounds, blood pressure, reflex actions, etc.</p> <p>Assign <b>short video lectures or reading materials</b> (e.g., Khan Academy, YouTube anatomy channels) for self-study (e.g., joint movements in Unit III); use class time for <b>Q&amp;A and concept reinforcement</b>.</p> <p>Utilize apps like Complete Anatomy, Bio Digital, Visible Body for virtual dissection and interactive learning.</p>
Assessment Methods	<p><i>Active involvement in discussions, Q&amp;A, presentations.</i></p> <p><i>Written assignments on topics like:</i></p> <ul style="list-style-type: none"> <li>- "Importance of anatomy in PE"</li> <li>- "Compare systolic and diastolic pressure"</li> <li>- "Role of insulin in athletes".</li> </ul> <p><i>Diagrams, labeling, short answers, viva on models, ECG, joint movements, reflexes.</i></p> <p><i>Group presentation on any system (e.g., "Nervous System in Sports").</i></p> <p><i>Evaluated on content, delivery, teamwork.</i></p> <p><i>One theory test (MCQs, short answers) after Unit III.</i></p>



### Books for Study:

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

### Books for Reference:

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

### Websites and eLearning Sources:

1. <https://www.researchgate.net/publication/354831233> Lecture Notes in Basic Anatomy and Physiology A first year University course of 26 lectures
2. [https://laney.edu/rebecca\\_bailey/wp-content/uploads/sites/10/2017/07/Human-Anatomy-Lecture-Notes-update-2017.pdf](https://laney.edu/rebecca_bailey/wp-content/uploads/sites/10/2017/07/Human-Anatomy-Lecture-Notes-update-2017.pdf)

	Course Outcomes	
CO No.	CO–Statements	Cognitive Levels (K –Levels)
CO1	Define anatomy and physiology and explain their need and importance in physical education; describe cell structure and functions, types of tissues, and muscle classification.	K1
CO2	Explain the composition, functions of blood, blood circulation, structure and functions of heart, cardiac cycle, output, stroke volume, blood pressure, and ECG.	K2
CO3	Describe the respiratory system, including structure, mechanism of breathing, and respiratory volumes.	K3
CO4	Identify the bones of the human skeleton, classify bones and joints, and explain movements occurring at joints	K4
CO5	Explain the structure and functions of the nervous system—CNS, brain, spinal cord, neuron, PNS, reflex action, and autonomic nervous system.	K5

Relationship Matrix											
Semester	Course code			Title of the Course					Hours	Credits	
I	25UPE13AC01			Allied Course - 1: Anatomy and Physiology					6	4	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	2	2	3	2	2	2	2	2.2
CO2	2	3	3	2	3	2	3	3	2	3	2.6
CO3	3	3	2	3	3	2	3	2	2	3	2.6
CO4	3	2	2	3	3	2	2	2	3	2	2.4
CO5	3	4	4	2	3	3	2	2	2	3	2.9
Mean Overall Score											2.54 (High)

Semester	Course Code	Title of the Course	Hours / Week	Credits
I	25UPE13AP01	Allied Practical – 1: Yoga	3	2

Course Objectives
Understand and perform various loosening exercises, Surya Namaskara, and asanas with correct posture and alignment.
Practice different types of Pranayama effectively and understand their physiological and psychological benefits.
Apply principles of meditation and develop techniques for inner awareness, concentration, and relaxation.
Learn and practice Bandhas and their role in energy control and spiritual development.
Acquire knowledge and experience of Mudras and their impact on physical, mental, and energetic systems.

#### Unit - 1 (9 Hours)

Loosening exercises. Suriyanamskar, Asanas: Relaxative Asanas – Shavasana, Makarasana, Meditative Asanas: Padmasana, Vajrasana Cultural Asanas: Bhujangasana, Dhanurasana, Saravangasana, Halasana, Thadasana, Patchimottasana. Surya Namaskara.

#### Unit – 2 (9 Hours)

Pranayama: Nadi Shodhana (Technique 1: Same Nostril Breathing), Nadi Shodhana (Technique 2: Alternate Nostril Breathing), Nadi Shodhana (Technique 3: Alternate Nostril Breathing + Antar Kumbhak), Surya-bhedi and Chandra-bhedi Pranayama, Ujjayi Pranayama, Sheetali Pranayama, Shitkari Pranayama, Bhramari Pranayama, Pranayama (with Antar & Bahya Kumbhaka)

#### Unit – 3 (9 Hours)

Meditation: Yoga Nidra, Antarmauna, Ajapa Dharana Practices leading to Breath Meditation, Practices leading to Om Meditation, Practices leading to Vipassana Meditation, Practices leading to Preksha Meditation

#### Unit – 4 (9 Hours)

Bandha: Jivha Bandha, Jalandhara Bandha, Uddiyana Bandha, Mula Bandha, Maha Bandha,

#### Unit – 5 (9 Hours)

Mudras: Yoga Mudra, Maha Mudra, Shanmukhi Mudra, Tadagi Mudra, Vipareet Karni Mudra

Teaching Methodology	<p>Instructor demonstrates each asana, pranayama, bandha, mudra, and meditation technique step-by-step. Students <b>practice under supervision</b> with real-time correction.</p> <p>Conduct daily 30–45 minute guided yoga sessions integrating loosening, Surya Namaskar, asanas, pranayama, and meditation. Promotes discipline and habit formation</p> <p>Use <b>videos, animations, and audio recordings</b> (e.g., guided Yoga Nidra, Om chanting) to enhance understanding and practice accuracy.</p> <p>Assign small groups to <b>teach one technique</b> (e.g., Nadi Shodhana or Yoga Mudra) to classmates. Develops confidence and teaching skills.</p> <p>Students maintain a <b>Yoga Diary</b> to record daily practice, observations, emotional changes, and challenges. Encourages self-awareness and affective domain growth.</p>
Assessment Methods	<p><i>Attendance, punctuality, discipline, and consistent participation in yoga sessions.</i></p> <p><i>Evaluation of <b>technique, alignment, breathing, duration, and safety</b> in performing yoga practices.</i></p> <p><i>Weekly entries on practice experience, challenges, emotional changes, and insights.</i></p>

## Core Textbooks

- ## Supplementary Reading

- |        | Course Outcomes  |                                 |
|--------|--|---------------------------------|
| CO No. | CO–Statements  | Cognitive Levels<br>(K –Levels) |
|        |  |                                 |
| CO1    | Perform loosening exercises and Surya Namaskar; practice relaxative, meditative, and cultural asanas.                                    | K1                              |
| CO2    | Demonstrate Nadi Shodhana (3 techniques), Surya-bhedi, Chandra-bhedi, Ujjayi, Sheetali, Shitkari, Bhramari, and Kumbhaka-based pranayama | K2                              |
| CO3    | Practice Yoga Nidra, Antarmauna, Ajapa Dharana, and techniques leading to Breath, Om, Vipassana, and Preksha Meditation.                 | K3                              |
| CO4    | Demonstrate Jivha, Jalandhara, Uddiyana, Mula, and Maha Bandha with correct technique and safety.  | K4                              |
| CO5    | Perform Yoga Mudra, Maha Mudra, Shanmukhi Mudra, Tadagi Mudra, and Vipareet Karni Mudra with understanding of benefits.                  | K5                              |

Relationship Matrix											
Semester	Course code		Title of the Course						Hours	Credits	
I	25UPE13AP01		Allied Practical – 1: Yoga						3	2	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	3	3	3	1	1	1	1	2.4
CO2	3	3	3	2	3	1	3	2	2	1	2.7
CO3	2	4	3	3	4	1	2	3	1	2	2.8
CO4	3	3	4	2	3	1	1	1	3	2	2.6
CO5	3	3	3	2	3	1	1	1	2	3	2.5
Mean Overall Score											2.60 (High)

Semester	Course Code	Title of the Course	Hours / Week	Credits
II	25UPE23CC02	Core Course -II TRACK AND FIELD	6	5

Course Objectives
Understand the historical development of track and field events and the organizational structure at district, state, and national levels.
Demonstrate the fundamental skills for starting and finishing techniques in track events.
Apply technical skills involved in field events like Long Jump and High Jump, along with understanding of javelin throw and hammer throw.
Identify the Marking techniques, layout, specifications of equipment, and standards followed in organizing track and field competitions
Perceive the rules, officiating methods, and duties of officials in competitive track and field events.

### UNIT I (18 hours)

Track and Field Over view, Track Events: Origin, history, and development, Organizational set up in District, State, National and International level

### UNIT II (18 hours)

Fundamental Skills for Track Events: Starting techniques (Standing start, Crouch start and its variations) Finishing techniques (Run through, Shoulder Shrug, Forward Lunge) and Technique of Relay Race( Various methods of baton exchange, Techniques of Hurdle events), Technique of Race Walking - Brief Introduction about Combined events

### UNIT III (18 hours)

Fundamental skills of Field events: Technique of Long Jump (Sail technique, Hang technique Approach run, take off, flight and landing), Technique of Shot Put (O'Brien technique Grip, Stance, Glide, Release and Reverse), Technique of Triple Jump- Approach Run, Take-off, Hop, Step and Jump. Technique of Discus throw (Grip, stance, swing, Release and Reverse), Technique of High Jump (Straddle roll, Approach run, take off, Bar clearance and landing), Technique of Javelin Throw (Grip, Carry, Approach and Five Stride Rhythm), Technique of Pole-Vault (Grip, Approach, Take-off, Bar) Clearance and Landing), Technique of Hammer Throw (Grip, Preliminary Swings, Turns, Release and Recovery)

### UNIT IV (18 hours)

Marking for Standard and Non Standard Track - Track Events: Sprint, Middle & Long distance, Hurdle – Men and women, Relay 4x100mts, 4x400mts, walking, marathon, Mini marathon, Marking for Field Events: Shot put - discuss – Javelin – Hammer through, Marking for jumps: High Jump – Long jump – Triple jump – Pole – vault.

### UNIT V (18 hours)

Rules and Interpretation of Track and Field Events, Duties of Officials in Track and Field Events. Methods of arranging Seeding and Heats in Track and Field Events Score Sheets for Track and Field Events.

Teaching Methodology	PPT, Chalk and talk , Flipped classroom
Assessment Methods	MCQs, Practical assignments, Peer work

### Book for Study

1. Murray, A, (2016), The Complete Guide to Athletics, Crowood Press
2. Kamlesh, M.L, (2024) Physical Education: Foundations and Perspective, Tata McGraw Hill
3. Eugene Shane Lee, Jeremiah Whitefield (2010) - Fundamentals of Sprinting – A guide for Sprinters – Xlibris U S.
4. Graeme Foreman, Andy Bradshaw (2009) - An Introduction to Fundamentals of Movement – Coachwise USA
5. Track & Field (2015) - Track & Field Coaching Essentials – Human Kinetics

## Books for Reference

1. Mike Brungardt, Kurt, Brett (2006). The Complete Book of Core Training: The Definitive Resource for Shaping and Strengthening the 'Core' - - The Muscles of the Abdomen, Butt, Hips, and Lower Back Paperback
2. James Atkinson (2023) Stretching & Mobility: An Essential Stretching Exercise Book For Flexibility & Mobility Training (Home Workout, Weight Loss & Fitness Success) Kindle Edition
3. Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi.
4. Gupta R. (2004). Layout & Marking of Track & Field. Friends Publications. India. New Delhi.
5. Handbook of Rules and Regulation. International Athletic Federation (2010). Gambhir, R.S. – Scientific Basis of Physical Education and Sports, Metropolitan Book Co.

## Web Resources

1. <https://link.springer.com/article/10.1007/s40279-019-01138-1>
2. <https://www.mcmillanrunning.com>
3. <https://www.completetrackandfield.com>
4. <http://www.usatf.org/Home.asp>

	Course Outcomes	
CO No.	CO–Statements	Cognitive Levels (K –Levels)
CO1	Understand the historical development of track and field events and the organizational structure at district, state, and national levels.	K1
CO2	Demonstrate the fundamental skills for starting and finishing techniques in track events.	K2
CO3	Apply technical skills involved in field events like Long Jump and High Jump, along with understanding of javelin throw and hammer throw.	K3, K4
CO4	Identify the Marking techniques, layout, specifications of equipment, and standards followed in organizing track and field competitions	K4,K5
CO5	Perceive the rules, officiating methods, and duties of officials in competitive track and field events.	K5

Relationship Matrix											
Semester	Course code		Title of the Course						Hours	Credits	
II	25UPE23CC02		Core Course -II TRACK AND FIELD						6	5	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	3	3	3	2	1	2	1	2.4
CO2	2	3	4	2	2	1	3	3	1	3	2.6
CO3	2	3	4	2	2	1	3	3	1	3	2.6
CO4	2	3	4	2	2	1	3	3	1	3	2.6
CO5	2	3	4	2	2	1	3	3	1	3	2.6
Mean Overall Score											2.56 (High)

Semester	Course Code	Title of the Course	Hours / Week	Credits
<b>II</b>	<b>25UPE23CP02</b>	<b>Core Practical -II MAJOR GAMES (BASKETBALL, FOOTBALL, VOLLEY BALL, KABADDI AND CRICKET)</b>	<b>4</b>	<b>3</b>

Course Objectives
Understand the historical development of major games namely football, basketball, volleyball, kabaddi and Cricket
Demonstrate the proficiency in basic and advanced skills for the major games.
Assess individual and team performance based on the established criteria rules and officiating principles.
Analyse the game situations and can evaluate team performance and apply appropriate tactical decisions
Design and organise game plans, practice drills and tournaments for skill enhancement and games management

## UNIT I

History of Basketball early rules, and the sport's development, Rules and terminology: Understanding of specific rules, scoring, fouls, and common terms (e.g., dribbling, shooting, rebound, held ball, technical foul). Offensive and defensive skills: Strategies, techniques, and game practices for both attacking and defending. Tournaments and awards, Court and equipment, Fundamental skills: Dribbling, passing, shooting, and rebounding, Game strategies: Implementing offensive and defensive plays in a game setting. Drills and practice: Engaging in drills to improve skills and a variety of games to practice in a fun and competitive environment.

## UNIT II

History and development of Volleyball at world, Asia and India, Organizational set up of the game at international, national, and state level, Distinguished players of the game, Rules and interpretations, Duties of officials, Fundamental techniques of volleyball: Volley pass, Dip pass, Smash, Service, Block, Rolls & Dives and its variation Tactics and systems of Play: Individual and group tactics , System of service reception, attack, defense, Analysis of the game and scoring Lead-up games, Layout, construction and maintenance of grounds.

## UNIT III

Introduction to Football, Essential Equipment, and Court Measurements ,Governing bodies of the game, Laws and their interpretations and duties of officials , Kicking ,Variations in Kicking, Fundamentals of Passing, Push Pass, Receiving, Trapping the ball, Fundamentals of Dribbling, Shooting ,Throw-in , crossing Fundamentals of Heading ,Variations in Heading ,Basics of goalkeeping ,Ball Handling Methods and Diving

## UNIT IV

Overview of Kabaddi: history, rules and variations, Importance of Physical Fitness, and conditioning for Kabaddi ,Understanding and practicing Kabaddi court dimensions ,Basic Footwork and Body Positioning Developing effective raiding strategies ,Skills in Raiding-Touching with hand, Various kicks, Crossing of the bulk line, Crossing of Bonus Techniques for quick touches and escapes Defensive stands and blocking techniques ,Defensive skills: blocking, dodging, and tackling, Defensive strategies: teamwork, positioning, and reading the opponent's moves ,Advanced raiding techniques: bonus point raids, toe touches and escape formation ,Team formations and positions in Kabaddi: raider and defenders.

## UNIT V

Introduction to Cricket, Different formats of the game, Laws and their interpretations and duties of officials, Cricket Controlling Bodies, Fundamental Skills-Batting, the Grip, Stance at the wicket, Taking guard, Backlift, Footwork Defensive strokes in Batting, forward defensive shot, backfoot defence, Attacking strokes in Batting. Off drive and on drive, running between the wickets, Bowling-Basic action, Side on, front on Fast bowling, medium pace bowling, Spin bowling off spin, Fundamentals of Fielding, positioning,

chasing, throwing, wicket keeping, stance at the crease, positioning the hands, Catching Techniques, Conventional, Reverse cup, Fielding the ball, Defensive and attacking fielding

### **List of Practical's**

#### **Basketball**

1. Dribbling Drill Practice – (right hand, left hand, crossover).
2. Passing and Receiving Techniques – Demonstration and practice of chest pass, bounce pass, and overhead pass.
3. Lay-up and Shooting Practice – Execution of right-hand and left-hand lay-up, set shot, and jump shot.

#### **Volleyball**

4. Underhand and Overhead Service – Practice the basic and advanced service techniques.
5. Volley and Dig Pass Practice – Demonstrate volley pass (overhead) and dig pass (underhand) under game-like situations.
6. Blocking and Smash Techniques – Practice single and double blocking, followed by attacking through smashes.

#### **Football**

2. Dribbling and Ball Control – Practice close control using both feet with change of direction.
3. Passing and Receiving – Short and long passes using inside foot; control and trap.
4. Shooting Practice – Practice instep drive and placement shots on goal.

#### **Kabaddi**

10. Basic Raiding Skills – Practice touching with hand, crossing the baulk line, and returning safely.
11. Defensive Skills – Demonstration of ankle hold, thigh hold, and blocking techniques.
12. Team Formation and Strategy – Practice of formations for attack and defense; coordination among raiders and defenders.

#### **Cricket**

7. Batting Fundamentals – Grip, stance, backlift, and execution of forward defensive shot.
8. Bowling Techniques – Demonstration of basic bowling actions: fast, medium pace, and spin.
9. Fielding and Catching Practice – Ground fielding, high catches, reverse cup technique, and wicket-keeping basics.

### **Books for Reference**

1. Marion Ruth Broar (2008) - An Introduction to Kinesiology – The University of Michigan
2. Jimmy Czimmek (2014) Volleyball Training and Coaching A Complete Guide for Coaches of All Competitive Levels.
3. Luthra (2005). Exploring Health and Physical Education Book VII –Bharat Publishing House.
4. Chaudhary (2018). Kabaddi by Nature – Palimpsest Publishers
5. Julia Hickey (2006). Understanding Cricket

Semester	Course Code	Course Title	Hours/Week	Credits
II	25UPE23AC02	Allied Course 2: HEALTH EDUCATION AND FIRST AID	5	4

Course Objectives
Understand the meaning, scope, and significance of health education and identify the roles of national and international health organizations.
Analyse the interrelationship among physical, mental, and socioeconomic components of overall health and wellness.
Apply the principles of safety education to organize and manage safe playfields, equipment.
Examine the causes, transmission, and prevention of communicable and non-communicable diseases.
Demonstrate appropriate first aid responses for various injuries and emergencies.

#### UNIT I (15 hours)

Meaning, Scope and significance of health Education, Factors influencing Health, Health organization – state, national and International, Health, Employment opportunities in India, Functions of Health Education.

#### UNIT II (15 hours)

Meaning of wellness and Health, Components of Wellness and Health, Physical, mental, and socioeconomic health, Factors affecting wellness and Health.

#### UNIT III (15 hours)

Definition and Characteristics, Principles of Safety Education, Need for Safety Education in Physical Education, Principle of safety with respect of play fields, Principles of Safety with respect of equipment, dress etc, Class organization and demonstration, Safety during matches.

#### UNIT IV (15 hours)

Communicable, diseases: Agent, causative organism, Incubation period, Mode of spread, Sign, Symptoms and prevention, preventive measure of Typhoid, Cholera, Pulmonary Tuberculosis, Amoebiasis, malaria, Tetanus, Poliomyelitis, Non-Communicable diseases, Sign, Symptoms and Prevention, Preventive peptic ulcer Measure of Cancer, Hypertension, Diabetic mellitus.

#### UNIT V (15 hours)

First Aid and Importance of first aid, First aid for Injuries, Sprain and Strain, Fracture and its types, types of Bleeding, Laceration, Artificial respiration.

#### Books for Study

1. Ajmer Singh, et al. (2015). Essentials of Physical Education. Kalyani Publishers.
2. Bhatnagar, B. K. (2014). Health Education and Environmental Health. Meenakshi Prakashan.
3. Gopalaswamy, T. R. (2012). Health and Hygiene. Friends Publications (India).
4. Jayaraj, L. (2018). First Aid and Safety Education. Khel Sahitya Kendra.
5. Joshi, K. C. (2016). Concept of Physical Education and Health Education. Kalyan

#### Books for References

1. Kamlesh, M. L. (2017). Health and Physical Education. Khel Sahitya Kendra.
2. S.C. Sharma. (2013). Safety Education and First Aid in Physical Education. Friends Publications (India).
3. Sharma, R. K., & Kaur, G. (2019). Health and Physical Education. Khel Sahitya Kendra.
4. Suresh, K. P. (2015). Health Education, Safety and First Aid. Khel Sahitya Kendra.
5. Venkatesan, D. (2018). Health, Physical and Yoga Education. Sports Publication.

#### Web Resources

1. [https://cloviscollege.libguides.com/health\\_allen](https://cloviscollege.libguides.com/health_allen)
2. <https://www.healthline.com/health/first-aid>
3. <https://www.businessinsider.com/guides/learning/free-public-health-courses-coursera>.
4. <https://www.idahomedicalacademy.com/basic-first-aid-skills-everyone-should-learn/>





Semester	Course Code	Title of the Course	Hours / Week	Credits
II	25UPE23AP02	Allied Practical -II HUMAN PYRAMID, GYMANSTICS AND SWIMMING	2	1

Course Objectives
Understand the fundamental concepts, safety principles, and teamwork involved in building human pyramids to develop coordination and group balance.
Apply the advanced techniques of support and balance to construct stable and aesthetically aligned human pyramids.
Analyse and perform basic tumbling movements such as rolls, scales, leg splits, and bridges.
Evaluate and execute complex gymnastic movements including headstands, leaps, and vaulting techniques.
Develop proficiency in swimming skills such as floating, gliding, strokes, and water treading, and formulate proper techniques.

## UNIT I

HUMAN PYRAMID: Foundation to Function Building Blocks, Building Champions Grounded in Basics

## UNIT II

HUMAN PYRAMID -Rising in Technique Support, Skill, Success Base Strong, Peak Sharp

## UNIT III

**GYMNASTICS:** Tumbling and Pyramids, Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge,

## UNIT IV

**GYMNASTICS:** Dancing steps, Head stand, Jumps-leap, scissors leap. Vaulting Horse: Approach Run, Take off from the beat board, Cat Vault, Squat Vault.

## UNIT V

## SWIMMING

Entry into the pool, Developing water balance and confidence, Water fear removing drills,

Floating-Mushroom and Jelly fish etc, Gliding with and without kick board. Strokes: Body Position, Leg, Kick, Arm pull, Breathing and Coordination, Water Treading and Simple Jumping, Rules of Competitive swimming-officials and their duties, pool specifications, seeding heats and finals, Rules of the races.

### List of Practical's

1. Demonstration of Basic Balancing Positions – Individual balance exercises to develop core stability.
2. Formation of Two-Tier Human Pyramid – Emphasis on base strength, posture, and alignment.
3. Three-Tier Human Pyramid (Basic Formation) – Practice of coordination, timing, and safety cues
4. Practice of Support and Counterbalance Techniques – Partner work to enhance trust and equilibrium.
5. Formation of Complex Pyramid Structures – Multi-tier pyramids focusing on symmetry and synchronization.
6. Performance Routine: Pyramid with Entry and Exit Sequences – Integrating rhythm, teamwork, and presentation.
7. Forward Roll and Backward Roll Practice – Development of body control and rolling techniques.
8. Sideward Roll and Bridge Position – Focus on flexibility and safe transitions.
9. Leg Split and Scales (Front and Side) – Enhancement of flexibility and balance.
10. Practice of Headstand with Wall Support – Developing upper body strength and balance.
11. Leap and Scissors Jump Drills – Coordination and explosive leg power exercises.
12. Performance of Cat Vault and Squat Vault – Proper technique and safe landing mechanics

13. Floating and Gliding Exercises – Mushroom float, jellyfish float, and gliding with/without kickboard.
14. Basic Swimming Strokes and Water Treading Practice – Body position, arm pull, breathing coordination, and simple jumping into the pool.

**Books for Reference**

1. Ajmer Singh, J., Gill, J. S., Bains, J. S., & Brar, R. S. (2015). Essential of Physical Education. Kalyani Publishers.
2. Kamlesh, M. L. (2017). Physical Education: Facts and Foundations. Khel Sahitya Kendra.
3. Miller, S. K. (2018). Gymnastics and Tumbling for Physical Education Students. Sports Publication.
4. Nagendra, H. R., & Venkatesan, D. (2019). Physical Education and Yoga Practices. Sports Publication.
5. Sharma, R. K., & Kaur, G. (2019). Health and Physical Education. Khel Sahitya Kendra.
6. Singh, A., & Malhotra, P. (2016). Gymnastics: Principles and Practices. Friends Publications (India).