



**ARULMIGU PALANIANDAVAR ARTS COLLEGE FOR
WOMEN**

(Autonomous)

(Re-Accredited with 'A' Grade by NAAC)

**(A Government Aided College - Affiliated to Mother Teresa Women's
University, Kodaikanal)**

CHINNAKALAYAMPUTHUR (PO), PALANI -624 615.

DEPARTMENT OF PHYSICAL EDUCATION



UG – Non Major Elective

2022

ARULMIGU PALANIANDAVAR ARTS COLLEGE FOR WOMEN, PALANI

(AUTONOMOUS)

RE-ACCREDITED WITH B++ GRADE BY NAAC

(Affiliated to Mother Teresa Women's University, Kodaikanal)



PHYSICAL EDUCATION

SYLLABI

FOR

POST GRADUATE PROGRAMMES

UNDER

CHOICE BASED CREDIT SYSTEM

2022

ARULMIGU PALANIANDAVAR ARTS COLLEGE FOR WOMEN, PALANI
(AUTONOMOUS)
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(Affiliated to Mother Teresa Women's University, Kodaikanal)

DEPARTMENT OF PHYSICAL EDUCATION

Vision:

To develop the physical intellectual social and emotional aspects of the student through physical activity.

Mission:

- To enable the students to pursue and enjoy a physically active
- To help the students to lead healthy lifestyle.
- To promote excellence in Sports.
- To develop dynamic students by equipping them with skill and confidence.

Preamble:

India is growing rapidly as a global super-power. To face the challenges of the century and to keep up with the pace of the world, maintaining health is of prime importance. Giving thrust to healthy society, Physical Education, Sports and Yoga are of great significance in today's world. The Govt of India insists on Physical Fitness, Mental Health and Overall Development of Personality for every citizen. However, creating efficient and skilled human resource in the field of Physical Education, Sports and Yoga is identified as the need of the hour. The Department, then as now, has carefully and thoughtfully planned its course content in order to offer students the best possible curricular experience and to offer upright, sensitive and intelligent citizens to society.

Bloom's Taxonomy in fixing the Learning Objectives:

Since the Academic year 2022-2023, the curriculum for Part IV NME has been designed and the learning objectives and outcomes of the programmes are set, following the Bloom's Taxonomy Cognitive Domain. Accordingly, it is broken into six levels of learning objectives of each course. They are-

K1 / Knowledge=Remember

K2 / Comprehension = Understand

K3 / Application = Apply

K4 / Analysis = Analyze

K5 / Evaluation = Evaluate

K6 / Synthesis = Create

Bloom's Taxonomy Action Verbs:

K1 / Knowledge: Arrange, Define, Describe, Duplicate, Identify, Label, List, Match, Memorize, Name, Order, Outline, Recognize, Relate, Recall, Repeat, Reproduce, Select, State

K2 / Comprehension: Classify, Convert, Defend, Describe, Discuss, Distinguish, Estimate, Explain, Express, Extend, Generalize, Give example(s), Identify, Indicate, Infer, Locate, Paraphrase, Predict, Recognize, Rewrite, Review, Select, Summarize, Translate

K3 / Application: Apply, Change, Choose, Compute, Demonstrate, Discover, Dramatize, Employ, Illustrate, Interpret, Manipulate, Modify, Operate, Practice, Predict, Prepare, Produce, Relate, Schedule, Show, Sketch, Solve, Use, Write

K4 / Analysis: Analyze, Appraise, Breakdown, Calculate, Categorize, Compare, Contrast, Criticize, Diagram, Differentiate, Discriminate, Distinguish, Examine, Experiment, Identify, Illustrate, Infer, Model, Outline, Point out, Question, Relate, Select, Separate, Subdivide, Test

K5 / Evaluation: Appraise, Argue, Assess, Attach, Choose, Compare, Conclude, Contrast, Defend, Describe, Discriminate, Estimate, Evaluate, Explain, Judge, Justify, Interpret, Relate, Predict, Rate, Select, summarize, Support, Value

K6 / Synthesis: Arrange, Assemble, Categorize, Collect, combine, Comply, Compose, Construct, Create, Design, Develop, Devise, Explain, Formulate, Generate, Plan, Prepare, Rearrange, Reconstruct, Relate, Reorganize, Revise, Rewrite, Set up, Summarize, Synthesize, Tell, Write.

Mapping COs with Pos:

For each programme, the Educational objectives and the Specific objectives are specified. The programme outcomes are designed according to curriculum, teaching, learning and evaluation process. For each course, the definite outcomes are set, giving challenge to the cognitive domain. The course outcomes are mapped with the programme outcomes. The

performance of the stakeholders is assessed and the attainment rate is fixed, by using the measurement 'high', 'medium' and 'low'. The restructuring of the curriculum is done based on the rate of attainment.

Institutional Objectives:

- Women Education
- Women Empowerment
- Self-reliance and
- Making Model Citizens

Programme Educational Objectives:

- Think critically, evaluate analytically and apply the acquired knowledge of their discipline in related scenario.
- Formulate hypothesis, design experiments, use appropriate tools and interpret the results.
- Demonstrate the precise understanding of the principles and theories of their discipline through experiments.
- Enhance the communicative skills and gain confidence to disseminate knowledge through oral/verbal communications effectively at various situations.
- Identify the different roles in an organizational structure of the work place and carry out multiple roles in social responsibilities.
- Increase self-awareness, set and pursue meaningful goals, and develop positive personal qualities.

Programme Specific Objectives

- Reinforce the aims, motto, vision and mission of the Physical Education through the academic curriculum.
- Impart the students with basic concepts of Physical Education and Sports for health and wellness.
- Familiarize the students with health related Exercise and sports for overall growth and development.
- Create a foundation for the professionals in Physical Education.
- [Impart the basic knowledge and skills to teach Physical Education and Sports Activities.

Programme Specific Outcomes:

Upon completion of the programme, certain outcomes that could be arrived at are-

- Reinforce the aims, motto, vision and mission of the Physical Education through the academic curriculum.
- Explain the basic principles and practices of Physical Education and Sports.
- Establish health related fitness and mental fitness.
- Train the students, to be graduates with all round development, who apart from their own subject, can successfully compete in other fields such as defence/paramilitary/police forces and civil services.
- Understand the organizations related to Physical Education and their functioning.

Programme: for all under graduate Programmes

Subject: All Disciplines

Semester:III

Course: Introduction to Physical Education and Sports Science

Course Type: IV- NME

Credits: 2

Contact Hours: 2 hours/week

CIA:25

CE: 75

NON MAJOR ELECTIVE

PAPER I - Introduction to Physical Education and Sports Science

Unit I - Introduction – Physical Education

Meaning and Definition of Physical Education – Aim, Objective Need and Importance of Physical Education - History and Ethics of Physical Education – Brief concept of Physical Education and Sports Sciences.

Unit II - Physical Literacy

Meaning, Definition and Importance of Physical Literacy - Core Elements of Physical Literacy - Fundamental Movements –Body Posture and Body Deviation - Art of Movements - Locomotor and Balance stability skills and Tactical Movements.

Unit III – Physical Fitness

Meaning and Definition of Physical Fitness - Need and Benefits of Physical Fitness - Warm up and Warm Down Conditioning - Health related Fitness components:- Cardio Vascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, Body Composition - Skill Related Physical Fitness Components:- Agility, Balance, Co-ordination, Power, Reaction Time, Speed.

Unit IV - Health and Wellness

Meaning and Definition of Health - Factors affecting Health – Test Evaluation and Development of Physical Fitness – Aerobic and Anaerobic Exercise – Hypokinetic Diseases-

Obesity and Diabetic Mellitas - Active Ageing and Exercise - Metabolism - BMR (Basal Metabolic Rate)

Unit V - Fitness and Recreation

Meaning, Definition and Concept of Fitness and Recreation – Principles of Fitness and Recreation – Recreation through Sports and Games – Use of Leisure time Activities and their Values.

Reference:

Baechle, Thomas. R, & Earle, Roger. W., (2000). *Essentials of Strength Training and Conditioning*. Champaign: Human Kinetics.

Brooks, Douglas. S., (2004). *The Complete Book of Personal Training*. Champaign: Human Kinetics.

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

CENTRAL INTERNAL ASSESSMENT

Fitness Test (I) – 15 marks

Assignment - 5 Marks

Seminar - 5 Marks

Total - 25 Marks

Question Pattern for CE:

Question Pattern:

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q.No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

Programme: for all under graduate Programmes

Subject: All Disciplines

Semester: VI

Course: Recent Trends in Physical Education

Course Type: IV- NME

Credits: 2

Contact Hours: 2 hours/week

CIA:25

CE: 75

PAPER II - Yoga, Health Education and First Aid

Unit I - Yoga as Medicine

Yoga – Meaning and Definition - Importance of Yogic Practices – Fundamental Principle of Yogic Practices – Eight Limbs of Yoga– Asanas, Pranayama, Mudras and Meditation – Impact of Yogic practices on Human Systems in Body – Yoga as a way of Life.

Unit II – Sports Nutrition

Definition of Nutrition Balanced Diet and Mal Nutrition – Components of Diet – Macro, Micro Nutrients – Dietary Guidelines – Energy calculation and food supplement – Diet before during and after Training - Relationship between diet and fitness.

Unit III – Sports Injuries and First Aid

Sports Injuries – Types - Over Use Injuries - Definition, Aim and Principles of First Aid – CPR – Management of Fracture Dislocation, Wounds, Sprains, Strain, Cramps, Fainting Posture

Unit IV – Sports as a Psycho-social Process

National Integration through Sports – Social Constructs – Team Dynamics, Cohesion, Leadership – Gender Inequality – Social Mobility - Women Idols in Sports – Moral Behaviour in Sports – Mental Health through Sports.

Unit V - Carrier Opportunities in Physical Education and Sports

Physical Education Professionals - Sports Trainers, coaches, Managers, Researchers, Event Organizers, Technical Officials, Entrepreneurs and others – Police and Paramilitary forces at State and Central Organizations and Others – Health Clubs and Fitness Centers,

Aerobics, Dance and Recreation Clubs in Corporate Sectors and Others - Sports Journalists, Commentators, Photo and Video Analyst, Sports Marketing and Equipment / Props manufactures.

Reference:

Baechle, Thomas. R., & Earle, Roger. W., (2000). *Essentials of Strength Training and Conditioning*. Champaign: Human Kinetics. Brooks, Douglas. S., (2004). *The Complete Book of Personal Training*. Champaign: Human Kinetics.

Chandrasekaran, K., (1999). *Sound Health through Yoga*.

Sedapatti: Prem Kalyan Publications. Iyengar, BKS., (2003).

The Art of Yoga. New Delhi: Harper Collins Publishers.

Question Pattern for CIA:

CENTRAL INTERNAL ASSESSMENT

Yoga Practical Test (I) – 15 marks

Assignment - 5 Marks

Seminar - 5 Marks

Total - 25 Marks

Question Pattern for CE:

Question Pattern:

Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V