



MANONMANIAM SUNDARANAR UNIVERISTY,
TIRUNELVELI-12

SYLLABUS

UG - COURSES – AFFILIATED COLLEGES

Course Structure for B. Sc. Physical Education

(Choice Based Credit System)

(with effect from the academic year 2021-2022 onwards)



Semester-V				
Part	Subject Status	Subject Title	Subject Code	Credit
III	CORE - 7	Exercise Physiology	CMPE51	4
III	CORE – 8	Test, Measurement and Evaluation in Physical Education and Sports	CMPE52	4
III	CORE – 9	Theories of Track and Field	CMPE54	4
III	Core Elective- 1	Principles of Motor Development/ Adapted Physical Education	CEPE51/ CEPE52	4
III	Core Practical- 5	Track and Field Events	CMPEP5	2
III	Core Practical- 6	Measurement and Evaluation in Human Performance	CMPEP6	2
IV	Skill Based Common	Personality Development / Effective Communication / Youth Leadership	CCSB51/ CCSB52	2



Total Marks: 100 Internal Exam: 25 marks + External Exam: 75 marks

A. Scheme for internal Assessment:

Maximum marks for written test: **20 marks**

3 internal tests, each of **1 hour** duration shall be conducted every semester.

To the average of the **best two** written examinations must be added the marks scored in. The **assignment** for 5 marks.

The break up for internal assessment shall be:

Written test- 20 marks; Assignment -5 marks Total - 25 marks

B. Scheme of External Examination

3 hrs. examination at the end of the semester

A – Part : 1 mark question two - from each unit

B – Part : 5 marks question one - from each unit

C – Part : 8 marks question one - from each unit

➤ **Conversion of Marks into Grade Points and Letter Grades**

S.No	Marks	Letter Grade	Grade point (GP)	Performance
1	90-100	O	10	Outstanding
2	80-89	A+	9	Excellent
3	70-79	A	8	Very Good
4	60-69	B+	7	Good
5	50-59	B	6	Above Average
6	40-49	C	5	Pass
7	0-39	RA	-	Reappear
8	0	AA	-	Absent

➤ **Cumulative Grade Point Average (CGPA)**

$$CGPA = \frac{\Sigma (GP \times C)}{\Sigma C}$$

- **GP** = Grade point, **C** = Credit
- CGPA is calculated only for Part-III courses
- CGPA for a semester is awarded on cumulative basis

➤ **Classification**

- First Class with Distinction : CGPA $\geq 7.5^*$
- First Class : CGPA ≥ 6.0
- Second Class : CGPA ≥ 5.0 and < 6.0
- Third Class : CGPA < 5.0



Exercise Physiology

Learning outcomes:

- The student would be empowered with the applicable knowledge of physiology in physical activity and sports.
- The learner would be able to incorporate this knowledge in the training and coaching programme for the betterment of their trainee's performance.
- Understand the meaning; nature and scope of exercise physiology analyze the effects of exercise physiology on various system of the body.
- Analyze the factors affecting skills, motor ability, warm-up and metabolic process and interpret the physiological principles on physical education and sports.

Unit I - Introduction

Definition of Physiology and Exercise Physiology – Need for and importance of Exercise Physiology - Historical aspects of Exercise Physiology - Acute and chronic responses to Exercise.

Unit II –Cardiorespiratory Physiology

Types of blood circulation and respiration - Effect of exercise on Cardiovascular and Respiratory system.

Unit III - Muscle and Nervous Physiology

Effect of exercise on Muscular, Skeletal and Nervous System - Muscle tone – Types of Muscular contraction.

Unit IV - Metabolism and Environment

Metabolism – Aerobic and Anaerobic Metabolism – Exercise risks at Cold, Hot and High Altitude.

UNIT V: Physiological Factors affecting Motor Ability

Physiological factors affecting skills and motor ability - warming up - fatigue -oxygen debt - second wind – doping and its influences on Physiology.

Teaching Learning Strategies:

The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, Assignments, Presentations

References:

1. Kenney, W. L., Wilmore, J. H., & Costill, D. L. (2012). Physiology of sport and exercise. Champaign, IL: Human kinetics.
2. Shaver, L. G. (1981). Essentials of Exercise Physiology: Burgess publishing company.
3. Fox, E. L., Bowers, R. W., & Foss, M. L. (1981). The physiological basis of physical education and athletics. William C Brown Pub.
4. Bahrke, M. S., & Yesalis, C. (2002). Performance-enhancing substances in sport and exercise. Champaign, IL: Human kinetics.



Test, Measurement and Evaluation in Physical Education and Sports

Learning outcomes:

- The students will be able to recognize and relate the concept of test, measurement and evaluation in the context of Physical Education.
- Construct and conduct the physical fitness and sports skill test.
- The students will be able to implement the criteria of test selection.
- Develop the art of applications of test, measurement and evaluation in sports.
- Development of practical competency in conducting physical fitness and skill tests.

Unit I – Introduction to Test & Measurement & Evaluation

Meaning of Test, Measurement & Evaluation in Physical Education – Need for and importance of Test, Measurement & Evaluation in Physical Education – Criteria of selecting an appropriate test– Classification of tests.

Unit II –Construction and Administration of Tests

Criteria of test selection-Validity, reliability, Objectivity, Norms, Administrative Feasibility –Administration of testing programme – Construction of sports skill test

Unit III – Health related Fitness Tests

AAPHERD Health related physical fitness test- YMCA Fitness test - JCR test - Barrow motor ability test - Harvard step test - Kraus Weber minimum muscular fitness test

Unit IV – Performance related physical fitness tests

Strength: Bend knee sit-ups test – Flexibility: Sit and reach test – Speed: 50 mts run- Cardiorespiratory Endurance: Cooper 12 minute Run / Walk test - Explosive strength: Standing Broad Jump –Margaria Kalamen anaerobic power test – SDAT World Beaters Scheme Test for School Boys

Unit V - Sports Skill Tests

Johnson Basket ball test – Mor Christian Soccer test – SAI Hockey test - Brady Volleyball Test - French and GSC Badminton Tests - Hewitt Tennis Test

Teaching Learning Strategies:

The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, Assignments, Presentations

References:



1. Bangsbo, J. (1994). Fitness Training in Football: A Scientific Approach. Denmark, August Krogh Inst: University of Copenhagen.
2. James R.Morrow., Allen Jackson, James G. Disch& Dale Mood. (2000). Measurement and Evaluation in Human Performance (2nd Ed.), USA: Human Kinetics Publishers.
3. Barrow, Harold M & McGee, Rosemary. (1979). A Practical Approach to Measurement in Physical Education, Philadelphia: Lea and Febiger.
4. Clake, H. Harrison. Application of Measurement to Health and Physical Education, New Jersey: Prentice Hall Inc. 1976.
5. Safrit, Margaret J. (1995). Introduction to Measurement in Physical Education and Exercise Science, St. Louis: Mosby.
6. Edmund O. Acevedo and Michael A. Starks. (2003). Exercise Testing and Prescription lab Manual, USA: Human Kinetics Publishers.
7. James R.Morrow., Allen Jackson, James G. Disch& Dale Mood. (2011). Measurement and Evaluation in Human Performance (4th Ed.), USA: Human Kinetics Publishers.

Theories of Track and Field

Learning outcomes:

- Critically reflect on IAAF Events.
- Identify and triggering out the best Sports persons.
- Define and apply specific techniques for all the Track and Field events.
- Learning the Running, Jumping and Throwing through Athletic practices.

Unit I - Introduction to Athletics

History of Track and Field in India, Asia, and World – Organizational set-up (Working Federations): World, Asia, India and State.

Unit II - Track Events

Warm-up, Warm down, Physical fitness Qualities, load and safety measures in track and field. Techniques in Sprints, Middle Distance and Long distance Running, types of starts, acceleration and finishing.

Unit III - Field Events

Techniques in Jumping events: Long Jump, Triple Jump, High Jump, Pole vault - Techniques in Throwing events: Shot Put, Discus Throw, Javelin Throw, Hammer Throw

Unit IV - Combined Events

Combined Events Decathlon, Heptathlon, Pentathlon and Triathlon. Scoring system of



combined events Techniques in Hurdles, and Relay Races

Unit V – Rules and Regulations

Competitions, Rules, Officiating, Equipments and their specifications, Standard and Non Standard tack Guiding principles of standard track. Lay out of 200 m Track and Lay out and maintenance of 400m Track.

Teaching Learning Strategies:

The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, Assignments, Presentations

References:-

1. Doherty, J., Manneth, & Mudern. (2005). Track and Field. Engle wood Cliffs; N.J. Prentice Hall Inc.
2. Dyoon,&Geoffray, G.H. (1962). The Mechanics of Athletics. London: University of London Press Ltd.
3. Ken O Bosen, Track and Field Fundamental Techniques. MS Publication Patiala.
4. Rogres, L., & Joseph. (2001). USA Track & Field Coaching Manual USA: Herman Kinetics.

Principles of Motor Development

Learning outcomes:

- Understand the basic Motor development
- Know about physical growth, maturation and aging
- Understand and study the motor skills and movement concepts
- Understanding the concept of Constraints in Motor Development.

Unit I - Introduction

Definition: Motor Development, Motor Learning, Motor Control–Theoretical perspectives of Motor Development- Concept of Physical Literacy -Age classification.

Unit II - Physical Growth and Aging

Physical growth, maturation and Aging – Types of Motor Skills – Movement milestones in children, Long Term Athlete Development (LTAD)

Unit III –Motor Skills

Classification of Motor Skills: Fundamental (Locomotor, Non-locomotor, Manipulative Skill), Specialized (Manipulative, Rhythmic Movement, Game & Sport Skills)



Unit IV – Movement Concepts

Development of Movement Concepts: Space Awareness, Effort Concepts, Relationships –Postural control and balance

Unit V – Perceptual Motor Development and Constraints

Sensory-perceptual development – Perception in Motor development – Social and Psycho social constraints -

Teaching Learning Strategies:

The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, Assignments, Presentations

References:

1. Kathleen M.Haywood., & Nancy Getchell., (2009). Life Span motor Development(5th Ed.), Champaign, IL: Human Kinetics,
2. Robert M. Malina., Claude Bouchard &oded Bar-Or., (2004). Growth, Maturity and Physical Activity(2nd Ed.), Champaign, IL: Human Kinetics.
3. NAPSE., (2005). Physical Education for Lifelong Fitness(2nd Ed.), Champaign, IL: Human Kinetics.
4. Allen W. Jackson., James R. Morrow., Jr.David W. Hill & Rod K. Dishman., (2004). Physical Activity for Health and Fitness, Champaign, IL: Human Kinetics.
5. Cratty Bryant, J. (1975). Movement Behaviour and Motor Learning. Philadelphia Lea &Febiger.

Adapted Physical Education

Learning outcomes:

- The knowledge would enable the students to understand the activity requirements of various levels of physically challenged persons.
- The knowledge would thus enable the students to prepare and organize worthwhile activity programs for various levels of physically challenged persons.

Unit I Introduction

Meaning, Definition and Importance of Adapted Physical Education and Sports - Purpose, Aims and Objectives of Adapted Physical Education and Sports - Program organization of Adapted Physical Education and Sports - Organizations addressing and giving opportunities to people with disabilities. - Adapted Sports- Para Olympics and other Opportunities



Unit II - Development of Individual Education Program (IEP)

The student with a disability - Components and Development of IEP - Principles of Adapted Physical Education and Sports - Role of Physical Education teacher

Unit III – Motor Developmental Considerations

Motor development - Perceptual Motor development - Early childhood and Adapted Physical Education - Teaching style, method and approach in teaching Adapted Physical Education

Unit-IV - Individual with unique need and activities

Behavioral and Special learning disability - Visual Impaired and Deafness

Unit-IV – PE for Special Children

Health Impaired students and Physical Education - HRPF and its development for Individual with unique need - Role of games and sports in Adapted Physical Education

Teaching Learning Strategies:

The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Study etc.

Assessment Rubrics: Classroom Test, Project Work, Assignments, Presentations

References:

1. Beverly, N. (1986). Moving and Learning. Times Mirror/Mosby College Publishing.
2. Cratty, B.J. (2005). Adapted Physical Education in the Mainstream (4th ed.,). Love Publishing Company.
3. Winnick .J & David L. Porretta (2021). Adapted Physical Education and Sports (6th ed.,). Champaign, IL: Human Kinetics.
4. Martin. E. B., (2021). A Teacher's Guide to Adapted Physical Education: Including Students with Disabilities in Sports and Recreation. Champaign, IL: Human Kinetics.
5. Michael Horvat, Luke E. Kelly, Martin E. Block, Ron Croce. (2018). Developmental and Adapted Physical Activity Assessment. Champaign, IL: Human Kinetics



PRACTICAL

Track and Field Events

Learning outcomes:

- To study the fundamental movements for Track & Field events.
- To apply training means and methods and techniques in Track & Field events
- To study advance level of techniques in Track & Field events
- To understand the laying of competition area and officiating.

Unit I –Sprint Events

Techniques and tactical preparation of sprint events – Means and methods of developing sprint events.

Unit II –Middle and long distance events

Techniques and tactical preparation of Middle and long distance events – Means and methods of developing Middle and long distance events.

Unit III –Hurdles and Relay

Techniques and tactical preparation of Hurdles and Relay – Means and methods of developing Hurdles and Relay.

Unit IV–Jumping events

Techniques and tactical preparation of jumping events– Means and methods of developing jumping events.

Unit V–Throwing events

Techniques and tactical preparation of throwing events– Means and methods of developing throwing events.

References:-

1. Joseph L. Rogers, (2000). USA Track & Field Coaching Manual. Champaign, IL: Human Kinetics.
2. American Sport Education Program. (2008). Coaching Youth Successfully. Champaign, IL: Human Kinetics.
3. Bob Swope. (2006). Teaching Track & Field: Guide for Kids & Parents. USA: Author House
4. Gerry Carr. (1991). Fundamentals of Track and Field (2nd Ed.,). USA: Human Kinetics
5. Herald Muller and Wolfgang Ritzdon. (1995). Run! Jump! Throw!: The Official IAAF Guide to Teaching Athletics. Published by IAAF.
6. IAAF Competition Rules 2018-19. Published by IAAF



Measurement and Evaluation in Human Performance

Learning outcomes:

- Apply the procedure of testing various fitness abilities in Sports
- Apply the procedure of testing various skill abilities in Sports
- Apply the procedure of measuring various abilities in Sports

Unit I

Strength: Bend knee sit-ups test - Flexibility: Sit and reach test - Speed: 50m run – Cardiovascular Endurance: Cooper 12 minute run/walk test -Explosive Strength: Standing Broad Jump.

Unit II

AAPHERD Health related Physical fitness Test –YMCA Fitness Test - Motor fitness –JCR test.

Unit III

Barrow motor ability test - Harvard step test - Kraus Weber test –Margaria Kalamen power test - SDAT World Beaters Scheme Test for School Boys

Unit IV

Johnson Basket ball test – Mor Christian Soccer test – SAI Hockeytest.

Unit V

Brady Volleyball Test - French and GSC Badminton Tests - Hewitt Tennis Test.

References:-

1. Bangsbo, J. (1994). Fitness Training in Football: A Scientific Approach. Denmark, August Krogh Inst: University of Copenhagen.
2. James R. Morrow., Allen Jackson, James G. Disch& Dale Mood. (2000). Measurement and Evaluation in Human Performance (2nd Ed.), USA: Human Kinetics Publishers.
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6. Edmund O. Acevedo and Michael A. Starks. (2003). Exercise Testing and Prescription lab Manual, USA: Human Kinetics Publishers.
7. James R. Morrow., Allen Jackson, James G. Disch& Dale Mood. (2011). Measurement and Evaluation in Human Performance (4th Ed.), USA: Human Kinetics Publishers.



PERSONALITY DEVELOPMENT

UNIT: I - PERSONALITY

Definition –Determinants –Personality Traits –Theories of Personality –Importance of Personality Development. SELF AWARENESS–Meaning –Benefits of Self –Awareness –Developing Self –Awareness. SWOT–Meaning –Importance-Application –Components. GOAL SETTING-Meaning-Importance –Effective goal setting –Principles of goal setting –Goal setting at the Right level.

UNIT :II- SELF MONITORING

Meaning –High self –monitor versus low self monitor –Advantages and Disadvantages self monitor-Self –monitoring and job performance. PERCEPTION-Definition-Factor influencing perception-Perception process –Errors in perception –Avoiding perceptual errors. ATTITUDE–Meaning-Formation of attitude –Types of attitude -Measurement of Attitudes –Barriers to attitude change –Methods to attitude change.

ASSERTIVENESS-Meaning –Assertiveness in Communication –Assertiveness Techniques –Benefits of being Assertive –Improving Assertiveness.

UNIT : III - TEAM BUILDING

Meaning –Types of teams –Importance of Team building-Creating Effective Team. LEADERSHIP–Definition –Leadership style-Theories of leadership –Qualities of an Effect leader. NEGOTIATION SKILLS–Meaning –Principles of Negotiation –Types of Negotiation –The Negotiation Process –Common mistakes in Negotiation process. CONFLICT MANAGEMENT–Definition-Types of Conflict-Levels of Conflict –Conflict Resolution –Conflict management .

UNIT :IV - COMMUNICATION

Definition –Importance of communication –Process of communication - Communication Symbols –Communication network –Barriers in communication –Overcoming Communication Barriers. TRANSACTIONAL ANALYSIS–Meaning –EGO States –Types of Transactions –Johari Window-Life Positions. EMOTIONAL INTELLIGENCE-Meaning –Components of Emotional Intelligence-Significance of managing Emotional intelligence –How to develop Emotional Quotient. STRESS MANAGEMENT–Meaning –Sources of Stress –Symptoms of Stress –Consequences of Stress –Managing Stress.

UNIT :V - SOCIAL GRACES

Meaning–Social Grace at Work –Acquiring Social Graces. TABLE MANNERS–Meaning –Table Etiquettes in Multicultural Environment-Do's and Don'ts of



Table Etiquettes. DRESS CODE–Meaning-Dress Code for selected Occasions –Dress Code for an Interview. GROUP DISCUSSION–Meaning –Personality traits required for Group Discussion-Process of Group Discussion-Group Discussion Topics. INTERVIEW–Definition-Types of skills –Employer Expectations –Planning for the Interview –Interview Questions-Critical Interview Questions.

REFERENCES:

1. Dr.S. Narayana Rajan, Dr. B. Rajasekaran, G. Venkadasalapathi, V. Vijuresh Nayaham and Herald M.Dhas, Personality Development, Publication Division, Manonmaniam Sundaranar University, Tirunelveli
2. Stephan P.Robbins, Organisational Behaviour, Tenth Edition, Prentice Hall of India Private Limited, New Delhi,2008.
3. Jit S. Chandan, Oragnisational Behaviour, Third Edition, Vikas Publishing House Private Limited, 2008.
4. Dr.K.K. Ramachandran and Dr.K.K. Karthick, From Campus to Corporate, Macmillan Publishers India Limited, New Delhi,2015.

