# TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

## Chennai – 600 127

# MASTER OF PHYSICAL EDUCATION (M.P.Ed) DEGREE COURSE

**(Two Years)**

## Choice Based Credit System

## Regulations

(for students admitted from 2018 – 2019 & Onwards)

# TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

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# Master of Physical Education (M.P.Ed) Degree Course

**(Two Years)**

## Choice Based Credit System

**REGULATIONS AND REGULATIONS**

(for students admitted from 2018 -2019 & Onwards)

### 1. Eligibility for Admission to the Course

a) Bachelor of Physical Education (B.P.Ed) or equivalent with at least 50% marks

**Note**

A candidate shall be eligible for admission to the Master of Physical Education degree course (M.P.Ed) if he/she has received a degree in 10+2+3 pattern from a University recognised by Tamil Nadu Physical Education and Sports University.

b) A minimum inter college level participation in sports and games is compulsory.

c) The candidates should not have completed 35 years of age as on 1st July. However, relaxation of 3 years shall be given for SC/ST candidates.

d) Ex-Servicemen / Experienced Physical Education Teachers shall be given relaxation of 6 years of age.

e) The candidate should be medically fit and free from any deformity.

f) Pregnant women are not permitted either for admission or to undergo the course. If violated, they will not be permitted to continue the course.

g) Admission shall be made on the basis of ranking for a total of 150 marks as detailed below:-

| | | |
|---|---|---|
| 1. | Qualifying Examination | 25 marks |
| 2. | Sports and Games Participation | 25 marks |
| 3. | Games and Sports Skill test | 50 marks |
| 4. | Written Test | 35 marks |
| 5. | Personal Interview | 15 marks |
| | **Total** | **150 marks** |

**Note**

Marks obtained in qualifying Degree shall be converted to a maximum of 25 marks. For example if a candidate secured 1800 marks out of 2400. His / Her marks for qualifying examinations is [1800 / 2400] x 25 = **18.75 marks.**

## Sports and Games Participation

The norms for award of marks for the sports and games participation are furnished below:-

Any one which is applicable / advantageous

1. Representing the Country 25
2. Securing first two places in National/ All India/ Inter-University 25
3. Representing the State/ university 15
4. Representing the District/ division 10
5. Representing the colleges 05

(Supporting certificates should be produced)

## Games and sorts skill test

The candidates should choose any one of the following games and sports.

| | |
|---|---|
| **1. Basketball** | **5. Kabaddi** |
| **2. Cricket** | **6. Kho-Kho** |
| **3. Football** | **7. Tennis** |
| **4. Hockey** | **8. Volleyball** |
| **5. Handball** | |

The test will be conducted by three judges. Out of the three, one will be the Head of the Institution/ Head of the Department and one senior most Associate Professor/ Assistant Professor from the College/ Department and one specialist in particular skill/ event will be appointed by the Head of the Institution/ Department

## 2. Course of Study

a. Duration of the Course - The duration of the course of study is two (02) academic years, consisting of four semesters. The total working days shall not be less than 200 days in an Academic year. Each semester consists of not less than 100 working days excluding examination.

b. Each working day shall consist of four hours of Practical Work (Morning and Evening – 2 hours for each session) and three hours of theory in between.

c. Undergoing Internship, Intensive Practice Teaching / Coaching in neighbouring schools/colleges and village placement programme shall be compulsory for all the students.

d. The Course of study shall consist of three parts Viz Part I, Part II, Part III and Part IV as given below.

**Part I** - **Theory**
( Core, Discipline Specific Elective and Generic Elective )

**Part II** - **Practicum**

**Part III** - **Internship**

**Part IV** - **Ability and Skill Enhancement Courses**
( Ability Enhancement Compulsory Courses, Skill Enhancement Courses and Co- Curricular Courses)

## 3). SCHEME INSTRUCTION AND EXAMINATION

### First Semester

| Part | Subject Code | Name of Paper/Component | Hours of Instruction/ Week | | Scheme of Examination | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Theory | Practical | Duration of Exam | CIA | CE | Total | Credit |
| I | | **Core Course– Theory** | | | | | | | |
| | M15101 | Research Process in Physical Education and Sports Sciences | 4 | - | 3 | 25 | 75 | 100 | 4 |
| | M15102 | Yogic Sciences | 4 | - | 3 | 25 | 75 | 100 | 4 |
| | M15103 | Tests, Measurement and Evaluation in Physical Education | 4 | - | 3 | 25 | 75 | 100 | 4 |
| | | **Discipline Specific Elective Course** | | | | | | | |
| | | Any one paper from the basket of Choices for Odd Semester | 4 | - | 3 | 25 | 75 | 100 | 4 |
| II | | **Core Course – Practicum** | | | | | | | |
| | M15105 A | **Yogic Practices**: Asanas, Pranayama, Kriyas, Bandhas, Mudras, Suryanamaskar and Meditation. Common Yoga Protocol suggested by AYUSH. | - | 6 | 3 | 50 | - | 50 | 3 |
| | M15105 B | **Aerobics**: Touch Out, 'V' Step, 'A' Step, Cross Over Step, Jump on the Spot, Knee Curl, , Front Kick, Knee and Arm Lift, Side Kick. | | 6 | - | 100 | - | 100 | 3 |
| | M15105 C | **Track and Field Events Part I:** Sprint, Middle and Long Distance Running, Relay Races | - | 6 | 3 | 100 | - | 100 | 3 |
| | M15105 D | **Game of Specialization –II ( Second Best)** | - | 4 | 3 | 100 | - | 100 | 2 |
| | | **Internship** | | | | | | | |
| III | M15106 | **Class Room Teaching:** Five Lessons on Theory Subjects. **Field / Laboratory Work:** Test, Measurement and Evaluation/ Fitness Training. **Participation**: Participation in Intramural and Extramural Tournaments | - | 4 | 3 | 50 | - | 50 | 2 |
| | | | **16** | **26** | | **500** | **300** | **800** | **29** |
| | | | **42 hrs** | | | | | | |

| *Part* | Semester | Ability Enhancement Compulsory Courses (AECC) | | | |
|---|---|---|---|---|---|
| *IV* | 1 | | Personality Development and Life Coping Skills | 2 | Remarks | 2 |

## Second Semester

| Part | Subject Code | Name of Paper/Component | Hours of Instruction/ Week | | Scheme of Examination | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Theory | Practical | Duration of Exam | CIA | CE | Total | Credit |
| I | | **Core Course – Theory** | | | | | | | |
| | M15201 | Applied Statistics in Physical Education and Sports | 4 | - | 3 | 25 | 75 | 100 | 4 |
| | M15202 | Sports Biomechanics and Kinesiology | 4 | - | 3 | 25 | 75 | 100 | 4 |
| | M15203 | Sports Psychology and Sociology | 4 | | 3 | 25 | 75 | 100 | 4 |
| | | **Discipline Specific Elective Course** | | | | | | | |
| | | Any one paper from the basket of Choices for Even Semester | 4 | - | 3 | 25 | 75 | 100 | 4 |
| II | | **Core Course – Practicum** | | | | | | | |
| | M15205 | **Track and Field Events Part II:** Long Jump, Triple Jump, Shot Put, Discus Throw, Javelin Throw **Game of Specialization –I ( Second Best)** | - | 6 | - | 50 | - | 50 | 3 |
| III | | **Internship** | | | | | | | |
| | M15206 A | **Teaching/Coaching Practice Officiating:** Game of Specialization –II ( Second Best) | - | 6 | - | 50 | 50 | 100 | 3 |
| | M15206 B | **Teaching/Coaching Practice Officiating: Track and Field Events Part I and II** | - | 6 | - | 50 | 50 | 100 | 3 |
| | M15206 C | **School/ College/ Institution Internship:** Teaching Practice and Officiating | - | 4 | - | 100 | - | 100 | 2 |
| | M15206 D | **Class Room Teaching:** Five Lessons on Theory Subjects. **Field / Laboratory Work:** Sports Psychology/ Kinesiology and Sport Biomechanics **Participation**: Participation in Intramural and Extramural Tournaments | - | 4 | - | 50 | - | 50 | 2 |
| | | | **16** | **26** | | **400** | **400** | **800** | **29** |
| | | | **42 hrs** | | | | | | |

| *Part* | Sem | Ability Enhancement Compulsory Courses (AECC) | | | | |
|---|---|---|---|---|---|---|
| *IV* | 2 | | Human Rights | 2 | Remarks | 2 |
| | | **Co -Curricular course** | | | | |
| | | | Community Engagements - Village Placement programme | 2 | Remarks | 2 |

**Sports Entrepreneur Skill Development Training Or Swachcha Bharat Abhiyan.during first year summer vacation for 15 days*** during first year summer vacation for 15 days*****

## Third Semester

| Part | Subject Code | Name of Paper/Component | Hours of Instruction/W | | Scheme of Examination | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Theory | Practical | Duration of Exam | CIA | CE | Total | Credit |
| I | | **Core Course – Theory** | | | | | | | |
| | M15301 | Sports Medicine, Athletic Care and Rehabilitation | 4 | - | 3 | 25 | 75 | 100 | 4 |
| | M15302 | Physiology of Exercise | 4 | - | 3 | 25 | 75 | 100 | 4 |
| | M15303 | Scientific Principles of Sports Training | 4 | - | 3 | 25 | 75 | 100 | 4 |
| | | **Discipline Specific Elective Course** | | | | | | | |
| | | Any one paper from the basket of Choices for Odd Semester | 4 | - | 3 | 25 | 75 | 100 | 4 |
| | | **Generic Elective** ( Any one Course from the list of courses offered) | 4 | - | 3 | 25 | 75 | 100 | 4 |
| II | | **Core Course – Practicum** | | | | | | | |
| | M15305 A | **Track and Field Events Part III :** Pole Vault, High Jump, Hammer Throw, Hurdles, Combined Events | - | 6 | - | 50 | - | 50 | 3 |
| | M15305 B | **Game of Specialization –II ( First Best)** | - | 4 | - | 50 | - | 50 | 2 |
| | M15305 C | **Combative Sports & Martial Arts**: Boxing, Fencing, Stick Fencing (Silambam), Kalari, Judo, Karate, Taekwondo and Kung-Fu | - | 4 | - | 50 | - | 50 | 2 |
| | M15305 D | **Fitness Training:** Conditioning Exercises: General and Specific. Training Methods : Weight Training ( Free Weights and Machine Weights)- Circuit Training – Interval Training- Fartlek Training - Plyometric, Swiss ball Training – Medicine Ball Training – Core Board Training- Cross Training. | - | 4 | - | 50 | - | 50 | 2 |
| | | **Internship** | | | | | | | |
| III | M15306 A | **Field / Laboratory Work:** Athletic Care, Physiotherapy and Rehabilitation/ Sports Training/Physiology of Exercise | - | 4 | - | 100 | - | 100 | 2 |
| | M15306 B | **Class Room Teaching :** Five Lessons on Theory Subjects **Participation**: Participation in Intramural and Extramural Tournaments Educational Tour, Stadium Visit, Organising Project Sports Meet. | - | 4 | - | 100 | - | 100 | 2 |
| | M15306 C | Sports Entrepreneur Skill Development Training Or Swachcha Bharat Abhiyan. | - | - | - | 100 | - | 100 | 2 |
| | | | **16** | **26** | | **625** | **375** | **1000** | **35** |
| | | | **42 hrs** | | | | | | |

| *Part* | Semester | **Skill Enhancement Course** | | | | |
|---|---|---|---|---|---|---|
| *IV* | 3 | | Sports Tourism (or) Software Based Applied Statistics | 2 | Remarks | 2 |
| | | **Co -Curricular course** | | | | |
| | | | NSS / Organisation of Project Sports Meet and Participation in Sports Related Events / Approved Online Courses/ MOOC. | 2 | Remarks | 2 |

## Fourth Semester

| Part | Subject Code | Name of Paper/Component | Hours of Instruction/ Week | | Scheme of Examination | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Theory | Practical | Duration of Exam | CIA | CE | Total | Credit |
| I | | **Core Course – Theory** | | | | | | | |
| | M15401 | Information and Communication Technology ( ICT) in Physical Education | 4 | - | 3 | 25 | 75 | 100 | 4 |
| | M15402 | Sports Management and Curriculum Design in Physical Education | 4 | - | 3 | 25 | 75 | 100 | 4 |
| | M15403 | Dissertation | 4 | - | 3 | 25 | 75 | 100 | 4 |
| | | **Discipline Specific Elective Course** | | | | | | | |
| | | Any one paper from the basket of Choices for Odd Semester | 4 | - | 3 | 25 | 75 | 100 | 4 |
| II | | **Core Course – Practicum** | | | | | | | |
| | M15405 A | **Game of Specialization-I (First Best)** (Any one of the Major Games) | - | 6 | - | 50 | 50 | 100 | 3 |
| | M15405 B | Track and Field Specialization ( Any one Track and Field Events) | - | 6 | - | 50 | 50 | 100 | 3 |
| | | **Internship** | | | | | | | |
| III | M15406 A | **Internship/ Intensive Teaching/Coaching Practice-** Coaching Lesson (Track and Field) | - | 4 | - | 50 | - | 50 | 2 |
| | M15406 B | **Internship/ Intensive Teaching/ Coaching Practice-** Coaching Lesson (Game of Specialization –II) (First Best) | - | 6 | - | 100 | - | 100 | 3 |
| | M15406 C | **Internship in Officiating**: Officiating and Organisation of Tournaments. | - | 4 | - | 50 | - | 50 | 2 |
| | | | **16** | **26** | **-** | **400** | **400** | **800** | **29** |
| | | **Total** | **42 hrs** | | | | | | |

## Part IV Ability and Skill Enhancement Courses

| Sem | Subject code | Course/Components | Hours of Instruction week/course | Number of courses | Credit/ course | Total credits |
|---|---|---|---|---|---|---|
| **Part IV** | | | | | | |
| | **Ability Enhancement Courses**<br>**Ability Enhancement Compulsory Courses (AECC)** | | | | | |
| 1 | | Personality Development and Life Coping Skills | 2 | - | Remarks * | 2 |
| 2 | | Human Rights | 2 | | Remarks * | 2 |
| 3 | **Skill Enhancement Courses**<br>( Any one paper from the basket of Choices) | | 20 hrs | - | Remarks * | 2 |
| | **Co-Curricular course** | | | | | |
| 2 | | The Community engagements - Village Placement programme (VPP) | 5 Days | Remarks* | | 2 |
| 3 | | NSS / Organisation of Project Sports Meet and Participation in Sports Related Events / Approved Online Courses/ MOOC. | 5 Days / Varied Duration | Remarks* | | 2 |
| | | | | | **Total Credits (Part IV)** | **10** |

*** Excellent /Good/ Satisfactory/ Unsatisfactory**

| **Total Minimum Credits to earn the degree** | |
|---|---|
| **Components** | **Credits** |
| Part I, II, II Sem 1- 4 **(29+29+35+29)** | **122** |
| Part IV (1-3) | **10** |
| **Total Minimum Credits** | **132** |

## Other Courses offered by the Department

### Generic Elective Course

1. **Recreational and Inclusive Games**
2. **Special Olympics**

### Skill Enhancement Courses

1. **Sports Tourism**
2. **Software Based Applied Statistics**

## COURSE STRUCTURE & CREDIT ABSTRACT

| Part | Semester – Credits Subject | I | II | III | IV | Total Credit |
|---|---|---|---|---|---|---|
| I | Core –Theory | 12 | 12 | 12 | 12 | 48 |
| | Discipline Specific Elective (DSE) | 4 | 4 | 4 | 4 | 16 |
| | Generic Elective | 0 | 0 | 4 | 0 | 4 |
| II | Core – Practical | 11 | 3 | 9 | 6 | 29 |
| III | Internship | 2 | 10 | 6 | 7 | 25 |
| IV | Ability and Skill Enhancement Courses | - | - | - | - | - |
| | AbilityEnhancementCompulsory Courses (AECC) | 2 | 2 | - | 0 | 4 |
| | Skill Enhancement Courses (SEC) | 0 | 0 | 2 | 0 | 2 |
| | Co-Curricular course | 0 | 2 | 2 | 0 | 4 |
| | Grand Total | 31 | 33 | 39 | 29 | 132 |

## MARKS ABSTRACT

| Part | Semester – Credits Subject | I | II | III | IV | Total Marks |
|---|---|---|---|---|---|---|
| I | Core –Theory | 300 | 300 | 300 | 300 | 1200 |
| | DSE | 100 | 100 | 100 | 100 | 400 |
| | Generic Elective | | | 100 | | 100 |
| II | Core – Practical | 350 | 50 | 200 | 200 | 800 |
| III | Internship | 50 | 350 | 300 | 200 | 900 |
| IV | Ability and Skill Enhancement Courses | | | | | |
| | Ability Enhancement Compulsory Courses (AECC) | Remarks (2 Credits) | Remarks (2 Credits) | | | Remarks (4 Credits) |
| | Skill Enhancement Courses (SEC) | | | Remarks (2 Credits) | | Remarks (2 Credits) |
| | Co-Curricular course | | Remarks (2 Credits) | Remarks (2 Credits) | | Remarks (4 Credits) |
| | **Grand Total** | **800** | **800** | **1000** | **800** | **3400** |

## MARKS AND CREDIT ABSTRACT

| SEMESTER | CREDITS | TOTAL MARKS |
|---|---|---|
| I | 31 | 800 |
| II | 33 | 800 |
| III | 39 | 1000 |
| IV | 29 | 800 |
| Grand Total | 132 | 3400 |

## 4. Attendance

1) A Student must have 90% attendance in theory and practical classes to appear for university examination.
2) A maximum of 10 % of relaxation shall be permitted for the medical reasons . He / she must produce a reliable Medical Certificate with prior permission and following the due procedures.
3) A candidate with 80% to 89% shall not be permitted to write the examination in the current semester. However he / she may be permitted to appear in the next semester by carry over provided he/she must compensate the attendance by attending additional classes.
4) A candidate with 79% and below shall not be permitted to write the examination in the current semester. He/she should **REDO the semester.**

## 5. Continuous Internal Assessment for Part I – Theory Papers

### a. Written Examination - 20 Marks

I. Continuous Internal assessment shall be graded by the concerned subject teachers. Three tests will be conducted for each paper.

II. Each test carries a maximum of 20 marks and the average of best two tests shall be considered.

III. However, in the case of students who miss the tests for any valid reasons with prior permission from the Head of the Department /Principal of the College (Viz. Participating in Sports and Games competitions), he/she may be granted special permission to write the tests before the commencement of semester examination.

### b. Assignment / Seminar - 5 Marks

The teachers shall give assignments to the students and 5 marks are allotted for assignments. This may be of any accepted method such as Peer Group Teaching and Discussion Concept(PGTDC), Seminar, Project, Written materials, Record etc.

Method of Calculation :

First Test - 20 Marks.

Second Test - 20 Marks.

Third Test - 20 Marks.

Average of the best two tests = 20 Marks

Assignment = 05 Marks

**Total** = **25 Marks**.

**Pre-Semester/ Model Examination (75 Marks)**

i. Pre-Semester/ Model examination shall be held at the end of each semester before the final semester examination covering all the portions and 75 marks are awarded for this examination.

ii. Each paper carries 75 marks and this will be converted into 25 marks.

iii. The Continuous Internal assessment marks plus Pre semester/Model Examination divided by two shall be the **final internal mark for 25.**

## 6. Games as the Specialization

**Note:** The student has to select any two different games as the Specialization – I (Second best) and Specialization - II ( First Best) in I and II years respectively from the following games/ sports.

| List of Major Games/ Sports for Specialization | |
|---|---|
| **1. Basketball** | **5. Kabaddi** |
| **2. Cricket** | **6. Kho-Kho** |
| **3. Football** | **7. Tennis** |
| **4. Hockey** | **8. Volleyball** |
| **5. Handball** | |

## 7. Requirement for Passing

No candidate shall be eligible for the award of the M.P.Ed degree unless he/she has passed the written examinations (Part I), Practicum (Part II), Internship/ Teaching Practice (Part III) and Part IV.

## 8. Internship/ Teaching Practice/ Community engagements

a) In internship a student (teacher trainee) is undergoing supervised practical training. Internship/ Teaching practice includes Teaching & observation in the Department/ College. Intensive Teaching Practice in the neighbouring Schools,

b) Schools for intensive teaching shall be decided by the Staff-in-charge of Teaching Practice and Head of the Department / Principal of the College.

c) A minimum of 30 lessons, Students shall complete 15 General and 15 Particular lessons/ Coaching Lessons in 15 working days under the supervision of the assigned Department /College and physical education staff in the schools.

d) Community engagements (Village Placement Programme). The programme includes teaching indigenous activities, basic skills in sports and games giving exposure to teachers in the teaching-learning process.

d) For the Community engagements (Village Placement programme) the students shall visit the neighbouring village for a minimum period of five days and organise the programmes such as

1. Physical Education/ Physical Exercise related programmes
2. Awareness Programmes related to health and fitness
3. Cleaning, creation of place for physical activities, sports and games.
4. Survey related to health and fitness of the public.

The Community engagements (Village Placement programme) record with details of programmes organised and photo graphs shall be submitted at the time of the University practical examinations for the evaluation of external examiners.

**Note**

i. For the practice teaching examination conducted by the University, there shall be one External and one Internal Examiner.

ii. For Coaching Practice, each student shall maintain a Coaching Practice Record book, which shall contain records of 10 teaching, 10 coaching general and 10 officiating plans.

iii. A candidate who fails in Coaching Practice Examination may present himself/herself in the subsequent University Coaching practice Examination.

## 9. Ability Enhancement Courses:( Part IV)

To successfully complete the BPEd course the students must under go the Ability Enhancement Courses under the sub headings of Ability Enhancement Compulsory Courses (AECC) Skill Enhancement Courses and Co-Curricular course)

## 10 . Generic Elective

To successfully complete the BPEd course the students must undergo and complete anyone of the generic elective (Open Elective) in the third Semester.

## 11. Peer Group Teaching and Discussion Concept

MPEd is a Teacher Trainer Course in Physical Education, to inculcate the teaching and discussion habits on the subject matter Peer Group Teaching and Discussion Concept(PGTDC) is included in the syllabus. Teachers of the concerned subjects are asked to encourage the students in this activity

## . 12. Inter University Sports Participation and Special Permission for University Examination

A student representing the University / State / Nation in a game or sport and misses the University Semester Examination will appear for a special supplementary University Examination as stipulated by the University. Special permission may be granted by the controller of examination as per the rules and regulations of the university examinations provided the request must be submitted through proper channel well in advance. The Special Examinations will be conducted in the University Main Campus , Chennai 600127 only.

### b) Internal Test – Special Permission

In case, a student unable to appear for an internal test due to participation in inter collegiate/ university sports competition / any such programme of the University with prior permission from the concerned head of the faculty / department/ Principal, he / she may be permitted to appear for a special test / tests before the pre-semester examination.

Such a student appearing for a special supplementary University Examination shall not be considered as an arrear / arrears in a paper / papers and shall not be deprived of ***RANK in the University***.

A student who fails in any one or more papers in the semester examination will be permitted to rewrite the paper or papers in the subsequent semester examination.

To qualify for the degree, supplementary candidates are required to pass all the papers prescribed for the course within a period of three years after he/she complete the course. Beyond this period, the candidate shall follow the current syllabi for the examination if applicable. Examination fee will be collected normally according to the rules and regulations of the university. A Separate examination fee will be collected in this case.

Students who fail in a paper/papers are permitted to apply for recounting or re valuation in examination section of the University within the prescribed period with specified fee.

Appeal against the results of the semester examination shall be made to the controller of examinations by the student concerned through the Head of the Department/ Principal of the affiliated college within 15 days of the publication of results by paying re-totaling /revaluation fee.

## 13. Instant Examination for Outgoing Students

Instant Examinations will be conducted only in the University Main Campus, Chennai 600127 for the outgoing students who failed in **only one theory paper** by paying prescribed examination fee**.** The date of instant examination will be intimated by Controller of Examinations of Tamil Nadu Physical Education and Sports University.

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# CORE PAPER - I

## RESEARCH PROCESS IN PHYSICAL EDUCATION AND SPORTS SCIENCES

### Learning Objectives

1. Gain knowledge about research in the field of physical education
2. To understand the concept of sample and population
3. To testing the existing theories/trainings methods
4. To develop systematic and scientific approach in finding solutions for the questions.

**UNIT I**

Meaning and Definition of Research - Need, Nature and Scope of research in Physical Education. Classification of Research: Basic Research, Applied Research, Action Research. Location of Research Problem - Criteria for selection of a problem. Qualities of a good researcher.

**UNIT II**

Meaning and Definition of Historical Research - Steps in Historical Research - Sources of Historical Research. Primary Data - Secondary Data - Historical Criticism: Internal Criticism, External Criticism. Descriptive Methods of Research**:** Survey Study - Case study - Normative Study.

**UNIT III**

Meaning and Definition of Hypothesis. Formulation, types and testing of Hypothesis. Experimental Methods of Research: Meaning of variable - Types of Variables - Nature and meaning of experimental Research. Types of Experimental Design: Single Group Design, Reverse Group Design, Repeated Measure Design, Static Group Comparison Design, Equated Group Design, Factorial Design.

**UNIT IV**

Meaning and Definition of Sample and Population. Sampling – Process and techniques. Types of Sampling: Probability Methods : Systematic Sampling,Cluster sampling, Stratified Sampling. Area Sampling- Multistage Sampling. Non – Probability Methods: Convenience Sample, Judgment Sampling, Quota Sampling.

**UNIT V**

Chapterization of Thesis/ Dissertation: Front Materials, Body of the Thesis- Back materials. Method of Writing Research proposal, Thesis/ Dissertation. Method of writing abstract and full paper for presenting in a conference and to publish in journals. Mechanics of writing Research Report – Method of writing bibliography for books, journals, unpublished thesis and web resources.

## Learning outcomes

1. Identify the research problem in the field of physical Education and sports
2. Know to Summarize the various research literature
3. Understand and apply the basics of statistics in research.
4. Organize the samples and sampling techniques which is relevant to the study.
5. Apply the systematic methods in writing research thesis

## Peer Group Teaching and Discussion Concept

Group Discussion on Qualities of Good Researcher and Criteria for Selecting Good Research. Discussion with Research Problem: Selection of Samples, Variables, Tools and Report Writing.

## REFERENCE

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Subramanian.R, Thirumalai Kumar S &Arumugam.C( 2010) Research Methods in Health, Physical Education and Sports. New Delhi: Friends Publication.

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# CORE PAPER II

# YOGIC SCIENCES

## Learning Objectives

1. To understand and apply the underlying concepts of Yoga
2. To promote knowledge and awareness of skeletal alignment and body mechanics, emphasizing a safe and intelligent use of the body
3. To cultivate breath control, relaxation techniques and kinaesthetic awareness

### UNIT I

Principles, Philosophy and scope of Yoga. Yogic practices for various age groups. Yoga – Values – Spirituality, Yogic practices for personality development. Loosening exercises**:** Techniques and benefits. Suryanamaskar: Vivekananda kendra Method and benefits . Asanas : Types – Advanced asanas and Benefits. Pranayama: Aspects of Pranayama - Methods and benefits. Nadis and Chakras: Major Chakaras - Benefits of clearing and balancing Chakras.

### UNIT II

Shat Kriyas- Meaning, Techniques and Benefits of Neti-Dhauti- Kapalapathi-Trataka - Nauli – Basti. Bandhas:Meaning, Techniques and Benefits of JalendraBandha, JihvaBandha, UddiyanaBandha, MulaBandha.

### UNIT III

Mudras : Meaning, Techniques and Benefits of Hasta Mudras, Asamyuktahastam, Samyuktahastam, Mana Mudras, Kaya Mudras, Banda Mudras , Adhara Mudras . Meditation : Guidelines, Types:- Passive and active. Saguna Meditation and Nirguna Meditation, Techniques, Benefits.

### UNIT IV

Yoga and Sports: Yoga Supplemental Exercises -Yoga Compensation Exercises-Yoga Regeneration Exercises- Power Yoga. Role of Yoga in Psychological Preparation of athlete: Mental Wellbeing, Anxiety, Stress, Depression, Concentration, Self Actualization.

### UNIT V

Yoga for skill development, Yoga for performance enhancement of sports persons, Yoga management for sports injuries, Yoga for Leadership, Yogic Diet for Fitness and Hygiene.

## Learning outcomes

1. Understand the basic Concepts of Yoga
2. Apply the principles of Yoga to live healthy and active life style.
3. Promote the awareness of health through yoga
4. Analyse the techniques and of body posture to bring out healthy change.

5. Develop the knowledge through practice, participate and organize.

**Peer Group Teaching and Discussion Concept**

Group Discussion and Preparation for Yoga Day Celebration – Yoga Awareness Programme- Importance of Yogic Diet. Teaching Yogic Postures with simplified models developed by the students.

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# CORE PAPER III

# TESTS, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

## Learning Objectives

1. Administer a variety of tests as they apply to physical education, health and fitness.
2. Analyse and evaluate various fitness movements
3. Conduct the research Study through test and measurement

### UNIT I

Meaning and Definition of Test - Measurement and Evaluation. Need and Importance of Measurement and Evaluation. Criteria for Test Selection - Scientific Authenticity. Meaning, definition and establishing Validity, Reliability, Objectivity. Norms - Administrative Considerations.

### UNIT II

Meaning and Definition of Motor Fitness. Test for Motor Fitness: Indiana Motor Fitness Test (For elementary and high school boys, girls, and College Men )- Oregon Motor Fitness Test (For boys and girls) –JCR Motor Fitness Test. Motor Ability : Meaning and Definition of Motor Ability, Barrow Motor Ability Test - Newton Motor Ability Test - Muscular Fitness : Kraus Weber Minimum Muscular Fitness Test.

### UNIT III

Physical Fitness Test:AAHPERD Health Related Fitness Battery (revised in 1984), ACSM Health Related Physical Fitness Test, Roger's physical fitness Index. Cardio Vascular test: Harvard step test, 12 minutes run/walk test, Multi-stage fitness test (Beep test).

### UNIT IV

Physiological Testing: Aerobic Capacity: The Bruce Treadmill Test Protocol, 1.5 Mile Run test for college age males and females. Anaerobic Capacity: Margaria-Kalamen Power test, Wingate Anaerobic Test, Anthropometric Measurements: Method of Measuring Height : Standing Height, Sitting Height. Method of measuring Circumference: Arm, Waist, Hip, Thigh. Method of Measuring Skin folds: Biceps,Triceps, Sub scapular, Suprailiac.

**UNIT V**

Specific Sports Skill Test: Badminton: Miller Wall Volley Test. Basketball: Johnson Basketball Test, Harrison Basketball Ability Test. Cricket : Sutcliff Cricket test. Hockey: Friedel Field Hockey Test, Harban's Hockey Test. Volleyball: Russel Lange Volleyball Test, Brady Volleyball Test. Football: Mor-Christian General Soccer Ability Skill Test Battery, Johnson Soccer Test , MC-Donald Volley Soccer Test. Tennis: Dyer Tennis Test.

**Learning outcomes**

1. Understand the Test, Measurement and Evaluation in physical education, Health and Fitness.
2. Know about the different types of test for different sports and games.
3. Apply the tests in minor research areas.
4. Analyse the performance and movements in the field of sports.
5. Evaluate the battery test and others tests prescribed by the government efficiently.

**Peer Group Teaching and Discussion Concept**

Group Discussion on Duties of Test Administration. Role Play as Tester and Subjects.

Teaching the above tests in the practical setting with peer students under the supervision of Teacher.

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# CORE PAPER V

# APPLIED STATISTICS IN PHYSICAL EDUCATION AND SPORTS

## Learning Objectives

1. Gain knowledge about statistics
2. To testing the existing theories/trainings and modifying
3. To develop systematic and scientific approach
4. Ability to interpret the data's

### UNIT I

Meaning and Definition of Statistics. Function, need and importance of Statistics. Types of Statistics. Meaning of the terms: Population, Sample, Data, Kinds of data. Variables: Discrete and Continuous. Parametric and non parametric statistics.

### UNIT II

Meaning, uses and construction of frequency table. Meaning, Purpose, calculation and advantages of Measures of central tendency -Mean, median and mode.

### UNIT III

Meaning, Purpose, Calculation and advantages of measures of variability: Range, Quartile Deviation, Mean Deviation, Standard Deviation and Probable Error. Meaning, Purpose, and Calculation of Scoring scales: Sigma scale, Z Scale, Hull scale, T Scale.

### UNIT IV

Normal Curve: Meaning of probability - Principles of normal curve - Properties of normal curve. Divergence form normality – Skewness and Kurtosis. Graphical Representation in Statistics: Line Diagram, Pie diagram, Bar diagram, Histogram, Frequency Polygon, Ogive Curve.

### UNIT V

Tests of significance: Independent "t" test, Dependent "t' test - Chi - square test, level of confidence and interpretation of data. Meaning of Correlation - Co-efficient of Correlation - calculation of co-efficient of correlation by the product moment method and rank difference method . Concept of ANOVA and ANCOVA.

## Learning outcomes

1. Understand and apply the statistics in research.
2. Organize the samples and sampling techniques which is relevant to the study.
3. Apply the statistics in research thesis for evaluation

## Peer Group Teaching and Discussion Concept

Group Discussion on need and Importance of Statistics in Physical Education. Discussion on application of apt statistical technique. Discussion on testing the Hypothesis.

## REFERENCE

Best, J.W. (1971) Research in Education, Englewood Cliffs,: Prentice Hall.

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# CORE PAPER VI
# SPORTS BIOMECHANICS AND KINESIOLOGY

## Learning Objectives

1. Know the scientific principles of body movements
2. Know the mechanical analysis of sports
3. Know the importance of kinesiology and biomechanics to Physical Education teacher, athletes and coaches.

**UNIT I**

Meaning, nature, scope and role of Applied Kinesiology and Sports Biomechanics. Joints and their Movements - Planes and axes. Meaning of Dynamics, Kinematics (linear and angular), Kinetics, Statics Centre of gravity - Line of gravity, plane of the body and axis of motion, Vectors and Scalars.

**UNIT II**

Origin, insertion and action of muscles: Pectoralis major and minor, Deltoid, Biceps, Triceps (Anterior and Posterior), Trapezius, Seratus, Sartorius Rectus femoris, Rectus Abdominous, Quadriceps, Hamstring, Gastronemius. Posture, Postural deformation and Corrections. Muscular analysis of Motor Movements.

**UNIT III**

Meaning and definition of Motion. Types of Motion: Linear motion, angular motion, circular motion, uniform motion. Law of acceleration, Principles related to the law of Inertia, Law of acceleration, Law of counter force. Meaning and definition of force - Sources of force - Force components - Force applied at an angle - pressure - friction – Buoyancy, Spin - Centripetal force - Centrifugal force.

**UNIT IV**

Freely falling bodies - Projectiles - Equation of projectiles stability. Principles of Equilibrium, and force, spin and elasticity. Factors influencing equilibrium - Guiding principles for stability - static and dynamic stability. Meaning of work, power, energy, kinetic energy and potential energy. Leverage – classes of lever - practical application. Water resistance - Air resistance- Aerodynamics.

**UNIT V**

Analysis of Movement: Types of analysis: Kinesiological, Biomechanical. Cinematographic. Methods of analysis – Visual, Instrument. Mechanical Analysis of various sports activities: Walking, Running, Jumping, Throwing, Pushing, Pulling Lifting, Catching, Hitting, Spiking, Kicking,. Analysis of skill/ techniques of games: Basketball, Cricket, Football, Hockey, Volleyball, Track and Field , Swimming and Gymnastics.

## Learning outcomes

1. Identify biomechanical, health, physiological, and psychological limitations to and interventions for improving physical performance.
2. Analyse and explain the mechanisms underlying biomechanical, physiological, and psychological changes that occur during after acute and chronic exercise.
3. Develop physical conditioning programs based on scientific principles designed to develop physical fitness and improve athletic performance.

4. Understand mechanical principles can be applied to the analysis of human movement to assess and improve performance and reduce risk of injury.
5. Know effectiveness of human movement using mechanical principles.

**Peer Group Teaching and Discussion Concept**

Preparation of Models fro teaching origin, insertion and actions of Muscle. Discussion on Biomechanical Principles involved in fundamental movements and Game Skill Variables.

**REFERENCE**

Anthony Blazevich (2007) Sports Biomechanics the Basics: Optimising Human Performance London: A& C Black publishers ltd.

Bunn, J.G(1972) Scientific Principles of Coaching, (2nd Ed) New Jersey: Prentice Hall Inc.

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Uppal, A. (2004). Kinesiology in Physical Education and Exercise Science. Delhi: Friends publications.

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# CORE PAPER VII

# SPORTS PSYCHOLOGY AND SOCIOLOGY

## Learning Objectives

1. To know and to understand the sportsmen behaviour.
2. To know the various psychological factors affecting sport performance.
3. To know the relationship of the sports person with society in various sports settings.

### UNIT I

Meaning, Definition, History, Need and Importance of Sports Psychology. Present Status of Sports Psychology in India. Motor Learning: Basic Considerations in Motor Learning – Motor Perception - Factors Affecting Perception – Perceptual Mechanism. Personality: Meaning, Definition, Structure – Measuring Personality Traits. Effects of Personality on Sports Performance.

### UNIT II

Meaning, Method of Measuring of Achievement Motivation. Anxiety: Meaning and Definition, Nature, Causes, Method of Measuring Anxiety. Competitive Anxiety and Sports Performance. Stress: Meaning and Definition, Causes. Stress and Sports Performance. Aggression: Meaning and Definition, Method of Measurement. Aggression and Sports Performance. Self Concept: Meaning and Definition, Method of Measurement. Personality: Dimensions, theories. Personality and performance.

### UNIT III

Goal Setting: Meaning and Definition, Process of Gaol Setting in Physical Education and Sports. Relaxation : Meaning and Definition, types and methods of psychological relaxation. Psychological Tests: Types of Psychological Test: Instrument based tests: Pass-along test – Tachistoscope - Reaction timer - Finger dexterity board - Depth perception box - Kinesthesiometer board. Questionnaire: Sports Achievement Motivation, Sports Competition Anxiety. Psychological factors ,Stress, Anxiety, Tension and Aggression affecting Sports Performance.

### UNIT IV

Sports Sociology: Meaning and Definition – Sports and Socialization of Individual Sports as Social Institution. National Integration through Sports. Sociological basis of Physical Education: Socialization process, Social nature of men and physical activity, sports as cultural heritage of mankind, customs, traditions and sports, competition and cooperation. Leadership: Meaning, Definition, types. Leadership and Sports Performance.

### UNIT V

Group: Definition and Meaning, Group Size, Groups on Composition, Group Cohesion, Group Interaction, Group Dynamics. Current Problems in Sports and Future Directions – Sports Social Crisis Management - Women in Sports: Sports Women in our Society, Participation pattern among Women, Gender inequalities in Sports. Sociometrics, economics and politics in sports

## Learning outcomes

1. Explain group mechanisms and group psychology in a sports context

2. Reflect upon motivational psychology as applied to sports activities

3.Formulate relevant constructs of exercise psychology

4.Demonstrate the ability to discuss sociological theories, concepts, and ideas in large and small groups and to express empirically as well as theoretically-based opinions.

5. To apply core sociological theories to specific social problems in order to analyse social problems.

## Peer Group Teaching and Discussion Concept

Group Discussion on Role of Sports Psychology. Role Play as Player, Coach, and Psychologist. Group Discussion on: Current Problems in Sports and Future Directions – Sports Social Crisis Management -Gender inequalities in Sports.

## REFERENCE

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Whiting, K, Karman.,. Hendry L.B & Jones M.G..(1999) Personality and Performance in Physical Education and Sports. London: Hendry Kimpton Publishers.

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# CORE PAPER IX

# SPORTS MEDICINE, ATHLETIC CARE AND REHABILITATION

## Learning Objectives

1. By learning the subject the students will be aware of the various injury in sports.
2. The students after learning will gain knowledge about the treatment of various injury in sports.
3. After completion of this subject the students will learn how to give rehabilitation.
4. This subject will also make the student learn about prevention of injuries.

**UNIT I**

Sports Medicine: Meaning and Definition. History, Need and Importance. Types of Exercises: Therapeutic exercise, coordination exercises, balance exercises, strength exercise, gym ball exercise and gait training and exercises. Principles to be followed for prescribing exercises. Sports Injuries: Definition, Types of Injuries, signs and symptoms. RICER and PRICER: Advantages and disadvantages. Aquatic therapy: Definition, benefits and uses. Posture: Definition, types of Abnormal posture: Lordosis, Scoliosis and Kyphosis. Corrective Exercise for Lordosis, Scoliosis and Kyphosis.

**UNIT II**

Rehabilitation: Meaning and Definition. Stretching: Definition, Types of Stretching: Static Stretching, Passive Stretching, Dynamic Stretching, Ballistic Stretching, Active Isolated (AI) Stretching, Isometric Stretching and Proprioceptive Neuromuscular Facilitation. PNF techniques, Pattern, Methods - Advantages of Stretching and Disadvantages of Stretching. Manual Muscle Testing: Muscular strength, Muscular endurance, Range of muscle work.

**UNIT III**

Head Injury: Explanation, causes, Types, Symptoms, Treatment for unconscious and conscious persons. Neck and Spine Injuries- causes. Cervical Fracture: Symptoms and signs, Classification of cervical Spinal injuries - Emergency First aid Response, Emergency care of patient with suspected spinal cord injury. Prevention of Cervical Fracture. Supportive and aids for Head neck and spine injuries and its prevention. Massage Therapy Treatments Classification- Exercise for Neck and Back.

**UNIT IV**

Common Shoulder Injuries: Instability, Impingement, Rotator Cuff Injuries.-Common Elbow Injuries, Common wrist Injuries- Acute Traumatic Injuries, Chronic Injury.-Fractured rib- Definition, Signs & symptoms, Treatment- Breathing exercises. Relaxation Exercises to Reduce Stress, Anxiety, and Depression. Rotator Cuff and Shoulder Conditioning Program. Wrist and Elbow Strengthening and Stretching Exercises. Hand and Fingers Strengthening and Stretching Exercises. Supports for Upper Limb and Chest

**UNIT V**

Lower Limb and Abdomen Injuries. Mechanism of Injury, Signs & Symptoms and, Treatment of Hip -Adductor Stain- Hip joint dislocations- Knee-Medial collateral ligament injury-Lateral collateral ligament injury - Anterior cruciate ligament rupture-. Ankle- Lateral ankle ligament injuries- Medial ankle ligaments injuries- Lateral ankle ligaments injuries- Abdominal Wall Injuries - Rehabilitation of Abdominal Wall Injuries. Exercises to lower limb. Supporting and protecting aids to Lower limb. Sports Shoe- types. Importance and role of physiotherapy in sports.

## Learning outcomes

1. Understand the primary responsibilities the sports trainer has in preventing sports injuries and providing initial care for injured athletes.
2. Demonstrate the basics of sport first aid during and after game situation.
3. Recognise and appropriately treat common sports injuries and conditions from onset through rehabilitation.
4. Identify and apply knowledge of anatomy to the design and execution of research studies.

## Peer Group Teaching and Discussion Concept

Discussion on primary responsibilities the sports trainer has in preventing sports injuries and providing initial care for injured athletes. Role Play as Injured Athlete and Rehabilitation Facilitator under the supervision of Teacher.

**REFERENCE**

Christopher M. Norris. (1993). Sports Injures Diagnosis and Management for Physiotherapists. East Kilbride: Thomson Litho Ltd.

James, A. Gould & George J. Davies. (1985). Physical Therapy. Toronto: C.V. Mosby ompany.

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The Encyclopedia of Sports Medicine. (1998). The Olympic Book of Sports Medicine. Australia: Tittel Blackwell scientific publications.

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# CORE PAPER X
# PHYSIOLOGY OF EXERCISE

## Learning Objectives

1. Understand basic knowledge of Physiology of Human body
2. Implement the knowledge in the field of physical Education
3. Demonstrate practical knowledge of basic scientific facts and principles underlying normal body structure and function

### UNIT I

Skeletal Muscle and Exercise: Structure of the Skeletal Muscle, Chemical Composition. Sliding Filament Theory of Muscular Contraction . Types of Muscle Fiber. Muscle Tone, Chemistry of Muscular Contraction – Heat Production in the Muscle. Physiology of Muscular Activity, Neurotransmission and Movement mechanism, Effect of exercises and training on the muscular system.

### UNIT II

Cardiovascular System and Exercise: Heart Valves and Direction of the Blood Flow - Conduction System of the Heart - Blood Supply to the Heart - Cardiac Cycle - Stroke Volume - Cardiac Output - Heart Rate - Factors Affecting Heart Rate - Cardiac Hypertrophy - Effect of exercises and training on the Cardio vascular system.

### UNIT III

Respiratory System and Exercise: Physiology of Respiration, Mechanism of Breathing - Respiratory Muscles and Training. Minute Ventilation - Ventilation at Rest and During Exercise. Diffusion of Gases - Exchange of Gases in the Lungs - Exchange of Gases in the Tissues - Control of Ventilation - Ventilation and the Anaerobic Threshold. Oxygen Debt - Lung Volumes and Capacities - Effect of exercises and training on the respiratory system.

### UNIT IV

Metabolism and Energy Transfer: Metabolism - ATP - PC or Phosphogen System - Anaerobic Metabolism - Aerobic Metabolism - Aerobic and Anaerobic Systems During Rest and Exercise. Short Duration High Intensity Exercises - High Intensity Exercise Lasting Several Minutes - Long Duration Exercises. Glycolysis. Bioenergetics and recovery process.

**UNIT V**

Climatic conditions and sports performance: Variation in Temperature and Humidity - Thermoregulation – Sports performance in hot climate, Cool Climate, high altitude. Factors influencing performance in Sports, Ergogenic aids and doping. Influence of Anabolic steroids, Androstenedione ,Beta Blocker, Choline, Creatine, Human growth hormone on sports performance. Narcotic, Stimulants: Amphetamines, Caffeine, Ephedrine, Sympathomimetic amines. Stimulants and sports performance.

## Learning outcomes

1. Understand the basic principles of physiology and Exercise Physiology
2. Apply the knowledge in the field of physical education and movement activity.
3. Analyze the practical knowledge during the practical situation.
4. Remember and recall the definition of physiology and co-relate the principles of physiology.
5. Appraise the effects during the training and practical sessions

## Peer Group Teaching and Discussion Concept

Discussion on physiological adaption on various systems of the body due to exercises. Discussion on Energy Transfer - Stimulants and sports performance.

## REFERENCE

Amritkumar, R, Moses. (1995). Introduction to Exercise Physiology. Madras: PoompugarPathipagam.

Clarke, D.H. (1975). Exercise Physiology. New Jersey: Prentice Hall Inc., Englewood Cliffs.

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# CORE PAPER XI

# SCIENTIFIC PRINCIPLES OF SPORTS TRAINING

## Learning Objectives

1. Understand the scientific principles of sports training.
2. Fix and adopt the training load
3. Prepare the sports person for the competition

**UNIT I**

Sports training:Definition. Aim, Characteristics, Principles of Sports Training. Over Load: Definition, Causes of Over Load, Symptoms of Overload. Remedial Measures - Super Compensation- Altitude Training-Cross Training. Technical and Tactical Preparation for Sports.

**UNIT II**

Physical Fitness Components: Strength:Methods to improve Strength: Weight Training, Isometric, Isotonic, Circuit Training. Speed:Methods to Develop Speed: Repetition Method, Downhill Run, Parachute Running, Wind Sprints. Endurance:Methods to Improve Endurance: Continuous Method, Interval Method, Repetition Method, CrossCountry, Fart lek Training.

**UNIT III**

Flexibility:Methods to improve the Flexibility- Stretch and Hold Method, Ballistic Method. Special Type Training: Plyometric Training. Training for Coordinative Abilities:Methods to improve Coordinative abilities: Sensory Method, Variation in Movement Execution Method, Variation in External Condition Method, Combination of Movement Method. Types of Stretching Exercises.

**UNIT IV**

Training Plan:Macro Cycle, Meso Cycle, MicroCycle. Short Term Plan and Long Term Plans. Periodisation:Meaning, Single, Double and Multiple Periodisation. Preparatory Period, Competition Period and Transition Period. Principles of Motor- Skill Acquisition, Transfer of Training Effects. Sports Talent Identification- process and Procedures.

**UNIT V**

Definition of Doping – Side effects of drugs- Dietary supplements - IOC list of doping classes and methods. Blood doping - The use of erythropoietin in blood boosting - Blood doping control- The testing programmes - Problems in drug detection - Blood testing

in doping control - Problems with the supply of medicines subject to IOC regulation : over-the-counter drugs (OTC) - prescription only medicines (POMs)- Controlled drugs (CDs).Reporting test results.

## Learning outcomes

1. Understand training as performance based science
2. Explain different means and methods of various training
3. Prepare training schedule for various sports and games
4. Appraise types of periodization for performance development
5. Create various training facilities and plans for novice to advance performers

## Peer Group Teaching and Discussion Concept

Group Discussion on Training Load of Elite Athletes - Preparation of Training Schedules for Game of their Choice. Preparation of Exercise for Demonstration with Training Gadgets.

## REFERENCE

Bunn, J.N. (1998) Scientific Principles of Coaching. New Jersey: Engle Wood Cliffs. Prentice Hall Inc.

Cart, E. Klafs. & Daniel, D. Arnheim.(1999) Modern Principles of Athletic Training. St.Louis: C.V. Mosphy Company.

Daniel, D. Arnheim. (1991). Principles of Athletic Training. St.Louis: Mosby Year Book.

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# CORE PAPER XIII

# INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN PHYSICAL EDUCTION

## Learning Objectives

1. To know the necessity of information and communication technology in physical education
2. Helps to improves the computer assisted works in sports
3. Able use the applications of computer in sports

**UNIT I**

Communication and Classroom Interaction: Concept, Elements, Process and Types of Communication, Communication Barriers and Facilitators of communication, Communicative skills of English - Listening, Speaking, Reading and Writing, Concept and Importance of ICT Need of ICT in Education and Physical Education. Scope of ICT: Teaching Learning Process, Publication Evaluation, Research and Administration Challenges in Integrating ICT in Physical Education

**UNIT II**

Fundamentals of Computers :Characteristics, Types and Applications of Computers Hardware of Computer: Input, Output & Storage Devices .MS Office Applications: MS Word: Main Features & its Uses in Physical Education. MS Excel: Main Features &its Applications in Physical Education. MS Power Point: Preparation of Slides with Multimedia Effects. MS Publisher: Newsletter & Brochure

**UNIT III**

ICT Integration in Teaching Learning Process. Approaches to Integrating ICT in Teaching Learning Process. Project Based Learning (PBL). Co-Operative Learning. Collaborative Learning. ICT and Constructivism: A Pedagogical Dimension. E-Learning & Web Based Learning. E-Learning. Web Based Learning. Visual Classroom.

**UNIT IV**

Using Computers in Physical Education**:** Research, Biomechanics, Exercise Physiology, Motor Learning, Sports Psychology. – Analyzing the data using statistics in Spread Sheet: Concept and Calculation of Mean, Standard Deviation, “t” test, Correlation.

**UNIT V**

SPSS Package:Introduction, Feeding Data, Naming the variables, Grouping the Data. Computation of Descriptive Statistics, Correlated and Uncorrelated "t" ratio, Analysis of Variance, Co-efficient of Correlation.

## Course Outcome

1. Understand concept of information and communication technology in physical education field
2. Analyse sporting data of various types via astute use of statistical packages.
3. Practice mathematics, statistics, information technology in sport technology related problems.
4. Offer Hands on Knowledge in information and communication Technology

## Peer Group Teaching and Discussion Concept

Teaching the selected area of subject using the ICT gadgets – Discussion on Merits and Demerits of various methods of Teaching. Encouraged to Prepare Teaching Aids from Waste Products. Hand on experience in the ICT lab.

## REFERENCE

Ram B(2006), New Age International Publication, Computer Fundamental, Third Edition.

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Rebecca (1999)Bridges Altman Peach pit Press, Power point for window.

Sanjay Saxena, (2006) Vikas Publication House, Pvt. Ltd. Microsoft Office for ever

one, Second Edition.

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# CORE PAPER XIV

# SPORTS MANAGEMENT AND CURRICULUM DESIGN IN PHYSICAL EDUCATION

**Learning Objectives**

1. To identify the basic principles of Sports Management.
2. To know about organizational management and leadership.
3. To identify important issues and future trends in the field of sports management
4. Understand curriculum according to the needs of the students
5. Construct the curriculum for various levels
6. Update the present need which is mandatory

**UNIT I**

Management: Concept and Principles of Management. Sports Management: Definition, Importance. Basic Principles and Procedures of Sports Management. Functions of Sports Management. Personal Management: Objectives of Personal Management, Personal Policies.

**UNIT II**

Management of infrastructure, equipment, finance and personnel. Programme Management: Factors influencing programme development. Organisation and Functions of Sports bodies**.** Competitive Sports Programs, Benefits, Management Guidelines for School, College Sports Programs, Management Problems in instruction programme, Community Based Physical Education and Sports program. Maintenance of Records and Registers as per Department of School Education requirements.

**UNIT III**

Purchase and Care of Supplies of Equipment: Guidelines for selection of Equipments and Supplies, Purchase of equipments and supplies, Equipment Room, Equipment and supply Manager. Guidelines for checking, storing, issuing, care and maintenance of supplies and equipments. Public Relations in Sports: Planning the Public Relation Program - Principles of Public Relation - Public Relations in School and Communities - Public Relation and the Media. Professional Ethics.

**UNIT IV**

Curriculum: Meaning and Definition of Curriculum. Principles of Curriculum Construction: Students centred, Activity centred, Community centred, Forward looking principle, Principles of integration. Approaches to Curriculum : Subject centred, Learner centred and Community centred, Curriculum Framework. Application of Idealism, Naturalism, Realism, Pragmatism, Existentialism, Humanism in Physical Education. Course content for academic and professional courses.

**UNIT V**

Factors affecting curriculum: Sources of Curriculum materials – text books – Journals – Dictionaries, Encyclopedias, Magazines, Internet. Integration of Physical Education with other Sports Sciences – Curriculum research, Objectives of Curriculum research – Importance of Curriculum research. Method of Evaluation of Curriculum.

## Course Outcome

1. Know sports management and employ principles of strategic planning, and financial and human resource management.
2. Assess marketing needs and formulate short term and long term solutions.
3. Conceive, plan, execute, and evaluate a sports event.
4. Introduce the teaching and curriculum objectives and course module design
5. Analyse the planning strategies, teaching, learning and assessment
6. Develop strategies to promote quality learning, practice marking and consider methods of course and self-evaluation
7. Evaluating learning intentions and the process that is guided through explicit and manageable criteria

## Peer Group Teaching and Discussion Concept:

Discussion on strategic planning, and financial and human resource management. Preparation of Curriculum and Syllabus for the modern Society. Discussion on Challenges and trends in Physical Education and Sports.

## REFERENCE

Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi: Doaba House, Book seller and Publisher.

Arora, G.L. (1984): Reflections on Curriculum , New Delhi: NCERT.

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

Carl, E, Willgoose. (1982.Curriculum in Physical Education, London: Prentice Hall.

Charles, A, Bucher & March, L, Krotee. (1993). Management of Physical Education and Sports. St.Louis: Mosby Publishing Company.

Chelladurai, P. (1999). Human Resources Management in Sports and Recreation. Human Kinetics.

McKernan, James (2007) Curriculum and Imagination: Process, Theory, Pedagogy and Action Research, . U.K: Routledge

NCERT (2005). National Curriculum Framework-2005, New Delhi: NCERT.

NCERT (2000). National Curriculum Framework for School Education, New Delhi: NCERT.

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## CORE PAPER XV

## DISSERTATION

1. The student shall have dissertation for M.P.Ed in IV Semester. The title and proposal shall be approved by the Guide and Head of Department/ Principal of the College.

2. The dissertation must be submitted on or before the last theory examination of the IV Semester duly signed by Guide and Head of Department / Principal of the College.

3. The format Prescribed by the University shall be followed.

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## LIST OF DISCIPLINE SPECIFIC ELECTIVE

### ODD SEMESTER

Physical Fitness and Wellness
Sports Technology

Sports Engineering
Professional Preparation for SLET/NET in Physical Education

### EVEN SEMESTER

Sports Journalism and Mass Media (or)
Health Education and Sports Nutrition

Value and Environmental Education (or)
Educational Technology in Physical Education

# DISCIPLINE SPECIFIC ELECTIVE
# PHYSICAL FITNESS AND WELLNESS

## Learning Objectives

1. Promote the knowledge of physical fitness and wellness
2. Create fitness awareness among youth, various health problems and its impacts
3. Able understand the importance of physical fitness and to create good health.

**UNIT I**

Physical Fitness: Meaning and Definition, Concepts, Techniques and Principles. Types and Components of Fitness : Health Related Fitness-Motor and Skill Related Fitness - Current trends in fitness and conditioning, components of total health fitness and the relationship between physical activity and lifelong wellness. Meaning and Definition of Wellness –Components of wellness.

**UNIT II**

Nutrients: Nutrition labeling information, Food Choices, Food Guide Pyramid, Influences on food choices-social, economic, cultural, food sources, Comparison of food values. Weight Management-proper practices to maintain, lose and gain. Eating Disorders, Proper hydration. Body Image- Factors influencing body Image.

**UNIT III**

Aerobic Exercise :Cardio respiratory Endurance Training; proper movement forms, : correct stride, arm movements, body alignment; proper warm-up, cool down, and stretching, monitoring heart rates during activity. Assessment of cardio respiratory fitness and set goals to maintain or improve fitness levels. Cardio respiratory activities including: power walking, pacer test, interval training, incline running, distance running, aerobics and circuits.

**UNIT IV**

Anaerobic Exercise: Resistance Training for Muscular Strength and Endurance; principles of resistance training, Safety techniques (spotting, proper body alignment, lifting techniques, spatial, awareness. and proper breathing techniques). Weight training principles and concepts; basic resistance exercises (including free hand exercise, free weight exercise, weight machines, exercise bands and tubing. medicine balls, fit balls) Advanced techniques of weight training

**UNIT V**

**Flexibility Exercise:** Flexibility Training, Relaxation Techniques and Core Training. Safety techniques (stretching protocol; breathing and relaxation techniques) types of flexibility exercises dynamic, static), Develop basic competency in relaxation and breathing techniques. Pilates, Yoga.

## Course Outcome

1. Explain the history and philosophy of public physical fitness as well as its core values, concepts, and functions across the globe and in society.

2. Identify the methods, and tools of public health data collection, use, and analysis

3. Relate the underlying science of wellness and disease to opportunities for promoting and protecting health across the life course.

4. Identify the socio-economic, behavioural, biological, environmental, and other factors that impact physical fitness and contribute to health disparities.

5. Apply the principles of training and maintain a physical fitness.

## Peer Group Teaching and Discussion Concept

Group Discussion on . Modern concept of Physical fitness and Wellness. . Role Play as Trainer and Client to calculate Exercise Intensity. Discussion on Diet for sports competition, eating pattern, Foods to avoid.

**REFERENCE**

David K. Miller & T. Earl Allen(1989), Fitness, A life time commitment, Surjeet Publication Delhi.

Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd. Bedford row, London 1998

Uppal A.K (1992), Physical Fitness, Friends Publications (India),

Warner W.K. Oeger& Sharon A. Hoeger(1990) Fitness and Wellness, Morton Publishing Company.

Elizabeth & Ken day (1986), Sports fitness for women, B.T. Batsford Ltd, London.

Emily R. Foster, KarynHartiger& Katherine A. Smith (2002), Fitness Fun, Human Kinetics Publishers.

Lawrence, Debbie (1999), Exercise to Music. A & C Black Publishers Ltd. 37, Sohe Square, London.

Robert Malt(2001), 90 day fitness plan, D.K. publishing, Inc. 95, Madison Avenue, New York .

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# DISCIPLINE SPECIFIC ELECTIVE
# SPORTS TECHNOLOGY

## Learning Objectives

1. To understand the procedure of selection and use of various sports technologies.
2. To learn the method of construction and installation of sports surface
3. Help to improve knowledge about modern playing equipment

### UNIT I

Sports Technology: Meaning, definition, purpose, advantages and applications. General principles and purpose of instrumentation in sports, Workflow of instrumentation and business aspects, Technological impacts on sports.

### UNIT II

Science of Sports Materials: Adhesives- Nano glue, nanomoulding technology, Nano turf. Foot wear production, Factors and application in sports, constraints. Foams- Polyurethane, Polystyrene, Styrofoam, closed-cell and open-cell foams, Neoprene, Foam. Smart Materials - Shape Memory Alloy (SMA), Thermo chromic film, High-density modeling foam.

### UNIT III

Modern surfaces for playfields, construction and installation of *sports surfaces. T*ypes of materials – synthetic, wood, polyurethene. Artificial turf. Modern technology in the construction of indoor and outdoor facilities. Technology in manufacture of modern play equipments- electronic equipments. Use of computer and software in Match Analysis and Coaching.

### UNIT IV

Modern equipments: Playing Equipments: Balls : Types, Materials and Advantages. Bat/Stick/ Racquets: Types, Materials and Advantages. Clothing and shoes: Types, Materials and Advantages. Measuring equipments: Throwing and Jumping Events. Protective equipments: Types, Materials and Advantages. Sports equipment withnano technology, Advantages.

**UNIT V**

Training gadgets: Basketball: Ball Feeder, Mechanism and Advantages. Cricket : Bowling Machine, Mechanism and Advantages. Tennis: Serving Machine, Mechanism and Advantages, Volleyball: Serving Machine Mechanism and Advantages. Lighting Facilities: Method of erecting Flood Light and measuring luminous. Video Coverage: Types, Size, Capacity, Place and Position of Camera in Live coverage of sporting events.

## Learning outcomes

1. Plan, develop, communicate, implement, and evaluate technology-infused strategic plans.
2. Maintain and manage a variety of digital tools and resources for use in technology-rich sports environment
3. Design, develop, and implement technology-rich sports program that model of sports field and promote digital age best practices in teaching, playing and assessment.
4. Find out how successful were the teachers' efforts in contributing to the realization of the fundamental objectives of sports.
5. Assessments which learning experiences were effective in promoting and enhancing learning, which teaching methods and techniques are effective in the realization of the sports objectives.

## Peer Group Teaching and Discussion Concept

Group Discussion on need and Importance of Sports Technology in Physical Education. Modern Training Equipments. Discussion on Playing Surfaces and its merits and demerits.

## REFERENCE

**Books**

Charles J.A. Crane, F.A.A. and Furness , J.A.G. (1987) " Selection of Engineering Materials" UK : Butterworth Heiremann.

Finn, R.A. and Trojan P.K.(1999) " Engineering Materials and their Applications" UK: Jaico Publisher .

John Mongillo,(2001), "Nano Technology 101 " New York : Green wood publishing group.

**Web Reference**

www. Astm.org/ labs/ pages/131350 .htm www.
Applied sports materials.com
www.dvice.com/archives/2008/08/10-new-
technolo.php www. Sti-sports.com
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Www.topendsports.com/resources/technology.htm
Www.ulster.ac.uk/science in society/technologyinsport.html

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## DISCIPLINE SPECIFIC ELECTIVE

## SPORTS JOURNALISM AND MASS MEDIA

### Learning Objectives

1. To promote the awareness of sports through journalism
2. To learn the techniques to sports organization through media
3. To know about Sports journalism and mass media contribution in sports field

**UNIT I**

Meaning and Definition of Journalism. Ethics of Journalism - Canons of journalism- Sports Ethics and Sportsmanship - Reporting Sports Events. National and International Sports News Agencies.

**UNIT II**

Sports Bulletin :Journalism and sports education - Structure of sports bulletin - Compiling a bulletin- Types of bulletin . Role of Journalism in the Field of Physical Education: Sports as an integral part of Physical Education - Sports organization and sports journalism- General news reporting and sports reporting.

**UNIT III**

Mass Media in Journalism : Radio and T.V. Commentary - Running commentary on the radio - Sports experts comments. Role of Advertisement in Journalism. Sports Photography: Equipment- Editing –Publishing. Media and Sports.

**UNIT IV**

Brief review of Olympic Games, Asian Games, Common Wealth Games World Cup, National Games and Indian Traditional Games. Preparing report of an Annual Sports Meet for Publication in News paper. Organization of Press Meet.

**UNIT V**

Sports organization and Sports Journalism – General news reporting and sports reporting. Methods of editing a Sports report. Evaluation of Reported News. Interview with an elite Player and Coach.

## Learning outcomes

1. Understand the basic Journalism and Mass Media in Journalism.
2. Apply the media in sports field for promotion.
3. Promote the awareness of Sports organization and Sports Journalism.
4. Develop the knowledge through Journalism and Mass Media, participate and organize.

## Peer Group Teaching and Discussion Concept

Group Discussion on Role of Journalism and Mass Media in Physical Education. Role Play as Journalist Player and Coach. Group Discussion on: Current Problems in Sports

## REFERENCE

Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi :Surjeet Publications

Ahiya B.N. &Chobra S.S.A. (1990) Concise Course in Reporting, New Delhi: Surjeet Publications

Bhatt S.C. (1993) Broadcast Journalism Basic Principles, New Delhi. Haranand publication

Varma A.K. (1993) Advanced Journalism New Delhi: Haranand publication.

Rangasam, Parthasarathy (1991) Journalism in India from the Earliest Times to the President Sterling publication Pvt. Ltd.

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# DISCIPLINE SPECIFIC ELECTIVE
# HEALTH EDUCATION AND SPORTS NUTRITION

## Learning Objectives

1. Identify dietary carbohydrate and protein sources, Identify proper hydration principles and discuss the importance of hydration for physical performance
2. Demonstrate knowledge of a healthy diet for physical performance and demonstrate an ability to utilize this knowledge to complete a self-diet critique.
3. Demonstrate an understanding of health and to develop determination and values of desirable body weight

**UNIT I**

Health Education**:** Concept, Dimensions, Spectrum and Determinants of Health Definition of Health, Health Education, Health Instruction, Health Supervision

Aim and objective of Physical Education, Health Education and Recreation. Guiding Principles of Health and Health Education. Health Service and guidance instruction in personal hygiene.

**UNIT II**

Health Problems in India: Communicable and Non Communicable Diseases Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive, Population, Personal and Environmental Hygiene for schools, Objective of school health service, Role of health education in school Health Services - Care of Skin, Nails, Eye Health Service, Nutritional Service, Health Appraisal, Health Record, Healthful School Environment, first- aid and emergency care. Signs, Symptoms and prevention of communicable Diseases: Malaria, Small Pox, Dysentery, Mumps, Typhoid and AIDS.

**UNIT III**

Hygiene and Health: Meaning of Hygiene, Type of Hygiene, Dental Hygiene, Effect of Alcohol on Health, Effect of Tobacco on Health, Life Style Management, Management of Hypertension, Management of Obesity, Management of Stress. Balanced Diet.

**UNIT IV**

Introduction to Sports Nutrition: Meaning and Definition of Sports Nutrition, Role of nutrition in sports, Basic Nutrition guidelines. Misuse of Drugs in Sports. Nutrients: Ingestion to energy metabolism: Carbohydrate, Protein and Fat, Role of carbohydrates, Fat and protein

during exercise. Nutrition and Dietary Manipulations. Chief Minister's Mid day meals Scheme.

**UNIT V**

Nutrition and Weight Management :Concept of Body mass index (BMI), Obesity and its hazard, Dieting versus exercise for weight control Maintaining a Healthy Lifestyle**,** Weight management program for sporty child**,** Role of diet and exercise in weight management**,** Design diet plan and exercise schedule for weight gain and loss.

## Learning outcomes

1. Restate the role of nutrients and caloric requirements
2. Sketch the basic classification, functions and utilization of nutrients.
3. Point out diet for various competitions and nutrient supplements for performance.
4. Evaluate the factors affects health and solutions for wellness.
5. Design caloric requirements for various sports and age groups.

## Peer Group Teaching and Discussion Concept

Discussion on role of nutrients and caloric requirements ,Classification, functions and utilization of nutrients. Discussion and Teaching on various competitions and nutrient supplements for performance.

**REFERENCE:**

Bucher, Charles A. "Administration of Health and Physical Education Programme".

Hanlon, John J. "Principles of Public Health Administration" 2003.

Turner, C.E. "The School Health and Health Education".

Moss and et. At. "Health Education" (National Education Association of U.T.A.)

Nemir A. 'The School Health Education" (Harber and Brothers, New York).

Nutrition Encyclopedia, edited by Delores C.S. James, The Gale Group, Inc. Boyd-Eaton S. et al (1989) The Stone Age Health Programme: Diet and Exercise as Nature Intended. Angus and Robertson.

Terras S. (1994) Stress, How Your Diet can Help: The Practical Guide to Positive Health Using Diet, Vitamins, Minerals, Herbs and Amino Acids, Thorons.

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# DISCIPLINE SPECIFIC ELECTIVE
# SPORTS ENGINEERING

## Learning Objectives

1. To understand the procedure of selection and use of various sports engineering and technologies.
2. To learn the mechanics of engineering materials in sports field
3. Help to improve knowledge about building and maintain playing surface.

**UNIT I**

Introduction to sports engineering and Technology: Meaning of sports engineering, human motion detection and recording, human performance, assessment, equipment and facility designing and sports related instrumentation and measurement.

**UNIT II**

Mechanics of engineering materials: Concept of internal force, axial force, shear force, bending movement, torsion, energy method to find displacement of structure, strain energy. Biomechanics of daily and common activities –Gait, Posture, Body levers, ergonomics. Sports Dynamics: Introduction to Dynamics, Kinematics to particles – rectilinear and plane curvilinear motion coordinate system. Kinetics of particles.

**UNIT III**

Building and Maintenance: Sports Infrastructure- Gymnasium, Pavilion, Swimming Pool, Indoor Stadium, Out-door Stadium, Play Park, Academic Block, Administrative Block, Research Block, Library, Sports Hostels

**UNIT IV**

. Requirements: Air ventilation, Day light, Lighting arrangement, Galleries, Store rooms, Office, Sound System (echo-free), Internal arrangement according to need and nature of activity to be performed, Corridors and Gates for free movement of people. Emergency provisions of lighting, fire and exits, Eco-friendly outer surrounding. Maintenance staff, financial consideration.

**UNIT V**

Building process:- design phase (including brief documentation), construction phase functional (occupational) life, Re-evaluation, refurnish, demolish. Maintenance policy, preventive maintenance, corrective maintenance. Facility life cycle costing: Basics of theoretical analysis of cost, total life cost concepts, maintenance costs, energy cost, capital cost and taxation.

## Learning outcomes

1. Plan, develop, communicate, implement, and evaluate technology-infused strategic plans.
2. Maintain and manage a variety of digital tools and resources for use in technology-rich sports environment
3. Design, develop, and implement technology-rich sports program that model of sports field and promote digital age best practices playing and assessment.
4. Find out how successful were the teachers' efforts in contributing to the realization of the fundamental objectives of sports.

## Peer Group Teaching and Discussion Concept

Group Discussion on need and Importance of Sports Engineering in Physical Education. Modern Training Equipments. Discussion on Playing Structure and its merits and demerits.

## REFERENCE

Franz K. F. (2013) Editor, Routledge Handbook of Sports Technology and Engineering :Routledge.

Steve Hake, Editor, The Engineering of Sport (CRC Press, 1996) Franz K.

F(2007) Editor The Impact of Technology on Sports II, CRC. Helge N

(2009) Sports Aerodynamics (Springer Science & Business Media.

Youlin Hong, (2013) Editor Routledge Handbook of Ergonomics in Sport and Exercise: Routledge.

Jenkins M.,(2003) Editor Materials in Sports Equipment, Volume I :Elsevier.

Colin White, Projectile Dynamics in Sport: Principles and Applications Eric C.

(2010) Editor Sports Facility Operations Management :Routledge.

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# DISCIPLINE SPECIFIC ELECTIVE

## PROFESSIONAL PREPARATION FOR SLET/NET IN PHYSICAL EDUCATION

**(Question Paper Patten : 75 Multiple Choice Questions)**

### Learning Objectives

1. To gain a knowledge about preparation for SLET and NET
2. To know syllabus for SLET and NET exams
3. Helps to develop profession based preparation

**UNIT I**

Teaching Aptitude: Teaching: Nature, objectives, characteristics and basic requirements- Learner's characteristics -Factors affecting teaching -Methods of teaching. Teaching aids - Evaluation systems. Research Aptitude: Research: Meaning, characteristics and type: Steps of research -Methods of research -Research Ethics. Thesis writing.

**UNIT II**

Reasoning (Including Mathematical): Number series; letter series; codes; Relationships; classification . Logical Reasoning : Understanding the structure of arguments. Coding and Decoding.

**UNIT III**

Philosophies of Education as applied to Physical Education – Idealism, Naturalism, Realism, Pragmatism, Existentialism, Humanism. Biological basis of physical activity – benefits of exercise, growth and exercise, exercise. and well – being sex and age characteristics of adolescent, body types. Play and Play theories, general principles of growth and development, Principles of motor – skill acquisition, transfer of training effects. Physical Education in ancient Greece, Rome and Germany, Sweden, Denmark and Russia. Olympic Movement – Historical development of Ancient and Modern Olympic Games.

**UNIT IV**

Physiology of Muscular activity, Neurotransmission and Movement mechanism. Physiology of respiration. Physiology of blood circulation. Factors influencing performance in sports. Athletic injuries – their management and rehabilitation. Therapeutic modalities. Joints and their movements – planes and axes. Levers. Laws of motion, principles of equilibrium and force, spin and elasticity. Posture, Postural deformities and their correction. Muscular analysis of Motor movement. Mechanical analysis of fundamental movements – (running, jumping, throwing, pulling and pushing).

**UNIT V**

Characteristics and principles of sports training. Training load and periodization. Training methods and specific training programme for development of various motor qualities. Technical and Tactical preparation for sports. Short-term and long – term training plans. Rules of Games and Sports and their interpretations: Athletics, Badminton, Basketball, Cricket, Hockey, Tennis, Football, Volleyball. Criteria of test evaluation. Concepts and assessment of physical fitness, motor fitness, motor ability and motor educability. Skill test for Badminton, Basketball, Hockey, Tennis, Football, Volleyball.

## Course Outcome

1. Understand the preparation for SLET and NET exams.
2. It helps to aware about professional preparation
3. It helps for study to syllabus base concept.
4. Understanding nature of question items (Multiple – Choice (simple selection), Multiple – Selection (or multiple completion), Assertion & Reasoning, Sequencing type, Matching type and Para – Phrasing).

## Peer Group Teaching and Discussion Concept

Group Discussion on need and Importance of Professional Preparation in Physical Education. UGC- NET/ SET Old Questions and Answers. Discussion on pattern of Questions.

## REFERENCE

Sajit Kumar, M.Gagan, (2010) UGC University Grants Commission NET/SET for Lectureship Exam (Paper I), New Delhi :Danika Publishing Company

Authors Guide ( 2012) UGC University Grants Commission NET/SET for Lectureship Exam Paper I, New Delhi: G K Publications.

Lal Jain, K. C. Vashistha (2010) UGC NET/JRF/SLET Teaching and Research Aptitude (General Paper-I) New Delhi: Upkar.

Sanjay Gupta ( 2012) Practice Work Book - UGC NET/JRF/SLET Teaching and Research Aptitude, New Delhi: Upkar.

Kamlesh M. L. (2010) UGC NET Digest Teaching and Research Aptitude (General Paper - I) New Delhi : KhelSahitya Kendra.

Ansari M S (2010) UGC - JRF and Lectureship Paper I Teaching and Research Aptitude New Delhi : Gupta.

Sanjay Gupta & A.K. Singh (2010) UGC NET Paper 1 (Hindi), New Delhi : Trueman Publishing Company.

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# DISCIPLINE SPECIFIC ELECTIVE
# VALUE AND ENVIRONMENTAL EDUCATION

## Learning Objectives

1. Promote the knowledge of value and environmental education.
2. Create health awareness among youth, various health problems and its impacts
3. Able understand the importance of environment and to create good environment

**UNIT I**

Values: Meaning, Definition, Concepts of Values. Value Education: Need, Importance and Objectives. Moral Values: Need and Theories of Values. Value Systems: Meaning and Definition, Personal and Communal values, Corporate values, Consistency, Internally consistent, Internally inconsistent , Judging Value System, Commitment, Commitment to values.

**UNIT II**

Concept and development of Self Confidence, Positive Thinking, Goal Setting, Interpersonal relationship, Love and Truthfulness, Integrity and Character, Peace and Nonviolence, Universal Brotherhood and Social harmony, Learning from Nature.National Integration and Value Education.

**UNIT III**

Value Education in the Present Scenario. Attitude: Meaning and Importance of Attitude. Self Esteem: Meaning and Importance of Self Esteem. Interpersonal Skills: Meaning and Importance of Interpersonal Skills. Subconscious Mind and Habits: Forming Positive Habits, Preparing Sub conscious Mind .

**UNIT IV**

Definition, Scope, Need and Importance of environmental studies., Concept of environmental education, Historical background of environmental education, Celebration of various days in relation with environment, Plastic recycling and prohibition of plastic bag / cover, Role of school in environmental conservation and sustainable development, Pollution free ecosystem.

**UNIT V**

People and Environment: People and environment interaction. Sources of pollution. Pollutants and their impact on human life. Exploitation of natural and energy resources. Natural hazards and mitigation. Occupational Hazards.

## Learning Outcome

**1.** Explain the role of values, concepts, and functions across the globe and in society.

2. Able to explain Value Education- Goal Setting- Self Efficacy and Self Esteem

3 Apply the principles of project implementation, including planning, assessment, and evaluation in organizational and community initiatives.

## Peer Group Teaching and Discussion Concept

Group Discussion on Waste Management . Preparation for Wealth out of Waste (WoW) Initiatives. Awareness Camping on Pollution control, Say No to Plastic and similar concepts.

## REFERENCE

Dhananjay Joshi (2010) Value Education in Global Prespective. New Delhi : Lotus Press .

Kannan.K (2009) Soft Skills, Madurai: Yadava College Publication

MohitChakrabarti (2008): Value Education: Changing Perspective, New Delhi : Kanishka Publication.

Padmanabhan. A &Perumal .A (2009), Science and Art of Living, Madurai: Pakavathi Publication

Shiv Khera (2002), You Can Win, NewDelhi: Macmillan India Limited.

Venkataiah. N (2009)Value Education. - New Delhi: APH Publishing Corporation.

Miller T.G. Jr., Environmental Science (Wadsworth Publishing Co.)

Odum, E.P. (1971) Fundamentals of Ecology (U.S.A.: W.B. Saunders Co.)

Rao, M.N. &Datta, A.K. (1987)Waste Water Treatment (Oxford & IBH Publication Co. Pvt. Ltd.).

Townsend C(1995), Essentials of Ecology (Black well Science)

Heywood, V.H. and Watson V.M., Global biodiversity Assessment (U.K.: Cambridge University Press).

Jadhav, H. and Bhosale, V.M. (1995) Environmental Protection and Laws (Delhi: Himalaya Pub. House).

Mc Kinney, M.L. and Schoel, R.M (1996). Environmental Science System and Solution (Web enhanced Ed.).

Miller T.G. Jr., Environmental Science (Wadsworth Publishing Co.)

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# DISCIPLINE SPECIFIC ELECTIVE
# EDUCATIONAL TECHNOLOGY IN PHYSICAL EDUCATION

**Learning Objectives**

1. To understand the procedure of selection and use of various educational technologies.
2. To learn the method ofInstructional Design
3. Help to improve new horizons of educational technology

**UNIT I**

Nature and Scope: Educational technology-concept, Nature and Scope. Forms of educational technology: teaching technology, instructional technology, and behaviour technology; Transactional usage of educational technology: integrated, complementary, supplementary stand-alone (independent); programmed learning stage; media application stage and computer application stage.

**UNIT II**

Systems Approach to Physical Education and Communication: Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies; Instructional Strategies and Media for Instruction. Effectiveness of Communication in instructional system; Communication - Modes, Barriers and Process of Communication.

**UNIT III**

Instructional Design :Instructional Design: Concept, Views. Process and stages of Development of Instructional Design. Overview of Models of Instructional Design; Instructional Design for Competency Based Teaching: Models for Development of Self Learning Material.

**UNIT IV**

Audio Visual Media in Physical Education: Audio-visual media - meaning, importance and various forms Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, Audio Conferencing and Interactive Radio Conference. Video/Educational Television. Use of Television and CCTV in instruction and Training, Video Conferencing, SITE experiment, Use of animation films in Teaching Physical Activities.

**UNIT V**

New Horizons of Educational Technology: Recent innovations in the area of ET interactive video - Hypertext, video-texts, optical fiber technology - laser disk, computer conferencing. Procedure and organization of Teleconferencing/ Interactive video-experiences of institutions, schools and universities. Computer Assisted Instruction/ Teaching in Physical Education and Sports.

## Learning outcomes

1. Plan, develop, communicate, implement, and evaluate technology-infused strategic plans.
2. Maintain and manage a variety of digital tools and resources for use in technology-rich learning environment
3. Design, develop, and implement technology-rich learning program that model principles of learning and promote digital age best practices in teaching, learning and assessment.

## Peer Group Teaching and Discussion Concept

Teaching the selected area of subject using the ICT gadgets – Discussion on Merits and Demerits of various methods of Teaching. Encouraged to Prepare Teaching Aids from Waste Products. Hand on experience in the ICT lab.

## REFERENCE

Amita Bhardwaj (2003), New Media of Educational Planning".Sarup of Sons, New Delhi.

Bhatia and Bhatia (1959). The Principles and Methods of Teaching (New Delhi : Doaba House.

.Dasgupta D.N, Communication and Education, Pointer Publishers Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxford (Page 68 of 71) IBH Publishing company, New Delhi

Sampath K, Pannirselvam A and S. Santhanam (1981) Introduction to Educational Technology New Delhi: Sterling Publishers Pvt. Ltd..

Kochar, S.K. (1982)Methods and Techniques of Teaching (New Delhi, Jalandhar, Sterling Publishers Pvt. Ltd.

Kozman, Cassidy and k Jackson, (1952). Methods in Physical Education (W.B. Saunders Company,Philadelphia and London.

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# ABILITY ENHANCEMENT COMPULSORY COURSES (AECC) HUMAN RIGHTS

## Learning Objective

1. To impart the basic ideas about human rights at post-graduation level.
2. To provide different aspects of human rights which includes children and women.
3. To learn not only the basic rights but also can understand the duties to be carried out in the days to come.

**UNIT I**

Introduction to Human Rights: Human rights: Meaning-Definition-origin and growth of human rights in the world- need and types of human rights- UNHRC (united nations human rights commission)- human rights in India.

**UNIT II**

Classification of Human Rights: Right to liberty – Right to life Right to equality – Right to Dignity – Right against Exploitation – Educational Rights – Cultural Rights – Educational Rights – Economic Rights – Political Rights – Social Rights.

**UNIT III**

Women and Children: Rights of Women – Female feticide and Infanticide and selective abortion – Physical assault and Sexual harassment – Domestic Violence – Violence at work place – Remedial Measures. Rights of Children – Protection rights, survival rights – Participation rights – development rights – Role of UN on conversation on rights of children.

UNIT IV

Multi-Dimensional Aspects of Human Rights: Labour rights – Bodend labour- Child labour – Contract labour –Migrant labour – Domestic Women labour – Gender equity – Rights of Ethnic refugees– Problems and remedies – Role of trade union in protecting the unorganized labourers.

**UNIT V**

Grievance and Redressal Mechanism: Redressal mechanism at national and international levels – Structure and functions of National and State level Human Rights Commission – constitutional remedies and directive principles of state policy.

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Asish Kumar das and Prasant Kumar Mohanty. Human Rights in India: Sarup and Sons. New Delhi, 2007.

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Velan, G. Human Rights and Development Issues: The associated publishers, Ambalacantt, 2008.

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# ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)
# PERSONALITY DEVELOPMENT AND LIFE COPING SKILLS

## Learning Objective

1. To impart the basic ideas about personality development.
2. To impart the basic ideas about life coping skills
3. To frame the concepts of Goal Setting

### UNIT I

Personality – Definition and Meaning - Dimensions of Personality Stress Management The Nature of Stress – A wellness Lifestyle – Distress symptoms: emotional distress, cognitive distress, Behavioural distress, physical distress symptoms – managing stress : exercise, nutrition, sleep, healthy pleasures – self talk and stress.

### UNIT II

Relaxation Definition and Meaning. Methods: breathing techniques, meditation techniques, visualization techniques – self hypnosis- muscle relaxation techniques – Physical Activity and Sports Participation- Using social support. Maintaining Trust Developing and maintaining trust – being trusting and trustworthy – building interpersonal trust – re-establishing trust after it has been broken – trusting appropriately – trust and friendship.

### UNIT III

Emotional Intelligence Definition and Meaning. Components of Emotional Intelligence and emotional competence - components of emotional intelligence Importance of Attitude: Meaning and Definition. Attitude and Success – Factors Determining Attitude . Benefits of Positive Attitude . Steps in Building Positive attitude.

### UNIT IV

Goal Setting: Importance of Goal- SMART- Goals: Balanced- Quality not Quantity- Health- Social Responsibilities- Consistent with values- Activity and accomplishment- Meaningless Goals. Managing Time The basis of effective goals – steps to be followed to obtain optimum results from goal setting – Identifying the reasons for procrastination – guidelines to overcome procrastination – priority management at home and college

**UNIT V**

Life-coping Skills: Life-coping skills: Communication, Computer, Accounts and Arithmetic/Statistics, Analyzing Skills : Rational Thinking, Decision Making, Problem Solving and Reasoning) Personal Skills: Responsibility, Integrity/Honesty, Self-Management & Social Engagement. The dearth of personal skills: Corruption, Violence and Social conflicts. Resolving Interpersonal Conflicts Understanding conflicts of Interests- conflict strategies – negotiating to win – negotiating to solve the problems – steps for effective problem solving negotiating – refusal skills.

## Learning Outcomes

1. Understand and develop the individuals' personality development.
2. Empower the individuals in life coping skills
3. Able to frame the concepts of Goal Setting

## REFERENCE

Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon.

Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning.

Sherfield, R. M. ; Montgomery, R.J. and Moody, P, G. (2010). Developing Soft Skills. 4th ed. New Delhi: Pearson.

Shiv Khera (2006), You Can Win, Macmillan ; New Delhi.

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# SKILL ENHANCEMENT COURSES

# SPORTS TOURISM IN INDIA

## Learning Objective

1. To impart the basic ideas about Sports Tourism in India

2. To impart the basic ideas the avenues in the area of Sports Tourism in India

**UNIT I**

Definition of tourism, types of tourism, basic components of tourism, motivation of tourism international tourist domestic tourist various kinds of tourism.

**UNIT II**

Cultural tourism in India, Indian handicrafts, Customs of India, Fairs and festivals of Indian Music and dance of India.

**UNIT III**

Definition of sports tourism, Classification of sports tourism, types of sports tourism, benefits of sports tourism.

**UNIT IV**

Adventure Sports Tourism, Definition, types of adventure sports tourism adventure sports tourism destinations in India. Institutional Structure of Indian Sports.

**UNIT V**

Impacts of sports tourism, Economic impacts, social cultural impacts, role of government in promoting sports tourism in India. Opportunities and Challenges

## Learning Outcomes:

1. The student able to understand challenges and trends in Sports Tourism in India

2. The student able to understand avenues and job opening in Sports Tourism in India

## REFERENCE

Authors Guide (2014), India China Economic and Cultural Council , Sports Tourism in India, China National Tourist Office, China

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Bhatia A.K.,(2003) Tourism Development Principles and Practices, Sterling Publishers Pvt Ltd, New-Delhi.

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Thandavan and revathy,(2005) Grish Tourism Poduct,Volume-1,Dominant-Publishers,Delhi.

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# SKILL ENHANCEMENT COURSES

# SOFTWARE BASED APPLIED STATISTICS

**UNIT I**

Introduction to Software in Statistics- Benefits of Software in Statistics- Introduction and Basic Arithmetical Operation in MS Excel- Introduction to the basics of SPSS.

**UNIT II**

Measures of Central Tendency : Mean, Median and Mode . Computation of Mean, Median and Mode through MS Excel. Computation of Mean, Median and Mode through SPSS.

**UNIT III**

Measures of Dispersion : Range – Mean Deviation- Quartile Deviation- Standard Deviation . Computation of Standard Deviation through MS Excel. Computation of Standard Deviation through SPSS.

**UNIT IV**

Correlation: Pearson Product Moment Correlation –Spearman Rank order Correlation. Computation of Pearson Product Moment Correlation –Spearman Rank order Correlation. Computation of Bi-vitiate Correlation through SPSS .

**UNIT V**

Comparison of Mean: Independent 't' Test - Dependent 't' Test - ANOVA. Computation of Independent 't' Test - Dependent 't' Test - ANOVA Deviation through MS Excel. Computation of Independent 't' Test - Dependent 't' Test - ANOVA through SPSS.

**REFERENCE**

Best, John W. and Kalm James, V.(1980) Research in Education, New Delhi: Prentice Hall of India.

Clarke David.H and Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey : Prentice Hall Inc.,

Clarke, H. Harrison and Clarke David H. (1972) Advanced Statistics, New Jercy: Prentice Hall Inc.

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Jerry R Thomas and Jack K Nelson( 2000) Research Methods in Physical Activities, Illnosis : Human Kinetics;

Paul R kinnear and Colin D Gray (2006) –SPSS 14 Made Simple , New York: Psychology Press.

Thirumalaisamy (1998) Statistics in Physical Education, Karaikudi: Senthilkumar publishers.

Thomson AL,( 1986) The Art of Using Computers, Boyd & Frasher Boston: Publishing Co.,

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# GENERIC ELECTIVE COURSE

# RECREATIONAL AND INCLUSIVE GAMES

**UNIT I**

Recreation: Meaning, Definition and Need. Recreational Games: Types of Recreational Games: Methods for Conducting Relays: Simple File Relay Method. Relay Races: Simple Running Relay - Backward Running Relay- Hopping Relay- One Leg Relay - Jumping on Both Feet Relay - Jump the "Ditch" Relay- Sore-Toe Relay- Lame-Dog Relay 9. Elephant Walk Relay- Crab Relay- Frog-Jumping Relay - Leap Frog Relay- Leap Frog Spoke Relay- Kangaroo - Jumping Relay - Zig - zag Relay - Tunnel Relay - All-up Relay (Change the Club Relay) -. All-up and All-down Relay - Giddy Giddy Relay - Jump-the Stick Relay- Pony-Express Relay Ball Pass Vs Team Running Relay .

**UNIT II**

Tag Games : Meaning of Tag Games. Tag Games : Simple Tag (Ordinary Tag)- Whip Tag - Hopping Tag (Nondi Tag) - Sore-Spot Tag - Squat Tag- OstrichTag - Namaskar Tag- Chain Tag- Three Deep - Two Deep- Crows and Cranes - Streets and Alleys - Cat and Mice -Policeman and Thief- Mid-night- Magic Wand.

**UNIT III**

Goal Games : Good Morning - Squirrels In Trees- Snatch a Club - Come with Me- . Get Your Partner - Merry-Go-Round- Form Twos, Threes, Fours - Fire in the Mountain, Run, Run, Run (Fire Warden) -. Fruit Basket - Postman - Circle Snatch (Circle Rush)- . Musical Rush - Guard the Treasure- Circle Attention- Snatch the Handkerchief- Miscellaneous Games: Spud - Poison Circle- Dodge ball - Luggage Van - . Find the Leader- In the Pond on the Bank.

**UNIT IV**

Inclusive Games: Meaning, Definition and Need. Preschool Inclusive Activities: Airplane Fly- Body Bowling- Doughnut Delivery- Sticky Marshmallow- Turrey Pluck-Apple Picking- Mystery Search- Ice Cream Cone Creators- Beams and Ladders- Bulldozer Blast- Feed the Animals- Flying High.

**UNIT V**

Primary Inclusive Activities: Car Rally- Skittle ball- Toy Soldier- Octopus Tag- Puppy Dog Tails- Rolling Red Light- Duck Hunt- Fill the Basket- Marbles- Ponies in the Barn- Roll Over. Advanced Activities: Centipede- Pin Ball - The Giants Gum Ball- Happy Landings- Strike Back- Across the Great Divide - Gym Invaders- The Tortoise and The Hare . Adapted Sports Activities: Baseball –Football.

**REFERENCE**


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Thomas, J. P. Physical Education Lessons. Madras, Gnanodaya Press, 1967


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# GENERIC ELECTIVE COURSE
# SPECIAL OLYMPICS

**UNIT I**

Foundation of Special Olympics: mission of special Olympics - Special Olympics philosophy- Special Olympics vision - Special Olympics athlete's oath - official logo - goal of Special Olympics - founding principles of special Olympics - history and growth of special Olympics - worldwide structure of Special Olympics - accredited program structure – special Olympics Bharat (India) structure.

**UNIT II**

Definition of intellectual disability - General statement of eligibility - Eligibility for participation in special Olympics : General statement of eligibility - Age requirements - degree of disability. Identifying persons with intellectual disabilities. registration of athletes. participation by individuals with down syndrome who have Atlanto-Axial instability.

**UNIT III**

Selection procedure in special Olympics : Individual sports- team sports. divisioning in special Olympics. Rresponsibility of the competitor – coaches code of conduct. honest effort rule.

**UNIT IV**

Special Olympics and volunteers. orientation to volunteer. volunteer opportunities . official sports : official summer sports- official winter sports – recognised sports. Medical and safety standards. Coaching Special Athletes. organising training session : warm- up-main part- cool-down.

**UNIT V**

Sports Specific Coaching : Coaching and teaching basic sport skills - Fundamental skill development. Levels of instruction - General rule and modification of rules: Track events –Field events – Basketball - Cricket – Football – Volleyball.

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Authors Guide ( 2008) Special Olympics Bharat , Trainer Manual, First Edition, New Delhi-India.Pp-No: 1-392.

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Authors Guide ( 1937) American Association of Intellectually and Development Disabilities (AAIDD), New York, America.

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