

**TAMIL NADU PHYSICAL EDUCATION AND  
SPORTS UNIVERSITY**

**Chennai – 600 127**



**BACHELOR OF PHYSICAL EDUCATION (B.P.Ed)  
DEGREE COURSE  
(Two Years)**

**Choice Based Credit System**

**Regulations**

(for students admitted from 2023 – 2024 & Onwards)

**TAMIL NADU PHYSICAL EDUCATION AND SPORTS  
UNIVERSITY Chennai- 600 127**

**Bachelor of Physical Education (B.P.Ed) Degree Course  
(Two Years)  
Choice Based Credit System  
REGULATIONS AND SYLLABUS  
(for students admitted from 2023 -2024 & Onwards)**

**1. Eligibility for Admission to the Course**

a) (i) Bachelor's degree in any discipline with 50% marks and having at least participation in the Inter-College / Inter – Zonal / District / School competition in sports and as recognized by the AIU/IOA/SGFI/ Govt. of India.

or

(ii) Bachelor's degree in Physical Education with 45%  
marks. or

(iii) Bachelor's degree in any discipline with 45% marks and studied physical education as compulsory / elective subject.

or

(iv) Bachelor's degree with 45% marks and having participated in National / Inter University/ State competition or secured 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> position in Inter College/ Inter – Zonal / District / School competition in sports and games as recognized by the AIU/IOA/SGFI/ Govt. of India.

or

(v) Bachelor's degree with participation in International competitions or secured 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> position in National / Inter -University competition in sports and games as recognized by respective federations/ AIU/IOA/SGFI/ Govt. of India.

or

(vi) Graduation with 45% marks and at least three years of teaching experience (for deputed in – service candidates i.e. trained physical education teachers / coaches).

**Note:** A candidate shall be eligible for admission to the Bachelor of Physical Education degree course (B.P.Ed) if he/she has received a degree in 10+2+3 / 10+2+4 / 10+2+5 pattern from a University recognized by Tamil Nadu Physical Education and Sports University.

A minimum inter school level participation in sports and games is compulsory.

- b) The candidates should not have completed 30 years of age as on 1<sup>st</sup> July. However, relaxation of 3 years shall be given for SC/ST candidates.
- (ii) Ex-Servicemen / Experienced Physical Education Teachers shall be given relaxation of 6 years of age. Working in Government Regular Post / Government Aided Regular Post only Eligible and Three years of service mandatory to apply for this age relaxation in regular post only.
- (iii) The candidate should be medically fit and free from any deformity. (Physical Disabled, Intellectually Challenged, Visually impaired, Hearing Impaired, Stammering, Postural Deformities, any other Major Deformities candidates with any other deformities are not eligible to undergo this programme)
- (iv) 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	20 marks
2	Participation in Games & Sports	25 marks
3	Games and Sports Skill test	50 marks
4	Track and Field Skill test	50 marks
	Bonus marks for possession of basic degree in Physical Education (B.Sc Physical Education, Health Education and Sports or Bachelor of Physical Education (B.P.E) or Bachelor of Physical Education and Sports (B.P.E.S) or Diploma in Physical Education (D.P.Ed)	05 marks
	<b>Total</b>	<b>150 marks</b>

## **Qualifying Examination-20**

Marks obtained in qualifying Degree shall be converted

to a maximum of 20 marks. For example if a candidate secured 1800 marks out of

2400. His / Her marks for qualifying examinations is  $[1800 / 2400] \times 20 = 15$  marks.

## **Games and Sports Participation: (Maximum marks: 25)**

The norms for award of marks for the sports and games participation are furnished hereunder.

Any one which is applicable / advantageous.

- |   |    |
|---|----|
| 1. Representing the Country   | 25 |
| 2. Securing first two places in National / All India / Inter – University | 20 |
| 3. Representing State / University  | 15 |
| 4. Representing District / Division                                       | 10 |
| 5. Representing Colleges / School   | 05 |

(Supporting certificates should be produced)

## **Games and Sports Skill Test: Maximum Marks: 50**

The candidate should choose any one of the games included in the All India Inter University (AIU) competitions.

### **Note**

The games skill test and Track and Field events will be conducted by three judges.

## **Track and Field: Maximum Marks: 50**

Candidates will be tested in the following Track and Field events:-

- |    |           |            |
|----|-----------|------------|
| a) | 100 Mts.  | - 20 Marks |
| b) | Shot-Put  | - 15 Marks |
| c) | Long Jump | - 15 Marks |

## **2. Course of Study**

- 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 in neighboring schools and attending the annual leadership training camp 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 follows.
- e. **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 Course Skill Enhancement Courses and Co- Curricular Courses)

### 3). SCHEME OF 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
		<b>Core Course– Theory</b>							
I	23UA2CT101	History, Principles and Foundation of Physical Education	4	-	3	25	75	100	4
	23UA2CT102	Anatomy and Physiology and Health Education	4	-	3	25	75	100	4
	23UA2CT103	Yoga Education	4	-	3	25	75	100	4
	23UA2DE101	<b>Discipline Specific Elective Course</b>							
		Any one paper from the basket of Choices for Odd Semester	4	-	3	25	75	100	4
		<b>Core Course – Practicum</b>							
II	23UA2CP101	Marching, Indigenous Activities and Yogic Practices	-	4	-	50	-	50	2
	23UA2CP102	Calisthenics. Light Apparatus and Rhythmic Activities		4	-	100	-	100	2
	23UA2CP103	<b>Games and Sports – I :</b> Basketball, Football, Handball, and Volleyball. <b>Minor Games:</b> Relay Games, Circle Games, Tag Games, Goal/ Point Scoring Games and Miscellaneous Games.	-	6	-	100	-	100	3
	23UA2CP104	<b>Track and Field Events Part I :</b> Sprint, Middle and Long Distance Running, Long Jump, Shot Put, Discus Throw, Javelin Throw and Relay Races.	-	6	-	100	-	100	3
		<b>Internship</b>							
III	23UA2IN101	Care and Maintenance of Play Fields- Part I, Participating Intramural and Extramural Tournaments	-	6	-	50	-	50	3
			<b>16</b>	<b>26</b>	<b>-</b>	<b>500</b>	<b>300</b>	<b>800</b>	<b>29</b>
			<b>42 hrs</b>						

Part	Semester	Ability Enhancement Compulsory Courses (AECC)						
IV	1		Communication skill		2	Remarks		2
		23UA2AE101						

### 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	<b>Core Course – Theory</b>								
	23UA2CT201	Sports Training	4	-	3	25	75	100	4
	23UA2CT202	Organization ,Administration and Methods in Physical Education	4	-	3	25	75	100	4
	23UA2CT203	Theories of Sports and Games, Coaching and Officiating- Part I	4	-	3	25	75	100	4
	<b>Discipline Specific Elective Course</b>								
23UA2DE201	Any one paper from the basket of Choices for Even Semester	4	-	3	25	75	100	4	
II	<b>Core Course – Practicum</b>								
	23UA2CP201	<b>Gymnastics:</b> Tumbling and Pyramids. <b>Games and Sports – II :</b> Cricket and Hockey	-	6	3	50	-	50	3
III	<b>Internship</b>								
	23UA2IN201	Teaching Practice ( General Lesson)	-	6	3	50	50	100	3
	23UA2IN202	Teaching Practice ( Particular Lesson)	-	6	3	50	50	100	3
	23UA2IN203	School Internship/ Teaching Practice General & Particular Lessons	-	4	3	100	-	100	2
	23UA2IN204	Care and Maintenance of Play Fields- Part II, Participating Intramural and Extramural Tournaments	-	4	3	50	-	50	2
			<b>16</b>	<b>26</b>		<b>400</b>	<b>400</b>	<b>800</b>	<b>29</b>
			<b>42 hrs</b>						

Part	Semester	Ability Enhancement Compulsory Courses (AECC)								
IV	2	Environmental Studies		2	Remarks		2			
		Soft skill		2	Remarks		2			
		<b>Co -Curricular course</b>								
		Community Engagements - Village Placement programme		2	Remarks		2			

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

### Third 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	<b>Core Course – Theory</b>								
	23UA2CT301	Measurement and Evaluation in Physical Education	4	-	3	25	75	100	4
	23UA2CT302	Research and Statistics in Physical Education	4	-	3	25	75	100	4
	23UA2CT303	Sports Management and Recreation and Camping	4	-	3	25	75	100	4
	<b>Discipline Specific Elective Course</b>								
	23UA2DE301	Any one paper from the basket of Choices for Odd Semester	4	-	3	25	75	100	4
	A,B,C,D	<b>Generic Elective</b> Any one paper from the basket of choices for Generic Electives	4	-	3	25	75	100	4
II	<b>Core Course – Practicum</b>								
	23UA2CP301	<b>Track and Field Events Part II:</b> Triple Jump, Pole Vault, High Jump, Hammer Throw, Hurdles, Combined Events.	-	6	3	100	-	100	3
	23UA2CP302	<b>Games and Sports – III:</b> Badminton, Ball Badminton, Kabaddi, Kho-Kho, Netball, Softball, Swimming, Lawn Tennis, Table Tennis, Tennikoit, Throwball, and Weight Lifting	-	6	3	50	-	50	3
	23UA2CP303	<b>Combative Sports &amp; Martial Arts:</b> Boxing, Fencing, Stick Fencing (Silambam), Kalari, Judo, Karate, Taekwondo and Kung-Fu.	-	4	3	50	-	50	2
	23UA2CP304	<b>Fitness Training:</b> 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	3	50	-	50	2
<b>Internship</b>									
III	23UA2IN301	Care and Maintenance of Play Fields- Part III, Participating Intramural and Extramural Tournaments Educational Tour, Stadium Visit, Organizing Project Sports Meet,	-	4	3	50	-	50	2
	23UA2IN302	<b>Sports Entrepreneur Skill Development Training Or Swachha Bharat Abhiyan.</b>	-	-	-	100	-	100	2
			<b>16+4</b>	<b>24</b>		<b>525</b>	<b>375</b>	<b>900</b>	<b>34</b>
			<b>44 hrs</b>						
Part	Semester	Skill Enhancement Course							
IV	3	<b>Obesity and Weight Management (or)</b>			2	Remarks		2	
		<b>Sports First Aid</b>							
	<b>Co -Curricular course</b>								
	23UA2SE302	Annual Leadership Training Camp/ Picnic/ Hiking/ Trekking			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		<b>Core Course – Theory</b>							
	23UA2CT401	Theories of Sports and Games, Coaching and Officiating- Part II	4	-	3	25	75	100	4
	23UA2CT4102	Kinesiology and Biomechanics	4	-	3	25	75	100	4
	23UA2CT403	Sports Psychology and Sociology	4	-	3	25	75	100	4
		<b>Discipline Specific Elective Course</b>							
	23UA2DE401 A,B,C,D	Any one paper from the basket of Choices for Even Semester	4	-	3	25	75	100	4
II		<b>Core Course – Practicum</b>							
	23UA2CP401	Game of Specialization (Any one of the Major Games)		6	3	50	50	100	3
	23UA2CP402	Track and Field Specialization ( Any one Track and Field Events)		6	3	50	50	100	3
		<b>Internship</b>							
III	23UA2IN401	School Internship/ Intensive Teaching Practice- Coaching Lesson (Track and Field and Team Games)		6	3	100	-	100	3
	23UA2IN402	<b>First Aid and Management of Athletic Injuries in the Play Fields</b> : Prevention and Management of Injuries, Physiotherapy Treatments, Rehabilitative processes and Massage. Care and Maintenance of Play Fields- Participating Intramural and Extramural Tournaments		4	3	50	-	50	2
	23UA2IN403	Internship in Fitness Centres / Gym/ Sports Clubs /Yoga Centres		4	3	50	-	50	2
<b>Total</b>			<b>16</b>	<b>24</b>		<b>400</b>	<b>400</b>	<b>800</b>	<b>29</b>
			<b>42 hrs</b>						

**Note**

Minimum marks required for Pass is 50% in each activity.

### Part IV Ability and Skill Enhancement Courses

Sem	Subject code	Course/Components	Hours of Instruction week/course	Remarks	Total credits
<b>Part IV</b>					
<b>Ability Enhancement Compulsory Courses (AECC)</b>					
1		Communication skills	2	Remarks	2
2		Environmental Studies	2	Remarks	2
2		Soft skills	2	Remarks	2
3	<b>Skill Enhancement Courses</b>		20 hrs	Remarks*	2
<b>Co-Curricular course</b>					
2		Community Engagements - Village Placement programme	5 Days	Remarks*	2
3		Annual Leadership Training Camp/Picnic/Hiking/Trekking	5 Days	Remarks*	2
<b>Total Credits (Part IV)</b>					<b>12</b>

\* Excellent /Good/ Satisfactory/Unsatisfactory

Total Minimum Credits to earn the degree	
Components	Credits
Part I, II, II Sem 1- 4 (29+29+34+29)	121
Part IV (1-3)	12
<b>Total Minimum Credits</b>	<b>133</b>

### Other Courses offered by the Department

#### Generic Elective Course

1. Construction and Maintenance of Play fields
2. Tourism Management in India

#### Skill Enhancement Courses

1. Obesity and Weight Management
2. Sports First Aid

### CREDIT AND MARKS ABSTRACT

SEMESTER	CREDITS	TOTAL MARKS
<b>I</b>	<b>31</b>	<b>800</b>
<b>II</b>	<b>35</b>	<b>800</b>
<b>III</b>	<b>38</b>	<b>900</b>
<b>IV</b>	<b>29</b>	<b>800</b>
<b>Grand Total</b>	<b>133</b>	<b>3300</b>

### CREDIT ABSTRACT

Part	Semester – Credits Subject	I	II	III	IV	Total Credit
I	Core –Theory	12	12	12	12	<b>48</b>
	DSE	4	4	4	4	<b>16</b>
	Generic Elective	0	0	4	0	<b>4</b>
II	Core – Practical	10	3	10	6	<b>29</b>
III	Internship	3	10	4	7	<b>24</b>
IV	<b>Ability and Skill Enhancement Courses</b>	0	0	0	0	0
	<b>Ability Enhancement Compulsory Courses (AECC)</b>	2	4	0	0	6
	<b>Skill Enhancement Courses</b>	0	0	2	0	2
	<b>Co-Curricular course</b>	0	2	2	0	4
	<b>Grand Total</b>	<b>31</b>	<b>35</b>	<b>38</b>	<b>29</b>	<b>133</b>

### 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	250	200	850
III	Internship	50	350	150	200	750
IV	Ability and Skill Enhancement Courses					
	Ability Enhancement Compulsory Courses (AECC)	Remarks (2 Credits)	Remarks (4 Credits)			Remarks (6 Credits)
	Skill Enhancement Courses			Remarks (2 Credits)		Remarks (2 Credits)
	Co-Curricular course		Remarks (2 Credits)	Remarks (2 Credits)		Remarks (4 Credits)
	<b>Grand Total</b>	<b>800</b>	<b>800</b>	<b>900</b>	<b>800</b>	<b>3300</b>

## Requirement for Passing

No candidate shall be eligible for the award of the B.P.Ed degree unless he/she has passed the written examinations Part I, Part II, Part III and Part IV.

## Scheme of Teaching Practice Examination

Examination	Lesson		Credits	Marks
University External Practice Teaching Examination (II Semester)	General lesson	Internal	2	50
		External	2	50
		<b>Total</b>	<b>4</b>	<b>100</b>
	Particular Lesson	Internal	2	50
		External	2	50
		<b>Total</b>	<b>4</b>	<b>100</b>
Intensive Teaching Practice (During School Visit) (II Semester)	General lesson & Particular Lesson	Internal	<b>4</b>	<b>100</b>
		External	-	-
		<b>Total</b>	<b>4</b>	<b>100</b>
University External Coaching Lesson (IV Semester)	Track and Field	Internal	2	50
		External	2	50
		<b>Total</b>	<b>4</b>	<b>100</b>
	Game of Specialization	Internal	2	50
		External	2	50
		<b>Total</b>	<b>4</b>	<b>100</b>
Coaching Lesson School Internship/ Intensive Teaching Practice- (During School Visit) (IV Semester)	Coaching Lesson (Track and Field and Team Games)	Internal	2	100
		External	-	-
	<b>Total</b>	<b>4</b>	<b>100</b>	

## **1. Degree**

The candidates shall have subsequently undergone the prescribed programme of study in a College affiliated to this University for not less than two academic years comprising 4 semesters, passed the examinations prescribed and fulfilled such conditions as have been prescribed thereof.

## **2. Duration**

The duration of all PG programmes is two years including B.P.Ed and M.P.Ed. Each year shall consist of two semesters, viz. Odd and Even semesters. Odd semester shall be from June/July to October/November and Even semester shall be from November/December to April/May. There shall be not less than 100 working days which shall comprise 450 teaching clock hours for each semester (exclusive of the days for the conduct of university end-semester examinations).

## **3. Span of Period**

- a) Time =  $N+2$  years for the completion of programme. Where 'N' stands for the normal or minimum duration prescribed for completion of the programme.
- b) In exceptional circumstance, a further extension of one more year may be granted. The exceptional circumstances are spelt out clearly by the relevant statutory body concerned of the University.
- c) During the extended period the student shall be considered as a private candidate and also not be eligible for ranking.

The above conditions are applicable to the Redo/Transfer/Readmission Candidates.

## **4. The CBCS-LOCF System**

All Programmes (named after the Core subjects) mentioned earlier shall be conducted through Choice Based Credit System (CBCS) and Learning Outcomes Based Curriculum Framework (LOCF). It is an instructional package developed to suit the needs of students to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

## **5. Project**

Each candidate shall be required to take up a Project Work and submit it at the end of the final year. The Head of the Department shall assign the Guide who, in turn, will suggest the Project Work to the student in the beginning of the final year. A copy of the Project Report will be submitted to the University through the Head of the Department on or before the date fixed by the University. The Project will be evaluated by an internal and an external examiner nominated by the University. The candidate concerned will have to defend his/her Project through a Viva-voce.

## **6. Semesters**

In each semester, Courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examinations and evaluation purposes. Each week shall have 30 working hours spread over 5/6 days a week.

## 7. Credits

The term "Credit" refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. For instance, a six-hour Course is assigned three to six credits,

four/five-hour Course is assigned three to five credits. However, in no instance the credits of a Course can be greater than the hours allotted to it.

The total minimum credits required for awarding B.P.Ed Candidates are 133,

<b>Credits</b>	
UG Programme B.P.ES	140 credits
BPEd	133 Credits
MPEd	132 Credits

## 8. Course

Each Course is designed with lectures/tutorials/laboratory or field work/seminar/Project/practical training/assignments/term paper or report writing etc., to meet effective teaching and learning requirements.

## 9. Examinations

- i. There shall be examinations at the end of each semester, for odd semesters in the month of October/November; for even semesters in April/May.
- ii. A candidate who does not pass the examination in any course(s) may be permitted to appear in such failed course(s) in the subsequent examinations to be held in October/November or April/May. However, candidates who have arrears in Practicals shall be permitted to appear for their arrears in Practical examination only along with Regular Practical examination in the respective semester.
- iii. Viva-voce: Each candidate shall be required to appear for Viva-voce Examination in defence of the Project only.
- iv. The results of all the examinations will be published through the College where the student underwent the Course as well as through University Website. In the case of private candidates, the results will be published through the Centres in which they appeared for the examinations as well as through University Website.

## 10. ATTENDANCE REQUIREMENTS:

- I. Students must have 75% of attendance in each semester to appear for the End Semester Examinations.
- II. Students who have attendance between 70% and 74% shall apply for condonation in the prescribed form with the prescribed fee.
- III. Students who have attendance between 65% and 69% shall apply for condonation in prescribed form with the prescribed fee along with the Medical Certificate.
- IV. Students who have attendance between 60% and 64% shall carry over the End Semester Examinations in the ensuing Semester.
- V. Students who have attendance below 60% are not eligible to appear for the End Semester Examinations. They shall re-do the semester(s) and therefore, they shall not move to the ensuing semester.
- VI. A student can avail condonation only once during the course of study.
- VII. Hall tickets will be issued to the eligible candidates only if they produce 'No Dues Certificate' from the Department, the Registrar's Office, the Library and the Hostel Warden at the time of issue of "Hall Ticket" for the End Semester Examinations.

## 11. Question Paper Pattern

<b>External marks</b> <b>75 marks</b> <b>UG programmes</b> <b>40% Pass</b> <b>PG programmes</b> <b>50% Pass</b>		No of Questions	Mark per question	Marks	
	Part A	MCQ	10	1	10
	Part B	Short notes	5	2	10
	Part C	Explain briefly	5	5	25
	Part D	Elaborate	3	10	30
<b>Total marks</b>				75	

**Section A:** For 20 Marks

- i. : 10 Questions (MCQ) x 1 Marks = 10 Marks.
  - ii. : 5 questions x 2 Marks = 10 Marks.
- (Descriptive type/one question from one Unit)

**Section B:** For 25 Marks

5 Questions x 5 Marks = 25 Marks  
(Answer any three out of 5 out of 8 questions )

**Section C:** For 30 Marks

3 Questions x 10 Marks = 30 Marks  
(Answer any three out of 5 questions and one question from each unit)

## 12. Evaluation

The performance of a student in each Course is evaluated in terms of percentage of marks with a provision for conversion to grade points. Evaluation for each Course shall be done by a continuous internal assessment (CIA) by the Course teacher concerned as well as by an end semester examination and will be consolidated at the end of the semester. The components for continuous internal assessment are:

<b>Internal marks</b> <b>25 marks</b> <b>for all programmes</b>	Exam/Test		Marks
	First Internal Exam (after 30 <sup>th</sup> working day)		5
	Second Internal Exam (after 60 <sup>th</sup> working day)		5
	Model Exam (after 90 <sup>th</sup> working day)		10
	Assignment		3
	Seminar		2
	<b>Total marks</b>		<b>25</b>

<b>External marks</b> <b>75 marks</b> <b>UG programmes</b> <b>40% Pass</b> <b>PG programmes</b> <b>50% Pass</b>		No of Questions	Mark per question	Marks	
	Part A	MCQ	10	1	10
	Part B	Short notes	5	2	10
	Part C	Explain briefly	5	5	25
	Part D	Elaborate	3	10	30
<b>Total marks</b>				75	

Attendance need not be taken as a component for continuous assessment, although the students should secure a minimum of 75% attendance in each semester. In addition to continuous evaluation component, the end semester examination, which will be a written-type examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks allotted to continuous internal assessment and to end semester examination is 25:75. The evaluation of laboratory component, wherever applicable, will also be based on continuous internal assessment and on an end-semester practical examination with 40:60 ratio.

## Passing Minimum

Name of the Programme	Internal	External	Total
UG	Minimum 10 marks	40%	40%
PG	Minimum 12 marks	50%	50%

### 13. Conferment of the Master's Degree

A candidate shall be eligible for the conferment of the Degree only after he/ she has earned the minimum required credits for the Programme prescribed therefore

Credits	
UG Programme B.P.ES	140 credits
BPEd	133 Credits
MPEd	132 Credits

### 14. Ranking: University Rank Examination

1. The University Rank Examination shall be conducted for the toppers (First Rankers) of all the colleges (having passed their examinations in the first appearance within the prescribed duration of the programme) including autonomous / non-autonomous streams and they are required to write two examinations. Absence from an examination shall not be taken as an attempt.
2. The question papers of the examinations comprise objective type questions covering the core courses in each of the Programmes generally followed by both autonomous / non- autonomous streams.
3. The top scorers in this University Rank Examination would be declared as University Rank Holders, irrespective of their grades in their respective University end semester examinations.
4. Rank Certificate will be issued for a Programme as follows :
  - a) Only THREE Ranks if the student's strength is below 20
  - b) Only FIVE Ranks if the student's strength is above 20 but below 50.
  - c) Only TEN Ranks where the student's strength exceeds 50 but is less than 100
  - d) Only 20 Ranks if the student's strength is 100 and above
  - e) The student's strength of the course concerned will be indicated in the Rank Certificates.

### 15. Un Aided Stream

The above regulations shall be applicable for the candidates undergoing the programmes in Un Aided Stream also.

### 16. Grievance Redressal Committee

The College shall form a Grievance Redressal Committee for each Course in each Department with the Course Teacher and the HOD as the members. This Committee shall solve all grievances relating to the students Continuous Internal Assessment marks.

## 17. Revision of Regulations and Curriculum:

The University may from time to time revise, amend and change the regulations and the curriculum, if found necessary.

## 18. Grading System

### 1. Grading

Once the marks of the CIA and the end-semester examination for each of the courses are available, they will be added. The marks thus obtained, will then be graded as per the scheme provided in Table 1.

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

$$\text{GPA} = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i G_i}, \quad \text{WAM (Weighted Average Marks)} = \frac{\sum_{i=1}^n C_i M_i}{\sum_{i=1}^n C_i}$$

where 'C<sub>i</sub>' is the Credit earned for the Course i; 'G<sub>i</sub>' is the Grade Point obtained by the student for the Course i. 'M' is the Marks obtained for the course i and 'n' is the number of Courses **passed** in that semester.

**CGPA**= Average GPA of all the Courses starting from the first semester to the current semester.

### 2. Classification of Final Results

- i. The classification of final results shall be based on the CGPA, as indicated in Table 2.
- ii. For the purpose of Classification of Final Results, the candidates who earn the CGPA 9.00 and above shall be declared to have qualified for the Degree as "Outstanding". Similarly, the candidates who earn the CGPA between 8.00 and 8.99, 7.00 and 7.99, 6.00 and 6.99, and 5.00 and 5.99 shall be declared to have qualified for their Degree in the respective programmes as "Excellent", "Very Good", "Good", and "Above Average" respectively.
- iii. Absence from an examination shall not be taken as an attempt.

**Table 1**  
**Grading of the Courses**

<b>Marks Range</b>	<b>Grade Point</b>	<b>Corresponding Grade</b>
90 and above	10	O
80 and above but below 90	9	A+
70 and above but below 80	8	A
60 and above but below 70	7	B+
50 and above but below 60	6	B
Below 50	N.A.	R.A.

**Table 2**  
**Final Result**

<b>CGPA</b>	<b>Corresponding Grade</b>	<b>Classification of Final Results</b>
9.00 and above	O	Out standing
8.00 to 8.99	A+	Excellent
7.00 to 7.99	A	Very Good
6.00 to 6.99	B+	Good
5.00 to 5.99	B	Above Average
below 5.00	R.A.	Re-Appearence

Credit based weighted Mark System is to be adopted for individual semesters and cumulative semesters in the column 'Marks Secured' (for 100).

## **Courses**

Each Course is designed with lectures/tutorials/laboratory or field work/seminar/Project/practical training/assignments/term paper or report writing etc., to meet effective teaching and learning requirements.

### **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)

### **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.

### **Peer Group Teaching and Discussion Concept**

BPEd 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

### **Internship/ Teaching Practice/ Community engagements**

4. 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,
5. Schools for intensive teaching shall be decided by the Staff-in-charge of Teaching Practice and Head of the Department / Principal of the College.
6. 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.
7. 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.

I. 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

Physical Education/ Physical Exercise related programmes

Awareness Programmes related to health and fitness

Cleaning, creation of place for physical activities, sports and games.

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.

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

### **Requirement for Passing**

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

### **Medium of Instructions**

**Medium of instructions ENGLISH ONLY,**

### **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.

## **Internal Test and Assignment – 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.

## **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 **any two papers from theory and/or practical papers** are eligible to apply for Instant Examination 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**

### **HISTORY, PRINCIPLES AND FOUNDATIONS OF PHYSICAL EDUCATION**

#### **Learning Objectives**

1. To know the origin and development of Physical Education
2. Understand the basic concepts of physical education.
3. Know the historical development of physical education in India.
4. Understand the foundation of physical education.
5. Know the principles of physical education.
6. Know the psychological and sociological principles

#### **UNIT I**

Introduction: Meaning and Definition of Education, Physical Education, Aims and Objectives of Physical Education. Role of Physical Education in General Education. Development of Teacher Education in Physical Education. Professional Courses in Physical Education and Sports.

#### **UNIT II**

##### **Historical development of Physical Education in India**

Physical Education in India: Pre Independence period :Vedic age, Epic age, Muslim period, Ancient Greece ( Sparta – Athens). British period (before 1947) -Physical Education in India (after 1947) -Contributions of YMCA -National Sports Day.

#### **UNIT III**

Policies, Schemes, Awards: NCC – NSO - NSS - Scouts and Guides - Sports Authority of India - Sports Development Authority of Tamil Nadu - School Games Federation of India - Association of Indian Universities – Central and State Sports Universities-Indian Olympic Association. RDG-BDG-RDS. Awards: Arjuna award - Dronacharya award - Major Dhyan Chand Khel Ratna Award- Fit India-Khelo India

#### **UNIT IV**

Biological foundations of Physical Education - Growth and Development at various Levels of Childhood: Pre - Adolescence –Adolescence – Adulthood. Differences in boys and girls. Types of Age:Chronological Age-Physiological Age and Mental Age. Classification of body types: Sheldon – Krestchmer. Philosophical Foundation of Physical Education: Idealism, pragmatism, naturalism, realism, humanism, Existentialism Sociological Foundations of Physical Education: Society, culture and Socialization Process-Traditions in sport- Social Integration

#### **UNITV**

Psychological foundations: Learning: Meaning and Definition – Theories of Learning :Trial and Error theory, Conditioned Response theory, Insightful Learning. Laws of Learning: Law of readiness, Law of Exercise , Law of effect, Law of Primacy, Law of Intensity. Law of Recency, Types of Learning : Primary, Associate, Concomitant; Transfer of Learning – Learning Curve - Theories of Play

#### **Learning Course Outcome**

1. Know the origin and development of Physical Education
2. Apply the knowledge of Olympism in organizing various sport activities.

3. Distinguish the functional operations on National and International Olympic Federations.
4. Analyze the concepts and issues pertaining to Physical Education.
5. Formulate the principles, philosophy and concepts about Physical Education

### **Peer Group Teaching and Discussion Concept**

Teaching and Discussion on comparison of Theories of Play- Classification of Body types based on classroom samples- Discussion on Practical Applicability of Theories of Learning- Group Discussion on: Physical Education during Pre and Post Independence.

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## CORE PAPER – II

### ANATOMY, PHYSIOLOGY AND HEALTH EDUCATION

#### Learning Objectives

1. Understand basic knowledge of Anatomy, Physiology of Human body and Human Health.
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

: Introduction, Skeletal and Muscular System Meaning and Definition of Anatomy and Physiology – Structural Organization of Human Body – Structure and Function of Cell – Types of tissues – Organ Systems – Homeostasis – Integumentary system: Organs and functions.

Skeletal System: Structure and functions of Skeletal System – Types of Bones – Structure of Long Bone - Axial and Appendicular Skelton - Joints: Definition and Classification of Joints.

Muscular System: Structure and functions of Muscular System – Types of Muscles – Structure of Skeletal Muscle – Properties of Muscle - Types of Muscle Contraction.

#### UNIT II

Cardiovascular and Respiratory System Cardiovascular System: Structure and Functions of Heart – Blood Vessels: Artery, Vein and Capillaries – Types of Blood Circulation – Cardiac cycle – Blood Pressure – Pulse - Cardiac output – Heart Sounds – Structure and function of Lymphatic system. Blood : Functions of Blood - Composition of Blood - Blood groups - Blood clotting.

Respiratory System: Types of Respiration - Respiratory Tract - Structure and functions of Lungs - Exchange of Gases - Mechanism of respiration – Respiratory rate – Lung Volumes and Capacities..

#### UNIT III

Digestive, Excretory and Endocrine System: Digestive System: Digestive Tract - Structure and functions of Oral Cavity, Oesophagus, Stomach, Small and Large Intestine and Anus – Role of salivary glands, Liver, Gall-bladder and pancreas in digestion – Digestive Process : Mechanical and Chemical.

Excretory system: Urinary tract - Structure and function of kidney, ureter and urinary bladder -Structure of Nephron– Concept of Urine Formation.

Skin: Structure and functions of Skin.

Endocrine system: Functions of Endocrine System – Hormones – Hypothalamus – Function of Endocrine Glands: Pituitary, Pineal, Thyroid, Parathyroid, Thymus, Adrenal, Pancreas and Sex glands.

## UNIT-IV

Nervous System, Reproductive and Special Senses : Nervous System: Neuron: Structure, types and functions – Function of Nervous system - Classification of Nervous system : Central, Peripheral and Autonomic Nervous system – CNS : Structure and functions of brain and Spinal cord -Reflex action – PNS: Cranial and Spinal Nerves – ANS: Sympathetic and Parasympathetic Nervous System.

Reproductive System – Structure and function of male and female reproductive system.

## UNIT V

### Health Education

Health Education: Meaning and Definition – Factors influencing Health: Heredity and Environment. Infection, Immunity and Immunization – Public health measures: Personal Hygiene, School health Programme - Common Communicable Diseases: Definition, Causes, Symptoms, Mode of Transmission and Prevention of Malaria, Typhoid, Cholera, Tuberculosis, Chicken Pox, and AIDS. Common Non-communicable Diseases: Definition, Causes, Symptoms and Prevention of Obesity – Hypertension – Stroke – Coronary artery disease – Cancer.

### **Learning Outcomes**

1. Understand the basic principles of Anatomy, Physiology and Health Education
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 anatomy and physiology and co-relate the principles of physiology.
5. Appraise the effects of health condition during the training and practical sessions

### **Peer Group Teaching and Discussion Concept**

Teaching and Discussion through Cell Structure with models prepared by the student Role Play: Practical Applicability of Assessing Vital Signs - Kidney Structure with models prepared by the student – Discussion on Local Health Issues. Awareness campaign on Communicable Discussion.

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- Authors Guide, (2013) Standards for Assessing, Measuring and Monitoring Vital Signs in Infants, Children and Young People , London: Royal College of Nursing Publication
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## **CORE PAPER – III**

### **YOGA EDUCATION**

#### **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 kinesthetic awareness

#### **UNIT I**

Yoga: Meaning and Definition. Origin and History – Yoga Sutra – Hatha yoga texts. Systems of Yoga: Karma yoga - Jnana yoga - Bhakthi yoga - Raja yoga. Eight limbs of yoga: Yama – Niyama – Asana – Pranayama – Pratyahara – Dharana – Dhyana – Samadhi. Aims and objectives of yoga, Need and importance of yoga in physical education and sports – Yogic Diet.

#### **UNIT II**

Schools of yoga - Effect of yoga on various systems of the body: Muscular system – Circulatory system – Endocrine system – Respiratory system – Nervous system – Digestive system – Yoga for Physical Fitness, Yoga for Health and Wellness. Yoga for Diseases. Yoga for child with special needs.

#### **UNIT III**

Loosening the joints - Suryanamaskar (Bihar school of yoga). Meaning of Asana – Classification – Guidelines for practicing asanas, Do's and Don'ts - differences between asanas and physical exercises - Techniques and benefits. Standing Asana: Vrksasana – Trikonasana – Padmahastasana. Seated Asanas: Siddhasana - Padmasana – Paschimottanasana. Inverted asanas: Sarvangasana – Halasana. Prone position: Mayurasana – Sirsasana. Back bend asanas: Bujangasana, Salabhasana, Dhanurasana, Ushtrasana. Supine position: Navasana, Suptavajrasana, Twisting: Vakrasana, Ardhamatsyendrasana, Kukutasana. Influence of relative, meditative posture on various system of the body.

#### **UNIT IV**

Pranayama: Definition, Types and Benefits: Nadi Shodhana, Surya Bhedana, Chandra bhedana, Kapalabhati, Bhastrika, Sitakari, Sitali, Bhramari – Ujjai. Nadi: Ida, Pingala, Sushumna. Five Khoshas: Annamaya, pranyama, manomaya, anandamaya, viyanamaya khoshas.

#### **UNIT V**

Techniques and Benefits of Shat kriyas: Neti (Jala, Sutra) Dhauti (Vamana, vastra) Bhasti, Nauli, Trataka, Kapalabhati, Yoga Nidra. Meditation: Meaning and benefits. Bandhas and Mudras : Meaning and benefits.

## 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. Analyze the techniques and of body posture to bring out healthy change.
5. Able to execute loosening exercise , Asanas, Pranayama and Shatkriyas.

## 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 – V

### SPORTS TRAINING

#### Learning Objectives

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

#### UNIT I

Introduction to Sports Training: Sports Training: Meaning, Definition, Aim of Sports Training -Scientific Principles of Sports Training ,Warming Up: Definition – Types – Importance of Warming Up- Cooling down. Principles of intensity and volume of stimulus – over load principles.

#### UNIT II

Components of load : Intensity, density, duration, frequency - Training Load-Definition and Types of Training Load - Over load :Causes, symptoms and remedies of over load : Types Training: Weight Training (Free Weight and Machine Weights) – Circuit Training – Interval Training – Plyometric Training - Fartlek Training , resistant band training , core board training.

#### UNIT III

Strength - Definition of strength - Types of Strength: Maximum strength, explosive strength, strength endurance, Training method for strength improvement - Endurance: Definition – Types – Importance – Training Methods for improving-Endurance .

#### UNIT IV

Speed - Definition of speed - Forms of speed, reaction speed, movement speed, acceleration ability, loco-motor ability. Speed endurance - Training method for strength improvement, Coordinative Abilities: Definition – Types and Training Methods for Improving: Coordinative Abilities – Flexibility : Definition – Types - Methods for Improving Flexibility

#### UNIT V

Periodization : Meaning -types of Periodization –Single,Double,Triple - Aims and Content of Various Periods – Preparatory,Competition and Transitional –Planning : Meaning- Types of Planning -Short term and Long term- Technical : Meaning and importance Technical – Tactical- Meaning and importance Tactical strategy- Meaning and importance strategy

#### 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

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## **CORE PAPER – VI**

### **ORGANIZATION, ADMINISTRATION AND METHODS IN PHYSICAL EDUCATION**

#### **Learning Objectives**

1. Innovative approach to leadership preparation with special consideration to ethical and social responsible teachers
2. Advanced understanding and demonstration of teacher professionalism and ethical behaviors in sport pedagogy
3. Understanding of schools as learning organization and increased working relationship with physical education teachers

#### **UNIT I**

Meaning of organization and administration. Importance of organization, administration, Guiding principles of organization. Organisation scheme and physical education in schools, Colleges, Universities, Districts, States. Teaching-load and teacher pupil ratio. Types and preparation of time table: Types of physical education periods, Types of records, registers and reports to be maintained in Physical Education.

#### **UNIT II**

Finance and budget: Sources of Income- Approved items of expenditure. Rules for the utilization of games fund or physical education fund. Preparation and administration of budget and accounting. Method: Meaning – Factors influencing method, Presentation techniques: Planning - Presentation – Steps in the way of presentation. Teaching aids – Need and importance of teaching aid Class management – General – Specific – Principles to be adopted for good class management. Age Characteristics of pupils and selection of activities.

#### **UNIT III**

- Lesson plan: Values. Parts of lesson plan, Types: General, Particular lesson plan and Coaching Lesson Plan. Command : Response Command – Rhythmic Command. Methods of Teaching Physical Activities: Command, Oral, Demonstration, Imitation, Dramatization, At-will, Set-drill, Part, Whole, Whole-Part-Whole methods.

#### **UNIT IV**

Tournaments – Meaning-Types. Method of drawing fixtures for knock out/ elimination - league/ Round Robin. Combination Tournament : Knock out – cum – knock out, knock out – cum – league, league – cum – league, league – cum – knock out . Challenge Tournament. Intramural – Extramural; Sports Meet: Standard sports meet – Non-standard sports meet . Play day - Games tour. Pre-meet work, during meet work, post meet work. Professional tournaments, IPL, ISL, Pro kabaddi. Meaning , importance and organization of intramural-extramural

#### **UNIT V**

Qualities and Qualifications of Physical Education Personnel. Guiding principles of supervision: Qualities and qualification of a supervisor – Concept of techniques of Supervision. Techniques of Supervision: Visitation – Periodical – Surprise – Request- Social, Visitation procedure – Report on the visit – Individual and Group Meeting – Role of primary school teachers towards physical education programme. Functions of DIET / SCERT / NCERT / NCTE / Nehru Yuva Kendra.

## Learning Outcomes

1. Understand the principles and process of Administration and Management
2. Administer physical education and sports programs in schools.
3. Develop appropriate physical education curriculum, tools and budget to manage school programs
4. Appraise and manage physical education facilities and personnel in school
5. Design tournament fixtures and structures to organize competitions

## Peer Group Teaching and Discussion Concept

Preparation of Physical Education Time Table based on availability of Staff Strength, Student Strength and Facilities available. Role Play on Administration of physical education and sports programme in educational institutions. Teaching and Drawing fixtures for competitions.

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## **CORE PAPER VII**

### **THEORIES OF SPORTS AND GAMES, COACHING AND OFFICIATING- PART I**

#### **Learning Objectives**

1. To Understand the concept of Track and Field Marking and Officiating
2. To understand and apply various skills.
3. To promote knowledge and awareness of rules and regulation.
4. To know about the various games in detail

#### **UNIT I**

History of Athletics: World and India. Marking and Measurements of Non Standard Track (200m). Marking and Measurements of Field Events

#### **UNIT II**

Marking and Measurements of Standard Track (400m), Cross Country, Road Running, Ultra Running and Mountain Running

#### **UNIT III**

Rules and Interpretation of Track and Field Events – Duties of Officials in Track and Field Events. Methods of arranging Seeding and Heats in Track and Field Events - Score Sheets for Track and Field Events, Combined Events (Triathlon – Pentathlon – Heptathlon - Decathlon) – Tie-Breaking rules in Field Events : Horizontal and vertical Distance Events.

#### **UNIT IV**

World and Indian History, Rules and Interpretation, Marking and Measurements of Play Fields and Standard Equipments for the following games: Basketball, Football, Handball, Volleyball , Cricket and Hockey

#### **UNIT V**

Coaching: Meaning and Definition. Teaching, Training and Coaching – Philosophy of Coaching – Qualification and Qualities of a Coach

#### **Learning Outcomes**

1. Able to mark Track and Field and Officiate
2. Able to understand the rules of the games and sports
3. Able to give seeding and Heats in Track and Field. Combined Events .
4. Design and practice the new methods of technique of officiating.

## Peer Group Teaching and Discussion Concept

Preparation for practical implication of track and field marking. Role Play on as Officials for the Track and Field and other Games. Preparing Models for teaching the Measurement and Markings. Discussion on Tie Breaking with suitable examples.

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- Thomas, J.P. (1982). Let us Coach Soccer. New Delhi: The YMCA Publishing House.
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**CORE PAPER – IX**  
**MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION**

**Learning Objectives**

1. Administer a variety of tests as they apply to physical education, health and fitness.
2. Analyze and evaluate various fitness movements
3. Create interest in research through test and measurement

**UNIT I**

**Introduction to test, measurement and Evaluation : Classification of test**

Meaning and Definition of Test, Measurement and Evaluation. Need and Importance of Test and Measurement in Physical Education- Type and classification of test – standardized test and teacher made test- objective test and subjective test.

**UNIT II**

**Criteria for administration of test** : Criteria and Administration Of test: Criteria of Test: Scientific Authenticity – Reliability, Objectivity, Validity, Availability of Norms, Administrative Feasibility and Education Application. Administration of Test :Duties of Advance Preparation – Duties during testing – Duties after testing

**UNIT III**

**Physical Fitness Test** : AAPHERD Health Related Fitness Battery (Revised in 1984)  
**Cardio Vascular Test**: Harvard Step Test, 12 Minutes,Run /Walk Test, Multi Stage Fitness Test (Beep Test). JCR Test. SDAT World Beaters Battery Test for High School Boys and Girls.

**UNIT IV**

**Sports Skill Test**: Badminton: Miller Wall Volley Test – French Short Service Test, Basketball: Johnson Basketball Test – Leilich Basketball Test, Hockey: Firedal Field Hockey Test, Schimithal French Field Hockey Test.

**UNIT V**

**Sports Skill Test**: Football: Johnson Soccer Test – McDonald Soccer Test. Tennis: Dyer Tennis Test, Volleyball: Brady Volleyball Test – Rusel Lange Volleyball Test.

## Learning Outcomes

1. Understand the basics of 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. Analyze 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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- Barrow, H.M.. and McGee, R.,A (1964.) Practical Approach to Measurement in Physical Education, Lea and Febiger, Philadelphia.
- Bovard, J.F., Cozens, F., W. and Hagman, P.E.( 1949)Test and Measurements in Physical Education, W.B. Saunders Company, Philadelphia.
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- Wilgoose, C.E (1967) Evaluation in Health Education and physical Education, McGraw Hill Book Company, Inc, New York.
- Yobu,A (2010), Test, Measurement and Evaluation in Physical Education and

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## **CORE PAPER X**

### **RESEARCH AND STATISTICS IN PHYSICAL EDUCATION**

#### **Learning Objectives**

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

#### **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 Hypothesis. Formulation of Hypothesis. Experimental Methods of Research: Meaning of variable - Types of Variables - Meaning and Nature 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 III**

Report Writing: Front Materials, Body of Thesis – Back Materials. Method of Writing Research Proposal, Thesis / Dissertation: Method of Writing Abstract, Mechanics of Writing Research Report, Bibliography Writing.

#### **Unit IV – Basic Statistics, Measures of Central tendency and Variability**

Meaning and definition of Statistics, Type of Variable , Data – Type of Data , Population , sample, Parameter , Statistic , Frequency distribution , Construction of frequency distribution. Meaning, Types of Central tendency – Mean, Median, Mode – Calculation. Measures of Variability – Range, Mean deviation, Quartile deviation and Standard deviation – Calculation

#### **Unit V– Graphs and Correlation**

Graphical representation in Statistics Line diagram, Bar diagram, Histogram, Frequency curve, Frequency Polygon, Pie diagram. Advantages of graphs. Meaning of Correlation , Pearson product moment correlation , Rank order correlation

## 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.

## 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 Variables, Tools, Data Analysis and Report Writing. Working out Statistical Problems.

## REFERENCE

- Best, J.W. (1971) Research in Education, Englewood Cliffs,: Prentice Hall.
- Clark, D.H. (1999) Research Problem in Physical Education 2<sup>nd</sup> edition, Eaglewood Cliffs:Prentice Hall, Inc.
- Clarke David.H & Clarke H, Harrison (1984) Research processes in Physical Education. New Jersey : Prentice Hall Inc.
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- Jerry R Thomas & Jack K Nelson( 2000) Research Methods in Physical Activities, Illinois : Human Kinetics.
- Kamlesh, M.L. (1999) Research Methodology in Physical Education and Sports. New
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- Subramanian.R, Thirumalai Kumar S & Arumugam.C ( 2010) Research Methods in Health, Physical Education and Sports. New Delhi: Friends Publication.
- Thirumalaisamy (1998), Statistics in Physical Education. Karaikudi: Senthilkumar

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## **CORE PAPER XI**

### **SPORTS MANAGEMENT, RECREATION AND CAMPING**

#### **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

#### **UNIT I**

Meaning and Definition of Sports Management – Scope of Sports Management – Progressive Concept of Sports Management – Essential Skills of Sports Management – Qualities and Competencies required for the Sports Manager - Event Management in Physical Education and Sports.

#### **UNIT II**

Meaning and Definition of Leadership, Methods, Style, Elements – Forms of Leadership – Autocratic, Laissez – Faire, Democratic. Administrative Leader: Preparation and Qualities of Leadership and Organizational Performance – Professional Ethics. Benevolent-dictor.

#### **UNIT III**

Sports Management – Planning of School, College and University Sports Programme – Factors affecting Planning – Directing and Controlling of School College and University Sports Programme – Developing Performance Standard – Establishing a Reporting System - The Reward and Punishment System. Financial Management in physical education and sports in schools, colleges, universities-budget-importance, criteria of good budget-steps of budget marketing – principles of budgeting.

#### **UNIT IV**

Recreation: Meaning, Definition, Aim, Objectives, Scope and Significance of Recreation. Agencies offering Recreation: Home, Governmental, Voluntary, Private, Commercial - Recreation in Rural, Urban, Community and Industrial – Areas, Facilities, Equipment and their Maintenance.

#### **UNIT V**

Camping - Definition and Meaning – Scope and significance of Camping – Types of Camps – Selection and layout of campsites – organization and administration of camps – camp programmes and activities – Evaluation of camp work.

## Learning 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. Develop critical thinking in analysing sport management issues and in managerial planning and decision making.
4. Able to organize recreational camp and activities.

## Peer Group Teaching and Discussion Concept

Preparation and Discussion on Sports Event Management. Discussion on Budget for annual programme and special programmes. Teaching and Discussion on organizing recreational camp and activities.

## REFERENCE

Authors Guide (1986) Organization, Administration and Recreation in Physical Education, Parkash brothers, Educational Publishers, Ludhiana.

Ashton, D. (1968). Administration of Physical education for Women. New York: The Ronal Press Cl.

Bonnie, L. (1991). The Management of Sports. St.Louis: Mosby Publishing Company, Park House.

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

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**CORE PAPER XIII**  
**THEORIES OF SPORTS AND GAMES, COACHING AND**  
**OFFICIATING- PART II**

**Learning Objectives**

1. To understand and apply various skills.
2. To promote knowledge and awareness of rules and regulation.
3. To know about the various games in detail

**UNIT I**

Origin and development of the game - Recent status of the game in India, Layout of Playfields – Marking and Measurements of Play Fields and Standard Equipment for the following games: Badminton, Ball Badminton, Lawn Tennis and Table Tennis. Eligibility Rules for Inter University and Inter Collegiate Tournaments

**UNIT II**

Origin and development of the game - Recent status of the game in India, Layout of Playfields

– Marking and Measurements of Play Fields and Standard Equipment for the following games: Kabaddi, Kho-Kho, Netball, Softball, Swimming. Eligibility rules for Inter-School Tournaments: RDG, BDG, RDS and SGFI Tournaments

**UNIT III**

Rules and Interpretations: Duties of Officials, Methods of Breaking Ties, Mechanism and System of Officiating, Official Signals of the Following Games and Sports: Team Tactics and strategies involved in the game/sport -Different systems of playrelated to attack and defense - Training methods to develop team tactics. Coaching plan - preparation of Training schedules. : Badminton, Ball Badminton, Lawn Tennis and Table Tennis.

**UNIT IV**

Rules and Interpretations: Duties of Officials, Methods of Breaking Ties, Mechanism and System of Officiating, Team Tactics and strategies involved in the game/sport - Different systems of playrelated to attack and defense - Training methods to develop team tactics. Coaching plan - preparation of Training schedules. : Kabaddi, Kho-Kho, netball, softball and swimming.

**UNIT V**

Rules and Interpretations: Duties of Officials, Methods of Breaking Ties, Mechanism and System of Officiating, Official signals of the following games and sports: Netball, Softball, Swimming. Relationship of officials and coaches with management, players and spectators.

## Learning Outcomes

1. Know the fundamental of all the games and sports
2. Understand the rules of all the games and sports
3. Preparing the students for the competition
4. Classify the students accordingly for various games and sports.
5. Design and practice the new methods of technique and training.

## Peer Group Teaching and Discussion Concept

Preparation for practical implication of play field marking. Role Play on as Officials for the competitors in specific situations . Preparing Models for teaching the Measurement and Markings. Discussion on Tie Breaking with suitable examples.

## REFERENCE

- Anand, R.L (1987) Play Field Manual, Patiala : NIS Publication.
- Arnheim, D., & William, E Prentice. (1991). Principles of athletic training. St. Louis: Mosby Year Book.
- Arnheim D., & William E Prentice. (1978). Athletic Training. St. Louis: Mosby Year Book.
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- Breshahan, Tuttle., & Cretzmeyer. (1997). Track and Field Athletics. New Jersey: Prentice Hall, Inc.
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- Gangopaddhayoy, S. R. (2008). Encyclopaedia of Sports Training. New Delhi: Sport Publication.
- George Immanuel. (1997). Track and Field Event layout and Marking. Chennai: Krishnamurthy and Co.
- Hardayal Singh. (2005). Sports Training - General Theory and Methods. Patiala: NSNIS.
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- Ronald, P. Peffifer., & Brent C. Mangur. (1998). Concept of Athletic Training. London: Jones and Bartlett publications.
- Thomas, J.P. (1982). Let us Coach Soccer. New Delhi: The YMCA Publishing House.
- Yograj Thani. (2003). Sports Training. New Delhi: Sports Publication.

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## **CORE PAPER XIV**

### **KINESIOLOGY AND BIOMECHANICS**

#### **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**

##### **Introduction of Biomechanics and Kinesiology**

Introduction, Meaning and scope of Biomechanics and Kinesiology – Importance of Biomechanics and Kinesiology for Physical Education students and coaches - - Historical development of Sports Biomechanics and kinesiology - Meaning and types of Axis and Planes: sagittal, frontal, transverse and vertical - Fundamental Terminology of Human Movements: Flexion, Extension, Adduction, Abduction, Rotation and Circumduction.

#### **UNIT II**

**Fundamental of Kinesiology I** - Classification of Joints – Types of Synovial Joints : Uniaxial, Biaxial and Polyaxial joints – Muscle : Contraction of skeletal muscle – Types of muscle contraction. Origin, Insertion, Nerve supply and Action of the following muscles : Upper Limb: Trapezius, Deltoid, Latissimus Dorsi, Pectoralis Major, Rotator Cuff muscles, Biceps, Triceps, Brachialis..

#### **UNIT III**

##### **Fundamentals of Kinesiology II**

Lower Limb muscles: Ilio Psoas, Gluteus muscle group, Sartorius, Quadriceps Femoris, Hamstring muscle, Calf Muscle. Abdominal Muscles: Rectus Abdominis, Transverse Abdominis, Internal oblique and External Obliques – Spinal Extensor muscles. Posture : Definition and types of posture – Postural analysis – Types of Poor Posture – Posture correction.

#### **UNIT IV**

**Kinematics Fundamentals of Biomechanics I** Meaning and definition of the following terminologies : Static and Dynamics – Kinematics and Kinetics - Vectors and Scalars - distance, displacement, speed, velocity and acceleration - work, power, energy, kinetic energy and potential energy. Motion - Types of Motion: Linear motion, angular motion, uniform and non-uniform motion, Projectile motion. Principles of Newton law of Motion -Law of Inertia, Law of acceleration and Law of action and reaction.

#### **UNIT-V**

##### **Fundamentals of Biomechanics II**

Force : Meaning and definition of force, Sources of force, Force components, Centripetal force, Centrifugal force, Buoyancy – Friction : static friction, kinetic friction. Gravity: Definition, centre of gravity and location of centre of gravity, influence of gravity, location of human body centre of gravity - Levers; types of levers, anatomical and mechanical levers- Equilibrium : types of equilibrium, stability and balance. Biomechanical Analysis of Gait (Walking and Running), Jumping, Throwing and Catching.

## Learning Outcomes

1. Analyze and explain the mechanisms underlying biomechanical, physiological, and psychological changes that occur during after acute and chronic exercise.
2. Understand mechanical principles can be applied to the analysis of human movement to assess and improve performance and reduce risk of injury.
3. 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

- Bunn, J. W. (1972).*Scientific principles of coaching*. Englewood Cliffs, N.J.: Prentice Hall Inc.
- Hay, J. G. & Reid, J. G.(1982).*The anatomical and mechanical basis of human motion*.Englewood Cliffs, N.J.: Prentice Hall Inc.
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## **CORE PAPER XV**

### **SPORTS PSYCHOLOGY AND SOCIOLOGY**

#### **Learning Objectives**

1. To know and to understand the sportsperson behavior.
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, Need and Importance of Sports Psychology. Motor Learning: Basic Considerations in Motor Learning – Motor Perception - Factors Affecting Perception – Perceptual Mechanism. Intelligent Quotient.

#### **UNIT II**

Personality: Meaning, Definition, Structure, Types, Effects of Personality on Sports Performance. Motivation: Meaning and Definition, Types of Motivation: Intrinsic, Extrinsic. Achievement Motivation. Theories and Dynamic of Motivation in sports.

#### **UNIT III**

Anxiety: Meaning and Definition, Nature, Causes, Competitive Anxiety and Sports Performance. Stress: Meaning and Definition, Causes. Stress and Sports Performance. Aggression: Meaning and Definition, Aggression and Sports Performance. Self Concept: Meaning and Definition

#### **UNIT IV**

Sports Sociology: Meaning and Definition – Sports and Socialization of Individual, Sports as Social Institution. National Integration through Sports. Fans and Spectators: Meaning and definition, Advantages and disadvantages of Sports Performance. Leadership: Meaning, Definition, types. Leadership and Sports Performance.

#### **UNIT V**

Group: Meaning and Definition, 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.

#### **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 analyze 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

Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT)

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Jay Coakley. (2001). Sports in Society - Issues and Controversies in International Education, Mc-Craw Seventh Ed.

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Miroslaw Vauks & Bryant Cratty (1999) . Psychology and the Superior Athlete. London: The Macmillan Co.

Richard, J. Crisp. (2000). Essential Social Psychology. Sage Publications.

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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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## **LIST OF DISCIPLINE SPECIFIC ELECTIVE**

### **ODD SEMESTER**

- A. Olympic Movement
- B. Gender Studies
- C. Disability and Inclusive Education
- D. Contemporary Issues in Physical Education, Fitness and Wellness

### **EVEN SEMESTER**

- A. Educational Technology and Computer Application in Physical Education
- B. Sports Nutrition and Weight Management
- C. Sports Medicine, Physiotherapy and Rehabilitation.
- D. Research Project (IV Semester Only)

## DISCIPLINE SPECIFIC ELECTIVE

### OLYMPIC MOVEMENT

#### Learning Objectives

1. To know the origin and development of Olympic movement
2. To understand the Olympic symbols, ideals, objectives and values.
3. Provides the knowledge of different Olympic games

#### UNIT I

Origin of Olympic Movement: The early history of the Olympic Movement, Philosophy of Olympic Movement, Goals of the Olympic movement, Educational and cultural values of Olympic movement. Ancient Olympic Games: Significance of ancient Olympics – Awards – Decline and Termination of the ancient Olympics. Modern Olympics: The significant stages in the development of the modern Olympic movement. Difference and similarities in the ancient and modern Olympics.

#### UNIT II

Olympic Ideals: Significance of Olympic Ideals, Elements of opening and closing ceremony - Olympic Symbol – Olympic Flag – Olympic Motto – Olympic Anthem – Olympic Emblem – Olympic flame and torches – Olympic Designations - Olympic protocol for member countries - Olympic Charter - Olympic code of Ethics - Olympism in action - Sports for All.

#### UNIT III

Different Olympic Games: The Organizational Structure, Aim, Objectives and Functions of Para Olympic Games, Summer Olympics, Winter Olympics, Youth Olympic Games. Election of host city – Location, sites and venues –Olympic Village – Olympic salute – Olympic stadium -E Protocol (Use of Flag and Flame, Opening and Closing Ceremony – Victory, Medal, and Diploma ceremonies and Roll of Honour) – Disputes.

#### UNIT IV

**Committees of Olympic Games:** Governing Body: International Olympic Committee - Structure and Functions, National Olympic committees and their role in Olympic movement, Olympic commission and their functions, Rights and Eligibility for Competitors. Doping – WADA in Olympics

#### UNIT V

**Achievements of India in Olympics:** Pre Independence Period- After Independence. Achievement of India in Team Games and Individual Sports- Achievements of India in Sports. Olympic Medal winners of India. Indian Women in Olympics.

#### Learning Outcomes

1. Understand the Educational and cultural values of Olympic movement.
2. Analyze the Modern Olympic Games and Rules of Eligibility for Competition.
3. Know about The organizational structure and functions of Para Olympic Games
4. Analyze the Achievement of India in Team Games and Individual Sports.

## **Peer Group Teaching and Discussion Concept**

Group Discussion on Indian Performance in Olympics and Road Map for Next Olympics. Preparing and Teaching the Biography of Olympians with Power Point Presentation. Discussion on Chronological Development in Modern Olympics.

## **REFERENCE**

Osborne, M. P. (2004). Magictree House Fact Tracker: Ancient Greece and the Olympics: A Nonfiction Companion To Magic Tree House: Hour of the Olympics. New york: random house books for young readers.

Burbank, J. M., Andranovich, G. D. & Heying Boulder, C. H. (2001). Olympic dreams: the impact of mega-events on local politics: Lynne Rienner

Ajmeer Sing, Jagdish Bans, Jagtar Sing Gill , Rachpal Singh Brar and Nirmaljit Kaur Rathee ( 2004) Essentials of Physical Education, New Delhi: Kalyani Publisheres.

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## DISCIPLINE SPECIFIC ELECTIVE

### GENDER STUDIES

#### Learning Objectives

1. Able to understand the concepts of gender studies
2. Able to identify the gender issues and problems

#### UNIT I

Social Construction of Gender: Gender vs. Biology, Equality vs. Difference, Women in the family: socialization, Nature vs. Gender, gender roles, private–public dichotomy, sexual division of labour.

#### UNIT II

Patriarchy as ideology and practice. Transgender: The Science Behind Transgender- Characteristics and Problems of Transgender- Role of Family and Society on Transgender. The Psychology of Sex Differences.

#### UNIT III

Emergence of Feminist Thought: Socio-historical perspective, Mapping various women's movements, Emergence of women's studies Gender based Division of Labour/Work Production vs. Reproduction.

#### UNIT IV

Household work, invisible work Women's work and technology Development policies, liberalisation and globalisation and their impact on women.

#### UNIT V

Alternative conceptions of gender–caste and gender; class and gender. Gender Issues and problems in Sports.

#### Learning Outcome

1. Able to explain and understand the concepts of gender studies
2. Able to interpret and identify the gender issues and problems

#### Peer Group Teaching and Discussion Concept

Group Discussion on Feminist Thought - Influence of Westerners concepts in Feminist Thought - Challenges in Women Sports Participation

#### REFERENCE

Chodrow, Nancy. 1978. The Reproduction of Mothering. Berkeley: University of California Press.

Desai, Neera and M. Krishnaraj. 1987. Women and Society in India. Delhi: Ajanta.

Maccoby, Eleanor and Carol Jacklin. 1975. The Psychology of Sex Differences. Stanford: Stanford University Press.

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## **DISCIPLINE SPECIFIC ELECTIVE**

### **SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION**

#### **UNIT I**

Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance. Athletic Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches, Sports Injuries: Meaning, Importance, Prevention of Injuries in Sports

#### **UNIT II**

Physiotherapy: Definition – Guiding Principles of Physiotherapy, Importance of Physiotherapy, Introduction and Demonstration of Treatments – Electrotherapy – Infrared Radiation Therapy– Ultraviolet Radiation Therapy – Short Wave Diathermy –Ultrasound Therapy.

#### **UNIT III**

Hydrotherapy: Introduction and demonstration of treatments of Cryotherapy, Thermotherapy, Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot Water Fomentation – Massage – Classification of Manipulation (Sweedish System) Physiological Effect of Massage.

#### **UNIT IV**

Therapeutic Exercise: Definition and Scope – Principles of Therapeutic Exercise – Classification, Effects and Uses of Therapeutic Exercise – Passive Movements (Relaxed, Forced and Passive Stretching) – Active Movements: Assisted, Free Exercise, Assisted – Resisted, Resisted. Application of the Therapeutic Exercise: Free Mobility Exercise – Shoulder, Elbow, Wrist and Finger Joints – Hips, Knee, Ankle and Foot Joints – Trunk, Head and Neck.

#### **UNIT V**

Posture, First Aid and Sports Injuries Posture :Definition, Types, Postural Deformities: Kyphosis, Lordosis and Scoliosis. s. First Aid –General Rules – First Aid Treatment – Shock, Sun Stroke →, Fainting, Dog Bite, Snake Bite, Poisoning, Drowning, Bleeding. Common Sports Injuries – Diagnosis – First Aid Treatment: Abrasion - Laceration – Blisters – Contusion – Strain – Sprain – Fracture – Dislocation and Cramps. Bandages – Kinds of Bandages and Dressings – Strapping and Supports

**REFERENCE**

Christine, M. D., (1999). Physiology of sports and exercise. USA: Human Kinetics.

Conley, M. (2000). Bioenergetics of exercise training. In T.R. Baechle, & R.W. Earle, (Eds.),

Essentials of Strength Training and Conditioning (pp. 73-90). Champaign, IL: Human Kinetics.

David, R. M. (2005). Drugs in sports, (4th Ed). Routledge Taylor and Francis Group.

Hunter, M. D. (1979). A dictionary for physical educators. In H. M. Borrow & R. McGee, (Eds.), A Practical approach to measurement in Physical Education (pp. 573-74). Philadelphia: Lea &Febiger.

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**DISCIPLINE SPECIFIC ELECTIVE**  
**EDUCATIONAL TECHNOLOGY AND COMPUTER APPLICATION IN**  
**PHYSICAL EDUCATION**

**Learning Objectives**

1. To know the necessity of computers in Physical Education and Sports
2. Helps to improves the computer assisted works in Physical Education and Sports
3. Able use the applications of computer in Teaching Physical Education and Sports

**UNIT I**

**Introduction:** Education and Education Technology- Meaning and Definitions. Types of Education- Formal, Informal and Non- Formal Education. Need and Importance of Education Technology.

**UNIT II**

**Teaching Technique and Teaching Aids:** Lecture method, Command method, Demonstration method, Imitation method, Project method. Micro Teaching – Meaning, Types and steps of micro teaching. Teaching Aids : Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids. Teaching aids – Audio aids, Visual aids, Audio – Visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture.

**UNIT III**

**Basic online Future** – Google Application tools: Google Forms-Google Drive, You Tube: Channel Creating and Uploading, Virtual Flat form : Google Meet- Zoom, Google Class Room: Assignment-Quiz-question-Materials

**UNIT IV**

**Introduction to Computer and MS Word:** Meaning, Need and Importance of Information and Communication Teaching (ICT) .. MS Word: Introduction to MS Word – Creating, Saving and Opening a Document – Formatting, Editing Features – Mail Merge -Drawing Table – Page Setup, Paragraph Alignment – Spelling and Grammar Check – Printing Option. Inserting: Page Number, Graph, Footnote and End Notes.

**UNIT V**

**Introduction to MS Excel and Power Point:** MS Excel and Power Point : Introduction to MS Excel, Creating, saving and opening spreadsheet, Creating formulas. Format and editing features adjusting columns width and row height understanding charts. MS Power Point: Introduction to MS Power Point, Creating, saving and opening a ppt. file, format and editing features slide show , design , inserting slide number, picture ,graph ,table, Preparation of Power point presentations.

### Learning Outcome

1. Perform and report on the exploratory analysis of data collected using sports technology
2. Analyze sporting data of various types via astute use of statistical packages.
3. Practice mathematics, statistics, information technology in sport technology related problems.
4. Support a conclusion based upon quantitative prediction, performance and analysis of a sporting team, code, or gaming environment.
5. Offer Hands on Knowledge in sports 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

Irtegov, D. (2004). Operating System Fundamentals. Firewall Media.

Marilyn, M.& Roberta, B.(n.d.).Computers in your Future. 2nd Edition, India: Prentice Hall.

Milke, M.(2007). Absolute Beginner's Guide to Computer Basics. Pearson Education Asia.

Sinha, P. K. & Sinha, P..Computer Fundamentals. 4th edition, BPB Publication.

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## **DISCIPLINE SPECIFIC ELECTIVE**

### **DISABILITY AND INCLUSIVE EDUCATION**

#### **Learning Objectives**

1. Benefits of Physical Education for persons with Disabilities
2. Know about classifications of Disability
3. Analyse adaptation of motor activities

#### **UNIT I**

Definition of Disabling Conditions - Benefits of Physical Education for persons with Disabilities - Recreational Sports Opportunities, Competition Opportunities - Special Olympics, Paralympics and Deaflympics.

#### **UNIT II**

Classification of Disability: Visual, Auditory, Neuromuscular, Orthopedic - Cardiovascular, Respiratory, Mental, Emotional. Adapted Physical Education Activities - Specific Guidelines for: Visual Impairment, Hearing Impairment, intellectually challenged, Orthopedically Handicapped.

#### **UNIT III**

Adaptation of Motor Activities – Principles for Adaptation of Motor Activities – Facilities and Equipment for different disabilities. Orientation on Facilities - Types of Equipment- Minimum equipment, Additional Equipment, Evaluation of Equipment. Leisure, Recreation and Sports Facilities for persons with disabilities.

#### **UNIT IV**

Adapted Games for Persons with Disability: Rules of Adapted games and Class Management – Adapted Games for the blind: Adapted Volleyball, Kabaddi, Tennis, Table Tennis and Adapted minor games and Track and Field events. Teaching methods to be adapted by the Special Educator in Sports, Recreation and Games. Kinesthetic – one on one teaching , group teaching, circular method of teaching. Unified Sports.

#### **UNIT V**

Inclusive Education : Meaning, Definition , Aim and Objectives. Strategies for including students. Steps for modifying and adaptation of the physical education curriculum. Methods of playing Inclusive games: Hula Contortion, Lasso, Pumpkin Fun, Snickers & Hoots, What Do You Like To Eat, Mr. & Mrs. Owl?, Toy soldier, Clean-up Your Own Back Yard, Parachute Activities, Freeze Tag Not!, Peace Release, Top Gun High Five's and Rock, Paper, Scissors, Dynamite.

### Course Outcome

- Understand about classification of Disabilities.
- Understand adopted games for disability persons.
- Known the benefits of exercise for disability persons.

### Peer Group Teaching and Discussion Concept

Discussion on types of Disabilities Role Play as Disabled Person and Facilitator.

Teaching Recreational and Inclusive Games among the peers.

### REFERENCE

Auxter, D. (1993). Principles and Methods of Adapted Physical Education. Mosby Publications.

Chapman, F. M. (1960). Recreation Activities for the Handicapped. New York: The Ronald Press Company.

Daniel, R. C. (1982). Games Sports and Exercises for the Physically Handicapped. Philadelphia Jaimitra.S (1990) Physical Education for the Blind Chennai: Grace Printer,

Jain, A. (2003). Adapted Physical Education. Delhi: Sports Publication.

Kassar, Susan (1995). Inclusive Games. Human Kinetics Champaign, IL.

Lau, D. S. (2001). Physical Education for the Physically Handicapped. Delhi: Khel Sahitya Kendra.

Mary E. Samples (2012) Camarillo, CA 93012, [www.venturacountyselpa.com](http://www.venturacountyselpa.com)

Schiffer, M. (1971). The Therapeutic Play Group. London: George Allen and Unwin ltd.

Sharma, D. (2006), Adapted Physical Education. New Delhi: Friends Publication.

Sullivan, G. M. (1982), Teaching Physical Activities to Impaired Youth: An Approach to Mainstreaming. USA: Jhon Wilkey and Sons.

Thind, M. N. (2010), Special Olympics Bharat Trainer Manuel. New Delhi: Special Olympics Bharat.

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## DISCIPLINE SPECIFIC ELECTIVE

### SPORTS NUTRITION AND WEIGHT MANAGEMENT

#### 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 obesity, over weight and its ill-effects and to develop determination and values of desirable body weight.

#### UNIT I

Introduction to Sports Nutrition – Nutrition, Sports Nutrition : Meaning and Definition – Basic Nutritional Guidelines – Role of Nutrition in Sports – Factors to be considered for developing Nutritional Plan.

#### UNIT II

Nutrients: Ingestion to Energy Metabolism: Carbohydrates, Protein, Fat – Meaning, Classification and its Functions. Role of Carbohydrates, Fat and Protein during Exercise. Vitamins, Minerals, Water : Meaning, Classification and its Function. Role of Hydration during Exercise, Water Balance.

#### UNIT III

Weight Management: Meaning, Concept of Weight Management in the Modern Era – Factors affecting Weight Management and Values of Weight Management - Maintaining a Healthy Life Style - Body Mass Index (BMI)

#### UNIT IV

Planning of Weight Management: Determination of Desirable Body Weight – Daily Caloric Intake and Expenditure – Balanced Diet for Indian School Children – Weight Management Programme for Sporty Children – Role of Diet and Exercise in Weight Management – Diet Plan and Exercise Schedule for Weight Gain and Loss.

#### UNIT V

Obesity: Meaning – Definition – Types – Causes and Solution for overcoming Obesity. Myths of Spot Reduction and Weight Loss – Dieting and Exercise for Weight Control

## 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 weight management and solutions for obesity.
5. Design caloric requirements for various sports and age groups.

## Peer Group Teaching and Discussion Concept

Group Discussion on Role of Nutrition in Sports. Role Play as Obsessed Person and Nutrition in Assessment. Designing and Discussing Weight Reduction plan and Diet Plan. Assessing BMI and Energy Requirement for the peer student under the supervision of Teacher.

## REFERENCE

- Bessesen, D. H. (2008). Update on obesity. *J ClinEndocrinolMetab*.93(6), 2027-2034.
- Butryn, M.L., Phelan, S., & Hill, J. O.(2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance. *Obesity*(Silver Spring). 15(12), 3091- 3096.
- Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a metaanalysis . *Am J ObstetGynecol*, 197(3), 223-228.
- DeMaria, E. J. (2007). Bariatric surgery for morbid obesity. *N Engl J Med*,356(21), 2176-2183.
- Dixon, J.B., O'Brien, P.E., Playfair, J. (n.d.). Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. *JAMA*. 299

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**DISCIPLINE SPECIFIC ELECTIVE**  
**CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS**  
**AND WELLNESS**

**Learning Objectives**

1. Understand physical education as more diversified and systematized process
2. Develop competencies, skills and knowledge required for the fitness management
3. To understand the relationship between fitness and wellness

**UNIT I**

Concept of Physical Education and Fitness : Definition, Aims and Objectives of Physical Education, fitness and Wellness. Importance and Scope of fitness and wellness. . Modern concept of Physical fitness and Wellness. Physical Education and its Relevance in Inter Disciplinary Context. Issues in curriculum - Issue in teaching learning (Approaches in teaching games, Formal and informal model of assessment in Physical Education)

**UNIT II**

Fitness, Wellness and Lifestyle ; Fitness – Types of Fitness and Components of Fitness. Understanding of Wellness. Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management. Physical Activity and Health Benefits - Promotion of fitness and wellness

**UNIT III**

Principles of Exercise Programme: Means of Fitness development – aerobic and anaerobic exercises. Exercises and Heart rate Zones for various aerobic exercise intensities. Concept of free weight Vs Machine, Sets and Repetition . Concept of designing different fitness training programme for different age group. Concept of designing different fitness training program for different age group and sports ,Games

**UNIT IV**

Safety Education and Fitness Promotion: Health and Safety in Daily Life. First Aid and Emergency Care. Common Injuries and their Management. Modern Life Style and Hypo-kinetic Disease –Prevention and Management. Health and safety in daily life issues related to body image (stress management, mental health and wellness throughout life healthy aging.

**UNIT V**

Sports Nutrition: Diet for sports competition- supplementation to the daily diet. Vitamins, Minerals, Fluids. Electrolyte replacement, Carbohydrate loading, Protein loading, Calcium and iron supplement. Pre-event meal. Time for pre-event meal, Alternate eating pattern, Foods to avoid. Exercise and weight control, Crash dieting, Weight Control. Dietary guideline of good health status.

## Learning Outcome

1. Discuss research from a multidisciplinary perspective relative to current issues in physical activity and health.
2. Apply qualitative research methods to explore and critically examine a variety of curricular topics.
3. Demonstrate application of relevant research and theory to a contemporary issue in physical activity and exercise science.
4. Explain the contemporary issues and to pertaining to the physical activity and health field.

## Peer Group Teaching and Discussion Concept

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

## REFERENCE:

Difiore, J.(1998). Complete guide to postnatal fitness. London: A & C Black,.

Giam, C.K & The, K.C. (1994). Sport medicine exercise and fitness. Singapore: P.G. Medical Book.

Mcglynn, G., (1993). Dynamics of fitness. Madison: W.C.B Brown.

Sharkey, B. J.(1990). Physiology of fitness, Human Kinetics Book.

William, D. Mc Aradle. (1996). Exercise Physiology, Energy, Nutrition and Human Performance. Philadelphia: Lippincott Williams Company.

Williams, S. & Rod, W. (2001) Nutrition and Diet, Therapy 2<sup>nd</sup> Edition, London :W.B. Saunder College Publishing.

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## **ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)**

### **COMMUNICATION SKILLS**

#### **Learning Objectives**

1. Promote the basic abilities need for better communication
2. Create awareness among youth the need and importance of communication skills.

#### **UNIT I**

Recap of Language Skills – Speech, Grammar, Vocabulary, Phrase, clause, sentence, Punctuation. Fluency building: What is fluency – Why is fluency important – Types of fluency – Oral fluency – Reading fluency – Writing fluency – Barriers of fluency – How to develop fluency.

#### **UNIT II**

Principles of communication: LSRW in communication. What is meant by LSRW Skills – Why it is important – How it is useful – How to develop the skills?. Oral – Speaking words, articulation, speaking clearly.

#### **UNIT III**

Written communication – Generating ideas/ gathering data organizing ideas, Setting goals, Note taking, Outlining, Drafting, Revising, Editing and Proof reading.  
Non verbal communication – Body language, Signs and symbols, Territory/Zone, Object language.

#### **UNIT IV**

Speaking Skills: Formal and Informal Conversation – Conversation in the work place – Interviews – Public. Speech – Lectures. Listening Skill: Comprehending – Retaining – Responding – Tactics – Barriers to Listening – Overcoming. listening barriers – Misconception about listening.

#### **UNIT V**

Reading Skill: Acquiring reading – Reading Development – methods teaching – Reading difficulties. Writing skill: Note-making – CV's – Report writing, copy writing, Agenda – Minutes – Circular – Essaywriting on any current issues – paragraph – Essay writing, Writing Research papers – Dissertation.

## Learning Outcomes

1. Able to communicate better
2. Understands the need and importance of communication skills.

## REFERENCE

Book for South Asian Students. Reprint 2003. Cambridge University Press. New Delhi.

Hall and Shepherd. The Anti-Grammar Book: Discovery Activities for Grammar Teaching

Hewing, Martin. 1999. Advanced English Grammar: A Self-study Reference and practice

John, Seely The Oxford guide to writing and speaking. Oxford U P, 1998, Delhi. Lewis,  
Norman. 1991. Word Power Made Easy. Pocket Books.

Minippally, Methukutty. M. 2001. Business Communication Strategies. 11th Reprint.  
TataMcGraw – Hill. New Delhi.

SasiKumar. V and P.V. Dharmija. 1993. Spoken English: A Self-Learning Guide  
Conversation Practice. 34th reprint. Tata McGraw – Hill. New Delhi.

Swets, Paul. W. 1983. The Art of Talking So That People Will Listen: Getting Through to  
Family, Friends and Business Associates. Prentice Hall Press. New York.

The Process of Writing: Planning and Research, Writing, Drafting and Revising.

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## **ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)**

### **ENVIRONMENTAL STUDIES**

#### **Learning Objectives**

1. Promote the knowledge of our environment
2. Create awareness among youth, various health problems due to environmental pollution
3. Able understand the importance of environment and to create good environment.

#### **UNIT I**

Environmental Science : 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.

#### **UNIT II**

Plastic recycling & probation of plastic bag / cover. Role of school in environmental conservation and sustainable development.

#### **UNIT III**

Natural Resources and related environmental issues: Water resources, food resources and Land resources.

#### **UNIT IV**

Definition, effects and control measures of Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution. Management of environment and Govt. policies , Role of pollution control board.

#### **UNIT V**

People and Environment: People and environment interactions, Sources of pollution, Pollutants and their impact on human life, exploitation of natural and energy resources, Natural hazards and mitigation.

#### **Course Outcome**

1. Able to promote good practice to promote and preserve environment
2. Able to create awareness on health problems due to environmental pollution
3. Able to explain importance of environment and to create good environment.
4. Able to explain and understand the concepts of gender studies
5. Able to interpret and identify the gender issues and problems

## 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

Agrawal, K.C. (2001). *Environmental biology*. Bikaner: Nidhi publishers Ltd.

Frank, H. & Walter, H., (1976). *Turners school health education*. Saint Louis: The C.V. Mosby Company.

Nemir, A. (n.d.). *The school health education*. New York: Harber and Brothers.

Odum, E.P. (1971). *Fundamental of ecology*. U.S.A.: W.B. Saunders Co.

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## **ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)**

### **SOFT SKILLS**

#### **Learning Objectives**

1. Promote the basic abilities need for better Soft skills
2. Create awareness on skills required for attending interview and presentation skills.
3. Understand the qualities required for an individual development

#### **UNIT I**

Soft Skills – Meaning, Definition, need and importance. Interview Skills – Preparing for an interview .Presentation Skills: Body Language - Speaking , Pronunciation , structuring of presentation, Group discussion :Skills in listening and expressing effectively.

#### **UNIT II**

Importance of Attitude: Meaning and Definition. Attitude and Success – Factors Determining Attitude . Benefits of Positive Attitude . Steps in Building Positive attitude. Comparison of Winners and Looses.

#### **UNIT III**

Success : Meaning and Definition. Qualities to make a person successful- Obstacles of Success- Methods to overcome Obstacles. Meaning and Definition- Values and Vision: Meaning and Definition –Judging value system – Change in value system- Character- Priceless-Life worth saving.

#### **UNIT IV**

Motivation: Meaning and Definition. Comparison of Inspiration and Motivation. Internal and External Motivation. Self Esteem: Meaning and Definition. Advantages of High Self Esteem. Causes of low self esteem. Building Confidence.

#### **UNIT V**

Inter- Personal Skills: Meaning and Definition. Life of Boomerang. Trust-Difference between ego and Pride. Steps in building Positive personality. Subconscious Mind and Habits: Meaning and Definition. Good Habits -Formation of Habits- Conditioning – Forming Positive habits. .

#### **Learning Outcomes**

1. Developing the abilities need for better Soft skills
2. Developing the skills required for attending interview and presentation skills.
3. Understand and develops the qualities required for an individual development

**REFERENCE**

Authors Guide (2014) ‘ Soft Skills’ University of Madras, Chennai

Authors Guide (2014) ‘ Communication Skills,” University of Madras, Chennai

Mangal .S.K. (2002) , Advanced Educational Psychology, Prentice Hall of India, New Delhi.

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

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## SKILL ENHANCEMENT COURSE

### OBESITY AND WEIGHT MANAGEMENT

#### Learning Objectives

1. To Understand the basics of Obesity and its types .
2. To Understand the various methods of Obesity assessment.
3. To Understand methods of weight management

#### UNIT I

Obesity – Introduction – Definition – Epidemiology – Prevalence – Incidence – sex variance- Etiology of obesity – Psychological correlation – Genesis influence. Types of Obesity – Android Obesity – Gynoid obesity, Pathophysiology of obesity-Complications of obesity

#### UNIT II

Assessment of obesity – Health related Quality of life assessment -Body composition Assessment – Laboratory methods, field method - Clinical evaluation of obesity. Basics of Body composition: Definition, Meaning and Need. Methods of measurements- skin fold measurements – Circumference measurements – Body composition Assessment and Report. Skin fold measurement techniques: Sites of measurement . Calculation of Body percent Fat.

#### UNIT III

Weight Management: Meaning, Concept of Weight Management in the Modern Era – Factors affecting Weight Management and Values of Weight Management - Maintaining a Healthy Life Style - Body Mass Index (BMI)

#### UNIT IV

Planning of Weight Management: Determination of Desirable Body Weight – Daily Caloric Intake and Expenditure – Balanced Diet for Indian School Children – Weight Management Programme for Sporty Children – Role of Diet and Exercise in Weight Management – Diet Plan and Exercise Schedule for Weight Gain and Loss.

#### UNIT V

Establish Desirable body weight. Best way to lose weight – unhealthy approaches to lose weight. Causes and Solution for overcoming Obesity. Myths of Spot Reduction and Weight Loss – Dieting and Exercise for Weight Control

### **Learning Objectives**

1. Able to Understand the basics of Obesity and its types .
2. Able to Understand the various methods of Obesity assessment.
3. Able to Understand methods of weight management

### **Peer Group Teaching and Discussion Concept**

Group Discussion on teaching Types of Obesity. Discussion on Assessment of Obesity among the peer students under the supervision of Teacher. Discussion on healthy and unhealthy approaches to loose weight.

### **REFERENCE**

Allsen, P.E. J.M.Harrison and B.Vance(1989). Fitness for life: An individualized Approach. Dubuque,IA:Wm.C.Brown,

Edward T. Howley B. Don Franks (2003) Health Fitness Instructors Hand book, Human Kinetics, Canda.

Hawley. E.T. and Franks B.D. (1977) Health Fitness Instructor's handbook. Third Edition. Human Kinetics, Champaign Illinois

Rick Frey ( Ed) (1995) Practical Body Composition Guide, Human Kinetics, Canada.

Werner W.K. Hoeger and Sharon A. Hoeger (1990) Fitness and Wellness, Morton Publishing Company, Canada.

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## SKILL ENHANCEMENT COURSE

### SPORTS FIRST AID

#### Learning Objectives

1. Apply various concepts of First Aid.
2. Understand the concepts of bandages and wounds
3. Recognize possibilities of sports Injuries and its management

#### UNIT I

Principles and practice of first aid for sports injuries – PRICE - aims of first aid - the responsibility of the first aider - action at emergency. Cardiopulmonary resuscitation - CPR for adults - CPR for children's – rules of first aid.

#### UNIT II

First aid techniques; dressing - types of dressing, application of dressing, bandages - types of bandages, tying the bandages - slings and its uses, different types of slings, applying the sling for different parts of the body according to the area.

#### UNIT III

First aid for different type of wounds, abrasions wound, incision wound, contused wound, lacerated wound, punctured wound and gun shot wound - Complications of wounds - Bleeding its types and its management - First aid for asphyxia.

#### UNIT IV

Fractures its types and its first aid management - First aid for fractures of spine, skull, collar bone, lower jaw, rib, humerus, forearm, hand, fingers, pelvis, femur, leg and foot - First aid for muscles and tendons injuries cramps, sprain and strain.

#### UNIT V

Care and prevention of sports injuries - protective equipments for sports - technical factors in overuse injuries. Emergency First aid Response, Emergency care of patient with suspected spinal cord injury.

#### Learning Outcomes

1. Able to understand the concepts of First Aid.
2. Able to do various bandages and wounds
3. Able to identify and recognize possibilities of sports Injuries and its management

## Peer Group Teaching and Discussion Concept

Group Discussion on concept of First aid, Role Play as First Aider and Victim

### REFERENCE

- Authors Guide (2007) First aid to the injured, St.Johns Ambulance,Chennai. Baker  
(2008): The Hughston Clinic Sports Medicine Book, Williams & Wilkins Lillegard,  
Butcher & Rucker(2009) Handbook of Sports Medicine: A symptom Oriented  
Approach, Butterworth & Heinemann  
Reed(2007) Sports Injuries – Assessment and Rehabilitation, W.B.Saunders. Richard  
B. Birrer(2005) Sports Medicine for the primary care Physician, CRC Press  
Stephen Eustace, Ciaran Johnston, Pat O’Neill, John O’Byrne.(2005) Sports injuries  
examination, imaging and management.

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## **GENERIC ELECTIVE COURSE**

### **CONSTRUCTION AND MAINTENANCE OF PLAY FIELDS**

#### **Learning Objectives**

1. To Understand the concept of Track and Field Marking
2. To Understand the concept of Play Field Marking
3. To Understand the concept of surfaces of Play Fields

#### **UNIT I**

Non Standard Track: Area Required, Calculation of RDR, CDR, Curve, Straight, line, Lane and Track method of calculation and Marking Procedure. Periodical Maintenance.

#### **UNIT II**

Standard Track as per IAAF: Area Required, Calculation of RDR, CDR, Curve, Straight , line, Lane and Track method of calculation and Marking Procedure. Periodical Maintenance.

#### **UNIT III**

Filed Events : Method of Marking and Construction of Throwing events: Shot-put, Hammer Discus and Javelin. Method of Marking and Construction of Jumping events: Long Jump, Triple Jump, High Jump, Pole Vault.

#### **UNIT IV**

Construction and Maintenance of Rectangular Play Fields: Basketball, Football, Hockey, Handball, Kabaddi, Kho- Kho, Volleyball,. Construction and Maintenance of Circular : Play Fields: Cricket.

#### **UNIT V**

Surface: Natural, Wooden, Artificial/ Synthetic fields. Turf for Indoor Stadium, Turf for Kabaddi. Advantages, and Method of Maintenance.

#### **Learning Outcome**

1. Able to Mark and Maintain Track and Field
2. Able to Mark and Maintain Play Field Marking
3. Able to Understand the concept of surfaces of Play Fields

## Peer Group Teaching and Discussion Concept

Group Discussion on teaching Track marking, field Marking, Rectangular and Circular Field Marking. Discussion on Merits and Demerits of various surfaces.

### REFERENCE

- Anand, R.L (1987) Play Field Manual, Patiala : NIS Publication.
- Authors Guide (2014) IAAF Competition Rules 2017-2018, Monaco Cedex: IAAF Publishing .
- Authors Guide (2002) Rules of Games and Sports, New Delhi : YMCA Publishing House.
- Authors Guide (2000) FIBA Official Basket Rules : Munich..
- Bonder, J.B (1984). How to be a Successful Coach. New York: Prentice Hall, Inc. Breshahan, Tuttle., & Cretzmeyer. (1997). Track and Field Athletics. New Jersey: Prentice Hall, Inc.
- Bunn, J. W (1951) The Art of Officiating Sports, Englewood Cliff.: Prentice Hall.
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- Chelliah, S.N (1990), Vilayattu Vithi Muraihal, Chennai: Raj Mohan Pathipagam.
- Gangopaddhayoy, S. R. (2008). Encyclopaedia of Sports Training. New Delhi: Sport Publication.
- George Immanuel. (1997). Track and Field Event layout and Marking. Chennai: Krishnamurthy and Co.
- Hardayal Singh. (2005). Sports Training - General Theory and Methods. Patiala: NSNIS.
- Josse, P, Moprtensen., & John, M,Copper. (1998). Track and Field for Coach and Athlete. St.Louis: C.V.Mosphy Company.
- Krishna Murthy, J. (2007). Training of Physical Education Students. New Delhi: Verma Publication.
- Ronald, P. Peffifer., & Brent C. Mangur. (1998). Concept of Athletic Training. London: Jones and Bartlett publications.
- Thomas, J.P. (1982). Let us Coach Soccer. New Delhi: The YMCA Publishing House.
- Yograj Thani. (2003). Sports Training. New Delhi: Sports Publication.

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## GENERIC ELECTIVE COURSE

### TOURISM MANAGEMENT IN INDIA

#### Learning Objectives

1. To Understand the Geographical units of India.
2. To Understand the International and Domestic Tourism
3. To Understand the UNESCO world heritage sites in India.

#### UNIT I

Geographical unit of India: Location, Position, Neighborhood, Climate, People and language. National Tourism Policy, Enhancing India's Competitiveness as a Tourism Destination.

#### UNIT II

Definition of Tourism, types of tourism. Basic components of tourism, Motivation of tourism. International tourist, Domestic tourist, Various kinds of tourism.

#### UNIT III

Accommodation: Definition of hotel types of hotel hotel terminology. Transport : Air transport, Rail transport, Water transport, Road transport.

#### UNIT IV

Organizations role of NTO, functions of NTO, role of WTO, role of TTDC- role of ITDC in promoting tourism.

#### UNIT V

UNESCO world heritage sites in India, Monuments, Ancient temple of India , Forts, Palaces, Museums.

#### Learning Outcomes

1. Able to understand the Geographical units of India.
2. Able to understand the International and Domestic Tourism
3. Able to understand and identify the UNESCO world heritage sites in India.

## **Peer Group Teaching and Discussion Concept**

Group Discussion on teaching Geographical units of India. Comparative Discussion on UNESCO world heritage sites in India. Discussion on Challenges and trends in Indian tourism.

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