TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

Chennai – 600 127

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

(Two Years)

Choice Based Credit System

Regulations

(for students admitted from 2023 – 2024 & Onwards)

TAMILNADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

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

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REGULATIONS AND REGULATIONS

(for students admitted from 2023 -2024 & Onwards)

1. Eligibility for Admission to the Course

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

Note

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

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

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

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

e) 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)

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

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

1.	Qualifying Examination	25 marks
2.	Sports and Games Participation	25 marks
3.	Games and Sports Skill test	25 marks
4.	Physical Efficiency Test	25 Marks
5.	Written Test	35 marks
6.	Personal Interview	15 marks
	Total	**150 marks**

Qualifying Examination

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

Sports and Games Participation – 25

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

Any one which is applicable / advantageous

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

(Supporting certificates should be produced)

Physical Efficiency Test (Track and Field) Maximum Marks: 25

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

a) 100 Mts. - 10 Marks
b) Shot-Put - 10 Marks
c) Long Jump - 5 Marks

Games and sports skill test -25

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

1. Athletics **2. Cricket** **3. Basketball** **4. Football** **5. Hockey** **6. Handball**	**7. Kabaddi** **8. Kho-Kho** **9. Volleyball**

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

5. Written Test :

Multiple Chooise Questions 35*1=35 Marks,

(Questions from B.P.Ed, B.P.E.S and B.Sc (Physical Education) and Current affairs in sports), Written Examination conducted by the concern university department admission committee / college admission committee only,

6. Personal Interview

Personal Interview will be conducted by the University department admission committee members / college admission committee members only, to asses the knowledge of the communication, knowledge about the physical education and sports, specialization and other current affairs.

2. Course of Study

a. Duration of the Course - The duration of the course of study is two (02) academic years, consisting of four semesters. The total working days shall not be less than 200 days in an Academic year. Each semester consists of not less than 100 working days excluding examination. which shall comprise 450 teaching clock hours for each semester (exclusive of the days for the conduct of university end-semester examinations).

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

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

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

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

Part II - **Practicum**

Part III - **Internship**

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

3). SCHEME INSTRUCTION AND EXAMINATION

First Semester

Part	Subject Code	Name of Paper/Component	Hours of Instruction/ Week		Scheme of Examination				
			Theory	Practical	Duration of Exam	CIA	CE	Total	Credit
I		**Core Course– Theory**							
	23PA1CT101	Research Process in Physical Education and Sports Sciences	4	-	3	25	75	100	4
	23PA1CT102	Yogic Sciences	4	-	3	25	75	100	4
	23PA1CT103	Tests, Measurement and Evaluation in Physical Education	4	-	3	25	75	100	4
	23PA1DE101	**Discipline Specific Elective Course**							
	A,B,C,D	Any one paper from the basket of Choices for Odd Semester	4	-	3	25	75	100	4
II		**Core Course – Practicum**							
	23PA1CP101	**Yogic Practices**: Asanas, Pranayama, Kriyas, Bandhas, Mudras, Suryanamaskar and Meditation. Common Yoga Protocol suggested by AYUSH.	-	6	3	50	-	50	3
	23PA1CP102	**Aerobics**: Touch Out, 'V' Step, 'A' Step, Cross Over Step, Jump on the Spot, Knee Curl, , Front Kick, Knee and Arm Lift, Side Kick.		6	-	100	-	100	3
	23PA1CP103	**Track and Field Events Part I:** Sprint, Middle and Long Distance Running, Relay Races	-	6	3	100	-	100	3
	23PA1CP104	**Game of Specialization –II (Second Best)**	-	4	3	100	-	100	2
		Internship							
III	23PA1IN101	**Class Room Teaching:** Five Lessons on Theory Subjects. **Field / Laboratory Work:** Test, Measurement and Evaluation/ Fitness Training. **Participation**: Participation in Intramural and Extramural Tournaments	-	4	3	50	-	50	2
			16	**26**		**500**	**300**	**800**	**29**
			42 hrs						

Part	Semester	Ability Enhancement Compulsory Courses (AECC)				
IV	23PA1AE101		Personality Development and Life Coping Skills	2	Remarks	2

Second Semester

Part	Subject Code	Name of Paper/Component	Hours of Instruction/ Week		Scheme of Examination				
			Theory	Practical	Duration of Exam	CIA	CE	Total	Credit
I		**Core Course – Theory**							
	23PA1CT201	Applied Statistics in Physical Education and Sports	4	-	3	25	75	100	4
	23PA1CT202	Sports Biomechanics and Kinesiology	4	-	3	25	75	100	4
	23PA1CT203	Sports Psychology and Sociology	4		3	25	75	100	4
	23PA1DE201	**Discipline Specific Elective Course**							
	A,B,C,D	Any one paper from the basket of Choices for Even Semester	4	-	3	25	75	100	4
II		**Core Course – Practicum**							
	23PA1CP201	**Track and Field Events Part II:** Long Jump, Triple Jump, Shot Put, Discus Throw, Javelin Throw **Game of Specialization –I (Second Best)**	-	6	-	50	-	50	3
III		**Internship**							
	23PA1IN202	**Teaching/Coaching Practice** **Officiating:** Game of Specialization –II (Second Best)	-	6	-	50	50	100	3
	23PA1IN203	**Teaching/Coaching Practice** **Officiating: Track and Field Events Part I and II**	-	6	-	50	50	100	3
	23PA1IN204	**School/ College/ Institution** **Internship:** Teaching Practice and Officiating	-	4	-	100	-	100	2
	M15206 D	**Class Room Teaching:** Five Lessons on Theory Subjects. **Field / Laboratory Work:** Sports Psychology/ Kinesiology and Sport Biomechanics **Participation**: Participation in Intramural and Extramural Tournaments	-	4	-	50	-	50	2
			16	**26**		**400**	**400**	**800**	**29**
			42 hrs						

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

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

Third Semester

Part	Subject Code	Name of Paper/Component	Hours of Instruction/W		Scheme of Examination				
			Theory	Practical	Duration of Exam	CIA	CE	Total	Credit
		Core Course – Theory							
I	23PA1CT301	Sports Medicine, Athletic Care and Rehabilitation	4	-	3	25	75	100	4
	23PA1CT302	Physiology of Exercise	4	-	3	25	75	100	4
	23PA1CT303	Scientific Principles of Sports Training	4	-	3	25	75	100	4
	23PA1DE303	**Discipline Specific Elective Course**							
		Any one paper from the basket of Choices for Odd Semester	4	-	3	25	75	100	4
		Generic Elective (Any one Course from the list of courses offered)	4	-	3	25	75	100	4
II		**Core Course – Practicum**							
	23PA1CP301	**Track and Field Events Part III :** Pole Vault, High Jump, Hammer Throw, Hurdles, Combined Events	-	6	-	50	-	50	3
	23PA1CP302	**Game of Specialization –II (First Best)**	-	4	-	50	-	50	2
	23PA1CP303	**Combative Sports & Martial Arts**: Boxing, Fencing, Stick Fencing (Silambam), Kalari, Judo, Karate, Taekwondo and Kung-Fu	-	4	-	50	-	50	2
	23PA1CP304	**Fitness Training:** Conditioning Exercises: General and Specific. Training Methods : Weight Training (Free Weights and Machine Weights)- Circuit Training – Interval Training- Fartlek Training - Plyometric, Swiss ball Training – Medicine Ball Training – Core Board Training- Cross Training.	-	4	-	50	-	50	2
		Internship							
III	23PA1IN301	**Field / Laboratory Work:** Athletic Care, Physiotherapy and Rehabilitation/ Sports Training/Physiology of Exercise	-	4	-	100	-	100	2
	23PA1IN302	**Class Room Teaching :** Five Lessons on Theory Subjects **Participation**: Participation in Intramural and Extramural Tournaments Educational Tour, Stadium Visit, Organising Project Sports Meet.	-	4	-	100	-	100	2
	23PA1IN303	Sports Entrepreneur Skill Development Training Or Swachcha Bharat Abhiyan.	-	-	-	100	-	100	2
			16	**26**		**625**	**375**	**1000**	**35**
			42 hrs						

Part	Semester	**Skill Enhancement Course**				
IV	23PA1SE301 3		Sports Tourism (or) Software Based Applied Statistics	2	Remarks	2
		Co -Curricular course				
	23PA1CC301		NSS / Organisation of Project Sports Meet and Participation in Sports Related Events / Approved Online Courses/ MOOC.	2	Remarks	2

Fourth Semester

Part	Subject Code	Name of Paper/Component	Hours of Instruction/ Week		Scheme of Examination				
			Theory	Practical	Duration of Exam	CIA	CE	Total	Credit
I		**Core Course – Theory**							
	23PA1CT401	Information and Communication Technology (ICT) in Physical Education	4	-	3	25	75	100	4
	23PA1CT402	Sports Management and Curriculum Design in Physical Education	4	-	3	25	75	100	4
	23PA1CT403	Dissertation	4	-	3	25	75	100	4
	23PA1DE401	**Discipline Specific Elective Course**							
	A,B,C,D	Any one paper from the basket of Choices for Odd Semester	4	-	3	25	75	100	4
II		**Core Course – Practicum**							
	23PA1CP401	**Game of Specialization-I (First Best)** (Any one of the Major Games)	-	6	-	50	50	100	3
	23PA1CP402	Track and Field Specialization (Any one Track and Field Events)	-	6	-	50	50	100	3
		Internship							
III	23PA1IN401	**Internship/ Intensive Teaching/Coaching Practice-** Coaching Lesson (Track and Field)	-	4	-	50	-	50	2
	23PA1IN402	**Internship/ Intensive Teaching/ Coaching Practice-** Coaching Lesson (Game of Specialization –II) (First Best)	-	6	-	100	-	100	3
	23PA1IN403	**Internship in Officiating**: Officiating and Organisation of Tournaments.	-	4	-	50	-	50	2
			16	**26**	-	**400**	**400**	**800**	**29**
		Total	**42 hrs**						

Part IV Ability and Skill Enhancement Courses

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

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

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

Other Courses offered by the Department

Generic Elective Course

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

Skill Enhancement Courses

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

COURSE STRUCTURE & CREDIT ABSTRACT

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

MARKS ABSTRACT

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

MARKS AND CREDIT ABSTRACT

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

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 M.P.Ed Candidates are 132,

Credits	
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

External marks 75 marks **UG** programmes **40% Pass** **PG** programmes **50%** Pass		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
	Total marks			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:

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

External marks 75 marks **UG** programmes **40% Pass** **PG** programmes **50%** Pass		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
	Total marks			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 RankCertificates.

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 thecurriculum, 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 schemeprovided 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:

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

where 'C_i' is the Credit earned for the Course i; 'G_i' 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, thecandidates 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

Marks Range	Grade Point	Corresponding Grade
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

CGPA	Corresponding Grade	Classification of Final Results
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-Appearance

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

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

Peer Group Teaching and Discussion Concept

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

Games as the Specialization

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

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

Internship/ Teaching Practice/ Community engagements

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

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

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

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

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

1. Physical Education/ Physical Exercise related programmes

2. Awareness Programmes related to health and fitness

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

4. Survey related to health and fitness of the public.

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

Note

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

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

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

Requirement for Passing

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

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

RESEARCH PROCESS IN PHYSICAL EDUCATION AND SPORTS SCIENCES

Learning Objectives

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

UNIT I

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

UNIT II

Meaning and Definition of Historical Research - Steps in Historical Research - Sources of Historical Research. Primary Data - Secondary Data - Historical Criticism: Internal Criticism, External Criticism. Descriptive Methods of Research**:** Survey Study - Case study - Normative Study. Tools of research- Questionnaires, opinionnaires, interviews and observation. Sources and steps of literature search- library, research data bases, internet-search engines, online journals. Note taking and critical reading.

UNIT III

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

UNIT IV

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

UNIT V

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

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

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CORE PAPER II

YOGIC SCIENCES

Learning Objectives

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

UNIT –I

Meaning and Definition of Yoga. Origin, History and evolution of Yoga. Asthanga Yoga: Yama, Niyama, Asana, Pranayama, Prathyahara, Dharana, Dhyana, Samadhi, Principles of Yogic Practices – Asana, Pranayama and Mediation. Principles, Philosophy and scope of Yoga. Yogic practices for various age groups. Yoga – Values – Spirituality, Yogic practices for personality development

UNIT –II

Asanas : Types – Advanced asanas and Benefits. Pranayama: Aspects of Pranayama - Methods and benefits. Nadis and Chakras: Major Chakaras - Benefits of clearing and balancing Chakras. Preparatory exercises & Loosening exercise: Techniques and benefits. Meaning, types and benefits of Koshas. Concept of Trigunas. Surya Namaskar: Methods and benefits. Asanas: Types- Techniques and Benefits. Counter posture.

UNIT – III

Shat Kriyas- Meaning, Techniques and Benefits of Neti-Dhauti- Kapalapathi-Trataka - Nauli – Basti. Bandhas:Meaning, Techniques and Benefits ofJalendraBandha, JihvaBandha, UddiyanaBandha, MulaBandha. Mudras : Meaning, Techniques and Benefits of Hasta Mudras, Asamyuktahastam, Samyuktahastam, Mana Mudras, Kaya Mudras, Banda Mudras , Adhara Mudras . Meditation: Meaning, Techniques and Benefits of Meditation Types:- Passive and active. Saguna Meditation and Nirguna Meditation, Techniques, Benefits.

UNIT IV

yoga and Sports: Yoga Supplemental Exercises -Yoga Compensation Exercises- Yoga Regeneration Exercises- Power Yoga. Role of Yoga in Psychological Preparation of athlete: Mental Wellbeing, Anxiety, Stress, Depression, Concentration, Self Actualization. Effect of Yoga on Physiological System: Circulatory, Skeletal, Digestive, Nervous, Respiratory, Excretory System. Difference between yogic exercises, Exercises and its applications

UNIT –V

Yoga for skill development: Yoga for performance enhancement of sports persons, Yoga management of selected sports injuries, Yoga for Leadership, Yogic Diet for Fitness and Hygiene. Scientific importance of yogic Exercises in organic development and its Medical effects

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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ThirumalaiKumar. S and Indira .S(2011) Yoga in Your Life, Chennai: The Parkar Publication.

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CORE PAPER III

TESTS, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Learning Objectives

1. Administer a variety of tests as they apply to physical education, health and fitness.
2. Analyses and evaluate various fitness movements
3. Conduct the research Study 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. Types and construction of Standard Knowledge Tests

UNIT II

Criteria selection of Test: Criteria for Test Selection - Scientific Authenticity. Establishing Validity, Reliability, Objectivity. Norms - Administration of Test :Duties of Advance Preparation – Duties during testing – Duties after testing.

UNIT III

Motor FitnessTest: Indiana Motor Fitness Test (For elementary and high school boys, girls, and College Men. Physical FitnessTest: AAHPERD 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. Tests for Psychological Variables – Anxiety, Aggression, Team Cohesion, Achievement Motivation, Mental-toughness and Self Efficacy.

UNIT IV

Testing of Physiological Phenomenons: Blood pressure, Breathing frequency, Vital Capacity, Heart rate, Pulse rate, Body Temperature and Body Composition. , Aerobic Capacity: The Bruce Treadmill Test Protocol, 1.5 Mile Run test for college age males and females. Anaerobic Capacity: Margaria-Kalamen Power test, Anthropometric Measurements: Method of Measuring Height, Standing Height, Sitting Height, Body Mass Index, Ponderal Index, Somatotype and posture evaluating techniques. Method of Measuring Skin folds: Biceps, Triceps, Sub scapular, Suprailiac

UNIT V

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

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

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

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CORE PAPER V

APPLIED STATISTICS IN PHYSICAL EDUCATION AND SPORTS

Learning Objectives:

After completing this subject, it enable to understand about

1. Gain knowledge about the basic concepts of statistics, need of statistics and central tendency & dispersion,
2. Sampling, hypothesis testing, data analysis using descriptive statistics.
3. How to analysis the data using SPSS software.
4. To testing the existing theories/trainings and modifying
5. To develop systematic and scientific approach

UNIT - I

Basic Definitions and Measures of Central Tendency: Meaning, Definition and Importance: Raw Score, Class Intervals -Continuous and Discrete Series, Construction of Frequency Tables, Measures of Central Tendency: Mean Median and Mode - Meaning, Definition, Calculation of Mean, Median and Mode for raw and grouped data.

UNIT – II

Measures of Variability- Range, Quartile Deviation, Mean Deviation, Standard Deviation- Meaning, Definition and calculation. The Normal Curve: Meaning, Properties and Uses, Checking Normality of data, Skewness and Kurtosis.

UNIT - III

Correlation- Pearson Product Moment Correlation, Spearman Rank Order Correlation, Phi Correlation, Biserial Correlation Partial and Multiple Correlation. Regression Lines.

UNIT - IV

Testing of Hypothesis - Procedure, Types of Hypothesis, Level of Significance, One Tailed and Two Tailed Test, Degrees of Freedom, Test of Significance for Difference of Means- t Test -Independence and Dependence Test, Z-Test, One Way Analysis of Variance.

UNIT - V

Application of Parametric and Non-Parametric Statistical Techniques in research. Non Parametric: Chi Square Test – Equal Occurrence Test, Independence of Attributes, Contingency Coefficient; Graphical Representation – Line Diagram, Bar Diagram- Multiple Bar Diagram, , Histogram, Frequency Polygon, Frequency Curve. Cumulative Frequency Polygon, Ogive, and Pie Diagram – Computer Applications – Statistical Packages for Data Analyses – SPSS- introduction of SPSS Package, E-Mail, search engines and Microsoft Office.

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

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

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CORE PAPER VI
SPORTS BIOMECHANICS AND KINESIOLOGY

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning outcomes

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

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

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CORE PAPER VII

SPORTS PSYCHOLOGY AND SOCIOLOGY

Learning Objectives

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

UNIT I

Meaning, Definition, History, Need and Importance of Sports Psychology. Present Status of Sports Psychology in India. Motor Learning: Basic Considerations in Motor Learning– Cognitive process-memory and thinking. Principles of motor skill learning. Motor Perception - Factors Affecting Perception – Perceptual Mechanism. Personality: Meaning, Definition, Structure – Measuring Personality Traits. Effects of Personality on Sports Performance, Importance of Sport Psychology for Physical Education teachers and Coaches.

UNIT II Motivation in sports-types, theories and dynamics, Psychological factors affecting sports performance- Achievement Motivation – Meaning and Its methods of measuring. Anxiety: Meaning and Definition, Nature, Causes, Method of Measuring Anxiety. Competitive Anxiety and Sports Performance. Stress: Meaning and Definition, Causes. Stress and Sports Performance. Aggression: Meaning and Definition, Method of Measurement. Aggression and Sports Performance. Self-Concept: Meaning and Definition, Method of Measurement. Personality:Dimensions, theories. Personality and performance, Imagery: Meaning, Types, Uses, how it works, basic of imagery training. Transfer of Training and its types with its implications in sports.

UNIT III Goal Setting: Meaning and Definition, Process of Goal Setting in Physical Education and Sports. Relaxation: Meaning and Definition, types and methods of psychological relaxation. Psychological Skill Training for activation and relaxation . Long and Short term psychological preparation / competition. Psychological Tests: Types of Psychological Test: Instrument based tests: Passalong test – Tachistoscope - Reaction timer - Finger dexterity board - Depth perception box - Kinesthesiometer board. Questionnaire: Sports Achievement Motivation, Sports Competition Anxiety. Psychological factors, Stress, Anxiety, Tension and Aggression, Self-confidence, emotions, concentration, mental practices and goal settings affecting Sports Performance, Exercise and psychological well-being, Exercise in the reduction of anxiety and depression, exercise and mood changes, how exercise enhances well-being. Psychology of young athletes - Reasons of participation and discontinuation of sports, effective coaching practice

UNIT IV Sports Sociology: Meaning and Definition – Sports and Socialization of Individual Sports as Social Institution. National Integration through Sports. Sociological basis of Physical Education: Socialization process, social nature of men and physical activity, sports as cultural heritage of mankind, customs, traditions and sports, competition and cooperation. Leadership: Meaning, Definition, types. Leadership and Sports Performance. Spectators and their effect on the performance of the sportsmen.

UNIT V Group: Definition and Meaning, Group Size, Groups on Composition, Group Cohesion, Group Interaction, Group Dynamics. Current Problems in Sports and Future Directions Sports Social Crisis Management - Women in Sports: Sports Women in our Society, Participation pattern among Women, Gender inequalities in Sports. Sociometric, economics and politics in sports. Manipulative socialization and coerced conformity- Relationship between sport and culture- Socialization via games and sport.

Learning outcomes

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

2. Reflect upon motivational psychology as applied to sports activities

3.Formulate relevant constructs of exercise psychology

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

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

Peer Group Teaching and Discussion Concept

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

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CORE PAPER IX

SPORTS MEDICINE, ATHLETIC CARE AND REHABILITATION

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

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

Morris, B. Mellin. (1989). Sports Injuries and Athletic Problems.New Delhi: Surjeet Publication.

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CORE PAPER X
PHYSIOLOGY OF EXERCISE

Learning Objectives

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

UNIT I

Skeletal Muscle and Exercise : Exercise Physiology its scope and importance in the field of physical education and sports - Structure of the Skeletal Muscle –Functional Properties of Skeletal Muscle - Muscle Tone - Types of Muscle Fiber – Muscle Contraction: Sliding Filament Theory and types of muscle contraction – Heat Production in the Muscle - Neurotransmission and Movement mechanism, Neuro-muscular junction and transmission of nerve impulse, kinaesthetic sense organs and neural control of motor skills. – Muscle training Parameters : Strength, Endurance, Hypertrophy and Power - Effect of exercises and training on the muscular system.

UNIT II

Cardiovascular System and Exercise**:** Structure of Heart – Types of Circulation – Blood vessels - Heart Valves and Heart Sounds - Conduction System of the Heart - Blood Supply to the Heart – Blood Pressure - Cardiac Cycle - Cardiac Output: Stroke and minute Volume - Heart Rate - Factors Affecting Heart Rate - Cardiac Hypertrophy – Athletic Heart – Cardiovascular Endurance - Effect of exercises and training on the Cardio vascular system. Cardio respiratory adaptations to long and short term physical activities.

UNIT III

Respiratory system and exercise : Structure of Respiratory Tract - Physiology of Respiration – Types of Respiration - Mechanism of Breathing - Respiratory Muscles and Training - Minute Ventilation - Ventilation at Rest and During Exercise - Diffusion of Gases - Exchange of Gases in the Lungs - Exchange of Gases in the Tissues – Respiratory Rate - Control of Ventilation - Oxygen Debt – Second Wind - Lung Volumes and Capacities - Effect of exercises and training on the respiratory system.

Unit-IV

Bioenergetics : Bio-chemical aspects of exercise . Metabolism: Anabolism and Catabolism – ATP as energy currency – ATP - PC or Phosphogen System - Anaerobic Metabolism - Aerobic Metabolism – Lactate threshold – Metabolism of food products and energy transfer. Aerobic and Anaerobic Systems During Rest and Exercise - Short Duration High Intensity Exercises - High Intensity Exercise Lasting Several Minutes - Long Duration Exercises and recovery process. Physiological aspects of fatigue. Restoration of energy stores.

UNIT V : Climatic Factors, Ergogenic Aids and Doping : Climatic conditions and sports performance: Variation in Temperature and Humidity - Thermoregulation – Sports performance in hot climate, Cool Climate, high altitude. Factors influencing performance in Sports, Ergogenic aids and doping. Environmental influence on human physiology under exercise. Influence of Anabolic steroids, Choline, Androstenedione, Beta Blocker, Creatine, Human growth hormone on sports performance. Narcotic, Stimulants: Amphetamines, Caffeine, Ephedrine, Sympathomimetic amines. Stimulants and sports performance . Women in sports-trainability, physiological gender differences and special proplems of women athletes. Aging – Physiological consequences, life style management and healthful aging .

Learning outcomes

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

Peer Group Teaching and Discussion Concept

Discussion on physiological adaption on various systems of the body due to exercises.

Discussion on Energy Transfer - Stimulants and sports performance.

REFERENCE

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

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

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SandhyaTiwaji. (1999). Exercise Physiology. Sports Publishers.

Fox, E.L., and Mathews, D.K. (1981). The Physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing.

Guyton, A.C. (1976). Textbook of Medical Physiology. Philadelphia: W.B. Sanders co.

Richard, W. Bowers. (1989). Sports Physiology. WMC: Brown Publishers.

Shaver, L. (1981). Essentials of Exercise Physiology. New Delhi: Subject Publications.

Vincent, T. Murche. (2007). Elementary Physiology . Hyderabad: Sports Publication.

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

CORE PAPER XI

SCIENTIFIC PRINCIPLES OF SPORTS TRAINING

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

Training Plan:Macro Cycle, Meso Cycle, MicroCycle. Short Term Plan and Long Term Plans. Periodisation:Meaning, Single, Double and Multiple Periodisation. Preparatory Period, Competition Period and Transition Period. Principles of Motor- Skill Acquisition, Transfer of Training Effects. Sports Talent Identification- process and Procedures. High Performance Training its process and procedures - Techniques and Skill – its Characteristics and importance, Different stages of techniques development and technique training . tactics and strategy.

UNIT V

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

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

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

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

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

David R.Mottram (1996) Drugs in Sport, School of Pharmacy. Liverpool: John Moores University.

Gary, T. Moran. (1997). Cross Training for Sports. Canada: Human Kinetics.

Hardayal Singh. (1991). Science of Sports Training. New Delhi: DVS Publications.

Jensen, C.R.,&Fisher,A.G.(2000) Scientific Basic of Athletic Conditioning. Philadelphia.

Ronald, P. Pefiffer. (1998). Concepts of Athletic Training, 2nd Edition. London: Jones and Bartlett Publications.

YograjThani. (2003). Sport s Training . Delhi: Sports Publications.

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CORE PAPER XIII

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN PHYSICAL EDUCTION

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Course Outcome

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

Brain under IDG Book. India (p) Ltd Teach Yourself Office 2000, Fourth Edition-2001

Douglas E. Comer (2005), The Internet Book, Purdue University, West Lafayette.

Heidi Steel Low price Edition, Microsoft Office Word 2003- 2004.

Research and Development Wing (2006) ITL Education Solution Ltd. Introduction to information Technology,

Pradeep K. Sinha &Priti; (2006) Sinha, Foundations computing BPB Publications .

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

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

one, Second Edition.

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CORE PAPER XIV

SPORTS MANAGEMENT AND CURRICULUM DESIGN IN PHYSICAL EDUCATION

Learning Objectives

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

UNIT I

Management: Concept and Principles of Management. Sports Management: Definition, Importance. Basic Principles and Procedures of Sports Management. Functions of Sports Management. Personal Management: Objectives and principles of Personal Management, Personal Policies, Self-Appraisal, communication skills and time management , essential skills of administration. Guiding Principles for organizing physical education and sports programmes in institutions.

UNIT II

Management of infrastructure, equipment, finance and personnel. Programme Management: Factors influencing programme development. Organisation and Functions of Sports bodies**.** Financial management – objectives, purposes, principles and scope. Competitive Sports Programs, Benefits, Management Guidelines for School, College Sports Programs, Management Problems in instruction programme, Community Based Physical Education and Sports program. Management and Maintenance of Records and Registers as per Department of School Education requirements. Role of Sports Manager – Inter-personal, informational and decision making. Managerial skills-technical, human and conceptual.

UNIT III

Purchase and Care of Supplies of Equipment: Planning and Preparation of Budget, Facility Management : Planning, procuring and maintenance of facilities – Indoor and outdoor facilities . Planning and management of sports infrastructure . Guidelines for selection of Equipments and Supplies, Purchase of equipments and supplies, Equipment Room, Equipment and supply Manager. Guidelines for checking, storing, issuing, care and maintenance of supplies and equipments. Public Relations in Sports: Planning the Public Relation Program - Principles of Public Relation - Public Relations in School and

Communities - Public Relation and the Media. Professional Ethics. Mass media communication and Publicity, qualifications of Public relation officer.

Event Management – its principles , planning, check list, rehearsal, itinerary, execution, reporting and follow-up procedures of an event.

UNIT IV

Curriculum: Meaning and Definition of Curriculum. Curriculum Development – Concepts of Curriculum planning – Subject matter for different levels of education. Principles of Curriculum Construction: Students centred, Activity centred, Community centred, Forward looking principle, Principles of integration. Approaches to Curriculum : Subject centred, Learner centred and Community centred, Curriculum Framework. Application of Idealism, Naturalism, Realism, Pragmatism, Existentialism, Humanism in Physical Education. Curriculum Design and content – importance , selection and classification of subject matter with reference to age,sex, and differently abled pupils . Integrated programmes for boys and girls. Course content for academic and professional courses.

UNIT V

Factors affecting curriculum: Sources of Curriculum materials – text books – Journals – Dictionaries, Encyclopedias, Magazines, Internet. Integration of Physical Education with other Sports Sciences – Curriculum research, Objectives of Curriculum research – Importance of Curriculum research. Curriculum Evaluation : concepts and purpose , procedure and appraisal. Supervision – Objectives, principles and importance of supervision. Techniques of supervision, Duties and responsibilities of a supervisor.

Course Outcome

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

Peer Group Teaching and Discussion Concept:

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

REFERENCE

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

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

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

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

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

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

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

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

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

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

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CORE PAPER XV

DISSERTATION

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

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

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

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LIST OF DISCIPLINE SPECIFIC ELECTIVE

ODD SEMESTER

Physical Fitness and Wellness
Sports Engineering and Sports Technology

Adapted Physical Education
Professional Preparation for SLET/NET in Physical Education

EVEN SEMESTER

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

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

DISCIPLINE SPECIFIC ELECTIVE
PHYSICAL FITNESS AND WELLNESS

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

Anaerobic Exercise: Resistance Training for Muscular Strength and Endurance; Safety techniques (spotting, proper body alignment, lifting techniques, spatial, awareness. and proper breathing techniques). Weight training principles and concepts; basic resistance exercises (including free hand exercise, free weight exercise, weight machines, exercise bands and tubing. medicine balls, fit balls) **Flexibility Exercise:** Flexibility Training, Relaxation Techniques and Core Training. Safety techniques (stretching protocol; breathing and relaxation techniques) types of flexibility exercises dynamic, static),

UNIT V

Life Style Management : Stress Management, Smoking, Sleep Improvement, Depression management, Issues and Challenges of fitness and wellness: Leader, Values, Pupil Relation, technology, infrastructure, finance, time and career. Develop basic competency in relaxation and breathing techniques. Pilates, Yoga.

Course Outcome

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

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

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

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

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

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

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

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

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

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

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

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

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DISCIPLINE SPECIFIC ELECTIVE

ADAPTED PHYSICAL EDUCATION

Learning Objectives

1. To understand the need and importance of adapted physical education
2. To enable the students to know the purpose aim and objectives of adapted physical education
3. To understand the role of games and sports in disability and physical activity implications

   Through adapted physical education
4. Understand wide range of disabilities and associated characteristics
5. Understand how specific individual characteristics can influence movement skill functioning

UNIT-I

Meaning need and importance of adapted physical education. Purpose, aims and objectives of Adapted physical education. Definition of disabling condition. Physical education for persons with disabilities-benefits of physical education for students with disabilities-recreational sports opportunities ,competition opportunities, special Olympics, paralympics and deaf Olympics. History of adapted sports. Current status of Adapted Physical Education in india

UNIT-II

Guiding principles of adapted physical education-communication with parents-parents as teachers- unified sports. facilities and equipment: disabled friendly facilities and equipment: minimum equipment, additional equipment, evaluation equipment-physical fitness: value of physical fitness-factors contributing to poor fitness-evaluating physical and motor fitness for persons with disabilities

UNIT-III

Classification of disabilities-intellectual disabilities, emotional impirement, visual impirement, hearing impirement, neuromuscular impirement, orthopedic impirement-adapted physical education activities-aims and objectives-specific

guidelines-visual impirement, hearing impirement, intellectual disabilities, orthopedic impirement

UNIT-IV

Cerebral Palsy:- Nature, Characteristics, Classification of Neuromuscular disability, Planning the Programme. Orthopaedic Handicaps:- Nature, Programme Planning. Cardiopathic Conditions:- Nature, Programme. Convalescence:- Nature, Programme. Postural deviations:- Exercise Programme to improve posture

UNIT-V

Low Physical Fitness:- Nature, Causes, Components, Tests, Development of Physical Fitness. Inefficient Body mechanics:- Values, Causes, Testing, Programme to improve Body mechanics. Nutritional disturbances:- Nature, Associated Problems, Programme. Visual impairments:- Causes, Testing, Programme. Auditory impairments:- Causes. History of adapted sports. Current status of Adapted Physical Education in india

Learning Outcomes

1. Getting knowledge about treating disabled sports persons
2. Students will be aware of various categories of disabilities
3. Students are abled to learn the psychological and physiological factors that affect the differently abled sports person
4. Knowing the importants of adapted physical education

Peer Group Teaching and Discussion Concept

Group Discussion on Role of physical education teacher in adapted Physical Education..Group Discussion on: current scenario of adapted physical education in india.

REFERENCE

Adapted Physical Education and J.P. Winnicks (Ed) 4th Edition.

Human Kinetic's www.humankinetics.com 2005.

Development and Adapted Physical Education. Clarke Harrison H. and Clarke David H. Englewood Cliffs N.J. Prentice Hall, inc., 1963.

Adapted Physical Education Fait Holis F. Phiadelphia W.B. Saunders Co., 1962.

Adapted Physical Education and Recreation, Auxter David, Pyfer Jean, Huetting carol, Mosby, Year Book inc., 1993.

Physical Therapy for Sports. Eitner Doris, Meissner Buty, Ork Helmut, W.B. Saunders Company, Philadelphia 1982.

The Principles of Exercise Therapy Gardiner Dena M. C.B.S. Publishers and Distributors, Delhi, 1985

. Friz Sandy: Sports & Exercise massage, Elsevier Mosby-2005.

DISCIPLINE SPECIFIC ELECTIVE

SPORTS JOURNALISM AND MASS MEDIA

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

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

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

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

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

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DISCIPLINE SPECIFIC ELECTIVE
HEALTH EDUCATION AND SPORTS NUTRITION

Learning Objectives

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

UNIT I

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

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

UNIT II

Health Problems in India: Communicable and Non Communicable Diseases Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive, Population, Personal and Environmental Hygiene for schools, Objective of school health service, Role of health education in school Health Services - Care of Skin, Nails, Eye Health Service, Nutritional Service, Health Appraisal, Health Record, Healthful School Environment, first- aid and emergency care. Signs, Symptoms and prevention of communicable Diseases: Malaria, Small Pox, Dysentery, Mumps, Typhoid and AIDS. Psychosomatic Disorders / sedentary life style diseases : causes , symptoms and prevention, Effects of smoking, alcohol, & drugs on health, prevention and rehabilitation.

UNIT III

Hygiene and Health: Meaning of Hygiene, Type of Hygiene, Dental Hygiene, Effect of Alcohol on Health, Effect of Tobacco on Health, Life Style Management, Management of Hypertension, Management of Obesity, Management of Stress. Balanced Diet. Obesity related health problems. Body weight control and its significance on health. Role of Exercise , dieting and combination of exercise and dieting on weight control.

UNIT IV

Introduction to Sports Nutrition: Meaning and Definition of Sports Nutrition, Role of nutrition in sports, Basic Nutrition guidelines. Misuse of Drugs in Sports. Nutrients: Ingestion

to energy metabolism: Carbohydrate, Protein and Fat, Role of carbohydrates, Fat and protein during exercise. Nutrition and Dietary Manipulations. Chief Minister's Mid day meals Scheme. Understanding of malnutrition and nutritional supplements.

UNIT V

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

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE:

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

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

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

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

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

Nutrition Encyclopedia, edited by Delores C.S. James, The Gale Group, Inc. Boyd-

Eaton S. et al (1989) The Stone Age Health Programme: Diet and Exercise as Nature Intended. Angus and Robertson.

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

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DISCIPLINE SPECIFIC ELECTIVE
SPORTS ENGINEERING AND SPORTS TECHNOLOGY

Learning Objectives

1. To understand the procedure of selection and use of various sports engineering and technologies.
2. To learn the mechanics of engineering materials in sports field
3. Help to improve knowledge about building and maintain playing surface.
4. To understand the procedure of selection and use of various sports technologies.
5. To learn the method of construction and installation of sports surface
6. Help to improve knowledge about modern playing equipment

UNIT I

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

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

UNIT - II

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

UNIT III

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

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

UNIT IV

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

UNIT V

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

Learning outcomes

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

Peer Group Teaching and Discussion Concept

Group Discussion on need and Importance of Sports Engineering in Physical Education.

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

Modern Training Equipments. Discussion on Playing Surfaces and its merits and demerits.

REFERENCE

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

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

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

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

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

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

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

(2010) Editor Sports Facility Operations Management :Routledge.

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DISCIPLINE SPECIFIC ELECTIVE

PROFESSIONAL PREPARATION FOR SLET/NET IN PHYSICAL EDUCATION

(Question Paper Patten : 75 Multiple Choice Questions)

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Course Outcome

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

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

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

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

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

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

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DISCIPLINE SPECIFIC ELECTIVE
VALUE AND ENVIRONMENTAL EDUCATION

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

People and Environment: People and environment interaction. Sources of pollution. Pollutants and their impact on human life. Exploitation of natural and energy resources. Natural hazards and mitigation. Occupational Hazards. Pollution – Air, Water, Sound and radiation , Effects of pollution on health, preventive and safety measures from pollution.

Learning Outcome

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

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

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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DISCIPLINE SPECIFIC ELECTIVE
EDUCATIONAL TECHNOLOGY IN PHYSICAL EDUCATION

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

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

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

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

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

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ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)
HUMAN RIGHTS

Learning Objective

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

UNIT I

Introduction to Human Rights: Human rights: Meaning-Definition-Need and Importance , types of human rights- UNHRC (united nations human rights commission)- human rights in India.

UNIT II

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

UNIT III

Women and Children: Rights of Women – Female feticide and Infanticide and selective abortion – Physical assault and Sexual harassment – Domestic Violence – Violence at work place – Remedial Measures.

UNIT IV

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

UNIT V

Grievance and Redressal Mechanism: Redressal Structure and functions of National and State level Human Rights Commission – constitutional remedies .

REFERENCE

Baradat Sergio and SwaronjaliGlosh. Teaching of human rights. Dominant Publishers and distributers, New Delhji, 2009.

Roy A. N. Human Rights Achievements and challenges: Vista international Publishing house, Delhi, 2005.

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

BaniBorgihain. Human Rights Social Justice and Political Challenge. Kansika Publishers and distributers New Delhi, 2007.

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

Meena , P.K. human Rights theroryand practice: MuraliLal and Sons, New Delhi, 2008.

Bhavani Prasad Panda. Human rights Development and environmental law: Academic excellence, Delhi, 2007.

Viswanathan, V.N Human Rights – Twenty First Century Challenges: Kalpaz Publications, New Delhi, 2008.

Ansari, M.R. Protecting Human Rights: Max Ford Books, New Delhi, 2006.

Rao, M.S.A. Social Movements in India – Social Movements and Social Transformation in India Vol.1 & 2: Manohar Publications, New Delhi, 1978.

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

Learning Objective

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcomes

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

REFERENCE

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

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

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

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

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SKILL ENHANCEMENT COURSES
SPORTS TOURISM IN INDIA

Learning Objective

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

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcomes:

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

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

REFERENCE

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

Bhatia A.K.,(2003) International-Tourism, Sterling Publishers Pvt Ltd, New-Delhi.

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

Prannath Seth, (1997) Successful tourism management, Sterling Publishers Pvt Ltd, New Delhi.

Satyender Singh Malik, (2006), Potential of Adventure Tourism in India, Akam Kala Prakashan Publisher.

Simon Hudson (2006) ,Sports and Adventure Tourism, Viva Book Private Ltd New Delhi.

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

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SKILL ENHANCEMENT COURSES

SOFTWARE BASED APPLIED STATISTICS

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

REFERENCE

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

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

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

Craig Williams and Chris Wragg(2006) – Data Analysis and research for sport and exercise science, London Routledge Press.

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GENERIC ELECTIVE COURSE

RECREATIONAL AND INCLUSIVE GAMES

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

REFERENCE

Baneroft, Jessie H. Games New York: The Macmillan Company, 1959

Edmundson, Joseph. The Best Party Games. London Pan Books Ltd. 1968

Geri, Frank H. Illustrated Games Rhythms and Stunts for children New Jersey: Engle-Wood Clifts, Printice- Hall, 1957

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

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GENERIC ELECTIVE COURSE
SPECIAL OLYMPICS

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

REFERENCE

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

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Saperstein, G.N., Norins, J., Corbin, S., & Shriver, T. (2003).Multinational Study of attitudes toward individuals with intellectual disabilities. Washington, DC: Special Olympics, Inc.

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