



## TAMILNADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY, CHENNAI

The list of courses focusing on Professional Ethics / Gender/  
Human Values/ Environment and Sustainability are attached herewith.



V- [Signature]  
Registrar  
Registrar  
Tamil Nadu Physical Education  
and  
Sports University  
Chennai

## LIST OF ENVIRONMENT AND SUSTAINABILITY COURSES

PEN18CT301	Environmental Physiology	Exercise Physiology and Biomechanics
M15404A	Value and Environmental Education	MPED
MY14204B	Environmental studies	BPED and YOGA department
AE02	Disaster Management	M.Tech – Sports Technology

### **MY14204B ENVIRONMENTAL STUDIES**

#### **UNIT I**

Environmental Science: Definition, Scope, Need and Importance of environmental studies. Concept of environmental education, Historical background of environmental education, Celebration of various days in relation with environment.

#### **UNIT II**

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

#### **UNIT III**

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

#### **UNIT IV**

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

## UNIT V

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

### Text Book

1. Agrawal, K.C. (2001). *Environmental biology*. Bikaner: Nidhi publishers Ltd.
2. Frank, H. & Walter, H., (1976). *Turners school health education*. Saint Louis: The C.V. Mosby Company.
3. Nemir, A. (n.d.). *The school health education*. New York: Harber and Brothers.
4. Odum, E.P. (1971). *Fundamental of ecology*. U.S.A.: W.B. Saunders Co.

### COURSE OUTCOME students are able to

CO-1 Able to promote good practice to promote and preserve environment

CO-2 Able to create awareness on health problems due to environmental pollution

CO-3 Able to explain importance of environment and to create good environment.

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### MAPPING'S OF CO'S AND PO'S

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	2							3	1	
2		2	3		1		2	1		
3	2		1	1		2				

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### MAPPING'S OF CO'S AND PSO'S

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	2	
2	1	2
3	1	3

**UNIT – I**

Definition of Homeostasis, thermo regulation, metabolism– heat stress– Fundamental principles involved in thermoregulation – Conduction – Convection - - Radiation –Evaporation – Hypothalamus and heat losing mechanism role of endocrine glands in regulating body temperature – temperature regulation during exercise.

**UNIT - II**

Temperature regulation in hot environment – Acclimatization to heat – sweating–increase dplasma volume– increased stroke volume–improved cutaneous blood flow – heat exhaustion – heat cramps – heat stroke - precaution to be taken in hot environment— precaution to be taken to avoid heat illness- Temperature regulation in cold environment – acclimatization to cold– fine motor activity– fecilitation ofmetabolicheat production precaution to be taken in cold environment.

**UNIT - III**

The environmental differences between High altitude and sea level – immediate physiological changes at high altitude - Acclimatization - in respiratory system – in cardiovascular system – long term adaptation - time of acclimatization – the importance of training at altitude- aerobic process– anaerobic process–performance at Altitude–Hypoxic training methods for improving endurance exercise performance.

**UNIT–IV:**

General characteristics of underwater environment– SCUBA diving–physiology of underwater diving– physiological response to water immersion –exposure – breath hold limitations – Ambient pressure changes– breathing under pressure–physiology of decompression.

**UNIT - V**

Factors affecting physiological performance–skeletal system– muscular system – cardiovascular system – respiratory system –Bio-energetic system – lactate tolerance – maximum aerobic capacity – hormonal difference.

**COURSE OUTCOMES:**

1. Students who successfully complete the paper will develop an understanding of the physiological adaptations that have evolved them to survive, adapt, and participate and to train in various sports activities.

course outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
1	3	3	3		3	3

#### **MAPPING (CO's and PSO's)**

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
1	1	

### **M15404A VALUE AND ENVIRONMENTAL EDUCATION**

#### **Learning Objectives**

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

#### **UNIT I**

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

#### **UNIT II**

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

### **UNIT III**

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

### **UNIT IV**

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

### **UNIT V**

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

### **Learning Outcome**

1. Explain the role of values, concepts, and functions across the globe and in society.
2. Able to explain Value Education- Goal Setting- Self Efficacy and Self Esteem
- 3 Apply the principles of project implementation, including planning, assessment, and evaluation in organizational and community initiatives.

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

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

### **REFERENCE**

- Dhananjay Joshi (2010) Value Education in Global Prespective. New Delhi : Lotus Press .
- Kannan.K (2009) Soft Skills, Madurai: Yadava College Publication
- MohitChakrabarti (2008): Value Education: Changing Perspective, New Delhi : Kanishka Publication.
- Padmanabhan. A &Perumal .A (2009), Science and Art of Living, Madurai: Pakavathi Publication

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

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

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

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

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

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

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

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

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

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

**COURSE OUTCOME students are able to**

CO-1 Definition of Sports Biomechanics

CO-2 Linear Kinematics: Describing Objects in Linear Motion

CO-3 Explaining the Causes of Motion without Newton

CO-4 Describing Objects in Angular Motion-Angular position, velocity, acceleration-Anatomical

CO-5 Biomechanical characteristics of walking-running-Biomechanics of jumping

### **MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	1	3	3		1	3	2	1		3
2		2	2	1		1		3	2	
3	2		1	2	3		1		1	2

### **MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	1	
2		1
3	2	2

## **AE02: DISASTER MANAGEMENT**

### **Course Objectives:**

Students will be able to:

1. Learn to demonstrate a critical understanding of key concepts in disaster risk reduction and Humanitarian response.
2. Critically evaluate disaster risk reduction and humanitarian response policy and practice from multiple perspectives.
3. Develop an understanding of standards of humanitarian response and practical relevance in specific types of disasters and conflict situations.
4. Critically understand the strengths and weaknesses of disaster management approaches, planning and programming in different countries, particularly their home country or the Countries they work in.

### **Unit 1 Introduction**

Disaster: Definition, Factors And Significance; Difference Between Hazard And Disaster; Natural And Manmade Disasters: Difference, Nature, Types And Magnitude.

**Unit 2 Repercussions Of Disasters And Hazards:** Economic Damage, Loss Of Human And Animal Life, Destruction Of Ecosystem. Natural Disasters: Earthquakes, Volcanisms,



Cyclones, Tsunamis, Floods, Droughts And Famines, Landslides And Avalanches, Man-made disaster: Nuclear Reactor Meltdown, Industrial Accidents, Oil Slicks And Spills, Outbreaks Of Disease And Epidemics, War And Conflicts.

### **Unit 3 Disaster Prone Areas In India**

Study Of Seismic Zones; Areas Prone To Floods And Droughts, Landslides And Avalanches; Areas Prone To Cyclonic And Coastal Hazards With Special Reference To Tsunami; Post-Disaster Diseases And Epidemics

### **Unit 4 Disaster Preparedness And Management**

Preparedness: Monitoring Of Phenomena Triggering A Disaster Or Hazard; Evaluation Of Risk: Application Of Remote Sensing, Data From Meteorological And Other Agencies, Media Reports: Governmental And Community Preparedness.

### **Unit 5 :Risk Assessment**

Disaster Risk: Concept And Elements, Disaster Risk Reduction, Global And National Disaster Risk Situation. Techniques Of Risk Assessment, Global Co-Operation In Risk Assessment And Warning, People's Participation In Risk Assessment. Strategies for Survival.

### **Unit 6 Disaster Mitigation**

Meaning, Concept And Strategies Of Disaster Mitigation, Emerging Trends In Mitigation. Structural Mitigation And Non-Structural Mitigation, Programs Of Disaster Mitigation In India.

### **SUGGESTED READINGS:**

1. R. Nishith, Singh AK, "Disaster Management in India: Perspectives, issues and strategies "New Royal book Company.
2. Sahni, Pardeep Et.Al. (Eds.), " Disaster Mitigation Experiences And Reflections", Prentice Hall Of India, New Delhi.
3. Goel S. L. , Disaster Administration And Management Text And Case Studies" ,Deep &Deep Publication Pvt. Ltd., New Delhi.

**COURSE OUTCOMES:****Students are able to**

CO-1 Understand key concepts in disaster risk reduction and humanitarian response.

CO-2 Evaluate disaster risk reduction and humanitarian response policy and practice from multiple perspectives.

CO-3 Understand the strengths and weaknesses of disaster management approaches.

**MAPPING (CO's and PO's)**

Course Outcomes	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
1	2								2	1
2		2							3	2
3		3						2		1

Outcomes (CO)	Outcomes (PSO)	
	1	2
1		3
2	2	
3		2

## **List of Human Value Courses**

AE03	Sanskrit for Technical Knowledge	M.Tech – Sports Technology
AE04	Value Education	
AE05	Constitution of India	
AE07	Stress Management by Yoga	
AE08	Personality Development through Life Enlightenment Skills.	
AE06	Pedagogy Studies	MSc YOGA
PYO18CT201	Yogic psychology	
PYO18AE301	Personality development	
MY17304B	Human Rights & Women Studies	
PYO18CT301	Yoga Therapy	
PPE18DE004	Professional Preparation for SLET/NET in Physical Education	MPed
B15204C	Soft skills	BPED
UPE18DE002	Gender studies	
B15303	Sports Psychology and Sociology	
B1AE207	Obesity and Weight Management	
UPE18DE006	Sports Nutrition and Weight Management	
B15204B	Disability and Inclusive Education	
M15404B	Educational Technology in Physical Education	MPed
M15404C	Personality Development and Life Coping Skills	

M15104A	Physical Fitness and Wellness	
M15203	Sports Psychology and Sociology	
M15204B	Human rights	
PSM18AE101	Business Communication	MBA Sports Management
USC18CT303	Sports Medicine and Nutrition	B.Sc., Sports Coaching
USC18CT403	Sports Psychology and Sociology of Sport	
PSC18CT202	Exercise Psychology	M.Sc., Sports Coaching

### **AE03 SANSKRIT FOR TECHNICAL KNOWLEDGE**

#### **Course Objectives:**

1. To get a working knowledge in illustrious Sanskrit, the scientific language in the world
2. Learning of Sanskrit to improve brain functioning
3. Learning of Sanskrit to develop the logic in mathematics, science & other subjects enhancing the memory power
4. The engineering scholars equipped with Sanskrit will be able to explore the huge knowledge from ancient literature

#### **Unit 1**

Alphabets in Sanskrit, Past/Present/Future Tense, Simple Sentences

#### **Unit 2**

Order, Introduction of roots, Technical information about Sanskrit Literature

#### **Unit 3**

Technical concepts of Engineering-Electrical, Mechanical, Architecture, Mathematics

#### **Suggested reading**

1. “Abhyastakam” – Dr.Vishwas, Samskrita-Bharti Publication, New Delhi
2. “Teach Yourself Sanskrit” Prathama Deeksha-Vempati Kutumbshastri, Rashtriya Sanskrit Sansthanam, New Delhi Publication
3. “India’s Glorious Scientific Tradition” Suresh Soni, Ocean books (P) Ltd., New Delhi7

#### **COURSE OUTCOMES:**

Students are able to

CO-1 Understanding basic Sanskrit language

CO-2 Ancient Sanskrit literature about science & technology can be understood

CO-3 Being a logical language will help to develop logic in students

**MAPPING (CO's and PO's)**

Course Outcomes	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
1								2		2
2								2	2	
3						2				1

**MAPPING (CO's and PSO's)**

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1		
2		3
3		

**AE04: VALUE EDUCATION****Course Objectives**

Students will be able to

1. Understand value of education and self- development
2. Imbibe good values in students
3. Let the should know about the importance of character

**Unit 1**

Values and self-development –Social values and individual attitudes. Work ethics, Indian vision of humanism, Moral and non- moral valuation. Standards and principles, Value judgements

**Unit 2**

Importance of cultivation of values, Sense of duty. Devotion, Self-reliance. Confidence, Concentration. Truthfulness, Cleanliness, Honesty, Humanity. Power of faith, National Unity, Patriotism. Love for nature ,Discipline

**Unit 3**

Personality and Behaviour Development - Soul and Scientific attitude. Positive Thinking. Integrity and discipline, Punctuality, Love and Kindness, Avoid fault Thinking, Free from anger, Dignity of labour, Universal brotherhood and religious tolerance, True friendship, Happiness Vs suffering, love for truth, Aware of self-destructive habits, Association and Cooperation, Doing best for saving nature

#### Unit 4

Character and Competence –Holy books vs Blind faith, Self-management and Good health, Science of reincarnation, Equality, Nonviolence, Humility, Role of Women.

All religions and same message, Mind your Mind, Self-control, Honesty, Studying effectively

#### Suggested reading

1 Chakroborty, S.K. “Values and Ethics for organizations Theory and practice”, Oxford University Press, New Delhi

#### COURSE OUTCOMES:

**Students are able to**

CO-1 Knowledge of self-development

CO-2 Learn the importance of Human values

CO-3 Developing the overall personality

<b>MAPPING (CO's and PO's)</b>										
Course Outcomes	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
1								3	1	1
2						1			2	2
3								2		3

#### MAPPING (CO's and PSO's)

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1	2	
2		2
3		2

#### **AE05: CONSTITUTION OF INDIA**

#### Course Objectives:

Students will be able to:

1. Understand the premises informing the twin themes of liberty and freedom from a civil rights perspective.
2. To address the growth of Indian opinion regarding modern Indian intellectuals' constitutional role and entitlement to civil and economic rights as well as the emergence of nationhood in the early years of Indian nationalism.
3. To address the role of socialism in India after the commencement of the Bolshevik Revolution in 1917 and its impact on the initial drafting of the Indian Constitution.

## Unit 1

### **History of Making of the Indian Constitution:**

- ☐ History
- ☐ Drafting Committee, (Composition & Working)

## Unit 2

### **Philosophy of the Indian Constitution:**

- ☐ Preamble
- ☐ Salient Features

## Unit 3

### **Contours of Constitutional Rights & Duties:**

- ☐ Fundamental Rights
- ☐ Right to Equality
- ☐ Right to Freedom
- ☐ Right against Exploitation
- ☐ Right to Freedom of Religion
- ☐ Cultural and Educational Rights
- ☐ Right to Constitutional Remedies
- ☐ Directive Principles of State Policy
- ☐ Fundamental Duties.

## Unit 4

### **Organs of Governance:**

- ☐ Parliament
- ☐ Composition
- ☐ Qualifications and Disqualifications
- ☐ Powers and Functions
- ☐ Executive
- ☐ President
- ☐ Governor
- ☐ Council of Ministers
- ☐ Judiciary, Appointment and Transfer of Judges, Qualifications
- ☐ Powers and Functions

## Unit 5

### **Local Administration:**

- ☐ District's Administration head: Role and Importance,
- ☐ Municipalities: Introduction, Mayor and role of Elected
- ☐ Representative, CEO of Municipal Corporation.
- ☐ Pachayati raj: Introduction, PRI: Zila Pachayat.
- ☐ Elected officials and their roles, CEO Zila Pachayat: Position and role.
- ☐ Block level: Organizational Hierarchy (Different departments),
- ☐ Village level: Role of Elected and Appointed officials,
- ☐ Importance of grass root democracy

## Unit 6

### **Election Commission:**

- ☐ Election Commission: Role and Functioning.
- ☐ Chief Election Commissioner and Election Commissioners.
- ☐ State Election Commission: Role and Functioning.
- ☐ Institute and Bodies for the welfare of SC/ST/OBC and women

## SUGGESTED READING

- 1.The Constitution of India, 1950 (Bare Act), Government Publication.
2. Dr. S. N. Busi, Dr. B. R. Ambedkar framing of Indian Constitution, 1st Edition, 2015.
3. M. P. Jain, Indian Constitution Law, 7th Edn., Lexis Nexis, 2014.
4. D.D. Basu, Introduction to the Constitution of India, Lexis Nexis, 2015.

### COURSE OUTCOMES: Students are able to

CO-1	Acquire knowledge about <ul style="list-style-type: none"><li>• fundamental of Indian constitution</li><li>• Constitutional Rights &amp; Duties:</li></ul>
CO-2	Understand civil and economic rights and social justice in India
CO-3	Acquire knowledge about <ul style="list-style-type: none"><li>• Local Administration</li><li>• Election commission</li></ul>

### MAPPING (CO's and PO's)

Course Outcomes	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
1							2	3		
2									3	2
3									3	1

### MAPPING (CO's and PSO's)

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1	2	
2		2
3	2	



## **AE06: PEDAGOGY STUDIES**

### **Course Objectives:**

Students will be able to:

1. Review existing evidence on the review topic to inform programme design and policy making undertaken by the DfID, other agencies and researchers.
2. Identify critical evidence gaps to guide the development.

### **Unit 1**

#### **Introduction and Methodology:**

- ☐ Aims and rationale, Policy background, Conceptual framework and terminology
- ☐ Theories of learning, Curriculum, Teacher education.
- ☐ Conceptual framework, Research questions
- ☐ Overview of methodology and Searching.

### **Unit 2**

**Thematic overview:** Pedagogical practices are being used by teachers in formal and informal classrooms in developing countries.

- ☐ Curriculum, Teacher education.

### **Unit 3**

- ☐ Evidence on the effectiveness of pedagogical practices
- ☐ Methodology for the in depth stage: quality assessment of included studies.
- ☐ How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy?
- ☐ Theory of change.
- ☐ Strength and nature of the body of evidence for effective pedagogical practices.
- ☐ Pedagogic theory and pedagogical approaches.
- ☐ Teachers' attitudes and beliefs and Pedagogic strategies.

### **Unit 4**

- ☐ Professional development: alignment with classroom practices and follow-up support
- ☐ Peer support
- ☐ Support from the head teacher and the community.
- ☐ Curriculum and assessment
- ☐ Barriers to learning: limited resources and large class sizes

### **Unit 5**

#### **Research gaps and future directions**

- ☐ Research design
- ☐ Contexts
- ☐ Pedagogy
- ☐ Teacher education
- ☐ Curriculum and assessment
- ☐ Dissemination and research impact.

## **Suggested reading**

1. Ackers J, Hardman F (2001) Classroom interaction in Kenyan primary schools, *Compare*, 31 (2): 245-261.
2. Agrawal M (2004) Curricular reform in schools: The importance of evaluation, *Journal of Curriculum Studies*, 36 (3): 361-379.

3. Akyeampong K (2003) Teacher training in Ghana - does it count? Multi-site teacher education research project (MUSTER) country report 1. London: DFID.
4. Akyeampong K, Lussier K, Pryor J, Westbrook J (2013) Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count? International Journal Educational Development, 33 (3): 272–282.
5. Alexander RJ (2001) Culture and pedagogy: International comparisons in primary education. Oxford and Boston: Blackwell.
6. Chavan M (2003) Read India: A mass scale, rapid, 'learning to read' campaign.
7. [www.pratham.org/images/resource%20working%20paper%202.pdf](http://www.pratham.org/images/resource%20working%20paper%202.pdf)

#### **COURSE OUTCOMES:**

##### **Students are able to**

CO-1 What pedagogical practices are being used by teachers in formal and informal classrooms in developing countries?

CO-2 What is the evidence on the effectiveness of these pedagogical practices, in what conditions, and with what population of learners?

CO-3 How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy?

<b>MAPPING (CO's and PO's)</b>										
Course Outcomes	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
1	1									2
2		2					1			
3								2	2	

#### **MAPPING (CO's and PSO's)**

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1	2	
2		2
3	2	3

## **AE07: STRESS MANAGEMENT BY YOGA**

### **Course Objectives:**

1. To achieve overall health of body and mind
2. To overcome stress

### **Unit 1**

- ☐ Definitions of Eight parts of yoga. ( Ashtanga )

### **Unit 2**

- ☐ Yama and Niyama

Do's and Don't's in life.

- i) Ahinsa, satya, astheya, bramhacharya and aparigraha
- ii) Shaucha, santosh, tapa, swadhyay, ishwarpranidhan

### **Unit 3**

- ☐ Asana and Pranayama

- i) Various yoga poses and their benefits for mind & body
- ii) Regularization of breathing techniques and its effects-

Types of pranayama

### **Suggested reading**

1. 'Yogic Asanas for Group Training-Part-I' : Janardan Swami Yogabhyasi Mandal, Nagpur
2. "Rajayoga or conquering the Internal Nature" by Swami Vivekananda, Advaita Ashrama (Publication Department), Kolkata

2	COURSE OUTCOMES: Students are able to										
	CO-1	Develop healthy mind in a healthy body thus improving social health also.									
	CO-2	Improve efficiency.									
3	MAPPING (CO's and PO's)										
	Course Outcomes	Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
	1				2				2	3	1
	2				2		2				

#### **MAPPING (CO's and PSO's)**

Course Outcomes	Program Specific Outcomes (PSO)
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### **AE08 PERSONALITY DEVELOPMENT THROUGH LIFE ENLIGHTENMENT SKILLS**

#### **Course Objectives:**

1. To learn to achieve the highest goal happily
2. To become a person with stable mind, pleasing personality and determination
3. To awaken wisdom in students

#### **Unit 1**

- ☐ Neetisatakam-Holistic development of personality ☐ Verses- 19,20,21,22 (wisdom)
- ☐ Verses- 29,31,32 (pride & heroism) ☐ Verses- 26,28,63,65 (virtue)
- ☐ Verses- 52,53,59 (don't's) ☐ Verses- 71,73,75,78 (do's)

#### **Unit 2**

- ☐ Approach to day to day work and duties. ☐ Shrimad Bhagwad Geeta : Chapter 2-Verses 41, 47,48, ☐ Chapter 3-Verses 13, 21, 27, 35, Chapter 6-Verses 5,13,17, 23, 35,
- ☐ Chapter 18-Verses 45, 46, 48.

#### **Unit 3**

- ☐ Statements of basic knowledge. ☐ Shrimad Bhagwad Geeta: Chapter2-Verses 56, 62, 68
- ☐ Chapter 12 -Verses 13, 14, 15, 16,17, 18 ☐ Personality of Role model. Shrimad Bhagwad Geeta: ☐ Chapter2-Verses 17, Chapter 3-Verses 36,37,42, ☐ Chapter 4-Verses 18, 38,39
- ☐ Chapter18 – Verses 37,38,63

#### **Suggested reading**

1. “Srimad Bhagavad Gita” by Swami Swarupananda Advaita Ashram (Publication Department), Kolkata
2. Bhartrihari's Three Satakam (Niti-sringar-vairagya) by P.Gopinath,Rashtriya Sanskrit Sansthanam, New Delhi

2	COURSE OUTCOMES: Students are able to										
	CO-1	Study of Shrimad-Bhagwad-Geeta will help the student in developing his personality and achieve the highest goal in life .									
	CO-2	The person who has studied Geeta will lead the nation and mankind to peace and prosperity .									
	CO-3	Study of Neetishatakam will help in developing versatile personality of students.									
3	MAPPING (CO's and PO's)										
	Course Outcomes	Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
		1							2	2	2
		2							1	2	3
	3							2	2	3	

**MAPPING (CO's and PSO's)**

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1		
2	3	
3		3

## **YOGA AND PSYCHOLOGY**

### **UNIT – 1**

Psychology: Meaning, definitions, Nature, Need, scope of Psychology – Psychology and Yoga, role of Yoga on Heredity and Environment, learning, Emotions, memory, Cognition, Intelligence, Attention, Attitude, Personality.

### **UNIT – 2**

Growth and Development: Life span periods, Yoga for different stages of life: infancy, early childhood, later childhood, Adolescence, adulthood, old age, women, Yoga for Professional people.

### **UNIT – 3**

25 ELEMENTS, KOSHAS, Doshas, Gunas, nadis and chakras, Mind, Types of mind, folded, mental faculties, stages, States, sources and powers of mind, unfolding powers of Mind, Yoga for super-consciousness.

### **UNIT – 4**

Spirituality: meaning, definition, Role of Yoga Religion on Spirituality values, type of values, divine virtues.

Methods of developing spirituality

### **UNIT – 5**

Role of Yoga on psychology qualities and psychological disorders Neurosis: Anxiety,

Phobias, obsessions, Compulsion, stress, hysteria, Depression, suicide, Eating disorders, Suicide.

Psychosis: schizophrenia, Autism, Dementia, Bipolar disorder, Mental retardation

Personality disorder: paranoid, Histrionic, drug addicts, gambling, Alcoholism, smoking, anti-social personality disorders.

### **References :**

1. Kamlesh, M.L (1988) Psychology in physical education and sports, New Delhi..
2. Elangovan. R (2001) Udrkalvi Ulaviyal, Thirunelveli: Aswin Publications.
3. Gita Mathew (1997) Sports Psychology, Shejin and Shiju Brothers, Karaikudi
4. Gidretal, (1989) Psychology, Glenview: scott foresman and company.
5. Bringle Robert etal, (1981) understanding psychology, Munger: Yoga Publications Trust
6. Abhedananda Swami (2002) Yoga Psychology, Kolkatta: Ramakrishana Vedanta math.
7. Risi Viveananda (2006) practical Yoga psycghology, Munger: Yoga publications Trust.
8. Mangal S.K (1991), Psychological Foundations of Educations, Ludiana: Prakash Brothers.
9. Elangovan. R (2018) Yoga Psychology, Chennai: Ashwini publications.

**COURSE OUTCOMES:**

- CO1 - Learn about the scope of psychology in yoga and the concept of developmental psychology
- CO2 - Gain an understanding in yogic psychology and spirituality
- CO3 - Understand the impact of yoga on various psychological disorders

**MAPPING (CO's and PO's)**

Course Outcomes	Programme Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	2	2		2	3
CO2	2	2		3	3
CO3				3	3

**1 - Low****2- Medium****3- High****MAPPING (CO's and PSO's)**

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1	2	2
2	2	2
3	3	3

**PERSONALITY DEVELOPMENT**

Personality: Personality in psychology – Meaning, Definition, concept, need, nature and scope of personality development- structure of personality.

## **Unit-2**

Stage of human development- determinants of human development of personality- developmental processes: physical, mental, moral, social, emotional and spiritual.

## **Unit-3**

Guidelines on personality – values and spirituality- developing good personality based on yoga- anger and stress management- role of diet on personality.

## **Unit-4**

Personality development with special emphasis on pancha kosha- Ashtanga yoga- Factors of personality- Theories of personality- Attitude- Self-esteem, - Memory-Concentration- creativity-intelligence- Assessment of personality.

## **Unit-5**

Leadership- Qualities of leaders-Positive thinking- powers and effects of thoughts- career planning –career rules- Better human relations- time management.

## **References:**

- Kamlesh M.L(1988) Psychology in physical education and sports, New Delhi, Metropolitan,
- Elangovan R.(2001) Udarkalvi , Ulaviyal, Thirunelveli: Aswin Publications
- Gita Mathew (1997) Sports Psychology Shejin and shiju brothers, Karaikudi.
- Gidr, et, al, (1989) psychology Glenview scott foresman and company
- Bringle Robert etal (1981) understanding psychology New York, Random House School Division New York.
- Rishi Vivekananda (2006) practical yoga psychology Munger. Publication trust.
- Abhedananda swami (2002) yoga psychology kolkatta:Ramakrishna Vedanta Math.
- Mangal S.K(1991) Psychological foundations of education, ludiana: prakash brothers.
- Elangovan R(2018) Yoga Psychology, Chennai: Ashwin publications.



**COURSE OUTCOMES:**

- CO1 - Learn about the concepts and developmental processes of personality
- CO2 - Understand the role of yoga, diet and stress management in developing the personality.
- CO3 - Gain insight into the development of leadership qualities and career development

**MAPPING (CO's and PO's)**

Course Outcomes	Programme Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1				3	3
CO2				3	3
CO3				3	

**1 - Low****2- Medium****3- High****MAPPING (CO's and PSO's)**

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1	1	1
2	2	2
3	2	1

**YOGA THERAPY****Unit I:**

History of yoga therapy- Essence and Principles of Yoga therapy- Physiology and pathology in the yoga- Shatra- koshas- doshas- CJranthis - Pancha prana-Apphcation of Yoga and its types- Methodology in Yoga Therapy - Factors (Heyam,Hetu, Hanam and Upayam) - Methods (Darsanam, Sparsanam, Prasnam, NadiPariksa)Examination of Vertebra, joints, Muscles, Abdomen and Nervous System and Therapeutic applications - Modification of yogic practices - yogic practices forHuman Systems - Yogic diet

**Unit II:**

Application of Indian traditional systems of medicine and therapies:

Ayurveda - Ashtanga Ayurveda - Doshas, Dinacarya, Ayurvedic diet, Panchakarmatherapy - Siddha - Five elements theory, physical constituents, pathology (Kayakalpa,Kitchen, Herbal and other types of medicine) - Naturopathv - Principles ofnaturopathy - Modalities of

Naturopathy - Varmam and Thokkamim, Physiotherapy, Acupressure, Acupuncture, Chromo therapy, Music therapy, Pranic Healing

### **Unit III:**

Therapeutic application of yoga: High blood pressure, Obesity, Diabetes, Mellitus, Asthma, ulcer, Migraine, Arthritis, Back pain, Thyroid problems, constipation, impotency, infertility, stroke, Epilepsy, Parkinson's disease, sleep disorders.

### **Unit IV:**

Therapeutic application of yoga for psychological disorders: Neurosis: stress, depression, eating disorders - Psychosis: Schizophrenia, autism,

Bipolar disorders, dementia - Personality disorders: Paranoid, histrionic, drug addicts- Smoking, Alcoholism, Gambling - Anti-Social Activities

### **Unit V:**

Therapeutic application of yoga for the problems of women- Amenorrhea, Dysmenorrhea, menorrhagia, metrorrhagia, Hypomenorrhoea, oligomenorrhoea, polymenorrhoea, leucorrhoea, uterus related problems, miscarriage, pregnancy- Pre and post natal care, PCOS.

### **References:**

1. Shemanthakamani Narendhan et.al (2008) yoga and pregnancy, Bangalore: Swami Vivekananda Yoga Prakshana.
2. Nagarathna & Nagendra (2008) Yoga bronchial Asthma, Bangalore: Swami Vivekananda Yoga Prakshana
3. Nagarathna & Nagendra (2007) yoga for digestive disorders, Bangalore: Swami Vivekananda Yoga Prakshana
4. Sri kanta ss et.al (2008) yoga for diabetes, Bangalore: Swami Vivekananda Yoga Prakshana
5. Nagarathna & Nagendra (2008) yoga for Hypertension & Heart disease, Bangalore: Swami Vivekananda Yoga Prakshana
6. Nagarathna & Nagendra (2008) yoga for Arthritics, Bangalore: Swami Vivekananda Yoga Prakshana
7. Nagarathna & Nagendra (2008) yoga for back pain, Bangalore: Swami Vivekananda Yoga Prakshana
8. Shivananda Saraswati (1975), yogic therapy Gawhati, Brahmacharya yogeswarumachal yojashram
9. Sundaram yoga charya (2004), Sundara yogic therapy, Coimbatore: The yoga publishing Home.
10. Phulgonda Sinha (1976) yogic cure for common diseases, Delhi: Orient paper backs

11. Joshi (1991) yoga and Nature - Cure therapy New Delhi: Sterling publishers Pvt Ltd

12. Chandrasekaran (2012) Yoga therapy, Chennai: VHF Publications

### **COURSE OUTCOMES:**

- CO1 - Gain the ability to visually and physically examine, interview and suggest suitable yogic practices to subjects based on the principles of yoga therapy
- CO2 – Understand the concepts of Ayurveda, Siddha, Naturopathy and other allied therapies and their application
- CO3 - Ability to frame therapeutic modules of yogic practices for lifestyle disorders, psychological disorders and disorders specific to women

### **MAPPING (CO's and PO's)**

Course Outcomes	Programme Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1		2		2	3
CO2		1		2	2
CO3		2		2	3

**1 - Low                      2- Medium                      3- High**

### **MAPPING (CO's and PSO's)**

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1	2	3
2	2	2
3	3	3

## HUMAN RIGHTS & WOMEN STUDIES

### UNIT I

Human Rights – Definition – Characteristics – Classification – Universal Declaration – International Covenants on economic, social and cultural rights – Constitutional Guarantee – Fundamental rights Part III of the constitution – Directive Principles part IV of the constitution.

### UNIT II

Civil and Political rights : Work – Personal Freedom – Freedom to expression – property – education – Equality – Religion – To form association and unions – family – contract – constitutional remedies – contest in election – petition – criticize government.

### UNIT III

Women Rights

Women's Rights : Right to Education – Right to Divorce – Right to Remarry – Right to education – Right to Employment – Career advancement.

### UNIT - IV

Movement for women's rights : First Demand for women's franchise – Nationalist agenda – provincial legislatures – First women legislator – Second campaign for female franchise – Legal disabilities – Conclusions.

### UNIT -V

Women status in post Independence India : Women and Politics – Economic issues – Contemporary women's movement – conclusions

### References:

1. Tauro David.H.( 2007), " Human right in youth sports",Routledge, Publishers.
2. Zubek J P and Solberg P.a.(1954 ), Human Development,New York, Mc. Graw Hill Publishing Co., Ltd., New Delhi.

## **PROFESSIONAL PREPARATION FOR SLET/NET IN PHYSICAL EDUCATION**

### **Learning Objectives**

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

## **UNIT I**

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

## **UNIT II**

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

## **UNIT III**

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

## **UNIT IV**

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

## **UNIT V**

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

## **Course Outcome**

1. Understand the preparation for SLET and NET exams.
2. It helps to aware about professional preparation
3. It helps for study to syllabus base concept.

4. Understanding nature of question items (Multiple – Choice (simple selection), Multiple – Selection (or multiple completion), Assertion & Reasoning, Sequencing type, Matching type and Para – Phrasing).

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

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

### **REFERENCE**

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

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

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

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

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

Ansari M S (2010) UGC - JRF and Lectureship Paper I Teaching and Research Aptitude New Delhi : Gupta. Sanjay Gupta & A.K. Singh (2010) UGC NET Paper 1 (Hindi), New Delhi : Trueman Publishing Company.

## **PSM18AE101 BUSINESS COMMUNICATION**

### **Unit-I:**

#### **Basic forms of communication**

Need for Communication; Forms of Communication Self-Development and Communication: Factors Affecting Communication; Essentials of good Communication Skills.

### **Unit-II:**

#### **Corporate communication**

Types of Corporate Communication; Barriers of Communication:

**Principles of Effective Communication** - The Effective Communication Skills Questionnaire; Humour in Communication; Interpersonal Communication; Intrapersonal Communication; Understanding Audience Psychology.

### **Unit-III:**

#### **Writing skills: Business letters**

Written Communication—Significance In Business; Essentials of a Business Letter; Parts of a Business Letter; Forms of a Business Letter; Types of Business Letters; Writing a Good Business Letter.

**Internal Communication** - Letters within the Organization; Letters to Staff; Circulars and Memos; Office Notes, Motivational Communication; Letters from Top Management; Writing

without Hurting; Reminders and Follow-up; Employee Newsletters. **Report writing** - Types of Reports; Essentials of Good Report Writing; Committee Reports; Annual Reports.

#### **Unit- IV:**

##### **Public Relations**

Definition of Public Relations; Benefits of PR in Sports; Tools-Media; Press Release; Press Conferences; Media Briefings; Non-media initiatives; How to manage media.

#### **Unit-V:**

##### **Sports Journalism & Media**

Media as a Vehicle; Media as a Dashboard; Evolving nature of Sports Media in India; Opportunities in Sports Journalism; Big Data in Media.

##### **References**

1. Effective communication- Urmila Rai and S.M. Rai (Himalaya Publishing House).
2. Business Communication-Doctor and Doctor (Sheth) Publishers Pvt. Ltd.)
3. Public Relations – A Case Based Approach – Jerry Hendrix & Darrell C. Haynes.
4. The Significance of Sponsorship as a Marketing Tool in Sports Events – Oladunni Roselyn Abiodun

COURSE OUTCOMES (COs): students are able to										
CO-1	Probe the need and Importance of Business Communication									
CO-2	Identify the Barriers in Communication									
CO-3	Communicate effectively and Develop Good Business Communication Skills									
MAPPING (CO's and PO's)										
Course Outcomes	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
1	2	2		1	1					2
2	2					2				
3	2	2	3	2		1			2	3
1 – Low                      2-Medium                      3- High										

<b>MAPPING (CO's AND PSO's)</b>		
Course Outcomes	Program Specific Outcomes	
	1	2
1	3	
2	2	3
3	3	

## **SPORTS MEDICINE AND NUTRITION – 17304**

### **UNIT – I**

Sports medicine – meaning - aim - objective - need - importance - preventive - measures - First Aid - Safety - hygiene

### **UNIT - II**

Injuries - types - sports specific injuries - fracture - laceration - abrasion - dislocation - CPR

### **UNIT - III**

Women in sports - anatomical - biological - physiological - psychological - factors affecting sports performance –

### **UNIT - IV**

Massage - types - importance - need - principles - doping

### **UNIT - V**

Nutrition - classification - sources - balance diet - Carbohydrate - fat - protein - vitamins - supplements - pre game meal - post game meal

### **REFERENCES:**

1. Lars Peterson and Per Restorn (2001) Sport Injuries – Their Prevention and treatment, United States, Human Kinetics
2. Richard B.Birrer (2004), Sports Medicine for the Primary care physician, Florida, United States, Human Kinetics
3. Bruckner and Karim Khan (2006) Clinical Sports medicine, Australia Megraw Hill
4. Sports medicine by Richer H. Strauss

COURSE OUTCOMES: Students are able to										
CO-1	Help the sportsmen to prevent from sports injuries									
CO-2	Develop the knowledge of side effects of doping									
MAPPING (CO's and PO's)										
Course Outcomes	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
1	2		1			1				3



## **MAPPING (CO's and PSO's)**

<b>Course Outcomes (CO)</b>	<b>Program Specific Outcomes (PSO)</b>	
	<b>1</b>	<b>2</b>
<b>1</b>		
<b>2</b>		<b>2</b>

## **SPORTS PSYCHOLOGY AND SOCIOLOGY OF SPORT - 17403**

### **UNIT - I**

Psychology - Definition – importance – branches - sports psychology - Definition – importance – development

### **UNIT - II**

Personality – definition – traits theories – inter personal relation – cognition – memory

### **UNIT – III**

Motivation - definition – types - anxiety – stress - aggression - arousal

### **UNIT - IV**

Sports sociology : meaning – definition - need - importance - scope – social control – social group - social stratification

### **UNIT – V**

Socialization – meaning - definition - community - culture - group dynamic – group cohesion - sociogram – audience effect –

### **REFERENCES :**

1. John.D,Lauther, (2001) Psychology of coaching, New jersey; Enginewood Cliffs, Prenticce Hall Inc.
2. Thelma Horn (2002) Advances in Sports Psychology, Human Kinetics.
3. Jay Coakley(2001), Sports in society – issues and conterouersies in International education, Mc-Craw Seventh.Ed.
4. Yobu A Sports sociology, Jehova Nissin Publication 2003

### **COURSE OUTCOMES: Students are able to**

CO-1 Understand the character and behaviour of a sport person

CO-2 The sportsmen will be Psychologically strong to play the match

	Course Outcomes	Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
	1	1	2	1						2	
	2			1	2						

### MAPPING (CO's and PSO's)

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1	1	
2		

### EXERCISE PSYCHOLOGY

Introduction to Sports Psychology-Definition-Importance of Sports Psychology- Branches of Psychology-Develop ment of Sports Psychology in India and Abroad- Dimension of Human Behaviour.

#### UNIT-II

Learning and its Definition -Concept of Motion Learning - Acquisition of Motor Skills-Theories of Learning -Law- of Learning -Transfer of Training- Application in Sports - Learning Curves - Phenomenon of Plateau in Motor Learning -Causes- Remedies.

#### UNIT-III

Essential Process -Mean ing- Psychophysiology of Emotion-Optimal Arousal in Emotional Aspects - Theories Application-Pre Competition Anxiety- Aggression in Sports-Motivation and Arousal -Self Efficacy - Peak Performance and Flow-Techniques of Motivation.

#### UNIT-IV

Meaning and Definition of Personality-Concept of Athletic Personality - Psycho-Diagnostic in Sports - Typesand Functions of Psychological Traits- Meaning and Importance of Psycho Regulation -Relaxation Techniques - Role of Image ry.

## UNIT-V

Nature and Scope of Psychological Dimension - Nature, Types of Sports Performance - Sports aims and importance of Psychological Research in Sports-Nature - Current Areas Of Research In Sports Psychology.

Reference:

1. Hon Thelma (2002) Advanced in Sports psychology Human kinetic publisher
2. Mideffer, Robert. M 1992 Motivation in sports and exercise Human kinetic Books
3. Weiberg and Gould 2002 Sports and exercise physiology. Illinois - Human Kinetics
4. Gill Diane (1996) Psychological dimension of sports Human kinetic publisher
5. Suinn, Richard, M.P. (1982) Psychology in Sports.

2	COURSE OUTCOMES: Students are able to										
	CO-1	Understand the personality and behaviour of a sport person									
	CO-2	This Psychological knowledge will helps and leads to behavioural									
3	MAPPING (CO's and PO's)										
	Course Outcomes	Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
	1	2						3	2		
	2			2				1	1		

**MAPPING (CO's and PSO's)**

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1		
2	1	2

## **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 of Instructional 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

- Design, develop, and implement technology-rich learning program that model principles of learning and promote digital age best practices in teaching, learning and assessment.

### Peer Group Teaching and Discussion Concept

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

### REFERENCE

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

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

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

IBH Publishing company, New Delhi

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

S.K. (1982)Methods and Techniques of Teaching (New Delhi, Jalandhar, Sterling Publishers Pvt. Ltd.Kozman, Cassidy and k Jackson, (1952).Method in Physical Education (W.B. ) Saunders Company,Philadelphia and London.

#### COURSE OUTCOME students are able to

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

#### MAPPING'S OF CO'S AND PO'S

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	2		1					3		
2	1	2		2					3	
3	1	1	2	1		1		3		1

#### MAPPING'S OF CO'S AND PSO'S

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	2	3
2	1	2
3	1	3

# **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.

## REFERENCE

Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6<sup>th</sup> 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. 4<sup>th</sup> ed. New Delhi: Pearson.

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

## COURSE OUTCOME :Students are able to

CO-1 Plan, develop, communicate, implement, and evaluate technology-infused strategic plans.

CO-2 Maintain and manage a variety of digital tools and resources for use in technology-rich learning environment

CO-3 Design, develop, and implement technology-rich sports program that model of sports field and promote digital age best practices playing and assessment.

### MAPPING'S OF CO'S AND PO'S

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	2		1					3		
2	1	2		2					3	
3	1	1	2	1		1		3		1

### MAPPING'S OF CO'S AND PSO'S

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	1	2
2	2	1
3		

# **PHYSICAL FITNESS AND WELLNESS**

## **Learning Objectives**

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

## **UNIT I**

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

## **UNIT II**

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

## **UNIT III**

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

## **UNIT IV**

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



## UNIT V

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

### Course Outcome

1. Explain the history and philosophy of public physical fitness as well as its core values, concepts, and functions across the globe and in society.
2. Identify the methods, and tools of public health data collection, use, and analysis
3. Relate the underlying science of wellness and disease to opportunities for promoting and protecting health across the life course.
4. Identify the socio-economic, behavioural, biological, environmental, and other factors that impact physical fitness and contribute to health disparities.
5. Apply the principles of training and maintain a physical fitness.

### Peer Group Teaching and Discussion Concept

Group Discussion on . Modern concept of Physical fitness and Wellness. . Role Play 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 Yark.

### **MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	1		3		1			2	1	2
2		2	1					1		3
3	1	3	1		1	1	2			2

### **MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	1	3
2		2
3	1	

## **SPORTS PSYCHOLOGY AND SOCIOLOGY**

### **Learning Objectives**

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

### **UNIT I**

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

### **UNIT II**

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

### **UNIT III**

Goal Setting: Meaning and Definition, Process of Goal Setting in Physical Education and Sports. Relaxation : Meaning and Definition, types and methods of psychological

relaxation. Psychological Tests: Types of Psychological Test: Instrument based tests: Pass-along test – Tachistoscope - Reaction timer - Finger dexterity board - Depth perception box - Kinesthesiometer board. Questionnaire: Sports Achievement Motivation, Sports Competition Anxiety. Psychological factors ,Stress, Anxiety, Tension and Aggression affecting Sports Performance.

#### **UNIT IV**

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

#### **UNIT V**

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

#### **Learning outcomes**

1. Explain group mechanisms and group psychology in a sports context
2. Reflect upon motivational psychology as applied to sports activities
3. Formulate relevant constructs of exercise psychology
4. Demonstrate the ability to discuss sociological theories, concepts, and ideas in large and small groups and to express empirically as well as theoretically-based opinions.
5. To apply core sociological theories to specific social problems in order to analyse social problems.

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

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

#### **REFERENCE**

Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Tests, New Delhi: National Council of Educational Research and Training Publication.

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

John D Lauther (2000) Psychology of Coaching. NerJersy: Prenticce Hall Inc.

Jain. (2002), Sports Sociology, Heal SahetyKendre Publishers.

John D.Lauther (1998) Sports Psychology. Englewood, Prentice Hall Inc.

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

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

Robert N. Singer(2001). Motor Learning and Human Performance. New York: The Macmillan Co.

Robert N. Singer. (1989) The Psychology Domain Movement Behaviour. Philadelphia: Lea and Febiger. Thelma Horn. (2002). Advances in Sports Psychology. Human Kinetic.

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

COURSE OUTCOMES(COS): students will be able to										
CO-1	Bring out the Need and Importance of Psychology in Sports									
CO-2	Understand the significance of Motivation in Sports									
CO-3	Analyze the Role of Women in Sports									
MAPPING (CO's and PO's)										
Course Outcomes	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
1	2			1		1		2		2
2	1		1	1				2		2
3		3	2		2					3
1 – Low                      2-Medium                      3- High										

<b>MAPPING (CO's AND PSO's)</b>		
Course Outcomes	Program Specific Outcomes	
	1	2
1	3	3
2	3	2
3	2	2
1 – Low                      2- Medium                      3-High		

# **HUMAN RIGHTS**

## **Learning Objective**

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

## **UNIT I**

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

## **UNIT II**

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

## **UNIT III**

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

## **UNIT IV**

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

## **UNIT V**

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

## REFERENCE

- Baradat Sergio and SwaronjaliGlosh. Teaching of human rights. Dominant Publishers and distributors, 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 distributors 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.

## COURSE OUTCOME

### **students are able to**

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

**MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	3		2		1			2		2
2	1		2	1			2		3	1
3		2		1		1		1		3

**MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	1	2
2	2	1
3		

**(B.P.ED) ABILITY ENHANCEMENT COMPULSORY COURSES**  
**(AECC) SOFT SKILLS**

**Learning Objectives**

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

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

## UNIT IV

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

## UNIT V

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

### Learning Outcomes

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

## REFERENCE

- Authors Guide (2014)‘ Soft Skills’ University of Madras, Chennai
- Authors Guide (2014) ‘ Communication Skills,” University of Madras, Chennai
- Mangal .S.K.(2002) ,Advanced Educational Psychology, Prentice Hall of India, New Delhi.
- Shiv Khera (2006), You Can Win, Macmillan: New Delhi.

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### COURSE OUTCOME students are able to

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

### MAPPING'S OF CO'S AND PO'S

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	1		2					3	1	
2	2	2	3		1		2	1		
3			1	1		2				3

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### MAPPING'S OF CO'S AND PSO'S

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	2	
2		1
3	1	3



## **DISCIPLINE SPECIFIC ELECTIVE**

### **GENDER STUDIES**

#### **Learning Objectives**

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

#### **UNIT I**

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

#### **UNIT II**

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

#### **UNIT III**

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

#### **UNIT IV**

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

#### **UNIT V**

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

#### **Learning Outcome**

4. Able to explain and understand the concepts of gender studies
5. Able to interpret and identify the gender issues and problems

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

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

#### **REFERENCE**

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

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

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

**COURSE OUTCOME** students are able to

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

**MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	2		1				2		1	3
2			3					2	1	3

**MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	1	2
2	2	1
3	1	3

**CORE PAPER XV****SPORTS PSYCHOLOGY AND SOCIOLOGY****Learning Objectives**

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

**UNIT I**

Meaning, Definition, Need and Importance of Sports Psychology. Motor Learning: Basic Considerations in Motor Learning – Motor Perception - Factors Affecting Perception – Perceptual Mechanism. Intelligent Quotient.

**UNIT II**

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

### **UNIT III**

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

### **UNIT IV**

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

### **UNIT V**

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

### **Learning Outcomes**

- 1.Explain group mechanisms and group psychology in a sports context
- 2.Reflect upon motivational psychology as applied to sports activities
- 3.Formulate relevant constructs of exercise psychology
- 4.Demonstrate the ability to discuss sociological theories, concepts, and ideas in large and small groups and to express empirically as well as theoretically-based opinions.
5. To apply core sociological theories to specific social problems in order to analyze social problems.

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

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

### **REFERENCE**

- Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Tests, New Delhi: National Council of Educational Research and Training Publication.
- Jay Coakley. (2001). Sports in Society - Issues and Controversies in International Education, Mc-Craw Seventh Ed.
- John D Lauther (2000) Psychology of Coaching. Ner Jersey: Prenticce Hall Inc.
- Jain. (2002), Sports Sociology, Heal Sahety Kendre Publishers.
- John D.Lauther (1998) Sports Psychology. Englewood, Prentice Hall Inc.

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

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

Robert N. Singer(2001). Motor Learning and Human Performance. New York: The  
Macmillan Co.

Robert N. Singer. (1989) The Psychology Domain Movement Behaviour. Philadelphia: Lea  
and Febiger.

Thelma Horn. (2002). Advances in Sports Psychology. Human Kinetic.

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

#### **COURSE OUTCOMES:**

##### **Students are able to**

CO-1 The graduates are exposed to obtain knowledge in the Psychological domain of  
personality traits.

CO-2 The stack holders gain the knowledge of sociology and its impact on training

<b>MAPPING (CO's and PO's)</b>										
Course Outcomes	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
1	2						2			1
2				3						1

#### **MAPPING (CO's and PSO's)**

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1		
2		2

# **SKILL ENHANCEMENT COURSE**

## **OBESITY AND WEIGHT MANAGEMENT**

### **Learning Objectives**

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

### **UNIT I**

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

### **UNIT II**

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

### **UNIT III**

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

### **UNIT IV**

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

### **UNIT V**

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

### **Learning Objectives**

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

## Peer Group Teaching and Discussion Concept

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

## REFERENCE

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

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

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

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

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

### COURSE OUTCOME students are able to

CO-1 Able to Understand the basics of Obesity and its types .

CO-2 Able to Understand the various methods of Obesity assessment and weight management

### MAPPING'S OF CO'S AND PO'S

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	3		2		1	2		1	2	
2		1		1			2		3	1

### MAPPING'S OF CO'S AND PSO'S

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	2	3
2	1	2
3	1	3

**DISCIPLINE SPECIFIC ELECTIVE**  
**SPORTS NUTRITION AND WEIGHT MANAGEMENT**

**Learning Objectives**

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

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

## **UNIT V**

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

### **Learning Outcomes**

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

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

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

### **REFERENCE**

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



**COURSE OUTCOME students are able to**

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

**MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	2	1	3			2		3	1	1
2	2			1				3	2	1
3		1	1		2			3		

**MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	1	3
2	3	2
3		



**TAMILNADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY, CHENNAI**

**DISCIPLINE SPECIFIC ELECTIVE**  
**DISABILITY AND INCLUSIVE EDUCATION**

**Learning Objectives**

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

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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



## **TAMILNADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY, CHENNAI**

### **UNIT V**

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

### **Course Outcome**

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

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

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

Teaching Recreational and Inclusive Games among the peers.

### **REFERENCE**

- Auxter, D. (1993). Principles and Methods of Adapted Physical Education. Mosby Publications.
- Chapman, F. M. (1960). Recreation Activities for the Handicapped. New York: The Ronald Press Company.
- Daniel, R. C. (1982). Games Sports and Exercises for the Physically Handicapped. Philadelphia Jaimitra.S (1990) Physical Education for the Blind Chennai: Grace Printer,
- Jain, A. (2003). Adapted Physical Education. Delhi: Sports Publication.
- Kassar, Susan (1995). Inclusive Games. Human Kinetics Champaign, IL.
- Lau, D. S. (2001). Physical Education for the Physically Handicapped. Delhi: Khel Sahitya Kendra.
- Mary E. Samples (2012) Camarillo, CA 93012, [www.venturacountyselpa.com](http://www.venturacountyselpa.com)
- Schiffer, M. (1971). The Therapeutic Play Group. London: George Allen and Unwin ltd.
- Sharma, D. (2006), Adapted Physical Education. New Delhi: Friends Publication.



**TAMILNADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY, CHENNAI**

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

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

**COURSE OUTCOME students are able to**

CO-1	Understand about classification of Disabilities.
CO-2	Understand adopted games for disability persons.
CO-3	Known the benefits of exercise for disability persons.

**MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	2		1					3		
2	1	2		2					3	
3	1	1	2	1		1		3		1

**MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	1	3
2		
3	1	2



**TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY**  
**Department of Advanced Training and Coaching**  
**DIPLOMA IN SPORTS COACHING**

**PAPER <sup>111</sup> - SPORTS MEDICINE AND ANTHROPOMETRY**

**Unit I**

Sports Medicine: Introduction – definition - meaning – history- preventative, rehabilitative aspects – need and importance of sports medicine.

**Unit II**

Injuries: Prevention - types of injuries - skin injury – muscles – confusions – strain – cramp – stiffness - ligaments - sprain – tear - bones – fracture – stress fracture - principles of first aid – management

**Unit III**

Sports Physiotherapy: principles – Massage – Principles – types – indications – Contradictions – rehabilitation – sauna – Steam Bath.

**Unit IV**

Doping: Definition – classification – hazards of doping – IOC rules – WADA – blood doping – testing – role of a coach and athletes.

**Unit V**

Anthropometry : Definition – Nature - Scope – land mark – physic – body composition – Structure – function .

**REFERENCE**

- 1 Physiology of sports, T-Relly,N.Seneel.P Secher , C.Williams
- 2 Exercise Physiology, WilliamD.Mc Ardle, Frank, I Katch,Victor, L.Katch
- 3 The Physiological Basis of Physical Education and Athletics Edward L.Fox, Richard , W.Bowere, Mexi
- 4 Stawish and Lyle J. Michei



**TAMILNADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY, CHENNAI**

COURSE OUTCOMES: Students are able to										
CO-1	Helps to understand the causes and treatment of sports injuries									
CO-2	The knowledge of Anthropometry will help to recommend the talented person to the respective sport									
MAPPING (CO's and PO's)										
Course Outcomes	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
1						2			1	
2					1				1	2

**MAPPING (CO's and PSO's)**

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1		
2		2

## List of Professional Ethics Courses

AE09	Professional Ethics in Engineering	M.Tech Sports Technology
PSM18AE301	Professional Ethics	MBA Sports Management
USC18CT204	Rules and Regulation of Sports / Game	B.Sc., Sports Coaching
USC18CT404	Tactics and tactical development of specified Sport / Game	
17603	Philosophy of Coaching and Team Preparation	
PSC18CT101	Science of sports training	M.Sc., Sports Coaching
90101	General Theory and Methods of Training	PG Diploma in Sports Coaching
MPTC 01	Research processes and Advanced Statistics in Training and Coaching	M.Phil., Sports Coaching

### **AE09: PROFESSIONAL ETHICS IN ENGINEERING**

#### **COURSE OBJECTIVES**

- Provide basic knowledge about engineering Ethics, Variety of moral issues and Moral dilemmas, Professional Ideals and Virtues
- To provide knowledge about Engineers as responsible Experimenters, Research Ethics, Codes of Ethics, Industrial Standards, Exposure to Safety and Risk, Risk Benefit Analysis
- To Have an idea about the Collegiality and Loyalty, Collective Bargaining, Confidentiality, Occupational Crime, Professional, Employee
- To Have an adequate knowledge about MNC's, Business, Environmental, Computer Ethics, Honesty, Moral Leadership, sample Code of Conduct.



## **UNIT I            HUMAN VALUES**

Concepts on morals, values and Ethics – Integrity – Work ethic – Service learning – Civic virtue – Respect for others – Living peacefully – Caring – Sharing – Honesty – Courage – Valuing time – Cooperation – Commitment – Empathy – Self confidence – Character – Spirituality – Introduction to Yoga and meditation for professional excellence and stress management.

## **UNIT II            ENGINEERING ETHICS**

Senses of ‘Engineering Ethics’ – Variety of moral issues – Types of inquiry – Moral dilemmas – Moral Autonomy – Kohlberg’s theory – Gilligan’s theory – Consensus and Controversy – Models of professional roles - Theories about right action – Self-interest – Customs and Religion – Uses of Ethical Theories.

## **UNIT III            ENGINEERING AS SOCIAL EXPERIMENTATION**

Engineering as Experimentation – Engineers as responsible Experimenters – Codes of Ethics – A Balanced Outlook on Law.

## **UNIT IV            COMMERCIAL AWARENES**

Commercial awareness and business acumen, Planning ahead and future proofing, Professional self-awareness, Data analysis and manipulation

## **UNIT V            GLOBAL ISSUES**

Multinational Corporations – Environmental Ethics – Computer Ethics – Weapons Development – Engineers as Managers – Consulting Engineers – Engineers as Expert Witnesses and Advisors – Moral Leadership – Code of Conduct – Corporate Social Responsibility.

## **REFERENCES :**

1. Mike Martin and Roland Schinzinger, “Ethics in Engineering”, McGraw Hill, New York (2005).
2. Charles E Harris, Michael S Pritchard and Michael J Rabins, “Engineering Ethics –Concepts and Cases”, Thompson Learning, (2000).
3. Charles D Fleddermann, “Engineering Ethics”, Prentice Hall, New Mexico, (1999).
4. John R Boatright, “Ethics and the Conduct of Business”, Pearson Education, (2003)
5. Edmund G Seebauer and Robert L Barry, “Fundamentals of Ethics for Scientists and Engineers”, Oxford University Press, (2001)
6. Prof. (Col) P S Bajaj and Dr. Raj Agrawal, “Business Ethics – An Indian Perspective”, Biztantra, New Delhi, (2004)
7. David Ermann and Michele S Shauf, “Computers, Ethics and Society”, Oxford University Press, (2003)



## COURSE OUTCOMES:

### Students are able to

CO-1 The students will understand the basic perception of profession, professional ethics, various moral & social issues, industrial standards, code of ethics and role of professional ethics in engineering field.

CO-2 The students will aware of professional rights and responsibilities of an engineer, responsibilities of an engineer for safety and risk benefit analysis.

CO-3 The students will acquire knowledge about various roles of engineers in variety of global issues and able to apply ethical principles to resolve situations that arise in their professional lives.

MAPPING (CO's and PO's)										
Course Outcomes	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
1							1	2	3	
2									3	2
3									3	2

### MAPPING (CO's and PSO's)

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1		
2	3	2
3	1	3

**UNIT I INTRODUCTION:**

Definition & nature Business ethics, Characteristics, Ethical theories; Causes of unethical behavior; Ethical abuses; Work ethics; Code of conduct; Public good.

**UNIT II ETHICS IN SPORTS:**

Nature, Characteristics and Needs, Ethical practices in the field of Sports, Sports Code of Conduct.

**UNIT III SPORTS AS A PROFESSION:**

Conflict between organization demand, Individual needs and professional ideal, Conflicts the Sports Managers face.

**UNIT IV SOCIAL AND ETHICAL:**

Responsibilities of different Sports Association - Sports Clubs - Sports Manager - Sports Coach- Sports Persons. Morale of Sportsmen.

**UNIT V ETHICAL VALUES:**

Importance, Sources of Value System, Types, Loyalty and Ethical Behaviour. - Respect for elders, Hierarchy and Status, non- violence and tolerance, cooperation. Rights and Duties. Holistic relation between Man- Attitudes- Beliefs. Ethical value system – its application in the field of sports.

**REFERENCES**

1. S.A. Sherlekar, Ethics in Management, Himalaya Publishing House, 2009.
2. Beeslory, Michel and Evens, Corporate Social Responsibility, Taylor and Francis, 1978.
3. Philip Kotler and Nancy Lee, Corporate social responsibility: doing the most good for company and your cause, Wiley, 2005.
4. Subhabrata Bobby Banerjee, Corporate social responsibility: the good, the bad and the ugly, Edward Elgar Publishing, 2007.
5. Larue Tone Hosmer and Richard D., The Ethics of Management, Irwin Inc., 1995.
6. Joseph A. Petrick and John F. Quinn, Management Ethics - integrity at work, Sage, 1997.

## **COURSE OUTCOMES (COs):**

### **Students are able to**

CO-1 Understand the nature of Business Ethics

CO-2 Analyze the role Ethics in Sports

CO-3 Resolve the Sports Conflicts through Ethical principles

### **MAPPING (CO's and PO's)**

Course Outcomes	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
1	2									3
2	2	2		1	1			2		3
3			2	1					2	3

1 – Low

2-Medium

3- High

### **MAPPING (CO's AND PSO's)**

Course Outcomes	Program Specific Outcomes	
	1	2
1	1	3
2	2	3
3		2

1 – Low

2- Medium

3-High

## **USC18CT204 RULES REGULATION AND TECHNIQUES OF SPECIFIED SPORT/GAME**

### **UNIT - I**

Dimensions of play fields - measurements - layout – markings. Equipment specifications– importance

### **UNIT - II**

Rules and regulation and their interpretation

## UNIT - III

Officiating - duties - powers of the referee / umpires - mechanism of

Officiating

## UNIT - IV

Organizational set up - drawing fixtures - knock out - league - seeding

## UNIT - V

Competitions: state level – National level

## REFERENCES:

1. Law of the game /FB/ VB/ HB/ ATHLETICS
2. Rules and regulations of /FB/ VB/ HB/ ATHLETICS
3. International Academy Part I & Part II

2	COURSE OUTCOMES: Students are able to										
	CO-1	To understand the rules of the specific game to play better									
	CO-2	To prevent from injuries									
3	MAPPING (CO's and PO's)										
	Course Outcomes	Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
		1	2		1					3	
		2		1					2		

**MAPPING (CO's and PSO's)**

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1		
2	1	2

**USC18CT404      TACTICS AND TACTICAL DEVELOPMENT OF**  
**SPECIFIED SPORT/GAME**

**UNIT – I**

Tactics - definition - principles of play Attacking

**UNIT - II**

Tactics - principles of play Defence

**UNIT - III**

Tactics – individual tactics - its tactical development - training under technical and tactical aspects

**UNIT - IV**

Tactics – group tactics – its tactical development - training under technical and tactical aspects – training under tactical and physical aspects -

**UNIT – V**

Tactics – team tactics – its tactical development – training under tactical aspects – Mental training to improve tactics

**REFERENCE:**

1. Coaches Manual : Erric Ribbeck, Germany
2. FIVB/FIFA/IHF/IAAF coaches manual
3. FIVB/FIFA/IHF/IAAF Rules book
4. International Academy – Part I & Part II

2	COURSE OUTCOMES: Students are able to										
	CO-1	To reach the top level performance it is mandatory to equip and excel the tactics.									
	CO-2	By developing this tactic all the fundamentals skills of the specific sports could be enhanced at the maximum level									
3	MAPPING (CO's and PO's)										
	Course Outcomes	Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
	1	2		2			1				
	2		3	2			2				2

### MAPPING (CO's and PSO's)

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1		2
2		

# SCIENCE OF SPORTS TRAINING

## UNIT-I

Sports Training –Definition –Aim –Characteristic- Sports Performance: Definition- Model Structure- Factors- Performance Structure- Performance Capacity – Training Structure- General Principles Of Sports Training –Training Load- Definition –Load- Load And Adaptation- Super Compensation –Over Load –Means And Methods Of Sports Training –Symptoms Of Over Load –Recovery.

## Unit-II

Development of Motor Qualities- Strength its Development –Speed its Development- Endurance its Development –Flexibility its Development –Coordinative Ability and its Development.

## Unit-III

Techniques Skill- Style-Acquisition Process - Training Implication – Motor Coordinative –Aim Of Technique In Sports-Motor Learning –Phases Of Motor Learning –Implication– Relearning –Transfer of Motor Learning - Method Of Technique Training –Teaching Procedure - Tactics: Aim Of Tactics – Tactical Action – Structure of Tactical Action – Phases of Tactical Action –Training For Tactics –Tactical Knowledge- Tactical Skill- Tactical Skill – Tactical Abilities –Principle of Tactical Preparation –Strategy- Aim And Objective.

## Unit-IV

Periodisation : Single-Double-Triple-Pre-Season Competition –off Season- Long Term Plan- Micro,Mesco,Macro Cycle- Schedules –Step Involved In Preparation of Schedule. Planning: Importance –Principles-Types—Performance-Load Indices-Formulation of Plan-Control of Sports Training –Training Session- Principles of Teaching –Long Term Training Process - Diet For Different Seasons –

## UNIT -V

Talent Identification-- Principles of Talent Identification- Preparation for Competition In General –Psychological Preparation-Individual Differences-Requirement-Doping- Classification Of Doping –Drugs-Effects Motor Development-Growth and Development- Principles –Stages-General Behaviour and Development-Training Implications-.

## REFERENCE

2.Singh.H.(1995) ``SPORTS TRAINING, GENERAL THEORY AND METHOD'' ; New Delhi DVS Publications.

3.Cart.E.Klafs,Daniel .D.Arnhelm,(1994) ``MODERN PRINCIPLES OF ATHLETIC TRAINING '', C.V Mosphy Company, St.Louis

4.Bunn,J.N(1996) ``SCIENTIFIC PRINCIPLES OF COACHING'' Prentice Hall, New Jersey: Engle Wood Cliffs.

5. Jensen, C.R. And Fisher, A.G (2000) ``Scientific Basic Of Athletic Conditioning''. Philadelphia.

2	COURSE OUTCOMES: Students are able to										
	CO-1	The knowledge of advance sports training principles will help to understand different motor qualities and to develop this sports specific qualities.									
	CO-2	Understanding the factors influencing the motor qualities.									
3	MAPPING (CO's and PO's)										
	Course Outcomes	Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
	1	2	2			1					2
	2		2		2			1			3

#### **MAPPING (CO's and PSO's)**

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1		2
2	2	



TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

CHENNAI

DIPLOMA IN SPORTS COACHING

PAPER -1

### **General Theory and Method of Training**

#### **Unit I**

Sports training: Introduction - Nature – definition – Aim –Characteristic – sports performance – nature and definition – classification – model training – factors – inter relation of performance and capacity.

#### **Unit II**

Training load and recovery: Definition – types – factors – Judgment of load – over load - symptoms – causes – Remedy – means of recovery .

#### **Unit III**

General Principles of sports training and Talent Identification: principles of sports training – Talent identification – definition – principles.

#### **Unit IV**

Motor abilities – Definition – types – factors – method of improvement –speed ,strength, endurance – flexibility – coordinative abilities – Training means and method: definition – types – classification of physical exercises – basic method of conditioning

#### **Unit V**

Planning and Periodization: Definition – importance – types of plan – principles of planning – steps in formulation of plan – training session – long

term training process- Periodization : Definition – types – top form – aim and content of different periods

## PRACTICAL

Sl No	TOPICS	Teaching hours
1	Endurance training	16
2	Strength training	
3	Speed training	
4	Flexibility training	
5	Coordinative abilities training	
6	Motor tests	

## REFERENCE

1. Beachele, T.R., Earle, R.W.; Essentials of Strength Training and Conditioning . NSCA, 2000
2. Bompa, Tudor, O.; Theory and Methodology of Training ; The Key to Athletic Performance, 1990
3. Harre, D.; Principles of Sports Training , Sportverlag, Berlin, 1988.

2	COURSE OUTCOMES: Students are able to										
	CO-1	Obtained knowledge in terms of sports training will help to formulate the suitable training programme..									
	CO-2	Understanding the factors for the development of sports skills and fitness.									
3	MAPPING (CO's and PO's)										
	Course Outcomes	Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
	1										
	2									1	

MAPPING (CO's and PSO's)

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1		
2		

# **RESEARCH METHODOLOGY AND STATISTICS IN ADVANCED TRAINING**

## **AND COACHING**

### **UNIT-I**

Research Problem and Variables - Meaning-Definition of Research Qualities of Good Research - Characteristics of Scientific Research . Formulation of The Title-Statement of The Problem - Delimitations And Limitations - Hypothesis in Different Forms - Operational Definition -Significance of The Study .Internal and External Validity- Independent and Dependent Variables -Comparative , Relationship and Effect Studies.

### **UNIT-II**

Area of Research and Experimental Design - Training Methods - Examine Physiology - Nutritional Aspect -Sports - Sports Psychology- Biomechanical Aspects - Measurement And Evaluation - Writing.

### **UNIT-III**

Statistics- Definition, Aims -Scope-Limitation- Collection Of Statistical Data - Primary And Secondary Data -Sampling-Principles- Meaning-Characteristics -Merits And Demerits Of Sampling -Classification And Tabulation Data-Diagram Representation - Bar-Pie Diagram- Frequency Distribution- Measure Of Central Tendency-Measurement Of Variability.

### **UNIT-IV**

Probability-Meaning-Random Variable-Biological Distribution-Normal Distribution- Principles Of Normal Curve(Distribution)-Properties Of Normal Curve -Std Normal Curve-Condition For Normality-Correlation-Bivariable Data -Meaning And Its Causation - Method Of Studying Correlation Through Scatter's Diagram-Correlation Coefficient Its Computation From Upgraded (Kart Pearson's Coefficient Of Correlation)And Its Interpretation And Preparation -Rank Correlation And Its Co-Efficient

## UNIT-V

Test Of Significance-Testing Hypothesis -Level Of Significance- Degree Of Freedom Are Tailed And Two Tailed Tests -Sampling Distribution Of T And F (Without Proof) - Assumption And Condition Of Validity-Test Of Significance For Large Sample -Test Of Significance Of Small Sample-Differences Of Mean - Variations -Correlation Coefficient - ANOVA-Sum Of Squares, One Way Analysis Of Variances,

### Reference:

1. S.P. Gupta: Statistical Methods
2. Vemuri, Prakash: A Text Book of Sports Statistics
3. David H. Clark's. H. Harrison Clark:  
Research process in Physical Education.

### COURSE OUTCOMES:

#### Students are able to

CO-1 Understand research problem formulation

CO-2 Analyze research related information

### MAPPING (CO's and PO's)

Course Outcomes	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
1	1	2		3					1	
2	1						2			

### MAPPING (CO's and PSO's)

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1		1
2	2	

## **PHILOSOPHY OF SPORTS COACHING PREPARATION - 17603**

### **UNIT – I**

Coaching philosophy - coach - coaching - art – science - technique - skill - style

### **UNIT - II**

Effective practices - knowledge - functional activities of coach - teacher - trainer - motivator - disciplinarian - scientist - social worker

### **UNIT - III**

Player identification - selection of team player - guide to select team - Modern training - technical - tactical fitness - nutrition relation to physical conditioning - off season - pre season - in season

### **UNIT - IV**

Performance management - Long Term Athlete Development (LTAD) - Planning - training plan - Annual plan - periodical training plan - Inter personal relation - Motivation - its relevance to the specified sports/games method

### **UNIT - V**

Professional requirements - age group training - Towards team spirit - goal setting - group - criticism - effective team — psychological preparation

### **REFERENCES:**

1. Coaching Manual I & II FIVB
2. Football Coaching -1, (1983), BLV Verlagsgesellschaft, Munich
3. Soccer : ArpanCsanadi
4. FIVB/FIFA/IHF/IAAF coaches manual
5. FIVB/FIFA/IHF/IAAF Rules book
6. International Academy - Part I & Part II

List of Gender Courses		
MN201	Exercise and Sports for Women	Exercise Physiology and Biomechanics
M15203	Sports Psychology and Sociology	M.P.Ed
MY14304B	Human Rights and Women Studies	Yoga

### **MN201      EXERCISE AND SPORTS FOR WOMEN**

#### **Unit I:**

Structural and Physiological differences between male and female – Body size & Composition, strength, metabolic function, Bone mass – Muscle mass – Fat mass- Heart – Blood Volume – RBC and respiratory difference –Gonadal hormones and Sportsperformance.

#### **Unit II:**

Menstrual cycle – Physiology of menstrual cycle – Exercise during menstrual cycles – Female athletic triad: Disorder of Eating- Amenorrhea – osteoporosis, menstrual cycle and Physical performance.

#### **Unit III:**

Pregnancy – Physiological changes during pregnancy – Lactation – Indications and Contraindications to exercise during Pregnancy - Guidelines for exercise during and afterpregnancy.

**Unit IV:**

Hormonal Disorders - Physiological changes – Pre menopause, Menopause and Post menopause - Osteoporosis and its pathophysiology due to lack of exercise – Effect of exercise to prevent Osteoporosis – Anemia – Iron supplements.

**Unit V:**

Mechanism of hormone action – Gonadal Hormones - Women and weight training – hormonal responses to exercise - Masculinization due to exercise, Hormonal effects on fluid and electrolyte balance during exercise – aldosterone – renin- ADH - Doping and performance – women participation in contact and non-contact sports.

**COURSE OUTCOMES:**

1. The ESS for women student is knowledgeable in the sub disciplines of sports science and be able to adopt an interdisciplinary approach to problem-solve practical situations related to exercise and sports for women. Through the study of the subject, he/she develops the analytical skills to observe, analyse and evaluate practical performance for improvement.

course outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
1	3				3	3

**MAPPING (CO's and PSO's)**

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
1	1	



## **M15203     SPORTS PSYCHOLOGY AND SOCIOLOGY**

### **Learning Objectives**

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

### **UNIT I**

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

### **UNIT II**

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

### **UNIT III**

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

### **UNIT IV**

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

## **UNIT V**

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

## **REFERENCE**

Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Tests, New Delhi: National Council of Educational Research and Training Publication.

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

John D Lauther (2000) Psychology of Coaching. NerJersy: Prenticce Hall Inc.

Jain. (2002), Sports Sociology, Heal SahetyKendre Publishers.

John D.Lauther (1998) Sports Psychology. Englewood, Prentice Hall Inc.

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

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

Robert N. Singer(2001). Motor Learning and Human Performance. New York: The Macmillan Co.

Robert N. Singer. (1989) The Psychology Domain Movement Behaviour. Philadelphia: Lea and Febiger.

Thelma Horn. (2002). Advances in Sports Psychology. Human Kinetic.

Whiting, K, Karman.,. Hendry L.B & Jones M.G..(1999)

Personality and Performance in Physical Education and Sports.

London: Hendry Kimpton Publishers.

## **COURSE OUTCOMES:**

### **Students are able to**

CO-1 The graduates are exposed to obtain knowledge in the Psychological domain of personality traits.

CO-2 The stack holders gain the knowledge of sociology and its impact on training

## MAPPING (CO's and PO's)

Course Outcomes	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
1	2						2			1
2				3						1

## MAPPING (CO's and PSO's)

Course Outcomes (CO)	Program Specific Outcomes (PSO)	
	1	2
1		
2		2

## HUMAN RIGHTS & WOMEN STUDIES

### UNIT I

### (Yoga)

Human Rights – Definition – Characteristics – Classification – Universal Declaration – International Covenants on economic, social and cultural rights – Constitutional Guarantee – Fundamental rights Part III of the constitution – Directive Principles part IV of the constitution.

### UNIT II

Civil and Political rights : Work – Personal Freedom – Freedom to expression – property – education – Equality – Religion – To form association and unions – family – contract – constitutional remedies – contest in election – petition – criticize government.

### UNIT III

Women Rights

Women's Rights : Right to Education – Right to Divorce – Right to Remarry – Right to education – Right to Employment – Career advancement.

### UNIT - IV

Movement for women's rights : First Demand for women's franchise – Nationalist agenda – provincial legislatures – First women legislator – Second campaign for female franchise – Legal disabilities – Conclusions.

### UNIT -V

Women status in post Independence India : Women and Politics – Economic issues – Contemporary women's movement – conclusions

### References:

1. Tauro David.H.( 2007), “ Human right in youth sports”,Routledge, Publishers.
2. Zubek J P and Solberg P.a.(1954 ), Human Development,New York, Mc. Graw Hill Publishing Co., Ltd., New Delhi.



## HUMAN RIGHTS & WOMEN STUDIES

### UNIT I

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### UNIT II

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2. Zubek J P and Solberg P.a.(1954 ), Human Development, New York, Mc. Graw Hill Publishing Co., Ltd., New Delhi.



*V. Registrar*  
Tamilnadu Physical Education  
and  
Sports University  
Chennai