

தமிழ்நாடு உடற்கல்வியியல் மற்றும் விளையாட்டுப் பல்கலைக்கழகம்
TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY
(Estd. by the Govt. of Tamil Nadu Under Act No.9 of 2005. A State Govt. University)
Accredited with "B" Grade by NAAC

CRITERION – 1

CURRICULAR ASPECTS

KEY INDICATOR 1.1: CURRICULUM DESIGN AND DEVELOPMENT

1.1.3. Total number of courses having focus on employability/entrepreneurship/skill development offered by the University

1.1.3 Employability/ entrepreneurship/ skill development – Sports Technology

23PH1DE006– Principles and Design of Sports Turf

UNIT I INTRODUCTION

9

Turf grasses Biology and identification- Turf grass selection, Planting times and rates, soil preparation, Planting techniques, establishment, overseeding warm season fields, Soils and soil science, soil as a medium for turfgrass, soil for hard surfaces, fertility and fertilizers, nutrient requirements, nutrient uptake, soil reaction, fertilizer analysis, fertilizer sources, application rates and frequencies, micro nutrients.

UNIT II AERATION, MOWING AND IRRIGATION

9

Aeration- Aeration for optimum Turf responses, aeration equipment, topdressing. Thatch- definition of thatch, advantages and disadvantages of thatch in sports turf, how thatch develops, maintaining a managed thatch layer, reducing excessive thatch buildings, Mowing- types of mowers, Turf response, height and frequency, pattern, clipping removal, equipment and safety, chemical regulators. Irrigation – Irrigation and turf grass culture, general principles of turf grass irrigation, Portable irrigation systems, Installed irrigation systems.

UNIT III DRAINAGE

Drainage – Surface drainage, internal drainage, Installed drainage systems, Other drain system practices. Turf grass stresses and remedies, Mechanical stresses, environmental stresses, weeds, insects and disease, wise use of chemicals, the label is the law, Planning and performance applications, record keepings.

UNIT IV APPLICATION IN DIFFERENT FIELDS I

9

Base ball and softball fields, Rugby, Lacrosse and Field hockey fields, Lawn Bowling Greens and croquet courts - Design, construction and reconstruction, renovation, maintenance and management procedures, Rules and regulations.

UNIT V APPLICATION IN DIFFERENT FIELDS I

9

Tennis courts, Track and field facilities, sand volleyball courts, playgrounds, Bocce courts - Design, construction and reconstruction, renovation, maintenance and management procedures, Rules and regulations.

Total No.of Periods: 45

Reference

- 1 .Jim Puhalla, Jeff Krans, Mike Goatley, "Sports Fields – A manual for design, construction and maintenance." John Wiley and Sons

2	COURSE OUTCOMES: Students are able to										
	CO-1	Understanding the sports turf and infrastructure for different sports events									
	CO-2	Implementation of the sports infra for training and coaching									
	CO-3	Aware of the application and physics in the sports turf									
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			3		
	2		1	3							2
	3	2				2			3		

MAPPING (CO's and PSO's)

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

23PH1DE001– ROBOTICS AND MACHINE VISION SYSTEM

OBJECTIVES:

- Students will learn about basics of robots
- programming and Machine vision applications in robots

UNIT I BASICS OF ROBOTICS

9

Introduction- Basic components of robot-Laws of robotics- classification of robot-work spaceaccuracy-resolution –repeatability of robot. Power transmission system: Rotary to rotary motion,Rotary to linear motion, Harmonics drives

UNIT II ROBOT END EFFECTORS

9

Robot End effectors: Introduction- types of End effectors- Mechanical gripper- types of gripper mechanism- gripper force analysis- other types of gripper- special purpose grippers.

UNIT III ROBOT MECHANICS

9

Robot kinematics: Introduction- Matrix representation- rigid motion & homogeneous transformation- forward & inverse kinematics- trajectory planning. Robot Dynamics: Introduction - Manipulator dynamics – Lagrange - Euler formulation- Newton - Euler formulation

UNIT IV MACHINE VISION FUNDAMENTALS

9

Machine vision: image acquisition, digital images-sampling and quantization-levels of computation Feature extraction-windowing technique- segmentation- Thresholding- edge detection- binary morphology - grey morphology

UNIT V ROBOT PROGRAMMING

9

Robot programming: Robot Languages- Classification of robot language-Computer control and robot software-Val system and Languages- application of robots.

OUTCOMES:

- knowledge for the design of robotics
- Upon completion of this course, the students can able to apply the basic engineering

TEXT BOOKS:

1. M.P.Groover, M.Weiss ,R.N. Nagal, N.G.Odrey, "Industrial Robotics - Technology, programming and Applications" Tata , McGraw-Hill Education Pvt Limited, 2008

REFERENCES

1. Sathya Ranjan Deb, robotics Technology & flexible Automation Sixth edition, Tata Mcgraw-Hill Publication, 2003.
2. Gorden M.Dair, Industrial Robotics, PHI 1988.
3. K.S.Fu, R.C.Gonzalez, C.S.G.Lee, Robotics: Sensing, Vision& Intelligence, Tata McGraw-Hill Publication, 1987.
4. John.J.Craig, Introduction to Robotics: Mechanics & control, Second edition-2002.
5. M.P.Groover, Industrial robotics- Technology, programming and Applications, McGraw-Hill, 1986

2	COURSE OUTCOMES: Students are able to	
	CO-1	To Understand the foundational and latest robotic technology used in the sports and physical education

	CO-2	Implementing the robotics technology to enhancement of the sports manufacturing, equipment and instrument									
	CO-3	Understanding the programming and algorithm for the robotic technology									
3	MAPPING(CO's and PO's)										
Course Outcomes		Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
1	1					2		1			
2		1						1	2		
3	1		3				2	3			

MAPPING(CO's and PSO's)

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

23PH1DE012– Product Design and Development

OBJECTIVE

- The course aims at providing the basic concepts of product design, product features and its architecture so that student can have a basic knowledge in the common features a product has and how to incorporate them suitably in product.

UNIT I INTRODUCTION

9

Modern Product development and design theories: Understanding the opportunity, Develop a concept, Implement a concept, Reverse engineering and redesign methodology. Product development process tools: Product development teams, Planning Process, Planning and scheduling tools.

UNIT II CUSTOMER NEEDS AND ANALYSIS

9

Understanding customer needs: Kano diagram of customer satisfaction, Prioritising Customer needs Establishing product function: Function analysis system technique, Function structure. Product tear down and experimentation: Tear down process, methods, applications, Post teardown reporting.

UNIT III BENCHMARKING AND CONCEPT GENERATION

9

Benchmarking and establishing engineering specifications:
Product Portfolios and portfolio Architecture: Portfolio architecture types and choice, Product modularity, Clustering. Generating concepts and concept selection: Information gathering, Brainstorming, TRIZ, Morphological Evaluation, Concept selection Process, Numerical Concept scoring.

UNIT IV CONCEPT EMBODEMENT

9

Concept embodiment: System modeling and embodiment principles. Modelling of Product metrics: Modelling approaches and case studies.

UNIT V DESIGN FOR ENVIRONMENT

9

Design for the environment: DFE methods, Life cycle assessment, Techniques to reduce environmental impact. Analytical and Numerical model solutions: Simulation and optimization techniques. Design for robustness: Robust Design model construction, methods.

OUTCOMES:

On completion of the course the student will be able to understand the integration of customer requirements in product design

Apply structural approach to concept generation, selection and testing

Understand various aspects of design such as industrial design , design for• manufacture , economic analysis and product architecture

REFERENCES

1. Kevin N. Otto, Kristin L. Wood, Product Design, Pearson Education, 2004.
2. Gahl, W Beitz J Feldhusun, K. G. Grote, Engineering Design, 3rd Edition, Springer 2007.
3. W. Ernest Eder, S. Hosendl., Design Engineering, CRC Press, 2008.
4. Ali K. Kamrani and Emad Abouel Nasr, “Engineering Design and Rapid Prototyping”, Springer, 2010

2	COURSE OUTCOMES: Students are able to										
	CO-1	Understand various aspects of design such as industrial design , design for manufacture , economic analysis and product architecture									
	CO-2	On completion of the course the student will be able to understand the integration of customer requirements in product design									
3	MAPPING (CO's and PO's)										
	Course Outcomes	Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
	1	1		3			3			2	
	2		1	3	2			2			3

MAPPING (CO's and PSO's)

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

23PH1CL101 Sports Aerodynamics Lab

LIST OF EXPERIMENTS

1. Study on wind tunnel basis and low speed sub sonic wind tunnel

2. Finding Drag and lift coefficient of different sports balls using wind tunnel Test
3. Comparing drag coefficient various sports balls
4. Calculating side force and pressure distribution on various balls

2	COURSE OUTCOMES: Students are able to										
	CO-1	Understand the influence of air on various sports.									
	CO-2	Develop specific models for testing the effect of air									
	CO-3	Modify the position of the models to increase athlete performance									
3	MAPPING (CO's and PO's)										
	Course Outcomes	Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
	1	3	1								
	2				3		2				
	3			3						2	

MAPPING (CO's and PSO's)

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

23PH1 CT101	AERODYNAMICS IN SPORTS		
	Instruction : 3hr / week	Credits : 3	Assessment : 25 + 75
1	<p style="text-align: center;"><u>SYLLABUS</u></p> <p>Course Objectives:</p> <ul style="list-style-type: none">To impart knowledge on Theory and Experimental knowledge in the application of the aerodynamics in sports to design the high performance equipments and to optimize the performance of the athlete. <p>UNIT I BASIC AERODYNMICS 9</p> <p>Aerodynamic terminologies, aerodynamic force and moment , drag and lift, one and two dimensional flow, momentum equation, energy equation, Navier –stock equation, angular velocity.</p> <p>UNIT II POTENTIAL AND AXISYMMETRIC (INVISCID INCOMPRESSIBLE) FLOW 9</p> <p>Laplace equation, Bernoulli’s equation for rotational flow, Fundamentals of Invicid incompressible flow, sources of flow, Non lifting and lifting of flow over a cylinder, kutta-Joukowski theorem, vortex system and laws of vortex motion, incompressible flow, pitot tube equation, normal shock waves, Mach and shock waves in two dimensional flow.</p> <p>UNIT III VISCOUS FLOW AND BOUNDARY LAYER 9</p> <p>Development of boundary layer, boundary layer equation, laminar and turbulent flow, boundary layer separation, momentum integral equation, Reynolds number, Performance factors in bicycling- Human power, drag and rolling resistance.</p> <p>UNIT IV AERODYNAMICS ON SPORTS EVENTS 9</p> <p>Cycling aerodynamics, Factors influencing on running and running aerodynamics ,Skin suit aerodynamics, aerodynamics in cross country skiing and speed skiing. Performance factors in ski jumping, case studies ski jumping, Ski jumping aerodynamics.</p> <p>UNIT V SPORTS BALL AERODYNAMICS AND MEASURMENT 9</p> <p>Sports Ball Aerodynamics- aerodynamics on Base ball, Golf ball, tennis ball, cricket ball, volley ball , soccer ball , magnus effect, effect of velocity and spin, Case studies,CFD simulations and wind tunnel test.</p> <p style="text-align: right;">Total No.of periods : 45</p>		

	<p>Reference</p> <ol style="list-style-type: none"> 1. Aerodynamics for Engineering students , E.L. Houghton, P.W.Carpenter, BH, 2003 2. Sports Aerodynamics, Noerstrud, Helge (Ed.), Springer, 2008 3. Projectile Dynamics in Sport: Principles and Applications, By Colin White, Routledge, 2010 4. Aerodynamic Measurements , G P Russo, Woodhead Publishing, 2011.
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2	COURSE OUTCOMES: Students are able to										
	CO-1	Understand and attain knowledge on Theory and Experimental knowledge of aerodynamics in sports									
	CO-2	Apply Theory and Experimental knowledge of aerodynamics in sports									
	CO-3	Design the high performance equipments and to optimize the performance of the athlete.									
3	MAPPING (CO's and PO's)										
	Course Outcomes	Program Outcomes									
		1	2	3	4	5	6	7	8	9	10
	1	3			3						2
	2		3		2						3
	3			3		3	3				2

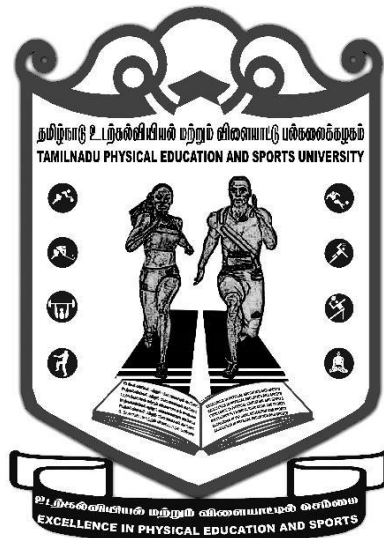
MAPPING (CO's and PSO's)

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

1		
2	2	3
3	1	1

TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

CHENNAI – 600 127



REGULATIONS FOR BACHELOR OF BUSINESS ADMINISTRATION (SPECIALISATION IN SPORTS MANAGEMENT) UNDER CHOICE BASED CREDIT SYSTEM (CBCS) 2023-2024 ONWARDS

**DEPARTMENT OF SPORTS MANAGEMENT AND
SPORTS PSYCHOLOGY & SOCIOLOGY**

23UE1AE101 – I - SOFT SKILLS – I (Présentation Skills)

OBJECTIVES:

To enrich the Presentation skill of the students.

LEARNING OUTCOMES:

Students will be able to communicate their ideas through different modes and medium. They will be able to make memorable presentations professionally. Students will understand different strategies to adopt while communicating with different personalities with different goals.

BRIEF CONTENTS

Self Introduction – News Reading – Story Telling - Group Discussions - Talk Shows and Role Plays - Personal Interview - Movie Reviews, Article Reviews, Book Review and Speech in General Occasions.

Evaluation:

The performance of the students for this course will be evaluated for a total of 100 marks, of which 50 marks for internal (Evaluation of the student by the Faculty In-charge of the program) and 50 marks for external (Viva Voce Examination duly conducted by an external Examiner). Students have to appear for the Viva voce Examination in the presence of Panel of Examiner and secure a minimum of 40% of marks in the two components to clear the course. A student who fails in the Viva voce examination will have to redo the same during the subsequent year.

SEMESTER- II - PAPER CODE – 23UE1SE202
Part – III – Skill Enhancement Course – IV – SPORTS FIRST AID

OBJECTIVES:

This course is designed students to get first aid awareness for sports time.

LEARNING OUTCOMES:

Students will demonstrate an understanding of basic first aid process for sports time.

Unit-I

Sports first aid - sports first aider – aims and principles of first aid – functions of first aider - responding to an emergency - assess a situation quickly (drabc) – basic first aid inspection for consciousness (avpu) – priority of casualties - responsibilities of first aider – recovery position.

Unit – II

Sports injuries – types of injuries – definition, causes, clinical features, management and prevention of soft tissue injuries: skin injuries – strain – sprain – contusion – cramp tendon injuries – bursitis. Bone injuries: fracture – subluxation - dislocation.

Unit – III

Principles of injury management - warm up - cool down - stretching - types of stretching – principles of stretching. PRICE technique - immobilization -splinting - handling & transfer - cryotherapy: methods of application (ice packs, ice towel, ice immersion, ice cube massage, excitatory cold, vapocoolant spray.

Unit – IV

Techniques and equipment - removing clothing in lower body injuries - removing clothing in upper body injuries - removing headgear - casualty handling - first aid bag and supplies - sterile dressings – bandages – types of bandages – taping – importance of taping.

Unit - V

Emergency first aid - action in an emergency - cpr for an adult - cpr for a child - heart attack - stroke - choking adult – asthma - anaphylactic shock – snake bite – epilepsy – fracture and dislocation – sprain and strain.

Text books:

1. Christopher m. (1993). Norris sports injuries diagnosis and management for physiotherapists, east kilbride: thomson litho ltd.
2. Sports injuries: prevention, diagnosis, treatment and rehabilitation by mahmut nedim doral & jon karlsson (eds.)
3. Netter's sports medicine by christopher madden & margot putukian & craig young

Reference books:

1. Morris, b. Mellin (1989). Sports injuries and athletic problems. New delhi: surjeet publication.
2. Steven roy. & richard irvin. (1983). Sports medicine. New jersey: prentice - hall inc.

SEMESTER- II - PAPER CODE – 23UE1AE201
Part III- Ability Enhancement Course- II – NAN MUDHALVAN SCHEME -I

A Course offered by Naan Mudhalvan Scheme for second semester BBA has to be chosen by the students while second semester. The students can refer to the website <https://naanmudhalvan.tn.gov.in/> for further details.

SEMESTER- III - PAPER CODE – 23UE1SE301
Part III – Skill Enhancement Course – V- E-COMMERCE

UNIT -I

Fundamental of E-Commerce: Traditional commerce and E commerce – Internet and WWW – role of WWW – value chains – strategic business and Industry value chains – role of E commerce. Driving forces – benefits and limitations of e-commerce.

UNIT -II

Business Applications in E-Commerce: Retailing in E-commerce – market research on internet customers – e-commerce for service sector – Advertising in e-commerce – B2B e-commerce.

UNIT -III

E-Commerce Infrastructure: Intranet, Internet & Extranet – Structure, Architecture, Applications & Business Models, search engines

UNIT -IV

E-Commerce Payments and Security: Computer security classification – copy right and Intellectual property – electronic commerce threats - strategies for marketing – sales and promotion E-Payments and Internet fraud. Principles of e-fund transfer, credit and debit card usage, E-check and unified payment systems.

UNIT -V

Issues in E-Commerce: Intelligent Agents - Definition and capabilities – limitation of agents – security –Legal, Ethics and Privacy issues – Protection needs and methodology - Consumer protection, Cyber laws, contracts and warranties. Taxation and Encryption Policies.

References Books

1. Efraim Turban et al., ‘Electronic Commerce – A managerial perspective’, Pearson Education Asia
2. Kalakota et al, ‘Frontiers of Electronic Commerce’, Addison Wesley.
3. Sandeep Krishnamurthy, ‘E-Commerce Management – Text and Cases’, Thomson Learning.
4. Greenstein Firsman, ‘Electronic Commerce’, Tata McGraw Hi

SEMESTER- IV - PAPER CODE – 23UE1AE401
Part III- Ability Enhancement Course- IV – NAN MUDHALVAN SCHEME -II

A Course offered by Naan Mudhalvan Scheme for fourth semester BBA has to be chosen by the students. while fourth semester. The students can refer to the website <https://naanmudhalvan.tn.gov.in/> for further details.

SEMESTER- IV - PAPER CODE – 23UE1ES401
Part IV- ENVIRONMENTAL STUDIES

Objective:

The objective of the course is to acquaint the student with a basic understanding of the concept and structure of environment. The course will help the student to develop and understanding about the significance of the development of environmental science as a discipline. The global environmental issues and disasters will also be introduced to the students through the course.

Learning Outcomes:

The course will empower the undergraduate students by helping them to: i. Gain in-depth knowledge on natural processes that sustain life, and govern economy. ii. Predict the consequences of human actions on the web of life, global economy and quality of human life. iii. Develop critical thinking for shaping strategies (scientific, social, economic and legal) for environmental protection and conservation of biodiversity, social equity and sustainable development. iv. Acquire values and attitudes towards understanding complex environmental-economic social challenges, and participating actively in solving current environmental problems and preventing the future ones we adopt sustainability as a practice in life, society and industry.

Unit 1: Introduction to Environmental Studies • Multidisciplinary nature of environmental studies; Scope and importance; concept of sustainability and sustainable development. Ecosystem - Structure and function of ecosystem.

Unit 2 : Natural Resources : Renewable and Non – renewable Resources - Deforestation : Causes and impacts due to mining, dam building on environment, case studies.

Unit 3 : Biodiversity and Conservation • Levels of biological diversity: genetics, species and ecosystem diversity; Threats to biodiversity : Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity.

Unit 4: Environmental Pollution: types, causes, effects and Control measures of urban and industrial waste • Pollution case studies. Environmental Policies & Practices - Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. Kyoto protocols and Convention on Biological Diversity

Unit 5: Human Communities and the Environment - Human population growth, impacts on environment, human health and welfare. Disaster management: floods, earthquake, cyclone and landslides. Environmental ethics; Field Work - Visit to an area to document environmental assets: river / forest/ flora/ fauna etc - Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural etc.

References

1. Gadgil , M.,& Guha, R. 1993.This Fissured Land: An Ecological History of India. Univ.of California Press.
2. Glesson, B. and Low, N.(eds.)1999. Global Ethics and Environment, London, Routledge.
3. Groom, Martha J., Gary K.Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates,2006.
4. McCully,P.1996.Rivers no more :the environmental effects of dams(pp.29-64).Zed books.
5. Pepper,I.L.,Gerba,C.P & Brusseau,M.L.2011.Environmental and Pollution Science. Academic Press.
6. Raven,P.H.,Hassenzahl,D.M & Berg,L.R.2012 Environment.8th edition. John Willey & sons.
7. Singh,J.S.,Singh,S.P and Gupta,S.R.2014.Ecology,Environmental Science and Conservation. S.Chand Publishing, New Delhi.
8. Sodhi,N.S.,Gibson,L.&Raven ,P.H(eds).2013.Conservation Biology :Voices from the Tropics. John Willey & Sons.
9. Willson,E.O.2006. The Creation: An appeal to save life on earth..New York: Norton.

SEMESTER- V- PAPER CODE – 23UE1CI501
Part – III - INTERNSHIP– INTERNSHIP REPORT

OBJECTIVES:

To offer the opportunity to the students to gain experience about the working and functioning of the sports organization throughout the program.

LEARNING OUTCOMES:

On successful completion of the course students will have a complete understanding about the sports organizations and pave way for their final Project work in the same concern.

Internship

At the end of fourth Semester, each student shall undertake Internship for a minimum of 4 weeks. It is mandatory for the students to seek written approval from the Faculty Guide and the Head of the Department about the topic and the Organization before commencing the Internship. The Internship must be carried out compulsorily in any Sports Organization or Sports Related Organizations only. It can be a Corporate Entity / NGO / SME / Government Undertaking / Cooperative Sector / Sports Academies. On Successful completion of the Internship, the student shall submit a structured report based on the work done during this period in a prescribed format provided. A report of the same should be submitted to the Department on or before the last working day of the fifth semester.

Viva-Voce Examination

The performance of the students for the Internship will be evaluated for a total of 100 marks, by Internal Examiners only. The Viva-voce will be conducted by a panel consisting of the Faculty guide in the presence of the Head of the Department.

Students have to secure minimum 40% of marks to get a pass in the Internship. Students who fail in the Internship or who were absent for the Viva or who fail to submit the report before the due date will have to redo the Internship during the subsequent year and attend the Viva-Voce during the subsequent academic year.

SEMESTER- V - PAPER CODE – 23UE1VE501

Part IV- VALUE EDUCATION

OBJECTIVES:

The course is designed to the objective of this paper is to impart basic human values to students through formal education and Understand the importance of harmonious living in a diverse society.

LEARNING OUTCOMES:

After completion of the course the Students will understand the importance of value based living. Students will gain deeper understanding about the purpose of their life and start applying the essential steps to become a value based professionals.

UNIT-I

Value Education - Definition - relevance to present day - Concept of Human Values - self introspection - Self esteem.

UNIT-II

Family values - Components, structure and responsibilities of family - Neutralization of anger - Adjustability - Threats of family life - Status of women in family and society - Caring for needy and elderly - Time allotment for sharing ideas and concerns.

UNIT-III

Ethical values - Professional ethics - Mass media ethics - Advertising ethics - Influence of ethics on family life - psychology of children and youth - Leadership qualities - Personality development.

UNIT-IV

Social values - Faith, service and secularism - Social sense and commitment - Students and Politics - Social awareness, Consumer awareness, Consumer rights and responsibilities - Redressal Mechanisms.

UNIT-V

Effect of international affairs on values of life/ Issue of Globalization - Modern warfare - Terrorism. Environmental issues - mutual respect of different cultures, religions and their beliefs.

Reference Books:

1. T. Anchukandam and J. Kuttainimathathil (Ed) Grow Free Live Free, Krisitu Jyoti Publications, Bangalore (1995)
2. Mani Jacob (Ed) Resource Book for Value Education, Institute for Value Education, New Delhi 2002.
3. DBNI, NCERT, SCERT, Dharma Bharti National Institute of Peace and Value Education, Secunderabad, 2002.
4. Daniel and Selvamony - Value Education Today, (Madras Christian College, Tambaram and ALACHE, New Delhi, 1990)
5. S. Ignacimuthu - Values for Life - Better Yourself Books, Mumbai, 1991.
6. M.M.Mascaronhas Centre for Research Education Science and Training for Family Life Promotion - Family Life Education, Bangalore, 1993.

SEMESTER- VI - PAPER CODE – 23UE1PC601

Part – IV – PROFESSIONAL COMPETENCY SKILL – EMPLOYABILITY SKILL

OBJECTIVES:

To offer the opportunity to the students to gain expertise on a diverse range of topics, including theoretical, simulation and experimental studies learned through employability skill

LEARNING OUTCOMES:

Students will be able to undertake in future problem identification, formulation and providing suitable solution with a sound technical knowledge of their work.

UNIT -I

Leadership Theories: Nature of leadership theories & models of leadership - attributes of effective leaders - traits of leadership - interpersonal competence & leadership

UNIT -II

Leadership Styles: Leadership qualities -styles of leadership -attitudes-role models & new leadership - cultural differences and diversity in leadership - leader behaviour leadership in different countries- leadership ethics & social responsibility.

UNIT -III

Leadership Skills: Leadership skills - Leadership & management - transactional & transformational in leadership -Strength based leadership in practice - Tasks & Relationship approach in leadership - influence tactics of leaders- motivation and coaching skills. Establishing constructive climate- listening to out group members- communication and conflict resolution skills.

UNIT -IV

Team Work: Working in group & teams - characteristics of effective team- types- team development: Tuckman's team development stages- Belbin team roles - Ginnett - team effectiveness leadership model.

UNIT -V

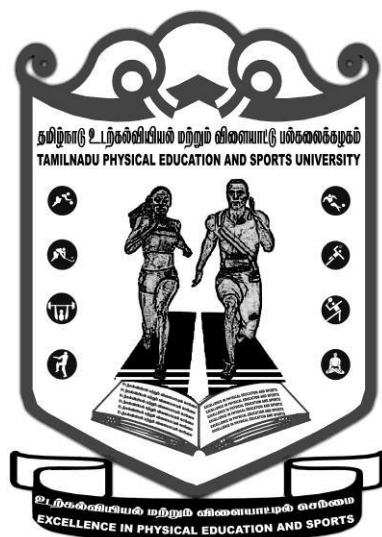
Exploring team roles & processes: mapping the stages of group development -Building: and developing teams-overcoming resistance coping and conflict and Ego-leading a team managing meetings.

References Books

- 1.Gonda, C. M. (2016) Master of Business Etiquette: The Ultimate Guide to Corporate Etiquette and Soft Skills Embassy Books, First Edition.
2. Mehra, S. K. (2012) Business Etiquette A Guide For The Indian Professional. Noulia: HarperCollins.

TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

CHENNAI – 600 127



REGULATIONS FOR

MASTER OF BUSINESS ADMINISTRATION

(SPECIALISATION IN SPORTS MANAGEMENT)

UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

2023-2024 ONWARDS

**DEPARTMENT OF SPORTS MANAGEMENT
AND SPORTS PSYCHOLOGY & SOCIOLOGY**

23PE1SS201 - SOFT SKILLS II - BUSINESS ETIQUETTE

UNIT -I

Introduction to business etiquette: The ABCs of etiquette Meeting and greeting scenarios- Developing a culture of excellence the principles of exceptional work behaviour - What is the role of Good Manners in Business? -Enduring Words Greetings and Introductions: Guideline for receptionists - Making introductions and greeting people- Greeting Components- The protocol of shaking hands- Introductions - Introductory scenarios - Addressing individuals.

UNIT -II

Meeting and Boardroom Protocol: Guidelines for planning a meeting - Before the meeting - On the day of the Meeting - Guidelines for Attending the meeting - For the Chairperson- For attendees - For Presenters - Planning a power point presentation-Dealing with customer complaints. Entertaining Etiquette: Planning a meal- Issuing invitations -Business meals basics - Basics of table etiquette - Holding and resting utensils - Business dining etiquette - Multi-cultural Highlight: Japanese Dining-Specific food Etiquette guidelines.

UNIT -III

Telephone Etiquette: Cell phone etiquette-Social Media Usage etiquette- Telephone etiquette guidelines - Mastering the telephone courtesy - Active listening - Putting callers on hold -Transferring a call - Screening calls - Taking at message - Voice Mail-Closing the call - When Making calls - Closing the call-Handling rude or impatient clients Internet & email etiquette: Internet usage in the workplace Email- Netiquette - Online chat - Online chat etiquette - Online chat etiquette guidelines

UNIT -IV

Business Attire & Professionalism: Business style and professional image - Dress code - Guidelines for appropriate business attire - Grooming for success - Guidelines for appropriate business attire - Grooming for success - Multicultural dressing Diversity Management- Gender Sensitivity- Social Media and Communication with colleagues- Preventing sexual harassment-Disability Etiquette: Basic disability Etiquette practices - Courtesies for wheelchair users Courtesies for blind or visually impaired - Courtesies for the deaf- People with speech impairments.

UNIT -V

Business Ethics: Ethics in the workplace - The challenge of business ethics - Creating an ethical compass - Business ethics and advantages - Ethical Issues - Conflict Management- Conflict resolution strategies - Choosing the appropriate gift in the business environment Multi-cultural challenges: Multi-cultural etiquette - Example of cultural sensitivity - Cultural differences and their effect on business etiquette- onsite projects-Cultural Highlight: China- Cultural Highlight: India.

23PE1SS202 - SOFT SKILLS III – COMPUTING SKILLS

UNIT -I

MS Excel – Basic Functions - Workbook – Building – modifying - navigating; Worksheet – Auto fill copying and moving cells, inserting and deleting rows, printing; Formulas and functions-Troubleshooting formulas, Functions and its forms like database, reference, Databases – creating, sorting filtering and linking.

UNIT -II

MS Excel Advanced Functions – Vlookup – Hlookup – Charts – Count - Countif – Sum - Sumif – Product – Sumproduct. Functions: Mathematical - Financial - logic – Text - Statistical

UNIT -III

MS Access – Components, creating a database and project, import and exporting, customizing; Tables – creating and setting fields; Queries – types, creating, wizards – Reports – creating and layout.

UNIT -IV

Cloud based apps – Google Drive, Google Sheets, Google Docs

UNIT -V

Cloud based apps - Google Forms, Google Slides – Google Cloud Print.

23PE1SS301- SOFT SKILLS III – LEADERSHIP & TEAM BUILDING SKILLS

UNIT -I

Leadership Theories: Nature of leadership theories & models of leadership - attributes of effective leaders - traits of leadership - interpersonal competence & leadership

UNIT -II

Leadership Styles: Leadership qualities -styles of leadership -attitudes-role models & new leadership - cultural differences and diversity in leadership - leader behaviour leadership in different countries- leadership ethics & social responsibility.

UNIT -III

Leadership Skills: Leadership skills - Leadership & management - transactional & transformational in leadership -Strength based leadership in practice - Tasks & Relationship approach in leadership - influence tactics of leaders- motivation and coaching skills. Establishing constructive climate- listening to out group members- communication and conflict resolution skills.

UNIT -IV

Team Work: Working in group & teams - characteristics of effective team- types- team development: Tuckman's team development stages- Belbin team roles - Ginnett - team effectiveness leadership model.

UNIT -V

Exploring team roles & processes: mapping the stages of group development -Building: and developing teams-overcoming resistance coping and conflict and Ego-leading a team managing meetings.

23PE1CE110 - SPORTSMANSHIP AND ETHICS

UNIT -I

Sportsmanship- Fundamental of Sportsmanship; 6 pillars of Sportsmanship- Respect, Responsibility; fairness; caring; good citizenship and Trustworthiness; Importance of Sportsmanship; Sportsmanship as an ethical value.

UNIT -II

Ethics in Sports- Role of Ethics in Sports; Morality and ethical issues pertaining to sport; concept of personal and professional ethics; ethical decision-making in sport; Code of Sports ethics for students, Code of Sports ethics for Coaches; Code of Sports ethics for Athlete; Code of Sports ethics for Administrators; Responsibilities of Players and Coaches on and Off the Pitch.

UNIT -III

Gamesmanship, Fairness and Integrity- Gamesmanship and the moral ideal of fair play; Sports behavior and sportsmanship in Athletic program and venues; Cheating and strategic fouling; Bribery; Match Fixing; Gambling in Sports and Society; violence in Sports; Fan-behavior; gender equity in sport; Sportsmanship vs Gamesmanship.

UNIT -IV

Ethical Issues- Ethical and moral issues that exist in the sports management profession; Diversity and Discrimination in sports; Sexual Harassment in Sports; The Ethics of Drug use and testing; Equity in Sports; Ethical Consideration in Sports Media; Ethical issues involving Coaches; Ethical Issues involving Parents and Fans.

UNIT -V

National Sports Ethics:Commission Bill 2016; The IOC Code of Ethics; FIFA Code of Ethics, ICC Code of Conduct; WADA Code of Ethics.

23PE1CE111 - SPORTS POLICY AND GOVERNANCE

UNIT -I

Sports policy - Introduction to Sports Policy; Understand the importance of policy in sports organizations; Objectives of Sports policy; Strategic management and sport policy development; Impact of sports policy in community development. Challenges of Policy Implementation and Sports Development in India.

UNIT -II

National Sports Policy and Good Governance Code in India – The National Sports Policy 1984, The National Sports Policy 2001; National Sports Development Code of India, 2011; National Code for Good Governance in sports, 2017 (Draft).

UNIT -III

Sports Governance Basics- Introduction to Sports Governance; Identifying the three levels of sports governance (local, national, international); Understanding the five R's of governance (regulations, rules, rankings, records, results); Importance of planning process in sport governance organizations; Issues and challenges in international sport governance.

UNIT -IV

Measuring the Principles of Transparency, Accountability, Solidarity, Democratic process, and Social Responsibility in sporting organizations; Ethics in sport policy and governance; Olympic ideals in international sport policy and governance; Sports Governance Structures in India.

UNIT -V

Benchmarking Good Governance tool- 'Basic Indicators for Better Governance in International Sport' (BIBGIS) by Chappelet and Mrkonjic; Sports Governance Observer' by AGGIS group; Future directions and strategy for the development of sports in India.

23PE1CE112 - SPORTS FINANCE

UNIT -I

The Basics of Sport Finance- Financial Issues in Sport; Basic Financial Concepts; Identifying the role of accounting and financial data in sport decision making; Determining financial objectives of a sport organization; Evaluating internal and external sports finance constraints; Business Structure utilized in Sports- sole proprietorships, partnerships, corporations, limited liability corporations and limited liability partnerships.

UNIT -II

Principles of Financial Analysis- Financial Statements, Forecasts, components of the balance sheet, income sheet and cash flow statements; Assessing an organizations liquidity, activity, leverage, profitability and inventory through ratio analysis; Analyzing risk and return of financial assets.

UNIT -III

Capital Structuring- Identifying sources and strategies to obtain capital (personal funds, private financing and leverage) for different types of sport businesses; Capital Stocks; Bonds

UNIT -IV

Financial Management- Managing production and inventory of seasonal sport venues; Establishing income generating strategies for a losing team; Calculating the value of a sport business; Capital Budgeting; Short-term Financial Management; Inventory and Production Management.

UNIT -V

Professional Sports- Evaluating escalating salaries and salary caps; Understanding revenue sharing and league financial implications; Managing government interaction in professional sport; Valuing franchises/teams; Understanding publicly owned and privately owned sports franchises; Projecting future profitability of franchises.

23PE1CE113 - SPORTS HUMAN RESOURCE MANAGEMENT

UNIT -I

Human Resources Management in Sport and Recreation- Significance of Human Resources in sports; Sport and Recreation Services; A Model of Human Resource Management; volunteers and Volunteerism; Role of the Sport or Recreation Manager; Customer Participation in Sport and Recreation Services; Customer as Input, Throughput, and Output.

UNIT -II

Individual Differences in Human Resources- Abilities- Issues in the Study of Ability; Cognitive Abilities; Emotional Intelligence. Personality- Determinants of Personality; Type Theories; Trait Theories; Personality and Organizational Behavior. Values- Values, Beliefs, Attitudes, and Norms; Sources of Values; Terminal and Instrumental Values; Hierarchy of Values. Motivation- A Model of Motivation; Other Theories of Motivation; Motivation as Personal Investment.

UNIT -III

Human Resource Practices in Sports Organisation- Organizational Justice, Distributive Justice, Procedural Justice, Interactional Justice. Job Design- Job Design Strategies, Task Attributes, Motivational Properties of Tasks, Implementing Task Attributes, Task Attributes and, Individual Differences, Other Approaches to Job Design

UNIT -IV

Staffing and Career Considerations in Sports- Purposes of Staffing, Focus of Staffing, Mentoring. Multidimensional Model of Leadership, Transformational, Transactional, Servant, and Authentic Leadership. Performance Appraisal- Purposes of Performance Appraisal. Types of Rewards in Sports Organizations.

UNIT -V

Attitudinal Outcomes- Satisfaction- Theories of Job Satisfaction, Satisfaction with Volunteer Work, Participant Satisfaction, Measurement of Satisfaction. Commitment- Multidimensionality of Organizational Commitment, Occupational Commitment.

23PE1CE114 - SPORTS LOGISTICS AND SUPPLY CHAIN MANAGEMENT

UNIT -I

Introduction to Sports Logistics and Supply Chain Management: Definition and Importance sports logistics and supply chain management- Key components and functions of sports supply chains- Scope of sports logistics and supply chain management- Evolution of supply chain management. Trends and Challenges in Sports Logistics and Supply Chain Management.

UNIT -II

Supply Chain Network Design and Strategy for Sports Organizations: Reviewing supply chain Network design in the sports industry: Key performance indicators (KPIs) for sports supply chains. Performance measurement techniques and tools. Evaluating the efficiency and effectiveness of sports supply chains. Risk management in sports supply chains: Identifying and assessing risks in sports supply chains. Developing risk mitigation strategies and contingency plans. Network Design in an Uncertain Environment. Understanding Supply Chain Strategy in Sports: Importance of supply chain strategy. Differentiating supply chain strategy from overall organizational strategy. Aligning supply chain strategy with the goals and objectives of sports organizations.

UNIT -III

Planning and Managing Inventories in a Supply Chain: Introduction to Inventory Management: Importance of inventory management in supply chain. Role of inventory in balancing supply and demand. Inventory Planning and Forecasting: Aggregate Planning Sales and operations planning (S&OP), Demand forecasting- Forecasting methods and techniques in the sports industry. Inventory control techniques for sports equipment and merchandise - Just-in-time (JIT) and lean principles in sports inventory management. Emerging Trends and Technologies in Inventory Management.

UNIT -IV

Transportation and Distribution Management in Sports: Importance of transportation management in supply chain operations. Transportation Modes, Selection and their characteristics- Transportation Planning and Routing. Scheduling for sports deliveries, and freight consolidation, Last-Mile Delivery and Customer Service.

UNIT -V

Warehouse and Sustainability in Sports Supply Chain Management: Warehouse layout and design for sports organizations- Importance of warehouse management in supply chain. Role of warehouses in the overall logistics process. Challenges of warehouse management. Sustainable Warehouse Practices: Concept of sustainability in warehouse management. Incorporating sustainability considerations in packaging, material handling, and transportation. Environmental and social sustainability in supply chains. Green logistics and reverse logistics, Ethical considerations in supply chain operations.

23PE1CE115 - SCHEMES FOR SPORTS DEVELOPMENT

UNIT -I

Introduction to Sports Development: Definition, scope and importance of sports development- Historical overview and evolution of sports development: Objectives and benefits of sports development- Importance of sports development in society- Key principles of sports development. Outcomes of sports schemes.

UNIT -II

Government Initiatives for Sports Development Schemes: Schemes for Development- National-level sports schemes and policies- State-level sports development programs: Objective, and Significance of sports development schemes - Implementation and Evaluation of sports development schemes. Overview of different types of sports development schemes in India.

UNIT -III

Funding Strategies and Resource for Sports Development: Government grants and funding schemes for sports development- Corporate sponsorships and private investments in sports. Fundraising strategies for sports initiatives- Practical aspects of implementing sports development schemes. Fundraising and crowdfunding for sports initiatives- Community-based sports initiatives. School sports and educational institutions in grassroots development.

UNIT -IV

Infrastructure Development Schemes in Sports

Introduction to Infrastructure Development in Sports- Importance and significance of sports infrastructure- Overview of infrastructure development schemes. Sports Infrastructure Planning and Needs Assessment- Conducting needs assessments for sports facilities. Identifying facility requirements for different sports- Maintenance and management of sports infrastructure.

UNIT -V

Talent Identification and Development Schemes: Introduction to Talent Identification and Development- Definition and significance of talent identification and development. Role of talent identification and development in athlete progression. Key principles and models of talent identification- Talent Identification Frameworks and Models- Long-term athlete development models. Talent identification in specific sports disciplines. Gender-specific considerations in talent identification and development Schemes.

23PE1CE116 - SPORTS ANALYTICS

UNIT -I

Introduction to Sports Analytics Management: Overview of analytics management and its significance in sports organizations - Role of analytics in decision-making in sports-Key challenges and opportunities in sport analytic. Ethical considerations in sports analytics. Evolution of analytics in business.

UNIT -II

Performance Analysis and Evaluation: Definition and scope of performance analysis in sports -Statistical analysis of player performance- Advanced metrics for player evaluation- Evolution of analytics in business. Overview of performance metrics and indicators used in sports analysis- Predictive modelling for player performance forecasting, Performance benchmarking and comparative analysis. Team and Game Strategy Analysis. Predictive models for player potential and future performance.

UNIT -III

Sports Analytics Tools and Technologies: Introduction to sports analytics software - Data visualization techniques for sports data. Machine learning and predictive modelling in sports analytics. Demonstrations of sports analytics applications.

UNIT -IV

Emerging Trends in Sports Analytics: Introduction to cutting-edge topics in sports analytics-new data sources and technologies in sports analytics. Impact of artificial intelligence on sports analytics. Discussion on future directions and career opportunities in sports analytics.

UNIT -V

Sports Economics and Financial Analytics: Economic Principles in Sports: Introduction to sports economics- Scope, objectives, and key concepts. Financial Analysis of Sports Organizations: Financial statement analysis- Understanding and interpreting financial statements of sports organizations- Revenue analysis- Cost analysis. Sports Valuation and Investment Analysis: Valuation methods for sports teams and franchises. Investment analysis and decision-making in the sports industry. Financial modelling and forecasting for sports organizations. Financial Analytics in Sports Sponsorship. Analyse the impact of economic factors on the business of sports.

23UB1CT402 - YOGA THERAPY - I

Program Objectives:

- To know about the origin and History of Yoga Therapy
- To know about the Ayurveda
- To understand the Therapeutic applications for disease
- To know about the Therapeutic applications for stress
- To know about the Therapeutic applications for pregnancy- Pre and post-natal care

UNIT I:

The four aspects of life (Soul, Mind, Senses and Body) - Panchamahabhutas (the five-element theory) - Ahara, Vihara and Ausadhi (three pillars of ayurveda) - Concept, role and importance of Dosa, Dhātu, Mala, Updhatu, Srotas, Indriya, Agni, Prana, Panayatna, Prakrti, Deha Prakrti, Manasa Prakrti.

UNIT II:

Stress management - Stress definition - Stress in daily life – How stress affects one's life - Identifying the cause of stress - Symptoms of stress -Managing stress (habits, tools, training, professional help) – Complications of stress mismanagement. Sleep - Sleep and its importance for mental wellness-Sleep and digestion. Immunity- Types and importance – Ways to develop immunity

UNIT – III:

Basic Concepts of Yoga therapy

- Physiology and Pathology in the Yoga – Shastra
- Ahimsa
- Union
- Work with the mind
- Importance of breath
- Body – the power tool
- Technique vs effect

Unit IV:

General introduction, definition, history and principles of Nisargopachara - Concept, role, qualities, functions and importance of five elements - Relationships of five elements with seasons, body and mind - Philosophy of Nisargopachara - Western and Indian Concept of health and disease in Nisargopachara - Main principles of Naturopathy (Nisargopachara).

Unit V:

Therapeutic applications for Typhoid, Tuberculosis, Crohn's, Appendicitis; Inflammatory diseases of appendix and large intestine: Amoebic colitis, Bacillary dysentery; Ulcerative Colitis; Ischemic and Pseudomembranous enterocolitis, diverticulosis

Program Outcomes:

- Student can get the basic knowledge about Yoga Therapy
- They will get the full idea about the Traditional Indian medical systems and therapies
- Student can get full knowledge in Therapeutic applications for disorders
- They can get the very valuable thoughts in Therapeutic applications for psychological disorders
- Finally, the student will get full idea about the Therapeutic applications for the problems of women

REFERENCES

1. Balkrishna Acharya (2006) Ayurveda its principles and Philosophies, Hardwar: Divya Prakashan.
2. Atharale V.B. (1980) basic principles of Ayurveda, Bombay: Pediatric clinics.
3. Frawley David (2000) Yoga and Ayurveda Delhi: Motilal banarsidass Publishers Pvt Ltd.
4. Balkrishna Acharya (2012) A practical approach to the Science of Ayurveda, Haridwar: Divya Prakashan.
5. Frawley David and Sandra Summer field kozak (2011) Yoga for your type New Delhi: New Age Books.
6. Vasant Dattatray Lad (2007) Secrets of the pulse The Ancient art of Ayurvedic Pulse Diagnosis Delhi: Motilal Banarsidass Publishers Pvt.Ltd.
7. Ashwini yogi (2011) Sanatan Kriya. The Ageless Dimension, New Delhi: Dhyan Foundation.
8. Stiles Mukunda (2009): Ayurvedic yoga therapy New Delhi: New age books.
9. Sivananda Swami (2006): Practice of Ayurveda Shivanandanagar: The Divine Life Society.
10. Atreya (2000) Ayurvedic Healing for women, Delhi, Motilal Beharsidass.
11. Joshi Rajani (2007) Health tips from the Vedas Haridwar: Shri .Vedmata Gayathri trust.

12. Thirunarayanam (2012) Introduction to Siddha Medicine, Chennai: centre for Traditional Medicine and Research.
13. Bakhru (2011) The complete Hand book of Nature cure, Mumbai: Jaico publishing House.
14. Gala DR, Dhiren Gala and Sanjay gala (2008) Nature cure for common diseases, Ahmadabad: Navneet publications (India) Ltd.
15. Murthy Chidananda (2010) yogic and naturopathic treatment for common ailments, New Delhi: Central council for research in Yoga and Naturopathy.
16. Basavaraddi Ishwar (2012) Important therapeutic modalities used in Naturopathy, New Delhi. Central council for Research in Yoga & Natruopathy.
17. Murthy Chidananda(2011) Yoga and Naturopathy New Delhi: central council for Research in yoga and Naturopathy.

Mapping With Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	S	M	M	S	S
CO 2	M	S	M	S	L
CO 3	M	M	S	M	S
CO 4	S	M	L	S	M
CO 5	S	S	S	S	S

***S-Strong 3 ; M-Medium 2 ; L-Low**

23UB1CT604 - YOGA THERAPY - II

Program Objectives:

- To know about the origin and History of yoga therapy
- To know about the Definition of Cikitsa
- To understand the Physiology and Pathology in the Yoga
- To know about the Yogam and Ksemam
- To know about the concept of koshas & doshas

UNIT - I

History of yoga therapy- Essence and Principles of Yoga therapy
Principles of Vini Yoga

- Definition of Vini Yoga
- Srsti Karma
- Siksana Krama
- Rakshana Krama
- Cikitsa mode of application

UNIT – II

Fundamental Principles of Yoga therapy

- Definition of Cikitsa
- Medical System vs Health Management
- Its exact role in health management
- The focus of Cikitsa
- Relationship
- Acharya

UNIT – III

Basic Concepts of Yoga therapy

- Physiology and Pathology in the Yoga – Shastra
- Ahimsa
- Union
- Work with the mind
- Important of breath
- Body – the power tool
- Technique vs effect

UNIT – IV

Progression and Individual focus in Yoga therapy

- Starting Point
- Fixing the goal
- Progression
- Coming out of practice
- Yogam and Ksemam
- Kala, Desa, Vaya, Vrtti, Sakti
- The nature of ailment

- Isvarapranidhana

UNIT – V

Physiology and pathology in the yoga- Shatra- koshas- doshas- Pancha prana- Application of Yoga and its types - Methodology in Yoga Therapy - Factors (Heyam, Hetu, Hanam and Upayam).

Course Outcomes:

- Student can get the basic knowledge about Essence and Principles of Yoga therapy
- They will get the full idea about the Basic Concepts of Yoga therapy
- Student can get full knowledge in Progression and Individual focus in Yoga therapy
- They can get idea about the physiology and pathology method in Yoga Therapy
- Finally, the student will get full blue print about Principles of Yoga therapy.

References:

- Translated by TKV Desikachar, 'Nathamuni's Yoga Rahasya' 1998, Chennai, KYM publications.
- Translated by TKV Desikachar, 'Patanjali's Yoga Sutra'.1987, Chennai, KYM publications.
- TKV Desikachar with Kausthub Desikachar and Frans Moors, 'The Viniyoga of Yoga' 2001, Chennai, KYM Publications.
- Gopi Warrier and Deepika Gunawant, 'The complete Illustrated guide to Ayurveda' 2000, Element Books Ltd.
- TKV Desikachar, 'The Heart of Yoga'. 200, USA, Inner Traditions

Mapping With Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	S
CO2	M	S	M	S	S
CO3	M	M	S	M	S
CO4	S	M	M	S	M
CO5	S	S	S	S	S

*S-Strong3;M-Medium2;L-Low

23UB1AE201 - COMMUNICATION SKILLS
(Ability enhancement Compulsory Course (AECC))
Advanced Level: English Language Communication Skills for Employability-
Trainings offered to registered students through Naan Mudhalvan

Program Objectives:

- To know about the Importance of Communication.
- To know about the types of communication.
- To understand the agenda preparation.
- To know about the soft skills.
- To know about the Group Discussion.

UNIT-I

Communication: Meaning, definitions, goals, need, scope- Basics of communication- Characteristics of Communication - one to one-one to group – Real Communication - Role of Communication in the present scenario

UNIT -II:

Barriers to Communication - Do's and Dont's of Communication skills - Types of Communication, Verbal Communication: Reading listening, writing, speaking skills, telephonic Communication, face to face interactions, Non-verbal Communication: Gestures, Body posture, facial expression, eye contact, poise, body movements, dress.

UNIT -III:

Letter writing-Report writing - Memo's - Note Making - Agenda preparation.

UNIT -IV:

Soft skills-Interview skills - preparing for an interview - presentation skills - Body language - speaking - pronounciation - voice - Modulation of speech - structure of presentation.

UNIT -V:

Group discussion - art of listening and expressing - Role of Yoga on Communication skills.

Course Outcomes:

- Student can get the basic knowledge about communication.
- They will get the full idea about the Important of Communication in any field in day-to-day life.
- Student can get full knowledge in Agenda Preparation.
- They can get the idea about Soft skills.
- Finally, the student will get Interview skills.

References:

- i. 'Soft Skills', University of Madras, Chennai
- ii. 'Communication Skills', University of Madras, Chennai.

Community Service

Duration :Five Days

Semester : I

Mode of Evaluation :Internal Assessment.

Maximum Marks :100

Subject :YOGA

Nature of Programme :To bring awareness to community on Yoga

MappingWithProgrammeOutcomes:

	PO1	PO2	PO3	PO4	PO5
CO1	S	M	L	S	S
CO2	S	S	M	M	L
CO3	M	M	S	L	S
CO4	S	S	L	S	M
CO5	M	S	M	L	S

***S-Strong3;M-Medium2;L-Low1**

PART - IV**23UB1EA601- EXTENSION ACTIVITIES-VILLAGE PLACEMENT PROGRAMME**

The Village Placement Programme will be arranged for the First Year Students during the First Semester for five days in the nearby village as an awareness programme. The mode of evaluation will be Internal Assessment for Maximum marks as 100 Marks. The Nature of the programme is based on the curriculum on Yoga therapy for the people in the village for the common disease or ailments.

PART - IV
(Ability Enhancement Course)
23UB1AE101 - Soft Skill Development - I

OBJECTIVES

To enrich the presentation skill of the students.

LEARNING OUTCOMES

Students will be able to communicate their ideas through different modes and mediums. They will be able to make memorable presentations professionally. Students will understand different strategies to adopt while communicating with different personalities with different goals.

BRIEF CONTENTS

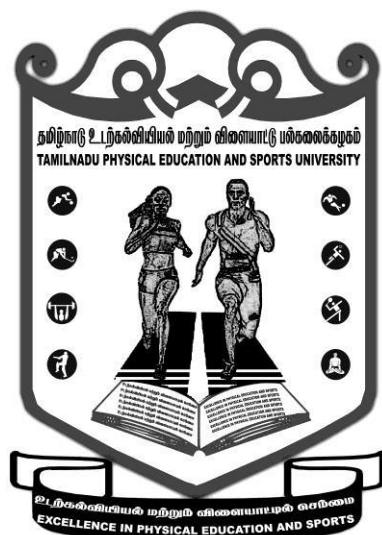
Self introduction - News reading - Story telling - group discussions - talk shows and role plays - personal interview - movie reviews, article reviews, book review and speech in general occasions.

EVALUATION

The performance of the students for this course will be evaluated for a total of 100 marks, of which 50 marks for internal (Evaluation of the student by the faculty incharge of the program) and 50 marks for external (viva voce examination duly conducted by an external examiner). Students have to appear for the viva voce examination in the presence of a panel of examiners and secure a minimum of 40% of marks in the two components to clear the course. A student who fails in the viva voce examination will have to redo the same during the subsequent year.

TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

CHENNAI – 600 127



APPROVED SYLLABUS

FOR

B.B.A (SPORTS MANAGEMENT) - REGULAR MODE

2017-2018 ONWARDS

**DEPARTMENT OF SPORTS MANAGEMENT
AND SPORTS PSYCHOLOGY & SOCIOLOGY**

**Curriculum and Syllabus for Bachelor of Business
Administration (B.B.A) in Sports Management (Regular Mode)
under Choice Based Credit System (CBCS)**

REGULATIONS:

The CBCS for the three years B.B.A Degree Programme in Sports Management (Regular Mode) is implemented from the Academic Year 2017-2018.

1. ELIGIBILITY FOR ADMISSION:

Candidates who have passed +2 (12th) examination (under 10 + 2 pattern) shall be eligible for admission to the B.B.A (Sports Management) Degree Programme.

2. COURSE OF STUDY:

The normal duration of the B.B.A (Sports Management) Degree Programme shall be 6 Semesters (3 Years) and the students shall be permitted a maximum of six years to complete the Programme. .

3. SEMESTERS:

An academic year is apportioned into two semesters:

Odd Semester – July to November

Even Semester - December to April

In each semester, the subjects are taught for 18 weeks with each week having 5 working days.

4. CHOICE BASED CREDIT SYSTEM (CBCS):

The total credit requirements for all the courses in three years to complete the programme are ----- credits under CBCS.

5. DETAILS OF STUDY AND CREDIT DISTRIBUTION:

B.B.A (Sports Management) – Regular Mode

First Semester					
Code	Subject Name	Internal	External	Total	Credits
BBASM101	Tamil / Hindi – Paper I	25	75	100	3
BBASM102	English – Paper I	25	75	100	3
BBASM103	Principles of Management	25	75	100	5
BBASM104	Financial and Management Accounting	25	75	100	6
BBASM105	Business Economics	25	75	100	5
Second Semester					
BBASM201	Tamil / Hindi – Paper II	25	75	100	3
BBASM202	English – Paper II	25	75	100	3
BBASM203	Organizational Behaviour	25	75	100	5
BBASM204	Business Environment	25	75	100	5
BBASM205	Business Mathematics and Statistics	25	75	100	6
Third Semester					
BBASM301	Legal Systems in Business	25	75	100	5
BBASM302	Business Communication	25	75	100	5
BBASM303	Operations Research	25	75	100	6
BBASM304	Management Information System	25	75	100	5
BBASM305	Soft Skills – I (Oral Communication)	25	75	100	3
Fourth Semester					
BBASM401	Production and Operations Management	25	75	100	5
BBASM402	Marketing Management	25	75	100	5
BBASM403	Financial Management	25	75	100	6
BBASM404	Human Resource Management	25	75	100	5
BBASM405	Soft Skills – II (Written Communication)	25	75	100	3
Fifth Semester					
BBASM501	Research Methods in Business	25	75	100	5
BBASM502	Total Quality Management	25	75	100	5
BBASM503	Sports Organization and Administration	25	75	100	5
BBASM504	Fundamentals of Sports Management	25	75	100	5
BBASM505	Soft Skills – III (Report Writing and Presentation)	25	75	100	3
Sixth Semester					
BBASM601	Entrepreneurial Development	25	75	100	5
BBASM602	Retail Management	25	75	100	5
BBASM603	Sports Marketing	25	75	100	5
BBASM604	Sports Facility Management	25	75	100	5
BBASM605	Project Work and Viva voce	25	75	100	5

6. ASSESSMENT:

a) Theory

Assessment of a student's attainment will consist of Continuous Internal Assessment (CIA) and End Semester Examinations (ESE). The ratio between CIA and ESE will normally be 25:75.

b) Continuous Internal Assessment (CIA)

The CIA marks shall be awarded based on the following:

Best Scores of two tests out of three tests	- 15
Seminar/Assignment/Quiz	- 10

c) End Semester Examinations (ESE)

Except in the case of project-work and exclusively practical/field placement courses, the ESE will consist of a written examination of three hours duration for a maximum score of 75.

7. EVALUATION:

The following procedure will be followed for evaluation:

- a) The answer scripts are evaluated by either internal or external examiners.
- b) The Question paper pattern under CBCS will include 2 marks, 5 marks and 10 marks questions.

For a pass in each paper, a candidate is required to secure at least 40% marks in the End Semester Examinations, i.e. 30 marks out of 75 and a total of 40 marks including Internal Assessment.

A student will be issued Hall Ticket only if he/she produces "No Dues" certificate from the concerned Department, the laboratory, the Registrar's Office and the Library.

8. The Award of Grades is as Follows:

Range of Marks	Grade Points	Letter Grade	Description
90 and above	9.0-10.0	O	Outstanding
80 to 89	8.0-8.9	D+	Excellent
75 to 79	7.5-7.9	D	Distinction
70 to 74	7.0-7.4	A+	Very Good
60 to 69	6.0-6.9	A	Good
50 to 59	5.0-5.9	B	Average
Less than 50	0.0	U	Re-appear
ABSENT	0.0	AAA	Absent

9. SYLLABUS:

A detailed syllabus for the subjects of B.B.A (Sports Management) Programme is given below:

103 PRINCIPLES OF MANAGEMENT

Unit-I: Evolution of Management Thought

Definition; Nature; and Purpose of Management; Managerial Functions at Different Organizational Levels; Evolution of Management Thoughts –Traditional, Medieval and Modern Levels of Management; Fredrick Taylor and Scientific Management; The Emergence of the Human Relations School.

Unit-II: Planning and Organizing

Nature of Planning; Six Ps of Planning; Types of Plan; the Purpose of Planning for Sport Events, Federations and Marketing Firms. Objectives: Hierarchy of Objectives, The Process of Setting Objectives; The Nature and Purpose of Strategies and Policies; Steps in Planning. Formal and Informal Organizations in the Sports Industry; The Process of Organizing; Organizational Structure: Design,-Steps- Benefits and Determinants of Organizational Structure, Types of Organizational Structures, Delegation, centralization and Decentralization.

Unit-III: Directing and Motivating:

Direction - Nature and Purpose - Importance of Direction - Written vs. Oral Directives - Techniques of Direction; Recruitment - Sources of Recruitment - Selection - Steps in the Selection Process; Training - Methods of Training. Definition of Motivation–theories of motivation –Maslow, two factor theory, McClelland theory, theory X and theory Y, kinds of motivation.

Unit-IV: Leading for Sport

Defining Leadership; Ingredients of Leadership; The Trait Approach to Leadership; The Behavioral Approach to Leadership; Different Types of Leadership - Controlling; The Basis Control Process; Control techniques, Modern Control Techniques.

Unit-V: Management and Society in the Sports context

Management and Society; The Concept of Social Responsibility; Social Responsibility of Managers - Sports Academies & Facility management; Obligation of the State to the Community - Inculcating a Sporting Lifestyle - Community Development Vs Elite Athlete Development.

Reference

1. Principles and Practice of Management – Heinz Weihrich & Harold Koontz.
2. Principles of Management by Moshal
3. Principles of Management: Tripathi & Reddy
4. Management Principles and Practices: Chunawala and Shreenivasan
5. Principles & Practice of Management: M.D. Kakade.
6. Paradigm Shift in Sports Management in India: Shail Kapri
7. Various Case Studies.

104 FINANCIAL AND MANAGEMENT ACCOUNTING

Unit–I: Management Accounting: Nature and Scope

Meaning Functions and Scope of Management Accounting; The Management Accountant; Management Accounting and Financial Accounting; Limitations of Management Accounting; Tools of Management Accounting.

Unit–II: Preparation of Trading and Profit & Loss Account; Manufacturing Account; Balance Sheet; Adjustment Entries; Worksheet

Unit–III: Ratio Analysis

Interpretation and Analysis of Financial Statements - Comparative Statement, Common Size Statement, Trend Analysis, Ratio Analysis– Liquidity, Profitability, Turnover and Proprietary Ratios – Interpretation of Ratios – Application to Decision Making – Uses and Limitation.

Unit–IV: Marginal Costing

Marginal Costing; Absorption Costing; Difference between Absorption Costing and Marginal Costing; Cost Behavior and Impact on Marginal Costing; Segregation of Semi-Variable Costs; Profit Planning.

Unit–V: Budgets and Budgetary Control

Definition and Objectives; Meaning of Budget; Meaning of Control; Meaning of Budgetary Control; Types of Budgets; Budgetary Control.

References

1. Management Accounting - R.P. Rustogi.
2. Cost and Management Accounting by M.E. Thukaram Rao, New age International Publication
3. Cost and Management Accounting - Saxena & Vashist.
4. Accounting Management - Bhattacharya S.K. and Dearden I.
5. Accounting for Management-Test and Cases -Bhattacharya S.K. and Reardon J

105 BUSINESS ECONOMICS

Unit–I: Introduction to Business Economics

Meaning, Nature, Functions and Scope of Business Economics; Factors Influencing Business Decisions; Macro Economic Concepts – Inflation and National Income.

Unit–II: Demand Analysis and Estimation

The Law of Demand: Price-Demand Relationship, The Demand Function, Elasticity of Demand in Sports Context, Importance of Elasticity, Measuring Demand elasticity, Demand Forecasting, The Law of Supply.

Unit–III: Cost Concepts

Cost- Definition, Types- Fixed, Variable, Total, Average, Marginal and other costs. Break Even Analysis – Short Run, Long Run Cost Functions, Cost – Output relationship; Pricing Methods.

Unit–IV: Market structure and objectives of business firms

Objectives of Business Firms, Profit Maximization; Price and output determination under perfect competition: The Market Structure; Features of Perfect Competition, Monopoly: Definition and Sources, Monopolistic Competition and Its Features, Oligopoly and Duopoly.

Unit–V: Production Functions and Profit Theories:

Production Function – Factor Productivity and Returns to Scale – Managerial Use of Production Function; Profit – Definition, Profit Theories.

References

1. Economics by Samuelson.
2. Business Economics by Adhikari.
3. Managerial Economics by P. Maheshwari.

203 ORGANISATIONAL BEHAVIOR

UNIT I

Introduction To Organizational Behavior – Definition of OB – Various Disciplines contributing to OB – Hawthorne Experiment - Foundation Of Individual Behavior – Need And importance Of Organizational Behavior – Nature And Scope – Framework of Organizational Behavior Models.

UNIT II

Personality – Types – Factors Affecting Personality – Perception – Importance – Factors influencing Perception – Interpersonal Perception. Learning - Types of Learning Styles – Learning Process – Learning Theories. Motivation – Theories – Importance – Types – Motivation at Work

UNIT III

Values and Attitudes – Characteristics – Components – Formation And Measurement – Group Dynamics – Group Behavior – Formation – Types Of Groups – Stages of Group Development – Conflict Management – Nature of Conflict – Types of Conflict.

UNIT IV

Leadership – Meaning – Importance. Behavioral and Contingency Theories – Leadership Styles – Leaders Vs Managers; Power and Politics – Sources of Power – Power Centers – Organization Politics - Transactional Analysis (T.A) and Work stress.

UNIT V

Organizational Structure and Design – Organization Climate – Factors Affecting Organization Climate – Importance; Job Satisfaction – Organization Development – Organization culture – Organization Change – Current Trend in OB

Reference Books:

1. *Stephen Robbins, Organisational Behavior, Prentice Hall of India*
2. *Udai Pareek, Understanding Organisational Behavior, Oxford University Press*
3. *L.M.Prasad, Organisational Behavior, Sultan Chand & Sons*
4. *Fred Luthans, Organisational Behavior, McGraw Hill Book Co.*

204 BUSINESS ENVIRONMENT

Unit-I: Nature of Business Environment: Components of Environment, Micro Environment; Macro Environment; Need for Environmental Scanning; **Industry:** Public Sector in India, Evolution, Rationale and Performance of Public Enterprises - **Industrial Policy:** An Instrument of Industrial Development.

Unit-II: Business Environment in India: Political Environment – Legal Environment – Economic Environment; Banking and Financial Institutions: Financial Systems, Overview of Financial Institutions, and Objectives of Financial Institutions; Insurance: Overview of Insurance Companies, Types, and Regulations of the Insurance Industry.

Unit-III: Socio-Cultural Environment – Social concerns, such as the role of business in society, environmental pollution, corruption, use of mass media, consumerism, changing lifestyle patterns; **Technological Environment** – Technological Change, Product and Process – Technological Factors Affecting business all over the world.

Unit-IV: Management of Multinational Corporations; The International Monetary Fund (IMF); The General Agreement on Trade and Tariffs (GATT); The World Trade Organization (WTO): India's Commitments to WTO; The United Nations Conference on Trade and Development (UNCTAD), Managing World Trade.

Unit V: Sociology of Sports

Genesis of Sport; The nature of Sport in the Human Psyche; Anthropological context of Sport; Sport & Society

Reference

1. Business Environment by Francis Cherunilam
2. Business Environment by K Aswathappa
3. Business Environment by Raj Agarwal.
4. Principles & Practice of Management – M.D. Kakade.

205 BUSINESS MATHEMATICS AND STATISTICS

Unit–I: Probability

Introduction – Basic Concepts in Probability. Baye's Theorem; - Theory of Distributions – Binomial, Poisson and Normal. Decision Theory – Decisions under risk & uncertainty – Decision tree analysis.

Unit–I: Differentiation and Integration

Basic Concepts of differentiation and integration – Concepts of Marginal, average and total cost – Economic Order Quantity, Break Even Analysis.

Unit–I: Statistics: Nature and Scope

Statistics in Business and Management; Statistical terms and concepts – Data, Variable, Random Variable, Population, Sample, Random Sample; Descriptive Statistics; Inferential Statistics; Graphical Representation and Histogram, Classification of Data; Frequency Distribution; Mean, Median and Mode.

Unit–IV: Regression and Correlation Analysis

Correlation Analysis, Spearman's Rank Correlation; The Scatter Diagram; The Linear Regression Equation.

Unit–V: Time Series Analysis and Index numbers

Time Series Analysis; Trend Analysis; Index Numbers; Seasonal Variation; Measuring Irregular Variation; Seasonal Adjustments.

References

1. Business Statistics-by Hooda
2. Fundamental of Statistics-by S.C. Gupta
3. Statistical Methods - by Sancheti – Kapoor

301 LEGAL ASPECTS IN BUSINESS

Unit–I: The Contract Act

Meaning and Formation of a Contract and its Essentials; Definition of Contract; Essential Elements of a Valid Contract; Types of Contracts; Offer and Acceptance; Consideration; Void Agreements; Performance of Contract; Discharge of Contract; Discharge by Operation of Law; Discharge by Breach of Contract; Remedies for Breach.

Unit–II: The Sale of Goods Act, 1930

Definition of Contract of Sale; Kinds of Goods; The Price; Document of Title to Goods; Conditions and Warranties, Transfer of Title; Rules regarding Transfer of Property; Definition and Rights of an Unpaid Seller.

Unit–III: The Negotiable Instruments Act, 1881

Negotiable Instruments: Definition - Characteristics of Negotiable Instruments; Promissory Note – Definition and Essentials of a Promissory Note; Bill of Exchange – Definition and Essentials of a Bill of Exchange; Cheque – Definition, Distinction between a Cheque and a Bill of Exchange - Bank Draft - Parties to Negotiable Instruments.

Unit–IV: Laws pertaining to Business Organizations:

Types of Business Organizations - Types of Companies according to the Mode of Incorporation; Types of Registered Companies - Partnership Firms - Formation and Registration of Partnership Firms; Duties and Liabilities of Partners; Dissolution of a Partnership Firm; Distinction between a Firm and a Company.

Unit-V: Application of law in sports: Case Studies in India and Abroad:

IPL Controversies; - **Agreements & protection of Intellectual property within the sports industry:** Footage limitation rights with Indian News Television- Terrestrial Vs Broadcast Rights in Sports – Image Rights of Athletes- Trademarks & Copyright Issues.

References

1. N.D. Kapoor-Elements of Mercantile Law - S. Chand & Co.
2. K.R. Bulchandani - “Business Law for Management”-Himalaya Publishing House.
3. M.C. Kutchal - “Mercantile Law”-Vikas Publishing

302 BUSINESS COMMUNICATION

Unit-I: Basic forms of communication

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

Unit-II: Corporate communication

Types of Corporate Communication; Barriers of Communication: **Principles of Effective Communication** - The Effective Communication Skills Questionnaire; Humor 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 Sport; Tools-Media; Press Release; one on ones; 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

303 OPERATIONS RESEARCH

UNIT I

Introduction to Operations Research, basic definition, scope, objectives and limitations of Operations Research.

UNIT II

Linear Programming Problem, Formulation of LPP – Graphical Method – Simplex Method (simple problems only)

UNIT III

Transportation Model – Initial Basic Feasible Solution – NWCR method – Vogel's Approximation method – LCM - Optimum solution – MODI Method - Assignment problem

UNIT IV

Replacement Models, Single replacement and group replacement problems - Sequencing problem.

UNIT V

Network Analysis – Rules for constructing a network diagram –Merits and demerits of CPM & PERT.

Reference Book:

1. *N.D.Kapoor, Mercantile Law – Sultan & Sons*
2. *S.D. Sharma, Operations Research*
3. *Hamdy A. Taha, Operations Research – An Introduction*
4. *Gupta & Manmohan, Problems in Operations Research, Methods and Solutions.*
5. *Dharani Venkatakrishnan, Operations Research, Principles and Problems.*

304 MANAGEMENT INFORMATION SYSTEM

UNIT I

Information system: Concepts of systems – Strategic uses of Information Technology. Business perspective on information systems – Dimensions of information systems - Contemporary Approaches to Information Systems.

UNIT II

Computer System Resources: Computer Hardware and Computer software – File and DBMS

– Distributed System – Internet and Office Communications.

UNIT III

Application of Information System to functional Business Areas: Operational Information System – Tactical and Strategic Information system. Major types – ESS – DSS – MIS – TPS –

Systems from a functional perspective – Introduction to BPO & KPO

UNIT IV

Planning and development of Information system: Systems as planned organizational change

– Business process reengineering & process improvement – Overview of Systems Development –

System analysis – Systems design. Alternative application development approaches.

UNIT V

Enterprise Resource Planning – Introduction – Related Technologies – ERP Modules – Benefits of ERP and End user computing – Security and ethical issues of Information Systems.

Reference Books:

1. Kenneth C. Laudon & Jane P. Laudon – *Management Information Systems-Managing the Digital Form-Eighth Edition, Eastern Economy Edition*
2. Alexis Leon, *Enterprise Resource Planning* – Tata McGraw Hill Publishing Co. Ltd., New Delhi – 2005
3. Raymond Meleod, *JR Information Systems* – Mac Millan Publishing Co. Ltd – 4th Edition.
4. Gerald V. Post David L. Anderson, *Management Information System-Solving Business Problems with Information Technology* – Tata McGraw Hill Publishing Co. Ltd, New Delhi
5. Gordon B. Davis Margrette H. Olsan, *Management Information System, Conceptual Foundations, Structure & Development* – Second Edition – Tata McGraw Hill Co. Ltd, New Delhi

305 SOFT SKILLS - I

MANAGERIAL ORAL COMMUNICATION

OBJECTIVE

To develop Oral Communication skill of the students.

BRIEF CONTENTS

Self Introduction – News Reading – Story Telling - Group Discussions - Talk Shows and Role Plays - Personal Interview - Movie Reviews, Article Reviews, Book Review and Speech in General Occasions.

401 PRODUCTION & OPERATIONS MANAGEMENT

Unit-I: Production and Operations Management

Production and Operations Management – Objectives, Scope and Functions of Production and Operations Management.

Unit – II: **Manufacturing systems** - Need for Process Design and Process Selection; Steps in Process Design and Process Selection; Differences between Continuous and Intermittent Production Systems; Product-Process Matrix.

Unit-III: Production Planning and Control of sports goods

Elements of Production Planning; Strategy of Production Planning; Production Control; Input / Output Control; Shop-Floor Control; Elements of Automation; Computer-Aided Design (CAD); Computer-Aided Manufacturing (CAM); Flexible Manufacturing System (FMS); Computer-Integrated, Manufacturing System (CIMS). Product Design and Forecasting Product Selection; Product Selection Process; Need for Product Design and Development.

Unit-IV: Project Analysis and Evaluation

Definitions of Project and Project Management; Characteristics of a Project; Life Cycle of a Project - Conception and Definition Phase, Planning and Organizing Phase, Implementation Phase and Project Close; Types of Projects; The Project Planning Process; Constructing Networks; PERT and CPM.

Unit-V: Event Staging

Nature of Events; Pre-production processes; Post-production processes; Understanding the Sport Event Consumer.

References

1. Production and Operations Management– K. Aahwathappa and K. Sridhara Bhat.
2. Manufacturing automation – Morris Cohen – Tata McGraw Hill.
3. Management and Technology Management – L.C. Jhamb.
4. Production and Operations Management – Dr, B.S. Gole.

402 MARKETING MANAGEMENT

Unit–I: Fundamentals of Marketing

The Marketing Concept: Marketing Concept vs. Production Concept - Service Concept - Profile of Customer-centric Organizations; Understanding Consumer Behavior: The Buyer - The Buying Process - Customer Relationship Management - Relationship Marketing - Overview of Sport marketing.

Unit–II: Product Positioning

Positioning: Elements of Positioning; Marketing Environment: Economic, Technological, Socio-cultural, Demographic and Political-Legal Environment; Product Life Cycle: Managing Brands and Product Lines.

Unit–III: Branding, Pricing and Distribution

Marketing Mix: New Product Development and Product Strategies: Branding of Products - Promotion Mix Strategies - Pricing Mechanism - Methods – Objectives - Factors affecting Pricing Decisions - Distribution Strategy: Nature and Types of Distribution Channels – Retailing – Wholesaling - Logistics.

Unit - IV: Sales Management

Sales Management: Selection and Training of Salespersons: Selection of the Salesperson; Methods of Training; Objectives of Salespersons' Performance Evaluation; Marketing Research: Need, Importance and Scope of Marketing Research - Market Research Report: Report Writing and Presentation, Research Proposal.

Unit V: Sponsorship Marketing Strategies in sports

Significance of sponsorship in Sports – Sponsor - Categories of Sponsorship - Benefits to Sponsors - Presentation Making - Sports Sponsorship as a Marketing Tool - Different Strategies practiced. **Ethics in Sports:** Meaning of sports ethics; Significance of ethics in sports - Ethical analysis. Issues in Event Marketing

References

1. Marketing Management – Philip Kotler.
2. Fundamentals of marketing – Steenton.
3. Marketing Management- S. Ramaswamy & S. Nama Kumari.
4. Principle of Marketing, 9th ed. Philip Kotler & Gary Armstrong
5. Marketing Management – S.A. Sherlekar.
6. Ethics & Sports – M.J. McNamee & S.J.Parry

403 FINANCIAL MANAGEMENT

Unit–I: Aims and objectives of Financial Management

Definition of Financial Management; Financial Functions; Role of a Financial Manager: Profit Maximization vs. Wealth Maximization; Financial analysis and Control: Funds Flow Statement; Ratio Analysis; Types of Ratios; Comparative Statements Analysis.

Unit–II: Investment Decisions

Investment Decisions; Types of Investment Decisions; Capital Budgeting Process and techniques.

Unit–III: Capital Structure Decisions

Capital Structure; Relevance of Capital Structure: Capital Structure Theories; Determinants of Capital Structure.

Unit–IV: Instruments of Long-term Finance

Sources of Long-Term Finance; Rights Issue of Equity Shares; Preference Shares; Debentures; Fixed Deposits from Public; Lease Financing; Factors affecting Long-Term Funds.

Unit–V: Working Capital Management

Working Capital Management; Factors Influencing Working Capital; Sources of Working Capital; Financing of Current Assets; Short-Term vs. Long-Term Financing; Factoring; Inventory Management - Inventory Management Techniques - Inventory Control Systems.

References

1. Financial Management – Text, problems and cases M.Y.Khan and P.K Jain,
2. Financial Management – Prasanna Chandra, Tata McGraw Hill.
3. Financial Management – I.M. Pandey
4. Financial Management – Rastogi.
5. Financial Management – P.V. Kulkarni.

404 HUMAN RESOURCE MANAGEMENT

Unit-I: Introduction to Human Resource Management

Definitions, Objectives, Scope and Importance of HRM; Problems of HRD and Challenges for the Future.

Unit-II: Human Resource Planning

Definition, Objectives and Importance of HR Planning; Guidelines for making Effective HR Planning - Job Analysis - Job Description - Job Specification - Job Evaluation: Definitions, Objectives, Principles, Advantages, Limitations and Methods of Job Evaluation; Recruitment - Sources of Recruitment.

Unit-III: Induction, Training, Development and Orientation

Induction - Steps in the Induction Program; Content and Types of Induction Program; Training and Development; Training versus Development; Significance of Training and Development as Investment; Training Needs and Objectives. Training Process; Steps in the Training Program; Selection of a Training Method; Training Techniques; Evaluation of Training Programs

Unit-IV: Performance Appraisal

Meaning and Scope of Performance Appraisal; Objectives ; Uses ; Purpose and Need of Performance Appraisal; Appraisal Process; Appraisal Systems; Essentials of a Good Appraisal System; Methods or Techniques of Performance Appraisal; Potential Appraisal; Career Development; Functions and Significance.

Unit-V: Labour Welfare Measures and Wage and Salary Administration

Statutory and Non Statutory Labour Welfare Measures - Indian Factories Act 1948, Sec 42-49. Wage and Salary Administration; Methods of Wage Payment; Incentive Wage Plans; Concept of Variable Compensation; Fringe Benefits.

.

References

1. Performance Management by M. Armstrong.
2. Performance Management by LOWE.
3. Performance Management by T.V. Rao.
4. Principles of personnel management by Edwin. B. Flippo

405 SOFT SKILLS - II

MANAGERIAL WRITTEN COMMUNICATION

OBJECTIVE

To develop Written Communication skill of the students.

BRIEF CONTENTS

Preparing the detailed Resume with a covering letter. Preparing Agenda & minutes of the meeting. Preparing tenders and quotations. Abstract / Summary writing, Articles writing in Journals and Magazines. Daily report - Weekly Report - Monthly report - Quarterly Report and Annual Report. Preparing a Business Plan/Proposals.

501 RESEARCH METHODS IN BUSINESS

UNIT- I

Research: Meaning – Scope and Significance – Types of Research – Research Process -Problems in Research – Significance of Research in Social Sciences – Identification – Selection and formulation of problem – Review of Literature - Research Hypothesis – Meaning – Sources – Types – Formulation of Research Design – Features of Good Design – Factors affecting Research Design – Evaluation of Research Design.

UNIT- II

Formulation of Hypothesis-Types, Testing – Sampling Design: Censes Method and Sampling Method – Principles of Sampling – Methods of Sampling –Probability and Non-Probability Sampling Methods – Selection of a sample – Size – Criteria of Good Sample Design. Scaling Techniques: Meaning, Types of Scale - Scale Construction Techniques.

UNIT- III

Data Collection: Types of Data – Sources of Data – Primary Data and Secondary Data -Data Collection Methods – Observation – Survey – Questionnaire – Interview Schedule - Effective in Interview Techniques – Constructing Questionnaire – Format of Good Questionnaire – Differences between Schedule and Questionnaire – Pilot Study. Analysis and Processing of Data: Meaning – Editing – Coding and Tabulation – Diagrams.

UNIT- IV

Tests of Significance – Assumption about parametric and non-parametric tests – Parametric Tests –Chi Square, T-Test, F-Test and Z Test. Non-Parametric Tests U-Tests – Kruskal Wallis – Introduction to ANOVA – One Way –Two Way –Multivariate Analysis – Correlation and Regression.

UNIT- V

Report Writing –Layout of report – Mechanics of writing Research Report –Norms for using tables – Charts and Diagrams – Appendix – Index and Bibliography.

Reference Books:

- 1. William C E mory, Business Research Methods, Richard D Irwin, NJ*
- 2. Donald R Cooper, Business Research Methods 7th Ed, McGraw Hill, 2001*
- 3. Krishnaswami OR, Methodology of Research for Social Science, Himalaya, Mumbai, 2001*
- 4. Anderson J. et.al, Thesis and Assignment writing, Wiley Eastern*

502 TOTAL QUALITY MANAGEMENT

UNIT I

Introduction to Total Quality Management – Leadership – Information and Analysis – Managing in 21st century- global environment- cultural and ethical environment.

UNIT II

Human Resource Development and Management – Management of process quality – Customer focus and satisfaction – Bench marking.

UNIT III

Organizing for Total Quality Management – Productivity and Quality – Strategic Quality Planning. Cost of Quality.

UNIT IV

Processes and Quality tools – The Concept of Quality process – Total Quality Management – Quality improvement tools – Understanding process variation, Managing for quality- Japanese Management.

UNIT V

ISO 9000 Overview- Important steps in ISO Registration- ISO in Indian Companies. Criteria for Quality programs, Universal Standards of Quality – Reengineering.

Reference Books:

1. *Vincent K. Omachonu & Joel E. Ross, Principles of Total Quality.*
2. *Ron Collard, Total Quality.*
3. *Townsend & Gebhardt, Commit to Quality.*
4. *John Bark, Essence of TQM.*
5. *Willborn & Cheng, Global Management of Quality Assurance Systems.*

503 SPORTS ORGANISATION AND ADMINISTRATION

UNIT I

Social Context for Modern Sports: Need for New Structure in Sports Today. International Sports Environment: IOC and International Federations – National Sports Environment: National Olympic Committees – National Federations – Governmental and Quasi – Governmental Organizations.

UNIT II

Origin and Operations of Sports Organizations – Defining the Legal Status – Social Profile of the Sports Organization – Choosing a type of Organization: Environmental Indicators – Power and Authority – Delegation of Responsibilities – Organizational Charts.

UNIT III

Sports Organizations and their Environment: The nature of the Organizational Environment – Research on Organizational Environments – Controlling Environmental Uncertainty: Other Perspectives on the Organizational Environment.

UNIT IV

Sports Organizations and Technology: Technology – Research on technology and Organizations – Critiques of the Technology Imperatives – Micro-Electronic Technologies – Relationship Between technology and Organizational Structure.

UNIT V

Cases of Strategic Approaches by some Olympic Sports Organizations: IOC - FIFA – ICC - WADA – IOA – BCCI - Measuring the Performance of Olympic Sports Organizations.

Reference Books:

1. *Ruben Acosta Hernandez, Managing Sports Organizations, Human Kinetics.*
2. *Trevor Slack, Milena M. Parent, Understanding Sports Organizations.*
3. *Jean – Loup Chappelet and Emmanuel Bayle, Strategic and Performance Management of Olympic Sports Organization.*

504 FUNDEMENTALS OF SPORTS MANAGEMENT

UNIT I

Defining Sports and Sports Management – Nature and Scope of the Sports Industry – Unique Aspects of the Sports Management – Sports Management Competencies – Future Challenges and Opportunities for Sports Managers.

UNIT II

The Sports Manager: Basics of Sports Management – Managing in the Sports Environment – Managing People and Administrative Units – Management Functions in sports – Motivating Abilities: Fundamentals.

UNIT III

Planning in Sports Organizations: Planning Process – preparing the Organization for Planning – Long Term Planning – Creating a Medium Term National Plan.

UNIT IV

Controlling in Sports Organizations: Fundamentals of Budgeting – Preparing Budget – Allocating Resources - Control as Measurement and as Accountability – Financing and Budgeting Operations.

UNIT V

Management of National Level Leagues: Indian Premier League (IPL), Pro Kabaddi, Indian Super League (ISL), Hockey India League (HIL), etc – Challenges and Opportunities in India.

Reference Books:

1. Jane B.Parks, Jerome Quartermann and Lucie Thibault, *Contemporary Sports Management*.
2. Ruben Acosta Hernandez, *Managing Sports Organizations, Human Kinetics*.
3. Trevor Slack, Milena M Parent, *Understanding Sports Organizations*.

PRESENTATION SKILLS

OBJECTIVE

To develop the organizing and presentation skill of the students.

BRIEF CONTENTS

Organizing the Seminars, workshops and Conferences. Conducting Awareness Camps, Blood Donation camps, Book fares and Job fares. Conducting Entrance Examination, Mock Interviews, Quiz Competitions and Sports Events Management. Paper presentation. Preparation and presentation of an Advertisement.

601 ENTREPRENEURIAL DEVELOPMENT

UNIT-I

Introduction - Understanding the meaning of Entrepreneurship - Characteristics of an Entrepreneur - Classification of the Entrepreneurs - Entrepreneurial Scene in India - Factors influencing Entrepreneurship

UNIT-II

Entrepreneurial growth - Role played by government and Non-Government agencies - EDP's, TIIC, SIDBI, PIPDIC, IDBI, IFCI, ETC. Problems and prospects of Women entrepreneurs - Rural Entrepreneurs - Small scale entrepreneurs and Export Entrepreneurs

UNIT-III

How to enter into Market? - Business idea generation Techniques - Identification of Business Opportunities - Marketing Feasibility - Financial Feasibility - Technical - Legal - Managerial and Vocational Feasibility

UNIT-IV

Project Appraisal - Methods - Techniques - Preparation of Business Plan - Content of a Business Plan - Project Report.

UNIT-V

How to start an enterprise? - Franchising and Acquisition - Product Strategies - Pricing Strategies - Distribution Strategies - Promotional Strategies. How to be a successful Entrepreneur? - Learning to be Successful - Successful entrepreneurs.

Text and Reference Books

1. Jayshree Suresh - Entrepreneurial Development.
2. Khanka - Entrepreneurial Development.
3. Saini - Entrepreneurship : Theory & Practice.
4. Gupta CB - Entrepreneurial Development.
5. Vasant Desai - Dynamics of Entrepreneurial Development and Management.

602 RETAIL MANAGEMENT

UNIT I

INTRODUCTION TO RETAILING: Functions of a Retailer, Characteristics of Retailing, Categorizing Retailers-Types of retailers-Multichannel Retailing ,The rise of Consumerism and the rise of retailer, Social and Economic Significance of retailing, The global Retail market: Issues and challenges - Supply chain Management and Logistics- Challenges to Retail development in India.

UNIT II

RETAILING STRATEGY: Retail Market Strategy, Target Market and Retail Format-Building Sustainable Competitive Advantage - Growth strategies - The strategic Retailing Planning Process-Retail locations.

UNIT III

MERCHANDISE MANAGEMENT: The Buying organization, Merchandise Category, Evaluating Merchandise Management Performance, Types of Merchandise Management Planning Processes, Forecasting Sales, Setting Inventory And Product Availability Levels-Merchandise Planning Systems -Methods of Merchandise procurement: Merchandise Sourcing.

UNIT IV

RETAIL PRICING: Concept and considerations in setting Retail prices, Pricing Strategies, Pricing Techniques, The Internet and Price Competition.

UNIT V

STORE MANAGEMENT: Recruiting, Orientation and Training ,Motivating, Evaluating, Compensating and Rewarding Store employees, Controlling Costs and Inventory Shrinkage-Store Layout, Design and Visual Merchandising - Customer Service: Setting Service Standards, Meeting and exceeding service standards, Service recovery.

TEXT AND REFERENCES BOOKS

1. Chetan Bajaj,Rajnish tuli, Nidi Varma Srivastava , “Retail Management”, Oxford University Press, Second Edition, 2010.
2. Swapna Pradhan, “Retailing Management Text and cases”, McGrawHill,3rd edition, 2009.
3. Barry Berman, Joel R.Evans, “Retail Management A Strategic Approach”, Pearson Education, Inc,Tenth edition, 2010.
4. Michael Levy, Barton A Weitz and Ajay Pandit , “Retail Management”, Tata McGraw Hill,Sixth Edition, 2008.

603 SPORTS MARKETING

Unit-1:

Sports marketing: Definition – Marketing Myopia in Sport – Uniqueness of Sports Marketing – Model of the Sports Industry – Implementation of Sports Marketing Programme.

Unit-2:

Perspectives in Sports Consumer Behavior: Environmental Factors – Individual Factors – Decision Making for Sports Involvement.

Unit-3:

The Sports Product: Its Core and Extensions – Key Issues in Sports Product Strategy – Managing Sports Brands: Benefits and Development of Brand Equity. Sales Approaches Used in Sports – Selling Sports to the Community.

Unit-4:

Pricing Strategies: The Basics of Pricing – Core Issues – Special Pricing Factors – **Advertising Media** for Sports – **Promotional** Concepts, Practices and Components – **Sponsorship:** Definition – Growth of Sponsorship – Evaluating and Ensuring Sponsorship Effectiveness – Selling the Sponsorship.

Unit-5:

Place/Product Distribution: Placing Core Products and their Extensions – The Facility – Marketing Channels – Marketing of International Sports Events: Olympic, World Cup Football, World Cup Cricket, NBA Tournaments, European Cup football, Wimbledon Tennis, F1 Races, etc..

References:

1. Bernard J Mullin, Stephen Hardy, William A Sutton, *Sport Marketing, Human Kinetics.*

604 SPORTS FACILITY MANAGEMENT

Unit-I:

Facility Management: Meaning – The Facility Manager – Constituents – Managerial Functions – Computer Aided Facility Management.

Unit-II:

Facility Planning: Fundamentals – Planning for Existing and Future Facilities – Facility Site and Design: Site Location – site Cost – Site Selection.

Unit - III

Facility Design and Construction – Construction Planning and Elements – Project cost – Completion and Analysis.

Unit-IV:

Facility Systems: Heating, Ventilation and Air-Conditioning – Energy Systems – Interior and Exterior Systems – Space Management – Facility Repair Management: Maintenance and Repair Program – Basic Maintenance.

Unit-V:

Facility Marketing - Sales – Financial Concepts – Revenue and Expenses – Budgeting – New Facility Financing – Selling of a Facility – Sports Facility Jobs – Employment Management – Training – Risk Management and Insurance.

Reference:

Gil Fried, Managing Sports Facilities, Human Kinetics

605 PROJECT WORK

Period for Project Work

Students will have to take up a mini survey based project work during the fourth semester.

Submission of Report

A report of the project work should be submitted to the Department on or before the last working day of the semester.

Viva-Voce

The performance of the students for the project work will be evaluated for a total of 100 marks, of which 25 marks for internal (Evaluation of project and Viva-voce) and 75 marks for external (Evaluation of project and Viva-voce). The Viva-voce will be conducted by a panel consisting of the Faculty guide, an External Examiner in the presence of the Head of the Department.

Students have to secure not less than 40% of marks in the two components to get a pass in the project work. Students who fail in the project work or who were absent for the Viva or who fail to submit the project report before the due date will have to redo the project work during the subsequent year and attend the Viva-Voce during the subsequent academic year.

Department of Sports Psychology and Sociology

Employability Skills

PPS18DSE02- SOCIOLOGY OF HEALTH

UNIT I - Concept of Health and Illness: Definition of health, Aspects of health – Physical, Social, emotional and spiritual. Definition of disease, natural history of disease, disease classification. Social and preventive medicine, Community health.

UNIT II - Social epidemiology: The development of epidemiology, principles and methods of epidemiology, epidemiological measures. Epidemiology of disease – Man and his environment. Social etiology – Social epidemiology and ecology of disease – Microbial theory – Process of transmission.

UNIT III - Social and cultural context of health behavior: Home remedies – local community healers – traditional health care institutions. Family and health care decisions – women and elderly as health care givers – the traditional support networks and involvement of supportive ties.

UNIT IV - Health Care delivery system: Traditional – Native medicine – Alternate medicine and integrated approach. Health care and agencies: Primary health care centers and sub centers providing primary health care in rural communities. Counseling and counseling techniques.

UNIT V - Policies and Programmes: National health policy, provision of health care in rural and urban communities, Public health programmes; special teams and integrated health and family welfare approach: multipurpose health workers. Medical benefits – ESI, Maternity benefits, death benefit, medical insurance. Integrated programmes for rehabilitation, effective treatment and disability limitation, Immunization.

REFERNCES:

1. Albrecht, Gary L. and Fitzpatric, R. 1994. *Quality of life in Health care: Advances in Medical Sociology*. Mumbai: Jai Press.
2. Andie L. Knuston. 1965. *The Individual, Society and Health Behaviour*. New York: Sage.
3. Coe. Rodney. M. 1970 *Sociology of medicine*. New York: Mc Graw Hill
4. Cockerham, William C. 1997. *Medical sociology*. New Jersey: Prentice Hall.
5. Dak T.M. (Ed.) 1991. *Sociology of Healthin India*. Delhi. Rawat.
6. Fox, Renee C. 1988. *Essays in Medical Sociology: Journeys into the field*. New York: Transaction Publishers.

PSP18CT301: FUNDAMENTALS OF COUNSELING SKILLS

UNIT I

Introduction: Definition – Development and goals- History and Current trends in counseling – Counselor – the nature of counselor's work - counselee relationship - counseling process: Steps – purposes of counseling - scope of counseling – characteristics of effective counseling -

UNIT II

Approaches to Counseling: Directive, Non-directive, Psychoanalytic, Humanistic, Reciprocal inhibition technique, Eclectic approach - Basic Counseling Theories – Psychoanalytic theory, Adlerian theory, Existential theory, person centered theory, gestalt theory- Counselling in India - legal and ethical issues: ethical issues – ethical dilemmas – legal concerns of counselor.

UNIT III

Special areas: Family counseling, students counseling, parental counseling, educational, vocational and career counseling - Counseling Interview: Communication, verbal, nonverbal, interview, techniques of interview, relationship technique, problem identification and exploration, sharing, transference, counter transference. - Counseling the special population - global counseling and trauma counseling

UNIT IV

Professional Preparation & Training: Selection, skills, counseling as a profession, desirable characteristics - Modern Trends: Career guidance, Functions of counselor, stages of counseling - Techniques: Egan's Model, Interviews, testing— Mastering the techniques of counseling :

UNIT V

Group Counseling – Definitions — values of group Counseling - Group therapy – Training & Sensitivity groups – Group process and group dynamics - Group Counseling and Group therapy; Group vs. Individual Counseling; Types of groups - Issues in Group Counseling.

REFERENCE:

1. Lewis E. Patterson and Elizabeth Reynolds Welfel (2000). The Counselling Process, 5th edition, Wasworth Brooks / Cole, Thomson Learning.
2. S. Narayana Rao (1981) Counselling Psychology, Tata McGraw Hill Publisher.
3. Brammer. L.M. and Shostrom E.L. (1977) Therapeutic Psychology, Englewood Cliffs, New Jersey.
4. Feltham. C & Horton. I (2000) Handbook of Counselling and Psychotherapy, London : Sage Publication.
5. Nelson - Jones, R. (1995). The Theory and Practice of Counselling, 2nd Edition, London : Cassell.
6. Covey, G. (2008). Theory and Practice of Counselling and Psychotherapy (8th ed.) Canada: Brookes/Cole.
7. Covey, G. (2008). Student manual for Theory and Practice of Counselling and Psychotherapy (8th ed.). CA: Brooks/Cole.
8. Burl E. Gilland & Richard K. James (1998). Theories and Strategies in Counselling and Psychotherapy. Singapore: Allyn and Bacon.
9. James O. Prochaska & John C. Norcross. (2007). Systems of Psychotherapy: A trans theoretical analysis (6th ed.). Thomson-Brooks/Cole.
10. Palmer, S. (ed.). (1999). Introduction to counselling and psychotherapy: The essential guide. New Delhi: Sage.
11. Simon, L. (2000). Psychotherapy: Theory, practice, modern and post modern influences. Westport, Connecticut: Praeger.
12. Sharf, R.S.(2000). Theories of psychotherapy and counselling: Concepts and cases (2nd ed.).Singapore: Brooks/Cole.

PPS18CP104 - PSYCHOLOGICAL TESTING AND ASSESSMENT - I

Students are required to conduct and record any 08 experiments.

1. Competitive State Anxiety
2. Psychological Performance
3. Locus of Control –Internal/External
4. Life Skills
5. Mental Imagery
6. Extrinsic/Intrinsic Motivation
7. Depth Perception
8. Concentration
9. Sports Specific Personality Inventory
10. Sports Achievement Motivation
11. Reaction Time

REFERENCES:

1. Woodworth, R.S. and Scholberg (1972), Experimental psychology. Holt, Rinehart & Winston.
2. Anastasi & Susana Urbina (2004) 7th Edition, Psychological Testing, Pearson Education Inc, New Delhi..
3. Parameswaran & Ravichandran. (2003). Experimental psychology. Neel Kamal Publications.

PPS18CP204– PSYCHOLOGICAL TESTING AND ASSESSMENT - II
Students are required to conduct and record any 08 experiments

1. Sports Aggression
2. Team Cohesion
3. Mental Toughness
4. Mindfulness
5. Motives for Competition
6. Flow State
7. Performance Failure Appraisal
8. Exercise Motivation
9. Athletic Coping Skills
10. Eye Hand Coordination
11. Eye-Foot Coordination

REFERENCES:

1. Woodworth, R.S. and Scholesberg (1972), Experimental psychology. Holt, Rinehart & Winston.
2. Anastasi & Susana Urbina (2004) 7th Edition, Psychological Testing, Pearson Education Inc, New Delhi.
3. Cronbach, L.J, Essentials of Psychological Testing.
4. Parameswaran & Ravichandran. (2003). Experimental psychology. Neel Kamal Publication

TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

Chennai – 600 127



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

Choice Based Credit System

Regulations

(for students admitted from 2023 – 2024 & Onwards)

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

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

1. Eligibility for Admission to the Course

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

or

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

marks. or

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

or

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

or

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

or

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

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

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

- b) The candidates should not have completed 30 years of age as on 1st July. However, relaxation of 3 years shall be given for SC/ST candidates.
- (ii) Ex-Servicemen / Experienced Physical Education Teachers shall be given relaxation of 6 years of age. Working in Government Regular Post / Government Aided Regular Post only Eligible and Three years of service mandatory to apply for this age relaxation in regular post only.
- (iii) The candidate should be medically fit and free from any deformity. (Physical Disabled, Intellectually Challenged, Visually impaired, Hearing Impaired, Stammering, Postural Deformities, any other Major Deformities candidates with any other deformities are not eligible to undergo this programme)
- (iv) Pregnant women are not permitted either for admission or to undergo the course. If violated, they will not be permitted to continue the course.
- g. Admission shall be made on the basis of ranking for a total of 150 marks as detailed below:-

1	Qualifying Examination	20 marks
2	Participation in Games & Sports	25 marks
3	Games and Sports Skill test	50 marks
4	Track and Field Skill test	50 marks
	Bonus marks for possession of basic degree in Physical Education (B.Sc Physical Education, Health Education and Sports or Bachelor of Physical Education (B.P.E) or Bachelor of Physical Education and Sports (B.P.E.S) or Diploma in Physical Education (D.P.Ed)	05 marks
	Total	150 marks

Qualifying Examination-20

Marks obtained in qualifying Degree shall be converted

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

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

Games and Sports Participation: (Maximum marks: 25)

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

Any one which is applicable / advantageous.

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

(Supporting certificates should be produced)

Games and Sports Skill Test: Maximum Marks: 50

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

Note

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

Track and Field: Maximum Marks: 50

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

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

2. Course of Study

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

- b. Each working day shall consist of four hours of Practical Work (Morning and Evening – 2 hours for each session) and three hours of theory in between.
- c. Undergoing Internship, Intensive Practice Teaching in neighboring schools and attending the annual leadership training camp and village placement programme shall be compulsory for all the students.
- d. The Course of study shall consist of three parts Viz Part I, Part II, Part III and Part IV as follows.
- e. **Part I-Theory**
(Core, Discipline Specific Elective and Generic Elective)
 - Part II - Practicum**
 - Part III - Internship**
 - Part IV - Ability and Skill Enhancement Courses**
(Ability Enhancement Compulsory Course Skill Enhancement Courses and Co- Curricular Courses)

3). SCHEME OF INSTRUCTION AND EXAMINATION

First Semester

Part	Subject Code	Name of Paper/Component	Hours of Instruction/ week		Scheme of Examination				
			Theor y	Prac tical	Durati on of Exam	CIA	CE	Total	Credit
I		Core Course– Theory							
	23UA2CT101	History, Principles and Foundation of Physical Education	4	-	3	25	75	100	4
	23UA2CT102	Anatomy and Physiology and Health Education	4	-	3	25	75	100	4
	23UA2CT103	Yoga Education	4	-	3	25	75	100	4
	23UA2DE101	Discipline Specific Elective Course							
		Any one paper from the basket of Choices for Odd Semester	4	-	3	25	75	100	4
II		Core Course – Practicum							
	23UA2CP101	Marching, Indigenous Activities and Yogic Practices	-	4	-	50	-	50	2
	23UA2CP102	Calisthenics. Light Apparatus and Rhythmic Activities		4	-	100	-	100	2
	23UA2CP103	Games and Sports – I : Basketball, Football, Handball, and Volleyball. Minor Games: Relay Games, Circle Games, Tag Games, Goal/ Point Scoring Games and Miscellaneous Games.	-	6	-	100	-	100	3
	23UA2CP104	Track and Field Events Part I : Sprint, Middle and Long Distance Running, Long Jump, Shot Put, Discus Throw, Javelin Throw and Relay Races.	-	6	-	100	-	100	3
		Internship							
III	23UA2IN101	Care and Maintenance of Play Fields- Part I, Participating Intramural and Extramural Tournaments	-	6	-	50	-	50	3
			16	26	-	500	300	800	29
			42 hrs						

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

Second Semester

Part	Subject Code	Name of Paper/Component	Hours of Instruction/ Week		Scheme of Examination				
			Theor y	Prac tical	Durati on of Exam	CIA	CE	Total	Credit
I		Core Course – Theory							
	23UA2CT201	Sports Training	4	-	3	25	75	100	4
	23UA2CT202	Organization ,Administration and Methods in Physical Education	4	-	3	25	75	100	4
	23UA2CT203	Theories of Sports and Games, Coaching and Officiating- Part I	4		3	25	75	100	4
		Discipline Specific Elective Course							
	23UA2DE201	Any one paper from the basket of Choices for Even Semester	4	-	3	25	75	100	4
II		Core Course – Practicum							
	23UA2CP201	Gymnastics: Tumbling and Pyramids. Games and Sports – II : Cricket and Hockey	-	6	3	50	-	50	3
III		Internship							
	23UA2IN201	Teaching Practice (General Lesson)	-	6	3	50	50	100	3
	23UA2IN202	Teaching Practice (Particular Lesson)	-	6	3	50	50	100	3
	23UA2IN203	School Internship/ Teaching Practice General & Particular Lessons		4	3	100	-	100	2
	23UA2IN204	Care and Maintenance of Play Fields- Part II, Participating Intramural and Extramural Tournaments		4	3	50		50	2
			16	26		400	400	800	29
			42 hrs						

Part	Semester	Ability Enhancement Compulsory Courses (AECC)					
IV	23UA2AE201 2		Environmental Studies	2	Remarks	2	
			Soft skill	2	Remarks	2	
		Co -Curricular course					
			Community Engagements - Village Placement programme	2	Remarks	2	

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

Third Semester

Part	Subject Code	Name of Paper/Component	Hours of Instruction/week		Scheme of Examination					
			Theory	Practical	Duration of Exam	CIA	CE	Total	Credit	
I		Core Course – Theory								
	23UA2CT301	Measurement and Evaluation in Physical Education	4	-	3	25	75	100	4	
	23UA2CT302	Research and Statistics in Physical Education	4	-	3	25	75	100	4	
	23UA2CT303	Sports Management and Recreation and Camping	4	-	3	25	75	100	4	
		Discipline Specific Elective Course								
	23UA2DE301	Any one paper from the basket of Choices for Odd Semester	4	-	3	25	75	100	4	
	A,B,C,D	Generic Elective Any one paper from the basket of choices for Generic Electives	4	-	3	25	75	100	4	
II		Core Course – Practicum								
	23UA2CP301	Track and Field Events Part II: Triple Jump, Pole Vault, High Jump, Hammer Throw, Hurdles, Combined Events.	-	6	3	100	-	100	3	
	23UA2CP302	Games and Sports – III: Badminton, Ball Badminton, Kabaddi, Kho-Kho, Netball, Softball, Swimming, Lawn Tennis, Table Tennis, Tennikoit, Throwball, and Weight Lifting	-	6	3	50	-	50	3	
	23UA2CP303	Combative Sports & Martial Arts: Boxing, Fencing, Stick Fencing (Silambam), Kalari, Judo, Karate, Taekwondo and Kung-Fu.	-	4	3	50	-	50	2	
	23UA2CP304	Fitness Training: Conditioning Exercises: General and Specific. Training Methods : Weight Training (Free Weights and Machine Weights)- Circuit Training – Interval Training- Fartlek Training - Plyometric, Swiss ball Training – Medicine Ball Training – Core Board Training- Cross Training.	-	4	3	50	-	50	2	
		Internship								
III	23UA2IN301	Care and Maintenance of Play Fields- Part III, Participating Intramural and Extramural Tournaments Educational Tour, Stadium Visit, Organizing Project Sports Meet,	-	4	3	50	-	50	2	
	23UA2IN302	Sports Entrepreneur Skill Development Training Or Swachcha Bharat Abhiyan.	-	-	-	100	-	100	2	
			16+4	24		525	375	900	34	
			44 hrs							
Part	Semester	Skill Enhancement Course								
IV	3	23UA2SE301	Obesity and Weight Management (or) Sports First Aid			2	Remarks		2	
			Co -Curricular course							
		23UA2SE302	Annual Leadership Training Camp/ Picnic/ Hiking/ Trekking			2	Remarks		2	

Fourth Semester

Part	Subject Code	Name of Paper/Component	Hours of Instruction/week		Scheme of Examination				
			Theory	Practical	Duration of Exam	CIA	CE	Total	Credit
I		Core Course – Theory							
	23UA2CT401	Theories of Sports and Games, Coaching and Officiating- Part II	4	-	3	25	75	100	4
	23UA2CT4102	Kinesiology and Biomechanics	4	-	3	25	75	100	4
	23UA2CT403	Sports Psychology and Sociology	4	-	3	25	75	100	4
		Discipline Specific Elective Course							
	23UA2DE401 A,B,C,D	Any one paper from the basket of Choices for Even Semester	4	-	3	25	75	100	4
II		Core Course – Practicum							
	23UA2CP401	Game of Specialization (Any one of the Major Games)		6	3	50	50	100	3
	23UA2CP402	Track and Field Specialization (Any one Track and Field Events)		6	3	50	50	100	3
		Internship							
III	23UA2IN401	School Internship/ Intensive Teaching Practice- Coaching Lesson (Track and Field and Team Games)		6	3	100	-	100	3
	23UA2IN402	First Aid and Management of Athletic Injuries in the Play Fields : Prevention and Management of Injuries, Physiotherapy Treatments, Rehabilitative processes and Massage. Care and Maintenance of Play Fields- Participating Intramural and Extramural Tournaments		4	3	50	-	50	2
	23UA2IN403	Internship in Fitness Centres / Gym/ Sports Clubs /Yoga Centres		4	3	50	-	50	2
Total			16	24		400	400	800	29
			42 hrs						

Note

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

Part IV Ability and Skill Enhancement Courses

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

* Excellent /Good/ Satisfactory/Unsatisfactory

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

Other Courses offered by the Department

Generic Elective Course

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

Skill Enhancement Courses

1. Obesity and Weight Management
2. Sports First Aid

CREDIT AND MARKS ABSTRACT

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

CREDIT ABSTRACT

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

MARKS ABSTRACT

Part	Semester – Credits Subject	I	II	III	IV	Total Marks
I	Core –Theory	300	300	300	300	1200
	DSE	100	100	100	100	400
	Generic Elective			100		100
II	Core – Practical	350	50	250	200	850
III	Internship	50	350	150	200	750
IV	Ability and Skill Enhancement Courses					
	Ability Enhancement Compulsory Courses (AECC)	Remarks (2 Credits)	Remarks (4 Credits)			Remarks (6 Credits)
	Skill Enhancement Courses			Remarks (2 Credits)		Remarks (2 Credits)
	Co-Curricular course		Remarks (2 Credits)	Remarks (2 Credits)		Remarks (4 Credits)
	Grand Total	800	800	900	800	3300

Requirement for Passing

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

Scheme of Teaching Practice Examination

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

1. Degree

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

2. Duration

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

3. Span of Period

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

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

4. The CBCS-LOCF System

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

5. Project

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

6. Semesters

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

7. Credits

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

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

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

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

8. Course

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

9. Examinations

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

10. ATTENDANCE REQUIREMENTS:

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

11. Question Paper Pattern

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

Section A: For 20 Marks

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

Section B: For 25 Marks

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

Section C: For 30 Marks

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

12. Evaluation

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

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

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

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

Passing Minimum

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

13. Conferment of the Master's Degree

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

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

14. Ranking: University Rank Examination

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

15. Un Aided Stream

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

16. Grievance Redressal Committee

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

17. Revision of Regulations and Curriculum:

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

18. Grading System

1. Grading

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

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

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

where 'C_i' is the Credit earned for the Course i; 'G_i' is the Grade Point obtained by the student for the Course i. 'M' is the Marks obtained for the course i and 'n' is the number of Courses **passed** in that semester.

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

2. Classification of Final Results

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

Table 1
Grading of the Courses

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

Table 2
Final Result

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

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

Courses

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

Ability Enhancement Courses:(Part IV)

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

Generic Elective

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

Peer Group Teaching and Discussion Concept

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

Internship/ Teaching Practice/ Community engagements

4. In internship a student (teacher trainee) is undergoing supervised practical training. Internship/ Teaching practice includes Teaching & observation in the Department/ College. Intensive Teaching Practice in the neighbouring Schools,
5. Schools for intensive teaching shall be decided by the Staff-in-charge of Teaching Practice and Head of the Department / Principal of the College.
6. A minimum of 30 lessons, Students shall complete 15 General and 15 Particular lessons/ Coaching Lessons in 15 working days under the supervision of the assigned Department /College and physical education staff in the schools.
7. Community engagements (Village Placement Programme). The programme includes teaching indigenous activities, basic skills in sports and games giving exposure to teachers in the teaching-learning process.

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

Physical Education/ Physical Exercise related programmes

Awareness Programmes related to health and fitness

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

Survey related to health and fitness of the public.

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

Note

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

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

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

Requirement for Passing

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

Medium of Instructions

Medium of instructions ENGLISH ONLY,

Inter University Sports Participation and Special Permission for University Examination

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

Internal Test and Assignment – Special Permission

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

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

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

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

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

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

Instant Examination for Outgoing Students

Instant Examinations will be conducted only in the University Main Campus, Chennai 600127 for the outgoing students who failed in **any two papers from theory and/or practical papers** are eligible to apply for Instant Examination by paying prescribed examination fee. The date of instant examination will be intimated by Controller of Examinations of Tamil Nadu Physical Education and Sports University.

CORE PAPER – I

HISTORY, PRINCIPLES AND FOUNDATIONS OF PHYSICAL EDUCATION

Learning Objectives

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

UNIT I

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

UNIT II

Historical development of Physical Education in India

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

UNIT III

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

UNIT IV

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

UNITV

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

Learning Course Outcome

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

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

Peer Group Teaching and Discussion Concept

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

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CORE PAPER – II

ANATOMY, PHYSIOLOGY AND HEALTH EDUCATION

Learning Objectives

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

UNIT I

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

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

UNIT II

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

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

UNIT III

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

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

Skin: Structure and functions of Skin.

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

UNIT-IV

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

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

UNIT V

Health Education

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

Learning Outcomes

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

Peer Group Teaching and Discussion Concept

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

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CORE PAPER – III

YOGA EDUCATION

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcomes

1. Understand the basic Concepts of Yoga
2. Apply the principles of Yoga to live healthy and active life style.
3. Promote the awareness of health through yoga
4. Analyze the techniques and of body posture to bring out healthy change.
5. Able to execute loosening exercise , Asanas, Pranayama and Shatkriyas.

Peer Group Teaching and Discussion Concept

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

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CORE PAPER – V

SPORTS TRAINING

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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CORE PAPER – VI

ORGANIZATION, ADMINISTRATION AND METHODS IN PHYSICAL EDUCATION

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcomes

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

Peer Group Teaching and Discussion Concept

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

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CORE PAPER VII

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

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

- Anand, R.L (1987) Play Field Manual, Patiala : NIS Publication.
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CORE PAPER – IX

MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Learning Objectives

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

UNIT I

Introduction to test, measurement and Evaluation : Classification of test

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcomes

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

Peer Group Teaching and Discussion Concept

Group Discussion on Duties of Test Administration. Role Play as Tester and Subjects. Teaching the above tests in the practical setting with peer students under the supervision of Teacher.

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CORE PAPER X

RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

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

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

Unit V– Graphs and Correlation

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

Learning Outcomes

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

Peer Group Teaching and Discussion Concept

Group Discussion on Qualities of Good Researcher and Criteria for Selecting Good Research. Discussion with Research Problem: Selection of Variables, Tools, Data Analysis and Report Writing. Working out Statistical Problems.

REFERENCE

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

SPORTS MANAGEMENT, RECREATION AND CAMPING

Learning Objectives

1. To identify the basic principles of Sports Management.
2. To know about organizational management and leadership.
3. To identify important issues and future trends in the field of sports management

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcome

1. Know sports management and employ principles of strategic planning, and financial and human resource management.
2. Assess marketing needs and formulate short term and long term solutions.
3. Develop critical thinking in analysing sport management issues and in managerial planning and decision making.
4. Able to organize recreational camp and activities.

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

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CORE PAPER XIII

THEORIES OF SPORTS AND GAMES, COACHING AND OFFICIATING- PART II

Learning Objectives

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

UNIT I

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

UNIT II

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

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

- Anand, R.L (1987) Play Field Manual, Patiala : NIS Publication.
- Arnheim, D., & William, E Prentice. (1991). Principles of athletic training. St. Louis: Mosby Year Book.
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- Yograj Thani. (2003). Sports Training. New Delhi: Sports Publication.

CORE PAPER XIV

KINESIOLOGY AND BIOMECHANICS

Learning Objectives

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

UNIT I

Introduction of Biomechanics and Kinesiology

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

UNIT II

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

UNIT III

Fundamentals of Kinesiology II

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

UNIT IV

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

UNIT-V

Fundamentals of Biomechanics II

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

Learning Outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

SPORTS PSYCHOLOGY AND SOCIOLOGY

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcomes

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

Peer Group Teaching and Discussion Concept

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

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

LIST OF DISCIPLINE SPECIFIC ELECTIVE

ODD SEMESTER

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

EVEN SEMESTER

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

DISCIPLINE SPECIFIC ELECTIVE

OLYMPIC MOVEMENT

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

GENDER STUDIES

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcome

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

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

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

DISCIPLINE SPECIFIC ELECTIVE

SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

REFERENCE

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

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE

EDUCATIONAL TECHNOLOGY AND COMPUTER APPLICATION IN PHYSICAL EDUCATION

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcome

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE

DISABILITY AND INCLUSIVE EDUCATION

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Course Outcome

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

Peer Group Teaching and Discussion Concept

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

Teaching Recreational and Inclusive Games among the peers.

REFERENCE

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

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

Daniel, R. C. (1982). Games Sports and Exercises for the Physically Handicapped.

Philadelphia Jaimitra.S (1990) Physical Education for the Blind Chennai: Grace Printer,

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

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

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

Mary E. Samples (2012) Camarillo, CA 93012, www.venturacountyselpa.com

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

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE

CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS AND WELLNESS

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcome

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

Peer Group Teaching and Discussion Concept

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

REFERENCE:

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

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

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

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

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

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

ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)

COMMUNICATION SKILLS

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

Written communication – Generating ideas/ gathering data organizing ideas, Setting goals, Note taking, Outlining, Drafting, Revising, Editing and Proof reading.

Non verbal communication – Body language, Signs and symbols, Territory/Zone, Object language.

UNIT IV

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

UNIT V

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

Learning Outcomes

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

REFERENCE

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

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

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

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

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

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

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

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

ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)

ENVIRONMENTAL STUDIES

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Course Outcome

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

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

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

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

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 Losers.

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.

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.

SKILL ENHANCEMENT COURSE

SPORTS FIRST AID

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

Authors Guide (2007) First aid to the injured, St.Johns Ambulance,Chennai. Baker

(2008): The Hughston Clinic Sports Medicine Book, Williams & Wilkins Lillegard,

Butcher & Rucker(2009) Handbook of Sports Medicine: A symptom Oriented

Approach, Butterworth & Heinemann

Reed(2007) Sports Injuries – Assessment and Rehabilitation, W.B.Saunders. Richard

B. Birrer(2005) Sports Medicine for the primary care Physician, CRC Press

Stephen Eustace, Ciaran Johnston, Pat O'Neill, John O'Byrne.(2005) Sports injuries examination, imaging and management.

GENERIC ELECTIVE COURSE

CONSTRUCTION AND MAINTENANCE OF PLAY FIELDS

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcome

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

GENERIC ELECTIVE COURSE

TOURISM MANAGEMENT IN INDIA

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

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

TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

Chennai – 600 127



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

Choice Based Credit System

Regulations

(for students admitted from 2023 – 2024 & Onwards)

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

(Two Years)

Choice Based Credit System

REGULATIONS AND REGULATIONS

(for students admitted from 2023 -2024 & Onwards)

1. Eligibility for Admission to the Course

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

Note

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

- b) A minimum inter college level participation in sports and games is compulsory.
- c) The candidates should not have completed 35 years of age as on 1st July.
However, relaxation of 3 years shall be given for SC/ST candidates.
- d) Ex-Servicemen / Experienced Physical Education Teachers shall be given relaxation of 6 years of age. Working in Government Regular Post / Government Aided Regular Post only Eligible and Three years of service mandatory to apply for this age relaxation in regular post only.
- e) The candidate should be medically fit and free from any deformity.
(Physical Disabled, Intellectually Challenged, Visually impaired, Hearing Impaired, Stammering, Postural Deformities, any other Major Deformities candidates with any other deformities are not eligible to undergo this programme)
- f) Pregnant women are not permitted either for admission or to undergo the course. If violated, they will not be permitted to continue the course.
- g) Admission shall be made on the basis of ranking for a total of 150 marks as detailed below:-

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

Qualifying Examination

Marks obtained in qualifying Degree shall be converted to a maximum of 25 marks. For example if a candidate secured 1800 marks out of 2400. His / Her marks for qualifying examinations is $[1800 / 2400] \times 25 = \mathbf{18.75 \text{ marks}}$.

Sports and Games Participation – 25

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

Any one which is applicable / advantageous

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

(Supporting certificates should be produced)

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

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

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

Games and sports skill test -25

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

1. Athletics 2. Cricket 3. Basketball 4. Football 5. Hockey 6. Handball	7. Kabaddi 8. Kho-Kho 9. Volleyball
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The test will be conducted by three judges. Out of the three, one will be the Head of the Institution/ Head of the Department and one senior most Associate Professor/ Assistant Professor from the College/ Department and one specialist in particular skill/ event will be appointed by the Head of the Institution/ Department

5. Written Test :

Multiple Choice Questions 35*1=35 Marks,
(Questions from B.P.Ed, B.P.E.S and B.Sc (Physical Education) and Current affairs in sports), Written Examination conducted by the concern university department admission committee / college admission committee only,

6. Personal Interview

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

2. Course of Study

- a. Duration of the Course - The duration of the course of study is two (02) academic years, consisting of four semesters. The total working days shall not be less than 200 days in an Academic year. Each semester consists of not less than 100 working days excluding examination, which shall comprise 450 teaching clock hours for each semester (exclusive of the days for the conduct of university end-semester examinations).
- b. Each working day shall consist of four hours of Practical Work (Morning and Evening – 2 hours for each session) and three hours of theory in between.
- c. Undergoing Internship, Intensive Practice Teaching / Coaching in neighbouring schools/colleges and village placement programme shall be compulsory for all the students.
- d. The Course of study shall consist of three parts Viz Part I, Part II, Part III and Part IV as given below.

- Part I - Theory**
(Core, Discipline Specific Elective and Generic Elective)
- Part II - Practicum**
- Part III - Internship**
- Part IV - Ability and Skill Enhancement Courses**
(Ability Enhancement Compulsory Courses, Skill Enhancement Courses and Co- Curricular Courses)

3). SCHEME INSTRUCTION AND EXAMINATION

First Semester

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

Part	Semester	Ability Enhancement Compulsory Courses (AECC)							
IV	23PA1A E101		Personality Development and Life Coping Skills			2	Remarks		2

Second Semester

Part	Subject Code	Name of Paper/Component	Hours of Instruction/ Week		Scheme of Examination				
			Theor y	Prac tical	Duration of Exam	CIA	CE	Total	Credit
I		Core Course – Theory							
	23PA1CT201	Applied Statistics in Physical Education and Sports	4	-	3	25	75	100	4
	23PA1CT202	Sports Biomechanics and Kinesiology	4	-	3	25	75	100	4
	23PA1CT203	Sports Psychology and Sociology	4		3	25	75	100	4
	23PA1D E201 A,B,C,D	Discipline Specific Elective Course							
	A,B,C,D	Any one paper from the basket of Choices for Even Semester	4	-	3	25	75	100	4
II		Core Course – Practicum							
	23PA1CP 201	Track and Field Events Part II: Long Jump, Triple Jump, Shot Put, Discus Throw, Javelin Throw Game of Specialization –I (Second Best)	-	6	-	50	-	50	3
III		Internship							
	23PA1IN 202	Teaching/Coaching Practice							
		Officiating: Game of Specialization –II (Second Best)	-	6	-	50	50	100	3
	23PA1IN 203	Teaching/Coaching Practice							
		Officiating: Track and Field Events Part I and II	-	6	-	50	50	100	3
	23PA1IN 204	School/ College/ Institution							
		Internship: Teaching Practice and Officiating	-	4	-	100	-	100	2
	M15206 D	Class Room Teaching: Five Lessons on Theory Subjects. Field / Laboratory Work: Sports Psychology/ Kinesiology and Sport Biomechanics Participation: Participation in Intramural and Extramural Tournaments	-	4	-	50	-	50	2
			16	26		400	400	800	29
			42 hrs						

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

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

Third Semester

Part	Subject Code	Name of Paper/Component	Hours of Instruction/W		Scheme of Examination				
			Theory	Practical	Duration of Exam	CIA	CE	Total	Credit
I			4	-	3	25	75	100	4
			4	-	3	25	75	100	4
			4	-	3	25	75	100	4
			4	-	3	25	75	100	4
			4	-	3	25	75	100	4
		Generic Elective (Any one Course from the list of courses offered)	4	-	3	25	75	100	4
		Core Course – Practicum							
	23PA1CP301	Track and Field Events Part III : Pole Vault, High Jump, Hammer Throw, Hurdles, Combined Events	-	6	-	50	-	50	3
	23PA1CP302	Game of Specialization –II (First Best)	-	4	-	50	-	50	2
II	23PA1CP303	Combative Sports & Martial Arts: Boxing, Fencing, Stick Fencing (Silambam), Kalari, Judo, Karate, Taekwondo and Kung-Fu	-	4	-	50	-	50	2
	23PA1CP304	Fitness Training: Conditioning Exercises: General and Specific. Training Methods : Weight Training (Free Weights and Machine Weights)- Circuit Training – Interval Training- Fartlek Training - Plyometric, Swiss ball Training – Medicine Ball Training – Core Board Training- Cross Training.	-	4	-	50	-	50	2
		Internship							
III	23PA1IN301			4	-	100	-	100	2
	23PA1IN302	and Extramural Tournaments Educational	-	4	-	100	-	100	2
	23PA1IN303	Training Or Swachcha Bharat Abhiyan.	-	-	-	100	-	100	2
			16	26		625	375	1000	35
			42 hrs						

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

Fourth Semester

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

Part IV Ability and Skill Enhancement Courses

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

* Excellent /Good/ Satisfactory/ Unsatisfactory

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

Other Courses offered by the Department

Generic Elective Course

1. Recreational and Inclusive Games
2. Special Olympics

Skill Enhancement Courses

1. Sports Tourism
2. Software Based Applied Statistics

COURSE STRUCTURE & CREDIT ABSTRACT

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

MARKS ABSTRACT

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

MARKS AND CREDIT ABSTRACT

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

1. Degree

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

2. Duration

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

3. Span of Period

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

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

4. The CBCS-LOCF System

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

5. Project

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

6. Semesters

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

7. Credits

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

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

The total minimum credits required for awarding M.P.Ed Candidates are 132,

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

8. Course

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

9. Examinations

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

10. ATTENDANCE REQUIREMENTS:

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

11. Question Paper Pattern

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

Section A: For

20 Marks

i. : 10 Questions (MCQ) x 1 Marks = 10 Marks.

ii. : 5 questions x 2 Marks = 10 Marks.

(Descriptive type/one question from one Unit)

Section B: For 25 Marks

5 Questions x 5 Marks = 25 Marks

(Answer any three out of 5 out of 8 questions)

Section C: For 30 Marks

3 Questions x 10 Marks = 30 Marks

(Answer any three out of 5 questions and one question from each unit)

12. Evaluation

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

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

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

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

Passing Minimum

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

13. Conferment of the Master's Degree

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

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

14. Ranking: University Rank Examination

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

15. Un Aided Stream

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

16. Grievance Redressal Committee

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

17. Revision of Regulations and Curriculum:

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

18. Grading System

1. Grading

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

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

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

where 'C_i' is the Credit earned for the Course i; 'G_i' is the Grade Point obtained by the student for the Course i. 'M' is the Marks obtained for the course i and 'n' is the number of Courses **passed** in that semester.

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

2. Classification of Final Results

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

Table 1
Grading of the Courses

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

Table 2 Final Result

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

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

Courses

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

Ability Enhancement Courses:(Part IV)

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

Generic Elective

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

Peer Group Teaching and Discussion Concept

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

Games as the Specialization

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

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

Internship/ Teaching Practice/ Community engagements

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

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

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

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

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

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

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

Note

- i. For the practice teaching examination conducted by the University, there shall be one External and one Internal Examiner.
- ii. For Coaching Practice, each student shall maintain a Coaching Practice Record book, which shall contain records of 10 teaching, 10 coaching general and 10 officiating plans.
- iii. A candidate who fails in Coaching Practice Examination may present himself/herself in the subsequent University Coaching practice Examination.

Requirement for Passing

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

Medium of Instructions

Medium of instructions ENGLISH ONLY,

Inter University Sports Participation and Special Permission for University Examination

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

Internal Test and Assignment – Special Permission

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

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

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

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

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

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

Instant Examination for Outgoing Students

Instant Examinations will be conducted only in the University Main Campus, Chennai 600127 for the outgoing students who failed in **any two papers from theory and/or practical papers** are eligible to apply for Instant Examination by paying prescribed examination fee. The date of instant examination will be intimated by Controller of Examinations of Tamil Nadu Physical Education and Sports University.

CORE PAPER - I**RESEARCH PROCESS IN PHYSICAL EDUCATION AND SPORTS SCIENCES****Learning Objectives**

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

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CORE PAPER II

YOGIC SCIENCES

Learning Objectives

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

UNIT –I

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

UNIT –II

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

UNIT – III

Shat Kriyas- Meaning, Techniques and Benefits of Neti-Dhauti- Kapalapathi-Trataka - Nauli – Basti. Bandhas: Meaning, Techniques and Benefits of Jalendra Bandha, Jihva Bandha, Uddiyana Bandha, Mula Bandha. Mudras : Meaning, Techniques and Benefits of Hasta Mudras, Asamyuktahastam, Samyuktahastam, Mana Mudras, Kaya Mudras, Banda Mudras , Adhara Mudras . Meditation: Meaning, Techniques and Benefits of Meditation Types:- Passive and active. Saguna Meditation and Nirguna Meditation, Techniques, Benefits.

UNIT IV

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

UNIT –V

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

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

- Authors Guide (2015) , International Day of Yoga, Common Yoga Protocol, New Delhi: Ministry of AYUSH, Government of India.
- George Feuerstein. (1975).Text Book of Yoga. London: MotilalBansaridass Publishers (P) Ltd.,
- Gore. (1990). Anatomy and Physiology of Yogic Practices. Lonavala: KanchanPrkashan.
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- Swami SatyanandaSarasvati. (1989). Asana Pranayama Mudra Bandha. Munger: Bihar School of Yoga,
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- ThirumalaiKumar. S and Indira .S(2011) Yoga in Your Life, Chennai: The Parkar Publication.

CORE PAPER III

TESTS, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Learning Objectives

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

UNIT I

Introduction to test, measurement and Evaluation & Classification of test : Meaning and Definition of Test, Measurement and Evaluation. Need and Importance of Test and Measurement in Physical Education-Type and classification of test – standardized test and teacher made test- objective test and subjective test. Types and construction of Standard Knowledge Tests

UNIT II

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

UNIT III

Motor FitnessTest: Indiana Motor Fitness Test (For elementary and high school boys, girls, and College Men. Physical FitnessTest: AAHPERD Health Related Fitness Battery (revised in 1984. Cardio vascular test: Harvard step test, 12 minutes run/walk test, Multi-stage fitness test (Beep test) . JCR Test. Tests for Psychological Variables – Anxiety, Aggression, Team Cohesion, Achievement Motivation, Mental-toughness and Self Efficacy.

UNIT IV

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

UNIT V

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

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

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

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- Yobu,A (2010), Test, Measurement and Evaluation in Physical Education and Sports, New Delhi: Friends Publications.

CORE PAPER V

APPLIED STATISTICS IN PHYSICAL EDUCATION AND SPORTS

Learning Objectives:

After completing this subject, it enable to understand about

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

UNIT - I

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

UNIT – II

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

UNIT - III

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

UNIT - IV

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

UNIT - V

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

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

- Best, J.W. (1971) Research in Education, Englewood Cliffs,: Prentice Hall.
- Clark, D.H. (1999) Research Problem in Physical Education 2nd edition, Eaglewood Cliffs:Prentice Hall, Inc.
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CORE PAPER VI

SPORTS BIOMECHANICS AND KINESIOLOGY

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning outcomes

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

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

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

Broel, M.R (1982) Efficiency of Human Movement, Philadelphia: W.B. Saunders Co.,

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CORE PAPER VII

SPORTS PSYCHOLOGY AND SOCIOLOGY

Learning Objectives

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

UNIT I

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

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

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

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

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

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

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.
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CORE PAPER IX

SPORTS MEDICINE, ATHLETIC CARE AND REHABILITATION

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

Christopher M. Norris. (1993). Sports Injuries Diagnosis and Management for Physiotherapists.

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The Encyclopedia of Sports Medicine. (1998). The Olympic Book of Sports Medicine. Australia:

Tittel Blackwell scientific publications.

CORE PAPER X

PHYSIOLOGY OF EXERCISE

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

Unit-IV

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

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

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

Discussion on Energy Transfer - Stimulants and sports performance.

REFERENCE

- Amritkumar, R, Moses. (1995). Introduction to Exercise Physiology. Madras: PoompugarPathipagam.
- Clarke, D.H. (1975). Exercise Physiology. New Jersey: Prentice Hall Inc., Englewood Cliffs.
- David, L Costill. (2004). Physiology of Sports and Exercise. Human Kinetics.
- SandhyaTiwaji. (1999). Exercise Physiology. Sports Publishers.
- Fox, E.L., and Mathews, D.K. (1981). The Physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing.
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- Richard, W. Bowers. (1989). Sports Physiology. WMC: Brown Publishers.
- Shaver, L. (1981). Essentials of Exercise Physiology. New Delhi: Subject Publications.
- Vincent, T. Murche. (2007). Elementary Physiology . Hyderabad: Sports Publication.
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CORE PAPER XI

SCIENTIFIC PRINCIPLES OF SPORTS TRAINING

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

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

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

- Bunn, J.N. (1998) Scientific Principles of Coaching. New Jersey: Engle Wood Cliffs. Prentice Hall Inc.
- Cart, E. Klafs. & Daniel, D. Arnheim.(1999) Modern Principles of Athletic Training. St.Louis: C.V. Mosphy Company.
- Daniel, D. Arnheim. (1991). Principles of Athletic Training. St.Louis: Mosby Year Book.
- David R.Mottram (1996) Drugs in Sport, School of Pharmacy. Liverpool: John Moores University.
- Gary, T. Moran. (1997). Cross Training for Sports. Canada: Human Kinetics.
- Hardayal Singh. (1991). Science of Sports Training. New Delhi: DVS Publications.
- Jensen, C.R.,&Fisher,A.G.(2000) Scientific Basic of Athletic Conditioning. Philadelphia.
- Ronald, P. Pefiffer. (1998). Concepts of Athletic Training, 2nd Edition. London: Jones and Bartlett Publications.
- YograjThani. (2003). Sport s Training . Delhi: Sports Publications.

CORE PAPER XIII

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN PHYSICAL EDUCATION

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Course Outcome

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

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

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

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

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

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

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

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

CORE PAPER XIV

SPORTS MANAGEMENT AND CURRICULUM DESIGN IN PHYSICAL EDUCATION

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

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

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

UNIT IV

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

UNIT V

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

Course Outcome

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

Peer Group Teaching and Discussion Concept:

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

REFERENCE

- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi: Doaba House, Book seller and Publisher.
- Arora, G.L. (1984): Reflections on Curriculum , New Delhi: NCERT.
- Bonnie, L. (1991). The Management of Sports. St.Louis: Mosby Publishing Company, Park House.
- Bucher A. Charles,(1993) Management of Physical Education and Sports (10th ed.,) St. Louis:
- Carl, E, Willgoose. (1982).Curriculum in Physical Education, London: Prentice Hall.
- Charles, A, Bucher & March, L, Krotee. (1993). Management of Physical Education and Sports. St.Louis: Mosby Publishing Company.
- Chelladurai, P. (1999). Human Resources Management in Sports and Recreation. Human Kinetics.
- McKernan, James (2007) Curriculum and Imagination: Process, Theory, Pedagogy and Action Research, . U.K: Routledge
- NCERT (2005). National Curriculum Framework-2005, New Delhi: NCERT.
- NCERT (2000). National Curriculum Framework for School Education, New Delhi: NCERT.

CORE PAPER XV

DISSERTATION

1. The student shall have dissertation for M.P.Ed in IV Semester. The title and proposal shall be approved by the Guide and Head of Department/ Principal of the College.
2. The dissertation must be submitted on or before the last theory university examination IV Semester duly signed by Guide and Head of Department / Principal of the College.
3. The format Prescribed by the University shall be followed.

LIST OF DISCIPLINE SPECIFIC ELECTIVE

ODD SEMESTER

Physical Fitness and Wellness
Sports Engineering and Sports Technology
Adapted Physical Education
Professional Preparation for SLET/NET in Physical Education

EVEN SEMESTER

Sports Journalism and Mass Media (or)
Health Education and Sports Nutrition
Value and Environmental Education (or)
Educational Technology in Physical Education

DISCIPLINE SPECIFIC ELECTIVE

PHYSICAL FITNESS AND WELLNESS

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Course Outcome

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

- David K. Miller & T. Earl Allen(1989), Fitness, A life time commitment, Surjeet Publication Delhi.
- Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd. Bedford row, London 1998
- Uppal A.K (1992), Physical Fitness, Friends Publications (India),
- Warner W.K. Oeger& Sharon A. Hoeger(1990) Fitness and Wellness, Morton Publishing Company.
- Elizabeth & Ken day (1986), Sports fitness for women, B.T. Batsford Ltd, London.
- Emily R. Foster, KarynHartiger& Katherine A. Smith (2002), Fitness Fun, Human Kinetics Publishers.
- Lawrence, Debbie (1999), Exercise to Music. A & C Black Publishers Ltd. 37, Sohe Square, London.
- Robert Malt(2001), 90 day fitness plan, D.K. publishing, Inc. 95, Madison Avenue, New York .

DISCIPLINE SPECIFIC ELECTIVE

ADAPTED PHYSICAL EDUCATION

Learning Objectives

1. To understand the need and importance of adapted physical education
2. To enable the students to know the purpose aim and objectives of adapted physical education
3. To understand the role of games and sports in disability and physical activity implications
Through adapted physical education
4. Understand wide range of disabilities and associated characteristics
5. Understand how specific individual characteristics can influence movement skill functioning

UNIT-I

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

UNIT-II

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

UNIT-III

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

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

UNIT-IV

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

UNIT-V

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

Learning Outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

Human Kinetic's www.humankinetics.com 2005.

Development and Adapted Physical Education. Clarke Harrison H. and Clarke David H.

Englewood Cliffs N.J. Prentice Hall, inc., 1963.

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

Adapted Physical Education and Recreation, Auxter David, Pyfer Jean, Huetting carol, Mosby,

Year Book inc., 1993.

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

Company, Philadelphia 1982.

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

Delhi, 1985

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

DISCIPLINE SPECIFIC ELECTIVE

SPORTS JOURNALISM AND MASS MEDIA

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

:Surjeet Publications

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

Surjeet Publications

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

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

Rangasam, Parthasarathy (1991) Journalism in India from the Earliest Times to the

President Sterling publication Pvt. Ltd.

DISCIPLINE SPECIFIC ELECTIVE

HEALTH EDUCATION AND SPORTS NUTRITION

Learning Objectives

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

UNIT I

Health Education: Concept, Dimensions, Spectrum and Determinants of Health
 Definition of Health, Health Education, Health Instruction, Health Supervision
 Aim and objective of Physical Education, Health Education and Recreation. Guiding Principles of Health and Health Education. Health Service and guidance instruction in personal hygiene.

UNIT II

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

UNIT III

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

UNIT IV

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

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

UNIT V

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

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

REFERENCE:

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

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

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

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

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

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

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Terras S. (1994) Stress, How Your Diet can Help: The Practical Guide to Positive

Health Using Diet, Vitamins, Minerals, Herbs and Amino Acids, Thorons.

DISCIPLINE SPECIFIC ELECTIVE

SPORTS ENGINEERING AND SPORTS TECHNOLOGY

Learning Objectives

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

UNIT I

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

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

UNIT - II

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

UNIT III

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

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

UNIT IV

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

UNIT V

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

Learning outcomes

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

Peer Group Teaching and Discussion Concept

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

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

REFERENCE

- Franz K. F. (2013) Editor, Routledge Handbook of Sports Technology and Engineering :Routledge.
- Steve Hake, Editor, The Engineering of Sport (CRC Press, 1996) Franz K. F.(2007) Editor The Impact of Technology on Sports II, CRC. Helge N (2009) Sports Aerodynamics (Springer Science & Business Media.
- Youlin Hong, (2013) Editor Routledge Handbook of Ergonomics in Sport and Exercise: Routledge.
- Jenkins M.,(2003) Editor Materials in Sports Equipment, Volume I :Elsevier.
- Colin White, Projectile Dynamics in Sport: Principles and Applications Eric C. (2010) Editor Sports Facility Operations Management :Routledge.

DISCIPLINE SPECIFIC ELECTIVE

PROFESSIONAL PREPARATION FOR SLET/NET IN PHYSICAL EDUCATION

(Question Paper Pattern : 75 Multiple Choice Questions)

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Course Outcome

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

- Sajit Kumar, M.Gagan, (2010) UGC University Grants Commission NET/SET for Lectureship Exam (Paper I), New Delhi :Danika Publishing Company
 Authors Guide (2012) UGC University Grants Commission NET/SET for Lectureship Exam Paper I, New Delhi: G K Publications.
 Lal Jain, K. C. Vashistha (2010) UGC NET/JRF/SLET Teaching and Research Aptitude (General Paper-I) New Delhi: Upkar.
 Sanjay Gupta (2012) Practice Work Book - UGC NET/JRF/SLET Teaching and Research Aptitude, New Delhi: Upkar.
 Kamlesh M. L. (2010) UGC NET Digest Teaching and Research Aptitude (General Paper - I) New Delhi : KhelSahitya Kendra.
 Ansari M S (2010) UGC - JRF and Lectureship Paper I Teaching and Research Aptitude New Delhi : Gupta.
 Sanjay Gupta & A.K. Singh (2010) UGC NET Paper 1 (Hindi), New Delhi : Trueman Publishing Company.

DISCIPLINE SPECIFIC ELECTIVE VALUE AND ENVIRONMENTAL EDUCATION

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcome

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

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE

EDUCATIONAL TECHNOLOGY IN PHYSICAL EDUCATION

Learning Objectives

1. To understand the procedure of selection and use of various educational technologies.
2. To learn the method 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
3. Design, develop, and implement technology-rich learning program that model principles of learning and promote digital age best practices in teaching, learning and assessment.

Peer Group Teaching and Discussion Concept

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

REFERENCE

- Amita Bhardwaj (2003), New Media of Educational Planning”. Sarup of Sons, New Delhi.
- Bhatia and Bhatia (1959). The Principles and Methods of Teaching (New Delhi : Doaba House.
- .Dasgupta D.N, Communication and Education, Pointer Publishers Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxford (Page 68 of 71) IBH Publishing company, New Delhi
- Sampath K, Pannirselvam A and S. Santhanam (1981) Introduction to Educational Technology New Delhi: Sterling Publishers Pvt. Ltd..
- Kochar, S.K. (1982) Methods and Techniques of Teaching (New Delhi, Jalandhar, Sterling Publishers Pvt. Ltd.
- Kozman, Cassidy and Jackson, (1952). Methods in Physical Education (W.B. Saunders Company, Philadelphia and London.

ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)

HUMAN RIGHTS

Learning Objective

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

REFERENCE

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

ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)

PERSONALITY DEVELOPMENT AND LIFE COPING SKILLS

Learning Objective

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcomes

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

REFERENCE

- Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon.
- Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning.
- Sherfield, R. M. ; Montgomery, R.J. and Moody, P, G. (2010). Developing Soft Skills. 4th ed. New Delhi: Pearson.
- Shiv Khera (2006), You Can Win, Macmillan ; New Delhi.

SKILL ENHANCEMENT COURSES

SPORTS TOURISM IN INDIA

Learning Objective

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcomes:

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

REFERENCE

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

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

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

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

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

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

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

SKILL ENHANCEMENT COURSES

SOFTWARE BASED APPLIED STATISTICS

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

REFERENCE

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

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

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

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

Garret Henry E and Woodworth,R.S (1958) Statistics in Psychology and Education, Bombay : Allied publication pvt.Ltd.,

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

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

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

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

GENERIC ELECTIVE COURSE

RECREATIONAL AND INCLUSIVE GAMES

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

REFERENCE

- Baneroff, Jessie H. Games New York: The Macmillan Company, 1959
- Edmundson, Joseph. The Best Party Games. London Pan Books Ltd. 1968
- Geri, Frank H. Illustrated Games Rhythms and Stunts for children New Jersey: Engle-Wood Clifts, Printice- Hall, 1957
- Hindman, Drawin A. Hand Book of Indoor Games and contest, London: Nicholas Kaye Ltd, 1957
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- Mason, Bernard S. And Michell Elmer D. Social Games for Recreation New York A. S. Barnes and company. 1935
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- The National Fitness Corps Hand Book Ministry of Education Government of India, 1965
- Thomas Mathew, (1984) 150 Selected Minor Games, Alagappa University College of Physical Education, Karaikudi.
- Thomas, J. P. Physical Education Lessons. Madras, Gnanodaya Press, 1967

GENERIC ELECTIVE COURSE

SPECIAL OLYMPICS

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

REFERENCE

- Authors Guide (2008) Special Olympics Bharat , Trainer Manual, First Edition, New Delhi-India.Pp-No: 1-392.
- Authors Guide (2012) Special Olympics Bharat, Master Trainer Handbook , Ministry of Youth Affairs & Sports
Government of India, Scheme of Sports and Games for the Disabled, Fourth Edition. New Delhi- India. Pp.-
No: 1-487.
- Authors Guide (1937) American Association of Intellectually and Development Disabilities (AAIDD), New York,
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- Authors Guide (2007) World Health Organization, Global Resources for Persons with Intellectual,ISBN: 978 92 4
156350 5.
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Special Olympics Programs in the United States. A special report. University of Massachusetts Boston.
Washington, DC: Special Olympics, Inc.
- Saperstein, G.N., Norins, J., Corbin, S., & Shriver, T. (2003).Multinational Study of attitudes toward individuals with
intellectual disabilities. Washington, DC: Special Olympics, Inc.
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India.

TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

Chennai – 600 127



BACHELOR OF PHYSICAL EDUCATION AND SPORTS (B.P.E.S)

(Three Years-UG Programme)

Choice Based Credit System

Regulations and Syllabus

(for students admitted from 2023 – 2024 & Onwards)

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

**Bachelor of Physical Education and Sports (B.P.E.S)
Under Graduate Degree Course
(Three Years)
Choice Based Credit System
REGULATIONS AND SYLLABUS
(for students admitted from 2023 -2024 & Onwards)**

1. Eligibility for Admission to the Course

- a. Applicants should have passed the +2 examination in 10 + 2 pattern of the Government of Tamil Nadu or any other equivalent examination recognized by the Government of Tamil Nadu or approved by the Tamil Nadu Physical Education and Sports University.
- b. . School representation in any game or sport is mandatory for the applicants.
- c. The candidates should not have completed 21 years of age as on 1st July, However, relaxation of three years (3 years) shall be given for SC/ST candidates.
- d. He/ she must be medically fit and free from any deformities students will undergo medical examination at the time of admission.

(Physical Disabled, Intellectually Challenged, Visually impaired, Hearing Impaired, Stammering, Postural Deformities, any other Major Deformities candidates with any other deformities are not eligible to undergo this programme)

- e. Pregnant women are not permitted either for admission or to undergo the course. If violated, they will not be permitted to continue the course.
- f. Admission shall be made on the basis of ranking for a total of 150 marks as detailed below.

1.	Qualifying Examination	20 marks
2.	Participation in Games & Sports	25 marks
3.	Games Skill test	50 marks
4.	Track and Field Skill test a) 100 m – 20 Marks b) Shot-put – 15 Marks c) Long Jump – 15 Marks	50 marks
5.	Bonus Marks for students studied Physical Education as one of the compulsory paper in Higher Secondary (Not optional Paper)	5 marks
	Total	150 Marks

Note:**1. Qualifying Examination-20 marks**

Marks obtained in Qualifying Examination shall be converted to a maximum of 20 marks. For example if a candidate secured 800 marks out of 1200. His / Her marks for qualifying examinations is $[800 / 1200] \times 20 = 13.33$ marks.

2. Games and Sports Participation: (Maximum marks: 25)

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

Any one which is applicable / advantageous.

1.	Representation for the country / National Placing (I,II,III,IV)	25
2.	State Representation (Form –II / IV in Games / Sports)	20
3.	Inter-Division Participation (RDS / BDS) Inter-District (Participation)/ CBSC Cluster	15
4.	Pongal / District (BDS / RDS)	10
5.	Inter-School Participation	05
	(Supporting certificates should be produced)	

Games and Sports Skill Test: Maximum Marks: 50

The candidate should choose any one of the games included in the School Games Federation of India / SAI / SDAT / IOA/TNOA approved competitions.

Skill test will be conducted by three judges .

Track and Field: Maximum Marks: 50

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

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

Note

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

1. Degree

The candidates shall have subsequently undergone the prescribed programme of study in a University Departments and College affiliated to this University for not less than three academic years comprising 6 semesters, passed the examinations prescribed and fulfilled such conditions as have been prescribed thereof.

2. Duration

The duration of all UG programmes is three years Each year shall consist of two semesters, viz. Odd and Even semesters. Odd semester shall be from June/July to October/November and Even semester shall be from November/December to April/May. There shall be not less than 90 working days which shall comprise 450 teaching clock hours for each semester (exclusive of the days for the conduct of university end-semester examinations).

3. Span of Period

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

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

4. The CBCS-LOCF System

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

5. Project

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

6. Semesters

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

7. Credits

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

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

The total minimum credits required for awarding B.P.E.S Candidates are 140,

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

8. Course

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

9. Examinations

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

10. ATTENDANCE REQUIREMENTS:

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

11. Question Paper Pattern

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

Section A: For 20 Marks

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

Section B: For 25 Marks

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

Section C: For 30 Marks

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

12. Evaluation

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

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

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

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

Passing Minimum

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

13. Conferment of the Master's Degree

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

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

14. Ranking: University Rank Examination

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

15. Un Aided Stream

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

16. Grievance Redressal Committee

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

17. Revision of Regulations and Curriculum:

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

18. Grading System

1. Grading

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

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

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

where 'C_i' is the Credit earned for the Course i; 'G_i' is the Grade Point obtained by the student for the Course i. 'M' is the Marks obtained for the course i and 'n' is the number of Courses **passed** in that semester.

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

2. Classification of Final Results

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

Table 1
Grading of the Courses

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

Table 2
Final Result

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

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

Courses

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

Ability Enhancement Courses:(Part IV)

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

Generic Elective

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

Internship/ Teaching Practice/ Community engagements

1. In internship a student (teacher trainee) is undergoing supervised practical training. Internship/ Teaching practice includes Teaching & observation in the Department/ College. Intensive Teaching Practice in the neighbouring Schools,
 2. Schools for intensive teaching shall be decided by the Staff-in-charge of Teaching Practice and Head of the Department / Principal of the College.
 3. A minimum of 30 lessons, Students shall complete 15 General and 15 Particular lessons/ Coaching Lessons in 15 working days under the supervision of the assigned Department /College and physical education staff in the schools.
 4. Community engagements (Village Placement Programme). The programme includes teaching indigenous activities, basic skills in sports and games giving exposure to teachers in the teaching-learning process.
- I. For the Community engagements (Village Placement programme) the students shall visit the neighbouring village for a minimum period of five days and organise the programmes such as
- Physical Education/ Physical Exercise related programmes
 - Awareness Programmes related to health and fitness
 - Cleaning, creation of place for physical activities, sports and games.
 - Survey related to health and fitness of the public.
- The Community engagements (Village Placement programme) record with details of programmes organised and photo graphs shall be submitted at the time of the University practical examinations for the evaluation of external examiners.

Note

- i. For the practice teaching examination conducted by the University, there shall be one External and one Internal Examiner.
- II. For Coaching Practice, each student shall maintain a Coaching Practice Record book, which shall contain records of 10 teaching, 10 coaching general and 10 officiating plans.
- JJ. A candidate who fails in Coaching Practice Examination may present himself/herself in the subsequent University Coaching practice Examination.

Requirement for Passing

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

Medium of Instructions

Medium of instructions ENGLISH ONLY,

Inter University Sports Participation and Special Permission for University Examination

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

Internal Test and Assignment – Special Permission

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

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

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

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

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

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

Instant Examination for Outgoing Students

Instant Examinations will be conducted only in the University Main Campus, Chennai 600127 for the outgoing students who failed in **any two papers from theory and/or practical papers** are eligible to apply for Instant Examination by paying prescribed examination fee. The date of instant examination will be intimated by Controller of Examinations of Tamil Nadu Physical Education and Sports University.

SYLLABUS

PART I – Language: Tamil

Part II - English

Part III – Core Theory and Practical / Discipline Specific Elective / Allied Papers

**Part IV – Ability Enhancement Programmes and Skill Enhancement Courses / NME-
Non Major Elective or Generic Centric Elective Papers)**

**Part V - Co-curricular Activities: Village Placement Programme / NSS / NCC / YRC /
Officiating Examinations**

LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK GUIDELINES BASED REGULATIONS FOR UNDER GRADUATE PROGRAMME

Programme:	B.P.E.S. Bachelor of Physical Education and Sports (Three Years)
Programme Code:	23UA1 (2023 Regulations)
Duration:	3 Years (UG)
Programme Outcomes:	<p>PO1: Disciplinary knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study</p> <p>PO2: Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.</p> <p>PO3: Critical thinking: Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.</p> <p>PO4: Problem solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.</p> <p>PO5: Analytical reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.</p> <p>PO6: Research-related skills: A sense of inquiry and capability for asking relevant/appropriate questions, problem arising, synthesising and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation</p> <p>PO7: Cooperation/Team work: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team</p> <p>PO8: Scientific reasoning: Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.</p> <p>PO9: Reflective thinking: Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society.</p> <p>PO10 Information/digital literacy: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.</p> <p>PO 11 Self-directed learning: Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.</p> <p>PO 12 Multicultural competence: Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.</p> <p>PO 13: Moral and ethical awareness/reasoning: Ability to embrace moral/ethical values in</p>

	<p>conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.</p> <p>PO 14: Leadership readiness/qualities: Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.</p> <p>PO 15: Lifelong learning: Ability to acquire knowledge and skills, including „learning how to learn“, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.</p>
Programme Specific Outcomes:	<p>On successful completion of Bachelor of Physical Education and Sports programme, the student should be able to:</p> <p>PSO1: Disciplinary Knowledge: Understand the fundamental principles, concepts, and theories related to physical Education and Sports . Also, exhibit proficiency in performing research and experiments in the play fields and scientific laboratories .</p> <p>PSO2: Critical Thinking: Analyse complex problems, evaluate information, synthesize information, apply theoretical concepts to practical situations, identify assumptions and biases, make informed decisions and communicate effectively</p> <p>PSO3: Problem Solving: Employ theoretical concepts and critical reasoning ability with technical and tactical skills to solve problems, acquire data, analyze their physical significance and explore new design possibilities.</p> <p>PSO4: Analytical & Scientific Reasoning: Apply scientific methods, collect and analyse data, test hypotheses, evaluate evidence, apply statistical techniques and to infer new results.</p>

PO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
PO1	✓					
PO2		✓				
PO3			✓			
PO4				✓		
PO5					✓	
PO6						✓

2. Highlights of the Revamped Curriculum:

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising statistical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced statistical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Statistics based problem solving skills are included as mandatory components in the 'Training for Competitive Examinations' course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Statistical Quality Control course is included to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest DBMS and Computer software for Analytics.

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF)
Guideline Based Credit and Hours Distribution System
for all UG courses including Lab Hours**

Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	15	15	14	17	22	17	100
Part IV	2	2	2	2	4	2	14
Part V	-	-	-	-	-	2	2
Total	23	23	22	25	26	21	140

***Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree.**

Objectives of the Programme:

1. To develop the physical, mental, social and spiritual qualities of the students through physical education and sports.
2. To learn the organization and administration of intramurals and extramurals in various sports and games.
3. To acquire the knowledge of the anatomy and sports physiology of the human body.
4. To study the sports science subjects and its application for the enhancement of sports performance.
5. To learn the teaching methods by means of internship training in nearby schools, fitness centres, etc.,
6. To develop desirable health habits and socially integrated sports persons in the nation.
7. To understand the rules & regulations and officiating mechanism of various sports.

Methods of Evaluation – As per common pattern prescribed by the TNPESU		
Internal Evaluation	Internal exam-5, Second Internal Exam-5	25 Marks
	Model Exam -10, Seminar – 2	
	Assignment – 3	
External Evaluation	MCQ- 20 Marks, Short Questions-25, Big Questions-30	75 Marks
	Total	100 Marks
Methods of Assessment		
Recall (K1)	Simple definitions, MCQ, Recall steps, Concept definitions	
Understand/ Comprehend (K2)	MCQ, True/False, Short essays, Concept explanations, Short summary or Overview	
Application (K3)	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain	
Analyze (K4)	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge	
Evaluate (K5)	Longer essay/ Evaluation essay, Critique or justify with pros and cons	
Create (K6)	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

**B.P.E.S (Bachelor of Physical
Education and Sports)
PHYSICALEDUCATION
Programme Structure
(2023-2024 Regulations)**

Sem.	Part	Course Code	Title of the Paper	T/P	Cr.	Hrs./ Week	Max.Marks		
							Int.	Ext.	Total
I	I	T/OL	Language--- Tamil (23UA1TL101)	T	3	6	25	75	100
	II	E	English – (23UA1EL101)	T	3	6	25	75	100
	III	CC	Foundation of Physical Education and Sports (23UA1CT101)	T	5	5	25	75	100
		CC	Anatomy and Physiology (23UA1CT102)	T	5	5	25	75	100
		AL –IA	Theories of Track and Field – 1 , (23UA1CT103)	T	3	4	25	75	100
		AL –IA	Practical- Theories of Track and Field – 1 and Marching, Calisthenics, Minor Games, Drills ((23UA1CP101)	P	2	2	50	-	50
	IV	AECC-1	Value Education (23UA1SE101)	T	2	2	50	-	50
	V		Extension Activities / NSS/NCC/YRC	-	-	-	-	-	-
			Total		23	30	225	375	600
II	I	T/OL	Language Tamil (23UA1TL201)	T	3	6	25	75	100
	II	E	English (23UA1EL201)	T	3	6	25	75	100
	III	CC	Theories of Major Games – I (23UA1CT201)	T	4	4	25	75	100
		CC	Practical-I:Theories of Major Games- I and Dands, Baiteks, Lezium, Light Apparatus (23UA1CP201)	P	2	2	100	-	100
		CC	Sports Psychology and Sociology (23UA1CT202)	T	4	4	25	75	100
		AL –IB	Yoga Education (23UA1CT203)	T	3	4	25	75	100
		AL –IB	Yoga Education (23UA1CP202)	P	2	2	50	-	50
	IV	AECC-2	Environmental Studies (23UA1SE202)	T	2	2	50	-	50
			Extension Activities / NSS/NCC/YRC	-	-	-	-	-	-
			Total		23	30	325	375	700

III	I	T/OL	Language Tamil (23UA1TL301)	T	3	6	25	75	100
	II	E	English (23UA1EL301)	T	3	4	25	75	100
	III	CC	Organization Administration and Methods in Physical Education (23UA1CT301)	T	4	5	25	75	100
		CC	Theories of Track & Field-II and Martial Arts (23UA1CT302)	T	4	5	25	75	100
		CC	Test and Measurement & Evaluation (23UA1CT303)	T	3	4	25	75	100
		CC	Practical – Test and Measurement & Evaluation in Physical Education (23UA1CP301)	P	1	1	50	-	50
		CC	Practical–Theories of Track & Field-II and Martial Arts (23UA1CP302)	T	1	2	50	-	50
	IV	SEC-III	Sports Entrepreneurship (23UA1SE301)	T	2	2	50	-	50
		NME-1 / Generic Elective	Sports Nutrition (or) Adapted Physical Education (23UA1NME301)	T	1	1	50	-	50
	V		Extension Activities : NSS/NCC/YRC/NATURE CLUB	-	-	-	-	-	-
			Total		22	30	325	375	700
IV	I	T/OL	Language Tamil (23UA1TL401)	T	3	6	25	75	100
	II	E	English (23UA1EL401)	T	3	6	25	75	100
	III	CC	Exercise Physiology (23UA1CT401)	T	5	5	25	75	100
		CC	Theories of Track and Field –III (23UA1CT402)	T	5	5	25	75	100
		CC	Theories of Track and Field – I, II, III (23UA1CP401)	P	3	3	50	50	100
		AL –IIB	Scientific Principles of Sports Training and Sports Talent Identification (23UA1CT403)	T	2	2	25	75	100
		AL –IIB	Practical– Sports Training and Sports Talent Identification (23UA1CP402)	P	2	2	50	-	50
		IV	NME-2 (Generic Elective Centric)	1. Adipadai Tamil (Non-Tamil Students) 2. AdvanceTamil 3. Small Business Management /MOOC’S Physical Education Papers 1. Physical Education for Healthy Life 2. Fitness and Wellness (23UA1NME401)		2	1	50	-
			Total		25	30	275	425	700

V	III	CC	Sports Biomechanics And Kinesiology (23UA1CT501)	T	4	5	25	75	100
		CC	Sports Medicine And Physiotherapy (23UA1CT502)	T	4	5	25	75	100
		CC	Practical – Teaching Practice (23UA1CP501)	P	3	4	50	-	50
		CC	Research and Elementary Statistics (23UA1CT503)	T	4	4	25	75	100
		CC	Theories of Games – II (23UA1CT504)	T	3	4	25	75	100
		CC	Practical : Theories of Games – II and Gymnastics and Traditional Sports (23UA1CP502)	P	1	1	50	-	50
		DSE	Care and Prevention of Athletic Injuries (Or) Computer Application in Physical Education (23UA1DE501)	T	3	4	25	75	100
		SEC	Organizing Project Sports Meet , Tournaments and Officiating (23UA1IN501)		2	2	100	-	100
	IV	AECC	Intensive Internship for Schools (23UA1IN502)		2	1	100	-	100
			Total		26	30	425	375	800
VI	III	CC							
			Health Education and First Aid (23UA1CT601)	T	4	5	25	75	100
		DSE	Sports Management (Or) Educational Technology in Physical Education (23UA1CT602)	T	4	5	25	75	100
			Theories Major of Games- III (23UA1CT603)	T	3	5	25	75	100
		CC	Practical : Theories of Major Games- III (Specialization Game) (23UA1CP601)	P	2	3	50	50	100
		CC	Project (23UA1D601)	D	4	6	100	-	100
	IV		Extension Activities - Village Placement Programmes (23UA1IN601)		2	3	50	-	50
			Library/Yoga / Qualified for any one officiating Examination / Field Trip etc ((23UA1IN602)		2	3	50	-	50
					21	30	325	275	600
			Grand Total		140	--	--	--	4100

- Language Tamil
- English
- CC-Core course –Core competency, critical thinking, analytical reasoning, research skill & team work
- Allied / GEC -Exposure beyond the discipline
- AECC- -Ability Enhancement Compulsory Course (Professional English & Environmental Studies) - Additional academic knowledge, psychology and problem solving etc.,
- SEC-Skill Enhancement Course - Exposure beyond the discipline (Value Education, Entrepreneurship Course, Computer application for Science, etc.,
- NME -Non Major Elective – Exposure beyond the discipline
- DSE – Discipline specific elective –Additional academic knowledge, critical thinking, and analytical reasoning-Student choice - either Internship or Theory papers or Project + 2 theory paper.
 - If internship – Marks = Internal- 150 (75+75) two midterm evaluation through Viva voce + Report- 150+ External Viva voce- 100 = 400.
 - If Project – Marks = Internal- 50 +Thesis- 100 + Viva voce- 50 = 200 + 2 theory paper- 200 = 400
- Extension activity & MOOCs – Voluntary basis

SEMESTER	Credits	Marks
I	23	600
II	23	700
III	22	700
IV	25	700
V	26	800
VI	21	600
TOTAL	140	4100

Semester – I				
	CORE COURSE – I	T/P	Credits	Hours
	FOUNDATION OF PHYSICAL EDUCATION AND SPORTS	T	5	5
Unit-I	Meaning and Definition of Education and Physical Education – Need, Nature and Scope of Physical Education – Physical Training and Physical Culture.			
Unit-II	Aim and Objectives of Physical Education – Development of Physical , Cognitive, Neuro-muscular, Affective, Social, Emotional, Spiritual and Recreational – Theories of Learning – Laws of Learning.			
Unit-III	Scientific basis of Physical Education – Contribution of Allied Sciences – Anatomy, Physiology, Biomechanics, Kinesiology, Sports Medicine, Psychology, Sociology and Computer Science.			
Unit-IV	History of Physical Education in Sparta and Athens – Olympic Games: Ancient, Modern – Origin – Organisation and conduct of the game – Olympic Flag, Torch, Oath, Emblem and Motto.			
Unit –V	Recent development in India: SAI, NSNIS, SNIPES, LNIPE, Sports Academics – Award and Scholarships: Arjuna Award, Dhronochariya Award, Rajiv Gandhi Khela Ratna Award – International and National Competitions: Asian Games, SAF, SGF, RDS and BDS.			

Books for References:

Bucher Charles A., *Foundations of Physical Education*, St. Louis the C.V. Mosby Company, 1983.

Kamlesh M.L., *Physical Education : Facts and Foundation*, New Delhi, P.B. Publications, 1988.

Thirunarayanan, C. and Hariharan, S., *Analytical History of Physical Education*, Karaikudi, C.T. & S.H., Publications, 1990.

Sharma, O.P., *History of Physical Education*, New Delhi, Khel Shitya Kendra, 1998.

Wakharkar D.G., *Manual of Physical Education in India*, Pearl Publicatons Pvt. Ltd., Bombay, 1967.

Wuest, Deborah, A. and Charles A. Bucher, *Foundations of Physical Education and Sport*, New Delhi : BL. Publication Pvt., Ltd.

Wellman and Cowell, *Philosophy and Principles of Physical Education*, A marvati: Suyog Prakasan.

Jackson Sharman/ *Modern Principles of Physical Education*, New York: A.A.Barnes & Co.

Khan, Eraj Ahmed, *History of Physical Education*, Patna Scientific Book Co.

Semester – I				
	Core Course – II ANATOMY AND PHYSIOLOGY	T/P	Credits	Hours
		T	5	5
Unit-I	Meaning of Anatomy and Physiology – Need and Scope of Anatomy and Physiology in Physical Education – Cell – Structure and Functions – Tissues – Types and Function-Muscular System – Types of Muscles: Skeletal Muscle, Cardiac Muscle, and smooth muscle.			
Unit-II	Skeleton : Meaning and Functions – Bones: Classification and Functions – General Features of Various Bones: Vertebral Column, Pelvic Bone, Radius and Ulna, Sacula, Femer and Bones of Skill – Joints: Definition and Classification of Joints			
Unit-III	Nervous System : Neuron – Central Nervous System(CNS): Brain and Spinal Cord – Peripheral Nervous System (PNS): cranial Nerves and Spinal Nerves – Digestive System : Structure & Functions – Digestive Process – Liver, Pancreas – Functions			
Unit-IV	Respiratory System – Respiration – Respiratory Track – Alveoli – Lungs: Structure & Functions – Gas Exchange – Vital Capacity. Circulatory System – Heart: Structure & Functions – Cardiac Cycle, Cardiac Output, Stroke Volume.			
Unit -V	Endocrine Glands – Functions of Endocrine Glands: Pituitary, Thyroid,Para-Thyroid, Thymus, Pancreas, Adrenal & Sex – their role, in growth, development and regulations of body functions.			
Books for References:				
Guyton A.C., 1969, <i>Functions of the Human Body</i> , London, W.B. Saunders Company,				
Dr. V. Selvam “ <i>Anatomy and Physiology</i> ” Bodinayakanur.				
Dr. N.M. MUTHAYYA “ <i>Physiology</i> ” J.J. Publications, Madurai.				
SEELEY et. all <i>Anatomy and Physiology</i> Mc Graw Hill.				
Srivastava et. 1976, All, Text Book of Practical Physiology, Calcutta Scientific Book Agency,				

Semester – I				
	Core Course – III (AL-1A) THEORIES OF TRACK AND FIELD – I	T/P	Credits	Hours
		T	3	4
(Track Events: Sprint, Middle Distance and Long Distance Race, Hurdles, Walking, Relay Races, Long Distance Races)				
Unit-I	Origin, History and Development of the Track Events – International, National and StateLevel Organization.			
Unit-II	Layout of Playfield – Rules and their Interpretation			
Unit-III	Fundamental Skills – Lead – Up Games, Various Symptoms of Play – Selection of Players.			
Unit-IV	Training: Warm – up Technical Training – Tactical Training – Coaching Programme			
Unit -V	List of Officials, Duties of Officials , Officiating Procedures,			
Books for References: Conling David, Athletics, London, Robert Hale, 1980 Prabhakar Eric, The way to Athletic Gold, Madras East – West press Pct. Ltd., 1995 Dr.P.Mariayyah, Football, Sports Publications, Raja Street, Coimbatore. Dr. P.Mariayyah, Kabaddi, Sports Publications, Raja Street, Coimbatore. Dr. P.Mariayyah, Volleyball, Sports Publications, Raja Street, Coimbatore. Dr. P.Mariayyah, Track and Field, Sports Publications, Raja Street, Coimbatore. Thompson Ganagon, Play Better Soccer in all colour, W.B.Saubders Company, 1972. DHanaraj V.Hubert, Volleyball – A Modern Approach, Patiala, Sainsoris, 1991.				

Semester-I				
	Practical – THEORIES OF TRACK AND FIELD EVENTS –I (Track Events: Sprint, Middle Distance and Long Distance Race, Hurdles, Walking, Relay Races, Long Distance Races) and Marching, Calisthenics, Minor Games, Drills	T/P	Credits	Hours
		P	2	2
Testing on: <ol style="list-style-type: none"> 1. Fundamental Techniques 2. Rules and Regulations 3. Playing Ability/Performance 4. Training Programmes 5. Officiating Techniques 6. Marching, Calisthenics, Minor Games, Drills 				
Scheme of Assessment: <ol style="list-style-type: none"> 7. Fundamental Techniques & Teaching, Coaching - 10 8. Playing ability/Performance (Execution of the Techniques)- 10 9. Officiating Technique - 10 10. Recordnote and Viva Voce - 10 11. Marching, Calisthenics, Minor Games, Drills - 10 <p style="text-align: right;">TOTAL - 50</p>				
BooksforReference: <p>Dr.P.Mariayyah, Football, Sports Publications, Raja Street, Coimbatore.</p> <p>Dr.P.Mariayyah, volleyball, Sports Publication, Raja Street, Coimbatore.</p> <p>Thompson William, Teaching Soccer, Delhi, Surjeet Publications 1996.</p> <p>Carting Ganagon, Play Better Soccer in All Colour, W.B. Saubders Company, 1972. Dhanaraj V.H</p> <p>ubert, Volleyball – A Modern Approach, Patiala, Sainsoris, 1991.</p>				

Semester-I				
	Value Education – Skill Enhancement Course Common Syllabus Approved by TANSCH	T/P	Credits	Hours
		P	2	2

Semester-II				
	Core Course–V THEORIES OF MAJOR GAMES–I	T/P	Credits	Hours
		T	4	4
(Major Games: Football, BasketBall & Volleyball)				
Unit-I	Origin,HistoryandDevelopmentoftheGame– International,NationalandStateLevelOrganization.			
Unit-II	FundamentalSkills–Lead–UpGames, VariousSymptomsofPlay–SelectionofPlayers.			
Unit-III	Training: Warm–upTechnicalTraining–TacticalTraining–CoachingProgramme			
Unit-IV	Layout of Playfield with all measurements, facilities & equipment and its specifications.			
Unit-V	Rules and its interpretations – Score sheet - System of Officiating - Duties of Officials.			
BooksforReferences: Dr.P.Mariayyah, Football, Sports Publications, Raja Street, Coimbatore. Dr.P.Mariayyah, Volleyball, Sports Publications, Raja Street, Coimbatore. Thompson Ganagon, Play Better Soccerinallcolour, W.B.Saubders Company, 1972.DHanarajV.Hubert, Volleyball–AModernApproach,Patiala,Sainsoris, 1991.				

Semester-II- CC-IV				
	Practical – THEORIES OF MAJOR GAMES–I (Football, BasketBall & Volleyball) Dands, Baiteks, Lezium, Light Apparatus	T/P	Credits	Hours
		p	2	2
Testing on:				
1. Fundamental Techniques				
2. Rules and Regulations				
3. Playing Ability/Performance				
4. Training Programmes				
5. Officiating Techniques				
6. Dands, Baiteks, Lezium, Light Apparatus				
Scheme of Assessment:				
7. Fundamental Techniques & Teaching, Coaching - 10				
8. Playing ability/Performance (Execution of the Techniques)- 10				
9. Officiating Technique - 10				
10. Recordnote and VivaVoce - 10				
11. Dands, Baiteks, Lezium, Light Apparatus - 10				
TOTAL - 50				
BooksforReference:				
Dr.P.Mariayyah, Football, Sports Publications, Raja Street, Coimbatore.				
Dr.P.Mariayyah, volleyball, Sports Publication, Raja Street, Coimbatore.				
Thompson William, Teaching Soccer, Delhi, Surjeet Publications 1996.				
Carting Ganagon, Play Better Soccer in All Colour, W.B. Saubders Company, 1972. Dhanaraj V.H				
ubert, Volleyball–A Modern Approach, Patiala, Sainsoris, 1991.				

Semester – II				
	Core Course – VII SPORTS PSYCHOLOGY & SOCIOLOGY	T/P	Credits	Hours
		T	4	4
Unit-I	Meaning and Definition of Psychology and sports Psychology – Development of sports Psychology in India – Need and importance of sports Psychology in the field Physical Education and sports.			
Unit-II	Definition Motor Learning – Physical and Motor considerations – Body Build, Height and Weight, Strength, Muscular, Endurance, Flexibility, Balance Co-Ordination, Reaction time, Movement time and Reflex time Cognitive – Affective – Psychomotor			
Unit-III	Definition of Perception – Theory of Perception Gestalt Theory , Palror Theory and witkin’s Theory emotional effects tension, anxiety and stress – its role in Physical education and sports.			
Unit-IV	Personality traits of sports person – composition of personality – Aggression – theories of Aggression – Psycho- regulative procedures. Autogenic training, yoga and Music’s.			
Unit -V	Meaning , Nature and Scope of Sociology in Physical education and sports – social factors in sports – Leadership in sports spectators and fans group cohension social Integration.			
Book for References: Alderman A.B. Psychology Behavior in sports W.B. Saundar company Saundar 1974. Puni A.T. Sports Psychology Chanduga NIS. Alderman Psychology Behavior Cratty B.J. Psychology and Physical acivity. Singer R.N. Coaching, Athletics and Physiology.				

Semester – II				
	Core Course – VIII- AL-II YOGA EDUCATION	T/P	Credits	Hours
		T	3	4
Unit-I	Yoga: Meaning, Definition – Concept of Yoga – Aim and Objectives of Yoga – History of Yoga – Systems of yoga : Bhakthi yoga – Jnana yoga – Hatha yoga – Karma yoga – Kundalini yoga – mantra yoga – Raja yoga – Ashtanga yoga : Yama – Niyama – Asana – Pranayama – Pratyahara – Dharana – Dhayana – Samathi.			
Unit-II	Asanas: Meaning and Definition – Classification of asanas: Meditative, Relaxative, Cultural – Guidelines for practicing asanas – Various types of asanas and their benefits – Difference between physical exercise and yogic asanas.			
Unit-III	Pranayama: Meaning and Definition – Concept of Pranayama – Nadis – Ida nadi – Pingala Nadi – Sushumna nadi – Controlling of breath: Puraka – Kumbhaka – Rechaka – Guidelines for practicing Pranayama – Benefits of Pranayama – Types of Pranayama: Nadi Suddhi – Nadi Shodhana – Surya Bhedana – Kapalabhati – Bhastrika – Sitkari – Sitali – Bhramari – Ujjayi. Bandhas: Meaning and Definition – Types: Jalandra – Uddiyana – Mula.			
Unit-IV	Kriyas – Types of Kriyas – Procedures and Benefits of: Kapalabhati – Tratakka – Neti (Jala neti, Sutra neti) – Dhauti; Vamana Dhauti – Vastra Dhauti – Nauli – Bhasti. Mudra: Meaning – Types : Chin Mudra – Chinmaya Mudra – Yoga Mudra – Brahma Mudra – Appana Mudra.			
Unit -V	Meditation: Meaning and Definition – Concept of meditation – Types of meditation – Physiological benefits of meditation – yoga and competition – Principles of yogic Diet – Integration of Yoga with modern education – yoga institutions in India and Abroad – General Yogic Schedule.			
Books for References: Iyengar B.K.S. (1989), Light on Yoga. London: Unwin Publishers New Delhi. Chandrasekaran K.(1999) Sound Health through Yoga, Sedapatti: Prem Kalyan Publicaions. Moorthy, A.M. and S. Alagesan(2004), Yoga Therapy, Coimbatore Swami Sivananda (1983), Practical Lessons I Yoga, Shivananda Nagar : The Devine Life Society.				

Semester-II				
	CC-IX	T/P	Credits	Hours
	PRACTICAL – Yoga Education	P	2	2
<p>YOGA : Testing the Listed</p> <ol style="list-style-type: none"> 1. Asanas, 2. Pranayama, 3. Meditation 4. Mudra, and 5. Kriyas in the Theory Paper. 				
<p>BooksforReference:</p> <p>SWAMI KUVALAYANANDA, Asanas, Kaivalyadhama, Lonavala, Pune.</p> <p>B.K.S. IYANKAR, Light on Yoga Harper Collins Publications, Delhi.</p> <p>Dr. P. MARIAYYAH, Asanas, Sports Publishers, Raja Street, Coimbatore-1</p> <p>Dr.P.MARIAYYAH, Suriyanamaskar Jaya Publishing House, Perunthurai, Erode.</p>				

Semester-II				
	Environmental Studies – Ability Enhancement Course Common Syllabus Approved by TANSCH	T/P	Credits	Hours
		P	2	2

Semester – III				
	Core Course – XI ORGANIZATION ADMINISTRATION AND METHODS IN PHYSICAL EDUCATION	T/P	Credits	Hours
		T	4	5
Unit-I	Meaning and Importance of Organization and administration – Scheme of Physical Education in: Schools, Colleges, Universities, Districts State and National Level.			
Unit-II	Facilities – Track, Play Grounds, Gymnasium, Swimming Pole – Layout of Play fields (Basketball, Kabbadi, Hockey, Volleyball, Cricket) Care and Maintenance of Play fields.			
Unit-III	Method in Physical Education – meaning – Factors influencing Method Presentation Technique – Teaching Aids – Principles of Class Management. Teaching of activities: Marching, Calisthenics, light apparatus(Wands, Hooks, Poles) Lezium, Folk dance – Minor Games – Lead up activities.			
Unit-IV	Teaching activities of minor games, major games track and field, Yogic Practice, Suryanamaskar, Calisthenics, Light apparatus, Rhythmic activities, Commands, Marching.			
Unit -V	Tournaments – Types of Tournament, Knock out, League, Combination Tournament, Methods of drawing Fixtures.			
Books for References: Kamlesh M.L. Scientific “Art of Teaching Physical Education” New Delhi Metropolitan 1994. Thiru. Narayanan C and Harishara Sharma “Methods in Physical Education” Karailkudi CJ and S.H. 1989 Joseph. P.M. “Organization of Physical Education”.				

Semester – III				
	Core Course – XII- (AL-1B) THEORIES OF TRACK AND FIELD EVENTS-II	T/P	Credits	Hours
		T	3	4
(FIELD Events: Throw events-Shotput, Discus, Hammer, Javelin, Jump Events- Long Jump,High Jump, Triple Jump and Pole Vault)				
Unit-I	Origin, History and Development of the Track Events – International, National and StateLevel Organization.			
Unit-II	Layout of Playfield – Rules and their Interpretation			
Unit-III	Fundamental Skills – Lead – Up Games, Various Symptoms of Play – Selection of Players.			
Unit-IV	Training: Warm – up Technical Training – Tactical Training – Coaching Programme			
Unit –V	List of Officials, Duties of Officials , Officiating Procedures,			
Books for References: Conling David, Athletics, London, Robert Hale, 1980 Prabhakar Eric, The way to Athletic Gold, Madras East – West press Pct. Ltd., 1995 Dr.P.Mariayyah, Football, Sports Publications, Raja Street, Coimbatore. Dr. P.Mariayyah, Kabaddi, Sports Publications, Raja Street, Coimbatore. Dr. P.Mariayyah, Volleyball, Sports Publications, Raja Street, Coimbatore. Dr. P.Mariayyah, Track and Field, Sports Publications, Raja Street, Coimbatore. Thompson Ganagon, Play Better Soccer in all colour, W.B.Saubders Company, 1972. DHanaraj V.Hubert, Volleyball – A Modern Approach, Patiala, Sainsoris, 1991.				

Semester – III				
	Core Course – XIII TEST AND MEASUREMENT & EVALUATION	T/P	Credits	Hours
		T	3	4
Unit-I	Meaning of Test, Measurement and Evaluation – Brief History of Test, Measurement and Evaluation – Need and Importance of measurement and Evaluation in Physical.			
Unit-II	Classification of Test – Standardized and Teacher Made test - Object and subject Tests – construction of Knowledge’s test and skill Test – Administration of Test– Duties during testing – Duties after Testing.			
Unit-III	Criteria of test selection – Validity, reliability, Objectivity, Norms, Administrative feasibility – Strength test – Bend Knee sit ups test. Flexibility test – Sit and reach test – Speed test – 50 mts run – Cardio respiratory Endurance – Cooper 2 minute Run / Walk test. Explosive strength test – Standing Broad Jump.			
Unit-IV	AAHPERD Youth Fitness test. JCP test Barrow motor ability test Harward step test Magaia – Kalamen power test			
Unit -V	Test of Specific sport skills Badminton : French Short Serve Test Basketball : Johnson Basketball Ability test Hockey : Hendry Friedal Field Hockey test. Soccer : Mc Donald Volleying Soccer test. Tennis Boer : Miller Tennis test Volleyball : Helmen Volleyball test			
Books for References: Safrat Margarat J Measurement in Physical Education and Exercises Science, St Louis Times Morrow Mos by college publishing. Bosco James Measurement and Evaluation in Physical Education and Sports New Jersey Prentice Hall in 1983. Barry L. Johnson, Jack K. Nelson and Measurement for Evaluation in Physical education the Surjeet Publications. A.K.Gupta Tests&Measurement in Physical Education sports publication New Delhi – 52 A Practical applied to measurement in Physical Education – Harold M. Borrow.				

Semester-III – CC-XIV				
	Practical – TEST AND MEASUREMENTS and Evaluation in Physical Education	T/P	Credits	Hours
		p	1	1
Testing on: 1. Arrangements 2. Test Administration 3. Training Programmes 4. Testing Procedures				
Scheme of Assessment: 5. Test Administration and Testing Procedures 10 6. Execution of the Skill- 20 7. Recordnote -10 8. VivaVoce - 10 TOTAL - 50				
BooksforReference: Dr.P.Mariayyah,Football,SportsPublications,RajaStreet,Coimbatore. Dr.P.Mariayyah,volleyball,SportsPublication,RajaStreet,Coimbatore. ThompsonWilliam,TeachingSoccer,Delhi,SurjeetPublications1996. CartingGanagon,PlayBetterSoccerinAllColour,W.B.SaubdersCompany,1972.DhanarajV.H ubert,Volleyball–AModernApproach,Patiala,Sainsoris,1991.				

Semester-III-CC-XV				
	Practical – (FIELD Events: Throw events-Shotput, Discus, Hammer, Javelin, Jump Events- Long Jump,High Jump, Triple Jump and Pole Vault) and Martial Arts	T/P	Credits	Hours
		p	2	3
Testing on:				
1. Fundamental Techniques				
2. Rules and Regulations				
3. Playing Ability/Performance				
4. Training Programmes				
5. Officiating Techniques				
6. Martial Arts				
Scheme of Assessment:				
7. Fundamental Techniques & Teaching,Coaching - 10				
8. Playing ability/Performance (Execution of the Techniques)- 10				
9. Officiating Technique - 10				
10. Recordnote and VivaVoce - 10				
11. Martial Arts - 10				
TOTAL - 50				
BooksforReference:				
Dr.P.Mariayyah,Football,SportsPublications,RajaStreet,Coimbatore.				
Dr.P.Mariayyah,volleyball,SportsPublication,RajaStreet,Coimbatore.				
ThompsonWilliam,TeachingSoccer,Delhi,SurjeetPublications1996.				
CartingGanagon,PlayBetterSoccerinAllColour,W.B.SaubdersCompany,1972.DhanarajV.H				
ubert,Volleyball–AModernApproach,Patiala,Sainsoris,1991.				

Semester-III			
Entrepreneurship – Skill Enhancement Course Common Syllabus Approved by TANSCH	T/P	Credits	Hours
	P	2	2

Semester – III				
	Non-Major Elective Adapted Physical Education	T/P	Credits	Hours
		T	4	4
Unit-I	Meaning of Adaptive Physical Education, Aims and Objectives of Adapted Physical Education, Basis for Adapted Physical Education, Functions of Adapted Physical Education			
Unit-II	Adapted Programme in Action Scope of Adapted Programme, Adapted programme for elementary schools, High/Secondary School, Colleges and Universities			
Unit-III	Personal Preparation Guiding Principles of Adapted Physical Education Policies of Adapted Physical Education			
UNIT-IV	Evaluation and Measurements Selection and Evaluation procedures, Classification of Handicapped and Disabled individual Determination of special disabilities			
Unit -V	Social and Psychological Adjustment Role of Physical Education in preventing maladjustment and in the promotion of adjustment Recreation for the Handicapped			
Books for References: William D.Mcarole. Frank.I Katch Victor. Development of Adapted Physical Education Lea & Febiger Philade Richard W.Bowers and Edward L. Fox – Sports Physiology Third Edition wmc Brown Publishers Laurence E Morehouse Augustus T.Miller, JR Seventh Edition Physiology of Exercise The c.v. Mostly Company. David H.Clarke Prevention and Corrective Physical Education , Inc: Englewood Cliffs, new jersey.Larry G.Shaver Essentials of exercise Physiology surjeet publications.				

Semester – III				
	Non-Major Elective SPORTS NUTRITION	T/P	Credits	Hours
		T	4	4
Unit-I	INTRODUCTION TO NUTRITION Definition – Meaning – Need of sports Nutrition – Essential nutrition – Energy nutrients minerals and vitamins – Water –basic four food plan - balanced diet – daily recommended allowances.			
Unit-II	CARBOHYDRATES: The nature of CHO – Kinds and sources of CHO – recommended intake of CHO – Role of carbohydrates in the body – energy sources – protein sparing – metabolic primer Fuel for the central nervous system – CHO balance in exercise – Intense exercise – moderate and prolonged exercise – effect of diet on muscle glycogen – administration of oral glucose.			
Unit-III	FAT Nature of fat – kinds and sources of fat – Recommended intake of fat – Role of fat in the body – energy sources and reserve – protection and insulation – vitamin carrier and Hunger depressor – Fat Balance in Exercise – Role of fat in Glycogen Sparing – Fat rich foods. PROTEIN The nature of protein – kinds and sources of protein – recommended intake of protein Role of protein in the body – Protein balance in exercise – dynamics of protein metabolism – protein rich foods. VITAMINS The nature of vitamins – kinds of vitamins – Role of vitamins in the body – vitamins and exercise performance – Dietary sources – RDA – Vitamins and functions – vitamins deficiency diseases – vitamin rich foods.			
UNIT-IV	MINERALS The nature of minerals – kinds and sources of minerals – role of minerals in the body – Minerals and exercise performance – Recommended daily allowances – functions – deficiency – diseases – Dietary sources. WATER: Water in the body – water balance intake versus output – functions of body-water – water requirement in exercise – Dehydration – Rehydration – Fluid facts forthirsty Athletes – Liquid meal.			

Unit -V	DIET PLANNING FOR SPORTS PERSON: Diet planning – factors determining diet planning – The Athlete’s diet – Nutrition before exercise – pre game meal carbo-loading for endurance exercise – Nutrition after exercise – electrolytes and its function – sodium – Potassium Chlorine – Sodium Chloride(Salt) – Electrolyte replacement.
Books for References: William D.Mcarole. Frank.I Katch Victor. Exercise Physiology Energy, Nutrition and Human performance Lea & Febiger Philade Richard W.Bowers and Edward L. Fox – Sports Physiology Third Edition wm c Brown Publishers Laurence E Morehouse Augustus T.Miller, JR Seventh Edition Physiology of Exercise The c.v. Mostly Company. David H.Clarke Exercise Physiology prenties Hall, Inc: Englewood Cliffs, new jersey. Larry G.Shaver Essentials of exercise Physiology surjeet publications. Dr.Amrit Kumar R.Moses introduction to exercise physiology poompugar pathipagam. Donald Health. David Reid Williams. Man at high altitude second edition, Churchill livi gstone.	

Semester – IV				
	Core Course – XX EXERCISE PHYSIOLOGY	T/P	Credits	Hours
		T	4	4
Unit-I	Metabolism and Energy Transfer :- Metabolism – Energy – Unit of measuring energy – Sources of energy – Adenosine Triphosphate – Phosphagen system – Anaerobic metabolism – Aerobic metabolism – Fat metabolism – protein metabolism – energy metabolism during rest, exercise and recovery – oxygen debt – oxygen deficit.			
Unit-II	MORPHOLOGICAL FEATURE OF SKELETAL MUSCLE AND FUNCTION. Structure of the skeletal muscle – Chemical composition – Sliding filament theory of muscular contraction – muscle fiber types – fiber distribution and performance – All or none principle – muscle tone – Types of muscular contraction – Staircase Phenomenon or treppe – Heat production in the muscle – Residual muscle soreness – Effect of Training on muscular system.			
Unit-III	RESPIRATORY SYSTEM AND EXERCISE: Mechanism of breathing – Pulmonary ventilation / minute ventilation during rest and exercise – control of ventilation – Lung volumes and capacities - Effect of exercise on Respiratory system.			
UNIT-IV	CARDIOVASCULAR SYSTEM AND EXERCISE: Structure properties of the heart and cardiac cycle, cardiac output during rest and exercise Stroke volume and heart rate – control of heart rate – Heart rate response to exercise on stroke volume– Blood pressure – factors affecting blood pressure and heart rate – Regulation of blood flow – effect of exercise on circulatory system.			
Unit -V	EXERCISE AND ENVIRONMENT: Exercise and temperature regulations – Hot humid climate – Exercise and temperature regulations in cold climates – Effect of High altitude on Physical performance – Physiological adaptations to altitude – Physiological changes in under water conditions.			
Books for References: William D.Mcarole. Frank.I Katch Victor. Exercise Physiology Energy, Nutrition and Human performance Lea & Febiger Philade Richard W.Bowers and Edward L. Fox – Sports Physiology Third Edition wmc Brown Publishers Laurence E Morehouse Augustus T.Miller, JR Seventh Edition Physiology of Exercise The c.v. Mostly Company. David H.Clarke Exercise Physiology prenties Hall, Inc: Englewood Cliffs, new jersey. Larry G.Shaver Essentials of exercise Physiology surjeet publications. Dr.Amrit Kumar R.Moses introduction to exercise physiology poompugar pathipagam. Donald Health. David Reid Williams. Man at high altitude second edition, Churchill livi gstone.				

Semester-IV				
	Core Course–XVI THEORIES OF TRACK AND FIELD–III	T/P	Credits	Hours
		T	4	4
(Combined Events and Long Distance Races)				
Unit-I	Origin,HistoryandDevelopmentoftheGame– International,NationalandStateLevelOrganization.			
Unit-II	FundamentalSkills–Lead–UpGames,VariousSymptomsofPlay–SelectionofPlayers.			
Unit-III	Training: Warm–upTechnicalTraining–TacticalTraining–CoachingProgramme			
Unit-IV	Layout of Playfield with all measurements, facilities & equipment and its specifications.			
Unit-V	Rules and its interpretations – Score sheet - System of Officiating - Duties of Officials.			
BooksforReferences: Dr.P.Mariayyah,Football,SportsPublications,RajaStreet,Coimbatore. Dr.P.Mariayyah,Volleyball,SportsPublications,RajaStreet,Coimbatore. Thompson Ganagon, Play Better Soccerinallcolour, W.B.Saubders Company, 1972.DHanarajV.Hubert,Volleyball–AModernApproach,Patiala,Sainsoris,1991.				

Semester-IV – CC-XVII				
	Practical – (Theories of Track and Field –I,II &III)	T/P	Credits	Hours
		p	3	3
Testing on: Internal -50 & External - 50				
1. Fundamental Techniques				
2. Rules and Regulations				
3. Playing Ability/Performance				
4. Training Programmes				
5. Officiating Techniques				
Scheme of Assessment:				
6. Fundamental Techniques & Teaching,Coaching - 20				
7. Playing ability/Performance (Execution of the Techniques)- 10				
8. Officiating Technique - 10				
9. Recordnote and VivaVoce - 10				
TOTAL - 50				
BooksforReference:				
Dr.P.Mariayyah,Football,SportsPublications,RajaStreet,Coimbatore.				
Dr.P.Mariayyah,volleyball,SportsPublication,RajaStreet,Coimbatore.				
ThompsonWilliam,TeachingSoccer,Delhi,SurjeetPublications1996.				
CartingGanagon,PlayBetterSoccerinAllColour,W.B.SaubdersCompany,1972.DhanarajV.H				
ubert,Volleyball–AModernApproach,Patiala,Sainsoris,1991.				

Semester – IV				
	Core Course – XVIII SCIENTIFIC PRINCIPLES OF SPORTS TRAINING AND SPORTS TALENT IDENTIFICATION	T/P	Credits	Hours
		T	3	3
Unit-I	Introduction, Meaning , Definition of Sports Training, Principles of Sports Training - Training Load and Recovery – Factors of Load – Load intensity, Load Volume - – judgment of Load – Relationship between Load and Adaptation Over Load.			
Unit-II	Training of Motor qualities: Strength : Forms – Means and Methods to improve strength Speed : Forms – Means and Methods to improve speed Endurance : Forms – Means and Methods to improve Endurance Flexibility : Forms – Means and Methods to improve flexibility. Coordination : Forms – Means and Methods to Improve Coordination.			
Unit-III	Training plan – Periodisation – stages of periodisation – Types of Periodisation – Preparatory period – Competition period – Transitional period – long term and shortterm plans – Cyclic process of training.			
Unit-IV	Techniques preparation – Aims to techniques in sports – Fundamentals and methods for development of techniques in sports – stages of techniques development. Aims of Tactics – Methods of tactical development.			
Unit -V	Sports Talent Identification – Meaning and Definition – Importance and Characteristics of Sports Talent Identification - Procedures of Sports Talent Identification			
Books for References: Hardayal Singh(1991) Science of sports Training, New Delhi: DVS Publications. John Bunn, Scientific Principles of Coaching. Miler, Fundamental of Track and Field Coaching.				

Semester – IV				
	Core Course – XIX PRACTICAL – SPORTS TRAINING (Methods of Improvement of Speed, Strength, Endurance, Flexibility and Coordination)	T/P	Credits	Hours
		P	2	2
Testing on:				
1. Methods of Improvement of Speed 2. Methods of Improvement of Strength 3. Methods of Improvement of Endurance 4. Methods of Improvement of Flexibility 5. Methods of Improvement of Coordination				
Scheme of Assessment:				
5. Performance- 20 6. Execution Procedure - 15 7. Record note and Viva voce - 15 TOTAL - 50				
Books for Reference:				
Conling David, Athletics, London, Robert Hale, 1980. Prabhakar Eric, The way to Athletic Gold, Madras East – West press Pvt. Ltd., 1995. Dr. P. Mariayyah, Football, Sports Publications, Raja Street, Coimbatore. Dr. P. Mariayyah, Kabaddi, Sports Publications, Raja Street, Coimbatore. Dr. P. Mariayyah, volleyball, Sports Publication, Raja Street, Coimbatore. Dr. P. Mariayyah, Track and Field, Sports Publications, Raja Street, Coimbatore. Thompson William, Teaching Soccer, Delhi, Surjeet Publications 1996. Carting Ganagon, Play Better Soccer in All Colour, W.B. Saubders Company,1972. Dhanaraj V. Hubert, Volleyball – A Modern Approach, Patiala, Sainsoris, 1991.				

NME – Non-Major Elective

Generic Elective Centric

(For other Department Students who choose our department elective papers)

A. Fitness for Healthy Life

B. Personal Fitness Training

Semester – IV				
	Generic Elective Centric	T/P	Credits	Hours
	A. FITNESS FOR HEALTHY LIFE AND WEIGHT MANGEMENT		2	1
Unit-I	Physical Fitness: Meaning and Definition, Concepts, Techniques and Principles. Types and Components of Fitness			
Unit-II	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-			
Unit-III	Meaning and Definition of Wellness –Components of wellness., Factors Influencing Wellness.			
Unit-IV	Weight Management: Meaning, Concept of Weight Management in the Modern Era – Factors affecting Weight Management and Values of Weight Management			
Unit –V	Aerobic Exercise and Anaerobic Exercises - Maintaining a Healthy Life Style - Body Mass Index (BMI)			
Books for References: Conling David, Athletics, London, Robert Hale, 1980 Prabhakar Eric, The way to Athletic Gold, Madras East – West press Pct. Ltd., 1995 Dr.P.Mariayyah, Football, Sports Publications, Raja Street, Coimbatore. Dr. P.Mariayyah, Kabaddi, Sports Publications, Raja Street, Coimbatore. Dr. P.Mariayyah, Volleyball, Sports Publications, Raja Street, Coimbatore. Dr. P.Mariayyah, Track and Field, Sports Publications, Raja Street, Coimbatore. Thompson Ganagon, Play Better Soccer in all colour, W.B.Saubders Company, 1972. DHanaraj V.Hubert, Volleyball – A Modern Approach, Patiala, Sainsoris, 1991.				

Semester – IV				
	Generic Elective Centric Personal Fitness Training	T/P	Credits	Hours
			2	1
Unit-I	Warming Up Exercises, Fitness, Warm Down Exercises, Stretching Exercises, Strength Training , Weight Training			
Unit-II	Fitness Components , Principles of Sports Training, Endurance Training, Continuous Training, Slow Continuous and Fast Continuous , Repetition Methods, Interval Training, Fartlek Training.			
Unit-III	Speed Training , Plyometric Training, Swiss Ball Training, Aerobics Exercises			
Unit-IV	Upper Body Fitness – Abdominal Conditioning, Lower and Upper Abdominal, Shoulder Fitness, Back Strengthening Exercises,			
Unit –V	Lower Body Fitness, Thigh Muscle stretching, Calf Muscle Stretching , Ankle Strengthening and Knee Strengthening			
Books for References: Conling David, Strength Training , London, Robert Hale, 1980 Prabhakar Eric, The way to Personal Fitness, Madras East – West press Pct. Ltd., 1995 Dr.P.Mariayyah, Football, Sports Publications, Raja Street, Coimbatore. Dr. P.Mariayyah, Kabaddi, Sports Publications, Raja Street, Coimbatore. Dr. P.Mariayyah, Volleyball, Sports Publications, Raja Street, Coimbatore. Dr. P.Mariayyah, Track and Field, Sports Publications, Raja Street, Coimbatore. Thompson Ganagon, Play Better Soccer in all colour, W.B.Saubders Company, 1972. DHanaraj V.Hubert, Volleyball – A Modern Approach, Patiala, Sainsoris, 1991.				

Semester – V				
	Core Course – XXI SPORTS BIOMECHANICS & KINESIOLOGY	T/P	Credits	Hours
		T	4	5
Unit-I	Meaning and Definition – aim, Need and Importance of Bio-Mechanics in the field of Physical education and sports – Types of motion-linear and angular motion – Function – air and Water resistance.			
Unit-II	Linear Kinematics – Distance and Displacement, Speed, Velocity and Acceleration and Projectile – Angular Kinematics – Angular distance and Displacement, Angular speed, Velocity and acceleration.			
Unit-III	Center of Gravity Equilibrium – Stages of equilibrium – Factors affecting – equilibrium. Centrifugal and Centripetal, Force-Direction-angle, Point of application – Lever – Principles and its types-Mechanical Advantage – Application of Levers in Physical Education & Sports.			
Unit-IV	Inertia-Mass and Weight – Force-Factors affecting force-Types of force – Work, Power and Energy-Impact and Elasticity – Newton’s Law of motion.			
Unit -V	Use of the above scientific principles in: Track & Field events – Running, throwing, Jumping – Basketball, football, Volleyball.			
Book for References:				
Greire millor, Paul & smith, Techniques for the analysis of Human movement lapse books London 1975.				
Bunn John W “Scientific Principles of coaching”.				
Charles “Fundamental of Sports Bio-Mechanics Techniques.				
Hay, James G “The Biomechanics of Sports”.				
T. Mc Clurg Anderson Bio Mechanics of Human Motion.				

Semester – V				
	Core Course –XXII SPORTS MEDICINE AND PHYSIOTHERAPY	T/P	Credits	Hours
		T	4	5
Unit-I	Common Athletic injuries and their treatment, Sprain, Strain. Types of fracture and their treatment			
Unit-II	Dislocation, Muscle cramp, Bleeding, Wound and its types, Contusion, Abrasion and Puncture wounds			
Unit-III	Meaning, Nature, Need and importance of Physiotherapy Short wave Diathermy, Microwave Diathermy, Diapulse Diathermy, Ultra Sound Waves, Infra red rays, Ultra violet rays.			
Unit-IV	Brief History of Massage Classification of the Manipulations used in massage the techniques and uses indication of all manipulation			
Unit -V	Rhumatic Conditions 1. Classification – Rheumatoid Arthritis 2. Spondylitis 3. A cute respiratory conditions 4. Chronic respiratory conditions 5. Conditions of the Nervous System. Introduction, Sign and Symptoms of neurological dis-orders like Paralegia, Hemiplegia, Cerebral Palsy.			
Book for References: Thorndike, Athletic injuries. I.B. Clayton, Text Book of Electro therapy and Action therapy. Edwin M. Prasnet, Manual of message and Movements. R. Foracks, Exercise Therapy. M. V. Locs, Manual of Message. Adish Luchwald, Physical Rehabilitation for Daily Living.				

Semester – V				
	Core Course –XXIII RESEARCH AND ELEMENTARY STATISTICS	T/P	Credits	Hours
		T	4	4
Unit-I	INTRODUCTION Definition for Research – Need, importance and scope of research in Physical Education – Basic research – Applied research.			
Unit-II	FORMULATION AND DEVELOPMENT OF RESEARCH PROBLEM Location of research problem – Criteria in selecting the research problem – Hypothesis – Research proposal.			
Unit-III	HISTORICAL RESEARCH Definition of Historical research – Steps in historical research – Sources of Historical data-primary and secondary sources of data – Historical criticism and internal.			
Unit-IV	Definition and meaning of variables, constants, population, sample and parameter – Scales of Measurement - Nominal, Ordinal, Internal and Ratio – Definition and meaning of range, quartile deviation, mean deviation and standard Deviation – Computation of standard deviation and quartile deviation from ungrouped and grouped data- Characteristics and uses of measures of variability.			
Unit -V	Meaning and importance of percentiles – Computation of percentiles from ungrouped data and grouped and grouped data – Construction of percentiles scales – Computing percentiles in deciles and quartiles.			
References: Clarke, David Hand Clarke H.Harrison Research process. In physical education (2 nd edition) Englewood cliff, new jersey, prentice hall, Inc. 1984 Best John W.Research in Education, Englewood clifts, New jersey, prentice hall, Inc.1971				

Semester – V - Discipline Specific Elective

1. Care and Prevention of Athletic Injuries
2. Computer Application in Physical Education

Semester – V				
	CC-XXIV – DSE-1	T/P	Credits	Hours
	CARE AND PREVENTION OF ATHLETIC INJURIES	T	4	4
Unit-I	(i) Types of Movements, Concentric, exocentric (Isotonic), Static (Isometric) and Isokinetic exercises. (ii) Posture and body mechanics – Standards of Standing posture, values of good posture, drawback and causes of poor posture.			
Unit-II	(i) Posture Tests – Examination of the spine. New York State posture Rating Chart Test, Organization of special classes for postural correction. (ii) Some common deviation in posture – normal curvature of the spine and its utility, kyphosis, lordosis, kypholordosis, flat back, scoliosis (C and S curve, functional and structural round shoulders). Knock knees, bow legs, flat foot, causes for these deviations and treatment including exercise.			
Unit-III	(i) A brief history of massage and remedial exercise (ii) Muscle relaxation as an aid to massage (iii) Points to be considered in giving massage (iv) Physiological effects of massage (v) Classification of the manipulations used in massage and their specific uses on the Human body a stroking manipulation. (vi) Effleurage, Stroking, Kneading, Friction, Hacking, Clapping, Beating and Pounding.			
Unit-IV	(i) Common athletic injuries and their treatment (ii) Sprains (iii) Strains (iv) Contusions (v) Abrasions (vi) Type of fractures and their management			
Unit -V	Principles of applying heat/cold, ultra-violet rays, infra-red rays, contrast bath ultrasonic			

Book for References:

Corrective Physical Education, Rathborne J.I.W.B. Saunders and co., London 1995.

Manual of massage and movement, Prof E.M. Naro Faber and Faber Ltd.

Therapeutic Exercise for body Alignment and Education, by William mareuam and Catherine Worthingham, WB. Saunders and Co., 1965

Massage and Medical Gymnastics, M.V. Lace J. & A. Churchill Ltd., 1951.

Preventive and Corrective Physical Education Stafford and Kelly, New York. The Ronald Press, 1968.

Semester – V				
	CC-XXIV – DSE-1 COMPUTER APPLICATIONS IN PHYSICAL EDUCATION	T/P	Credits	Hours
		T	4	4
Unit-I	Introduction to Computer – History of Computers – Block diagram of a Computer – Input Devices, Keyboard and Monitor, Visual Display Terminal, Function Keys, Numeric Key pad, Light Pen and Mouse, Bar Codes – Out put Devices, Video Display unit – Dot Matrix Printers, Line Printers.			
Unit-II	Memory, Function of Memory, Read only Memory (ROM), Random Access Memory (RAM), Floppy Disk, Magnetic tape, Hard Disk – Central Processing Unit – Important characteristics of a computer.			
Unit-III	Software and Hardware, Machine Language, Assembly Language, High Level Language, Advantages of High Level Languages, Interpreters, Operating Systems, Basic Knowledge about different Software packages(Dbase, Spread Sheet, Word Processors)			
Unit-IV	Applications in windows – Application and document files, M.S.Dos. Clock and Calendar, Calculator, Paint, WordPad – Working with multiple applications.			
Unit -V	Practical – Windows '98 Word PowerPoint and Excels – 100 Marks			
Book for References: Corrective Physical Education, Rathborne J.I.W.B. Saunders and co., London 1995. Manual of massage and movement, Prof E.M. Naro Faber and Faber Ltd. Therapeutic Exercise for body Alignment and Education, by William mareuam and Catherine Worthingham, WB. Saunders and Co., 1965 Massage and Medical Gymnastics, M.V. Lace J. & A. Churchill Ltd., 1951. Preventive and Corrective Physical Education Stafford and Kelly, New York. The Ronald Press, 1968.				

Semester – V				
	Core Course – XXV- THEORIES OF GAMES - II	T/P	Credits	Hours
		T	3	4
(Games: Kho-kho, Kabaddi, Hockey)				
Unit-I	Origin, History and Development of the Track Events – International, National and StateLevel Organization.			
Unit-II	Layout of Playfield – Rules and their Interpretation			
Unit-III	Fundamental Skills – Lead – Up Games, Various Symptoms of Play – Selection of Players.			
Unit-IV	Training: Warm – up Technical Training – Tactical Training – Coaching Programme			
Unit -V	List of Officials, Duties of Officials , Officiating Procedures,			
Books for References: Conling David, Athletics, London, Robert Hale, 1980 Prabhakar Eric, The way to Athletic Gold, Madras East – West press Pct. Ltd., 1995 Dr.P.Mariayyah, Football, Sports Publications, Raja Street, Coimbatore. Dr. P.Mariayyyah, Kabaddi, Sports Publications, Raja Street, Coimbatore. Dr. P.Mariayyyah, Volleyball, Sports Publications, Raja Street, Coimbatore. Dr. P.Mariayyyah, Track and Field, Sports Publications, Raja Street, Coimbatore. Thompson Ganagon, Play Better Soccer in all colour, W.B.Saubders Company, 1972. DHanaraj V.Hubert, Volleyball – A Modern Approach, Patiala, Sainsoris, 1991.				

Semester – V				
	Core Course – XXVI TEACHING PRACTICE - (GENERAL LESSON PLAN AND PARTICULAR LESSON PLAN)	T/P	Credits	Hours
		P	3	4
Testing on:				
<div>1. General Lesson Plan (All Activities)</div> <div>2. Particular Lesson Plan (Games and Athletics)</div> <div>3. Teaching Methods</div> <div>4. Commands</div>				
Scheme of Assessment:				
<div><div>1. Teaching of General Lesson Plan</div><div>-</div><div>20</div></div> <div><div>2. Teaching of Particular Lesson Plan</div><div>-</div><div>20</div></div> <div><div>3. Record note with school signature</div><div>-</div><div>10</div></div> <div><div>TOTAL</div><div>-</div><div>50</div></div>				
Books for Reference:				
<div>Conling David, Teaching Practice , London, Robert Hale, 1980.</div> <div>Prabhakar Eric, The way to Athletic Gold, Madras East – West press Pvt. Ltd., 1995.</div> <div>Dr. P. Mariayyah, Football, Sports Publications, Raja Street, Coimbatore.</div> <div>Dr. P. Mariayyah, Kabaddi, Sports Publications, Raja Street, Coimbatore.</div> <div>Dr. P. Mariayyah, volleyball, Sports Publication, Raja Street, Coimbatore.</div> <div>Dr. P. Mariayyah, Track and Field, Sports Publications, Raja Street, Coimbatore.</div> <div>Thompson William, Teaching Soccer, Delhi, Surjeet Publications 1996.</div> <div>Carting Ganagon, Play Better Soccer in All Colour, W.B. Saubders Company,1972.</div> <div>Dhanaraj V. Hubert, Volleyball – A Modern Approach, Patiala, Sainsoris, 1991.</div>				

Semester – V				
	Organising Project Sports Meet , Tournaments and Officiating	T/P	Credits	Hours
		P	2	1
Organizing Project Sports Meet / Tournaments				
4.	Organizing Project Sports Meet	-	20	
5.	Organising Tournaments	-	20	
6.	Officiating Exam	-	10	
	TOTAL	-	50	
Books for Reference:				
Conling David, Teaching Practice , London, Robert Hale, 1980.				
Prabhakar Eric, The way to Athletic Gold, Madras East – West press Pvt. Ltd., 1995.				
Dr. P. Mariayyah, Football, Sports Publications, Raja Street, Coimbatore.				
Dr. P. Mariayyah, Kabaddi, Sports Publications, Raja Street, Coimbatore.				
Dr. P. Mariayyah, volleyball, Sports Publication, Raja Street, Coimbatore.				
Dr. P. Mariayyah, Track and Field, Sports Publications, Raja Street, Coimbatore.				
Thompson William, Teaching Soccer, Delhi, Surjeet Publications 1996.				
Carting Ganagon, Play Better Soccer in All Colour, W.B. Saubders Company,1972.				
Dhanaraj V. Hubert, Volleyball – A Modern Approach, Patiala, Sainsoris, 1991.				

Semester – V																
	Intensive Internship for School	T/P	Credits	Hours												
		P	2	1												
Internship/ Teaching Practice																
<p>a) In internship a student (teacher trainee) is undergoing supervised practical training. Internship/ Teaching practice includes Teaching & observation in the Department/ College. Intensive Teaching Practice in the neighboring Schools,</p> <p>b) Schools for intensive teaching shall be decided by the Staff-in-charge of Teaching Practice and Head of the Department / Principal of the College.</p> <p>c) A minimum of 30 lessons, Students shall complete 15 General and 15 Particular lessons/ Coaching Lessons in 15 working days under the supervision of the assigned Department /College and physical education staff in the schools.</p> <table><tr><td>7. Teaching of General Lesson Plan</td><td>-</td><td>40</td></tr><tr><td>8. Teaching of Particular Lesson Plan</td><td>-</td><td>40</td></tr><tr><td>9. Record note with school signature</td><td>-</td><td>20</td></tr><tr><td>TOTAL</td><td>-</td><td>100</td></tr></table>					7. Teaching of General Lesson Plan	-	40	8. Teaching of Particular Lesson Plan	-	40	9. Record note with school signature	-	20	TOTAL	-	100
7. Teaching of General Lesson Plan	-	40														
8. Teaching of Particular Lesson Plan	-	40														
9. Record note with school signature	-	20														
TOTAL	-	100														
Books for Reference:																
<p>Conling David, Teaching Practice , London, Robert Hale, 1980.</p> <p>Prabhakar Eric, The way to Athletic Gold, Madras East – West press Pvt. Ltd., 1995.</p> <p>Dr. P. Mariayyah, Football, Sports Publications, Raja Street, Coimbatore.</p> <p>Dr. P. Mariayyah, Kabaddi, Sports Publications, Raja Street, Coimbatore.</p> <p>Dr. P. Mariayyah, volleyball, Sports Publication, Raja Street, Coimbatore.</p> <p>Dr. P. Mariayyah, Track and Field, Sports Publications, Raja Street, Coimbatore.</p> <p>Thompson William, Teaching Soccer, Delhi, Surjeet Publications 1996.</p> <p>Carting Ganagon, Play Better Soccer in All Colour, W.B. Saubders Company,1972.</p> <p>Dhanaraj V. Hubert, Volleyball – A Modern Approach, Patiala, Sainsoris, 1991.</p>																

Semester – V				
	Core Course – XXVI THEORIES OF MAJOR GAMES- II (Major Games : Kho-kho, Kabaddi and Hockey) and Gymnastics and Traditional Sports	T/P	Credits	Hours
		P	1	1
Testing on:				
5. Fundamental Skills				
6. Finer Skills				
7. Playing Ability / Performance				
8. Officiating Techniques				
9. Gymnastics				
10. Traditional Sports				
Scheme of Assessment:				
10. Fundamental Skill & Defensive and Offensive Skill - 10				
11. Gymnastics - 10				
12. Traditional Sports - 10				
13. Playing ability / Performance - 10				
14. Officiating Technique - 5				
15. Record note - 5				
TOTAL - 50				
Books for Reference:				
Conling David, Athletics, London, Robert Hale, 1980.				
Prabhakar Eric, The way to Athletic Gold, Madras East – West press Pvt. Ltd., 1995.				
Dr. P. Mariayyah, Football, Sports Publications, Raja Street, Coimbatore.				
Dr. P. Mariayyah, Kabaddi, Sports Publications, Raja Street, Coimbatore.				
Dr. P. Mariayyah, volleyball, Sports Publication, Raja Street, Coimbatore.				
Dr. P. Mariayyah, Track and Field, Sports Publications, Raja Street, Coimbatore.				
Thompson William, Teaching Soccer, Delhi, Surjeet Publications 1996.				
Carting Ganagon, Play Better Soccer in All Colour, W.B. Saubders Company,1972.				
Dhanaraj V. Hubert, Volleyball – A Modern Approach, Patiala, Sainsoris, 1991.				

Semester – VI				
	Core Course – XXVII- (AL-1B) THEORIES OF GAMES-III	T/P	Credits	Hours
		T	3	4
(Cricket, Handball and Badminton)				
Unit-I	Origin, History and Development of the Track Events – International, National and StateLevel Organization.			
Unit-II	Layout of Playfield – Rules and their Interpretation			
Unit-III	Fundamental Skills – Lead – Up Games, Various Symptoms of Play – Selection of Players.			
Unit-IV	Training: Warm – up Technical Training – Tactical Training – Coaching Programme			
Unit -V	List of Officials, Duties of Officials , Officiating Procedures,			
Books for References: Conling David, Athletics, London, Robert Hale, 1980 Prabhakar Eric, The way to Athletic Gold, Madras East – West press Pct. Ltd., 1995 Dr.P.Mariayyah, Football, Sports Publications, Raja Street, Coimbatore. Dr. P.Mariayyah, Kabaddi, Sports Publications, Raja Street, Coimbatore. Dr. P.Mariayyah, Volleyball, Sports Publications, Raja Street, Coimbatore. Dr. P.Mariayyah, Track and Field, Sports Publications, Raja Street, Coimbatore. Thompson Ganagon, Play Better Soccer in all colour, W.B.Saubders Company, 1972. DHanaraj V.Hubert, Volleyball – A Modern Approach, Patiala, Sainsoris, 1991.				

Discipline Specific Elective

3. Sports Management
4. Educational Technology in Physical Education

Semester – VI				
	Core Course – XXVIII DEC- Discipline Specific Elective SPORTS MANAGEMENT	T/P	Credits	Hours
		T	4	5
Unit-I	Meaning and Definition of Sports management – Scope of sports management – Basic principles of sports management – Functions of sports management.			
Unit-II	Personal management: Objectives – Personal policies – Personal Recruitment – Role of Personal manager. Programme management: Importance of programme development – Factors influencing programme development – Competitive sports programs.			
Unit-III	Sports marketing: Meaning – Factors involved in the marketing of sports – Market awareness – Developing a target market strategy – Quality and price of sports products.			
Unit-IV	Supplies of sports Equipment: Guidelines for selection and supply of equipments – Equipment room, Equipment and supply manager – Guidelines for checking, storing and issuing – Care and Maintenance of equipments.			
Unit -V	Accounting and Budgeting – Definition and role of accounting in sport and fitness enterprise Raising of funds – Types of Budget – Budget record maintenance – The accounting system.			
Book for References:				
Bucher A. Charles (1993) Management of Physical Education and sports (10 th ed.,) St. Louis: Mobsy Publishing Company.				
Chellalurai. P(1999) Human Resource Management in sport and Recreation, Human kinetics.				
Chakraborty, Samiram (1988), Sports Management, Sports publications, New Delhi.				
Lazer. W and Cultey. J Marketing Management. Boston Houghton Miffling Co.				
Ruben Acosta Hernandez, Managing sport organizations, Human kinetics.				

Semester – VI				
	Core Course – XXVIII DEC- Discipline Specific Elective EDUCATIONAL TECHNOLOGY IN PHYSICAL EDUCATION	T/P	Credits	Hours
		T	4	5
Unit-I	Introduction: Education and Education Technology- Meaning and Definitions. Types of Education- Formal, Informal and Non- Formal Education. Educative Process Importance of Devices and Methods of Teaching.			
Unit-II	Teaching Technique: Teaching Technique – Lecture method, Command method, Demonstration method, Imitation method, Project method. Micro Teaching – Meaning,.			
Unit-III	Types and steps of micro teaching. Simulation Teaching - Meaning, Types and steps of simulation teaching			
Unit-IV	Teaching Aids : Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids. Teaching aids – Audio aids, Visual aids, Audio – Visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture. Team Teaching – Meaning, Principles and advantage of team teaching. Difference between Teaching Methods and Teaching Aid.			
Unit -V	Introduction to Computer and MS Word: Meaning, Need and Importance of Information and Communication Teaching (ICT) .Application of Computers in Physical Education. MS Word: Introduction to MS Word – Creating, Saving and Opening a Document – Formatting,			
Book for References:				
Bucher A. Charles (1993) Educational Technology in Physical Education and sports (10 th ed.,) St. Louis:Mobsy Publishing Company.				
Chellaldurai. P(1999) Human Resource Management in sport and Recreation, Human kinetics.				
Chakraborty, Samiram (1988), Sports Management, Sports publications, New Delhi.				
Lazer. W and Culley. J Marketing Management. Boston Houghton Miffling Co.				
Ruben Acosta Hernandez, Managing sport organizations, Human kinetics.				

Semester – VI				
	CC-XXVIII HEALTH EDUCATION AND FIRST AID	T/P	Credits	Hours
		T	4	5
Unit-I	Meaning, Nature, Need and Scope of health Education. Factors influencing Health. State, National and International health organization. Meaning of wellness and Health – components of Health-Physical and Mental Health. Community health, Environment health, Occupational health. Personal hygiene School health programme.			
Unit-II	Communicable diseases – agent, causative organism, Incubation period-Mode of spread, sign and symptoms and preventive measure of typhoid, Cholera, Pulmonary Tuberculosis, Amoebiasis, Malaria, Tetanus, Poliomyelitis, Non-Communicable diseases – Symptoms and Prevention of Peptic ulcer, Malignancy, Cancer, Hypertension, Diabetic mellitus.			
Unit-III	Definition – Characteristics – Principles of Safety Education – Need for Safety Education in Physical Education. Factors affecting safety – Need and Importance of safety for preventing injuries.			
Unit-IV	Definition and importance of first aid – first aid for Athletic injuries – sprain, strain – dislocation – cramp – fracture and its types.			
Unit -V	Sign, Symptoms and first aid for Poisoning, Drowning, Dog Bit and Burns. Types of Bleeding – Wound and its type – Contusion – Abrasion – Puncture wound – Laceration. Artificial respiration.			
Book for References: Mangal SK and Chandra, P.C. (1979) Health and Physical Education, Ludhiana Tandon Brothers Publication. Neiniah (1978) School Health Education, New York: Harper and Brothers Royappa, Daisy Joseph and Govindarajulu, JK. (1972) Safety Education First Aid to the Injured, New Delhi: St. John Ambulance Association School Safety Policies, Washington: American Association for Health, Physical Education and Recreation. Florio, A.E and Stafford, G.T., (1969) Safety Education, New York: Mc Graw Hill Book Company. William, Evans, A, (1952) Everyday Safety, Lyons and Carnahan Miller, David. E, (1976) Occupational Safety, Health and Fire Index, New York: Marcel Dekker Inc.				

	Project	T/P	Credits	Hours
		CC	4	6
DISSERTATION				
<p>1. The student shall have dissertation for B.P.E.S. in VI Semester. The title and proposal shall be approved by the Guide and Head of Department/ Principal of the College.</p> <p>2. The dissertation must be submitted before issuing the hall tickets, the last theory examination of the VI Semester duly signed by Guide and Head of Department / Principal of the College.</p> <p>3. The format Prescribed by the University shall be followed.</p> <p>4. Only Internal Evaluation only.</p>				

Semester – VI				
	DSE PRACTICAL OF MAJOR GAMES I, II, III (Major Games: Football, Khokho, Kabaddi, Volleyball, Badminton, Basket ball, Cricket, Hockey and Handball)	T/P	Credits	Hours
		T	2	3
<p style="text-align: center;">GAME – Internal – 50 and External - 50</p> <p>General and specific conditioning exercise</p> <p>Fundamental Skills</p> <p>Drills for developing the skills</p> <p>Team Tactics and Strategy</p> <p>System of Play</p> <p>Standardized skill test</p> <p>Scouting of Performance</p> <p>Rules</p> <p>Officiating techniques</p>				

	Library / Yoga / Qualified for any one Officiating Examination / Field Trip	T/P	Credits	Hours
		V	2	3
<p>Students are instructed to complete any one of the following</p> <ol style="list-style-type: none">1. Field Trip2. Qualify for any one Officating Examination3. Complete one week yoga internship during week end.4. Complete Library Hours for One week.				

PART-V	Semester-VI – EXTENTION ACTIVITIES – Village Placement Programmes	T/P	Credits	Hours
		V	2	3
<p>In the Sixth semester of the B.P.E.S course for the Village Placement programme the students required to visit of neighbouring village at least for a minimum period of five days and to organise the programmes such as</p> <ol style="list-style-type: none">1. Physical Education/ Physical Exercise related programmes2. Awareness Programmes related to health and fitness3. Cleaning, creation of place for physical activities, sports and games.4. Survey of related health and fitness <p>The Village Placement programme record with details of programmes organised and photo graphs should be submitted at the time of the Vi Semester B.P.E .S University practical examinations for evaluation.</p>				