



**Sri Ramakrishna Mission Vidyalaya
Maruthi College of Physical Education**

COIMBATORE - 641 020.



SYLLABUS

Master of Physical Education (MPed)

2018-2020

Program Code: MCPM



**Sri Ramakrishna Mission Vidyalaya
Maruthi College of Physical Education**

(An Autonomous College Re-accredited by NAAC,
Affiliated to the Tamil Nadu Physical Education and
Sports University, Chennai)

COIMBATORE - 641 020.



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MASTER OF PHYSICAL EDUCATION (MPed)

Syllabus 2018-2020

Program Code: MCPM

Preamble:

The Master of Physical Education (M.P.Ed.) two years (Four Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of physical education for conducting physical education and sports activities in classes XI and XII as well as Assistant Professor / Directors / Sports Officers in Colleges / Universities and Teacher Education in College of Physical Education.

M.P.Ed. programme shall be designed to integrate the study of childhood, social context of Physical Education, subject knowledge, pedagogical knowledge, aim of Physical Education and communication skills. The programme comprises of compulsory and optional theory as well as Practicum courses and compulsory internship.

Regulations:

1. Eligibility for admission

1. The Candidate for admission to the Master of Physical Education (M.P.Ed.) degree programme should have passed B.P.Ed., examination from any recognized University with minimum of 50%marks and it should be approved by the syndicate of Tamilnadu Physical Education and Sports University, Chennai.
2. Age limit:
 - a. The candidates should not have completed 35 years age as on 1st July however, relaxation of three years may be given for SC/ ST.

- b. Ex – Service man / Experienced Physical Education Teachers shall be given relaxation of six years of age.
3. The candidate should be medically fit and free from any physical deformities. They should submit application form along with medical certificate issued by a Government Doctor not below the rank of Civil Surgeon to the effect that the candidate is fit to undergo strenuous activities.
 4. Admission is made based on the following:

Qualifying Examination (B.P.Ed.)	- 25 Marks
Games and Sports Participation	- 25 Marks
* Games and Sports Skill Test	- 50 Marks
Written Test	- 35 Marks
Personal Interview	- 15 Marks
Total	- 150 Marks

*(The candidate has to perform skill tests in any one of the following games or athletic events. Badminton, Basketball, Cricket, Football, Handball, Hockey, Kabaddi, Kho - Kho, Tennis and Volleyball)
 5. The candidates will be selected on the basis of merit following the reservation of seats as prescribed by the Government of Tamil Nadu.

2. Duration:

The M.P.Ed programme shall be of a duration of two academic years, that is, four semesters. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

3. The CBCS System:

All Programmes shall run on Choice Based Credit System (CBCS). 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.

4. Course:

The term course usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures / tutorials / laboratory work / field work / outreach activities / project work / vocational training / viva / seminars / term papers / assignments / presentations / self-study etc. or a combination of some of these.

5. Courses of Programme:

The M.P.Ed. programme consists of a number of courses, the term 'Course' applied to indicate a logical part of subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories of courses suggested for the M.P.Ed. programme.

- ▲ Theory
 - Core Course
 - Elective Course
 - Generic Elective Course
- ▲ Practicum
 - Compulsory Course (Track and Field)
 - Elective Course
- ▲ Internship
 - Teaching / Coaching Practices
- ▲ Ability and Skill Enhancement Course
 - Ability Enhancement Compulsory Course / Co-curricular Course / Skill Enhancement Course

6. Semesters:

An academic year is divided into two semesters. Each semester consist of 17-20 weeks of academic work equivalent to 100 actual teaching days. The odd semester scheduled from May / June to November / December and even semester from November / December to April / May. The institution works for a minimum of 36 working hours in a week (five or six days a week).

7. Working days:

There shall be at least 200 working days per year.

8. Credits:

The term 'Credit' refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or one and half / two hours of practicum work/ field work per week. The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing a M.P.Ed. programme is 90 credits and for each semester 20 credits.

Provision of Bonus Credits Maximum 06 Credits in each Semester

S. No.	Special Credits for Extra Co-curricular Activities	Credit
1	Sports Achievement at Stale level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports participation International level Competition	4
2	Inter University Participation (Any one game)	2
3	Inter College Participation (Min. two game)	1
4	National Service Scheme	2
5	Blood Donation / Cleanliness Drive / Community Services	2
6	Mountaineering – Basic Camp, Advance Camp / Adventure Activities	2
7	Organization / Officiating – State / National Level in any two game	2
8	News Reporting / Article Writing / book writing / Progress report writing	1

Students can earn maximum 06 Bonus credits in each semester by his participation in the above mentioned activities duly certified by the Head of the institution. This Bonus credit will be used only to compensate loss of credits in academic activities.

9. Examinations:

- i. There shall be examinations at the end of each semester, for first semester in the month of November / December: for second semester in the month of April / May. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such Re-appearance course(s) in the subsequent examinations to be held in November / December or April / May.
- ii. A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed or belated joining or on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he has successfully kept the term in first semester.

10. Condonation:

Student must have 80% of attendance in each course for appearing the examination. Students who have 75% to 79% of attendance shall apply for condonation in the prescribed form with the prescribed fee along with the medical certificate. Students who have 50% to 74% of attendance shall not be allowed to write the examination. They will be allowed to write the examination on next semester as arrear after compensating the required hours. Students who have below 50% of attendance are not eligible to appear for the examination. They should redo the semester.

11. Pattern of Question Papers:

Question papers shall have questions corresponding to five units of each theory course.

Format of Question Paper for 5 Units.

Each question paper shall have three parts. The pattern will be as follows:

PART	DESCRIPTION	MARKS
I	Multiple choice questions - Write the answers to all the questions (Three Questions from each Unit) 10 x 1 marks	10
II	Write short notes (either /or method) Answer all the questions (Two questions from each unit) 5 x 6 marks	30
III	Answer in detail (essay type question): Answer any three questions out of five questions (One questions from each unit) 3 x 10 marks	30
Total		70

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 point. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are:

Continuous Internal Assessment (CIA) Test-I	5 Marks
Continuous Internal Assessment (CIA) Test-II	5 Marks
Pre semester	10 Marks
Assignments	5 Marks
Percentage of Attendance	5 Marks
95 % - and above - 5 Marks	
90 % – 94 % - 4 Marks	
85 % – 89 % - 3 Marks	
81 % – 84 % - 2 Marks	
80 % – 83% - 1 Mark	
Total	30 Marks

Attendance shall be taken as a component of continuous assessment, although the students should have minimum 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be written type examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70. The evaluation of Practicum work, wherever applicable, will also be based on continuous internal assessment and on an end-semester Practicum examination.

13. Minimum Passing Standard:

No student shall be eligible for the award of the M.P.Ed., degree unless he has passed the written examinations (Part-A), the Practicum (Part- B) and Internship (Part - C).

A minimum of **50% of marks in each paper** is prescribed for a pass. A student has to secure 50% minimum in the end semester examinations (Internal and external combined but with a minimum of 50% in external).

14. Grading:

Once the marks of the CIA (Continues Internal Assessment) and ESE (End Semester Examination) for each of the courses are available, both (CIA and ESE) will be added. The marks thus obtained for each of the courses will then be graded from the first semester onwards the average performance within any semester from the first semester is indicated by Semester Grade Point Average (SGPA) while continuous performance (including the performance of the previous semesters also) starting from the first semester is indicated by Cumulative Grade Point Average (CGPA). These two are calculated by the following formula:

Semester Grade Point Average : $SGPA = \sum C_i G_i / \sum C_i$

Where

$\sum C_i G_i$ = Sum of the multiplication of grade points by the credits of the courses in a semester.

$\sum C_i$ = Sum of the credits of the courses in a semester.

Cumulative Grade Point Average :

Where

$\sum_n \sum_i C_{ni} G_n$ = Sum of the multiplication of grade points by the credits of the cumulative semester / entire programme.

$\sum_n \sum_i C_{ni}$ = Sum of the credits of the courses of the cumulative semester / entire programme.

15. Classification of Final Results:

For the purpose of declaring a candidate to have qualified for the Degree of Master of Physical Education in the First class / Second class / First class with Distinction, the marks and the corresponding CGPA earned by the candidate in Core Courses will be the criterion. It is further provided that the candidate should have scored the First / Second Class separately in both the grand total and end Semester (External) examinations.

16. Award of the M.P.Ed. Degree:

A candidate shall be eligible for the award of the degree of the M.P.Ed. only if he has earned the minimum required credit including Bonus Credits of the programme prescribed above.

17. Letter Gradings and Grade Points:

Two methods-relative grading or absolute grading - have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained

by all the students in the course and the grades are awarded based on a cut-off mark or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods.

The grades for each course would be decided on the basis of the percentage marks obtained at the end-semester external and internal examinations as per following table:

RANGE OF MARKS	GRADE POINTS	LETTER GRADE	DESCRIPTION
90 - 100	9.0 - 10.0	O	Outstanding
80 - 89.99	8.0 - 8.99	D+	Excellent
75 - 79.99	7.5 - 7.99	D	Distinction
70 - 74.99	7.0 - 7.49	A+	Very Good
60 - 69.99	6.0 - 6.99	A	Good
50 - 59.99	5.0 - 5.99	B	Average
00 - 49.99	0 - 0	U	RR - Appearance
ABSENT	0 - 0	AAA	Absent

18. Grade Point Calculation:

Calculation of Semester Grade Point Average (SGPA) and Credit Grade Point (CGP) and declaration of class for M.P.Ed Programme.

The credit grade points are to be calculated on the following basis:

$$SGPA = \frac{\text{Sum of grade points of all courses of the particular semester}}{\text{Total credit of the semester}}$$

19. Revaluation of Examination Papers:

In respect of M.P.Ed Degree Course, any candidate can apply for revaluation of his answer script of any theory paper he had appeared, if he does not satisfy with the marks awarded to him in the paper. Firstly, the candidate has to fill in prescribed application form and remit ₹ 100 per paper for getting the photo-copy of the answer script. After going through the script, if the candidate desires for revaluation of the answer paper he has to fill in the prescribed application form, pay the revaluation fee (₹ 400/- per paper) by cash in the Controller's office.

After the expiry of late dates, the script will be revalued by a panel of evaluators and the revised marks will be intimated to the candidates. The candidates who secure change in marks in the revaluation have to surrender their original mark sheets to the Controller's office to get revised mark sheets. The revaluation system is not applicable for the Practicum subjects. Applications received after the prescribed due dates will not be entertained by the institution.

COURSE OF STUDY

- a. Duration of the Course of the study is for two academic years, consisting of four semesters. The total working days shall be not less than 200 days in an academic year, each semester consists of not less than 100 days. Each working day shall consist of four hours of practical work (morning and evening two (2) hours each session) and three (3) hours of theory.
- b. The course of study shall consist of three parts i.e., Part I- Theory Part II- Practicum and Part III- Internship and Part-IV - Ability and Skill Enhancement Course as indicated below.

PART I – THEORY

First Semester			
S. No	Paper Type	Paper Code	Title of the Paper
1	Core Papers	1MCC1	Research Process in Physical Education & Sports Sciences
		1MCC2	Physiology of Exercise
		1MCC3	Tests, Measurement and Evaluation in Physical Education
Disciplines Specific Elective Course (Anyone)			
2	Elective Papers	1MECA	Any one paper from the list of discipline specific elective course Choices for First Year
Second Semester			
3	Core Papers	2MCC1	Applied Statistics in Physical Education & Sports
		2MCC2	Sports Biomechanics & Kinesiology
		2MCC3	Scientific Principles of Sports Training
4	Elective Papers	2MECA	Any one paper from the list of discipline specific elective course Choices for First Year
Third Semester			
5	Core Papers	3MCC1	Sports Rehabilitation
		3MCC2	Theories of Track and Field
		3MCC3	Dissertation
6	Elective Papers	3MEC4	Any one paper from the list of discipline specific elective course Choices for Second Year
7	Generic Elective Course	3MGEC	Any one paper from the list of Generic Elective Course
Fourth Semester			
8	Core Papers	4MCC1	Information & Communication Technology (ICT) and Education Technology in Physical Education
		4MCC2	Sports Psychology & Sports Sociology
		4MCC3	Theories of Specialization Game
9	Elective Papers	4MECA	Any one paper from the list of discipline specific elective course Choices for Second Year

PART II – PRACTICUM FIRST YEAR

Practicum Course

Flag Hoisting, March Past, Ceremonies like Opening, Closing, Victory (During Intramurals Competitions) of Different Sports and Games / Lead up Games / Minor Games / Relay Games.

National Flag: Meaning, concept and significance of National Flag, Symbolism of Tri-colour and Wheel. Code of hoisting or lowering of Flag, Dimensions of the Flag and tri-colour proportions. Honour of the Flag and its use. Penalty of misusing or dishonouring the Flag..

Opening and Closing Ceremonies: Schedule and formality of Opening Ceremony- Unfurling of Flag, Flame igniting, Oath, March-Past of players/teams, Salutation, Declaration of Opening of the Meet. brief address by the guests, announcement of beginning of competition Victory & Prize distribution Ceremony- Planning of schedule for victory ceremony.

Closing Ceremony: Assembly of sports-persons, March-Past, Salutation, re-assembly, brief address of the guests, Declaration of results and distribution of Prizes/ Certificates, Vote of thanks, Ceremonial Flag-lowering, Flame extinguishing, Declaration of Closing of the Meet.

Practical of the organization of Sports / Athletic Meet during Intramural Programme should be arranged as a project by the students under the supervision of the faculty. Organization of Sports Festival, Play Day, Social Party games, etc.

First Semester Practicum Course

1MPC1: TRACK AND FIELD I: RUNNING EVENTS

Running Events:

- ▲ Fundamental skills -Short and Middle distance.
- ▲ Use of Starting blocks- stance on the blocks.
- ▲ Body position at the start- starting technique, change in body position during running, movements of the arms, stride length and frequency, position of torso while running and at finish.
- ▲ Advanced Skills Various techniques of sprint start: Bullet start, standing start ,
- ▲ Active game practice

1MPC2: GYMNASTICS (Floor Exercises)

1MPC3: GAME OF SPECIALIZATION – I (Second Best)

The Candidate has choice to select any one of the following games as the Specialization - I (Second best).

(Badminton/Basketball/Cricket/Football/Handball/Hockey/ Kabaddi/Kho-kho/ Tennis/ Volleyball)

1MPC4: AEROBICS

Rhythmic Aerobics - dance Low impact aerobics High impact aerobics Aerobic kick boxing Moves March single, basics, side to side alternate, turn s/a ,double side to side, step touch, grapevine, knee up, leg curl, kick front, toe touch, kick side, side lunge, over the top, back lunge, straddle, kick front, travel, kick side, corner, heel to toe, shape, 'e', shape w, repeat left mode Warm up and cool down Being successful in exercise and adaptation to aerobic workout.

Second Semester

2MPC1: TRACK AND FIELD II:

JUMPING EVENTS (Long Jump, Triple Jump, High Jump and Pole Vault) AND HURDLES (100 m, 110 m and 400 m men and women)

- Fundamental Skills
- Advanced Skills and various techniques
- Rules and Regulations

2MPC2: YOGA

Yoga, Asanas prescribed by Maharishi 'Patanjali', Shudhi Kriyas, Shatkriyas, jalneti, sutraneti, dhoughti, kunjaj, Nauli, Bhasti, Trataka, Kapalbhathi, Pranayams, Anulom-vilom, Kapalbhathi, Bandhas, Mudras, Surya namaskar.

2MPC3: GAME OF SPECIALIZATION I

The Candidate has choice to select any one of the following games as the Specialization - I (Second best)

(Badminton/Basketball/Cricket/Football/Handball/Hockey/Kabaddi/Kho-kho/Tennis/Volleyball)

2MPC4: TRACK AND FIELD I & II AND SPECIALIZATION GAMES TEACHING / COACHING / OFFICIATING

The students of M.P.Ed - II Semester need to develop proficiency in taking teaching classes in game of specialization and track and field event. In view of this, the students shall be provided with teaching experience. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class they are going to handle. The faculty members will evaluate this.

Third Semester
Practicum Course

3MPC1: TRACK AND FIELD III: THROWING EVENTS

Course contents in throwing events (Shotput, Discus throws, Javelin throw and Hammer throw) should be chalked out internally considering advance level of students. Practical Skill Test to be conducted after completion of syllabus

3MPC2: GYMNASTICS: (with apparatus)

Course contents in Gymnastics should be chalked out internally considering advance level of students and suitable to their age and gender. Practical Skill Test to be conducted after completion of syllabus

**3MPC3: COMBATIVE SPORTS: (BOXING/ FENCING/ JUDO/
KARATE/ TAEKWONDO / KALARI (ANY ONE))**

The students of M.P.Ed - III Semester need to be develop proficiency in taking coaching lesson in selected game discipline. In view of this, the students shall be provided with advance training and coaching in selected discipline. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class they are going to handle at school and college level.

3MPC4: FITNESS TRAINING

Conditioning Exercises: General and Specific Training Methods: Weight Training (Free Weights and Machine Weights) – Circuit Training – Interval Training – Fartlek Training – Plyometrics, Swiss Ball Training – Medicine Ball Training – Core Board Training – Cross Training.

The students of M.P.Ed - II Semester need to develop proficiency in taking teaching classes in indigenous activities and sport under school situation. In view of this, the students shall be provided with teaching experience. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40

minutes depending on the class they are going to handle at school and college level.

3MPC5: GAME OF SPECIALIZATION-II (FIRST BEST)

The students of M.P.Ed - III Semester need to be develop proficiency in taking coaching lesson in selected game discipline. In view of this, the students shall be provided with advance training and coaching in selected discipline. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class they are going to handle at school and college level.

Each student teacher is expected to take at least five lessons during the course of the third semester. The lessons will be supervised by the faculty members who would discuss the merits and demerits of the concerned lesson and guide them for the future. In these coaching lessons, the duration should slowly increase and all the parts of the lesson covered progressively.

Fourth Semester Practicum Course

4MPC1: TRACK AND FIELD-IV: COMBINED EVENTS

- Decathlon (Men and Women)
- Heptathlon (Women)

Practical Skill Test to be conducted after completion of syllabus

4MPC2: GAMES SPECIALIZATION I: (First Best)

The Candidate has choice to select any one of the following games as the Specialization - I (first best). Practical skill test of any two.

(Badminton/Basketball/Cricket/Football/Handball/Hockey/
Kabaddi/Kho-kho/Tennis/ Volleyball)

4MPC3: TEACHING / COACHING / OFFICIATING: TRACK & FIELD EVENTS III & IV AND GAME OF SPECIALISATION (FIRST BEST)

The students of M.P.Ed - IV Semester need to develop proficiency in taking officiating lesson on selected above discipline.

In view of this, the students shall be provided with advance mechanism of officiating in selected discipline. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class time they are going to handle.

Each student teacher is expected to take at least five lessons during the course of the fourth semester. The lessons will be supervised by the faculty members and experts who would discuss the merits and demerits of the concerned lesson and guide them for the future. In these officiating lessons, the duration should slowly increase and all the parts of the lesson covered progressively.

PART III – INTERNSHIP

1MIC1: FIELD / LABORATORY WORK-I

Student has to take the following and has to prepare a record and submit to the staff. Test, Measurement & Evaluation, Sports Psychology & Physiology of Exercises Laboratory

1MIC2: CLASS ROOM TEACHING-I

Student has to undergo five lessons on theory subjects. Organisation & Participation in Project Sports Meet, Intramural & Extramural Tournaments.

1MIC3: TEACHING / COACHING / OFFICIATING: AT SCHOOLS / COLLEGES / INSTITUTIONS

The students of M.P.Ed - I Semester need to develop proficiency in taking teaching classes in indigenous activities and sport under school situation. In view of this, the students shall be provided with teaching experience. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class they are going to handle at school and college level.

Each student teacher is expected to take at least five lessons during the course of the first semester. The lessons will be super-

vised by the faculty members who would discuss the merits and demerits of the concerned lesson and guide them for the future. In these lessons, the duration should slowly increase and all the parts of the lesson covered progressively.

2MIC1: CLASS ROOM TEACHING-II – 5 LESSONS ON THEORY SUBJECTS

The students of M.P.Ed - II Semester need to develop proficiency in taking teaching classes in theory subjects. In view of this, the students shall be provided with teaching experience. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class they are going to handle. The faculty member will evaluate the students during the class.

2MIC2 PROJECT SPORTS MEET, PARTICIPATION IN INTRAMURAL AND EXTRAMURAL TOURNAMENTS

The faculty members will evaluate the organization and participation capabilities of the students during the above mentioned tournaments.

3MIC1: FIELD / LABORATORY WORK-II

Athletic Care, Physiotherapy and Rehabilitation, Sports Medicine and Kinesiology and Biomechanics Laboratory

3MIC2: CLASS ROOM TEACHING, PROJECT SPORTS MEET, PARTICIPATION IN INTRAMURAL AND EXTRAMURAL TOURNAMENTS

Five Lessons on Theory Subjects. The students of M.P.Ed - II Semester need to develop proficiency in taking teaching classes in theory subjects. In view of this, the students shall be provided with teaching experience. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class they are going to handle. Organisation & Participation in Project Sports Meet, Intramural and Extramural

Tournaments. The faculty members will evaluate the organization and participation capabilities of the students during the above mentioned tournaments.

3MIC3: COACHING LESSONS OF SPECIALIZATION GAMES:

Internship at Schools / Colleges / institutions. The faculty members will evaluate the students.

4MIC1: CLASS ROOM TEACHING – 5 LESSONS ON THEORY SUBJECTS

Five Lessons on Theory Subjects. The students of M.P.Ed - II Semester need to develop proficiency in taking teaching classes in theory subjects. In view of this, the students shall be provided with teaching experience. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class they are going to handle. The faculty member will evaluate the students during the class.

4MIC2: OFFICIATING, ORGANIZATION AND PARTICIPATION IN PROJECT SPORTS MEET, INTRAMURAL AND EXTRAMURAL TOURNAMENT

Officiating, Organisation & Participation in Project Sports Meet, Intramural and Extramural Tournaments. The faculty members will evaluate the organization and participation capabilities of the students during the above mentioned tournaments.

4MIC3: INTERNSHIP - COACHING IN TRACK & FIELD EVENTS

The students of M.P.Ed - IV Semester need to be develop proficiency in taking coaching lesson on selected track & field events. In view of this, the students shall be provided with advance method of coaching in selected track & field events. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class time they are going to handle at school and college level.

Each student teacher is expected to take at least five lessons during the course of the fourth semester. The lessons will be supervised by the faculty members and experts who would discuss the merits and demerits of the concerned lesson and guide them for the future. In these coaching lessons, the duration should slowly increase and all the parts of the lesson covered progressively.

PART IV – ABILITY AND SKILL ENHANCEMENT COURSE

- 1AEC1** : Ability Enhancement Compulsory Course – Personality Development.
- 2AEC1** : Ability Enhancement Compulsory Course – Life Skill Management
- 2CCC1** : Co-curricular Course - Village Placement Programme.
- 3SEC1** : Skill Enhancement Course - Software Based Statistical Application in Physical Education. (OR)
- 3SEC2** : Sports Tourism in India.
- 4SEC1** : Skill Enhancement Course - Any Approved Online Course. (OR)
- 4SEC2** : Professional preparation for SET/NET in Physical Education.
- 4CCC1** : Co-curricular Course - Extension Sports Activities.

SCHEME OF EXAMINATION

Semester – I

Part I :Theory Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
1MCC1	Research Process in Physical Education & Sports Sciences	3	3	30	70	100
1MCC2	Physiology of Exercise.	3	3	30	70	100
1MCC3	Tests, Measurement and Evaluation in Physical Education	3	3	30	70	100
Discipline Specific Elective Course (Anyone)						
*	Any one paper from the list of discipline specific elective course Choices for First Year	3	3	30	70	100
Part-II Practicum						
1MPC1	Track and Field - I Running Events	3	2	100	-	100
1MPC2	Gymnastics (Floor Exercises)	3	2	50	-	50
1MPC3	Game of Specialization- I (Second Best) Basketball/ Badminton/Cricket/ Football/ Handball/Hockey/ Kabaddi/ Kho-Kho/Tennis/ Volleyball (Any one game)	6	4	100	-	100
1MPC4	Aerobics: Touch out, V Step, A Step, Jump on the Spot, Knee Curl, Front Kick, Knee and Arm Lift, Side Kick	3	2	50	-	50
Part-III Internship						
1MIC1	Field / Laboratory Work-I: Test, Measurement & Evaluation, Sports Psychology & Physiology of Exercises Laboratory	3	2	50	-	50

1MIC2	Class Room Teaching-I: Five lessons on theory subjects, Organisation & Participation in Project Sports Meet, Intramural & Extramural Tournaments	3	2	50	-	50
1MIC3	Teaching / Coaching / Officiating: At schools/ colleges/ Institutions	3	2	50	-	50
Part-IV Ability and Skill Enhancement Course						
1AEC1	Ability Enhancement Compulsory Course – Personality Development	2	2	-	-	-
Total		38	30	570	280	850

* 1SEC1 / 2SEC1 / 1SEC2 / 2SEC2 / 1SEC3 / 2SEC3 / 1SEC4 / 2SEC4

Semester – II

Part I: Theory Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
2MCC1	Applied Statistics in Physical Education & Sports	3	3	30	70	100
2MCC2	Sports Biomechanics & Kinesiology	3	3	30	70	100
2MCC3	Scientific Principles of Sports Training	3	3	30	70	100
Discipline Specific Elective Course (Anyone)						
*	Any one paper from the list of discipline specific elective course Choices for First Year	3	3	30	70	100
Part-II Practicum						
2MPC1	Track and Field II: Jumping events & Hurdles	3	2	50	50	100
2MPC2	Yoga: - Asanas, Pranayama, Kriyas, Bandhas, Mudras, Suryanamaskar	3	2	50	-	50

2MPC3	Games of Specialization-I Basketball/Badminton/ Cricket/ Football/Handball/ Hockey/ Kabaddi/ Kho- Kho/ Tennis/Volleyball (Any one game)	6	4	50	50	100
2MPC4	Track and Field I & II and Specialization Games Teaching / Coaching / Officiating	3	2	50	-	50
Part-III Internship						
2MIC1	Class Room Teaching - II Five lessons on theory subjects	3	2	50	-	50
2MIC2	Project Sports Meet. Participation in Intramural and Extramural Tournaments	3	2	50	-	50
Part-IV Ability and Skill Enhancement Courses						
2AEC1	Ability Enhancement Compulsory Course - Life Skill Management	2	2	-	-	-
2CCC1	Co-Curricular Course– Village Placement Programme	2	2	-	-	-
	Total	37	30	420	380	800

* 1SEC1 / 2SEC1 / 1SEC2 / 2SEC2 / 1SEC3 / 2SEC3 / 1SEC4 / 2SEC4

Semester – III

Part I: Theory Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
3MCC1	Sports Rehabilitation	3	3	30	70	100
3MCC2	Theories of Track and Field	3	3	30	70	100
3MCC3	Dissertation	3	3	30	70	100

Discipline Specific Elective Course (Anyone)						
*	Any one paper from the list of discipline specific elective course Choices for Second Year	3	3	30	70	100
Generic Elective Course						
3GEC1/ 3GEC2	Recreational and Inclusive Games (or) Special Olympics	3	3	30	70	100
Part- II Practicum						
3MPC1	Track and Field III: Throwing Events	3	2	50	-	50
3MPC2	Gymnastics (With Apparatus)	3	2	50	-	50
3MPC3	Combative Sports - Boxing/ Fencing/Judo/ Taekwondo/ Karate/Kalari (Any one)	3	2	50	-	50
3MPC4	Fitness Training : Conditioning Exercises: General and Specific Training Methods: Weight Training (Free Weights and Machine Weights) - Circuit Training - Interval Training - Fartlek Training - Plyometrics Training, Swiss Ball Training - Medicine Ball Training - Core Board Training - Cross Training	3	2	50	-	50
3MPC5	Games of Specialization-II Basketball/Badminton/ Cricket/ Football/Handball/ Hockey/Kabaddi/ Kho- Kho/ Tennis/Volleyball (Any one game) (First Best)	3	2	50	-	50

Part-III Internship						
3MIC1	Field / Laboratory Work II: Athletic Care, Physiotherapy and Rehabilitation, Sports Medicine and Kinesiology and Biomechanics Laboratory	3	2	50	-	50
3MIC2	Class Room Teaching III: Five Lessons on Theory Subjects, Organisation & Participation in Project Sports Meet, Intramural and Extramural Tournaments	3	2	50	-	50
3MIC3	Coaching Lessons of Specialization Games: Internship at Schools / Colleges	3	2	50	-	50
Part-IV Ability and Skill Enhancement Course						
3SEC1	Skill Enhancement Course - Software Based Statistical Application in Physical Education	2	2	-	-	-
3SEC2	or Sports Tourism in India					
Total		41	33	550	350	900

* 3DSE1 / 4DSE1 / 3PFW2 / 4PFW2 / 3VEE3 / 4VEE3 / 3SJM4 / 4SJM4

Semester – IV

Part I: Theory Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
4MCC1	Information & Communication Technology (ICT) and Education Technology in Physical Education	3	3	30	70	100

4MCC2	Sports Psychology & Sports Sociology	3	3	30	70	100
4MCC3	Theories of Specialization Game	3	3	30	70	100
Discipline Specific Elective Course (Anyone)						
*	Any one paper from the list of discipline specific elective course Choices for Second Year	3	3	30	70	100
Part-II Practicum						
4MPC1	Track and Field - IV Combined Events	3	2	50	50	100
4MPC2	Game of Specialization – I (First Best)	3	2	50	50	100
4MPC3	Teaching / Coaching / Officiating in Track and Field Events III & IV and Game of Specialization (First Best)	3	2	50	-	50
Part-III Internship						
4MIC1	Class Room Teaching – Five lessons on theory subjects	3	2	50	-	50
4MIC2	Officiating, Organisation & Participation in Project Sports Meet, Intramural and Extramural Tournaments	3	2	50	-	50
4MIC3	Internship - Coaching in Track and Field events	3	2	50	-	50

Part-IV Ability and Skill Enhancement Courses						
4SEC1	Skill Enhancement Course – Any Approved Online course (or)	2	2	-	-	-
4SEC2	Professional Preparation for SET / NET in Physical Education					
4CCC1	Co-Curricular Course – Extension Sports Activities	2	2	-	-	-
	Total	34	28	420	380	800

* 3DSE1 / 4DSE1 / 3PFW2 / 4PFW2 / 3VEE3 / 4VEE3 / 3SJM4 / 4SJM4

Discipline Specific Elective Courses for First Year

Adapted Physical Education
Sports Technology & Sports Engineering
Yogic Science
Sports Management and Curriculum Designs in Physical Education

Discipline Specific Elective Courses for Second Year

Health Education and Sports Nutrition
Physical Fitness and Wellness
Value and Environmental Education
Sports Journalism and Mass Media

Generic Elective Course

Recreational and Inclusive Games
Special Olympics

Course Structure and Credit Abstract

Part	Semester - Credits Subject	I	II	III	IV	Total Credit
I	Core –Theory	9	9	9	9	36
	Discipline Specific Elective (DSE)	3	3	3	3	12
	Generic Elective	0	0	3	0	3
II	Core - Practical	10	10	10	6	36
III	Internship	6	4	6	6	22

IV	Ability and Skill Enhancement Courses	-	-	-	-	-
	Ability Enhancement Compulsory Courses (AECC)	2	2	0	0	4
	Skill Enhancement Courses (SEC)	0	0	2	2	4
	Co-Curricular course	0	2	0	2	4
	Grand Total	30	30	33	28	121

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 – Practicum	300	300	250	250	1100
III	Internship	150	100	150	150	550
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)	Remarks (4 Credits)
	Co-Curricular course		Remarks (2 Credits)		Remarks (2 Credits)	Remarks (4 Credits)
	Grand Total	850	800	900	800	3350

MARKS AND CREDIT ABSTRACT

SEMESTER	CREDITS	TOTAL MARKS
I	30	850
II	30	800
III	33	900
IV	28	800
Grand Total	121	3350

**FIRST SEMESTER
THEORY COURSES**

**1MCC1 - RESEARCH PROCESS IN PHYSICAL EDUCATION &
SPORTS SCIENCES (CORE)**

Objectives: After studying this paper the student teachers will be able:

1. To know the basic concept of research.
2. To know about the methods of research.
3. To understand the experimental research.
4. To know sampling methods.
5. To understand writing research proposal and report.

UNIT I - Introduction

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

UNIT II - Methods of Research

Descriptive Methods of Research; Survey Study, Case study, Introduction of Historical Research, Steps in Historical Research, Sources of Historical Research: Primary Data and Secondary Data, Historical Criticism: Internal Criticism and External Criticism.

UNIT III - Experimental Research and Design

Experimental Research - Meaning, Nature and Importance, Meaning of Variable, Types of Variables. Experimental Design - Single Group Design, Reverse Group Design, Repeated Measure Design, Static Group Comparison Design, Equated Group Design, Factorial Design.

UNIT IV - Sampling

Meaning and Definition of Sample and Population. Types of Sampling; Probability Methods; Systematic Sampling, Cluster sampling, Stratified Sampling. Area

Sampling - Multistage Sampling. Non- Probability Methods; Convenience Sample, Judgement Sampling, Quota Sampling.

UNIT V - Research Proposal and Report

Method of Writing Research proposal, Chapterization of Thesis / Dissertation, Front Materials, Body of Thesis - Back materials. Thesis / Dissertation; Method of writing abstract and full paper for presenting in a conference and to publish in journals ,Mechanics of writing Research Report, Footnote and Bibliography writing.

References :

Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc
Clarke David. H & Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc.

Craig Williams and Chris Wragg (2006) Data Analysis and Research for Sport and Exercise Science, London; Routledge Press

Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illinois; Human Kinetics;

Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports, New Delhi
Moses, A. K. (1995) Thesis Writing Format, Chennai; Poompugar Pathippagam

Rothstein, A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc

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

Moorthy A. M. Research Processes in Physical Education (2010); Friend Publication, New Delhi

1MCC2 - PHYSIOLOGY OF EXERCISE (CORE)

Objectives: After studying this paper the student teachers will be able:

1. To know the effect of exercise on skeletal system.
2. To know the effect of exercise on cardiovascular system.
3. To know the effect of exercise on Respiratory system.
4. To understand metabolism a energy transfer.
5. To understand the climatic conditions, sports performance & ergogenic aids.

UNIT I - Skeletal Muscles and Exercise

Macro & Micro Structure of the Skeletal Muscle, Chemical Composition. Sliding Filament theory of Muscular Contraction. Types of Muscle fibre. Muscle Tone, Chemistry of Muscular Contraction - Heat Production in the Muscle, Effect of exercises and training on the muscular system.

UNIT II - Cardiovascular System and Exercise

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

UNIT III - Respiratory System and Exercise

Mechanics of Breathing - Respiratory Muscles, Minute Ventilation - Ventilation at Rest and During Exercise. Diffusion of Gases - Exchange of Gases in the Lungs - Exchange of Gases in the Tissues - Control of

Ventilation - Ventilation and the Anaerobic Threshold.
Oxygen Debt - Lung Volumes and Capacities - Effect
of exercises and training on the respiratory system.

UNIT IV - Metabolism and Energy Transfer

Metabolism - ATP - PC or Phosphagen System -
Anaerobic Metabolism - Aerobic Metabolism - Aerobic
and Anaerobic Systems during Rest and Exercise. Short
Duration High Intensity Exercises - High Intensity
Exercise Lasting Several Minutes - Long Duration
Exercises.

**UNIT V - Climatic conditions and sports performance and
ergogenic aids**

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

Note: Laboratory Practicals in Physiology be designed and
arranged internally.

References :

Amrit Kumar, R, Moses. (1995). Introduction to Exercise Physiology.
Madras: Poompugar Pathipagam.

Beotra Alka, (2000) Drug Education Handbook on Drug Abuse in
Sports: Sports Authority of India Delhi.

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

- David, L Costill. (2004). Physiology of Sports and Exercise. Human Kinetics.
- Fox, E.L., and Mathews, D.K. (1981). The Physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing.
- Guyton, A.C. (1976). Textbook of Medical Physiology. Philadelphia: W.B. Sanders co.
- Richard, W. Bowers. (1989). Sports Physiology. WMC: Brown Publishers.
- Sandhya Tiwaji. (1999). Exercise Physiology. Sports Publishers.
- Shaver, L. (1981). Essentials of Exercise Physiology. New Delhi: Subject Publications.
- Vincent, T. Murche. (2007). Elementary Physiology. Hyderabad: Sports Publication.
- William, D. Mc Aradle. (1 996). Exercise Physiology, Energy, Nutrition and Human Performance. Philadelphia: Lippincott Williams and Wilkins Company.

1MCC3 - TEST, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION (CORE)

Objectives: After studying this paper the student teachers will be able:

1. To know the basics of Test, measurement & Evaluation.
2. To know the motor fitness tests.
3. To know the physical fitness tests.
4. To know the Anthropometric, Aerobic & Anaerobic tests.
5. To know the specific skill tests.

UNIT I - Introduction

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

UNIT II - Motor Fitness Tests

Meaning and Definition of Motor Fitness. Test for Motor Fitness; Oregon Motor Fitness Test (Separately for boys and girls) - Motor Ability; Barrow Motor Ability Test - Newton Motor Ability Test - Muscular Fitness - Kraus Weber Minimum Muscular Fitness Test.

UNIT III - Physical Fitness Tests

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

UNIT IV - Anthropometric and Aerobic-Anaerobic Tests

Physiological Testing: Aerobic Capacity: The Bruce Treadmill Test Protocol, 1.5 Mile Run test for college

male and female. Anaerobic Capacity: Margaria Kalamon test, Wingate Anaerobic Test, Anthropometric Measurements: Measuring Height: Standing Height, Sitting Height. Measuring Circumference: Arm, Waist, Hip, Thigh. Measuring Skin folds: Triceps, Sub scapular, Suprailiac.

UNIT V - Skill Tests

Specific Spots Skill Test: Badminton: Poole Long Test. Basketball: Harrison Basketball Ability Test. Hockey: Henry Friedel Field Hockey Test, Chapmen Ball Controlling Test. Volleyball: Russel Lange Volleyball Test, Football: Mor-Christian General Soccer Ability Skill Test Battery, Johnson Soccer Test, Tennis: Hewitt Tennis Test.

Note: Practicals of indoor and out-door tests be designed and arranged internally.

References:

- Authors Guide (2013) ACSM's Health Related Physical Fitness Assessment Manual, USA: ACSM Publications
- Collins, R.D., & Hodges P.B. (2001) A Comprehensive Guide to Sports Skills Tests and Measurement (2nd edition) Lanham: Scarecrow Press
- Cureton T.K. (1947) Physical Fitness Appraisal and Guidance, St. Louis: The C. Mosby Company
- Getchell B (1979) Physical Fitness A Way of Life, 2nd Edition New York, John Wiley and Sons, Inc
- Jenson, Clayne R and Cynt ha, C. Hirst (1980) Measurement in Physical Education and Athletics, New York, Macmillan Publishing Co. Inc

- Kansal D.K. (1996), "Test and Measurement in Sports and Physical Education, New Delhi: DVS Publications
- Krishnamurthy (2007) Evaluation in Physical Education and Sports, New Delhi; Ajay Verma Publication
- Vivian H. Heyward (2005) Advance Fitness Assessment and Exercise Prescription, 3rd Edition, Dallas TX: The Cooper Institute for Aerobics Research
- Wilmore JH and Costill DL. (2005) Physiology of Sport and Exercise: 3rd Edition. Champaign IL: Human Kinetics
- Yobu, A (2010), Test, Measurement and Evaluation in Physical Education in Physical Education and Sports. New Delhi; Friends Publications

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

1AEC1 – PERSONALITY DEVELOPMENT

Objective : After studying this paper, the student teacher will be able :

1. To impart the basic ideas about personality development.
2. To know about self-esteem and self-confidence.
3. To impart the basic ideas about leadership qualities.
4. To know about conflict management.
5. To frame the concepts of Time Management and Performance appraisal.

Unit-I Definition and basics of personality
 Analyzing strength and weakness
 Theories on personality development
 Increasing vocabulary

Unit-II Building self – esteem and self confidence
 Working on attitudes – aggressive, assertive and
 submissive
 Body language

Unit-III Introduction to leadership, leadership styles
 Group dynamics and team building
 Preparation for self introduction

Unit-IV Conflict management
 – Introduction
 – Levels of conflict
 – Managing conflict
 Stress Management
 – Causes, Impact & Managing Stress

Unit-V

Time management

- Concept of time management
- Need and importance
- Steps towards better time management

Performance Appraisal

- Self introduction
- Group discussion
- Impromptu

REFERENCE

The success principles – Jack Caufield 2015

Think and grow rich – Napoleon hill 2015

Getting things done: The art of stress free productivity – David Allen – 2015

Influence: The psychology of persuasion Revised edition – Dr. Robert Cialdine 2014

Second Semester

Theory Courses

2MCC1 - APPLIED STATISTICS IN PHYSICAL EDUCATION & SPORTS (CORE)

Objectives: After studying this paper the student teachers will be able:

1. To understand the basics of statistics.
2. To know the Data Classification, Tabulation and Measures of Central Tendency.
3. To know measures of Dispersions and Scales.
4. To know about probability distributions & groups.
5. To understand about inferential & Comparative statistics.

UNIT I - Introduction

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

UNIT II - Data Classification, Tabulation and Measures of Central Tendency

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

UNIT III - Measures of Dispersions and Scales

Meaning, Purpose, Calculation and advances of Range, Quartile Deviation, Mean Deviation, Standard Deviation, Probable Error. Meaning, Purpose, Calculation and advantages of scoring scales; 6 sigma scale, Z Scale, Hull scale

UNIT IV - Probability Distributions and Graphs

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

UNIT V - Inferential and Comparative Statistics

Tests of significance; Independent "t" test, Dependent "t" test - level of confidence and interpretation of data. Meaning of correlation - co-efficient of correlation - calculation of co-efficient of correlation by the product moment method and rank difference method.

Note : It is recommended that the theory topics be accompanied with practical, based on computer software of statistics.

References

- Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc
Clark D.H. (1999) Research Problem in Physical Education
2nd edition, Eaglewood Cliffs, Prentice Hall, Inc.
- Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical
Activities; Illonosis; Human Kinetics;
- Kamlesh, M. L. (1999) Reserach Methodology in Physical Education
and Sports, New Delhi Rothstain A (1985) Research Design
and Statistics for Physical Education, Englewood Cliffs:
Prentice Hall, Inc
- Sivaramakrishnan. S. (2006) Statistics for Physical Education, Delhi;
Friends Publication Thirumalaisamy (1998), Statistics in
Physical Education, Karaikudi, Senthilkumar Publications.

2MCC2 - SPORTS BIOMECHANICS & KINESIOLOGY (CORE)

Objectives: After studying this paper the student teachers will be able:

1. To know the basics of Sports biomechanics & kinesiology.
2. To understand the muscle action.
3. To know the concept of Motion and Force.
4. To know the concept of Projectile and Lever
5. To know about Movement Analysis.

UNIT I - Introduction

Meaning, nature, role and scope of Applied kinesiology and Sports Biomechanics. Dynamics, Kinematics, Kinetics, Statics Centre of gravity -Line of gravity, plane of the body and axis of motion,

UNIT II - Muscle Action

Origin, Insertion and action of muscles: Pectoralis major and minor, Deltoid, Biceps, Triceps Trapezius, serratus, (Anterior and Posterior), Sartorius, Rectus, Abdominis, Quadriceps, Hamstring, Glutius, Psoas and Gastrocnemius.

UNIT III - Motion and Force

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

UNIT IV - Projectile and Lever

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

UNIT V - Movement Analysis

Analysis of Movement: Types of analysis: Kinesiological, Biomechanical. Cinematographic. Methods of analysis - Qualitative, Quantitative, Walking and Running Gait.

Note: Laboratory practicals should be designed and arranged for students internally.

References:

- Deshpande S.H.(2002). Manav Kriya Vigyan - Kinesiology (Hindi Edition) Amravati : Hanuman Vyayam Prasarak Mandal.
- Hoffman S.J. Introduction to Kinesiology (Human Kinesiology publication In.2005.
- Steven Roy, & Richard Irvin. (1983). Sports Medicine. New Jersey: Prentice hall.
- Thomas. (2001). Manual of structural Kinesiology, New York: Me Graw Hill.
- Uppal A.K. Lawrence Mamta MP Kinesiology(Friends Publication India 2004)
- Uppal, A (2004), Kinesiology in Physical Education and Exercise Science, Delhi Friends publications.
- Williams M (1982) Biomechanics of Human Motion, Philadelphia; Saunders Co.

2MCC3- SCIENTIFIC PRINCIPLES OF SPORTS TRAINING (CORE)

Objectives: After studying this paper the student teachers will be able:

1. To understand Sports Training Concept.
2. To know the Components of Physical fitness.
3. To understand Flexibilities.
4. To understand Training Plan.
5. To understand Coaching.

UNIT I - Introduction

Sports training: Definition - Aim, Characteristics, Principles of Sports Training, Over Load: Definition, Causes of Over Load, Symptoms of Overload, Remedial Measures - Super Compensation - Altitude Training - Cross Training

UNIT II – Development of 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, Cross Country, Fartlek Training

UNIT III – Development of Fitness Components

Flexibility: Methods to Improve the Flexibility- Stretch and Hold Method, Ballistic Method, Hyper Mobility. 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

Short Term Plan and Long Term Plans - Training Plan: Macro-Cycle, Meso-Cycle and Micro-Cycle - Periodisation: Meaning, Single, Double and Multiple Periodisation, Preparatory Period, Competition Period and Transition Period.

UNIT V – Coaching

Identification of Talent: Pre Requisites and Conditions for developing talent - Early Recognition – Screening and Selection with Performance Factors - Specific Characteristics: Anthropometric - Physiological - Psychological - Motor Development of Children.

References :

- Beotra Alka, (2000), Drug Education Handbook on Drug Abuse in Sports. Delhi: Sports Authority of India.
- Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc.
- Cart, E. Klafs & Daniel, D. Arnhem (1999) Modern Principles of Athletic Training St. Louis C. V. Mosphy Company
- Daniel, D. Arnhem (1991) Principles of Athletic Training, St. Luis, Mosby Year Book David R. Mottram (1996) Drugs in Sport, School of Pharmacy, Liverpool: John Moore 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. Pfeiffer (1998) Concepts of Athletics Training 2nd Edition, London: Jones and Bartlett Publications
- Yograj Thani (2003), Sports Training, Delhi : Sports Publications

DISCIPLINE SPECIFIC ELECTIVE COURSE

1SEC1 / 2SEC1 – ADAPTED PHYSICAL EDUCATION (ELECTIVE)

Objectives: After studying this paper the student teachers will be able:

1. To know the basics of Adapted Physical Education.
2. To understand the Adapted Physical Education Program.
3. To understand the Classification of disability.
4. To know the Adapted Facilities and equipments.
5. To understand the basic physical fitness and motor development.

UNIT I : Introduction to Adapted Physical Education:

Definition, aim and objectives of adapted physical education- Definition of Disabling Conditions - Physical Education for Persons with Disabilities - Benefits of Physical Education for persons with Disabilities - Recreational Sports Opportunities, Competition Opportunities- Special Olympics, Paralympics and Deaflympics.

UNIT II: Adapted Physical Education Program:

Organization and Administration - Guiding Principles of Adapted Physical Education - Interaction with Regular Physical Education Personnel - Communication with Parents - Nature of the Home Program, Parents as Teachers, Parent Involvement, Parent - Teacher Association, Parent Advisory Committee - Interpreting the Program, Unified Sports - models - recreation - player development and competition.

UNIT III: Classification of Disability:

Visual impairment-hearing impairment-neuromuscular impairment - orthopaedic impairment - cardiovascular impairment and respiratory impairment - intellectual

impairment and emotional impairment - Adapted Physical Education Activities - Specific Guidelines - Visual Impairment, Hearing Impairment, intellectually challenged, Orthopedically Handicapped.

UNIT IV: Facilities and Equipments:

Orientation on Facilities and Equipments - Facilities for Elementary Schools, Secondary Schools and Colleges - Types of Equipments - Minimum equipment, Additional Equipment, Evaluation Equipment - Leisure, Recreation and Sports Facilities for persons with disabilities.

UNIT V: Physical Fitness and Motor Development:

Definition - Physical fitness, motor fitness - Values of Physical Fitness - Physical Fitness through Life Long Activity - Factors Contributing to Poor Fitness - Evaluating Physical and Motor Fitness - Types of Physical Fitness Tests - Modification of the Physical Fitness Training System - Selected Fitness Problems. (Malnutrition and obesity)

References:

- 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
- Jain, A. (2003). Adapted Physical Education. Delhi: Sports Publication.
- Lau, D. S. (2001). Physical Education for the Physically Handicapped. Delhi: Khel Sahitya Kendra.

- Schiffer, M. (1971). *The Therapeutic Play Group*. London: George Allen and Unwin Ltd.
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1SEC2/2SEC2 - SPORTS TECHNOLOGY & SPORTS ENGINEERING (ELECTIVE)

Objectives: After studying this paper the student teachers will be able:

1. To know the basics of Sports technology.
2. To understand various playing surfaces.
3. To know the modern technology equipments.
4. To know the Training gadgets and its uses.
5. To understand the Sports building & Maintaining concepts.

Unit I - Sports Technology

Definition, purpose, Need and Importance – Benefits of Sports Technology - Technology and Athletic Performance - Advantages and Criticism – Science Resources, Technological Impacts on Sports. Use of Computer and Software in Match Analysis and Coaching.

Unit II - Surfaces of Playfields

Modern surfaces for playfields, Construction installation and Maintenance of Sports Surfaces. Types of Materials - Synthetic, Wood, Polyurethane. Artificial Turf. Modern Technology in the Construction of Indoor and Outdoor Facilities.

Unit III – Modern Technology 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 Equipments with Nano Technology and its Advantages.

Unit IV - Training Gadgets

Badminton: Ball Feeder, Mechanism and Advantages.
Cricket: Bowling Machine, Mechanism and Advantages,
Tennis: Tennis Ball Feeding Machine, Mechanism and Advantages, Table Tennis: Table Tennis Ball Feeding Machine, Mechanism and Advantages. Lighting Facilities: Method of Erecting Flood Light and Luminous. Video Coverage: Types, Size, Capacity, Place and Position of Camera in Live Coverage of Sporting Events.

Unit V – Building and Maintenance

Sports Infrastructure – Gymnasium, Pavilion, Swimming Pool, Indoor – Outdoor Stadium- Play Park – Academic Block, Administrative Block, Research Block, Library, Sports Hostels – Gates for Free Movement – Fire and Emergency Exit – Requirements: Air Ventilation, Day Light, Lighting Arrangement, Galleries, Store Rooms, Drinking Water, Sewage and Water Disposal System, Sound Systems – Echo Friendly and Disability Friendly.

Note: Students should be encouraged to design and manufacture improvised sports testing equipment in the laboratory/workshop and visit sports technology factory/ sports goods manufacturers.

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

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

1SEC3 / 2SEC3 – YOGIC SCIENCE (ELECTIVE)

Objectives: After studying this paper the student teachers will be able:

1. To understand the concept of Yogasanas.
2. To know about asanas & pranayama.
3. To understand Kriyas.
4. To understand Mudras.
5. To know the concept of Yogic Therapy.

Unit I - Introduction

Meaning and Definition of Yoga. Astanga Yoga: Yama, Niyama, Aasna, Pranayama, Prathyahara, Dharana, Dhyana, Samadhi, Concept of Yogic Practices; Principles of Breathing - Awareness - Relaxation, Sequence - Counter pose - Time - Place - Clothes - Bathing - Emptying the bowels - Stomach - Diet - No Straining - Age - Contra- Indication - Inverted asana - Sunbathing.

Unit II - Aasanas and Pranayama

Loosening exercise: Techniques and benefits. Asanas: Types- Techniques and Benefits, Surya Namaskar: Methods and benefits. Pranayama: Types- Methods and benefits. Nadis: Meaning, methods and benefits, Chakras: Major Chakaras and its location.

Unit III - Kriyas

Shat Kriyas- Meaning, Techniques and Benefits of Neti - Dhuti - Kapalapathi- Trataka - Nauli - Basti, Bandhas: Meaning, Techniques and Benefits of Jalendra Bandha, Jihva Bandha, Uddiyana Bandha, Mula Bandha.

Unit IV - Mudras

Meaning and Benefits of Mudras: Techniques – Hasta Mudras, Asamyukta hastam, Samyukta hastam , Mana Mudra, Kaya Mudra, Meditation: Meaning and Benefits – Techniques: Passive and active, Saguna Meditation and Nirguna Meditation.

Unit V – Yogic Therapy

Yogic therapy –Concept of Yogic Therapy, Role of Yoga Therapist, Yoga Therapy for Arthritis – Diabetes – Obesity – Constipation - Stress –Hyper and Hypo Tension – Asthma – Sinusitis.

Note: Laboratory Practicals be designed and arranged internally.

References:

- George Feuerstein, (1975). Text Book of Yoga. London: Motilal Bansaridass Publishers (P) Ltd.
- Gore, (1990), Anatomy and Physiology of Yogic Practices. Lonavata: Kanchan Prkashan.
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- Iyengar, B.K.S. (2000), Light on Yoga. New Delhi: Harper Collins Publishers.
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- Moorthy A.M. & Alagesan. S. (2004) Yoga Therapy. Coimbatore: Teachers Publication House.
- Swami Kuvalayanda, (1998), Asanas. Lonavala: Kaivalyadhama.
- Swami Satyananada Sarasvati. (1989), Asana Pranayama Mudra Bandha. Munger: Bihar School of Yoga.
- Swami Satyananda Saraswathi. (1984), Kundalini and Tantra, Bihar: Yoga Publications Trust.
- Swami Sivananda, (1971), The Science of Pranayama. Chennai: A Divine Life Society Publication.
- Thirumalai Kumar. S and Indira. S (2011) Yoga in Your Life, Chennai: The Parkar Publication.
- Tiwari O.P. (1998), Asanas-Why and How. Lonavala: Kaivalyadham.

1SEC4 / 2SEC4 - SPORTS MANAGEMENT AND CURRICULUM DESIGN IN PHYSICAL EDUCATION (ELECTIVE)

Objectives: After studying this paper the student teachers will be able:

1. To know the concept & Sports Management.
2. To understand Program Management.
3. To understand equipment & public relation.
4. To know the concept of curriculum.
5. To know the Curriculum Sources.

UNIT I - Introduction to Sports Management

Definition, Importance. Basic Principles and Procedures of Sports Management. Functions of Sports Management. Personal Management: Objectives of Personal Management, Personal Policies, Role of Personal Manager in an organization, Personnel recruitment and selection.

UNIT II - Program Management

Importance of Programme development and the role of management, Factors influencing programme development. Steps in programme development, Competitive Sports Programs, Benefits, Management Guidelines for School, Colleges Sports Programs, Management Problems in instruction programme, Community Based Physical Education and Sports program.

UNIT III - Equipments and Public Relation

Purchase and Care of Supplies of Equipment, Guidelines for selection of Equipments and Supplies, Purchase of equipments and supplies, Equipment Room, Equipment and supply Manager. Guidelines

for checking, storing, issuing, care and maintenance of supplies and equipments. Public Relations in Sports: Planning the Public Relation Program - Principles of Public Relation - Public Relations in School and Communities - Public Relation and the Media.

UNIT IV - Curriculum

Meaning and Definition of Curriculum. Principles of Curriculum Construction: Students centred, Activity centred, Community centred, Forward looking principle, Principles of integration, Theories of curriculum development, Conservative (Preservation of Culture), Relevance, flexibility, quality, contextually and plurality. Approaches to Curriculum; Subject centred, Learner centred and Community centred, Curriculum Framework.

UNIT V - Curriculum Sources

Factors that affecting curriculum: Sources of Curriculum materials - text books - Journals - Dictionaries, Encyclopaedias, Magazines, Internet. Integration of Physical Education with other Sports Sciences - Curriculum research, Objectives of Curriculum research - Importance of Curriculum research. Evaluation of Curriculum, Methods of evaluation.

References:

- 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.
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- McKernan, James (2007) Curriculum and Imagination: Process, Theory, Pedagogy and Action Research,. U.K. Routledge
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- Yadvnider Singh. Sports Management, New Delhi: Lakshay Publication.

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

2AEC1 – LIFE SKILL MANAGEMENT

Objectives: After studying this paper the student teachers will be able:

1. To know the self awareness and empathy.
2. To understand about critical thinking and creative thinking.
3. To know the decision making and problem solving.
4. To know the effective communication and inter-personal relationship.
5. To understand about coping with stress and coping with emotion.

Unit – I Self-Awareness: Self – character – strength – weakness – desires – dislikes.

Empathy: Successful relationship – pupil’s desires and feelings – one way traffic communication – care and resistance.

Unit – II Critical Thinking: Analyse information – experiences – attitudes and behaviours – values – peer pressure.

Creative thinking: Fluency (generating new ideas) – flexibility (shifting perspectives easily) – originality (conceiving of something new) – elaboration (building of other ideas).

Unit – III Decision Making: Constructively making decisions – actions in relation to decision – effects of decision.

Problem Solving: Dealing with problems – unresolved mental stress – physical strain – coping ideas.

Unit – IV Effective Communication: verbal and non-verbal communication – opinion and desires – needs and fears.

Interpersonal Relationship: Friendly relationships – thinking positively in relation to relationship – constructing relations.

Unit – V Coping with Stress: Sources of stress – effects on individual – levels of stress and control of it.

Coping with emotion: sources of emotions – emotions and behaviours – anger and sadness – negative effects on health.

References:

Better Than Before: Mastering the Habits of Our Everyday Lives (Hardcover) by Gretchen Rubin, published 2015

The Power of Habit: Why We Do What We Do in Life and Business (Hardcover) by Charles Duhigg, published 2012

How to Win Friends and Influence People (Paperback) by Dale Carnegie, published 1936

Stress Free for Good: 10 Scientifically Proven Life Skills for Health and Happiness (Paperback), published 2004

Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone (Hardcover) by Brené Brown, published 2017

Thinking, Fast and Slow (Hardcover) by Daniel Kahneman, published 2011

Say Goodbye to Survival Mode: 9 Simple Strategies to Stress Less, Sleep More, and Restore Your Passion for Life (Hardcover) by Crystal Paine, published 2014

**Third Semester
Theory Courses
3MCC1 - SPORTS REHABILITATION (CORE)**

Objectives: After studying this paper the student teachers will be able:

1. To know the basics & Sports injuries.
2. To know about Wound, Hydrotherapy & Electrotherapy.
3. To understand massage techniques & effects.
4. To know about exercises and approaches.
5. To understand about protective equipments & Posture.

Unit I: Sports injuries:

Definition, Meaning, importance of sports medicine
- Sports Injuries: Causes – classification – prevention
– first aid: Definition – general first aid procedure
(RICER, PRICER therapy) – Acute – sub acute – chronic
injuries – dressing – bandages – types of bandages
and its application.

Unit II: Wound, Hydrotherapy & Electrotherapy

Wound – classification – basic sports injuries
(terminologies) – care and treatment of exposed and
unexposed injuries – Hydrotherapy: – definition –
types – thermotherapy – Cryotherapy – electrotherapy:
definition and types – Indications and contra
indications of ultrasound therapy.

Unit III: Massage

Massage – definition – points to be considered –
physiological and psychological effects of massage
– indications for massage – classification – Definition,
types and application of – stroking manipulation –

pressure manipulation – percussion manipulation
– shaking manipulation.

Unit IV: Rehabilitation I

Definition, meaning, principles: active exercises – passive exercises – Stretching: definition – types – PNF stretching – manual muscle grading – Assisted – Resisted exercises – Supporting and Aiding
Techniques: upper limb – lower limb – upper back– lower back – chest – abdomen.

Unit V: Rehabilitation II

Protective equipments: classification of sports specific equipments – Principles and procedure – therapeutic exercises: coordination exercises – balance exercises –strengthening exercises – gait training – medicine ball exercises – swizz ball exercises – posture: definition – deviations in posture – causes – exercises.

Note: Submission of physiotherapy record, lab practical and visit to physiotherapy centre. Observation injury management (assessed internally)

References:

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Lace, M. V. (1951) Massage and Medical Gymnastics, London: J & A Churchill Ltd.

Mc Ooyand Young (1954) Tests and Measurement, New York: Appleton Century.

Naro, C. L. (1967) Manual of Massage and, Movement, London: Febra and Febra Ltd.

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- James, A. Gould & George J. Davies. (1985). Physical Physical Therapy. Toronto: C.V. Mosby Company.
- Morris B. Million (1984) Sports Injuries and Athletic Problem. New Delhi: Surjeet Publication.
- Pande. (1998). Sports Medicine. New delhi: Khel Shitya Kendra
- The Encyclopedia of Sports Medicine. (1998). The Olympic Book of Sports Medicine, Australia: Tittel Blackwell Scientific publications.

3MCC2 - THEORIES OF TRACK AND FIELD (CORE)

Objectives: After studying this paper the student teachers will be able:

1. To know the Planning, Construction, Marking of 200 & 400 m.
2. To know the duties of various officials.
3. To know the rules and interpretations of Track events.
4. To know the rules and interpretations of Throwing and Combined Events.
5. To know the rules and interpretations of Jumping Events.

UNIT I : Planning, Construction and Marking of Standard and Non-Standard Track (200m, 400m): Computation of RDR and CDR – Stagger Distance and Diagonal Excess – Marking of Relays (4x100 m, 4x400 m) – Starting for all Track Events. Arc Start, Double Arc Start and Stagger Start.

UNIT II : Duties of Officials: Duties of Management Officials – Duties of Competition Officials – Additional Officials – Officials and their Duties for Track Events – Field Events and Combined Events. International Association of Athletic Federation (IAAF), Tamil Nadu Athletic Association (TNAA).

UNIT III : Rules and their Interpretations of Track Events: Sprint, Middle and Long Distance Events (100m, 200m, 400m, 110m Hurdles, 100m Hurdles, Relays, 800m, 1500m, 3000m, 5000m, 10000m and Marathon Race).

UNIT IV : Marking, Rules and their Interpretations: Throwing and Combined Events -Shot put – Discus, Javelin and Hammer Throw – Heptathlon and Decathlon

UNIT V: Marking, Rules and their Interpretations: Jumping Events - Long Jump, High Jump, Triple Jump and Pole Vault – Records of all Events in National and International Level

References:

American Sports Education Program. (2008). Coaching Youth Track and Field, Human Kinetics.

Kamlesh. (2010). Field Manual of Sports and Games. Meerut: Nageen Prakashan Pvt. Ltd.

Edmondson and Burn up. (1979). Basic Athletics. London: Bell and Hyman.

Ekta Gothi. (2000). Manual of Track and Field. Delhi: Sports Publication.

George Immanuel. Track and Field Event Layout and Marking. IAAF Rules Book.

H.C. Buck. (1992). Rules of Games and Sports, Madras: Y.M.C.A. Publications.

Harold Abranoms and Jack Crump. (1958). Athletics. Kings wood Surrey: The Naloret Press.

Anand. (1990). Play Field Manual. Patiala: NIS Publication.

Thani. V. (2003). Encyclopedia of Track and Field. New Delhi: Khel Sahitya Kendra.

Vivek Thani. (1996). New Encyclopedia of Track and Field. Delhi: Khel Sahitya Kendra.

3MCC3 – DISSERTATION

A candidate shall have dissertation for M.P.Ed. - III Semester and must submit his Synopsis and get it approved by the Principal on the recommendation of R.C. (Research Committee).

A candidate selecting dissertation must submit his dissertation not less than one week before the beginning of the IIIrd Semester Examination.

The candidate has to face the Viva-Voce conducted by the Research Committee.

GENERIC ELECTIVE COURSE

3GEC1 – RECREATIONAL AND INCLUSIVE GAMES

Objectives: After studying this paper the student teachers will be able:

1. To understand the recreational games, types and recreational relay games.
2. To know the tag games.
3. To know the goal games.
4. To know the inclusive games.
5. To know the primary inclusive activities.

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

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

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

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

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

REFERENCE

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

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

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- Mason, Bernard S. And Michell Elmer D. Social Games for Recreation
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New York: A. S Barnes and company, 1946
- Morris, G. S., & Stiehl, J. (1989). Changing kids games. Champaign,
IL: Human Kinetics.
- Pangrazi, R. P. & Dauer, V. P., (1994). Dynamic physical education for
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Puyallup, WA: Action Productions.
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- 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

3GEC2 – SPECIAL OLYMPICS

Objectives: After studying this paper the student teachers will be able:

1. To understand the foundation of Special Olympics.
2. To understand the eligibility for participation in Special Olympics.
3. To know the divisioning in Special Olympics.
4. To understand about Special Olympics volunteers and Coaching Special Athletes.
5. To know the sports specific coaching.

UNIT I Foundation of Special Olympics: mission of special Olympics - Operating Policies in Special Olympics - 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 and multiple Handicaps. Registration of athletes. Participation by individuals with down syndrome and Atlanto-Axial instability.

UNIT III Introduction to Divisioning - Divisioning in Special Olympics - Selection procedure in special Olympics and advancement opportunities: Individual sports-team sports. Responsibility of the competitor – coach, code of conduct. Maximum effort rule.

UNIT IV Special Olympics 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 – Bocce.

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, America.

Authors Guide (2007) World Health Organization, Global Resources for Persons with Intellectual, ISBN: 978 92 4 156350 5.

Siperstein, G. N., Harada, C. M., Parker, R. C., Hardman, M. L., & McGuire, (2005).Comprehensive National Study of 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.

Trainer Manual (2009), Special Olympics, Bharat. India: Published by Special Olympic National Office, New Delhi India.

SKILL ENHANCEMENT COURSE

3SECE1 – SOFTWARE BASED STATISTICAL APPLICATION IN PHYSICAL EDUCATION

Objectives: After studying this paper the student teachers will be able:

1. To know the basics of Software in Statistics (MS-Excel and SPSS).
2. To understand about Measures of Central Tendency and computation through MS-Excel and SPSS.
3. To know the measures of dispersions and its calculation through Software.
4. To understand about correlation and its computation through SPSS.
5. To know 't'-test and ANOVA and its calculations through MS-Excel and SPSS.

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 through SPSS .

UNIT V Comparison of Mean: Independent 't' Test - Dependent 't' Test - ANOVA. Computation of Independent 't' Test - Dependent 't' Test - ANOVA 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.
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- Thirumalaisamy (1998) Statistics in Physical Education, Karaikudi: Senthilkumar publishers.
- Thomson AL,(1986) The Art of Using Computers, Boyd & Frasher Boston: Publishing Co.,

SKILL ENHANCEMENT COURSE

3SEC2 – SPORTS TOURISM IN INDIA

Objectives: After studying this paper the student teachers will be able:

1. To impart the basic ideas about Sports Tourism in India.
2. To know the cultural tourism in India.
3. To impart the basic ideas the avenues in the area of Sports Tourism in India.
4. To know the classification and benefits of Sports Tourism.
5. To know the impacts of Sports Tourism and Role of Government in promoting Sports Tourism.

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

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- 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.
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1,Dominant-Publishers,Delhi.

Fourth Semester

Theory Courses

4MCC1 - INFORMATION & COMMUNICATION TECHNOLOGY (ICT) AND EDUCATION TECHNOLOGY IN PHYSICAL EDUCATION (CORE)

Objectives: After studying this paper the student teachers will be able:

1. To understand the concept of Communication & Classroom interaction.
2. To know the fundamental of Computers.
3. To know MS-Office & E-Learning concepts.
4. To know the Nature and Scope of Educational technology.
5. To understand the Instructional design.

Unit I – Communication & Classroom Interaction

Concept, Elements, Process & Types of Communication

Communication Barriers & Facilitators of communication

Communicative skills of English - Listening, Speaking, Reading & Writing

Concept & Importance of ICT Need of ICT in 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 & Applications of Computers

Hardware of Computer: Input, Output & Storage Devices Software of Computer: Concept & Types

Computer Memory: Concept & Types

Viruses and its Management: Concept, Types

Functions of Computer Networks: Internet and its Applications, Web Browsers & Search Engines Legal & Ethical Issues

Unit III – MS Office Applications & E-Learning

MS Word: Main Features and its Uses in Physical Education

MS Excel: Main Features and its Applications in Physical Education

MS Access: Creating a Database, Creating a Table, Queries, Forms & Reports on Tables and its Uses in Physical Education – GMS (Games Management System)

MS Power Point: Preparation of Slides with Multimedia Effects

E-Learning

Unit IV – 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 V - Instructional Design

Instructional Design: Concept, Views. Process and stages of Development of Instructional Design. Audio-visual media - meaning, importance and various forms Audio/Radio: Broadcast and audio recordings - strengths and Limitations, Audio Conferencing, Use of Television and CCTV in instruction and Training, Video Conferencing, Webinar

References:

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- Douglas E. Comer, The Internet Book, Purdue University, West Lafayette in 2005
- Heidi Steel Low price Edition, Microsoft Office Word 2003- 2004
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- Pradeep K. Sinha & Priti; Sinha, Foundations computing BPB Publications -2006.
- Rebecca Bridges Altman Peach pit Press, Power point for window, 1999
- Sanjay Saxena, Vikas Publication House, Pvt. Ltd. Microsoft Office for ever one, Second Edition-2006
- Amita Bhardwaj, New Media of Educational Planning".Sarup of Sons, New Delhi-2003
- Bhatia and Bhatia. The Principles and Methods of Teaching (New Delhi : Doaba House), 1959.
- Communication and Education, D. N. Dasgupta, Pointer Publishers
- Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxford
- Page 68 of 71 IBH Publishing company, New Delhi
- Essentials of Educational Technology, Madan Lal, Anmol Publications
- K. Sampath, A. Pannirselvam and S. Santhanam. Introduction to Educational Technology (New Delhi: Sterling Publishers Pvt. Ltd.)

4MCC2 - SPORTS PSYCHOLOGY AND SPORTS SOCIOLOGY (CORE)

Objectives: After studying this paper the student teachers will be able:

1. To understand the Psychology concepts.
2. To understand about motivation.
3. To know about Goal setting.
4. To understand the Sociology concepts.
5. To understand about Group Cohesion.

UNIT I - Introduction

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

UNIT II - Motivation

Meaning and Definition, Types of Motivation: Intrinsic, Extrinsic. Achievement Motivation: Meaning, Measuring of Achievement Motivation. Anxiety: Meaning and Definition, Nature, Causes, Method of Measuring Anxiety. Competitive Anxiety and Sports Performance. Stress: Meaning and Definition, Causes. Stress and Sports Performance. Aggression: Meaning and Definition, Method of Measurement. Aggression and Sports Performance. Self-Concept: Meaning and Definition, Method of Measurement.

UNIT III - Goal Setting

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

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 on Sports Performance. Leadership: Meaning, Definition, types. Leadership and Sports Performance.

UNIT V - Group Cohesion

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.

Practicals: Atleast five experiments related to the topics listed in the Units above should be conducted by the students in laboratory. (Internal assessment.)

References:

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

- Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Test, New Delhi: National Council of Educational Research and Training Publication.
- Jain. (2002), Sports Sociology, Heal Sahety Kendre Publishers.
- Jay Coakley. (2001) Sports in Society - Issues and Controversies in International Education, Mc-Craw Seventh Ed.
- John D Lauther (2000) Psychology of Coaching. Ner Jersey: Prenticce Hall Inc.
- John D. Lauther (1998) Sports Psychology. Englewood, Prentice Hall Inc.
- Miroslaw Vauks & Bryant Cratty (1999). Psychology and the Superior Athlete. London: The Macmillan Co.
- Richard, J. Crisp. (2000). Essential Social Psychology. Sage Publications.
- Robert N. Singer (2001). Motor Learning and Human Performance. New York: The Macmillan Co.
- Robert N. Singer. (1989) The Psychology Domain Movement Behaviour. Philadelphia: Lea and Febiger.
- Thelma Horn. (2002). Advances in Sports Psychology. Human Kinetic.
- Whiting, K, Karman., Hendry L.B & Jones M.G. (1999) Personality and Performance in Physical Education and Sports. London: Hendry Kimpton Publishers.

4MCC3 – THEORIES OF SPECIALIZATION GAME (CORE) BASKETBALL

Objectives: After studying this paper the student teachers will be able:

1. To know the origin and development of the game.
2. To know the fundamental skills and drills.
3. To understand the tactics and strategies.
4. To interpret the rules and regulations.
5. To Plan the training and skill evaluation methods.

UNIT I: Origin, History and Development of Basketball:
Introduction Origin and Development of the Game in and around the world and India – International and National level association and its affiliated units - International and National Tournaments - Awards.

UNIT II: Fundamental Skills and Drills: Basic Body Movements - Advanced Body Control - Ball Handling Skills - Shooting Skills - Defensive Skills – Rebounding - Team Defense and Offense - Drills and Lead- up Activity and drills.

UNIT III: Tactics and Strategies: Defensive and Offensive Tactics in Basketball – Strategy – Offensive formation – Pivot Play – Post Play – Screening – Fast break – Give and Go – Defensive formation – Man-to-Man – Zone defensive – Full court press – Combination of Man-to-Man defensive.

UNIT IV: Rules and Regulations: Rules of the Game - Interpretation of the Rules - Duties of the Officials – Court Officials – Table Officials - System of Officiating

– Signals - Terminology - Layout and marking of play field, surfaces.

UNIT V: Training and Skill evaluation:Philosophy of Coaching - Coaching Plan - Preparation of Coaching Schedules for Various Levels - Psychological Preparation. Basketball Skill Tests – Johnson Basketball Test – Knox Basketball Test – Team selection – Scouting – Organization of Tournaments – training aids.

References:

Clair Bee. and Ken Norton. (1959). Basketball Fundamentals and Techniques, New York: the Ronald Press Company.

Clair Bee. and Ken Norton. (1959). Individual and Team Basketball Drills. New York: The Ronald Press Company.

Clair Bee. and Ken Norton. (1959). Man -to - Man Defense and Attack, New York: TRPC.

Clair Bee. (1950). Winning Basketball Plays. New York: The Ronald Press Company.

Kanika, K. (2005). Basketball Coaching Manual, New Delhi: Sports Publication.

Krause, V, Jerry. (1991). Basketball Skills and Drills, Mumbai: The Marine Sports Publishing Division.

Lewis Cole. (1978). A Loose Game: The Sport and Business of Basketball. New York: The Bobbs Merrill Company.

Moontasir Abbas.(1979). Principles of Basketball. Bombay: Skanda Publishers.

Mukesh Kumar. (2008). Rules and Measurements in Sports. New Delhi: Sports Publication.

NBA Power Conditioning. (1997). National Basketball Conditioning Coaches Association.USA: Human Kinetics Publishers.

BADMINTON

Objectives: After studying this paper the student teachers will be able:

1. To know the origin and development of the game.
2. To know the fundamental skills and drills.
3. To understand the tactics and strategies.
4. To interpret the rules and regulations.
5. To Plan the training and skill evaluation methods.

UNIT I: History: Origin, History and Development of Badminton around the World and in India - Badminton World Federation - Badminton Association of India, Tamil Nadu Badminton Association; Tournaments: World Championship, Olympic Games, Commonwealth Games, Asian Games and Other International and Domestic Tournaments.

UNIT II: Fundamental skills, drills: grips (forehand grip, back hand grip) - footwork - serve (high serve, low serve, flick serve and drive serve) - clear (overhead clear and underarm clear) - drop shots (forehand drop shot, backhand drop shot, around the head drop shot) - smash (forehand smash, backhand smash, around the head smash) - drive (forehand drive, backhand drive) - net play (net shots, net kill, net lift).

UNIT III: Tactics and Strategy: Singles strategy - Playing systems and Singles strategies - Playing systems and doubles strategies - Playing systems and mixed doubles strategies - Attacking formation - side-by-side formation - movement pattern of offence and defensive skills.

UNIT IV: Rules and regulations: Preparation and maintenance of various badminton courts - court markings - specification of post, net, racket, cock and players

kit - officiating (mechanism of officiating, duties and power of officials, official signals) - rules of badminton singles, doubles and their interpretation - terminology.

UNIT V: Training and skill evaluation: Preparation of coaching schedule – periodization - utilization of training aids – training plan for various levels - talent identification - selection of players - various skill tests in badminton – different surfaces.

References:

- Anujain. (2005). Badminton coaching manual. Delhi: Sports Publication.
- Barrow Harold, M., & McGee Rosemary. (1989). Practical Measurement in Physical Education and Sports. Philadelphia: Lea and Febiger.
- Bill Form. (2001). High-performance sports conditioning. USA: Human kinetics.
- Brown, Lee E., et al. (2000). Training for speed, Agility and Quickness. USA: Human Kinetics Publishers Inc.
- Haffman, Jay. (2002). Physiological aspects of sports training performance. USA: Human Kinetics Publishers Inc.
- Jain D. (2005). Badminton Skills and Rules. USA: AAHPER Publication.
- Priyanka Narang. (2007). Teach Yourself Badminton. New Delhi: Sports Publication.
- Radhika Son. (2004). The Game of Badminton. Delhi: Goodwill Publishing House.
- Singh, M.K. (2006). A to Z Badminton. New Delhi: Friends Publications.
- Wilmore, Jack H. & Costill, David, C. (1994). Physiology of Sport and Exercise. USA: Human Kinetics Publishers Inc.

CRICKET

Objectives: After studying this paper the student teachers will be able:

1. To know the origin and development of the game.
2. To know the fundamental skills and drills.
3. To understand the tactics and strategies.
4. To Learn the measurement and markings.
5. To understand the preparation of the players.

UNIT I: Origin and History: History of Cricket in India, ICC, BCCI, TNCA. Tournaments: Test Matches - Ashes Series, Border - Gavaskar Trophy, ODI - World Cup, Champions Trophy, T20 –World T20, IPL

UNIT II: Fundamental Skills: Batting: Grip, Stance, Back Lift, Front Foot Defence, Back Foot Defence, Drives: Off-Drive, Cover-Drive, On- Drive and Straight Drive, Pull Shot, Hook Shot and Sweep Shot; Bowling: Basic Bowling Action, Pace Bowling: Out- swing, In-swing; Off-cutter, Leg-cutter, Spin: Off-spin, Leg-spin, Googly, Chinaman, Top-spin; Fielding: Catching, Long Barrier, Orthodox, Offensive Fielding, Defensive Fielding; Wicket-keeping: Stance, Receiving the Throws and Stumping.

UNIT III: Tactics: in Batting - in Bowling – Field placements for various types of bowling (out swing, in swing, off spin, leg spin, short pitch delivery, etc.,) strategies in batting, bowling, fielding and wicket keeping.

UNIT IV: Measurement of the pitch with creases, umpiring signals, ways of making batsman out – scoring – rules of unfair play.

UNIT V: General preparation of a cricket player – Specific training for pace bowlers, spinners, batsman, fielding, wicket – keeping. Types of training schedule for various level. Skill test – batting, bowling, fielding and wicket keeping

References:

- Anantharaman. Know Cricket Play Cricket. Bangalore: Sura Books Ltd.,
- Jack Fingleton. (1958). Master of Cricket, 1st Published by William Heine-Mann Led Capetown Auckland.
- Lan Merrison. (1999). Play the Game Cricket, London: Award Lock Book.
- MCC Joint Committee. (1955). Cricket on Non-Pitches.
- Mudar Patherya., and Barry O'brien. (1988). The Penguin Book of Cricket Lists, 1st Published by Penguin Books India Ltd.
- Ram Mohan Majumdar. (2009). Cricket Rule Book 2009. New Delhi: Sports Publication.
- The Cricket-Bat and how to use it, by an Old cricketer. (2011). General Books Publishers.

FOOTBALL

Objectives: After studying this paper the student teachers will be able:

1. To know the origin and development of the game.
2. To know the fundamental skills and drills.
3. To understand the tactics and strategies.
4. To interpret the rules and regulations.
5. To Plan the training and skill evaluation methods.

UNIT I: History: Origin and development of the game Football in the world and in India – National and International organization and its affiliated units – FIFA, AIFF, TNFA – National and International Tournaments Durand Cup, Rovers Cup, Nehru Cup – Merdeka Cup, World Cup, All England championship.

UNIT II: Fundamental skills and drills: Dribbling, passing, kicking, heading, trapping, throw in, volleying – Goal keeping, Drills to develop the skills – lead up activities.

UNIT III: Tactics and strategies: Individual and team tactics – offensive and defensive tactics – Dodging, Shooting, Shoulder change, tackling – Man to man defense – Funnel defense – Covering – Interchange – 5-3-2-1, 4-2-4-1, 4-3-3 – formations – Tactical preparation

UNIT IV: Rules and Regulations: Laws of the game – Interpretation of rules – officials – signals – system of officiating – Layout and Maintenance of play field

UNIT V: Training and skill evaluation: Training methods of football players – training schedule – training plan for various levels – talent identification – selection of players – scouting – various skill tests in football.

References:

- Alex Welsh. (1998). The Soccer Goal Keeping Hand Book. UK:A and C Black Publication.
- Anil Kumar Vanaik. (2005). Playing Fields Manual. Friends Publication.
- David Brenner. (1979). Soccer Tactics. UK: Albany Books,
- Fillen Davis, and Kelly. (1949). Teaching Posture and Body Mechanics. New York: The Ronald Press Company.
- Hank Nuwer. (1983). Strategies of Great Football Coaches, USA: Moffa Press.
- HTA Whiting. (1975). Concept in Skill Learning. Lopus Books.
- Marry A. Danaher. (1938). The Commemorative Coinage of Modern Sports. UK: AS. Barnes and Company.
- Maurice Golesworthy. (1959). The Encyclopaedia of Association Football. Bristol Publication.
- Mike Ditch. (1988). Filed, Coaching Soccer: The Progressive Way, Prentice Hall.
- Thomas Reilly. (1996). Science and Soccer, UK: Eand FN Span Publishers.

HANDBALL

Objectives: After studying this paper the student teachers will be able:

1. To know the origin and development of the game.
2. To know the fundamental skills and drills.
3. To understand the tactics and strategies.
4. To interpret the rules and regulations.
5. To Plan the training and skill evaluation methods.

UNIT I: Origin, History and Development of Handball: Introduction - Origin and Development of the Game in and around the world and India - - International and National Tournaments – Awards – FIH, IHF and its affiliated units.

UNIT II: Fundamental Skills in Handball: Dribbling, Passing, Shooting, Goal Keeping, Feinting, Blocking and Screening - Team Defensive skill – offensive skill - Drills for the Skills - Lead up Games.

UNIT III: Tactics and strategies: Defensive and Offensive Tactics in Handball – Individual - Group and Team-Strategy in Handball – Defensive System of Play – Offensive System of Play.

UNIT IV: Rules and Regulations: Rules and their interpretation - Officials in Handball - Officiating - Mechanism of Officiating - Qualities of Officials - Duties of the Scorer - Time Keeper - Court Referee and Goal Line Referee - Personal Preparation of the Officials - Role of Officials in Competition.

UNIT V: Training and Evaluation: Training Aids - Periodization - Coaching Plan – Coaching Schedule - Psychological

Preparation of Players for Various Seasons - Talent Identification – scouting - Selection of Players – Various Skill Tests in Handball – training aids.

References:

Canadian Team Federation, Canadian Team Handball Federation Coaching-Volume II.

Christan, Menschcl/Hans/Gert Stein/ Lothar Fahrmann (1987). Handball, Democratic Republic Sportverlag Berlin, Germany.

Clanton,R.(1997). Team Handball: Steps to Success. USA: Human Kinetics.

Fritz (1979). Handball (Technique-Tactics-Rules). Falken Verlag Erich Sicker KG.

I.H.F (1994). Mini-A Pamphlet of the European Handball Federation and the International Handball Federation (IHF).

I.H.F (1998). International Handball Federation - Handbook. Lange Gasse - 10, Switzerland.

I.H.F (2005). Rules of the Game-Indoor Handball. IHF.

Lindsay Pennycook/Robin Sykes (1980). Olympic Handball (The Complete Training Guide for Teachers and Coaches). Great Britain. Redwood Dura Limited Troebbridge and Esher.

Marezinka, Z. (1993). Playing Handball. Hungary: Trio Budapest Publishing Company.

Tross, H. D. (1988), Handball (Training-Technique- Tactics). Germany: Rowchlt Tashenbuch Verlag Company.

HOCKEY

Objectives: After studying this paper the student teachers will be able:

1. To know the origin and development of the game.
2. To know the fundamental skills and drills.
3. To understand the tactics and strategies.
4. To interpret the rules and regulations.
5. To Plan the training and skill evaluation methods.

UNIT I: History: Origin and development of the game hockey in the world and in India – National and International level organizations and its affiliated units – International hockey federation (FIH), Indian hockey association – National and International tournaments – World cup – Aslansah hockey tournament – Agakhan Cup – Beighton cup.

UNIT II: Fundamental skills and drills: a) Rolling, b) Dribbling, c) Push – Straight Push, Reverse push, wrong foot push, d) Stopping – Right stop, left stop, reverse stop, e) Hit – Straight hit, reverse hit, wrong foot hit, turn around and hit, f) Flick – Straight flick, reverse flick, wrong foot flick, g) Scoop – Straight scoop, push scoop, Drills to develop the skill and lead up activities, h) Goal keeping.

UNIT III: Tactics and Strategies: Individual and team tactics – offensive and defensive tactics – tackling – shadow tackling, lunge tackling – tackling and retreat – Dodging – Dodging right, dodging left – Passing – Parallel pass, through pass, return pass, back pass, cross pass, over head pass – Set play – Penalty corner, Penalty stroke, Corner, Positional play, system of play – Pyramid formation, 4-2-3-1-1, 4-2-4-1.

UNIT IV: Rules and regulations: Rules of the game and their interpretation – officials, duties of officials – signals – system of officiating – layout of play field and their maintenance – various playing surface.

UNIT V: Training and evaluation: Training methods for hockey players – Training plan for various levels – Training schedule – Talent identification – Selection of players – various skill tests in hockey – Henry Friedel field Hockey test, schimithal – French filed hockey test, Harbinder Singh Shooting Ability Test – SAI hockey skill test battery.

References:

Barrow, Harold M. Rosemany (1964), A Physical Approach to Measurement in Physical Education. Philadelphia, Lea and Febilger.

Bovarrd John F. Freederich W. Hagmann (1949), Patrcial E., Test and Measurement in Physical Education, Philadelphia, W.B. Sounders Company.

Jake Maddox (2011), Field Hockey Firsts, Capstone Press (MN).

Jennifer Hurtig (2006), For the Love of Field Hockey, Weigl Publishers.

Katrin Barth (2007), Training Field Hockey, Meyer and Meyer Fachverlag and Buchhandel Gamb H Publishers.

LLC Books (2011), Field Hockey by Country - Australia, Canada, India and Germany.

R.G Goel, Encyclopedia of Sports and Games, Vikas Publication. New Delhi

Wein, Horst the Science of Hockey, S. Chand Company Limited. New Delhi

KABADDI

Objectives: After studying this paper the student teachers will be able:

1. To know the origin and development of the game.
2. To know the fundamental skills and drills.
3. To understand the tactics and strategies.
4. To interpret the rules and regulations.
5. To Plan the training and skill evaluation methods.

UNIT I: Origin, History and Development of Kabaddi: Introduction, Origin, Forms of Kabaddi, (Amar, Gemini, Sanjeevani), the Game's History, Development of the Game (Unproductive Raid Rule, Time out System and Bonus Line Game). National Level Association and its Affiliated Units - Tournaments - State Level, National Level, International Level.

UNIT II: Fundamentals of Offensive Skills: the Raid and its Mechanism - Analysis of a Raid - Pre- Considerations of a Raid (Cant, Entry, Settling Nad Path of Attack, Foot Work, Skills, Tactics and, Retreat- Footwork - Types of Footwork - Drills for Footwork - Changing Direction During Raid - Hand Touch - Types of Hand Touch - Toe Touch - Foot Touch (Sudden Leg Thrust and Squat Leg Thrust) - Drills for Leg Thrust- Kicking - Types of Kicking - Kicking Drills. Fundamentals of Defensive Skills - Pre- Requisites of a Defense Player - Positions of Play- Positions of Play (Right, Centre and Left Zone) - Systems of Play in Defense (Systems of Play When Seven, Six, Five, Four, Three Two Players in the Court)- Types of Holds and Drills: Ankle Hold, Drills for Ankle Hold, Thigh Hold, Types of Thigh Hold, Knee Hold,

Waist Hold/Trunk Hold, Wrist Hold, Blocking, Types of Blocking.

UNIT III: Tactics and strategy: Escape Tactics (Turning out to Escape, Jumping over the Chain or Anti, Creating a Gap to Escape, Sliding the Anti to Escape, Breaking the chain) – Pursuit – Types of Pursuit – Baulk Line Raiding tactics – Defensive Tactics and Strategy - Fielding on the Bulk Line- Counter Action for Pursuit - Combination Holds - Types of Individual Combination Holds – Advanced Offensive Skills: Escape from Ankle Hold, Trunk/Waist Hold - Advanced Defensive Skills: Types of Chain Hold - (Chain Hold by Center/Corner Zone Players, Running Chain Hold and Following Chain Hold).

UNIT IV: Rules and Regulations: Rules and their interpretation – Officials– officiating - Official Signals- Duties and Powers of Officials - Preparation and Maintenance of Kabaddi Court - Marking Methods - Lighting Arrangements surface – Rules and Regulations of Pro Kabaddi.

UNIT V: Training and skill evaluation: Warming - Up, Types of Warming - Up - Interval Training, Fartlek Training, Weight Training, Circuit Training - Planning and Periodization - Model Training Scheduler - Performance Analysis - Scouting - Tests to Evaluate Skills in Kabaddi: Footwork Test, Reaction Ability Test, Raiding Skill Test, Hand Touch Reach Test, Offensive Skill Test with Cant and Foot Touch Reach Test - Team Selection - Organization of Tournaments – training aids.

References:

- Barrow, Harold M. Rosemary (1964), A Physical Approach to Measurement in Physical Education, Philadelphia, Lea and Febiger.
- Hephaestus (2001), Articles on Sports Originating in South Asia - Kabaddi, Hephaestus Publishers.
- Livres Group, Sports En Inde: Kabaddi (2007), LLC Books.
- LLC Books (2011), Kabaddi Players By Nationality - Bangladesh, Pakistan, India.
- LLC Books (2011), Traditional Sports of India: Kabaddi.
- Meenu Syal (2004), Teach Yourself Kabaddi, Sports Publications.
- Prasad Rao (2002), The Complete Handbook of Kabaddi, Jagadamba Publications, Tupakula Street, Vizianagaram - 531 202 India.

KHO - KHO

Objectives: After studying this paper the student teachers will be able:

1. To know the origin and development of the game.
2. To understand the offensive and defensive skills.
3. To understand the offensive and defensive strategies.
4. To interpret the rules and regulations
5. To know the coaching methods.

UNIT I: History: History of the game - Development of the game in India and the World – Kho-Kho federation of India, Tamil Nadu Kho-Kho Association – National and International tournaments – Awards.

UNIT II: Offensive skills in kho-kho: Sitting position (Parallel method - Bullet method) - Giving kho-kho- chain kho - Pole turn - Pole diving - Covering (moving in the cross line) and different methods- sudden attack and different methods - Diving (Sitting dive and running dive) - Lead up activities. Defensive skills in kho- kho: methods of entry from entry zone - 3-3-2 method - 1-3-1-1 method - 2-3-1 method - six single up method - combination methods- Ring game - Lead up activities.

UNIT III: Offensive strategies: Pole turn – Sitting pole turn – Running pole turn – fake & pole turn, pole dive – Sitting pole dive (1 step, 2 step, 3 step) – fake & pole dive – Direct pole dive. Defensive strategies: Entry procedures, combination of 3-3-2, 1-3-1-1 and 2-3-1 run, avoiding from sudden attack – avoiding from pole dive – avoid from judgment kho – avoid from direct pole dive – avoiding from third sitting attack.

UNIT IV: Rules and regulations: Officiating system - Mechanism of officiating - Qualities of officials - Duties of Referee, Umpire, Scorer, Time keeper, Assistant scorer - Score sheets- Marking methods - lighting arrangements.

UNIT V: Coaching: Philosophy of coaching - qualities and qualifications of coach - role of coach - Periodization- selection of players - Coaching plan - Model training schedule – Skill evaluation (subjective rating).

References:

Gauri Chakravarti (2001), Kho-kho Avlokan, Sports Publications.

Hephaestus (2001), Articles on Sports Originating in South Asia - Kho- kho, Hephaestus Publishers.

Livres Groupe, Sports En Inde: Kho-kho (2007), LLC Books.

LLC Books (2011), Kho-kho - India Kho-khoTeam, Bangladesh National Kho-khoTeam.

LLC Books (2011), Kho-kho Players By Nationality - Bangladesh, Pakistan, India.

LLC Books (2011), Traditional Sports of India: Kho-kho.

Meenu Syal (2004), Teach Yourself Kho-kho, Sports Publications.

Selvaraj. V.N. (1998), Kho-kho, Teachers Publications, Coimbatore.

TENNIS

Objectives: After studying this paper the student teachers will be able:

1. To know the origin and development of the game.
2. To know the fundamental skills and drills.
3. To understand the tactics and strategies.
4. To interpret the rules and regulations.
5. To Plan the training and skill evaluation methods.

UNIT I: History: Origin and Development of the game around the world and in India – structure and setup of the Indian tennis – ATP-ITF- Davis cup – Olympics – Grand slam: Australian open – French open – Wimbledon – US open.

UNIT II: Fundamental Skills, Drills and lead up games: Services – Volley (Low volley, Medium volley, High volley and Drive volley) – Half volley (net play) – Fore hand and back hand (Base line shots – cross court shots – mid court shots, down the line shots) – Return of serve – lobbing – Smash – drop shot – slice shots.

UNIT III: Tactics and Strategy, Single strategy: Areas of the court – Tips for base line play – Forehand drill – Tips for mid court play – Tips for net play – Style of play – Counter stroking – Serve and volley – Doubles strategy: First serve in – Play down the middle – Server's responsibility – Receiver's responsibility – Parallel play (Tantom) – One up and one back – Both players back - Tactical Priorities (Height, Direction, Depth, Spin, Speed).

UNIT IV: Rules and regulations: Laying out Tennis Court (Single, Doubles), Permanent Fixtures, Ace, Faults in Service, Let, Scoring System, Role of court officials, Rules for Doubles game surface.

UNIT V: Training and evaluation: Plan: Definition and meaning – Principles and types: micro cycle – meso cycle – macro cycle (annual cycle) – periodisation – Olympics plan – Skill tests – Training aid – Scouting and organization of competition.

References:

- Andy Durham (1987), Play to win Tennis, London, Octopus Books
- Ashit Paul (1985), Tennis, Calcutta: Thomson Press (India) Ltd.
- Bill Tilden (1950), How to play better tennis, New York: Rolls Offset Printing Co. Inc.,
- Chack Kriese (1989), Total Tennis Training, Philadelphia: W.B. Saunders Co.,
- Chef Murphy (1958), Tennis for Beginners, New York: The Ronald Press Company.
- Evelyn Dewhurst (2002), Coaching successfully Tennis, Delhi: Sports Publications.
- Jeff Savage (1997), Andre Agassi, Minnesota: Lerner Publications Company.
- John Feinstenis (1992), Hard Courts, New York: Villard Books.
- Peter Sherwood & Gray Alderdice. (1981). The world's best tennis book ever. England: EP publishing Ltd.
- Rick Chaver. (1996). Teaching tennis. Delhi: Surjeet Publishing.

VOLLEYBALL

Objectives: After studying this paper the student teachers will be able:

1. To know the origin and development of the game.
2. To know the fundamental skills and drills.
3. To understand the tactics and strategies.
4. To interpret the rules and regulations.
5. To Plan the training and skill evaluation methods.

UNIT-I: History: Origin, History and Development of Volleyball around the world and India – Federation of International Volleyball – Volleyball Federation of India, Tamil Nadu State Volleyball Association; Tournaments: World Championship, Olympic Games, Commonwealth Games, Asian Games and Other International and Domestic Tournaments.

UNIT-II: Fundamental Skills and Drills: Passing – Under Hand pass, Over Head pass, Service-Under Hand service, Over hand service, jump and serve, Attacking-Straight smash, tapping, Hard Driven spike, Blocking-Single block, (Double block and triple block) – Drills and lead up activity for fundamental skills – Mechanical principles of fundamental skills.

UNIT-III: Technical and Tactical Preparation: 'W' - Formation, Service reception - Double Triangle Formation- Formation without Block- Scattered Formation, Semicircular Formation - Formation with One Man Block: 1-1-4, 1-2-3, Formation with Two Man Block-2-4, 2-1-3, Offense: Types of attack. System of Defense-Inter Charge System, Over Load System, Rebound System, Self Defense System. Team Composition-6-0,5-1,4-2,3-3,2-4-General and Specific Warming up General and Specific Fitness Developments - Signals and Combination.

UNIT-IV: Rules and Regulations: Preparation and maintenance of volleyball court – court markings – specification of post, net, and players kit – officiating (mechanism of officiating, duties and power of officials, official signals) – rules of games and their interpretation – terminology.

UNIT-V: Training and Skill evaluation: Preparation of coaching schedule– periodization – utilization of training aids – training plan for various levels – talent identification – selection of players – various skill tests in volleyball – different surfaces.

References:

Arora M (2005), Volleyball Coaching Manual. Delhi (India): Sports Publications.

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India, N.C (2009). Book of Rules of Games and Sports. New Delhi: W.I. Judson.

Kamesh D.M. (2010). Field Manual of Sports and Games. Meerut: Nageen Prakashan Pvt., Ltd.,

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Programe A.S (2007) Coaching youth volleyball. USA: Human Kinetics

DISCIPLINE SPECIFIC ELECTIVE COURSE
3DSE1 / 4DSE1 - HEALTH EDUCATION AND
SPORTS NURTITION (ELECTIVE)

Objectives: After studying this paper the student teachers will be able:

1. To understand health education concepts.
2. To know the health problems in India.
3. To understand about hygiene and health.
4. To know the introduction of Sports nutrition.
5. To know Nutrition and Weight Management relations.

Unit - I Health Education

Concept, Dimensions, Spectrum and Determinants of Health, Definition of Health, Health Education, Health Instruction, Health Supervision, Aim, objectives and Principles of 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 schools - Health Services - Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first- aid and emergency care etc.

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

Unit - IV- Introduction to Sports Nutrition

Meaning and Definition of Sports Nutrition, Role of nutrition in sports, Basic Nutrition guidelines, Nutrients: Ingestion to energy metabolism (Carbohydrate, Protein and Fat), Role of carbohydrates, Fat and protein during exercise.

Unit - V Nutrition and Weight Management

Concept of BMI (Body mass index), 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.

References:

Bucher, Charles A. "Administration of Health and Physical Education Programme". Delbert, Oberteuffer, et. al. "The School Health Education".

Ghosh, B.N. "Treaties of Hygiene and Public Health".

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

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

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

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

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

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

3PFW2 / 4PFW2 - PHYSICAL FITNESS AND WELLNESS (ELECTIVE)

Objectives: After studying this paper the student teachers will be able:

1. To know the introduction of Physical fitness.
2. To know nutrition for fitness.
3. To understand about Aerobic exercise.
4. To understand about Anaerobic exercise.
5. To understand about Flexibility exercise.

Unit I - Introduction

Meaning and Definition" of Physical Fitness, Physical Fitness Concepts and Techniques, Principles of physical fitness, Physiological principles involved in human movement. Components of Physical Fitness.

Leisure time physical activity and identify opportunities in the community to participate in this activity. Current trends in fitness and conditioning, components of total health fitness and the relationship between physical activity and lifelong wellness.

Unit II - Nutrition

Nutrients; Nutrition labelling 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, the effects of performance enhancement drugs

Unit III - Aerobic Exercise

Cardio respiratory Endurance Training; proper movement forms, i.e., correct stride, arm movements,

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

Unit IV - Anaerobic Exercise

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

Unit V - Flexibility Exercise

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

References:

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

Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd. 35 Bedford row, London 1998

- Dr. A.K. Uppal, Physical Fitness, Friends Publications (India), 1992.
- Warner W.K. Oeger & Sharon A. Hoeger, Fitness and Wellness, Morton Publishing Company, 1990. Elizabeth & Ken day, Sports fitness for women, B.T. Batsford Ltd, London, 1986.
- Emily R. Foster, Karyn Hartiger & Katherine A. Smith, Fitness Fun, Human Kinetics Publishers 2002.
- Lawrence, Debbie, Exercise to Music. A & C Black Publishers Ltd. 37, Sohe Square, London 1999
- Robert Malt. 90 day fitness plan, D.K. publishing, Inc. 95, Madison Avenue, New York 2001

3VEE3 / 4VEE3 - VALUE AND ENVIRONMENTAL EDUCATION (ELECTIVE)

Objectives: After studying this paper the student teachers will be able:

1. To know the Introduction & Value education.
2. To understand the value systems.
3. To understand Environmental Education.
4. To understand Rural Sanitation and Urban Health problems.
5. To know Natural Resources & related environmental issues.

UNIT I - Introduction to Value Education

Values: Meaning, Definition, Concepts of Values.
Value Education: Need, Importance and Objectives.
Moral Values: Definition and Need, Theories of Values.
Classification of Values: Basic Values of Religion.

UNIT II - Value Systems

Meaning and Definition, Personal and Communal Values, Consistency, consistent, inconsistent, Judging Value System, Commitment, Commitment to values.

Unit- III - Environmental Education

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 & prohibition of plastic bag / cover, Role of educational institutions in environmental conservation and sustainable development, Pollution free ecosystem.

Unit - IV Rural Sanitation and Urban Health

Rural Health Problems, Causes of Rural Health Problems, Points to be kept in Mind for improvement

of Rural Sanitation, Urban Health Problems, Process of Urban Health, Services of Urban Area, Suggested Education Activity, Services on Urban Slum Area, Sanitation at Fairs & Festivals, Mass Education.

Unit - V Natural Resources and related environmental issues:

Water resources, food resources and Land resources, 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.

References:

- Miller T.G. Jr., Environmental Science (Wadsworth Publishing Co.)
Odum, E.P. Fundamentals of Ecology (U.S.A.: W.B. Saunders Co.)
1971.
- Rao, M.N. & Datta, A.K. Waste Water Treatment (Oxford & IBH
Publication Co. Pvt. Ltd.) 1987
- Townsend C. and others, Essentials of Ecology (Black well Science)
Heywood, V.H. and Watson V.M., Global biodiversity Assessment
(U.K.: Cambridge University Press), 1995.
- Jadhav, H. and Bhosale, V.M. Environmental Protection and Laws
(Delhi: Himalaya Pub. House), 1995.
- Mc Kinney, M.L. and Schoel, R.M. Environmental Science System
and Solution (Web enhanced Ed.) 1996.
- Miller T.G. Jr., Environmental Science (Wadsworth Publishing Co.)

3SJM4 / 4SJM4 - SPORTS JOURNALISM AND MASS MEDIA (ELECTIVE)

Objectives: After studying this paper the student teachers will be able:

1. To know the Sports Journalism & Mass Media concepts.
2. To know the concept of Sports Bulletin.
3. To know the effect of mass media in Journalism.
4. To know report writing on Sports.
5. To understand Sports Organization and Sports Journalism.

UNIT I Introduction

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

Concept of 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

Mass Media in Journalism: Radio and T.V. Commentary - Running commentary on the radio - Sports expert's comments. Role of Advertisement in Journalism. Sports Photography: Equipment- Editing - Publishing.

UNIT IV Report Writing on Sports

Brief review of Olympic Games, Asian Games, Commonwealth Games, World Cup, National Games

and Indian Traditional Games. Preparing report of an Annual Sports Meet for Publication in Newspaper. Organization of Press Meet.

UNIT -V Journalism

Sports organization and Sports Journalism - General news reporting and sports reporting. Methods of editing a Sports report. Evaluation of Reported News. Interview with elite Player and Coach. Practical assignments to observe the matches and prepare report and news of the same; visit to News Paper office and TV Centre to know various departments and their working. Collection of Album of newspaper cuttings of sports news.

References:

- 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 Publication
- Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication
- Dhananjay Joshi (2010) Value Education in Global Perspective. New Delhi: Lotus Press.
- Kannan K (2009) Soft Skills, Madurai: Madurai: Yadava College Publication
- Mohit Chakrabarti (2008): Value Education: Changing Perspective, New Delhi: Kanishka Publication,.
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- Varma A.K. (1993) Journalism in India from Earliest Times to the Present Period. Sterling publication Pvt. Ltd.

SKILL ENHANCEMENT COURSE

ASEC1– PROFESSIONAL PREPARATION FOR SET/ NET IN PHYSICAL EDUCATION

(Question Paper Pattern : 75 Multiple Choice Questions)

Objectives: After studying this paper the student teachers will be able:

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. .

Peer Group Teaching and Discussion Concept

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

REFERENCE

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

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

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

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

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

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

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



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