



**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.**



**SYLLABUS**

**Master of Physical Education (MPed)  
2019-2021**



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**MASTER OF PHYSICAL EDUCATION (MPEd)**  
**Syllabus 2019-2021**

**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 1<sup>st</sup> 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**

<b>S. No.</b>	<b>Special Credits for Extra Co-curricular Activities</b>	<b>Credit</b>
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	<b>Multiple choice questions</b> - Write the answers to all the questions (Two 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

PART	DESCRIPTION	MARKS
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 % - 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 of the credits of the courses in a semester.

### Cumulative Grade Point Average :

$CGPA = \sum_n \sum_i C_{ni} G_{ni} / \sum_n \sum_i C_{ni}$

Where

$\sum_n \sum_i C_{ni} G_{ni}$  = 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  $\sum C_i$  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

RANGE OF MARKS	GRADE POINTS	LETTER GRADE	DESCRIPTION
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	Re - Appear
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:

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

### 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**

<b>First Semester</b>			
<b>S. No</b>	<b>Paper Type</b>	<b>Paper Code</b>	<b>Title of the Paper</b>
1	Core Papers	1MCC1	Sports Psychology & Sports Sociology
		1MCC2	Physiology of Exercise
		1MCC3	Tests, Measurement and Evaluation in Physical Education
<b>Disciplines Specific Elective Course (Anyone)</b>			
2	Elective Papers	1MECA	Any one paper from the list of discipline specific elective course Choices for First Year

<b>Second Semester</b>			
3	Core Papers	2MCC1	Applied Statistics in Physical Education & Sports
		2MCC2	Sports Biomechanics & Kinesiology
		2MCC3	Athletic Care and Rehabilitation
4	Elective Papers	2MECA	Any one paper from the list of discipline specific elective course Choices for First Year
<b>Third Semester</b>			
5	Core Papers	3MCC1	Scientific Principles of Sports Training
		3MCC2	Research Process in Physical Education & Sports Sciences
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
<b>Fourth Semester</b>			
8	Core Papers	4MCC1	Information & Communication Technology (ICT) and Education Technology in Physical Education
		4MCC2	Theories of Track and Field
9	Elective Papers	4MECA	Any one paper from the list of discipline specific elective course Choices for Second Year
<b>PART-V: Dissertation</b>			

## **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 supervised 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 & Life Coping Skill (or) Fitness Equipment Management (or) Racket Stringing and Net Spinning (or) Management of Training Gadgets.
- 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 - officiating / Referee Examinations

## SCHEME OF EXAMINATION

### Semester – I

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



<b>1MIC2</b>	Class Room Teaching-I: Five lessons on theory subjects, Organisation & Participation in Project Sports Meet, Intramural & Extramural Tournaments	3	2	50	-	50
<b>1MIC3</b>	Teaching / Coaching / Officiating: At schools/ colleges/ Institutions	3	2	50	-	50
	<b>Total</b>	<b>36</b>	<b>28</b>	<b>570</b>	<b>280</b>	<b>850</b>
<b>Part-IV Ability and Skill Enhancement Course</b>						
<b>1AEC1</b>	Ability Enhancement Compulsory Course – Personality Development and Life Coping Skills (or) Fitness Equipment Management (or) Racket Stringing and Net Spinning (or) Sports Gadgets Training	2	2	-	-	-
	<b>Total</b>		<b>30</b>			

\* 1MECA/2MECA, 1MECB/2MECA, 1MECC/2MECC, 1MECD/2MECB.

## Semester – II

Part I: Theory Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
<b>Core Course</b>						
<b>2MCC1</b>	Applied Statistics in Physical Education & Sports	3	3	30	70	100
<b>2MCC2</b>	Sports Biomechanics & Kinesiology	3	3	30	70	100
<b>2MCC3</b>	Athletic care and Rehabilitation	3	3	30	70	100
<b>Discipline Specific Elective Course (Anyone)</b>						
*	Any one paper from the list of discipline specific elective course Choices for First Year	3	3	30	70	100

<b>Part-II Practicum</b>						
<b>2MPC1</b>	Track and Field II: Jumping events & Hurdles	3	2	50	50	100
<b>2MPC2</b>	Yoga: - Asanas, Pranayama, Kriyas, Bandhas, Mudras, Suryanamaskar	3	2	50	-	50
<b>2MPC3</b>	Games of Specialization-I Basketball/Badminton/ Cricket/ Football/Handball/ Hockey/ Kabaddi/ Kho- Kho/ Tennis/Volleyball (Any one game)	6	4	50	50	100
<b>2MPC4</b>	Track and Field I & II Teaching / Coaching /Officiating and Specialization Games	3	2	50	-	50
<b>Part- III Internship</b>						
<b>2MIC1</b>	Class Room Teaching - II Five lessons on theory subjects	3	2	50	-	50
<b>2MIC2</b>	Project Sports Meet. Participation in Intramural and Extramural Tournaments	3	2	50	-	50
	Self Study Hours	2	-	-	-	-
	<b>Total</b>	<b>35</b>	<b>26</b>	<b>420</b>	<b>380</b>	<b>800</b>
<b>Part-IV Ability and Skill Enhancement Courses</b>						
<b>2AEC1</b>	Ability Enhancement Compulsory Course - Life Skill Management	2	2	-	-	-
<b>2CCC1</b>	Co-Curricular Course– Village Placement Programme	2	2	-	-	-
	<b>Total</b>		<b>30</b>			

\* 1MECA/2MECA, 1MECB/2MECA, 1MECC/2MECC, 1MECD/2MECB.

## Semester – III

<b>Part I: Theory Course</b>						
<b>Course Code</b>	<b>Title of the Papers</b>	<b>Total Hours</b>	<b>Credit</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>
<b>Core Course</b>						
<b>3MCC1</b>	Scientific Principles of Sports Training	3	3	30	70	100
<b>3MCC2</b>	Research Process in Physical Education & Sports Sciences	3	3	30	70	100
<b>Discipline Specific Elective Course (Anyone)</b>						
*	Any one paper from the list of discipline specific elective course Choices for Second Year	3	3	30	70	100
<b>Generic Elective Course</b>						
<b>3 MGEC1</b>	Recreational and Inclusive Games (or)	3	3	30	70	100
<b>3 MGEC2</b>	Special Olympics					
<b>Part- II Practicum</b>						
<b>3MPC1</b>	Track and Field III: Throwing Events	2	1	50	-	50
<b>3MPC2</b>	Gymnastics (With Apparatus)	3	2	50	-	50
<b>3MPC3</b>	Combative Sports - Boxing/ Fencing/Judo/Taekwondo/ Karate/Kalari (Any one)	3	2	50	-	50

<b>3MPC4</b>	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
<b>3MPC5</b>	Games of Specialization-II Basketball/Badminton/ Cricket/ Football/Handball/ Hockey/Kabaddi/ Kho- Kho/ Tennis/Volleyball (Any one game) (First Best)	3	2	50	-	50
<b>Part-III Internship</b>						
<b>3MIC1</b>	Field / Laboratory Work II: Athletic Care, Physiotherapy and Rehabilitation, Sports Medicine and Kinesiology and Biomechanics Laboratory	3	2	50	-	50
<b>3MIC2</b>	Class Room Teaching III: Five Lessons on Theory Subjects, Organisation & Participation in Project Sports Meet, Intramural and Extramural Tournaments	3	2	50	-	50
<b>3MIC3</b>	Coaching Lessons of Specialization Games: Internship at Schools / Colleges	3	2	50	-	50
	<b>Total</b>	<b>35</b>	<b>27</b>	<b>520</b>	<b>280</b>	<b>800</b>

<b>Part-IV Ability and Skill Enhancement Course</b>						
<b>3SEC1</b>	Skill Enhancement Course - Software Based Statistical Application in Physical Education or <b>3SEC2</b> Sports Tourism in India	2	2	-	-	-
<b>Total</b>			<b>29</b>			

\* 3MECA/4MECA, 3MECB/4MECA, 3MECC/4MECC, 3MECD/4MECB.

## Semester – IV

<b>Part I: Theory Course</b>						
<b>Course Code</b>	<b>Title of the Papers</b>	<b>Total Hours</b>	<b>Credit</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>
<b>Core Course</b>						
<b>4MCC1</b>	Information & Communication Technology (ICT) and Education Technology in Physical Education	3	3	30	70	100
<b>4MCC2</b>	Theories of Track and Field	3	3	30	70	100
<b>Discipline Specific Elective Course (Anyone)</b>						
*	Any one paper from the list of discipline specific elective course Choices for Second Year	3	3	30	70	100
<b>Part-II Practicum</b>						
<b>4MPC1</b>	Track and Field - IV Combined Events	3	2	50	50	100

<b>4MPC2</b>	Game of Specialization – I (First Best)	3	2	50	50	100
<b>4MPC3</b>	Teaching / Coaching / Officiating in Game of Specialization (First Best)	3	2	50	-	50
<b>Part-III Internship</b>						
<b>4MIC1</b>	Class Room Teaching – Five lessons on theory subjects	3	2	50	-	50
<b>4MIC2</b>	Officiating, Organisation & Participation in Project Sports Meet, Intramural and Extramural Tournaments	3	2	50	-	50
<b>4MIC3</b>	Internship - Coaching in Track and Field events	3	2	50	-	50
	Self Study Hours	2	-	-	-	-
	<b>Total</b>	<b>29</b>	<b>21</b>	<b>390</b>	<b>310</b>	<b>700</b>
<b>Part-IV Ability and Skill Enhancement Courses</b>						
<b>4SEC1</b>	Skill Enhancement Course – Any Approved Online course (or)	<b>2</b>	2	-	-	-
<b>4SEC2</b>	Professional Preparation for SET / NET in Physical Education					
<b>4CCC1</b>	Co-Curricular Course – Officiating/ Referee Examination	<b>2</b>	2	-	-	-
<b>Part-V Dissertation</b>						
	Dissertation	6	6	100	100	200
	<b>Total</b>	<b>35</b>	<b>31</b>	<b>490</b>	<b>410</b>	<b>900</b>

\* 3MECA/4MECA, 3MECB/4MECA, 3MECC/4MECC, 3MECD/4MECB.

**\* Discipline Specific Elective Courses for First Year**

<b>1MECA/2MECA</b> -Adapted Physical Education
<b>1MECB/2MECB</b> -Sports Technology & Sports Engineering
<b>1MECC/2MECC</b> -Yogic Science
<b>1MECD/2MECD</b> -Sports Management and Curriculum Designs in Physical Education

**\* Discipline Specific Elective Courses for Second Year**

<b>3MECA/4MECA</b> -Health Education and Sports Nutrition
<b>3MECB/4MECB</b> -Physical Fitness and Wellness
<b>3MECC/4MECC</b> -Value and Environmental Education
<b>3MECD/4MECD</b> -Sports Journalism and Mass Media

<b>Generic Elective Course</b>
<b>3MGEC1</b> -Recreational and Inclusive Games
<b>3MGEC2</b> - Special Olympics

**Course Structure and Credit Abstract**

Part	Semester - Credits Subject	I	II	III	IV	Total Credit
<b>I</b>	Core –Theory	9	9	6	6	30
	Discipline Specific Elective (DSE)	3	3	3	3	12
	Generic Elective	0	0	3	0	3
<b>II</b>	Core - Practicum	10	10	9	6	35
<b>III</b>	Internship	6	4	6	6	22
<b>IV</b>	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
<b>V</b>	Dissertation	-	-	-	6	6
	<b>Grand Total</b>	<b>30</b>	<b>30</b>	<b>29</b>	<b>31</b>	<b>120</b>

## MARKS ABSTRACT

Part	Semester - Credits Subject	I	II	III	IV	Total Marks
I	Core -Theory	300	300	200	200	1000
	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)
v	Dissertation	-	-	-	200	200
	<b>Grand Total</b>	<b>850</b>	<b>800</b>	<b>800</b>	<b>900</b>	<b>3350</b>

## MARKS AND CREDIT ABSTRACT

SEMESTER	CREDITS WITH MARKS	CREDITS WITH- OUT MARKS	TOTAL MARKS
I	28	2	850
II	26	4	800
III	27	2	900
IV	27	4	800
Grand Total	<b>108</b>	<b>12</b>	<b>3350</b>



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## FIRST SEMESTER - THEORY COURSES

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### 1MCC1 - SPORTS PSYCHOLOGY AND SPORTS SOCIOLOGY (CORE)

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**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**

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

#### **UNIT II - Motivation**

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

#### **UNIT III - Goal Setting**

- 3.1 Meaning and Definition, Process of Goal Setting in Physical Education and Sports
- 3.2 Relaxation: Meaning and Definition, types and methods of psychological relaxation
- 3.3 Psychological Tests: Types of Psychological Test: Instrument based tests: Pass-along test - Tachistoscope - Reaction timer - Finger dexterity board

- 3.4 Depth perception box - Kinesthesiometer board
- 3.5 Questionnaire: Sports Achievement Motivation, Sports Competition Anxiety.

#### **UNIT IV - Sports Sociology**

- 4.1 Meaning and Definition - Sports and Socialization of Individual Sports as Social Institution
- 4.2 National Integration through Sports
- 4.3 Fans and Spectators: Meaning and definition
- 4.4 Advantages and disadvantages on Sports Performance
- 4.5 Leadership: Meaning, Definition, types. Leadership and Sports Performance.

#### **UNIT V - Group Cohesion**

- 5.1 Group: Definition and Meaning, Group Size, Groups on Composition
- 5.2 Group Cohesion, Group Interaction, Group Dynamics
- 5.3 Current Problems in Sports and Future Directions - Sports Social Crisis Management
- 5.4 Women in Sports: Sports Women in our Society
- 5.5 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.)

#### **Course Outcomes:**

- The student will be able to understand the concepts in sports psychology and sports sociology, its relevance to sports and games.
- Application of the tests available in psychology and sociology, the knowledge of research and its implications in the same field.

#### **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.

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## 1MCC2 - PHYSIOLOGY OF EXERCISE (CORE)

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**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 and energy transfer.
5. To understand the climatic conditions, sports performance & ergogenic aids.

### **UNIT I - Skeletal Muscles and Exercise**

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

### **UNIT II - Cardiovascular System and Exercise**

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

### **UNIT III - Respiratory System and Exercise**

- 3.1 Mechanics of Breathing - Respiratory Muscles, Minute Ventilation
- 3.2 Ventilation at Rest and During Exercise
- 3.3 Diffusion of Gases - Exchange of Gases in the Lungs - Exchange of Gases in the Tissues
- 3.4 Control of Ventilation - Ventilation and the Anaerobic Threshold. Oxygen Debt - Lung Volumes and Capacities
- 3.5 Effect of exercises and training on the respiratory system.

### **UNIT IV - Metabolism and Energy Transfer**

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

## **UNITV- Climatic conditions and sports performance and ergogenic aids**

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

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

### **Course Outcomes:**

- Understand the muscle structure, its effects due to exercise.
- Know to summarize the effects of exercise on various systems.
- Metabolism, energy transfer, ergogenic aids and sports performance due to exercise in various climatic conditions.

### **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. (1996). Exercise Physiology, Energy, Nutrition and Human Performance. Philadelphia: Lippincott Williams and Wilkins Company.

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

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**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**

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

### **UNIT II - Motor Fitness Tests**

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

### **UNIT III - Physical Fitness Tests**

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

### **UNIT IV - Anthropometric and Aerobic-Anaerobic Tests**

- 4.1 Physiological Testing: Aerobic Capacity: The Bruce Treadmill Test Protocol
- 4.2 1.5 Mile Run test for college male and female
- 4.3 Anaerobic Capacity: Margaria Kalamon Power test.
- 4.4 Anthropometric Measurements: Measuring Height: Standing Height, Sitting Height.
- 4.5 Measuring Circumference: Arm, Waist, Hip, Thigh.

## **UNIT V -Skill Tests**

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

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

### **Course Outcomes:**

- Understand the basics of test, measurement and evaluation in physical education, health and fitness.
- Apply test in minor research areas.
- Analyse the performance and movements in the sports through various tests.
- Evaluate the battery test and other prescribed test by the sports bodies efficiently.

### **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 Publising 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.

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

### **1AEC1 – PERSONALITY DEVELOPMENT & LIFE COPING SKILL**

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**Objectives :** 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**

- 1.1 Analyzing strength and weakness
- 1.2 Theories on personality development
- 1.3 Increasing vocabulary

#### **Unit-II Building self – esteem and self confidence**

- 2.1 Working on attitudes – aggressive, assertive and submissive
- 2.2 Body language

#### **Unit-III Introduction to leadership, leadership styles**

- 3.1 Group dynamics and team building
- 3.2 Preparation for self introduction

#### **Unit-IV Conflict management**

- 4.1 Introduction
- 4.2 Levels of conflict
- 4.3 Managing conflict
- 4.4 Stress Management
- 4.5 Causes, Impact & Managing Stress

#### **Unit-V Time management**

- 5.1 Concept of time management
- 5.2 Need and importance
- 5.3 Steps towards better time management
- 5.4 Performance Appraisal, Self introduction
- 5.5 Group discussion, Impromptu

#### **Course Outcomes:**

- Understand personality and its theories.
- Know working attitudes, body language, leadership and styles.
- Understand conflict and time management.

#### **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.

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## 1AEC2 FITNESS EQUIPMENT MANAGEMENT

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**Objectives:** After completing this course, the students will be able to

1. Knowing the concept of fitness training
2. Historical background of fitness industry
3. Managerial skills of maintaining a fitness centre
4. Legal aspects of initiating a fitness centre
5. Management of human resource and personnel in the fitness centre

**Unit – I** Introduction : Meaning and definition of fitness, wellness and its components - Factors affecting physical fitness and values of physical fitness - History of health and fitness industry - Fit India movement - Ideal fitness centre and its features - Career opportunities in fitness field

**Unit – II** Fitness Trainer and Exercise for Fitness: Qualification and qualities for a fitness trainer - Instructor's duties for handling beginners - Means and methods of fitness development - Methods, Duration and components of warming up and cooling down - Aerobic and anaerobic exercise - Resistance exercise - Calculate target heart rate zones for various aerobic exercise intensities.

**Unit – III** Managerial Knowledge based skills: Concept of free weight Vs. machine, sets and repetitions, variation of sets and repetition for weight training - Concepts of designing fitness training programme for various special group (Obese, Pregnancy, Bodybuilder etc) - Meaning and importance of nutrition and components of Nutrient - Balanced Diet - daily calorie requirements and daily energy expenditure.

**Unit – IV** Maintenance of Fitness Centre: Environmental considerations for fitness center - Principles of starting a fitness center - location, policy, offer programmes, record keeping - Fitness center membership and its types - Programme Planning - Purchasing Health and Fitness Equipments - Maintaining Health Fitness Equipments – Schemes of maintain the fitness equipments

**Unit – V** Administration of fitness centre: Contract negotiations and other legal aspects of fitness centre - Budget and supply management – Marketing and recruitment – Public relations and community outreach – Human resource and personnel management –Community, municipal, and non profit recreation programming – Summer camp management



## **Course Outcomes**

- Understand the modern concept of fitness management.
- Describe the principles of fitness management.
- Describe the role of fitness trainer for health maintenance.
- Define and describe the term of fitness training.
- Describe the importance of nutrition and components of Nutrient.
- Manage the fitness centre.

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## 1AEC3 RACKET STRINGING AND NET SPINNING

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### **Objectives:**

After completing this course, the students will be able to

1. To know the history of racket stringing.
2. To know various types of strings in badminton and tennis.
3. To know about the stringing machine.
4. To know the procedure of stringing machine for badminton rackets.
5. To know the procedure of stringing machine for tennis rackets.

### **Unit-I**

Rackets: History of racket stringing – types of badminton and tennis rackets – racket terminologies - important terms of the racket technology - most used racket materials.

### **Unit-II**

Strings: Various types of strings in badminton and tennis – string patterns – string gauge in badminton and tennis – features of various strings in badminton and tennis.

### **Unit-III**

Stringing machine: Need and importance of stringing machine – types of stringing machines – features of stringing machine.

### **Unit-IV**

Badminton stringing: Stringing machine for badminton rackets – methods of stringing patterns – procedure for stringing a badminton racket – appropriate string tension for badminton.

### **Unit-V**

Tennis stringing: Stringing machine for Tennis rackets – methods of stringing patterns – procedure for stringing a tennis racket – appropriate string tension for tennis.

### **Course Outcomes:**

1. To understand the history of racket stringing.
2. To understand the types of strings in badminton and tennis.
3. To understand the about the stringing machine.
4. To understand the badminton racket stringing machine.
5. To understand the tennis racket stringing machine.

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## 1AEC4 MANAGEMENT OF TRAINING GADGETS

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### **Objectives:**

After completing this course, the students will be able

1. To understand basic operation of tennis ball feeding robot.
2. To know the setting for various spin and flat ball.
3. To know the mechanism of table tennis robot.
4. To know the mechanism of badminton robot.
5. To know the mechanism of cricket bowling machine.

### **Unit-I Tennis Ball Feeding Robot**

Power on / off, Elevation (Height Adjustment- low / high), Vertical (Fixed vertical velocity), Horizontal (Fixed horizontal velocity), Remote - on / off, Feed- 12,10, 08, 06, (04, 02-Red zone), Speed- 10, 20, 30, 40, 50, (60, 70, 80- Red zone), charger- (Direct power / indirect power).

### **Unit-II Tennis Ball Feeding Robot**

Spin- Flat-0, Under spin: -1, -2, -3, -4, Top spin: +1, +2, +3, +4, Battery Status: low battery, charged or charging indicator. Remote: Feed- Start / Stop, Sweep- 2 line ball start / stop.

### **Unit- III Table Tennis Robot**

Ball Speed: 1-10, Ball frequency: 1-10 (Between the ball), Oscillator Speed: 1-10 (to adjust the different direction and spot), Four Types of spin: Top spin, Back spin, Right spin and Left spin.

### **Unit-IV Badminton Robot**

Speed, Height / Pause (lift model), frequency, Lop (Adjust the ball height), Angle ( Adjust the Cock direction- Right or Left), Fixed course, Alternative course.

### **Unit- V Cricket Bowling Machine**

Start, Run, Reset, Program setting, Individual wheel speed Adjustment, Movable stand leverage, In swing, Out swing, Straight delivery, Spin: Off spin, Leg spin, Googly, Doosra, Line and length adjustment, Ball feeding hook, Speed: 0-170km/hour.

### **Course Outcomes:**

- Understand the basic operation of tennis ball feeding robot.
- Understand the operation of table tennis robot.
- Understand the operation of badminton robot.
- Understand the operation of cricket bowling machine.

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## SECOND SEMESTER - THEORY COURSES

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

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**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**

- 1.1 Meaning and Definition of Statistics.
- 1.2 Function, need and importance of Statistics.
- 1.3 Types of Statistics. Meaning of the terms, Population, Sample, Data, types of data.
- 1.4 Variables: Discrete, Continuous.
- 1.5 Parametric and non-parametric statistics.

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

- 2.1 Meaning, uses and construction of frequency table.
- 2.2 Meaning, Purpose, Calculation
- 2.3 Advantages of Measures of central tendency
- 2.4 Mean, median and mode.

#### **UNIT III - Measures of Dispersions and Scales**

- 3.1 Meaning, Purpose, Calculation and advantages of Range,
- 3.2 Quartile Deviation, Mean Deviation, Standard Deviation and Probable Error.
- 3.3 Meaning, Purpose, Calculation
- 3.4 Advantages of scoring scales;
- 3.5  $\sigma$  scale, Z Scale, Hull scale

#### **UNIT IV - Probability Distributions and Graphs**

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

## **UNIT V - Inferential and Comparative Statistics**

- 5.1 Tests of significance; Independent “t” test, Dependent “t” test
- 5.2 Level of confidence and interpretation of data
- 5.3 Meaning of correlation - co-efficient of correlation
- 5.4 calculation of co-efficient of correlation by the Pearson product moment correlation.
- 5.5 Spearman rank order correlation.

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

### **Course Outcomes:**

- Understand statistics, its types and applications.
- To know the tabulation and central tendency in statistics.
- Application and interpretation of distributions and graphs.
- Understand the inferential and comparative statistics in physical education and various methodologies.

### **References:**

- Best J.W (1971) Research in Education, New Jersey; Prentice Hall, Inc  
Clark D.H. (1999) Research Problem in Physical Education 2nd edition, Englewood Cliffs, Prentice Hall, Inc.
- Jerry RThomas & 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.

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## **2MCC2 - SPORTS BIOMECHANICS AND KINESIOLOGY (CORE)**

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**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**

- 1.1 Meaning, nature, role and scope of Applied kinesiology
- 1.2 Meaning, nature, role and scope of Sports Biomechanics
- 1.3 Dynamics, Kinematics, Kinetics, Statics
- 1.4 Centre of gravity -Line of gravity
- 1.5 Plane of the body and axis of motion

### **UNIT II - Muscle Action**

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

### **UNIT III - Motion and Force**

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

### **UNIT IV - Projectile and Lever**

- 4.1 Freely falling bodies - Projectiles -Equation of projectiles
- 4.2 Stability- Factors influencing equilibrium - Guiding principles for stability
- 4.3 Static and dynamic stability

- 4.4 Meaning of work, power, energy, kinetic energy and potential energy
- 4.5 Leverage -classes of lever - practical application. Water resistance  
- Air resistance -Aerodynamics.

### **UNIT V - Movement Analysis**

- 5.1 Analysis of Movement: Types of analysis: Kinesiological
- 5.2 Analysis of Movement: Types of analysis: Biomechanical
- 5.3 Analysis of Movement: Types of analysis: Cinematographic
- 5.4 Methods of analysis: Qualitative, Quantitative
- 5.5 Methods of analysis: Walking and Running Gait.

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

### **Course Outcomes:**

- To understand the basics of biomechanics & kinesiology and its importance in physical education.
- Understand biomechanical principles and its relation to sports and games thereby use further in the research.
- Analyse movement and its application in sports and games.

### **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.

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## **2MCC3 - ATHLETIC CARE AND REHABILITATION (CORE)**

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**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:**

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

### **Unit II: Wounds, Hydrotherapy and Electrotherapy**

- 2.1 Wound – classification – basic sports injuries (terminologies)
- 2.2 Care and treatment of exposed and unexposed injuries
- 2.3 Hydrotherapy: – definition – types – thermotherapy – Cryotherapy
- 2.4 Electrotherapy: definition – Indications and contra indications: – ultrasound therapy.
- 2.5 IFT, Electrical Muscle Stimulator

### **Unit III: Massage**

- 3.1 Massage – definition – points to be considered
- 3.2 Physiological and psychological effects of massage –indications for massage
- 3.3 Classification – Definition, types and application of – stroking manipulation – pressure manipulation
- 3.4 Definition, types and application of percussion manipulation - shaking manipulation.

### **Unit IV: Rehabilitation I**

- 4.1 Definition, meaning, principles: active exercises – passive exercises
- 4.2 Stretching: definition – types – PNF stretching
- 4.3 Manual muscle grading – Assisted Resisted exercises
- 4.4 Supporting and Aiding Techniques: upper limb – lower limb – upper back
- 4.5 Supporting and Aiding Techniques: lower back – chest – abdomen.



## **Unit V: Rehabilitation II**

- 5.1 Protective equipments: classification of sports specific equipments
- 5.2 Principles and procedure of therapeutic exercises: coordination exercises – balance exercises
- 5.3 Principles and procedure of strengthening exercises – gait training
- 5.4 Principles and procedure of medicine ball exercises – swizz ball exercises
- 5.5 Posture: definition – deviations in posture – causes – exercises.  
**Note:** Submission of physiotherapy record, lab practical and visit to physiotherapy centre. Observation injury management (assessed internally)

### **Course Outcomes:**

- The student shall be able to understand the injuries concept and apply those in the field for first aid.
- Understand the injury and forms of rehabilitation in order to train the athlete to be normal after injury and also apply the same in research if needed combining with various training protocols and special techniques.
- Understand the concepts of protective equipments and its applications.

### **References:**

- Doherty. J. Meno.Wetb, Moder D (2000) Track & Field, Englewood Cliffs, Prentice Hal Inc.
- 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.
- Rathbome, J.I. (1965) Corrective Physical education, London: W.B. Saunders & Co.
- Stafford and Kelly, (1968) Preventive and Corrective Physical Education, New York.
- Christopher M. Norris. (1993). Sports Injures Diagnosis and Management for Physiotherapists. East Kilbride: Thomson Litho Ltd.
- 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.

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## DISCIPLINE SPECIFIC ELECTIVE COURSE

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(Student shall select any one course out of four in First Semester and any one course out of three in Second Semester (Leaving the course selected in first semester))

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### 1MECA/2MECA-ADAPTED PHYSICAL EDUCATION (ELECTIVE)

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**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:**

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

#### **UNIT II: Adapted Physical Education Program:**

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

#### **UNIT III: Classification of Disability:**

- 3.1 Visual impairment – hearing impairment - neuromuscular impairment
- 3.2 Orthopaedic impairment - cardiovascular impairment and respiratory impairment
- 3.3 Intellectual impairment and emotional impairment
- 3.4 Adapted Physical Education Activities and Specific Guidelines: Visual Impairment, Hearing Impairment

- 3.5 Adapted Physical Education Activities and Specific Guidelines: Intellectually challenged, Orthopedically Handicapped.

**UNIT IV: Facilities and Equipments:**

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

**UNIT V: Physical Fitness and Motor Development:**

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

**Course Outcomes:**

- Understand adapted physical education and its concepts and various games for persons with disabilities.
- To know the various organisations involved in organising sports and games for the disabled sports persons.
- Training concepts in approaching persons with disabilities.
- Understand fitness concepts, its parameters, training aspects and application in research further.

**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.
- Sharma, D. (2006), Adapted Physical Education. New Delhi: Friends Publication.
- Sullivan, G. M. (1982), Teaching Physical Activities to Impaired Youth: An Approach to Mainstreaming. USA: Jhon Wilkey and Sons.

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## **1MECB/2MECB-SPORTS TECHNOLOGY & SPORTS ENGINEERING (ELECTIVE)**

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**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**

- 1.1 Definition, purpose, Need and Importance
- 1.2 Benefits of Sports Technology - Technology and Athletic Performance
- 1.3 Science Resources, Technological Impacts on Sports
- 1.4 Use of Computer and Software in Match Analysis and Coaching.

### **Unit II - Surfaces of Playfields**

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

### **Unit III – Modern Technology Equipments**

- 3.1 Playing Equipments: Balls: Types, Materials and Advantages
- 3.2 Playing Equipments: Bat/Stick/ Racquets: Types, Materials and Advantages
- 3.3 Clothing and shoes: Types, Materials and Advantages
- 3.4 Measuring Equipments: Throwing and Jumping Events. Protective Equipments: Types, Materials and Advantages
- 3.5 Sports Equipments with Nano Technology and its Advantages.

### **Unit IV - Features and Advantages of Training Gadgets**

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

## **Unit V – Building and Maintenance**

- 5.1 Sports Infrastructure – Gymnasium, Pavilion, Swimming Pool, Indoor – Outdoor Stadium
- 5.2 Play Park – Academic Block, Administrative Block, Research Block, Library, Sports Hostels
- 5.3 Gates for Free Movement People – Fire Exit – Emergency Providing for Lighting Requirements
- 5.4 Air Ventilation, Day Light, Lighting Arrangement, Galleries, Store Rooms, Drinking Water
- 5.5 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.

### **Course Outcomes:**

- Understand the sports technology and engineering concepts in the field of sports and games.
- To know various surface fields and modern technology used in laying and maintenance.
- Understand the training gadgets available for sports and games, its application practically and in research.

### **References:**

- Charles J.A. Crane, F.A.A. and Furness, J.A.G. (1987) "Selection of Engineering Materials" UK: Butterworth Heiremann.
- Finn, R.A. and Trojan P.K. (1999) "Engineering Materials and their Applications" UK: Jaico Publisher.
- John Mongilo, (2001), "Nano Technology 101 "New York: Green wood publishing group. Walia, J.S. Principles and Methods of Education (Paul Publishers, Jullandhar), 1999.
- 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.

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## 1MECC/2MECC-YOGIC SCIENCE (ELECTIVE)

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**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

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

### Unit II - Aasanas and Pranayama

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

### Unit III - Kriyas

- 3.1 Shat Kriyas- Meaning, Techniques
- 3.2 Benefits of Neti - Dhathi - Kapalapathi- Trataka - Nauli – Basti
- 3.3 Bandhas: Meaning, Techniques and Benefits
- 3.4 Jalendra Bandha, Jihva Bandha,
- 3.5 Uddiyana Bandha, Mula Bandha.

### Unit IV - Mudras

- 4.1 Meaning and Benefits of Mudras
- 4.2 Techniques – Hasta Mudras, Asamyukta hastam, Samyukta hastam
- 4.3 Mana Mudra, Kaya Mudra
- 4.4 Meditation: Meaning and Benefits
- 4.5 Techniques: Passive and active, Saguna Meditation and Nirguna Meditation.

### Unit V – Yogic Therapy

- 5.1 Yogic therapy –Concept of Yogic Therapy
- 5.2 Role of Yoga Therapist, Yoga Therapy for Arthritis – Diabetes

- 5.3 Yoga Therapy for Obesity – Constipation
- 5.4 Yoga Therapy for Stress –Hyper and Hypo Tension
- 5.5 Yoga Therapy for Asthma – Sinusitis.

**Course Outcomes:**

- Understand yogic concepts and their practicing techniques.
- To know various asanas, kriyas, mudras, yogic therapy and its concepts in practicals and research.
- To apply yogic concepts for various ailments and understand the basic concepts in application concepts.

**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.
- Helen Purperhart (2004), The Yoga Adventure for Children. Netherlands: A Hunter House book.
- Iyengar, B.K.S. (2000), Light on Yoga. New Delhi: Harper Collins Publishers.
- Karbelkar N.V.(1993) Patanjali Yogasutra Bhashya (Marathi Edition) Amravati: Hanuman Vyayam Prasarak Mandal
- Kenghe. C.T. (1976).Yoga as Depth-Psychology and para-Psychology (Vol-I): Historical Background, Varanasi: Bharata Manishai.
- Kuvalyananada Swami & S.L. Vinekar, (1963), Yogic Therapy - Basic Principles and Methods. New Delhi: Govt. of India, Central Health Education and Bureau.
- 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.

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## **1MECD/2MECD-SPORTS MANAGEMENT AND CURRICULUM DESIGN IN PHYSICAL EDUCATION (ELECTIVE)**

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**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**

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

### **UNIT II - Program Management**

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

### **UNIT III - Equipments and Public Relation**

- 3.1 Purchase and Care of Supplies of Equipment, Guidelines for selection of Equipments and Supplies
- 3.2 Purchase of equipments and supplies, Equipment Room, Equipment and supply Manager
- 3.3 Guidelines for checking, storing, issuing, care and maintenance of supplies and equipments
- 3.4 Public Relations in Sports: Planning the Public Relation Program - Principles of Public Relation
- 3.5 Public Relations in School and Communities - Public Relation and the Media.



#### **UNIT IV - Curriculum**

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

#### **UNIT V - Curriculum Sources**

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

#### **Course Outcomes:**

- The student trainee will understand the principles in sports management and their role in program management.
- Understand the concepts in maintaining the sports equipment and the public relation in sports management.
- Understand the curriculum concepts and design the same for various age groups.

#### **References:**

- Charles, A, Bucher & March, L, Krotee. (1993). Management of Physical Education and Sports. St. Louis: Mosby Publishing Company.
- Chelladurai, P. (1999). Human Resources Management in Sports and Recreation. Human Kinetics.
- John, E, Nixon & Ann, E, Jewett. (1964). Physical Education Curriculum, New York: The Ronald Press Company.
- McKernan, James (2007) Curriculum and Imagination: Process, Theory, Pedagogy and Action Research,. U.K. Routledge
- NCERT (2000). National Curriculum Framework for School Education, New Delhi: NCERT.
- NCERT (2005). National Curriculum Framework, New Delhi: NCERT. Williams, J.F. (2003). Principles of Physical Education. Meerut: College Book House.
- Yadvinder Singh. Sports Management, New Delhi: Lakshay Publication.

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## ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)

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### 2AEC1– LIFE SKILL MANAGEMENT

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#### Learning Objective

1. To impart the basic ideas about personality development.
2. To impart the basic ideas about life coping skills
3. To frame the concepts of Goal Setting
4. To learn effective communication
5. To learn the cope with strategy and emotions

#### UNIT I

- 1.1 **Self-Awareness:** Self – character – strength – weakness – desires – dislikes.
- 1.2 **Empathy:** Successful relationship – pupil's desires and feelings – one way traffic communication – care and resistance.

#### UNIT II

- 2.1 **Critical Thinking:** Analyse information – experiences – attitudes and behaviours – values – peer pressure.
- 2.2 **Creative thinking:** Fluency (generating new ideas) – flexibility (shifting perspectives easily) – originality (conceiving of something new) – elaboration (building of other ideas).

#### UNIT III

- 3.1 **Decision Making:** Constructively making decisions – actions in relation to decision – effects of decision.
- 3.2 **Problem Solving:** Dealing with problems – unresolved mental stress – physical strain – coping ideas.

#### UNIT IV

- 4.1 **Effective Communication:** verbal and non-verbal communication – opinion and desires – needs and fears.
- 4.2 **Interpersonal Relationship:** Friendly relationships – thinking positively in relation to relationship – constructing relations.

#### UNIT V

- 5.1 **Coping with Stress:** Sources of stress – effects on individual – levels of stress and control of it.
- 5.2 **Coping with emotion:** sources of emotions – emotions and behaviours – anger and sadness – negative effects on health.

**Course Outcomes:**

- Understand the concepts of self-awareness and its application in finding out strengths and weakness.
- To know the effects of thinking and its application in decision and problem solving aspects.
- Effects of stress and emotion, its attitude and cross effects with mind and body will be understood.

**References:**

- Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon.
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- Sherfield, R. M. ; Montgomery, R.J. and Moody, P, G. (2010). Developing Soft Skills. 4th ed. New Delhi: Pearson.
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## THIRD SEMESTER - THEORY COURSES

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### 3MCC1- SCIENTIFIC PRINCIPLES OF SPORTS TRAINING (CORE)

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**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**

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

#### **UNIT II – Development of Fitness Components**

- 2.1 Strength: Methods to improve Strength
- 2.2 Weight Training, Isometric, Isotonic, Circuit Training
- 2.3 Speed: Methods to Develop Speed: Repetition Method, Downhill Run, Parachute Running, Wind Sprints
- 2.4 Endurance, Methods to Improve Endurance: Continuous Method, Interval Method, Repetition Method
- 2.5 Cross Country, Fartlek Training

#### **UNIT III – Development of Fitness Components**

- 3.1 Flexibility: Methods to Improve the Flexibility- Stretch and Hold Method, Ballistic Method, Hyper Mobility
- 3.2 Special Type Training: Plyometric Training. Training for Coordinative abilities
- 3.3 Methods to improve Coordinative abilities: Sensory Method, Variation in Movement Execution Method
- 3.4 Variation in External - Condition Method, Combination of Movement Method
- 3.5 Types of Stretching Exercises.

#### **UNIT IV - Training Plan**

- 4.1 Training Plan: Macro Cycle, Meso-Cycle
- 4.2 ShortTerm Plan and Long Term Plans
- 4.3 Periodisation: Meaning, Single, Double and Multiple Periodisation
- 4.4 Preparatory Period, Competition Period and Transition Period.

#### **UNIT V – Coaching**

- 5.1 Identification of Talent: Pre Requisites and Conditions for Developing Talent
- 5.2 Early Recognition – Screening and Selection with Performance Factors
- 5.3 Specific Characteristics: Anthropometric – Physiological – Psychological
- 5.4 Motor Development of Children

#### **Course Outcomes:**

- The student shall understand the basic scientific principles involve in sports training and its application process in training and research.
- To know the fitness components and its uses and development methods in various sports and games.
- Design training and coaching plan in the specialization area and be able to do a research in the same.

#### **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. Arnheim (1999) Modern Principles of Athletic Training St. Louis C. V. Mosphy Company
- Daniel, D. Arnheim (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

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## **3MCC2 - RESEARCH PROCESSES IN PHYSICAL EDUCATION AND SPORTS SCIENCES (CORE)**

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**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**

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

### **UNIT II - Methods of Research**

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

### **UNIT III - Experimental Design**

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

### **UNIT IV - Sampling**

- 4.1 Meaning and Definition of Sample and Population
- 4.2 Types of Sampling; Probability Methods; Systematic Sampling
- 4.3 Cluster sampling, Stratified Sampling
- 4.4 Area Sampling - Multistage Sampling
- 4.5 Non- Probability Methods; Convenience Sample, Judgement Sampling Quota Sampling.

### **UNIT V - Research Proposal and Report**

- 5.1 Method of Writing Thesis / Dissertation Research proposal
- 5.2 Chapterization of Thesis/Dissertation, Front Materials, Body of Thesis  
- Back materials

- 5.3 Method of writing abstract and full paper for presenting in a conference and to publish in journals
- 5.4 Mechanics of writing Research Report
- 5.5 Footnote and Bibliography writing

**Course Outcomes:**

- Identify the research problem in the field of physical education and sports.
- Know to summarize the various research literatures.
- Organise the samples and sampling techniques which is relevant to the study.
- Understand the basic research processes in physical education.

**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 RThomas & 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  
 Moses, A. K. (1995) *Thesis Writing Format*, Chennai; Poompugar Pathippagam
- Rothstain, 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

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## GENERIC ELECTIVE COURSE

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### 3MGE C1 - RECREATIONAL AND INCLUSIVE GAMES

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

1. To understand the need, importance and types of recreational games
2. To know the types of tag games
3. To know the types of goal games
4. To know the types of inclusive games
5. To understand the concept behind primary inclusive activities

#### **UNIT I - Recreation:**

- 1.1 Meaning, Definition and Need. Recreational Games: Types of Recreational Games: Methods for Conducting Relays: Simple File Relay Method
- 1.2 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 - Elephant Walk Relay
- 1.3 Crab Relay- Frog-Jumping Relay - Leap Frog Relay- Leap Frog Spoke Relay- Kangaroo - Jumping Relay - Zig - zag Relay
- 1.4 Tunnel Relay - All-up Relay (Change the Club Relay) -. All-up and All-down Relay - Giddy Giddy Relay - Jump-the Stick Relay
- 1.5 Pony-Express Relay Ball Pass Vs Team Running Relay .

#### **UNIT II - Tag Games:**

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

#### **UNIT III - Goal Games:**

- 3.1 Good Morning - Squirrels In Trees- Snatch a Club
- 3.2 Come with Me - Get Your Partner - Merry-Go- Round- Form Twos, Threes, Fours
- 3.3 Fire in the Mountain, Run, Run, Run (Fire Warden) -. Fruit Basket – Postman - Circle Snatch (Circle Rush) - Musical Rush
- 3.4 Guard the Treasure- Circle Attention- Snatch the Handkerchief -Miscellaneous Games



- 3.5 Spud - Poison Circle- Dodge ball - Luggage Van - . Find the Leader  
- In the Pond on the Bank.

**UNIT - IV Inclusive Games:**

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

**UNIT -V Primary Inclusive Activities:**

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

**Course Outcomes:**

- To know the concepts of recreational and inclusive games and understand the basic recreational games available, study them and practice to the target population and thereby involve the community coherently and also make a study if necessary in the effects of these games on values.

**References:**

- Baneroft, Jessie H. Games New York: The Macmillan Company, 1959  
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Hindman, Drawin A. Hand Book of Indoor Games and contest, London:  
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Mason, Bernard S. And Michell Elmer D. Social Games for Recreation New  
York A. S. Barnes and company. 1935  
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York: A. S Barnes and company, 1946  
Morris, G. S., & Stiehl, J. (1989). Changing kids games. Champaign, IL: Human  
Kinetics.

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## GENERIC ELECTIVE COURSE

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### 3MGEC2 – SPECIAL OLYMPICS

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**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:**

- 1.1 Mission of special Olympics
- 1.2 Operating Policies in Special Olympics
- 1.3 Special Olympics vision - Special Olympics athlete's oath - official logo - goal of Special Olympics - founding principles of special Olympics -
- 1.4 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**

- 2.1 General statement of eligibility -
- 2.2 Eligibility for participation in special Olympics : Age requirements - degree of disability.
- 2.3 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**

- 3.1 Divisioning in Special Olympics -
- 3.2 Selection procedure in special Olympics and advancement opportunities:
- 3.3 Individual sports- team sports.
- 3.4 Responsibility of the competitor – coach, code of conduct. Maximum effort rule.

#### **UNIT IV: Special Olympics volunteers:**

- 4.1 Orientation to volunteer. Volunteer opportunities.
- 4.2 Official sports : official summer sports- official winter sports – recognised sports.

- 4.3 Medical and safety standards. Coaching Special Athletes.
- 4.4 Organising training session : warm- up-main part- cool-down.

### **UNIT V: Sports Specific Coaching :**

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

### **Course Outcomes:**

- The student will be able to understand the Special Olympics, the target population, identification, the structure available, the sports and games at various levels, hoe the games are organised, their interpretations and the coaching aspects of the games individual and team based.

### **References:**

- 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.
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- Saperstein, G.N., Norins, J., Corbin, S., & Shriver, T. (2003).Multinational Study of attitudes toward individuals with intellectual disabilities. Washington, DC: Special Olympics, Inc.
- Trainer Manual (2009), Special Olympics, Bharat. India: Published by Special Olympic National Office, New Delhi India.

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## SKILL ENHANCEMENT COURSES

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### 3SEC1 - SOFTWARE BASED STATISTICAL APPLICATION IN PHYSICAL EDUCATION

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**Learning 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**

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

#### **UNIT II - Measures of Central Tendency**

- 2.1 Mean, Median and Mode
- 2.2 Computation of Mean, Median and Mode through MS Excel
- 2.3 Computation of Mean, Median and Mode through SPSS.

#### **UNIT III - Measures of Dispersion**

- 3.1 Range – Mean Deviation- Quartile Deviation- Standard Deviation
- 3.2 Computation of Standard Deviation through MS Excel
- 3.3 Computation of Standard Deviation through SPSS.

#### **UNIT IV - Correlation:**

- 4.1 Pearson Product Moment Correlation
- 4.2 Spearman Rank order Correlation
- 4.3 Computation of Pearson Product Moment Correlation
- 4.4 Spearman Rank order Correlation through SPSS .

#### **UNIT V - Comparison of Mean:**

- 5.1 Independent 't' Test - Dependent 't' Test – ANOVA
- 5.2 Computation of Independent 't' Test - Dependent 't' Test - ANOVA through MS-EXCEL
- 5.3 Computation of Independent 't' Test - Dependent 't' Test - ANOVA through SPSS.

**Course Outcomes:**

The Students able to understand software in statistics, procedures of computing measures of central tendency, measures of dispersion, correlation and comparison of mean through statistical softwares.

**References:**

- Best, John W. and Kalm James, V.(1980) Research in Education, New Delhi: Prentice Hall of India.
- Clarke David.H and Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey : Prentice Hall Inc.,
- Clarke, H. Harrison and Clarke David H. (1972) Advanced Statistics, New Jercy: Prentice Hall Inc.
- Craig Williams and Chris Wragg( 2006) – Data Analysis and research for sport and exercise science, London Routledge Press.
- Garret Henry E and Woodworth,R.S ( 1958) Statistics in Psychology and Education, Bombay : Allied publication pvt.Ltd.,
- Jerry R Thomas and Jack K Nelson( 2000) Research Methods in Physical Activities, Illnosis : Human Kinetics;
- Paul R kinnear and Colin D Gray (2006) –SPSS 14 Made Simple , New York: Psychology Press.
- Thirumalaisamy (1998) Statistics in Physical Education, Karaikudi: Senthilkumar publishers.
- Thomson AL,( 1986) The Art of Using Computers, Boyd & Frasher Boston: Publishing Co.,

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## SKILL ENHANCEMENT COURSES

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### 3SEC2 - SPORTS TOURISM IN INDIA

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#### Learning Objective

1. To impart the basic ideas about Sports Tourism in India
2. To impart the basic ideas the avenues in the area of Sports Tourism in India
3. To know the classification of Tourism
4. To know the Adventure Sports Tourism
5. To know the Opportunities and Challenges.

#### UNIT I

- 1.1 Definition of tourism, types of tourism
- 1.2 Basic components of tourism
- 1.3 Motivation of tourism, international tourist, domestic tourist
- 1.4 Various kinds of tourism.

#### UNIT II

- 2.1 Cultural tourism in India
- 2.2 Indian handicrafts, Customs of India
- 2.3 Fairs and festivals of India
- 2.4 Music and dance of India.

#### UNIT III

- 3.1 Definition of sports tourism
- 3.2 Classification of sports tourism
- 3.3 Types of sports tourism,
- 3.4 Benefits of sports tourism.

#### UNIT IV

- 4.1 Adventure Sports Tourism, Definition
- 4.2 Types of adventure sports tourism
- 4.3 Adventure sports tourism destinations in India
- 4.4 Institutional Structure of Indian Sports.

#### UNIT V

- 5.1 Impacts of sports tourism, Economic impacts
- 5.2 Social cultural impacts
- 5.3 Role of government in promoting sports tourism in India
- 5.4 Opportunities and Challenges

**Course Outcomes:**

- The student shall be able to understand the concept behind understanding the tourism in India, its application in sports, the value behind sports tourism.
- To know the various forms of adventure sports tourisms and their impact on sports.

**References:**

- Authors Guide (2014), India China Economic and Cultural Council , Sports Tourism in India, China National Tourist Office, China
- Bhatia A.K.,(2003) International-Tourism, Sterling Publishers Pvt Ltd, New-Delhi.
- Bhatia A.K.,(2003) Tourism Development Principles and Practices, Sterling Publishers Pvt Ltd, New-Delhi.
- Prannath Seth, (1997) Successful tourism management, Sterling Publishers Pvt Ltd, New Delhi.
- Satyender Singh Malik, (2006), Potential of Adventure Tourism in India, Akam Kala Prakashan Publisher.
- Simon Hudson (2006), Sports and Adventure Tourism, Viva Book Private Ltd New Delhi.
- Thandavan and Revathy, (2005) Grish Tourism Poduct, Volume- 1,Dominant-Publishers, Delhi.

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## FOURTH SEMESTER - THEORY COURSES

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

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**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**

- 1.1 Concept, Elements, Process & Types of Communication  
Communication Barriers & Facilitators of communication
- 1.2 Communicative skills of English - Listening, Speaking, Reading & Writing
- 1.3 Concept & Importance of ICT Need of ICT in Education
- 1.4 Scope of ICT: Teaching Learning Process, Publication Evaluation, Research and Administration
- 1.5 Challenges in Integrating ICT in Physical Education

#### **Unit II – Fundamentals of Computers**

- 2.1 Characteristics, Types & Applications of Computers Hardware of Computer: Input, Output & Storage Devices Software of Computer: Concept & Types
- 2.2 Computer Memory: Concept & Types
- 2.3 Viruses and its Management: Concept, Types
- 2.4 Functions of Computer Networks: Internet and its Applications, Web Browsers & Search Engines Legal & Ethical Issues

#### **Unit III – MS Office Applications & E-Learning**

- 3.1 MS Word: Main Features and its Uses in Physical Education
- 3.2 MS Excel: Main Features and its Applications in Physical Education
- 3.3 MS Access: Creating a Database, Creating a Table, Queries, Forms & Reports on Tables and its Uses in Physical Education – GMS (Games Management System)
- 3.4 MS Power Point: Preparation of Slides with Multimedia Effects
- 3.5 E-Learning

#### **Unit IV – Nature and Scope**

- 4.1 Educational technology-concept, Nature and Scope.



- 4.2 Forms of educational technology: teaching technology, instructional technology, and behaviour technology
- 4.3 Transactional usage of educational technology: integrated, complementary, supplementary stand- alone (independent)
- 4.4 Programmed learning stage; media application stage and computer application stage.

### **Unit V - Instructional Design**

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

### **Course Outcomes:**

- The student shall understand the communication concepts in classroom and effective usage of ICT.
- To know the application of computers and its effective usage in classroom teaching and also the digital literacy shall help the student in research too.
- The student shall also know the instructional procedures and various forms and approaches in it.

### **References:**

- B. Ram, New Age International Publication, Computer Fundamental, Third Edition-2006
- Brain under IDG Book. India (p) Ltd Teach Yourself Office 2000, Fourth Edition-2001
- Douglas E. Comer, The Internet Book, Purdue University, West Lafayette in 2005
- Heidi Steel Low price Edition, Microsoft Office Word 2003- 2004 ITL Education Solution Ltd. Introduction to information Technology, Research & Development Wing-2006
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- 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

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## 4MCC2 - THEORIES OF TRACK AND FIELD (CORE)

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

1. To know the Planning, Construction, Marking of 4x100m, 4x400m.
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 Com- bined 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):**

- 1.1 Computation of RDR and CDR
- 1.2 Stagger Distance and Diagonal Excess
- 1.3 Marking of Relays (4x100 m, 4x400 m)
- 1.4 Starting for all Track Events. Arc Start, Double Arc Start
- 1.5 Staggered Start.

### **UNIT II : Duties of Officials:**

- 2.1 Duties of Management Officials
- 2.2 Duties of Competition Officials - Additional Officials
- 2.3 Officials and their Duties for Track Events
- 2.4 Field Events and Combined Events
- 2.5 International Association of Athletic Federation (IAAF), Tamil Nadu Athletic Association (TNAA).

### **UNIT III : Rules and their Interpretations of Track Events:**

- 3.1 Sprint, Middle and Long Distance Events 100m, 200m, 400m,
- 3.2 110m Hurdles 100m Hurdles
- 3.3 Relays, 800m, 1500m
- 3.4 3000m, 5000m, 10000m
- 3.5 Marathon Race

### **UNIT IV: Marking, Rules and their Interpretations:**

- 4.1 Throwing Events: Shot put
- 4.2 Throwing Events: Discus
- 4.3 Throwing Events: Javelin
- 4.4 Throwing Events: Hammer Throw
- 4.5 Combined Events: Heptathlon and Decathlon

### **UNIT V: Marking, Rules and their Interpretations:**

- 5.1 Jumping Events - Long Jump
- 5.2 Jumping Events -High Jump
- 5.3 Jumping Events -Triple Jump

5.4 Jumping Events -Pole Vault

5.5 Records of all Events in National and International Level

**Course Outcomes:**

- Understand the concept of track & field marking and its various events.
- To know the duties of track officials and the interpretations of rules and regulations in demanding situations.
- Understand the marking, rules and interpretations of track events, throwing and jumping events.

**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.

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## DISCIPLINE SPECIFIC ELECTIVE COURSE

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(Student shall select any one course out of four in Third Semester and any one course out of three in Fourth Semester (Leaving the course selected in third semester))

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### **3MECA/4MECA - HEALTH EDUCATION AND SPORTS NUTRITION (ELECTIVE)**

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**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**

- 1.1 Concept, Dimensions, Spectrum and Determinants of Health
- 1.2 Definition of Health, Health Education, Health Instruction
- 1.3 Health Supervision, Aim, objectives
- 1.4 Principles of Health Education
- 1.5 Health Service and guidance instruction in personal hygiene

#### **Unit - II Health Problems in India**

- 2.1 Communicable and Non Communicable Diseases Obesity, Malnutrition
- 2.2 Adulteration in food, Environmental sanitation, Explosive, Population, Personal and Environmental Hygiene for schools
- 2.3 Objective of school health service, Role of health education in schools Health Services
- 2.4 Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record
- 2.5 Healthful school environment, first- aid and emergency care etc.

#### **Unit- III - Hygiene and Health**

- 3.1 Meaning of Hygiene, Type of Hygiene
- 3.2 Dental Hygiene, Effect of Alcohol on Health
- 3.3 Effect of Tobacco on Health
- 3.4 Life Style Management, Management of Hypertension
- 3.5 Management of Obesity, Management of Stress

#### **Unit - IV- Introduction to Sports Nutrition**

- 4.1 Meaning and Definition of Sports Nutrition, Role of nutrition in sports

- 4.2 Basic Nutrition guidelines
- 4.3 Nutrients: Ingestion to energy metabolism (Carbohydrate, Protein and Fat)
- 4.4 Role of carbohydrates and Fat during exercise.
- 4.5 Role of protein during exercise.

### **Unit - V- Nutrition and Weight Management**

- 5.1 Concept of BMI (Body mass index), Obesity and its hazards
- 5.2 Dieting versus exercise for weight control - Maintaining a Healthy Lifestyle
- 5.3 Weight management program for sporty child
- 5.4 Role of diet and exercise in weight management
- 5.5 Design diet plan and exercise schedule for weight gain and loss.

#### **Course Outcomes:**

- Understand the concept of health education thereby the student shall apply it in the workplace, also knowing the problems to be aroused due to health issues.
- To know the nutrition concepts in sports and apply the same to train the athlete effectively to attain peak performance and also assess him.

#### **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.

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## **3MECB/4MECB-PHYSICAL FITNESS AND WELLNESS (ELECTIVE)**

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**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**

- 1.1 Meaning and Definition" of Physical Fitness, Physical Fitness Concepts and Techniques.
- 1.2 Principles of physical fitness, Physiological principles involved in human movement. Components of Physical Fitness.
- 1.3 Values of physical fitness.
- 1.4 Current trends in fitness and conditioning.
- 1.5 Components of total health and fitness.

### **Unit II - Wellness**

- 2.1 Meaning and definition of wellness.
- 2.2 Components and benefits of wellness.
- 2.3 Weight Management.
- 2.4 Proper practices to maintain, lose and gain weight.
- 2.5 Relationship between physical activity and lifelong wellness.

### **Unit III - Aerobic Exercise**

- 3.1 Meaning and definition and benefits of aerobic exercises, Cardio respiratory Endurance Training; proper movement forms, i.e., correct stride, arm movements, body alignment
- 3.2 Proper warm-up, cool down, and stretching, monitoring heart rates during activity
- 3.3 Assessment of cardio respiratory fitness and set goals to maintain or improve fitness levels
- 3.4 Cardio respiratory activities including i.e. power walking, pacer test, interval training, incline running
- 3.5 Distance running, aerobics and circuits.

### **Unit IV - Anaerobic Exercise**

- 4.1 Resistance Training for Muscular Strength and Endurance; principles of resistance training
- 4.2 Safety techniques (spotting, proper body alignment, lifting techniques, spatial, awareness. and proper breathing techniques)
- 4.3 Weight training principles and concepts;

- 4.4 Basic resistance exercises (including free hand exercise, free weight exercise, weight machines)
- 4.5 Exercise bands and tubing. medicine balls, fit balls) Advanced techniques of weight training

### **Unit V - Modern Life Sytle Challenges**

- 5.1 Cholesterol, Cancer.
- 5.2 High and low Blood Pressure.
- 5.3 Addictions of alchohol, tabacco, habits.
- 5.4 Diabetes, Osteoporosis.
- 5.5 Obesity.

#### **Course Outcomes:**

- The student understand fitness and wellness, its techniques and concepts, forms and also the importance in sports applying them effectively in research with the knowledge of parameters like nutrition, aerobic exercise, anaerobic exercise and flexibility exercise and their advantages.

#### **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.

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## **3MECC/4MECC-VALUE AND ENVIRONMENTAL EDUCATION (ELECTIVE)**

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

1. To know the Introduction to 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**

- 1.1 Values: Meaning, Definition, Concepts of Values
- 1.2 Value Education: Need, Importance and Objectives
- 1.3 Moral Values: Definition and Need
- 1.4 Theories of Values. Classification of Values
- 1.5 Basic Values of Religion.

### **UNIT II - Value Systems**

- 2.1 Meaning and Definition
- 2.2 Personal and Communal Values
- 2.3 Consistency, consistent, inconsistent
- 2.4 Judging Value System
- 2.5 Commitment, Commitment to values.

### **Unit- III - Environmental Education**

- 3.1 Definition, Scope, Need and Importance of environmental studies
- 3.2 Concept of environmental education, Historical background of environmental education
- 3.3 Celebration of various days in relation with environment
- 3.4 Plastic recycling & prohibition of plastic bag / cover, Role of educational institutions in environmental conservation and sustainable development
- 3.5 Pollution free ecosystem.

### **Unit IV - Rural Sanitation and Urban Health**

- 4.1 Rural Health Problems, Causes of Rural Health Problems
- 4.2 Points to be kept in Mind for improvement of Rural Sanitation
- 4.3 Urban Health Problems, Process of Urban Health, Services of Urban Area
- 4.4 Suggested Education Activity, Services on Urban Slum Area
- 4.5 Sanitation at Fairs & Festivals, Mass Education.

### **Unit V - Natural Resources and related environmental issues:**

- 5.1 Water resources, food resources and Land resources



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

**Course Outcomes:**

- To know the concepts of value education, systems and its application in physical education.
- Understand the environmental education, sanitation, natural resources and environmental issues and hazards, its role in society and thereby effectively bringing up the student and sports person without these negative effects.

**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.)

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## **3MECD/4MECD-SPORTS JOURNALISM AND MASS MEDIA (ELECTIVE)**

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**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**

- 1.1 Meaning and Definition of Journalism
- 1.2 Ethics of Journalism - Canons of journalism
- 1.3 Sports Ethics and Sportsmanship
- 1.4 Reporting Sports Events
- 1.5 National and International Sports News Agencies.

### **UNIT II - Sports Bulletin**

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

### **UNIT III - Mass Media**

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

### **UNIT IV - Report Writing on Sports**

- 4.1 Brief review of Olympic Games, Asian Games
- 4.2 Common Wealth Games World Cup
- 4.3 National Games and Indian Traditional Games
- 4.4 Preparing report of an Annual Sports Meet for Publication in Newspaper
- 4.5 Organization of Press Meet.

### **UNIT -V - Journalism**

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

- 5.3 Practical assignments to observe the matches and prepare report and news of the same
- 5.4 visit to News Paper office and TV Centre to know various departments and their working
- 5.5 Collection of Album of newspaper cuttings of sports news.

**Course Outcomes:**

- The student shall expertise himself in sports journalism, how he can equip himself with knowledge of mass media and drafting skills applying those to the finer skills in physical education.

**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
- Padmanabhan. A & Perumal A (2009), Science and Art of Living, Madurai: Pakavathi Publication
- Shiv Khera (2002), You Can Win, New Delhi: Macmillan India Limited.
- Varma A.K. (1993) Journalism in India from Earliest Times to the Present Period. Sterling publication Pvt. Ltd.

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## SKILL ENHANCEMENT COURSES

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### 4SEC1-APPROVED ONLINE COURSE

**Online Course:** Student has to complete any one approved online course.

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## 4SEC2 - PROFESSIONAL PREPARATION FOR SET/ NET IN PHYSICAL EDUCATION

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**(Question Paper Pattern: 75 Multiple Choice Questions)**

### Learning Objectives

1. To gain a knowledge about preparation for SLET and NET
2. To know syllabus for SLET and NET exams
3. Helps to develop profession based preparation
4. To understand physiology of muscular activity
5. To understand sports training.

### UNIT I- Teaching Aptitude:

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

### UNIT II- Reasoning (Including Mathematical):

- 2.1 Number series; letter series
- 2.2 codes; Relationships; classification
- 2.3 Logical Reasoning
- 2.4 Understanding the structure of arguments
- 2.5 Coding and Decoding.

### UNIT III Philosophies of Education as applied to Physical Education:

- 3.1 Idealism, Naturalism, Realism, Pragmatism, Existentialism, Humanism
- 3.2 Biological basis of physical activity – benefits of exercise, growth and exercise, exercise. and well – being sex and age characteristics of adolescent, body types
- 3.3 Play and Play theories, general principles of growth and development, Principles of motor – skill acquisition, transfer of training effects
- 3.4 Physical Education in ancient Greece, Rome and Germany, Sweden, Denmark and Russia

- 3.5 Olympic Movement – Historical development of Ancient and Modern Olympic Games.

**UNIT IV - Physiology of Muscular activity:**

- 4.1 Neurotransmission and Movement mechanism. Physiology of respiration
- 4.2 Physiology of blood circulation. Factors influencing performance in sports
- 4.3 Athletic injuries – their management and rehabilitation. Therapeutic modalities. Joints and their movements
- 4.4 Planes and axes. Levers. Laws of motion, principles of equilibrium and force, spin and elasticity
- 4.5 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.**

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

**Course Outcome**

1. Understand the preparation for SLET and NET exams.
2. It helps to aware about professional preparation
3. It helps for study to syllabus base concept.
4. Understanding nature of question items (Multiple – Choice (simple selection),
  - Multiple – Selection (or multiple completion), Assertion & Reasoning, Sequencing type, Matching type and Para – Phrasing).
  - Peer Group Teaching and Discussion Concept
  - Group Discussion on need and Importance of Professional Preparation in Physical Education. UGC- NET/ SET Old Questions and Answers. Discussion on pattern of Questions.

**References:**

- 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.

**PART-V****4MDIS1 – DISSERTATION**

A candidate shall have dissertation for M.P.Ed. - IV 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 end of the IV Semester Examination.

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

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## First Semester Practicum Course

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### 1 MPC1: TRACK AND FIELD I: RUNNING EVENTS

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#### 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.

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### 1 MPC2: GYMNASTICS (Floor Exercises)

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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

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### 1 MPC3: GAME OF SPECIALIZATION – II (Second Best)

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

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

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### 1 MPC4: AEROBICS

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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.

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## Second Semester

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### 2 MPC1: TRACK AND FIELD II: JUMPING EVENTS AND HURDLES

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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

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## **2MPC2: YOGA**

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Yoga, Asanas prescribed by Maharishi 'Patanjali', Shudhi Kriyas, jalneti, sutraneti, dugdhaneti, kunjai, Nauli, Bhastrika, shatkriyas, Pranayams, Anulom-vilom, Kapalbhathi, Bandhas, Mudras, Surya namaskar.

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## **2MPC3: GAME OF SPECIALIZATION I**

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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)

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## **2MPC4: TRACK & FIELD I & II (Teaching/ Coaching/ Officiating and Specialization Games)**

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The students of M.P.Ed - II Semester need to develop pro- ficiency in taking teaching classes in Track and Field and Specialization Game 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 second 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 lessons, the duration should slowly increase and all the parts of the lesson covered progressively.

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## **Third Semester Practicum Course**

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### **3MPC1: TRACK AND FIELD III: THROWING EVENTS**

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

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### **3MPC2: GYMNASTICS: (with apparatus)**

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

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### **3MPC3: COMBATIVE SPORTS: (BOXING/ FENCING/ JUDO/ KARATE/ TAEKWONDO/ KALARI) Any one**

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The students need to 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.

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### **3MPC4: FITNESS TRAINING**

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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.

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

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The students need to 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.

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### **Fourth Semester Practicum Course**

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#### **4MPC1: TRACK AND FIELD IV: COMBINED EVENTS**

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Decathlon (Men and Women). Heptathlon (Women). Practical Skill Test to be conducted after completion of syllabus

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#### **4MPC2: GAMES OF SPECIALIZATION I: (First Best)**

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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)

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### **4MPC3: TEACHING/ COACHING/ OFFICIATING IN GAME OF SPECIALIZATION : (First Best)**

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The students of M.P.Ed - II Semester need to develop proficiency in taking teaching classes in Specialization Game 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 second 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 lessons, the duration should slowly increase and all the parts of the lesson covered progressively.

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### **PART C – INTERNSHIP**

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#### **1MIC1: FIELD / LABORATORY WORK**

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Student has to undergo 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**

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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**

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The students 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 supervised 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.

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**2MIC1: TEACHING / COACHING / OFFICIATING: TRACK AND FIELD I & II**

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The students of M.P.Ed - II Semester need to develop proficiency in taking teaching classes in track and field 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 second 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 lessons, the duration should slowly increase and all the parts of the lesson covered progressively.

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**2MIC1: CLASS ROOM TEACHING**

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Student has to undergo five lessons on theory subjects,

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

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The students need to develop proficiency in Organisation & Participation in Project Sports Meet, Intramural & Extramural Tournaments

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**3MIC1: FIELD / LABORATORY WORK:**

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Student has to undergo the following and has prepare a record and submit to the staff incharge: Athletic Care, Physiotherapy and Rehabilitation, Kinesiology Sports Medicine and Biomechanics Laboratory

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**3MIC2: CLASS ROOM TEACHING:**

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Five Lessons on Theory Subjects, Organisation & Participation in Project Sports Meet, Intramural and Extramural Tournaments

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**3MIC3: COACHING LESSONS OF SPECIALIZATION GAMES:**

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Internship at Schools / Colleges / institutions

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

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The students of M.P.Ed need to develop proficiency in taking teaching classes in theory subjects under Institution 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 college level. The faculty members will evaluate the capabilities of the students.

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

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The students of M.P.Ed 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. The faculty members will evaluate the organization and participation capabilities of the students.

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**4MIC3: INTERNSHIP - COACHING IN TRACK AND FIELD EVENTS**

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The students of M.P.Ed need to develop proficiency in taking teaching classes in track and field events 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. The faculty members will evaluate the organization and participation capabilities of the students.

