

UNIVERSITY OF MYSORE

DEPARTMENT OF STUDIES IN PHYSICAL EDUCATION
AND SPORTS SCIENCES

M.P.Ed. COURSE-2023-24

- **REGULATIONS**
- **SYLLABI**
- **SCHEME OF EXAMINATION**

UNIVERSITY OF MYSORE
DEPARTMENT OF STUDIES IN PHYSICAL EDUCATION AND SPORTS SCIENCES
REGULATIONS, SCHEME OF EXAMINATION AND SYLLABI GOVERNING DEGREE
OF MASTERS OF PHYSICAL EDUCATION (M.P.Ed.) TWO YEARS COURSE
UNDER –CBCS SCHEME 2023-24

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 Physical Education Teachers for senior secondary (Class XI and XII) level as well as Assistant Professor/Directors/Sports Officers in Colleges/Universities and Teacher Educators in College of Physical Education.

The M.P.Ed. programme is 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 comprise of compulsory and optional theory as well as practical courses and compulsory school internship in School/ College/Sports Organizations/Sports Academy/Sports Club.

Definitions of the CBCS System:

Course (Theory Paper/ Activity/Specialization): Every course offered will have three components associated with the teaching-learning process of the course, namely (i) Lecture – L (ii) Tutorial- T (iii) Practical's - P, where

L stands Lecture session. **T** stands Tutorial session consisting participatory discussion / self study/ desk work/ brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the Lecture classes.

P stands Practice session and it consists of Hands on experience / Laboratory Experiments / Field Studies / Case studies that equip students to acquire the much required skill component.

In terms of credits, every one hour session of L amounts to 1 credit per semester and a minimum of two hour session of T or P amounts to 1 credit per semester, over a period of one semester of 16 weeks for teaching-learning process. However for work load calculation one hour of theory or one hour of practical is equivalent to one hour. The total duration of a semester is 17-20 weeks inclusive of semester-end examination.

A course shall have either or all the three components. That means a course may have only lecture component, or only practical component or combination of any two or all the three components. The total credits earned by a student at the end of the semester upon successfully completing the course are L+T+P. The credit pattern of the course is indicated as L:T:P.

Core Course

A course which should compulsorily be studied by a candidate as a core-requirement is termed as a Core course.

A Core course may be a **Soft Core** if there is a choice or an option for the candidate to choose a course from a pool of courses from the main discipline / subject of study or from a sister/related discipline / subject which supports the main discipline / subject. In contrast to the phrase Soft Core, a compulsory core course is called a **Hard Core** Course.

Elective Course

Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline / subject of study or which provides an extended scope or which enables an exposure to some other discipline / subject/domain or nurtures the candidate's proficiency/ skill is called an Elective Course. Elective courses may be offered by the main discipline / subject of study or by sister / related discipline / subject of study. A Soft Core course may also be considered as an elective.

An elective course chosen generally from an unrelated discipline / subject, with an intention to seek exposure is called an **open elective**.

An elective course designed to acquire a special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher is called a **Self Study Elective**.

A core course offered in a discipline / subject may be treated as an elective by other discipline / subject and vice versa.

A Dissertation work is a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Dissertation work is of 3 credits.

M.P.Ed. Courses of Programme:

Theory

Core Course

Elective Course

Practicum

Compulsory Course (Track and Field)

Elective Course

Teaching/Coaching Practices

Internship

M.P.Ed.1. Intake, Eligibility and Admission Procedure:

1.1. Intake: The Intake is as per the norms and standards of NCTE as adopted by University of Mysore from time to time.

1.2. Eligibility:

1.2.1. Candidates with a pass in Bachelor of Physical Education (B.P.Ed.) degree Course of University of Mysore or of any other University recognized as equivalent thereto, securing at least **50%** of marks are eligible for Admission (In case of SC/ST candidates, percentage shall be relaxed up to 5%)

1.2.2. The age of the candidates seeking admission to the M.P.Ed. Degree course should be below 28 years as on 1st July of the year of admission, extendable up to **30 years** for outstanding sportspersons. (Outstanding sportsperson means a candidate who has participated in recognized Inter-University / Inter-State / Inter-National Sports or Games competitions). This is subject to the condition that they are medically fit. All candidates shall produce a Medical Fitness Certificate issued by the Medical Officer of not less than the rank of District Surgeon.

1.3. Admission Procedure / Selection Procedure

Candidates shall be selected on the basis of merit. Merit shall be determined on the basis of candidate's performance in the qualifying Examination, besides representation and achievement in sports. The weightage will be as follows:

1.3.1. Weightage:

- a) Academic performance --- 30% - (Means 30% of the aggregate marks obtained in the qualifying degree examination. That is 30 points)
- b) Entrance Exam ----- 30% - (Means 30% of the aggregate marks obtained in the entrance examination. That is 30 points)
- c) Sports Achievement ----- 40% - Means 40 points. Total =100%

1.3.2. Award of Points for Achievement in Sports / Games:

Points will be awarded for achievement in sports as follows:

a. Representing the country ----- 40 points.

| b. National Level (Representing the State) | | c. All India Inter-University (Representing the University) | | d. Inter-Collegiate Level (Representing the College) | |
|--|-----------|--|-----------|--|-----------|
| 1 st Place | 30 Points | 1 st Place | 20 Points | 1 st Place | 07 Points |
| 2 nd Place | 25 Points | 2 nd Place | 16 Points | 2 nd Place | 05 Points |
| 3 rd Place | 20 Points | 3 rd Place | 12 Points | 3 rd Place | 03 Points |
| Participation only | 15 Points | Participation only | 10 Points | Additional place won | 02 Points |
| For each additional place won or representation 05 points will be awarded. However, the total shall not exceed 30 points. | | For each additional place won or representation 04 points will be awarded. However, the total shall not exceed 20 points. | | For each additional place won 02 points will be awarded. However, the total shall not exceed 07 points. | |

Note:

- i. For award of points, participation and achievement at only one level (highest) will be Considered.
- ii. Points shall be awarded for positions only in **final** Inter-Collegiate competitions / Tournaments or the Inter-zonal **final** competitions organized by the Department of Physical Education of the University.
- iii. Points secured in a) Academic Performance b) Physical Fitness c) Sports Achievement shall be added to a maximum of 100 points.
- iv. The total points obtained by a candidate shall be the merit of the candidate. Selection shall be made on the basis of the merit as per the rules of the University.
- v. Points for achievement in sports shall be awarded for certificates issued by associations and federations recognized by AIU/IOA.
- vi. Allotment of seats will be governed by the roster system as laid down by University.

1.4. Admission to the course under In-service category - (Only five (05) seats under In-service quota for admission is provided to University Departments only.)

In case of in-service candidates (**Trained Physical Education Teachers and Coaches**), age may be relaxed up to 35 years, subject to the condition that they are medically fit. All candidates shall produce a Medical Fitness Certificate issued by the Medical Officer of not less than the rank of District Surgeon. Candidates shall be selected on the basis of merit. Merit shall be determined on the basis of candidate's performance in the qualifying Examination, besides representation and achievement in sports. However, other procedure for admission will be similar as applied to regular students as in rule 1.3.

Note: In-service candidates shall be working on a regular basis and shall have put in a **minimum of three (03) years** of completed service in a recognized school/college/institution as teachers or coaches. The candidates should produce a certificate to the effect signed by a competent authority/ appointing authority.

Admission to the course under in-service category seat shall be allotted as follows:

- i) Candidates who are graduates of the University of Mysore who working in Government and Aided Schools shall be given consideration.
- ii) Candidates who are graduates of the University of Mysore who working in Private schools shall be given consideration.
- iii) In case of tie the percentage of marks in the qualifying examination and Length of continuous service of the candidates shall be considered.

M.P.Ed. 2. Duration:

M.P.Ed. program is of 4 semesters-two year's duration. A candidate can avail a maximum of **8 semesters – 4 years** (in one stretch) to complete Masters Degree (including blank semesters, if any). Whenever a candidate opts for blank semester(s)/DROP in a course or in courses or is compelled to DROP a course or courses as per the provisions of the regulation, he/she has to study the **prevailing courses** offered by the department **as per the prevailing scheme**, when he/she continues his/her study.

M.P.Ed.3. Semesters:

An academic year is divided into two semesters. Each semester will consist of **17-20** weeks of academic work equivalent to **90 actual** teaching days. The odd and even semester will be as per the academic calendar scheduled by the University of Mysore. The institution shall work for a minimum of **36 working hours** in a week (six days a week).

M.P.Ed.4. Working days:

There shall be at least **90+90** working days per year exclusive of admission and examination processes etc.

M.P.Ed.5. 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 two hours of practical (tutorial) work per week. However for work load calculation one hour of theory or one hour of practical is equivalent to one hour.

The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it. Since M.P.Ed. course is a professional course, governed by NCTE, the total minimum credits, required for completing M.P.Ed. programme is **96 credits** and for each semester **24 credits**.

Provision of Bonus Credits Maximum 06 Credits in each Semester

| Sr.No. | Special Credits forte Extra Co-curricular Activities | Credit |
|----------|---|--------|
| 1 | (a) Sports Achievement at State level Competition (Medal Winner) | 1 |
| | (b) Sports Achievement at National level Competition (Medal Winner) | 2 |
| | (c) Sports participation at International level Competition | 4 |
| 2 | Inter-University Participation (Any one game) | 2 |
| 3 | Inter-Collegiate Participation (Minimum two games) | 1 |
| 4 | Blood donation / Cleanliness drive / Community services | 2 |
| 5 | News Reporting / Article Writing / Book writing / Progress report writing | 1 |

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

M.P.Ed.6. Attendance:

A candidate has to put in a minimum **85%** attendance in each course. The candidates (C1+C2) marks will be awarded in case the candidate's attendance is less than **85%**, but the candidate will not be allowed to take up C3. Such candidates is said to have **DROPPED** that course.

M.P.Ed.7. Evaluation:

7.1. 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 assessment (CA) by the concerned course teacher as well as by semester end examination and will be consolidated at the end of course.

M.P.Ed.8. Continuous Assessment, Earning of Credits and Award of Grades:

The evaluation of the candidate shall be based on continuous assessment. The structure for evaluation is as follows:

8.1. Continuous Assessment:

8.1.1. Assessment and evaluation processes happen in a continuous mode. However, for reporting purposes, a semester is divided into 3 discrete components identified as C₁, C₂, and C₃.

8.1.2. The outline for continuous assessment activities for Component-I (C₁) and Component-II (C₂) will be proposed by the teacher(s) concerned before the commencement of the semester and will be discussed and decided in the respective Departmental Council. The students should be informed about the modalities well in advance. The evaluated courses/assignments during component I (C₁) and component II (C₂) of assessment are immediately returned to the candidates after obtaining acknowledgement in the register maintained by the concern teacher for this purpose.

8.1.3. During the 18th -20th week of the semester, a semester-end examination of three (03) hours duration shall be conducted for each course. This forms the third/final component of assessment (C₃) and the maximum marks for the final component will be 70.

8.1.4. The performance of a candidate in a course will be assessed for a maximum of 100 marks as explained below.

8.1.5. The first component (C₁), of assessment is for 15 marks. This will be based on test, assignment and seminar/ professionalism in case of practicum events. During the first half of the semester, the first 50% of the syllabus will be completed. This shall be consolidated during the 8th week of the semester. Beyond 8th week, making changes in C₁ is not permitted.

8.1.6. The second component (C₂), of assessment is for 15 marks. This will be based on test, assignment, seminar / professionalism in case of practicum events. The continuous assessment and scores of second half of the semester will be consolidated during the 16th week of the semester. During the second half of the semester the remaining units in the course will be completed.

The candidate shall secure minimum 30% of marks in C₁ and C₂ put together in a course, failing which they are not permitted to appear for C₃ in that course.

The components for continuous assessment are:

Theory Course Assessment of marks shall be awarded on the basis of the following:

| Sl. No. | Components | C1 | C2 | Total Marks |
|---------|------------------|-----------|-----------|-------------|
| 1 | Assignment (Two) | 5 | 5 | 10 |
| 2 | Test (Two) | 5 | 5 | 10 |
| 3 | Seminar (Two) | 5 | 5 | 10 |
| | Total | 15 | 15 | 30 |

Practicum Course Assessment of marks shall be awarded on the basis of Professionalism i.e. Active participation, Learning ability, Leadership quality, Discipline and Regularity.

Specialization: Evaluation in specialization shall be done by two examiners, one internal and one external as per the following scheme. The average of the two shall be credited. Components of evaluation are as follows.

- i) Demonstration of skills/techniques/Performance 20 Marks
- ii) Coaching ability 20 Marks
- iii) Specialization Record 15 Marks
- iv) Viva-Voce 15 Marks

Total = 70 Marks

Dissertation: A candidate shall choose area of research of his/her choice in consultation with the guide and submit the dissertation preferably, experimental/ quasi experimental, further he/she can make use of the pedagogy to collect the data required. He/ She should submit the dissertation to the office, before one month prior to the fourth semester examination. There shall be an internal Viva-voce for thirty marks for each to be conducted by the departmental council with one external subject expert. Right from the initial stage of defining the problem, the candidate has to submit the progress reports periodically and also present his/her progress in the form of

seminars in addition to the regular discussion with the guide. Components of evaluation are as follows.

Component – I(C₁): Periodic Progress and Progress Reports (15%)

Component – II(C₂): Results of Work and Draft Report (15%)

Component– III(C₃): Final Viva-voce and evaluation (70%). (The report evaluation is for 40% and The Viva-voce examination is for 30%)

Pedagogy: A candidate shall select the area of specialization of his/her choice keeping in mind the specialization opted in previous semester and shall select the school and preferably teacher training institutions B.Ed./ Degree colleges/ Government Institutions to coach and train the skills. Further he/she has to submit the workbook along with the satisfactory report from the head of the Institution. The duration of the pedagogy is as per the NCTE norms.

M.P.Ed.9. Setting question papers and evaluation of answer scripts.

9.1. Questions papers in three sets shall be set by the internal examiner for a course. Whenever there are no sufficient internal examiners, the chairman of BoE shall get the questions papers set by external examiners.

9.2. The Board of Examiners shall scrutinize and approve the question papers and scheme of valuation.

9.3. (i) There shall be single valuation for all theory papers by internal examiners. In case, the number of internal examiners falls short, external examiners may be invited.

(ii) The examination for Practical work/ Specialization work/ Dissertation will be conducted jointly by two examiners, one internal one external examiner. However the BoE on its discretion can also invite another internal examiner if external examiners are not available.

9.4. In case a candidate secures less than 30% in C₁ and C₂ put together in a course, the candidate is said to have DROPPED that course, and such a candidate is not allowed to appear for C₃ in that course.

In case a candidate's class attendance in a course is less than 75% or as stipulated by the University, the candidate is said to have DROPPED that course, and such a candidate is not allowed to appear for C₃ in that course.

Teachers offering the courses will place the above details in the Department Council meeting during the last week of the semester, before the commencement of C₃, and subsequently a notification pertaining to the above will be brought out by the Chairman of the Department before the commencement of C₃ examination. A copy of this notification shall also be sent to the office of the Registrar & Registrar (Evaluation).

9.5. In case a candidate secures less than 30% in C₃, he/she may choose DROP/MAKE-UP option.

In case a candidate secures more than or equal to 30% in C₃, but his/her grade (G)= 4, as per section 10.5 below, then he/she may be declared to have been conditionally successful in this course, provided that such a benefit of conditional clearance based on G=4 shall not be availed for more than 8 credits for the entire programme of Master's Degree of two years.

In case a candidate secures less than 30% in C₃, he/she may choose DROP/MAKE-UP option.

The candidate has to exercise his/her option to DROP immediately within 10 days from the date of notification of results.

A MAKE UP examination for odd semester courses will be conducted along with next regular odd semester examinations and for even semester courses along with a next regular even semester examinations. If a candidate is still unsuccessful, he/she may opt for DROP or again take up MAKE-UP examination; however, not exceeding double the duration norm in one stretch from the date of joining the course.

9.6. A candidate has to re-register for the DROPPED course when the course is offered again by the department if it is a hard core course. The candidate may choose the same or an alternate core/elective in case the dropped course is soft core / elective course. A candidate who is said to have DROPPED Dissertation has to re-register for the same subsequently within the stipulated period. **The details of any dropped course will not appear in the grade card.**

9.7. The tentative / provisional grade card will be issued by the Registrar (Evaluation) at the end of every semester indicating the courses completed successfully. This statement will not contain the list of DROPPED courses.

M.P.Ed.10. Challenge valuation

A student who desires to apply for challenge valuation shall obtain a Xerox copy of the answer script by paying the prescribed fee within 10 days after the announcement of the results. He / She can challenge the grade awarded to him/her by surrendering the grade card and by submitting an application along with the prescribed fee to the Registrar (Evaluation) within 15 days after the announcement of the results. This challenge valuation is only for C₃ component and for theory based examination.

The answer scripts for which challenge valuation is sought for shall be sent to another external examiner. **The marks awarded will be the higher of the marks obtained in the challenge valuation and in maiden valuation.**

10.1. If **X** is the marks scored by the candidate out of 70 in C₃ in theory examination, if **Y** is the marks scored by the candidate out of 70 in C₃ in Practical examination, and if **Z** is the marks scored by the candidate out of 70 in C₃ for a course of (L=0):T:(P=0) type that is entirely tutorial based course, then the final marks M in C₃ is decided as per the following table.

| L.T.P distribution | Find mark M in C₃ |
|---------------------------|--------------------------------------|
| L:T:P | $\frac{[(L+T)*X]+[(T+P)*Y]}{L+2T+P}$ |
| L:(T=0):P | $\frac{(L*X)+(P*Y)}{L+P}$ |
| L:T:(P=0) | X |
| L:(T=0):(P=0) | X |
| (L=0):T :P | Y |
| (L=0): (T=0):P | Y |
| (L=0): T: (P=0) | Z |

10.2. The details of continuous assessment are summarized in the following Table.

| C | Syllabus in a course | Weightage | Period of Continuous Assessment |
|--|---|------------------|---|
| C1 | First 50% (2 units of total units) | 15% | First half of the semester. To be consolidated by 8 th week |
| C2 | Remaining 50% (Remaining units of the course) | 15% | Second half of the semester. To be consolidated by 16 th week |
| C3 | Semester-end examination (All units of the course) | 70% | To be completed during 18 th - 20 th Week. |
| Final grades to be announced latest by 24th week | | | |

10.3. A candidate's performance from all 3 components will be in terms of scores, and the sum of all three scores will be for a maximum of 100 marks (15 + 15 + 70).

10.4. Finally, awarding the grades should be completed latest by 24th week of the semester.

10.5. The grade and the grade point earned by the candidate in the subject will be as given below:

| Marks | Grade | Grade Point (GP = V x G) |
|--------------|--------------|-------------------------------------|
| 30-39 | 4 | V*4 |
| 40-49 | 5 | V*5 |
| 50-59 | 6 | V*6 |
| 60-64 | 6.5 | V*6.5 |
| 65-69 | 7 | V*7 |
| 70-74 | 7.5 | V*7.5 |
| 75-79 | 8 | V*8 |
| 80-84 | 8.5 | V*8.5 |
| 85-89 | 9 | V*9 |
| 90-94 | 9.5 | V*9.5 |
| 95-100 | 10 | V*10 |

Here, P is the percentage of marks ($P = [(C_1 + C_2) + M]$) secured by a candidate in a course which is rounded to nearest integer. V is the credit value of course. G is the grade and GP is the grade point.

10.6. A candidate can withdraw any course within in ten days from the date of notification of final results. Whenever a candidate withdraws a paper, he/she has to register for the same course is case it is hard core course, the same course or an alternate course if it is soft core/open elective. A DROPPED course is automatically considered as a course withdrawn.

10.7. Overall cumulative grade point average (CGPA) of a candidate after successful completion the required number of credits (76) is given by

$$\text{CGPA} = \Sigma \text{GP} / \text{Total number of credits}$$

M.P.Ed.11. Classification of Final Results:

The final grade point (FGP) to be awarded to the student is based on CGPA secured by the candidate and is given as follows.

| CGPA | FGP | |
|-------------------------|-----------------|-------------------|
| | Numerical Index | Qualitative Index |
| 4 \leq CGPA < 5 | 5 | SECOND CLASS |
| 5 \leq CGPA < 6 | 6 | |
| 6 \leq CGPA < 7 | 7 | FIRST CLASS |
| 7 \leq CGPA < 8 | 8 | |
| 8 \leq CGPA < 9 | 9 | DISTINCTION |
| 9 \leq CGPA \leq 10 | 10 | |

Overall percentage = $10 \times \text{CGPA}$ or is said to be 50% in case $\text{CGPA} < 5$

M.P.Ed.12. Medium of Instruction

The medium of instruction shall be English. However, a candidate will be permitted to write the examinations either in English or in Kannada. This rule is not applicable to languages.

M.P.Ed.13. Provision for appeal

If a candidate is not satisfied with the evaluation of C1 and C2 components, he / she can approach the grievance cell with the written submission together with all facts, the assignments, test papers etc, which were evaluated. He/she can do so before the commencement of semester-end examination. The grievance cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the university on the candidate if his/her submission is found to be baseless and unduly motivated. This cell may recommend taking disciplinary/corrective action on an evaluator if he/she is found guilty. The decision taken by the grievance cell is final.

For every program there will be one **grievance cell**. The composition of the grievance cell is as follows.

1. The Registrar (Evaluation) ex-officio Chairman / Convener
2. One senior faculty member (other than those concerned with the evaluation of the course concerned) drawn from the department/discipline and/or from the sister departments/sister disciplines.
3. One senior faculty members / subject experts drawn from outside the University department.

M.P.Ed.14. The norms of NCTE will be followed.

M.P.Ed.15. In any unforeseen situation arises the decision of the Vice-Chancellor will be final.

SEMESTER – I

| Part A :Theoretical Course | | | | | | | | | |
|----------------------------|---|---|---|---|---------|-------------|------------------------|---------------|-------------|
| Course Code | Title of the Papers | L | T | P | Credits | Total Hours | Internal Marks C1 & C2 | Exam Marks C3 | Total Marks |
| Core Course | | | | | | | | | |
| MPED CC-101 | Foundations and Principles of Physical Education | 2 | 1 | 0 | 3 | 3 | 30 | 70 | 100 |
| MPED CC-102 | Scientific Principles of Sports Training | 2 | 1 | 0 | 3 | 3 | 30 | 70 | 100 |
| MPED CC-103 | Information & Communication Technology (ICT) in Physical Education | 2 | 1 | 0 | 3 | 3 | 30 | 70 | 100 |
| Elective Course (Anyone) | | | | | | | | | |
| MPED EC-101 | Yogic Sciences | 2 | 1 | 0 | 3 | 3 | 30 | 70 | 100 |
| MPED EC-102 | Sports Journalism and Mass Media | | | | | | | | |
| Part–B Practical Course | | | | | | | | | |
| MPED PC-101 | Track and Field I: Running, Hurdles, Relay, Steeple Chase and Combined Events (External &Internal Examination) | 0 | 1 | 2 | 3 | 6 | 30 | 70 | 100 |
| MPED PC-102 | *Gymnastics-I *Swimming-I (*Any one) (External &Internal Examination) | 0 | 1 | 2 | 3 | 6 | 30 | 70 | 100 |
| MPED PC-103 | Sports and Game Specialization-1: Kho-kho / Kabaddi / Wrestling *Any one game (External &Internal Examination) | 0 | 1 | 2 | 3 | 6 | 30 | 70 | 100 |
| MPED PC-104 | *Aerobics and Self Defense Techniques: Karate/ Martial Arts (Only Internal Examination) | 0 | 1 | 2 | 3 | 6 | 30 | 70 | 100 |
| Total | | 8 | 8 | 8 | 24 | 36 | 240 | 560 | 800 |

SEMESTER - II

| Part A: Theoretical Course | | | | | | | | | |
|----------------------------|--|---|---|---|---------|-------------|------------------------|---------------|-------------|
| Course Code | Title of the paper | L | T | P | Credits | Total Hours | Internal Marks C1 & C2 | Exam Marks C3 | Total Marks |
| Core Course | | | | | | | | | |
| MPED CC-201 | Tests, Measurement and Evaluation in Physical Education | 2 | 1 | 0 | 3 | 3 | 30 | 70 | 100 |
| MPED CC-202 | Research Process in Physical Education & Sports Sciences- I | 2 | 1 | 0 | 3 | 3 | 30 | 70 | 100 |
| MPED CC-203 | Applied Statistics in Physical Education & Sports | 2 | 1 | 0 | 3 | 3 | 30 | 70 | 100 |
| Elective Course (Anyone) | | | | | | | | | |
| MPED EC-201 | Physical Fitness and Wellness | 2 | 1 | 0 | 3 | 3 | 30 | 70 | 100 |
| MPED EC-202 | Health Education and Sports Nutrition | | | | | | | | |
| Part-B Practical Course | | | | | | | | | |
| MPED PC-201 | Track and Field II: Throwing Events (External &Internal Examination) | 0 | 1 | 2 | 3 | 6 | 30 | 70 | 100 |
| MPED PC-202 | *Gymnastics-II *Swimming-II (*Any one) (External &Internal Examination) | 0 | 1 | 2 | 3 | 6 | 30 | 70 | 100 |
| MPED PC-203 | Sports and Game Specialization-2: Badminton / Table Tennis / Lawn Tennis (*Any one game) (External &Internal Examination) | 0 | 1 | 2 | 3 | 6 | 30 | 70 | 100 |
| MPED PC-204 | Laboratory Practicals (Only Internal Examination) | 0 | 1 | 2 | 3 | 6 | 30 | 70 | 100 |
| | Total | 8 | 8 | 8 | 24 | 36 | 240 | 560 | 800 |

SEMESTER - III

| Part A: Theoretical Course | | | | | | | | | |
|----------------------------|--|---|---|---|---------|-------------|------------------------|---------------|-------------|
| Course Code | Title of the paper | L | T | P | Credits | Total Hours | Internal Marks C1 & C2 | Exam Marks C3 | Total Marks |
| Core Course | | | | | | | | | |
| MPED CC-301 | Physiology of Exercise. | 2 | 1 | 0 | 3 | 3 | 30 | 70 | 100 |
| MPED CC-302 | Research Process in Physical Education & Sports Sciences-II | 2 | 1 | 0 | 3 | 3 | 30 | 70 | 100 |
| MPED CC-303 | Sports Bio- Mechanics & Kinesiology | 2 | 1 | 0 | 3 | 3 | 30 | 70 | 100 |
| Elective Course (Anyone) | | | | | | | | | |
| MPED EC-301 | Value and Environmental Education | 2 | 1 | 0 | 3 | 3 | 30 | 70 | 100 |
| MPED EC-302 | Sports Technology | | | | | | | | |
| Part-B Practical Course | | | | | | | | | |
| MPED PC-301 | Track and Field III: Jumping Events (External &Internal Examination) | 0 | 1 | 2 | 3 | 6 | 30 | 70 | 100 |
| MPED PC-302 | Sports and Game Specialization-3: Volleyball /Cricket /Fencing *Any one game (External &Internal Examination) | 0 | 1 | 2 | 3 | 6 | 30 | 70 | 100 |
| MPED PC-303 | Sports and Game Specialization-4: Handball /Football /Hockey *Any one game (External &Internal Examination) | 0 | 1 | 2 | 3 | 6 | 30 | 70 | 100 |
| MPED PC-304 | Coaching Lessons: 5 Lessons (Only Internal Examination) | 0 | 1 | 2 | 3 | 6 | 30 | 70 | 100 |
| Total | | 8 | 8 | 8 | 24 | 36 | 240 | 560 | 800 |

SEMESTER - IV

| Part A: Theoretical Course | | | | | | | | | |
|----------------------------|---|----|----|----|---------|------------|------------------------|---------------|-------------|
| Course Code | Title of the Papers | L | T | P | Credits | Total Hour | Internal Marks C1 & C2 | Exam Marks C3 | Total Marks |
| Core Course | | | | | | | | | |
| MPED CC-401 | Sports Psychology | 2 | 1 | 0 | 3 | 3 | 30 | 70 | 100 |
| MPED CC-402 | Sports Management and Curriculum Designs in Physical Education | 2 | 1 | 0 | 3 | 3 | 30 | 70 | 100 |
| MPED CC-403 | Dissertation | 2 | 1 | 0 | 3 | 3 | 30 | 70 | 100 |
| Elective Course (Anyone) | | | | | | | | | |
| MPED EC-401 | Sports Medicine | 2 | 1 | 0 | 3 | 3 | 30 | 70 | 100 |
| MPED EC-402 | Athletic Care and Rehabilitation | | | | | | | | |
| Part-B Practical Course | | | | | | | | | |
| MPED PC-401 | Yoga: Asanas, Pranayama, Kriyas, Bhandas, Mudras and Dhyana (External &Internal Examination) | 0 | 1 | 2 | 3 | 6 | 30 | 70 | 100 |
| MPED PC-402 | Sports and Game Specialization-5: Basketball /Netball/ Softball *Any one game (External &Internal Examination) | 0 | 1 | 2 | 3 | 6 | 30 | 70 | 100 |
| MPED PC-403 | Class Room Teaching : 5 Lessons (Only Internal Examination) | 0 | 1 | 2 | 3 | 6 | 30 | 70 | 100 |
| MPED PC-404 | Officiating Lessons: 5 Lessons (Only Internal Examination) | 0 | 1 | 2 | 3 | 6 | 30 | 70 | 100 |
| TOTAL | | 8 | 8 | 8 | 24 | 36 | 240 | 560 | 800 |
| GRAND TOTAL | | 32 | 32 | 32 | 96 | 144 | 960 | 2240 | 3200 |

**SCHEME OF EXAMINATION
SEMESTER – I**

| Paper | Subject | Internal | External | Total Marks |
|------------------------|--|-----------------|-----------------|--------------------|
| THEORY (400) | | | | |
| MPED CC-101 | Foundations and Principles of Physical Education | 30 | 70 | 100 |
| MPED CC-102 | Scientific Principles of Sports Training (Lab. Practicals – Tread mill, Bicycle ergometer, strength, endurance & fitness testing.)- Internal | 30 | 70 | 100 |
| MPED CC-103 | Information & Communication Technology (ICT) in Physical Education | 30 | 70 | 100 |
| MPED EC-101/102 | 1. Yogic Sciences OR 2. Sports Journalism and Mass Media (Elective) - Anyone | 30 | 70 | 100 |
| PRACTICAL (400) | | | | |
| MPED PC-101 | Track and Field I: Running, Hurdles, Relay, Steeple chase and Combined Events, (External &Internal) | 30 | 70 | 100 |
| MPED PC-102 | Gymnastics-I/Swimming-I (*Any one) (External &Internal) | 30 | 70 | 100 |
| MPED PC-103 | Games Specialization- (Individual skills, game situation, officiating, lead-up games) (External &Internal) | 30 | 70 | 100 |
| MPED PC-104 | Aerobics and Self Defense Techniques: Karate/ Martial Arts (Internal) | 30 | 70 | 100 |
| Total | | 240 | 560 | 800 |

SEMESTER -II

| Paper | Subject | Internal | External | Total Marks |
|------------------------|--|-----------------|-----------------|--------------------|
| THEORY (400) | | | | |
| MPED CC-201 | Tests, Measurement and Evaluation in Physical Education | 30 | 70 | 100 |
| MPED CC-202 | Research Process in Physical Education & Sports Sciences- I | 30 | 70 | 100 |
| MPED CC-203 | Applied Statistics in Physical Education & Sports | 30 | 70 | 100 |
| MPED EC 201/202 | 1. Physical Fitness and Wellness OR 2. Health Education and Sports Nutrition (Elective) - Anyone | 30 | 70 | 100 |
| PRACTICAL (400) | | | | |
| MPED PC-201 | Track and Field II: Shot Put, Discus Throw, Javelin Throw & Hammer Throw (External &Internal) | 30 | 70 | 100 |
| MPED PC-202 | Gymnastics-II/Swimming-II (*Any one) (External &Internal) | 30 | 70 | 100 |
| MPED PC-203 | Games Specialization- (Individual skills, game situation, officiating, lead-up games) (External &Internal) | 30 | 70 | 100 |
| MPED PC-204 | Laboratory Practicals: In Theory & Practical (Two practicals for each subject) (Internal) | 30 | 70 | 100 |
| Total | | 240 | 560 | 800 |

SEMESTER –III

| Paper | Subject | Internal | External | Total Marks |
|------------------------|---|-----------------|-----------------|--------------------|
| | THEORY (400) | | | |
| MPED CC-301 | Physiology of Exercise | 30 | 70 | 100 |
| MPED CC-302 | Research Process in Physical Education and Sports Sciences-II | 30 | 70 | 100 |
| MPED CC-303 | Sports Bio- Mechanics & Kinesiology | 30 | 70 | 100 |
| MPED EC-301/302 | 1. Value and Environmental Education OR 2. Sports Technology (Elective) - Anyone | 30 | 70 | 100 |
| | PRACTICAL (400) | | | |
| MPED PC-301 | Track and Field III: Long Jump, High Jump Triple Jump, Pole Vault. (External &Internal) | 30 | 70 | 100 |
| MPED PC-302 | Games Specialization-Individual skills, game situation, officiating, lead-up games (External &Internal) | 30 | 70 | 100 |
| MPED PC-303 | Games Specialization-Individual skills, game situation, officiating, lead-up games (External &Internal) | 30 | 70 | 100 |
| MPED PC-304 | Coaching Lessons of Track and Field/ Sports/Games (Internal) Internship | 30 | 70 | 100 |
| | Total | 240 | 560 | 800 |

SEMESTER -IV

| Paper | Subject | Internal | External | Total Marks |
|------------------------|--|-----------------|-----------------|--------------------|
| | THEORY (400) | | | |
| MPED CC-401 | Sports Psychology | 30 | 70 | 100 |
| MPED CC-402 | Sports Management and Curriculum Designs in Physical Education | 30 | 70 | 100 |
| MPED CC-403 | Dissertation | 30 | 70 | 100 |
| MPED EC-401/402 | 1. Sports Medicine (Lab Practicals)-Internal OR 2. Athletic Care and Rehabilitation (Elective) - Anyone | 30 | 70 | 100 |
| | PRACTICAL (400) | | | |
| MPED PC-301 | Yoga: Performance in Asanas, Kriyas, Bandhas & Pranayama. (External &Internal) | 30 | 70 | 100 |
| MPED PC-302 | Games Specialization-Individual skills, game situation, officiating, lead-up games (External &Internal) | 30 | 70 | 100 |
| MPED PC-303 | Class room Teaching Lessons on theory of different Sports & Games (Internal) Internship | 30 | 70 | 100 |
| MPED PC-304 | Officiating Lessons of Track & Field / Sports/Games (Internal) Internship | 30 | 70 | 100 |
| | Total | 240 | 560 | 800 |

M. P. Ed. – OUTLINE OF SYLLABUS

SEMESTER I

THEORY COURSES

MPED CC-101: FOUNDATIONS AND PRINCIPLES OF PHYSICAL EDUCATION

Objectives

On completion of the course the student shall

- Develop an understanding and appreciation of importance of physical education and values of physical education.
- Develop philosophical and scientific perspective of Physical Education.
- Develop an understanding of the Biological, psychological and sociological principles of physical education.
- Understand leadership and social values of Physical Education.
- Understand physical education as a Discipline and Profession.

UNIT I - Physical Education as a Discipline and Profession

Meaning and characteristics of a discipline. Conceptualizing sub-disciplines within the discipline of Physical Education. Physical Education as a profession. Characteristics of a profession. Need for professional preparation in Physical Education. Objectives of professional preparation. Accountability and professional ethics. Need and importance of Physical Education. Alternative careers open to Physical Educators.

UNIT II - Movement Education

Concept of movement Education. Origin of movement Education. Traditional approaches v/s movement education; schools of thought. The nature of movement education. Significance of Human movement. Historical determinants of Physical Education. Biological Values of Physical Education (Physical activity. Fitness the hidden health Factor.

UNIT III - Psychological & Sociological perspectives in Physical education

Need for study of Psychology in Physical Education. Theories of learning, Theories of transfer of training. Theories of Personality. Psychological values of Physical activity / Physical Education. Sociology of Physical Education and Sport. Physical Education and democracy. Leadership in Physical Education and Sport. Leadership styles. Social values of Physical education/physical activity, socialization.

UNIT IV - Selected considerations in physical education, sports and culture

Brief concept of Sports and Culture. Sports and human relations ; New life style through physical education, health education and recreation education; Educational values of physical education and sports; Aesthetics and sports. Brief concepts of : status of physical education in schools and colleges : Leadership challenges of physical educators; problems of physical educators and competencies needed by them; Need for extended professional preparation and Extended curricular programs .

REFERENCES:

1. Barrow, Harold M. Man and Movement: Principles of Physical Education. Philadelphia: Lea and Febiger, 1977.
2. Bookwalter, Karl E. and Harold J. Vaderzwaag. Foundations and Principles of Physical Education. Philadelphia: W.B. Saunders company, 1969.
3. Bucher, Charles A. Foundations of Physical Education. St.Louis: The C.V.Mosby Company, 1968.
4. Bucher, Charles A (Ed). Dimensions of Physical Education. 2nd Edition : Saint Louis: The C.V. Mosby Company, 1974.
5. Howell, Reet and Howell Maxwell. Foundations of Physical Education. Baroda: Friends Publication 1994.
6. Kamlesh, M.L. Principles and History of Physical Education. Ludhiana: Prakash Brothers, 1994.
7. Lockhart, Allene S. and Howard S. Slusher (Eds). Contemporary readings in Physical Education. 3rd Edition; Dubuque, IOWA : WMC Brown Company Publisher, 1974.
8. Mangan, J.A. (Ed). Physical Education and Sports: Sociological and Cultural Perspectives : Introductory Reader. Oxford: Babil Blackwell Company, 1973.
9. William, J.F. The Principles of Physical Education. Meerut: College Book House, 1994.

SEMESTER I THEORY COURSES

MPED CC – 102: SCIENTIFIC PRINCIPLES OF SPORTS TRAINING

Objectives

On completion of the course the student shall understand the following concepts:

- Scope, Aim, Task and Objectives of Sports Training and concept of load.
- Training Means and methods to develop Strength, Speed and Endurance
- Talent Identification in sports
- Planning in sports
- Concept of Coordinative abilities in sports
- Ethics in training

UNIT I – Introduction and Strength

Sports training: Definition – Aim, Characteristics, Principles of Sports Training, Concept of Load, Adaptation and Recovery, Super Compensation. Factors of Load. Over Load: Definition, Causes of Over Load, Symptoms of Overload, Remedial Measures – Altitude Training – Cross Training. Classification of Exercises.

UNIT II – Strength, Speed and Endurance

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

UNIT III – Flexibility and Special Types Training

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

UNIT IV – Training Plan and Doping

Periodisation: Meaning, Single, Double and Multiple Periodisation, Preparatory Period, Competition Period and Transition Period. Technique, Skill and Style. Designing effective training sessions and practice sessions; Doping: Meaning and Definition, IOC list of doping classes and methods. Side effects of drugs. The testing programmes – Problems in drug detection, Problems with the supply of medicines Subject to IOC regulations.

REFERENCES :

1. Beotra Alka, (2000), Drug Education Handbook on Drug Abuse in Sports. Delhi: Sports Authority of India.
2. Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc.
3. Cart, E. Klafs & Daniel, D. Arnheim (1999) Modern Principles of Athletic Training St. Louis C. V. Mosphy Company
4. Daniel, D. Arnheim (1991) Principles of Athletic Training, St. Luis, Mosby Year Book

5. David R. Mottram (1996) Drugs in Sport, School of Pharmacy, Liverpool: John Moore University
6. Dick, Frank W. Sports training Principles. London: Henry kimpton publishers, 1980.
7. Gary, T. Moran (1997) – Cross Training for Sports, Canada : Human Kinetics
8. Klafs, Carl E. and Daniel D. Arnheim. Modern principles of Athletic training. Saint Louis: The C.V. Mosby Company, 1969.
9. Matveyev, L. Fundamentals of sports training. Moscow: Progress Publishers, 1981.
10. Harre, Dietrich (ed). Principles of sports training. Berlin: Sportverlag, 1982.
11. Jensen, C.R. & Fisher A.G. (2000) Scientific Basic of Athletic Conditioning, Philadelphia
12. Ronald, P. Pfeiffer (1998) Concepts of Athletics Training 2nd Edition, London: Jones and Bartlett Publications
13. Singh, Hardayal, Science of Sports training. New Delhi : D.V.S. Publication, 1991.
14. Wilmore, Jack H. Athletic Training and Physical fitness. Boston: Allyn and Bacon, 1977.
15. Yograj Thani (2003), Sports Training, Delhi : Sports Publications

SEMESTER I
THEORY COURSES
MPED CC-103: INFORMATION & COMMUNICATION TECHNOLOGY (ICT)
IN PHYSICAL EDUCATION

Objectives

On completion of the course the student shall understand the following concepts:

- Concept of Communication Technology
- Applications, Browsing and Management of Computers
- Knowledge of various computer applications
- ICT, Project and E learning process

UNIT I – Communication & Classroom Interaction

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

UNIT II – Fundamentals of Computers

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

UNIT III – MS Office Applications

MS Word: Main Features & its Uses in Physical Education; MS Excel: Main Features & its Applications in Physical Education; MS Access: Creating a Database, Creating a Table, Queries, Forms & Reports on Tables and its Uses in Physical Education; MS Power Point: Preparation of Slides with Multimedia Effects; MS Publisher: Newsletter & Brochure.

UNIT IV – ICT Integration in Teaching Learning Process & E-Learning & Web Based Learning

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

REFERENCES:

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

SEMESTER I
THEORY COURSES
MPED EC-101: YOGIC SCIENCES (Electives)

Objectives

On completion of the course the student shall understand the following concepts:

- Yoga and its technique
- Method of teaching Pranayama and Kriyas
- Procedure of doing Mudras and Meditation
- Relationship of yoga and physical activities

UNIT I – Introduction to Yoga & Aasanas

Meaning and Definition of Yoga.; Astanga Yoga: Yama, Niyama, Aasna, Pranayama, Prathyahara, Dharana, Dhyana, Samadhi, Principles of Breathing – Awareness – Relaxation, Sequence – Counter pose – Time – Place – Clothes – Bathing – Emptying the bowels – Stomach – Diet – No Straining – Age – Contra- Indication – Inverted asana – Sunbathing. Loosening exercise: Techniques and benefits. Asanas: Types - Techniques and Benefits, Surya Namaskar: Methods and benefits.

UNIT II –Pranayama and Kriyas

Pranayama: Types- Methods and benefits. Nadis: Meaning, methods and benefits, Chakras: Major Chakras- Benefits of clearing and balancing Chakras.

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

UNIT III – Mudras, Meditation and Yogic Shlokas

Meaning, Techniques and Benefits of Hasta Mudras, Asamyukta hastam, Samyukta hastam , Mana Mudra, Kaya Mudra, Banda Mudra, Adhara Mudra. Meditation: Meaning, Techniques and Benefits of Meditation – Passive and active, Saguna Meditation and Nirguna Meditation. Yogic Shlokas- Meaning and importance

UNIT IV – Yoga and Sport

Yoga Supplemental Exercise – Yoga Compensation Exercise – Yoga Regeneration Exercise- Power Yoga. Role of Yoga in Psychological Preparation of athlete: Mental Wellbeing, Anxiety, Depression Concentration, Self Actualization. Effect of Yoga on Physiological System: Circulatory, Skeletal, Digestive, Nervous, Respiratory, Excretory System.

Note: Laboratory Practicals be designed and arranged internally.

REFERENCE:

1. Dhanya kumar, Angai Sanjeevini, (Kannada), Harshitha Prakashana, K.R.Mohalla, Mysore, 2015.
2. George Feuerstein, (1975). Text Book of Yoga. London: Motilal Bansaridass Publishers (P) Ltd.
3. Iyengar, B.K.S. (2000), Light on Yoga. New Delhi: Harper Collins Publishers.
4. Karbelkar N.V.(1993) Patanjali Yogasutra Bhashya (Marathi Edition) Amravati: Hanuman Vyayam Prasarak Mandal
5. Kuvalyananada Swami & S.L.Vinekar, (1963), Yogic Therapy – Basic Principles and Methods. New Delhi: Govt. of India, Central Health Education and Bureau.
6. Moorthy A.M. & Alagesan. S. (2004) Yoga Therapy. Coimbatore: Teachers Publication House.
7. Swami Satyananada Sarasvati. (1989), Asana Pranayama Mudra Bandha. Munger: Bihar School of Yoga.
8. Thirumalai Kumar. S and Indira. S (2011) Yoga in Your Life, Chennai: The Parkar Publication.

SEMESTER I THEORY COURSES

MPEC EC-102: SPORTS JOURNALISM AND MASS MEDIA (Electives)

Objectives

On completion of the course the student shall understand the following concepts:

- Concept of journalism and procedure of reporting sports events
- Role of Mass media, in sports and Radio/TV commentary
- Procedure of reporting games and organizing press meet
- Evaluation of news and visiting method to media offices

UNIT I Introduction of Journalism

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

UNIT II Sports Bulletin

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

UNIT III Mass Media

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

UNIT IV Report Writing on Sports

Brief review of Olympic Games, Asian Games, Common Wealth Games World Cup, National Games and Indian Traditional Games. Methods of editing a Sports report. Evaluation of Reported News. Interview with and elite Player and Coach. Preparing report of an Annual Sports Meet for Publication in Newspaper. Organization of Press Meet.

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

REFERENCE:

1. Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi : Surjeet Publications.
2. Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication.
3. Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication.
4. Dhananjay Joshi (2010) Value Education in Global Perspective. New Delhi: Lotus Press. Kannan K (2009) Soft Skills, Madurai: Madurai: Yadava College Publication.
5. Mohit Chakrabarti (2008): Value Education: Changing Perspective, New Delhi: Kanishka Publication,
6. Padmanabhan. A & Perumal A (2009), Science and Art of Living, Madurai: Pakavathi Publication.
7. Varma A.K. (1993) Journalism in India from Earliest Times to the Present Period. Sterling publication Pvt. Ltd.
8. Venkataiah. N (2009) Value Education,- New Delhi: APH Publishing Corporation. 43

SEMESTER II THEORY COURSES

MPEC CC-201: TEST, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Objectives

- To develop awareness in evaluation procedures.
- To develop awareness in physical fitness and motor fitness assessment.
- To develop awareness in assessment of sports skills and anthropometric measurements..
- To develop awareness of body types and remedial work.
- To develop awareness in measuring intangible qualities.

UNIT I - Meaning, Need and Criteria of Test and Measurement in Physical Education

Brief history of measurement in Physical Education, Meaning, Need and Uses of the Test, Measurement and Evaluation; Evaluation procedures; Criteria for selecting tests – Meaning, definition and Method of establishing Validity, Reliability, Objectivity, Norms, Directions, Administrative feasibility, Interpretability. Test Administration: Pre test duties (Advance preparation), During test duties, and Post test duties; Construction of performance tests and skill tests;

UNIT II - Physical Fitness Tests and Motor Fitness Tests

Physical Fitness Tests- Roger's Physical Fitness Index (P.F.I); Measurement of Cardiovascular endurance- Cooper's aerobic test, Harvard step test, Multi-stage fitness test (Beep test); Measurement of Flexibility – Sit and reach test, Extent flexibility and Dynamic flexibility.

Motor Fitness Tests- AAHPER youth fitness test, Indiana motor fitness test, JCR test; Agility tests – Right boomerang run, Quadrant jump; Reaction time - Nelson hand reaction test; Motor Educability tests –Johnson test of Motor Educability;

UNIT III - Sports skill tests and Anthropometric Measurements

Uses of Sports Skill Tests; Basketball- AAHPER Basketball test; Badminton- French short service test, Cricket- Sutcliff Cricket test; Hockey: Friendel Field Hockey Test; Volleyball- Russel lange volleyball test; Football- Mc Donald soccer test, Tennis: Dyer Tennis Test.

Anthropometric Measurements: Anatomical land marks of human body, Girth, Width and length measurements, Biepicondylar measurements of femur and humerus. Skin folds: Triceps, Sub scapular, Suprailiac. Somatotypes– Primary components, Heath-Carter Somatotypes, Implication of somatotypes to physical education.

UNIT IV - Measurement in Remedial work and Measurement of Social Efficiency

Importance, Values of Posture, Tests of Antero-Posterior deviation of spine. Foot measurement - Pain on pressure test, Clark's foot print angle test; Body composition- BMI: Sports Psychology- Eysenck's Personality Inventory (EPI), Intelligence test - Raven's Progressive Matrices (RPM). Measurement of Social Efficiency - Cowell's personal distance scale, Blanchard's behavior rating scale, Sociogram.

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

REFERENCE:

1. Clarke, H. Harrison and David H. Clarke. Application of Measurement to Physical Education. Englewood cliffs, NJ: prentice Hall Inc., 1987.
2. Collins, R.D., & Hodges P.B. (2001) A Comprehensive Guide to Sports Skills Tests and
3. Measurement (2nd edition) Lanham: Scarecrow Press
4. Cureton T.K. (1947) Physical Fitness Appraisal and Guidance, St. Louis: The C. Mosby
5. Company
6. Jenson, Clayne R and Cynt ha, C. Hirst (1980) measurement in Physical Education and Athletics, New York, Macmillan Publishing Co. Inc
7. Kansal D.K. (1996), "Test and Measurement in Sports and Physical Education, New Delhi: DVS Publications
8. McLoy, Charles Herald. Tests and Measurement in Health and Physical Education. New Delhi: Friends Publications, 2004.
9. Montoye, Henry J. An Introduction to Measurement in Physical Education. Sydney: ALLyn – Bacon Publishers, 1983.
10. Morrow, and others. Measurement and Evaluation in Human Performance. Champaign Human Kinetics, 1995.
11. Nataraj, P. Manual of Experiments in Psychology. Mysore : Srinivasa Publications, 2002.
12. Sodhi, H.S. Sports Anthropometry: A Kinanthropometric Approach. Annova publications, 1991.
13. Vivian H. Heyward (2005) Advance Fitness Assessment and Exercise Prescription, 3rd Edition, Dallas TX: The Cooper Institute for Aerobics Research
14. Willgoose, Carl E. Evaluation in Health Education and Physical Education. New York: McGraw-Hill Book Co. Inc, 1961.

SEMESTER II
THEORY COURSES
MPED CC-202: RESEARCH PROCESS IN PHYSICAL EDUCATION
AND SPORTS SCIENCES - I

Objectives

On completion of the course the student shall understand the following concepts:

- Need, Scope and importance of Research in Physical Education
- Locating and selecting a Research Problem
- Meaning, Definition and Types of variables
- Meaning, Need and Formulation of hypothesis

UNIT I – Introduction

Meaning and Definition of Research – Need and importance of Research in Physical Education. Scope of Research. Areas of Research in Physical Education-Fitness-Yoga-Sport Training - Sport Biomechanics- Exercise Physiology- Sport Psychology; Qualities and Qualifications of a good Researcher. Classification of Research - Descriptive Research- Constructive Research- Analytical Research.

UNIT II – Research Problem

Research problem- Need of research Problem - sources of Identification: Inductive reasoning – Deductive reasoning- Criteria for locating research problem. Selection of research problem: criteria for selection of research problem.

UNIT III – Variables

Variables: Meaning –Definition- Types of variables- Independent- Dependent _ extraneous variable date: Meaning- Quantitative data- Qualitative data- sample: Meaning – Need of sampling- Nature of sampling - Type of sampling : Random- stratified random- Systematic- Cluster-Quota – Probability – Applications of sampling.

UNIT IV – Hypothesis

Hypothesis: Meaning- Needs of hypothesis- Formulation of hypothesis- Types of hypothesis: Research Hypothesis – Null hypothesis- Research proposal: Meaning – Need of research proposal: Objectives of study- Statement of the problem- Hypothesis of study- Social relevance of the study- Delimitating and Limiting factors – reviews- Methodology: Stratified Samples- Tools- Collection of data- Stratified technique- Time schedule of study.

REFERENCE :

1. Best, John W. Research in Education. Englewood cliffs, New Jersey: Prentice-Hall Inc.,1971
2. Campbell, William G. Form and Style in thesis writing. Boston: Houghton Mifflin Company., 1954
3. Clarke, David H. and Clarke H.Harrison. Research processes in Physical Education. 2nd edition; Englewood cliffs, New Jersey: Prentice-Hall Inc.,1984
4. Craig Williams and Chris Wragg (2006) Data Analysis and Research for Sport and Exercise Science, Londonl Routledge Press

5. Kamalesh, M.L. Research Methodology in Physical Education and Sports. New Delhi: Metropolitan Book Co.,Pvt.Ltd.,1999
6. Kerlinger, Fred N. Foundations of Behavioral Research. 2nd edition; Delhi: Surjeet publication, 1983.
7. K.P.Manilal and Y.S.Lakshmeesha. Writing Thesis format and style for Physical Education and Sports Sciences. First Edition; Bangalore : Adrints Publishers.,2003.
8. Kothari, C.R. Research Methodology: Methods and Techniques. New Delhi: New age International Pvt. Ltd Publisher, 2004.
9. Moses, A. K. (1995) Thesis Writing Format, Chennai; Poompugar Pathippagam
10. Moorthy A. M. Research Processes in Physical Education (2010); Friend Publication, NewDelhi
11. Thomas, Jerry R, and others. Research in Physical Activity. Sydney: Allyn-Bacon Publishers, 1983.

SEMESTER II THEORY COURSES

MPED CC-203: APPLIED STATISTICS IN PHYSICAL EDUCATION AND SPORTS

Objectives

On completion of the course the student shall understand the following concepts:

- Need for statistics in physical education and research
- Measures of Central Tendency and dispersion and their uses
- Meaning and importance of graphical representation of data
- Application of various statistical techniques

UNIT I – Introduction - Data Classification

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

UNIT II –Tabulation and Measures of Central Tendency, Measures of Dispersions and Scales

Meaning, Purpose, Calculation and advantages of Measures of central tendency – Mean, median and mode. Meaning, Purpose, Calculation and advances of Range, Quartile, Deviation, Mean Deviation, Standard Deviation, Probable Error. Meaning, Purpose, Calculation and advantages of scoring scales; Sigma scale, Z Scale, Hull scale.

UNIT III – Probability Distributions and Graphs

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

UNIT IV – Inferential and Comparative Statistics

Tests of significance; Independent “t” test, Dependent “t” test – chi – square test, level of confidence and interpretation of data. Meaning of correlation – co-efficient of correlation – calculation of co-efficient of correlation by the product moment method and rank difference method. Concept of ANOVA and ANCOVA.

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

REFERENCE:

1. Best J. W (1971) Research in Education, New Jersey; Prentice Hall, In.
2. Clarke, David H and Clarke and H. Harrison, Application of Measurement to Physical Education. Englewood Cliffs, N.J : Prentice Hall Inc., 1987.
3. Garrett, Henry E and Woodworth R.S. Statistics in Psychology and Education. Bombay : Vakil and Sons Ltd., 1981.
4. Gaur, Ajai S. and Sanjay S. Gaur. Statistical methods for practice and research : A Guide to Data Analysis. New Delhi : Sage Publications, 2007.

5. Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illonosis; Human Kinetics;
6. Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports, New Delhi Kanihi, Gopal K. One Hundred Statistical Tests. New Delhi : Safe Publications, 2006.
7. Mangal, S.K. Statistics in Psychology and Education. New Delhi : Prentice Hall of India Pvt. Ltd., 2006.
8. Rotastein, Amie L. Research Design and Statistics for Physical Education. Englewood Cliffs, New Jersey : Prentice Hall Inc, 1985.
9. Sivaramakrishnan. S. (2006) Statistics for Physical Education, Delhi; Friends Publication
10. Thirumalaisamy (1998), Statistics in Physical Education, Karaikudi, Senthilkumar Publications

SEMESTER II
THEORY COURSES
MPEC EC-201: PHYSICAL FITNESS AND WELLNESS (Elective)

Objectives

On completion of the course the student shall understand the following concepts:

- Concept of physical fitness, Use of leisure time and current trend in fitness
- Basic Concepts in Nutrition.
- Knowledge of training aerobic and anaerobic qualities
- Knowledge of flexibility and its training and relaxation technique

UNIT I – Introduction

Meaning and Definition of Physical Fitness, Concepts and Components of Physical Fitness; Components of wellness. Interaction of wellness components. Leisure time physical activity and identify opportunities in the community to participate in this activity. Current trends in fitness and conditioning, components of total health fitness and the relationship between physical activity and lifelong wellness.

UNIT II – Nutrition

Nutrients; Nutrition labeling information, Food Choices, Food Guide Pyramid, Influences on food choices-social, economic, cultural, food sources, Comparison of food values. Weight Management-proper practices to maintain, lose and gain. Eating Disorders, Proper hydration, the effects of performance enhancement drugs

UNIT III – Aerobic Exercise and Anaerobic Exercise

Aerobic Exercise- Cardio respiratory Endurance Training; proper movement forms, i.e., correct stride, arm movements, body alignment; proper warm-up, cool down, and stretching, monitoring heart rates during activity. Anaerobic Exercise- Resistance Training for Muscular Strength and Endurance; principles of resistance training, basic resistance exercises (including free hand exercise, free weight exercise, weight machines, exercise bands and tubing. medicine balls, fit balls) Advanced techniques of weight training.

UNIT IV – Flexibility Exercise

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

REFERENCE:

1. David K. Miller & T. Earl Allen, Fitness, A life time commitment, Surjeet Publication Delhi 1989.
2. Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd. 35 Bedford row, London 1998
3. Elizabeth & Ken day, Sports fitness for women, B.T. Batsford Ltd, London, 1986.

4. Fahey, Thomas D. and others. Fit and Well. 6th Edition; New York: McGraw Hill publishers, 2005.
5. Melwin H. William. Nutrition for health Fitness and Sports. New York: McGraw-hill company, 1995.
6. Warner W.K. Oeger & Sharon A. Hoeger, Fitness and Wellness, Morton Publishing Company, 1990.
7. Emily R. Foster, Karyn Hartiger & Katherine A. Smith, Fitness Fun, Human Kinetics Publishers 2002.
8. Lawrence, Debbie, Exercise to Music. A & C Black Publishers Ltd. 37, Sohe Square, London 1999
9. Robert Malt. 90 day fitness plan, D.K. publishing, Inc. 95, Madison Avenue, New York 2001
Scott, K. Powers and Stephen L. Dodd. Total fitness: Exercise, nutrition and wellness. Boston: Allyn and Bacon , 1999.
10. Strand N. Bradford, Ed Scantling and Martin Johnson. Fitness Education. Arizona : Gorsuch Scaris Brick, Publishers, 1997.
11. Uppal A.K., Physical Fitness, Friends Publications (India), 1992.
12. William, and others. Essentials of exercise physiology. Second Edition; New York: Lipincoff Williams and Wilkins, 2000.

SEMESTER II THEORY COURSES

MPED EC-202: HEALTH EDUCATION AND SPORTS NURTITION (Elective)

Objectives

On completion of the course the student shall understand the following concepts:

- Health, Hygiene and Health Education.
- Objectives and role of school health
- Basic Concepts in Nutrition and diet plan.
- Health hazards of modern age
- Nutrition, diet, exercise and weight control

UNIT I - Health Education and Health Problems in India

Concept, Dimensions, Spectrum and Determinants of Health. Definition of Health, Health Education, Health Instruction, Health Supervision; Aim, objective and Principles of Health Education; Health Service and guidance instruction in personal hygiene. Communicable and Non Communicable Diseases; Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive, Population, Personal and Environmental Hygiene for schools.

UNIT II - School Health and Hygiene and Health

Objective of school health service, Role of health education in schools Health Services - Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first- aid and emergency care etc.

Meaning of Hygiene, Type of Hygiene, dental Hygiene, Effect of Alcohol on Health, Effect of Tobacco on Health, Life Style Management, Management of Hypertension, Management of Obesity, Management of Stress

UNIT III- Introduction to Sports Nutrition and

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

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

REFERENCES:

1. Bucher, Charles A. "Administration of Health and Physical Education Programme".
2. Delbert, Fahey, Thomas D. and others. Fit and Well. 6th Edition; New York: McGraw Hill publishers, 2005.
3. Oberteuffer, et. al." The School Health Education".
4. Ghosh, B.N. "Treaties of Hygiene and Public Health".
5. Hanlon, John J. "Principles of Public Health Administration" 2003. Turner, C.E. "The School Health and Health Education".

6. Mc.Devitt, Maxine, E and Sumathy Rajagopal Mudambi, Human Nutrition: Principles and application in India. New Delhi: Prentice Hall of India, 1969.
7. Melwin H. William. Nutrition for health Fitness and Sports. New York: McGraw-hill company, 1995.
8. Mottram, V.H. Human Nutrition London: Arnold Company, 1968.
9. Moss and et. At. "Health Education" (National Education Association of U.T.A.)
10. Nemir A. "The School Health Education" (Harber and Brothers, New York). Nutrition Encyclopedia, edited by Delores C.S. James, The Gale Group, Inc.
11. Boyd-Eaton S. et al (1989) The Stone Age Health Programme: Diet and Exercise as Nature Intended. Angus and Robertson.
12. Scott, K. Powers and Stephen L. Dodd. Total fitness: Exercise, nutrition and wellness. Boston: Allyn and Bacon , 1999
13. Somagyi J.C. and others (Editors). Nutrition in early childhood and its effect on later life. Basel: Karger Publishers, 1982.
14. Strand N. Bradford et al. Publishers, 1997 Terras S. (1994) Stress, How Your Diet can Help: The Practical Guide to Positive Health Using Diet, Vitamins, Minerals, Herbs and Amino Acids, Thorons.
15. William, and others. Essentials of exercise physiology. Second Edition; New York: Lipincoff Williams and Wilkins, 2000.

.

.

SEMESTER III
THEORY COURSES
MPED CC-301: PHYSIOLOGY OF EXERCISE

Objectives

The student shall be able to understand the concepts of exercise physiology as related to physical activity and sports performance in the following aspects:

- Detailed structure of skeletal muscle
- Cardiovascular adjustments to exercise and assessment of blood pressure, and heart rate.
- Cardio-respiratory adjustments to exercise and assessment of vital capacity, lung volumes and heart rate.
- Energy producing mechanism and Role of muscle fiber types and significance in sports performances.
- Knowledge of different environmental stresses to exercise and preventive measures.

UNIT I – Skeletal Muscles and Exercise

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

UNIT II – Cardiovascular System and Exercise

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

UNIT III – Respiratory System and Exercise

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

UNIT IV – Metabolism and Energy Transfer

Metabolism – ATP – PC or Phosphagen system – Anaerobic Metabolism – Aerobic Metabolism – Aerobic and Anaerobic Systems during Rest and Exercise. Short Duration High Intensity Exercises – High Intensity Exercise Lasting Several Minutes – Long Duration Exercises. Climatic conditions and sports performance - Variation in Temperature and Humidity – Thermoregulation – Sports performance in hot climate, Cool Climate, high altitude.

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

REFERENCES:

1. Amrit Kumar, R, Moses. (1995). Introduction to Exercise Physiology. Madras: Poompugar Pathipagam.
2. Beotra Alka, (2000) Drug Education Handbook on Drug Abuse in Sports: Sports Authority of India Delhi.
3. Clarke, D.H. (1975). Exercise Physiology. New Jersey: Prentice Hall Inc., Englewood Cliffs.
4. David, L Costill. (2004). Physiology of Sports and Exercise. Human Kinetics.
5. Fox, Edward L. and Others. The Physiological Basis of Physical Education and Athletics. Iowa: W.M.C. Brown Publishers, 1988.
6. Guyton, A.C. (1976). Textbook of Medical Physiology. Philadelphia: W.B. Sanders co.
7. Richard, W. Bowers. (1989). Sports Physiology. WMC: Brown Publishers.
8. Mc Ardle, William D, Frank I Katch and Victor L. Katch. Exercise physiology : Energy Nutrition and Human Performance. 4th Edition; Philadelphia : Lippincott William and Wilkins, 1998.
9. Noble, Bruce J. Physiology of Exercise and Sports. St. Louis : Mosby College Publishing, 1986.
10. Powers, Scott. K. and Edward T. Howly, Exercise Physiology. USA W.B. Brown Company, 1990.
11. Sandhya Tiwaji. (1999). Exercise Physiology. Sports Publishers.
12. Shaver, Larry. G. Essentials of Exercise Physiology. New Delhi : Surjeet Publication, 1982.
13. Vincent, T. Murche. (2007). Elementary P hysiology. Hyderabad: Sports Publication.
14. William, D. Mc Aradle. (1996). Exercise physiology, Energy, Nutrition and Human Performance. Philadelphia: Lippincott Williams and Wilkins Company.
15. Willmore, Jack H. and David L. Costill. Physiology of Sport and Exercise. Champaign : Human Kinetics, 2002.

SEMESTER III
THEORY COURSES
MPED CC-302: RESEARCH PROCESS IN PHYSICAL EDUCATION
AND SPORTS SCIENCES - II

Objectives

On completion of the course the student shall understand the following concepts:

- Methods and Types of research in Physical Education
- Various tools of research in Physical Education
- Various types of research design in Physical Education
- Method of writing research report

UNIT I – Introduction and Methods of research

Methods of research: Descriptive Study: Survey – Social survey- Comparative research – Correlation research. Historical research: Purpose- Sources of data: Primary – Secondary. Evaluation of data: Internal criticism – External criticism Experimental research: Meaning- Need- Nature. Quasi Experimental research. Philosophical research: Jhon Dewy five steps. Qualitative research: Case study- Ethnographic studies.

UNIT II – Tools of Research

Tools of research- Questionnaire: Scientific construction of Questionnaire. Interview: Types of interview- Tools used – Exercise physiology- Physiological Tools: Personality Test- Adjustment test – Intelligence Test- Measures of Anxiety – Motivation Psychomotor: Eye hand co-ordination- Reaction – Depth Perception; Sociological tools: Sociogram – cohesiveness- Leadership

UNIT III – Research Design

Research Design– Meaning – Salient features of research design – Types of research design: Comparative research design- Experimental research design : Static group- Equivalent group- Repeated measures – True experiment design – Quasi experiment design – Pre- Post random group experimental design- Factorial research design

UNIT IV – Research Report

Research Report: Meaning- Deference between research proposal and research report. Preparation of research report: Need of study-Theoretical constructs of research problem –Presentation of research studies – Methodology- selections of samples-Variables- Collections and Treatment of data – Results and Analysis – Testing Hypothesis – Discussion on Findings – Summary – Conclusions- Future work- Bibliography- Presentation of Bibliography

REFERENCE :

1. Best, John W. Research in Education. Englewood cliffs, New Jersey: Prentice-Hall Inc.,1971
2. Campbell, William G. Form and Style in thesis writing. Boston: Houghton Mifflin Company., 1954
3. Clarke, David H. and Clarke H.Harrison. Research processes in Physical Education. 2nd edition; Englewood cliffs, New Jersey: Prentice-Hall Inc.,1984

4. Craig Williams and Chris Wragg (2006) Data Analysis and Research for Sport and Exercise Science, Londonl Routledge Press
5. Kamalesh, M.L. Research Methodology in Physical Education and Sports. New Delhi: Metropolitan Book Co.,Pvt.Ltd.,1999
6. Kerlinger, Fred N. Foundations of Behavioral Research. 2nd edition; Delhi: Surjeet publication, 1983.
7. Kothari, C.R. Research Methodology: Methods and Techniques. New Delhi: New age International Pvt. Ltd Publisher, 2004.
8. Manilal K.P.and Y.S.Lakshmeesha. Writing Thesis format and style for Physical Education and Sports Sciences. First Edition; Bangalore : Adrints Publishers.,2003.
9. Moses, A. K. (1995) Thesis Writing Format, Chennai; Poompugar Pathippagam
10. Moorthy A. M. Research Processes in Physical Education (2010); Friend Publication, NewDelhi
11. Thomas, Jerry R, and others. Research in Physical Activity. Sydney: Allyn-Bacon Publishers, 1983.

SEMESTER III
THEORY COURSES
MPED CC – 303: SPORTS BIOMECHANICS AND KINESIOLOGY

Objectives

On completion of the course the student shall understand the following concepts:

- Scope of Sports Biomechanics and Applied Kinesiology
- Action of muscle in movements
- Fundamental mechanical concepts and their application in sports
- Bio-mechanics of human skeletal Articulation
- Movement analysis and tools for human movement Analysis

UNIT I – Introduction

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

UNIT II – Muscle Action

Origin, Insertion and action of muscles: Pectoral is major and minor, Deltoid, Biceps, Triceps (Anterior and Posterior), Trapezius, Serratus, Sartorius, Rectus femoris, Abdominis, Quadriceps, Hamstring, Gastrocnemius.

UNIT III – Motion and Force

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

UNIT IV – Projectile and Lever & Movement Analysis

Freely falling bodies -Projectiles -Equation of projectiles stability Factors influencing equilibrium - Guiding principles for stability -static and dynamic stability. Meaning of work, power, energy, kinetic energy and potential energy. Leverage -classes of lever - practical application. Water resistance - Air resistance -Aerodynamics. Analysis of Movement: Types of analysis: Kinesiological, Biomechanical, Cinematographic, Methods of analysis – Qualitative, Quantitative, Predictive.

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

REFERENCE:

1. Bunn, John W. Scientific principles of coaching. Englewood Cliffs, N.J : Prentice-Hall Inc. 1979.
2. David, A Dainty. Standardising Biomechanical Testing in sports : Champaign: Human kinetics publication, 1987.
3. Deshpande S.H.(2002). Manav Kriya Vigyan – Kinesiology (Hindi Edition) Amravati Hanuman Vyayam Prasarak Mandal.

4. Hoffman S.J. Introduction to Kinesiology (Human Kinesiology publication In.2005.
5. James G.Hay and Reid J. Gavin. Anatomy, Mechanics and Human Motion. Englewood cliffs, N.J : Prentice Hall Inc. 1988.
6. Miller, Dorris I and Nelson, Richard C. Biomechanics of Sport. Philadelphia : Lea and Febiger, 1976.
7. Narlene J. Aerian and John M. Cooper. Biomechanics of Human Movement. New York : McGraw-Hill Publication, 1995.
8. 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).
9. Uppal, A (2004), Kinesiology in Physical Education and Exercise Science, Delhi Friends publications.
10. Williams M (1982) Biomechanics of Human Motion, Philadelphia; Saunders Co.

SEMESTER III
THEORY COURSES
MPED EC-301: VALUE AND ENVIRONMENTAL EDUCATION (Elective)

Objectives

On completion of the course the student shall understand the following concepts:

- Need, Importance and Objectives Scope of Value Education
- Definition, Scope, Need, Importance and concept of environmental studies
- Knowledge of rural and urban health problems
- Knowledge of natural resources and types of pollutions

UNIT I – Introduction to Value Education and Value System

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

UNIT II – Environmental Education

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

UNIT III - Rural Sanitation and Urban Health

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

UNIT IV - Natural Resources and related environmental issues

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

REFERENCE:

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

SEMESTER III
THEORY COURSES
MPED EC-302: SPORTS TECHNOLOGY (Elective)

Objectives

On completion of the course the student shall understand the following concepts:

- Meaning, definition, purpose, advantages and applications Sports Technology
- Knowledge of various surfaces of play fields
- Knowledge of latest equipments in the sports field
- Knowledge of various types of sports gadgets in the sports field

UNIT I – Sports Technology and Science of Sports Materials

Meaning, definition, purpose, advantages and applications Sports Technology, Technological impacts on sports. Adhesives- Nano glue, nano moulding technology, Nano turf. Foot wear production, Factors and application in sports, constraints. Thermo chromic film, High-density modeling foam. Modern technology in the construction of indoor and outdoor facilities.

UNIT II – Surfaces of Playfields and modern Equipments

Modern surfaces for playfields, construction and installation of sports surfaces. Types of materials – synthetic, wood, polyurethane. Artificial turf. Technology in manufacture of modern play equipments. Use of computer and software in Match Analysis and Coaching.

UNIT III – Modern equipment

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

UNIT IV – Training Gadgets

Basketball: Ball Feeder, Mechanism and Advantages. Cricket: Bowling Machine, Mechanism and Advantages, Tennis: Serving Machine, Mechanism and Advantages, Volleyball: Serving Machine Mechanism and Advantages. Lighting Facilities: Method of erecting Flood Light and measuring luminous. Video Coverage: Types, Size, Capacity, Place and Position of Camera in Live coverage of sporting events.

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.

REFERENCE:

1. Charles J.A. Crane, F.A.A. and Furness, J.A.G. (1987) “Selection of Engineering Materials” UK: Butterworth Heiremann.
2. Finn, R.A. and Trojan P.K. (1999) “Engineering Materials and their Applications” UK: Jaico Publisher.
3. John Mongilo, (2001), “Nano Technology 101 “New York: Green wood publishing group. Walia, J.S. Principles and Methods of Education (Paul Publishers, Jullandhar), 1999.
4. Kochar, S.K. Methods and Techniques of Teaching (New Delhi, Jullandhar, Sterling Publishers Pvt. Ltd.), 1982
5. Kozman, Cassidy and Jackson. Methods in Physical Education (W.B. Saunders Company, Philadelphia and London), 1952.

SEMESTER IV
THEORY COURSES
MPED CC-401: SPORTS PSYCHOLOGY

Objectives

On completion of the course the student shall understand the following concepts:

- Need and Importance of Sports Psychology and Psychology as a Science
- Components of psychology and method of assessment
- Knowledge of goal setting and types of psychological tests
- Knowledge of group cohesion and women in sports

UNIT I - Introduction

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

UNIT II - Motivation

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

UNIT III – Goal Setting

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

UNIT IV – Group Cohesion

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

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

REFERENCES:

1. Alderman, R.B. Psychological Behavior in Sport. Philadelphia: W.B. Saunders Company, 1974.
2. Cox, Richard H. Sports Psychology: Concepts and Application. IOWA : W.M.C. Brown Publishers, 1985.
3. Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Tests, New Delhi: National Council of Educational Research and Training Publication.

4. Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Test, New Delhi: National Council of Educational Research and Training Publication.
5. John D Lauther (2000) Psychology of Coaching. Ner Jersy: Prenticce Hall Inc. John D. Lauther (1998) Sports Psychology. Englewood, Prentice Hall Inc.
6. Kamlesh, M.L. Psychology in physical education and sports. Delhi : Metropolitan Book Co. Pvt. Ltd., 1988.
7. Llewellyn, Jack H. and Judy Blucker. Psychology of coaching: Theory and applications. New Delhi: Surjeeth Publications, 1982.
8. Pate, Russel R. et al., Scientific Foundation of Coaching. New York : CBS College Publishing, 1984.
9. Richard, J. Crisp. (2000). Essential Social Psychology. Sage Publications.
10. Robert N. Singer (2001). Motor Learning and Human Performance. New York: The Macmillan Co.
11. Robert N. Singer. (1989) The Psychology Domain Movement Behavior. Philadelphia: Lea and Febiger.
12. Sandhu, Gurubux S. Psychology in Sports: Contemporary Perspectives. New Delhi: Friends Publishers. 1992.
13. Shaw, D and Others. Sport and Exercise Psychology : New York : Bios Scientific Publishers, 2005.
14. Suinn, Richard M. Psychology in sports: Methods and Application. New Delhi: Surjeeth Publishers. 1982.
15. Thelma Horn. (2002). Advances in Sports Psychology. Human Kinetic.
16. Whiting H.T.A (Ed) Readings in Sports Psychology. London: Henry Kimpton Publishers, 1972.
17. Whiting, K, Karman., Hendry L.B & Jones M.G. (1999) Personality and Performance in Physical Education and Sports. London: Hendry Kimpton Publishers.

SEMESTER IV
THEORY COURSES
MPED CC-402: SPORTS MANAGEMENT AND CURRICULUM DESIGNS
IN PHYSICAL EDUCATION

Objectives

On completion of the course the student shall understand the following:

- Concepts of Management and personal management
- Steps in programme management applied to sports
- Purchase and Care of Supplies of Equipment
- Curriculum principles, factors and sources

UNIT I – Introduction to Sports Management

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

UNIT II – Program Management

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

UNIT III – Equipments and Public Relation

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

UNIT IV – Curriculum and Curriculum Sources

Meaning and Definition of Curriculum. Principles of Curriculum Construction: Students centered, Activity centered, Community centered, Theories of curriculum development, Conservative (Preservation of Culture), Relevance, flexibility, quality, contextually and plurality. Factors that affecting curriculum: Sources of Curriculum materials – text books – Journals – Dictionaries, Encyclopedias, Magazines, Internet. Curriculum research, Objectives & Importance of Curriculum research. Evaluation of Curriculum.

REFERENCE:

1. Aggarwal, J.C (1990). Curriculum Reform in India – World overviews, Doaba World Education Series – 3 Delhi: Doaba House, Book seller and Publisher.
2. Arora, G.L. (1984): Reflections on Curriculum, New Delhi: NCERT.
3. Bonnie, L. (1991). The Management of Sports. St. Louis: Mosby Publishing Company, Park House.

4. Bucher A. Charles, (1993) Management of Physical Education and Sports (10th ed.,) St. Louis: Mobsy Publishing Company
5. Carl, E, Willgoose. (1982. Curriculum in Physical Education, London: Prentice Hall.
6. Chakraborty & Samiran. (1998). Sports Management. New Delhi: Sports Publication.
7. Charles, A, Bucher & Charles A Bucher and Maron L. Krotee. Management of Physical Education and Sports. St. Louis : The C.V. Mosby Co., 1993.
8. Earle F. Zeigler and Gary W. Browic. Management Competency Development in Sports and Physical Education. Philadelphia : Lea and Febiger, 1983.
9. Edward F. Voltmer and Arthur S. Esslinger. The organization and Administration of Physical Education. Bombay, Times of India Press, 1956.
10. Jensen, Clayne R. Administrative Management of Physical Education and Athletic Programs. Philadelphia : Lea and Febiger, 1983.
11. Mc Kernan, James (2007) Curriculum and Imagination: Process, Theory, Pedagogy and Action Research,. U.K. Routledge
12. NCERT (2000). National Curriculum Framework for School Education, New Delhi: NCERT.
13. National Curriculum Framework-2005, New Delhi: NCERT. Williams, J.F. (2003).
14. Pestolesi, Robert A and William Andrew Sinclair. Creative Administration of Physical Education and Athletics. New Jersey : Prentice-Hall Inc., 1978.
15. Pillai, R.S.N. and Others. Marketing Management. New Delhi : S. Chand and Company Ltd., 2010..
16. Reuben B. Frost and Stanley J. Marshall. Administration of Physical Education and Athletics. IOWA : Wm. C. Brown Co., 1988.
17. Tripathi, P.C. and P.N. Reddy. Principles of Management. New Delhi : Tata McGraw-Hill Publishing Company Ltd., 2006.

SEMESTER IV
THEORY COURSES
MPED CC – 403: DISSERTATION

1. A candidate shall have dissertation for M.P.Ed. – IV Semester and must submit his/her Synopsis and get it approved by the Head of Department on the recommendation of D.R.C. (Departmental Research Committee).
2. A candidate selecting dissertation must submit his/her dissertation not less than one week before the beginning of the IVth Semester Examination.
3. The candidate has to face the Viva-Voce conducted by DRC.

The student has to complete the Dissertation for the semester end examination/evaluation. The Dissertation work involves the following:

1. Identifying and selecting the problem. Defining the problem of Dissertation.
2. Making Specific and related Literature survey. (Collection of 20-30 abstracts in the area related to the study/problem)
3. Defining the procedure and developing a methodology of/ for the study on hand.
4. Designing the study and preparation of a proposal to be justified in the colloquium.
5. Formulation of Hypothesis.
6. Collection of Data, Analysis of data, Analysis of results, Discussion of results, Interpretation of results.
7. Drawing conclusion and making recommendations.
8. Writing of abstract.
9. Understanding the Format of writing dissertation.
10. Proposing a model of Research problem for further Researchers.

Note: Internal Assessment for C1 & C2 shall be awarded for 30 marks. The internal Assessment marks shall be awarded based on Attendance, Regularity and Attitude of the Student as well as the Progress Made by the Student in Dissertation work, along with performance of the student in internal viva-voce.

Semester end evaluation/Assessment/Examination (Component-3) shall be made by valuation of dissertation submitted by the candidate. Evaluation shall made by an internal and an external examiner, for 70 marks (External Examination).

SEMESTER IV
THEORY COURSES
MPED EC-401: SPORTS MEDICINE (Elective)

Objectives

On completion of the course the student shall understand the following concepts:

- Scope and Importance of sports medicine
- Exercises and supporting aid to spinal injury
- Exercises and supporting aid to upper extremity injuries
- Exercises and supporting aid to lower extremity injuries

UNIT I – Introduction

Meaning, definition and importance of Sports Medicine, Definition and Principles of therapeutic exercises. Coordination exercise, Balance training exercise, Strengthening exercise, Mobilization exercise, Gait training, Gym ball exercise Injuries: acute, sub-acute, chronic. Advantages and Disadvantages of PRICE, PRINCE therapy, Aquatic therapy.

UNIT II – Spine Injuries and Exercise

Head, Neck and Spine injuries: Causes, Presentational of Spinal anomalies, Flexion, Compression, Hyperextension, Rotation injuries. Spinal range of motion. Free hand exercises, stretching and strengthening exercise for head neck, spine. Supporting and aiding techniques and equipment for Head, Neck and Spine injuries.

UNIT III – Upper Extremity Injuries and Exercise

Upper Limb and Thorax Injuries: Shoulder: Sprain, Strain, Dislocation, and Strapping. Elbow: Sprain, Strain, Strapping. Wrist and Fingers: Sprain Strain, Strapping. Thorax, Rib fracture. Breathing exercises, Relaxation techniques, Free hand exercise, Stretching and strengthening exercise for shoulder, Elbow, Wrist and Hand. Supporting and aiding techniques and equipment for Upper Limb and Thorax Injuries.

UNIT IV – Lower Extremity Injuries and Exercise and Basic Rehabilitation

Lower Limb and Abdomen Injuries: Hip: Adductor strain, Dislocation, Strapping. Knee: Sprain, Strain, Strain, Strapping. Ankle: Sprain, Strain, Strapping. Abdomen: Abdominal wall, Contusion, Abdominal muscle strain. Free exercises – Stretching and strengthening exercise for Hip, knee, ankle and Foot. Supporting and aiding techniques and equipment for Lower limb and Abdomen injures.

Practicals: Lab. Practicals and visit to Physiotherapy Centre to observe treatment procedure of sports injuries; data collection of sports injury incidences, Visit to TV Centre etc. should be planned internally.,

REFERENCES:

1. Christopher M. Norris. (1993). Sports Injures Diagnosis and Management for Physiotherapists. East Kilbride: Thomson Litho Ltd.
2. Dirix, A.H.G. Kunuttgen and Tittal. The Olympic Book of Sports Medicine. Vol. I, London : Blackwell Scientific Publications, 1988James, A. Gould & George J. Davies. (1985). Physical Physical Therapy. Toronto: C.V. Mosby Company.
3. Fu. Freddic. H. and Edavid A. Stone. Sports Medicine. Philadelphia : Lippin Cott Williams and Wilins, 2001.

4. Griogono, Vivian. Sports Injuries – A Self help guide. London : John Murray Publishers, 1984.
5. Mellion, Morris, B. Sports Medicine. 2nd Edition, Toronto : Henley and Belfus, Inc. 1988.
6. Morris B. Million (1984) Sports Injuries and Athletic Problem. New Delhi: Surjeet Publication.
7. Pande. (1998). Sports Medicine. New delhi: Khel Shitya Kendra
8. Sareem, Karem. Sports Medicine and Management : A Practical Approach. Vol. I, New Delhi : IVP Publishing House, 2004.
9. The Encyclopedia of Sports Medicine. (1998). The Olympic Book of Sports Medicine, Australia: Tittel Blackwell Scientific publications.

SEMESTER IV
THEORY COURSES
MPED EC-402: ATHLETIC CARE AND REHABILITATION (Elective)

Objectives

On completion of the course the student shall understand the following concepts:

- Definition and objectives of corrective physical Education
- Resisted exercise for Rehabilitation and History of Massage
- Various techniques of massage
- Method of treatment for various types of injuries

UNIT I – Corrective Physical Education and Posture

Definition and objectives of corrective physical Education. Posture and body mechanics, Standards of Standing Posture. Value of good posture, Drawbacks and causes of bad posture. Posture test – Examination of the spine. Normal curve of the spine and its utility, Deviations in posture: Kyphosis, lordosis, flat back, Scoliosis, round shoulders, Knock Knee, Bow leg, Flat foot. Causes for deviations and treatment including exercises.

UNIT II – Rehabilitation Exercises and Massage

Passive, Active, Assisted, Resisted exercise for Rehabilitation, Stretching, PNF techniques and principles. Brief history of massage – Massage as an aid for relaxation – Points to be considered in giving massage – Physiological, Chemical, Psychological effects of massage – Indication / Contra indication of Massage

UNIT III – Types of Massage

Classification of the manipulation used massage and their specific uses in the human body – Stroking manipulation: Effleurage – Pressure manipulation: Petrissage Kneading (Finger, Kneading, Circular) ironing Skin Rolling – Percussion manipulation: Tapotement, Hacking, Clapping, Beating, Pounding, Slapping, Cupping, Poking, Shaking Manipulation, Deep massage.

UNIT IV – Sports Injuries Care, Treatment and Support

Principles pertaining to the prevention of Sports injuries – care and treatment of exposed and unexposed injuries in sports – Principles of apply cold and heat, infrared rays – Ultrasonic, Therapy – Short wave diathermy therapy. Principles and techniques of Strapping and Bandages.

Note: Each student shall submit Physiotherapy record of attending the Clinic and observing the cases of athletic injuries and their treatment procedure. (To be assessed internally)

REFERENCES:

1. Doherty. J. Meno. Wetb, Moder D (2000) Track & Field, Englewood Cliffs, Prentice Hal Inc.
2. Lace, M. V. (1951) Massage and Medical Gymnastics, London: J & A Churchill Ltd.
3. Mc Ooyand Young (1954) Tests and Measurement, New York: Appleton Century.
4. Naro, C. L. (1967) Manual of Massage and, Movement, London: Febra and Febra Ltd.
5. Rathbome, J.I. (1965) Corrective Physical education, London: W.B. Saunders & Co.
6. Stafford and Kelly, (1968) Preventive and Corrective Physical Education, New York.

MPED SEMESTER I - PRACTICUM COURSE

MPED PC- 101 - TRACK AND FIELD I : RUNNING, HURDLES, RELAY, STEEPLE CHASE AND COMBINED EVENTS

Fundamental skills –Short and Middle distance. Use of Starting blocks- stance on the blocks. 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. Relay techniques – Visual, non-visual, up sweep, down sweep, strategy and drills. Hurdling technique – sprint hurdling, 400mts hurdling and drills. Steeple chase – technique and drills. Combined events competition, points and rules.

For all throwing events teach Technique, Errors and Reasons for errors corrections and method of marking, rules and officiating for all the events.

Examination (C3) is based on Skill/Technique assessment, Coaching Ability (Teaching Drills), Record book and Viva -Voce.

MPED PC-102 – GYMNASTICS-I / SWIMMING-I (any one)

(Course contents in Gymnastics and Swimming should be chalked out internally considering advance level of students and suitable to their age and gender).

The Candidate has choice to select **any one** of the above activity. Once a activity selected by the candidate the same activity will be continued in 2nd semester in part II.

For all throwing events teach Technique, Errors and Reasons for errors corrections and officiating for all the events.

Examination (C3) is based on Skill/Technique assessment, Coaching Ability (Teaching Drills), Record book and Viva -Voce.

MPED PC-103 - SPORTS AND GAME SPECIALIZATION - 1

The candidate has choice to select **any one** of the following games as the Specialization-1 in 1st Semester. (Kho-Kho /Kabaddi /Wrestling). Examination (C3) is based on Skill/Technique assessment, Coaching Ability (Teaching Drills), Record book and Viva - Voce.

MPED PC- 104 – AEROBICS AND SELF DEFENSE TECHNIQUES – KARATE /MARTIAL ARTS

Aerobics: Rhythmic Aerobics – dance; Low impact aerobics High impact aerobics Aerobics 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, kick side, corner, heel to left, shape, 'e' shape, 'w'shape, shape, repeater left mode; Warm up and cool down.

Self Defense Techniques- Karate/ Martial Arts Skills of Self Defending and attacking with immediately available equipments in various situation

MPED SEMESTER II - PRACTICUM COURSE

MPED PC-201 - TRACK AND FIELD II: THROWING EVENTS

For all throwing events teach Technique, Errors and Reasons for errors corrections and method of marking, rules and officiating for all the events. Examination (C3) is based on Skill/Technique assessment, Coaching Ability (Teaching Drills), Record book and Viva - Voce.

MPED PC-202 – GYMNASTICS - II / SWIMMING - II (Any one)

(Course contents in Gymnastics and Swimming should be chalked out internally considering advance level of students and suitable to their age and gender).

For all throwing events teach Technique, Errors and Reasons for errors corrections and officiating for all the events. Examination (C3) is based on Skill/Technique assessment, Coaching Ability (Teaching Drills), Record book and Viva - Voce.

MPED PC-203 - SPORTS AND GAME SPECIALIZATION - 2

The candidate has choice to select **any one** of the following games as the Specialization-2 in 2nd Semester. (Badminton /Table Tennis / Lawn Tennis). Record and Viva - Voce. Examination (C3) is based on Skill/Technique assessment, Coaching Ability (Teaching Drills), Record book and Viva - Voce.

MPED PC-204 - LABORATORY PRACTICALS - Sports psychology, Physiology of exercise, Sports biomechanics and kinesiology, test & measurement. (Two practicals for each subject)

Note: The activities for laboratory tests and other field tests will be selected according to the facilities / feasibility available in the concerned institution by the teacher in-charge. Guide line is given in page no.55. Demonstration procedure of tests, and Record book and Viva - Voce.

MPED SEMESTER III - PRACTICUM COURSE

MPED PC-301 - TRACK AND FIELD III: JUMPING EVENTS

For all throwing events teach Technique, Errors and Reasons for errors corrections and method of marking, rules and officiating for all the events. Examination (C3) is based on Skill/Technique assessment, Coaching Ability (Teaching Drills), Record book and Viva - Voce.

MPED PC-302 - SPORTS AND GAME SPECIALIZATION - 3

The candidate has choice to select **any one** of the following games as the Specialization-3 in 3rd Semester. (Volleyball /Cricket /Fencing). Examination (C3) is based on Skill/Technique assessment, Coaching Ability (Teaching Drills), Record book and Viva - Voce.

MPED PC-303 - SPORTS AND GAME SPECIALIZATION - 4

The candidate has choice to select **any one** of the following games as the Specialization-4 in 3rd Semester. (Handball /Football /Hockey). Examination (C3) is based on Skill/Technique assessment, Coaching Ability (Teaching Drills), Record book and Viva - Voce.

MPED PC-304 - COACHING LESSONS - of Track and Field, Sports and Games

The students of M.P.Ed – III Semester need to develop proficiency in taking coaching lesson on above mentioned selected discipline or game specialization. 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 (05) lessons during the course of the third 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.

MPED SEMESTER IV - PRACTICUM COURSE

MPED PC-401 –YOGA

Asanas prescribed by Maharshi 'Patanjali', Shudhi Kriyas, Jalneti, Sutraneti, Dugdhaneti, Kunjal, Nauli, Bhastika, Shatkriya, Pranayams, Anulom-vilom, Kapalbhati. Daily schedule of practicing yoga. Examination (C3) is based on Skill/Technique assessment, Teaching Ability, Record book and Viva - Voce.

MPED PC-402 –SPORTS AND GAME SPECIALIZATION - 5

The candidate has choice to select **any one** of the following games as the Specialization-5 in 4th Semester. (Basketball /Netball /Softball). Examination (C3) is based on Skill/Technique assessment, Coaching Ability (Teaching Drills), Record book and Viva - Voce.

MPED PC-403 - CLASS ROOM TEACHING – Lessons on theory of different sports & games

The students of M.P.Ed – IV Semester need to develop proficiency in taking teaching classes in indigenous activities and sports under school situation. In view of this, the students shall be provided with teaching experience. In the beginning practice in **Micro Teaching** method after corrections increase the duration to 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 (05) 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.

One (01) final external lesson (For C3 Exam) shall be prepared.. Conduct exam (C3) on the students of practicing school, in case of unavailability of schools, conduct exams within premises on the students of B.P.Ed. course.

General out-line of the contents of teaching of theory of Games and Sports

Introduction of the game/sport and historical development with special reference to India, Play area and equipment used in the game/sport, Important tournaments held at National and International levels, Distinguished sports awards and personalities related to the Game/sport. Warming-up, Training methods, Fundamental skills, Lead up activities, General rules and their interpretations, Duties of officials in competitions and Intramurals, Marking of the play area.

MPED PC-404 - OFFICIATING LESSONS – Sports and Games Specialization

The students of M.P.Ed – IV Semester need to develop proficiency in taking officiating lesson on sports or game specialization. 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 at school and college level.

Each student teacher is expected to take at least five (05) 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.

One (01) final external lesson (For C3 Exam) shall be prepared. Conduct exam (C3) on the students of practicing school, in case of unavailability of schools, conduct exams within premises on the students of B.P.Ed. course.

Note: Where ever details of any activities are not mentioned, it is expected to elaborate skills by the competent bodies of local Universities/ Autonomous Colleges.

FOR LABORATORY AND PRACTICAL CLASSES THE FOLLOWING GUIDELINES/ TESTS/ QUESTIONNAIRE MAY BE USED OR CAN BE DESIGNED AND ARRANGED INTERNALLY BY THE TEACHER IN-CHARGE

1. Flag Hoisting, March Past, Ceremonies Like Opening, Closing, Victory, (During Intra Mural 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 & tri-colour proportions. Honour of the Flag and its use. Penalty of misusing or dishonoring 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. should be encouraged.

Note: Where ever details of any activities are not mentioned, it is expected to elaborate skills by the competent bodies of local Universities/ Autonomous Colleges.

2. Lab practicals: Any two for each subject

- a) **Sport psychology:** Personality tests; Reaction time tests; Relaxation techniques; Sports Competition Anxiety Test (SCAT), Sports Achievement Motivation Test (SAMT), Depth perception test, Intelligence tests; Social Efficiency Tests- Cowell's personal distance scale, Blanchard's behavior rating scale, Sociogram.
- b) **Physiology of Exercise:** Types of Muscles; Measurement of Heart Rate and Blood Pressure (BP); Vital capacity; Different Ergogenic Aids.
- c) **Sports Biomechanics and Kinesiology:** Meaning of Axis and planes; Major muscles Types of motion; Types of analysis; Types of Levers Origin; Insertion and actions of major muscles; Centripetal and centrifugal force;
- d) **Test and Measurement:** Measurement of Body composition- Types of assessment, Skin fold and Anthropometric methods; Instrument Reliability and Validity; Physical fitness Tests; Motor fitness Test; Skill Tests.
- e) **I.C.T:** Components of Computer; Power Point; Tables; Graphs; Pie diagrams;; Excel sheets.
- f) **Sports training:** Components of physical fitness; Resistance training; Speed training; Endurance training; Training plan
- g) **Sports Medicine** Strapping/Tapping; Show reversal technique exercises. Isotonic, Isokinetic, isometric stretching. Types of stretching, Manual muscle grading.

SYLLABUS FOR SPORTS AND GAMES SPECIALIZATION

Candidate has to show proficiency and officiating ability in any one activity among Track & Field or Swimming or Gymnastics. Examination (C3) is based on Skill/Technique assessment, Teaching Drills, Record book and Viva - Voce.

The following components are essential in the Record Book:

- 1) Historical Background
 - India, Asia, World
 - Present development trends, award
- 2) Teaching, of fundamental skills
 - Basic and advanced techniques
 - Tactics and strategies
 - Coaching drills & Lead up games
 - Coaching practice
- 3) Training, coaching and officiating
 - Biomechanical Analysis
 - Terminologies, Rules, Regulations and Interpretation
 - Mechanics of officiating and signals

- 4) Organization of tournaments / Competitions
 - Major Tournaments, Trophies and the results
 - Awards and Awardees in the respective game/event
 - Marking and maintenance of courts / grounds
 - Equipment and facilities
- 5) Talent identification / Selection of players
 - Handling the team / Players during competition
 - Training Schedules for six weeks
 - Tests and measurements – advanced skill tests

SYLLABUS FOR SWIMMING PART-I

- 1) Origin and development of swimming.
 - Science of swimming. General information on safety and sanitary rules.
 - Facilities and equipment. Getting accustomed to the water.
- 2) Teaching of fundamental strokes/ skills
 - Free style, Back stroke, Breast stroke and Butter fly stroke
 - Starts and Turns, Relay competitions
- 3) Fitness training for swimmers
 - Fitness for competitive swimming
 - Talent Identification and Selection procedure
- 4) Rules and regulations.
 - Nutrition for different category of swimmers
 - Common injuries and First Aid procedure

SYLLABUS FOR SWIMMING PART-II

- 1) Teaching of basics skills
 - Diving skills
 - Techniques of competitive skills
 - Life saving skills
- 2) Preparation for competition
 - Strategies for winning
 - Training schedules for six weeks
 - Organization of Competition
- 3) Biomechanical Analysis of the strokes
 - Force, Velocity, Lever action etc.
 - Tests and measurements – advanced skill tests

- 4) Introduction of water polo and Major Competitions
 - Important meets and Awards
 - World records

References:

- Ron Ballatore, William Miller and Bob O'Connor. Swimming and Aquatics Today. New York: West Publishing Company, 1990.
- Colwin, Cecil M. Swimming in to the 21st century. Illinois: Leisure Press, 1992.
- Torney, John A. and Clayton Robert D. Teaching Aquatics. New Delhi. Surjeet Publications, 1990

SYLLABUS FOR YOGA

1. Introduction to Yoga. Definitions and meaning of yoga. Types/classification of Yoga. Paths of Yoga. Ashtanga Yoga. Benefits of Yogic practices.
2. Yogic postures (asanas) and suryanamaskara. Classification of asanas/postures. Physical benefits of Asanas/ Therapeutic values of Asanas.
3. Pranayama. Different Types of Breathing Regulation. Nadis, Chakras and Bandhas. Therapeutic values of Pranayama.
4. Yoga Mudras. Kriyas and Meditation. Special and advanced Yogic techniques. Spiritual benefits of Yoga. Shlokas.
5. Daily practice schedule of yoga for different category of pupils. Competition Rules, Format and Method,

References:

- Iyengar, B.K.S. Light on Yoga: Yoga Deepika. New Delhi: Harper Collins Publishers, 2008.
- Iyengar, B.K.S. Light on Pranayama: Pranayama Deepika. New Delhi: Harper Collins Publishers, 2005.
- A.R. Seetharam. Yoga For Healthy Living. Mysore: Paramahansa Yogashrama Publishers, 1996.

Table – 1: Semester wise distribution of hours per week

| Semester | Theory | Practicum | Teaching practice | Total |
|---|--------|-----------|-------------------|-------|
| I | 12 | 18 | 6 | 36 |
| II | 12 | 12 | 12 | 36 |
| III | 12 | 12 | 12 | 36 |
| IV | 12 | 12 | 12 | 36 |
| Total | 48 | 54 | 42 | 144 |
| Minimum of 36 teaching hours per week is required in five or six days in a week | | | | |

Table – 2: Number of credits per semester

| Semester | Theory | Practicum | Teaching practice | Total |
|--|---------------|------------------|--------------------------|--------------|
| I | 12 | 09 | 03 | 24 |
| II | 12 | 06 | 06 | 24 |
| III | 12 | 06 | 06 | 24 |
| IV | 12 | 06 | 06 | 24 |
| Total | 48 | 27 | 21 | 96 |
| Minimum of 36 teaching hours per week is required in five or six days in a week | | | | |

OPEN ELECTIVE SCHEME AND SYLLABUS

**PROPOSED SCHEME OF EXAMINATION FOR OPEN ELECTIVE PAPERS/SUBJECTS
OFFERED TO THE SECOND AND FOURTH SEMESTER STUDENTS OF OTHER
POST GRADUATE DEPARTMENTS UNDER CBCS SCHEME**

| Part A :Theoretical Course | | | | | | | | | |
|-----------------------------------|---|----------|----------|----------|--------------------|----------------|-----------------------|-----------------------|--------------------|
| Semester | Title of the Papers | L | T | P | Total Hours | Credits | Internal Marks | External Marks | Total Marks |
| Core Course | | | | | | | | | |
| Second | Physical Education, Fitness and Wellness | 2 | 1 | - | 3 | 3 | 30 | 70 | 100 |
| Fourth | Sociology of Sports | 2 | 1 | - | 3 | 3 | 30 | 70 | 100 |

Note: The scheme of evaluation- awarding internal assessment (components- 1&2) and semester end examination (component-3) shall be as per university guidelines. The staff council shall decide the pattern of awarding internal assessment.

FOR SECOND SEMESTER STUDENTS OF OTHER POST-GRADUATE COURSES/DEPARTMENTS-UNDER CBCS SCHEME

PAPER : PHYSICAL EDUCATION, FITNESS AND WELLNESS (OPEN ELECTIVE)

| | L | T | P |
|-------------------|---------------|----------------|----------|
| Credits-03 | 02hrs. | 02 hrs. | - |

I. Physical Education: Historical determinants of Physical Education. Modern concept of Physical Education. Foundations and scope of Physical Education, Need and importance of Physical Education. Aim and objectives of physical Education. Movement Education: Need for Movement Education. History of Movement Education. Nature of movement Education. Concept of movement Education. Need importance and objectives of Health Education. Need importance and objectives of Recreation Education.

II. Concept of Fitness, Physical Fitness, Motor fitness, Motor ability and Motor Educability. Health related and skill related physical fitness. Fitness Assessment and Evaluation. Concept of wellness, Factors in wellness. Components of wellness, Interaction of wellness components. Physical Fitness and wellness. Reaching wellness through lifestyle management.

III. Body composition. Assessment of Body Composition. Overweight and obesity and their health implications. Factors contributing to excess body fat. Approaches to overcoming weight problem; weight management. Ageing and cardiovascular health. Changes associated with ageing. Risk factors of Cardiovascular diseases. Forms Cardiovascular diseases. Meeting the challenges of ageing. physical activity and types of exercise. Health benefits of exercise training . Exercise prescription. General principles of Exercise Training.

IV. Stress: An overview of stress. Sources of stress. Effects of stress. Types of Stress. Assessment of stress. Stress and its management. Stress management and wellness. Principles of mental health and Hygiene. Yoga and meditation. Yoga in modern civilization. Impact of yoga on wellness.

References:

- Fahey, Thomas D. and others. Fit and Well. 6th Edition; New York: McGraw Hill publishers, 2005.
- Melwin H. William. Nutrition for health Fitness and Sports. New York: McGraw-hill company, 1995.
- Scott, K. Powers and Stephen L. Dodd. Total fitness: Exercise, nutrition and wellness. Boston: Allyn and Bacon , 1999.
- William, and others. Essentials of exercise physiology. Second Edition; New York: Lipincoff Williams and Wilkins, 2000.
- Strand N. Bradford, Ed Scantling and Martin Johnson. Fitness Education. Arizona : Gorsuch Scaris Brick, Publishers, 1997.
- Barrow, Harold M. Man and Movement : Principles of Physical Education. Philadelphia: Lea and Febiger, 1977.

- Bookwalter, Karl E. and Harold J. Vaderzwaag. Foundations and Principles of Physical Education. Philadelphia: W.B. Saunders company, 1969.
- Bucher, Charles A. Foundations of Physical Education. St.Louis: The C.V.Mosby Company, 1968.
- Kamlesh, M.L. Principles and History of Physical Education. Ludhiana: Prakash Brothers, 1994.
- Lockhart, Allene S. and Howard S. Slusher (Eds). Contemporary readings in Physical Education. 3rd Edition; Dubuque, IOWA : WMC Brown Company Publisher, 1974.
- William, J.F. The Principles of Physical Education. Meerut: College Book House, 1994.
- Barrow, Harold M. and Rose Mary McGee. A Practical Approach to Measurement in Physical Education. Philadelphia: Lea and Febiger, 1979.
- Clarke, H. Harrison and David H. Clarke. Application of Measurement to Physical Education. Englewood cliffs, NJ: prentice Hall Inc., 1987.
- Johnson, L. Barry and Jack K. Nelson. Practical Measurement for Evaluation in Physical Education. Delhi: Surjeeth Publications, 1982.

PAPER FOR FOURTH SEMESTER STUDENTS OF OTHER POST-GRADUATE COURSES/DEPARTMENTS-UNDER CBCS SCHEME

PAPER: SOCIOLOGY OF SPORTS (OPEN ELECTIVE)

| | L | T | P |
|-------------------|---------------|----------------|----------|
| Credits-03 | 02hrs. | 02 hrs. | - |

I. Sociology as a field of study. Methods of sociology. Social structure and its meaning. Theories of socio-cultural change. Types of groups. Sociology of sport. Need for study of sport Sociology. Scope of sport sociology.

II. Sport and Culture. Sport as a reflection and transmitter of values. Educational implications of life-long participation in sports. Socialization. Sport and socialization. The Olympic ideal and the whole man. Excellence in sports as an indicator of social development.

III. Sport in Educational Institutions -- in schools and Colleges. Sport and Academic Achievement. Perceived athletic competency. Sport and Social competency. Social Mobility; Social stratification., Competition and co-operation.

IV. Leadership in Sport. Leadership styles. Leadership effectiveness model. Emerging dilemmas in the world of sports: Ethnic and political issues related to sport. Professionalization and commercialization. women and sports. Sports and Mass Media. Audience and aggression (violence) in sport.

References:

- Cratty, Bryant J. Social dimensions of physical activity. Englewood cliffs, New Jersey: Prentice-Hall Inc., 1967.
- Dharam, vir. Sports and Society: Readings in the sociology of sports. New Delhi : classical publishing company, 1989.
- Iso-Ahola, Seppo E. and Brad Hatfield. Psychology of Sports: A Social Psychological approach. Dubuque, Iowa : WMC Brown publishers, 1986.
- Marten, Rainer. Social Psychology and Physical activity. New York: Harper and Row Publishers, 1975.
- Mohanty, Girisha Bala, Social Psychology, New Delhi, Kalyani Publishers, 1997.
- Popenoe, David. Sociology. 2nd Edition; Englewood cliffs, New Jersey: Prentice Hall Inc. 1974.
- Snyder, Eldon E. and Eloner Spreitzer. Social aspects of sports. Englewood cliffs, New Jersey : Prentice-Hall Inc., 1978.
- Ulrich, Celeste. The social matrix of physical education. Englewood cliffs, New Jersey: Prentice-Hall Inc., 1968.