



**RANI DURGAWATI UNIVERSITY**

Saraswati Vihar, Pachpedi, Jabalpur,

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**Department of PG Studies & Research in Physical Education**

**Syllabus of All Programme**

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# **RANI DURGAVATI VISHAWAVIDYALYA, JABALPUR**

Ordinance No. 48 (Revised as per NCTE Regulation – 14, notification dated 28<sup>th</sup> Nov - 14)

Related to the Examination for the Degree of Bachelor of Physical Education (Two years– Four Semesters; CBCS programme)

**Preamble:** Bachelor of Physical Education (B. P. Ed.) two years (Four Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of physical education in classes VI to X and for conducting physical education and sports activities in classes XI and XII.

## **1. Eligibility**

Intake, Eligibility and Admission Procedure as per the NCTE norms and standards

## **2. Duration:**

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

## **3. The CBCS System:**

All Programmes shall run on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students, to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

#### **4. Course:**

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

#### **5. Courses of Programme:**

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

**Theory:**

**Core Course:**

**Elective Course:**

**Practicum:**

**Teaching Practices:**

#### **6. Semesters:**

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

#### **7. Working days:**

There shall be at least 200 working days per year exclusive of admission and examination processes etc.

#### **8. Credits:**

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

**Provision of Bonus Credits Maximum 06 Credits in each Semester**

Sr. No.	Special Credits for Extra Co curricular Activities	Credit
1	Sports Achievement at Stale level Competition (Medal Winner) Sports Achievement National level Competition (Medal Winner) Sports participation International level Competition	1 2 4
2	Inter Uni. Participation (Any one game)	2
3	Inter College Participation (min. two game)	1
4	National Cadet Corps / National Service Scheme	2
5	Blood donation / Cleanliness drive / Community services /	2
6	Mountaineering – Basic Camp, Advance Camp / Adventure Activities	2
7	Organization / Officiating – State / National level in any two game	2
8	News Reposting / Article Writing / book writing / progress report writing	1
9	Research Project	4

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 credits in academic activities.

**9. Examinations:**

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

**10 Condonation:**

Student must have 75% of attendance in each course for appearing the examination. Students who have 74% to 65% of attendance shall apply for condonation in the prescribed form with the prescribed fee. Students who have 64% to 50% of attendance shall apply for

condonation in prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 50% of attendance are not eligible to appear for the examination.

### 11. Pattern of Question Papers:

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

#### B.P.Ed.: Format of Question Paper for 4 Units.

Each question paper shall have five questions. The pattern will be as follows:

Question No.	Description	Marks
1	Answer in detail (Long Question) Or Answer in detail (Long Question) (Form Unit 1)	15
2	Answer in detail (Long Question) Or Answer in detail (Long Question) (Form Unit 2)	15
3	Answer in detail (Long Question) Or Answer in detail (Long Question) (Form Unit 3)	15
4	Write short notes: any two out of four (Form Unit 4)	15
5	M.C.Q. Type Questions/ Very Short Question Answer (10 out of 12 Que.) (3 Questions. from each unit)	10
<b>Total</b>		<b>70</b>

### 12. Evaluation:

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

One Test	15 Marks
Seminar / Quiz	5 Marks
Assignments	5 Marks
Attendance	5 Marks
Total	30 Marks

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

**13. Minimum Passing Standard:**

The minimum passing standard for CIA (Continuous Internal Assessment) and External Examinations shall be 40%, i.e. 12 marks out of 30 marks and 28 marks out of 70 marks respectively for theory courses. The minimum passing for both CIA & external examination shall be 50%, i.e. 15 marks out of 30 and 35 marks out of 70 marks for the practical courses.

**14. Grading:**

Once the marks of the CIA (Continues Internal Assessment) and SEA (Semester End Assessment) for each of the courses are available, both (CIA and SEA) will be added. The marks thus obtained for each of the courses will then be graded as per details provided in R. B.P.Ed. 17 from the first semester onwards the average performance within any semester from the first semester is indicated by Semester Grade Point Average (SGPA) while continuous performance (including the performance of the previous semesters also) starting from the first semester is indicated by Cumulative Grade Point Average (CGPA). These two are calculated by the following formula:

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

Where  $C_i$  is the Credit earned for the course is in any semester;  $G_i$  is the Grade point obtained by the student for the course  $i$  and  $n$  number of courses obtained in that semester;  $SGPA_j$  is SGPA of semester  $j$  and  $N$  number of semester. Thus CGPA is average of SGPA of all the semesters starting from the first semester to the current semester..

**15. Classification of Final Results:**

For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Physical Education in the First class / Second class / Pass class or First class with Distinction, the

marks and the corresponding CGPA earned by the candidate in Core Courses will be the criterion. It is further provided that the candidate should have scored the First / Second Class separately in both the grand total and end Semester (External) examinations.

### 16. Award of the B.P.Ed. Degree:

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

### 17. Letter Grades and Grade Points:

- i. Two methods-relative grading or absolute grading– have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students in the course and the grades are awarded based on a cut-off mark or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods.
- ii. The grades for each course would be decided on the basis of the percentage marks obtained at the end-semester external and internal examinations as per following table:

Percentage	Grade Point	Latter Grade	Description	Classification of final result
85 & above	8.5-10.0	O	Outstanding	First class with Distinction
70-84.99	7.0-8.49	A <sup>+</sup>	Excellent	
60-69.99	6.0-6.99	A	Very Good	First Class
55-59.99	5.5-5.99	B+	Good	Higher Second Class
50-54.99	5.0-5.49	B	Above Average	Second Class
40-49.99	4.0-4.99	C	Average	Pass Class
Below 40	0.0	F	Fail/ Dropped	Dropped
	0	AB	Absent	

### 18. Grade Point Calculation

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

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

$$SGPA = \frac{\sum_{i=1}^n GP_i \times C_i}{\sum_{i=1}^n C_i}$$

#### Example – I

Marks obtained by Student in course CC101 = 65/100

Percentage of marks = 65 %

Grade from the conversion table is = A

$$\text{Grade Point} = 6.0 + 5 (0.99/9.99)$$

$$= 6.0 + 5 \times 0.1$$

$$= 6.0 + 0.5$$

$$= 6.5$$

The Course Credits = 04

$$\text{Credits Grade Point (CGP)} = 6.5 \times 04 = 26$$

The semester grade point average (SGPA) will be calculated as a weighted average of all the grade point of the semester courses. That is Semester grade point average (SGPA) = (sum of grade points of all eight courses of the semester) / total credit of the semester as per example given below:

### SEMESTER-1

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
<b>CC-101</b>	4	65	A	6.5	26
<b>CC-102</b>	4	60	A	6	24
<b>CC-103</b>	4	62	A	6.2	24.8
<b>EC-101/EC-102</b>	4	57	B+	5.7	22.8
<b>PC-101</b>	4	55	B+	5.5	22
<b>PC-102</b>	4	72	A+	7.2	28.8
<b>PC-103</b>	4	66	A	6.6	26.4
<b>PC - 104</b>	4	72	A+	7.2	28.8
	32				203.6

#### Examples: Conversion of marks into grade points

$$\text{CC-101 } 65 = 60 + 5 = 6.0 + 5 \times (0.99 / 9.99) = 6.0 + 5 \times 0.1 = 6.0 + 0.5 =$$

$$6.5 \quad \text{CC-102 } 60 = 6.0$$

$$\text{CC-103 } 62 = 60 + 2 = 6.0 + 2 \times (0.99/9.99) = 6.0 + 2 \times 0.1 = 6.0 + 0.2 = 6.2$$

$$\text{EC-101/EC-102 } 57 = 55 + 2 = 5.5 + 2 \times (0.49 / 4.99) = 5.5 + 2 \times 0.1 = 5.5 + 0.2 = 5.7$$

$$\text{PC-101 } 55 = 5.5$$

$$\text{PC-102 } 72 = 70 + 2 = 7.0 + 2 \times (1.49 / 14.99) = 7.0 + 2 \times 0.1 = 7.0 + 0.2 = 7.2$$

$$\text{PC-103 } 66 = 60 + 6 = 6.0 + 6 \times (0.99 / 9.99) = 6.0 + 6 \times 0.1 = 6.0 + 0.6 = 6.6$$

$$\text{PC - 104 } 72 = 70 + 2 = 7.0 + 2 \times (1.49 / 14.99) = 7.0 + 2 \times 0.1 = 7.0 + 0.2 = 7.2$$

SEMESTER GRADE POINT AVERAGE (SGPA) = Total Credit Grade Points

$$= 203.6 / 32 = 6.3625$$

SGPA Sem. I = 6.3625

At the end of Semester-1

Total SGPA = 6.3625

Cumulative Grade Point Average (CGPA) = 6.3625/1 = 6.3625



CGPA = 6.66875, Grade = A, Class = First Class

### SEMESTER-2

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
<b>CC-201</b>	4	76	A+	7.6	30.4
<b>CC-202</b>	4	64	A	6.4	25.6
<b>CC-203</b>	4	59	B+	5.9	23.6
<b>EC-201/EC-202</b>	4	80	A+	8	32
<b>PC-201</b>	4	49	C	4.9	19.6
<b>PC-202</b>	4	64	A	6.4	25.6
<b>PC-203</b>	4	55	B+	5.5	22
<b>TP - 201</b>	4	72	A+	7.2	28.8
	32				207.6

SGPA Sem. II = 6.4875

At the end of Semester-2

Total SGPA for two Semesters = 12.85

Cumulative Grade Point Average (CGPA) =  $12.85/2 = 6.425$   
 CGPA = 6.66875, Grade = A, Class = First Class

### SEMESTER-3

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
<b>CC-301</b>	4	64	A	6.4	25.6
<b>CC-302</b>	4	64	A	6.4	25.6
<b>CC-303</b>	4	59	B+	5.9	23.6
<b>EC-301/EC-302</b>	4	81	A+	8.1	32.4
<b>PC-301</b>	4	49	C	4.9	19.6
<b>PC-302</b>	4	64	A	6.4	25.6
<b>PC-303</b>	4	68	A	6.8	27.2
<b>TP - 301</b>	4	75	A+	7.5	30
	32				209.6

SGPA Sem. III = 6.55

At the end of Semester-3

Total SGPA for three Semesters = 19.4

Cumulative Grade Point Average (CGPA) =  $19.4/3 = 6.466667$   
 CGPA = 6.66875, Grade = A, Class = First Class

### SEMESTER-4

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
CC-401	4	83	A+	8.3	33.2
CC-402	4	76	A+	7.6	30.4
CC-403	4	59	B+	5.9	23.6
EC-401/EC-402	4	81	A+	8.1	32.4
PC-401	4	49	C	4.9	19.6
PC-402	4	78	A+	7.8	31.2
TP-401	4	81	A+	8.1	32.4
TP-402	4	75	A+	7.5	30
	32				232.8

SGPA Sem. IV = 7.275

At the end of Semester-4

Total SGPA for all the four semesters = 26.675

Cumulative Grade Point Average (CGPA) =  $26.675 / 4 = 6.66875$

CGPA = 6.66875, Grade = A, Class = First Class

**Note:**

(1) SGPA is calculated only if the candidate passes in all the courses i.e. get minimum C grade in all the courses.

(2) CGPA is calculated only when the candidate passes in all the courses of all the previous and current semesters.

(3) The cumulative grade point average will be calculated as the average of the SGPA of all the semesters continuously, as shown above.

(4) For the award of the class, CGPA shall be calculated on the basis of:

(a) Marks of each Semester End Assessment And

(b) Marks of each Semester Continuous Internal Assessment for each course. The final Class for B.P.Ed. Degree shall be awarded on the basis of last CGPA (grade) from all the one to four semester examinations.

**19. Revision of Syllabi:**

1. Syllabi of every course should be revised according to the NCTE.
2. Revised Syllabi of each semester should be implemented in a sequential way.
3. In courses, where units / topics related to governmental provisions, regulations or laws, that change to accommodate the latest developments, changes or corrections are to be made consequentially as recommended

All formalities for revisions in the syllabi should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.

4. During every revision, up to twenty percent of the syllabi of each course should be changed so as to ensure the appearance of the students who have studied the old (unrevised) syllabi without any difficulties in the examinations of revised syllabi.
5. In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.

### Semester - I

<b>Part A: Theoretical Course</b>						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
<b>Core Course</b>						
<b>CC-101*</b>	Historical foundation of Physical Education**	4	4	30	70	100
<b>CC-102*</b>	Anatomy **	4	4	30	70	100
<b>CC-103</b>	Health Education and Environmental Studies	4	4	30	70	100
<b>Elective Course (Anyone)</b>						
<b>EC-101*</b>	Adaptive Physical Education***	4	4	30	70	100
<b>EC-102*</b>	Contemporary issues in physical education, fitness and wellness					
<b>PC-101</b>	Track and Field (Running Events)	6	4	30	70	100
<b>PC-102</b>	Swimming/Gymnastics/ Shooting	6	4	30	70	100
<b>PC-103</b>	Indigenous Sports: Kho-Kho / Kabaddi / Malkhambh	6	4	30	70	100
<b>PC – 104*</b>	Mass Demonstration Activities: dumbbells / tipri / lezim / wands / hoop /umbrella/ March past*	6	4	30	70	100
<b>Total</b>		40	32	240	560	800

**Note:** Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course

## Semester - II

<b>Part A: Theoretical Course</b>						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
<b>Core Course</b>						
<b>CC-201</b>	Yoga Education	4	4	30	70	100
<b>CC-202*</b>	Educational Technology and Methods of Physical Education	4	4	30	70	100
<b>CC-203*</b>	Physiology**	4	4	30	70	100
<b>Elective Course (Anyone)</b>						
<b>EC-201**</b>	Computer Applications in Physical Education	4	4	30	70	100
<b>EC-202</b>	Sports Nutrition and Weight Management					
<b>Part-B Practical Course</b>						
<b>PC-201</b>	Track and Field (Jumping Events)	6	4	30	70	100
<b>PC-202</b>	Yoga/Aerobics/ Gymnastics/ Swimming	6	4	30	70	100
<b>PC-203</b>	Racket Sports: Badminton/ Table Tennis/ Squash/ Tennis	6	4	30	70	100
<b>Part - C Teaching Practices</b>						
<b>TP - 201</b>	Teaching Practices (05 lessons in class room teaching and 05 lessons in outdoor activities)	6	4	30	70	100
<b>Total</b>		40	32	240	560	800

**Note:** Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course

### Semester - III

<b>Part A: Theoretical Course</b>						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
<b>Core Course</b>						
<b>CC-301*</b>	Principles of Sports Training	4	4	30	70	100
<b>CC-302*</b>	Sports Management**	4	4	30	70	100
<b>CC-303</b>	Sports Psychology and Sociology	4	4	30	70	100
<b>Elective Course (Anyone)</b>						
<b>EC-301</b>	Sports Medicine, Physiotherapy and Rehabilitation	4	4	30	70	100
<b>EC-302</b>	Curriculum Design					
<b>Part-B Practical Course</b>						
<b>PC-301</b>	Track and Field (Throwing Events)	6	4	30	70	100
<b>PC-302*</b>	Combative Sports: Martial Art/ Karate/ Judo/ Fencing/ Boxing/ Taekwondo/ Wrestling (Any one out of these)*	6	4	30	70	100
<b>PC-303*</b>	Team Games: Baseball/ Cricket/ Football/ Hockey/ Softball/ Volleyball/ Handball/ Basketball/ Netball (Any one of these)*	6	4	30	70	100
<b>Part - C Teaching Practices</b>						
<b>TP - 301</b>	Teaching Practice: (Teaching Lesson Plans for Racket Sport/ Team Games/Indigenous Sports) (out of 10 lessons 5 internal and 5 external at practicing school)	6	4	30	70	100
<b>Total</b>		40	32	240	560	800

**Note:** Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course

### Semester - IV

<b>Part A: Theoretical Course</b>						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
<b>Core Course</b>						
<b>CC-401*</b>	Test and Measurement in Physical Education**	4	4	30	70	100
<b>CC-402</b>	Kinesiology and Biomechanics	4	4	30	70	100
<b>CC-403*</b>	Fundamental of Statistics in Physical Education**	4	4	30	70	100
<b>Elective Course (Anyone)</b>						
<b>EC-401 *</b>	Theory of sports **	4	4	30	70	100
<b>EC-402*</b>	Theory of Games**					
<b>Part-B Practical Course</b>						
<b>PC-401</b>	Track and Field / Swimming / Gymnastics (Any one out of three)	6	4	30	70	100
<b>PC-402*</b>	Kabaddi/ Kho-Kho/ Baseball/ Cricket/ Football/Hockey/Softball/ Volleyball/ Handball/ Basketball/ Netball/ Badminton/ Table Tennis/ Squash/ Tennis (Any one out of these)*	6	4	30	70	100
<b>Part – C Teaching Practices</b>						
<b>TP-401*</b>	Sports specialization: Coaching lessons Plans (One for Sports 5 lessons)	6	4	30	70	100
<b>TP-402</b>	Games specialization: Coaching lessons Plans (One for Games 5 lessons)	6	4	30	70	100
<b>Total</b>		40	32	240	560	800
		160	128	960	2240	3200

**Note:** Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course.

**Changed nomenclature and syllabus as per approval of Board of Studies Meeting dated 11.09.2017 and EC Meeting dated 02.11.2017**

**SCHEME OF EXAMINATION**  
**SEMESTER - I**

<b>Paper</b>	<b>Subject</b>	<b>Internal</b>	<b>External</b>	<b>Total Marks</b>
	<b>THEORY (400)</b>			
CC-101	Historical foundation of Physical Education*	30	70	100
CC-102	Anatomy *	30	70	100
CC-103	Health Education and Environmental Studies	30	70	100
EC-101/102	Adaptive Physical Education*/ contemporary issues in physical education, fitness and wellness	30	70	100
	<b>PRACTICAL (400)</b>			
PC-101	Track and Field (Running Events)	30	70	100
PC-102	Swimming/Gymnastics/Shooting	30	70	100
PC-103	Indigenous Sports: Kabaddi/ Malkhambh/ Kho-Kho (Any of one out of these)	30	70	100
PC-104	Mass Demonstration Activities: dumbbells / tipri / wands / hoop /umbrella/ lezim / March past* (Any one out of these)	30	70	100
<b>Total</b>		<b>240</b>	<b>560</b>	<b>800</b>

**SEMESTER -II**

<b>Paper</b>	<b>Subject</b>	<b>Internal</b>	<b>External</b>	<b>Total Marks</b>
	<b>THEORY (400)</b>			
CC 201	Yoga Education	30	70	100
CC 202	Educational Technology and Methods of Physical Education*	30	70	100
CC 203	Physiology*	30	70	100
EC-201/202	Computer Applications in Physical Education / Sports Nutrition and Weight Management (Elective)	30	70	100
	<b>PRACTICAL (300)</b>			
P -201	Track and Field (Jumping Events)	30	70	100
P -202	Yoga/Aerobics / Swimming / Gymnastics (Any of the two out of these)	30	70	100
P -203	Racket Sports: Badminton/ Table Tennis/ Squash/ Tennis (Any of the two out of these)	30	70	100
	<b>TEACHING PRACTICE (100)</b>			
TP-201	Teaching Practice (Classroom and outdoor)	30	70	100
<b>Total</b>		<b>240</b>	<b>560</b>	<b>800</b>



### SEMESTER –III

Paper	Subject	Internal	External	Total Marks
	<b>THEORY (400)</b>			
CC-301	Principles of Sports Training	30	70	100
CC-302	Sports Management *	30	70	100
CC-303	Sports Psychology and Sociology	30	70	100
EC-301/302	Sports Medicine, Physiotherapy and Rehabilitation/Curriculum Design (Elective)	30	70	100
	<b>PRACTICAL (300)</b>			
PC-301	Track and Field (Throwing Events)	30	70	100
PC-302	Combative Sports : Martial Art, Karate, Judo, Fencing, Boxing, Taekwondo, Wrestling (Any one out of these)	30	70	100
PC-3 3	Team Games: Baseball, Cricket, Football, Hockey, Softball, Volleyball, Handball, Basketball, Netball (Any one of these)	30	70	100
	<b>TEACHING PRACTICE (100)</b>			
TP-301	Teaching Practice (Teaching Lesson Plans for Racket Sport/ Team Games/Indigenous Sports)	30	70	100
	<b>Total</b>	<b>240</b>	<b>560</b>	<b>800</b>

### SEMESTER -IV

Paper	Subject	Internal	External	Total Marks
	<b>THEORY (400)</b>			
CC-401	Test and Measurement in Physical Education*	30	70	100
CC-402	Kinesiology and Biomechanics	30	70	100
CC-403	Fundamental of Statistics in Physical Education*	30	70	100
EC 401/402	Theory of sports / Theory of games (Elective)*	30	70	100
	<b>PRACTICAL (200)</b>			
PC 401	Track and Field/Swimming /Gymnastics (Any of one out of these)	30	70	100
PC 402	Kabaddi/ Kho-Kho/ Basketball/ Cricket/ Football/Hockey/Softball/ Volleyball/ Handball/ Basketball/ Netball/ Badminton/ Table Tennis/ Squash/ Tennis (Any of one out of these)	30	70	100
	<b>TEACHING PRACTICE (200)</b>			
TP 401	Sports Specialization: Coaching lessons Plans Track and Field/Swimming /Gymnastics (Any of one out of these)	30	70	100
TP 402	Game specialization Coaching lessons: Kabaddi/ Kho-Kho/ Baseball/ Cricket/Football/Hockey /Softball/ Volleyball/ Handball/ Basketball/ Netball/ Badminton/ Table Tennis/ Squash/ Tennis (Any of one out of these)	30	70	100
	<b>Total</b>	<b>240</b>	<b>560</b>	<b>800</b>

\* Changed nomenclature and syllabus as per approval of Board of studies meeting dated 11/09/2017 and EC meeting dated 02/11/2017

## B. P. Ed. –ISEM

### Semester – I Theory Courses

#### CC-101 HISTORICAL FOUNDATION OF PHYSICAL EDUCATION

##### Unit – 1: Introduction

Meaning, Definition and Scope of Physical Education  
Aims and Objective of Physical Education  
Need and Importance of Physical Education in  
the modern society  
Relationship of physical education with general education.

##### Unit- 2 –Development of Physical Education in India

A brief history of Physical Education in India from ancient to modern period : Pre-vedic period, Epic period, Hindu period, Muslim period, British period.  
Teacher Training Institutions in Physical Education -  
LNIFE, NSNIS, SAI, HVPM & Y.M.C.A. and its contributions.  
Contribution of Akhadas and Vyayamshals  
Contribution of G.D. Sondhi, Padam Shree Dr. P. M. Joseph  
Rajkumari Amrit Kaur Sports Coaching Scheme.  
National and State Sports Awards

##### Unit- 3- Physical Education in the World

**Sparta:** Physical Education in Sparta and its aim, Women at Sparta.  
**Athens:** Education at Athens; Palaestra, Gymnasium and Ephebos.  
**Ancient Rome:** Physical and Moral Education, The Circus, The Gladiatorial Combats  
Physical Education in Germany, Sweden and Denmark  
Contribution of Johan Basedow, Guts muths, Turnverein Movement; Per Henric Ling,  
Swedish Medical Gymnastics; Franz Nachtegal, Neils Burke in Physical Education.  
Physical Education in Great Britain and Contribution of Archiblad Mpaclaren.

##### Unit-4- Ancient and Modern Olympics games

Historical Background Ancient and Modern Olympic Games.  
Olympics Charters, Olympics Commissions and their functions  
International Olympics Committee(structure and function)  
Indian Olympics committee,s role in Olympic movement  
Different Olympics Games (Para Olympics games, Summer Olympics games,  
Winter Olympics games, Youth Olympics games)  
Brief knowledge of Asian games, Commonwealth games, South Federation games,

##### References:

- Bucher, C. A. (n.d.) *Foundation of physical education*. St. Louis: The C.V. Mosby Co.
- Deshpande, S. H. (2014). *Physical Education in Ancient India*. Amravati: Degree college of Physical education.
- Mohan, V. M. (1969). *Principles of physical education*. Delhi: Metropolitan Book Dep.

Nixon, E. E. & Cozen, F.W. (1969). *An introduction to physical education*. Philadelphia: W.B. Saunders Co.

Obertuffer, (1970). *Delbert physical education*. New York: Harper & Brothers Publisher.

Sharman, J. R. (1964). *Introduction to physical education*. New York: A.S. Barnes & Co.

William, J. F. (1964). *The principles of physical education*. Philadelphia: W.B. Saunders Co.

**Semester I**  
**Theory Courses**  
**CC-102 ANATOMY**

**UNIT-I**

Brief Introduction of Anatomy in the field of Physical Education

**Cell** – Types of cell, Structure and Function of human cell and their organelles, cell division.

**Tissue-** Classification, Structure and Function of various tissues

**UNIT II**

**Skeleton System:** Types of bones, Structure of bones and their functions, gender differences in the skeleton.

**Joint and joint system:** Joint of the body and their location, Types Arches of foot.

**Muscular System:** Types and differentiation of muscles and structure of skeletal muscles

**UNIT III**

**The Respiratory system:** Structure of all the organs of respiration.

**The Digestive system:** structure of all the digestive organs

**The Excretory system:** Structure of the kidneys and the skin.

**UNIT IV**

**Nervous systems:** ,Classification of nerves, structure of nerve cell, types of nervous system structure of central nervous system, Autonomic nervous system, peripheral nervous system

**Sense organs:** Structure of the Eye, Ear & Nose

**Reproductive System:** Structure of male and female reproductive organs

**Endocrine System:** types of glands, location of all the glands & their structure

**References:**

Gupta, A. P. (2010). *Anatomy and physiology*. Agra: SumitPrakashan.

Gupta, M. and Gupta, M. C. (1980). *Body and anatomical science*. Delhi: Swaran Printing Press.

Guyton, A.C. (1996). *Textbook of Medical Physiology*, 9th edition. Philadelphia: W.B. Saunders.

Karpovich, P. V. (n.d.). *Philosophy of muscular activity*. London: W.B. Saunders Co.

Lamb, G. S. (1982). *Essentials of exercise physiology*. Delhi: Surjeet Publication.

Moorthy, A. M. (2014). *Anatomy physiology and health education*. Karaikudi: Madalayam Publications.

Morehouse, L. E. & Miller, J. (1967). *Physiology of exercise*. St. Louis: The C.V. Mosby Co.

Pearce, E. C. (1962). *Anatomy and physiology for nurses*. London: Faber & Faber Ltd.

Sharma, R. D. (1979). *Health and physical education*, Gupta Prakashan.

Singh, S. (1979). *Anatomy of physiology and health education*. Ropar: Jeet Publications.

## Semester I

### Theory courses

#### CC-103 HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

##### Unit – I Health Education

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

##### Unit – II Health Problems in India

Communicable and Non Communicable Diseases

Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population,

Personal and Environmental Hygiene for schools

Objective of school health service, Role of health education in schools

Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first- aid and Emergency Care etc.

##### Unit – III Environmental Science

Definition, Scope, Need and Importance of environmental studies.

Concept of environmental education, Historical background of environmental education, Celebration of various days in relation with environment.

Plastic recycling and prohibition of plastic bag / cover.

Role of school in environmental conservation and sustainable development.

##### 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.

##### References:

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

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

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

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

**Semester – I**

**Theory courses**

**EC-101 ADAPTIVE PHYSICAL EDUCATION (ELECTIVE)**

**UNIT-I Introduction to Adapted Physical Education**

Meaning and definitions  
Aims, goals, & objectives  
Need & importance of adapted physical education  
Historical review of adapted physical education

**UNIT-II Classification of Disability**

Physical disabilities  
Causes  
Functional Limitations  
Characteristics

Mental Retardation  
Causes  
Characteristics  
Functional Limitations

Visual impairment  
Causes  
Characteristics  
Functional Limitations

Hearing Impairment  
Causes  
Characteristics  
Functional limitations

Behavioral disorders  
Adjustment problems

Personality disorder

Modifications for teaching and programming in physical education and sports

**UNIT-III Co-Curricular Activities for Disabled**

Guiding principles for adapted physical education programme (AAPHER Principle)  
Outdoor programme for the disabled  
Adventure based outdoor programme  
Rhythm and dance activities  
Aquatic activity programme for Disabled  
Importance of aquatics for the disabled  
Nature of aquatic activity programme based on types of various disabilities  
Rehabilitative role and importance of aquatic activity

**UNIT-IV Rehabilitation**

Aims and objectives of rehabilitation council of India  
Meaning of functional and occupational rehabilitation  
Importance of Adapted Programme in Rehabilitation  
Functional Rehabilitation, Psychological Rehabilitation – Adjust mental, Environmental  
and Personality Development.

### **REFERENCES**

1. Auxter, Byler, Howtting, “Adapted Physical Education and reactions” Morbey-St. Luis Mirrauri.
2. Arthur G. Miller & James, “Teaching Physical Activities to impaired youth” John Wilag & Sons Inc. Canada.
3. Ronald W. French, & Paul J., “Special Physical Education”, Charles E. Merrics Publishing Co. Edinburgh , Ohio.
4. Arthur S. Daniels & Euilya , “Adapted Physical Education”, Harpet & Row Publisher- New York..
5. Anoop Jain, “Adapted Physical Education” Sports Publications, Ashok Vihar Delhi-52
6. K. Park, “Preventive Social Medicine M/s Banaridas Bhanot Publishers Prem Nagar Jabalpur.
7. Winnick JP, Adapted Physical Education and sport Human Kinetics USA, 2005
8. Shekar KC, Adapted Physical Education(Khel Sahitya Kendra: New Delhi)-2005

## Semester – I

### Theory courses

#### EC-102 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS AND WELLNESS (ELECTIVE)

##### Unit – I Concept of Physical Education and Fitness

Definition, Aims and Objectives of Physical Education, fitness and Wellness  
Importance and Scope of fitness and wellness  
Modern concept of Physical fitness and Wellness  
Physical Education and its Relevance in Inter Disciplinary Context.

##### Unit – II Fitness, Wellness and Lifestyle

Fitness – Types of Fitness and Components of  
Fitness Understanding of Wellness  
Modern Lifestyle and Hypo kinetic Diseases – Prevention and  
Management Physical Activity and Health Benefits

##### Unit – III Principles of Exercise Program

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

##### Unit – IV Safety Education and Fitness Promotion

Health and Safety in Daily Life  
First Aid and Emergency Care  
Common Injuries and their Management  
Modern Life Style and Hypo-kinetic Disease –Prevention and Management

##### References:

- Difiore, J.(1998). *Complete guide to postnatal fitness*. London: A & C Black,.  
Giam, C.K & The, K.C. (1994). *Sport medicine exercise and fitness*. Singapore: P.G. Medical Book.  
Mcglynn, G., (1993). *Dynamics of fitness*. Madison: W.C.B Brown.  
Sharkey, B. J.(1990). *Physiology of fitness*, Human Kinetics Book.



## Semester – II

### Theory Courses

#### CC-201 YOGA EDUCATION

##### Unit – I: Introduction

Meaning and Definition of Yoga  
Aims and Objectives of Yoga  
Yoga in Early Upanisads  
The Yoga Sutra: General Consideration  
Need and Importance of Yoga in Physical Education and Sports

##### Unit - II: Foundation of Yoga

The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi  
Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

##### Unit - III Asanas

Effect of Asanas and Pranayama on various system of the body  
Classification of asanas with special reference to physical education and sports  
Influences of relaxtive, meditative posture on various system of the body  
Types of Bandhas and mudras  
Type of kriyas

##### Unit – IV Yoga Education

Basic, applied and action research in Yoga  
Difference between yogic practices and physical exercises  
Yoga education centers in India and abroad  
Competitions in Yogasanas

##### References:

- Brown, F. Y.(2000). *How to use yoga*. Delhi:Sports Publication.  
Gharote, M. L. &Ganguly, H. (1988). *Teaching methods for yogic practices*.Lonawala: Kaixydahmoe.  
Rajjan, S. M. (1985). *Yoga strenthening of relaxation for sports man*. New Delhi:Allied Publishers.  
  
Shankar,G.(1998). *Holistic approach of yoga*. New Delhi:Aditya Publishers.  
Shekar,K. C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.

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**Semester – II**  
**Theory Courses**

**CC-202 EDUCATIONAL TECHNOLOGY AND METHODS OF  
PHYSICAL EDUCATION**

**Unit – I Introduction**

Education and Education Technology- Meaning and Definitions  
Types of Education- Formal, Informal and Non- Formal education.  
Educative Process  
Importance of Devices and Methods of Teaching.

**Unit – II Teaching Technique**

Teaching Technique – Lecture method; Command method, Demonstration method, Imitation method, Project method etc.

Teaching Procedure – Whole method; Whole – Part – Whole method; Part–Whole method.

Presentation Technique –Importance,  
The basis of Educational Methods-

- (i) Personal preparation.
- (ii) Technical preparations.
- (iii) Organizing subject matter.
- (iv) Presentation of subject matter.
- (v) Class management.

Command- Meaning, Types and its uses in different situations.  
Team Teaching – Meaning, Principles and advantage of team teaching.  
Difference between Teaching Methods and Teaching Aid.

**Unit – III Teaching Aids**

Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids.

Teaching aids – Audio aids, Visual aids, Audio – visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture etc

Teaching of Physical Activities :

Games of high organisation (Major Games) individual team.

Games of Low organisation (Minor Games).

Track and Field.

Running; Jumping; Throwing.

Callisthenics, Gymnastics, Rhythmic, Activities; Combative and Defensive, Activities.

Difference between Teaching Methods and Teaching Aid.

**Unit – IV Lesson Planning and Teaching Innovations**

Lesson Planning – Meaning, Type and principles of lesson plan; General and Specific lesson plan.

Micro Teaching – Meaning, Types and steps of micro teaching.

Simulation Teaching - Meaning, Types and steps of simulation teaching.

Competitions: Tournaments; League; Group Competitions, Intramurals, Extramurals, Sports Meets, Swimming Meets, Wrestling Meets, Gymnastic Meets.

**Reference:**

Bhardwaj, A. (2003). *New media of educational planning*. New Delhi: Sarup of Sons.

Bhatia, & Bhatia, (1959). *The principles and methods of teaching*. New Delhi: Doaba House.

Kochar, S.K. (1982). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.

Sampath, K., Pannirselvam, A. & Santhanam, S. (1981). *Introduction to educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.

Walia, J.S. (1999). *Principles and methods of education*. Jullandhar: Paul Publishers.

**Semester – II**  
**Theory Courses**  
**CC-203 PHYSIOLOGY**

**Unit-I**

- Concept of Physiology.
- Physiological concept of Health & Fitness.

**Cardio-Vascular system & Blood:**

- Composition & Function of Blood, Blood Group, Blood Transition, Blood Clotting.
- Cardiac Cycle.
- Blood Pressure & its maintenance.
- Cardiac output & its regulation.
- Effect of exercise on cardio-vascular system.

**Respiratory System:**

- Mechanism of Respiration.
- Pulmonary Ventilation & its regulation.
- Effect of exercise on respiratory system.

**Unit-II**

**Digestive system:**

- Secretion & Functions of Digestive Juices. ( Saliva, Gastric, Pancreatic, Bile, Small intestine )
- Function of Liver.
- Absorption of Food.
- Metabolism of Food (Carbohydrates, Fat & Protein).

**Muscular System :**

- Composition, Properties & Function of skeletal muscles.
- Changes during Muscular Contraction.
- Nervous Control of Muscular activity.
- Neuro-muscular junction.

**Nervous System:**

- Functions of important parts of system (Cerebrum, cerebellum, Medulla oblongata & spinal cord)
- Functions of autonomic nervous system.
- Reflex Action.

**Unit-III**

**Sensory System:**

- General Sensations \_ Coetaneous & Kinesthetic
- Visual & Auditory senses.

### **Excretory System**

- Excretion of water through Skin, Kidney & Gastrointestinal Tract.
- Composition of urine, Electrolyte balance.

### **Endocrine System:**

- Secretion & Function of Endocrine Glands- Pituitary, Thyroid, Parathyroid Adrenal & Pancreas & sex Glands.
- Effect of exercise on endocrine ,

### **Unit-IV**

#### **Reproductive System:**

- Introduction to Physiology of human reproduction.
- Transmissions of hereditary characteristics.

#### **Physiology of Exercise:**

- Training, Conditioning, Warm-up, Cool-down, fatigue.
- Oxygen Debt, Second wind, Stitch & Cramp.
- Temperature regulation

### **References:**

- Gupta, A. P. (2010). *Anatomy and physiology*. Agra: SumitPrakashan.
- Gupta, M. and Gupta, M. C. (1980). *Body and anatomical science*. Delhi: Swaran Printing Press.
- Guyton, A.C. (1996). *Textbook of Medical Physiology*, 9th edition. Philadelphia: W.B. Saunders.
- Karpovich, P. V. (n.d.). *Philosophy of muscular activity*. London: W.B. Saunders Co.
- Lamb, G. S. (1982). *Essentials of exercise physiology*. Delhi: Surjeet Publication.
- Moorthy, A. M. (2014). *Anatomy physiology and health education*. Karaikudi: Madalayam Publications.
- Morehouse, L. E. & Miller, J. (1967). *Physiology of exercise*. St. Louis: The C.V. Mosby Co.
- Pearce, E. C. (1962). *Anatomy and physiology for nurses*. London: Faber & Faber Ltd.
- Sharma, R. D. (1979). *Health and physical education*, Gupta Prakashan.
- Singh, S. (1979). *Anatomy of physiology and health education*. Ropar: Jeet Publications.

**Semester – II**  
**Theory Courses**

**EC-201 COMPUTER APPLICATIONS IN PHYSICAL EDUCATION**

**Unit – I: Introduction to Computer**

- Meaning, need and importance of information and communication technology (ICT).  
Application of Computers in Physical Education
- Components of computer, input and output device
- Application software used in Physical Education and sports

**Unit – II: MS Word**

- Introduction to MS Word
- Creating, saving and opening a document
- Formatting Editing features Drawing table ,
- page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes

**Unit – III: MS Excel**

- Introduction to MS Excel
- Creating, saving and opening spreadsheet
- creating formulas
- Format and editing features adjusting columns width and row height understanding charts.

**Unit – IV: MS Power Point**

- Introduction to MS Power Point
- Creating, saving and opening a ppt. file
- format and editing features slide show , design , inserting slide number
- picture ,graph ,table
- Preparation of Power point presentations

**Referances:**

Irtegov, D. (2004). *Operating system fundamentals*. Firewall Media.

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

Milke, M.(2007). *Absolute beginner's guide to computer basics*. Pearson Education Asia.

Sinha, P. K. & Sinha, P. (n.d.).*Computer fundamentals*. 4th edition, BPB Publication.

**Semester II**  
**Theory courses**

**EC-202 SPORTS NUTRITION AND WEIGHT MANAGEMENT**

**(ELECTIVE)**

**Unit – I Introduction to Sports Nutrition**

Meaning and Definition of Sports Nutrition

Basic Nutrition guidelines

Role of nutrition in sports

Factor to consider for developing nutrition plan

**Unit – II Nutrients: Ingestion to energy metabolism**

Carbohydrates, Protein, Fat – Meaning, classification and its function

Role of carbohydrates, Fat and protein during exercise

Vitamins, Minerals, Water – Meaning, classification and its function

Role of hydration during exercise, water balance, Nutrition – daily caloric requirement and expenditure.

**Unit – III Nutrition and Weight Management**

Meaning of weight management Concept of weight management in modern era Factor affecting weight management and values of weight management

Concept of BMI (Body mass index), Obesity and its hazard, Myth of Spot reduction, dieting versus exercise for weight control, Common Myths about Weight Loss

Obesity – Definition, meaning and types of obesity,

Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity.

**Unit – IV Steps of planning of Weight Management**

Nutrition – Daily calorie intake and expenditure, Determination of desirable body weight

Balanced diet for Indian School Children, 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:**

Bessesen, D. H. (2008). Update on obesity. *J ClinEndocrinolMetab.*93(6), 2027-2034.

Butryn, M.L., Phelan, S., & Hill, J. O. (2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance. *Obesity(Silver Spring)*. 15(12), 3091-3096

Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a metaanalysis. *Am J ObstetGynecol*, 197(3), 223-228.

DeMaria, E. J. (2007). Bariatric surgery for morbid obesity. *N Engl J Med*,356(21), 2176-2183.

Dixon, J.B., O'Brien, P.E., Playfair, J. (n.d.). Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. *JAMA*. 299(3), 316-323.

## Semester – III

### Theory Courses

#### CC-301 PRINCIPLES OF SPORTS TRAINING

##### Unit – I Introduction to Sports Training

- Meaning and Definition of Sports Training
- Aim and Objective of Sports Training
- Principles of Sports Training
- System of Sports Training – Basic Performance, Good Performance and High Performance Training

##### Unit – II Training Components

- Strength – Mean and Methods of Strength Development
- Speed – Mean and Methods of Speed Development
- Endurance - Mean and Methods of Endurance Development
- Coordination – Mean and Methods of coordination Development
- Flexibility – Mean and Methods of Flexibility Development

##### Unit – III Training Process

- Training Load- Definition and Types of Training Load
- Principles of Intensity and Volume of stimulus
- Technical Training – Meaning and Methods of Technique Training
- Tactical Training – Meaning and Methods of Tactical Training

##### Unit – IV Training programming and planning

- Periodization – Meaning and types of Periodization
- Aim and Content of Periods – Preparatory, Competition, Transitional etc.
- Planning – Training session
- Talent Identification and Development

##### Reference:

- Dick, W. F. (1980). *Sports training principles*. London: Lepus Books.
- Harre, D. (1982). *Principles of sports training*. Berlin: Sporulated.
- Jensen, R. C. & Fisher, A.G. (1979). *Scientific basis of athletic conditioning*. Philadelphia: Lea and Fibiger, 2<sup>nd</sup> Edn.
- Matvyew, L.P. (1981). *Fundamental of sports training*. Moscow: Progress Publishers.
- Singh, H. (1984). *Sports training, general theory and methods*. Patials: NSNIS.
- Uppal, A.K., (1999). *Sports Training*. New Delhi: Friends Publication.



**Semester – III**  
**Theory Courses**  
**CC-302 SPORTS MANAGEMENT**

**UNIT-I**

- Meaning ,definition of Management and Sports Management
- Nature and Scope of Sports Management.
- Progressive concept of Sports management.
- Essential skills of Sports Management & its importance
- Qualities and competencies required for the Sports Manager.
- Event Management in physical education and sports.

**UNIT II**

- Meaning and Definition of leadership
- Leadership style and method.
- Elements of leadership.
- Forms of Leadership
  - Autocratic
    - Laissez-faire
    - Democratic
    - Benevolent Dictator
- Qualities of administrative leader.
- Preparation of administrative leader.
- Leadership and Organizational performance.

**Unit-III**

- Sports Management in Schools, colleges and Universities.
- Factors affecting planning
- Planning a school or college sports programme.
- Directing of school or college sports programme.
- Controlling a school, college and university sports programme.
  - Developing performance standard
  - Establishing a reporting system
  - Evaluation
  - The reward/punishment system

**Unit-IV**

- Financial management in Physical Education & sports in schools, Colleges and Universities.
- Budget – Importance, Criteria of good budget,
- Steps of Budget making
- Principles of budgeting

**Public Relation :**

Rehibition, Demonstrations, Physical Education Days.  
Display, Play-Days; Publicity, media-Radio, Televisonal News-paper, Bulletins,  
Pamphlets, Posters.

(Incentives :Awards, Letter crests, Honour Board, Trophics and Certificates

**REFERENCES:**

Ashton, D. (1968).*Administration of physical education for women*.New York: The Ronal Press Cl.

Bucher, C.A. *Administration of physical education and athletic programme*. 7<sup>th</sup> Edition, St. Louis: The C.V. Mosby Co.

Daughtrey, G. & Woods, J.B. (1976). *Physical education and intramural programmes, organisation and administration*. Philadelphia U.S.A. : W.B. Saunders Cp.

Earl, F. Z,& Gary, W. B. (1963).*Management competency development in sports and physical education*. Philadelphia: W. Lea and Fibiger.

## Semester – III

### Theory Courses

#### CC-303 SPORTS PSYCHOLOGY AND SOCIOLOGY

##### Unit -I: Introduction

- Meaning, Importance and scope of Educational and Sports Psychology
- General characteristics of Various Stages of growth and development
- Types and nature of individual differences; Factors responsible -Heredity And environment
- Psycho-sociological aspects of Human behavior in relation to physical education and sports

##### Unit-II: Sports Psychology

- Nature of learning, theories of learning, Laws of learning,
- Plateau in Learning; & transfer of training
- Meaning and definition of personality, characteristics of personality,
- Dimension of personality, Personality and Sports performance
- Nature of motivation: Factors influencing motivation; Motivation and techniques and its impact on sports performance.
- Mental Preparation Strategies: Attention focus, Self- talk, Relaxation, Imaginary.
- Aggression and Sports, Meaning and nature of anxiety, Kinds of anxiety
- Meaning and nature of stress; Types of stress, Anxiety, Stress, Arousal and their effects on sports performance

##### Unit-III: Relation between Social Science and Physical Education.

- Orthodoxy, customs, Tradition and Physical Education.
- Festivals and Physical Education.
- Socialization through Physical Education.
- Social Group life, Social conglomeration and Social group, Primary group and Remote group.

##### Unit-4 Culture : Meaning and Importance.

- Features of culture, Importance of culture
- Effects of culture on people life style.
- Different methods of studying Observation/ Inspection method, Questionnaire method, Interview method

##### References:

- Ball, D. W. & Loy, J. W. (1975). *Sport and social order; Contribution to the sociology of sport*. London: Addison Wesley Publishing Co., Inc.
- Blair, J.& Simpson, R.(1962). *Educational psychology*, New York:McMillan Co.
- Cratty, B. J.(1968). *Psychology and physical activity*. Eaglewood Cliffs. Prentice Hall.

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- Kamlesh, M.L. (1998). *Psychology in physical education and sport*. New Delhi: Metropolitan Book Co.
- Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978). *Sport and social system*. London: Addison Wesley Publishing Company Inc.
- Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports culture and society*. Philadelphia: Lea & Febiger.
- Mathur, S.S., (1962). *Educational psychology*. Agra. Vinod Pustak Mandir.
- Skinner, C. E., (1984.). *Education psychology*. New Delhi: Prentice Hall of India.
- William, F. O. & Meyer, F. N. (1979). *A handbook of sociology*. New Delhi: Eurasia Publishing House Pvt Ltd.

## Semester – III

### Theory Courses

#### EC-301 SPORTS MEDICINE, PHYSIOTHERAPY AND REHANLITATION (ELECTIVE)

##### Unit-I: - Sports Medicine:

- Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance.
- Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches.
- Need and Importance of the study of sports injuries in the field of Physical Education
- Prevention of injuries in sports – Common sports injuries – Diagnosis –
- First Aid - Treatment - Laceration – Blisters – Contusion - Strain – Sprain – Fracture – Dislocation and Cramps – Bandages – Types of Bandages – trapping and supports.

##### Unit-II: Physiotherapy

- Definition – Guiding principles of physiotherapy, Importance of physiotherapy, Introduction and demonstration of treatments - Electrotherapy – infrared rays – Ultraviolet rays –short wave diathermy – ultrasonic rays.

##### Unit-III: Hydrotherapy:

- Introduction and demonstration of treatments of Cry therapy, Thermo therapy, Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot Water Fomentation – Massage: History of Massage – Classification of Manipulation (Swedish System) physiological Effect of Massage.

##### Unit-IV: Therapeutic Exercise:

- Definition and Scope – Principles of Therapeutic Exercise – Classification, Effects and uses of Therapeutic exercise – passive Movements (Relaxed, Forced and passive - stretching) – active movements (concentric, Eccentric and static) application of the therapeutic exercise: Free Mobility Exercise – Shoulder, Elbow – Wrist and Finger Joints – Hips, Knee, ankle and Foot joints – Trunk. Head and Neck exercises.

##### References:

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- Conley, M. (2000). *Bioenergetics of exercise training*. In T.R. Baechle, & R.W. Earle, (Eds.), *Essentials of Strength Training and Conditioning* (pp. 73-90). Champaign, IL: Human Kinetics.
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- Williams, J. G. P. (1962). *Sports medicine*. London: Edward Arnold Ltd.

## Semester – III

### Theory Courses

#### EC-302 CURRICULUM DESIGN (Elective)

##### UNIT-I Modern concept of the curriculum

- Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development.
- Factors affecting curriculum - Social factors - Personnel qualifications - Climatic consideration - Equipment and facilities -Time suitability of hours.
- National and Professional policies, Research finding

##### UNIT-II Basic Guide line for curriculum construction; contest (selection and expansion).

- Focalization
- Socialization
- Individualization
- Sequence and operation
- Steps in curriculum construction.

##### UNIT-III Curriculum-Old and new concepts, Mechanics of curriculum planning.

- Basic principles of curriculum construction.
- Curriculum Design, Meaning, Importance and factors affecting curriculum design.
- Principles of Curriculum design according to the needs of the students and state and national level policies.
- Role of Teachers

##### UNIT-IV Under-graduate preparation of professional preparation.

- Areas of Health education, Physical education and Recreation.
- Curriculum design-Experience of Education, Field and Laboratory.
- Teaching practice.
- Professional Competencies to be developed-Facilities and special resources for library, laboratory and other facilities.

##### Reference:

Barrow, H. M. (1983). *Man and movement: principles of physical education*. Philadelphia: Lea and Febiger.

Bucher, C. A. (1986). *Foundation of physical education*: St. Louis: The C. V. Mosby & Company.

Cassidy, R. (1986). *Curriculum development in physical education*. New York: Harper & Company.

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Cowell, C.C. & Hazelton, H.W. (1965). *Curriculum designs in physical education*. Englewood Cliffs: N.J. prentice Hall Inc.

Larson, L.A. (n.d.). *Curriculum foundation in physical education*. Englewood Cliffs: N.J. Prentice Hall Inc.

Underwood, G. L. (1983). *The physical education curriculum in secondary school: planning and implementation*. England: Taylor and Francis Ltd.

Willgoose, C.E. (1979). *Curriculum in physical education*. 3<sup>rd</sup> Ed. Englewood Cliffs.: N.J. Prentice Hall, Inc.



**Semester – IV**  
**Theory Courses**

**CC-401 TEST AND MEASUREMENT IN PHYSICAL EDUCATION**

**Unit- I Introduction to Test and Measurement**

Meaning of Test and Measurement in Physical Education

Need & Importance of Test and Measurement in Physical Education

**Unit- II Criteria; Classification and Administration of test**

Criteria of Good Test

Criteria of Tests, Scientific Authenticity (Reliability, Objectivity, Validity and Subjectivity of norms)

Type and classification of Test

Administration of Test, advance preparation – Duties during testing – Duties after testing

Definition of Physical Fitness, Motor Physical Fitness, Health Related Physical Fitness, General Motor Ability, Motor Educability.

**Unit- III Physical Fitness Tests**

AAHPER Youth Fitness Test

National Physical Efficiency Fitness Test

Indiana Motor Fitness Test

JCR Test

Metheny- Johnson Motor Educability Test

Havard Step Test and its modification, Cooper's 12 minute Run/Walk Test

Test of Explosive Strength leg-Sargent's Jump and Reach Test, Standing Broad Jump,

Test for shoulder power, Kraus-Weber Minimum Muscular Test,

Test of Flexibility:-Sit and Reach Test, Bridge Test, Shoulder Rotation Test, Test of different joints, Forward Bending.

Test for Agility:-Illinois Test, Burpee Test, Zig-Zag Test, Shuttle Run Test. Test for speed

**Unit- IV Sports Skill Tests**

**Badminton:**

Lockhart and McPherson Badminton Test

Miller Wall-Volley Test

French-Stalter Test

SAI Badminton Test

**Basketball :**

Johnson Basketball Test

Knox Basketball Test

Harrison Basketball Test

SAI Basketball Test

**Football:**

McDonald Soccer Test

Johnson Soccer Test

SAI Soccer Test

**Hockey:**

Schmithals French Field Hockey Test  
Friedel Field Hockey Test  
Harbans Singh Field Hockey Test  
Mahrotra Field Hockey Test  
S.A.I Hockey test

**Handball:**

Cornish Handball Test  
Zinn Team Handball Skill Test

**Volleyball:**

Russell-Lange Volleyball Test  
Brady Volleyball Test  
AAHPER Volleyball Test  
SAI Volleyball Test

**References:**

- Bangsbo, J. (1994). *Fitness training in football: A scientific approach*. Bagsvaerd, Denmark: Ho+Storm.
- Barron, H. M., & Mchee, R. (1997). *A practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.
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- Sodhi, H.S., & Sidhu, L.S. (1984). *Physique and selection of sports- a kinanthropometric study*. Patiala: Punjab Publishing House.

**Semester – IV**  
**Theory Courses**

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**CC-402 KINESIOLOGY AND BIOMECHANICS**

**Unit – I Introduction to Kinesiology and Sports Biomechanics**

- Meaning and Definition of Kinesiology and Sports Biomechanics
- Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher, Athletes and Sports Coaches.
- Terminology of Fundamental Movements
- Fundamental concepts of following terms – Axes and Planes, Centre of Gravity, Equilibrium, Line of Gravity

**Unit – II Fundamental Concept of Anatomy and Physiology**

- Classification of Joints and Muscles
- Types of Muscle Contractions
- Posture – Meaning, Types and Importance of good posture.
- Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal Innovation

**Unit – III Mechanical Concepts**

- Force - Meaning, definition, types and its application to sports activities
- Lever - Meaning, definition, types and its application to human body.
- Newton's Laws of Motion–Meaning, definition and its application to sports activities.
- Projectile – Factors influencing projectile trajectory.

**Unit – IV Kinematics and Kinetics of Human Movement**

- Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration
- Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.
- Linear Kinetics – Inertia, Mass, Momentum, Friction.
- Angular Kinetics – Moment of inertia ,Couple,

Stability.

**Reference:**

- Bunn, J. W. (1972).*Scientific principles of coaching*. Englewood Cliffs, N.J.: Prentice Hall Inc.
- Hay, J. G. & Reid, J. G.(1982).*The anatomical and mechanical basis of human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
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- Hay, J. G. (1970).*The biomechanics of sports techniques*. Englewood Cliffs, N.J.: Prentice Hall, Inc.
- Simonian, C.(1911).*Fundamentals of sport biomechanics*. Englewood Cliffs, N.J.: Prentice Hall Inc.

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**Semester – IV**  
**Theory Courses**  
**CC-403 FUNDAMENTAL OF STATISTICS IN PHYSICAL**  
**EDUCATION**

**Unit-I**

Statistics: Meaning, Definition, Nature and Importance

Data : Meaning, Types of data, Scales

Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables

Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency

**Unit- II**

Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data

Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data

**Unit- III**

Measures of Variability: Meaning, importance, computing from group and ungroup data uses of measures of variability, Variability coefficient

**Unit –IV**

Correlation: Meaning, Definition, computing correlation- Rank Order Method, Product moment method

**References:**

Best, J.W. (1963). *Research in education*. U.S.A.: Prentice Hall.

Bompa, T. O. &Haff, G. G. (2009). *Periodization: theory and methodology of training*, 5<sup>th</sup> ed. Champaign, IL: Human Kinetics.

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- Uppal, A. K. (1990). *Physical fitness: how to develop*. New Delhi: Friends Publication.
- Verma, J. P. (2000). *A text book on sports statistics*. Gwalior: Venus Publications.

**Semester – IV**  
**Theory Courses**

**EC-401 THEORY OF SPORTS (ELECTIVE)**

**General Introduction of specialized sports–**

Athletics,  
Badminton,  
Gymnastic,  
Tennis,  
Yoga.  
Judo  
Wrestling

## **Semester – IV**

### **Theory Courses**

#### **EC-402 THEORY OF GAMES (ELECTIVE)**

##### **General Introduction of specialized Games–**

- Basketball,
- Cricket,
- Football,
- Hockey,
- Handball,
- Kabaddi,
- Kho-Kho,
- Volleyball

## Part – B Practical Courses Semester – I

### PC - 101

#### Track and Field:

##### Running Event

- Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks.
- Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug
- Ground Marking, Rules and Officiating
- Hurdles:
  - Fundamental Skills- Starting, Clearance and Landing Techniques.
  - Types of Hurdles
  - Ground Marking and Officiating.

##### Relays: Fundamental Skills

- Various patterns of Baton Exchange
- Understanding of Relay Zones
- Ground Marking
- Interpretation of Rules and Officiating.

### PC 102

#### Gymnastics: Floor Exercise

- Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jumps-leap, scissors leap.
- Vaulting Horse
- Approach Run, Take off from the beat board, Cat Vault, Squat Vault.

### PC – 102

#### Swimming: Fundamental Skills

- Entry into the pool.
- Developing water balance and confidence
- Water fear removing drills.
- Floating-Mushroom and Jelly fish etc.
- Gliding with and without kickboard.
- Introduction of various strokes
- Body Position, Leg, Kick, Arm pull, Breathing and Co ordination.
- Start and turns of the concerned strokes.
- Introduction of Various Strokes.
- Water Treading and Simple Jumping.



- Starts and turns of concerned strokes.
- Rules of Competitive swimming-officials and their duties, pool specifications, seeding heats and finals, Rules of the races.

## **PC – 102**

### **Shooting Fundamental Skills**

- Basic stance, grip, Holding rifle/ Pistol, aiming target
- Safety issues related to rifle shooting
- Rules and their interpretations and duties of officials

**(Any one out of three)**

## **PC – 103 Indigenous sports:**

### **Kabaddi: Fundamental Skills**

- Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing.
- Skills of Holding the Raider-Variations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques.
- Additional skills in raiding-Bringing the antis in to particular position, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense.
- Ground Marking, Rules and Officiating

## **PC – 103**

### **Malkhambh and Light Apparatus:**

- Lathi-Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.
- GhatiLezuim-AathAawaaz, Bethakawaaz, AagePaon, Aagekadam, Do pherawaaz, Chau pherawaaz, Kadambaal, Pavitra, Uchhakpavitra, Kadampavitra.
- Mass P.T. Exercises-Two count, four count and eight count exercises.
- Hindustani Lezuim-Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya.
- Malkhamb-Salaami, Hold, Saadiudi, Bagaludi, Dashrangudi, Bagliudi, Veludi, Soyodoro, Phirki, Padmasana, T.Balance, Pataka, Landing.
- Rope Malkhamb-Salaami, PadmasanaChadh, Katibandh1-2, Sadiadhi, Rikebpakkad, Rikebpagniadhi, Kamaradhi, Nakkikasadhi, Kamaradhi, Nakkikasadhi, Urubandhtedhi, Sadibagli, Do hatibagli, Kamarbandhbagli, nakkikasbagli, Dashrang, Hanuman pakad, Gurupakkad, various padmasana, Landing.

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## **PC - 104**

### **Kho Kho:**

- General skills of the game-Running, chasing, Dodging, Faking etc.
- Skills in chasing-Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgement in giving Kho, Rectification of Foul.
- Skills in Running-Zig zag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills.
- Ground Marking
- Rules and their interpretations and duties of officials.

## **PC – 104**

### **Dumbbells/ Wands/ Hoop/ Umbrella/ Tipri/ Leziam/ March Past: Fundamentals skills**

- Apparatus/ Light apparatus Grip
- Attention with apparatus/ Light apparatus
- Stand – at – ease with apparatus/ light apparatus
- Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count.
- Standing
- Exercise ○ Jumping
- Exercise ○ Moving
- Exercise
- Drill and Marching
- Combination of above all

## **Semester – II**

### **PC – 201**

#### **Track and Field**

##### **Athletics:     Jumping Events**

- High Jump (Straddle
- Roll) ○ Approach Run,
- Take off

- 
- Clearance over the bar.
  - Landin

## **PC – 202**

### **Gymnastics:**

- Parallel Bar:
  - Mount from one bar
  - Straddle walking on parallel bars.
  - Single and double step walk
  - Perfect swing
  - Shoulder stand on one bar and roll forward.
  - Roll side
  - Shoulder stand
  - Front on back vault to the side(dismount)
- Horizontal /Single Bar:

### **Grip ○**

### **Swings**

- Fundamental Elements
- Dismount
- Uneven Parallal Bar:
  - Grip
  - Swings
- Fundamental Elements
- Dismount

## **PC – 202**

### **Yoga:**

- Surya Namaskara,
- Pranayams
- Corrective Asanas
- Kriyas
- Asanas •
  - Sitting
    - Standing
    - Laying Prone Position,
    - Laying Spine Position

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**PC – 202**

**Swimming:**

**Introduction of water polo game**

- Fundamental skills
- Swimm with the ball
- Passing
- Catching
- Shooting
- Goal keeping
- Rules of the games and responsibility of officials

**Introduction of Diving sports.**

- Basic Diving Skills from spring boards
- Basic Diving Skills from platform

**PC – 202**

**Aerobics:** Introduction of Aerobics

- Rhythmic Aerobics -  
dance ○ Low impact aerobics
- High impact aerobics
- Aerobics kick boxing
- Postures – Warm up and cool down
- THR Zone – Being successful in exercise and adaptation to aerobic workout.

**PC - 203**

**Badminton:** Fundamental Skills

- Racket parts, Racket grips, Shuttle  
Grips. ○ The basic stances.
- The basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and  
underarm
- Drills and lead up games
- Types of games-Singles, doubles, including mixed doubles.
- Rules and their interpretations and duties of officials.

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## **PC - 203**

### **Table Tennis: Fundamental Skills**

- The Grip-The Tennis Grip, Pen Holder Grip.
- Service-Forehand, Backhand, Side Spin, High Toss.
- Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shot, Loop Drive.
- Stance and Ready position and foot work.
- Rules and their interpretations and duties of officials.

## **PC – 203**

### **Squash          Fundamental Skills**

- Service- Under hand and Over hand
- Service Reception
- Shot- Down the line, Cross Court
- Drop
- Half Volley
- Tactics – Defensive, attacking in game
- Rules and their interpretations and duties of officials.

## **PC – 203**

### **Tennis:          Fundamental Skills.**

- Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip.
- Stance and Footwork.
- Basic Ground strokes-Forehand drive, Backhand drive.
- Basic service.
- Basic Volley.
- Over-head Volley.
- Chop
- Tactics – Defensive, attacking in game
- Rules and their interpretations and duties of officials.

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## Semester – III

### PC – 301

#### Track and field (Throwing Events)

- Discus Throw, Javelin, Hammer throw, shot-put ○
- Basic Skills and techniques of the Throwing events ○
- Ground Marking / Sector Marking
- Interpretation of Rules and Officiating.
- Grip
- Stance
- Release
- Reserve/ (Follow through action)
- Rules and their interpretations and duties of officials

### PC – 302

#### Boxing: Fundamental Skills

- Player stance
- Stance - Right hand stance, left hand stance. ○ Footwork – Attack, defense.
- Punches – Jab, cross, hook, upper cut, combinations.
- Defense slip – bob and weave, parry/block, cover up, clinch, counter attack ○ Tactics – Toe to toe, counter attack, fighting in close, feinting
- Rules and their interpretations and duties of officials.

### PC – 302

#### Martial Arts/Karate: Fundamental Skills

- Player Stances – walking, hand positions, front-leaning, side-fighting.
- Hand Techniques - Punches (form of a punch, straight punch, and reverse punch), Blocks (eight basic).
- Leg Techniques - Snap kicks, stretching straight leg, thrust kicks, sidekicks, round house.
- Forms - The first cause Katas.
- Self Defense - against punches, grabs and strikes, against basic weapons (knife, club sticks).
- Sparring - One step for middle punch, high punch and groin punch. (Defended by appropriate block from eight basic blocks).
- Rules and their interpretations and duties of officials.

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## PC – 302

### **Taekwondo      Fundamental Skills**

- Player Stances – walking, extending walking, L stance, cat stance.
- Fundamental Skills – Sitting stance punch, single punch, double punch, triple punch.
- Punching Skill from sparring position – front-fist punch, rear fist punch, double punch, and four combination punch.
- Foot Techniques (Balgisul) – standing kick (soseochagi), Front kick (AP chagi), Arc kick (BandalChagi), Side kick, (YeopChagi), Turning kick (DollyoChagi), Back kick (Twit Chagi), Reverse turning kick (BandaeDollyoChagi), Jump kick (TwimyoChagi),
- Poomsae (Forms) – Jang, Yi Jang, Sam Jang, Sa Jang, O Jang, Yook Jang, Chil Jang, Pal Jang (Fundamental Movement – eye control, concentration of spirit, speed control, strength control, flexibility, balance, variety in techniques)
- Sparring (Kyorugi) – One Step Sparring (hand techniques, foot techniques, self defense techniques, combination kicks), Free Sparring.
- Board Breaking (Kyokpa) – eye control, balance, power control, speed, point of attack.
- Rules and their interpretations and duties of officials.

## PC – 302

### **Judo: Fundamental skills**

- Rei (Salutation)-Ritsurei(Salutation in standing position), Zarai (Salutation in the sitting position)
- Kumi kata (Methods of holding judo costume)
- Shisei (Posture in Judo)
- Kuzushi (Act of disturbing the opponent posture)
- Tsukuri and kake (Preparatory action for attack)
- Ukemi (Break Fall)-UrhiroUkemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae Ukemi (Front Break Fall), Mae mawariUkemi (Front Rolling break fall)
- Shin Tai (Advance or retreat foot movement)-Suri-ashi (Gliding foot), Twugi-ashi (Following footsteps), Ayumi-ashi (Waling steps.
- Tai Sabaki (Management of the body)
- NageWaze (Throwing techniques)-HizaGuruma (Knee wheel), SesaeTwurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep), O Goshi (Major loinm), SeoiNage (Shoulder throw).
- Katamawaze(Grappling techniques)-Kesagatame (Scaff hold), Kata gatame (Shoulder hold), Kami shihogatama (Locking of upper four quarters), Method of escaping from each hold.

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## PC – 302

### **Wrestling: Fundamental Skills**

- Take downs, Leg tackles, Arm drag.
- Counters for take downs, Cross face, Whizzer series.
- Escapes from under-sit-out turn in tripped.
- Counters for escapes from under-Basic control back drop, Counters for stand up.
- Pinning combination-Nelson series(Half Nelson, Half Nelson and Bar arm), Leg lift series, Leg cradle series, Reverse double bar arm, chicken wing and half Nelson.
- Escapes from pinning: Wing lock series, Double arm lock roll, Cridge.
- Standing Wrestling-Head under arm series, whizzer series
- Referees positions.

## PC – 302

### **Fencing: Fundamental Skill**

- Basic Stance - on-guard position (feet and legs)
- Footwork – advance, retire, lunge, Step-lunge
- Grip – hold a foil correctly, Etiquette – salute and handshake to coaches and partners
- Hit a target (glove, mask, person) at riposte distance
- Lunge from an on-guard position.
- Attack - simple attacks from sixte – direct, disengage, doublé attack, compound attacks high line – one-two and cut-over disengage, Cut-over attack, Low line attacks
- Semi circular parries – octave and septime
- Understand the layout of a piste.
- Compound or successive parries.
- Lateral parry and direct riposte
- Fence a bout – judges etc. salutes and handshakes
- Rules and their interpretations and duties of officials.

## PC 303 Team Games

### PC 303

#### **Base Ball Fundamental Skills**

- Player Stances – walking, extending walking, L stance, cat stance.
- Grip – standard grip, choke grip,
- Batting – swing and bunt.
- Pitching –



- 
- Baseball : slider, fast pitch, curve ball, drop ball, rise ball, change up, knuckle ball, screw ball,
  - Softball: windmill, sling shot,
  - starting position: wind up, set.
  - Fielding –
    - Catching: basics to catch fly hits, rolling hits,
    - Throwing: over arm, side arm.
  - Base running –
    - Base running: single, double, triple, home run,
    - Sliding: bent leg slide, hook slide, head first slide.
  - Rules and their interpretations and duties of officials.

### **PC 303**

#### **Netball: Fundamental Skills**

- Catching: one handed, two handed, with feet grounded, in flight.
- Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).
- Footwork: landing on one foot; landing on two feet; pivot; running pass. ○  
Shooting: one hand; two hands; forward step shot; backward step shot.
- Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
- Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).
- Intercepting: pass; shot.
- The toss-up.
- Role of individual players
- Rules and their interpretations and duties of officials.

### **PC – 303**

#### **Cricket: Fundamental Skills**

- Batting-Forward and backward defensive stroke ○ Bowling-Simple bowling techniques
- Fielding-Defensive and offensive fielding
- Catching-High catching and Slip catching
- Stopping and throwing techniques
- Wicket keeping techniques

## PC 303

### **Football: Fundamental Skills**

- Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick
- Trapping-trapping rolling the ball, trapping bouncing ball with sole
- Dribbling-With instep, inside and outer instep of the foot.
- Heading-From standing, running and jumping.
- Throw in
- Feinting-With the lower limb and upper part of the body.
- Tackling-Simple tackling, Slide tackling.
- Goal Keeping-Collection of balls, Ball clearance-kicking, throwing and deflecting.

## PC 303

### **Hockey: Fundamental Skills**

- Player stance & Grip
- Rolling the ball
- Dribbling
- Push
- Stopping
- Hit
- Flick
- Scoop
- Passing – Forward pass, square pass, triangular pass, diagonal pass, return pass, ○ Reverse hit
- Dodging
- Goal keeping – Hand defence, foot defence
- Positional play in attack and defense.
- Rules and their interpretations and duties of officials.
- Rules and their interpretations and duties of officials.
- Ground Marking.

## PC – 303

### **Softball Fundamental Skills**

- Catching: one handed, two handed, with feet grounded, in flight.
- Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).
- Footwork: landing on one foot; landing on two feet; pivot; running pass. ○ Shooting: one hand; two hands; forward step shot; backward step shot.

- Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
- Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).
- Intercepting: pass; shot.
- The toss-up.
- Role of individual players
- Rules and their interpretations and duties of officials.

### **PC 303**

#### **Volleyball: Fundamental Skills**

- Players Stance-Receiving the ball and passing to the team mates,
- The Volley (Over head pass),
- The Dig(Under hand pass).
- Service-Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service.
- Rules and their interpretations and duties of officials.

### **PC - 303**

#### **Hand Ball:**

- Fundamental Skills-Catching, Throwing, Ball Control, Goal Throws-Jump Shot, Centre Shot, Dive Shot, Reverse Shot, Dribbling-High and Low, Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defense.
- Rules and their interpretations and duties of officials.

### **PC – 303**

#### **Basket ball: Fundamental Skills**

- Player stance and ball handling
- Passing-Two Hand chest pass, Two hand Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass.
- Receiving-Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running.
- Dribbling-How to start dribble, How to drop dribble, High dribble, Low dribble, Reverse dribble, Rolling dribble.
- Shooting-Layup shot and its variations, one hand set shot, One hand jump shot, Hook shot, Free throw.
- Rebounding-Defensive rebound, Offensive rebound, Knock out, Rebound Organization.
- Individual Defensive-Guarding the man with the ball and without the ball.
- Pivoting.
- Rules and their interpretations and duties of the officials.

- TP – 201** Teaching practices:  
10 teaching practice lessons out of which 5 lessons in class-room situation and 5 lessons for out-door activities within premises on the students of B.P.Ed course.
- TP – 301** Teaching practices:  
10 teaching lesson plans for Racket Sport/ Team Games/ Indigenous Sports out of which 5 lessons internal and 5 lessons external at school.
- TP – 401** **Sports Specialization: Track and field / Gymnastics / Swimming / Judo / Wrestling**  
(4 internal lessons at practicing school and 1 final external lesson on the students of practicing school as a sports specialization of any discipline mentioned above.)
- TP- 402** **Games Specialization: Kabaddi, Kho-Kho, Base ball, cricket, Football, Hockey, Softball Volleyball, Handball, Basketball, Netball, Badminton, Table Tennis, Squash, Tennis**

(4 internal lessons at practicing school and 1 final external lesson on the students of practicing school as a games specialization of any discipline mentioned above.)

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

**Table – 1: Semester wise distribution of hours per week**

<b>Semester</b>	<b>Theory</b>	<b>Practicum</b>	<b>Teaching practice</b>	<b>Total</b>
<i>I</i>	16	24	00	40
<i>II</i>	16	18	6	40
<i>III</i>	16	18	6	40
<i>IV</i>	16	12	12	40
<i>Total</i>	64	72	24	160
<i>Minimum of 36 teaching hours per week is required in five or six days in a week</i>				

**Table – 2: Number of credits per semester**

<b>Semester</b>	<b>Theory</b>	<b>Practicum</b>	<b>Teaching practice</b>	<b>Total</b>
<i>I</i>	16	16	00	32
<i>II</i>	16	12	04	32
<i>III</i>	16	12	04	32
<i>IV</i>	16	08	08	32
<i>Total</i>	64	48	16	128
<i>Minimum of 36 teaching hours per week is required in five or six days in a week</i>				

## PC 203 BADMINTON

### UNIT I

History of Badminton-in India, in Asia, in World  
Laws of Badminton- Laws of Badminton with interpretations  
Recommendations to Technical officials and their Duties  
Terminologies in Badminton

### UNIT II

Fixtures/Draws in Badminton  
  
Fixtures for inter collegiate Badminton Competition  
  
University- Zonal and All India University Tournament

### UNIT III

Fundamental Skills  
Dimensions of Racquet, Shuttle cock, Racquet Grip, Shuttle cock Grip  
Forehand & Backhand Strokes,Smash,Overhead and ClearDrops Underarm,Clear Drives &  
Net Shot.  
Basic Foot Work

### UNIT IV

Basic Tactics Strategy  
Singles-System of Play  
Doubles- System of Play  
    Front & Back  
    Side to Side  
    Rotation  
Specific Exercise of Warm up & Conditioning  
General & Specific Warm up  
Fundamental Training Drills in Badminton

































**RANI DURGAVATI VISHAWVIDYALAY, JABALPUR  
DEPARTMENT OF PHYSICAL EDUCATION**

**Ordinance  
Syllabus and Scheme  
of  
B.P.E.S.  
(Bachelor of Physical Education and Sports)**

# RANI DURGA VATI VISHAW VIDYALAY, JABALPUR

## Ordinance

1. **Degree Title** : Bachelor of Physical Education and Sports (B.P.E.S.)

2. **Name of the Faculty** : Faculty of Physical Education

3. **Duration** : 3 Years (Six Semesters)

4. **Eligibility:**

The candidate must have completed his/her Higher Secondary (10+2 scheme examination or Intermediate examination or the pre-university (10+2) or any other equivalent examination recognized by the M.P. Board of Secondary Education, Bhopal or any other Board recognized for this purpose by **RANI DURGA VATI VISHAW VIDYALAY, JABALPUR** as equivalent. Reservation and age rules as per State Govt.

5. **Admission Procedure:**

As decided by **RANI DURGA VATI VISHAW VIDYALAY, JABALPUR** from time to time.

6. **Total Seats:**

As per U.G.C./N.C.T.E./other Statutory Councils from time to time.

7. **Fee Structure:**

As decided by **RANI DURGA VATI VISHAW VIDYALAY, JABALPUR** or State Govt., from time to time.

8. **Examination, Curriculum and Related Regulation:**

As per ordinance 222 of **RANI DURGA VATI VISHAW VIDYALAY, JABALPUR**

9. **Eligibility for the award of the degree:**

A candidate shall be eligible for the degree of Bachelor of Physical Education when he/she has completed the requirement of examination successfully as per ordinance No-222.

10. **Attendance:**

Attendance in theory and practical subjects shall be compulsory. A minimum of 75% attendance is required separately for each theory and practical's subjects.

11. **General Instruction:**

For matters not covered in this ordinance, general rules of **RANI DURGA VATI VISHAW VIDYALAY, JABALPUR**, as applicable in semester examination shall apply in other matters. Executive council of **RANI DURGA VATI VISHAW VIDYALAY, JABALPUR** shall be competent to take decision.

**DEPARTMENT OF PHYSICAL EDUCATION**  
**RANI DURGA VATI VISHAWA VIDYALAY, JABALPUR**

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS (B.P.E.S.)**  
**General Rules and Scheme of Examination**

1. The Examination for the degree of Bachelor of Physical Education and Sports will be of six semester (three years) duration:
  - (i) B.P.E.S. Semester I and Semester II
  - (ii) B.P.E.S. Semester III and Semester IV
  - (iii) B.P.E.S. Semester V and Semester VI
  
2. A candidate, who –
  - (a) Completed his/her Higher Secondary (10 + 2 scheme) examination or Intermediate examination or the pre-university (10+2) or any other equivalent examination recognized by the M.P. Board of Secondary Education, Bhopal or any other Board recognized for this purpose by **RANI DURGA VATI VISHAWA VIDYALAY, JABALPUR** as equivalent thereto or
  - (b) Admission subject to: being selected on the basis of admission tests prevailing in the year when admission is sought in the department.
  - (c) After obtaining Indian or foreign qualifications recognized as equivalent to those mentioned in 2 (a) above by the **RANI DURGA VATI VISHAWA VIDYALAY, JABALPUR** and on the basis of admission tests, shall be admitted to Semester – I for the degree of Bachelor of Physical Education.
  
3. The provisions of ordinance 222 will be applicable for this course.

**Examination**

1. For UTD the examination will be conducted according to ordinance 222. and for affiliated colleges according to ordinance 5.
2. The medium of instruction shall be Hindi / English and a candidate can take examination either in Hindi or English.

**ACADEMIC PROGRAMME**  
(With No. of Lectures and Credits Per Week)

**B.P.E.S. Ist Semester**

Part –A (Theory Papers)		No. of Classes per week			No. of Credits	Faculty Name
		Lectures	Tutorials	Practicals /Project Work		
T-01	Basic and Systemic Anatomy - I	03	-	-	03	
T-02	Principles of Physical Education	03	-	-	03	
T-03	English - I	03	-	-	03	
<b>Part – B (Practicals)</b>						
P-01	Athletics	03	-	-	03	
P-02	Gymnastics	03	-	-	03	
P-03	Yoga	03	-	-	03	
P-04	Conditioning & Match Practice	05	-	05	08	
<b>Part – C (Viva-voce)</b>						
C-01	Comprehensive Viva-voce				04	

Total Credits - 30

**B.P.E.S. IInd Semester**

Part –A (Theory Papers)		No. of Classes per week			No. of Credits	Faculty Name
		Lectures	Tutorials	Practicals /Project Work		
T-04	Basic and Systemic Anatomy - II	03			03	
T-05	History of Physical Education	03			03	
T-06	English - II	03			03	
<b>Part – B (Practicals)</b>						
P-05	Athletics - II	03			03	
P-06	Gymnastics - II	03			03	
P-07	Yoga - II	03			03	
P-08	Conditioning & Match Practice	05		05	08	
<b>Part –C (Viva-voce)</b>						
C-02	Comprehensive Viva-voce				04	

Total Credits – 30



### B.P.E.S. IIIrd Semester

Part –A (Theory Papers)		No. of Classes per week			No. of Credits	Faculty Name
		Lectures	Tutorials	Practicals /Project Work		
T-7	Physiology and Physiology of Exercise	03			03	
T-8	Educational Psychology	03			03	
T-9	Methods in Physical Education	03			03	
<b>Part – B (Practicals)</b>						
P-09	Volleyball	03			03	
P-10	Weight Lifting and Training	03			03	
P-11	Teaching Practice	03			03	
P-12	Conditioning & Match Practice	05		05	08	
<b>Part – C (Viva-voce)</b>						
C-03	Comprehensive Viva-voce				04	

**Total Credits - 30**

### B.P.E.S. IVth Semester

Part –A (Theory Papers)		No. of Classes per week			No. of Credits	Faculty Name
		Lectures	Tutorials	Practicals /Project Work		
T-10	Kinesiology	03			03	
T-11	Basics of Sports Training	03			03	
T-12	Health Education	03			03	
<b>Part – B (Practicals)</b>						
P-13	Badminton/ Hockey	03			03	
P-14	Football/ Cricket	03			03	
P-15	Teaching Practice	03			03	
P-16	Conditioning & Match Practice	05		05	08	
<b>Part –C (Viva-voce)</b>						
C-04	Comprehensive Viva-voce	-	-	-	04	

**Total Credits- 30**

**B.P.E.S. Vth Semester**

<b>Part –A (Theory Papers)</b>		<b>No. of Classes per week</b>			<b>No. of Credits</b>	<b>Faculty Name</b>
<b>Paper Code</b>	<b>Nomenclature</b>	<b>Lectures</b>	<b>Tutorials</b>	<b>Practicals /Project Work</b>		
T-13	Management of Physical Education	03			03	
T-14	Gym Management and Fitness Training	03			03	
T-15	Sports Specialization	03			03	
<b>Part – B (Practicals)</b>						
P-17	Basket ball	03			03	
P-18	Kabaddi	03			03	
P-19	Sports Specialization (Practical Skill)	03			03	
P-20	Conditioning & Match Practice	05		05	08	
<b>Part –C (Viva-Voce)</b>						
C-05	Comprehensive Viva-voce				04	

**Total Credits - 30**

**B.P.E.S. VIth Semester**

<b>Part –A (Theory Papers)</b>		<b>No. of Classes per week</b>			<b>No. of Credits</b>	<b>Faculty Name</b>
<b>Paper Code</b>	<b>Nomenclature</b>	<b>Lectures</b>				
T-16	Test and Measurement in Physical Education	03			03	
T-17	Correctives and Rehabilitation in Physical Education	03			03	
T-18	Sports Specialization	03			03	
<b>Part – B (Practicals)</b>						
P-21	Kho-Kho	03			03	
P-22	Tennis	03			03	
P-23	Sp. Specialization (Coaching Lesson)	03			03	
P-24	Conditioning & Match Practice	05		05	08	
<b>Part –C (Viva-voce)</b>						
C-06	Comprehensive Viva-voce				04	

**Total Credits - 30**

**SCHEME OF EXAMINATION**  
(As per Ordinance 31)

**B.P.E.S. SEMESTER – I**

<b>Part – A (Theory Papers)</b>		Maximum Marks	
		External	Internal
T-1	Basic and Systemic Anatomy - I	60	40
T-2	Principles of Physical Education	60	40
T-3	English - I	60	40
<b>Part – B (Practicals)</b>			
P-1	Athletics - I	60	40
P-2	Gymnastics - I	60	40
P-3	Yoga - I	60	40
P-4	Conditioning & Match Practice Conditioning - 60 marks Match Practice - 40 marks	-	100
<b>Part –C (Viva-voce)</b>			
C-01	Comprehensive Viva-voce	100	
	<b>TOTAL</b>	<b>460</b>	<b>340</b>

**Grand Total**

**800**

**B.P.E.S. SEMESTER – II**

<b>Part – A (Theory Papers)</b>		Maximum Marks	
		External	Internal
T-4	Basic and Systemic Anatomy - II	60	40
T-5	History of Physical Education	60	40
T-6	English - II	60	40
<b>Part – B (Practicals)</b>			
P-5	Athletics - II	60	40
P-6	Gymnastics - II	60	40
P-7	Yoga - II	60	40
P-8	Conditioning & Match Practice Conditioning - 60 marks Match Practice - 40 marks	-	100
<b>Part –C (Viva-voce)</b>			
C-02	Comprehensive Viva-voce	100	
	<b>TOTAL</b>	<b>460</b>	<b>340</b>

**Grand Total**

**800**

### **B.P.E.S. SEMESTER – III**

<b>Part – A (Theory Papers)</b>		<b>Maximum Marks</b>	
		<b>External</b>	<b>Internal</b>
T-7	Physiology and Physiology of Exercise	60	40
T-8	Educational Psychology	60	40
T-9	Methods in Physical Education	60	40
<b>Part – B (Practicals)</b>			
P-09	Volleyball	60	40
P-10	Weight Lifting and Training	60	40
P-11	Teaching Practice	60	40
P-12	Conditioning & Match Practice Conditioning - 60 marks Match Practice - 40 marks	-	100
<b>Part – C (Viva-voce)</b>			
C-03	Comprehensive Viva-voce	100	
	<b>TOTAL</b>	<b>460</b>	<b>340</b>

**Grand Total**

**800**

### **B.P.E.S. SEMESTER – IV**

<b>Part – A (Theory Papers)</b>		<b>Maximum Marks</b>	
		<b>External</b>	<b>Internal</b>
T-10	Kinesiology	60	40
T-11	Basics of Sports Training	60	40
T-12	Health Education	60	40
<b>Part – B (Practicals)</b>			
P-13	Badminton/ Hockey	60	40
P-14	Football/ Cricket	60	40
P-15	Teaching Practice	60	40
P-16	Conditioning & Match Practice Conditioning - 60 marks Match Practice - 40 marks	-	100
<b>Part – C (Viva-voce)</b>			
C-04	Comprehensive Viva-voce	100	
	<b>TOTAL</b>	<b>460</b>	<b>340</b>

**Grand Total**

**800**

### **B.P.E.S. SEMESTER – V**

<b>Part – A (Theory Papers)</b>		<b>Maximum Marks</b>	
		<b>External</b>	<b>Internal</b>
T-13	Management of Physical Education	60	40
T-14	Gym Management and Fitness Training	60	40
T-15	Sports Specialization	60	40
<b>Part – B (Practicals &amp; Sports Specialization)</b>			
P-17	Table Tennis	60	40
P-18	Kabbadi	60	40
P-19	Sports Specialization (Practical Skill)	60	40
P-20	Conditioning & Match Practice Conditioning - 60 marks Match Practice - 40 marks	-	100
<b>Part –C (Viva-voce)</b>			
C-05	Comprehensive Viva-voce	100	
	<b>TOTAL</b>	<b>460</b>	<b>340</b>

**Grand Total**

**800**

### **B.P.E.S. SEMESTER – VI**

<b>Part – A (Theory Papers)</b>		<b>Maximum Marks</b>	
		<b>External</b>	<b>Internal</b>
T-16	Test and Measurement in Physical Education	60	40
T-17	Correctives and Rehabilitation in Physical Education	60	40
T-18	Sports Specialization	60	40
<b>Part – B (Practicals &amp; Sports Specialization)</b>			
P-21	Kho-Kho	60	40
P-22	Basketball	60	40
P-23	Sp. Specialization (Coaching Lesson)	60	40
P-24	Conditioning & Match Practice Conditioning - 60 marks Match Practice - 40 marks	-	100
<b>Part –C (Viva-voce)</b>			
C-06	Comprehensive Viva-voce	100	
	<b>SUB TOTAL</b>	<b>460</b>	<b>340</b>

**Grand Total**

**800**

<b>Semesters</b>	<b>Maximum Marks</b>
Semester – I	800
Semester – II	800
Semester – III	800
Semester – IV	800
Semester – V	800
Semester – VI	800
<b>GRAND TOTAL</b>	<b>4800</b>

# **BPES SEMESTER - I**

## **BASIC AND SYSTEMIC ANATOMY- I**

### **Unit - I Introduction**

- (i) Meaning and Concept of Anatomy
  - a. Definition of Anatomy
  - b. Types of Anatomy
- (ii) Need and Importance of anatomy for the students of Physical Education.
- (iii) Minute structure and functions of cells.
  - a. Structure of cell
  - b. Properties of cell
  - c. Constituents of cell and their functions
- (iv) Minute structure and functions of tissues
  - a. definition of tissue
  - b. Classification of tissues
  - c. Structure and functions of various types of tissues

### **Unit - II Skeletal System**

- (i) **Brief introduction about the skeletal system**
  - a. composition of bone
  - b. Microscopic structure of bone
  - c. Classification of bones
  - d. Functions of bones
  - e. General features of major bones of human body
  - f. Brief introduction about skull bone
- (ii) **Joints**
  - a. Definition of joints
  - b. Classification of Joints
  - c. Anatomical structure of synovial joints
  - d. Characteristics of synovial joints
  - e. Terminology of movements around a joint

### **Unit - III Muscles**

- a. Structural classification of muscles
- b. Functional classification of muscles
- c. Microscopic structure of muscles (skeletal, cardiac and smooth)
- d. Functions of muscles (skeletal, cardiac and smooth)
- e. Properties of skeletal muscles (elasticity, contractibility, stretchibility, irritability and muscle tone)
- f. Location (origin and insertion) and action of important muscles of human body (shoulder girdle, shoulder joint, elbow joint, hip joint, knee joint, ankle joint)

### **Unit - IV Cardio – vascular system**

- a. Introduction about heart and cardiovascular system
- b. Structure of heart
- c. Structure of artery, veins and capillaries
- d. Blood flow through the heart
- e. Types of blood circulation
- f. Pumping action of heart and its regulation
- g. Introduction about mechanism of the contraction of heart
- h. Introduction about regulation of heart beat

### **Unit - V Respiratory system**

- a. Introduction about respiratory system
- b. Organs of respiratory system

- c. Structure of organs
- d. Types of respiration
- e. Muscles of respiration
- f. Mechanism of respiration

**Books Recommended :**

- a. MC Clerg, Anderon T., Human Kinetics and Analyzing Body Movements, London : William Hein Mann Medical Book Ltd.
- b. Davis, D.V. Gray's Anatomy : London : Longmans Green and Co. Ltd.
- c. Pcatce, Evelyn B., Anatomy and Physiology for Nurse : London faber and faber Ltd.
- d. Pearce, J.W. Anatomy for students and teachers of Physical Education, London : Edward Arnold and Co.
- e. Anderson, T. Mc. Clerg. Human Kinetics and Analyzing Body Movements, London : Wiliiam Heinman Medical Books Led. 1961.

# **BPE SEMESTER – I**

## **PRINCIPLES OF PHYSICAL EDUCATION**

### **Unit – I**

- a. Meaning and Definition of Physical Education.
- b. Aims and objective of Physical Education.
- c. Scope of Physical Education.
- d. Need and Importance of Physical Education.
- e. Physical Education as an Art as Science

### **Unit - II**

- a. Meaning of Sports Psychology
- b. Development of sports Psychology
- c. Psychological factors effecting physical Performance.
- d. Notion about mind and body Psychological unity of man

### **Unit - III**

- a. Meaning of Camp
- b. Aims and objective of the Camps
- c. Uses of Camping /outdoor education.
- d. Types of Camp and Agencies promoting Camping.
- e. Organization of Camps and factors effecting its organization.
- f. Meaning and Definition of Recreation.
- g. Aims and objectives. of Recreation.
- h. Types of Recreation & need and Importance of recreation in modern society

### **Unit - IV**

- a. Definition of physical fitness.
- b. Component of Physical fitness.
- c. Benefit of Physical fitness.
- d. Effect of Exercises on muscular, circulatory, digestive, Respiratory system.
- e. Warming up and cooling down and their Importance.
- f. Biological Basis of life and biological weakness.
- g. Chronological, Anatomical, Physiological and Mental ages of individual – their implications in developing and implementing programme of physical education.

### **Unit - V**

- a. Games and sports as mans cultural heritage
- b. Sports and socialization
- c. Physical Education and sports as a need of the society
- d. Social Institution and their influence on the society.

### **References:**

- 1) Bucher, Charles,A. Foundation of physical Education St. Louis: The C.V.Mosby Co. 1986 dollar 9.50.
- 2) Nixon Engene D. and Couson W. An introduction to physical Education , Philadelphia,London: W.B.Saunders Co. 1969,
- 3) Oderteuter ,Delbert : Physical Education , New York ,Harper and Brothers publishers 1970.
- 4) Sharma ,Jakson ,R. Introduction to physical education , New York: A.S Barnes and Co. 1964.
- 5) Willaims Jeses Feiring : The Principle of Education , Philadelphia : W.B.Saunders Co. 1964



# **B PES SEMESTER – I**

## **ENGLISH- I**

### **Unit - I**

- a Tenses : Present, Past and Future Tenses.
- b Vocabulary : Synonyms, Antonyms, One word, Substitution, Punctuation.
- c Preposition.
- d Co-ordinate Conjunction and Subordinate Conjunction
- e Gender & their uses.

### **Unit - II**

- a Article : A, An, and The
- b Syntax & their uses & applications.
- c Active & Passive Voice
- d Idioms & Proverbs : Meaning and uses.

### **Unit - III**

- a Sentences Structure – Simple and Complex Sentences.
- b Transformation (with and without changing the sense)
- c Interrogative Sentences
- d Imperative Sentences
- e Exculematory Sentences

### **Unit - IV** Paragraph and Essay Writing

- a Writing paragraphs and essays on topics concerning sports and general awareness.

### **Unit - V** Comprehension

- a Precise writing
- b Answering questions after reading passages.
- c Comments on reading material.

### **References:**

1. 'High School English Grammar and Composition by P.C. Wren and M.Martin, Published by S.Chand and Com. Ltd. Ram Nagar, New Delhi 110055.
2. An intensive Course in English – Aremedial work book C.d. Sidhu. Published by Prys Adarkar, Orient Longman Ltd. Kamani Marg, Ballard Estate Bombay 400048.
3. Living English Literature Practice Book for Foreign students W. Standard Alton, Orient Longman Ltd. 1/24, Asaf Ali Road, New Delhi 110002.

# **BPES SEMESTER – I**

## **GAMES (PRACTAL)**

### **ATHLETICS, GYMNASTICS AND YOGA**

Common syllabus all games

Unit- I. History of game, Federations and Competitions.

Unit- II. Rules and their interpretation.

Unit- III. Fundamental and Advance skills.

Unit- IV. Equipments and their specification and maintenance.

Unit- V. Layout and maintenance of playfields

# **BPES SEMESTER – II**

## **BASIC AND SYSTEMIC ANATOMY**

### **Unit I : Digestive System**

**(i) Introduction about digestive system**

- Organs of digestive system
- Structure of various parts of digestive system
- Brief introduction about the accessory organs of digestive system (liver, pancreas, gall bladder)

**(ii) Secretion and function of the digestive juices**

- The name of digestive juices
- Their site of secretion, nature and function

**(iii) Function of Liver**

- Functions of liver as an accessory organ of digestion
- Brief knowledge of general function of liver

### **Unit II : Nervous System**

**(i) Introduction about the nervous system**

- Introduction about the nervous system
- Classification and organs of nervous system
- Introduction about various parts of brain
- Structure of various parts of brain
- Structure of spinal cord

**(ii) Functions of the important parts of the nervous system**

- Functions of cerebrum  
(Basal ganglia, Thalamus & Hypothalamus)
- Functions of cerebellum
- Functions of mid brain
- Functions of pons
- Functions of medulla oblongata
- Functions of spinal cord
- 

### **Unit III : Urino – Genital and Excretory System**

**(i) Brief account of urino-genital system**

- Introduction about urinal system
- Structure of kidney
- Structure of ureter, bladder, urethra
- Introduction about genital system

**(ii) Introduction about excretory system**

- Brief concept of excretion of water from the body through skin (sweating), lungs, kidney and urinal track
- Structure of kidney and urinal track
- Formation of urine in kidney  
(Simple filtration, selective reabsorbs ion and secretion)

## **Unit IV : Endocrine System**

- Introduction about endocrine system
- Name of endocrine glands and their sites
- Structure of glands (Pituitary, Thyroid, Pancrease and Adrenal)
- Secretion of glands (Pituitary, Thyroid, Pancrease and Adrenal)
- Role of their secretion in growth, development and body functions
- Basic knowledge of transmission of hereditary characteristics

## **Unit V : Sensory System**

- Structure of organs of vision
- Functions of various parts of eye
- Structure of organs of hearing
- Functions of various parts of ear
- Brief introduction of sense of touch (skin), smell and taste

### **Books Recommended:**

1. MC Clerg, Anderon T., Human Kinetics and Analyyzing Body Movements, London: William Hein Mann Medical Book Ltd.
2. Davis, D.V. Gray's Anatomy: London: Longmans Green and Co. Ltd.
3. Pcarce, Evelyn B., Anatomy and Physiology for Nurse: London faber and faber Ltd.
4. Pearce, J.W. Anatomy for students and teachers of Physical Education, London: Edward Arnold and Co.
5. Anderson, T. Mc. Clerg. Human Kinetics and Analyzing Body Movements, London: William Heinman Medical Books Led. 1961.

# **B PES SEMESTER – II**

## **HISTORY OF PHYSICAL EDUCATION**

### **Unit I**

- Definition of Physical Education – Its meaning and importance , misconception above Physical Education
- Aims and objectives of Physical Education .

### **Unit II**

- Physical Education in ancient India – Vedic period – Epic Period and Buddhist period.
- Physical Education in the city states of Greece.

### **Unit III**

- Survey of Modern Physical Education in India – pre and post independence period .
  - a. Physical Education and sports training institutions in India.
  - b. Indian Olympic Association.
  - c. Sports authority of India
- Youth welfare programmes NCC, NSS, NSC, Scouts and guides .

### **Unit IV**

Modern Olympic games: Start of Olympics, Objectives of Olympic, Olympics Motto and Flag. Olympic charter opening and closing ceremonies, Olympic commissions and their functions.

### **Unit V**

Contribution to the growth of Physical Education by leaders and movement in the following countries:-

- (i) Germany Johan Basedow, Guts Muths Fredrick Ludwing John , Sweden ( Per Henric ling)
- (ii) Denmark ( frak Nachtegal )
- (iii) Great Britain Y.M.C.A. and it contribution,
- (iv) India : Pl. Jawaharlal Nehru , Dr. P.M. Joseph Dr. J.P. Thomas , Shri H.C. Buck.

### **References:**

1. Leonard, Fred Engene and Afflect George B. Guide to the History of Physical Education, Philadelphia : Leo and Febiger, 1962.
2. Moyumd, D.C. Encyclopedia of Indian Physical Culture, Garoda : Goods Oscupauiies, 1952.
3. Rice Emmett, A. Hutchinson, John, L. and Loc Marbal A Brief History of Physical Education, New York, the Ronals Press Company, 1960.
4. Rajgopalan K. A Brief History of Physical Education in India, Delhi Army Publishers – 1962.
5. Wakharkar, D.G. Manual of Physical Education, Bombay Port Publishers Pvt. Ltd.

# **BPES SEMESTER – II**

## **ENGLISH - II**

### **Unit - I** Correspondence and report writing :

- a. Personal Letters
- b. Business Letters
- c. Application
- d. Circular Letter
- e. Invitations refusal and acceptance, formal, informal and vote of thanks, welcome speech

### **Unit - II**

- a. Reports writing (on functions and sports events).
- b. Drafting notice and minutes of meeting.

### **Unit - III** Linguistic Contents :

- a. Direct and indirect speech.
- b. Verbal structure, approritive structures.
- c. Optative sentences.
- d. Sentences structure – Simple, compound and complex sentences.

### **Unit – IV**

- a. Expansion of ideas (about 200 words).
- b. Adjectives, adverbs & their uses
- c. Modals
- d. Punctuation
- e. Participles
- f. Determinants

### **Unit – V**

- a. Paragraph and Essay writing -  
Writing paragraphs and essays on topics concerning sports and general awareness.
- b. Comprehension -
  1. Precise Writing
  2. Answering questions after leading passages.
  3. Comments on reading material.

### **References:**

1. 'High School English Grammar and Composition by P.C. Wren and M.Martin, Published by S.Chand and Com. Ltd. Ram Nagar, New Delhi 110055.
2. An intensive Course in English – Aremedial work book C.d. Sidhu. Published by Pyla Adarkar, Orient Longman Ltd. Kamani Marg, Ballard Estate Bombay 400048.
3. Living English Literature Practice Book for Foreign students W. Standard Alton, Orient Longman Ltd. 1/24, Asaf Ali Road, New Delhi 110002.

# **BPES SEMESTER – II**

## **GAMES (PRACTAL)**

### **ATHLETICS, GYMNASTICS AND YOGA**

Common syllabus all games

Unit- I. History of game, Federations and Competitions.

Unit- II. Rules and their interpretation.

Unit- III. Fundamental and Advance skills.

Unit- IV. Equipments and their specification and maintenance.

Unit- V. Layout and maintenance of playfields

## **BPES SEMESTER – III**

### **PHYSIOLOGY AND PHYSIOLOGY OF EXERCISE**

#### **Unit I Introduction**

- (a) Meaning and concept of physiology.
- (b) Need and importance of physiology for the students of physical education.
- (c) Meaning and concept of exercise physiology.
- (d) Need and importance of exercise physiology in physical education and sports.

#### **Unit II Cardio Pulmonary System**

1. The Cardio-vascular system and Blood.
  - (a) Cardiac – cycle.
    - Definition of cardiac cycle
    - Concept of cardiac cycle with the help of diagram.
  - (b) Blood pressure, its maintenance and regulation
    - Definition of blood pressure.
    - Types of blood pressure.
    - Measurement of blood pressure.
    - Regulation of blood pressure.
  - (c) The cardiac output and its regulation
    - Concept of cardiac output.
2. The respiratory System
  1. Mechanism of Respiration.
  2. Pulmonary ventilation and its regulation.
  3. Second – wind, Oxygen debt.

#### **Unit III Digestive, nervous and sensory system**

- (a) Digestive System
  1. Absorption of Food
  2. General metabolism, metabolism of carbohydrates fats and proteins.
  3. Temperature – Regulation
- (b) Nervous System
  1. Functions of the important parts of the nervous system, cerebrum, medulla oblongata, thalamus, cerebellum and spinal cord.
  2. Functions of autonomic nervous system.
- (c) Sensory System
  1. General sensations (cutaneous and kinesthetic)
  2. Brief knowledge about various forms of senses with special reference to vision and hearing.

#### **Unit IV Excretory, Endocrine and Reproductive Systems**

- (a) The excretory System -  
Excretion of water from the body through skin (sweating), lungs, kidney and GI Tract.
- (b) The Endocrine System -
  1. Secretion of endocrine glands (Pituitary, Thyroid, Adrenal and Pancreas)
  2. Role of their secretion in growth. Development and body functions.
- (c) Reproductive System -
  1. Physiology of human reproduction.
  2. Basic knowledge of transmission of hereditary characteristics.

#### **Unit V Physiology of Exercise**

1. Effect of exercise on respiratory, circulatory and muscular system.
2. Changes during muscular contraction.
3. Nerve control of muscular activity.
4. Warming-up, conditioning and training.
5. Stitch and cramps.

#### **References:**

1. Anthony, C. Parher and Kolthoff N. Jane, Text Book of Anatomy and



- Physiology, St. Louis : The C.V.: Mosby Company.
2. Chatterjee, C.C. Human Physiology, Calcutta, Medical Allied Agency.
  3. Clarke, David, H. Exercise Physiology, New Jersey : Prentice Hall Inc., Englewood Cliffs.
  4. Translated by Myshne, David, A. Text Book for Nurses Training Schools, Moscow, NIR Publishers.
  5. Pearce, Evelyn, C. Anatomy and Physiology for Nurses. Calcutta, Oxford University Press.

## BPES SEMESTER – III

### EDUCATIONAL PSYCHOLOGY

#### **Unit I :**

- Meaning and Nature of Psychology
- Sources of psychology
- Definition of Psychology
- Psychology is a Sciences
- Branches of Psychology
- Importance of Psychology in Education with special reference to Physical Education.

#### **Unit II:**

- Growth and Development
- Meaning of growth and Maturation
- Development by maturation
- Development by exercise and learning
- Behavioral development with special reference to perceptual ,Language intellectual social, emotional and physical
- Individual differences: meaning of the terms individual differences.
- Heredity and environment as cause of individual differences
- Interaction of heredity and environment.

#### **Unit III :**

- Learning Meaning and nature of learning
- Principles of learning
- Types of learning
- Theories of learning (Trial and error ,conditioned reflex ,insight theory, learning by imitation ).
- Meaning of transfer of training. Conditions of transfer of training. learning curve.
- How to overcome plateau

#### **Unit IV:**

- **Motivation**  
Meaning of motivation. concept of need, drive, motive, incentive and achievement  
Types of Motivation  
Role of motivation on teaching physical activities
- **Emotion**  
Meaning and nature of emotion.  
Types of emotion.  
Emotional experiences (anxiety and fear ) and their effect on learning of physical activities.

#### **Unit V;**

- **Personality**  
Meaning and nature of personality.  
Physiological and social factors in personality.  
Development of personality
- **Memory**  
Definition of memory, Types of Memory.  
Mechanism of the process of remembering ,memory training.  
Meaning of forgetting ,Reasons of forgetting, curves of forgetting,  
Importance of memory in learning physical activities.
- **Practical**  
Practical will be conducted to acquaint with practical aspects of the subject.  
There will be practical internal examination for 10 marks .The marks of this examination will be added to the theory sectionals.

**References :**

- Boaz, G.D General psychology , Madras: Boaz institute of Psychological Service,1957
- Skinner, C. E. Educational Psychology ,New Delhi : Prentice Hall of India Pvt. Ltd.
- Lindren, H. E. Educational Psychology in classroom ,New York :John Wiley & Sons Inc. 1963.
- Kamlesh ,M.L. Psychology of Physical Education and Sports , New Delhi Metropolitan Bros.
- Snun, Richar M. Psychology in Sports ,Surjeet Publication ,1982
- Silva ,J.M. and Weinberg R.S Psychology of foundations of Sports , Illinois , Human Kinetics Publishers Inc.

**BPES SEMESTER – III**  
**METHODS IN PHYSICAL EDUCATION**

**Unit I**

**(A) Meaning**

Meaning of the term "teaching method" its scope and importance  
The factors to be considered in determining the method of teaching.

**(B) Types of method**

Part-whole method, whole part method, command method, discussion method, project method, demonstration method.

**(C) Principles of teaching**

**Unit II**

**Presentation Techniques**

- (a) Personal preparation.
- (b) Technical preparation.
- (c) Steps of presentation.
- (d) Command and their techniques.
- (e) Situation which require different words of command.
- (f) Types of class management.

**Lesson planning**

**Types of lessons and their values**

- (a) Objectives of different lesson plans and part of the lesson introductory and development.
- (b) Skill practice/group work.
- (c) Class activity/recreation part (reassembly revision and dismissal).

**Unit III**

**Organization and conduct of competitions**

- (a) Tracks and field
- (b) Gymnastics.
- (c) Weight lifting, body building and best physique contest.
- (d) Wrestling and combatives.
- (e) Swimming, diving -aquatics.
- (f) Games and sports tournaments.

**Tournaments - organization, meaning and their types**

- (a) Knock -out types of elimination double elimination tournaments..
- (b) League-(single-double )or round robin type.
- (c) Combination type of tournament.
- (d) Challenge of perennial type (ladder-pyramid type).
- (e) Miscellaneous type of small area games.

**Unit IV**

**Audio-visual aids and teaching gadgets**

- (a) Values and uses of audio visual aids.
  - (b) Criteria for selecting the aids.
  - (c) Steps to be followed in using teaching aids.
- Publicity - meaning and method of preparation:
- (a) Demonstration.
  - (b) Play days.
  - (c) Exhibitions.
  - (d) Sports for all days.

**Unit V**

**Marking of track and play fields:**

- (a) Track and field - track 400 m standard and 200m.
- (b) Play field - football, volleyball, basketball, hockey, badminton, kabaddi, kho- kho, softball as per international regulation.

**Improvisation - ways and means of improvisation:**

- (a) Area
- (b) Apparatus
- (c) Equipment
- (d) Leadership
- (3) Evolution
  - (a) Need
  - (b) Importance
  - (c) Basic methods of evaluation:
    - Observation
    - Interview
    - Tests and measurements
    - Corporative evaluation by pupil and teacher

**References:**

- Tirunaryanan,c. and hariharan, s. methods in physical education,karai kudi south india press, 1962.
- Kozman, b. cassidy, rosalind and jakson,c.d.,methods in physical education, london: w.b. saunders company, 1960.
- Knapp, clyde and hagman, e.p. teaching methods foe physical education, new yoek: mc graw hill book co., 1948.

**BPES SEMESTER – III**

**GAMES (PRACTAL)**

# **VOLLEYBALL AND WEIGHT LIFTING & TRAINING**

Common syllabus all games

Unit- I. History of game, Federations and Competitions.

Unit- II. Rules and their interpretation.

Unit- III. Fundamental and Advance skills.

Unit- IV. Equipments and their specification and maintenance.

Unit- V. Layout and maintenance of playfields

# **BPES SEMESTER – IV**

## **KINESIOLOGY**

### **Unit I: Introduction**

- (A) Definition, Brief history and important contributions of Aristotle, Leonardo da Vinci, Alfonso Borelli, Weger Brothers, Benjamin Duchene.
- (B) Aims and objective of Kinesiology.
- (C) Role of Kinesiology in Physical Education and Physical Medicine.
- (D) Fundamental concepts:  
Definition and brief explanation of the following terms and their application to the human body.  
Axes and Planes, Centre of Gravity, Line of Gravity Base, Starting Positions.

### **Unit II: Anatomical Concepts**

- (A) Review of classification of joints and muscles, Terminology of fundamental movements.
- (A) Types of Muscle-Contraction (Isometric and Isotonic – concentric, Eccentric), All or None Law, Reciprocal innervations and inhibition group action of muscles and Muscular Co-ordination.
- (B) Major characteristics location and action of major joints of shoulder, hip, knee, elbow, forearm and wrist joints. Location and actions of major muscles at these joints.

### **Unit III: Mechanical Concepts**

- (A) Concept of mechanical basic of Kinesiology and its application it physical education and Sports.
- (B) Definition and brief explanation of following basic terms :  
Mass, weight, force, motion, equilibrium, friction, speed, velocity, and momentum.

### **Unit IV:**

#### **(A) Kinesiological fundamental of Mechanisms**

- (1) Simple Mechanics found in the Muscular skeletal system (Leverage and its application to human body)
- (2) Laws of motion and their application to sports activities.
- (3) Forces :
  - a. Moving one's own body.
  - b. Giving impetus to external objectives,
  - c. Receiving impetus.
- (4) Equilibrium: Role of equilibrium in sports and games.

### **Unit V: Application**

- (A) Application of basic mechanical principles to walking, running and jumping.
- (B) Motor skills of daily living.
- (C) Application of mechanics prevention of injury.

#### **Reference:**

- Brower, Marion, R. Efficiency of Human Movement. Philadelphia : W. B. Saunders Co. 1966-Dollar.
- Cooper, John, M. and R.B. Glasgow . Kinesiology . St Louis : C.V. Mosby Company , 1963.
- Scott M. Gladys. Analysis of Human Motion, New York .
- Wells, Katherine P. Kinesiology , Philadelphia. W.B. Saunders Co., 1966.
- James, G. Hay, J. Gavin Reid. The Anatomical and mechanical Bases of Human Motion. Prentice Hall Inc. New Jersey.
- Rasch Philip J. and P.K. Burke. Kinesiology and Applied Anatomy. Philadelphia. : LEA and Febiger, 1967.
- Duan, John W. Scientific Principles of Coaching . Englewood cliffs, N.J. Prentice Hall Inc. 1966.
- Duvall Elien Neal. Kinesiology . Englewood Cliffs , N.J. Prentice Hall Inc. 1956.

# **BPES SEMESTER – IV**

## **BASICS OF SPORTS TRAINING**

### **Unit - I Sports Training**

- a. Definition of terms - Conditioning, Teaching, Coaching and Sports Training.
- b. Importance of sports training
- c. Aim, Tasks and Characteristics of Sports Training.
- d. Principles of Sports Training.

### **Unit - II Biomotor abilities and training means -**

- a. Concept of biomotor abilities & definition of important motor abilities – cardio – respiratory endurance, muscular endurance, strength, speed, power, agility, flexibility, co-ordination, balance.
- b. Training means and methods for developing various fitness components.

### **Unit - III Warming up and cooling down**

- a. Introduction
- b. Types of warming up
- c. Significance of warming up
- d. General guidelines that govern the warming up programme
- e. Methods of warming up
- f. Duration of warming up
- g. Components of warming up
- h. Physiological basis of warming up
- i. Cooling down

### **Unit - IV Environmental factors and sports performance**

- a. Introduction
- b. Variation in temperature
- c. Humidity
- d. Altitude
- e. Physical programme at altitude
- f. Physiological function at altitude

### **Unit - V (A) Preiodisation**

- a. Concept of periodisation and its importance.
- b. Different periods of training and their duration.
- c. Types of periodization.
- d. Aim and content of different training periods.

#### **(B) Cycles of Training**

- a. Macro Cycle
- b. Meso Cycle
- c. Micro Cycle

### **References:**

1. Essentials of Physical Education, Dr. Ajmer Singh, Dr. Jagtar Singh Gill, Dr. Jagdish Bains, Dr. Rachpal Singh Brar, Kalyani Publishers, Ludhiana, New Delhi, Noida (UP)
2. Science of Sports Training, Dr. A.K. Uppal, Friends Publications, New Delhi (India)



3. Science of Sports Training, Hardayal Singh
4. Bratty, s perceptual and motor development in infants and children. Prentice hall,1979
5. Harre, d. principles of training.

# **BPES SEMESTER – IV**

## **HEALTH EDUCATION**

### **Unit I**

#### **(A) Health**

- a. Dimensions of Health
- b. Positive Health
- c. Concept Of Health
- d. Ecology of Health
- e. Spectrum of Health
- f. Determinants of Health.

#### **(B) Health Education**

- a.. Concept ,objective and scope
- b. Principles of Health Education.
- c. Communication in Health Education.
- d. Public Health Education in attainment of Health Goals.

### **Unit II**

#### **(A) Health Problems**

- a. Communicable diseases
- b. Nutrition
- c. Environmental sanitation
- d. Medical Care
- e. Population

#### **(B) Organization and Administrative set-up of Health System in India**

- a. Central level
- b. State Level
- c. District Level.

#### **(C) Planning of Health Education programme**

- a. Practice of Health Education Programme.
- b. Steps to be followed in Planning and Heath Education Programme.

#### **(D) Brief Description of Maternal Child Health**

### **Unit III**

#### **(A) Hygiene**

The Concept, Care of Skin, Mouth, nails, clothing, bathing etc.  
Importance of rest, sleep and exercise.

#### **(B) Community Health**

Brief account of Housing water supply ,sewage and refuse disposal .

#### **(C) School Health Service**

- a. History and Health Problems
- b. Objectives of School Health Service

#### **(D) Aspects of School Health Service**

- a. Health Appraisal
- b. Remedial measures and follow –up
- c. Prevention of communicable diseases
- d. Healthful school environment
- e. Nutritional services
- f. First –aid and Emergency care
- g. Mental health
- h. Dental health
- i. Eye health service.
- j. Health Education
- k. Education of handicapped children.
- l. School Health record.

## **Unit IV**

### **(A) Food and Nutrition**

Classification of foods ,Proximate Principles, and Role of various nutrient.

### **(B) Balanced diet**

Definition ,Principles of preparing and balance diet. Balanced diet for Indian Players /School children .Malnutrition and Adulteration of food.

## **Unit V**

### **(A) National Family Welfare Programme**

Concept, need, importance, and role of Health Education in family welfare programme.

### **(B) Sex Education**

Concept, need and organization of sex education at school level.

### **(C) National Health Programmers in Indian**

- (a) NMEP (National Malaria Eradication Programme.)
- (b) DDCP (Diarrhoeal Diseases Control Programme.)
- (c) NFPC (National Filaria Control Programme.)
- (d) National TB Control Programme.
- (e) STD Control Programme.

### **(D) International Health Agencies**

- (a) WHO (b) UNICEF (c) UNDP
- (d) FAO (e) ILO

### **(E) Evaluation**

- (a.) Evaluation of Health Education Programme.
- (b.) Importance of Evaluation of Health Education Programme.

**Reference:**

1. Anderson ,C.L. and Chewell , William H. School Health Practice, St. Louis: The C. V. Mosby Company ,1986.
2. Bedi, Yashpal Social and Preventive Medicine ,New Delhi ,Atmaram and Sons ,1985.
3. Goah ,B.N. Hygine and Public Health ,Calcutta :Scientific Publishing Co.1989.
4. Hanllon, John ,I. Principal of Public Health Administration Saint Louis :The C.V. Mosby Company 1969.
5. Katz, Alfred ,H ,and Felton , Jean Spences Health and the community .London :Coltion Mc Millan Limited 1965.
6. Park ,J.E. and Park ,K. Preventive and Social medicine Jabalpur : M/s.Banarsidas Bhanot Publishers,1983.

# **BPES SEMESTER – IV**

## **GAMES (PRACTAL)**

### **BADMINTON/HOCKEY AND FOOTBALL/CRICKET**

Common syllabus all games

Unit- I. History of game, Federations and Competitions.

Unit- II. Rules and their interpretation.

Unit- III. Fundamental and Advance skills.

Unit- IV. Equipments and their specification and maintenance.

Unit- V. Layout and maintenance of playfields

# **B PES SEMESTER V**

## **Management of Physical Education**

### **Unit I**

#### **Introduction**

- (a) Meaning and definition of planning ,organizing, administration and management and their nature and scope.
- (b) Importance of planning and management in educational institutions .
- (c) Principles of planning and management , organisation structure :
  - (i). Working out an effective scheme of organaisation.
  - (ii). Scheme of organisation in school ,college and university.
  - (iii).Scheme of organisation in the district and state education.

### **Unit II.**

#### **Facilities and equipments**

- (a) Layout of the school building and other facilities.
- (b) Types of buildings,laboratories ,other built-up facilities.
- (c) Layout of physical education facilities common and special .
- (d) Need and importance o equipment for physical education and recreation
- (e) An ideal of equipment or physical education and recreational activities.
- (f) Realistic approach in purchases , procedures.
- (g) Development of improvised equipments
- (h) Storing,store keeping.
  - (i) Care , maintenance, repairs and disposal equipments.

### **Unit III**

#### **Staff and Leadership**

- (a) Head of the Institute , his role in imbibing the spirit of discipline in sports and education.
- (b) Importance of qualified teachers of physical education and recreational leaders
- (c) Qualities of good teachers /teachers of physical education
- (d) Development of voluntary services of other teachers .
- (e) Student leadership it's importance and limitations
- (f) Staff cooperation
- (g) Selection of training of students leaders
- (h) Recognition of staff and student leaders.

### **Unit IV**

#### **Intramurals and extramural, Public Relations**

##### **(A) Intramural**

- (a) it's importance and planning.
- (b).Events of Competition, Time and facility factors.
- (c). Point system, award recognition

##### **(B) Extramural**

- (a) Outcomes of participation (educational)
- (b) Limitations in participation.
- (c) Selection and training of teams.
- (d) Participation ,finances and other aspects .

### **(C). Public Relations**

- (a). Definition and need.
- (b). Principles of public relations in physical educations.
- (c). Techniques , sue of media
- (d). Relations with parents , public and other bodies.
- (e). Demonstration , displays on special occasions

### **Unit V**

#### **Office management and budget**

- (a). Maintainence of records
- (b). Office Correspondence , filing and reports .
- (c). Physical education budget and it's preparation
- (d). Income & expenditure (sources)
- (e). Maintainence of accounts.
- (f). Petty cash.

### **References:**

1. Joseph ,P.M.Organisation of physical education , The old students association ,TIPE Kandivali (bombay).1963.
2. Voltmer ,E.F.et al The organisation and administration of physical education , prentice hall inc., New Jersey , 1979.
3. Bucher ,C.A.Administration of Physical Education and atheletic programmes , The C.V.Mosby Co. London 1983.
4. Zeigler ,E.R. and Bowie G.W Management Competency Development in Sports and Physical Education , Lea and Febiger, Philadelphia ,!983.
5. Maheshwari ,B.L.Managaement by Objective , Tata Mc.Graw -Hill. Publishing Co. Ltd. New Delhi 1982.
6. ALen L.A.Management and Organisation , McGraw -Hill Book Co. Inc. London 1958.
7. Newman W.H. Administrative Action, Prentice Hall Inc. New Jersey ,1963.
8. Huges , W.L.etal Administration and physical Education. The Ronald Press Co. New York,1962.

# **BPES SEMESTER V**

## **GYM MANAGEMENT AND FITNESS TRAINING**

### **Unit – I : Introduction**

- a. Concept of a Gym /Health Club (Basic Facilities)
- b. Equipments for modern gym (Strength Section, Cardio Section, Floor Exercise Section)
- c. Sauna and Steam Therapy
- d. Concept of SPA

### **Unit –II : Gym Management**

- a. Staffing Pattern of a Gym
- b. Budget Preparation
- c. Various Programs
- d. Pre and Post Training Testing
  - a. Cardio-Respiratory Endurance
  - b. Muscular Endurance
  - c. Muscular Strength
  - d. Musculoskeletal Flexibility

### **Unit – III : Nutrition**

- a. Nutrition and Nutritional Supplements
- b. Calculating caloric of intake and output
- c. Preparing a diet chart
- d. Role of various nutritional products

### **Unit – IV : Strength Training**

- a. Exercise for developing
  - i. Chest Muscles
  - ii. Back Muscles
  - iii. Shoulder Muscles
  - iv. Arm Exercise
  - v. Abdominal Muscles
  - vi. Thigh Muscles
  - vii. Calf Muscles

### **Unit – V : Obesity and Weight Control**

- a. Overweight and obesity
- b. Methods of assessing body fat
- c. Principles of fat reduction program
- d. Exercise for controlling fat



## References:

1. Arnold, Schwarzenegger; The New Encyclopedia of Modern Body Building. Fireside Rockefeller, 1230 Avenue of the Americas , 2002
2. Thomas, R Baechle; Fitness Weight Training, Human Kinetics, 2001
3. Blau, F.C. Hand Book of Food and Nutrition; Bikaner Agro Botanical Publishers, 4 E – 106 J.N.Vyas Nagar , 1999
4. Gupta, K ; Food and Nutrition. New Delhi: Jaypee Brothers, 1984
5. Foster, E.R and Hartinger, Karyn; Fitness Fun. Champaign: Human Kinetics, 1992
6. Miller, David K. and Allen , T Earl; Fitness A lifetime Commitment. Delhi: Surjeet Publication, 1982
7. Uppal A.K. ; Physical Fitness How to Develop. Delhi : Friends Publications, 1992
8. Williams, Melvin; Lifetime Fitness and Wellness. Boulevard Dubuque : Wm .C. Brown , 2001

# **BPES SEMESTER V**

## **CRICKET SPECIALIZATION**

1. Introduction of the game and historical development with special reference to India.
2. Important tournament held at national and International levels and distinguished personalities related to the game.
3. National and International bodies ,controlling the sports/game and their function
4. Fundamental Skills.
  - a. Batting
    - (i) Forward defensive stroke
    - (ii) Backward defensive stroke.
  - b. Bowling
    - (i) Simple bowling
  - c. Fielding
    - (i) Defensive fielding –Orthodox, Unorthodox.
    - (ii) Offensive Fielding .
  - d. Catching
    - (i) High Catching.
    - (ii) Slip Catching.
  - e. Stopping and throwing techniques.
  - f. Wicket keeping technique.
5. Advanced Skill
  - a. Batting
    - (i) Forward defensive stroke
    - (ii) Backward defensive stroke
    - (iii) Forward off drive
    - (iv) Forward on drive.
  - b. Bowling.
    - (i) Simple bowling techniques.
    - (ii) Difference between pace.
    - (iii) Bowling and spin bowling : Off and leg spin bowling.
  - c. Fielding : Different techniques of fielding and its importance.
  - d. Catching : Different types of catching ,its techniques and importance.
  - e. Stopping and throwing : Different techniques and its importance.
  - f. Wicket Keeping : Different techniques and their implications.
6. Rules and their interpretations and duties of officials.

### **References:**

- Micharda ,Barry ,Barry Richard Cricket.London Pelhon Books, 1979.
- Mankar , Vinno, How to play Cricket. Rupa and Company, 1976.
- Greig ,Tony , Greug in Cricket .Bombay, S. Publication, 1975.
- John Snow ,Cricket Fondon : William Dushmanby Publisher Ltd. 1973.

# **B PES SEMESTER V**

## **BADMINTON SPECIALIZATION**

### **Unit I - History of Badminton**

- (a) In India
- (b) In Asia
- (c) In World

### **Unit II – Laws of Badminton**

- (a) Laws of Badminton with interpretations.
- (b) Recommendations to technical officials and their duties.
- (c) Terminologies in badminton

### **Unit III – Fixture/Draw in Badminton**

- (a) Fixture for inter collegiate Badminton Competitions.
- (b) University – Zonal and All India University Tournaments

### **Unit IV – Fundamental Skills**

- (a) Racket and Shuttle Grips
- (b) Serricsand Rehires
- (c) Forehand and backhand stokes – smash over and clear drops under arms clear drive and net shot.
- (d) Basic footwork

### **Unit IV - Basic Tactics Strategy**

- (a) Singles – Systems of Play
- (b) Doubles – Systems of Play
  - Front and Back
  - Side by Side
  - Rotation

### **Unit V - warming up**

- (b) Specific Exercises of warm up and conditioning.
- (a) General and Specific warm up.
- (c) Fundamental Training drills in Badminton.

### **References:**

Jake Downey, Badminton for Schools.

# **BPES SEMESTER V**

## **ATHLETICS SPECIALIZATION**

### **Unit – I History**

- a. Historical review of various athletic events (up to 2000)
- b. Historical review of various sports awards to athletes (up to 2000)

### **Unit –II Federation and Tournaments**

- a. IAAF Council and committees
- b. International Competitions

### **Unit – III Training Methods**

- a. Warming –up
- b. Training Loads

### **Unit – IV Skills and Techniques**

- a. Crouch Start
- b. Triple Jump
- c. Fosbury Flop technique of High Jump
- d. Hitch kick technique of Long Jump
- e. Scientific basis of above techniques

### **Unit – V : Officiating Playfields and Equipments**

- a. Basic rules of sprints, Long Jump, High Jump, and Triple Jump.
- b. Mechanics of Officiating All track Events, Walking and Road races (Marathon and Half Marathon)
- c. Equipment and specifications of all track related equipments
- d. Layouts and maintenances of all track events.

# **BPES SEMESTER V**

## **GYMNASTICS SPECIALIZATION**

### **Unit-I History of Gymnastics in world:- Earliest History & Middle age.**

A Brief History of Greek, Sweden, Denmark Germany ,France.

### **Unit - II**

A Organization of : F.I.G.

B Value of gymnastics, how gymnastics can be popularise in India.

### **Unit - III Training Methods**

A Warming up (General and specific)

B Training load.

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

Teaching of Advance skills and techniques (at least three on each apparatus)

A Specification of apparatus used for men and women.

B Lay out and maintenance of gymnasium.

### **Unit - V**

A Purpose and goal of code of points

B Evaluation of the Exercise.

# **BPES SEMESTER V**

## **HOCKEY SPECIALIZATION**

**Unit I - Origin of Hockey – Ancient hockey, modern hockey, hockey in India.**

**Unit II - History of Major International and National Hockey Championships**

- a. World Cup Hockey, Olympic Games, Championship trophy and Asia Cup.
- b. Rangaswami Cup, Benghton Cup.

**Unit III - Basic and Advance Skills of Hockey -**

- (a) Rolling, Pushing, Hitting, Stopping.
- (b) Dribbling, Receiving, Flick, Scoop, Dodging and Tackling.

**Unit IV - Meaning of Sports Training. Definition of Sports Training. Aims of Sports Training. Objectives of Sports Training. Characteristics of Sports Training. Principles of Sports Training.**

**Unit V-**

- (a) Drills and Test in Hockey.
- (b) Construction, layout and maintenance of playfields & equipments.

# **BPES SEMESTER V**

## **FOOTBALL SPECIALIZATION**

**Unit - I History of football** (National and International)

**Unit - II Organization of federation and association**  
(District, State, National and International)

**Unit –III Techniques**

- a. Advance skill and techniques
- b. General mechanical principals applied to skill techniques

**Unit –IV Rules and their interpretations**

**Unit –V Layout and maintenance of playfields and equipments**

# **BPES SEMESTER V**

## **GAMES (PRACTAL)**

### **AND KABADDI**

Common syllabus all games

Unit- I. History of game, Federations and Competitions.

Unit- II. Rules and their interpretation.

Unit- III. Fundamental and Advance skills.

Unit- IV. Equipments and their specification and maintenance.

Unit- V. Layout and maintenance of playfields



# **B PES SEMESTER VI**

## **TEST AND MEASUREMENT IN PHYSICAL EDUCATION**

### **Unit I :Introduction**

- (1) Meaning of Test ,Measurement and Evaluation .Need and Impotence of Test and Measurement and Evaluation in Physical Education.
- (2) Meaning of Statistics ,Need and Importance of Statistics.
- (3) Meaning of Data .Kinds of Data.
- (4) Frequency Table – Meaning construction and uses .Population and sample. Sampling techniques – importance and principles.

### **Unit II: Fundamentals of Statistics**

- (1) Measures of Central Tendency –Meaning uses and calculations from frequency tables .
- (2) Measures of variability –meaning uses and calculations.
- (3) Graphical representation of Data.
- (4) Percentile Meaning, uses and calculations.
- (5) Correlations –Meaning ,uses and calculations.

### **Unit III: Test and Evaluation and Construction**

- (1) Knowledge Test . Importance and Types
- (2) Items to be included in objective and subjective knowledge tests
- (3) Criteria of test selection

### **Unit IV: Measurement of Health Status**

- (1) Measurement of nutritional status (subjective and objective.)
- (2) Somatotyping- A brief account of kretchmer`s and Sheldon`s body types.

### **Unit V: Measurement of Social Efficiency, Physical Fitness and Skill Performance**

- (1) Sports Skill Tests:
  - (a) Lockhart and McPherson Badminton Test.
  - (b) Johnson Basketball Ability Test.
  - (c) McDonald Soccer Test.
  - (d) Brady Volleyball Test.
  - (e) Dribble and Goal Shooting Test in Hockey.
- (2) Fitness Tests –Roger`s PFI, AAHPERD Youth Fitness Test, Indiana Motor Fitness Test, JCR Test and Kraus –Weber Test.

### **Reference:**

1. Clarke ,H.H. Application of Measurement to Health and Physical Education, Englewood Cliffs, N .J. : Prentice Hall Inc.
2. Larson ,L. A. and Yacom ,R.D. Measurement and Evaluation in Physical ,Health and Recreation Education .St. Louis :C.V. Mosby Company 1957 .
3. Mathews. Donald K. Measurement in Physical Education ,London : W .B. Saunders Company , 1973.
4. Neilson ,N.P. : An Elementary course in Statistics ,Test and Measurement in Physical Education , National Tests Polo Alth, 1960.

# **B PES SEMESTER VI**

## **CORRECTIVES AND REHABILITATION IN PHYSICAL EDUCATION**

### **Unit I:**

- (a) Meaning and scope of “Correctives” in Physical Education.
- (b) Posture and its deviation :
  - (1) Definition. Standards of standing posture values of good posture, causes and drawbacks of bad posture.
  - (2) Common postural deviations, their causes and remedial exercises :
    - (a) Kyphosis    (b) Scoliosis    (c) Lordosis
    - (d) Knock Knees    (e) Bowlegs    (f) Flat – feet.
  - (3) Organization of a corrective-Gymnastic Class (Group theory) and its advantages.

### **Unit II:**

- (a)
  - (1) Scope of Sports injuries in Physical Education.
  - (2) Hazards of Incomplete treatment.
- (b) Prevention of injuries:
  - (1) Factors predisposing the sports injuries.
  - (2) General principles regarding the prevention of injuries.
- (c) Common sports injuries and their immediate treatment:
  - (1) Contusion    (2) Abrasion    (3) Laceration
  - (4) Sprain    (5) Strain    (6) Haematoma
  - (7) Fracture    (8) Dislocation.

### **Unit III: Rehabilitation**

- (1) Definition aims and objectives and scope and rehabilitation.
- (2) Goals of rehabilitation.
- (3) An introduction of effects and uses of Therapeutic Modalities in rehabilitation.
  - (a) Cold Therapy    (b) Infra Red Radiation
  - (c) Contrast Bath    (d) Wax Bath Therapy
  - (e) Hydrotherapy (Exercises under water).

### **Unit IV:**

- (A) Therapeutic Exercises
  - (1) Definition and scope of Therapeutic Exercises in Athletic injuries.
  - (2) Classification, Physiological effects and uses of the following:
    - (a) Active Exercise (Free, Assisted and Resisted, Movements).
    - (b) Passive Exercises (Relaxed and forced movements).
  - (3) An introduction to progressive resistance exercises method.
- (B) Techniques of Therapeutic Exercises:
  - (a) Muscles Strengthening Exercises.
  - (b) General Principles of Muscle Strengthening.
  - (c) Manual-Muscle testing: A Method of assessing Muscle-strength.
    1. Stretching and Mobilizing Exercises : Factors causing Limitation of joint Range, General mobilizing methods, and practical demonstration of exercises to mobilizing the shoulder, elbow, wrist, hip knee, ankle and foot.
    2. Testing of common soft tissue tightness or contractures and suitable exercises to stretch them.

### **Unit V: Therapeutic and Sports Massage**

- (1) Definition and brief history of massage and remedial exercises.
- (2) General approach to a Massage Manipulation.
- (3) Common Physiological effects of Massage.
- (4) Common Massage Manipulations used in sports and Athletics and their therapeutic uses.
- (5) Contra – indications of massages in general.
- (6) Techniques of Massage for the limbs, back and neck.

### **Books Recommended:**

1. First Aids to the Injured, New Delhi , St. John Ambulance Association.
2. Johnson, W.R. and Buskirk, E.R. “Science and Medicine of Exercise and Sports” , New York, Harper and Row , 1974.
3. O’Dongho D. “Treatment of Injuries to Athletes”, Philadelphia : W.B. Saunders and Company
4. Pande, P.K. Gupta, L.C. : ‘ outline of sports Medicine’, New Delhi Jaypee Brothe, 1987.

5. Reilly Thomas : 'Sport Fitness and sports Injured', London, Faber and Faber Ltd. , 1981.
6. Strauss, R.H. : ' Sports Medicine', Philadelphia, W.B. Saunders Co. , 1984 .
7. Steven Roy, Irvin Richard, ' Sports Medicine, Engle wood cliffn N.J. : Prentice Hall, 1983.
8. Colson John, Proressive Exercise Therapy, Bristol John Wright and sons Ltd. 1969.
9. Danies and worthingham . Muscle Testing : Techniques of Manual Examination, Philadelphia, W.B. Saunders Co.
10. Forster, Palastangas : 'Clayton's Electrotherapy' Delhi CBS Publishers and Distributors.
11. Gardiner M. Dena : 'The Principles of Exercise Theraph' : London : Bell and Hyman, 1981.
12. Kessler Henry H. : The Principles and Practices of Rehabilitatin, Philadelphia, lea and Febiger, 1950.
13. Rathbone J.L. , 'Corrective Physical Education' , London, W.B. Saunders Co.
14. Wood and Backer, Board, Massage : Philadelphia : W.B. Saunders Co.
15. Yliery J. and Cash, M. Sports Massage : London : stanty Paul and co. 1988.

**BPES SEMESTER VI**  
**CRICKET SPECIALIZATION**

**Unit - I**

Rules and then interpretations.

**Unit - II**

- (A) Standard one day and Twenty- Twenty and Test Match Playing Conditions.
- (B) All advance skills.

**Unit - III**

**Officiating** – Duties of Umpires, Referees and Scorers -

- (A) Before the Match.
- (B) During the Match.
- (C) During the intervals.
- (D) Joint Desiccation.
- (E) After the Match.

**Unit - IV**

Lay out, construction and maintenance of cricket field and markings.

**Unit - V**

Awards and Personalities

- (A) Sunil Gawaskar
- (B) M.S. Dhoni
- (C) Sandhya Agarwal
- (D) Ajit Wadekar
- (E) B. Bedi

**References:**

1. Frank Tyson, Manual for cricket coaching.
2. Tom Smith umpiring and scoring
3. E.B. Elbloria Cricket Coaching.

# **B PES SEMESTER VI**

## **BADMINTON SPECIALIZATION**

### **Unit I- Awards and Personalities**

- (a) Awards- Rajiv Gandhi Khal Ratna, Padma Shri, Arjuna Award, Dronacharya Award.
- (b) Prakash Padukone, Gopichand, Dinesh Khanna, Nanda Natekar Syed Modi, Ani Ghia, Meena Shah, Mohmmad Arif.

### **Unit II- Management**

- (a) Construction of Badminton Hall.
- (b) Court marking and its maintenance
- (c) Flooring, height, lighting system, space around courts surroundings and umpire's chair.

### **Unit III- Officiating in Badminton**

- (a) Fixtures for District/State/National/International Open Tournaments.
- (b) Instructions for filling up the score sheet for singles, doubles and mixed doubles.

### **Unit IV- Advanced skills**

- (a) Round the Head strokes- clear, smarth and drop.
- (b) Jump Smarsh, Half and sliced Net dribble.
- (c) Advanced Footwork.

### **Unit V- Tactics and Strategy**

- (a) Mixed Doubles
- (b) Lead up Games, Recreation Games in Badminton.

### **References:-**

1. Jake Downey, Better Badminton for All.

# **BPES SEMESTER VI**

## **ATHLETICS SPECIALIZATION**

### **Unit – I : History**

- a. Historical review of various athletic events (after 2000)
  - a. Historical review of various sports awards to athletes (after 2000)

### **Unit –II : Federation and Tournaments**

- a. Anti – Doping Rules
- b. Prohibited Agents
- c. Procedure of Testing

### **Unit – III: Training Methods**

- a. Training of Speed
- b. Training of Endurance
- c. Training of Strength

### **Unit – IV: Skills and Techniques**

- a. Techniques of shotput
- b. Technique of Discus throw
- c. Technique of Javelin Throw
- d. Techniques of Baton exchange
- e. Theoretical concept of Techniques of Hammer Throw and of Pole Vault
  - b. Scientific basis of above techniques

### **Unit – V : Officiating Playfields and Equipments**

- a. Basic rules of Relay Race, Shotput, Discus throw, Javelin Throw, Hammer throw and Pole Vault.
- b. Mechanics of Officiating All throws, Pole Vault and Relay Races.
- c. Equipment and specifications of all throws, pole vault and relay races related equipments.
- d. Layouts and maintenances of all Field events.

# **BPES SEMESTER VI**

## **GYMNASTICS SPECIALIZATION**

### **Unit - I**

- A History of gymnastics in India.
- B Brief History of France, U.S.S.R., England, U. S.A.

### **Unit - II**

- A Organization of : G.F.I.
- B Safety and spotting techniques.

### **Unit - III Training Methods**

- A Training of strength.
- B Training of speed.
- C Training of Endurance.
- D Training of Feasibility.
- E Training of Co-ordinative abilities.

### **Unit - IV General mechanical principles applied to skills/techniques.**

### **Unit -V**

- A Competition I, II & III.
- B Table of general faults & penalties.
- C Regulations for judge's structure, composition and function of juries.

# **BPES SEMESTER VI**

## **HOCKEY SPECIALIZATION**

### **Unit I- Organizations**

- (a) F.I.H. structure and functions.
- (b) H.I.F. structure and functions.

### **Unit II**

- (a) Fitness and Coaching in Hockey.
- (b) Skill acquisition.
- (c) System of Play.

**Unit III-** Mechanical and muscular analysis of skills

**Unit IV-** Mechanics of officiating.

**Unit V-** Rules and their interpretation.



# **BPES SEMESTER VI**

## **FOOTBALL SPECIALIZATION**

### **Unit - I Organization**

- a. FIFA structure and function
- b. AIFF structure and functions

### **Unit – II Training Method**

- a. Warming up (General and Specific)
- b. Training load
- c. Training as motor qualities (General)

### **Unit – III Tactics**

- a. Advance skill and tactics

### **Unit- IV Basic and advance skill of football**

- a. Various types of receiving
- b. Various types of kicking
- c. Throwing in
- d. Dribbling

### **Unit-V**

- a. Fitness and coaching in football
- b. System of play

# **BPES SEMESTER VI**

## **GAMES (PRACTAL)**

### **KHO-KHO AND TENNIS**

Common syllabus all games

Unit- I. History of game, Federations and Competitions.

Unit- II. Rules and their interpretation.

Unit- III. Fundamental and Advance skills.

Unit- IV. Equipments and their specification and maintenance.

Unit- V. Layout and maintenance of playfields

## M.P.Ed. (2-Year, Four Semesters) Programme Structure

### Semester – I

#### Table-1: Distribution of Credit, Hours and Marks:

**Total Credit in the Semester: 24**

**Theory Credits: 16 Practicum Credits: 08**

Course Code	Course Name	Credit			Teaching Hours			Assessment			
		L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total	
<b>Part - A</b>	<b>Theory Courses</b>								T	P	
	<b>Core</b>										
<b>MPCC – 101</b>	Research Process in Physical Education and Sports Sciences	4	-	4	64	-	64	30	70	-	100
<b>MPCC – 102</b>	Applied Statistics in Physical Education and Sports	3	1	4	48	32	80	30	50	20	100
<b>MPCC – 103</b>	Professional Preparation in Physical Education & Sports	4	-	4	64	-	64	30	70	-	100
	<b>Elective (Select any one)</b>										
<b>MPEC – 104/105</b>	(a) Computer application (b) Sports Technology	3	1	4	48	32	80	30	50	20	100
<b>Part – B</b>	<b>Practicum Courses</b>							<b>Int.</b>	<b>Ext.</b>	<b>Total</b>	
<b>MPPC – 101</b>	Sports Specialization – I (Select any one from the following) Track & Field / Gymnastics / Swimming / Combative Sports (any one on the basis of feasibility) / Indigenous Sports (any one on the basis of feasibility)	2	2	4	32	64	96	T 50	P 50	-	100
<b>Part – C</b>	<b>Internship</b>										
<b>MPI – 101</b>	School Internship	-	4	4	-	128	128	100	-	-	100
<b>Total</b>		<b>16</b>	<b>8</b>	<b>24</b>	<b>256</b>	<b>256</b>	<b>512</b>	<b>250</b>	<b>275</b>	<b>75</b>	<b>600</b>

Note: L/T=Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

In addition to the number of hours mentioned in the table above, time has to be provided for library work, self-study, planning, field visits, taking up add on courses (vocational sports education).

Semester – II

Table-2: Distribution of Credit, Hours and Marks

Total Credits in the Semester: 26

Theory Credits: 14 Practical Credits: 12

Course Code	Course Name	Credit			Teaching Hours			Assessment			
		L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.		Total
<b>Part - A</b>	<b>Theory Courses</b>								T	P	
	<b>Core</b>										
<b>MPCC – 201</b>	Sports and Exercise Physiology	3	1	4	48	32	80	30	50	20	100
<b>MPCC – 202</b>	Scientific Principles of Sports Training	4	-	4	64	-	64	30	70	-	100
<b>MPCC – 203</b>	Yogic Sciences	3	1	4	48	32	80	30	50	20	100
	<b>Elective (Select any one)</b>										
<b>MPEC – 204/205</b>	(a) Sports Management. (b) Sports Journalism and Mass Communication	3	1	4	48	32	80	30	50	20	100
<b>Part – C</b>	<b>Practicum Courses</b>							<b>Int.</b>	<b>Ext.</b>	<b>Total</b>	
<b>MPPC – 201</b>	Sports Specialization – I (continuation from I-Semester)	1	3	4	16	96	112	T 50	P 50	- -	100
	<b>Internship</b>										
<b>MPI – 201</b>	School Internship	-	6	6	-	192	192	150	-	-	150
<b>Total</b>		<b>14</b>	<b>12</b>	<b>26</b>	<b>224</b>	<b>384</b>	<b>608</b>	<b>300</b>	<b>240</b>	<b>110</b>	<b>650</b>

Note: L/T=Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

In addition to the number of hours mentioned in the table above, time has to be provided for library work, self-study, planning, field visits, taking up add on courses (vocational sports education)

Semester – III

Table-3: Distribution of Credit, Hours and Marks

Total Credits for the Semester: 26

Theory Credits: 14 Practicum Credits: 12 (Including Teaching Practice)

Course Code	Course Name	Credit			Teaching Hours			Assessment			
		L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total	
<b>Part - A</b>	<b>Theory Courses</b>								T	P	
	<b>Core</b>										
<b>MPCC – 301</b>	Health Education and Sports Nutrition	3	1	4	48	32	80	30	50	20	100
<b>MPCC – 302</b>	Sports Psychology	3	1	4	48	32	80	30	50	20	100
<b>MPCC – 303</b>	Kinesiology and Sports Biomechanics	3	1	4	48	32	80	30	50	20	100
	<b>Elective (Select any one)</b>										
<b>MPEC – 304 / 305</b>	a. Sports Sociology b. Physical Fitness and Wellness	3	1	4	48	32	80	30	50	20	100
<b>Part – B</b>	<b>Practicum Courses</b>							<b>Int.</b>	<b>Ext.</b>	<b>Total</b>	
<b>MPPC – 301</b>	Sports Specialization – II (Select any one from the following) Team Sports / Racket Sports (any one on the basis of feasibility)	2	2	4	32	64	96	T 50	P 50	-	100
<b>Part – C</b>	<b>Internship</b>										
<b>MPI – 301</b>	School Internship	-	6	6	-	192	192	150	-	-	150
<b>Total</b>		<b>14</b>	<b>12</b>	<b>26</b>	<b>224</b>	<b>384</b>	<b>608</b>	<b>300</b>	<b>235</b>	<b>115</b>	<b>650</b>

Note: L/T=Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

In addition to the number of hours mentioned in the table above, time has to be provided for library work, self-study, planning, field visits, taking up add on courses (vocational sports education).

Semester – IV

Table-4: Distribution of Credit, Hours and Marks

Total Credits for the Semester: 26

Theory Credits: 15 Practicum Credits: 11

Course Code	Course Name	Credit			Teaching Hours			Assessment			
		L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total	
<b>Part – A</b>	<b>Theory Courses</b>								T	P	
	<b>Core</b>										
<b>MPCC – 401</b>	Measurement and Evaluation in Physical Education	3	1	4	48	32	80	30	50	20	100
<b>MPCC – 402</b>	Gender, Disability & Inclusive Sport Education	4	-	4	64	-	64	30	70	-	100
<b>MPCC – 403</b>	Athletic Care and Rehabilitation	3	1	4	48	32	80	30	50	20	100
	<b>Elective (Select any one)</b>										
<b>MPEC – 404/405</b>	a. Dissertation*	4	-	4	64	-	64	-	-	-	100
	b. Curriculum Designs in Physical Education	4	-	4	64	-	64	30	70	-	100
<b>Part – B</b>	<b>Practicum Courses</b>							<b>Int.</b>	<b>Ext.</b>	<b>Total</b>	
<b>MPPC– 401</b>	Sports Specialization – II (continuation from III-Semester)	1	3	4	16	96	112	T 50	P 50	-	100
<b>Part – C</b>	<b>Internship</b>										
<b>MPI – 401</b>	School Internship	-	6	6	-	192	192	150	-	-	150
<b>Total</b>		<b>15</b>	<b>11</b>	<b>26</b>	<b>240</b>	<b>352</b>	<b>592</b>	<b>300</b>	<b>260</b>	<b>90</b>	<b>650</b>

\* The beginning of the process of Dissertation will start in the beginning of III-Semester in form of preparation of synopsis, facing and getting final approval from the DRC.

Note: L/T=Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

In addition to the number of hours mentioned in the table above, time has to be provided for library work, self-study, planning, field visits, taking up add on courses (vocational sports education).

**Credit Requirement for the Degree of Master of Physical Education 2-year (4 Semesters): 102**

Semester I:	24	(Theory Credits: 16; Practicum Credits: 4; Internship Credits: 4)
Semester II:	26	(Theory Credits: 14; Practicum Credits: 6; Internship Credits: 6)
Semester III:	26	(Theory Credits: 14; Practicum Credits: 6; Internship Credits: 6)
Semester IV:	26	(Theory Credits: 15; Practicum Credits: 5; Internship Credits: 6)

**SECTION - IV**  
**Detailed Syllabus of the Courses**

**MPED – I Semester**  
**PART – A**  
**THEORY COURSES**

**MPCC – 101:**

**Course Title: RESEARCH PROCESS IN PHYSICAL EDUCATION AND SPORTS SCIENCES**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
4	-	4	64	-	64

**THE COURSE OBJECTIVES ARE:**

1. To develop understanding of the basic framework of research process.
2. To identify appropriate research topics.
3. To identify various sources of information for literature review and data collection.
4. Select and define appropriate research problem, parameters and research questions.
5. To develop an understanding of various research designs and techniques.
6. Write a research proposal and report.
7. Organize and conduct a scientific research in a more appropriate manner
8. To develop an understanding of the ethical dimensions of conducting applied research.

**THE STUDENT LEARNING OUTCOMES ARE:**

1. To define research and describe the research process and research methods.
2. To understand the research context within the area of physical Education and sports.
3. To understand the processes and requirements for conducting successful research in physical education and sports.
4. Understand and apply basic research methods.
5. Students use print and electronic library resources effectively and appropriately.
6. To understand the process of sampling, the uses of questionnaires as data-gathering instruments, how a survey is carried out in terms of process and method, the uses of surveys and to be able to capture their own data.
7. Understand and apply basic research methods including research design, data analysis, and interpretation.
8. Students develop testable hypotheses, differentiate research design, evaluate aptness of research conclusions, and generalize them appropriately.
9. Students design and conduct quantitative or qualitative research studies in laboratory or field settings.
10. Students use research data to formulate or evaluate new research questions, using reason and persuasion in a logical argument.
11. To know how to apply the basic aspects of the research process in order to plan and execute a research proposal and research report.



12. To be able to present, review and publish scientific articles.

### **Unit – I**

Meaning of Research : Need and importance of Research. Scope of Research in Physical Education.

Types of Research-pure Research. Applied Research, Action Research.

### **Unit – II**

Formulation and Development of Research Problem : Location of Research Problem-Criteria in Selecting the Research Problem-Formulation of Hypothesis Research Proposal.

Survey of Related Literature : Need to Survey relation Literature Library, Sources-Library, Reading Abstracting the materials.

### **Unit – III**

Philosophical Studies-Need for Philosophical Studies, Nature of Philosophical methods, Thinking.

Historical Research : Definition and Scope of Historical Research, Sources of Historical Data, Criticism of Historical Sources (Primary and Secondary). Writing the Report.

Survey and Case Studies : Broad Survey by questionnaire, Development of Questionnaire-Administering the questionnaire-Interview. Characteristics of interview. Case studies-Need of case studies.

### **Unit – IV**

Experimental Research : Historical Background Nature and Meaning of Experimental Research. Laboratory Experimentation vs. field Experimentation. Different Experimental Designs-Concept of independent and Dependent Variables Control of factors in experimentation. Research Hypothesis

### **Unit – V**

Major Areas of Research - Exercise Physiology, Sport Psychology. Motor Learning, Bio-mechanics & Growth and Development.

Preparation of a Research Report : Organisation of Materials-Mechanics of Writing, research report.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

### **TEXT & REFERENCES:**

- Best & Kahn (2003) Research in Education, 10<sup>th</sup> Ed. New Jersey; Prentice Hall, Inc.
- Clarke David. H & Clarke H, Harrison (1984) Research processes in Physical Education,

- New Jersey; Prentice Hall Inc.
- Craig Williams and Chris Wragg (2006) Data Analysis and Research for Sport and Exercise Science, London; Routledge Press
- Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illinois; Human Kinetics;
- Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports, New Delhi
- Moses, A. K. (1995) Thesis Writing Format, Chennai; PoompugarPathippagam
- Rothstein, A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc.
- Subramanian, R, Thirumalai Kumar S & Arumugam C (2010) Research Methods in Health, Physical Education and Sports, New Delhi; Friends Publication
- Moorthy A. M. Research Processes in Physical Education (2010); Friends Publication, New Delhi

**MPCC – 102:**

**Course Title: APPLIED STATISTICS IN PHYSICAL EDUCATION AND SPORTS**

<b>Credit</b>			<b>Teaching Hours</b>		
<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>	<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>
3	1	4	48	32	64

**THE COURSE OBJECTIVES ARE:**

1. To completely describe a data set, using appropriate descriptive statistics.
2. To interpret a set of descriptive statistics and understand the limitations of each measure.
3. Students shall be able to use and apply a wide variety of specific statistical methods.
4. Students shall know how to organize, manage, and present data.
5. Show ability to explore and organize data for analysis.
6. Students shall be able to use and apply a wide variety of specific statistical methods.
7. Demonstrate understanding of the properties of probability and probability distributions.
8. Demonstrate understanding of the probabilistic foundations of inference.
9. Apply inferential methods relating to the means of Normal distributions.

**STUDENT LEARNING OUTCOMES:**

1. Know how to organize, manage, and present data.
2. Explore and organize data for analysis.
3. Use and apply a wide variety of specific statistical methods.
4. Demonstrate understanding of the properties of probability and probability distributions.
5. Demonstrate understanding of the probabilistic foundations of inference.
6. Apply inferential methods relating to the means of Normal distributions.
7. Understand the concept of the sampling distribution of a statistic, and in particular describe the behavior of the sample mean.
8. Effectively communicate results of statistical analysis.
9. Demonstrate understanding of statistical concepts embedded in their courses.
10. Demonstrate proficiency in analyzing data using methods embedded in their courses.
11. Demonstrate ability to select appropriate methodologies for analysis based on properties of particular data sets.

## **Unit – I: Introduction**

Nature and Need of Statistics ,History of Statistics

Types of Statistical processes : Descriptive, Comparative, Relationship, Inferential and Predictive. Quantitative, data-Attributes and variables.

## **Unit – II: The Normal Curve**

Definition of normal curve. Principle of normal curve.

Binomial Theorem relationship to normal curve

Properties of normal curve.

Divergence from normality -skewness and kurtosis.

Scoring Scales-Sigma Scale, Z Scale, T Scale.

## **Unit – III: Meaning of reliability.**

Factors effecting reliability, randomising size and variability.

Sampling and sampling theory and technique

Difference between Means.

Choice of significant level.

Type I and Type II errors.

Two and one tailed tests.

Null Hypothesis.

## **Unit – IV: Correlation**

Meaning of correlation.

Magnitudes of correlation.

Computing correlation using following methods:-

(i) Product Moment Method (Ungrouped and grouped data)

Rank-difference method.

Level of significance of correlation coefficients.

### **Unit – V: Analysis of Variance**

One way analysis of variance, with equal and unequal sample sizes. Repeated Measures ANOVA.

Post hoc comparison LSD and Scheffe's Test.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreaching Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

### **TEXT & REFERENCES:**

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

**MPEC – 103:**

**Course Title: PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION & SPORTS**

<b>Credit</b>			<b>Teaching Hours</b>		
<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>	<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>
4	-	4	64	-	64

**COURSE OBJECTIVES:**

1. To understand the ever evolving curriculum of physical education
2. To develop opportunities to construct & design the curriculum of PE in broader aspects realizing the age group, gender consideration and physiological basis.

**STUDENT LEARNING OUTCOMES:**

1. Students will be able to design need based curriculum of PE various groups.

**Unit – I: Foundation of Professional Preparation :**

Ideals of Indian Democracy - Contribution of Physical Education Forces and Factors affecting Educational Policies.

Contribution of Physical Education, Health Education and Recreation to Education.

Forces and factors affecting educational policies and programmes -Social, religious economic and political.

Education and Professional preparation in Physical Education-A State subject.

Accreditation and Certification - A State function.

Role of the Central Government in education and professional preparation-Relationship of Central and State Governments.

Role of non-official agencies in improving professional preparation. Voluntary accrediting agencies, Professional Associations.

**Unit – II: Professional Preparation in Physical Education :**

Historical review of professional preparation in India.

Curriculum - old and new concepts. Mechanics of Curriculum planning.

Basic Principles of curriculum construction.

General Education its aim and purposes in professional preparation, organisation in general education. Preparation of General Education, allied and foundational subject and Professional knowledge in the curriculum for professional training at various levels.

General professional education - Aims and objectives, pattern of general Professional education, qualifications desirable for all teachers.

### **Unit – III: Undergraduate Preparation**

Undergraduate Preparation of professional personnel Areas of Health Education, Physical Education and Recreation. Purposes of undergraduate preparation. admissions - Guidance of students. Curriculum, Laboratory experiences, field experiences. Teaching Practice and special resource for Library, Laboratory and resources, staff placement and follow-up, guidance and follow-up, accrediting authorities, state education Boards and Universities.

### **Unit – IV: Post-graduate preparation**

Post-graduate preparation of professional personal, purposes of post-graduate studies admission requirements, curriculum, areas, Research requirement, Methods of instruction, special qualifications of staff teaching at post-graduate level, professional relations.

General principles of Management of school, and services rendered by the schools, apprenticeship. on-the-job projects, surveys and reports, critical appraisal of existing types of post-graduate programmes.

Comparative study of professional preparation in physical education in India with those of USA, USSR and U.K.

### **Unit – V: In-Service Education**

In-Service Education of Professional personal. Nature and scope of service Education, Responsibility for in-service training, Role of Administration. Physical Education Training institutes, Supervisors, specialist Teachers, the professional and in-service training programmes, in-service education through individual efforts.

Evaluation in the preparation of professional personal, definition and purpose of evaluation importance of evaluation. Measurement and evaluation steps in Evaluation process and its application to Physical Education Professional preparation programmes.

Employment Trends :

Job specialisation. Professional preparation in allied areas (Education, Labour Welfare) social welfare, student counselling dean of students).

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

### **TEXT & REFERENCE:**

1. Kelly, L., & Melograno, V.(2014) Developing the physical education curriculum. ISBN-13: 978-1478627043 ISBN-10: 1478627042
2. James, J. (2005). Curriculum design in physical education and sports. New Delhi: Friends Publications (India). ISBN-10: 8172161433. ISBN-13: 978-8172161439
3. Shinde, B. (2011). Curriculum design in physical education. New Delhi: Sports Publication. ISBN-10: 8178796260. ISBN-13: 978-8178796260
4. Mohnsen, B. (2008). Teaching middle school physical education. Champaign, IL: Human Kinetics. ISBN-13: 978-0736068499 ISBN-10: 073606849X

5. Gupta, R., Sharma, A., & Sharma, S. (2004). Professional preparation and curriculum designs in physical education and sports. New Delhi: Friends Publications. **ISBN 13:** 9788172160821 (978-81-7216-082-1)**ISBN:** 8172160828 (81-7216-082-8)



**MPCC – 104:**  
**Course Title: COMPUTER APPLICATION**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**COURSE OBJECTIVES:**

- To impart the concepts of ICT & Education Technology in Physical Education and sports.
- To develop understanding about various concepts of computer fundamentals and applying technology in teaching learning situation.

**STUDENT LEARNING OUTCOMES:**

- Correlate the of ICT & Education Technology in Physical Education and Sports concepts with the sports and athlete specific situations
- Integrate the knowledge about Communication Process and Teaching for learner.
- List down the Information Technology utilized in the field of sports.
- Analyze the issues related to Internet, Networking, E-learning and Cyber Security.

**Unit – I: Computer**

Computer :- Hardware & Software, CPU; Memory :- Primary & Secondary Input/Output units

Operating System - Windows, Components of Windows, Desktop, Icon, Concepts of Folders.

**Unit – II: MS WORD**

MS WORD - Creating, Editing, Printing a document, mail merge

MS POWER POINT- Making a presentation

**Unit – III: MS EXCEL**

MS EXCEL - Making a Table, Calculation, Analysis & Charts.

Introduction to SPSS

**Unit – IV: Introduction to Networking & Internet**

Introduction to Networking & Internet - LAN, WAN, CAN, MAN

Internet, World Wide Web, Website, Portals, E Mails, Search Engines

**Unit – V:**

Introduction to IT Act.

Practicum: - Window, MS Word, Power Point, Excel, SPSS.

**LIST OF PRACTICUM**

- Design various types of formats in MS Excel
- Preparation of PPT
- Searching & Browsing
- E-referencing System
- Video conferencing

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture/Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

**TEXT & REFERENCES:**

- Goldin, C., & Katz, L. (2008). The race between education and technology. Cambridge, Mass.: Belknap Press of Harvard University Press. ISBN-13: 978-0674035300. ISBN-10: 0674035305
- Castelli, D., & Fiorentino, L. (2008). Physical education technology playbook. Champaign, IL: Human Kinetics. ISBN-10: 0736060553. ISBN-13: 978-0736060554
- Leight, J. Technology for physical education teacher education. ISBN-10: 1494895765 ISBN-13: 978-1494895761
- Felker, K. (2011). Integrating technology into physical education and health. [Place of publication not identified]: American Press. ISBN-10: 0896414965. ISBN-13: 978-0896414969
- Mohnsen, B. (2012) Using technology in physical education. ISBN-10: 1893166899 ISBN-13: 978-1893166899
- Selwyn, N. (2011). Education and technology. London: Continuum International Pub. Group. ISBN-10: 1441150366. ISBN-13: 978-1441150363
- Capel, S., Breckon, P., & O'Neill, J. (2006). A practical guide to teaching physical education in the secondary school. London: Routledge. ISBN-10: 0415361117. ISBN-13: 978-0415361118

**MPEC – 105:**  
**Course Title: SPORTS TECHNOLOGY**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**COURSE OBJECTIVES:**

1. Define the relationship between sports and engineering.
2. To apprise different materials used in sports.
3. To explain concept related to sports dynamics and facility management.
4. Describe the importance of ethics within both sports and manufacturing.
5. Identify technologies and sustainable solutions to manufacturing apparel.
6. Assess and understand the manufacturing techniques within two companies.
7. Relate the non-engineering sports world to the knowledge and technologies that engineering has developed.

**STUDENT LEARNING OUTCOMES:**

1. Apply the concept of engineering and technology in sports.
2. Differentiate different materials used in sports.
3. Demonstrate and prepare programmes related to sports dynamics and facility management.

**UNIT I: Introduction to sports engineering and technology**

- Meaning of sports engineering,
- Human motion detection and recording, human performance, assessment,
- Equipment and facility designing and sports related instrumentation and Measurement

**UNIT II: Materials of Protection**

- Materials of Protection – discussion of the materials that are used for sports gear and protection
- Performance of Surface Materials – discussion of the different surfaces that sports are played on and why; how can these materials make a difference from sport to sport.
- Shoe Materials – discuss the design necessities that go into shoe materials and manufacturing and how that differs from sport to sport
- Balls and Ballistics – discuss the difference of the equipment that is used for specific sports and basic aerodynamic principles
- Performance of Surface Materials – discussion of the different surfaces that sports are played on and why; how can these materials make a difference from sport to sport.

**UNIT III: Sports Dynamics**

- Concepts of internal force, axial force, shear force, bending movement, torsion, energy method to find displacement of structure, strain energy.

- Biomechanics of daily and common activities –Gait, Posture, and Body levers, ergonomics,
- Mechanical principles in movements such as lifting, walking, running, throwing, jumping, pulling, pushing etc., Motion coordinate system, Kinetics of particles Newton’s laws of Motion, Work, Energy, Impulse and momentum

#### **UNIT IV: Building and Maintenance:**

- **Sports Infrastructure:** Gymnasium, Pavilion, Swimming Pool, Indoor Stadium, Out-door Stadium, Play Park, Academic Block, Administrative Block, Research Block, Library, Sports Hostels, etc. Requirements: Air ventilation, Day light, Lighting arrangement, Galleries, Store rooms,
- Office, Toilet Blocks (M/F), Drinking Water, Sewage and Waste Water disposal system,
- Changing Rooms ( M/F), Sound System (echo-free),
- Internal arrangement accords to need and nature of activity to be performed, Corridors and Gates for free movement of people, Emergency provisions of lighting, fire and exits, Eco-friendly outer surrounding. Maintenance staff, financial consideration

#### **UNIT V: Practical/Field Visit**

- Visit to a stadia for understanding the process of construction & requirements there of
- Building process:- design phase (including brief documentation), construction phase
- Functional (occupational) life, Re-evaluation, refurbish, demolish.
- Maintenance policy, preventive maintenance, corrective maintenance, record and register
- Gymnasium, Pavilion, Swimming Pool, Indoor Stadium, Out-door designs, development & maintenance

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

#### **TEXT & REFERENCE:**

- Franz K. F. etc. Editor, Routledge Handbook of Sports Technology and Engineering (Routledge, 2013)
- Steve Hake, Editor, The Engineering of Sport (CRC Press, 1996)
- Franz K. F. et. al., Editor The Impact of Technology on Sports II (CRC Press, 2007)
- Helge N., Sports Aerodynamics (Springer Science & Business Media, 2009)
- Youlin Hong, Editor Routledge Handbook of Ergonomics in Sport and Exercise (Routledge, 2013)
- Jenkins M., Editor Materials in Sports Equipment, Volume I (Elsevier, 2003)
- Colin White, Projectile Dynamics in Sport: Principles and Applications
- Eric C. et al., Editor Sports Facility Operations Management (Routledge, 2010).
- Brasch, N. (2010). Sports and sporting equipment. South Yarra, Vic.: Macmillan Education Australia. ISBN-10: 142026902X. ISBN-13: 978-1420269024
- Bruce, L., Hilvert, J., & Hilvert-Bruce, A. (2005). Sports technology. South Yarra, Vic.: Macmillan Library. ISBN-10: 0732997461 ISBN-13: 978-0732997465

- Magdalinski, T. (2009). Sport, technology and the body. London: Routledge. ISBN: 0415378761
- Edmundson, C. Sports technology. Bloomsbury ISBN-10: 1408832593. ISBN-13: 978-1408832592
- Thompson, G. (2001). Sports technology. Southbank, Vic.: Nelson Thomson Learning. ISBN-10: 0174203586. ISBN-13: 978-0174203582

**MPED – I Semester  
PART – B  
PRACTICUM COURSES (SPORTS SPECIALIZATION – I)**

- MPPC – 101 (A): TRACK AND FIELD**  
**MPPC – 101 (B): GYMNASTIC**  
**MPPC – 101 (C): SWIMMING**  
**MPPC – 101 (D): COMBATIVE SPORT (BOXING)**  
**MPPC – 101 (E): COMBATIVE SPORT (FENCING)**  
**MPPC – 101 (F): COMBATIVE SPORT (JUDO)**  
**MPPC – 101 (G): COMBATIVE SPORT (TAEKWONDO)**  
**MPPC – 101 (H): COMBATIVE SPORT (MARTIAL ART & KARATE)**  
**MPPC – 101 (I): COMBATIVE SPORT (WRESTLING)**  
**MPPC – 101 (J): INDIGENOUS SPORT (MALKHAMB)**  
**MPPC – 101 (K): INDIGENOUS SPORT (KABADDI)**  
**MPPC – 101 (L): INDIGENOUS SPORT (KHO-KHO)**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
2	2	4	32	64	96

**ESSENCE OF THE COURSE**

The course of Sports Specialization – I, is so designed to provide an opportunity to teacher educators to learn the basic techniques of the game/sport and are not only able to display them but also systematically teach them.

**COURSE OBJECTIVES:**

1. To define and acquaint training preparation of Game/Sport
2. To employ the rules and regulation of Game/Sport
3. To emphasis on preparation for the Game/Sport.
4. To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.
5. To orient & employ the rules and regulation in organization of competition in Game/Sport.

**STUDENT LEARNING OUTCOMES:**

After Completion of the course the students shall be able to:

1. Gain knowledge of the Game/Sport.
2. Learn the layout and marking for the Game/Sport.
3. Demonstrate various drills & lead up activities related to Game/Sport.
4. Develop the skills to teach rules, fundamentals and strategies of Game/Sport.

**COURSE CONTENTS:**

**(General guidelines for development of required course contents in particular game/sport are given below)**

**UNIT – 1: Introduction**

- Historical development of the game/sport at national and international levels.
- National Bodies controlling game/sport and their affiliated units.
- International Bodies controlling game/sport and their affiliated units.
- Major National and International competitions in Game/Sport.
- Layout and marking of play field/ground/courts and measurement of equipments used in Game/Sport.

**UNIT – II: Techniques/Skills development:**

- Classification of techniques/skills.
- Technique/skill training: Preparatory, Basic, Supplementary exercises.
- Identification & Correction of faults.
- Training for mastery in technique/skill.
- Recreational and lead-up activities.
- Warm-up and cool down for game/sports.

**UNIT –III: Officiating:**

- Mechanics of officiating.
- Qualities of good official.
- Duties of official (pre, during and post game)
- Rules & their interpretations.

**UNIT – IV: Training (Means & Method)**

- Training methods and means for the development of motor abilities (Strength, Speed, Endurance and Flexibility)
- Basic Concept of preparation of training schedules.
- Tactical training in game/sport.

**UNIT – V : Planning of Training**

- Preparation of short term and long term training plans in game/sport.
- Periodization in training of players in game/sport.
- General/specific fitness tests and performance/skill test in game/sport.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Performance Test, Project Work, Assignments, Presentations, Practical Work

**Semester I**  
**PART – C: INTERNSHIP TEACHING**  
**MPI-101: INTERNSHIP (PRE-INTERNSHIP ENGAGEMENT)**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	4	4	-	128	128

**ESSENCE OF THE COURSE**

This course will enable students to develop professional identity and their professional competence to exhibit ethical responsibility as a teacher and teacher dispositions. Will be able to observe the school environment, capabilities and skills of the Pupil/Teacher Interns (TI) to cater to the diverse needs of learners in schools.

**COURSE LEARNING OUTCOME**

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

- develop concept of teaching and learning skills.
- to understand the school in totality, its philosophy and aims, organisation and management;
- achieve professionalism
- understand the needs of the physical, mental, emotional development of children;
- understand aspects of curriculum and its transaction;
- assess quality transaction, and teaching–learning

**COURSE CONTENTS**

- The pupil teacher will work out a holistic view of school including everything inside and outside the classroom in school campus, **as an attaché to a regular teacher**. He/she will interact with the school teachers and make a detailed documentation of activities and other minute details of all types of observations related to: students, school routine-activities-schedule-calendar, classroom teaching, teachers, non-teaching staff, infrastructure related to building, fields, labs, office, library etc. every day (first half/ second half) in the form of **‘School Record-Activity Details’** followed by individual presentation and discussion in the Teacher Education (TE) department.

**TEACHING LEARNING STRATEGIES**

- The class will be taught by using the latest/innovative method, as per available resources and teaching aids in the classroom and on the field.

**SUGGESTED MODE OF TRANSACTION**

- Demonstration/Explanation/Field Work/learning by doing etc.

**ASSESSMENT RUBRICS**

School Record-Activity Details

**Marks: 100**

20



Classroom Behaviours Report	20
Student Diversity Report	20
Government/Public School Observation Record	20
School Internship Program Diary (SIPD)	20

**MPED – II Semester  
PART – A  
THEORY COURSES**

**MPCC – 201:  
Course Title: SPORTS AND EXERCISE PHYSIOLOGY**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**THE COURSE OBJECTIVES ARE:**

- To assess basic concepts of exercise physiology
- To employ students to apply the knowledge of energy systems during exercise.
- To explain the effect of environment and ergogenic aids on exercise and training.
- Develop a thorough understanding of the relationship between physical activity and health.
- To develop the understanding of the physiological processes.

**STUDENT LEARNING OUTCOMES:**

- Describe and apply the fundamental and advanced concepts of exercise physiology.
- Define and describe the term exercise physiology
- Recognize the energy system for aerobic and anaerobic components of exercise.
- Summarize the underlying physiological basis of physical fitness, physical training, health and wellness.
- Discover the nutritional aspect of fitness and performance.
- Comprehend the physiological changes and adaptations during exercise in different environmental conditions

**Unit – I: Introduction**

Definition of Physiology and Exercise Physiology and Role of Exercise Physiology in the Field of Physical Education and Sports.

Skeletal Muscle, Structure and function :

Gross structure of skeletal Muscle microscopic structure of the myofibril and contractile mechanism, chemical composition of skeletal muscle, molecular basis of the contraction of skeletal muscle. Sarcoplasmic Reticulum, Muscle fiber types-Motor unit- type I and type-II fibers Recovery From Exercise

Recovery oxygen (Oxygen debt), Replenishment of Energy Stores during Recovery, Reduction of Lactate in Blood and Muscle, Restoration of Oxygen Stores.

Immediate effect of exercise on various systems of body (cardio-respiratory, muscular systems)

**Unit – II: Bioenergetics**

Fuel for muscular work, , energy for muscular contraction and contractile and biochemical changes during muscular contraction. Heat production and thermodynamics of muscle contraction.

Neuron-muscular junction and co-ordination of muscular activity :

Neuron and motor unit transmission of nerve impulse bio-electric potentials, neuro-muscular junction and transmission of nerve impulse across it.

Proprioception and kinesthesia. Tone. Posture and equilibrium. Physiological Effect of anaerobic and aerobic training. Physiological Effect of aerobic training. on (i) heart and circulatory systems (ii) Respiratory system. (A brief discussion on other systems). Standard Lung Volumes, Capacities, and Measures, Minute Ventilation, Ventilation and Exercise, Alveolar Ventilation and Dead Space, Lactate Threshold and Its Detection Using Gas Exchange.

Concept of Physical fitness and physical training, warming up, conditioning and fatigue, physiological aspects of development of strength, endurance, skill, speed agility and co-ordination.

### **Unit – III: Work capacity under different environmental conditions**

Heat Balance - Temperature Regulation, Exercise in the heat, Circulatory system and Sweating Mechanism, Dehydration, Thermal Injury, Acclimatization to heat and physical conditioning.

Exercise in the Cold - Physiological Responses during exercise in the cold, Factors that Influence Heat Loss in the Cold, Health Risks of Cold Exposure, Training in the Cold, Other Factors that Influence thermoregulation,

Performance at Altitude - Acclimation to Altitude Exposure, Acclimation and Exercise Performance at Altitude, Training and Altitude.

Exercise in the hot and humid.

### **Unit – IV: Endocrine System and Exercise**

Nature and Importance of Hormones in Exercise and Sports

Effect of Exercise on Endocrine Function.      Exercise Body Composition and Weight Control

Body Composition, Somatotypes, Body Fat: Concepts and Assessment, Assessment Methods for Body Composition

Obesity and Weight Control - Definition of obesity, Measurement of fat with various methods (under water & skinfold measurements) Body weight control, positive and Negative Energy Balance. Making Weight in Wrestlers.

### **Unit – V: Drugs and Ergogenic Aids:**

Definition and Classifications :- Nutritional aids-carbohydrates- loading, water & Electrolytes Vitamins and Minerals.

Pharmacological Agents-Steroids, Growth Hormone Amphetamines, Aspartic Acid Salts, Alkaline Ingestion Caffeine, Pangamic Acid (Vitamin B 15)

Physiological Agents-Blood Doping, Oxygen

Age and Exercise.

Age changes in muscle function, Cardiovascular system, Pulmonary Function, Age and Physical Work Capacity, Effect of Physical Conditioning on Losses in Functional capacities caused by Aging.

The Female Athlete - Structural and Physiological Sex differences, Physiological Adjustment to heavy training, Gynecological Problems, Menstrual Cycle and Athletics, Pregnancy Child and Athletics

### **PRACTICUM: (PHYSIOLOGICAL ASSESSMENT)**

- Measurement of resting heart rate, immediately before and after activity and during activity.
- Measurement of Blood Pressure by Sphygmomanometer
- Measurement of Vital Capacity, and Peak Flow Rate.
- Assessment of Respiratory Rate.
- Measurement of body fat
- BMI method.
- Assessment of Body Composition by Skinfold caliper method
- Assessment of Cardio Respiratory Fitness, through various field methods

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

### **TEXT & REFERENCES:**

- Amrit Kumar, R, Moses. (1995). Introduction to Exercise Physiology. Madras: PoompugarPathipagam.
- BeotraAlka, (2000) Drug Education Handbook on Drug Abuse in Sports: Sports Authority of India Delhi.
- Clarke, D.H. (1975). Exercise Physiology. New Jersey: Prentice Hall Inc., Englewood Cliffs.
- David, L Costill. (2004). Physiology of Sports and Exercise. Human Kinetics.
- Fox, E.L., and Mathews, D.K. (1981). The Physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing.
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- Shaver, L. (1981). Essentials of Exercise Physiology. New Delhi: Subject Publications.
- Vincent, T. Murche. (2007). Elementary Physiology. Hyderabad: Sports Publication.
- William, D. Mc Aradle. (1996). Exercise Physiology, Energy, Nutrition and Human Performance. Philadelphia: Lippincott Williams and Wilkins Company.
- Kenney, W., Wilmore, J., & Costill, D.(2015) Physiology of sport and exercise. 9781450477673
- McArdle, W., Katch, F., & Katch, V. (2010). Exercise physiology. Baltimore, MD: Lippincott Williams & Wilkins. ISBN 978-1451191554
- Raven, P. (2013). Exercise physiology. Australia: Wadsworth Cengage Learning. ISBN 9780495110248
- Plowman, S., & Smith, D. (2014). Exercise physiology for health, fitness, and performance. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins Health. ISBN 9781451176117

- Farrell, P., Joyner, M., & Caiozzo, V. (2012). ACSM's advanced exercise physiology. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins. ISBN 0781797802

**MPCC -202:**  
**Course Title: SCIENTIFIC PRINCIPLES OF SPORTS TRAINING**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
4	-	4	64	-	64

**COURSE OBJECTIVES:**

- To provide knowledge and concept of sports training.
- To develop an understanding of the technical and tactical training.
- To provide the role of sport sciences to achieve the excellence

**Unit – I**

Philosophy of Coaching and Qualities of a Coach.

Function of Competitive Sports.

Sports Training Aim, Tasks, Characteristics, and Principles of Sports training.

Training Load:

Important features of training load (Intensity, Density, Duration and Frequency) Principles of Training Load. Relationship between load and adaptation, conditions of adaptation Over load.- symptoms, causes, tackling of over load

Factors affecting recovery process and means of faster recovery Technique :

Definition of skill, technique and style

Characteristics of technique

Phases of skill acquisition

Methods for the development of technique

Causes and correction of faults

**Unit – II**

Training For Important Motor Components:

Strength :- forms of strength, characteristics of strength, Principles of strength training, strength training means and methods, strength training for children and women.

Speed-Forms of speed, characteristics of speed, training means and methods.

Endurance:- Forms of endurance, characteristics of endurance, endurance training means and methods.  
Carbohydrate loading

Flexibility-Forms of flexibility, characteristics of flexibility, basis of flexibility, Methods of development of flexibility.

Coordinative Abilities-Characteristics of coordinative abilities, importance of coordinative abilities, classification of coordinative Abilities, Training means and methods.

Tactics :

Definition of tactics and strategy

Basic Tactical concepts - offensive, defensive high performance

Methods of tactical training

Control of tactical knowledge

### **Unit – III**

Technique :

Definition of skill, technique and style

Characteristics of technique

Phases of skill acquisition

Methods for the development of technique

Planning and organization of Training:

Importance of planning

Principal of planning

Systems of Planning

auses and correction of faults

Tactics :

Definition of tactics and strategy

Basic Tactical concepts - offensive, defensive high performance

Methods of tactical training

Control of tactical knowledge

## **Unit – IV**

Planning and organization of Training:

Importance of planning

Principal of planning

Systems of Planning

Periodisation and its types

Contents for various periods of training

Direct preparation for an importance competition

Competition planning and Preparation

Importance of Competitions

Competition Frequency

Main and Build-up competitions

Periodisation and its types

Contents for various periods of training

Direct preparation for an importance competition

Competition planning and Preparation

Importance of Competitions

Competition Frequency

Main and Build-up competitions

## **Unit –V**

Talent Identification and development

Evaluation of Training:

(i)Items to be included in evaluation programme

(ii) Rules governing performance checks and motor test

Talent Identification and development

Evaluation of Training:

(i)Items to be included in evaluation programme



(ii) Rules governing performance checks and motor test

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

**TEXT & REFERENCES:**

- BeotraAlka, (2000), Drug Education Handbook on Drug Abuse in Sports. Delhi: Sports Authority of India.
- Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc. Cart, E. Klafs&Daniel, D. Arnheim (1999) Modern Principles of Athletic Training St. Louis C. V. Mosphy Company
- Daniel, D. Arnheim (1991) Principles of Athletic Training, St. Luis, Mosby Year Book
- Wuest, D., & Fisetete, J. (2014) Foundations of physical education, exercise science, and sport. McGraw-Hill Higher Education; ISBN-10: 0073522775 ISBN-13: 978-0073522777
- Bompa, T., & Haff, G. (2009). Periodization. Champaign, IL.: Human Kinetics. ISBN-13: 9780736074834
- Haff, G., & Triplett, N. Essentials of strength training and conditioning. Champaign, IL.: Human Kinetics. ISBN-13: 9780736065832
- Bompa, T., & Carrera, M. (2005). Periodization training for sports. Champaign, Ill.: Human Kinetics.
- Zatsiorsky, V., & Kraemer, W. (2006). Science and practice of strength training. Champaign, IL: Human Kinetics. ISBN 10: 0736056289

**MPCC – 203:**  
**Course Title: YOGIC SCIENCES**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**COURSE OBJECTIVES:**

1. To appraise an understanding of the principles of yogic practices
2. To Acquaint with various types of asanas, pranayam, kriyas
3. To integrate sports with yoga for performance enhancement

**STUDENT LEARNING OUTCOMES:**

1. Differentiate between various paths of yoga
2. Apply and demonstrate various benefits of yoga to be applied in the field of sports
3. Relate Yoga with health and wellness.

**UNIT I: Introduction to Yoga**

Meaning and Definition of Yoga, Astana Yoga: Yama, Niyama, Asana, Pranayama, Prathyahara, Dharana, Dhyana, Samathi. Concept of Yogic Practices: Principles - Breathing -Awareness- Relaxation. Sequence- Counter pose –Time – Place – Blanket – Clothes – Bathing - Emptying the bowels – Stomach – Diet - No straining – Age - Contra-indications - Inverted asana – Sunbathing.

**UNIT II:**

Loosening exercises: Techniques and benefits. Asanas: Types- Techniques and Benefits. Yogasans and its values. Surya namaskar: Methods and benefits. Pranayama: Types- Methods and benefits. Nadis : Meaning, methods and benefits. Chakras: Major Chakras - Benefits of clearing and balancing Chakras.

**UNIT III:**

Yoga and Sports: Yoga Supplemental Exercises -Yoga Compensation Exercises- Yoga Regeneration Exercises- Power Yoga. Role of Yoga in Psychological Preparation of athlete: Mental Wellbeing, Anxiety, Depression, Concentration, Self-Actualization.

**UNIT IV:**

Effect of Yoga on Physiological System:  
Circulatory, Skeletal, Digestive, Nervous, Respiratory, Excretory Systems. International Day of Yoga, Common Yoga Protocol suggested by AYUSH

**Unit V**

1. Asana (Sitting, Standing, Bending & Twisting)
2. Pranayama (5 types)
3. Mudras: Meaning, Techniques & Benefits
4. Shat Kriyas- Meaning, Techniques and Benefits

5. Bandas: Meaning, Techniques & Benefits
6. Meditation: Meaning, Techniques & Benefits
7. Relaxation (Shavasana & Makrasana)

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

**TEXT & REFERENCES:**

- Authors Guide (2015), International Day of Yoga, Common Yoga Protocol, New Delhi: Ministry of AYUSH, Government of India.
- George Feuerstein. (1975). Text Book of Yoga. London: MotilalBansaridass Publishers (P) Ltd.,
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- Helen Purperhart (2004) The Yoga Adventure for Children. Netherlands: A Hunter House Book.
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- Kuvalyananda Swami & S.L. Vinekar.(1963). Yogic Therapy – Basic Principles and Methods. New Delhi: Govt of India, Central Health Education and Bureau.
- Kenghe.C.T. (1976). Yoga as Depth-Psychology and para-Psychology (Vol-I): Historical Background, Varanasi: BharataManishai.
- Moorthy .A.M & Alagesan.S. (2004). Yoga Therapy. Coimbatore: Teachers Publication House.
- Swami SatyanandaSaraswathi. (1984). Kundalini and Tantra. Bihar: Yoga Publications Trust.
- Swami Kuvalayananda. (1998). Asanas.Lonavla: Kaivalyadhama.
- Swami Satyananda Sarasvati. (1989). Asana Pranayama Mudra Bandha.Munger: Bihar School of Yoga, Swami Sivananda. (1971). The Science of Pranayama. Chennai: A Divine Life Society Publication,
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- Thirumalai Kumar. S and Indira .S(2011) Yoga in Your Life, Chennai: The Parkar Publication.
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- Desikachar, T. (1999). The heart of yoga. Rochester, Vt.: Inner Traditions International. ISBN-13: 978-0892817641. ISBN-10: 089281764X
- Iyengar, B. (1979). Light on yoga. New York: Schocken Books.ISBN-10: 0805210318. ISBN-13: 978-0805210316
- Kaminoff, L., & Matthews, A. (2012). Yoga anatomy. Champaign, IL: Human Kinetics.ISBN-10: 1450400248. ISBN-13: 978-1450400244

**MPEC – 204:**  
**Course Title: SPORTS MANAGEMENT**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**COURSE OBJECTIVES:**

- To describe organization and administration of sports programmes.
- To analyze and interpret sports philosophy, sports sociology, business systems, sports management, public administration and marketing techniques.
- To develop opportunities to construct & design the curriculum of PE in broader aspects realizing the age group, gender consideration and physiological basis

**STUDENT LEARNING OUTCOMES:**

- Identify issues relevant to modern physical education and sport management.  
Explore the area as a career perspective

**Unit I:**

- Management: Concept and Principles of Management.
- Sports Management: Definition, Importance.
- Basic Principles and Procedures of Sports Management
- Functions of Sports Management
- Personal Management:
- Objectives of Personal Management, Personal Policies

**Unit II:**

- Management of infrastructure, equipment, finance and personnel.
- Programme Management:
- Factors influencing programme development.
- Organisation and Functions of Spots bodies.
- Competitive Sports Programmes, Benefits,
- Management Guidelines for School, College Sports Programmes,
- Management Problems in instruction programme,
- Community Based Physical Education and Sports programme.

**Unit III:**

- Purchase and Care of Supplies of Equipment:
- Guidelines for selection of equipment and Supplies,
- Purchase of equipment and supplies,
- Equipment Room, Equipment and supply Manager.
- Guidelines for checking, storing, issuing, care and maintenance of supplies and equipment.

#### UNIT IV

- Public Relations in Sports:
- Planning the Public Relation Programme –
- Principles of Public Relation - Public Relations in School and Communities –
- Public Relation and the Media. Professional Ethics.

#### Unit – V :

- SWOT Analysis
- Organising sports meet:
  - Institutional sport event
  - Community sport event
  - Fitness Events for children
- Officiating in the institutional tournaments
- Planning & Organising sport event
- Report preparation of sport event
- Audit Management of sport event

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

#### TEXT & REFERENCES:

- Chakraborty&Samiran. (1998). Sports Management. New Delhi: Sports Publication.
- Charles, A, Bucher & March, L, Krotee. (1993). Management of Physical Education and Sports. St. Louis: Mosby Publishing Company.
- Chelladurai, P. (1999). Human Resources Management in Sports and Recreation. Human Kinetics.
- John, E, Nixon & Ann, E, Jewett. (1964). Physical Education Curriculum, New York: The Ronald Press Company.
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- Yadvnider Singh. Sports Management, New Delhi: Lakshay Publication
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- Hoyer, R. (2012). Sport management. Milton Park, Abingdon, Oxon: Routledge. ISBN-13: 978-1856178198, ISBN-10: 1856178196
- Bowers, M. (2015). Sport management. Champaign: Sagamore Publishing. ISBN-10: 1571677267. ISBN-13: 978-1571677266
- Krotee, M., & Bucher, C. (2007). Management of physical education and sport. Boston: McGraw-Hill. ISBN-10: 0072972920. ISBN-13: 978-0072972924

**MPEC – 205:**

**Course Title: SPORTS JOURNALISM AND MASS COMMUNICATION**

Credit	Teaching Hours
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Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**COURSE OBJECTIVES:**

1. To apprise the students about the origin and evolution of journalism and mass media.
2. To synthesize a basic concept of reporting and editing.
3. To appraise the varied aspects of advertising.

**STUDENT LEARNING OUTCOMES:**

1. Apply the concept of reporting and editing.
2. Illustrate and apply the advertising concepts.
3. Interpret the concept of journalism and mass media

**UNIT – I: Introduction to Sports Journalism & Mass Communication**

- Meaning, Definition & Evolution of Sports Journalism, Ethics of Journalism – Canons of journalism-
- Sports Ethics and Sportsmanship, Reporting Sports Events, National and International Sports News Agencies, Definition, meaning, scope and importance of Sports journalism and its History

**UNIT – II: Mass Media**

- Introduction to mass communication - The concept of mass media - Mass media in India and its present status,
- Mass media institutions in India – Government media units - Press registrar of India, Press council of India - Indian news agencies media educational institutions, The concept of journalism - the function of press - Press freedom and responsibility and the theories of press - Current trends in journalism. Sports Photography: Equipment- Editing – Publishing. Mass Media in Journalism: Radio and T.V. Commentary

**UNIT – III: Report & Editing**

- Reporting, Functions, responsibilities and qualities of reporter - Functional differences of reporters – Special correspondents, foreign correspondents, columnists, free lancers, Roving Reporters, Structure of Advertising - Functions of advertising, Psychology of advertising,
- Types of advertising – Advertising media, Structure of advertising agency. Editing –

Magazines – Modern trends of headlines writing – Electronic news editing – picture editing – Outline writing – Editorial writing – Types of editorials and analysis of editorials.

**UNIT – IV**

1. Methods of editing a Sports report.
2. Evaluation of Reported News.
3. Interview with and elite Player and Coach.

4. Practical assignments to observe the matches and prepare report and news of the same;
5. Visit to News Paper office and TV Centre to know various departments and their working.
6. Preparation of Portfolio of newspaper cuttings of sports news (national & international) for the Semester.

## UNIT - V

Leads : Introduction and Definition, Importance of Leads Principles of Leads. Construction and types of leads - leads for sports reports, individual and Team games. Track and field events, equities score Board and statistics.

Editing: Editing Copy reading and handling sports news.

Design and make-up of the sports page elementary.

Knowledge of typography and various process of printing. News paper style and slant.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

### TEXT & REFERENCE:

- Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi :
- Surjeet Publications
- Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication
- Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication
- Dhananjay Joshi (2010) Value Education in Global Perspective. New Delhi: Lotus Press.
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- Billings, A., Butterworth, M., & Turman, P. (2012). Communication and sport. Thousand Oaks, Calif.: SAGE.ISBN-13: 978-1412972932 ISBN-10: 1412972930
- Billings, A. (2014)Routledge handbook of sport and new media. RoutledgeISBN-13: 978-0415532761 ISBN-10: 0415532760
- Billings, A., Butterworth, M., & Turman, P.(2014) Communication and sport.ISBN-13: 978-1452279138ISBN-10: 1452279136
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- Deninger, D. (2012). Sports on television. New York: Routledge.ISBN-10: 0415896762 ISBN-13: 978-0415

**MPED – II Semester  
PART – B  
PRACTICUM COURSES (SPORTS SPECIALIZATION –I)  
CONTINUED FROM SEMESTER-I**

- MPPC – 201 (A): TRACK AND FIELD**  
**MPPC – 201 (B): GYMNASTIC**  
**MPPC – 201 (C): SWIMMING**  
**MPPC – 201 (D): COMBATIVE SPORT (BOXING)**  
**MPPC – 201 (E): COMBATIVE SPORT (FENCING)**  
**MPPC – 201 (F): COMBATIVE SPORT (JUDO)**  
**MPPC – 201 (G): COMBATIVE SPORT (TAEKWONDO)**  
**MPPC – 201 (H): COMBATIVE SPORT (MARTIAL ART & KARATE)**  
**MPPC – 201 (I): COMBATIVE SPORT (WRESTLING)**  
**MPPC – 201 (J): INDIGENOUS SPORT (MALKHAMB)**  
**MPPC – 201 (K): INDIGENOUS SPORT (KABADDI)**  
**MPPC – 201 (L): INDIGENOUS SPORT (KHO-KHO)**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
1	3	4	16	96	112

**ESSENCE OF THE COURSE**

The course of Sports Specialization – I, is so designed to provide an opportunity to teacher educators to learn the basic techniques of the game/sport and are not only able to display them but also systematically teach them.

**COURSE OBJECTIVES:**

1. To define and acquaint training preparation of Game/Sport
2. To employ the rules and regulation of Game/Sport
3. To emphasis on preparation for the Game/Sport.
4. To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.
5. To orient & employ the rules and regulation in organization of competition in Game/Sport.

**STUDENT LEARNING OUTCOMES:**

1. After Completion of the course the students shall be able to:
2. Gain knowledge of the Game/Sport.
3. Learn the layout and marking for the Game/Sport.
4. Demonstrate various drills & lead up activities related to Game/Sport.
5. Develop the skills to teach rules, fundamentals and strategies of Game/Sport.



## **COURSE CONTENTS:**

**(General guidelines for development of required course contents in particular game/sport are given below)**

**Note:** The course contents to be followed for the purpose of developing practical knowledge regarding marking, rules & regulation, officiating, technical training, tactical training, psychological preparation & preparation of training schedules)

### **UNIT – 1: Introduction**

- Layout and marking of play field/ground/courts and measurement of equipments used in Game/Sport.

### **UNIT – II: Techniques/Skills development:**

- Classification of techniques/skills.
- Technique/skill training: Preparatory, Basic, Supplementary exercises.
- Identification & Correction of faults.
- Training for mastery in technique/skill.
- Recreational and lead-up activities.
- Warm-up and cool down for game/sports.

### **UNIT –III: Officiating:**

- Mechanics of officiating.
- Qualities of good official.
- Duties of official (pre, during and post game)
- Rules & their interpretations.

### **UNIT – IV: Training (Means & Method)**

- Training methods and means for the development of motor abilities (Strength, Speed, Endurance and Flexibility)
- Basic Concept of preparation of training schedules.
- Tactical training in game/sport.
- Psychological preparation required during competition in game/sport.

### **UNIT – V : Planning of Training**

- Preparation of short term and long term training plans in game/sport.
- Periodization in training of players in game/sport.
- General/specific fitness tests and performance/skill test in game/sport.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Performance Test, Project Work, Assignments, Presentations, Practical Work

**Semester II**  
**PART – C: INTERNSHIP TEACHING**  
**MPI:201 INTERNSHIP (FIELD ENGAGEMENT)**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	6	6	-	192	192

**ESSENCE OF THE COURSE**

Internship is a compulsory programme with the teacher education institution for the students acting as interns at identified physical education related organisations focusing towards bridging gap between theory and practice through planned and structured tasks or projects designed in-cooperation with the teacher education institute and host association or organization. The programme should be considered as a mentored component whereby faculty from teacher education institution called as faculty mentor and a member from host association or organization known as field mentor together guide groups of students.

**COURSE OBJECTIVE**

1. To facilitate a bridge between what students learn in classroom and observe in the field.
2. To provide sustained field work opportunity for students to acquire professional skills in physical education and sports.
3. To develop capacities and capabilities for teaching, coaching, officiating in physical education and sports related activities.

**STRUCTURE OF INTER SEMESTER INTERNSHIP**

Duration: Minimum 192 hours of internship will be organized for 6 credits.

Area of internship: School; College; Sports Organisation; Sports Academy/Sports Clubs

Scope: Officiating; Outdoor Teaching; Classroom Teaching; Coaching.

Mentoring: On-field observation of internship activities and feedback from the field coordinator and faculty mentor is considered essential.

Programme Design: internship should be structured around focused tasks or projects which should be designed in consultation with faculty mentor and field coordinator prior to going to the host organization.

Assessment: Record book consisting of all session plans/ activity plans/task plans to be submitted duly signed and certified by the external guide and the faculty guide at the teacher education institution.

Resource: Institutions shall make partnership arrangement between teacher education institute and internship institution.

**ROLE OF MENTORS**

Faculty mentor and field coordinator can sit unobtrusively in the class and observe the session conducted, followed by regular guidance and feedbacks to the interns.

### **TEACHING LEARNING STRATEGIES**

- The class will be taught by using the latest/innovative method, as per available resources and teaching aids in the classroom and on the field.

### **SUGGESTED MODE OF TRANSACTION**

- Demonstration/Explanation/Field Work/learning by doing etc.

### **ASSESSMENT RUBRICS**

**Marks: 150**

School Record-Activity Details	20
Classroom Behaviours Report	20
Student Diversity Report	20
Government/Public School Observation Record	20
School Internship Program Diary (SIPD)	20
5 Lesson Plan (5x10 marks)	50

**MPED – III Semester  
PART – A  
THEORY COURSES**

**MPCC – 301:  
Course Title: HEALTH EDUCATION AND SPORTS NUTRITION**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**THE COURSE OBJECTIVE IS**

- To appraise the concept of holistic health through fitness and wellness
- To explain the students about the concept of physical fitness, health related and motor fitness
- To describe the contemporary health issues.
- To apply practical principles of the fitness & wellness

**COURSE LEARNING OUTCOMES:**

- Understand the concept of holistic health through fitness and wellness
- Explain the concept of physical fitness, health related and motor fitness
- Evaluate primary health status
- Prepare fitness schedules & evaluate fitness

**Unit – I**

History of Health in India concept and various levels of Health Care of India. Medical care in rural and urban areas. Primary Health Centre concept. Three tier system of Health care, Health for all by 2000 A.D. latest trends in Health Education.

Health Education: Its contents and aims. Use of Audio-visual aids, method of individual, group, mass approaches of Health Education.

Inter-relationship between different components of Health and Spiritual Health Role and responsibility of individual, community, state and spectrum of health, role of heredity, and Genetics in achieving positive health.

**Unit – II**

Social Health Services and School Health Programme in Relation to the following-

- (i) Role of Physical Education Teacher, Principle, Class Teacher, Doctor.
  - a. Health appraisal : Meaning, aim, method.

Medical check-up/examination.

Common childhood diseases and their control.

First aid, accident & Prevention.

Mental health, dental health, eye troubles.

Food for children at primary, Middle and secondary level.

School Health administration and maintenance of records. Preparation of Health Card.

Healthful School Living under fine clinics and road to health.

### **Unit – III**

Community and Environmental sanitation:

(i) Water, Impurities in water, purification of water and water borne diseases with reference to worm.

Infestations and Amoebiasis Detection of Chlorine in water.

Ideal well and its maintenance. Chlorination of water at camp aids.

Air pollution and its effect on health occupational diseases. Mousing and its problems and health aspects.

Light, noise, temperature and radiation, their effects on health.

### **Unit – IV**

Non-communicable diseases and Evils of community. Brief description of important non-communicable diseases.

Population policy, population dynamics, population explosion, national family welfare programme, need of sex education. Alcoholism, Drugs habituation - dependence and addiction. Their prevention and control.

Communicable Diseases:

Natural history of communicable diseases.

Epidemiology of communicable disease.

Levels of prevention : Brief description of following communicable diseases and their prevention.

Tetanus, Tuberculosis, Jaundice (Infections, Hepatitis)

Scabies and common skin infections

Chicken pox, Mumps and Measles

Malaria and filaria

Rabies (Hydrophobia and animal bite).

Sexually transmitted diseases and Aids.

## Unit – V

Meaning of Food & Nutrition.

Sources and functions and deficiency of various nutrients.

Balance diet: Appropriate diet before, during and after athletic performance. Obesity, Malnutrition, Adulteration in food

Nutrition : Proximate principles and their imbalance. Brief description of nutrients in various food stuffs and trace elements. Milk and food borne diseases

### LIST OF PRACTICUM

- Visit to factory and note down the occupational hazards/accidents that occur due to working conditions and prevention.
- Visit to Milk dairy and prepare a report based on the observation of the process of preparing milk.
- Visit to Institute Mess and/or Hotel and suggest steps to improve the hygiene there.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Volunteering/Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

### TEXT & REFERENCES:

- David K. Miller & T. Earl Allen, Fitness, A life time commitment, Surjeet Publication Delhi 1989.
- Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd. 35
- Bedford row, London 1998
- Dr. A.K. Uppal, Physical Fitness, Friends Publications (India), 1992. Warner W.K. Oeger&
- Sharon A. Hoeger, Fitness and Wellness, Morton Publishing Company, 1990.
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- Emily R. Foster, KarynHartiger& Katherine A. Smith, Fitness Fun, Human Kinetics Publishers 2002.
- Lawrence, Debbie, Exercise to Music. A & C Black Publishers Ltd. 37, Sohe Square, London 1999
- Robert Malt. 90 day fitness plan, D.K. publishing, Inc. 95, Madison Avenue, New York
- Benardot, D. (2012). Advanced sports nutrition. Champaign, IL: Human Kinetics. ISBN 9781450401616
- Burke, L. (2007). Practical sports nutrition. Champaign, IL: Human Kinetics ISBN. 9780736046954
- Connolly, M. (2012). Skills-based health education. Sudbury, MA: Jones & Bartlett Learning. ISBN 9781449630201
- Koelen, M., & Ban, A. (2004). Health education and health promotion. Wageningen, Netherlands: Wageningen Academic Publishers. ISBN 9789076998442
- Gilbert, G., Sawyer, R., & McNeill, B. (2011). Health education. Sudbury, Mass.: Jones and Bartlett Publishers. ISBN 9780763759292

**MPCC – 302:**  
**Course Title: SPORTS PSYCHOLOGY**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

### COURSE OBJECTIVES:

- To impart the concepts of psychology applied in the field of physical education and sports for optimal performance
- To introduce the field of sports psychology as a scientific discipline
- To develop understanding about various concepts of goal setting, motor learning and personality with respect to sports and athlete performance
- To review the motivational strategies applicable in the field of sports
- To analyze the influence of group and team on behavior of athletes influencing team cohesion and social behavior

### STUDENT LEARNING OUTCOMES:

- Correlate the psychological concepts with the sports and athlete specific situations
- Integrate the knowledge about personality, motor learning for behavior modification of athletes
- Relate different theories of motor learning with its influence on motor perception and related cognitive abilities of athletes.
- List down the strategies for motivation utilized in the field of sports.
- Analyze the issues related to social behavior based on physiological structure and function

### Unit – I

The meaning, nature and scope of sports psychology, development of sports psychology, relationship of sports psychology with other sports sciences.

Importance of Sport Psychology for Physical Education teachers and Coaches.

Arousal, Anxiety, Stress, Fear, Frustration conflict - their process and affect on sport performance, Implication for practice.

Arousal regulation - Self awareness of anxiety, Anxiety reduction techniques, On-site relaxation tips, Arousal inducing techniques,

Cognitive process in physical activities :

Characteristics of cognitive process in sports. Role of sensation and perception in physical activity, function of thinking and imagination and memory in physical activities.

Mental activity of athletes, mental activity and sports related goals. Goal settings - Types of goals, goals setting-effectiveness, basic principles, designing a goal setting systems.

Meaning and Importance of attention, Dimensions of attention/concentration, choking self talk, strategies to develop attention.

### Unit – II



Imagery :

Meaning, Types, Uses, How it works, basic of imagery training,

Self confidence - Definition, Benefits Optimal confidence, Influence expectation on performance, self efficacy theory, assessing and self confidence,

Aggression, Meaning, Types, Causes. Aggressiveness in the athletes, displacement of aggression, aggression and frustration

Motor Learning.

Development of motor learning, factors affecting motor learning, motor skill acquisition.

Psychological aspect of action-regulation:

Meaning and importance of action regulation. Psychological characteristics of physical activities, structure of action programme, importance of action regulation in physical activities.

### **Unit – III**

Personality:

Meaning of personality, theory of personality, structure of personality and personality traits of sportsman relationship of personality to sports performance personality differences among various sports groups. Measurement of personality

Emotion: Meaning and types of emotions, specific emotional process in physical activities, level of aspiration and emotion (success and failure)

Exercise and psychological well-being,

Exercise in the reduction of anxiety and depression, exercise and mood changes, how exercise enhances well-being, reasons to exercise, strategies and guidelines to enhance adherence to exercise.

Psychology and athletic injuries

Role of psychological factors in athletic injuries, Antecedents of injuries, Stress injuries relationship, Role of sports psychology in injuries rehabilitation,

Psychology of young athletes - Reasons of participation and discontinuation of sports, effective coaching practice,

### **Unit – IV**

Motivation:

Meaning of motives, need, drive role of motives, attitude and interest in physical activity.

Meaning and types of motivation, theory of motivation, achievement motivation and competitiveness, techniques of motivation, Importance of motivation in peak performance. Measurement of sports motivation.

Feedback, Reinforcement and Intrinsic Motivation

Principles of Reinforcement-Positive and Negative Reinforcement, modifying behaviour in sports, Implementing behavioural programmes, Intrinsic Motivation and Extrinsic Rewards, Cognitive Evaluation Theory, relationship between extrinsic and intrinsic motivation, Increasing Intrinsic motivation, Flow - A Special Case of Intrinsic Motivation.

## **Unit – V**

Group and Team Dynamics

Group - Structure, How a group becomes a team, effective team climate,

Group cohesion - Definition, conceptual model and measurement. Cohesion and performance, co-relates of cohesion, building team cohesion.

Leadership - Definition, Approaches, multi dimensional model of sports leadership, components of effective leadership,

Sport audience and their effect on the performance of the sportsmen

Psychological aspects of competition:

Psycho-regulative procedure in sports, Details of selected psycho-regulative procedures for activation and relaxation (Autogenic training and Ideomotoric training). Psychological aspects of long term and short-term preparation for competition.

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### **LIST OF PRACTICUM**

- Assessment of State and Trait Anxiety of athletes
- Assessment of Sport and Exercise Motivation
- Assessment of Personality traits among athletes
- Assessment of Group Cohesion among team and individual sports.
- Assessment of Emotion

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

### **TEXT & REFERENCES:**

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

- Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Test, New Delhi: National Council of Educational Research and Training Publication.
- Jain. (2002), Sports Sociology, Khel Sahitya Kendra Publishers.
- Jay Coakley. (2001) Sports in Society – Issues and Controversies in International Education, Mc-Craw Seventh Ed.
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- John D. Lauther (1998) Sports Psychology. Englewood, Prentice Hall Inc.
- Miroslaw Vauks & Bryant Cratty (1999). Psychology and the Superior Athlete. London: The Macmillan Co.
- Richard, J. Crisp. (2000). Essential Social Psychology. Sage Publications.
- Robert N. Singer (2001). Motor Learning and Human Performance. New York: The Macmillan Co.
- Robert N. Singer. (1989) The Psychology Domain Movement Behaviour. Philadelphia: Lea and Fibiger.
- Thelma Horn. (2002). Advances in Sports Psychology. Human Kinetic.
- Whiting, K, Karman Hendry L.B & Jones M.G. (1999) Personality and Performance in Physical Education and Sports London: Hendry Kempton Publishers.
- Weinberg, R., & Gould, D. (2011). Foundations of sport and exercise psychology. Leeds: Human Kinetics. ISBN-13: 978-0736083232. ISBN-10: 0736083235
- Cox, R. (2012). Sport psychology. New York: McGraw-Hill. ISBN-13: 978-0078022470. ISBN-10: 0078022479
- Burton, D., & Raedeke, T. (2008). Sport psychology for coaches. Champaign, IL: Human Kinetics. ISBN-13: 978-0736039864. ISBN-10: 0736039864
- Anshel, M. (2012). Sport psychology. San Francisco, CA: Pearson Benjamin Cummings. ISBN-13: 978-0321732491. ISBN-10: 0321732499
- LeUnes, A. (2008). Sport psychology. New York: Psychology Press. ISBN-13: 978-0805862669. ISBN-10: 0805862668

**MPED – IV Semester  
PART – A  
THEORY COURSES**

**MPCC – 303:  
Course Title: KINESIOLOGY & SPORTS BIOMECHANICS**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**COURSE OBJECTIVES:**

1. To develop the basic understanding of biomechanics and kinesiology and its application in human body movements in performing sports activities.
2. To explain the concept of mechanical laws involved in human motion.
3. To develop a comprehensive understanding of movement analysis
4. To develop the ability to perform mechanical analysis of various fundamental movements and sports skills

**STUDENT LEARNING OUTCOMES:**

1. Explain the basic mechanical concepts and will be able to interpret its relation to human body movements
2. Organize and specify the overall goal of the course.
3. Apply and analyze the factors of mechanical laws involved in human movement.
4. Explain the principles of movement analysis
5. Analyze the mechanical principles of motor skills and sports related skills along with their proper techniques and corrective measures.

**Unit - I**

Introduction

Meaning of Biomechanics.

Biomechanics in Physical Education, Sports and Research Fundamental Skills-Basic and sports.

Movement Analysis- Kinesiological Analysis, Mechanical Analysis and Bio- Mechanical Analysis

Understand and Principles of Application Derived from the following concepts.

**Unit – II**

Linear, Angular and General Motion:

Distance and Displacement (Linear and Angular), Speed and Velocity (Linear and Angular)

Acceleration (Linear and Angular ) Uniform Motion

Units of these, Relationship of Linear and Angular Motion. Centrifugal and Centripetal Forces.

Newton Laws of motion as applicable to linear and Angular motion.

### **Unit – III**

Force : Meaning, units of force, effects of force/Sources of Force, Components and Resultant, Friction, Pressure.

Work, Power and Energy.

Movement of Force, Movement of Inertia, Levers

### **Unit – IV**

Freely falling bodies, Projectiles, Momentum and Impulse.

Stability (Static and Dynamic), Initiating Rotation in the air.

Spin, Impact and Elasticity.

Fluid Mechanics. Air Resistance and Water Resistance.

### **Unit – V**

Analysis of Fundamental skills:

Walking, Running, Jumping, Throwing, Lifting, Pulling, Pushing, Catching, and Climbing.

Analysis of Sports Skills of the Following.

Athletics, Gymnastics, Swimming, Football, Hockey, Basketball, Volleyball and Cricket.

## **LIST OF PRACTICUM**

- Analysis of movement:
- Types of analysis, Kinesiological, Biomechanical, Cinematographic,
- Methods of analysis – Qualitative, Quantitative, Predictive

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

## **TEXT & REFERENCES:**

- McGinnis, P. (2013). Biomechanics of sport and exercise. Champaign, IL: Human Kinetics. ISBN 9780736079662
- Blazeovich, A. (2007). Sports biomechanics. London: A. & C. Black. ISBN 9780713678710
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- Steven Roy, & Richard Irvin (1983). Sports Medicine, New Jersey: Prentice Hall.
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- Uppal A.K. Lawrence Mamta MP Kinesiology (Friends Publication India (2004)
- Uppal, A.K. (2004), Kinesiology in Physical Education and Exercise Science, Delhi Friends Publication
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**MPEC – 304:**  
**Course Title: Sociology of Sports**

<b>Credit</b>			<b>Teaching Hours</b>		
<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>	<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>
3	1	4	48	32	80

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## **Unit – I: Introduction**

Nature, Scope and Method of Sport Sociology

Sport as a social phenomenon

Sociological analysis of sports and sport sociology as an academic discipline.

Social factor (appearance, sociality, aspiration level and audience) inference on participation and performance in sport.

## **Unit – II: Sports and Micro Social System:**

Study of sports groups.

Group interaction, competition and cooperation.

Behaviour characteristics, qualities and role of sports leaders.

Sports and cultures.

## **Unit – III: Sports and Macro social Systems :**

Relationship between sport and socializing institution (family, school and educational systems)

Inter-relationship between sport and regulating institutions (Politics and economy)

Sport and cultural institutions (religion and art)

Socialization via games and sport.

## **Unit – IV: Sport and Culture :**

Sport as a social institution.

Sport as an element of culture and a cultural product.

Manipulative socialization and coerced conformity.

Relationship between sport and culture.

**Unit – V: Social Games Concerning Sport in Society:**

Social stratification in sport, sport as a stratification system.

Discrimination and democratization in sport with special reference to socio economic classes and women.

Sport and aggression, violence in sport.

Problem regarding professionalization and children in sport.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

**TEXT & REFERENCES:**

1. Loy and Kenyon : Sport Culture and Society.
2. Ball and Loy : Sport and Social Order.
3. Loy, Mepherston & Kenyon : Sport and Social Systems.
4. Edwards : Sociology of Sports.
5. Cratty B. J. : Social Dimdensions to Physical Activity.
6. Coakley J.J. : Sport in Society.



**MPEC – 305:**  
**Course Title: PHYSICAL FITNESS AND WELLNESS**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**THE COURSE OBJECTIVE IS:**

- To appraise the concept of holistic health through fitness and wellness
- To explain the students about the concept of physical fitness, health related and motor fitness
- To describe the contemporary health issues.
- To apply practical principles of the fitness & wellness

**COURSE LEARNING OUTCOMES:**

- Understand the concept of holistic health through fitness and wellness
- Explain the concept of physical fitness, health related and motor fitness
- Evaluate primary health status
- Prepare fitness schedules & evaluate fitness

**UNIT I: Introduction to Fitness & Wellness**

- Meaning and Definition of Fitness, Wellness & Nutrition
- Physical Fitness Concepts, Components, Techniques and Principles of physical fitness,
- Leisure time physical activity, Opportunities in the community to participate leisure activities
- Current trends in fitness and conditioning, Components of total health fitness and the relationship between physical activity and lifelong wellness

**UNIT II: Application of Fitness & Wellness**

- Nutrition & Wellness
- Body Composition & Weight Management
- Endurance: Cardio respiratory & Muscular
- Flexibility, Fitness & Wellness relationship
- Stress Management & Behavior Modification

**UNIT III: Fitness & Wellness Assessment**

- Measurement of Height & Weight
- Measurement of Body Composition
- Measurement of Basic Strength, Endurance and Flexibility
- Assessment of cardio respiratory fitness, Health Related Fitness
- Stress Assessment & its Management Techniques

**UNIT IV: Exercise Prescription**

- Preparation & implementation of Group Exercise Plans
- Preparation & implementation of Personal Training Plans
- Resistance Training for Muscular Strength and Endurance; principles of resistance training,

- Safety techniques (spotting, proper body alignment, lifting techniques, spatial, awareness. and proper breathing techniques) Weight training principles and concepts; basic resistance exercises (including free hand exercise, free weight exercise, weight machines, exercise bands and tubing, medicine balls, fit balls)
- Group Exercises Plan, Personal Training, and Fitness & Wellness Activities for various ages & population

#### **UNIT V: Establishment and Management of Fitness Centre**

- Principles of starting a fitness center-environment, location, policy, offer of programmes, record keeping, public relation.
- Fitness center membership and its types.
- Safety aspects in a fitness centre.
- Qualification and qualities for a fitness trainer.

**PRACTICUM:** Orientation and management of fitness center, various equipments and wet zone.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Volunteering/Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

#### **TEXT & REFERENCE:**

- David K. Miller & T. Earl Allen, Fitness, A life time commitment, Surjeet Publication Delhi 1989.
- Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd. 35
- Bedford row, London 1998
- Dr. A.K. Uppal, Physical Fitness, Friends Publications (India), 1992. Warner W.K. Oeger&
- Sharon A. Hoeger, Fitness and Wellness, Morton Publishing Company, 1990.
- Elizabeth & Ken day, Sports fitness for women, B.T. Batsford Ltd, London, 1986.
- Emily R. Foster, KarynHartiger& Katherine A. Smith, Fitness Fun, Human Kinetics Publishers 2002.
- Lawrence, Debbie, Exercise to Music. A & C Black Publishers Ltd. 37, Sohe Square, London 1999
- Robert Malt. 90 day fitness plan, D.K. publishing, Inc. 95, Madison Avenue, New York
- Hoeger, W., & Hoeger, S. Lifetime physical fitness & wellness. ISBN-13: 978-1285733142 ISBN-10: 1285733142
- Fahey, T., Roth, W., Insel, P., & Insel, C. Fit & well. ISBN-13: 978-0077770396 ISBN-10: 0077770390
- Corbin, C. (2011). Concepts of physical fitness. New York: McGraw-Hill Higher Education. ISBN-10: 9780073523828 ISBN-13: 978-0073523828
- Hoeger, W., & Hoeger, S. Fitness & wellness.(2013) Belmont, CA: Wadsworth, Cengage Learning ISBN-13: 978-1285733159 ISBN-10: 1285733150
- Greenberg, J., Dintiman, G., & Myers Oakes, B. (2004). Physical fitness and wellness. Champaign, IL: Human Kinetics. ISBN-13: 978-0736046961. ISBN-10: 0736046968

**MPED – III Semester**  
**PART – B**  
**PRACTICUM COURSES (Sports Specialization- II from Team Sport/Racket Sport)**

- MPPC – 301 (A): Baseball**
- MPPC – 301 (B): Basketball**
- MPPC – 301 (C): Cricket**
- MPPC – 301 (D): Football**
- MPPC – 301 (E): Handball**
- MPPC – 301 (F): Hockey**
- MPPC – 301 (G): Netball**
- MPPC – 301 (H): Softball**
- MPPC – 301 (I): Volleyball**
- MPPC – 301 (J): Badminton**
- MPPC – 301 (K): Table Tennis**
- MPPC – 301 (L): Tennis**
- MPPC – 301 (M): Squash**

<b>Credit</b>			<b>Teaching Hours</b>		
<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>	<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>
2	2	4	32	64	96

**ESSENCE OF THE COURSE**

The course of Sports Specialization – II, is so designed to provide an opportunity to teacher educators to learn the basic techniques of the game/sport and are not only able to display them but also systematically teach them.

**COURSE OBJECTIVES:**

1. To define and acquaint training preparation of Game/Sport
2. To employ the rules and regulation of Game/Sport
3. To emphasis on preparation for the Game/Sport.
4. To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.
5. To orient & employ the rules and regulation in organization of competition in Game/Sport.

**STUDENT LEARNING OUTCOMES:**

1. After Completion of the course the students shall be able to:
2. Gain knowledge of the Game/Sport.
3. Learn the layout and marking for the Game/Sport.
4. Demonstrate various drills & lead up activities related to Game/Sport.
5. Develop the skills to teach rules, fundamentals and strategies of Game/Sport.

## **COURSE CONTENTS:**

**(General guidelines for development of required course contents in particular game/sport are given below)**

### **UNIT – 1: Introduction**

- Historical development of the game/sport at national and international levels.
- National Bodies controlling game/sport and their affiliated units.
- International Bodies controlling game/sport and their affiliated units.
- Major National and International competitions in Game/Sport.
- Layout and marking of play field/ground/courts and measurement of equipments used in Game/Sport.

### **UNIT – II: Techniques/Skills development:**

- Classification of techniques/skills.
- Technique/skill training: Preparatory, Basic, Supplementary exercises.
- Identification & Correction of faults.
- Training for mastery in technique/skill.
- Recreational and lead-up activities.
- Warm-up and cool down for game/sports.

### **UNIT –III: Officiating:**

- Mechanics of officiating.
- Qualities of good official.
- Duties of official (pre, during and post game)
- Rules & their interpretations.

### **UNIT – IV: Training (Means & Method)**

- Training methods and means for the development of motor abilities (Strength, Speed, Endurance and Flexibility)
- Basic Concept of preparation of training schedules.
- Tactical training in game/sport.

### **UNIT – V : Planning of Training**

- Preparation of short term and long term training plans in game/sport.
- Periodization in training of players in game/sport.
- General/specific fitness tests and performance/skill test in game/sport.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Performance Test, Project Work, Assignments, Presentations, Practical Work

**Semester III**  
**PART – C: INTERNSHIP TEACHING**  
**MPCC –301: Course : School Internship**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	6	6	-	192	192

**ESSENCE OF THE COURSE**

The purpose of the internship programme is to provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner. As conceived, the programme should be structured so that it is a partnership between the school and the Institution. The intern must be immersed in all aspects of the physical education programme as offered by the school but with the provision that the intern is enabled to be creative in her role as a practitioner. The intern should have pedagogical freedom to innovate, experiment & adapt various teaching styles and a wide variety of lead up activities. To achieve the aim of the programme the intern will need to integrate the knowledge base, understanding of children and a variety of activities games/minor games, teaching basic skills in sports and games, indigenous activities.

The institution and the school/college/sport organisation/sport academies/sports clubs focusing on the benefit will accrue to the school/college/sport organisation/sport academies/sports clubs by the proposed partnership model. The programme will be largely field based so that the intern will get to experience the real problems that a practitioner has to deal with.

The focus will be on introducing the intern to the school, its environment, some understanding of children and the teaching learning process duly guided with faculty supervisors & mentors.

**COURSE OBJECTIVES:**

- To observe children and the teaching learning process in a systematic manner.
- To learn to relate to and communicate with children during physical education activity.
- To evaluate physical education curriculum in the schools.
- To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.
- To assume the role of a regular physical education teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process in physical education.
- To be able to innovate within teaching & coaching of game / sport skills.
- To learn to conduct meaningful classroom activities by careful selection and
- Organization of such activities.
- To learn to assess different aspects of children learning in physical education.

**STUDENT LEARNING OUTCOMES:**

- Demonstrate the practical concepts of teaching practice.
- Develop teaching proficiency for outdoor and indoor activities.
- Organize and compose mass demonstration /displays.
- Develop the knowledge of equipment that can be used for different indigenous activities.
- Develop the knowledge of free hand exercises emphasizing on physical fitness, rhythmic sense and neuromuscular co-ordination.

**COURSE CONTENTS**

1. Be provided a **School Internship Program Diary (SIPD)** which will have all details of SIP.

2. Practice in accordance with professional ethics for school teachers given in SIPD. Identify and make detailed **note of complex ethical situations that challenge professional values** and seek guidance for addressing these situations from mentors at appropriate venue.
3. Apply knowledge of perspectives, curriculum, pedagogy and enhanced professional capacity to their professional practice in schools. With an intention to actively involve himself/herself **TI will ensure planning, documentation and teaching (with feedback schedules) of at least 20 lessons.**
4. TI should be able to articulate individual theoretical perspective and approach prior to, during, and after completing internship experience and how they utilize it within the context of treatment in and outside classroom in school. Articulation opportunity will be provided in a **'Follow-up Workshop (FW)'** (preferably from 4.00 pm to 6.00 pm on Friday/Saturday) every week by IO in Teacher Education department/Faculty during which all mentors will be present.
5. TI should demonstrate awareness of the impact behaviour has on school children, staff members, the public, and the profession. They will share their recorded observations during follow-up workshop every week. Complete required case documentation and report signing promptly and accurately everyday and every week. **(TI behaviour & its impact record sheet)**
6. Facilitate completion of individual program requirements including necessary hours i.e. 36 hours of school internship (SI) per week.
7. Participate in all regularly scheduled activities of the school and develop a daily routine schedule for his/her Internship School (IS) based on personal observation, participation and thorough consultation with the mentors **(Internship School daily routine schedule)**.
8. Become familiar with all sorts of formal and informal activities in and outside classroom in the school campus and develop a detailed checklist of all such activities ( formal and informal separately) with brief notes of each of them. **(Checklist of Formal and Informal Activities in School)** Better understand the beliefs, attitudes, and behaviour of diverse individuals (students) in the class and learn to observe, identify and report them for feedback and holistic growth of child to appropriate professional and community member. They will develop **student profile, anecdotal record and report card for all students of one class** (Assuming roles of a class teacher for the class of his/her MST preferably) and present them in FW.
9. Involve themselves in creative ways of tracking learners' progress, establishing study circles/science clubs/forums for professional development of in-service school teachers, or forums for supporting and dialoguing with the School Management Committee, parents and the community. The various efforts must be recorded as planning, preparation, procedure, implementation and feedback of various creative ways **(Creative Ways Record File)**

#### **SOME OTHER IMPORTANT NOTES FOR ITS :**

1. This should include an initial phase of 4 weeks for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty.
2. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.
3. Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school.
4. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, creative ways of tracking learners' progress, establishing study circles/science clubs/forums for professional development of in-service school teachers, or forums for supporting and engaging in dialogue with the School Management Committee, parents and the community.

5. Based on the experiences and actions during SIP, TI will prepare an innovative practices record file for himself/herself. This will enrich professionalism in TI.
6. The details of records of attendance for all Internships will be maintained by Mentors and countersigned by IO (**Attendance Record of TI**)

**TEACHING LEARNING STRATEGIES:**

- The class will be taught by using the latest/innovative method, as per available resources and teaching aids in the classroom and on the field.

**SUGGESTED MODE OF TRANSACTION:**

- Demonstration/Explanation/Field Work/learning by doing etc.

**ASSESSMENT RUBRICS:**

- 10 Lesson Plans (10 x 10 Marks)
- Other document sheets/records  
(as per list of documents in annexure 2)

**Marks: 150**

**Marks: 100**

**Marks: 50**

**MPCC-401:**

**Course Title: MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**THE COURSE OBJECTIVES ARE:**

1. To develop concepts related to Test, Measurement & Evaluation;
2. To construct a strong basis in the evaluation techniques through the various test and measurements method used in physical education.
3. To analyze the physical ability and performance of an individual in various sports.
4. To provide scientific techniques in selection and talent identification through various evaluation and grading process applicable in physical education and sports.
5. To develop the skills and techniques for construction of new tests for various need related to specific Sports Skills.

**STUDENT LEARNING OUTCOMES ARE:**

1. Explain the basics of measurement and evaluation of various test and measurement techniques.
2. Develop the concepts of measurement and evaluation in physical education and sports
3. Develop ability to construct new tests for various need related to Physical Education and Sports with scientific authenticity
4. To analyze various test and performance related to physical education

**Unit – I: Introduction:**

Meaning of the terms measurement and evaluation, nature and scope/purposes of measurement and evaluation programme, Need and importance of measurement and evaluation in the field of Physical Education.

Principles of Measurement and Evaluation Programme.

Taxonomy of educational objectives

Domains of behavior – cognitive domain, the affective domain, psycho motor domain writing behavioral objectives

Test Evaluation: Criteria of Test Selection-Scientific Authenticity, (Reliability, Validity, Objectivity, norms, Administrative, Feasibility, and Educational application.

Classification of tests-Standardised and teacher made tests, objectives and subjective tests. advantages and disadvantages of subjective and objective evaluation

**Unit – II: Construction of tests**

knowledge tests (written tests).

Determining the purpose of the test

Planning the test – test blue print, objectives, content. Construction of test items- Types of Cognitive test items - Objective- true-false, Matching items, Completion items, identification, multiple choice

Types of Cognitive test items – subjective-Short essay and essay items- writing essay items.



Evaluation of knowledge test- Reliability- Kuder-Richardson method, Split- Halves method

Validity-Item analysis- Index of Discrimination; item difficulty; individual item difficulty

Construction of Physical performance tests (fitness & skills tests)- steps in test construction and evaluation.

Psychomotor skill tests- Simulated condition items; Game performance Items

Rating Scales- Constructing rating scale Grading in Physical Education- philosophy, purpose, measurable factors, criteria & methods of grading, systems of grading.

### **Unit-III: Measurement Of Organic Functions:**

Cardiovascular respiratory function- Cooper's 12 minutes continuous Run/Walk test, Tuttle pulse ratio test. Hyman's cardiopulmonary Index (CPI),Harvard step test and its modifications

.Motor fitness:

Oregon Motor fitness test, J.C.R. Test, AAHER Youth Fitness test, Indian Motor fitness test, National Physical Fitness Programme test, Canadian Motor fitness test.

Tests of General motor ability.

Mc. Cloys general motor ability test, Iowa Brace test, methony Johnson test

Test For Strength And Skill

Strength : Roger's Physical fitness index and suggested changes in the PEI test.

Kraus - Weber Minimum Muscular Test

### **Unit-IV: Assessment of skills and Anthropometry**

Skill Test:

Volleyball - Brady test, Russel and Lang's test; Basketball - Johnson test, Knox test

Soccer - Mc Donald test, Johnson test; Field Hockey – Harbans Singh field hockey test

Badminton - Broer Miller test; Tennis - Dyer Tennis test.

Measures Of Posture - Anthropometry,

Measurement of posture and body mechanics- IOWA Posture test (Cureton's)

Anthropometric Measurements-

Girth Measurements - Upper arm, fore arm, calf, chest.

Width Measurement - Sacromial, chest, illiocrestal, reipieondylar (Femur and Humorous)

Height Measurement - Stature and sitting height

Somototype - Sheldon's technique, Heath - Carter Method.

## **Unit-V: Measurement of Social and Psychological Factors**

Social factors -

Social efficiency scale - Mc. Cloys Behaviour rating scale, Co well social Behaviour trend index, Social Distance Scale, Mental Health analysis, Wasoburn's social adjustment inventory.

Socio Metric Technique - Introduction

Measurement of attitude and Leadership

Psychological factors -

Anxiety Scale - Spilberger's Competitive State - Anxiety Scales.

Other sports specific scales/Questionnaire - Motivation, Achievement Motivation, Leadership etc.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**PRACTICUM:** Tests of Unit III & IV should be conducted practically also.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

### **TEXT & REFERENCES:**

- Bangsbo, J. (1994). Fitness training in football: A scientific approach. Bagsvaerd, Denmark: Ho+Storm.
- Barron, H. M., & Mchee, R. (1997). A practical approach to measurement in physical education. Philadelphia: Lea and Febiger.
- Barron, H.M. & Mchee, R. (1997). A Practical approach to measurement in physical education. Philadelphia: Lea and Febiger.
- Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi: D.V.S. Publications.
- 2 years B.P.Ed Curriculum | 40
- Mathews, D.K., (1973). Measurement in physical education, Philadelphia: W.B.SoundersCompnay.
- Pheasant, S. (1996). Body space: anthropometry, ergonomics and design of work. Taylor & Francis, New York.
- Phillips, D. A., & Hornak, J. E. (1979). Measurement and evaluation in physical education. New York: John Willey and Sons.
- Sodhi, H.S., & Sidhu, L.S. (1984). Physique and selection of sports- a kinanthropometric study. Patiala: Punjab Publishing House.

**MPCC – 402:**  
**Course Title: GENDER, DISABILITY & INCLUSIVE SPORT EDUCATION**

<b>Credit</b>			<b>Teaching Hours</b>		
<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>	<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>
4	-	4	64	-	64

**COURSE OBJECTIVES:**

- Define Gender and gender inequality.
- Explain the construction of Gender to gain a solid understanding of the patterns and constraints of gender inequality around the world up to the present day,
- Review what policies and programmes can work to close gender gaps, with a focus on developing countries.

- Elaborate on the constitutional provisions for gender equality in India.
- Identify gender perspectives in some major policy documents in India

### **UNIT I: Understanding & Construction of Gender**

- Defining Gender and features of gender inequality
- Gender inequality in Education in India
- Gender based violence as a development and rights challenge
- Historical roots of gender construction in India –patriarchy and its socio- cultural origins
- Impact of gender as a social construct.
- Gender roles and the female stereotype in India
- The Global Gender Equality Agenda

### **UNIT II: Gender and Schooling**

- Gender issues in access to education & physical education
- Quality of work and equal opportunity
- Gender in the physical education classroom and peer interactions
- Gender issues in participation in sports

### **UNIT III: Gender and Constitution of India**

- Constitutional provisions for education of women in India
- UEE and programmes for education of women in India
- Gender and policy perspective
- Class and Inequality

### **UNIT IV: Disability & Inclusive Education**

- Definition, concept and importance of inclusive education.
- Historical perspectives on education of children with diverse needs.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive sports education for all children.
- Educational approaches and measures for meeting the diverse needs

### **UNIT V: Scope of Gender Studies in Sports**

- Sports and Gender, Gender Equity and Women in Sports
- Building inclusive learning friendly sports facilities, overcoming barriers for inclusion.
- Creating and sustaining inclusive practices.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs for participation in sports.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/ Viva/ Seminars/ Term Papers/ Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

**TEXT & REFERENCES:**

- Chanana, Karuna (ed) Socialisation, Education and Women, Orient Longman, New Delhi, 1988
- Mandell, Nancy (ed), Feminist Issues: Race, Class and Sexuality, Prentice Hall, Ontario, 1995
- Nambissan, Geeta B, Gender and Education: The Social Context of schooling Girl Children in India, 1995.
- Erik Olin Wright, "From Paradigm Battles to Pragmatist Realism: towards an integrated class analysis", New Left Review (forthcoming)
- Daryl Glaser, "Class as a Normative Category: Egalitarian Reasons to Take It Seriously (With a South African Case Study)
- Daryl Glaser, 'Should An Egalitarian Support Black Economic Empowerment?', Politikon, vol. 34, no. 2, 105-123, 2007.
- John Roemer paper: "Should Marxist's care about exploitation" in Analytical Marxism and Philosophy & public affairs 1985
- Michael Marmot, Richard Wilkinson, Social Determinants of Health: The Solid Facts
- Mel Kohn, Class and Conformity, excerpts
- Mel Kohn and Carmi Schooler, Work and Personality, excerpts
- Gomberg, How to make opportunity equal (Blackwell, 2007)
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.( 2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore

**MPCC: 403:**  
**Course Title: ATHLETIC CARE AND REHABILITATION**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**COURSE OBJECTIVES:**

- To apprise the students about the introduction to Athletic Care & Rehabilitation
- To synthesize a basic concept of sports injuries and rehabilitation.
- To appraise the varied therapeutic aspects of exercise.
- To appraise the understanding of the preventive and curative aspects of sports injuries.
- To explain the understanding of the rehabilitation aspects of sports injuries
- To describe the knowledge in the field of positive life style.

**STUDENT LEARNING OUTCOMES:**

- Illustrate and apply the concepts of sports injuries and rehabilitation.
- Interpret the concept of therapeutic aspects of exercise.
- Demonstrate and take care of the preventive and curative aspect of sports injuries.
- Apply the concept of rehabilitation of sports injuries
- Interpret the concept toward positive lifestyle.

**UNIT I: Introduction**

- Concept of Sports Medicine, Its aim and objectives, Need and Scope of Sports Medicine in Physical Education.
- Role of Sports Physician, Physical Educator/ Athletic Trainer, the coach and the player in sports medicine.
- Brief historical sketch of sports medicine in India.

**UNIT II: Introduction to Athletic Care & Rehabilitation**

- Meaning, definition and importance of Athletic Care & Rehabilitation
- Concept & Categories of the athletic injuries: Traumatic, Overuse.
- Stages of healing, signs of inflammation.
- Common athletic injuries: Sprain, Strain, Contusion, Dislocation, Fracture
- Types of Skin Wounds: Open & closed wounds, Laceration, Abrasions, Complications of the open wounds of injured athletes.

**UNIT III: Prevention & Treatment of Injuries**

- Common predisposing factors of athletic injuries.
- Prevention of athletic injuries.
- Common treatment of soft tissue injurie.
- Immediate treatment: PRICE
- Sub acute Phase: General role of therapeutic modalities.
- Rehabilitation; General Principles, role of therapeutic exercises.
- Role of Massage in the treatment of athletic injuries.

#### **UNIT IV: Therapeutic Modalities**

- Cryotherapy modalities: General description, physiological and therapeutic effects, Methods of application & contraindications.
- Ice, cold packs, immersion, evaporating sprays
- Hydrotherapy Modalities: General description, physiological and therapeutic effects, Methods of applications and contraindication: Contrast Bath, Whirl Pool
- Heating Modalities (Thermotherapy): General description, physiological and therapeutic effect, methods of application & contradictions : Hot Moist Packs, Infra-red Radiation, Wax Bath, Short Wave Diathermy, Microwave Diathermy, Ultra Sound
- Electrotherapy Modalities: General description, physiological and therapeutic effects, Methods of application & contraindications: TNS, Interferential therapy (IFT)
- Advanced Therapeutic Modalities : Introduction, Diapulse, LASER Therapies

#### **UNIT V: Common Regional Injuries of Head, Neck, Spine, Shoulder, Knee & Ankle**

- Head Injuries: General concept, explanation of concussion
- Neck Injuries: Mechanism of injuries, general approach.
- Lumbar Spine Injuries: General introduction to ligamentous and muscular injuries, Complications of injuries to nervous tissues.
- Low Back pain: Common causes, general care and prevention.
- Shoulder Injuries: Introduction to shoulder dislocation & rotator cuff injuries.
- Knee Injuries: Introduction to injuries of main ligaments of knee and meniscus tear.
- Ankle Injuries: Introduction to ankle sprains, grades of ankle sprain.
- Overuse Injuries: General approach, brief explanation of shin splints, tennis elbow.

#### **LIST OF PRACTICUM**

- Demonstration & practice of Therapeutic Modalities: Infrared, Hot Moist Pack, Wax Bath, Shortwave Diathermy, Ultrasound, Contrast Bath, Whirl Pool.
- Demonstration of Athletics Injuries: Shin Splint, Tennis Elbow, Ankle Sprain, Knee Sprain.
- Demonstration and Practice of Massage

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

#### **TEXT & REFERENCE:**

- Fritz, S. (2013)Sports & exercise massage. Elsevier mosby ISBN-13: 978-0323083829  
ISBN-10: 032308382X
- McKone, W. (1997). Osteopathic athletic health care. London: Chapman & Hall. ISBN-13: 978-0412590900 ISBN-10: 0412590905
- Magee, D. (2011). Athletic and sport issues in musculoskeletal rehabilitation. St. Louis, Mo.: Elsevier/Saunders. ISBN-13: 978-1416022640. ISBN-10: 1416022643
- Miniaci, A., & Iannotti, J. (2014). Disorders of the shoulder. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins Health. ISBN-13: 978-1451130584. ISBN-10: 1451130589

- Puddu, G., Giombini, A., & Selvanetti, A. (2001). Rehabilitation of sports injuries. Berlin: Springer. ISBN-13: 978-3540674757. ISBN-10: 3540674756



**MPEC – 404:**  
**Course Title: DISSERTATION**

<b>Credit</b>			<b>Teaching Hours</b>		
<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>	<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>
4	-	4	64	-	64

**COURSE OBJECTIVES:**

- To enable the students to develop skills and competencies for conducting rigorous, theoretically correct and practically relevant research in Physical Education & Sports
- Student Learning Outcome:
- Develop scholarly inquiry into a problem or issues, involving a systematic approach of gathering and analysis of information/data, leading to production of a structured report.

**TEACHING LEARNING STRATEGIES:** The students shall be encouraged to discussion, use of library, seminars & presentations.

**ACTIVITIES:** Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Developing of a synopsis (draft proposal for dissertation)

**MPEC – 405:**

**Course Title: CURRICULUM DESIGN IN PHYSICAL EDUCATION**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
4	-	4	64	-	64

**COURSE OBJECTIVES:**

3. To understand the ever evolving curriculum of physical education
4. To develop opportunities to construct & design the curriculum of PE in broader aspects realizing the age group, gender consideration and physiological basis.

**STUDENT LEARNING OUTCOMES:**

1. Students will be able to design need based curriculum of PE various groups.

**Unit – I: Introduction**

- Importance of Curriculum Development-Factors affecting Curriculum, changing needs of student, National and Professional policies.
- Principles Of Planning:  
Determining objectives, understanding the capacity, Characteristics and needs of the learner. Selecting material for instruction, selection methods of teaching, evaluation and follow-up.

**Unit – II :**

- Objectives:  
Aims, goals and objectives, operative definition of objectives direct, concomitant and associated learning Feasibility of realisation of objectives.
- Understanding The Learner:  
Growth, development, needs interests of different age groups and sexes, motivation effective to these levels physical psychological and social developments, long term needs of the learner for developing appropriate skills and attitude.

**Unit – III :**

- Selecting Material For Instruction:  
Classification of activities in physical education, the out come of each class of activity, suitability of activities for different age groups and sexes, progress in curriculum, cultural influence in the choice of activities, flexibility of programme material.
- Selecting Methods Of Teaching:  
Grouping of students for instruction, lecture, projects activities. Demonstration, block of period, total time allotment for a given activity, teaching aids, conditioning special gadgets to concentrate on development of particular skills bringing u. pre-requisitees for learning a given skills or activity, provision for individual differences.

#### Unit – IV:

- Development Programme For Different Levels Of Education  
Kindergarten, elementary school, middle school, high and higher secondary school, college and university, special institution (technical school, orphan hostel) special programmes for clubs, special days National days etc.
- Relationship Of Physical Education To Allied Areas:  
Health education, school recreation, community recreation, inter-school tournaments and other curricular areas in the school.
- Co-Education In Physical Education :  
Integrating the programmes for boys and girls, activities suitable for co-education needs, levels at which co-education is desirable, special provision for development of girls programme.

#### Unit – V:

- Evaluation And Follow-Up Process In Physical Education:  
Procedure for evaluating students in physical education grading knowledge, skill officiating and attitude, evaluation the programme as to whether objectives are realised and whether the materials and methods have been defective.
- Long range follow-up by questionnaire studies and surveys of the needs met by the Physical Education Programme, annual follow-up in continuous revision of programmes.
- Committee Recommendation-NCERT, CBSE, UGC recommendations on curriculum for school and colleges curriculum followed in college of Physical Education C.P. Ed., B.P.E. or B.Ed., B.P.Ed., Diploma in Physical Education M.A./M.Sc./M.Phil.
- Evaluation procedure in curriculum design.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations, Practical Work

#### TEXT & REFERENCE:

6. Kelly, L., & Melograno, V.(2014) Developing the physical education curriculum. ISBN-13: 978-1478627043 ISBN-10: 1478627042
7. James, J. (2005). Curriculum design in physical education and sports. New Delhi: Friends Publications (India). ISBN-10: 8172161433. ISBN-13: 978-8172161439
8. Shinde, B. (2011). Curriculum design in physical education. New Delhi: Sports Publication. ISBN-10: 8178796260. ISBN-13: 978-8178796260
9. Mohnsen, B. (2008). Teaching middle school physical education. Champaign, IL: Human Kinetics. ISBN-13: 978-0736068499 ISBN-10: 073606849X
10. Gupta, R., Sharma, A., & Sharma, S. (2004). Professional preparation and curriculum designs in physical education and sports. New Delhi: Friends Publications. ISBN 13: 9788172160821 (978-81-7216-082-1) ISBN: 8172160828 (81-7216-082-8)

## MPED – IV Semester

### PART – B PRACTICUM COURSES (SPORTS SPECIALIZATION –II) CONTINUED FROM SEMESTER-III

MPPC – 301 (A): Baseball  
MPPC – 301 (B): Basketball  
MPPC – 301 (C): Cricket  
MPPC – 301 (D): Football  
MPPC – 301 (E): Handball  
MPPC – 301 (F): Hockey  
MPPC – 301 (G): Netball  
MPPC – 301 (H): Softball  
MPPC – 301 (I): Volleyball  
MPPC – 301 (J): Badminton  
MPPC – 301 (K): Table Tennis  
MPPC – 301 (L): Tennis  
MPPC – 301 (M): Squash

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
1	3	4	16	96	112

#### ESSENCE OF THE COURSE

The course of Sports Specialization – I, is so designed to provide an opportunity to teacher educators to learn the basic techniques of the game/sport and are not only able to display them but also systematically teach them.

#### COURSE OBJECTIVES:

1. To define and acquaint training preparation of Game/Sport
2. To employ the rules and regulation of Game/Sport
3. To emphasis on preparation for the Game/Sport.
4. To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.
5. To orient & employ the rules and regulation in organization of competition in Game/Sport.

#### STUDENT LEARNING OUTCOMES:

2. After Completion of the course the students shall be able to:
3. Gain knowledge of the Game/Sport.
4. Learn the layout and marking for the Game/Sport.
5. Demonstrate various drills & lead up activities related to Game/Sport.
6. Develop the skills to teach rules, fundamentals and strategies of Game/Sport.

## **COURSE CONTENTS:**

**(General guidelines for development of required course contents in particular game/sport are given below)**

**Note:** The course contents to be followed for the purpose of developing practical knowledge regarding marking, rules & regulation, officiating, technical training, tactical training, psychological preparation & preparation of training schedules)

### **UNIT – 1: Introduction**

- Layout and marking of play field/ground/courts and measurement of equipments used in Game/Sport.

### **UNIT – II: Techniques/Skills development:**

- Classification of techniques/skills.
- Technique/skill training: Preparatory, Basic, Supplementary exercises.
- Identification & Correction of faults.
- Training for mastery in technique/skill.
- Recreational and lead-up activities.
- Warm-up and cool down for game/sports.

### **UNIT –III: Officiating:**

- Mechanics of officiating.
- Qualities of good official.
- Duties of official (pre, during and post game)
- Rules & their interpretations.

### **UNIT – IV: Training (Means & Method)**

- Training methods and means for the development of motor abilities (Strength, Speed, Endurance and Flexibility)
- Basic Concept of preparation of training schedules.
- Tactical training in game/sport.

### **UNIT – V : Planning of Training**

- Preparation of short term and long term training plans in game/sport.
- Periodization in training of players in game/sport.
- General/specific fitness tests and performance/skill test in game/sport.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Performance Test, Project Work, Assignments, Presentations, Practical Work

**Semester IV**  
**PART – C: INTERNSHIP TEACHING**  
**MPI– 401: INTERNSHIP (INTENSIVE STUDENTS TEACHING IN SCHOOLS)**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	6	6	-	192	192

**ESSENCE OF THE COURSE**

This course will enable students to realise theory and practicum courses into practice and help them to use their previously acquired knowledge and practices in systematized and structured manner to teach effectively. It aims to provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner.

**COURSE LEARNING OUTCOME**

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

- develop teaching proficiency for outdoor and indoor activities.
- organize and execute mass demonstration/displays.
- conduct physical education program for various age groups.

**COURSE CONTENTS**

- Planning, Development and Presentation of **Twenty (20)** theory and practical Lessons (**only one every day with complete preparation**), followed by intensive interaction with peers and mentors on Supervisory comments. Observation and comments on student report cards developed by class teachers. Critical Evaluation of each lesson plan and its delivery has to be ensured by TI and the Mentor. It has to be submitted as **Lesson Plans on Teaching Subjects I &II** (It will include detailed report by TI on one's own experiences/ fears/ problems/ issues- named as TI Comment sheet).
- Report: detailed report of observation of at least 2 school teachers (Class Teacher-one, Subject Teacher-one) and their classroom management, teaching styles, class control, dispositions, 'energy', presence etc., in the form of '**Classroom behaviours Report**' followed by individual presentation and discussion in the Teacher Education (TE) department.

**TEACHING LEARNING STRATEGIES**

- The class will be taught by using the latest/innovative method, as per available resources and teaching aids in the classroom and on the field.

**SUGGESTED MODE OF TRANSACTION**

- Demonstration/Explanation/Field Work/learning by doing etc.

**ASSESSMENT RUBRICS**

**Marks: 150**

School Record-Activity Details	10
Classroom Behaviours Report	10
Student Diversity Report	10
Government/Public School Observation Record	10
School Internship Program Diary (SIPD)	10
10 Lesson Plans (10 x 10 Marks) per annexure 3)	100(as

**Pattern of Question Papers:**

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

M.P.Ed. Format of Question Paper for 5 Units.

Each question paper shall have six questions. The pattern will be as follows:

<b>Question No</b>	<b>Description</b>	<b>Marks</b>
<b>1</b>	<b>Five Questions to be Answered in Brief (Short Question)</b> <b>(From Unit 1 - 5)</b>	<b>10</b>
<b>2</b>	<b>Answer in detail (Long Question)</b> <b>Or</b> <b>Answer in detail (Long Question)</b> <b>(From Unit 1)</b>	<b>12</b>
<b>3</b>	<b>Answer in detail (Long Question)</b> <b>Or</b> <b>Answer in detail (Long Question)</b> <b>(From Unit 2)</b>	<b>12</b>
<b>4</b>	<b>Answer in detail (Long Question)</b> <b>Or</b> <b>Answer in detail (Long Question)</b> <b>(From Unit 3)</b>	<b>12</b>
<b>5</b>	<b>Answer in detail (Long Question)</b> <b>Or</b> <b>Answer in detail (Long Question)</b> <b>(From Unit 4)</b>	<b>12</b>
<b>6</b>	<b>Answer in detail (Long Question)</b> <b>Or</b> <b>Answer in detail (Long Question)</b>	<b>12</b>

	<b>(From Unit 5)</b>	
	<b>Total</b>	<b>70</b>

**Pattern of Question Papers:**

Question Papers shall have six questions corresponding to five units of each Theory with Practical & PRACTICUM course.

M.P.Ed. Format of Question Paper for 5 Units.

Each question paper shall have six questions. The pattern will be as follows:

<b>Question No</b>	<b>Description</b>	<b>Marks</b>
<b>1</b>	<b>Five Questions to be Answered in Brief (Short Question)</b> <b>(From Unit 1 - 5)</b>	<b>10</b>
<b>2</b>	<b>Answer in detail (Long Question)</b> <b>Or</b> <b>Answer in detail (Long Question)</b> <b>(From Unit 1)</b>	<b>8</b>
<b>3</b>	<b>Answer in detail (Long Question)</b> <b>Or</b> <b>Answer in detail (Long Question)</b> <b>(From Unit 2)</b>	<b>8</b>
<b>4</b>	<b>Answer in detail (Long Question)</b> <b>Or</b> <b>Answer in detail (Long Question)</b> <b>(From Unit 3)</b>	<b>8</b>
<b>5</b>	<b>Answer in detail (Long Question)</b> <b>Or</b> <b>Answer in detail (Long Question)</b>	<b>8</b>



	<b>(From Unit 4)</b>	
<b>6</b>	<b>Answer in detail (Long Question)</b> <b>Or</b> <b>Answer in detail (Long Question)</b> <b>(From Unit 5)</b>	<b>8</b>
	<b>Total</b>	<b>50</b>

**MPCC-401:**  
**Course Title: MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION**

<b>Credit</b>			<b>Teaching Hours</b>		
<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>	<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>
3	1	4	48	32	80

**Unit – I:** Introduction:

Meaning of the terms measurement and evaluation, nature and scope/purposes of measurement and evaluation programme, Need and importance of measurement and evaluation in the field of Physical Education.

Principles of Measurement and Evaluation Programme.

Taxonomy of educational objectives

Domains of behavior – cognitive domain, the affective domain, psycho motor domain writing behavioral objectives

Test Evaluation: Criteria of Test Selection-Scientific Authenticity, (Reliability, Validity, Objectivity, norms, Administrative, Feasibility, and Educational application.

Classification of tests-Standardised and teacher made tests, objectives and subjective tests. advantages and disadvantages of subjective and objective evaluation

**Unit – II:** Construction of tests

knowledge tests (written tests).

Determining the purpose of the test

Planning the test – test blue print, objectives, content. Construction of test items- Types of Cognitive test items - Objective- true-false, Matching items, Completion items, identification, multiple choice

Types of Cognitive test items – subjective-Short essay and essay items- writing essay items.

Evaluation of knowledge test- Reliability- Kuder-Richardson method, Split- Halves method

Validity-Item analysis- Index of Discrimination; item difficulty; individual item difficulty

Construction of Physical performance tests (fitness & skills tests)- steps in test construction and evaluation.

Psychomotor skill tests- Simulated condition items; Game performance Items

Rating Scales- Constructing rating scale Grading in Physical Education- philosophy, purpose, measurable factors, criteria & methods of grading, systems of grading.

**Unit-III:** Measurement Of Organic Functions:

Cardiovascular respiratory function- Cooper's 12 minutes continuous Run/Walk test, Tuttle pulse ratio test. Hyman's cardiopulmonary Index (CPI),Harvard step test and its modifications

.Motor fitness:

Oregon Motor fitness test, J.C.R. Test, AAHER Youth Fitness test, Indian Motor fitness test, National Physical Fitness Programme test, Canadian Motor fitness test.

Tests of General motor ability.

Mc. Cloys general motor ability test, Iowa Brace test, methony Johnson test

Test For Strength And Skill

Strength : Roger's Physical fitness index and suggested changes in the PEI test.

Kraus - Weber Minimum Muscular Test

#### **Unit-IV: Assessment of skills and Anthropometry**

Skill Test:

Volleyball - Brady test, Russel and Lang's test; Basketball - Johnson test, Knox test

Soccer - Mc Donald test, Johnson test; Field Hockey – Harbans Singh field hockey test

Badminton - Broer Miller test; Tennis - Dyer Tennis test.

Measures Of Posture - Anthropometry,

Measurement of posture and body mechanics- IOWA Posture test (Cureton's)

Anthropometric Measurements-

Girth Measurements - Upper arm, fore arm, calf, chest.

Width Measurement - Sacromial, chest, illiocrestal, reipieondylar (Femur and Humorous)

Height Measurement - Stature and sitting height

Somototype - Sheldon's technique, Heath - Carter Method.

#### **Unit-V: Measurement of Social and Psychological Factors**

Social factors -

Social efficiency scale - Mc. Cloys Behaviour rating scale, Co well social Behaviour trend index, Social Distance Scale, Mental Health analysis, Wasoburn's social adjustment inventory.

Socio Metric Technique - Introduction

Measurement of attitude and Leadership

Psychological factors -

Anxiety Scale - Spilberger's Competitive State - Anxiety Scales.

Other sports specific scales/Questionnaire - Motivation, Achievement Motivation, Leadership etc.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**PRACTICUM:** Tests of Unit III & IV should be conducted practically also.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

**TEXT & REFERENCES:**

