

# **GURU KASHI UNIVERSITY**



## **Master of Physical Education**

**Session: 2024-25**

**Department of Physical Education**

**GRADUATE OUT COMES OF THE PROGRAMME:**

This program enables graduates to analyze and interpret educational issues, resulting in the development of various skills that enhance their contributions to their profession and society. Furthermore, they will be prepared to take on leadership roles when ever required.

**PROGRAMME LEARNING OUTCOMES:** After completion of the program, the learner will be able to:

1. Analyze the educational issues, identify problems, and propose effective solutions and their knowledge and research skills to address complex educational challenges in a thoughtful and informed manner.
2. Emphasis on the development of research skills including analyzing the design and conduct educational research studies, analyze data, and interpret findings. They should be capable of applying research findings to inform their practice and contribute to the advancement of knowledge in the field of education.
3. Acquire advanced pedagogical knowledge and skills. They should be able to design and implement effective instructional strategies, differentiate instruction to meet diverse learner needs, and create supportive learning environments. They should also demonstrate a strong understanding of educational technology and its integration into teaching and learning.
4. Undertake leadership roles in educational settings and be prepared to lead and collaborate with colleagues, mentor and support other educators, and advocate for educational policies and practices that promote equity, inclusivity, and social justice.
5. Commit to their own professional growth and continuous learning. They should demonstrate the ability to engage in reflective practice, engage in professional networks, and stay informed about current trends and research in education.
6. Acquire an ethical foundation and demonstrate cultural competence. They should be aware of ethical issues in education, uphold professional standards, and respect and value the diversity of students, families, and communities they serve.

### Programme Structure

| <b>Semester-I</b>                                       |  |                        |           |   |          |               |
|---|--|------------------------|-----------|---|----------|---------------|
| <b>Course Code</b>                                      | <b>Course Title</b>                                    | <b>Type of Course</b>  | <b>L</b>  | <b>T</b>  | <b>P</b> | <b>Credit</b> |
|   |  |                        | MPD112    | Educational Technology and Pedagogic Techniques in Physical Education | Core     | 4             |
| MPD117  | Sports Biomechanics and Kinesiology                    | Core                   | 4         | 0   | 0        | 4             |
| MPD107  | Track and Field-I                                      | Compulsory Foundation  | 0         | 0   | 4        | 2             |
| MPD120  | Aerobics   | Skill Based            | 0         | 0   | 2        | 1             |
| MPD114  | Theory Game (Football/Basketball /Gymnastics)          | Entrepreneurship       | 0         | 0   | 2        | 1             |
| MPD121  | Sports Psychology                                      | Multidisciplinary      | 3         | 0   | 0        | 3             |
| <b>Discipline Elective-I (Any one of the following)</b> |  |                        |           |   |          |               |
| MPD118  | Sports Management                                      | Discipline Elective-I  | 3         | 0   | 0        | 3             |
| MPD119  | Test, Measurement and Evaluation in Physical Education |                        |           |   |          |               |
| <b>Discipline Elective-II(Any one of the following)</b> |  |                        |           |   |          |               |
| MPD113  | Computer Application in Physical Education and Sports  | Discipline Elective-II | 3         | 0   | 0        | 3             |
| MPD105  | Sports Technology                                      |                        |           |   |          |               |
| <b>Total</b>  |  |                        | <b>17</b> | <b>0</b>  | <b>8</b> | <b>21</b>     |

| <b>Semester-II</b>  |  |                         |           |          |           |               |
|---|--|-------------------------|-----------|----------|-----------|---------------|
| <b>Course Code</b>  | <b>Course Title</b>                            | <b>Type of Course</b>   |           |          |           |               |
|   |  |                         | <b>L</b>  | <b>T</b> | <b>P</b>  | <b>Credit</b> |
| MPD213  | Professional Preparation and Curriculum Design | Core                    | 4         | 0        | 0         | 4             |
| MPD222  | Sports Sociology                               | Core                    | 4         | 0        | 0         | 4             |
| MPD208  | Track and Field-II                             | Compulsory Foundation   | 0         | 0        | 4         | 2             |
| MPD223  | Combat Sports for Self Defense                 | Entrepreneurship        | 0         | 0        | 4         | 2             |
| MPD216  | Games Specialization-I                         | Elective Foundation     | 0         | 0        | 4         | 2             |
| MPD224  | Coaching Lesson                                | Skill Based             | 0         | 0        | 4         | 2             |
| MPD219  | Value and Environmental Education              | Value Added Course      | 2         | 0        | 0         | 2             |
| MPD299  | Xxx  | MOOC                    | 0         | 0        | 0         | 2             |
| <b>Discipline Elective-III (Any one of the following)</b> |  |                         |           |          |           |               |
| MPD220  | Sports Industry and Marketing                  | Discipline Elective-III | 3         | 0        | 0         | 3             |
| MPD221  | Sports Journalism                              |                         |           |          |           |               |
| <b>Total</b>  |  |                         | <b>13</b> | <b>0</b> | <b>16</b> | <b>23</b>     |

| <b>Semester-III</b>                                     |   |                        |           |          |           |               |
|---|---|------------------------|-----------|----------|-----------|---------------|
| <b>Course Code</b>                                      | <b>Course Title</b>                         | <b>Type of Course</b>  |           |          |           |               |
|   |   |                        | <b>L</b>  | <b>T</b> | <b>P</b>  | <b>Credit</b> |
| MPD314  | Research Methodology                        | Core                   | 4         | 0        | 0         | 4             |
| MPD320  | Statistics in Physical Education and Sports | Core                   | 4         | 0        | 0         | 4             |
| MPD398  | Research Proposal                           | Research based Skills  | 0         | 0        | 8         | 4             |
| MPD316  | Ethics and IPR                              | Skills based           | 1         | 0        | 0         | 1             |
| MPD323  | Data Analysis                               | Compulsory Foundation  | 0         | 0        | 2         | 1             |
| MPD318  | Computer Lab                                | Skills based           | 0         | 0        | 2         | 1             |
| MPD309  | Life Style Management                       | Value Added Course     | 2         | 0        | 0         | 2             |
| MPD399  | xxx   | MOOC                   | --        | --       | --        | 2             |
| <b>Discipline Elective-IV(Any one of the following)</b> |   |                        |           |          |           |               |
| MPD302  | Sports Medicine                             | Discipline Elective-IV | 3         | 0        | 0         | 3             |
| MPD321  | Diet and Fitness                            |                        |           |          |           |               |
| <b>Open Elective Course</b>                             |   |                        |           |          |           |               |
| XXX   | .....                                       | IDC                    | 2         | 0        | 0         | 2             |
| <b>Total</b>  |   |                        | <b>16</b> | <b>0</b> | <b>12</b> | <b>24</b>     |
| <b>Open Electives Courses (For other Departments)</b>   |   |                        |           |          |           |               |
| OEC042  | Health and Nutrition                        | OE                     | 2         | 0        | 0         | 2             |

| <b>Semester-IV</b> |   |                       |           |          |           |               |
|--------------------|---|-----------------------|-----------|----------|-----------|---------------|
| <b>Course Code</b> | <b>Course Title</b>                           | <b>Type of Course</b> |           |          |           |               |
|                    |   |                       | <b>L</b>  | <b>T</b> | <b>P</b>  | <b>Credit</b> |
| MPD401             | Dissertation                                  | Research Skill        | --        | --       | --        | 20            |
| MPD402             | Current Trends in Physical Education & Sports | AEC                   | 1         | 0        | 0         | 1             |
| <b>Total</b>       |   |                       | <b>1</b>  | <b>0</b> | <b>0</b>  | <b>21</b>     |
| <b>Grand Total</b> |   |                       | <b>50</b> | <b>0</b> | <b>28</b> | <b>88</b>     |

### **Evaluation Criteria for Theory Courses**

#### **A. Continuous Assessment: [25 Marks]**

CA1-Surprise Test (Two best out of three) (10Marks)

CA2-Assignments (10Marks)

CA3-Presentations (5Marks)

**B.** Attendance (5marks)

**C.** Mid Semester Exam:[30 Marks]

**D.** End Semester Exam:[40Marks]

**Semester-I**

**Course Name: Educational Technology and  
Pedagogic Techniques in Physical Education**  
**CourseCode:MPD112**

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4  |

**Total Hours: 60**

**Learning Outcomes:**

After completion of this course, the learner will be able to:

Apply their understanding of teaching as a process and utilize various methods and techniques of teaching. Create lesson plans tailored to different activities and target populations. Gain knowledge of motor and skill development in the context of physical education. Familiarize themselves with the integration of ICT (Information and Communication Technology) in physical education and explain the utilization of technology in this field.

**Course Content****UNIT-I****(16 Hours)**

Teaching Process: Effective teaching and teacher responsibilities, a review of methods of teaching, techniques of presentation, and class management skills.  
Planning Lesson: Structure and stages of lesson plan, preparing for a lesson plan, finding material and tapping resources.  
Feedback: Teacher's self-evaluation, student feedback on lesson content and lesson effectiveness.

**UNIT-II****(16 Hours)**

Developmental Program: Developmental curriculum, physical education content, movement skill development - stability skills, manipulative skills, locomotor and non-locomotor skills, developmental games, modified games, dance, and gymnastics.

**UNIT-III****(14 Hours)**

Technology in Physical Education and Sports: Initiating technology, use of audio/video technology, image analysis, technological devices used in physical activity, sports (Adobe Premiere, underwater camera, various measuring tools, wind gauges, foul indicators, electronic gadgets, Adobe Photoshop, Microsoft Animation, laser beam technology, LCD display, software for different games and sports).

**UNIT-IV****(14 Hours)**

Use of ICT in Physical Education: Computer analysis instructional software - assessing student learning - using technology to improve instructional processes - use of World Wide Web, PowerPoint presentation.

### **Transaction Mode**

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

### **Suggested Readings**

- Adams, William C., Foundation of Physical Education Exercise and Sports Sciences, Philadelphia, 1991.
- Gupta, Rakesh, Sharma, Akhilesh, and Sharma, Santosh, Professional Preparation and Curriculum Design in Physical Education & Sports Sciences, New Delhi, Friends Publications, 2004.
- Hoover, Kenneth H., The Professional Teacher's Handbook, Boston, Allyn and Bacon, 1972.
- Krik, David, Physical Education and Curriculum Study, Kent, Croom Helm, 1988.
- Sandhu, Kiran, Professional Preparation and Career Development in Physical Education, New Delhi, Friends Publications, 2004.
- Sandhu, Kiran, Trends and Development in Professional Preparation in Physical Education, New Delhi, Friends Publications, 2006.
- Wessel, Janet A., and Kelly, Luke, Achievement-Based Curriculum Development in Physical Education, Philadelphia, Lea and Febiger, 1986.
- Zeigler, E.F., Professional and Scholarly Foundation of Physical Education and Kinesiology, Sports Educational Technologies, 2007.

**Course Name: Sports Biomechanics and Kinesiology**

**Course Code: MPD117**

| <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
|----------|----------|----------|-----------|
| <b>4</b> | <b>0</b> | <b>0</b> | <b>4</b>  |

**Total Hours: 60**

### **Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Explain the importance of kinesiology in the context of Physical education and sports.
2. Apply mechanical principles to assess and enhance human movement.



3. Analyze the range of motion achievable at major joints in the human body.
4. Evaluate and analyze irregularities in joint movement or any joint deformations.

### **CourseContent**

#### **UNITI**

**15Hours**

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

#### **UNITII**

**15Hours**

Muscle Action:

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

#### **UNITIII**

**15Hours**

Motion and Force

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

#### **UNITIV**

**15Hours**

Projectile and Lever

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

Movement Analysis

Analysis of Movement: Types of analysis: Kinesiological, Biomechanical Cinematographic, Methods of analysis- Qualitative, Quantitative, Predictive

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

### **Transaction Mode**

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group

Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

### Suggested Readings

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

**Course Name: Sports Management (Discipline Elective-I)**

**Course Code: MPD118**

| L | T | P | Cr |
|---|---|---|----|
| 3 | 0 | 0 | 3  |

**Total Hours: 45**

### Learning Outcomes:

After completion of this course, the learner will be able to:

1. Explain the concept of sports management in their own words.
2. Organize and oversee physical education and sports events effectively.
3. Demonstrate proficiency in financial management and the creation of budgets for sports events.
4. Acquire knowledge about various sports events and their development.

### Course Content

#### UNIT I

**(15 Hours)**

**Management in Physical Education and Sports:** Concept, Meaning, Need and Scope of Sports Management

**Functions of Management:** Planning, Organizing, Staffing, Directing, Controlling and Evaluating

**Management Skills:** Personal Interpersonal Skills, Conceptual and Technical Skills

**UNIT II****(15 Hours)**

**Managerial Roles:** Interpersonal Roles, Informational Roles, Decision Making Roles

**Qualities and Qualification of a Manager:** Personal Qualities, Leadership Qualities, Academic and Professional Qualities

**Personal Management:** Introduction, Meaning, Principle Aspects of Personal Management

**UNIT III****(14 Hours)**

**Job Analysis:** Descriptions and Specifications

**The Budget:** Meaning, Definition and Objectives of the Budget, Principles of Planning a Sports Budget

**Management of Facilities:** Introduction, Administration and General Principles of Planning Facilities, Types of Facilities, Facility Requirements, Management of Sports Infrastructure - Indoor Facilities, Gymnasium and Swimming Pool.

**UNIT IV****(16 Hours)**

**Management of Equipment and Materials:** Introduction, Meaning, Need and Importance, Types, Principles of Purchase, Equipment Care, Maintenance and Disposal

**Intramural and Extramural Competitions, Public Relations, Offices and Officials**

**Communication:** Meaning, Types of Communications and Barriers in Effective Communication

**Transaction Mode**

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

**Suggested Readings**

- M.L. Kamlesh. *Management Concepts in Physical Education and Sport* (2nd revised and updated ed.); New Delhi; Khel Sahitya Kendra, (2016)
- P. Cherlladurai. *Sport Management – Macro Perspectives*; London, Ontario (Canada); Sports Dynamics (1985)
- Allen, L.A. *Management & Organization*. Kogakusha Co. Tokyo, 1988.
- Hert, Renis. *New Patterns of Management*, McGraw Hill, 1961.
- Sandhu, K. *Sports Dynamics: Psychology, Sociology and Management* Sivia, G.S. *Sports Management in Universities*

**Course Name: Test, Measurement and Evaluation in Physical Education (Discipline Elective-I)****Course Code: MPD119**

| <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
|----------|----------|----------|-----------|
| <b>3</b> | <b>0</b> | <b>0</b> | <b>3</b>  |

**Total Hours: 45****Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Learn about the principles of tests and measurements used in sports.
2. Conduct tests and measurements on sportspersons.
3. Become competent to interpret the results of the tests.
4. Undertake pre and posttest duties.

**Course Content****UNIT I****10Hours**

Introduction to Test, Measurement & Evaluation:  
 Meaning of Test, Measurement & Evaluation in Physical Education, Need & Importance of Test, Measurement & Evaluation in Physical Education, Principles of Evaluation

**UNIT II****15Hours**

Criteria; Classification And Administration of Test: Criteria of Good Test Criteria For Classification of Test, Criteria of Tests, Scientific Authenticity (Reliability, Objectivity, Validity And Availability of Norms), Type And Classification of Test Administration of Test, Advance Preparation Duties During Testing And After Testing

**UNIT III****10Hours**

Physical Fitness Tests: AAHPER Youth Fitness Test, National Physical Fitness Test, JCR Test. U.S Army Physical Fitness Test, Kraus-Weber Muscular Test Methane & Johnson General Motor Educability Test, Stork Balance Test, Yo-Yo Test

**UNIT IV****10Hours**

Sports Skill Tests: Lockhart and Mc Pherson  
 badminton Test Johnson basketball  
 Mc Donald soccer Test.  
 S.A.I Volleyball Test. S.A.I Hockey Test

**Transaction Mode**

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

**Suggested Readings**

- Bangsbo, J. (1994). Fitness training in football: A scientific approach. HolStorm, Bagsvaerd, Denmark.
- Barron, H.M. & McKee, R. (1997). A Practical approach to measurement in physical education. Lea and Febiger, Philadelphia.
- Kansal, D.K. (1996). Test and measurement in sports and physical education. D.V.S. Publications, New Delhi.
- Mathews, D.K. (1973). Measurement in physical education. W.B. Saunders Company, Philadelphia.
- 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. John Wiley and Sons, New York.
- Sodhi, H.S. & Sidhu, L.S. (1984). Physique and selection of sports: A kinanthropometric study. Punjab Publishing House, Patiala.

**Course Name: Sports Psychology (MD)**

**Course Code:MPD121**

| L | T | P | Cr |
|---|---|---|----|
| 3 | 0 | 0 | 3  |

**Total Hours:45**

Course Outcomes: On successful completion of this course, the students will be able to:

- Grasp the meaning, nature and scope of sports Psychology.
- Prepare psychological profiles of sportspersons.
- Conduct various psychological tests on players.
- Gain knowledge about various psychological problems faced by sportspersons and their coping techniques.

**Course Content****UNIT I****(11 Hours)****Sports Psychology and Sensory Perceptual Process:**

- Meaning and scope of sport psychology. Importance of sport psychology.
- Divisions of sport psychology. Sensory Perceptual Process.

- Meaning, mechanism and stages of sensory perceptual process. Classification of senses and sensory perceptual process.
- Factors in perception Implication of sensory-perceptual process in exercise and sport

**UNIT II****(11 Hours)****Motivation:**

- Meaning and definition, types of motivation: Intrinsic, extrinsic.
- Achievement motivation: Meaning, measuring of achievement motivation.
- Anxiety: Meaning and definition, nature, causes, method of measuring anxiety. Competitive anxiety and sports performance.
- Stress: Meaning and definition, causes. Stress and sports performance.
- Aggression: Meaning and definition, method of measurement. Aggression and sports performance.
- Self-concept: Meaning and definition, method of measurement.

**UNIT III****(12 Hours)****Goal Setting:**

- Meaning and definition, process of goal setting in physical education and sports.
- Relaxation: Meaning and definition, types and methods of psychological relaxation.
- Psychological tests: Types of psychological test-Instrument based tests (Pass along test, Tachistoscope, Reaction timer, Finger dexterity board, Depth perception box, Kinesthesio meter board).
- Questionnaire: Sports achievement motivation, sports competition anxiety.

**Sports Sociology:**

- Meaning and definition, sports and socialization of individual sports as social institution.
- National integration through sports, fans and spectators:
- Meaning and definition, advantages and disadvantages on sports performance. Leadership: Meaning, definition, types.
- Leadership and sports performance.

**UNIT IV****(11 Hours)****Group Cohesion:**

- Group: Definition and meaning, group size, group son composition, group cohesion, group interaction, group dynamics.
- Current problems in sports and future directions, sports social crisis management.
- Women in sports: Sports women in our society, participation pattern among women, gender in equalities in sports.
- Practical: At least five experiments related to the topics listed in the UNITs above should be conducted by the students in laboratory. (Internal assessment.)

**Transaction Mode**

- Collaborative teaching
- Case based teaching
- Group discussions

**Suggested Readings:**

- Authors Guide (2013).National Library of Educational and Psychological Test (NLEPT) Catalogue of Tests. National Council of Educational Research and Training Publication, New Delhi.
- Jain. (2002).Sports Sociology. Heal Sahety Kendre Publishers.
- Jay Coakley. (2001).Sports in Society– Issues and Controversies in International Education. Mc-Craw Seventh Ed.
- John D Lauther(2000).Psychology of Coaching. Prentice Hall Inc., New Jersey.
- Miroslaw Vauks & Bryant Cratty (1999). Psychology and the Superior Athlete. The Macmillan, London.

**Course Name: Computer Application in Physical Education and Sports (Discipline Elective-II)**  
**Course Code: MPD113**

| L | T | P | Cr |
|---|---|---|----|
| 3 | 0 | 0 | 3  |

**Total Hours: 45**

### **Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Learn about basic computer hardware and software.
2. Utilize the applications of computer in physical education.
3. Gain expertise to assess and evaluate performance through software.
4. Use web technologies to enhance coaching lessons.

### **Course Content**

#### **UNIT I**

**15Hours**

#### **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 ICT and constructivism: A pedagogical dimension

#### **UNIT II**

**10 Hours**

**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**

**10 Hours**

**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**

**10 Hours**

**MS PowerPoint:** Introduction to MS PowerPoint Creating, saving and opening a PPT file format and editing features slideshow, design, inserting slide number picture, graph, and table. Preparation of PowerPoint presentations

#### **Transaction Mode**

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

#### **Text Books:**



- Irtegov, D. (2004). Operating system fundamentals. Firewall Media.
- Milke, M. (2007). Absolute beginner's guide to computer basics. Pearson Education Asia.

**Course Name: Sports Technology (Discipline Elective-II)**

**Course Code: MPD105**

| L | T | P | Cr |
|---|---|---|----|
| 3 | 0 | 0 | 3  |

**Total Hours: 45**

### **Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Identify design of sports equipment and develop skills to optimize and test them.
2. Comprehend the science of sports material and equipment.
3. Recognize modern sports equipment's and gadgets.
4. Use modern techniques and skills achieved in sports

### **Course Content**

#### **UNIT I**

**10Hours**

Sports Technology: Meaning, definition, purpose, advantages and applications, general principle and purpose of instrumentation in sports, Work flow of instrumentation and business aspects, technological impacts on sports, a review of methods of teaching employed in physical education

Technology in Physical Education and Sports: Initiating technology, Use of Audio and Video technology, Image analysis, Technological devices used in Physical activity and sports, Techniques of presentation and class management skills

#### **UNIT II**

**14Hours**

Surfaces of Play fields: Modern surfaces for play fields, construction and installation of sports surfaces

Types of materials: Synthetic, wood, polyurethane, artificial turf, Modern technology in the construction of indoor and outdoor facilities, Technology in manufacture of modern play equipment, Use of computer and software in Match Analysis and Coaching

#### **UNIT III**

**09Hours**

Modern Equipment Playing Equipment: Balls- Types, Materials and Advantages Bat/Stick/Racquets: Types, Materials and Advantages Clothing and Shoes: Types, Materials and Advantages Measuring

Equipment: Throwing And Jumping Events Protective Equipment: Types, Materials and Advantages Sports Equipment with Nanotechnology Advantages

**UNITIV****12Hours**

Training Gadgets Basketball: Ball Feeder, Mechanism And Advantages  
Cricket: Bowling Machine, Mechanism And Advantages Tennis: Serving Machine, Mechanism And Advantages Volleyball: Serving Machine Mechanism And Advantages  
Lighting Facilities: Method of Erecting Flood Light and Measuring Luminous  
Video Coverage: Types, Size, Capacity, Place and Position of Camera in Live Coverage of Sporting Events

**Transaction Mode**

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

**Suggested Readings**

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

**Course Name: Track and Field-I (CF)****Course Code: MPD107**

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 4 | 2  |

**Total Hours: 60****Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Master fundamental skills related to running, throwing, and jumping events.
2. Demonstrate proficiency in ground marking in real game situations.
3. Independently perform game officiating duties with precision.
4. Acquire knowledge and skills related to sprints.

## **Course Content**

**60 Hours**

### **Running**

Fundamental Skills: Short Distance

Starting Techniques: Standing Start, Crouch Start and Its Variations, Proper Use of Blocks

Change in Body Position during Running, Movements of the Arms, Stride Length and Frequency, Position of Torso While Running and At Finish

Advanced Skills: Various Techniques of Sprint Start, Bullet Start, Standing Start, Active Game Practice

Finishing Techniques: Run, Through, Forward Lunging, Shoulder Shrug. Ground Marking, Rules and Officiating, Interpretation of Rules and Officiating

### **Throwing**

Discus Throw.

Basic Skills and Techniques of the Throwing Events Grip, Stance, Release, Reserve/ (Follow through Action) Ground Marking/Sector Marking Interpretation of Rules and Officiating Rules and Their Interpretations and Duties of Officials

### **Jumping**

High Jump and Their Types

Approach Run.

Take Off Landing

**Course Name: Aerobics (Skill Based)**

**Course Code:MPD120**

| <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
|----------|----------|----------|-----------|
| <b>0</b> | <b>0</b> | <b>4</b> | <b>2</b>  |

**Total Hours:60**

**Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Demonstrate basic skills associated with aerobics.
2. Perform aerobic movements in various combinations and forms.
3. Instruct aerobics as a group exercise.
4. Recognize the importance of warm-up and cool-down exercises.

**CourseContent**

**60Hours**

Rhythmic Aerobics

V Step Aerobics

Low Impact Aerobics

High Impact Aerobics

**Course Name: Theory Game  
(Football/Basketball/Gymnastics) (Entrepreneurship)  
Course Code: MPD114**

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 4 | 2  |

**Total Hours:60**

### **Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Develop fundamental skills to participate in Football
2. Paraphrase the rules and regulations of basketball
3. Identify the dangers and precautions to be followed while performing in the mentioned Gymnastics

### **Course Content**

**60 Hours**

#### **Football**

Long-term and short-term preparation for the decisive football competitions, Psychological qualities and preparation of a football player, Team system and tactical training, Offensive system in play, Defense system in play, Dribbling and reception pattern, Individual, group and team tactics, Diet and nutrition for a football player, The coordination among the coach, doctor, psychologist and the players, Anthropometrical and physiological considerations, Biomechanical analysis of skills

#### **Basketball**

Long-term and short-term preparation for the decisive basketball competitions, Psychological qualities and preparation of a basketball player, Team system and tactical training, Offensive system in play, Defense system in play, Dribbling and shooting pattern, Individual, group and team tactics. Diet and nutrition for a basketball player, The coordination among the coach, doctor, psychologist and the players, Anthropometrical and physiological considerations, Biomechanical analysis of skills, Principles of load and adaptation, Fatigue, recovery and super compensation, Overload and its management

#### **Gymnastics**

Code of points for men's Artistic Gymnastics

Evaluation of an exercise routine on: Floor exercise, Pommel horse, Roman rings, Parallel bar, Horizontal bar, Vaulting table  
Tables of difficulty on: Floor exercise, Pommel horse, Roman rings, Parallel bars, Horizontal bar, Table vaults

Code of points for women's artistic gymnastics

Evaluation of exercise on: a. Floor exercise b. Uneven bars c. Balance beam

d. Table vault

Tables of difficulty on: a. Floor exercise b. Uneven bars c. Balance beam d.

Table vaults

Teaching and training of advanced elements on all men and women apparatus Floor exercises (men & women), Pommel horse, Roman rings, Parallel bars/uneven bars, Table vaults (men & women), Horizontal bar, and Balancing beam

Pedagogic practice; Warm-up exercises and class organization, Teaching, training and coaching of basic and advance elements on all apparatus (men & women), Officiating

**Semester-II****Course Name: Professional Preparation and Curriculum Design****Course Code: MPD213**

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4  |

**Total Hours:60****Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Develop an understanding of professional preparation in physical education and acquire skills to meet professional requirements.
2. Recognize the importance of professional development in the field.
3. Acquire skills and competencies necessary for professional development.
4. Gain knowledge about curriculum development and develop the skills to analyze, create, and evaluate curriculum materials.

**Course Content****UNIT I****16Hours**

Historical Perspective: Professional Preparation in India, Pre Independence perspective, Post-Independence perspective, Comparative analysis of professional preparation program in U.S., Europe

**UNIT II****16Hours****Professional Preparation Policy Perspective:**

Role and responsibilities of Centre and State in the implementation of policies on education and physical education, Compulsions and constraints affecting planning and implementation of educational policies and programs

**Physical Education and Professionalism:**

Concept and meaning of Profession, Professional and Professionalism, Physical education as a profession

**UNIT III****16 Hours****Career Avenues, Job Opportunities in Physical Education & Sports:**

Career avenues after undergraduate and post-graduation and research degrees Exploring and venturing into new avenues: challenges and opportunities in physical education, Inter-relationship among various careers in physical education and sports  
Planning for a career: self-assessment, motivational dynamics, decision making, counseling and guidance

**UNIT IV 16 Hours****Professional Preparation Programmes:**

Foundation: need, objectives and characteristics of professional preparation programmes, Courses available in physical education and sports, Level of study: undergraduate preparation, graduate study, post-graduate study, advance professional study, Laboratory experience, teaching practice, field work, non-curricular preparation, Role of physical education teacher and institutes in professional preparation programmes

Practical's: Case study on national sports policy/national education policy

**Transaction Mode**

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

**Suggested Readings**

- Adams William C. Foundation of Physical Education Exercise and Sports Sciences, Philadelphia, 1991
- Gupta Rakesh, Sharma Akhilesh, and Sharma Santosh, Professional Preparation and Curriculum Design in Physical Education & Sports Sciences, New Delhi, Friends Publications, 2004
- Hoover Kenneth H., The Professional Teacher's Handbook, Boston, Allyn and Bacon, 1972
- Krik David, Physical Education and Curriculum Study, Kent, Croom Helm, 1988
- Sandhu Kiran, Professional Preparation and Career Development in Physical Education, New Delhi, Friends Publications, 2004
- Sandhu Kiran, Trends and Development in Professional Preparation in Physical Education, New Delhi, Friends Publication, 2006
- Wessel Janet A, and Kelly Luke, Achievement-Based Curriculum Development in Physical Education, Philadelphia, Lea and Febiger, 1986
- Zeigler E.F, Professional and Scholarly Foundation of Physical Education and Kinesiology, Sports Educational Technologies, 2007



**Course Name: Sports Sociology****Course Code:MPD222**

| <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
|----------|----------|----------|-----------|
| <b>4</b> | <b>0</b> | <b>0</b> | <b>4</b>  |

**Total Hours:60****Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Develop a sociological perspective on sport by learning basic sociological theories, concepts, and research methods.
2. Exhibit how sport influences our values, attitudes, beliefs, perceptions, behavior, culture, and society.
3. Actuate the basic principles and theories of sociology to analyze the role of sports in our everyday social lives.
4. Provide the educational opportunities and future- Will things change

**Course Content****UNIT I****12Hours****INTRODUCTION TO SPORTS SOCIOLOGY**

Meaning and Concept of sports sociology, Sociology of sports as a separate discipline, Sports sociology as a science of social relationships

**UNIT II****12Hours****SPORT AND RELIGION**

Definition and concept of religion, Similarities and differences between religion and sports as a social phenomenon, Challenges in combining sports and religion, Sports as a religious phenomenon

**UNIT III****12Hours****SPORT AND RESEARCH METHODS**

Methods in sports sociology (field work), and survey, Check list and participant observation, Interview - structured and non-structured, Content analysis of historical evidence, Theme - identification in qualitative research

**UNIT IV****24Hours****SPORT AND COMMERCIALIZATION**

Emergence and growth of commercial sport, Impact of commercialization and changes in sport, Impact of media on sports and sponsorship, Role of media in making and breaking of images in sports, Club culture and its impact on sport development Sport and Future, Ideological issues in sport, Visualization of major sport forms in the future, Changing trends and forecasts in the growth of

sports, National sports policy – Challenging and constraints

#### PRACTICAL AND ASSIGNMENT

1. Student alienation scale, superstition scale
2. Write a paper on a comparative analysis of selected religions contributing to sport by using Weber's approach
3. Make a comparison of newspaper coverage of six sports, (three individual and three team sport) evaluate the impact of coverage on the popularity of each sport
4. Analyze new trends in social research specifically in relation to qualitative and quantitative techniques at international level and compare with research work in India

#### **Transaction Mode**

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

#### **Suggested Readings**

- *Bhusan, V. and Sachdeva, An Introduction to Sociology, Delhi: Kitab, 2003.*
- *IGNOU, The Study of Society - Understanding Sociology, Delhi - IGNOU, 2007.*
- *Inkeles, A. Ed., What Is Sociology, ND : Prentice Hall, 1997.*
- *Jain, Rachna, Sports Sociology, New Delhi: KSK, 2005.*
- *KanwalJeet, S., Sport Sociology, ND : Friends Pub., 2000.*
- *Mitchell, G.D. Ed., Dictionary of Sociology, U.K : Routledge, 1999.*
- *Sharma, R. N, Urban Sociology, ND :Surjeet Pub., 1993.*
- *Singh, Bhupinder, Sports Sociology, New Delhi : Friends, 2004.*
- *Turner, B., Cambridge Dictionary of Sociology, U.K., Cambridge, U.N. Press., 2006.*

**Course Name: Value and Environmental Education (VAC)**  
**Course Code:MPD219**

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2  |

**Total Hours:30**

### **Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Summarize the key concepts of Value Education.
2. Describe the different aspects of Value Systems.
3. Compare and contrast the concepts of Environmental Education.
4. Raise awareness about Natural Resources and their environmental impact.

### **Course Content**

#### **UNIT I**

**11 Hours**

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

#### **UNIT II**

**10 Hours**

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

#### **UNITIII**

**12Hours**

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

#### **UNITIV**

**12Hours**

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.

### **Transaction Mode**

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

### **Suggested Readings**

- Miller T.G. Jr., Environmental Science (Wadsworth Publishing Co.)
- Odum, E.P. Fundamentals of Ecology (U.S.A.: W.B. Saunders Co.) 1971.
- Rao, M.N. & Datta, A.K. Waste Water Treatment (Oxford & IBH Publication Co. Pvt. Ltd.) 1987
- Townsend C. and others, Essentials of Ecology (Blackwell Science)
- Heywood, V.H. and Watson V.M., Global Biodiversity Assessment (U.K.: Cambridge University Press), 1995.
- Jadhav, H. and Bhosale, V.M. Environmental Protection and Laws (Delhi: Himalaya Pub. House), 1995.
- McKinney, M.L. and Schoel, R.M. Environmental Science System and Solution (Web enhanced Ed.) 1996.
- Miller T.G. Jr., Environmental Science (Wadsworth Publishing Co.)
- Swati & Rajiv Chanchani: Yoga for Children: A Complete Illustrated Guide to Yoga, UBS Publishers Distributors Pvt. Ltd, 2008
- □ Yoga for A Wholistic Personality: A Guide to Concepts and Practices of Rishiculture Ashtanga Yoga as Taught by Yogamaharishi Dr. Swami Gitananda Giri Guru Maharaj, Founder Ananda Ashram. Published by MDNIY, New Delhi for the National Yoga Week - Feb 2012

**Course Name: Sports Industry and Marketing  
(Discipline Elective-III)  
Course Code: MPD220**

| <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
|----------|----------|----------|-----------|
| <b>3</b> | <b>0</b> | <b>0</b> | <b>3</b>  |

**Total Hours: 45**

### **Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Analyze and evaluate marketing strategies for internationalizing sports activities.
2. Identify and apply relevant economic concepts and theories to compare the operation of professional sports.
3. Compare qualitative and quantitative analysis and diagnostic tools for market research.
4. Utilize technological tools to capitalize on business resources through marketing.

### **CourseContent**

#### **UNITI**

**12Hours**

Introduction of Sports Industry and Marketing: Evolution, growth and scope of sports industry and sports marketing, Structure of sports industry, Framework of sports marketing, basic marketing principles

#### **UNITII**

**10Hours**

Economics of Sports Industry: Definition, meaning and scope of economics in sports, Theory of demand and supply in sports industry, Fiscal problems in sports management, Major components of sports industry

#### **UNITIII**

**09Hours**

Research Processes in Sports Marketing: Selection of problem or opportunity, Research tools for selecting potential market, Research design type and data collection techniques, Data analysis and final report.

#### **UNITIV**

**14Hours**

Production and Marketing: Concept of sports product; new product; life cycle of product, Pricing concepts and strategies, distribution concepts and sponsorship programmes, Promotion planning; advertising and personal selling.

### **Transaction Mode**

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

### **Suggested Readings**

- Allen, L.A. Management & Organization. Kogakusha Co. Tokyo, 1988.
- Hert, Renis. New Patterns of Management. McGraw Hill, 1961.
- Sandhu, K. Sports Dynamics: Psychology, Sociology and Management.
- Sivia, G.S. Sports Management in Universities, New Delhi: A.I.U. Deen Dayal Upadhyaya Marg, 1991.

**Course Name: Sports Journalism (Discipline Elective-III)**  
**Course Code: MPD221**

| L | T | P | Cr |
|---|---|---|----|
| 3 | 0 | 0 | 3  |

**Total Hours:45**

### **Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Comprehend the history and development of communication at various levels of the society and its role with respect to modern-day technology.
2. Extend and actuate the principles and laws of freedom of speech and incorporate this fundamental right when functioning at different political structures.
3. Compare the basics of journalism and recognize the contributions of the renowned journalists to the field of print media.
4. Display an elementary knowledge of the role and importance of communication at media platforms.

### **Course Content**

#### **UNIT I**

**12 Hours**

Introduction

Meaning and definition of journalism, ethics of journalism, canons of journalism, sports ethics and sportsmanship, reporting sports events, National and International sports news agencies.

#### **UNIT II**

**10Hours**

Sports Bulletin

Concept of sports bulletin: Journalism and sports education, structure of sports bulletin, compiling a bulletin, types of bulletin, Role of journalism in the field of physical education, sports as an integral part of physical education, sports organization and sports journalism, general news reporting and sports reporting

#### **UNIT III**

**09Hours**

Mass Media

Mass media in journalism: Radio and T.V. commentary, running commentary on the radio, Sports expert's comments, role of advertisement in journalism, Sports photography, equipment, editing, publishing

#### **UNIT IV**

**14Hours**

Report Writing on Sports

Brief review of Olympic Games, Asian Games, Common Wealth

Games World Cup, National Games and Indian Traditional Games, Preparing report of an annual sport meet for publication in newspaper organizations of press meet

Note:

Practical assignments to observe the matches and prepare report and news of the same; visit to News Paper office and TV Centre to know various departments and their working, Album collection of sports news

### **Transaction Mode**

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

### **Suggested Readings**

- Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed 3. Delhi: Surjeet Publications
- Ahiya B.N. Chobra S.S. A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication
- Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi: Haranand Publication
- Dhananjay Joshi (2010) Value Education in Global Perspective. New Delhi: Lotus Press.
- Kannan K (2009) Soft Skills, Madurai: Madurai: Yadava College Publication
- Mohit Chakrabarti (2008): Value Education: Changing Perspective, New Delhi: Kanishka Publication.
- Padmanabhan. A & Perumal A (2009), Science and Art of Living, Madurai: Pakavathi Publication
- Shiv Khera (2002), You Can Win, New Delhi: Macmillan India Limited.
- Varma A.K. (1993) Journalism in India from Earliest Times to the Present Period. Sterling Publication Pvt. Ltd.
- Venkataiah. N (2009) Value Education, New Delhi: APH Publishing Corporation.



**Course Name: Track and Field-II (CF)****Course Code: MPD208**

| <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
|----------|----------|----------|-----------|
| <b>0</b> | <b>0</b> | <b>4</b> | <b>2</b>  |

**Total Hours: 60****Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Learn about the starting and finishing techniques of running
2. Become competent in ground marking for athletic events
3. Summarize and interpret the rules & regulations of running events
4. Gain expertise in clearance and landing techniques

**Course Content****60 Hours**

Starting, Finishing Techniques of Running events and their rules:

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

Relays: Fundamental Skills, Various patterns of Baton Exchange, Understanding of Relay Zones

Ground Marking and Officiating: Ground Marking and Officiating, Interpretation of Rules and Officiating

**Course Name: Combat Sports for Self Defense****Course Code:MPD223**

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 4 | 2  |

**Total Hours:60****Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Exhibit and assess the techniques of any team game of choice
2. Summarize and follow the rules of these games
3. Officiate these games with skill
4. Display the advanced Techniques of these games

**Course Content****60Hours**

Fundamental Skills of any two combative games from the list–

Karate,  
Judo,  
Fencing,  
Boxing,  
Taekwono,  
Wrestling,  
Wushu

**CourseName:GameSpecialization-I(EF)****CourseCode:MPD216**

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 4 | 2  |

**TotalHours:60****Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Exhibit and assess the techniques of any team game of choice
2. Summarize and follow the rules of these games
3. Officiate these games with skill
4. Display the advanced Techniques of these games

**Course Content****UNIT I****60 Hours**

Fundamental Skills of any two games from the list -  
Kho-Kho, Kabaddi, Baseball, Cricket, Football, Volleyball, Softball, Handball,  
Basketball, Netball, Hockey, Archery

**Course Name: Coaching Lessons Plan (Skill Based)**

**Course Code: MPD224**

| <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
|----------|----------|----------|-----------|
| <b>0</b> | <b>0</b> | <b>4</b> | <b>2</b>  |

**Total Hours: 60**

### **Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Recognize the officiating signals used in game
2. Develop skills to officiate game
3. Identify the fouls occurring during a game
4. Examine and skills of games

### **Course Content**

**60 Hours**

Officiating of Karate, Judo, Fencing, Boxing, Taekwondo, Wrestling and Wushu under below given headings

Play area dimensions Karate, Judo, Fencing, Boxing, Taekwondo, Wrestling, Wushu.

Equipment specifications

Rules of the game Karate, Judo, Fencing, Boxing, Taekwondo, Wrestling, Wushu and their interpretation

Duties of the concerned officials

Basic aspect of coaching lesson plan

Basic aspect of coaching class management Construction and conducting Coaching lesson plan 05 Lesson plan (Internal) 05

Lesson Plan (external)

**Semester-III****Course Name: Research Methodology****Course Code: MPD314**

| <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
|----------|----------|----------|-----------|
| <b>4</b> | <b>0</b> | <b>0</b> | <b>4</b>  |

**Total Hours:60****Learning Outcomes:**

After completion of this course, the learner will be able to:

- Understand and apply the basics of research methodology in research and project work, including selecting an appropriate research design.
- Collect and edit data effectively and analyze it appropriately, enhancing their prospects in higher education.
- Demonstrate the ability to choose research methods suitable for specific research objectives.
- Develop proficiency in qualitative and quantitative data analysis and presentation techniques.

**UNIT I****14 HOURS**

Research: its concept, nature, scope, need and Objectives of Research, Research types, Research methodology, Research process–Flowchart, description of various steps, Selection of research problem.

**UNIT II****16 HOURS**

Research Design: Meaning, Objectives and Strategies of research, different research designs, important experimental designs, Methods of Data Collection and Presentation: Types of data collection and classification, Observation method, Interview Method, Collection of data through Questionnaires, Schedules, data analysis and interpretation, editing, coding, content analysis and tabulation

**UNIT III****16 HOURS**

Sampling Methods:

Different methods of Sampling: Probability Sampling methods , Random Sampling, Systematic Sampling, Stratified Sampling, Cluster Sampling and Multistage Sampling, Non-probability Sampling methods, Sample size

**UNIT IV****14 HOURS**

Report writing and Presentation: Types of reports, Report Format –

Cover page, Introductory page, Text, Bibliography, Appendices, Typing instructions, Oral Presentation  
Ethical Issues- Dishonesty, Ethical issues Regarding Copy right, responsibilities of researchers

### **Transaction Mode**

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

### **Text Books:**

- Panneerselvam, R, 'Research Methodology', PHI, New Delhi.
- Cooper, D.R., Schindler, P.S., 'Business Research Methods,' Tata McGraw Hill.
- Gupta, S.P, 'Statistical Methods', Sultan Chand & Sons, Delhi.
- Ronald E. Walpole, 'Probability and Statistics for Engineers and Scientists' (International Edition), Pearson Education.
- Geode, Millian J. & Paul K. Hatl, "Methods in Research", McGraw Hills, New Delhi.

### **Reference Books:**

- Kothari, C.R., "Research Methodology", New Age Publisher.
- Nargundkar, R, Marketing Research, Tata McGraw Hill, New Delhi, 2002.
- Sekran, Uma, "Business Research Method", Miley Education, Singapore.

### **Website/Links/Online Portal/ICT**

- <https://www.academia.edu/>
- <https://www.studeersnel.nl>
- <https://www.scribd.com>

**Course Name: Statistics in Physical Education and Sports**  
**Course Code:MPD320**

| <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
|----------|----------|----------|-----------|
| <b>4</b> | <b>0</b> | <b>0</b> | <b>4</b>  |

**Total Hours: 60**

### **Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Interpret basic approaches to research.
2. Perform statistical analysis of a basic research work.
3. Apply various statistical tests to research work in the field of physical education.
4. Analyze the Statistical data in the field of physical education and sports.

### **Course Content**

#### **UNIT I**

**15Hours**

Introduction: Meaning, Definition, Need and Importance of Statistics in Physical Education

Types of Statistical Process: descriptive, comparative, inferential, predictive, Attribute and variable, Frequency distribution, raw scores, Single scores Types of data, Population and sample, Parameters and statistics

#### **UNIT II 15 Hours**

Data Classification, Tabulation and Measures of Central Tendency: Meaning, uses and construction of frequency table, Meaning, purpose, calculation and advantages of Measures of central tendency, mean, median and mode.

Measures of Dispersions and Scales: Meaning, purpose, calculation and advances of Range, Quartile deviation, Mean deviation, Standard deviation, Probable error, meaning, purpose, calculation and advantages of scoring scales- Sigma scale, Z scale, Hull scale

#### **UNIT III 15 Hours**

Probability Distributions and Graphs:

Normal curve: Meaning of probability, principles of normal curve, and properties of normal curve

Divergence from normality: Skewness and Kurtosis, Graphical representation in Statistics: Line diagram, bar diagram, Histogram, Frequency Polygon

#### **UNIT IV 15 Hours**

### Inferential and Comparative Statistics:

Tests of significance: Independent “t” test, dependent “t” test, chi square test, level of confidence and interpretation of data

Correlation: Meaning of correlation, co-efficient of correlation, calculation of co-efficient of correlation by the product moment method and rank difference method, concept of ANOVA and ANCOVA

### **Transaction Mode**

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

### **Suggested Readings**

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

**Course Title: Research Proposal**

| L | T | P | Credits |
|---|---|---|---------|
| 0 | 0 | 8 | 4       |

**Course Code: MPD398****Learning Outcomes**

After completion of the course, the learner will be able to

1. Get deep insights to collect, review and analyze the related literature.
2. To apply the knowledge to formulate hypothesis & design research process.
3. Find the research titles which are significant, applicable and researchable.
4. Interpret the findings to design statistical strategies & write references, bibliography and webliography.

**Course Content**

A research proposal contains all the key elements involved in the research process and proposes a detailed information to conduct the research.

The students are supposed to prepare the research proposal of any research area of their choice following these steps:

1. Selection of topic
2. Significance of the research area
3. Formulation of hypothesis/Research questions
4. Review of related literature
5. Method & Procedure (Includes sampling & design)
6. Data collection and proposed statistical analysis
7. Delimitations
8. Reference/Bibliography

**Evaluation**

The students will have to complete the writing process of each topic given above within one week, which will be evaluated at the end of every week. It will consist of 8 marks each. The final proposal shall be of 15 marks, Viva 16 marks and attendance 5 marks.

**Transaction Mode**

Collaborative learning, Group Discussion, E team Teaching, Activities, Assessments, Collaborative teaching, Peer Teaching, Video Based Teaching, Quiz, Open talk, E team Teaching, Case analysis, Flipped Teaching



**Course Name: Ethics & IPR (Skill Based)****Course Code:MPD316**

| L | T | P | Cr |
|---|---|---|----|
| 1 | 0 | 0 | 1  |

**Total Hours:15****Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Identify and critically analyze ethical issues within the subject matter under investigation or relevant fields.
2. Recognize and address ethical concerns related to research and intellectual endeavors, including maintaining academic integrity, proper source usage and citation, objective data presentation, and ethical treatment of human subjects.
3. Understand the significant role of Intellectual Property (IP) in various industrial sectors, particularly in the context of product and technology development.
4. Identify activities that constitute IP infringements, explore available remedies for IP owners, and articulate precautionary measures to prevent the infringement of proprietary rights in product and technology development.

**Course Content****UNIT I****08HOURS**

**Ethics:** definition, moral philosophy, nature of moral judgments and reactions, scope, Ethics with respect to science and research, intellectual honesty and research integrity. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP). Redundant publications: duplicate and overlapping publications, salami slicing, selective reporting and misrepresentation of data, Publication ethics: definition, introduction and importance.

**UNIT II 07 HOURS**

**Introduction to Intellectual Property Rights:** Concept & theories, kinds of Intellectual Property Rights, advantages & disadvantages of IPR, development of IPR in India, role & liabilities of IPRs in India. Rights of trademark - kind of signs used as trademark - types, purpose & functions of a trademark, trademark protection, trademark registration, selecting and evaluating trademark, trademark registration process.

**Course Name: Computer Lab (Skill Based)****Course Code:MPD318**

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 2 | 1  |

**Total Hours:30****Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Demonstrate proficiency in utilizing Word tables to efficiently organize and present data.
2. Differentiate and apply the procedures for inserting graphics, pictures, and tables of contents, and Drop Caps within Word documents.
3. Master formatting techniques for paragraphs, tables, lists, and pages to enhance document readability and aesthetics.
4. Create and execute mail merge operations for producing customized documents efficiently.

**Course Content****30HOURS**

Generating Charts/Graphs in Microsoft Excel, PowerPoint Presentation, Creating a new document with templates & Wizard, Word basics, Thesis Writing Formats & Scientific editing tools, Style Formats (MLA & APA)

Using Word's drawing features, inserting tables (adding, deleting, modifying rows and columns - merging & splitting cells), using formulas in tables, converting text to table and vice-versa, Mail Merge tool, managing workbooks, working with worksheets.

**Suggested Reading:**

- Leon & Leon, "Introduction to Computers", Vikas Publishing House, New Delhi
- Saxena S., "MS Office Xp for Everyone", Vikas Publishing House, New Delhi, 2007
- June Jamrich Parsons, "Computer Concepts", Thomson Learning, 7th Edition, Bombay

**Reference Books:**

- White, "Data Communications & Computer Network", Thomson Learning, Bombay
- Comer, "Computer Networks and Internet", Pearson Education, 4e

Website/Links/OnlinePortal/ICT

- <https://www.researchgate.net>
- [https://www.youtube.com/playlist?list=PLWPirh4EWFpF\\_2T13UeEgZWZHc8nHBuXp](https://www.youtube.com/playlist?list=PLWPirh4EWFpF_2T13UeEgZWZHc8nHBuXp)

**Course Name: Data Analysis (CF)****Course Code:MPD323**

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 2 | 1  |

**Total Hours:30****Learning Outcome**

After completion of this course, the learner will be able to:

1. Data analysis raises awareness about ethical considerations such as data privacy, bias, and fairness.
2. This interdisciplinary approach fosters cross-functional expertise and enables learners to apply analytical skills in diverse contexts
3. This equips them with the ability to interpret statistical findings accurately.
4. Through data analysis, learners develop critical thinking and problem-solving skills as they encounter challenges in cleaning, transforming, and interpreting data to derive actionable conclusions.

**Course Content****30 Hours**

Correlation and Regression Analysis:

Pearson correlation coefficient

Simple linear regression

Multiple regressions

Assumptions and diagnostics for regression analysis

Analysis of Variance (ANOVA):

One-way ANOVA

Factorial ANOVA

Post hoc tests

**Statistical Software:**

Introduction to statistical software packages such as SPSS, R, or SAS

Data manipulation and analysis using software

Interpretation of statistical output

Advanced Topic (optional, depending on the program):

Time series analysis

Survival analysis

Multilevel modeling

Structural equation modeling

**Course Name: Lifestyle Management (VAC)****Course Code:MPD309**

| <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
|----------|----------|----------|-----------|
| <b>2</b> | <b>0</b> | <b>0</b> | <b>2</b>  |

**Total Hours:30****Learning Outcome**

After completion of this course, the learner will be able to:

1. To know about role foods and Nutrition in sports performance
2. To create the awareness regarding research in the field of physical fitness and wellness.
3. To know about various techniques of Aerobic and anaerobic exercise and its benefits
4. To Know about the flexibility exercise and its role on sports performance

**Course Content****UNIT-I****05 Hours**

Life style and Health fitness relationship, Meaning of active life style, Physical Inactivity and associated health risks Diabetes, Hypertension, Atherosclerosis, and Arthritis

**UNIT-II****10 Hours**

Nutrition: base for human performance-Carbohydrates, Fats and Proteins. Recommended intake for Normal persons and exercising individuals. Vitamins, Minerals and Water, Osteoporosis and Calcium, Minerals and performance, Optimal nutrition for exercise, Energy value of different important foods, Food Pyramid, fluid replacement before, during and after exercise for temperature regulation and injury prevention, carbohydrates and electrolytes during exercise.

**UNIT-III****09 Hours**

Stress-meaning and types of stress, Physical and mental stress-Harmful effects of overtraining and excessive exercise on health, -mental stress and painful effects of mental stress on health, Anxiety, Depression, insomnia, Compulsive obsessive behaviors, Stress relief through exercise and stress management protocols.

**UNIT-IV****06 Hours**

Health behavior, Self efficacy and health behavior, Behavioral modification for wellness, Social support and health of an individual, Life style and other related aspects of activity during childhood, Facts on childhood obesity and activity.

**Transaction Mode**

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group

Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

### **Suggested Readings**

- Lifestyle management in Health and Social care, Merinda Thew and Jim McKenna, BlackwellPublishing. United Kingdom.
- Predicting Health behavior, Mark Connor and Paul Norman, Open University Press, Buckingham, UK.
- Health Behavior and health education: Theory, research and Practice, Karen Glanz, Barbara Rimer, Viswanath, John wiley and sons,USA. (Free pdf book)
- Human Body Composition, Steven B Heymstead, Timothy Lohan, Zimian Wang, Scott B Going, Human Kinetics, USA.
- Science of Flexibility, Michael J Alter, Human Kinetics, USA.
- Applied Body Composition Assessment, Vivian H Heyward, Dale R Wagner, Human Kinetics, USA.
- Coping with life stress-the Indian experience, MeenaHariharan, Amazon Books.
- Stress Management- a Wellness approach, Nanette E Tummers, Human Kinetics, USA.
- Wellness Workbook: How to achieve enduring health and vitality, John W Travis and Regina S R

**Course Name: Sports Medicine (Discipline Elective-IV)****Course Code: MPD302**

| <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
|----------|----------|----------|-----------|
| <b>3</b> | <b>0</b> | <b>0</b> | <b>3</b>  |

**Total Hours:45****Learning Outcome**

After completion of this course, the learner will be able to:

1. Provide first aid treatment and rehabilitation programs for sports injuries.
2. Gain knowledge about sports injuries affecting different parts of body.
3. Develop skills to use the sports techniques flawlessly to minimize injuries.
4. Development and knowledge of sports Medicine.

**Course Content****UNIT I****11 Hours**

Introduction to Sport Medicine

Meaning, Definition and Importance of Sport Medicine in field of Sport, Principle, purposes and concept of Sport Medicine, Different aspects of Sport Medicine, Career opportunities in Sport Medicine, Role of Athletic Trainer in Sport Medicine.

**UNIT II****12 Hours**

Sport Injuries

Sport Injuries: Meaning and their different classifications,

Sprain & Strain: Meaning, Pathological Symptoms and their treatment.

Dislocation & Fracture: Meaning, Pathological Symptoms and their treatment.

Strapping and Aiding Equipment's for Sprain, Strain, Dislocation and Fracture

**UNIT III 12Hours**

Physiotherapeutic Modalities

PRICE treatment: Its advantages and Physiological Effects. TENS treatment: Its advantages and Physiological Effects.

Hydrotherapy: Its advantages and Physiological Effects.

Cryotherapy: Indications, Contra Indications and Precautions, its benefits and Physiological Effects.

Manual Therapy: Its benefits, Techniques and Physiological Effects.

**UNIT IV 10 Hours**

Meaning, definition and importance of exercise therapy, Strengthening Exercises and their benefits in rehabilitation from injuries, Flexibility Exercises and their benefits in rehabilitation, Aquatic Therapy and its benefits in rehabilitation, Balance Exercises and their benefits in rehabilitation.

**Transaction Mode**

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group

Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

### Suggested Readings

- Christopher M. Norris. (1993). Sport Injuries Diagnosis and Management for Physiotherapists. East Kilbride: Thomson Litho Ltd.
- James, A. Gould & George J. Davies. (1985). Physical Therapy. Toronto: C.V. Mosby Company.
- Morris B. Million (1984) Sport Injuries and Athletic Problem. New Delhi: Surjeet Publication.
- Pande. (1988). Sport Medicine. New Delhi: Khel Shitya Kendra.
- The Encyclopedia of Sport Medicine. (1998). The Olympic Books of Sport Medicine, Australia: Tittel Blackwell Scientific Publications.
- Mellion (1995) Office of Sport Medicine II Edition Publisher Hanley & Belfus Inc. Philadelphia. Steven J Karageanes: (2005) Principles of Manual Sport Medicine Lippincott Williams and Wilkins AWolter Kluwer Company

**Course Name: Diet and Fitness (Discipline Elective-IV)**  
**Course Code: MPD321**

| L | T | P | Cr |
|---|---|---|----|
| 3 | 0 | 0 | 3  |

**TotalHours:45**

### Learning Outcome

After completion of this course, the learner will be able to:

1. Identify the concepts of Diet and fitness.
2. Describe the importance of fitness.
3. To gain the knowledge of Physical Activity and Health Benefits.
4. Understanding of Fitness.

### Course Content

#### UNIT I

**15 Hours**

Definition of the term Food, Dietetics, Balance Diet, Health, Energy, Malnutrition, Balance diet, Physiological, Psychological & social functions of food.

Interrelationship between nutrition & health, visible symptoms of good health, Physical Education and its Relevance in Inter Disciplinary Context.

#### UNIT II

**10 Hours**

Definition, Aims and Objectives of Physical Education, fitness  
 Importance and Scope of fitness  
 Modern concept of Physical fitness

#### UNIT III

**10 Hours**

Introduction to Fitness - definition and scope of Fitness - Diet and Exercise -  
Principles of Fitness  
Fitness – Types of Fitness and Components of Fitness  
Understanding of Fitness

**UNIT IV****10 Hours**

Physical Activity and Health Benefits  
Food as a source of macro (Carbohydrate, fat & protein) and micronutrients  
(Vitamins & Minerals)

**Transaction Mode**

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group  
Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and  
Cooperative Learning

**Suggested Readings**

- 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.

**Course Name: Health and Nutrition (ID/OE)****Course Code: OEC042**

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2  |

**Total Hours:30****Learning Outcome**

After completion of this course, the learner will be able to:

1. Identify the components of nutrition and their role in achieving oriented goals
2. Manage health related issues in athletes like hypertension and stress.
3. Design weight control program for athletes according to their age.
4. Development of Weight management plan

**Course Content****UNIT I****07 Hours**

Health: Meaning, Scope, Objectives and Spectrum, Principles and Importance of health education, Planning and evaluation in health programmers.  
Pollution: Definition, effects and control measures of Air pollution, Water pollution, Noise pollution and Radiation  
Natural hazards and their mitigation

**UNIT II****08Hours**

Health Problems in India:



Communicable and non-communicable diseases, obesity, malnutrition, adulteration in food, environmental sanitation, explosive, population

**UNIT III** **07 Hours**

Nutrition during various stages of life childhood, adolescence, adult hood, Middle aged & aged - Nutrition during pregnancy & tips  
Principles of weight control & Management

**UNIT IV** **08 Hours**

Nutrition therapy for infectious diseases: Malaria, Typhoid, cholera, whooping cough, tuberculosis, measles, venereal diseases, dysentery leprosy  
Nutrition therapy for life style diseases: HBP, diabetes, obesity, cancer, stroke

**Transaction Mode**

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

**Suggested Readings**

- *Hoger (1990) Fitness and wellness, Colorado: Morton Publishing company*
- *GirjaShyamsundar (2007) Nutrition perspectives Chennai: University of Madras*
- *Swami Sivananda (2007) Health and Hygiene Sivanandanagar: The Divine life society*
- *Lily PritamTelu Ram (1981) Health and Hygiene, Delhi: Vikas publishing House pvt ltd*
- *Raghavan (1965) Hand book of health educationkaraiKudi: Meenal enterprises*
- *Sunitha Pant Bansal (2008) Diet in diseases Delhi: PustakMahal*

**Semester-IV****Course Name: Dissertation****Course Code: MPD401**

| <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
|----------|----------|----------|-----------|
| <b>0</b> | <b>0</b> | <b>0</b> | <b>20</b> |

**Total Hours:300****Learning Outcomes:**

After completion of this course, the learner will be able to:

1. Develop a research plan for independent study within the field of physical education.
2. Familiarize themselves with various data collection methods applicable to physical education research.
3. Recognize and address challenges encountered during the research process.
4. Acquire the ability to interpret research findings critically and draw appropriate conclusions.

**Course Content****300Hours**

A candidate shall have dissertation for M.P.Ed.–IV semester and must submit his/her synopsis and get it approved by the Head of Department on the recommendation of D.R.C. (Departmental Research Committee). A candidate one Paper publishes in UGC care list. A candidate selecting dissertation must submit this/her dissertation not less than one week before the beginning of the 4<sup>th</sup> semester examination. The candidate has to face the Viva-Voce conducted by DRC.

**Course Name: Current Trends in Physical Education & Sports**  
**Course Code:MPD402**

| <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
|----------|----------|----------|-----------|
| <b>1</b> | <b>0</b> | <b>0</b> | <b>1</b>  |

**Total Hours:15**

### **Learning Outcome**

After completion of this course, the learner will be able to:

1. Understand the philosophy underlying physical education and sports.
2. Analyze the recommendations and impediments of various commissions and committees for physical education and sports in India.
3. Examine the roles of International and National Associations of Physical Education and Sports in shaping the profession.
4. Discuss the integration of sports industry and marketing within the physical education curriculum in India.

### **Course Content**

#### **Unit I**

**04 Hours**

Introduction: Issues dealing with philosophy and purposes of physical Education and sports. Physical education as a discipline, Interdisciplinary approach in Physical education, Olympic Movement and Olympic character: Basic understanding and sanctity of its preamble and statutes. Olympic Guidelines and Indian Government view points on administration of Indian, Olympic Associations and Indian Sports Federations,

#### **Unit II**

**04 Hours**

Social Exclusion (Women, challenged groups) despite of Inclusive Policies of Physical Education and Sports in India, Various commissions and committees for physical education and Sports in India, their recommendations and impediments thereof, Comprehensive Sports Policy of India 2007 and National sports development code of India.

#### **Unit III**

**04 Hours**

Physical education professional issues- accreditation, Certification and nomenclature norms and quality standards of courses in physical education: NAAC, UGC v/s NCTE acts in relation to physical education courses. Physical education ethics and commercialization, Role of International and National Associations of Physical Education and Sports in shaping the profession of physical education

#### **Unit IV**

**03 Hours**

Issue dealing with media, sports industry and marketing:  
Role of Media in the promotion of Health, physical education and sports: Print, electronic and social media including internet. Sports industry & marketing in physical education curriculum in India

#### **Transaction Mode**

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

#### **Suggested Readings**

- *Bucher A Charles and Deborah AWuest. Foundations of Physical Education and Sports. B.I. Publication Pvt. Ltd, New Delhi, 1991.*
- *Government of India. 34th Report of RajyaSabha,RajyaSabha Secretriare,1995.*
- *Government of India. All India council of sports: Agenda Papers, 2003.*
- *Government of India. Ministry of Youth Affairs and Sports, Department of India, Draft Comprehensive Sports Policy, 2007.*
- *Government of India. National Sports Development Code of India,Ministry of Youth Affairs and Sports, Department of Sports,2011.*
- *Government of India. Programme of Action, National Sports Policy,1992.*
- *Government of India. Recommendations of Central Advisory Board of Physical Education and Recreation, 1950.*
- *Government of India. Recommendations of Conferences of Education Ministers of States, 1956, 1959 and 1964.*
- *Government of India. Recommendations of Kunzuru Committee on Co-ordination of Physical Education, 1959-60.*
- *Government of India. Report of Advisory Board of Education(CBSE) Committee on Sports and Physical Education, Ministry of Human Resource Development, Department Of Education, New Delhi,1993.*
- *Jackson Roger, Editor, Sports Administrative Mannual, IOC, Lausanne, Switzerland, 2000.*