

तार : विश्वविद्यालय
Gram : UNIVERSITY



टेलीफोन : कार्या0 : 2320496
कुलसचिव : निवास : 2321214
फैक्स : 0510 : 2321667

बुन्देलखण्ड विश्वविद्यालय, झाँसी BUNDELKHAND UNIVERSITY, JHANSI

झाँसी (उ.प्र.) 284128

संदर्भ.५२.५।०२४..

दिनांक.....15/12/22.....

The Minutes of Meeting of BOS

In reference to the BOS of department of *Major.....*
Dhyanchand Inst. of Phy. Edu. Institute of *Physical Education*
(M.P.E.S.)..... held on 10/02/2018 regarding the
revision of syllabus in tune with CBCS/NEP-2020 and subsequent
approval from Academic Council. This is to certify that the syllabus is
100% revised.


HOD/Coordinator

डॉ० स्वपन्ना सक्सेना
समन्वयक
मेजर ध्यानचन्द्र शाह शिवा विभाग
बुन्देलखण्ड विश्वविद्यालय झाँसी

MAJOR DHYAN INSTITUTE OF PHYSICAL EDUCATION

BUNDELKHAND UNIVERSITY JHANSI



**MASTER OF PHYSICAL EDUCATION AND SPORTS
(M.P.E.S.)
02YEAR
04 SEMESTER**

Programme Outcome, Programme Specific Outcome
Course Outcome

DEPARTMENT OF PHYSICAL EDUCATION

Programme Outcomes M.P.E.S. Degree Course (Two Semester)

To gain knowledge in the field of physical education and various sports skills in winning ways, the student teacher expected to undergo these skills.

PO 1:

To use various techniques in test and measurement of games and sports and apply the evaluation technique on test and measurement.

PO 2:

To apply the knowledge of psychology and sociology and imply the motor activities, types of motivation, administering various equipments, applying social stratification and group cohesion.

PO 3:

To apply various technological methods such as, instructional design, goal setting, contextual analysis and evaluation techniques and their historical development.

PO 4:

To apply the knowledge of sports medicine, athletic care and rehabilitation, health education and nutrition.

PO 5:

To implement the practical knowledge on sports biomechanics and kinesiology, including function of the skeleton system, physiological system, forces, levers and law of motion of the body.

PO 6:

To insist the knowledge on physiology of exercise and sports nutrition,

PO 7:

To set up the knowledge of various types of sports training, various components of physical fitness training, training plan, awareness of doping.

PO 8:

To use knowledge of research in physical education and applying various statistical tools in research, selecting the problem, methods of research, experimental research, various sampling technique and writing the research proposal and report.

PO 9:

To apply various management skills, like sport management, programme management, designing the curriculum and attaining various curriculum sources.

PO 10:

To apply the computer knowledge with fundamentals of computers and MS Office, E-Learning and web-based learning.

Programme Specific Outcome

Master Of Physical Education and Sports (M.P.E.S.)

Master of Physical Education and sports will help student to work as a research scholar and can pursue their career in various areas related to physical education and sports. Students will acquire a job efficiently in diverse fields such as SSC, NET, SET and PhD etc. They may access to government jobs, private sector jobs and even they can go for self-employment opportunities and can perform roles of teacher, instructor, sports coach and fitness coach in Government schools (PGT), Private schools (PGT), Government colleges, Private colleges, Gyms and Fitness Centers, Sports franchises, Sports clubs as per the requirement of firms and interest of student moreover student can start their own gym, fitness center, yoga center, fitness dance etc and may become a successful entrepreneur.

Course Outcome

M.P.E.S. 1st Sem.

COURSE CODE: CC-101 Research Methods in Physical Education

- CO 1 Analyze critically the research methods used in Physical Education
- CO 2 Understand the need of Research in Physical Education
- CO 3 Understand the experimental designs in Physical Education and sports
- CO 4 Understand the importance of inter disciplinary research in Physical

COURSE CODE: CC-102 Health Education

- CO1 Understand the conceptual and diagnostic aspects of health, fitness and wellness
- CO2 Understand the biological considerations in training
- CO3 Execute appropriate training programmes for the development of the fitness level of individual
- CO4 Understand the concept of Aerobics
- CO5 Understand the concept of Yoga

COURSE CODE: CC-103 Information Technology in Physical Education and Sports

- CO1 Use of ICT in PE makes the science of sport come to life by linking both physical and mental activity.
- CO2 It also helps to create full-fledged students who are able to concentrate better on both practical and theoretical work.
- CO3 It helps students to develop a better understanding of their own body parts and that of the human body in general.
- CO4 It also raises the profile of P.E within the establishment by making the subject not only interesting, but also attractive and effective.
- CO5 It brings enthusiasm and motivation for both PE teachers and students.

COURSE CODE: CC-104 Elective course (any one) sports journalism/ sports sociology

- CO1 If you want to pursue a career in journalism but are also passionate about sports then studying a program in sports journalism is what you can aim for.
- CO2 This line is a separate beat in the field of journalism where the professionals write articles and present news that gives an in-depth analysis of events related to sports.
- CO3 It not only offers a lucrative salary but also gives a platform to the graduates to cover sports-related events and interview sports stars across countries and continents.
- CO4 Sports journalism deals with the coverage of sports events and personalities across the globe.
- CO5 Demonstrate the ability to discuss sociological theories, concepts, and ideas in large and small groups and to express empirically as well as theoretically-based opinions.
- CO6 To apply core sociological theories to specific social problems in order to analyses social problems.

COURSE CODE: PC-101, PC-102 Practical course (Sports Activity)

- CO1 Knowledge about the different sports and their rules.
- CO2 Learn about the ground layout.
- CO3 Study about the class conducting on the field by the student.
- CO4 Knowledge about the different equipment of game and sports.

COURSE CODE: CC-201 Statistics in physical education and sports

- CO1 Understand the fundamentals of statistics
- CO2 Differentiate sampling techniques & data collection tools
- CO3 Understand basic statistics & statistical techniques
- CO4 Apply appropriate basic statistical tools and techniques and interpret
- CO5 Recognize appropriate inferential statistical tool as per research method
- CO6 Understand the methods of data processing data processing

COURSE CODE: CC-202 Sports psychology

- CO1 Describe basic aspects of sports Psychology.
- CO2 Understand the role of sports psychology in performance and behaviors of Sports person.
- CO3 Identify and solve basic psychological problems of students and players.

COURSE CODE: CC-203 Exercise physiology

- CO1 Understand the basic principles of physiology and Exercise Physiology
- CO2 Apply the knowledge in the field of physical education and movement activity.
- CO3 Analyze the practical knowledge during the practical situation.
- CO4 Remember and recall the definition of physiology and co-relate the principles of physiology.
- CO5 Appraise the effects during the training and practical sessions

COURSE CODE: CC-204 Elective course (any one) principal and organization of recreation/ professional preparation and curriculum design

- CO1 An activity that gives rests to the people from work. Traveling etc
- CO2 Games are the change to the students from the study.
- CO3 Activity, which is allowed everywhere and at any time.
- CO4 Recreation may be physical. It provides intellectual esthetic or emotion outlets. Traveling
- CO5 Use of free time is varying definitely individual and personal. For children games, for young adventure, and for elders jogging.
- CO6 Recreation for one person is work, for other just bore. Games, traveling, boating
- CO7 Time factor. Morning walking, night party, season.
- CO8 Preference and options, young need fast recreation; they prefer adventure events, an option between games, adventure and traveling.
- CO9 “Constructive” means beneficial to the individual and society. Trophy hunting.
- CO10 Development of Teacher Education in Physical Education
- CO11 The conceptual educational framework for various physical education qualifications is made to endow a physical educator with required professional skills.
- CO12 Integrated through the Programme, coursework, field experiences, and other activities are opportunities for students to engage in reflective practice and develop decision-making skills that integrate various forms of understanding.
- CO13 The central and guiding concept in understanding the relationship between theory and practice is the notion of critical inquiry.
- CO14 Brief knowledge about how to make a sports curriculum
- CO15 Plan about conducting class on field and also in classroom
- CO16 Studies about the activates design for the students
- CO17 Designs learning contents based on various teaching method.

COURSE CODE: PC-201, PC-202 Practical course (Sports Activity)

- CO1 Knowledge about the different sports and their rules.
- CO2 Learn about the ground layout.
- CO3 Study about the class conducting on the field by the student.
- CO4 Knowledge about the different equipment of game and sports.

COURSE CODE: CC-301 Bio -mechanics

- CO1 Analyze and explain the mechanisms underlying biomechanical, physiological, and psychological changes that occur during after acute and chronic exercise.
- CO2 Understand mechanical principles can be applied to the analysis of human movement to assess and improve performance and reduce risk of injury.
- CO3 Know effectiveness of human movement using mechanical principles.

COURSE CODE: CC-302 Sports management

- CO1 Know sports management and employ principles of strategic planning, and financial and human resource management.
- CO2 Assess marketing needs and formulate short term and long-term solutions.
- CO3 Develop critical thinking in analyzing sport management issues and in managerial planning and decision making.
- CO4 Better career for a sports enthusiast than to work as a sports management professional

- CO5 The sports management field encompasses so much more than that. You could handle marketing for a sports team, or handle marketing for the corporate sponsor of a sports team.
- CO6 This gives you the chance to grow and advance in your career as more opportunities will open up when the industry expands.
- CO7 There are so many employment opportunities that a Sports Management graduate will surely find sports jobs that will help them achieve success

COURSE CODE: CC-303 Test measurement and evaluation in physical education and sports

- CO1 Define the concept of Test, Measurement, Evaluation and Assessment Procedure in Physical Education and give examples of each
- CO2 Understand and differentiate between formative and summative evaluation, Process and Product evaluation
- CO3 Administer psychomotor tests using standard protocols and guidelines.
- CO4 Select appropriate Evaluation tools according to purpose and age groups
- CO5 Collect and analyses fitness test data of school students
- CO6 Construct or design rubrics, question paper and teacher made test for evaluation

COURSE CODE: CC-304 Elective course (any one) physical fitness and wellness/ gender disability and inclusive sports education

- CO1 Discuss research from a multidisciplinary perspective relative to current issues in physical activity and health.
- CO2 Apply qualitative research methods to explore and critically examine a variety of curricular topics.
- CO3 Demonstrate application of relevant research and theory to a contemporary issue in physical activity and exercise science.
- CO4 Explain the contemporary issues and to pertaining to the physical activity and health field.
- CO5 Understand about classification of Disabilities.
- CO6 Understand adopted games for disability persons.
- CO7 Known the benefits of exercise for disability persons.

COURSE CODE: PC-301, PC-302 Practical course (Sports Activity)

- CO1 Knowledge about the different sports and their rules.
- CO2 Learn about the ground layout.
- CO3 Study about the class conducting on the field by the student.
- CO4 Knowledge about the different equipment of game and sports.

COURSE CODE: CC-401 Scientific principal of sports training and coaching

- CO1 Physical fitness is the basic requirement of any game and sports. There is a specific requirement of each component of physical fitness according to the specific sport. Sports training helps in building a fine physique and ensures good health.
- CO2 Sports training helps in incorporating a sense of discipline in a person's life.
- CO3 Sports training teaches a sports person about teamwork, sense of belonging and unselfish play. It also encourages to play for team rather than for one's personal accomplishment.

- CO4 It boosts the morale of a person when he performs and also when he excels towards a particular game. It improves self-esteem as well as body posture, which makes one feel more confident and determined.
- CO5 Counsellors and mental trainers help in identifying those areas which are causing the sportsman to become distracted on the field and enhance focus on the field.

COURSE CODE: CC-402 Sports medicine

- CO1 Understand the primary responsibilities the sports trainer has in preventing sports injuries and providing initial care for injured athletes.
- CO2 Demonstrate the basics of sport first aid during and after game situation.
- CO3 Recognize and appropriately treat common sports injuries and conditions from onset through rehabilitation.
- CO4 Identify and apply knowledge of anatomy to the design and execution of research studies.

COURSE CODE: CC-403 Yogic science and naturopathy

- CO1 Describe knowledge of classical and theoretical foundations of the field of Yoga
- CO2 Demonstrate knowledge and ability to use professional conduct during the practice of Yoga Therapy
- CO3 Develop an ability to apply knowledge learned in this curriculum to assess the needs of students, and to evaluate their performance
- CO4 Acquire knowledge of models of human development, with the influence of familial, social, religious and cultural conditioning on health and healing
- CO5 Acquire knowledge of the interconnections between the body, the breath, the mind, and the emotions in the context of maintaining resilience and well-being
- CO6 Communicate effectively, implement effective teaching methods by adapting to unique styles of learning, providing supportive and effective feedback while evaluating and acknowledging the progress of the student

COURSE CODE: CC-404 Elective course (any one) philosophical foundation and history of physical education and sports/ dissertation

- CO1 Know the origin and development of Physical Education
- CO2 Apply the knowledge of Olympism in organizing various sport activities.
- CO3 Distinguish the functional operations on National and International Olympic Federations.
- CO4 Analyze the concepts and issues pertaining to Physical Education.
- CO5 Formulate the principles, philosophy and concepts about Physical Education
- CO6 Students will develop Research attitude among the students
- CO7 Students will formulate the Research problem and carry out the Research
- CO8 Students will develop and administer the tools for data collection
- CO9 Students will organize and present the research work

COURSE CODE: PC-401 Lesson plan of specialization

- CO1 Develop training modules for selected sports for basic and advanced level athletes
- CO2 Categories teaching and training activities of selected sports
- CO3 Describe assessment strategies for skills and performance in sports
- CO4 Justify and plan physical fitness and sports skill related test, measurement, and

- evaluation procedures for selected sport.
- CO5 Develop and conduct modified games of selected sports.
- CO6 Design fitness and conditioning programs for various levels of athletes

COURSE CODE: PC-402 Classroom teaching

- CO1 Acquire necessary instructional and managerial skills to deliver the subject knowledge
- CO2 Design and execute the lesson plan
- CO3 Prepare suitable teaching aids and use appropriate technology
- CO4 Develop communication skills
- CO5 Organize classroom, provide safe learning environment
- CO6 Observe teaching and learning episodes and reflect of self-practices
- CO7 Inculcate reading, writing, speaking skills for teaching.
- CO8 Develop the understanding about the infrastructural and resources in a school.
- CO9 Understand the functional aspects of school.
- CO10 Build a strong foundation of knowledge in designing teaching and learning content of school subjects.
- CO11 Focus on developing various skills of teaching and learning.
- CO12 Critically observe all the aspects of the subject for teaching and learning.
- CO13 Designs learning contents based on various teaching method.
- CO14 Connect acquired knowledge and skills with practical situations in real school context.
- CO15 Makes proper planning of the lesson
- CO16 The lesson uses a variety of educational tools
- CO17 Uses appropriate teaching methods according to the content of the lesson, according to the class and need

BUNDELKHAND UNIVERSITY
JHANSI
Major Dhyanchand Institute of Physical Education



CURRICULUM FOR
MASTERS OF PHYSICAL EDUCATION AND SPORTS (M.P.E.S.) PROGRAMME
TWO YEAR - (FOUR SEMESTERS)

Board of Studies on
Meeting held on according to NEP 2020

ORDINANCE, REGULATIONS AND SYLLABUS FOR M.P.E.S. (CBCS)

Preamble :

Master of Physical Education and Sport (M.P.E.S.) two years (Four Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of physical education at higher education and professional jobs at university and sports industries.

M.P.E.S. programme is designed to integrate the study of subject knowledge, pedagogical knowledge, and the aim of Physical Education and communication of games and sports skills. The programme comprises of compulsory and optional theory as well as practical courses and compulsory internship. This course of study specifically meant for Major Dhyanchand Institute of Physical Education, Bundelkhand University, Jhansi.

A) M.P.E.S.

a. 1. Eligibility

I For Admission

- A) Candidate seeking admission to M.P.E.S. programme must satisfy the following conditions.
- B) He/She must be B.P.Ed., B.P.E.S or B.Sc. (Health & Physical Education) from University
- C) He/She must have taken at least 55% marks in B.P.Ed./B.P.E.S/B.Sc (Health & Physical Education) B.A. Physical Education as a Elite Subject Candidate belonging to scheduled cast scheduled tribe would be given concession of 5% marks in the minimum marks required for admission or eligibility criteria of Bundelkhand University, Jhansi Admission ordinance.
- D) Admission shall be made on merit on the basis of marks obtained in the entrance test (written test, sports proficiency test, physical fitness test & marks obtained in the qualifying examination) or any other selection process as per the policy of University of Bundelkhand University, Jhansi Admission ordinance.
- E) The provision of seats and the relaxation in qualifying marks for SC/ST/OBC and other categories shall be as per the rules of the central government/state government. Whichever is applicable.
- F) Graduation with 45% marks and at least three years of teaching experience (for deputed in service candidates i.e trained physical education teachers/coaches)

II For the M.P.E.S. Degree : The candidates shall have subsequently undergone the prescribed course of study in the university department or a college affiliated to his University for a period of not less than two academic years, passed the examinations prescribed and fulfilled such conditions as have been prescribed there for M.P.E.S.

b .2. Duration :

The M.P.E.S. programme shall be of 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.

3. The CBCS System:

All Programmes shall run on Choice Based Credit System (CBCS). It is an instructional package developed to suit the need 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 Lecturer/tutorials/ laboratory work/fieldwork/Outreach activity (Educational Tours activities)/ project work/vocational training/viva/seminars/term papers/assignments/ presentations/self-study etc. or a combination of some of these.

5. Courses of Programme:

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

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 excluding examination days. The odd semester may be scheduled from June/July to December/January and even semester from December/January to June/July. The institution shall work for a minimum of 36 working hours in a week (five or six days a week).

7. Working Day:

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 M.P.E.S. Programme is 90 credits and for each semester 20 credits.

9. Examinations:

- i. There shall be examinations at the end of each semester, for first semester in the month of December/January: for second semester in the month of May/June. A Candidate who does not pass the examination in any Subjects shall be permitted to appear in such failed subjects 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 the semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she have 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. Student who participate in sports competition affiliated by IOA shall apply be considered in examination with the permission of head of the department. 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.

M.P.E.S. : Format of Questions 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 Unit4)	15
5	M.C.Q. Type Questions (10 out of 12 Question) (3 Questions. from each unit)	10
Total		70

12. Evaluation :

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a continuous.

Internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidate at the end of course. The components for continuous internal assessment are;

One Test	15 Marks
Seminar/Quiz	5Marks
Assignments	5Marks
Attendance	5Marks
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 for man 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 course. 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. Award of the M.,P.E.S. Degree:

A candidate shall be eligible for the award of the degree of the M.P.E.S. Only if he/she has earned the minimum required credit.

15. Assessment and Evaluations:

TOTAL MARKING SYSTEM

[SEMESTER	THRORETICAL	PRACTICAL	CREDITS
Semester – 1	400	200	24
Semester – 2	400	200	24
Semester – 3	400	200	24
Semester – 4	400	200	24
Total	1600	800	96

- I. Each course will be assessed on the basis of 100 marks. The marks would be divided between internal and external assessment.
- II. There shall be one end semester external examination for each course in every semester consisting of 70% (70 marks) weight in theory and 75% (75 marks) in practical courses.
- III. Each Theory course shall have internal assessment of 30% weightage on the following
Internal written test - 15% (15 marks) Attendance - 05% (5 marks)
Class participation in assignments- 05% (5 marks) Presentations (Seminars) /quizzes etc. - 05% (5 marks)
Total 30 marks
- IV. Each Practical Course shall have internal assessment of 50% weightage on the following
One Test 15 marks Project 10 marks
Attendance 05 marks
Total 30 marks
- The University examination in Thesis for Semester IV shall consist of the examination of the thesis. One internal examiner shall evaluate the thesis out of maximum of 30 marks and one external examiner who shall evaluate the thesis out of maximum of 70 marks. There shall be a viva-voce at internal and external examination of 70 marks.
- V. Every student will be required to pass the external examination and internal assessment separately in each course.
- VI. The minimum passing standard will be 40% for the external and internal component of each theory course, i.e. 28 marks out of 70 and 12 marks out of 30 .In practical minimum passing standard will be 50%for the external exam and internal assessment for each practical course.

VII. Attendance shall be taken as a component for continuous assessment, although the students should put in minimum of 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be written type examinations 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 in theory & 25: 50 in practical.

VIII. (A) The grades for each course would be decided on the basis of the percentage of marks obtained in the end-semester external and internal examinations as per the following table:

Percentage	Grade Point	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+	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	

IX. 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 six courses of the semester) / total credit of the semester as per example given below:

Course No	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
Course -1	4	65	A	6.5	26
Course -2	4	60	A	6.0	24
Course -3	4	62	A	6.2	24.8
Course -4	4	57	B+	5.7	22.8
Course -5	4	55	B+	5.5	22
Course -6	4	72	A+	7.2	28.2
Total	24				147.8

examples: Conversion of marks into grade points

$$65 = 60 + 5 = 6.0 + 5 \times (0.99 / 9.99) = 6.0 + 5 \times 0.1 = 6.0 + 0.5 = 6.5$$

$$57 = 55 + 2 = 5.5 + 2 \times (0.49 / 4.99) = 5.5 + 2 \times 0.1 = 5.5 + 0.2 = 5.7$$

$$72 = 70 + 2 = 7.0 + 2 \times (1.49 / 14.99) = 7.0 + 2 \times 0.1 = 7.0 + 0.2 = 7.2$$

X. SEMESTER GRADE POINT AVERAGE (SGPA) = Total Credit Grade Points = 147.8 / 24 = 6.16 SGPA Sem. I =

$$6.16 \text{ SGPA Sem. II} = 5.63$$

$$\text{SGPA Sem. III} = 6.01$$

$$\text{SGPA Sem. IV} = 5.50$$

$$\text{Total SGPA} = 23.30$$

$$\text{Cumulative Grade Point Average (CGPA)} = 23.30$$

$$4 = 5.82 \text{ CGPA} = 5.82 \text{ Grade} = \text{B+ Class} = \text{Higher Second Class}$$

$$\text{GPA} \times 10 = \text{Percentage e.g. } 5.82 \times 10 = 58.2 \%$$

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 semesters.

XI. The cumulative grade point average will be calculated as the average of the SGPA of all the four semesters, as shown above.

XII. Forth award of the class, CGPA shall be calculated on the basis of:

(a) Marks of End Semester External Examination And

(b) Total Marks obtained (Marks of End Semester External Examination

+ Marks of Internal Assessment) for each course. The final Class for M.P.E.S. Degree shall be awarded on the basis of lowest CGPA (marks) of (a) & (b) of one to fourth semester examinations.

16. Conferment of the M.P.E.S. Degree:

(i) A candidate shall be eligible for the conferment of the Degree of M.P.E.S. only if he/she has earned the minimum required credits for the programme prescribed therefore (i.e. 96 Credits).

17. End Semester Examination:

(i) The University shall conduct the external Examination for the Semester-I, II, III & IV. The internal examination shall be conducted by the concerned Departments.

ACADMIC PROGRAM

(With No. of Lectures and Credits Per Week)

M.P.E.S. Ist Semester

PART A (THEORY PAPERS)		No. of Classes per week	No. of Credits	Type of Course
Course Code	Title of Papers	Lectures		
cc-101	Research Methods in Physical Education	04	04	Core Major
cc-102	Health Education	04	04	Core Major
cc-103	Information Technology in Physical Education and Sports	04	04	Core Major
cc-104	Elective course (any one) Sports Journalism/ Sports Sociology	04	04	Elective Minor
Part B – Practical Course				
Pc-101	Athletics (running events)	02	02	Core Minor
Pc -102	Kho-Kho, Football, Hockey, Basketball, Badminton, Kabaddi (Anyone out of these) Sports Theory, Skills, Techniques and Officiating	02	02	Elective Minor
TOTAL		20	20	

M.P.E.S. IInd Semester

PART A (THEORY PAPERS)		No. of Classes per week	No. of Credits	Type of Course
Course Code	Title of Papers	Lectures		
cc-201	Statistics in Physical Education and Sports	04	04	Core Major
cc-202	Sports Psychology	04	04	Core Major
cc-203	Exercise Physiology	04	04	Core Major
cc-204	Elective course (Any one) Principal and Organization of Recreation/ Professional Preparation and Curriculum Design	04	04	Elective Minor
Part B – Practical Course				
Pc-201	Athletics (Jumping Events)	02	02	Core Minor
Pc -202	Table Tennis, Handball, Cricket, Boxing, Judo (Anyone out of these) Sports Theory, Skills, Techniques and Officiating	02	02	Elective Minor
TOTAL		20	20	

M.P.E.S. IIIrd Semester

PART A (THEORY PAPERS)		No. of Classes per week	No. of Credits	Type of Course
Course Code	Title of Papers	Lectures		
cc-301	Bio -Mechanics	04	04	Core Major
cc-302	Sports Management	04	04	Core Major
cc-303	Test Measurement and Evaluation in Physical Education and Sports	04	04	Core Major
cc-304	Elective course (Any one) Physical Fitness and Wellness/ Gender Disability and Inclusive Sports Education	04	04	Elective Minor
Part B – Practical Course				
Pc-301	Athletics (Throwing Events)	02	02	Core Minor
Pc -302	Volleyball, Wrestling, Lawn Tennis ,Tae Kwando (Anyone out of these) Sports Theory, Skills, Techniques and Officiating	02	02	Elective Minor
TOTAL		20	20	

M.P.E.S. IVth Semester

PART A (THEORY PAPERS)		No. of Classes per week	No. of Credits	Type of Course
Course Code	Title of Papers	Lectures		
cc-401	Scientific Principal of Sports Training and Coaching	04	04	Core Major
cc-402	Sports Medicine	04	04	Core Major
cc-403	Yogic Science and Naturopathy	04	04	Core Major
cc-404	Elective course (Any one) Philosophical Foundation and History of Physical Education and Sports/ Dissertation	04	04	Elective Minor
Part B – Practical Course				
Pc-401	Lesson Plan of Specialization	02	02	Core Minor
Pc-402	Classroom Teaching	02	02	Core Minor
TOTAL		20	20	

SCHEME OF EXAMINATION

M.P.E.S. Semester-1

Part A: Theoretical papers

Examination Evaluation

Course code	Title of papers	Internal marks	External marks	Total marks
cc-101	Research Methods in Physical Education	30	70	100
cc-102	Health Education	30	70	100
cc-103	Information Technology in Physical Education and Sports	30	70	100
cc-104	Elective course (Any one) Sports Journalism/ Sports Sociology	30	70	100

Part –B Practical course

Course code	Title of papers	Internal marks	External marks	Total marks
Pc-101	Athletics (Running events)	30	70	100
Pc -102	Kho Kho, Football, Hockey, Basketball, Badminton, Kabaddi (Anyone out of these) Sports Theory, Skills, Techniques and Officiating	30	70	100
	Total	180	420	600

M.P.E.S. Semester-IIInd

Part A: Theoretical papers

Examination Evaluation

Course code	Title of papers	Internal marks	External marks	Total marks
cc-201	Statistics in Physical Education and Sports	30	70	100
cc-202	Sports Psychology	30	70	100
cc-203	Exercise Physiology	30	70	100
cc-204	Elective course (Any one) Principal and Organization of Recreation/ Professional Preparation and Curriculum Design	30	70	100

Part –B Practical course

Pc-201	Athletics (Jumping events)	30	70	100
Pc -202	Table Tennis, Handball, Cricket, Boxing, Judo (Anyone out of these) Sports Theory, Skills, Techniques and Officiating	30	70	100
	Total	180	420	600

M.P.E.S. Semester-IIIrd

Part A: Theoretical papers

Examination Evaluation

Course code	Title of papers	Internal marks	External marks	Total marks
cc-301	Bio -Mechanics	30	70	100
cc-302	Sports Management	30	70	100
cc-303	Test Measurement and Evaluation in Physical Education and Sports	30	70	100
cc-304	Elective course (Any one) Physical Fitness and Wellness/ Gender Disability and Inclusive Sports Education	30	70	100

Part –B Practical course

Pc-301	Athletics (Throwing Events)	30	70	100
Pc -302	Volleyball, Wrestling, Lawn Tennis, Tae Kwando (Anyone out of these) Sports Theory, Skills, Techniques and Officiating	30	70	100
	Total	180	420	600

M.P.E.S. Semester-IV

Part A: Theoretical papers

Examination Evaluation

Course code	Title of papers	Internal marks	External marks	Total marks
cc-401	Scientific Principal of Sports Training and Coaching	30	70	100
cc-402	Sports Medicine	30	70	100
cc-403	Yogic Science and Naturopathy	30	70	100
cc-404	Elective course (Any one) Philosophical Foundation and History of Physical Education and Sports/ Dissertation	30	70	100

Part –B Practical course

Pc-401	Lesson plan of Specialization	30	70	100
Pc-402	Classroom teaching	30	70	100
	Total	180	420	600

Semester - I

Paper – 1

Research Methods in Physical Education & Sports

Unit 1.

- Meaning, Definition, Nature, Importance and Scope of Research in Physical Education & Sports.

Unit 2.

- Meaning, Definition and Selection of Research Problem.
- Hypothesis and Review of Related literature, Library Techniques.

Unit 3.

- Sampling-Meaning, Definition, Types and importance.
- Sampling- Process and Techniques
- Research Tools-Questionnaire, Interview, Opinion ireetc.

Unit 4.

- Research Methods and Procedure.
- Historical Research-Meaning, Definition and Importance, Primary and Secondary Sources, External and Internal Criticism.
- Descriptive Research-Survey Studies(Meaning, Definition and Importance)
- Case Studies.
- Experimental Research- Meaning, Definition, Need and Experimental Designs and Laboratory Designs.

Unit 5.

- Research Proposal
- Research Report
- Preparation of a Research Report.

References:

1. Author's Guide: "Research Methods Applied to Health Physical Education and Recreation", Washington, D.C.,1991.
2. Best J.W., "Research in Education", Prentice Hall, New Delhi 1982.
3. Clarke H. David, "Research Processes in Physical Education, Recreation and Health", Prentice HallInc, Englewood Cliffs, New Jersey, 1985.
4. Kamlesh M.L., "Methodology of Research in Physical Education and Recreation", AHPER, Washington D.C., 1973.

Semester - I
Paper – 2
Health Education

Unit 1.

- Health-Guiding Principles of Health and Health Education.
- Health related fitness.
- Obesity and its Management.

Unit 2.

- Environmental and Professional Hazards and First Aid.
- Public Health and Epidemic Diseases-Symptoms, Treatment and Preventive Measures.
- Communicable Diseases-Symptoms, Treatment and Preventive Measures.

Unit 3.

- School Health Programme and Personal Hygiene.

Unit 4.

- Theories and Principles of Recreation
- Recreation programmes for various categories of people.

Unit 5.

- Population Education
- Causes for population explosion and its preventive steps.
- National family welfare scheme.
- Nutrition and Dietary manipulation.

References:

1. Greene, W.H., Simon-Morton, B.G.(1984). Introduction to Health Education. NY: Macmillan Publishing Company
2. Anspaugh, D.J., Ezell, G. (1995). Teaching today's health (4th Ed). Boston: Allyn & Bacon Park, K. (2007). Park's textbook of Preventive & social medicine (19th Ed). India: Banarasi das Bhanot Publishers.
3. Y.P. Bedi: Hand Book of Hygiene and Public Health.
4. Ma Curdy and Ma Grace : Muscular Exercise.
5. Peter V.Karpovich: Physiology of Muscular Activity.
6. Anatomy, Physiology, Kinesiology & Health Education : Dr. Ramesh Chand Kanwar

Semester - I

PAPER -3 Information Technology in Physical Education.

Unit 1.

Local Area Network and Internet

A. Networking

- Area and Classification
- Features and characteristics of LAN, Need of Network and its importance.
- LAN Topology-Ring, Star, Bus, Pitcher, Two Pitcher
- LAN, Survey, Work Station, Connection, Cable.

B. Internet

- Meaning, History, Application and Address.
- Introduction of Modem, Web client, Web Server.
- Dial up, Access, Direct Access.
- Introduction of Web browser, Use of Web browser (For Sports and Games)
- Introduction of Search engine, Uses, Objectives and types.
- Meaning and Definition of Firewall and Gateway.

C. Email

- Introduction, How to receive and send, how it works and Address book etc.

Unit 2.

Web Designing

- Introduction.
- Web browser and Programming.
- Programme structure, Pair, Tag, Document, Head and Body Tag.
- Leaking Documents, Internal and External Documents.
- Heading Line, Drawing Line.
- Paragraph break- Font Styles (Bold, Italic and Underline)
- Types of Lists-Order and Unordered.

- Graphics, Images, Sound and Video.
- Tools, Header, Dia, Row, use of Caption Tag Width, Border, Working, Spacing, Bg Colour Column and Row. Spy Alignment (Column etc.)
- Form-Introduction, Design, Creation.
- Check box, Control Text box, Drop down, List box, Command and action button.

Unit 3.

- Multimedia and Presentation package.
- Fundamentals and application of multimedia.
- Tools of multimedia(Sports)
- Introduction of graphics, animation and morphing.
- Sound and Music

Unit :4

Presentation package

- Introduction, General Objectives, Tips on effective presentation, Opening, Creative presentation, Creative table, Making chart, Save and close, New slide, Slide change, Creation of black presentation, Changing font size, Working with graphic action button.

Unit 5.

Organizing various sports activities using Microsoft projects.

- Lab work : Introduction to sports software, Introduction to internet, Study of Email, Browsing sports activities on Internet, Preparing Slideshow on power-point, Preparing Slideshow on Multimedia, Teaching Multimedia package, Web Design.

References:

1. Irtegov, D. Operating System Fundamentals. Firewall Media.2004.
2. Milke, M Absolute Beginner's Guide to Computer Basics, Pearson Education Asia2007.
3. NIITBasicsofNetworkingPrentice–HalofIndiaPvt.Ltd,2004
4. Computers Today. Suresh K. Basandra, Galgotia publication, upgradededition-2008
5. Computers in Your Future, Marilyn Meyer & Roberta Baber,2nd edition, Prentice HallIndia
6. Computer Fundamentals. Pradeep K. Sinha & Priti Sinha, 4th edition, BPB Publication

SEMESTER I

Paper – 4.2

(Elective) Sports Journalism

Unit 1. Development of Journalism in India:

- Publication of newspapers in India
- Press, Literature, Renaissance.
- Group Mediums, Newspapers, Magazines, Television, Radio, Internet-Symptoms, Advantages and disadvantages.
- Importance of Sports Journalism.
- Language skill writing and Editing.
- Selection of Headers and Footers, Pictures, Layout, Design, Cartoon, Graphics, Graphs.

Unit 2. Qualities of Sports Journalist and Consolidation of news:

A. Qualities

- Knowledge of the game, Specialist in Sports.
- Research Attitude
- Individual Preparation and Cooperation.
- Specialization in Public Relations.
- Knowledge of the laws of the games.
- Urge for new knowledge.

B. Consolidation of News through,

- Individual sources,
- Commercial agencies,
- Newspaper listings,
- Meetings and seminars,
- Radio and television,
- Internet.

Unit 3. Difference between compilation of newspapers and magazines:

- Difference between newspapers and magazines
- Difference between writing styles
- Difference between presentations.
- Difference between selections of newspapers.
- Special skills.
- Selection of Pictures. Intro writing
- Intro writing of contemporary event or incident.
- Offhand comment on special occasions.

Unit 4. Sports administration and management:

- Level of Authorities: Different sports Associations, Universities, Colleges, schools etc.
- Level of Invitee/Non official: Association, Mandals, Clubs, Corporation, Social institutions, Society etc.

Unit 5. Welfare schemes:

- Awards to sportsmen: Arjun, Padmashree, Khelratna, Eklavya etc.
- Priority in Government jobs.
- Prizes and consolations for excellent performance.
- Benefit matches.
- Priority for additional marks for college admissions.

References:

1. Ahuja, B.N., Theory and Practice of Journalism, Surjeet Pub, Delhi, 1988.
2. Health Jr. Gelfand, How to Cover, Write and Edit Sports, Annes Lowa, USA, 1951.
3. Juris, John R., The Writing Games, Columbia Univ. Press, New York, 1969.
4. Nea. Robest, News Gathering and News Writing, Columbia HallInc, New York, 1949.
5. "Sports" by Bholu Singh Thakur (pp.111.1240) in the Indian Reporter Guide by Richard Critchfield. Allied Pefic Pvt. Ltd., Bombay, 1962.
6. Woodward. S., Sports Page, Simon and Schuster, New York.1949.

Semester - I
Paper – 4.2
Sports Sociology (Elective)

Unit 1 Earning, Scope, Methods and Use.

A. Sociological Classification of Sports.

- Sociological concept and classification.
- Sports Research
- Concept and understanding of Sports.

Unit 2 Sports group and Administration:

A. Group Leadership, Constitution Methodology.

B. Administrative Leadership, Constitution ,Methodology.

Unit 3. Games and Social Institutions:

- Contribution of Family
- Educational Methods in Sports
- Contribution of socialization in sports.
- Socialization through sports

Unit 4. Sports and Social Status

- Sports Socialization and Limitations
- Sports related problems and Trends in Society.
- Sports and Aggression.
- Violence in sports.
- Commercialization in sports
- Women and Children in sports.

Unit 5. Sports and Micro Social System

- Study of Sports Groups
- Group Interaction, Competition and Co-operation
- Sports and Culture

REFERENCE:

1. Loy, John W., Kenyon, gerald S. & McPherson, Barry D. Sports Culture and Society (Philadelphia: Lea & Febiger, 1981).
2. Ball, Donald W. and Loy John W. Sport and social Order; Contribution to the sociology of sport, (London: Addison Wesley Publishing Co., Inc., 1975).
3. Loy John. W. McPherson, Barry D., and Kenyon Gerald, sport and Social System (London: Addison Wesley Publishing Company Inc.,1978).
4. Edward Larry. Sociology of sport (Illinois: The Dorsey Press,1973).
5. Cratty, Brayant J. Social Dimensions of Physical Activity New Jersey: Englewood Cliffs, Prentice Hall Inc., 1967.

Semester - II
Paper – 1
Statistics in Physical Education & Sports

Unit 1. Statistics: Meaning, Definition, Nature and Importance.

- Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables and Calculation.
- Graphical Presentation of Class Distribution, Histogram, Frequency Polygon, Frequency Curve. Cumulative Frequency Polygon, Ogive, Pie Diagram.
- Measures of Central Tendency: Mean Median and Mode- Meaning, Definition, Importance, Advantages and Disadvantages.
- Calculation of Mean and Median, Grouped and Ungrouped data, Raw Mode and calculation of mode from class intervals.

Unit 2. Measures of Variability

- Deviation, Percentiles and Quartiles-Meaning and Use.
- Calculation of Deviation Percentiles and Quartiles.
- Range, Quartile Deviation, Mean/Average Deviation, Standard Deviation-Meaning, Definition and use.
- Calculation of Quartile, Mean and Standard Deviation from Grouped and Ungrouped data.

Unit 3. Correlation:

- Meaning and Types.
- Calculation of Karl Pearson (Product Moment Method) and Spearman-Rank Order Correlation Method.

Unit 4. The Normal Curve:

- Meaning, Principles, Laws, Properties and Uses.
- Divergence from Normality-Skewness and Kurtosis.
- Scoring Scales- Sigma scale, Z Scale, T Scale.

Unit 5 : Reliability

- Meaning, Factors affecting Reliability.
- Randomization.

- Significance of difference between Means.
- T-test and F-test- Uses, Meaning.
- Calculation of T-test.
- Type I and Type II Errors.
- One Tailed and Two Tailed Tests.
- Null Hypothesis.

REFERENCE:

1. Best, John W. Research in Education, New Delhi Prentice Hall of India (P) Ltd. 1963.
2. Clarke David H. and Clarke H. Harrison, research Process in Physical Education, Recreation and Health, Englewood Cliffs, New Jersey Prentice Hall Inc.1979.
3. Clarke H. Harrison, the Application of Measurement in Physical Education New York, Prentice Hall Inc.1979.
4. Good V. Caster and Scates Douglas E., Methods of research Application – Century, New York, 1954.
5. Mauly George J., The Science of Educational Research, New Delhi Eurasia Publishing House (P), 1963.
6. Robson M, Brar T.S. and Uppal A.K., Thesis format, Gwalior, LNCPE, 1979.
7. Bolnmera Paul and Lindquist, EF, Statistical Methods in Psychology and Education, Calcutta: Oxford Book Co.
8. Garret, Harry E and Good Worth R.S., Statistics Psychology and Education, Bombay Allied Pacific Private Ltd.19.
9. Sukhia S.P., Mehrotra P.V. and Mehrotra R.N., Elements of Educational Research (Hindi), Agra Vinod Bood Publisher, 1984.
10. Guilford J.P., fundamental of Statistics in Psychology Educational, New York: McGraw Hill Book Co. Inc.1956.

Semester - II
Paper – 6
Sports Psychology

Unit 1. Sports Psychology:

Meaning, Definition, Nature, Scope and Importance.

Unit 2. Process of Learning: Meaning, Definition, Principles, Laws and their implementation.

- Individual Differences: Meaning, Definition, Types and Reasons.
- Body Types: Sports Activity according to body types, Effect of Individual differences on skill acquisition and sports performance.

Unit 3.

- Emotion: Meaning, Definition, Types and Characteristics. Factors effecting Sports Achievement such as Stress, Fear, Frustration and Aggression.
- Motivation: Meaning, Definition, Types and Importance of Motivation in Sports Achievement.

Unit 4.

- Personality: Meaning, Definition and Principles.
- Dimensions of Personality, Views of Personality.
- Personality development through Physical Activities and Games.

Unit 5.

- Psychological Dimension of Competition-Psycho-Regulative Method for Excitement and Mental Relaxation.
- Effect of Audience on the performance of the Athletes.
- Psychological Preparation for competition-Short term and Long Term Preparation.

REFERENCE:

1. Alderman, R.B. *Psychological Behaviour in sports*. (Philadelphia: London, Saunders Company,1974).
2. But Susan Dorcas, *Psychology of Sports* (Network: Van Nastrand Reinhold Company) Edn.2.
3. Crattybrayant, J. *Movement Behaviour and Motor Learning*. (Philadelphia: Lea and Febiger, 1973),Edn. 3.
4. Craty Bryant, J. *Psychology and Physical Activity*.(New Jersey Englewood Cleffs, Prentice Hall Inc.1965).
5. Cratty Bryant, J. *Psychological Proportion and Athletics Excellence*. (New York: Movement publications Inc.1978).
6. Gold Stcin and Joffery J. (Ed.) *Sports Games and play Social and psychological View points* (Lowerence Eribanm Associates, Publishers R.J. 1979).
7. Kamlesh M.L. *Psychology of physical Education and Sports*. (New Delhi: Metropolitan Book Co., Pvt.Ltd. 1983).
8. Kene J.E. *Psychological Aspect of Physical Education and sports*. (London, Boston: Routledge and K. Egan Paul,1972).
9. Liewellyor Jack H. and Blucker Judy A. *Psychology of Coaching Theory and application* (Delhi: Surjeet Publishers, 1975).
10. Martens Rainer, *Social Psychology and physical Activity* (New York: Harper and Row Publishers, 1975).
11. Robert Glyn C. *Learning Experiences in sports Psychology*. (Illinois: Human Kinetics Publisher Inc.1986).
12. Martens Rainer, *Coaching Guide to Sports Psychology* (Illinois: Human Kinetics Publisher Inc.1987).
13. Linda K. Binket, Robert J. Ratella and ann. S. Really. *Sports Psychology, Psychological consideration in Maximizin Sports Performance* (C. Brown publishers Dubugue Jawa).
14. Gill Dianel: *Ssychological dynamics of sports* (Illinois: Human Kinetics publisher Inc.1987).

Semester - II

Paper – 7

Exercise Physiology

Unit 1.

Exercise Physiology: Meaning, Definition, Importance and Scope.

Unit 2. Muscles, Types of Muscles and Types of muscular cells:

- Characteristics of Voluntary and Non voluntary Muscles.
- Design, Functions and Energy for Muscular Function
- Chemical Changes during muscular contraction.

Unit 3.

- Structure and functions of different systems of the body and effect of exercise on various systems. (Muscular System, Cardio-vascular System, Respiratory system, Nervous System and Digestive System)

Unit 4.

- Second Wind and Oxygen Debt.
- Warm up, Conditioning, Fatigue and (Prasham).
- Work Capacity under different environmental conditions.(Hot, Humid, Cold, High and Low Altitude)

Unit 5

- Sports and Nutrition.
- Concept of Balanced Diet.
- Pre Competition, During Competition and after competition diet of sportsman.
- Effect of smoking, Alcohol, Banned drugs on Sports Performance.

REFERENCE:

1. Guyton, Arthur C. Text Book of medical physiology. (Philadelphia: W.B. Saunder company, 1976).
2. Morehouse, L.E. and Miller, A.T. physiology of Exercise. (Saint Louis: The C. V. Mosby Company, 1976).
3. Karpovich, P.V. and Sinning, Wayne E. Physiology of muscular Activity (Philadelphia: W.B. Saunders Company, 1971). 7thEd.
4. Bourne, Geoffery H. The Strucrure and Functon of Muscles: (London Academic Press1973).Astrand, P.O. and Rodahi. Karri. Text Book of work Physiology. (Tokyo McGraw Hill kogakusha, Ltd. 1979). Mathew, D.K.and Fox, E.L.Physiology Basis of Physical Education and Athletics (Philadelphia: W.B. Saunders Company, 1976).

Semester - II

Paper – 8.1

Principles and Organization of Recreation (Elective)

Unit 1. Concept of Recreation:

- Definition, Theory, Methodology and games.
- Concept of Recreation and Philosophy. Effect of Schools on different philosophies.
- Work, Relaxation and Recreation.
- Importance of recreation for Individual, Groups, Society, National and International brotherhood, Nature of Recreation activities.

Unit 2. History of Recreation:

- History of different activities and living styles of various civilizations, Momentum to different recreational activities, History of Vedic age, Epic age, Buddha age, Maurya age, British period, India after independence.
- Activities of villages and sources of recreation.

Unit 3.

- Planned momentum for recreational activities in India. Professor, C.D. Sondhi, Effect of Recreation on educational and industrial institutions, Y.M.C.A, Balkaan ji baati, Service and Ospel Club, Balabhavans, India Nation Association, National and International Associations.
- Comparative study of recreation-Agitation of Recreation in U.K, U.S.A, U.S.S.R, Japan, France and Germany and its effect on India.
- Recreational Schemes of State and National Government

Unit 4. Factors effecting Recreation

- Factors effecting population explosion, age, tribes and social status.
- Types of communities, urban, semi urban, rural, slums and business.
- Tools giving momentum to recreation and recreational institutions. Facilities for training.
- Effect of religions, tribes, knowledge and rituals.

Unit 5. Planning and Management.

- Survey of sources and needs.
- Preparing aims and objectives, managing programmes, managing funds.
- Place of training in recreational skills.
- Purchase, preservation and distribution of recreational tools.
- Establishment of evaluation methods.

References:

1. Dheer. S. & Radhika Kamal, Organization and Administration of Physical Education, Friends Publication, New Delhi – 1991.
2. Two Experienced Professors, Organization, Administration and Recreation in Physical Education, Parkash brothers, Educational Publishers, Ludhiana 1986.
3. Butler G.O. introduction to "Community Recreation" Newyork Mc Graw-hill Co. Inc. 1959 Dollar 8.50.
4. H.D. Meyer and C.K. Bright 'Community Recreation', A guide to its organization. NewZercy, 1964.
5. "A Recreation". Professor Shri C.H. Dubey L.N.C.P.E. Gwalior. (M.P.)

Semester – II

Paper – 8.2

Professional Preparation and Curriculum Design (Elective)

Unit 1. Foundation of Professional Preparation:

- Ideals of Indian Democracy: Contribution of Physical Education.
- Forces and factors effecting educational policies- Social, Religious, Economical and political.
- Educational and professional preparation in physical education – Role of Central government.
- Professional Association. Professional Preparation in Physical Education:
- Historical review of professional preparation of Physical Education in India.
- Curriculum-Old and new concepts, Mechanics of curriculum planning.
- Basic principles of curriculum construction.

Unit 2. 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.

Unit 3. Post-graduate preparation of professional preparation:

- Purpose of Post graduate studies.
- Area of specialization and concentration on core areas.
- Research requirements and methods of instructions.

Unit 4. Curriculum Design:

- Importance of curriculum design and effecting factors, Curriculum according to the needs of the students, national and professional policies.
- Role of teachers in curriculum design.
- Co-education and special programmes for women.

Unit 5.

- Selection of Teaching Method – Mass Education, Lecture, Project method and teaching aids.
- Time table for Physical Education and Sports activities in schools and classes.
- Supervision in Physical Education and Supervision methods.
- Recommendations for physical education curriculum by NCERT, CBSE, UGC, NCTE.

REFERENCE:

1. Brraw Harold M. Man and Movement: Principles of Physical Education, Philadelphia: Kea and febiger1983.
2. Bucher, Charles A. Foundation of Physical Education St. Louis: The C.Va Mosby & Company, 1986.
3. Cassidy, r. Curriculum Development in Physical Education, New York: Harper & Company, 1986.
4. Cowell, C.C. and Hazelton H.W. Curriculum Designs in Physical Education, Englewood Cliffs; N.J. Prentice Hall Inc. 1965.
5. Irwin: L.W. Curriculum in Health and Physical Education, Iowa: W.M.C. Brown Co.
6. Larson, L.A. Curriculum foundation in Physical Education, Englewood Cliffs; N.J. Prentice Hall Inc.
7. Natonal Plan of Physical Education in Recreation, Ministry of Education, Govt. of India, 1956.
8. Pape. L.A. and Means, L.E.A. Professional Career in physical Education, Englewood, Cliffs, N.J. Prentice Hall, Inc.1952.
9. Reports of Various committees in Education and Physical Education and Physical Education, Govt. ofIndia
10. Underwood, Gorden, L. The Physical Education Curriculum in Secondary School: Planning and Implementation England: Taylor and Francis Ltd. 1983.
11. Willgoose, C.E. Curriculum in Physical Education 3rd Ed. Englewood Cliffs., N.J. Prentice Hall, Inc.1979

Semester - III

Paper –9

Bio-Mechanics

Unit 1.

- Biomechanics and Kinesiology: Meaning, Nature and Importance.
- Principles of plane and axis. Various types of movements.

Unit 2. Kinetics and Kinematics

- Motion: Linear motion, Rotary motion, Angular Motion, Curvilinear motion, Motion of transition.
- Balance, Newton's Laws of Motion, Acceleration, Velocity and speed.
- Force, Work, Power and Energy, Weight and Projectile.
- Leverage-Principles and Types.

Unit 3.

- Friction-Resistance, Water and Air Resistance.
- Elasticity.
- Spin
- Centrifugal and centripetal force.

Unit 4.

- Mechanical Analysis of Motor Movements-Walking, Jumping, Running, Throwing, Catching, Holding, Climbing, Lifting, Swinging, Gliding, Pulling.

Unit 5. Mechanical Analysis of Sports Skills

- Athletics(Running, Jumping, Throwing)
- Swimming.
- Football.
- Basketball
- Volleyball.
- Cricket.

REFERENCE:

1. Bunn, Hohn W. Scientific Principles of Coaching (Englewood Cliffs, N.J.: Prentice Hall Inc.,1972).
2. Simonian Charles, Fundamentals of Sport Biomechanics (Englewood Cliffs, n.J.: Prentice Hall Inc.,1911).
3. Hay, James, G. The Biomechanics of Sports Techniques. (Englewood Cliffs, N.J.: Prentice Hall, Inc.,1970).
4. Broer, M. Roin R.and Zernicke, R. Ronald F.Efficiency of Human Movement (Philadelphia: W.E. Saunder Co., 1979).
5. Hay, James G. and Reid J. Gavind, The Anatomical and Mechanical Basis of Human Motion(EnglewoodCliffs,N.J.:prenticeHallInc.,1982).
6. Hay, James G. and Reid J. Gavind, Hay, Anatomy, Mechanics and human Motion(EnglewoodCliffs,N.J.:prenticeHallInc.,1988).

Semester - III
Paper – 10
Sports Management

Unit 1.

- Sports Management-Meaning, Definition, Importance, Principles and functions.

Unit 2. Administration-Meaning, Types.

- Administration of education department and its functions.
 - a. School Games Federation of India.
 - b. State Education Sports Wing-School Administration.
 - c. Association of Indian Universities.
 - d. University department of Physical Education.
 - e. College Physical Education Department, Administration of non teaching department and its functions.
 - f. Youth and Sports department
 - g. SAI
 - h. Indian Olympic Association, Indian Sports Associations.
 - i. State Sports Department

Unit 3. Administration of Sports Facilities, Equipment's, Funds and Employees.

- Facilities: Administration, Types, Need, Purchase of Equipment's, Preparation of fields and maintenance, Indoor Facilities (Gym, Swimming pool).
- Equipment's: Importance, Types, Purchase, Maintenance, Stock maintenance and disposal.
- Funds: Objective of Budget, Principles of budget preparation, ideal budget, its uses.
- Employees Administration: Leadership, Principles, Need, Teacher's training improvement program.

Unit 4. Planning and supervision in Physical Education.

- Principles of Lesson planning.
- Supervision-Definition, Nature, Scope, Principles, Duties of a supervisor, Qualities of a supervisor, Method and effective supervision.

Unit 5. Public Relations

- Definition, Objectives and Need.
- Principles
- Planning and administration of program of public relations.
- Mediums and agencies.
- Steps for effective and qualitative public relations.

REFERENCES:

1. Earl F. Zeigh & Gary W. Bowie. Management Competency Development in Sports and Physical Education., (Philadelphia: W. Lea and Febiger,1963).
2. Joseph Bucher and Earnest Kienige burg, Scientific Inventory Management (New Delhi: Prentice Hall of India Pvt. Ltd.,1968).
3. Ashton D. Administration of Physical Education for Women (NewYork:The Ronal Press Cl,1968).
4. Bucher C.A. Administrate on of Physical Education and Athletic Programme (St. Louis: The C.V. Mosby Co., 1979),7th Edition.
5. Daughtrey G. and Woods J.B. physical Education and Intramural Programms, Organisation and Administration (Philadelphia U.S.A. : W.B. Saunders Cp., 1976), 11thEd.
6. Fersy the C.E. and Duncan R.C. Administration of Physical Education (New York: Prentice Hall Inc.1951).

Semester - III

Paper – 11

Test, Measurement and Evaluation in Physical Education & Sports

Unit 1.

- Test, Measurement and Evaluation-Meaning, Definition and Importance. Modern Trends in Measurement and Evaluation.
- Test Evaluation-Criteria of Test Selection, Objectivity, Reliability, Norms of Validity.
 - a. Classification of tests-Standardized tests, Teacher made tests, Subjective and objective tests.
 - b. Construction of knowledge and skill tests.
 - c. Steps in construction of knowledge and skill tests.

Unit 2.

A. Physical Fitness and Motor Fitness Tests.

- AAHPER Youth Fitness Test.
- National Physical Fitness Test.
- Indiana Motor Fitness Test.
- Philip's JCR Test.

B. Common Motor Strength Tests.

- Baroni –Common Motor Strength test.
- Newton Motor Strength test.
- Cozen's athletic ability test.
- Mc.Cloy's General motor ability test.

C. Cardio vascular and Respiratory Tests.

- Harvard StepTest.
- Cooper's 12 min continuous run/walk test.
- Kraus-Weber strength test.
- Roger strength test.

Unit 3. Sports Skill tests: Need and Use.

- Badminton- Lockhart and McPherson Badminton skill test, Miller wall Volley test.
- Basketball-Johnson Basketball skill test, Lilich Basketball skill test.

- Hockey-Harban singh Hockey Test.
- Tennis- Dyer Tennis skill test, Hewitt Tennis skill test.
- Volleyball-Russell Lange test, Brady Volleyball Skill Test.
- Football-Mcdonald Football skill test, SAI Football skill test.

Unit 4. Socio and Psychological Tests.

- Mc.Cloys behavior rating scale.
- Cowell social behavior trend index.
- Peterson's Social capacity test.
- Swakhyal test.

Unit 5.

Anthropometric measurements.

- Equipments.
- Body Fat measurement, General body measurements.
- Body composition measurements.

References:

1. ACSM's Health / Fitness Facility Standards and Guidelines, New York: HumanKinetics,1992.
2. Barrow, Harold M. and McGhee, "Rosemary, A Practical Approach to Management inPhysical Education" Pniladelphia: Lea and Febiger 1979.
3. Clake, H. Harrison.: Application of Measurement to Health and Physical Education,New Jersey: Prentice Hall Inc.1976.
4. Edmund O. Acevedo and Michael A. Starks, Exercise Testing and Prescription labManual, USA: Human Kinetics Publishers,2003.
5. Safrit, Margaret J.: Introduction to Measurement in Physical Education and ExerciseScience, St. Louis: Mosby,1995.

Semester - III

Paper – 12.1

Physical Fitness and Wellness. (Elective)

Unit 1. Meaning & Definition of Physical Fitness, Importance & Advantage of Physical Fitness.

- Concept of Fitness
- Health Related Fitness
- Skill Related Fitness

Unit 2.

- Principles of Exercises.
- Model Programme
- Importance of gymnasium and health-clubs.
- Exercise guidance programme for Children, youth and special age groups.
- Construction of appropriate exercise program.

Unit 3. Physical Fitness activities:

- Aerobics
- Water exercises.
- Neurological training.
- Agility and equilibrium training.
- Isometric training.
- Cycling.
- Ladder climbing.
- Treadmill.
- Walking
- Health advantages.

Unit 4.

- Planning for lifelong fitness programme, Aims of fitness, Encouragement for health and prevention of diseases, Domestic exercise equipment's, Fitness programme for handicapped and mentally retarded children, Exercise for adults.
- Management in physical fitness and stress, Concept of stress, Effect of exercises in stress

management, Time management.

Unit 5. Meaning and Definition of Wellness

- Components of Wellness
- Contribution of Behavior in Wellness
- Advantage of Wellness

References:

1. Anderson, B., Stretch Yourself for Health & Fitness, Delhi : UBSPD,2002.
2. Austin and Noble, Swimming For Fitness, Madras: All India Pub.,1997.
3. Bean, Anita, Food For Fitness, London: A&C Block, 1999.
4. Callno Flood, D.K., Practical Math For Health Fitness, New Delhi, 1996.
5. Cox, Corbin, C.B & Indsey, R., Concepts of Physical Fitness, WC Brown, 1994.
6. Difiore, Judy, Complete Guide to Postnatal Fitness, London : A & C Black, 1998.
7. Giam, C.K & The, K.C., Sport Medicine Exercise and Fitness, Singapore: P.G. Medical Book, 1994.
8. Gosselior, C., The Ultimate Guide to Fitness, London: Vermilion, 1995.
9. Harrison, J.C., Hooked on Fitness, NY: Parker Pub. Com., 1993.
10. Hoeger, W.K. and S.A., Principles and Labs for Physical Fitness, Englewood Morton, 1999.
11. Kirtani, Reema, Physical Fitness, Delhi : Khel Sahitya, 1998.
12. Maud, J.R. and Foster, C., Physiology Assessment of Human Fitness, New Delhi,
13. Mcglynn, G., Dynamics of Fitness, Madison : W.C.B Brown, 1993.
14. Muller, J. P., Health, Exercise and Fitness Delhi : Sports, 2000.
15. Muller, J.P., Health Exercise and Fitness, Delhi: Sports, 2003.
16. Saggar, S.K., Physical Fitness, New Delhi : Rupa Co., 1994.
17. Sharkey, B.J., Physiology of Fitness, Human Kinetics Book, 1990.
18. Thani, Lokesh, Rules of Games and Games and Fitness, Delhi: Sports, 2003.

Semester - III

Paper – 12.2 (Elective)

Gender, Disability & Inclusive Sport Education

Unit 1

- Defining Gender and features of gender inequality
- Gender inequality in Education in India
- Gender based violence as a development and rights challenge

Unit 2

- 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 3

- 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 4

- 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 5

- 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
- 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.

References:

1. Chanana Karuna (ed) Socialisation, Education and Women, Orient Longman, New Delhi,1988
2. Mandell, Nancy (ed), Feminist Issues: Race, Class and Sexuality, Prentice Hall, Ontario, 1995
3. Nambissan, Geeta B, Gender and Education: The Social Context of schooling Girl Children in India, 1995.
4. Erik Olin Wright, "From Paradigm Battles to Pragmatist Realism: toward saninte grated class analysis", New Left Review (forthcoming)
5. Daryl Glaser, "Class as a Normative Category: Egalitarian Reasons to Take It Seriously (With a South African Case Study)
6. Daryl Glaser, 'Should An Egalitarian Support Black EconomicEmpowerment?', Politikon, vol. 34, no. 2, 105-123,2007.
7. John Roemer paper: "Should Marxist's care about exploitation" in Analytical Marxism and Philosophy & public affairs1985
8. Michael Marmot, Richard Wilkinson, Social Determinants of Health: The Solid Facts
9. Mel Kohn, Class and Conformity, excerpts
10. Mel Kohn and Carmi Schooler, Work and Personality, excerpts 11.Gomberg, How to make opportunity equal (Blackwell,2007)
12. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
13. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi110002.
14. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
15. Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042,India.
16. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E RT Publication.
17. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R.I E. Mysore

Semester - IV

Paper – 13

Scientific Principles of Sports Training and Coaching

Unit 1. Sports Training:

- Definition and meaning of Sports Training and Coaching.
- Aims and objectives.
- Characteristics.
- Principles.

Unit 2. Training Load:

- Factors.
- Principles.
- Overload-Meaning, Reasons, Characteristics, Remedies to overcome overload.
- Adaptation Procedure-Meaning, Stages of Adaptation process.

Unit 3. Training of Motor Components:

- Strength-Meaning, Types, Characteristics, Principles of strength of training, Methods of strength training, Strength training for women and children.
- Endurance-Meaning, Types, Characteristics, Methods of Endurance training.
- Speed- Meaning, Types, Characteristics, Methods of speed training.
- Flexibility- Meaning, Types, Characteristics, Methods of flexibility training.
- Coordination- Meaning, Characteristics, Classification, Importance, Training methods of coordinative abilities.

Unit 4.

- Techniques- Meaning, Techniques of different games, Importance of training, Factors

Unit 5. Effects on training process, Correction of faults-Skill, Style and Technique.

- Tactics-Meaning, Aims, Training, Principles of preparation of tactics, Difference between tactics and strategy.

Planning of Training and Competition:

- Planning of Training- Meaning, Importance, Principles and Types.
- Periodization-Meaning, High Performance and Periodization, Period and Types.
- Competition-Meaning, Importance, Scope, Methods, Frequency, Preparation of Competition.

REFERENCE:

1. Harre, Dietrich, Principles of Sports Training (Berlin: Sporulated, 1982).
2. Dick W. Frank. sports Training Principles (London: Lepus Books, 1980).
3. Jensen, R. Clayne, and Fisher A.G. Scientific Basis of Athletic conditioning (Philadelphia: Lea and Fibiger 1979), 2ndEdn.
4. Matvyew, L.P. Fundamental of sports Training (Moscow: Progress Publishers, 1981).
5. Cratty, J. Bryant Perceptual and Motor Development in Infants and Children (N.J.: Englewood Cliffs, Prentice Hall, Inc. 1979).
6. Singh, H. Sports Training, General Theory and methods (Patials: NSNIS, 1984).
7. Bunn, J.W. : Scientific Principles of Coaching.
8. Morehouse and Rash : Scientific Basis of Athletic-Training.

Semester - IV
Paper – 14
Sports Medicine

Unit 1. Effecting training, Stages of Training

- Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance.
- Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches.

Unit 2. Sports Injuries and Remedies:

- Injuries:
 - a. General Injuries: Wound, Lesion, Contusion, Burn, Abrasion, Sprain, Strain, Fracture.
 - b. Special Injuries: Injuries on Back, Abdomen, Thigh, Knee, Ankle, Feet, Legs.
- Reasons for Injuries, Preventive measures for injuries, Treatment for Rehabilitation.

Unit 3. Massage and various therapies:

- Hydrotherapy: Contrast Bath, Sauna bath, Water Massage, Whirlpool.
- Cryotherapy: Ice pack, Gel and chemical cold Pack, Ice Massage, melting ice cryotherapy.
- Electrotherapy: Shortwave diathermy, Ultrasound, Electric moist heating pad, stimulant, Infrared, Ultraviolet electric waves.
- Exercise Therapy: Isotonic, Isometric, Iso kinetic Exercise training.
- Massage: Meaning, Importance, need and Types.

Unit 4. Nutritional diet for athletes and drugs:

- Athlete Nutritional Diet – Factors effecting balance diet, Athlete’s Diet for different sports and games, Malnutrition in athletes and it scare.
- Doping – Meaning, History, Definition, Classification, Types, Use of drugs and their side effects, Role of Coach and Managers in solving the problem of doping.

Unit 5. Women Athlete:

- Anatomical and Physiological differences.
- Health Problems: Menses, Pregnancy, Special problems.

References:

1. Ann. Lowlin. Women's Fitness Program Development Human, Kinetics.2002.
2. Bengt O. Eriksson et al, Sports Medicine, GuinnessPublication,1990.
3. Christine M. Drews, Physiology of Sports and Exercise, Human Kinetics, USA,1999.
4. David R. Mottran, Drugs in Sports (4th Ed) Routledge Taylor and Francis Group,2005.
5. Erikson, B.O. et al, Sports Medicine, Guinness Pub. Great Britain, 1990.
6. Jain, Rachna, Sports Medicine, KSK, New Delhi,2002.
7. Jeyaprakash, C. S., Sports Medicine, J.P. Brothers Pub., New Delhi,2003.
8. Khanna, G.L., Exercise Physiology & Sports Medicine, Lucky Enterprises, Delhi,1990.
9. Mathew D.K. & Fox E.L, Physiological Basis of Physical Education and Athletics, W.B. Saunders Co: Philadelphia,1971.
10. Pandey, P.K., Outline of Sports Medicine, J.P. Brothers Pub., New Delhi,1987.
11. Pandey, P.K.,Sports Medicine, Khel Sahitya Kendra, NewDelhi,1998.

Semester - IV
Paper – 15
Yogic Science and Naturopathy

Unit 1.

- Yoga-Meaning and Importance, Paths, Precautions, Difference between exercises and Yoga, Types of Asanas and Surya namaskara.
- Ashtang Yoga- Different types of Pranayama and its importance, Kriyas, Bandhas and Mudra sciences-Nadis: Chandranadi, Surya nadi and Agninadi.

Unit 2.

- Place of Shodhan karma in Yoga, Nature of Mechanical Shodhan karma and Classification.
- Different glands in yoga, effect of yoga on different systems, plexis, Kundlini, Scientific observations of Yogasana.

Unit 3.

- Yoga Philosophy, Philosophy of Sankhya yoga, Yoga Psychology, Yoga science of Vibhuti, Prana science of Yoga.
- Panchprana-Upprana and factors deciding pranayama.
- Asanas and Pranayama for therapy of various diseases, Inculcating spiritual values through pranayam.

Unit 4.

- Naturopathy-Meaning, History, Importance and Agencies.
- Principles of Naturopathy

Unit 5.

- Difference therapies done through Naturopathy.
- Shivambu method, Acupressure and Acupuncture methods, Magnetic therapy.

References:

1. Swami Kuvalayananda and S.L. Vinekar -Yogic Theraphy.
2. Asanas–Swami Kuvalayananda. Kaivalyadha, a, Lonavla.
3. Swami Kuvalayananda, Kaivalyadhama, Lonavla -Pranayama.
4. K. Chandrasekar - Sound Health Through Yoga by Prem KalyanPublications, Sedapatti, 1999.
5. Teaching Methods for – M.L. Gharote and Yogic Practive S.K. Ganguly, Kaivalyadhama, LonavlaM.L. Gharote- Applied Yoga–Kaivalyadhama, Lonavla.
6. Yogasanas :A Teacher’s Guide– NCERT, New Delhi.
7. O.P. Tiwari- Asanas–Why? And How? – Kaivalyadhama, Lonvla.
8. R. Thirumalaisamy (1987) – Yoga for Good Health, Karaikudi SenthilKumar publishers.

Semester - IV
Paper – 16.2 (Elective)
Philosophical Foundation and History of Physical Education & Sports

OR
Dissertation

Unit 1.

- Education
- Meaning, Definition, Aims and Objectives of Education.
- Meaning, Definition, Aim and Objectives of Physical Education and Relationship of Physical Education with General Education.
- Physical Education and Philosophy.

Unit 2.

- Psychological Basis of Physical Education
- Play and Theories of Play
- General Principles of Growth and Development
- Principles of Motor skill acquisition

Unit 3.

- Philosophies of Education as applied to Physical Education-Idealism, Naturalism, Realism, Pragmatism, Existentialism and Humanism.

Unit 4.

- Sociological Basis of Physical Education
- Socialization Process
- Social Nature of Man and Physical Activities, Sports as cultural heritage of mankind.
- Customs, traditions and Sports.

Unit 5.

- Physical Education in Ancient Greece, Rome, Germany, Sweden, Denmark, and Russia.
- Physical Education in India.
- Olympic Movement – Historical Development of Ancient and Modern Olympics.

References:

1. Jay Coackley Sports in Society: Issue & controversies (2007) McGraw Hill, New York
2. Shamshad Ahmed. Education in Physical Education Books (2005). Isha. New Delhi.
3. Syal, Meenu. Physical Education Sports and Games. Sports Publication, (2005). New Delhi
4. Davis, M. B. Physical Training in School. Sports Publication, (2004). New Delhi.
5. Shekar, C. K. Foundation of Physical Education and Sports. Khel Sahitya Kendra, (2004). New Delhi.
6. Jain, Anoop. Physical Education Foundation. Sports Publication, (2003). New Delhi.
7. Wuest, Deborah A. Foundation of Physical Education, Exercise Science and sports. McGraw Hill, (2003). New York.
8. Jain, D. Physical Education for Secondary School Children. Khel Sahitya Kendra, (2003). New Delhi.

