GURU KASHI UNIVERSITY

Master of Physical Education

Session: 2023-24

Department of Physical Education

GRADUATE OUTCOMES 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 whenever 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 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

Semester I						
Course Code	**Course Title**	**Type of Course**	**L**	**T**	**P**	**Credit**
MPD112	Educational Technology and Pedagogic Techniques in Physical Education	Core	4	0	0	4
MPD113	Computer Application in Physical Education and Sports	Core	4	0	0	4
MPD104	Yogic Science	Core	4	0	0	4
MPD114	Theory Game-(Football/Basketball/Gymnastics)	Technical Skills	0	0	4	2
MPD107	Track and Field I	Technical Skills	0	0	4	2
MPD115	Practical Orientation in Yoga	Technical Skills	0	0	4	2
MPD116	Coaching Lessons Plan I	Technical Skills	0	0	2	1
Discipline Elective-I (Any one of the following)						
MPD117	Sports Biomechanics and Kinesiology	Discipline Elective-I	3	0	0	3
MPD118	Sports Management					
MPD119	Measurement and Evaluation in Physical Education					
Total			**15**	**0**	**14**	**22**

Semester II						
Course Code	**Course Title**	**Type of Course**	**L**	**T**	**P**	**Credit**
MPD213	Professional Preparation and Curriculum Design	Core	4	0	0	4
MPD214	Sports Training and Talent Identification	Core	4	0	0	4
MPD215	Statistics in Physical Education and Sports	Core	4	0	0	4
MPD208	Track and Field II	Technical Skills	0	0	4	2
MPD216	Games Specialization	Technical Skills	0	0	4	2
MPD217	Aerobics	Technical Skills	0	0	4	2
MPD218	Coaching Lessons Plan II	Technical Skills	0	0	2	1
Value Added courses (For other discipline students)						
MPD219	Value and Environmental Education	Value Added Course	2	0	0	2
Discipline Elective-II (Any one of the following)						
MPD220	Sports Industry and Marketing	Discipline Elective-II	3	0	0	3
MPD221	Sports Journalism					
MPD222	Sports Sociology					
Total			**17**	**0**	**14**	**24**

Semester III						
Course Code	**Course Title**	**Type of Course**	**L**	**T**	**P**	**Credit**
MPD314	Research Methodology	Compulsory Foundation	4	0	0	4
MPD398	Research Proposal	Research based Skills	0	0	8	4
MPD316	Ethics and IPR	Skills based	2	0	0	2
MPD397	Proficiency in Teaching	Skills based	2	0	0	2
MPD318	Computer Lab	Skills based	0	0	4	2
MPD396	Service Learning	Community Linkage	0	0	4	2
MPD399	xxx	MOOC	--	--	--	4
Total			**8**	**0**	**16**	**20**

Semester IV						
Course Code	**Course Title**	**Type of Course**	**L**	**T**	**P**	**Credit**
MPD401	Dissertation	Research Skill	--	--	--	20
Total			**--**	**--**	**--**	**20**
Grand Total			**42**	**0**	**40**	**86**

Evaluation Criteria for Theory Courses

A. Continuous Assessment: [25 Marks]

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

CA2- Assignment(s) (10 Marks)

CA3- Term paper/Quiz/Presentations (5 Marks)

B. Attendance (5 marks)

C. Mid Semester Exam: [30 Marks]

D. End Semester Exam: [40 Marks]

Semester-I

Course Name: Educational Technology and Pedagogic Techniques in Physical Education
Course Code: 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:

1. Apply their understanding of teaching as a process and utilize various methods and techniques of teaching.
2. Create lesson plans tailored to different activities and target populations
3. Gain knowledge of motor and skill development in the context of physical education.
4. 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 gymnastic

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 game and sports)

UNIT IV **14 Hours**

Use of ICT in Physical Education : Computer analysis instructional software - Assessing student learning - Using technology to improve instructional process - Use of World Wide Web , Power point 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 Bacoon, 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, Philadepia, Lea and Febiger, 1986*
- *Zeigler E.F, Professional and Scholarly Foundation of Physical Education and Kinesiology, Sports Educational Technologies, 2007*

Course Name: Computer Application in Physical Education and Sports
Course Code: MPD113

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. 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 **16 Hours**

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 **15 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 **14 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 **15 Hours**

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

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: Yogic Science
Course Code: MPD104

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. Articulate various concepts of yogic practice in their own words.
2. Demonstrate yoga asanas (poses) and elucidate their benefits.
3. Engage in teaching practice and conduct research in the field of yoga.
4. Explain the fundamentals and advantages of Yoga using their own words

Course Content

UNIT I **15 Hours**

Introduction to Yoga: Meaning, Definition, types, aims and objectives of yoga
Importance of yoga in education & other fields of life, Historical development of yoga from ancient to modern times
Meaning and definition of astanga yoga: Yama, niyama, aasna, pranayama, prathyahara, dharana, dhyana, Samadhi

UNIT II **15 Hours**

Nadis, Aasanas and Pranayam:
Loosen in exercise: Techniques and benefits.
Asanas & Pranayam: Types, techniques and benefits, suryanamaskar, Methods and benefits Nadis: Meaning, methods and benefits,
Asana: types of asana, preparation & technique of different asana and their effects on the body

UNIT III **15 Hours**

Kriyas
Shat Kriyas: Meaning, techniques and benefits of neti, dhati, kapalapathi, trataka, nauli, basti
Bandhas: Meaning, techniques and benefits of jalendrabandha, jihvabandha, uddiyanabandha, mulabandha
Mudras
Meaning, techniques and benefits of hasta mudras, asamyuktahastam, samyuktahastam, mana mudra, kaya mudra, banda mudra, adhara mudra
Meditation: Meaning, Techniques and benefits of meditation, Passive and active meditation, saguna meditation and nirguna meditation

UNIT IV **15 Hours**

Yoga and Sports Yoga
Supplemental exercise: Yoga compensation exercise, yoga regeneration exercise, Power Yoga, role of Yoga in Psychological Preparation of athlete: Mental wellbeing, anxiety, depression concentration, self-actualization
Effect of yoga on physiological system: Circulatory, skeletal, digestive, nervous, respiratory, excretory System

Transaction Mode

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

Suggested Readings

- *Feuerstein, G. (1975).Suggested Readingsof Yoga.MotilalBansaridassPublishers(P)Ltd., London.*
- *Gore (1990).Anatomy and Physiology of Yogac Practices. KanchanPrakashan, Lonavata.*
- *Purperhart, H. (2004).The Yoga Adventure for Children.A Hunter House book, Netherlands.*
- *Iyengar, B.K.S. (2000).LightonYoga.Harper Collins Publishers, New Delhi.*
- *Karbelkar,N.V. (1993).PatanjalYogasutraBhashya(Marathi Edition).Hanuman VyayamPrasarakMandal.*

Course Name: Sports Biomechanics and Kinesiology

Course Code: MPD117

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 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.

Course Content

UNIT I **12 Hours**

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

UNIT II **10 Hours**

Muscle Action:

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

UNIT III **11 Hours**

Motion and Force

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

UNIT IV **12 Hours**

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 In.2005. Steven Roy, & Richard Irvin. (1983). Sports Medicine. New Jersery: Prentice hall. Thomas. (2001). Manual of structural Kinesiology, New York: Me Graw Hill.*
- *Uppal A.K. Lawrence Mamta MP Kinesiology(Friends Publication India 2004)*
- *Uppal, A (2004), Kinesiology in Physical Education and Exercise Science, Delhi Friends publications.*
- *Williams M (1982) Biomechanics of Human Motion, Philadelphia; Saunders Co.*

Course Name: Sports Management
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's 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: Measurement and Evaluation in Physical Education
Course Code: MPD119

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 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 **10 Hours**

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 **15 Hours**

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 **10 Hours**

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 **10 Hours**

Sports Skill Tests: Lockhart and McPherson badminton Test
Johnson basketball
McDonald 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. &Mchee, R. (1997). A Practical approach to measurement in physicaleducation. 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.SoundersCompnay, 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 Willey 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: Theory Game(Football/Basketball/Gymnastics) (Practical)
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 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 artistic gymnastics
Evaluation of exercise on: a. Floor exercise b. Uneven bars c. Balance beam d. Table vault
Tables of difficulty on: o Floor exercise o Uneven bars o Balance beam o Table vaults
Teaching and training of advance 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

Course Name: Track and Field I (Practical)
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: Practical Orientation in Yoga (Practical)
Course Code: MPD115

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 of self-defence arts, shooting and archery.
2. Gain knowledge of rules and regulations of these sports.
3. Perform officiating duties in real game situation.
4. Analyse and expertize various games.

Course Content

60 Hours

Yoga, Asanasprescribed by Maharshi' Patanjali',
Shudhikriyas, jalneti, sutraneti, dugdhaneti, kunjal, nauli, bhastika, shatkriya, pranayams, anulom-vilom, kapalbhati
Aerobics**:** Rhythmic aerobics, dance, low impact aerobics, high impact aerobics,
kick boxing moves, march single, basics, side to side alternate turns, double side to side, step touch, grapevine, knee up, leg curl, kick front, toe touch, kick side, side lunge, over the top, back lunge, straddle, kick front, travels11. Kick side, corner
Warm up and cool down being successful in exercise and adaptation to aerobic workout
Self Defense Techniques-Martial arts, Taekwondo, Shooting Archery

Course Name: Coaching Lessons Plan I (Practical)
Course Code: MPD116

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. Recognize the officiating signals used in track and field, gymnastics and swimming
2. Develop skills to officiate a game/sports event of track and field, gymnastics and swimming
3. Identify the fouls occurring during a game/sports event of track and field, gymnastics and swimming
4. Examine and skills of Swimming and gymnastics

Course Content

30 Hours

Officiating of various track and field events, gymnastics and Swimming under below given headings

Play area dimensions/track and field.
Equipment specifications
Rules of the game/track and Field 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-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 **16 Hours**

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

UNIT II **16 Hours**

Professional Preparation Policy Perspective: Role and responsibilities of Centre and State in the implementation of policies on education and physical education, Compulsions and constrains 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 under graduation 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 characteristic 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 Bacoon, 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, Philadepia, Lea and Febiger, 1986*
- *Zeigler E.F, Professional and Scholarly Foundation of Physical Education and Kinesiology, Sports Educational Technologies, 2007*

Course Name: Sports Training and Talent Identification
Course Code: MPD214

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. Plan and implement sports training programs.
2. Develop talent identification specific to a particular sport.
3. Descriptions of the specific technique, tactical skills, or expertise that the learner will get from a learning activity
4. Draw strategies to deliver outstanding performance during games/sports.

Course Content

UNIT I **16 Hours**

Sports Training: Importance and definition of sports training, Aim and objectives of sports training, Characteristics of sports training, Principles of sports Training.
Training Load, Adaptation and Recovery: Concept of load, Adaptation, Relationship of load and recovery, Factors of load, Relationship between volume and intensity, Overload, Causes and symptoms of overload, tackling of over load.
Various Training Methods : Interval training method , Repetition training method , Continuous training method , Circuit training method , Fartlek training method , Weight training method , Resistance training method , Plyometric method.

UNIT II **16 Hours**

Talent Identification and its Development : Talent identifications and its importance, Phases of talent identification, Guidelines for talent identification , Stages of growth and development, general behavioral patterns, Motor development and training implications and different

UNIT III **14 Hours**

Technical and Tactical Preparation :Definition and meaning of technique, skill and style , Technique training & its implication in various phases; methods employed for technique training, causes of technical fault and their correction , Definition and meaning of tactics, aim of tactics according to sport , Training for tactics , Principles of tactical preparation

UNIT IV **14 Hours**

Competition Training, Planning and Periodization: Definition of planning , Need and importance in planning , Principles of planning , Types of plan (training conception, macro, micro, meso and training session plan) Periodization , Need of periodization , Top Form and periodization , Aims and contents of various periods of periodization , Types of periodization , Competition ,The number and frequency of competition, Preparation for competition

Transaction Mode

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

Suggested Readings

- *American College of Sports Medicine, "Guidelines for Exercises Testing and Prescription" 4th ed. (McGraw Hill) 2005.*
- *Annette, Lang. Morning Strength Workouts. Human Kinetics, Champaign, Ilc, USA, 2007.*
- *Baechle, T. R. & Earle, R. W., Essentials of strength training and conditioning, US; Human Kinetics, 2000.*
- *Craig A. Wrisberg. Sports Skill Instruction for Coaches. Human Kinetics, Champaign, Ilc, USA, 2007.*
- *David N. Camaione "Fitness Management": (Wels Brown & Benlr Mark), 1993.*
- *David, Sandler., Sports Power. Human Kinetics, Champaign, Ilc., USA. 2005.*
- *Dick, F.W., Sport training Principels, London, A and C Black, 1999.*
- *Don, Frnak, Edward J., "Fitness Leaders Handbook". (Human Kinetics) Howley 1995.*
- *Hardayal Singh, Science of Sports Training, ND: D.A.V. Pub, 1993.*
- *Herre, D., Principles of Sports Training, London : Grafion Book, 1982.*
- *Jenson, C.R. Fisher, A.G. Scientific Basic of Athletic Conditioning, Lea and Febiger, Philadephia, 1992.*
- *John Whitmore, "Coaching for Performance, 1994.*
- *Knopf, K., Total Sports Conditioning for Athletes 50 + Ul yssesl Press, 2008*
- *Lee, E.brown & Vance A.Ferrigna., Training for speed, Agility and Quickness, Human Kinetics, Champaign,Ilc.,USA, 2005 16*
- *Matveyew, L.P., Fundamentals of Sports Training (Translation from Russian) Mir. Publisers, Moscow, 1991.*
- *Newton, H., Explosive lifting for sports, US; Human Kinetics, 2006.*
- *Philipp. A Joan and Wilkerson. Jerry D. (Joan A. Philipp & Jerry D. Wilkerson.*
- *Singh M.K., Comprehensive Badminton (Scientific Training), Friends Publication, 2008.*
- *Singh, H., Science of Sports Training, Delhi : D.V.S Pub, 1991.*

- *Singh, Hardayal, Science of Sport Training, Delhi: D.V.S Pub, 1991.*
- *Thomas R. Baechle and Roger W. Earle, 2000.*
- *Uppal, A.K. and Gautam, Principles of Sports Training, Delhi: Friends, 2001.*
- *Vivian H. Heyward "Advanced Fitness Assessment and Exercise Prescription 2 nd ed. (Human Kinetics Publishers), 1991.*
- *Willmore, J.H., Athletic Training &Physical Fitness. Allyand Bacon, Inc. Sydeny, 1987*

Course Name: Statistics in Physical Education and Sports

Course Code: MPD215

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. 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. Analyse the Statistical data in the field of physical education and sports.

Course Content

UNIT I **14 Hours**

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 **16 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 **14 Hours**

Probability Distributions and Graphs:
Normal curve: Meaning of probability, principles of normal curve, and properties of normal curve
Divergence form normality: Skewness and Kurtosis, Graphical representation in Statistics: Line diagram, bar diagram, Histogram, Frequency Polygon

UNIT IV **16 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,IIedition.Prentice Hall, Inc., Eagle wood 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., Engle wood Cliffs.*
- *Sivarama Krishnan, S. (2006).Statistics for Physical Education.Friends Publication, Delhi.*
- *Thirumalaisamy,(1998).Statistics in Physical Education.Senthilkumar Publications, Karaikudi.*

Course Name: Value and Environmental Education
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

UNIT III **12 Hours**

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

UNIT IV **12 Hours**

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 (Black well Science)*
- *Heywood, V.H. and Watson V.M., Global biodiversity Assessment (U.K.: Cambridge University Press), 1995.*
- *Jadhav, H. and Bhosale, V.M. Environmental Protection and Laws (Delhi: Himalaya Pub. House), 1995.*
- *Mc Kinney, M.L. and Schoel, R.M. Environmental Science System and Solution (Web enhanced Ed.) 1996.*
- *Miller T.G. Jr., Environmental Science (Wadsworth Publishing Co.)*
- *Swati & Rajiv Chanchani : Yoga for Children: A complete illustrated guide to Yoga, UBS Publishes 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
Course Code: MPD220

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. 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.

Course Content

UNIT I **12 Hours**

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

UNIT II **10 Hours**

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

UNIT III **09 Hours**

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.

UNIT IV **14 Hours**

Production and Marketing: Concept of sports product; new product; life cycle of product , Pricing concepts and strategies , distribution concepts and sponsorship programmmes , 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
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 **10 Hours**

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 **09 Hours**

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 **14 Hours**

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: Setto Indian context Ed3. Delhi: Surjeet Publications*
- *Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication*
- *Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haran and 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)ValueEducation,-NewDelhi:APHPublishingCorporation.43*

Course Name: Sports Sociology
Course Code: MPD222

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. 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 **14 Hours**

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 and types of Leadership and sports performance.

UNIT II **13 Hours**

Socialization through sports – Sports and integration
Sports and Violence –Is sports a cause or cure to violence
Sports, Gender and Race

UNIT III **10 Hours**

Sports and Economy – Commercialization of sports
Sports and the Media-Influence on each other
Sports, Social Mobility-Sports, and general career Success

UNIT IV **08 Hours**

Sports and educational opportunities
Sports in future-Will things change or remain the same

Transaction Mode

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

Suggested Readings

- *C.A. Bucher, Foundations of Physical Education and Sports*
- *Dharam Vir (Editor), Sports and Society – Readings in Sociology of Sports Jay, J. Coakley, Sports in Society – Issue and Controversies*

Course Name: Track and Field II (Practical)
Course Code: MPD208

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. 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: Game Specialization (Practical)
Course Code: MPD216

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

60 Hours

Fundamental Skills of any two combative games from the list -
Karate,
Judo,
Fencing,
Boxing,
Taekwondo,
Wrestling,
Wushu

Course Name: Aerobics (Practical)
Course Code: MPD217

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. 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.

Course Content

60 Hours

Rhythmic aerobics, dance, low impact aerobics, high impact aerobics, kick boxing moves, march single, basics, side to side alternate turns, double side to side, step touch, grapevine, knee up, leg curl, kick front, toe touch, kick side, side lunge, over the top, back lunge, straddle, kick front, travels, Kick side, corner

Course Name: Coaching Lessons Plan II (Practical)
Course Code: MPD218

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

Course Content

30 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

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. Understand and apply the basics of research methodology in research and project work, including selecting an appropriate research design.
2. Collect and edit data effectively and analyze it appropriately, enhancing their prospects in higher education.
3. Demonstrate the ability to choose research methods suitable for specific research objectives.
4. 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 – Flow chart, 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

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 Title: Research Proposal

Course Code: MPD398

L	T	P	Credits
0	0	8	4

Learning Outcomes

After completion of the course, the learner willbe 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 and IPR
Course Code: MPD316

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. 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 **15 HOURS**

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 **15 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 Title: PROFICENCY IN TEACHING

Course Code: MPD397

L	T	P	Credits
2	0	0	2

Total Hours: 30

Learning Outcomes

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

1. Design the learner-centered instructional plans and learning outcomes.
2. Apply innovative teaching strategies and technologies to engage learners.
3. Analyze the different assessment methods to evaluate student learning.
4. Reflect on teaching experiences and continuously improve teaching practices.
5. Develop effective communication and classroom management skills.

Course content

UNIT I **10 Hours**

Overview of the course and its objectives – Specify 1-2 theories or give overview of theories of learning for teaching - Understanding the role of the teacher and student in the learning process - Writing clear and measurable learning outcomes -

Meaning Nature, definition, scope, and importance Pedagogy, Andragogy, and Heutagogy – Skills-based approach to teaching (Teaching skills), Micro-teaching, Macro teaching. Methods and approaches of teaching - CAM, Structure-function approach, Synthetic and Analytic approach, Jurisprudential inquiry model

UNIT II **6 Hours**

Understanding the diverse needs and backgrounds of learners - Creating an inclusive and supportive learning environment - Facilitating active learning and student engagement strategies

Lectures, discussions, and demonstrations - Group work, collaborative learning, and cooperative learning - Problem-based learning, case studies, and simulations

UNIT III **7 Hours**

Integrating technology tools into instruction – Online, blended learning, flipped learning, and M-learning approaches - Using educational software and platforms effectively

Formative and summative assessment methods – Difference between Assessment, Evaluation and Measurement, E-assessment tools,

UNIT IV **7 Hours**

The importance of reflective practice in teaching - Self-assessment and evaluation of teaching effectiveness –Need for Professional development - Teaching in multicultural and international classrooms - Culturally responsive teaching practices

Meaning, Definition of teaching model - Assumptions, Importance, Role, and type of teaching models. Historical teaching model, Philosophical model of teaching

Transaction Mode

Discussions, Case Studies, Microteaching, Classroom Observations, Peer Teaching: Video Analysis, Role-Playing, Lecture-cum-demonstration, Classroom Simulations, Reflective Journals/Blogs, Teaching Portfolios and Technology Integration, Flipped Teaching

Suggested Readings

- *Ali, L. (2012). Teacher education. New Delhi: APH Publishing Corporation.*
- *Anandan, K. (2010). Instructional technology in teacher education. New Delhi: APH Publishing Corporation.*
- *Bruce R Joyce and Marsha Weil, Models of Teaching, Prentice Hall of India Pvt Ltd, 1985.*
- *Chalan, K. S. (2007). Introduction to educational planning and management. New Delhi: Anmol Publications Pvt. Ltd.*
- *Chand, T. (2008). Principles of teaching. New Delhi: Anmol Publications Pvt. Ltd.*
- *Chiniwar, P. S. (2014). The technology of teaching. New Delhi: Anmol Publications Pvt. Ltd.*
- *Curzon, L. B., & Tummons, J. (2004). Teaching in future education. U.S.A: Bloomsbury Academic Publications.*
- *Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.*
- *Evaut, M. The International Encyclopedia of Educational Technology.*
- *Gage N L, Handbook of Research on Teaching, Rand Mc Nally and Co., Chicago, 1968.*
- *Graeme, K. (1969): Blackboard to Computers: A Guide to Educational Aids, London, Ward Lock.*
- *Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.*
- *Haseen Taj (2006):modern Educational Technology, Agra: H.P Bhargava Book House.*
- *Jarvis, M. (2015). Brilliant ideas for ICT in the classroom. New York: Routledge Publications.*

Course Name: Computer Lab (Practical)
Course Code: MPD318

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. Demonstrate proficiency in utilizing Word tables to efficiently organize and present data.
2. Differentiate and apply the procedures for inserting graphics, pictures, 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

60 HOURS

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

Using Words 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/Online Portal/ICT

- *https://www.researchgate.net*
- *https://www.youtube.com/playlist?list=PLWPirh4EWFpF_2T13UeEgZWZHc8nHBuXp*

Course Title: Service Learning
Course Code: MPD396

L	T	P	Cr.
0	0	4	2

Learning Outcomes

On the completion of the course, the students will be able to

1. Participate in community activities to establish connections and build relationships.
2. Evaluate community needs through conversations with community members.
3. Develop and implement initiatives that address community needs.
4. Reflect on personal growth, community impact and ethical considerations related to service activities.

Course Content

This course aims to engross students in meaningful service-learning activities that foster community linking. Students will actively participate in community-based projects, collaborate with community members and organizations and reflect on the impact of their service activities. Through this experiential learning approach, students will develop a deep understanding of community needs, build relationships with diverse stakeholders and contribute to community development.

In this course, students are expected to be present in the community throughout the semester and reflect on their experiences regularly after working with them. The students will use experiential learning for providing service learning. They will be able to analyseSS and have understanding of the key theoretical, methodological and applied issues.

Select 10 community related activities which are to be performed in nearby villages. Students in groups of 8-10 shall work on one activity.

Evaluation Criteria

1. Every activity shall be evaluated on the same day out of 10 marks.
2. Total 10 activities out of 100 shall be evaluated and

submitted to Examination branch.

Activity Evaluation

1. Type of activity- 2 marks
2. Participation of student- 2 marks
3. Engagement in the activity- 2 marks
4. Outcome of the activities- 2 marks
5. Attendance- 2 marks

Transaction Mode

Problem-solving learning, Blended learning, Gamification, Cooperative learning, Inquiry-based learning, Visualization, Group discussion, Experiential learning, Active participation.

Semester-IV

Course Name: Dissertation

Course Code: MPD401

L	T	P	Cr
0	0	0	20

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

300 Hours

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 selecting dissertation must submit this/her dissertation not less than one week before the beginning of the 4th semester examination. The candidate has to face the Viva-Voce conducted by DRC.