



**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY**

**JNANASAGARA CAMPUS, BALLARI-583105**

**Department of Physical Education and Sports Sciences**

**M.P.Ed. III Semester**

**SYLLABUS**

**Master of Physical Education (M.P.Ed.)**

**With effect from  
2022-23**



# VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

## Department of Physical Education and Sports Sciences

Jnana Sagara, Ballari - 583105



### Distribution of Courses/Papers in Postgraduate Programme III Semester as per Choice Based Credit System (CBCS) Proposed for PG Programs

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
<b>THIRD</b>	DSC9	21PES3C9L	Sports psychology and sociology	30	70	100	4	-	-	4	3
	DSC10	21PES3C10L	Athletic care and rehabilitation	30	70	100	4	-	-	4	3
	DSE1	21PES3E1AL	A. Educational Technology in Physical Education.	30	70	100	4	-	-	4	3
			B. Physical Fitness and Wellness								
			C. Women in Sports								
	DSE2	21PES3E2AL/P	A. Value & Environmental Education	30	70	100	3	-	2	4	3
			B. Sports Engineering								
			C. Leadership training camp								
	GEC1	21PES3G1AL/P	A. Yoga and Aerobics	20	30	50	1	-	2	2	1
			B. Physical Fitness and Wellness.								
			C. Martial Arts and Combative Sports								
	SEC3	21PES3S3P	<b>Internship</b>	20	30	50	-	-	4	2	1
DSCP	21PES3C7P	<b>Practical Lab: Sports Psychology</b>	20	30	50	-	-	4	2	2	
DSCP	21PES3C8P	<b>Field Activities Practical:</b> 1. Hockey 2. Volleyball 3. Handball 4. Karate (Any two)	20	30	50	-	-	4	2	2	
<b>Total Marks for III Semester</b>						<b>600</b>				<b>24</b>	

**Department of Physical Education and Sports Sciences**  
**Semester-III**

**DSC9: Sports psychology and sociology**

Course Title: Sports psychology and sociology	Course code: 21PES3C9L
Total Contact Hours: 4 Hours/week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	

**Course Outcomes (CO's): At the end of the course, students will be able to:**

1. Identify psychological and sociological limitations to and interventions for improving physical performance.
2. Analyze and explain the mechanisms underlying psychological and sociological changes that occur during after acute and chronic exercise

**DSC9: Sports psychology and sociology**

Unit	Description	Hours
1	<b>Introduction:</b> Meaning, Definition, History, Need and Importance of Sports Psychology. Present Status of Sports Psychology in India. Motor Learning: Basic Considerations in Motor Learning– Motor Perception – Factors Affecting Perception – Perceptual Mechanism. Personality: Meaning, Definition, Structure – Measuring Personality Traits. Effects of Personality on Sports Performance.	12
2	<b>Motivation:</b> Meaning and Definition, Types of Motivation: Intrinsic, Extrinsic. Achievement Motivation: Meaning, Measuring of Achievement Motivation. Anxiety: Method of Measuring Anxiety. Anxiety and Sports Performance. Stress: Causes. Stress and Sports Performance. Aggression, Self-Concept.	10
3	<b>Goal Setting:</b> Meaning and Definition, Process of Goal Setting in Physical Education and Sports. Relaxation: Meaning and Definition, types and methods of psychological relaxation. Psychological Tests: Types of Psychological Test: Instrument based tests: Pass-along test – Reaction timer – Finger dexterity board – Depth perception box, Questionnaire: Sports Achievement Motivation, Anxiety.	11
4	<b>Sports Sociology:</b> Meaning and Definition – Sports and Socialization of Individual Sports as Social Institution. National Integration through Sports. Fans and Spectators: Advantages and disadvantages on Sports Performance. Leadership: Meaning, Definition, types. Leadership and Sports Performance.	11
5	<b>Group Cohesion:</b> Definition and Meaning, Group Size, Groups on Composition, Group Cohesion, Group Interaction, Group Dynamics. Current Problems in Sports and Future Directions. Sports Social Crisis Management – Women in Sports: Sports Women in our Society, Gender inequalities in Sports. <b>Practical's:</b> At least five experiments related to the topics listed in the Units above should be conducted by the students in laboratory. (Internal assessment.)	11

**Reference:**

1. Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT)
2. Catalogue of Tests, New Delhi: National Council of Educational Research and Training Publication.
3. Jain. (2002), Sports Sociology, Heal Sahety Kendre Publisher

Date

Course Coordinator

Subject Committee Chairperson

## Department of Physical Education and Sports Sciences

### Semester-III

#### DSC10: Athletic care and rehabilitation

Course Title: Athletic care and rehabilitation	Course code: 21PES3C10L
Total Contact Hours: 4 Hours/week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	

#### Course Outcomes (CO's):

##### At the end of the course, students will be able to:

1. Understand the psychological concepts with the sports and athlete injury specific situations.
2. Integrate the knowledge about posture, rehabilitation exercise and behavior modification of athletes.

#### DSC10: Athletic care and rehabilitation

Unit	Description	Hours
1	<b>Corrective Physical Education:</b> Definition and objectives of corrective physical Education. Posture and body mechanics, Standards of Standing Posture. Value of good posture, Drawbacks and causes of bad posture. Posture test – Examination of the spine.	10
2	<b>Posture:</b> Normal curve of the spine and its utility, Deviations in posture: Kyphosis, lordosis, flat back, Scoliosis, round shoulders, Knock Knee, Bow leg, Flat foot. Causes for deviations and treatment including exercises	10
3	<b>Rehabilitation Exercises:</b> Passive, Active, Assisted, resisted exercise for Rehabilitation, Stretching, PNF techniques and principles.	10
4	<b>Massage:</b> Brief history of massage – Massage as an aid for relaxation – Points to be considered in giving massage – Physiological, Chemical, Psychological effects of massage – Indication /Contra indication of Massage – Classification of the manipulation used massage and their specific uses in the human body – Stroking manipulation: Effleurage – Pressure Manipulation: Petrissage Kneading (Finger, Kneading, Circular) ironing Skin Rolling –Percussion manipulation: Tapotement, Hacking, Clapping, Beating, Pounding, Slapping, Cupping, Poking, Shaking Manipulation, Deep massage.	13
5	<b>Sports Injuries Care, Treatment and Support:</b> Principles pertaining to the prevention of Sports injuries – care and treatment of exposed and unexposed injuries in sports – Principles of apply cold and heat, infrared rays – Ultrasonic, Therapy – Short wave diathermy therapy. Principles and techniques of Strapping and Bandages.	12

#### REFERENCES:

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

Date

Course Coordinator

Subject Committee Chairperson

**Department of Physical Education and Sports Sciences**

**Semester-III**

**DSE1: A. Educational Technology in Physical Education**

Course Title: A. Educational Technology in Physical Education	Course code: 21PES3E1AL
Total Contact Hours: 4 Hours/week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	

**Course Outcomes (CO's):**

**At the end of the course, students will be able to:**

1. Correlate the of ICT & Education Technology in Physical Education and Sports concepts with the sports and athlete specific situations.
2. Integrate the knowledge about Communication Process and Teaching for learner.
3. List down the Educational Technology utilized in the field of sports

**DSE1: A. Educational Technology in Physical Education**

Unit	Description	Hours
1	<b>Nature and Scope:</b> Educational technology-concept, Nature and Scope. Forms of educational technology: Teaching technology, instructional technology and behavior technology; Transactional usage of educational technology: integrated, complementary, supplementary stand-alone (independent); programmed learning stage; media application stage and computer application stage.	12
2	<b>Physical Education and Communication:</b> Media for Instruction. Effectiveness of Communication in instructional system; Communication -Modes, Barriers and Process of Communication.	10
3	<b>Instructional Design:</b> Instructional Design: Concept, Views. Process and stages of Development of Instructional Design. Overview of Models of Instructional Design; Instructional Design for Competency Based Teaching: Models for Development of Self Learning Material.	11
4	<b>Audio Visual Media in Physical Education:</b> Audio-visual media - meaning, importance and various forms Audio/Radio: Broadcast and Audio recordings - strengths and Limitations, criteria for selection of instructional units, Audio Conferencing and Interactive Radio Conference. Video/Educational Television: Telecast and Video Recordings Strengths and limitations, Use of Television and CCTV in instruction and Training, SITE experiment, countrywide classroom project and Satellite based instructions.	12
5	<b>New Horizons of Educational Technology:</b> Recent innovations in the area of ET interactive video - Hypertext, video-texts, optical fiber technology - laser disk, computer conferencing. Etc. Procedure and organization of Teleconferencing/Interactive video-experiences of institutions, schools and universities. Recent experiments in the third world countries and pointers for, India with reference to Physical education. Recent trends of Research in Educational Technology and its future with reference to education.	10

**Reference**

1. Bhatia and Bhatia. The Principles and Methods of Teaching (New Delhi:Doaba House),1959.
2. Communication and Education, D. N. Dasgupta, Pointer Publishers

3. K. Sampath, A. Pannirselvam and S. Santhanam. Introduction to Educational Technology (New Delhi: Sterling Publishers Pvt. Ltd.) 1981.
4. Kochar, S.K. Methods and Techniques of Teaching (New Delhi, Jalandhar, Sterling Publishers Pvt.

Date

Course Coordinator

Subject Committee Chairperson

## Department of Physical Education and Sports Sciences

### Semester-III

#### DSE1: B. Physical Fitness and Wellness

Course Title: B. Physical Fitness and Wellness	Course code: 21PES3E1BL
Total Contact Hours: 4 Hours/week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	

#### Course Outcomes (CO's):

**At the end of the course, students will be able to:**

1. Understand the concept of holistic health through fitness and wellness
2. Explain the concept of physical fitness, health related and motor fitness
3. Evaluate primary health status
4. Prepare fitness schedules & evaluate fitness

#### DSE1: B. Physical Fitness and Wellness

Unit	Description	Hours
1	<b>Introduction:</b> Meaning and Definition" of Physical Fitness, Physical Fitness Concepts and Techniques, Principles of physical fitness, Physiological principles involved in human movement. Components of Physical Fitness. Leisure time physical activity and identify opportunities in the community to participate in this activity. Current trends in fitness and conditioning, components of total health fitness and the relationship between physical activity and lifelong wellness.	12
2	<b>Nutrition:</b> Nutrients; Nutrition labelling information, Food Choices, Food Guide Pyramid, Influences on food choices-social, economic, cultural, food sources, Comparison of food values. Weight Management-proper practices to maintain, lose and gain. Eating Disorders, Proper hydration, the effects of performance enhancement drugs	10
3	<b>Aerobic Exercise:</b> Cardio respiratory Endurance Training; proper movement forms, i.e., correct stride, arm Movements, body alignment; proper warm-up, cool down, and stretching, monitoring heart rates during activity. Assessment of cardio respiratory fitness and set goals to maintain or improve fitness levels. Cardio respiratory activities including i.e. power walking, pacer test, interval training, incline running, distance running, aerobics and circuits.	11
4	<b>Anaerobic Exercise:</b> Resistance Training for Muscular Strength and Endurance; principles of resistance training, Safety techniques (spotting, proper body alignment, lifting techniques, spatial, awareness. and proper breathing techniques). Weight training principles and concepts; basic resistance exercises (including free hand exercise, free weight exercise, weight machines, exercise bands and tubing. medicine balls, fit balls) Advanced techniques of weight training	12
5	<b>Flexibility Exercise:</b> Flexibility Training, Relaxation Techniques and Core Training. Safety techniques (Stretching protocol; breathing and relaxation techniques) types of flexibility exercises (i.e. dynamic, static), Develop basic competency in relaxation and breathing techniques. Pilates, Yoga.	10

**Reference**

1. David K. Miller & T. Earl Allen, Fitness, A life time commitment, Surjeet Publication Delhi
2. Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd.
3. Bedford row, London 1998.

Date

Course Coordinator

Subject Committee Chairperson



**Department of Physical Education and Sports Sciences**

**Semester-III**

**DSE1: C. Women in Sports**

Course Title: C. Women in Sports	Course code: 21PES3E1CL
Total Contact Hours: 4 Hours/week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	

**Course Outcomes (CO's): At the end of the course, students will be able to:**

1. Identify various sociological theories and explain how they shape our thinking about gender equity
2. Explain the importance of theory and research in evaluating the sociocultural, psychological, political, and physiological issues pertaining to women in the sporting domain.
3. Apply what was learned in class to their own sport/exercise experience
4. Integrate theory and research with practical strategies for positive social change

**DSE1: C. Women in Sports**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	Introductions: History and Development of Women in Sport & Participation Trends, Social Issues in Indian Women's Sports, Sports participation of women in India.	11
2	Barriers to women Participation in Sports, Media Representation of Gender in Sport, Feminist Theories for Sports, Changing the Game and Playing with the Boys.	11
3	Psychosocial Impacts of Athletic Participation, Gender Verification and Gender Policies in Elite Sport, Gender equity and social attitude. Special consideration: Menarche, Menstrual, Dysfunction, Pregnancy, Menopause etc. Physical, Physiological, Psychological and Sociological aspects of women.	11
4	Sorts Commission for women, International Women's Sports Federations, Grass-Roots Growth & Development, Framing Gender and Disability, women and society. Popularity of women.	11
5	Athletic Scholarships for Women, Women in Intercollegiate Sport: Sports Photographs and Sexual Difference, women and family. Elite women athletes in the world and their personality.	11

**References**

1. Antil, J. H., Burton, E., & Robinson, M. (2012). Exploring the challenges facing female athletes as endorsers. *Journal of Brand Strategy*, 1(3), 292–307.
2. Bauman, A., Bull, F., Chey, T., Craig, C., Ainsworth, B., Sallis, J., ... Pratt, M. (2009). The international prevalence study on physical activity: Results from 20 countries. *International Journal of Behavioral Nutrition and Physical Activity*, 6(1), 21–31.
3. Bibel, S. (2012, April 4). NCAA women's basketball overnight rating up over last year. Retrieved 28 Dec 2017 from: <http://tvbythenumbers.zap2it.com/2012/04/04/ncaa-womens-basketballovernight-rating-up-over-last-year/127494/>.
4. Bissell, K. L., & Duke, A. M. (2007). Bump, set, and spike: An analysis of commentary and camera angles of Women's Beach Volleyball during the 2004 Summer Olympics. *Journal of Promotion Management*, 13, 35–53.
5. Bissell, K. L. & Zhou, P. (2004). Must see TV or ESPN: Entertainment and sports media exposure and body-image distortion in college women. *Journal of Communication*, 54(1): 5-21.

Date

Course Coordinator

Subject Committee Chairperson

**Department of Physical Education and Sports Sciences**

**Semester-III**

**DSE2: A. Value & Environmental Education**

Course Title: A. Value & Environmental Education	Course code: 21PES3E2AL/P
Total Contact Hours: 4 Hours/week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	

**Course Outcomes (CO's):**

**At the end of the course, students will be able to:**

1. Understand and apply the values in educational system.
2. Understand the environment and their importance.
3. Understand the natural resources.

**DSE2: A. Value & Environmental Education**

Unit	Description	Hours
1	<b>Introduction to Value Education:</b> Values: Meaning, Definition, Concepts of Values. Value Education: Need, Importance and Objectives. Moral Values: Need and Theories of Values. Classification of Values.	11
2	<b>Value Systems:</b> Meaning and Definition, Personal and societal Values, Consistency, internally consistent, internally inconsistent, Judging Value System, Commitment, Commitment to values.	10
3	<b>Environmental Education:</b> 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 ecosystem.	12
4	<b>Rural Sanitation and Urban Health:</b> Rural Health Problems, Causes of Rural Health Problems, Points to be kept in Mind for improvement of Rural Sanitation, Urban Health Problems, Process of Urban Health, Services of Urban Area, Suggested Education Activity, Services on Urban Slum Area, Sanitation at Fairs & Festivals, Mass Education.	11
5	<b>Natural Resources and related environmental issues:</b> 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.	11

**Reference**

1. Miller T.G. Jr., (2012) Environmental Science (Wadsworth Publishing Co.)
2. Odum, E.P. Fundamentals of Ecology (U.S.A.: W.B. Saunders Co.) 1971.
3. Rao M.N.&Datta, A.K. (2008) (Waste Water Treatment (Oxford& IBH Publication Co. Pvt. Ltd

Date

Course Coordinator

Subject Committee Chairperson

**Department of Physical Education and Sports Sciences**

**Semester-III**

**DSE2: B. Sports Engineering**

Course Title: B. Sports Engineering	Course code: 21PES3E2BL/P
Total Contact Hours: 4 Hours/week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	

**Course Outcomes (CO's):**

**At the end of the course, students will be able to:**

1. Understand the Design, properties and testing of sports equipment.
2. Understand the concepts of designing sports shoes, sports surfaces, racquets, bats and clubs.
3. Design sports equipment based on the rules of governing sporting bodies. Calculate mechanical properties of equipment;
4. Explain the principles of holistic innovation of sports equipment.

**DSE2: B. Sports Engineering**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	<b>Introduction</b> to sports engineering and Technology Meaning of sports engineering, human motion detection and recording, human performance, assessment, equipment and facility designing and sports related instrumentation and measurement.	11
2	<b>Mechanics of engineering</b> materials Concept of internal force, axial force, shear force, bending movement, torsion, energy method to find displacement of structure, strain energy. Biomechanics of daily and common activities –Gait, Posture, Body levers, ergonomics, Mechanical principles in movements such as lifting, walking, running, throwing, jumping, pulling, pushing etc.	11
3	<b>Sports Dynamics Introduction</b> to Dynamics, Kinematics to particles – rectilinear and plane curvilinear motion coordinate system. Kinetics of particles – Newton's laws of Motion, Work, Energy, Impulse and momentum.	11
4	<b>Building and Maintenance:</b> Sports Infrastructure- Gymnasium, Pavilion, Swimming Pool, Indoor Stadium, Out-door Stadium, Play Park, Academic Block, Administrative Block, Research Block, Library, Sports Hostels, etc. Requirements: Air ventilation, Day light, Lighting arrangement, Galleries, Store rooms, Office, Toilet Blocks (M/F), Drinking Water, Sewage and Waste Water disposal system, Changing Rooms (M/F), Sound System (echo-free), Internal arrangement according to need and nature of activity to be performed, Corridors and Gates for free movement of people, Emergency provisions of lighting, fire and exits, Eco-friendly outer surrounding. Maintenance staff, financial consideration. Building process:- design phase(including brief documentation), construction phase functional(occupational) life, Re-evaluation, refurbish, demolish. Maintenance policy, preventive maintenance, corrective maintenance, record and register for maintenance.	11
5	<b>Facility life cycle costing</b> Basics of theoretical analysis of cost, total life cost concepts, maintenance costs, energy cost, capital cost and taxation	11

**Reference**

1. Franz K. F. et. al., Editor, Routledge Handbook of Sports Technology and Engineering (Routledge, 2013)
2. Steve Hake, Editor, The Engineering of Sport (CRC Press, 1996)
3. Franz K. F. et. al., Editor The Impact of Technology on Sports II (CRC Press, 2007)
4. Helge N., Sports Aerodynamics (Springer Science & Business Media, 2009)
5. Youlin Hong, Editor Routledge Handbook of Ergonomics in Sport and Exercise (Routledge, 2013)
6. Jenkins M., Editor Materials in Sports Equipment, Volume I (Elsevier, 2003)

- |   |
|---|
| <ol style="list-style-type: none"><li>7. Colin White, Projectile Dynamics in Sport: Principles and Applications</li><li>8. Eric C. et al., Editor Sports Facility Operations Management (Routledge, 2010)</li></ol> |
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Date

Course Coordinator

Subject Committee Chairperson

**Department of Physical Education and Sports Sciences**

**Semester-III**

**DSE2: C. Leadership training camp**

Course Title: C. Leadership training camp	Course code: 21PES3E2CL/P
Total Contact Hours: 4 Hours/week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	

**Course Outcomes (CO's): At the end of the course, students will be able to:**

1. Have increased knowledge to understand and evaluate organisational, management and leadership problems and possibilities.
2. Have increased knowledge and skills to design and change work organisation, to contribute to working environments in which everyone is able to contribute to organisational learning and success.
3. Have increased awareness of his/her personal leadership style.
4. Have strengthened his/her leadership skills, e.g. interpersonal skills, team development, conflict management, communication and change skills.

**DSE2: C. Leadership training camp**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	<b>Introduction to Leadership:</b> Meaning and Definition of Leadership, Types of Leadership, Personal leadership and leadership styles, Learning and learning to learn, Leadership of change, Appreciative inquiry and Appreciative leadership, People's reactions to change	10
2	<b>Leadership Skills:</b> Coaching skills, Leadership in groups: building and leading efficient teams, Conflict management and handling difficult conversations, Communications skills, especially listening skills, Strategic Management: Creating a vision, Analyse the strengths and weaknesses of an organisation, Organisational Design, The basics of a planning process	11
3	<b>National Integration and Awareness:</b> To inculcate sense of patriotism, secular values and motivate cadets to contribute towards nation building through national unity and social cohesion. Scope: The concepts of National Interests, Objectives and Integration, Unity in diversity and cultural heritage of India. Religions, Culture, Traditions and Customs of India <b>National Integration:</b> Importance and Necessity, Freedom Struggle and Nationalist Movement in India. Problems/ Challenges of National Integration. Unity in Diversity. Famous Leaders of India, Images/ Slogans for National Integration, Contribution of Youth to Nation Building	12
4	<b>Personality Development:</b> Introduction to Personality development, Factors influencing/shaping personality: Physical, Social, Psychological and philosophical, Self-Awareness – know yourself, Critical and creative thinking, Communication skills: group discussions/lectures, Self-confidence, courage & self-conviction, Effects of leadership with historical examples, Problem solving skills, Interview skills, Importance of group and team work, Effective use of time, Coping with stress / emotions, Sociability: social skills , Characteristics of healthy personalities – ethics/values.	12
5	<b>Practical experience</b> for the students at camp cite. (Students should real camp experience during course (Internal assessment).	10
<b>Reference</b>		

Date

Course Coordinator

Subject Committee Chairperson

**Department of Physical Education and Sports Sciences**  
**Semester-III**  
**GEC1: A. Yoga and Aerobics**

Course Title: A. Yoga and Aerobics	Course code: 21PES3G1AL/P
Total Contact Hours: 2 Hours/week	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 1 Hour
Summative Assessment Marks: 30	

**Course Outcomes (CO's):**

**At the end of the course, students will be able to:**

1. Differentiate between various paths of yoga
2. Apply and demonstrate various benefits of yoga to be applied in the field of sports
3. Relate Yoga with health and wellness
4. Understand various exercise warm-up techniques
5. Understand how to develop and administer low, moderate, and high intensity instructor-led exercise programs for various populations.

**GEC1: A. Yoga and Aerobics**

Unit	Description	Hours
1	<b>Yoga:</b> Meaning and Definition of Yoga. History and Development of Yoga, Ashtanga Yoga, Concept of Yogic Practices; Principles of Yogic practitioner. Techniques and Benefits of Asana, Pranayama and Dhyana. Techniques and Benefits of Kriyas, Bandhas and Mudras system.	11
2	<b>Yoga for all:</b> Yoga Supplemental Exercise, Yoga Compensation Exercise, Yoga Regeneration Exercise-. Role of Yoga in Psychological Preparation of athlete.	10
3	<b>Aerobics:</b> Apply the principles of aerobic and anaerobic training to various instructor-led exercise settings with and without music accompaniment, warm-up techniques including active vs. slow stretch, rhythmic vs. ballistic, and the specific muscle groups involved. How to develop and administer low, moderate, and high intensity instructor-led exercise programs for various populations, Demonstrate the knowledge how to develop an appropriate sequence of movement in a instructor-led exercise program. Apply basic biomechanics principles to resistance training exercise. Skill, combination, and routine development of various exercise programs. Note: Students should gain the practical experience.	12
<b>Reference</b>		

Date

Course Coordinator

Subject Committee Chairperson

**Department of Physical Education and Sports Sciences**  
**Semester-III**  
**GEC1: B. Physical Fitness and Wellness**

Course Title: B. Physical Fitness and Wellness	Course code: 21PES3G1BL/P
Total Contact Hours: 2 Hours/week	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 1 Hour
Summative Assessment Marks: 30	

**Course Outcomes (CO's):**

**At the end of the course, students will be able to:**

1. Understand the concept of holistic health through fitness and wellness
2. Explain the concept of physical fitness, health related and motor fitness
3. Evaluate primary health status
4. Prepare fitness schedules& evaluate fitness

**GEC1: B. Physical Fitness and Wellness**

Unit	Description	Hours
1	<b>Introduction:</b> Meaning and Definition" of Physical Fitness, Principles of physical fitness,. Components of Physical Fitness. Leisure time physical activity, the relationship between physical activity and lifelong wellness. <b>Nutrition:</b> Nutrients; Nutrition labelling information, Food Choices, Food Guide Pyramid, Influences on food choices-social, economic, cultural, food sources, Comparison of food values. <b>Weight Management-proper practices to maintain, lose and gain. Eating Disorders.</b>	12
2	<b>Aerobic Exercise:</b> Cardio respiratory Endurance Training; proper movement forms, i.e., correct stride, arm Movements, body alignment; proper warm-up, cool down, and stretching, monitoring heart rates during activity. Assessment of cardio respiratory fitness and set goals to maintain or improve fitness levels. Cardio respiratory activities.	10
3	<b>Wellness:</b> Types of wellness and Importance, Flexibility Training, Relaxation Techniques and Core Training. Safety techniques (Stretching protocol; breathing and relaxation techniques) types of flexibility exercises (i.e. dynamic, static), Develop basic competency in relaxation and breathing techniques, Yoga.	8

**Reference**

4. David K. Miller & T. Earl Allen, Fitness, A life time commitment, Surjeet Publication Delhi
5. Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd.
6. Bedford row, London 1998.

Date

Course Coordinator

Subject Committee Chairperson

**Department of Physical Education and Sports Sciences**  
**Semester-III**  
**GEC1: C. Martial Art and Combative Sports**

Course Title: C. Martial Art and Combative Sports	Course code: 21PES3G1CL/P
Total Contact Hours: 02 Hours/week	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 1 Hour
Summative Assessment Marks: 30	

**Course Outcomes (CO's):**

**At the end of the course, students will be able to:**

1. Demonstrate proficiency in physically executing the specific technique and body landing positions that minimize the potential for injury when falling or being thrown to a matted surface by a training partner.
2. Interpret their coursework training experience to help evaluate the potential benefits of including martial arts training as one of their life-long personal health and wellness pursuits.
3. Employ knowledge relating to worldwide martial arts styles to appraise and choose the best fit for their future martial arts training efforts.

**GEC1: C. Martial Art and Combative Sports**

Unit	Description	Hours
1	Meaning and definition of Martial arts and combative sports, Nature and Importance of Various martial arts and combative sports, Opening / closing salutations, etiquette standards, and the various bowing traditions that are typically encountered within a cultural martial art class setting.	11
2	Low impact warm-up activities that ensure muscle / tendon / joint readiness and that promote flexibility, range of motion, eye-to-hand coordination and speed, promote personal health and safety.	11
3	Origins, theoretical basis, and concepts relating to cultural/traditional to combative/self-defense styles. Personal self-defense, flinch response, adrenal stress syndrome/conditioning. Various personal development topics and eastern metaphysical theories and concepts relating to Ki energy and martial arts training. Ki breathing and Ki Hahp techniques as an introduction to Ki Gong theory.	11

**Reference**

Figueiredo, Abel (2009) „The Combat Sports in Physical Education Classes – A Basic Perspective“, in: Cynarski, Wojciech (ed.) Martial Arts and Combat Sports – Humanistic Outlook, Rzeszów, Wydawnictwo Uniwersytetu Rzeszowskiego, ISBN 978-83-7338-439-2, pp. 145-149

Date

Course Coordinator

Subject Committee Chairperson



**Department of Physical Education and Sports Sciences**

**Semester-III**

**SEC3: PEDAGOGY**

Course Title: <b>Pedagogy</b>	Course code: 21PES3S3P
Total Contact Hours: 2 Hours/week	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 1 Hour
Summative Assessment Marks: 30	

**Course Outcomes (COs):**

**At the end of the course, students will be able to:**

1. Gain knowledge of the coaching
2. Enhance the teaching and coaching competency to the students
3. Student will able to coach for respective game

**SEC3-PEDAGOGY**

**(A) Coaching Lessons of Track and Field**

The students of M.P.Ed – III Semester need to develop proficiency in taking coaching lesson on selected track and field events. In view of this, the students shall be provided with advance training and coaching in selected discipline. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class, they are going to handle at school level.

Each student teacher is expected to take at least fifteen lessons in track and field for the BPed students or high school students as decided by the departmental council at the end of which a competition will be conducted among the trainees of the MPED teachers. For this purpose a group of three MPED students in each coaching team may be made to coach track, jumps and throws. The lessons will be supervised by the faculty members and experts who would discuss the merits and demerits of the concerned lesson and guide them for the future. In these coaching lessons, the duration should slowly increase and all the parts of the lesson covered progressively.

**(B) Coaching Lessons of Game Specialization**

The students of M.P.Ed – III Semester need to be develop proficiency in taking coaching lesson in selected game discipline. In view of this, the students shall be provided with advance training and coaching in selected discipline. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class they are going to handle at school level.

Each student teacher is expected to visit the schools and take coaching lessons on games allotted to them for minimum 20 days or as decided by the departmental council at the end of which there will be a competition among the participating schools in the respective games. The lessons will be supervised by the faculty members and experts who would discuss the merits and demerits of the concerned lesson and guide them for the future. In these coaching lessons, the duration should slowly increase and all the parts of the lesson covered progressively.

Date

Course Coordinator

Subject Committee Chairperson

**Department of Physical Education and Sports Sciences**

**Semester-III**

**DSCP: Practical Laboratory: Sports Psychology**

Course Title: Sports Psychology	Course code: 21PES3C7P
Total Contact Hours: 4 Hours of Practical	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 02
Summative Assessment Marks: 30	

**Course Outcomes (COs):**

**At the end of the course, students will be able to:**

1. Analysis the fundamental of psychology
2. Correlate the psychological concepts with the sports and athlete specific situations
3. Integrate the knowledge about personality, motor learning for behavior modification of athletes
4. Relate different theories of motor learning with its influence on motor perception and related cognitive abilities of athletes.
5. List down the strategies for motivation utilized in the field of sports.
6. Analyze the issues related to social behavior based on physiological structure and function

**DSCP: Sports Psychology**

**I**

1. Aptitude tests, Interest inventories/schedules, Bell Adjustment inventory, Achievement motivation Tests, Personality Tests – self esteem, self confidence, self concept, self and ideal discrepancy.

**II**

1. Stressful life –events scale, Anxiety, Self-esteem, Extraversion and neuroticism personality assessment, Well-being Questionnaire.

**III**

1. Sociometry, Measuring styles of leadership behaviour, Attitude measurement, Level of aspiration, Emotional Intelligence

**IV**

1. Muller Lyer Illusion, Maze Learning, Self confidence test, Imagery test, Self talk

**V**

1. Psychological reactions to sports injuries, Reaction ability tests, Anxiety tests, Depth perception test, Cognitive ability test

**The students should prepare a record book containing the above said activities which will be evaluated in the semester exam.**

Date

Course Coordinator

Subject Committee Chairperson

**Department of Physical Education and Sports Sciences**

**Semester-III**

**DSCP: Field Activity Practical**

Course Title: 1. Hockey, Volleyball, Handball, 4. Karate (Any two)	Course code: 21PES3C8P
Total Contact Hours: 4 Hours of Practical	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 02
Summative Assessment Marks: 30	

**Course Outcomes (COs):**

**At the end of the course, students will be able to:**

1. Gain knowledge of the Game/Sport.
2. Learn the layout and marking for the Game/Sport.
3. Demonstrate various drills & lead up activities related to Game/Sport.
4. Develop the skills to teach rules, fundamentals and strategies of Game/Sport.

**Field Activities Practical's:**

**I: HOCKEY**

**II: VOLLEYBALL**

**III: HANDBALL &**

**IV: KARATE**

**Specialization Record**

Unit 1 : History and development of the Game/Sport

Unit 2: Skills and Techniques

Unit 3: Strategies and Tactics

Unit 4: Officiating

Unit 5: Layout and construction and maintenance of playfield/courts

Unit 6: Organization, Administration and managerial set up for conducting tournament /competition

Unit 7: Biomechanics and Energy systems

Unit 8: Injuries and Nutrition

**Note:**\*The chapters are indicative. Chapter/s specific to the game/event of specialization can be included or irrelevant chapters excluded shall be decided in the departmental council meeting.

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Date

Course Coordinator

Subject Committee Chairperson