University of Pune

Revised Syllabus
M.P.Ed Course

Revised June 2013

Board of Studies- Faculty of Physical Education
June 2013

SAVITRIBAI PHULE PUNEUNIVERSITY

Faculty of Physical Education

M.P.Ed Credit& Semester System

(Revised June 2013)

Structure of the course

Objectives

1. To develop highly skilled scholars in the field of Physical Education.

2. To master the competencies and skills needed to become professional Physical Education and sport resource person.

3. To be sensitive about emerging issues in Physical Education & sports.

4. To develop in the students an inquiring mind & ability to employ reasoning, rationalthinking, critical thinking in the problems & issues relating to the field.

5.To provide opportunity for creativity, self expression& provide information oncontinued professional growth.

Admission requirements:

A candidate who has passed any one of B.Ed (Phy.Edu), B.P.Ed, B.P.E. (4 years), H.D.Ed., D.P.Ed i.e. courses recognized by NCTE & UGC is considered eligible for admission to this course.

Examination of Pune University or any other statutory university recognized by this university will be eligible for admission to M.P.Edprovided candidate fulfills all the other conditions required in the admission procedure. Admission will be given on the basis of merit based on regulations of state government and University of Pune.

Duration of the program:

The duration of the master's degree program will be of two academic years divided in four semesters. However, in case of failures, the student can complete the program in the 5th /6th semester, whichever is applicable.

Important Instructions:

1. The M.P.Edprogram consists of **four semesters** spread over **two academic years and 64 credits (16 credits/semester).**
2. The entire program will be evaluated for a total of **1600 marks i.e. 64 credits.**
3. A student has to successfully complete 64 credits (4 x 4 = 16 credits per semester) in a minimum of two years.
4. A student may complete a minimum of 56 credits and a maximum of 64 credits in his/her institution/college. In case a student wishes to complete all the course credits from the institution/college/department of registration he/she will be allowed to do so.
5. One credit will be equivalent to 15 clock hours of student-teacher contact per semester.
6. Student who wishes to complete credits from outside the place of registration, he/she may do so in semester III and IV when student can choose optional course of study (open course).
7. The syllabus of the open course may be prepared by the teacher of the college/institute which will be approved by the college/institute committee before the open course is offered by college/institute for the respective semester.
8. Eligibility for registration/admission for courses other than the institutional/departmental registration will be determined by the college/institution.
9. Details of the theoretical and practical components of each semester are given in the structure of the program.
10. Internal evaluation will follow Continuous Comprehensive Evaluation procedures. Internal evaluation should be done on every credit of each course or minimum two per course as decided by the teacher concerned.
11. **Internal evaluation** of the program will be done by the respective institution/college. For the internal evaluation, the college teachers should select minimum two techniques of assessment as mentioned ahead: **oral examinations, written tests, mid-term test,journal/lecture/library notes, seminar presentations, poster presentations, quizzes,assignments, extension work, core practical, group practical, open book test etc.**

Rules & Regulations regarding course, assessment and Grade Point Averages

1. The M.P.Ed Degree will be awarded to a student who completes a total of 64 credits divided in4 semesters.

2. The institution/college will be responsible for the completion of the internal assessment. Theinternal assessment will be in the form of marks.

3. Each course will be evaluated both internally (50%) and externally (50%).

4. A candidate must **record attendance** at the periods in college for all the semesters as prescribedin the **university norms** to be able to appear for university examination.

5. Candidate should **complete all the practical and internal assessment** work expected in all thesemesters up to the satisfaction of the concerned teacher. Candidate should obtain such a**certificate from the principal** of the college on the recommendation of concerned teacher. Unless and until the candidate obtains such a certificate, candidate will not be allowed toappear for semester end examinations.

6. Candidate must **secure minimum passing standard in every internal assessment.** Concernedteacher of the course may provide another opportunity to the student who misses an internalexam or who fails to obtain minimum passing standard in each of the internal assessment. Itshould be noted that the candidate who gets extra opportunity in the internal assessment willbe **awarded only minimum passing standard (i.e. 30%).**

7. If a candidate missed an internal examination, he/she will have another chance or chances withthe permission from college principal in consultation with the teacher. Such **additionalopportunities for internal assessment shall not be the right of the student.**

8. If the candidate fails the internal examination after repeated attempts provided by the teacher,**candidate will not be allowed to appear for the external examination of the concerned course**and will **have to complete/repeat the course in the subsequent semester**/ during 5th/6thsemester whichever is applicable.

9. **To pass** the internal examination, candidate must secure **minimum aggregate of 40% or 'E'grade in each course**.

10. **Candidate cannot repeat internal assessment**. In case she/he wants to repeat internalassessment she/he can do so only by registering for the said courses during the 5th/6th semesterand onwards up to 8th semester.

11. A student **cannot register for the third semester, if she/he fails to complete 50% of the credits**of the total credits expected to be ordinarily completed within first two semesters.

12. Student who **fails or remains absent for the semester end examination** may **reappear** for thesemester end examination **only twice** in the subsequent period. The student will be

finallydeclared as failed if she/he does not pass in all credits within a total of four years. After that,such student will have to **seek fresh admission** as per the admission rules prevailing at thattime.

13. Candidate will be able to apply for **revaluation of only the external examination** of concernedcourses in every semester. There shall be revaluation of answer scripts of semester-endexamination but not of internal assessment papers as per Ordinance no. 134 A & B.

14. While marks will be given to all examinations, they will be converted into grades. The grades ofseparate assignments and the final examination will be added together and then converted intoa grade and later a grade points average.

15. The semester end **grades sheets will have only grades** and final grade sheets and transcripts willhave **grade points average**.

16. Result will be declared for each semester and at the end of two years/ on completion of all thecredits, whichever is earlier. The marks obtained in each will be converted into grades and GPA.

17. To pass, a candidate must obtain **minimum 30% in internal evaluation and minimum 30 % inexternal evaluation** and **aggregate of 40% marks** (E and above on grade point scale) in eachcourse .

18. The following table shows the system of evaluation: **Marks/Grades/GP**

Marks	Grade	Grade point
100 to 75	**O: outstanding**	**6**
74 to 65	**A: Very good**	**5**
64 to 55	**B: Good**	**4**
54 to 50	**C: Average**	**3**
49 to 45	**D: Satisfactory**	**2**
44 to 40	**E: Pass**	**1**
39 to 0	**F: Fail**	**0**

Final Grade Points

5.00 to 6.00	**O**
4.50 to 4.99	**A**
3.50 to 4.49	**B**
2.50 to 3.49	**C**
1.50 to 2.49	**D**
0.50 to 1.49	**E**
0.0 to 0.49	**F**

- **The formula for GPA will be based on weighted averages. The final GPA will not be printed unless a student passes courses equivalent to minimum 64 credits.**

$$\text{SGPA} = \frac{\sum \text{Grade points earned x Credits for each course}}{\text{Total credits}}$$

$$\text{GPA} = \frac{\sum \text{Total Grade points earned x Credits for each course}}{\text{Total credits}}$$

19**.** IF the GPA is **higher than the indicated upper limit** in the three decimal digit, then the student be **awarded higher final grade**. (e.g. a student getting GPA of 4.492 may be awarded 'A').

20. For **grade improvement** a student must **reappear for semester-end examination for a minimum of 20 credits.** These courses will be from the parent department. Grade improvementprogram will be implemented **at the end of the academic year**. A student can opt for the gradeimprovement program only after the declaration of final semester examination (i.e. at the endof the next academic year after passing the said examination and **within two years** of completion of program and **only once**).

The description for each of the grades will be as follows:

Grades Proposed Norms

O : Outstanding: Excellent Analysis of the topic (75% and above)

Accurate knowledge of the primary material, wide range of reading, logical development of ideas, originality in approaching the subject, neat and systematic organization of content, elegant and lucid style.

A : Very Good: Excellent Analysis of the topic (65 to 74%)

Accurate knowledge of the primary material, acquaintance with seminal publication, logical development of ideas, neat and systematic organization of content, effective and clear expression.

B : Good: Good analysis and treatment of the topic (55 to 64%)

Basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, effective and clear expression.

C : Average: Some important points covered (50 to 54 %)

Basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, good language or expression.

D : Satisfactory: Some points discussed (45 to 49%)

Basic knowledge of the primary material, some organization, acceptable language or expression.

E : Pass Any two of the above (40 to 44%)

F : Fail None of the above (0 to 39%)

Structure of M.P.Ed Program

Semester	Courses	Course Title	Internal	External	Total
Semester 1	**Compulsory courses (16 credits)**				
4 credits	Course 101	Research in Physical Education	50	50	100
4 credits	Course 102	Evaluation in Physical Education	50	50	100
4 credits	Course 103	Psychology of Sports	50	50	100
4 credits	Course 104	Science of Sports Training	50	50	100
16 credits		**Total**	**200**	**200**	**400**
Semester 2	**Compulsory courses**				
4 credits	Course 201	Research & Statistics	50	50	100
4 credits	Course 202	Exercise Physiology	50	50	100
4 credits	Course 203	Professional Preparation & Curriculum Design	50	50	100
2 credits	Course 204.1	Fitness & Conditioning (practical)	25	25	50
2 credits	Course 204.2	Measurement & Evaluation (practical)	25	25	50
16 credits		**Total**	**200**	**200**	**400**
Semester 3	**Compulsory courses**				
4 credits	Course 301	Biomechanics and Kinesiology	50	50	100
4 credits	Course 302	Management of Physical Education& Sports	50	50	100
4 credits	Course 303	Athletic care & Rehabilitation	50	50	100
	Elective course (any 1)				
4 credits	Course 304	Philosophical & Sociological bases of PE	50	50	100
4 credits	Course 305	Pedagogy of Physical Education	50	50	100
4 credits	Course 306	Open Course	50	50	100
16 credits		**Total**	**200**	**200**	**400**
Semester 4	**Compulsory courses**				
4 credits	Course 401	Research Dissertation	50	50	100
4 credits	Course 402	Specialization (practical)	50	50	100
	Elective Courses (any 2)				
4 credits	Course 403	Health Education	50	50	100
4 credits	Course 404	Adapted Physical Education	50	50	100
4 credits	Course 405	Exercise Prescription & Fitness Management	50	50	100
4 credits	Course 406	Foundation of Yoga & Yogic Science	50	50	100
4 credits	Course 407	Open Course	50	50	100
16 credits		**Total**	**200**	**200**	**400**

External Examination Evaluation pattern

Q. No	Type of Questions	Number of questions	Marks
1	Multiple choice questions based on higher order thinking skills	2 questions on each Credit	1*8= 8
2	Questions based on Definitional/Specific short answer	1 out of 2 questions on each Credit	4*4= 16
3	Questions based critical thinking or ability to apply knowledge or Analytical/evaluative questions	1 question compulsory on each Credit	4*4= 16
4	Essay type question based on ability to expound a theme at length with discrimination & justification	Any 1 out of 4 questions given on each Credit	10*1= 10
		Total	50

Course 101 Research in Physical Education

Objectives:

1. **To enable the students to understand the concept and meaning of Research**
2. **To enable the students to understand the fundamentals of Research**
3. **To enable the students to understand the methods of research**
4. **To enable the students to understand the different tools of data collection for research**

Credit 1 Basics of Research

1.1 Definitions, Importance and Need of Research in Physical Education
1.2 Areas of Research in Physical Education
1.3 Review of related literature and writing references- Reviews related to Method, Reviews related to Statistical Tools, Reviews related to Data collection tools, Reviews related Sampling techniques
1.4 Selecting Research Problem
1.5 Steps of Research Proposal
1.6 Fundamentals of Research - Objectives of the study, Hypothesis, Assumptions, Delimitations, Limitations, Operational Definitions, Populations, Sampling- different techniques -Probable, Non-probable
1.7 Ethics of Research

Credit 2 Types & Methods of research

2.1 Types of Research (Introduction)- Action Research, Fundamental Research, Applied Research
2.2 Qualitative & Quantitative Research
2.3 Methods of Research in Physical Education- Historical Research, Experimental Research, Descriptive Research
2.4 Historical Research Method- Historical generalizations in Physical Education, Sources of Data, Internal & external criticism

Credit 3 Descriptive Studies

3.1 Classification of descriptive research- Causal comparative study, Correlation study, Analytical study, Normative study, & Case study
3.2 Data collection tools- The Questionnaire, Opinionnaire, Inventories, Interview, Psychomotor Tests, Observation sheet, Rating scale etc.

Credit 4 Experimental Research

4.1 Experimental and Control Group
4.2 Variables- Independent & Dependent Variables, Confounding Variables, Controlling Variables

4.3 Experimental validity- Threats to internal & external validity

4.4 Experimental Designs- Pre experimental Design, True Experimental Design, Quasi experimental Design

Suggested Readings:

1. Best, J. W. & Kahn, J. V. (1995). *Research in Education.*(9th ed.). New Delhi: Prentice Hall
2. Clark, D. H. & Clark, H. H. (1979). *Research process in Physical Education, recreation & health*. Englewood Cliffs: prentice Hall
3. Johnson, B. & Christensen, L. (2008). *Education Research, Quantitative, Qualitative and Mixed Approaches*. (3rd ed.). Sage Publication: England
4. Thomas, J. R. & Nelson, J. K. (2001). *Research Methods in Physical Education*, (4thed.). USA: Human Kinetics

Course102: Evaluation in Physical Education

Objectives:

1. **To understand terminologies & methods of evaluation in sports & Physical Education.**
2. **To understand the evaluation process.**
3. **To gain experience & skill to evaluate the human performance.**
4. **To be better prepared to prepare & conduct measurement & evaluation.**

Credit 1: Basics of Measurement & Evaluation

1.1 Concept & importance of Test, measurement, evaluation and assessment

1.2 Classification of test in Physical Education

1.3 Different tools of evaluation in Physical Education

1.4 Trends in evaluation in Physical Education

1.5 Criteria of test selection

Credit 2: Construction & Standardization of tools

2.1 Methods for testing Validity, Reliability (Interclass & intra class) & Objectivity

2.2 Construction of psychomotor test

2.3 Construction of Questionnaire and Opinionnaire

2.4 Administration of psychomotor test

2.5 Concept, importance, construction & administrative concerns of Rating scales

Credit 3: Measurement of psychomotor & cognitive domain

3.1 Measurement of HRPF, SRPF, GMA & Motor educability.

3.2 Measurement of skills of various sports & games: Soccer, Handball, Tennis, Basketball, Volleyball & Indian games

3.3 Testing of psychological variables

3.4 Fitness assessment Tests for Special Population & older adults

Credit 4: Test batteries & anthropometric measurement

4.1 Meaning & characteristics of Test batteries: AAHPERD youth fitness test, JCR, FITNESSGRAM & ACSM Fitness test, sports skill test batteries

4.2 Factors affecting measurement in Physical Education

4.3 Anthropometric measurement & somatotype

4.4 Posture assessment

Suggested Reading:

1. Miller, David. K. (2002). Measurement by the Physical Educator. New York: McGraw Hill companies.
2. John & Nelson (1998). Practical Measurements for Evaluation in Physical Education. Delhi: Surjit Publication.
3. Barrow, H.M.(1979).Practical Approach to Measurement in Physical Education. Ed. (3rd Ed.). Philadelphia: Lee &Febigeer,
4. Clarke, H. (1987). Application of Measurement in Health & Physical Education. Ed. (6th Ed.). New Jersey PrenticHall,Inc 1987.
5. Kansal, D.K. (1996). Test & Measurement in Sports & Physical Education. New Delhi:.D.V.S.Publications
6. Waghchoure, M.T. (2006). Measurement & evaluation in Physical Education: Study of KhoKho game. Delhi: Friends Publications

Course 103 Psychology of Sports

Objectives:

1. **To get acquainted with the meaning, nature and scope of sports Psychology.**
2. **To be able to know & prepare psychological profiles of sportsmen.**
3. **To understand the role of sports psychology in the performance.**
4. **To know the various psychological problems and its coping techniques for better sports performance.**
5. **To introduce to the role of leaders, counselors, and social psyche in the performance enhancement.**
6. **To introduce the Psychological Tests and be able to conduct these tests on subjects.**

CREDIT 1: Sports Psychology, Psychological Profiling & Group Mechanics

1.1 Sports Psychology

- Meaning, Scope & Development of Sport Psychology
- Relationship of Sport Psychology with other Sports Sciences
- Need & Importance of Sport Psychology

1.2 Psychological Profiling of Sportsmen/Athletes

- Definition
- Technique of Profiling of Sportsmen / Athlete
- Importance of Psychological Profiling

1.3 Group Dynamics

- Group Cohesion & Team Building: Definition & Techniques
- Leadership: Definition & Types
- Ethics in Sports

CREDIT 2: Personality, Motivation & Aggression

2.1 Personality

- Meaning & Classification of Personality
- Personality Traits with relation to Sports & Games

2.2 Motivation

- Definition, Meaning, Types & Techniques of Motivation
- Importance of Motivation in Sports.

2.3 Aggression

- Definition, Meaning & Theories of Aggression

CREDIT 3: Effect on Sport Performance

3.1 Emotions

- Definition & Types
- Effect of Emotions on Sports Performance
- Spectators and sports performance

3.2 Anxiety & Stress

- Definition & Types of Anxiety & Stress
- Effect of Anxiety & Stress on Sport Performance
- Psychological Preparation: Pre-During-Post Competition.
- Coping & Relaxation Procedures

CREDIT 4: Assessment in Sports Psychology

- Psychological Profiling Questionnaire
- Sixteen Personality Factor Test, Eysenck Personality Questionnaire.
- Athletic Motivation Scale
- Sports Competitive Anxiety Test & Competitive State Anxiety Inventory
- Emotional Intelligence Questionnaire
- Aggression Questionnaire

Suggested Readings

1. B. J. Cratty. Psychology of Contemporary sports Champaign: Human Kinetics Publishers,
2. John M. Silva & Roberts. Psychological Foundations of Sport. Champaign: Human Kinetics Publishers.
3. Diane Gills, Psychological Dynamics of sports. Champaign: Human Kinetics Publishers.
4. Cox, Sports Psychology. Champaign: Human Kinetics Publishers.
5. Richard M. Sumin, "Psychology in Sports, Methods & Application. New Delhi: Surjeet Publication.
6. But, LusanDorcas, Psychology lof Sports. Network: Van Nostrand Reinhold Company
7. Cratty, Bryant. J. (1973)., Movement Behavior and Motor Learning. Philadelphia: Lea and Febiger.
8. Kamlesh M. L. Psychology of Physical Education and sports (London, Boston Rutledge and Kegan Paul.
9. Linda K. Binket, Robert J. Ratella and Ann/, S. (1972). Really Sports, Psychology, Psychological Consideration Maximizing Sports Performance. DubugneJowa: C. Brown Publishers.
10. Robert S. Weinberg and Daniel Godd. (2003). Foundation of Sports and exercise Psychology. Champaign: Human Kinetics
11. Cronbach J. Lec (1990). Essentials of Psychological Testing. HurperColins Publishers.
12. Mohan J., Chadda K.N. and Akhtar Sultan .S. (2005). Psychology of Sports: The Indian Perspective.
13. Taylor, Jim. Wilson G. Applying Sport Psychology.

Course 104: Science of Sports Training

Objectives:

1. **To enable student to understand the scientific sports training process & principles.**
2. **To develop attitudes and skills in designing sports training programs.**
3. **To be better prepared to be a good sports trainer.**

Credit 1: Sports training

1.1 Definition, meaning and importance of sports training

1.2 Characteristics of sports training

1.3 General Principles of sports training- reference to various sports & games

Credit 2: Training Means & methods

2.1 Development of health related fitness parameters

2.2 Development of skill related fitness parameters

2.3 Training methods for developing fitness (Weight training, Plyometric training, interval, repetition, continues, circuit training)

2.4 Psychological/mental training

Credit 3: Training load & recovery

3.1 Training load its variables & adaptation

3.2 Overload & its symptoms

3.3 Training cycles (Micro, Meso& Macro cycles)

3.4 Short-term & long-term training plans

3.5 Designing Sports Training program

3.6 Periodization and peak performance -Types of Periodization

Credit 4: Preparing for competition

4.1 Talent identification, its need & importance

4.2 Sports talent identification procedures in India

4.3 Sports skill, style & technique

4.4 Technical & tactical preparation for sports

4.5 Preparing for competition

Suggested Reading:

1. Singh, H. (1991). Science of sports training. New Delhi: DVS publication
2. Uppal. A. K. (2001). Principles of sports training. New Delhi: Friends publication

3. Rainer Martens (2005). Successful coaching
4. Bompa, T. O., Haff, G. G. (2009). *Periodization: Theory and Methodology of Training (5th Ed.).* Champaign II: Human Kinetics
5. Foran, Bill, ed. *High-Performance Sports Conditioning.* Champaign II: Human Kinetics, 2001.
6. Baechle, T. R., Erale, R. W. ed. *Essentials of Strength Training and Conditioning.* (3rd Ed.). Champaign II: Human Kinetics, 2008.
7. Dick, F. W. (2006). *SportsTraining Principles (4th Ed.).* New Delhi: Friends Publication.

Course 201 Research & Statistics

Objectives:

1. **To enable the students to know the basics of computer, data entry in computer and mining of data**
2. **To facilitate the students to know the format of Research Report**
3. **To assist students to understand the concept, need and importance of statistics**
4. **To enable the students to understand the use of statistical software and MS Excel for statistical operations**
5. **To enable the students to interpret and make inferences based on the statistical operations**

Credit 1 Basic of Statistics

1.1 Concept of Statistics, its need and importance
1.2 Concept and Interpretation of Descriptive Statistical Measures- Mean, Median, Mode, SD, SEM,
1.3 Normal Probability Curve & its Interpretation- NPC, Normal distribution, Non normal distribution, Interpretation of Normal Distribution, Applications of NPC, Normality, Kurtosis, Skewness
1.4 Statistics Software- MS Excel and its applications, Introduction to statistical soft ware, Its use in analyzing data, (Availability of student version or trial version)

Credit 2 Relationship & interpretation

2.1 Measures of Relationship & its Interpretation- Scattergram, Spearman's rank order correlation Coefficient, Person's Product movement Correlation Coefficient,
2.2 Interpretation of Correlation coefficient Significance of the Correlation Coefficient, Coefficient of Determination, Prediction

Credit 3 Inferential Statistics

3.1 Concept and Interpretation of Inferential Statistical Measures

3.2 Testing Null Hypothesis, Degrees of freedom, Level of significance, Type I & Type II error, Standard Error of the Mean, Standard Error of the difference between Means

3.3 Parametric tools- t-test (one sample, paired, & independent) Introduction to ANOVA, MANOVA and ANACOVA, MANCOVA, Post-hoc test & its Interpretation

3.4 Non-Parametric tools-Introduction to Chi-square, Cross tab technique, Mann Whitney test etc. & its Interpretation

Credit 4 Data analysis & Report writing

4.1 Computer Data Entry- The computer & data organization and mining

4.2 The outliers & managing it

4.3 Writing Research Report- Chapterization, Writing and citation of references, Interpretation of Data, Writing Conclusion and Recommendations, Rules of Typography

Suggested Readings

1. Miller, D. K. (2002). *Measurement by Physical Educator*. New York: McGraw Hill Companies
2. Vincent, W. J. (). *Statistics in Kinesiology.* Campaign: Human Kinetics
3. Barrow, H. M. (1979). Practical Approach to Measurement in Health & Physical Education. (3rd ed.). Philadelphia: Lee &Febigeer
4. Sprinthall, R. C. (1997). *Basic statistical Analysis*. (5th ed.). USA: Allyn& Bacon
5. Best, J. W. & Kahn, J. V. (2006). *Research in Education.*(10th ed.). New Delhi: PHI

Course 202 Exercise Physiology

Objectives:

1. **To enable the student to understand the physiological effect of Exercise on different system or/and on the body as a whole.**
2. **To enable the students to understand bioenergetics & role of energy systems in sports activities.**
3. **To enable the students to understand the role of nutrition & its relevance in energy production.**

Credit1:

1.1 Introduction to exercise & sport physiology, its importance and role

1.2 Structure & function of exercising muscle

1.3 Neural control for exercising muscle

1.4 Neuromuscular adaptations to exercise and training

Credit2:

2.1 Fuel for exercising muscle

2.2 Energy expenditure and fatigue

2.3 The cardiovascular system & its control

2.4 The Respiratory system & its regulation

Credit3:

3.1 Cardio-respiratory responses to acute exercise

3.2 Adaptations to Resistance Training

3.3 Adaptations to aerobic & aerobic Training

3.4 Endocrine system and adaptation to exercise

Credit4:

4.1 Exercise in hot and cold environments

4.2 Exercise & training at Altitude

4.3 Body Composition & Nutrition for Sport

4.4 Physiological assessment & evaluation of performance determining factors

Suggested Readings:

1. Wilmore, J H and Costill, D L (2004) Physiology of Sport and Exercise. Champaign, Illinois: Human Kinetics

2. McArdle, W.D., Katch, F.I. and Katch, V.L. (2007). Exercise Physiology, Energy, Nutrition and Human Performance. Baltimore: Lippincott, Williams & Wilkins

3. Mathew, D.K. and Fox, E.L.(1976). Physiology basis of Physical Education and athletics. Philadelphia: UBS company

4. Powers, S K and Howley, E T (2004) Exercise Physiology: Theory and Application to Fitness and Performance. New York: McGraw-Hill.

Course 203 Professional Preparation & Curriculum Design

Objectives:

1. **To provide foundation of profession, its criteria.**
2. **To understand the various perspectives of profession.**
3. **To understand the principles & process of professional development.**

Credit 1: The profession

1.1 Meaning, criteria & evaluation of profession
1.2 A professional & professionalism in Physical Education & sports
1.3 Physical Education as a profession
1.4 Legal regulation of profession

Credit 2: Professional Preparation

2.1 Historical perspectives
2.2 Policy perspectives
2.3 Theoretical perspectives
2.4 Nature & content of professional preparation programs

Credit 3: Professional Development

3.1 Meaning & process
3.2 Growth on the job- in service concept
3.3 Self appraisal& parameter influencing self appraisal
3.4 Guiding principles & professional relations
3.5 Qualifications & duties, responsibilities & job profiles of school Physical Education teachers, directors of Physical Education in colleges & university

Credit 4: Curriculum

4.1 Meaning, importance & fundamental principles of curriculum planning
4.2 Writing the curriculum guide
4.3 Implementing the Physical Education curriculum

Suggested Reading:

1. KiranSandhu (2004**).** Professional preparation and career development in Physical Education and sports**.** New Delhi: Friends publication.
2. KiranSandhu (2004). Trends and developments in Professional preparation in Physical Education and sports**.** New Delhi: Friends publication.
3. Barrow, H. M. (1983). Man & movement (3rd Ed.). Philadelphia: Lea &Febiger.
4. Buchor, C. A. &Wuest, D. A. (1987). Foundations of Physical Education and sports**.** St. Louis: Times mirror / Mosby college publication.
5. Kelly, L. E. &Melograno, V. J. (2004). Developing the Physical Education curriculum**.** Champaign: Human Kinetics.
6. Pangrazi, R.P. &Dauer, V. P. (1995). Dynamic Physical Education for elementary school children (11th Ed.). Boston: Allyn and Bacon.
7. Pangrazi, R.P. &Dauer, V. P. (1985**).** Dynamic Physical Education curriculum & instruction for secondary school student**.**Minnesoty: Burgess publishing company.
8. Lombardo, B. &Wuest, D. (1994). Curriculum & instruction the secondary school Physical Education experience**.** St. Louis: Mosby
9. Kasat, G. &Karmarkar, A. K. (1996). Professional preparation in Physical Education and sports**.** Amravati: Kasat

Course 204.1 Fitness & Conditioning (Practical)

Objectives:

1. **To introduce students to various training methods in sports.**
2. **To enable students improve overall & specific fitness.**
3. **To help them create database of exercises & training protocols.**
4. **To enable them to assess fitness using different techniques.**

Activity 1

Warm up Routines
Cooling down routines

Activity 2

Weight training exercises- dumbbell exercises, barbell exercises, machine exercises

Activity 3

Resistance band exercises for strength & flexibility development

Activity 4

Strength/Swiss ball exercises for stability, strength, flexibility & rehabilitation
Core training

Activity 5

CPR Certification – cardio pulmonary resuscitation- certification training course

Activity 6

Circuit training for strength, endurance, strength endurance improvement, & calorie burning

Activity 7

Interval training- strength, endurance

Activity 8

Flexibility training- static training, PNF training

Activity 9

Endurance training- continuous method, repetition method, Fartlek training

Activity 10

Speed, power, agility- plyometrics, complex training etc

Evaluation

Evaluation will be done at the end of second semester. Student has to maintain record of the information collected & present it at the time of examination. Evaluation of this course will be done at both internal & external examinations. Examination will comprise fitness tests, oral examination, & database records etc.

Course 204.2 Measurement & Evaluation (Practical)

Objectives:

1. **To be able to understand the conduct of various measurement techniques.**
2. **To assess an individual, athlete, special person etc using appropriate tests.**
3. **To develop ability to measure accurately.**

Details of the course

Sr. No.	Classification	Components &Tests
1	**Anthropometric measurement**	1.**General Body Measurement:** Body weight, Stature Height, Sitting Height 2. **Skeletal Diameters:** Biacromial Diameter, HumerusBicondylar Diameter, Wrist Diameter, Femur Bicondylar Diameter 3. **Circumference:** Chest Circumference, Upper Arm Circumference, Thigh Circumference 4. **Length:** Arm length, Leg length 5. **SkinfoldMeasurement:** Biceps, Tricep, Subcapular, Suprailiac 6. **Posture assessment**
2	**Health Related Physical Fitness**	**C. V. Endurance :** Beep test, Run/walk test, Step test, Ergometer test
		Muscular strength & Endurance:1 RM, Pull Ups, Modified pull Ups, Flexed Arm Hang, Push Ups, Modified Push Ups Bent Knee Sit Ups, Curl-Up Test , Handgrip Strength Test
		Flexibility: Sit & Reach, Trunk & Neck Extention, Shoulder Flexibility, Shoulder lift, Shoulder & Wrist Elevation, Trunk rotation, Goniometer
		Body Composition: WHR, BMI, Digital body fat Monitor
3	**Skill Related Physical Fitness**	**Speed:** 10 stride test, 40m multiple sprint test, 400m Drop off test, 50m. Dash, 30m. Flying test
		Agility: Shuttle run, SEMO Agility run, Dodging run test, 505 Agility test, ZigZag run test, Side step test, Illinois Agility Run test
		Balance: Stork stand, Bass stick test, Bass test of dynamic balance
		Reaction time: Ruler drop test, Hand reaction time, Foot reaction time test
		Power: SBJ, Vertical Jump, Medicine ball throw
		Co-ordination: Wall Catch test, Wall Volley
4	**Sports Skill Test**	1. **Basket Ball**: Nelson-Johnson, AAHPERD, SAI 2. **Foot Ball:** AAHPERD, McDonald & SAI Soccer test 3. **Volley Ball**: Brady, Russell-Lange & AAHPERD Volley ball skill test 4. **Badminton:** Miller wall volley badminton test, Service test
5	**Psychological test**	Paper pencil test- 16 PF test etc
6	**Physiological test**	Heart rate, respiratory rate, VO_2 max

Evaluation (Total marks= 50, Internal= 25 marks, external= 25 marks)

Details of External Evaluation

1. Submission of report

Every student will take up a project based on tests taught in the practical course. Candidate should prepare a detailed report on the project undertaken.
The report should consist of details on objective of the project, tests selected, justification for selection of the tests, details of testing procedure, method of reliability & validity testing, analysis of data and measures suggested for improvement on the basis of analysis.

2. Presentation of report

Every student should prepare a PowerPoint presentation on the project undertaken and present the details at the time of evaluation.

3. Viva-voce

The viva-voce examination will be based on the contents taught in the practical course and the project undertaken by the student.Every student has to appear for the viva-voce examination to be held immediately after the presentation of the project.

Course 301 Biomechanics and Kinesiology

Objectives:

1. **To understand the science of Biomechanics and kinesiology in relation to human performance.**
2. **To analyze various fundamental movements and understanding the relevance of analysis.**
3. **To understand the body structure and apply the knowledge in analysis of movements.**

Credit 1: Introduction to Biomechanics

1.1 Definition and meaning of sports biomechanics- What are goals of exercise and sports biomechanics?, Future of sports biomechanics, Application of biomechanics in sports.
1.2 Basic dimensions and Credits of measurement used in mechanics- Scalar and vector quantities, Work, power and energy, Forms of motion, planes and axes, Basic concepts related to Kinetics. (Inertia, mass, force, Pressure, Torque, Impulse, Centre of gravity, volume, density.)
1.3 Principal of application of biomechanics- Force-motion principle, Force-time principle, Inertia, Range of motion, Balance, Co ordination Continuum, Segmental Interactions, Optimal projection, Spin.

Credit 2: Human Movement

2.1 Qualitative and quantitative biomechanical analysis to improve technique and training - Description, Observation, Evaluation, Instruction, Body Structure , Physical training, Technical training and Joint movements.

2.2 Video film analysis and tools of biomechanical analysis- Cinematography and videography, Electromyography, Dynamography, Use of LED's and electromagnetic markers, Electro Goniometer, Photo cells-light beams and timer system, Accelerometer, Force Transducers, Pressure sensors.

2.3 Analysis of fundamental skills and sports skills- Major Ball games, Swimming, Track and Field- Running, Throwing and Jumping

2.4 Latest research related to sports biomechanics- Research on technique and skill development, Research on analyzing method, Research on equipment to enhance performance development, Research based on injury prevention using sports biomechanics.

Credit 3: Introduction to Kinesiology

3.1 Definition, objectives and role of kinesiology.

3.2 Fundamental concepts of axes and planes.

3.3 Anatomical and physiological fundamentals.

3.4 Kinesiology of daily life.

CREDIT 4 Kinesiology of Joints

4.1 Upper Extremity -Shoulder, Elbow, Wrist- structure, movements, loads

4.2 Lower Extremity- Hip, Knee, Ankle, Foot- structure, movements, loads

4.3 Application of Kinesiology- Basic skills- Walking, Jumping, Running, Swimming.

Suggested Readings

1. Hay ,J (1981). The Biomechanics of sports techniques. New Jersy: Prentice Hall.
2. Bunn, J. W. (1981). Scientific principles of coaching. Englewood: Cliffs. Prentice Hall.
3. McGinnis, P. M.(2005).Biomechanics of sports exercises. USA: Human Kinetics.
4. Sunderrajan, G.S. Biomechanics of sports and games. Ludhiyana: Tondon Publication.
5. Susan, J. H (2003). Basic Biomechanics.(4thEdn.) Mc.Graw Hill Publication.
6. Dr. Rajlakshmi, D. (2007). Biomechanics for sports and games. Sports Educational Technologies.
7. Hoffman, S.J. (2005). Introduction to Kinesiology. Human Kinesiology Publication.
8. Uppal. A. K. and Lawrence, M. P. Kinesiology. New Delhi. Friends Publication: India.
9. Knudson, D. (2007). Fundamentals of Biomechanics. Chico, USA: Springer Publication.
10. Scott, M. G. (). Analysis of Human Motion. Newyork.

Course 302 Management of Physical Education & Sports

Objectives:

1. **To acquaint the students with duties & responsibilities of managers.**
2. **To acquaint the students understand the importance if management in Physical Education**
3. **To acquaint the students with basic concept & principles of management in Physical Education.**

Credit 1 The management process

1.1 Definition, meaning, need & Importance of management in Physical Education & sports

1.2 Management framework, function & task, Functional effective & efficient management

1.3 Philosophical & theoretical dimensions of management, Principles of management

1.4 Management structure for Physical Education & sports programs

Credit 2 Management of Physical Education

2.1 Management guidelines for school & college Physical Education program, Management matters related to Physical Education Instructional program

2.2 Criteria for evaluating Physical Education instructional program, Recreational sports program (Intramural, fitness, sports, club program)

2.3 Management concern for college & Universities

2.4 Competitive sports program

Credit 3 Management of Physical Education & sports Programs in public & private sector

3.1 Corporate, workplace, health, fitness programs

3.2 Commercial health & fitness industry

3.3 Professional qualifications & responsibilities of Physical Education & sports personal

3.4 Physical Education Institutes with management perspective- A case study

Credit 4 Management function

4.1 H.R. Management & supervision

4.2 Program development, Facility Management

4.3 Finance & Management, Purchase, care of equipment

4.4 Management & the Athletic training program, Legal liability, Risk & Insurance Management

4.5 Sport marketing, Office Management

Suggested Readings:

1.Bucher, C. A.&Krotee, M. L. (2002). Management of Physical Education of Sports, (12th Edn.). New Yark: McGraw Hill.

2. Voltmer, E.F. (1979).The organization and administration of Physical Education (5thEdn). New Jersy: Prentice Hall.

3. Parkhouse, B. L. (1991). The Management of Sports Foundation & Application St. Loup: Mosby Year Book.

4. Kamlesh, M. L. (2000). Management Concepts in Physical Education & Sports, New Delhi : Metropolitan Book Co. Pvt. Ltd.

Course 303 Athletic Care & Rehabilitation

Objectives:

1. **To understand the historical background & development of sports medicine**
2. **To introduce to common injuries and healing process**
3. **To get acquainted with injury management of common injuries**
4. **To understand various modalities & its uses**

Credit1: Introduction

1.1 History, concept, aim, objectives, need & importance

1.2 Role of physician, athlete trainer & coaches

1.3 Team medical care- concept & approaches

Credit2: Injury & tissue response

2.1 Micro & macro trauma, over use trauma

2.2 tissue response to stress

2.3 Inflammation & different steps of wound healing

2.4 Common regional injuries & their management (head, neck, face, thorax, abdomen, pelvis, upper & lower limbs).

Credit3: Therapeutic modalities & rehabilitation

3.1Hydrotherapy, Cryotherapy, thermotherapy

3.2 Diathermy, infra-red, ultra sound

3.3 Contrast & paraffin bath

3.4 Approach to rehabilitation

Credit4: Performance enhancement

4.1 Performance enhancing drugs, substances

4.2 Athletic nutrition- Balanced diet & appropriate diet before, during & after athletic performance

Suggested Reading:

1. Roy, S. & Irwin (1983). Sports medicine. Prentice hall
2. Pande, P. K. (1987). Outline of sports medicine. New Delhi: Jaypee Bros.
3. Michael, H. (2001). Sports injuries recognition & management. (3rd Ed.). Oxford University press.
4. Armstrong & Tucker. Injuries in sports. London: Staples press.

Course 304 Philosophical & Sociological bases of PE

Objectives:

1. To introduce students to the philosophic bases of Physical Education.

2. To help them develop personal philosophic skills.

3. To enable them to relate moral development and issues and crises in sports.

4. To understand relationship of sports and society and impact of globalization.

5. To understand the relation between sports & women, sports & religion, sports & politics.

Credit 1Developing Philosophic skills

1.1 What is Philosophy?

1.2 Idealism, Realism, Pragmatism, Naturalism and Existentialism

1.3 Objectives of Physical Education and Sports.

1.4 Developing personal Philosophic skills.

1.5 Improving life through our profession (Practical Applications)

Credit 2 Values and Ethical issues in Sports

2.1 Concepts of moral development and stages of development.

2.2 Ethics in Sports

2.3 Growing Ethical crises in sports.

2.4 Making sound Ethical decisions.

Credit 3What is Sociology?

3.1 Introduction to Sports Sociology (Nature, Scope Def, Meaning, Importance and Historical perspective)

3.2 Relationship between Sports and Socializing Institutions (Family, Schools and educational systems)

3.3 National and International Integration through Sports (Sports and Nationalism; Sport's role in the making of Nation)

3.4 Sports and Women(Pre Independence, After Independence, Current Status, Social Barriers, Schemes for improving the Participation of Women by Govt)

3.5 Sports and Religion, Culture

Credit 4 Sports, Globalization and its Social Impacts

4.1 What is a Globalization and Characteristics of Global sport

4.2 Sports and Politics, Sponsorship, Media, Economy

4.3 Sport and Violence

4.4 Social Impacts of International Sports events

Suggested readings:

1. Kretchemar R, (1994) Practical Philosophy of Sport. U.S.A: Human Kinetics.
2. Bucher, (1992) Foundations of Physical Education. (1st Indian Edition) New Delhi: B. I. Publication

3. Lumpkin, (1998) Physical Education and Sports: A Contemporary Introduction. U.S.A: McGraw Hill Companies.
4. Hardman K, Green K, (2005) Physical Education Essential Issues London. SAGA.
5. Shields D, Bredemeir B, (1995) Character Development and Physical Activity. U.S.A; Human Kinetics.
6. Dawn P, (2002) Gender and Physical Education. U.S.A, Routledge.
7. Ziegler, E.F. (2007) An Introduction to Sports and Physical Education Philosophy. Delhi: Sp Educational Techno.
8. Williams, J. E. (1964) Principals of Physical Education. Philadelphia: W.B. Sounders.
9. Jain R, (2002) Sports Sociology New Delhi: Jain Media Graphics.
10. Bhupindar S, (2004) Sports Sociology – An Indian Perspective. New Delhi: Friends Publication.
11. Sharma S, (2004) Sociological foundations in Physical Education and Sports. New Delhi: Friends Publication.
12. Jarvie G, (2006) Sports, Culture and Society An Introduction. New York: Routledge.
13. Cashmore E (2000) Sports Culture An A – Z Guide. New York: Routledge.

Course 305 Pedagogy of Physical Education

Objectives:

1. To enable students to distinguish among teaching, learning, & pedagogy.

2. To be able to explain difference between effectiveness and expertise in teaching.

3. To acquire teaching skills & effectiveness & develop positive attitudes about process of learning & teaching.

4. To enable them to sensitively apply teaching skills in different educational settings.

Credit 1: Systematic improvement in teaching skills

1.1 Science & Art of teaching – Teaching, Learning, & Pedagogy, appropriate practices-goals & feedback

1.2 Stages of skill development in teaching, sources of help, expert PE teacher

1.3 Effective teacher- how are they identified? Active teachers, contextual variations of active teaching

1.4 What teachers do in PE? What students do in PE? Effective PE teaching

Credit 2: Assessing and improving teaching

2.1 Assessment model, on-site assessment of teaching, steps in assessment process

2.2 Task system- ecology of PE, important concepts in ecological framework

2.3 Interpersonal skills in PE teaching – teacher-student interaction skills, effective communication skills

2.4 Legal, ethical & moral issues in teaching, promoting self growth in PE

2.5 Strategies for content development- factors affecting program level planning, differing visions of good in PE

Credit 3: Developing effective Credits of instructions

3.1 Determining entry & exit levels, end of unit objectives, practical factors related to unit planning, constructing unit plan, writing instructional objectives

3.2 Generic instructional strategies- guided practice, independent practice, monitoring student performance

3.3 Instructional format- active teaching, task teaching, teaching through questioning, peer teaching, cooperative learning

3.4 Self-instructional formats- contracts, PSI, providing effective instruction for mainstream students

Credit 4: Measuring teaching & its outcomes

4.1 Traditional methods for assessing teaching- intuitive judgment, eyeballing, anecdotal records, checklists, rating scale

4.2 Systematic observation records- event recording, duration recording, interval recording, group time sampling, self recording

4.3 Combining observation techniques, important decisions in developing observation strategies, building observation system

4.4 What to observe, training observers, calculating reliability of observation data, examples of observation system

Suggested Readings:

1. Siedentop, D. (1991). Developing teaching skills in Physical Education. Ca:Mayfield Publishing company
2. Mosston, M., Ashworth, S. (1994). Teaching Physical Education (4th Ed). NY: Macmillan College Publishing Company
3. Kelly, L.E., Nelograno, V.J. (2004). Developing the Physical Education curriculum. Champaign, IL: Human Kinetics
4. Hopple, C.J. (2005). Elementary Physical Education teaching & assessment- A practical guide. Champaign IL: Human Kinetics

306 Open Course

The Facility of open course provides for presentation of a faculty member'scurrent research or specialized academic interest. The title and syllabus will beframed by the faculty member. The course will be given on approval by the Institutional/college Committee. The course content will include the detailed syllabus and evaluation pattern for internal and external assessment.

Course 401 Research Dissertation

Objectives:

1. **To develop the Research attitude among the students**
2. **To help the student to formulate the Research problem and carry out the Research**
3. **To enable the students to develop and administer the tools for data collection**
4. **To enable the students to organize and present the research work**

Marks 100 (50 Marks each for Internal and External)

This course has to be conducted by organizing workshops and seminars during semester II, III and IV. Details of the same are given in the following table

Details of Dissertation course work

Sr No	Workshop / Seminar	When to be organized	Internal Marks	External Marks	Total
1	Review of related literature and identifying research problem/ question	Semester II	**10**	**-**	**10**
2	Proposal presentation and Methodology	Semester III	**10**	**-**	**10**
3	Data Collection Tools & its Reliability	Semester III	**10**	**-**	**10**
4	Analysis of Data and Writing Report	Semester IV	**10**	**-**	**10**
5	Research Paper Presentation	Semester IV	**10**	**-**	**10**
6	Dissertation and Viva-voce	Semester IV	**-**	**50**	**50**
		Total	**50**	**50**	**100**

- Workshop/ seminars will be organized by college during specified semester with adequate time interval in between.

1. **Proposal Presentation:** College will appoint guide to each student for his/her research work to be supervised. Every student has to select research problem and prepare a proposal on it and present it in front of two experts including guide
2. **Review of related literature and Methodology:** A workshop will be organized to explain the method of finding reviews, writing reviews and references, Procedure, Population and sampling processes and techniques.
3. **Data Collection Tools & its Reliability:** Selection or Preparation appropriate data collection tool, finding its reliability, administration of tool and scheduling.
4. **Analysis of Data and Writing Report:** Applying appropriate descriptive and inferential statistical tool, Interpretation, discussion and conclusions, Guidelines for writing research report and application of computer for typing.
5. **Research Paper Presentation:** Student will have to prepare a research paper on his/her research study & present it before guide & an expert appointed by college
6. **Dissertation and Viva-voce:** Every candidate has to submit two bound copies of the Dissertation and its electronic format on CD/DVD in given time and dissertation will be

sent by college to external examiner for evaluation.Viva Voce will be conducted by External and Internal examiner on the date declared by University of Pune.

7. **Research Report Format:** Every candidate must follow all the guidelines given in the research report format given in the appendix of this document.

Course 402 Specialization (Practical)

The candidate has to opt for one of the specialization events listed below.

1. Athletics	**6. Basketball**	**11. Cricket**	**16. Boxing**	**21. Netball**
2. Yoga	**7. Hockey**	**12. Table tennis**	**17. Judo**	**22. Korfball**
3. Kabaddi	**8. Football**	**13. Badminton**	**18. Taekwondo**	**23. Swimming**
4. Kho-Kho	**9. Handball**	**14. Tennis**	**19. Mallakhamb**	**24. Fitnesss& conditioning**
5. Volleyball	**10. Softball**	**15. Wrestling**	**20. Gymnastics**	**25. Physical Education**

Each student will undergo advanced training in the event of his/her choice. The selected eventwill be taught for the advanced level with reference to the given points:

1. Warming- up
1.1 General Warming-up
1.2 Specific Warming-up

2. Training for Motor Abilities
2.1 Free hand exercises for general development
2.2 Strength training (Isometric, Isotonic and Isokinetic Exercises and other strength training
methods and means.
2.3 Endurance Training (Continuous method, Interval method & Fartlek)
2.4 Speed Training (Methods and means for developing sprinting speed, speed of movement
and reaction time).
2.5 Flexibility Training

3. Technical/Skill Training
3.1 The skills of the sport/game will be taught with the help of following exercises
3.1.1 Preparatory Exercises
3.1.2 Basic Exercises
3.1.3 Supplementary Exercises
3.2 Progressive Teaching Stages of skills
3.3 Lead-up activities/Modified games
3.4 Coaching of skills in relation to the game situation.

4. Tactics and Strategy
4.1 Individual Tactics (Attack, Defense and High Performance)

4.2 Team Tactics (Attack, Defense and High Performance)

5. Officiating and Organization
5.1 Organization of competition
5.2 Rules and their interpretations
5.3 Laying out of play field/arena for competitions
5.4 Maintenance of play fields and equipment

6. Evaluation
6.1 General Tests
6.2 Specific Tests
6.3 Evaluation of performance
6.4 Final lesson in coaching

7. Hands-on training program - Each candidate has to undergo a 3 week Hands-on training program at college, health club or school specified by institute whichever is applicable. This program will be conducted based on the guidelines given below.

i) Duration of the Hands-on training program- 3 weeks (Maximum 3 hours/day).
ii) The candidate will report to the director/manager/teacher concerned and undergo the training program developed by the college teacher and concerned director.
iii) At the end of completion, candidate will obtain certificate of completion from the Head & the director/manager/teacher concerned.
iv) Activities to be completed-
a) Understanding the administrative system related to competition participation, purchase & maintenance in the concerned college/Health club/School and duties related to teaching/training
b) Role, duties & responsibilities of the Director/Trainer/Teacher
c) Organization of event- required documentation, planning etc
d) Training program – sports coaching/fitness training etc
e) Assessment of students/clients

- **Syllabus for the specialization in Fitness & conditioning and for Physical Education, college should form a committee and design the syllabus with details of internal and external evaluation of the mentioned specialization area.**

Evaluation

Internal evaluation (50 marks) –

1. **Lessons**- For internal evaluation, each candidate has to conduct 5 advanced coaching lessons tobe evaluated for 50 marks each. The college or institution can design the internal evaluation pattern in addition to the lessons. The pattern should be approved by the institutional committee.

External evaluation (50 marks) –

This will comprise evaluation based on the performance in skill tests, and other evaluation parameters based on the fitness, conditioning, technical and tactical training, gameperformance, officiating & coaching strategies. The external evaluation of this course will be developedby the institutional committee.

Course 403 Health Education

Objectives:

1. **To enable students to understand concept & importance and determinants of health.**
2. **To help them understand the changing concept of health education, need of a comprehensive health education program and approaches to health education.**
3. **To enable them to understand reasons, effects & preventive ways of substance use & abuse.**
4. **To enable student to understand typical stages of diseases, and help them understand certain communicable and non-communicable diseases.**

Credit 1: Basics of Health

1.1 Concept of Health- definition, new philosophy of health, dimensions of health
1.2 Determinants of Health- biological, behavioral & socio-cultural conditions, environment, socio-economic conditions, health services, aging of population, gender, other factors
1.3 Responsibility for health - individual, community, state & international responsibility
1.4 Indicators of Health- twelve indicators, levels of health care

Credit 2: Concept of Health Education

2.1 Health Education- Definition, changing concept of HE, aims & Objectives: of HE, role of health care providers
2.2 Approaches to Health Education
2.3 Contents of Health Education
2.4 Principles of HE and need & importance of HE

Credit 3: Substance use & abuse

3.1 Substance use, abuse, reasons for abuse, effects of drugs on body- route of administration, distribution, dosage, expectation of user, frequency
3.2 Alcohol- reasons, consequences, alcoholism and related problems
3.3 Tobacco- effects of smoking, reasons for smoking, second hand smoking, preventing tobacco use
3.4 Inhalants, designer drugs, marijuana, cocaine, prevention of drug abuse, legal approach, educational approach, community approach, treatment & rehabilitation

Credit 4: Communicable & non-communicable diseases

4.1 Pahtogens- virus, bacteria, rickettsiae, fungi, protozoa, helminthes, stages of disease, protection against disease

4.2 Communicable diseases- chickenpox, influenza, Tuberculosis, Typhoid, Cholera, Hepatitis

4.3 Malaria, Chikungunya, Dengue syndrome, STDs, AIDS

4.4. Non-communicable diseases- hypertension, stroke, rheumatic heart diseases, diabetes

Suggested Readings:

1. Greene, W.H., Simon-Morton, B.G.(1984). Introduction to Health Education. NY: Macmillan Publishing Company

2. Anspaugh, D.J., Ezell, G. (1995). Teaching today's health (4th Ed). Boston: Allyn& Bacon

3. Park, K. (2007). Park's textbook of Preventive & social medicine (19th Ed). India: BanarasidasBhanot Publishers

Course 404 Adapted Physical Education

Objectives:

1. **To enable the students to understand the meaning, need and importance of Adapted Physical Education**
2. **To enable the students to know the purpose, aims and objectives of Adapted Physical Education**
3. **To enable the students to understand the Test, Measurement and Evaluation in Adapted Physical Education**
4. **To enable the students to develop the Individual Education Program of Adapted Physical Education**
5. **To enable the students to understand the Motor & HRPF development of individual with disability**
6. **To enable the students to understand the role of games and sports in Adapted Physical Education**

Credit 1: An Introduction to Adapted Physical Education

1.1 Meaning, Need and Importance of Adapted Physical Education and Sports

1.2 Purpose, Aims and Objectives of Adapted Physical Education and Sports

1.3 Program organization of Adapted Physical Education and Sports

1.4 Adapted Sports- Para Olympics

1.5 Test, Measurement and Evaluation in Adapted Physical Education

Credit 2: Development of Individual Education Program (IEP)

2.1 The student with a disability

2.2 Components and Development of IEP

2.3 Principles of Adapted Physical Education and Sports

2.4 Role of Physical Education teacher

2.5 Teaching style, method and approach in teaching Adapted Physical Education

Credit 3: Developmental Considerations of an Individual

3.1 Motor development

3.2 Perceptual Motor development

3.3 Early childhood and Adapted Physical Education

Credit 4: Individual with unique need and activities

4.1 Behavioral and Special learning disability

4.2 Visual Impaired and Deafness

4.3 Health Impaired students and Physical Education

4.4 HRPF and its development for Individual with unique need

4.5 Role of games and sports in Adapted Physical Education

Suggested readings:

1. Beverly, N. (1986). Moving and Learning. Times Mirror/Mosby College Publishing.
2. Cratty, B.J. Adapted Physical Education in the Mainstream. (4th Edition) Love Publishing Company.
3. Houner, L.D. Integrated Physical Education- A guide for the elementary classroom teacher.
4. Winnick, J. P. (2005). Adapted Physical Education and Sports. Human Kinetics (4th Edition).
5. Pangrazi, R.P. and Dauer, V. P. Dynamics Physical Education for Elementary School Children. (11th Edition). Allyn and Bacon Publishing.

Course 405 Exercise Prescription & Fitness Management

Objectives:

1. **To get introduced to basic concept of fitness & its assessment.**
2. **To understand the principles of exercise prescription.**
3. **To understand the guidelines & be able to design the exercise plans for variety of Population**

Credit 1: Basic Principles of Physical Fitness

1.1 How much physical activity is enough? Benefits of physical activity

1.2 Health related components of physical fitness, skill related components of fitness

1.3 Principles of physical training: Specificity, progressive overload (FITT), Reversibility, individual difference

1.4 Designing your exercise program- guidelines for training, choosing activities for a balanced program

Credit 2: Developing fitness, improving quality of life

2.1 Benefits of aerobic exercises, monitoring heart rate

2.2 Developing aerobic exercise program- setting goals, applying FITT, building & maintaining aerobic fitness

2.3 Benefits of muscular strength & endurance, assessing muscular strength & endurance, creating a successful strength training program

2.4 Applying FITT principle, weight machines versus free weights, weight training safety

2.5 Determinants of flexibility, benefits & additional potential benefits of flexibility & stretching exercises, Flexibility improvement- FITT principle

Credit 3: Developing a personal fitness plan

3.1 Guidelines for personal fitness plan- set goals, select activity, set target, system of mini goals & rewards, lifestyle activity, monitoring, commitment

3.2 Putting plan into action, maintaining fitness program for life

3.3 Exercise guidelines for people with special concerns- arthritis, asthma, diabetes, heart disease, hypertension, obesity, and osteoporosis

3.4 Exercise guidelines for life stages- children & adolescents, pregnant women, older adults

Credit 4: Behavior change & fitness management

4.1 Psychosocial factors to consider, Behavioral change theories & exercise

4.2 Strategies to achieve fitness goals & maintaining fitness programs

4.3 Trends in weight loss, weight gain

4.4 Causes of obesity, implications of overweight & obesity

4.5 Underweight conditions & eating disorders

Suggested Readings:

1. Fahey, Insel, Roth (2004). Fit & well (6th Ed.). Boston: McGraw Hill co.

2. Greenberg, Dintiman, Oakes. (2004). Physical fitness & wellness (3rd Ed.). IL: Human Kinetics

3. Howley& Franks (1997). Health fitness instructor's Handbook (3rd Ed.) IL: Human kinetics

4. ACSM (1998) ACSM's resource manual for guidelines for exercise testing & Prescription (3rd Ed.). Lippincott, Williams & Wilkins

5. Durstine& Moore (2003) ACSM's exercise management for person's with chronic diseases & disabilities (2nd Ed.) IL: Human Kinetics

Course 406 Foundation of Yoga & Yogic Science

Objectives:

1. To understand the foundation & background of Yoga.

2. To introduce to stages of yoga & importance of practicing yoga.
3. To understand the benefits & effects of Kriyas, Bandhas, Pranayama.
4. To enable them to understand relation of yoga, health & mental health.
5. To introduce them to the research in yoga and its contributions.

Credit1: Basics in Yoga

1.1 Meaning, definition, need & importance of yoga
1.2 Historical background of yoga, types of yoga
1.3 Ashtanga Yoga (Eight stages of yoga), ChittaVrtti (Causes for the modification of the mind), ChittaViksepa (Directions & obstacles)
1.4 Sisya& Guru (A pupil & a master), Sadhana (A key to freedom)

Credit2:Asanas, Pranayam, Bandha, &Kriya

2.1 Meaning & definition of Asanas, Pranayam, Bandha, &Kriya
2.2 Types of Asanas, Pranayam, Bandha, &Kriya
2.3 Need & importance of Asanas, Pranayam, Bandha, &Kriya
2.4 Benefits & effects of Asanas, Pranayam, Bandha, &Kriya

Credit3: Yoga & mental health

3.1 Mental health & hygiene – yogic & medical perspectives
3.2 Yoga & modern psychology
3.3 Emotional disorders, conflicts & frustration

Credit4: Research in Yoga

4.1Meaning & yoga dimensions of health related fitness
4.2 Role of nostril dominance & brain functioning
4.3 Scientific reasoning behind asana
4.4 Researches done in yoga- an overview

Suggested Reading:

1. Iyengar, B. K. S. (1989). Light on yoga, Yoga Dipika. London: UNWIN paperbacks.
2. Kappmeir, K. L. &Ambrosihi, D. M. (2006). Instructing hata yoga. Champaign: Human kinetics.
3. Alice, C. (2000). Yoga for sports. Chicago: CB.
4. SawmiKuvalayanand (19930). Asanas. Lonavla: Kaivalayadham.
5. Tiwari, O. P. (2002). Asanas why & how?. Lonavla: Kaivalayadham.
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Course 407 Open Course

The Facility of open course provides for presentation of a faculty member'scurrent research or specialized academic interest. The title and syllabus will beframed by the faculty member. The course will be given on approval by the Institutional/college Committee. The course content will include the detailed syllabus and evaluation pattern for internal and external assessment.

Appendix A

University of Pune

Research Report Format Guidelines for

M.P.EdDissertation Organization

Following guidelines should be used in making the draft of the research work.

a) **Language:** English and Marathi are acceptable. If candidate is writing in English then Quotations in languages other than English must require a translation and if Marathi then quotations in language other than Marathi must require a translation. Thesis written in Marathi Language must have two abstracts, one in Marathi and other one in English and for Dissertation/thesis written in English Language must have abstract in English only.

b) **Paper:**The thesis must be printed on good quality, A4 Size (8.27" x 11.69"), white paper (Executive bond) on one side of the paper only. Photographs and other special figures or tables may be printed on photographic quality paper. Oversize or undersize pages (e.g., maps/Drawings) can be included but will not be bound into the thesis—they will be placed in a pocket at the back of the thesis.

c) **Printing:** Preliminary pages to be printed on one (right) side of the page andBody of the Thesis on both sides of the pages. Every new chapter shouldstart on right hand side page.

d) **Margins:** Left-hand margins should be 38 mm (1.5") wide, to facilitate binding. All other margins should be well defined at approximately 25 mm (1"). Text alignment should be justified.

e) **Font:** For the main body of the text, a standard, easily legible, 12-point font is preferred (e.g., Times New Roman) although for some font styles (e.g., Arial or Helvetica) 11-point may be acceptable. For Marathi a 16-point font is preferred (eg. Shree lipi). Condensed type is not acceptable. Chapter titles and section (sub) headings may be in a different style and should stand out clearly from the text. Text styles and title/(sub)heading styles should be consistent throughout the thesis, except that 11- or 12-point font consistent with the thesis text may be used in the table of contents. The thesis must be printed in black ink; printing should be laser or better quality.

Title	Marathi	English
Chapter Heading	16/18 Bold	14 Bold
Headings	16 Bold	14 Bold
Sub Headings	14 Bold	12 Bold
Body Text	14	12

f) **Page Numbers:** All pages must be numbered in sequence. There must be no missing, blank, or duplicate pages.

1. The page numbers in the preliminary material are to be in lower case Roman numerals, centered at the bottom of the page, except for the title page, which is not numbered. Minimum font size is 12-point and must be consistent throughout the text.

2. The page numbers in the main part (all text pages) are to be numbered consecutively with Arabic numerals. Placement of page numbers is as follows:

- Assign page numbers for the first page of each chapter, bibliography, and title page but do not print the number. Number should be placed ½ inch from top of page and aligned with right margin.

g) **Line Spacing:** 1.5 for text; exceptions are noted below.

h) **Table of Contents:** The thesis must contain a complete table of contents. Individual entries (titles, headings, etc.) that extend onto more than one line should be single-spaced; line spacing of 1.5 should be maintained between entries. For clarity, chapter titles and (sub) headings should be in 12-point font regardless of their font size in the main body of the text. Page numbers listed in the table of content should be aligned at the right-hand side of the page.

i) **List of Illustrations/Figures and/or Tables** (if applicable): Individual entries (titles, captions, etc.) that extend onto more than one line should be single-spaced, but line spacing of 1.5 should be maintained between entries. The lists should include any material inserted in a back pocket.

j) **Abstract:** The thesis must contain an abstract. This should occupy a single page, and may be single-spaced, if necessary. There should be no illustrations or footnotes. Students are advised that, due to space limitations shorten abstract to minimum 350 words.

General sequence to be followed in the final draft to be submitted in print and electronic format should be as follows: Title Page

- Certificate of the Guide
- Statement/Declaration by the Candidate
- Acknowledgement (Not more than TWO pages)
- Abstract
- Table of Contents
- List of Tables(if applicable)
- List of Figures(if applicable)
- Body of Thesis

- Bibliography
- Appendix (If Applicable)
- Vita(optional)

Appendices and other Supplementary Material

a) **General:** Appendices may include survey forms, or any other supplementary material excluding data. Content and format should be in accordance with discipline practice.

b) **Copyright Permission:** Where a thesis includes copyrighted material (e.g., publications), copyright permission letters should be included as a separate appendix. Reprints may be included in the appendices, provided copyright permission is obtained.

Electronic Formats

a) **General:** Students may include supplementary material in electronic format. A CD-ROM or DVD-ROM (read-only) containing this material should be submitted in a hard case and will go in the back pocket of the thesis. A description of the supplementary material, including file names, formats, and a brief description of the contents, should be included as an appendix in the paper copy of the thesis and as a "read-me" file on the CD/DVD-ROM.

b) **Labeling:** The CD/DVD-ROM must include both electronic and physical labels that list the thesis title, author, institution, and date.

Vita

Include your vita, or biographical sketch, with the document. List all educational institutions attended after graduation from high school and the date you received the undergraduate or graduate degree (or both). Include the list of professional organizations and other personal information of a scholarly nature. Do not include a list of publications. Do not number the vita page. Margins are identical to the preliminary pages. The Vita is limited to one page only.