

Syllabus

From

2011-12 & onwards

Regulations Governing Post-Graduate Programme of Physical Education (M.P.Ed) under
Choice Based Credit System
(framed under Section 44(1)(c) of the K. S.U. Act, 2000)

1.0. Title

These Regulations shall be called “General Regulations Governing the Post-Graduate Studies in Physical Education under the Choice Based Credit System” in Karnatak University, Dharwad.

2.0. Commencement

These Regulations shall come into force with effect from the academic year 2011-12.

3.0. Definitions

In these Regulations, unless otherwise provided:

- a. “Academic Council” means Academic Council of the University constituted according to the *Karnataka State Universities Act, 2000*.
- b. “Board of Studies” means P.G. Board of Studies in Physical Education. Karnatak University, Dharwad
- c. “Compulsory Course” means fundamental paper, which the student admitted to a particular Post-Graduate Programme, should successfully complete to receive the Post Graduate Degree in the concerned subject.
- d. “Course Weightage” means number of credits assigned to a particular course.
- e. “Credit” means the unit by which the course work is measured. One Credit means one hour of teaching work or two hours of practical work per week. As regards the marks for the courses, 1 Credit is equal to 25 marks, 2 credits are equal to 50 marks, 3 credits are equal to 75 marks and 4 credits are equal to 100 marks.

- f. “Cumulative Grade Point Average (CGPA)” refers to the cumulative Grade Point Averages weighted across all the semesters and is carried forward from first semester to subsequent semesters.
- g. “Degree” means Post-Graduate Degree in Physical Education.
- h. “Grade” is an index to indicate the performance of a student in the selected course. These Grades are arrived at by converting marks scored in each course by the candidate in both Internal Assessment and Semester-end Examinations.
- i. “Grade Point Average (GPA)” refers to an indication of the performance of the student in a given semester. GPA is the weighted average of all Grades a student gets in a given semester.
- j. “Open Elective Course” means a paper offered by a Department to the students of other Departments.
- k. “Post Graduate Programme” means semesterised Master’s Degree Programme in Physical Education.
- l. “Specialization course” means advanced paper and practical (games and athletics) offered by a Department that a student can opt as a special course and practical.
- m. “Student” means the student admitted to programme.
- n. “University” means KarnatakUniversity, Dharwad.

4.1. Minimum Eligibility for Admission

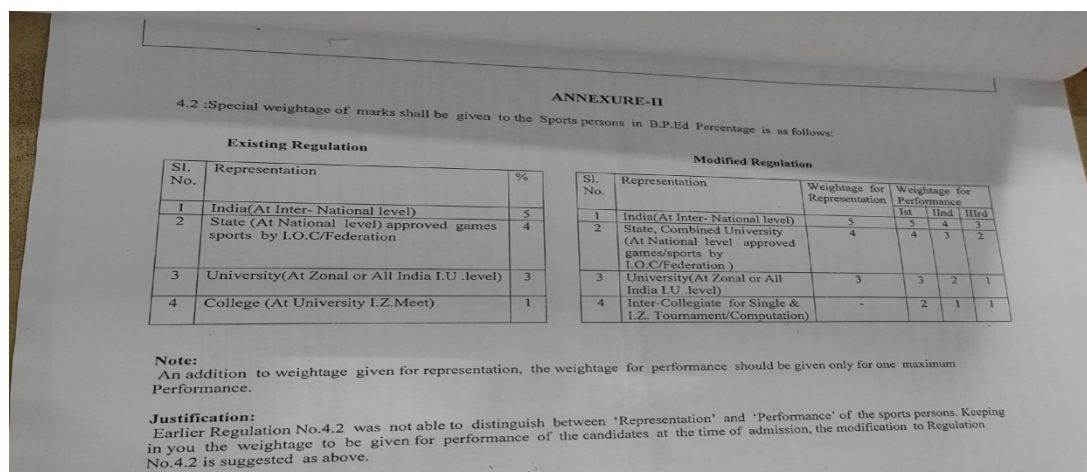
A candidate who has successfully completed one year B.P.Ed/ three years B.P.E Degree or any other equivalent Degree Programme of this University or of any other University recognized as equivalent thereto by this University, shall be eligible for admission to the M.P.Ed Programme provided the candidate secures 50% of marks in B.P.Ed and 45% of marks for SC/ST/Cat-I categories and other eligibility conditions as prescribed by the University and NCTE norms from time to time.

Admission shall be as per Government of Karnataka reservation policy and the directions issued in this regard from time to time.

4.2. Special weightage shall be given to the Sportsmen (candidates) along with B.P.Ed.

Percentage is as follows:

Sl No	Representation	%
1	India (At Inter-national level)	5
2	State (At National level, approved games and sports by I.O.C/Federation)	4
3	University(At Zonal or All India I.U.C)	3
4	College(At university I.Z. Meet)	1



5.0. Duration of the Programme

The duration of study for the M.P.Edprogramme shall extend over a period of two academic years comprising four semesters, and each semester comprising sixteen weeks with a minimum of ninety working days.

However, the students, who discontinue the programme after one or more semesters due to extraordinary circumstances, are allowed to continue and complete the programme with due approval from the registrar. Candidates are not register for any other regular course other than Diploma and Certificate course being offered on the campus during the duration of P.G. programme.

6.0. Medium of Instruction and Evaluation.

The medium of instruction for M.P.Edprogramme shall be English. However, the students may write the examinations in Kannada if so provided by the concerned Board of Studies..

7.0 Programme Structure

7.1. The students of M.P.EdProgramme shall study the courses as may be approved by the concerned Board of Studies, Faculty and the Academic Council of the University from time to time subject to minimum and maximum credits as outlined in these regulations.

7.2 There shall be three categories of courses namely Compulsory Courses, Specialization courses and Open Elective Courses.

7.3 Each programme shall have a set of Compulsory Courses, as stipulated in the regulations governing the concerned programme, that a student must complete to get the concerned degree.

7.4 In those programmes that offer specialization courses, the students shall choose the prescribed number of Specialization Course offered within the Department.

7.5 The Department of physical Education shall offer Open Elective course for the students of other Departments.

The students of department of Physical Education shall choose Open Elective courses from among those prescribed by the University and selected by the Department Courses which are approved or prescribed by their Parent Department of the University. Such Open Elective courses shall be taught by qualified teacher approved by the University.

7.6 The credits for Compulsory Courses, Specialization Courses/Dissertation and Open Elective Courses shall be 4.

7.7 A student shall register for a minimum of 24 credits in First (I) and Fourth (IV) semester, and minimum of 28 credits in Second (II) and Third (III) semester. A student shall earn 104 credits in total.

7.8.1. The detailed programme structure for M.P.Ed. Programme shall be as follows,

3-Compulsory courses, 3-Specialization courses including Practical/Dissertation and one Open elective course in second (II) and third (III) semester.

7.9. The students shall undertake dissertation/project work for the M.P Ed programme as a Specialization course in fourth semester.

7.10.1. The detailed programme structure for M.P.Ed. course shall be as prescribed and shown in Annexure-1

7.10.2. The Open elective course offered by the department shall have theory/practical component.

8.0. Attendance:

8.1 Each course shall be taken as a unit for the purpose of calculating the attendance.

8.2. Each student shall sign the attendance register maintained by the Department of Physical Education for each course for every hour/unit of teaching. The course teachers shall submit the monthly attendance report to the Chairperson of the Department of Physical Education who shall notify the same on the notice board of the Department during the second week of the subsequent month.

8.3. Marks shall be awarded to the student for attendance as specified in the regulations concerning evaluation.

8.4. A student shall be considered to have satisfied the required attendance for each course if he/she has attended not less than 80% of the total number of instructional hours during the semester.

8.5. **There is no provision for condoning shortage of attendance.**

8.6. The students who do not have 80% of attendance in each course shall not be eligible for the ensuing examination. Such candidates may seek admission afresh.

8.7. The students, who have participated in the State/National/International Level Sports, NSS, NCC, Cultural activities and other related activities as stipulated under the existing regulations, shall be considered for giving attendance for the actual number of days utilized in such activities (including travel days).

9.0 Examination:

- 9.1. There shall be an examination at the end of each semester. The odd semester examinations shall be conducted by the P.G Department of Physical Education/P.G Centers and affiliated colleges of Physical Education. The even semester examinations shall be conducted by the University.
- 9.1.1. There shall be semester-end examination of 3 hours duration for 75 marks for compulsory, specialization and open elective courses.
- 9.1.2. Every student shall register for each semester-end examination as per the University Notification by submitting duly completed application form through the Chairman of Department of Physical Education and shall also pay the fees prescribed.
- 9.1.3. The Office of the Registrar (Evaluation) shall allot the Register Number to the candidate at the 1st semester-end examination. That will be the Register Number of the candidate for all subsequent appearances and semester-end examinations.
- 9.1.4. The Answer scripts shall be in the safe custody of the University for a period of six months from the date of announcement of results.
- 9.1.5. The M.P.Ed programme under CBCS is a fully carry-over system. A candidate reappearing for either the odd or even semester examinations shall be permitted to take examinations as and when they are conducted (even semester examination in even semester and odd semester examination in odd semester).
- 9.1.6. Candidates who have failed, remained absent or opted for improvement in any course/ courses shall appear for such course/ courses in the two immediate successive examinations that are conducted. However, in the case of the candidates appearing for improvement of their marks, the marks secured in the previous examination shall be retained, if the same is higher.

9.2. Odd Semester Examination

- 9.2.1. There shall be a Board of Examiners to set, scrutinize and approve question papers. And appoint the examiners for theory and practical.
- 9.2.2. The BOE shall scrutinise the question papers submitted in two sets by the paper setters and submit the same to the office of the Registrar (Evaluation).
- 9.2.3. The office of the Registrar Evaluation shall dispatch the question papers to the Departments/ P.G.Centres/ Colleges who shall conduct the examinations according to the schedule announced by the University.

- 9.2.4. The Chairperson of the Department/ Administrator of the P.G.Center/ Principal of the College shall appoint one of their full time course teachers as Post Graduate Programme (PGP) Coordinator who shall conduct the examinations and arrange for evaluation of answer scripts.
- 9.2.5. Answer scripts shall be valued by the examiners appointed by the University. However, in those circumstances where an examiner for a particular course is not available, then the answer scripts of that course shall be dispatched to the office of the Registrar (Evaluation) who shall arrange for valuation of the same.
- 9.2.6. There shall be single valuation. The examiners shall value the answer scripts and shall indicate the marks awarded to each question on the answer script.
- 9.2.7 In case of practical examination, The Chairperson of the Department/ Administrator of the P.G. Center/ Principal of the College shall appoint one of their full time course teachers as Post Graduate Programme (PGP) Coordinator who shall conduct the practical examinations.
- 9.2.8. The Marks List, a copy of the Examination Attendance Sheet and the sealed bundles of the answer scripts shall be dispatched by the PGP Coordinator to the Registrar (Evaluation)'s Office at the conclusion of the valuation at the respective centres.
- 9.2.9. The Office of the Registrar Evaluation shall process and announce the results.

9.3. Even Semester:

- 9.3.1. There shall be a Board of Examiners to set, scrutinise and approve question papers.
- 9.3.2. As far as practicable, it will be ensured that 50% of the paper setters and valuers are from other Universities/ Research Institutes.
- 9.3.3. Each answer script of the semester-end examination (theory and dissertation & project work) shall be assessed by two examiners (one internal and another external). The marks awarded to that answer script shall be the average of these two evaluations. If the difference in marks between two evaluations exceeds 20% of the maximum marks, such a script shall be assessed by a third examiner. The marks allotted by the third examiner shall be averaged with nearer award of the two evaluations.

Provided that in case the number of answer scripts to be referred to the third examiner in a course exceeds 20% of the total number of scripts at the even semester-end examinations, such answer scripts shall be valued by the Board of Examiners on the date to be notified by the Chairperson of the Board of Examiners and the marks awarded by the Board shall be final.

9.3.4. For M.P.Ed Programme dissertation/project work is prescribed in the fourth semester. The dissertation/project work is of 100 marks (out of which 25 marks for viva-voce by the Chairman and Guide) and the same shall be evaluated by both internal and external examiners.

9.3.5 In case of practical examination, details of maximum marks, credits or duration shall be as prescribed by the Board of Studies.

9.4. Evaluation

9.4.1. M.P.Ed programme shall have two evaluation components - Internal Assessment (IA) and the Semester End Examinations.

9.4.2 The IA component in a course shall carry 25% and the Semester End Examination shall carry 75% respectively. Courses having 25% marks as internal assessment shall have 3 marks allotted to attendance. However, dissertation will carry 100 marks (out of which 25 marks for viva-voce by the Chairman and Guide).

9.4.3 For courses carrying 25 % of marks for IA, the attendance marks for each course shall be:

Attendance (in percentage)	Marks
Above 95	3
Above 90 and up to 95	2
Above 80 and up to 90	1
80	No marks

9.4.4 In case of compulsory, specialization and open elective courses, there shall be 2 tests of 8 marks each and an assignment of 6 marks. In case of specialization Practicals, there shall skill test of 12 marks and officiating ability / viva 10 marks. Marks for attendance shall be awarded to the students according to the following table.

The scheme of evaluation for practical at semester end examination would be as follows:

25 Marks for record books.

25 Marks for coaching ability.

25 Marks for officiating and viva voce.

9.4.5 The IA marks list shall be notified on the Department notice board as and when the individual IA components are completed and the consolidated list shall be submitted to the Office of the Registrar Evaluation before the commencement of semester-end examination.

9.4.6 The tests shall be written in a separately designated book supplied by the University which shall be open for inspection by the students after evaluation.

9.4.7 There is no provision for seeking improvement of Internal Assessment.

10.0. Maximum duration for completion of the Programme:

10.1. A candidate admitted to M.P.Ed programme shall complete it within a period of FOUR semesters which is two year course duration.

10.2. Whenever the syllabus is revised, the candidate reappearing shall be allowed for the examinations only according to the new syllabus.

11.0. Declaration of Results

11.1. The minimum for a pass in each course shall be 40% of the total marks including both the IA and the semester-end examinations. Further, the candidate shall obtain at least 40% of the marks in the semester-end examination. There is no minimum for the IA marks.

11.2. Candidates shall secure a minimum of 50% in aggregate in all courses of M.P.Ed. programme in each semester.

11.3. For the purpose of declaring Ranks and Classes, the aggregate of the marks in all semesters shall be taken into account. However, Ranks shall not be declared in case the candidate has not successfully completed each of the semesters in first attempt.

11.4 For the purpose of announcing the results, the aggregate of the marks secured by a candidate in all the semester examinations shall be taken into account.

12.0 Marks, Credit Points, Grade Points, Grades and Grade Point Average.

12.1. The grade points and the grade letters to candidates in each course shall be awarded as follows:

Percentage of marks	Grade Points	Grade Letter
75 and above, up to 100.00 %	7.50 to 10.00	A
60 and above but less than 75 %	6.00 and above but less than 07.5	B
50 and above but less than 60 %	5.00 and above but less than 6.0	C
40 and above but less than 50 %	4.00 and above but less than 05.00	D
Less than 40.00 %	Less than 4.00	F

12.2 Credit Point (CP): The Credit Point for each course shall be calculated by multiplying the grade point obtained by the credit of the course.

12.3 The award of Grade Point Average (GPA) for any student is based on the performance in the whole semester. The student is awarded Grade Point Average for each semester based on the Total Credit Points obtained and the total number of credits opted for. The GPA is calculated by dividing the total credit points earned by the student in all the courses by the total number of credits of those courses of the semester.

12.4. The Cumulative Grade Point Average (CGPA) shall be calculated by dividing the total number of credit points in all the semesters by the total number of credits in all the semesters. The CGPA to date shall be calculated by dividing the total number of credit points in all the semesters to date by the total number of credits in all the semesters to date.

CGPA for the I Semester = $\frac{\text{Sum of the CP of the I Semester}}{\text{Sum of the credits of the I Semester}}$

CGPA for the II Semester = $\frac{\text{Sum of the CP of the I Sem} + \text{Sum of the CP of II Sem.}}{\text{Sum of the credits of the I Semester} + \text{II Semester}}$

12.5. The Grade Card at each semester examination shall indicate the courses opted by the student, the credit for the course chosen by the student, the credit points obtained in each course, the grade letter and the grade point average. No class shall be awarded for each semester and the same would only be awarded at the end of all the semesters based on Cumulative Grade Point Average.

12.6. Class shall be awarded to the successful candidates based on the Cumulative Grade Point Average (CGPA) as specified below:

Cumulative Grade Point Average (CGPA)	Class to be awarded
7.5 to 10.0	First class with Distinction
6.0 and above but below 7.5	First Class
5.0 and above but below 6.0	Second Class

13. **Miscellaneous:**

- a. Notwithstanding anything contained in these regulations, the semester system at Post-Graduate level is hereby repealed.
- b. The provisions of any order, Rules or Regulations in force shall be inapplicable to the extent of its inconsistency with these Regulations.
- c. The University shall issue such orders, instructions, procedures and prescribe such format as it may deem fit to implement the provisions of this regulations
- d. The procedural details may be given by the university from time to time.
- e. Any unforeseen problems/difficulties may be resolved by the Vice Chancellor, whose decision in the matter shall be final.

KARNATAK UNIVERSITY, DHARWAD

FACULTY OF EDUCATION

Syllabus of M.P.Ed. Semester Course

SEMESTER – I

Ph.Ed. 101 PHILOSOPHICAL AND SOCIOLOGICAL BASES

OF PHYSICAL EDUCATION

Unit – I: The Art and Science of Physical Education

- 1.1 The nature and characteristics of 'Art'.
- 1.2 Physical Education and Sport as art forms.
- 1.3 Aesthetics of Sport and the intent to win.
- 1.4 The nature and characteristics of 'Science'.
- 1.5 Physical Education as science, the eclectic nature of science of Physical Education.

Unit – II: The Educational Bases of Physical Education

- 2.1 Meaning and process of Education.
- 2.2 Objectives of Education.
- 2.3 Philosophy of Education.
- 2.4 Development of knowledge, skill, value system and character.
- 2.5 Transfer of values.

Unit – III: Major Fields of Philosophical Inquiry

- 3.1 Axiology
 - 3.1.1 Origin and Meaning.
- 3.2 Aesthetics in Physical Education and sports The levels of discussion.
 - 3.2.1 Ethics and morality in Physical Education and Sports-sportsmanship.
- 3.3 Metaphysics
 - 3.3.1 Origin and Meaning.
 - 3.3.2 Metaphysics and Physical Education
- 3.4 Epistemology
 - 3.4.1 Types and sources of knowledge of modern physical education.

Unit – IV: Traditional Schools of Philosophy

- 4.1 Idealism
- 4.2 Naturalism
- 4.3 Pragmatism
- 4.4 Realism
- 4.5 Implications of traditional philosophies on principles and practices in physical education and sports.

Unit – V: Meaning and scope of sociological foundations

- 5.1 Origin, nature and functions of society.
- 5.2 Changing nature of physical activity in the evolving structured society.
- 5.3 Social environment for the development of individual personality.
- 5.3.1 Sport as individualizing agency.
- 5.4 Importance of socialization in education.
- 5.4.1 Sport as socializing agency.
- 5.5 Society and culture, Characteristics and functions of culture.
- 5.5.1 Sport as cultural heritage and cultural values of sports.
- 5.5.2 Homogenization of cultures through sports.
- 5.6 Social functions of sport and physical education.
- 5.6.1 Sports and national integration.
- 5.6.2 Physical Education and Democracy.
- 5.7 Competitive Sports – amateurism and professionalism.

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- Bennet, B.L., Howell, M.L. and Simri, U. (1983). *Comparative Physical Education and Sport (2nd Ed.)* Philadelphia: Lea and Febiger.
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Ph.Ed. 202 STATISTICS IN PHYSICAL EDUCATION AND COMPUTER APPLICATION

Unit – I: statistical Data.

- 1.1.1 Meaning and Nature, Measurement scales, classification and Tabulation of data.
- 1.1.2 Graphical representation of data- Frequency Polygon, Histogram and Ogive.

Unit – II: Descriptive Statistics.

- 2.1 Measures of central tendency and Variability.
- 2.2 Relative positions- Quartiles, Deciles, Percentiles and Percentile ranks (formula and graphical methods).
- 2.3 Normal Probability Curve-Its properties and applications
(percentage of cases below above and within limits and its converse, relative difficulty of test items etc). Skewness and Kurtosis- their computation and use in evaluating normality of distributions.
- 2.4 Standard Scores, T scores and Stamina scores- computation and uses.

Unit – III: Correlation ships

- 3.1 Purpose and nature of correlation
 - 3.1.1 Scatter gram and size of correlation
- 3.2 Pearson product moment correlation 'r'
 - 3.2.1 Testing 'r' for significance
- 3.3 Prediction and regression
 - 3.3.1 Use of 'r' in prediction

- 3.3.2 The prediction equation
- 3.3.3 Assumptions for the Pearson 'r' in prediction

Unit – IV: Differenceal Statistics

- 4.1 Chi-square statistic
- 4.2 t-Test
- 4.2.1 Assumptions in parametric tests
- 4.2.2 Sampling distribution of difference between means
- 4.2.3 Standard error of the difference between means
- 4.3 Errors in making decisions: Type – I and Type-II errors
- 4.4 One tailed and two tailed tests
- 4.5 Experiment-wise error rate and concept of Analysis of Variance (ANOVA).

Unit – V: Computer Application

- 5.1 M.S. Windows based application – M.S. Office
- 5.2 Use of statistical packages
- 5.3 Accessing internet and using search engines, e-mail
- 5.4 Making Key-word based search
- 5.5 Configuration of a computer system
- 5.6 Criteria for selecting a software

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Ph.Ed. 103 EVALUATION IN PHYSICAL EDUCATION – I

Unit – I: Historical Perspectives and Current Trends

- 1.1 Measurement during the early Greeks
- 1.2 Changing concepts of Physical fitness and measurement techniques.
- 1.3 Recent trends.

Unit –II: Introduction

- 2.1 Nature and role of evaluation in Physical Education
- 2.2 Principles of evaluation
- 2.3 Types of test and evaluations in Physical Education
 - 2.3.1 Standardized vs. Teacher-made test
 - 2.3.2 Objective vs. Subjective tests
 - 2.3.3 Formative vs. Summative tests
 - 2.3.4 Criterion vs. Norm reference evaluation
- 2.4 Construction/development of fitness and skill tests
- 2.5 Procedures to establish scientific authenticity
 - 2.5.1 Validity
 - 2.5.2 Reliability
 - 2.5.3 Objectivity
- 2.6 Factors affecting scientific authenticity

Unit – III: Fitness tests

- 3.1 Nature and concept of physical fitness.
- 3.2 Physical fitness: motor fitness and health related physical fitness
- 3.3 Components of health related physical fitness and motor fitness
- 3.4 Tests of Cardio-respiratory efficiency
 - 3.4.1 Maximum Volume of Oxygen up-take
 - 3.4.2 Treadmill tests – Bruce and Balke test protocols
- 3.5 Tests of motor fitness
 - 3.5.1 Oregon motor fitness test
 - 3.5.2 AAHPER Youth fitness test

- 3.5.3 Indiana Motor fitness test
- 3.6 Test of Anaerobic power – Margaria-Kalamian test

Unit – IV: Assessment of Biological Maturation and Tests of

General motor ability

- 4.1 Maturity assessment
 - 4.1.1 Dental age
 - 4.1.2 Pubescent assessment of boys and girls – Tanner’s rating scale.
- 4.2 Motor ability tests
 - 4.2.1 McCloy’s General motor ability test
 - 4.2.2 Methany – Johnson Motor educability test

Unit – V: Posture and Body Mechanics Tests

- 5.1 Meaning and definition of posture
- 5.2 Subjective measures of posture
 - 5.2.1 Iowa posture test
 - 5.2.2 Foot mechanics test
 - 5.2.3 Standing position test
 - 5.2.4 Sitting test
 - 5.2.5 Ascending and descending stair test
 - 5.2.6 New York state posture rating test
- 5.3 Objective posture tests and instruments
 - 5.3.1 Cureton–GunbyConformateur
 - 5.3.2 Woodruff body alignment posture test
 - 5.3.3 Wellesley posture test
 - 5.3.4 Wikens and Kiputh posture test
- 5.4 Problems associated with measurement of posture

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Ph.Ed.104 SPORTS MEDICINE

Unit – I: Introduction

- 1.1 Meaning and Definition
- 1.2 Importance and scope
- 1.3 Historical perspective

Unit – II: Over Stress and Injury in Sports

- 2.1 Over Stress Syndrome
 - 2.1.1 Causes
 - 2.1.2 Symptoms

- 2.1.3 Treatment
- 2.1.4 Initiation of training
- 2.2 Over use injuries and pain cycle
- 2.3 Principles of injury treatment
- 2.4 Injuries of
 - 2.4.1 Skin – Abrasion, Laceration, Blister
 - 2.4.2 Muscles – Contusion, Cramps, Strains and Ruptures
 - 2.4.3 Ligaments – Sprains and Tears
 - 2.4.4 Bones – Fractures
 - 2.4.5 Joints – Dislocations and Heamarthrosis
- 2.5 Prevention of Injuries
- 2.6 Medical cover in sports events

Unit – III: Sports Physiotherapy and Recovery methods

- 3.1 Definition and Importance
- 3.2 Classification
 - 3.2.1 Hydrotherapy
 - 3.2.2 Electrotherapy
 - 3.2.3 Thermotherapy
 - 3.2.4 Exercise therapy
 - 3.2.5 Principles
 - 3.2.6 Types
 - 3.2.7 Indications
 - 3.2.8 Contraindication
- 3.3 Sauna bath
- 3.4 Others
 - 3.4.1 Music
 - 3.4.2 Medication
 - 3.4.3 Contrast bath etc.

Unit – IV: Doping in Sports

- 5.1 Definition
- 5.2 Classification
- 5.3 Hazards
- 5.4 Dope sample collection procedures

Unit – V: Women and Sports

- 6.1 Biological Differences between males and females
- 6.2 Menstruation and performance
- 6.3 Problems of female athletes – Anemia, Amenorrhea, Pregnancy etc.

REFERENCES:

Ellison, Aurthur E. (1984) *Athletic Training and Sport Medicine* American Association of Orthopedic Surgeons.

Harris, Mark (1998) *Oxford Text Book of Sports Medicine* London: Oxford University Press.

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Pande, P.K. (1998) *Sports Medicine* Delhi: Khel Sahitya Kendra.

Roy, Steven and Irwin, Richard (1983).*Sports Medicine: Prevention, Evaluation and Rehabilitation* Englewood Cliffs, NJ: Prentice-Hall Inc.

Ryan, A. and Allman F () *Sports Medicine*, Academic Press Inc.

Schneider, Richard C. and Kennedy, J. et.al, (Eds.) () *Sports Injuries: Mechanism, Prevention and Treatment Williams and Walkins*.

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Warner, Kuprianet.al., (Ed) (1982) *Physical Therapy for Sports* W.B. Saunders Co.

Phy Ed 105RECREATION

Unit 1:

1.1 Introduction: Orientation to recreation-meaning- essential characteristics and common Misconceptions of recreation.

- 1.2 The place of recreation in the changing culture.
- 1.3 Agencies providing recreation-Individual and home-Government agencies.
- 1.4 Areas and Facilities.
- 1.5 Planning for recreation-the value of planning-areas and standards.
- 1.6 Methods of acquiring land for recreation

Unit-2

- 2.1 Types of outdoor recreation facilities-Equipment and facilities the design and equipment of specific types of areas, special recreation areas, facilities for indoor recreation.
- 2.2 Programme Plainning: The principles of programme planning – the value starting a programme, conducting activities on the play ground, conducting indoor activities- conducting community recreation programme.
- 2.3 Planning rural, urban, community and industrial recreation,
- 2.4 Evaluation of recreation programme.

Unit 3:

- 3.1 Leadership: Concept of leadership- leadership objectives and functions-leadership for Children, Youth and Adults, qualifications of leadership.
- 3.2 Volunteer service in recreation- types of volunteer service, values in volunteer service- procedures in developing volunteer service.

Unit-4:

4.1 Programme feature and services: Arts and Craft-Athletics, Games and Sports, Drama and music.

4.2 Nature-Gardening and Outing activities, other programme features, service to special groups.

Unit-5

5.1 Financing, Recreation: Conducting recreational projects in the college and in the Community- Social recreation. Evaluation of theProject.

References:

1. George D Butl,(1967) Introduction to community Recreation.
2. Johan D Hutchinson (1978) Principles of Recreation-by
3. John H Jenny (1973) Introduction to Recreation and Education
4. Meyer and Bright Bill (1994) Community Recreation.
5. H.Den Corbin, (1969) Recreation Leadership.
6. Bright Bill and Meyer (1994) Recreation Test and Reading
7. J.b Nash (1953), Philosophy of Recreation and Leisure
8. A National Plan of Physical Education and recreation, G.O.I
9. Kunzru Committee Report, G.O.I

SEMESTER – II

Ph.Ed. 201 -BIO-MECHANICAL BASES OF PHYSICAL EDUCATION

Unit – I: Growth, Development and Maturation

- 1.1 Meaning and definition
- 1.2 Growth curves and growth velocity
- 1.3 Historical perspectives of somato-typing
- 1.4 Conditions of adaptation

Unit – II: Biomechanics

- 2.1 Meaning and definition
- 2.2 Values of biomechanics to teacher/coach
 - 2.2.1 Principles of biomechanics

Unit – IV: Stability and Motion

- 3.1 Stability
- 3.2 Equilibrium of forces
 - 3.2.1 Locus of center of gravity
 - 3.2.2 Base of support
 - 3.2.3 Body size and concentration of weight
- 3.3 Laws of motion
 - 3.3.1 Meaning, Types and Laws
 - 3.3.1.1 Law of inertia
 - 3.3.1.2 Law of acceleration
 - 3.3.1.3 Law of interaction

Unit – IV: Mechanical factors affecting human performance

- 4.1 Elasticity and Impact
- 4.2 Spin and Gyration
- 4.3 Friction
- 4.4 Levers
- 4.5 Projectiles and fluid dynamics
- 4.6 Work and Energy

Unit – V: Biomechanical Principles Application to

- 5.1 Long Jump, Sprint and Shot-Put.
- 5.2 Foot ball, Hockey and Volley ball
- 5.3 Gymnastics.

REFERENCES:

Barrow, Harold M. (1977) *Man and Movement: Principles of Physical Education* Philadelphia: Lea and Febiger

Bennet, B.L., Howell, M.L. and Simri, U (1983). *Comparative Physical Education and Sport* (2nd Ed) Philadelphia: Lea and Febiger.

Kamalesh, M.L. (2002) *Foundations of Physical Education*, New Delhi: Metropolitan Book Co., Pvt. Ltd.

Seidel, B.L. and Resick, M.C. *Physical Education: An Overview*, Menlo Park, C.A.: Addison-Wesley Publishing Co.

Tandon, D.K., Uppal, A.K., Aleggonkar, P.M. and Singh Kawaljeet (2001). *Scientific Basis of Physical Education and Sports* Delhi: Friends Publications (India).

Wuest, D.A. and Bucher, C.A (1991) *Foundations of Physical Education*, St. Louis: The C.V. Mosby Company.

Ph. Ed. 202 RESEARCH METHODOLOGY IN PHYSICAL EDUCATION

Unit – I: Introduction to Research in Physical Education

- 1.1 Science and Research
 - 1.1.1 Science and its goals
 - 1.1.2 The Scientific approach
 - 1.1.3 Inductive and deductive approaches
 - 1.1.4 Rules of scientific method
 - 1.1.5 Meaning of research

- 1.1.6 Types of research
- 1.2 Research in Physical Education
 - 1.2.1 Nature of research in Physical Education
 - 1.2.2 Need and importance of research in physical education
 - 1.2.3 Scope of research in Physical Education
 - 1.2.4 Need for research training in physical education
 - 1.2.5 Qualities and qualifications of a research scholar
- 1.3 Survey of related literature
 - 1.3.1 Need of literature survey
 - 1.3.2 Sources of literature
 - 1.3.3 Critical and peripheral literature
 - 1.3.4 Critical reading and method of note taking
 - 1.3.4.1 Quotations
 - 1.3.4.2 Paraphrase
 - 1.3.4.3 Summary
 - 1.3.4.4 Evaluation
 - 1.3.5 Computers in Literature search

Unit – II: Research Problem and Hypothesis

- 2.1 Meaning of research problem.
 - 2.1.1 Locating a research problem in physical education.
 - 2.1.2 Criteria in selecting a research problem.
 - 2.1.2.1 Technical
 - 2.1.2.2 Social
 - 2.1.2.3 Personal
 - 2.1.3 Defining a problem
 - 2.1.4 Limitation and delimitation
 - 2.1.5 The 'Agendum' or research proposal
 - 2.1.5.1 Meaning and salient features
 - 2.1.5.2 Significance

- 2.1.5.3 Contents
- 2.1.5.4 Steps in its preparation
- 2.2 Research Hypothesis
 - 2.2.1 Meaning and nature of Hypothesis
 - 2.2.2 Criteria of a hypothesis
 - 2.2.3 Functions of hypothesis
 - 2.2.4 The process of evolving hypothesis
 - 2.2.5 Types of Hypothesis
 - 2.2.5.1 Null/Statistical Hypothesis
 - 2.2.5.2 Alternate/Scientific hypotheses
 - 2.2.5.3 Historical Hypothesis
 - 2.2.6 Evaluating hypothesis

Unit – III: Tools of Research

- 3.1 Observation
- 3.2 Interview
- 3.3 Questionnaires/Opinionairs
- 3.4 Attitude scales
- 3.5 Sports specific psychological tests
- 3.6 Sociometric Techniques
- 3.7 Photography & Videography
- 3.8 Construction of tools

Unit – IV: Methods of Research

- 4.1 Descriptive Research
 - 4.1.1 Survey Studies
 - 4.1.1.1 Meaning and purpose
 - 4.1.1.2 Determining objectives

- 4.1.1.3 Delimiting sample
- 4.1.1.4 Processing of survey data
- 4.1.2 Case Studies
 - 4.1.2.1 Meaning and Importance
 - 4.1.2.2 Limitations of Case Studies
 - 4.1.2.3 Data for case studies
- 4.1.3 Developmental Studies
- 4.1.4 Job Analysis
- 4.2 Experimental Research
 - 4.2.1 Meaning and nature of Experimental Research
 - 4.2.2 Types of variables
 - 4.2.2.1 Dependent and Independent variable
 - 4.2.2.2 Categorical variable
 - 4.2.2.3 Control variable
 - 4.2.2.4 Extraneous variable
 - 4.2.3 Factor affecting internal and external validity of experiment, History, Maturation, Testing, Instrumentation, Statistical Regression, Selection, Experimental mortality, Selection-maturation interaction, Reactive or interactive effect of testing, Interaction effect of Selection and Experimental variable, Reactive effect of experimental arrangement, Multiple treatment interference.
 - 4.2.4 Types of experimental designs
 - 4.2.4.1 One group pretest-posttest design
 - 4.2.4.2 Pretest-Posttest control group design
 - 4.2.4.3 Solomon four-group design
- 4.3 Analytical Research
 - 4.3.1 Historical Research
 - 4.3.1.1 Meaning and need for historical research
 - 4.3.1.2 Formulating historical hypothesis
 - 4.3.1.3 Sources of data for Historical research.
 - 4.3.1.3.1 Primary
 - 4.3.1.3.2 Secondary
 - 4.3.1.4 External and internal criticism and historical data
 - 4.3.1.5 General principles of historical criticism.
 - 4.3.1.6 Reporting historical research

Unit – V: Research Report

- 5.1 Plagiarism and research ethics
- 5.2 Theses and dissertations
 - 5.2.1 Styles and formats
 - 5.2.2 Writing abstracts
 - 5.2.3 Facing Viva and Public defence
 - 5.2.4 Follow-up publication

REFERENCES

American Psychological Association (1983). *Publication Manual of the American Psychological Association*. Washington D.C.: American Psychological Association.

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Best, John W. (1977). *Research in Education*. Englewood Cliffs, NJ: Prentice-Hall Inc.

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- Kothari, C.R. *Research Methodology – Methods and Techniques (Second Ed.)* New Delhi: WishwaPrakashan (A division of Wiley Eastern Ltd.)
- Krishnaswamy O.R. (1993) *Methodology of Research in Social Sciences* Bombay: Himalaya Publishing House.
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- Sidhu, Kulbhir Singh (1984) *Methodology of Research in Education*, New Delhi: Sterling Publishers Private Limited.
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- Turabian, Kate, L. (1973) *A Manual for Writers of Term Papers, Theses and Dissertations*. Chicago: The University of Chicago Press.

Ph.Ed. 203 EVALUATION IN PHYSICAL EDUCATION – II

Unit – I: Nutritional and Growth Status

- 1.1 Age, height and weight tables
- 1.2 Meredith height weight chart
- 1.3 The Wetzel grid

Unit – II: Anthropometry

- 2.1 Meaning
- 2.2 Measurements of body dimensions
 - 2.2.1 Girths
 - 2.2.2 Diameters
 - 2.2.3 Length measures
 - 2.2.4 Skin folds
- 2.3 Estimation of body composition – fat and lean body mass
 - 2.3.1 Densitometry and underwater weighing.
 - 2.3.2 Estimation of body density and fat percentage
 - 2.3.3 Regression equations using skin folds
- 2.4 Assessment of body form and proportions
 - 2.4.1 Sheldon's Somato-typing : Heath–Carter Method
 - 2.4.2 Ross &Wilson Proportionality
 - 2.4.2.1 Phantom – Unisex human model

Unit – III: Sports Skill tests

- 3.1 Badminton
 - 3.1.1 French short serve test
 - 3.1.2 Miller wall volley test
 - 3.1.3 Scott and Fox long serve test
- 3.2 Basketball
 - 3.2.1 The AAHPERD Skill test
 - 3.2.2 Knox test
 - 3.2.3 LSU passing test
- 3.3 Soccer
 - 3.3.1 Johnson Soccer test
- 3.4 Softball

- 3.4.1 AAHPERD Softball skills test
- 3.4.2 Elrod fielding and throwing test
- 3.4.3 Elrod batting test
- 3.5 Tennis
- 3.5.1 Dyer backboard Tennis test
- 3.5.2 Hewitts Tennis achievement test
- 3.6 Volleyball
- 3.6.1 AAHPERD Skill test
- 3.6.2 Russel Lang test

Unit – IV: Knowledge tests

- 4.1 Levels of behaviour in cognitive domain
 - 4.1.1 Knowledge
 - 4.1.2 Comprehension
 - 4.1.3 Application
 - 4.1.4 Analysis
 - 4.1.5 Synthesis
 - 4.1.6 Evaluation
- 4.2 Types
 - 4.2.1 Structured response
 - 4.2.1.1 Alternate choice items – true false
 - 4.2.1.2 Multiple choice items
 - 4.2.1.3 Matching items
 - 4.2.2 Free response

- 4.2.2.1 Completion
- 4.2.2.2 Essay
- 4.3 Advantages and disadvantages of various types

Unit – V: Social efficiency and Psychological tests

- 5.1 An introduction to socio-metric techniques
- 5.2 Cook socio-metric status index
- 5.3 Edginton attitude scale
- 5.4 Adams physical education attitude scale
- 5.5 Physical estimation and attraction scale
- 5.6 Cratty adaptation of Piers-Harris Self-concept scale
- 5.7 Coopersmith Self-esteem Inventory
- 5.8 Anxiety scale – SCAT (Marten & Others)
- 5.9 Cattell's 16-PF Personality questionnaire
- 5.10 Self motivation inventory

REFERENCES:

Barrow, Harold M. and McGee, Rosemary (1979) *A Practical Approach Measurement in Physical Education* (3rd Ed.) Philadelphia: Lea &Febiger

Barrow, Harold M., McGee, Rosemary and Tritschler, Kathleen A. (1989) *Practical Measurement in Physical Education and Sport* (4th Ed.) Philadelphia: Lea and Febiger.

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Clarke, Harrison H. and Clarke, David H. (1987) *Application of Measurement to Physical Education* (6th Ed.) Englewood Cliffs, NJ: Prentice-Hall Inc.

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MacDougall, J.D., Wenger, Howard A. and Green Howard J. Eds. *Physiological Testing of High Performance Athlete* (2nd Ed.) Champaign, IL: Human Kinetic Books Published for Canadian Association of Sport Science.

McCoy, Charles H. and Young, Norma, D (1954) *Test and Measurement in Health and Physical Education* New York: Appleton-Century-Crofts, Inc.

Nadgir Anand (2002) *Daihika Shikshanadalli Moulyamapana*, Dharwad: Mallasajjan Prakashan.

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Sodhi, H.S. (1991) *Sports Anthropometry (A Kin anthropometric Approach)* Mohali: Anova Publications.

Vastrad Basavaraj (2001) *Shareera Shikshandalli Pareekshegaluhagu Mapanagalu, Kriya Samshodhanehagu Samkhya Shastra*, Bagalkot: Soumya Prakashana.

Zilly, Abu Sufiyan and Chadha, Narender K. (2001) *Research Methods for Sports Scientists* Delhi: Friends Publicati

PhyEd 203 : GUIDANCE AND COUNSELLING

Unit 1 Guidance and Guidance movement : a brief historical perspective.

1.1 Development of guidance programme in India and abroad with special reference to U S A.

1.1.2 Meaning of term guidance-guidance needs in a changing society importance of guidance; basic nature of characteristics, elements, principles of guidance. Aim and objectives of guidance-scope of guidance-guidelines to guidance, functions of guidance.

Unit-2.1 Guidance as a process-continuous-dynamic-complex-systematic-progressive-contributions of Rousseau, Pestalozzi, Froebel and Dewey to Guidance and education. Present Guidance Approaches and Trends.

2.2 Guidance services-orientation-inventory-appraisal-(Test and non-test techniques-information-counseling-placement- following research and evaluation referrals-records. Tools and techniques of guidance and counseling –testing techniques-non-testing techniques-group

guidance techniques.

Unit-3.1 guidance and counseling personal in school/college. Guidance in education institutions-

types or areas of guidance covered-aim and objectives at elementary, secondary and college levels.

3.1 guidance in home and community-agencies providing guidance. Guidance of the gifted, deviate etc., physically handicapped, mentally handicapped- personality deviate.

Unit-4.1 Meaning, nature of counseling (Characteristics, elements)

Aim and objectives-scope and functions of counseling

4.2 Place of counseling in education.

4.3 Counseling services or approaches-Directive, non-directive and eclectic counseling.

Unit-5 steps or stages involved in the counseling process

5.1 Personality of the counselor-qualities-qualification, responsibilities of the counselor.

5.2 Tools and techniques of guidance and counseling- Testing techniques- non-testing techniques-group guidance techniques.

References:

1. Crow and Crow. Introduction to guidance
2. Traxler. Techniques of Guidance
3. HonandMecheman. Techniques of counseling.
4. Stoops Wilquist. Principles and Practices in Guidance
Ruth Strang. Educational Guidance-Its principles and practices

Phy Ed-206 SPORTS JOURNALISM

Unit-1.1 Journalism: An Introduction.

Meaning of journalism, Definition of journalism, History of Journalism. Organization and Development of the Press in India.

1.2 Principles of journalism, Characteristics and scope of journalism, Function of the Press.

Unit-2.1 Journalism as a career, Characteristics of good journal, training in journalism, Qualification

of Journalist, qualities of a successful Journalist

2.2 Print-Media. Broadcast Media (Electronic out-door and Transits media.

Unit 3.1 News reporter, Editor, Sub-Editor, News Editor, Chief reporter, Correspondents, News agencies-PTI,UNI,AP,

3.2 Components of News Writing-News reporting, Interview, Feature writing-Politics, Finance, Commerce, Entertainment, Agriculture, Medical, Education and sports,

Unit-4.1 Sports Journalism-History and Development, Sports and Politics, Sports Report.

4.2 Photo Journalism-News Photography, Magazine Photography, Cartoons, Place of Games and Sports in Photo Journalism.

Unit 5.1 Freedom of the press, Code of Ethics and Guidelines for Press, Defamation, Slander,

Sedition, Obscenity.

Indian press Council, The Press and Registration of Books/ Registers of News Papers for India.

Reference Books

1. D.s.Mehat- Hand book of Public Relations in India.
2. D.s.Mehta- Mas Communication and Journalism in India.
3. N.C Pant-Modern Journalism
4. M.V. Kamath- The Journalist's Hand Book Vikas Pub, New Delhi.
5. M.V. Kamath – Professional Journalism, Vikas Publication, New-Delhi.

Open Elective Course-I

For Semester - II

NUTRITION AND DIET

Unit-1 Meaning and Definition,

Importance and Need.

Unit 2.Balanced Diet.

Principles of Nutrition.

Source of Carbohydrates, fats, Proteins, Vitamins and

Minerals and Water.

Unit 3. Nutrition and body Weight Control.

Calorie Balance

Food Requirement.

Fat Meal Effect.

Unit 4. Growth, Development and Nutrition

Age, weight, Muscular Power.

Unit 5. Cardiovascular System, Respiratory System, Metabolic

System, Body Weight Control, Over Weight and Under

Weight Problems.

Reference:

1. L.C.Gupta, Food and nutrition 6thEdn-Jaypee
2. Park J E and Park K (1989)- Text book of Preventive & Social Medicine(P&Sm) Banarasi Das, Publication, Nagapur.
3. benner m Bircher (1939) Food for all and sunlight Theory of Nutrition. C.W.Denil& co Landon.
4. Dr Varm S.K and Dr Mokha R.(1994) Director of sports science PunjabiUniversity, Pathiyal.

Semester-III

**Ph.Ed. 301 GENERAL THEORY AND METHODS OF
SPORTS TRAINING**

Unit – I: Introduction

- 1.1 Definition and meaning of training, coaching and conditioning.
- 1.2 Aims and tasks of sports training
- 1.3 Principles of sports training
- 1.4 Characteristics of sports training
- 1.5 Scope of sports training
- 1.6 Model of sports training process

Unit – II: The Training Load and Training Means:

- 2.1 The factors of load
- 2.2 Load and adaptation process
- 2.3 Condition for super compensation
- 2.4 Recovery:
 - 2.4.1 Phases of recovery
 - 2.4.2 Factors affecting the recovery
 - 2.4.3 Means of recovery
- 2.5 Overload
 - 2.5.1 Causes of overload
 - 2.5.2 Symptoms of overload
 - 2.5.3 Remedial measures and methods of overcoming the overload syndrome
- 2.6 Principle means of training
- 2.7 Additional means of training, the effects of various means of training
- 2.8 Basic methods of conditioning:
 - 2.8.1 Characteristics and common variations
 - 2.8.2 Effects of Load parameter of

Unit – III: Sports performance:

- 3.5 Structure of sports performance
- 3.6 The process of performance
- 3.7 Factors determining performance
 - 3.7.1 The relative dominance of factors
 - 3.7.2 The inter-dependence of factors
- 3.8 Training performances
- 3.9 Identification of Talent:
 - 3.9.1 Principles of recognizing athletic talent
 - 3.9.2 Screening and selection with the aid of principle performance factors.
 - 3.9.3 Analysis of critical performance factors
- 3.10 Age specific characteristics of the children and young adults
 - 3.10.1 Anatomic, physiologic, psychological, social and motor development at various stages up to adolescence and their implication in training.

Unit – IV: Periodisation and Training Plan

- 4.6 Sports form and top form
- 4.7 Aims and contents of periods, preparatory, competition and transitional period
- 4.8 Periodical cycles: micro, meso and macro cycles.
- 4.9 Types of periodisation and duration of the periods
- 4.10 Types of training plans; short term and long term plans
- 4.11 Competitions: Functions, types and frequency. Preparation for competition

Unit – V: Training Components

- 5.8 Strength – forms; factors determining strength
 - 5.8.1 Types of muscle contraction
 - 5.8.2 Methods of strength improvement
 - 5.8.3 Importance of strength and its relationship with other performance factors
 - 5.8.4 Strength in yearly training cycle
- 5.9 Speed – Different speed abilities; factors determining speed

- 5.9.1 Improvement of speed abilities; speed barrier
- 5.10 Endurance – importance, types, factors determining endurance.
- 5.10.1 Improvement of endurance
- 5.10.2 Nutrition and endurance performance
- 5.10.3 Altitude training for endurance
- 5.11 Flexibility–Importance; Types; Factors determining flexibility
- 5.11.1 Improvement of flexibility; Flexibility training
- 5.12 Co-ordination–Nature and definition; Description of coordinative abilities.
- 5.12.1 Improvement of coordinative abilities
- 5.13 Technique – Nature of technique in sports
- 5.13.1 Training for technique; Phases of technique training
- 5.14 Tactics: Tactics and training for tactics

References

Dick, Frank W. *Sports training principles*. London: Henry-Kimpton Publishers, 1980.

Harre, Dietrich, *Principles of sports training*, Berlin: Sportverlag, 1982.

Klafs, Carl E. and Daniel D. Amheim *Modern principles of Athletic training*, Saint Louis: C.V. Mosby Company, 1969.

Llewellyn, Jack H. and Judy A. Blucker, *Psychology of coaching: Theory and applications*, New Delhi: Surjeet Publications, 1982.

Matveyev, L. *Fundamentals of sports training*. Moscow: Progress Publishers, 1981.

Singh, Hardayal, *Science of Sports training*. Delhi: D.V.S. Publication, 1991.

Wilmore, Jack H. *Athletic Training and Physical fitness*, Boston: Allyn and Bacon, 1977.

Ph.Ed. 302 KINESIOLOGY

Unit – I: Introduction

- 1.4 Meaning and scope of kinesiology in physical education and sports.
- 1.5 Descriptive terminology
- 1.6 Joint movements, Planes and Axes

Unit –II: Introduction

- 2.3 Functions and types of skeleton

- 2.4 Composition and Structure of bone – Types of Bones
- 2.5 Articular system: Types of joints, joint structure
- 2.6 Joint stability and Range of motion

Unit – III: Muscular system:

- 3.9 Muscle fiber arrangement, functional characteristics of muscle tissue.
- 3.10 Length–Tension Relationship in Muscle Tissue Leverage
- 3.11 Types of muscle contraction
- 3.12 Role of Muscle, Factors affecting the effectiveness of muscular system.

Unit – IV: Muscle attachments

- 4.4 Muscle of the human body:
 - 4.4.1 Origin, Insertion, Action and Leverage of the following muscles:
 - 4.4.1.1 Sternoideomastoid, Scalene, Trapezius, Rhomboid, Latissimus dorsi, Pectoralis major, Pectoralis minor, Deltoid, Biceps brachii, Triceps, Brachioradialis, Brachialis, Rectus abdominus, Obliques, Quadriceps, Hamstring, Sartorius, Gracilis, Tensor fascia lata, Iliopsoas, Gluteus maximus, minimus and medius, Adductor magnus, bravis, and medius, Soleus, Gastrocnemius, Tibialis anterior.

Unit – V: The Neural Bases of Movement

- 5.3 The nervous tissue
- 5.4 The central nervous system
- 5.5 The peripheral nervous system
- 5.6 General characteristics of the Sensory – motor system: The sensory Unit.
- 5.7 The sensory receptors, Exteroceptors, Proprioceptors.

References:

M. Gladys, Scott, *Analysis of Human Motion (2nd Ed)* Eurasia Publishing House (Pvt.) Ltd., New Delhi, 1970.

Kreighbaum, Ellen and Barthels, Katharine M. *Biomechanics: A Qualitative Approach for Studying human Movement (2nd Ed.)* Mac Millan Publishing Company, New York, 1985.

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Ph.Ed. 303 SOCIOLOGY OF SPORTS

Unit – I: Introduction

- 1.6 Definition and meaning of Sports Sociology
- 1.7 Sports as a social phenomenon.
- 1.8 Sports sociology as a separate discipline
- 1.9 Nature, need and scope of sports sociology
- 1.10 Sports and socialization of the individual

Unit – II: Cultural bases of Sports, Social Attitude and Values

- 2.6 Basic concepts of culture
- 2.7 Elements and functions of culture
- 2.8 Relationship of sports with other elements of culture
- 2.9 Social planning and physical culture – work, leisure and culture.
- 2.10 Physical culture as a requirement of social development
- 2.11 Development of socialistic production and physical culture
- 2.12 Sports as a reflection and transmitter of values
- 2.13 Cross-cultural differences in culture
- 2.14 Ethnic, political and democratic issues related to sports

Unit – III: Social Institutions and Sports

- 3.1 Economic, political, religious institutions
- 3.2 Sports as a social institution
- 3.3 Relationship of sports with other social institutions
- 3.4 Emergence and growth of commercial sports–
commercialization of sports
- 3.5 Financial status sportsmen in modern society

Unit – IV: Social Stratification, Social Solidarity and Sports

- 4.1 Political consequences of international sports
- 4.2 Reasons for combining sports and religion
- 4.3 Similarities and differences between sport and religion

- 4.4 Sports and social stratification.
- 4.5 Social mobility and opportunities in sports
- 4.6 Sports participation and general careers and successes
- 4.7 Athletic retirement

Unit – V: Consequences of Competition and Cooperation

- 5.1 Sports competition as preparation for life
- 5.2 Socio-metric evaluation process
- 5.3 Sports and aggression, collective violence in sports
- 5.4 Emergence of spectator sports

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- Ball and Ley *Sports and Social Order*, Addison Wesley Pub. Co.
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Phy Ed 305-IV ADAPTIVE AND CORRECTIVE PHYSICAL EDUCATION

Unit1.1 Meaning of Adapted Physical Education.

Brief history of adapted physical education.

Function of adapted physical education. Objectives of adapted Programme

1.2 Individual with disabilities Education Act (IDEA) OF U.S. History of adapted sports. Current status of adapted physical education.

Unit 2.1 HUMAN RESOURCES:

Director of physical Education and Athletes, adapted physical educator or co-ordinator, nurse, physician, physical education teacher. Qualifications of the adapted physical education teacher.

- 2.2 Attributes of the adapted physical education teacher. Role of physical education teacher in catering to the physical activity needs of the disabled. The remedial therapist.

Unit 3.1 NATURE OF DISABILITIES

Low physical fitness :- Nature, Causes, Components, Test, development of Physical fitness.

Inefficient Body Mechanics:- Values, Causes, Testing, Programme for improve Body Mechanics.

Nutritional disturbance:- Nature, Associated Problems, Programme.

Visual impairments:- Causes, testing, Programme.

Auditory impairments:- Causes, Programme.

- 3.2 Cerebral Palsy:- Nature, Characteristics, classification of Neuromuscular disability, Planning and Programme.

3.2.1 Orthopedic Handicaps:- Nature, Programme, Planning.

3.2.2 Cardiopathic Conditions:- Nature and Programme.

3.2.3 Convalescence:- nature, Programme. Postural deviations:- Exercise Programme to improve posture.

Unit 4.1.1 Active Movement

- 4.1.2 Voluntary Movement:- Free exercise-classification technique, effects . assisted exercise- Technique, effects.

Assisted- Resisted exercise- Technique and effect.

4.1.3 Involuntary movements:- Relaxed passive movement,

4.1.4 Passive manual mobilization techniques, principles, effect and uses.

Unit 5.1 possible treatments with physical therapy and

remedial exercises for, i) sprain ii) contusions iii) Luxations iv) Fractures v) Muscle pull & Tear vi) Inflamed Muscle vii) Strained and pulled Tendons x) Torn Tendon.

5.2 Passive Treatments:

i) massage- Basic techniques, Stroking-Kneading-Rubbing-Hacking, Thumping and Slapping- vibration and Shaking.

Conditions for applying massage.

ii) Use of heat, Dry heat and moist heat

iii) Uses of Cold.

iv) Hydrotherapy and Electrotherapy.

5.3 Active Treatments:

i) Strengthening

ii) Proprioceptive Neuromuscular facilitation (PNF)

ii) Loosening

iv) Stretching

v) Exercises in water.

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2. Clarke Harrison H. 7 Clarke David H 91963) Development and adapted physical education. Englewood Cliffs N J prentice Hall, Inc.
3. hollis f Philadelphia W b Saunders Co, 1962 adapted Physical Education Fait
4. Auxter David PyferJean,Huettig Carol, Mosby, Year Book Inc 1993. adapted Physical Education and Recreation.
5. Eitner Doris, Meissner Luty, Ork Helmut, W B Saunders Co, Philadelphia-1982.
6. gardiner Dean m CBS Publishers and Distributors, Delhi-1985
7. PHYSICAL THERPAPY FOR SPORTS.

305 P-V HEALTHFITNESS AND WELLNESS

UNIT 1.1 HEALTH AND HEALTH EDUCATION

Concept of health- meaning and scope of health and health education.

Concept of physical mental, social and spiritual health and Factors.

- 1.1 Physical fitness: types, components, factors affecting fitness, values of physical fitness, wellness, Importance concept, components and challenges of wellness.

Reaching wellness through life style management.

Unit 2.1 Nutrition, Basic concepts in nutrition, nutrition requirements and components of a healthy diet, nutritional planning and balanced diet. Relationship of nutrition and health.

Deficiency symptoms

- 2.2 Body composition: components and assessment of body composition, Over weight and obesity and their

health implications. Factors contributing to excess body

fat Weight management measures.

Unit 3.1 Aging and cardiovascular health. Changes associated

with aging exercise and aging risk factors for cardiovascular diseases Forms of cardiovascular diseases, Exercise and cardiovascular conditions.

3,2 Stress: Stress sufferers, Personality Types, hints on reducing and avoiding stress. Assessing and managing stress, Stress related diseases, exercise and stress.

Unit 4.1 Exercise and training: Types of Exercise, Important of exercise training, general principles of exercises training , adaptations to exercise training, exercise for special population.

4.2 Relaxation: meaning and concept of anxiety meaning and concept of relaxation, techniques, yoga and relaxation.

Unit 5.1 Harmful effects of smoking, tobacco consumption alcoholism, drug abuse, behavioral modifications.

Principles of mental health and hygiene, recreation and wellness, interaction of wellness components. Relationship of wellness with yoga, Pranayama and Meditation

Reference:

1. William D. Mcardle Frank L Kabch and Victor L Katch,-2000, Essentials of exercise Physiology, second edition, New York.

2. Melwin H William(1995) Nutrition for Health Fitness and Sports. Mc Graw-Hill Company
New-York,
3. Scott K Powers and Stephan L Dodd 1999. Total
Fitness, Exercise Nutrition, and Wellness
Boston, Allyn and Bacon.
4. Thomas D Fahey and Others-2005 Fit & well 6th

Open Elective Course

For Semester-III

Health and Fitness Management

Unit 1.1 Meaning and Definition

1.2 Importance and Scope

Unit 2.1 Basic Fitness Programme, Principles of

Training, Warm –up, Warm down.

2.2 Training Exercises and Load.

Unit 3.1 Fitness Equipments and Their uses.

Unit 4 Training Methods

- a. Aerobics
- b. Weight Training
- c. Circuit Training

d. Yoga and Meditation

Unit 5 Health and Benefits of Exercise.

Reference:

1. Dr.HardayalSingh;(1984) General Theory & Training Methods.
2. Oliver Barteck- Germany ; All round fitness
3. Thomas R Baechle (2000(- Human Kinetics- Essentials of strength conditioning.
4. dutta Ray; Jaypee Br (1998); Yogic Exercise-Physiologic & Psychi Processes.
5. Matveyew.L (1981): Fundamentals of sports training. Moscow Progress Publisher.

Semester – IV

Ph.Ed. 401 SPORTS MANAGEMENT

Unit – I: Introduction

- 1.1 Meaning, Objectives and Functions of Management
- 1.2 Skills of management
- 1.3 Basic Principles of Management
- 1.4 Kinds of Management
- 1.5 Guiding principles of organization of physical education program.
- 1.6 Role and qualities of a manager.
- 1.7 Attributers of an organization : formal- Informal, Private and Public.
- 1.8 Organizational setup of sports agencies:
 - 1.8.1 Clubs and Sports Associations,
 - 1.8.2 SAI,
 - 1.8.3 Department of sports (state and center)
 - 1.8.4 School Physical Education
 - 1.8.5 University Department of Sports and Associations of Indian Universities.

Unit – II: Sampling

- 2.1 Steps in the planning process
 - 2.1.1 Setting objectives
 - 2.1.2 Identification of constraints
 - 2.1.3 Generation of alternatives
- 2.2 Perspectives in planning and future projections
- 2.3 Planning budget
- 2.4 Planning sports facilities (outdoor and indoor)
- 2.5 Program planning for normal and special populations
- 2.6 Social and economic parameters in planning
- 2.7 Construction, care and maintenance of gymnasiums and swimming pools.
- 2.8 Types of swimming pools, Regulations to be observed by the participant
- 2.9 Purchase and care of equipment
- 2.10 Purchasing policies

Unit – III: Material Management

- 3.1 Identification and classification of sports materials (consumable and non consumable)
- 3.2 Modification, standardization and modernization of material
- 3.3 Storing materials and inventory control
- 3.4 Procedures of maintaining, preserving and conserving material
- 3.5 Security measures
- 3.6 Principles and procedures of procuring sport materials
- 3.7 Records and Registers
- 3.8 Stock Register of sports and games, articles/equipment
- 3.9 Attendance Register
- 3.10 Physical efficiency and Skill Test Register

Unit – IV: Finance and Budget

- 4.1 Model Physical education budget for a year in a school/college.
- 4.2 Sources of income and expenditure

- 4.3 Rules for the utilization of games fund in a school/college
- 4.4 Organization of sports events: (Intramural and extramural)
- 4.5 Writing of circulars, Notification and invitations, publicity, fund rising
- 4.6 Selecting and fixing of officials, monitoring and write-ups for press
- 4.7 Sponsoring teams, writing reports and maintaining records

Unit – V: Supervision

- 5.1 Scope and importance of supervision in physical education, Types of supervision
- 5.2 Role of supervision in office and field management
- 5.3 Supervisory style.
- 5.4 Qualities of a supervisor
- 5.5 Supervisor as a leader
- 5.6 Supervisory techniques, Visitations, Conferences, Demonstration
- 5.7 Evaluating the effectiveness of the organization.

References.

Parkhouse, Bonnie I. And Jackie Lapin, *Women in athletic Administration*, California: Good Year Co. 1980.

Penman Kenneth *A Planning Physical Education and Athletic facilities in schools*, London: Wiley Co., 1977

Pestolesi Robert and William Andrew Sinclair, *Creative Administration in Physical Education and Athletics*, New Jersey: Prentice-Hall, 1978.

Roy S.S. *Sports Management*, New Delhi: friends Publishers, Singh U.K. Sports Management. New Delhi: APS Corporation, 1997.

Sivia, G.S. *Sports Management in Universities*, New Delhi: Association of Indian Universities

Unit – I: Diet and Nutrition base for human performance

- 1.1 Carbohydrates
- 1.2 Fats
- 1.3 Proteins
- 1.4 Vitamins, Minerals and Water
- 1.5 Optimum nutrition for Exercise

Unit – II: Energy for Physical Activity

- 2.1 Energy value of foods
- 2.2 Energy transfer systems
- 2.3 Energy expenditure
 - 2.3.1 At rest
 - 2.3.2 During Exercise

Unit – III: Systems of Energy Delivery

- 3.1 Pulmonary system
 - 3.1.1 Gas exchange
- 3.2 Cardio-vascular system
- 3.3 Acid base balance

Unit – IV: Skeletal muscle physiology

- 4.1 Structure
- 4.2 Sliding filament theory
- 4.3 Muscle fibers
- 4.4 Functions

Unit – V: Endocrine System and Exercise

- 5.1 Glands and situation
- 5.2 Secretions
- 5.3 Functions
- 5.4 Effects of Exercise

References:

- Noble, Bruce J. *Physiology of Exercise and Sports*, St. Louis: Mosby College Publishing, 1986.
- Khanna, G.L. and Jayaprakash, C.S. *Exercise Physiology and Sports Medicine*.
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- Asthana Bipin and Agrawal, R.N. *Measurement and Evaluation in Psychology and Education*, Agra: vindPustakMandis, 1994.

Ph.Ed. 403 PSYCHOLOGY OF SPORTS

Unit – I: Introduction

- 1.1 Meaning
- 1.2 Scope
- 1.3 Development of Sports Psychology

1.4 Relationship of sports psychology to other sports sciences.

1.5 Importance to physical educators and coaches.

Unit – II: Cognitive Processes in Physical activities.

2.1 Meaning and characteristics of cognitive processes

2.2 Sensation and perception

2.3 Thinking

2.4 Imagination and Creativity

2.5 Memory

2.6 Attention

2.6.1 Meaning and dimension

2.6.2 Distraction and causes of

2.6.3 Strategies to develop attention

Unit – III: Motivation

3.1 Meaning of motive, need and drive

3.2 Attitude

3.3 Interest

3.4 Types of motivation

3.4.1 Intrinsic and extrinsic

3.4.2 Achievement motivation

3.4.3 Levels of Aspiration

3.4.4 Locus of control

3.5 Techniques of motivation

Unit – IV: Emotions

4.1 Meaning and Classification

4.2 Influence on performance

4.3 Conflict and frustration

4.4 Anxiety, fear and stress management

Unit – V: Psychological aspects of competition

5.1 Definition of competition

- 5.2 Determinants of competitive behaviour
- 5.3 Characteristics of pre, during and post competition states
- 5.4 Psychological techniques of relaxation and activation
- 5.5 Short and long term psychological preparation for competition

REFERENCES:

- Alderman, R.B. (1974) *Psychological Behaviour in Sport*, Philadelphia: W.B. Saunders Company.
- Cratty, B.J. (1973) *Psychology in Contemporary Sport: Guidelines for Coaches and Athletes*, Englewood Cliffs, NJ: Prentice-Hall Inc.
- Chakraborty, Smiran (1998). *Sports Psychology* Delhi: Sports Publications.
- Kamalesh, M.L. (1998) *Psychology in Physical Education and Sports* New Delhi: metropolitan Book Co. Pvt. Ltd.
- Mohan J. Chada, N.K. and Akthar S.S. () *Psychology of Sports – The Indian Perspective* Delhi: Friends Publications (India).
- Mohan Jitendra (1996) *Recent Advances in Sports Psychology*, Delhi: Friends Publications (India)
- Sandhu, G.S. and Mann, N.S. (2000) *Sports Excellence – A Psychological Pursuit* Delhi: Friends Publications
- Suinn, R.M. (1994) *Psychology in Sports: Methods and Application* New Delhi: Surjeet Publication.
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Ph.Ed. 404 CURRICULUM IN PHYSICAL EDUCATION

Unit – I: Introduction

- 1.1 Meaning and definition of curriculum
- 1.2 Difference between old and modern concept of curriculum
- 1.3 Considerations in curriculum development for physical education.
 - 1.3.1 Philosophical
 - 1.3.2 Psychological
 - 1.3.3 Sociological
- 1.4 Basic principles of curriculum development

- 1.5 Criteria for curriculum content
- 1.6 Source of curriculum materials
- 1.7 Physical education curriculum at various levels: High Schools; higher secondary schools and colleges.

Unit – II: The total curriculum

- 2.1 Quality physical education – a school responsibility
- 2.2 Recent developments in mind body relationships
- 2.3 Health, physical education and academic achievement
- 2.4 Physical education and recreation as adjuncts to the education of the mentally retarded.

- 2.5 Learning about movement
- 2.6 Social development the forgotten objectives
- 2.7 The relationship of supervision to curriculum development
- 2.8 The need for curriculum planning
- 2.9 Factors influencing the physical education curriculum

Unit – III: Curriculum Designing

- 3.1 Importance of curriculum designing
- 3.2 Role of teacher in curriculum designing
- 3.3 Selection of educational activities
- 3.4 Classification of activities in physical education
- 3.5 Suitability of activities for different age groups and sexes
- 3.6 Research and changing curriculum
- 3.7 Creative thinking in physical education
- 3.8 Institution's influence in curriculum change

Unit – IV: Program of Adapted Physical Education

- 4.1 Individualized physical education
- 4.2 The mandate for adapted physical education
- 4.3 Exceptional children and special education
- 4.4 Cooperative planning
- 4.5 Physical education

- 4.6 Special education
- 4.7 Classification and organization
- 4.8 Scheduling adapted physical education classes
- 4.9 The mentally retarded

Unit – V: Intramural and Interscholastic Program and Programme Evaluation.

- 5.1 Balance in extra class programming
- 5.2 Planning extra class activities
- 5.3 Elementary school program
- 5.4 Inter school activity
- 5.5 Secondary school program
- 5.6 Inter scholastic athletics
- 5.7 Purpose of evaluation
- 5.8 Measuring progress in elementary and secondary school
- 5.9 Assessing the fitness and behaviour in motor domain
- 5.10 Measuring behaviour in affective domain
- 5.11 Appraising the total curriculum
- 5.12 Administrative measures

References.

Cowell C.C. and H.W. Hegel Ton, *Curriculum design in Physical Education.*

Humphrey, James H. Alice, M. Love and leslie, W. Irvi, *Principles and Techniques of Supervision in Physical Education*, (3rd Ed. WCB)

Irwin, W. *Curriculum in Health and Physical Education*, C.V. MOsby and Co.

Jewett, Anne, E. and Bain, Linda. *The Curriculum Process in Physical Education*. Dubuque: C. Brown Publishers, 1985.

Malla Reddy and Ravi Shanker, *Curriculum development and educational technology.*

Tanner, Daniel and Laural, M. Tanner. *Curriculum development: Theory into practice*. New York: McMillan Co. 1980.

Willgoose, Carl E. *The Curriculum design in Physical Education*.

SYLLABUS OF PRACTICALS

- 1) RECORD BOOK
 - a. Origin and History
 - b. Ground Equipments
 - c. Skills
 - d. Rules and Regulations
 - e. Officiating
 - f. Tournaments and Awards
- 2) Coaching Ability
 - a. Skills
 - b. Performance
 - c. Demonstration
 - d. Test
- 3) Officiating and Viva-Voce
 - a. Duties and Responsibility of Official
 - b. Viva-Vo

**KARNATAK UNIVERSITY, DHARWAD
DEPARTMENT OF P.G. STUDIES IN PHYSICAL EDUCATION**

PROGRAMME STRUCTURE FOR M.P.Ed COURSE

I SEMESTER

Paper	Compulsory Course	Total Marks	Hours Week	Credits
I	Philosophical and Sociological Basis of Physical Education	100	4 hours	4

II	Statistics in Physical Education and Computer Applications	100	4 hours	4
III	Evaluation in Physical Education Part-I	100	4 hours	4
Specialization Course				
IV	Sports Medicine or Recreation	100	4 hours	4
Practical – I (Compulsory)				
V	Athletics (1 Track, 1 Jump and 1 Throw)	100	4 hours	4
Practical – II (any one game)				
VI	Kabaddi / Badminton / Basket Ball	100	4 hours	4
Total		600	24 hours	24

II SEMESTER

Paper	Compulsory Course	Total Marks	Hours Week	Credits
I	Biological and Biomechanical Basis of Physical Education	100	4 hours	4
II	Research methods in Physical Education	100	4 hours	4
III	Evaluation in Physical Education P-II	100	4 hours	4
Specialization Course				
IV	Guidance and Counselling Or Sports Journalism	100	4 hours	4
Practical – I (Compulsory)				
V	Athletics (1 Track, 1 Jump and 1 Throw)	100	4 hours	4
Practical – II (any one game)				
VI	Kho-Kho / Table Tennis / Hockey	100	4 hours	4
Open Elective Paper				
VI	Nutrition and Diet	100	4 hours	4
Total		700	28 hours	28

III SEMESTER

Paper	Compulsory Course	Total Marks	Hours Week	Credits
I	General Theory and Methods of Training	100	4 hours	4
II	Kinesiology	100	4 hours	4
III	Sports Sociology	100	4 hours	4
Specialization Course				
IV	Adoptive and Corrective Physical Education Or Health, Fitness and Wellness	100	4 hours	4
Practical – I (Compulsory)				
V	Yogic Practices	100	4 hours	4
Practical – II (any one game)				
VI	Volley Ball / Wrestling / Foot Ball	100	4 hours	4
Open Elective Paper				
VI	Health and Fitness Management	100	4 hours	4
	Total	700	28 hours	28

IV SEMESTER

Paper	Compulsory Course	Total Marks	Hours Week	Credits
I	Sports Management	100	4 hours	4
II	Physiology of Exercise and Sports	100	4 hours	4
III	Psychology of Sports	100	4 hours	4
Specialization Course				
IV	Curriculum of Physical Education Or Sports Industry and Marketing	100	4 hours	4
Practical – I (Compulsory)				
V	Dissertation / Project	100	4 hours	4
Practical – II (any one game)				
VI	Hand Ball / Cricket / Swimming	100	4 hours	4
	Total	600	24 hours	24

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