

KHANDESH COLLEGE EDUCATION SOCIETY'S
V.P. Hole College of Education of Education and Physical Education,
(Autonomous) Jalgaon

खान्देश कॉलेज एज्युकेशन सोसायटीचे
व्ही.पी. होले कॉलेज ऑफ एज्युकेशन अँड फिजिकल एज्युकेशन,
(स्वायत्त) जळगाव



Master of Physical Education

(M.P.Ed) 2 Years (4 Semester Program)

Curriculum Framework & Syllabus- 2025-26

**V.P. Hole College of Education of Education and Physical Education,
(Autonomous) Jalgaon**

Title: Title of the degree shall be Master of Physical Education. (M.P.Ed.)

Objectives:

The curriculum is designed to achieve the following general objectives of the M.P.Ed. Program

1. The student teacher understands the central concepts, tools of inquiry and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
2. The student teacher understands how children learn and develop, how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts.
3. The student teacher plans learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of how students come to view, develop and make sense of subject matter contained in the learning experiences.
4. The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
5. The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner, and reflective practices that continually evaluate the effects of his/her choices and actions.
6. The student teacher understands content cum methodology and adopts it in teaching.

Eligibility for Admission:

Candidate should have passed the B.P.Ed., B.P.E.S., B.Sc. in physical education and health education degree of this university or a university recognized by UGC in any faculty with at least 50% marks for general category and 45 % for reserved category as per rules of university and government. Rules for admission framed by NCTE, Govt. of Maharashtra and University will be applicable from time to time.

Selection Procedure:

Admission to the eligible candidates will be given as per the selection procedure laid down by the State Government or University from time to time.

Norms for appearing at M.P.Ed. Examination:

Student teachers should have kept two terms with at least 80% attendance of theory and practical periods in college. He should have completed all the internal practical work to the satisfaction of the principal and he should have obtained such certificate from the principal of the college. Unless and until he obtains such a certificate he will not be allowed to appear for university examination.

Examination Process:

The examination of M.P.Ed. degree will consist of two years. External Examination in theory courses of 60 marks and practical as per syllabus, which will be conducted by the University at the end of each academic year. Internal Assessment will be conducted by the college for 40 marks as per syllabus.

Allotment and distribution of marks:

The M.P.Ed. Examination will be of 2400 marks and details are as per syllabus.

Marks	Grade	Grade Points
75 to 100	O	6
65 to 74	A	5
55 to 64	B	4
50 to 54	C	3
49 & less	F	0

Medium of Instruction:

The medium of instruction at the M.P.Ed. course will be Marathi, English & Hindi. The candidate of the M.P.Ed. course will have the option of all papers and practical either in Marathi, English & Hindi

Duration:

The M.P.Ed program shall be of duration of two academic years which can be completed in a maximum of three years from the date of admission to the program.

Working Days:

1. There shall be at list two hundred working days each year exclusive of the period of examination and admission.
2. The minimum attendance of student-teacher shall have to be 80 % for all course work, practicum and 90 % of school Internship.

Provision of Bonus Marks

Sr. No	Special Marks for Extra Co-curricular Activities (Any One - Maximum 15 Marks)	Marks
1	a. Sports Achievement at State level Competition (Medal Winner) b. Sports Achievement National level Competition (Medal Winner) c. Sports participation International level Competition	15
2	Inter University Participation (Any one game)	10
3	Inter College/Zonal Participation	05
4	National Service Scheme	10
5	Blood donation / Cleanliness drive / Community services	05

Standard of Passing:

To pass the examination a candidate must obtain at least 50% marks in Internal and external examinations of each course. The marks will be converted in grades and credits and finally C.G.P.A. will be displayed on the marks statement. There will be no more difference for internal and external marks with valid difference of 20 % in each course. The candidate will be eligible to get admission in second year as per carryon basis.

**V.P. Hole College of Education of Education and Physical Education,
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MPed Syllabus

Sem	CBCS/Course Area	Course Code	Title of paper	Total Hours	Credits	Marks Assigned
I	Core Course	MPCC-101	Sports Psychology	60	4	100 (60+40)
		MPCC-102	Yogic Science	60	4	100 (60+40)
		MPCC-103	Sports Biomechanics and Kinesiology	60	4	100 (60+40)
	Specific Elective Subject (Any One)	MSES-101	Sports Journalism and Mass Media	60	4	100 (60+40)
		MSES-102	Sports Management			
	Ability Enhancement courses	MAEC-101	Advanced Communication in English	30	2	50
	Practical	MPPC-101	Wall Climbing	60	2	50
	Practical (Any One)	MPPC-102	Self Defense Skill & Techniques	60	2	50 (25+25)
		MPPC-103	Yoga			
	Practical	MPPC-104	Lesson Plan on Theory of Games & Sports	90	2	50 (25+25)
	Total			480	24	600

Sem	CBCS/Course Area	Course Code	Title of paper	Total Hours	Credits	Marks Assigned
II	Core Course	MPCC-201	Athletic Care and Rehabilitation	60	4	100 (60+40)
		MPCC-202	Test, Measurement and Evaluation in Physical Education	60	4	100 (60+40)
		MPCC-203	ICT in Physical Education	60	4	100 (60+40)
	Specific Elective Subject (Any One)	MSES -201	Physiology of Exercise	60	4	100 (60+40)
		MSES -202	Sports Technology			
	Ability Enhancement courses	MAEC-201	Measurement and Evaluation	60	2	50
	Practical	MPPC-201	Track and Field	60	2	50 (25+25)
		MPPC-202	Mass Demonstration Activities	60	2	50 (25+25)
		MPPC-203	Coaching Lesson Plan	60	2	50 (25+25)
	Total			480	24	600

Sem	CBCS/Course Area	Course Code	Title of paper	Total Hours	Credits	Marks Assigned
III	Core Course	MPCC-301	Research Process in Physical Education	60	4	100 (60+40)
		MPCC-302	Sports Medicine	60	4	100 (60+40)
		MPCC-303	Theory of Sports and Games	60	4	100 (60+40)
	Specific Elective Subject (Any One)	MSES -301	Physical Fitness and Wellness	60	4	100 (60+40)
		MSES -302	Value and Environmental Education			
	Ability Enhancement courses	MAEC-301	Research Proposal Presentation	60	2	50
	Practical	MPPC-301	Fitness & Conditioning	60	2	50 (25+25)
		MPPC-302	Game Specialization	60	2	50 (25+25)
		MPPC-303	Officiating Lesson Plan	60	2	50 (25+25)
	Total			480	24	600

Sem	CBCS/Course Area	Course Code	Title of paper	Total Hours	Credits	Marks Assigned
IV	Core Course	MPCC-401	Applied Statistics in Physical Education	60	4	100 (60+40)
		MPCC-402	Scientific Principles of Sports Training	60	4	100 (60+40)
		MPCC-403	Health Education and Sports Nutrition	60	4	100 (60+40)
	Specific Elective Subject (Any One)	MSES -401	Educational Technology and Methods of Teaching in Physical Education	60	4	100 (60+40)
		MSES -402	Sports Engineering			
	Ability Enhancement courses	MAEC-401	Internship	60	2	50
		MAEC-402	Adventure Activities	60	2	50
	Practical	MPPC-401	Dissertation	120	4	100 (50+50)
	Total			480	24	600

MPED SEM - I - MPCC-101 SPORTS PSYCHOLOGY

Course Learning Objectives-

1. Explain group mechanisms and group psychology in a sports context
2. Reflect upon motivational psychology as applied to sports activities, Formulate relevant constructs of exercise psychology
3. Demonstrate the ability to discuss sociological theories, concepts, and ideas in large and small groups and to express empirically as well as theoretically-based opinions,
4. To apply core sociological theories to specific social problems in order to analyze social problems

Unit – 1: Introduction to Sports Psychology

- a) Sports psychology - meaning, definition, history, need and importance.
- b) Present status of sports psychology in India.
- c) Motor learning - basic considerations in motor learning, motor perception, factors affecting perception, perceptual mechanism.
- d) Personality - meaning, definition, structure, measuring personality traits and Effects of personality on sports performance.

Unit – 2: Motivation, Goal Setting

- a) Motivation - meaning, definition and types (Intrinsic, Extrinsic), Achievement motivation - meaning and measurement.
- b) Stress - meaning, definition, causes, stress and sports performance & Anxiety - meaning, definition, nature, causes, measurement, competitive anxiety and sports performance.
- c) Aggression - meaning, definition, measurement, Aggression and sports performance & Self-concept - meaning, definition, measurement.
- d) Goal setting in physical education and sports - meaning, definition, process & Relaxation - meaning, definition, types and methods of psychological relaxation.

Unit – 3: Sports Sociology

- a) Meaning and definition, sports and socialization, sports as social institution, national integration through sports.
- b) Fans and spectators - meaning and definition, advantages and disadvantages on sports performance.
- c) Leadership - meaning, definition, types.
- d) Leadership and sports performance.

Unit – 4: Group Cohesion

- a) Group - definition and meaning, group size, groups composition, group cohesion, group interaction and group dynamics.
- b) Current problems in sports and future directions, sports social crisis management.
- c) Women in sports - sports women in our society,
- d) Participation pattern among women, gender inequalities in sports.

References:

- Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Tests, New Delhi: National Council of Educational Research and Training Publication.
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- Thatcher, J., Day, M., & Rahman, R. (2011). **Sport and Exercise Psychology**. Learning Matters. UK
- Bhatt, A. H. (2010). **Psychology in Sports**. Sports Publication. New Delhi.
- Jarvis, M. (2010). **Sports Psychology A students handbook**. Friends Publications [India]
- Kalmesh, M. L. (2009) **Educational Sports Psychology** M/S Friends Publications [India]
- Burton, R. (2009). **Sports Psychology: Motivation, Participation & Performance**. Sports Educational Technologies. New Delhi.
- Burton, D., & Raedeke, T. (2008). **Sport Psychology for Coaches**. Human Kinetics. USA.
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- Shaw, D. F., Gorely, T., & Corban, R. M. (2005). **Instant Notes : Sport and Exercise Psychology**. BIOS Scientific Publishers T&F Group. UK
- Morris, T., & Summers, J. (2004). **Sport Psychology: Theory, Applications and Issues**. WILEY. Singapore.
- Jay Coakley. (2001) *Sports in Society – Issues and Controversies in International Education*, Mc-Craw Seventh Ed.
- John D Lauther (2000) *Psychology of Coaching*. Ner Jersey: Prenticce Hall Inc.
- John D. Lauther (1998) *Sports Psychology*. Englewood, Prentice Hall Inc.
- Miroslaw Vauks & Bryant Cratty (1999). *Psychology and the Superior Athlete*. London: The Macmillan Co.

Course Learning Objectives-

1. To understand and apply the underlying concepts of Yoga.
2. To promote knowledge and awareness of skeletal alignment and body mechanics emphasizing a safe and intelligent use of the body.
3. To cultivate breath control, relaxation techniques and kinesthetic awareness.
4. To understand role of Yoga in Psychological Preparation of athlete.

Unit – 1: Introduction

- a) Meaning and definition of yoga.
- b) Astanga yoga - yama, niyama, asana, pranayama, prathyahara, dharana, dhyana, Samadhi.
- c) Concept of yoga and awareness & Principles of breathing and relaxation.
- d) Yogic practices - sequence, counter pose, time, place, clothes, bathing, emptying the bowels, stomach, diet, no straining, age, contra-indication, inverted asana, sunbathing.

Unit – 2: Asanas and Pranayam

- a) Loosening exercise - techniques and benefits.
- b) Surya namaskar - methods and benefits.
- c) Asanas - types, techniques and benefits & Pranayama - types, methods and benefits.
- d) Nadis - meaning, methods and benefits & Chakras - meaning, types, benefits of clearing and balancing chakras.

Unit – 3: Kriyas, Mudras

- a) Shat kriyas - meaning, techniques and benefits & Types of shat kriyas - neti, dhauti, kapalbhati, tratak, nauli, basti.
- b) Bandhas - meaning, techniques and benefits & Types of bandhas - jalandhara bandha, uddiyana bandha, mula bandha, maha bandha.
- c) Mudras- meaning, techniques and benefits & Types
- d) Meditation - meaning, techniques and benefits & Types - passive, active, saguna meditation and nirguna meditation.

Unit – 4: Yoga and Sports

- a) Yoga supplemental exercise & compensation exercise.
- b) Yoga regeneration exercise - power yoga.
- c) Role of yoga in psychological preparation of athlete - mental wellbeing, anxiety, depression, concentration, self actualization.
- d) Effect of yoga on physiological system - circulatory, skeletal, digestive, nervous, respiratory, excretory, reproductive, endocrine, cardiovascular, muscular.

References:

- George Feuerstein, (1975). Text Book of Yoga. London: Motilal Bansaridass Publishers (P) Ltd.
- Gore, (1990), Anatomy and Physiology of Yogic Practices. Lonavata: Kanchan Prakashan. Helen Purperhart (2004), The Yoga Adventure for Children. Netherlands: A Hunter House book.
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- Kuvalyananada Swami & S.L. Vinekar, (1963), Yogic Therapy – Basic Principles and Methods. New Delhi: Govt. of India, Central Health Education and Bureau.
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- Swami Satyananda Saraswathi. (1984), Kundalini and Tantra, Bihar: Yoga Publications Trust.
- Swami Sivananda, (1971), The Science of Pranayama. Chennai: A Divine Life Society Publication.
- Thirumalai Kumar. S and Indira. S (2011) Yoga in Your Life, Chennai: The Parkar Publication.
- Tiwari O.P. (1998), Asanas-Why and How. Lonavala: Kaivalyadham.
- Helen Purperhart (2004), The Yoga Adventure for Children. Netherlands: A Hunter House book.

Course Learning Objectives-

1. Analyze and explain the mechanisms underlying biomechanical, physiological, and psychological changes that occur during after acute and chronic exercise.
2. Understand mechanical principles can be applied to the analysis of human movement to assess and improve performance and reduce risk of injury.
3. Know effectiveness of human movement using mechanical principles.
4. Know effectiveness of Movement Analysis use.

Unit – 1: Introduction

- a) Meaning, nature, role and scope of applied kinesiology and sports biomechanics.
- b) Meaning of axis and planes, statics, dynamics, kinematics, kinetics.
- c) Centre of gravity, line of gravity, plane of the body and axis of motion & Vectors and scalars.
- d) Origin, insertion and action of muscles - pectoralis major and minor, deltoid, biceps, triceps (anterior and posterior), trapezius, serratus, Sartorius, rectus femoris, abdominis, quadriceps, hamstring, gastrocnemius.

Unit – 2: Motion and Force

- a) Meaning and definition of motion, Types of motion - linear motion, angular motion, circular motion, uniform motion.
- b) Principles related to the law of inertia, law of acceleration and law of counter force (action-reaction).
- c) Meaning and definition of force, sources of force, force components.
- d) Force applied at an angle - pressure, friction, buoyancy, spin, centripetal force, centrifugal force.

Unit – 3: Projectile and Lever

- a) Freely falling bodies, projectiles, equation of projectiles.
- b) Stability factors influencing equilibrium & Guiding principles for stability - static and dynamic stability.
- c) Meaning of work, power, energy, kinetic energy and potential energy.
- d) Leverage, classes of lever, practical application & Water resistance, air resistance, aerodynamics.

Unit – 4: Movement Analysis

- a) Analysis of movement.
- b) Types of analysis - biomechanical, cinematographic.
- c) Biomechanical analysis of fundamental movement - running, throwing and jumping.
- d) Methods of analysis - qualitative, quantitative, predictive.

Reference:

- Deshpande S.H.(2002). Manav Kriya Vigyan – Kinesiology (Hindi Edition) Amravati: Hanuman Vyayam Prasarak Mandal.
- Hoffman S.J. Introduction to Kinesiology (Human Kinesiology publication In.2005. Steven Roy, & Richard Irvin. (1983). Sports Medicine. New Jersey: Prentice hall. Thomas. (2001). Manual of structural Kinesiology, New York: McGraw Hill.
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- Kote, Joshi, (2006). *Biomechanics, applied kinesiology and physiology of exercise*. Chhaya Publication House, Aurangabad.

SPECIFIC ELECTIVE SUBJECT (ANY ONE)
MPED SEM - I - MSES 101 -SPORTS JOURNALISM AND MASS MEDIA

Course Learning Objectives-

1. Know how to seek accreditation to sporting events and to report on such events.
2. Demonstrate analytic skills in relation to reporting sporting events
3. Produce a number of assignments that demonstrate their own style and perception of events
4. To know about Sports journalism and mass media contribution in sports field

Unit – 1: Introduction

- a) Meaning and definition of journalism.
- b) Ethics of journalism, canons of journalism, sports ethics and sportsmanship.
- c) Reporting sports events.
- d) National and international sports news agencies.

Unit – 2: Sports Bulletin

- a) Concept of sports bulletin - journalism and sports education & Structure of sports bulletin, compiling a bulletin, types of bulletin.
- b) Role of journalism in the field of physical education & Sports as an integral part of physical education.
- c) Sports organization and sports journalism.
- d) General news reporting and sports reporting.

Unit – 3: Mass Media

- a) Mass media in journalism - radio and T.V.
- b) Commentary - running commentary on the radio, sports expert's comments.
- c) Role of advertisement in journalism.
- d) Sports photography - equipments, editing and publishing.

Unit – 4: Report Writing on Sports, Journalism

- a) Brief review of olympic games, asian games, common wealth games world cup, national games and indian traditional games.
- b) Preparing report of an annual sports meet for publication in newspaper.
- c) Organization of press meet/conference, Methods of editing a sports report & Evaluation of reported news.
- d) Interview with elite player and coach & Collection of album of newspaper cuttings of sports news.

References:

- Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi : Surjeet Publications
- Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication
- Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication Dhananjay Joshi (2010) Value Education in Global Perspective. New Delhi: Lotus Press. Kannan K (2009) Soft Skills, Madurai: Madurai: Yadava College Publication
- Mohit Chakrabarti (2008): Value Education: Changing Perspective, New Delhi: Kanishka Publication,.
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- Shiv Khera (2002), You Can Win, New Delhi: Macmillan India Limited.
- Varma A.K. (1993) Journalism in India from Earliest Times to the Present Period. Sterling publication Pvt. Ltd.
- Venkataiah. N (2009) Value Education,- New Delhi: APH Publishing Corporation. 43

MPED SEM - I - MSES-102 - SPORTS MANAGEMENT (ELECTIVE)

Course Learning Objectives-

1. To identify the basic principles of Sports Management.
2. To know about organizational management and leadership.
3. Students will know the budget management, school program of Physical Education and sports.
4. Students will know the basic methods and technique and its principles to manage the program of competitions, the basic level of competitions.

Unit – 1: Sports Management

- a) Sports management - Nature and concept, Progressive concept, purpose, scope.
- b) Qualities and competencies required for the sports manager.
- c) Event management in physical education and sports.
- d) Personal management - objectives, personal policies, role of personal manager in an organization, personnel recruitment and selection.

Unit – 2: Leadership

- a) Leadership – Meaning, definition, elements, types of leadership.
- b) Qualities of administrative leader.
- c) Preparation of administrative leader.
- d) Leadership and organizational performance.

Unit – 3: Sports Planning, Financial Management

- a) Sports management in schools, colleges and universities.
- b) Planning, Directing & Controlling a school or college sports program, Factors affecting planning.
- c) Developing performance standard - establishing a reporting system, evaluation, the reward/punishment system.
- d) Budget - importance, criteria of good budget, steps of budget making, Principles of budgeting, Financial management in physical education & sports in schools, colleges and universities.

Unit – 4: Program Management

- a) Importance of program development and the role of management, factors influencing program development, Steps in program development.
- b) Competitive sports programs, Management guidelines for school, colleges sports programs.
- c) Management problems in instructional program, community based physical education and sports program.
- d) Public relations in sports - planning the public relation program, principles of public relation, public relations in school and communities, public relation and the media.

References:

- Aggarwal, J.C (1990). Curriculum Reform in India – World overviews, Doaba World Education Series – 3 Delhi: Doaba House, Book seller and Publisher.
- Arora, G.L. (1984): Reflections on Curriculum, New Delhi: NCERT.
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- Judy Allen, Event Planning 2nd Edition, Wiley & Sons, Canada, 2014
- Gil Fried, Managing Sports Facilities, Human Kinetics.

ABILITY ENHANCEMENT COURSES

MPED SEM - I - MAEC-101-ADVANCED COMMUNICATION IN ENGLISH

Course Learning Objectives-

1. To acquaint the learners with communication process, skills, verbal and non-verbal aspects of communication
2. To develop the LSRWC skills for communication.
3. To develop the personality and presentation skills to make them ready for teaching profession.
4. To develop the etiquettes of leadership and digital communication.

Unit 1: Introduction to Communication

- a) Understanding Communication: Meaning, Concept and Importance
- b) Process and elements of Communication
- c) Types of Communication, Models of Communication
- d) Barriers in Communication

Unit 2: Enhancing Communication Skills

- a) Listening in Communication
- b) Impactful Speaking Skills
- c) Effective Reading
- d) Writing Adeptly and communication

Unit 3: Academic and Professional Communication

- a) Personality Development Skills
- b) Public Speaking and Communication in Organizations
- c) Presentation Skills
- d) Career Opportunities in English Language Communication - Literature, Media & Beyond

Unit 4: Communication in Action

- a) Body Language
- b) Enhancing Leadership and Communication Strategies
- c) Group Discussion and Personal Interview from Communication Perspective
- d) Digital Communication Skills - Blogs, Podcast and (TED) Technology, Entertainment, Design Talks

Practicum: To prepare interview schedule and conduct the interview with your School Principal/Teacher/Parents/any competent authority.

Books and references-

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- Jagtap H.N. Pragat Shaikshanik Tantradnyan ani mahiti tantravidnyan, 2010, Nitya nutan prakashan, pune.
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- W. Williams, James. *Listening Skills Training: How to Truly Listen, Understand, and Validate for Better and Deeper Connections*. United States, Alakai Publishing LLC, 2021.

PRACTICAL

MPED SEM - I - MPPC-101 WALL CLIMBING - LEAD AND SPEED

- **What is Sport Climbing?**

Climbing is a primary human movement. As children, we crawl, learn to climb and then learn to walk. Sport climbing is just an embellishment of that reflex we've all exercised on ladders, stairs or trees. Sport climbing is an offshoot of natural rock climbing and is more accessible than traditional rock climbing, both in terms of location and cost. While its genesis lay in Mountaineering, it has evolved into a unique sport accessible to millions, who practice it both indoors and outdoors. Sport climbing involves high-intensity climbing on relatively short routes. Its distinguishing characteristics include preplaced bolts and an emphasis on the physical aspect of the climb rather than the destination or summit. Sport routes can be found indoors or out, on nearby, accessible rock crags or on artificial walls at a gym or a competition arena.

- **Wall Climbing Lead:**

- a. Lead climbing is the classic sport climbing discipline where competitors climb a long, challenging route set by a route setter.
- b. Climbers attempt to reach the top, which is the end of the route, within a specified time frame.
- c. The route is typically on a wall exceeding 12 meters in height.
- d. Competitors climb "on lead," meaning they clip their rope into protection points as they ascend to ensure safety.
- e. A climber's performance is measured by the highest hold reached and whether that hold was "controlled" (a stable position achieved) or merely "used" (used to make a controlled movement forward).
- f. Progression along the route determines a competitor's ranking, with emphasis on the difficulty of the route.

- **Wall Climbing Speed:**

- a. Speed climbing is attempted using an in-situ rope ("top-rope").
- b. Speed climbing involves climbing a fixed route on a 15-meter wall with holds. The time taken to complete the route determines the competitor's ranking.
- c. It is a sprint race with split-second timing requirements.
- d. Speed competitions will take place on climbing routes of 15 m nominal length and at least 6 m wide that will be constructed on purpose-designed, artificial climbing walls.
- e. The climbing surface will consist of at least two parallel lanes, with each lane designed (including the position of timing equipment). The climbing lanes may be adjacent or separate, but in the latter case the distance between the lanes may not exceed 1 m and in all cases the lanes must be aligned horizontally.

- **Benefits of Sport Climbing-**

- a. **Full-Body Workout (Cardio + Strength):** Climbing combines cardio, strength, and endurance in one session. It elevates heart rate, builds upper-body, leg, and core strength. A 1997 study in the *British Journal of Sports Medicine* found its cardio impact comparable to running 8–11 min/mile.
- b. **Muscle Toning & Strengthening:** Engages nearly all major muscle groups, including abs, obliques, delts, traps, lats, biceps, quads, and calves. Grip strength also improves. A 2011 *Journal of Human Kinetics* review found climbers tend to have lower body fat and higher grip strength.
- c. **Increases Flexibility:** Climbing enhances range of motion, requiring dynamic movements like reaching and leaping. The *American College of Sports Medicine* recommends regular stretching, also beneficial for flexibility and circulation.
- d. **Boosts Mental Strength:** Climbing involves problem-solving, route planning, assessing strength, and hand-eye coordination. Each route (or “problem” in bouldering) requires mental focus and adaptability.
- e. **Reduces Stress:** Physical exertion boosts norepinephrine, reducing stress. The immersive nature of climbing and exposure to sunlight (especially outdoors) enhances mood and releases feel-good hormones like dopamine.
- f. **Prevents Chronic Diseases:** Climbing lowers the risk of heart disease, high blood pressure, cholesterol issues, and diabetes. The *CDC* classifies it as a vigorous activity that improves cardiovascular health and reduces stress.
- g. **Overcomes Fear:** Helps conquer common fears like heights and falling. Harnesses provide safety, allowing climbers to build confidence and challenge their fears in a controlled environment.
- h. **Personal Challenge & Growth:** As skill and confidence grow, climbers push past comfort zones, attempting more difficult routes. This ongoing challenge fosters resilience, self-trust, and personal development.

Reference:

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<https://www.indmount.org/IMF/sportclimbing>

MPED SEM - I - MPPC 102 SELF DEFENCE AND TECHNIQUES

(ANY ONE)

Martial Arts

Fundamental Skills

- Player Stances – walking, hand positions, front-leaning, side-fighting.
- Hand Techniques - Punches (form of a punch, straight punch, and reverse punch), Blocks (eight basic).
- Leg Techniques - Snap kicks, stretching straight leg, thrust kicks, sidekicks, round house.
- Forms - The first cause Katas.
- Self Defense - against punches, grabs and strikes, against basic weapons (knife, club sticks).
- Sparring - One step for middle punch, high punch and groin punch. (Defended by appropriate block from eight basic blocks).
- Rules and their interpretations and duties of officials.

Taekwondo

Fundamental Skills

- Player Stances – walking, extending walking, L stance, cat stance.
- Fundamental Skills – Sitting stance punch, single punch, double punch, triple punch.
- Punching Skill from sparring position – front-fist punch, rear fist punch, double punch and four combination punch.
- Foot Techniques (Balgisul) – standing kick (soseochagi), Front kick (AP chagi), Arc kick (BandalChagi), Side kick, (YeopChagi), Turning kick (DollyoChagi), Back kick (Twit Chagi), Reverse turning kick (BandaeDollyoChagi), Jump kick (TwimyoChagi),
- Poomsae (Forms) – Jang, Yi Jang, Sam Jang, Sa Jang, O Jang, Yook Jang, Chil Jang, Pal Jang (Fundamental Movement – eye control, concentration of spirit, speed control, strength control, flexibility, balance, variety in techniques)
- Sparring (Kyorugi) – One Step Sparring (hand techniques, foot techniques, self defense techniques, combination kicks), Free Sparring.
- Board Breaking (Kyokpa) – eye control, balance, power control, speed, point of attack.
- Rules and their interpretations and duties of officials.

Shooting

Fundamental Skills

- Player Stances
- Fundamental Skills
- Rules and their interpretations and duties of officials

Archery

Fundamental Skills

- Player Stances
- Fundamental Skills
- Rules and their interpretations and duties of officials

MPED SEM - I - MPPC 103 - YOGA

- **Surya Namaskara,**
- **Pranayams**
- **Corrective Asanas**
- **Kriyas**
- **Asanas**
 - Sitting
 - Standing
 - Laying Prone Position,
 - Laying Spine Position

MPED SEM - I - MPPC-104 CLASSROOM TEACHING LESSON PLAN

**5 classroom teaching lesson plans on theory of different sports & games
(4 Internal+1 External)**

- **Sports-** Track and Field/Swimming/Gymnastics
- **Games-** Kabaddi/Kho-Kho/Baseball/Cricket/Football/Hockey/Softball/
Squash /Volleyball/Handball/Basketball/Tennis/Netball/Badminton/Tennis

MPED SEM - II - MFPE 201-ATHLETIC CARE AND REHABILITATION

Course Learning Objectives-

1. By learning the subject the students will be aware of the various injury in sports.
2. The students after learning will gain knowledge about the treatment of various injury and rehab in sports.
3. After completion of this subject the students will learn how to give massage and rehabilitation.
4. This subject will also make the student learn about prevention of injuries.

Unit – 1: Corrective Physical Education

- a) Definition and objectives of corrective physical education.
- b) Posture and body mechanics, standards of standing posture.
- c) Value of good posture, drawbacks and causes of bad posture.
- d) Posture test - examination of the spine and body parts.

Unit – 2: Posture & Rehabilitation Exercises

- a) Normal curve of the spine and its utility.
- b) Deviations in posture - kyphosis, lordosis, flat back, scoliosis, round shoulders, knock knee, bow leg, flat foot & Causes for deviations and treatment including exercises.
- c) Passive, active, assisted, resisted exercise for rehabilitation,
- d) Stretching & PNF techniques and principles.

Unit – 3: Massage

- a) Brief history of massage, Massage as an aid for relaxation.
- b) Points to be considered in giving massage.
- c) Physiological, chemical, psychological effects of massage & Indication/contraindication of massage.
- d) Classification of the manipulation used massage and their specific uses in the human body - stroking, pinching, rolling, friction, percussion, vibration, raking, petrissage, centering, pressure therapy.

Unit – 4: Sports Injuries Care, Treatment and Support

- a) Principles pertaining to the prevention of sports injuries.
- b) Care and treatment of exposed and unexposed injuries in sports.
- c) Principles of applying various therapies - cold and heat, infrared rays, ultrasonic therapy, short wave diathermy therapy etc.
- d) Principles and techniques of strapping and bandages.

References:

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- Mc Ooyand Young (1954) Tests and Measurement, New York: Appleton Century. Naro, C. L. (1967) Manual of Massage and, Movement, London:
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**MPED SEM - II - MFPE 202- TEST, MEASUREMENT AND EVALUATION IN
PHYSICAL EDUCATION**

Course Learning Objectives-

1. Students will understand the concept of Test, Measurement, Evaluation and Assessment Procedure in Physical Education and Motor Fitness Tests.
2. Students will understand the concept of Test, Measurement, Evaluation and Physical Fitness Tests
3. Students will understand the concept of Test, Measurement, Evaluation and Anthropometric and Wellness Tests
4. Students will understand the concept of Test, Measurement, Evaluation and Skill Tests

Unit – 1: Introduction & Motor Fitness Tests

- a) Test, measurement and evaluation- Meaning and definition Need and importance
- b) Classification of test - statistical test (type-1), physical test (type-2), psychomotor test (type-3) and written test (type-4).
- c) Criteria of good test - feasibility, validity, reliability, objectivity, applicability, Norms and standards.
- d) Motor fitness- Meaning and definition, Tests for motor fitness - indian motor fitness test (for elementary and high school boys, girls and college Men), oregon motor fitness test (separately for boys and girls), JCR test, barrow motor ability test, newton motor ability test, kraus weber minimum muscular fitness test.

UNIT – 2: Physical Fitness Tests

- a) Physical fitness test - AAHPERD health related fitness battery (revised in 1984)
- b) ACSM health related physical fitness test, roger's physical fitness index.
- c) Cardio vascular test - harvard step test, cooper test (12 minutes run and walk)
- d) Multi-stage fitness test (beep test).

Unit – 3: Anthropometric and Wellness Tests

- a) Anthropometric tests - general body measurements (weight and height),
- b) Skeletal diameters (shoulder, abdominal, hip, elbow, knee, ankle etc.),
- c) Circumferences (chest, upper arm, fore arm, thigh, calf etc.), Skinfold measurement (biceps, triceps, fore arm, subscapular, suprailiac, thigh, calf etc.).
- d) Wellness tests - estimating age (skeletal, dental, secondary sex character), growth and development (BMI, WHR, BBI, BSA etc.), nutritional tests (direct and indirect), health tests (body temperature, pulse rate, BP, body fat/LBM, blood test).

Unit – 4: Skill Tests

- a) Specific spots skill test - Badminton (miller wall volley test), Basketball (Johnson basketball test, Harrison basketball ability test),
- b) Cricket (Sutcliff cricket test), Hockey (friendly field hockey test, herbal's hockey test),
- c) Volleyball (rustle Lange volleyball test, Brady volleyball test),
- d) Football (mor-christian general soccer ability skill test battery, Johnson soccer test, mc-Donald volley soccer test), Tennis (dye tennis test).

References :

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- Collins, R.D., & Hodges P.B. (2001) A Comprehensive Guide to Sports Skills Tests and Measurement (2nd edition) Lanham: Scarecrow Press
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- Jenson, Clayne R and Cynt ha, C. Hirst (1980) Measurement in Physical Education and Athletics, New York, Macmillan Publising Co. Inc
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- Vivian H. Heyward (2005) Advance Fitness Assessment and Exercise Prescription, 3rd Edition, Dallas TX: The Cooper Institute for Aerobics Research
- Wilmore JH and Costill DL. (2005) Physiology of Sport and Exercise: 3rd Edition. Champaign IL: Human Kinetics
- Kote, Saber (2006). *Test measurement and evaluation*. Chhaya Publication House, Aurangabad.

**MPED SEM - II - MFPE 203- INFORMATION & COMMUNICATION
TECHNOLOGY IN PHYSICAL EDUCATION**

Course Learning Objectives-

1. Understand concept of information and communication technology in physical education field.
2. Analyze sporting data of various types via astute use of statistical packages.
3. Practice mathematics, statistics, information technology in sport technology related problems.
4. Offer Hands on Knowledge in information and communication Technology.

Unit – 1: Communication & Classroom Interaction

- a) Concept, elements, process & types of communication & Communication barriers & facilitators of communication.
- b) Communicative skills of English - listening, speaking, reading & writing.
- c) Concept & importance of ICT, need of ICT in education, Scope of ICT - teaching learning process, publication evaluation, research and administration.
- d) Challenges in integrating ICT in physical education.

Unit – 2: Fundamentals of Computers

- a) Characteristics, types & applications of computers.
- b) Hardware of computer - input, output & storage devices & Software of computer - concept & types.
- c) Computer memory - concept & types & Viruses & its management.
- d) Concept, types & functions of computer networks, internet and its applications, Web browsers & search engines, legal & ethical issues.

Unit – 3: MS Office Applications

- a) MS Word - main features & its uses in physical education.
- b) MS Excel - main features & its applications in physical education.
- c) MS Access - database, table, queries, forms & reports and its uses in physical education.
- d) MS Power Point - preparation of slides with multimedia effects, MS Publisher – news letter & brochure.

Unit – 4: ICT Integration in Teaching Learning Process, E-Learning & Web Based Learning

- a) Approaches to integrating ICT in teaching learning process.
- b) Project based learning (PBL), Co-operative learning and Collaborative learning.
- c) ICT and constructivism - a pedagogical dimension.
- d) E-learning, Web based learning, Visual classroom.

References:

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- Douglas E. Comer, The Internet Book, Purdue University, West Lafayette in 2005
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- ITL Education Solution Ltd. Introduction to information Technology, Research and Development Wing-2006
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SPECIFIC ELECTIVE SUBJECT (ANY ONE)
MPED SEM - II - MSES 201 PHYSIOLOGY OF EXERCISE

Course Learning Objectives-

1. To know the effect of exercise on skeletal system.
2. To know the effect of exercise on cardiovascular system.
3. To know the effect of exercise on Respiratory system & to understand metabolism a energy transfer.
4. To understand the climatic conditions, sports performance & ergogenic aids.

Unit – 1: Skeletal Muscles and Exercise

- a) Macro & micro structure of the skeletal muscle.
- b) Chemical composition.
- c) Sliding filament theory of muscular contraction, Types of muscle fiber and muscle tone.
- d) Chemistry of muscular contraction - heat production in the muscle, effect of exercises and training on the muscular system.

Unit – 2: Cardiovascular System and Exercise

- a) Heart valves and direction of the blood flow.
- b) Conduction system of the heart, Blood supply to the heart, Cardiac cycle, stroke volume, cardiac output.
- c) Heart rate - factors affecting heart rate, Cardiac hypertrophy.
- d) Effect of exercises and training on the cardio-vascular system.

Unit – 3: Respiratory System and Exercise & Metabolism and Energy Transfer

- a) Mechanics of breathing, Respiratory muscles, Minute ventilation, ventilation at rest and during exercise, Diffusion of gases, exchange of gases in the lungs, exchange of gases in the tissues.
- b) Control of ventilation, ventilation and the anaerobic threshold, Oxygen debt, lung volumes and capacities & Effect of exercises and training on the respiratory system.
- c) Metabolism - ATP-PC or phosphagen system - anaerobic metabolism, aerobic metabolism, Aerobic and anaerobic systems during rest and exercise.
- d) Short duration high intensity exercises, High intensity exercise lasting several minutes, Long duration exercises.

Unit – 4: Climatic Conditions, Sports Performance and Ergogenic Aids

- a) Variation in temperature and humidity, Thermoregulation.
- b) Sports performance in hot climate, cool climate, high altitude.
- c) Influence on sports performance of - amphetamine, anabolic steroids, androstenedione, beta blocker, choline, creatine, human growth hormone.
- d) Narcotic stimulants - amphetamines, caffeine, ephedrine, sympathomimetic amines, Stimulants and sports performance.

References:

- Amrit Kumar, R, Moses. (1995). Introduction to Exercise Physiology. Madras: Poompugar Pathipagam.
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- Sandhya Tiwaji. (1999). Exercise Physiology. Sports Publishers.
- Kote, Joshi, (2006). *Biomechanics, applied kinesiology and physiology of exercise*. Chhaya Publication House, Aurangabad.

Course Learning Objectives-

1. To understand the procedure of selection and use of various sports technologies.
2. To understand the procedure of and use of Science of Sports Materials.
3. To learn the method of construction and installation of sports surface.
4. Help to improve knowledge about modern playing equipment.

Unit – 1: Sports Technology

- a) Technology - meaning, definition, purpose, advantages and applications.
- b) General principles and purpose of instrumentation in sports.
- c) Workflow of instrumentation and business aspects.
- d) Technological impacts on sports.

Unit – 2: Science of Sports Materials

- a) Adhesives - nano glue, nano moulding technology, nano turf.
- b) Footwear production, Factors and application in sports.
- c) Constraints foams - polyurethane, polystyrene, styrofoam, closed cell and open cell foams, neoprene, foam.
- d) Smart materials - shape memory alloy (SMA), thermo chromic film, high-density modeling foam.

Unit – 3: Surfaces of Playfields

- a) Modern surfaces for playfields, Construction and installation of sports surfaces, Types of materials - synthetic, wood, polyurethane, artificial turf.
- b) Modern technology in the construction of indoor and outdoor facilities.
- c) Technology in manufacture of modern play equipments.
- d) Use of computer and software in match analysis and coaching.

Unit – 4: Modern equipment & Training Gadgets

- a) Playing equipments - balls (types, materials and advantages), bat/stick/ racquets (types, materials and advantages), clothing and shoes (types, materials and advantages), Measuring equipments - throwing and jumping events, Protective equipments - types, materials and advantages, Sports equipment with nano technology, advantages.
- b) Basketball (ball feeder, mechanism and advantages), Cricket (bowling machine, mechanism and advantages) Tennis (serving machine, mechanism and advantages), Volleyball (serving machine mechanism and advantages).
- c) Lighting facilities - method of erecting flood light and measuring luminous.
- d) Video coverage - types, size, capacity, place and position of camera in live coverage of sporting events.

Reference:

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- Kozman, Cassidy and Jackson. Methods in Physical Education (W.B. Saunders Company, Philadelphia and London), 1952.

ABILITY ENHANCEMENT COURSES
MPED SEM - II - MAEC – 201 MEASUREMENTS AND EVALUATION
(PRACTICAL)

1: Anthropometric Measurement

- a) General Body Measurement: Body weight, Stature Height, Sitting Height
- b) Skeletal Diameters: Biacromial Diameter, Humerus Bicondylar Diameter, Wrist Diameter, Femur Bicondylar Diameter
- c) Circumference: Chest Circumference, Upper Arm Circumference, Thigh Circumference, Length: Arm length, Leg length
- d) Skin fold Measurement

2: Health Related Physical Fitness

- a) C. V. Endurance : Beep test, Run/walk test, Step test,
- b) 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
- c) Flexibility: Sit & Reach, Trunk & Neck Extension, Shoulder Flexibility, Shoulder lift, Shoulder & Wrist Elevation, Trunk rotation, Goniometer.
- D) Body Composition: WHR, BMI, Digital body fat Monitor, skin fold measurements. Physiological Test – Heart rate, Respiratory rate, VO2 max

3: Skill Related Physical Fitness

- a) Speed: 10 stride test, 40m multiple sprint test, 400m Drop off test, 50m. Dash, 30m. Flying test
- b) Agility: Shuttle run, SEMO Agility run, Dodging run test, 505 Agility test, Zig-Zag run test, Side step test, Illinois Agility Run test
- c) Balance: Stork stand, Bass stick test, Bass test of dynamic balance & Reaction time: Ruler drop test, Hand reaction time, Foot reaction time test
- d) Power: SBJ, Vertical Jump, Medicine ball throw, Co-ordination: Wall Catch test

4: Sports Skill Test

- a) Basket Ball: Nelson-Johnson, AAHPERD, SAI & Knox
- b) Foot Ball: AAHPERD, McDonald & SAI Soccer test
- c) Volley Ball: Brady, Russell-Lange & AAHPERD Volley ball skill test
- d) Badminton: Miller wall volley badminton test, Service test Psychological Test – Paper pencil Test.

Departmental committee should plan and display internal and external evaluation structure to the students at the beginning of the semester.

PRACTICAL

MPED SEM - II - MPPC- 201 TRACK AND FIELD

- **Running Events (Sprints and Relays)**
 - **Starting techniques:** Standing start, Crouch start and its variations, Proper use of blocks.
 - **Finishing Techniques:** Run, Through, Forward lunging, Shoulder Shrug
 - **Ground Marking,** Rules and Officiating
- **Relays: Fundamental Skills**
 - Various patterns of Baton Exchange
 - Understanding of Relay Zones
 - Ground Marking
 - Interpretation of Rules and Officiating.
- **Jumping Events (Long Jump and High Jump)**
 - Starting techniques
 - Finishing Techniques
 - Ground Marking, Rules and Officiating
- **Throwing Events (Shot Put/Discus Throw and Javelin)**
 - Starting techniques
 - Finishing Techniques
 - Ground Marking, Rules and Officiating

MPED SEM - II - MPCC 202 MASS DEMONSTRATION ACTIVITIES **(ANY TWO)**

Lezim

Ghati Lezim –

- Khade hath: Don aavaj, Char aavaj, Aath aavaj, Aage pav patak, Single pavitra, Double pavitra, Single kadam tal, Double kadam tal, Ghoda chal, Khada adhang, Zuk kar adhang.
- Baithe hath: Char aavaj, Aath aavaj, Aage piche – Upar niche, Dahine Baye hat ki harkat.

Dumbells

- Upar niche stroke, Aage piche stroke, Kamar zuk stroke, Aage Adganga, Baj Adganga, Peth guthan stroke.

Tipri

- Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count.
- Standing Exercise
- Jumping Exercise
- Moving Exercise
- Combination of above all

Mass P.T. Exercises

- Eight count and Sixteen count exercises

Umbrella

- Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count.
- Standing Exercise
- Jumping Exercise
- Moving Exercise
- Combination of above all

MPED SEM - II - MPPC-203 - COACHING LESSON PLAN

5 Games and Sports coaching Lesson plan (4 Internal+1 External)

- **Sports**– Track and Field/Swimming/Gymnastics
- **Game**– Kabaddi/Kho-Kho/Baseball/Cricket/ Softball/ Squash/Volleyball /Handball/Basketball/Tennis/ Netball/ Badminton/Table Tennis

**MPED SEM - III - MPCC 301-RESEARCH PROCESS IN PHYSICAL
EDUCATION**

Course Learning Objectives-

1. Identify the research problem in the field of physical Education and sports and Know to Summarize the various research literature.
2. Understand and apply the basics of statistics in research.
3. Organize the samples and sampling techniques which is relevant to the study.
4. Apply the systematic methods in writing research thesis.

Unit – 1: Basics of Research

- a) Meaning, Definition, Need and Importance of Research in Physical education and Sports
- b) Nature and Characteristics of Research and Areas of research in Physical education & Sports
- c) Formulating Research Problem, sources and steps in locating research problem
- d) Review of Related Literature – Need and Importance, Sources, Steps in Literature Search, and Evaluating Literature Sources & Analyzing, Organizing, and Reporting the Literature and Writing references

Unit – 2: Types of Research

- a) Types of Research (Introduction): Action Research, Fundamental Research, Applied Research
- b) Methods of Research in Physical Education:
 - Historical Research: Historical generalizations in Physical Education, Sources of Data, Internal & external criticism
 - Experimental Research
 - Descriptive Research: Causal comparative study, Correlation study, Analytical study, Normative study Developmental Research, Case study, Job analysis, Observation research etc.
- c) Presenting Perspectives of Research:
 - Application Perspective, Objective Perspective & Mode of Enquiry Perspective
- d) Qualitative, Quantitative & Mixed Research Approach
 - Difference between Qualitative & Quantitative Research
 - Procedure in Qualitative Research
 - Methods of analysing qualitative data
 - Way of mixing methods

Unit – 3: Experimental Research

- a) Experimental and Control Group
- b) Experimental Designs: Pre-experimental Design, True Experimental Design, Quasi experimental Design& Factorial Experimental Design

- c) Controlling Variables: Independent & Dependent Variables, Confounding Variables, Controlling Variable
- d) Experimental validity: Threats to internal & external validity

Unit – 4: Hypothesis, Data Collection Tools & Research Proposal

- a) Hypothesis: Meaning, Definition, Types, and Formulation
- b) Sampling: The concept of Population, The concept of Sample, Types & Techniques of Sample
- c) Tools of Data Collection: Psychomotor test, Questionnaire, Opinionnaire, Interview, Observation, Rating Scale etc. Validity & Reliability of Data collection tools
- d) Presenting the Research Proposal: Title, Introduction, Statement of Problem, Significance, Objectives of the study, Hypothesis, Assumptions, Delimitations, Limitations, Operational Definitions, Populations, Sampling & Procedure of the study

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- Thomas, J. R., Nelson, J. K., & Silverman, S. J. (2005) **Research Methods in Physical Activity, 5th edn** Human Kinetics, United States of America
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- Moorthy A. M. *Research Processes in Physical Education* (2010); Friend Publication, New Delhi.

Course Learning Objectives-

1. The goal of a sports medicine is to help the student engage in exercise safely and effectively in order to achieve their training goals & to provide knowledge about the causes of injuries.
2. To provide means or treatment for sports injuries and for rehabilitation of injuries.
3. To provide knowledge about the preventive measures of sports injuries.
4. To aware the student about the treatment procedure of different kinds of injury.

Unit – 1: Introduction & Basic Rehabilitation

- a) Meaning, definition and importance of sports medicine & Definition and principles of therapeutic exercises, co-ordination exercise, balance training exercise, strengthening exercise, mobilization exercise, gait training, gym ball exercise.
- b) Injuries - acute, sub-acute, chronic, Advantages and disadvantages of RICE, PRICE, PRINCE therapy, Aquatic therapy.
- c) Basic rehabilitation - definition, principles, precautions, contraindications. Proprioceptive neuromuscular facilitation - definition, hold, relax, repeated contractions.
- d) Isotonic, isokinetic, isometric stretching, Stretching - definition, types, advantages, dangers, manual muscle grading.

Unit – 2: Spine Injuries and Exercise

- a) Head, neck and spine injuries – causes & Presentational of spinal anomalies.
- b) Flexion, compression, hyperextension, rotation injuries, Spinal range of motion.
- c) Free hand exercises, stretching and strengthening exercise for head, neck, spine.
- d) Supporting and aiding techniques and equipment for head, neck and spine injuries.

Unit –3: Upper Extremity Injuries and Exercise

- a) Shoulder - sprain, strain, dislocation, strapping & Elbow - sprain, strain, strapping.
- b) Wrist and fingers - sprain, strain, strapping & Thorax and rib fracture.
- c) Breathing exercises, relaxation techniques, free hand exercise & Stretching and Strengthening exercise for shoulder, elbow, wrist and hand.
- d) Supporting and aiding techniques and equipment for upper limb and thorax injuries.

Unit – 4: Lower Extremity and Abdomen Injuries and Exercise

- a) Hip - adductor strain, dislocation, strapping, Knee - sprain, strain, strapping.
- b) Ankle - sprain, strain, strapping, Abdomen - abdominal wall, contusion, abdominal muscle strain.
- c) Free exercises, stretching and strengthening exercise for hip, knee, ankle and foot.
- d) Supporting and aiding techniques and equipment for lower limb and abdomen injuries.

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- Fritz, S. (1995). **Fundamentals of Therapeutic Massage**. Mosby

MPED SEM - III - MPCC 303- THEORY OF SPORTS AND GAMES

Course Learning Objectives-

1. To understand the various games and sports History and development.
2. To understand the various games and sports Ground preparation, dimensions and marking.
3. To understand the various games and sports Standard equipment and their specifications.
4. To understand the various games and sports Ethics of sports and sportsmanship.

UNIT – 1: Introduction

General Introduction of specialized games and sports–

- Athletics, Swimming, Gymnastics, Badminton

Each game or sports to be dealt under the following heads

- History and development.
- Ground preparation, dimensions and marking.
- Standard equipment and their specifications.
- Ethics of sports and sportsmanship.

UNIT – 2: Introduction

General Introduction of specialized games and sports–

- Cricket, Football, Hockey, Handball, Kabaddi

Each game or sports to be dealt under the following heads

- History and development.
- Ground preparation, dimensions and marking.
- Standard equipment and their specifications.
- Ethics of sports and sportsmanship.

UNIT –3: Introduction

General Introduction of specialized games and sports–

- Kho-Kho, Tennis, Volleyball, Yoga, Baseball

Each game or sports to be dealt under the following heads

- History and development.
- Ground preparation, dimensions and marking.
- Standard equipment and their specifications.
- Ethics of sports and sportsmanship.

UNIT –4: Introduction

General Introduction of specialized games and sports–

- Softball, Squash, Netball, Table tennis, Basketball

Each game or sports to be dealt under the following heads

- History and development.
- Ground preparation, dimensions and marking.
- Standard equipment and their specifications.
- Ethics of sports and sportsmanship.

References:

- Bunn, J. W. (1968). *The art of officiating sports*. Englewood cliffs N.J. Prentice
- Hall. Bunn, J. W. (1972). *Scientific principles of coaching*. Englewood cliffs
- N. J. Prentice Hall. Dyson, G. H. (1963). *The mechanics of athletics*. London: University of London Press Ltd.
- Lawther, J.D. (1965). *Psychology of coaching*. New York: Pre. Hall.
- Singer, R. N. (1972). *Coaching, athletic & psychology*. New York:
- M.C. Graw Hill. Kote, (2006). *Milestones in the marathon history of sports*. Chhaya Publication House, Aurangabad.

SPECIFIC ELECTIVE SUBJECT (ANY ONE)
MPED SEM - III - MSES 301- PHYSICAL FITNESS AND WELLNESS

Course Learning Objectives-

1. Promote the knowledge of physical fitness and wellness
2. Create fitness awareness among youth, various health problems and its impacts
3. Able understand the importance of physical fitness and to create good health..
4. To understand Identify the socio-economic, behavioral, biological, environmental, and other factors that impact physical fitness and contribute to health disparities

Unit- 1: Introduction

- a) Physical Fitness - Meaning and definition of physical fitness, concepts and techniques.
- b) Principles of physical fitness, physiological principles involved in human movement, Components of physical fitness.
- c) Leisure time physical activity and identify opportunities in the community to participate in this activity.
- d) Current trends in fitness and conditioning, components of total health fitness and the relationship between physical activity and lifelong wellness.

Unit – 2: Nutrition

- a) Nutrients and nutrition labeling information.
- b) Food choices and food guide pyramid, Influences on food choices - social, economic, cultural, food sources, Comparison of food values.
- c) Weight management - proper practices to maintain, lose and gain.
- d) Eating disorders, proper hydration, the effects of performance enhancement drugs.

Unit – 3: Aerobic Exercise and Anaerobic Exercise

- a) **Aerobic Exercise:** Cardio respiratory Endurance Training: Monitoring heart rates during activity. Assessment of cardio respiratory fitness and set goals to maintain or improve fitness levels.
- b) **Aerobic Exercise:** Cardio respiratory activities including i.e. power walking, pacer test, interval training, incline running, distance running, aerobics and circuits.
- c) **Anaerobic Exercise:** Resistance Training for Muscular Strength and Endurance principles of resistance training, proper body alignment, lifting techniques, proper breathing techniques.
- d) **Anaerobic Exercise:** Weight training principles and concepts; basic resistance exercises (including free hand exercise, free weight exercise, weight machines, exercise bands and tubing. medicine balls, fit balls) Advanced techniques of weight training.

Unit – 4: Flexibility Exercise, Psychological Health & Wellness

- a) Flexibility Training, Relaxation Techniques and Core Training. Safety techniques (stretching protocol; breathing and relaxation techniques)
- b) Types of flexibility exercises (i.e. dynamic, static), Develop basic competency in relaxation and breathing techniques. Pilates, Yoga.
- c) Psychological dimensions of Health, Stress management, Anger & its management, Yoga for stress management & Anger management.
- d) Physical activity for psychological Wellness Importance of Participation in regular Physical activity, Community recreation, Recreation for health & wellness, Leisure time Community health, Community health program.

Reference:

- David K. Miller & T. Earl Allen, Fitness, A life time commitment, Surjeet Publication Delhi 1989.
- Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd. 35 Bedford row, London 1998
- Dr. A.K. Uppal, Physical Fitness, Friends Publications (India), 1992. Warner W.K. Oeger & Sharon A. Hoeger, Fitness and Wellness, Morton Publishing Company, 1990.
- Elizabeth & Ken day, Sports fitness for women, B.T. Batsford Ltd, London, 1986. Emily R. Foster, Karyn Hartiger & Katherine A. Smith, Fitness Fun, Human Kinetics Publishers 2002.
- Lawrence, Debbie, Exercise to Music. A & C Black Publishers Ltd. 37, Sohe Square, London 1999
- Robert Malt. 90 day fitness plan, D.K. publishing, Inc. 95, Madison Avenue, New York

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MPED SEM - III - MSES 302- VALUE AND ENVIRONMENTAL EDUCATION

Course Learning Objectives-

1. Promote the knowledge of value and environmental education.
2. Create health awareness among youth, various health problems and its impacts.
3. Able understand the importance of environment and to create good environment.
4. Promote the knowledge of value and environmental education govt. policies.

Unit – 1: Introduction to Value Education, Value Systems

- a) Values - meaning, definition, concepts, need, importance and objectives.
- b) Moral values - need and theories.
- c) Classification of values - basic values of religion, classification of values.
- d) Personal and communal values, consistency, internally consistent, internally inconsistent, judging value system, commitment, commitment to values.

Unit – 2: Environmental Education

- a) Environmental studies- Definition, scope, need and importance, concept
- b) Historical background of environmental education.
- c) Celebration of various days in relation with environment.
- d) Plastic recycling & prohibition of plastic bag/cover, role of school in environmental conservation and sustainable development, pollution free ecosystem.

Unit – 3: Rural Sanitation and Urban Health

- a) Rural health problems, causes of rural health problems, points to be kept in mind for improvement of rural sanitation.
- b) Urban health problems, process of urban health, services of urban area.
- c) Suggested education activity and services on urban slum area.
- d) Sanitation at fairs & festivals, mass education.

Unit – 4: Natural Resources and related Environmental Issues:

- a) Water resources, food resources and land resources.
- b) Definition, effects and control measures of - air pollution, water pollution,
- c) Definition, effects and control measures of - soil pollution, noise pollution, thermal pollution.
- d) Management of environment and Govt. policies, role of pollution control board.

Reference:

- Miller T.G. Jr., Environmental Science (Wadsworth Publishing Co.) Odum, E.P. Fundamentals of Ecology (U.S.A.: W.B. Saunders Co.) 1971.
- Rao, M.N. & Datta, A.K. Waste Water Treatment (Oxford & IBH Publication Co. Pvt. Ltd.) 1987
- Townsend C. and others, Essentials of Ecology (Black well Science) Heywood, V.H. and Watson V.M., Global biodiversity Assessment (U.K.: Cambridge University Press), 1995.
- Jadhav, H. and Bhosale, V.M. Environmental Protection and Laws (Delhi: Himalaya Pub. House), 1995.
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- Miller T.G. Jr., Environmental Science (Wadsworth Publishing Co.

ABILITY ENHANCEMENT COURSES

MPED SEM - III - MAEC – 301- RESEARCH PROPOSAL PRESENTATION

A research proposal outlines a planned research project, detailing the research question, methodology, and expected outcomes. It serves as a roadmap for the research and is crucial for convincing others of the project's value and feasibility.

Key Components of a Research Proposal:

Title:

A concise and informative title that clearly indicates the research approach or key question.

Abstract:

A brief summary of the entire project, typically around 200-300 words, highlighting the main research question, rationale, hypothesis (if applicable), and methodology.

Introduction:

Provides background information and establishes the context for the research, explaining its relevance and significance.

Literature Review:

A critical analysis of existing research related to the topic, demonstrating the researcher's understanding of the field and identifying gaps that the proposed research will address.

Research Questions/Hypotheses:

Clearly stated questions or predictions that the research aims to answer or test.

Methodology:

Details the research design, data collection methods, and analysis techniques. This section should explain how the research will be conducted, including the theoretical framework, specific methods, and justification for their use.

Timeline:

Outlines the stages of the research project and the resources required.

Ethical Considerations:

Addresses any ethical implications of the research and how they will be managed.

Bibliography:

A list of all cited sources, formatted according to a specific style guide (e.g., MLA, APA)

PRACTICAL

MPED SEM - III - MPPC -301- FITNESS AND CONDITIONING

Unit-1: a) Warm up Routines & Cooling down routines

b) Endurance training:

- ☐ Continuous method,
- ☐ Repetition method,
- ☐ Fartlek training
- ☐ Interval method

Unit-2: Weight training exercises:

- ☐ Own body weight Exercises
- ☐ Dumbbell exercises,
- ☐ Barbell exercises,
- ☐ Machine exercises
- ☐ Resistance band exercises
- ☐ Medicine ball Exercises

Unit-3: Muscular Strength/Endurance Training

- ☐ Strength exercises
- ☐ Circuit training
- ☐ Cross Training
- ☐ Flexibility training-Static & Passive training
- ☐ PNF training

Unit-4: Speed and Reaction Time Training

- ☐ Speed and agility drills
- ☐ Plyometric drills
- ☐ SAQ (Speed, Agility, Quickness)drills
- ☐ Complex training

MPED SEM - III - MPPC-302 -GAMES SPECIALIZATION
(Any Five)

Kabaddi

Fundamental Skills

- Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing.
- Skills of Holding the Raider-Various formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques.
- Additional skills in raiding-Bringing the antis in to particular position, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense.
- Ground Marking, Rules and Officiating.

Kho-Kho

Fundamental Skills

- General skills of the game-Running, chasing, Dodging, Faking etc.
- Skills in chasing-Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgement in giving Kho, Rectification of Foul.
- Skills in Running-Zig zag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills.
- Ground Marking
- Rules and their interpretations and duties of officials.

Badminton

Fundamental skills

- Racket parts, Racket grips, Shuttle Grips.
- The basic stances.
- The basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm
- Drills and lead up games
- Types of games-Singles, doubles, including mixed doubles.
- Rules and their interpretations and duties of officials.

Table Tennis

Fundamental skills

- The Grip-The Tennis Grip, Pen Holder Grip.
- Service-Forehand, Backhand, Side Spin, High Toss.
- Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shot, Loop Drive.
- Stance and Ready position and foot work.
- Rules and their interpretations and duties of officials.

Tennis

Fundamental skills

- Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip.
- Stance and Footwork.
- Basic Ground strokes-Forehand drive, Backhand drive.
- Basic service.
- Basic Volley.
- Over-head Volley.
- Chop
- Tactics – Defensive, attacking in game
- Rules and their interpretations and duties of officials.

Squash

Fundamental skills

- Service- Under hand and Over hand
- Service Reception
- Shot- Down the line, Cross Court
- Drop
- Half Volley
- Tactics – Defensive, attacking in game
- Rules and their interpretations and duties of officials

Base Ball

Fundamental skills

- **Player Stances** – walking, extending walking, L stance, cat stance.
 - Grip – standard grip, choke grip,
 - Batting – swing and bunt.
- **Pitching** –
- **Baseball** : slider, fast pitch, curve ball, drop ball, rise ball, change up, knuckle ball, screw ball,
- **Softball**: windmill, sling shot,
- **Starting position**: wind up, set.
- **Fielding** –
- **Catching**: basics to catch fly hits, rolling hits,
- **Throwing**: over arm, side arm.
- **Base running** –
 - Base running: single, double, triple, home run,
 - Sliding: bent leg slide, hook slide, head first slide.
 - Rules and their interpretations and duties of officials.

Volleyball

Fundamental skills

- Players Stance-Receiving the ball and passing to the team mates,
- The Volley (Over head pass),
- The Dig (Under hand pass).
- Service-Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service.
- Rules and their interpretations and duties of officials.

Cricket

Fundamental skills

- Batting-Forward and backward defensive stroke
- Bowling-Simple bowling techniques
- Fielding-Defensive and offensive fielding
- Catching-High catching and Slip catching
- Stopping and throwing techniques
- Wicket keeping techniques

Basket ball

Fundamental Skills

- Player stance and ball handling
- Passing-Two Hand chest pass, Two hand Bounce Pass, One Hand Base ball pass, Side
- Arm Pass, Over Head pass, Hook Pass.
- Receiving-Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running.
- Dribbling-How to start dribble, How to drop dribble, High dribble, Low dribble, Reverse dribble, Rolling dribble.
- Shooting-Layup shot and its variations, one hand set shot, One hand jump shot, Hook shot, Free throw.
- Rebounding-Defensive rebound, Offensive rebound, Knock out, Rebound Organization.
- Individual Defensive-Guarding the man with the ball and without the ball.
- Pivoting.
- Rules and their interpretations and duties of the officials.

Handball

Fundamental skills

- Catching
- Throwing
- Ball Control
- Dribbling and Low
- Goal Throws- Jump Shot, Centre Shot, Dive Shot, Reverse Shot
- Attack and Counter Attack,
- Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defense.
- Rules and their interpretations and duties of officials.

Hockey

Fundamental Skills

- Player stance & Grip
- Rolling the ball
- Dribbling
- Push
- Stopping
- Hit
- Flick
- Scoop
- Passing – Forward pass, square pass, triangular pass, diagonal pass, return pass,
- Reverse hit
- Dodging
- Goal keeping – Hand defense, foot defense
- Positional play in attack and defense.
- Rules and their interpretations and duties of officials.
- Rules and their interpretations and duties of officials.
- Ground Marking

Netball

Fundamental Skills

- Catching: one handed, two handed, with feet grounded, in flight.
- Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).
- Footwork: landing on one foot; landing on two feet; pivot; running pass.
- Shooting: one hand; two hands; forward step shot; backward step shot.
- Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting
- with change of speed.
- Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).
- Intercepting: pass; shot.
- The toss-up.
- Role of individual players
- Rules and their interpretations and duties of officials.

Softball

Fundamental Skills

- Catching: one handed, two handed, with feet grounded, in flight.
- Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).
- Footwork: landing on one foot; landing on two feet; pivot; running pass.
- Shooting: one hand; two hands; forward step shot; backward step shot.
- Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
- Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).
- Intercepting: pass; shot.
- The toss-up.
- Role of individual players
- Rules and their interpretations and duties of officials.

MPED SEM - III - MPPC-302 - OFFICIATING LESSON PLAN

5 Games and Sports officiating Lesson plan (4 Internal+1 External)

- **Sports**– Track and Field/Swimming/Gymnastics
- **Game**– Kabaddi/Kho-Kho/Baseball/Cricket/ Softball/ Squash/Volleyball /Handball/Basketball/Tennis/ Netball/ Badminton/Table Tennis

M. P. Ed. Semester – IV

MPED SEM - IV - MPCC 401- APPLIED STATISTICS IN PHYSICAL EDUCATION

Learning Objectives

1. Gain knowledge about statistics
2. To testing the existing theories/trainings and modifying
3. To develop systematic and scientific approach
4. Ability to interpret the data's

Unit – 1: Introduction

- a) Meaning, definition, function, need and importance of statistics.
- b) Meaning of the terms - population, sample, sampling error and data.
- c) Types of data - parametric and non-parametric.
- d) Types of analysis - descriptive and inferential, Types of scales.

Unit – 2: Descriptive Statistics

- a) Concept of Measures of central tendency and its Interpretation: Mean, Median, Mode
- b) Concept of Measures of Dispersion and its Interpretation: Range, Mean Deviation, Quartile Deviation, Standard Deviation & Variance
- c) Parametric & non- parametric Descriptive statistical tools
- d) Calculation and Interpretation of Standard Scores: z-score, T-score, Percentiles, Deciles, & Quartiles

Unit – 3: Probability Distributions and Graphs

- a) Normal curve, Meaning of probability, principles of normal curve and properties of normal curve.
- b) Divergence form normality - skewness and kurtosis.
- c) Graphical Representation in Statistics, Line diagram, Bar diagram
- d) Percentile rank, Central limit theorem & Standard Error of Mean

Unit – 4: Inferential Statistics

- a) Tests of significance; Independent “t” test, Dependent “t” test – chi – square test, level of confidence and interpretation of data.
- b) Meaning of correlation – co-efficient of correlation – calculation of co-efficient of correlation by the product moment method and rank difference method.
- c) Concept of ANOVA and ANCOVA
- d) Data organization, MS Excel, SPSS (statistical package for social sciences)

Reference:

- Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc
- Clark D.H. (1999) Research Problem in Physical Education 2nd edition, Eaglewood Cliffs, Prentice Hall, Inc.
- Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illonosis; Human Kinetics;
- Kamlesh, M. L. (1999) Reserach Methodology in Physical Education and Sports, New Delhi
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- Sivaramakrishnan. S. (2006) Statistics for Physical Education, Delhi; Friends Publication
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- Kote, Joshi (2006). *Research methodology and statistical methods in physical education.* Chhaya Publication House, Aurangabad.

MPED SEM - IV - MPCC 402- SCIENTIFIC PRINCIPLES OF SPORTS TRAINING

Course Learning Objectives

1. Understand the scientific principles of sports training.
2. Fix and adopt the training load
3. Create various training facilities and plans for novice to advance performers
4. Prepare the sports person for the competition

Unit – 1: Introduction Sports Training

- a) Sports training - definition, aim, characteristics, functions.
- b) Training load, adaptation and recovery.
- c) Sports performance - model, process, structure.
- d) General principles of sports training.

Unit – 2: Sports Training Means and Methods

- a) Prime means- physical exercise, general exercise, specific exercise, competition & Interest means- educational evaluation, practical/demonstration, explanation, verbal instruction, study observation work, lecture/discussion
- b) Personal and Physical Treatment means- nutrition, massage, hygienic measures, physical treatment, bio-chemical methods & Psychological means- ideo-motor training, autogenic, psycho-tonic
- c) Bio-mechanical means- cinematography, measuring devices & Natural means- light, air, water, altitude, weather condition
- d) Material means- audio-visual aids, training equipments and instruments & Sports Training Methods: continuous method, interval method and repetition method

Unit – 3: Components of Training & Training Process

- a) Strength, Speed, Endurance, Flexibility, Co-ordination, Technique, Tactics
- b) Periodization - meaning, aim, single to multiple periodization, classification of periods.
- c) Planning - principles, types (strategic plan, tactical plan, long term plan, short term plan, ad-hoc plan), Planning cycles - micro cycle, meso cycle, macro cycle.
- d) Control of sports training - process, requirements, types, components, documents.

Unit – 4: New Horizons

- a) Competition - meaning, system, frequency, preparation.
- b) Motor development, Talent identification and development steps.
- c) Education and sports training.
- d) Whole concept of doping.

References:

- Beotra Alka, (2000), Drug Education Handbook on Drug Abuse in Sports. Delhi: Sports Authority of India.
- Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc.
- Cart, E. Klafs & Daniel, D. Arnheim (1999) Modern Principles of Athletic Training St. Louis C. V. Mosby Company
- Daniel, D. Arnheim (1991) Principles of Athletic Training, St. Louis, Mosby Year Book
- David R. Mottram (1996) Drugs in Sport, School of Pharmacy, Liverpool: John Moore University
- Gary, T. Moran (1997) – Cross Training for Sports, Canada : Human Kinetics
- Hardayal Singh (1991) Science of Sports Training, New Delhi, DVS Publications
- Jensen, C.R. & Fisher A.G. (2000) Scientific Basic of Athletic Conditioning Philadelphia
- Ronald, P. Pfeiffer (1998) Concepts of Athletics Training 2nd Edition, London: Jone and Bartlett Publications
- Yograj Thani (2003), Sports Training, Delhi : Sports Publications
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- जोशी मकरंद, (२०१०). *शारीरिक शिक्षण - अध्ययन व अध्यापन पद्धती*. नित्य नूतन प्रकाशन, पुणे.

Learning Objectives

1. Identify dietary carbohydrate and protein sources, Identify proper hydration principles and discuss the importance of hydration for physical performance
2. Demonstrate knowledge of a healthy diet for physical performance and demonstrate an ability to utilize this knowledge to complete a self-diet critique.
- 3.
4. Demonstrate an understanding of health and to develop determination and values of desirable body weight

Unit – 1: Health Education & Health Problems in India

- a) Concept, dimensions, spectrum and determinants of health.
- b) Health Education- Definition, Aim, objective, principles, health instruction, health supervision,
- c) Obesity, malnutrition, adulteration in food, environmental sanitation, explosive population.
- d) Health services - care of skin, nails, eye health service, nutritional service, health appraisal, health record, healthful school environment, first-aid and emergency care etc.

Unit – 2: Hygiene and Health

- a) Hygiene - meaning and type, Dental hygiene, Effect of alcohol on health, effect of Tobacco on health.
- b) Life style management, management of hypertension, management of obesity, management of stress.
- c) Personal and environmental hygiene for schools, Objective of school health service, role of health education in schools.
- d) Health service and guidance instruction in personal hygiene, Communicable and non-communicable diseases.

Unit – 3: Introduction to Sports Nutrition

- a) Meaning and definition of sports nutrition.
- b) Role of nutrition in sports.
- c) Basic nutrition guidelines.
- d) Nutrients - ingestion to energy metabolism and role (carbohydrate, protein and fat).

Unit – 4: Nutrition and Weight Management

- a) Concept of BMI (body mass index), WHR (waist hip ratio), Obesity and its hazard.
- b) Dieting versus exercise for weight control.
- c) Maintaining a healthy lifestyle, Weight management program for sporty child.
- d) Role of diet and exercise in weight management, Diet plan and exercise schedule for weight gain and loss.

References:

- Bucher, Charles A. "Administration of Health and Physical Education Program". Delbert, Oberteuffer, et. al." The School Health Education".
- Ghosh, B.N. "Treaties of Hygiene and Public Health".
- Hanlon, John J. "Principles of Public Health Administration" 2003. Turner, C.E. "The School Health and Health Education".
- Moss and et. At."Health Education" (National Education Association of U.T.A.) Nemir A."The School Health Education" (Harber and Brothers, New York). Nutrition Encyclopedia,edited by Delores C.S. James, The Gale Group, Inc.
- Boyd-Eaton S. et al (1989) The Stone Age Health Program: Diet and Exercise as Nature Intended. Angus and Robertson.
- Terras S. (1994) Stress, How Your Diet can Help: The Practical Guide to Positive Health Using Diet, Vitamins, Minerals, Herbs and Amino Acids, Thorons.
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- Ryan, M. (2012). Sports nutrition for endurance athletes. Velo Press.
- Campbell, B. (Ed.). (2013). Sports nutrition: enhancing athletic performance. CRC 23 Press.

SPECIFIC ELECTIVE SUBJECT (ANY ONE)

**MPED SEM - IV - MSES-401- EDUCATIONAL TECHNOLOGY AND
METHODS OF TEACHING IN PHYSICAL EDUCATION**

Unit – 1: Introduction

- a) Teaching - meaning and definitions, Teaching and coaching differences, Educational process
- b) Presentation - meaning, nature, importance & Presentation techniques - orientation, direction, exploration, observation, evaluation.
- c) Preparation of presentation - personal preparation, class planning, class formation, technical preparation, philosophical preparation (psychological principles, sociological principles, biological principles).
- d) Steps of effective teaching.

Unit – 2: Methods and Approaches

- a) Teaching methods - demonstration method, oral teaching method, whole method, part method, whole-part-whole method.
- b) Orientation method, imitation method, dramatization method, observation method, project method, discussion method, natural method.
- c) Set drill method, command method, progressive method, group directed practice method, individual practice method.
- d) Approaches - quantitative, qualitative, mix (quantitative + qualitative), formal, informal.

Unit – 3: Teaching Experiences in Physical Education

- a) Teaching experience, Characteristics of teaching experiences in physical education.
- b) Types of teaching experiences.
- c) Teaching - learning relation.
- d) Teaching aids - audio, visual, audio-visual, activity oriented.

Unit – 4: Teaching Planning in Physical Education

- a) Planning - meaning, definitions, need, importance, characteristics, Types of planning - strategic planning, tactical planning, long term planning, short term planning, ad-hoc planning, olympic planning.
- b) Planning cycles - micro cycle, meso cycle, macro cycle, Micro teaching plan - meaning, process.
- c) Integration plan - meaning, process, definitions, need, importance
- d) Lesson plan - meaning, preparation, benefits, Types of lesson - general lesson, special lesson, training lesson, coaching lesson.

Reference:

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- Bhatia, & Bhatia, (1959). *The principles and methods of teaching*. New Delhi: Doaba House.
- Kochar, S.K. (1982). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sampath, K., Pannirselvam, A. & Santhanam, S. (1981). *Introduction to educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Walia, J.S. (1999). *Principles and methods of education*. Jullandhar: Paul Publishers.
- Kozman, Cassidy and Jackson. *Methods in Physical Education* (W.B. Saunders Company, Philadelphia and London),
- जोशी मकरंद, (२०१०). *शारीरिक शिक्षण - अध्ययन व अध्यापन पद्धती*. नित्य नूतन प्रकाशन, पुणे

Unit – 1: Introduction to sports engineering and Technology

- a) Meaning of sports engineering.
- b) Human motion detection and recording.
- c) Human performance assessment.
- d) Equipment and facility designing and sports related instrumentation and measurement.

Unit – 2: Mechanics of engineering materials

- a) Concepts of internal force, axial force, shear force, bending movement.
- b) Energy method to find displacement of structure, strain energy.
- c) Biomechanics of daily and common activities - gait, posture, body levers, ergonomics mechanical principles in movements such as lifting, walking, running, throwing, jumping, pulling, pushing etc.
- c) Maintenance staff, financial consideration.

Unit – 3: Sports Dynamics

- a) Introduction to kinetics, kinematics.
- b) Kinematics to particles - rectilinear and curvilinear motion co-ordinate system.
- c) Kinetics of particles - newton's laws of motion, work, energy, impulse and momentum.
- d) Building process - design phase (including brief documentation), construction phase functional (occupational) life, re-evaluation, refurbish, demolish.

Unit – 4: Building and Maintenance & Facility life cycle costing

- a) Sports Infrastructure - gymnasium, pavilion, swimming pool, indoor stadium, outdoor stadium, play park, academic block, administrative block, research block, library, sports hostels, etc.
- b) Requirements - air ventilation, day light, lighting arrangement, galleries, store rooms, office, toilet blocks (M/F), drinking water, sewage and waste water disposal system, changing rooms (M/F), sound system (echo-free),
- c) Internal arrangement according to need and nature of activity to be performed, corridors and gates for free movement of people.
- d) Emergency provisions of lighting, fire and exits, eco-friendly outer surrounding.

Reference

- Franz K. F. et. al., Editor, Routledge Handbook of Sports Technology and Engineering (Routledge, 2013)
- Steve Hake, Editor, The Engineering of Sport (CRC Press, 1996)
- Franz K. F. et. al., Editor The Impact of Technology on Sports II (CRC Press, 2007)

- Helge N., Sports Aerodynamics (Springer Science & Business Media, 2009)
- Youlin Hong, Editor Routledge Handbook of Ergonomics in Sport and Exercise (Routledge, 2013)
- Jenkins M., Editor Materials in Sports Equipment, Volume I (Elsevier, 2003)
- Colin White, Projectile Dynamics in Sport: Principles and Applications
- Eric C. et al., Editor Sports Facility Operations Management (Routledge, 2010)

ABILITY ENHANCEMENT COURSES

MPED SEM - IV - MAEC-401-INTERNSHIP

- Internship for 4 Weeks at any School, Gymnasium, Sports Club or Physical Education related agencies.
- 4 week Internship program should be conducted as per following:
 1. During the internship, a student shall work as a regular staff of a School, Gymnasium, Sports Club or Physical Education related agencies.
 2. Participate in all activities.
 3. Internship program, there shall be space for extended discussions and presentations on different aspects of work.
 4. Teacher student interaction shall necessary in the mode of report, discussions, feedback etc.
 5. Prepare and submit a report on internship program.
 6. Interactive meetings with Head Master, Staff and Parent.

MPED SEM - IV - MAEC-402 ADVENTURE ACTIVITIES

(ANY ONE)

TREKKING

What is Trekking?

Trekking is an outdoor activity of walking for more than a day. It is a form of walking, undertaken with the specific purpose of exploring and enjoying the scenery. Trekking could be a motive, It could be a commitment, an aim, an objective, a mission, a party, a social gathering. It could be a place where you find friends, and it could be a journey. It could be a slightest chance to save our future generation from losing the nature lovers, mother earth holding within. It can be shortened or extended as per the desire of trekkers.

Trekking is more challenging than hiking since it tests one's ability, endurance and their mental as well as psychological capacity. There are many different ways to do a trek and trekking culture often varies from country to country. It usually takes place on trails in areas of relatively unspoiled wilderness.

Importance of Trekking

Trekking can be viewed from two different points: as an intense exercise, or an amazing and unique learning experience. Personally, I would love to learn whatever, I can during my trek. In trekking, we have to face different difficulties and uncertainties, by overcome them we allow ourselves to enhance our knowledge, experience and the understanding of the world.

By involving in trekking, you can realize that how beautiful is nature and you will be grateful to live in a place like earth. You can see things differently. Some of the major importance of trekking are as follows:

- Overall improve fitness
- Reduce stress
- Social benefits
- Skill development
- Cultural understanding
- Wildlife encounters
- Thrill and adrenaline
- Understanding of nature
- Develops your interacting skills
- Satisfaction for your mind, body and soul

MOUNTAINEERING

What is Mountaineering

Nothing better sums up the outdoors than the centuries-old human endeavor to scale mighty peaks. Mountaineering involves hiking, climbing, or just simply walking, on hilly or mountainous ground, with the help of technical equipment and support. It is regarded as a sport in its own right, though is entirely different from the discipline of rock climbing. In mountaineering, you'll come across different types of terrain – mainly snow, glaciers, ice or just naked rock.

The feats of the likes of Edmund Hilary and George Mallory, to mention just two legendary mountaineers, have contributed to making this activity a popular one all around the world, one that has also been known to build a person's character. But it is also a sport that asks a lot of you, and can also take plenty out of you. One has to be physically robust, very fit and display a decent level of athleticism and suppleness of body to climb mountains; training, conditioning and preparation are essential if you are looking to attempt an ascent on a particularly challenging peak. In addition, the mountaineer, often having to withstand extreme climatic conditions, has to display a good degree of mental fortitude to survive and succeed.

But in the end, all of this is worth your while – there is no better feeling than being out in the open, in high nature's playground, breathing in the pristine mountain air, as close to the sky as it's humanly possible to be.

Medical concerns

Mountaineering demands a lot of your physical fitness, and attempts on the highest peaks can push your body to the limit. Before attempting any climb, make sure you are fit enough to endure anything and everything that nature and the elements may throw at you. Remember that mountaineering may be a very exhilarating activity – but it is far from being an easy sport! At high altitudes, it is important to give enough time for acclimatization. And make sure you get a clean bill of health from your doctor before embarking on an expedition.

EDUCATIONAL TOUR

Educational tours aim to enhance learning experiences beyond the traditional classroom by providing opportunities for practical application of knowledge, cultural immersion, and personal development. They foster critical thinking, problem-solving, and social skills, while also promoting independence and adaptability.

Importance of Educational Tours For School Students

1. Enhances knowledge and understanding
2. Promotes teamwork and social skills
3. Encourages independent learning
4. Promotes creativity and critical thinking
5. Provides a break from the monotony of classroom learning

PRACTICAL

MPED SEM - IV - MPPC-401 DISSERTATION

- Dissertation and Viva-voce on any subject in the field of physical education and sports
- Format of the dissertation:

Page No. 1

“Title of the Dissertation”

A Dissertation Submitted To
College Name,
Affiliated to North Maharashtra University, Jalgaon.

For the Completion of
MASTER OF PHYSICAL EDUCATION

BY
Research Student's Name

Under the Guidance of **Guide Name**
Designation, Working Place

Month, Year

Page No. 2

CERTIFICATE

This is to certify that the work embodied in this dissertation entitled, **“Title of the Dissertation”**, has been carried out by **(Research Student's Name)**. The work included in this dissertation is original, unless stated otherwise and has not been submitted for other degree of North Maharashtra University or any other University. References made to the work of others have been cited in the text.

Guide Name
Designation,
Working Place

Place:

Date:

DECLARATION

I hereby declare that the present work completed in the form of dissertation entitled, **“Title of the Dissertation”**, is an original work and has not been submitted, or published in any form for the fulfillment of any other degree or any other similar to this or any other University.

Guide Name
Designation,
Working Place

Place:

Date:

ACKNOWLEDGEMENT

I express my deep sense of gratitude to my respected teacher and research guide and helping people.

Research Student's Name,
Class, College Name

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BIBLIOGRAPHY APPENDICISES

- **ENGLISH FONT – TIMES NEW ROMEN**
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Job Opportunities after completing (M.P.Ed.) course

The following government and non government job opportunities are available

1. Lecturer in Physical Education senior and junior college.
2. District Sports Officer.
3. Project Fellow at S. C. E. R. T. (State Council of Educational Research and Training) and N. C. E. R. T. (National Council of Educational Research and Training)
4. Sports Administrators
5. Sports counselors
6. Teachers for Extension Officers (Physical Education)
7. Cluster Head (Kendra Pramukh)
8. Director of Sports
9. Deputy Director of Sports
10. Assistant Director of Sports
11. Sports Officers in Govt. and LSG.
12. Sports Teacher
13. Sports Coach
14. Fitness Trainer
15. Sports Manager
16. Entrepreneur Sport Academy.
17. Entrepreneur Fitness Center.
18. Sports Journalists.
19. Sports And Games Commentator.
20. Security Officer.