

SYLLABUS

For

**Bachelor of Physical Education and Sports (BPES)
4 Year Undergraduate Programme NEP- 2020**

For

BPES-VII and VIII SEMESTER

(Revised Syllabus)

SEMESTER- VII

PES815C: Measurement and Evaluation

75 Marks/3 Credits

25 Marks/1 Credit

Learning Outcomes

1. The students will be able to recognize and relate the concept of test, measurement and evaluation in the context of Physical Education.
2. The students will be able to construct and conduct the physical fitness and sports skill test.
3. The students will be able to implement the criteria of test selection.
4. This syllabus would orient the students in the art of applications of test, measurement and evaluation in physical and sports activities with simultaneous development of practical competency in conducting physical fitness and sports skill tests.

Course Contents

Unit-I: Introduction to Test & Measurement & Evaluation

- 1.1 Meaning of Test, Measurement & Evaluation in Physical Education.
- 1.2 Importance of Test, Measurement & Evaluation in Physical Education.
- 1.3 Criteria of selecting an appropriate test.
- 1.4 Type and classification of test

Unit-II: Construction and Administration of Test

- 2.1 Administration of testing programme.
- 2.2 Construction of Physical Fitness / Efficiency Test
- 2.3 General types of sports skill test items
- 2.4 Construction of sports skill test

Unit-III: Physical Fitness Tests

- 3.1 AAPERD Youth Fitness Test
- 3.2 Tuttle Pulse Ratio Test
- 3.3 Newton Motor Ability Test
- 3.4 Phillips JCR Test

Unit-IV: Sports Skill Tests

- 4.1 Lockhart and McPherson Badminton test
- 4.2 Johnson Basketball skills test
- 4.3 McDonald Soccer skills test
- 4.4 S.A.I Field Hockey test
- 4.5 Brady's Volleyball skills test.

PES815CP (Practical): Measurement and Evaluation

50 Marks/2 Credits

1. Conduct of AAPERD Youth Fitness Test
2. Conduct of Phillips JCR Test
3. Conduct of Lockhart and McPherson Badminton test
4. Conduct of Johnson Basketball skills test
5. Conduct of McDonald Soccer skills test
6. Conduct of S.A.I Field Hockey test

7. Conduct of Brady's Volleyball skills test.

References

1. Bangsbo, J. (1994). *Fitness training in football: A scientific approach*. Bagsvaerd, Denmark:Ho+Storm.
2. Barron, H. M., &Mchee, R. (1997). *A practical approach to measurement in physical education*.Philadelphia: Lea and Febiger.
3. Barron, H.M. &Mchee, R. (1997). *A Practical approach to measurement in physical education*.Philadelphia: Lea and Febiger.
4. Kansal, D.K. (1996). *Test and measurement in sports and physical education*. New Delhi:D.V.S. Publications.

PES816C: Recreation and Adventure Sports

75 Marks/3 Credits
25 Marks/1 Credit

Learning Outcomes

1. Students will know the concepts and importance of Recreation and Adventure Sports.
2. Students will gain knowledge and experience to sustain the different activities of recreation and adventure sports in academic career.
3. Students will develop the leadership quality and career personality.
4. Students will experience the planning of recreation and adventure activity.

Unit-I: Introduction to Recreation

- 1.1 Meaning and definitions of Recreation
- 1.2 Classification of Recreation
- 1.3 Scope of Recreation
- 1.4 Importance of Recreational activities.

Unit-II: Introduction to Adventure Sports

- 2.1 Meaning and definition of Adventure Sports
- 2.2 Classification of Adventure Sports
- 2.1 Scope of Adventure Sports
- 2.2 Infrastructure, facilities and equipments
- 2.5 Importance of Adventure Sports in academics.

Unit-III: Programme in Recreation and Adventure Sports

- 3.1 Indoor and outdoor activities
- 3.2 Cultural and literary activities, hobbies
- 3.3 Land based- Trekking, Hiking, Wall climbing, Rock climbing, Rope climbing, Mountaineering, etc.
- 3.4 Air based- Parasailing, Paragliding, hang gliding, parachuting, paragliding, skydiving etc.
- 3.5 Water based- Rafting, Kayaking, Canoeing, Boating, Sky diving, Water skiing, River crossing etc.

Unit-IV: Camping and Leadership

- 4.1 Aim, objectives and importance of Camping

- 4.2 Organization and types of Camp
- 4.3 Selection and layout of camp site
- 4.4 Leadership camp.

PES816CP (Practical): Recreation and Adventure Sports

50 Marks/2 Credits

1. Trekking, Hiking, Wall climbing, Rock climbing, Rope climbing and Mountaineering.
2. Parasailing, Paragliding, Hang gliding and Parachuting.
3. Rafting, Kayaking, Canoeing and Boating.
4. Selection and layout of camping site.
5. Conduct of leadership camp.

References

1. Bright Charles K. and Herold C. Meyer. "Recreational test and readings". Eaglewood cliff, New Jersey Prentice Hall, Inc.
2. Ness wed, M.H. and New Meyer E.S. Leisure and Recreation, New York: Ronald Press.
3. Vannier Maryhalen, "Methods and Material in Recreation leadership: Philadelphia." W.B. Sounders company.
4. Planning Facilities for Health, Physical Education and Recreation, Chicago, the Athletic Institute.
5. Recreation areas: Their Design and equipments, New York : Ronal Press KRAN, R.G. Recreation and the schools: New York: Mac melon company.
6. Shivers J.S., "Principles and practices of Recreational services. London : Mac Melon Company.
7. Kilpatrick. All for Adventure. Irene/Hall, Susan (ILT).
8. King, Betty. Adventure.
9. Kalpana Swaminathan. Adventure Sports.

PES817C: Research Methodology

75 Marks/3 Credits

25 Marks/1 Credit

Learning Outcomes

1. Students able to understand the fundamentals of research methodology.
2. Students can understand the different areas and scopes of research in physical education and sports.
3. Students will understand the concept of research methodology.
4. Students will understand the development of research design, sampling and data collection.
5. Students will understand the research report writing (thesis/dissertation).

Course Contents

Unit-I: Introduction to Research Methodology

- 1.1 Meaning, definition and objectives of Research
- 1.2 Types of Research
- 1.3 Research methods and methodology
- 1.4 Need and importance of Research in Physical Education and Sports

1.5 Scope of Research in Physical Education & Sports.

Unit-II: Research Problem and Design

- 2.1 Research problem and selection
- 2.2 Necessity of defining Research problem
- 2.3 Meaning and needs of Research design
- 2.4 Different Research designs
- 2.5 Variables and types of variables

Unit-III: Sample and Data Collection

- 3.1 Meaning and definitions of population and sample
- 3.2 Types of Sampling designs and classification of sampling methods
- 3.3 Data and types of data
- 3.4 Types of data collection in research
- 3.5 Hypothesis and Types of Hypothesis
- 3.6 Sources of research literature.

Unit-IV: Research Proposal and Report Writing

- 4.1 Defining the Research Proposal and Research Report
- 4.2 Format of Research Proposal and Research Report writing
- 4.3 Mechanics of writing Research Report, Footnote, Endnote, Reference and Bibliography.
- 4.4 Problems encountered by researchers.

PES817CP (Practical): Research Methodology

50 Marks/2 Credits

1. Application of sampling method to represent a population.
2. Practical application of types of variables.
3. Preparation of model data collection sheet.
4. Preparation of writing research proposal (synopsis).
5. Preparation of writing research report.
6. Practice of footnote, endnote and bibliography writing (APA format).

References

1. Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc.
2. Clarke David. H & Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc.
3. Craig Williams and Chris Wragg (2006) Data Analysis and Research for Sport and Exercise Science, London; Routledge Press.
4. Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illinois; Human Kinetics.
5. Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports, New Delhi.
6. Moses, A. K. (1995) Thesis Writing Format, Chennai; Poompugar Pathippagam.
7. Rothstein, A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc.
8. Subramanian, R, Thirumalai Kumar S & Arumugam C (2010) Research Methods in Health, Physical Education and Sports, New Delhi; Friends Publication.
9. Moorthy A. M. Research Processes in Physical Education (2010); Friend Publication, New Delhi.

DISCIPLINE SPECIFIC ELECTIVE (DSE)

PES803D: Fundamentals of Computer Application in Sports

**75 Marks/3 Credits
25 Marks/1 Credit**

Learning Outcomes

1. The students can understand the basic computer application in the development of communication technology in physical education.
2. The students can explore and present their knowledge through ICT.

Course Contents

Unit-I: Introduction to Computer

- 1.1 Meaning, need and importance of information and communication technology (ICT).
- 1.2 Application of Computers in Physical Education
- 1.4 Components of computer, input and output device
- 1.5 Application of software used in Physical Education and sports.

Unit-II: MS Word

- 2.1 Introduction to MS Word
- 2.2 Creating, saving and opening a document
- 2.3 Formatting Editing features Drawing table ,
- 2.4 Page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes.

Unit-III: MS Excel

- 3.1 Introduction to MS Excel
- 3.2 Creating, saving and opening spreadsheet
- 3.3 Creating formulas
- 3.4 Format and editing features adjusting columns width and row height understanding charts.

Unit-IV: MS Power Point

- 4.1 Introduction to MS Power Point
- 4.2 Creating, saving and opening a ppt. file
- 4.3 Format and editing features slide show, design, inserting slide number
- 4.4 Picture, graph, table
- 4.5 Preparation of Power point presentations.

PES803DP: Practical

50 Marks/2 Credits

1. Components of Computer
2. Application of MS Word
3. Application of MS Excel
4. Application of MS Power Point
5. Application of software
6. Data entry program.

References

1. Irtegov, D. (2004). Operating system fundamentals. Firewall Media.

2. Marilyn, M. & Roberta, B.(n.d.).Computers in your future. 2nd edition, India: Prentice Hall.
3. Milke, M.(2007). Absolute beginner's guide to computer basics. Pearson Education Asia.
4. Sinha, P. K. & Sinha, P. (n.d.).Computer fundamentals. 4th edition, BPB Publication.

DISSERTATION/PROJECT (DIS)

PES801D: Dissertation/Project

**75 Marks/3 Credits
25 Marks/1 Credit**

Contents

1. Classification and structure of a thesis.
2. Development of research question and objective.
3. Application of true and quasi experimental research.
4. Application of qualitative and quantitative research.
5. Application of descriptive and survey research.
6. Identification of research variables.
7. Development of hypothesis and testing.
8. Preparation of synopsis.
9. Preparation of research report.
10. References and bibliography writing (APA format).
11. Abstract writing
12. Ethical consideration in research.

PES801DP: Practical

50 Marks/2 Credits

Dissertation/Project of 12 credits, undertaken over semesters VII and VIII for the Bachelor's Degree (Honours with Research), shall be allowed if the CGPA up to Semester VI is above 7.5, in lieu of DSE-3 and DSE-4.

(a) Dissertation/Project Part I, carrying 6 credits in the VII Semester.

(b) Dissertation/Project Part II, carrying 6 credits in the VIII Semester.

Students in only Honours not taking Dissertation/Project should take DSE-3*and DSE-4*.

VIII- SEMESTER

PES818C: Sports Statistics

**75 Marks/3 Credits
25 Marks/1 Credit**

Learning Outcomes

1. Students will know the fundamentals of statistics in Physical Education and Sports.
2. Students will understand the importance of various statistical techniques.
3. Students will understand the importance of statistics in research areas.
4. Students will experience to solve the basic statistical problems.

Course Contents

Unit-I: Basics of Statistics

- 1.1 Meaning and definition of Statistics.
- 1.2 Nature and characteristics of statistics.
- 1.3 Types of statistics
- 1.4 Graphical Presentation- Histogram, Frequency Polygon, Frequency Curve Cumulative Frequency Polygon, Ogive, Pie Diagram.
- 1.5 Needs and importance of statistics in Physical Education and Sports.

Unit-II: Frequency Distribution

- 2.1 Meaning of variable and kinds of variables
- 2.2 Meaning and definition of frequency distribution
- 2.3 Preparation of frequency distribution table- Ungrouped data and Group data
- 2.4 Features of frequency distribution- Skewness and Kurtosis
- 2.5 Uses of frequency distribution table.

Unit-III: Measure of Central Tendency

- 3.1 Concepts of Measures of Central Tendency
- 3.2 Measures of Central tendency- Mean, Median and Mode
- 3.3 Importance, Advantages, Disadvantages of Mean, Median and Mode
- 3.4 Computation of Mean, Median and Mode from Group and Ungrouped data

Unit-IV: Measure of Variability

- 4.1 Concepts of Measures of Variability
- 4.2 Measures of Variability- Range, Mean Deviation, Quartile Deviation and Standard Deviation.
- 4.3 Importance, Advantages, Disadvantages of Range, Mean Deviation, Quartile Deviation and Standard Deviation.
- 4.4 Computation of Range, Mean Deviation, Quartile Deviation and Standard Deviation.

PES818CP (Practical): Sports Statistics

50 Marks/2 Credits

1. Graphical presentation- Histogram, Frequency Polygon, Frequency Curve Cumulative Frequency Polygon, Ogive, Pie Diagram.
2. Computation of central tendency: Mean, Median and Mode (group and un-group data).
3. Computation of variability: Range, Mean Deviation, Quartile Deviation and Standard Deviation.

4. Preparation of table for descriptive statistics.
5. Practice of Excel and SPSS software.

References

1. Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc
2. Clark D.H. (1999). Research Problem in Physical Education 2nd edition, Eaglewood Cliffs, Prentice Hall, Inc.
3. Jerry R Thomas & Jack K Nelson (2000). Research Methods in Physical Activities; Illinois; Human Kinetics;
4. Kamlesh, M. L. (1999) Reserach Methodology in Physical Education and Sports, New Delhi
5. Rothstain A (1985). Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc
6. Sivaramakrishnan. S. (2006). Statistics for Physical Education, Delhi; Friends Publication
7. Thirumalaisamy (1998). Statistics in Physical Education, Karaikudi, Senthilkumar Publications.
8. Mahmood, A. Statistical Methods in Geographical Studies, Rajesh Publications, New Delhi, 1976.
9. Gupta.S.C. and Kapoor V. K; Fundamentals of Mathematical Statistics ,S. Chand & Co.
10. Elhance, D.N: Fundamental of Statistics, KitabMahal, Allahabad, 1972

PES819C: Traditional Sports of Manipur

75 Marks/3 Credits
25 Marks/1 Credit

Learning Outcomes

1. Students will recognize the major disciplines of Traditional or Indigenous games and sports of Manipur.
2. Students will understand the values of Traditional or Indigenous games and sports of Manipur in the modern sports trends as well as in academic field.
3. Students will know the specific sports culture of Manipur.
4. Students can predict the future scope of indigenous sports of Manipur.

Unit-1: Introduction

- 1.1 Concept, meaning and definition of Traditional exercise.
- 1.2 Concept, meaning and definition Traditional sports (Indigenous Sports).
- 1.3 Different Traditional Sports of Manipur.
- 1.4 Importance of traditional sports in Manipur.

Unit-II: History of Traditional Sports

- 2.1 Origin and historical development of Thang-Ta
- 2.2 Origin and historical development of Sagol Kangjei
- 2.3 Origin and historical development of Mukna
- 2.4 Origin and historical development of Kang.
- 2.5 Origin and historical development of Yubi Lakpi.

Unit-III: Establishment of Traditional Sports

- 3.1 Growth and development of Traditional Sports.
- 3.2 Establishment of Traditional Sports in modern trends of sports
- 3.3 Different organizations and associations of Traditional Sports
- 3.4 Different competitions levels of Traditional Sports.
- 3.5 Equipments of the Traditional Sports.

Unit-IV: Development of Techniques and Skills

- 4.1 **Different fundamental Skills of Thang-Ta:** Khutlon, Khongpham, Phidup, Shwor Kanglon (Ningsa Kanglon) and Tarol (Khousarol).
- 4.2 **Fundamental Skills of Sagol Kangjei:** Horse Riding- walk, trot, canter, gallop; Striking- offside hitting, nearside hitting, offside back hander, Nearside back hander, Hitting below the neck, Tapping.
- 4.3 **Fundamental Skills of Mukna:** Phirep (Position), Kishi painaba (Holding of waist belt), Ninggong Hunba (throw by hip), Kalap Kotpi (Leg lock from outside), Longkhrou (Leg lock), Chepching (Pull down by the side), Khongchep Haibi (Leg lock to the lower foot part of the opponent), Leng louba (controlling the shoulder of the opponent).
- 4.4 **Fundamental Skills of Kang:** Chekphei Kappa, Lamtha Kappa, Marak-Changba, Kang Hanba, Kang Handaba, Lanjang.

PES819CP (Practical): Traditional Sports of Manipur

50 Marks/2 Credits

1. Practice of horse riding and various techniques of Sagol Kangjei.
2. Practice of various techniques of Mukna.
3. Practice of various techniques of Kang.
4. Practice of various techniques of Thang-Ta.
5. Study of rules and regulations of indigenous sports.

References

1. International Polo Federation, Polo Rules.
2. Horse Riding Training Books.
3. Horse Riding and Polo training Books.
4. Original Style Polo Rules.
5. Y. Irabot Singh, Manipuri Games, 1987.
6. A. Raghmani Singh, Meitei Inatki Masanna.
7. Kang Federation of Manipur, Common Kanglon, All Manipur Kang Control Board, Imphal, 2002.
8. Kh. Tolhal Singh, Kang, All Manipur Kang control Board, Imphal, 1987.
9. Govt. of Manipur (YAS), Kang Federation gi Kanglon, 1996.
10. L. Kokngang, Thang- Ta, 2008.
11. R.K. Sanahal, Satjal, 1972.
12. L. Heramot, Sarei – Sara, Kanglei Inat Thang-Ta Sindam Sanglen.
13. L. Heramot, Mihat Mikan, Kanglei Inat Thang-Ta Sindam Sanglen.
14. Konjengbam Biren Singh, Meitei Huyen Lanlong, Manipur State Kala Academy, 1985.
15. Gurumayum Sana Sharma, Thengourourol (Sapha Lanpha), Dance Academy, 2008. Festival of Thang-Ta, Department of Art and Culture.

Learning Outcomes

1. Students can understand different teaching methods in physical education.
2. Students will know the various teaching aids could be procured in physical education.
3. Students will understand the proper use of teaching aids as per the methods applied.
4. Students will understand the different teaching lesson plans in physical education.

Course Contents

Unit-I: Introduction

- 1.1 Meaning and Definitions of Teaching Methods in Physical Education
- 1.2 Scope of Teaching Methods in Physical Education
- 1.3 Importance of Teaching Methods in Physical Education
- 1.4 Factors influence the Teaching Methods in Physical Education.

Unit-II: Teaching Methods

- 2.1 Types- Lecture method, Command method, Demonstration method, Discussion method, Imitation method, Project method etc.
- 2.2 Teaching Procedure: Whole method, whole-part-whole method, part-whole method.
- 2.3 Presentation Technique, Personal preparation and Technical preparation.
- 2.4 Command- Meaning, Types and its uses in different situations.

Unit-III: Use of Teaching Aids

- 3.1 Teaching Aids- Meaning, Importance and criteria for selecting teaching aids.
- 3.2 Teaching aids- Audio aids, Visual aids, Audio-visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture etc.
- 3.3 Application and merits of team teaching.
- 3.4 Difference between Teaching Methods and Teaching Aid.

Unit-IV: Lesson Planning and Teaching Innovations

- 4.1 Lesson Planning- Meaning, Type and principles of lesson plan.
- 4.2 General, specific and coaching lesson plan.
- 4.3 Micro Teaching- application, advantages and steps of micro teaching.
- 4.4 Simulation Teaching- application, advantages and steps of simulation teaching.

PES820CP (Practical): Methods in Physical Education

50 Marks/2 Credits

1. Ten (10) teaching practice lessons for internal out of which five (5) lessons in classroom teaching and 5 lessons for different sports activities within the premises of the institution on the students of the course.
2. One (1) each of final classroom and specific sport/game lesson plan for external evaluation (end semester exam.) must be practiced on the students of the course.
3. Preparation of lesson plan book.

References

1. Bhardwaj, A. (2003). New media of educational planning. New Delhi: Sarup of Sons.

2. Bhatia,& Bhatia,(1959). The principles and methods of teaching. New Delhi: Doaba House.
3. Kochar, S.K. (1982). Methods and techniques of teaching.New Delhi: Sterling Publishers Pvt. Ltd.
4. Sampath, K.,Pannirselvam, A. & Santhanam, S. (1981). Introduction to educational technology. New Delhi: Sterling Publishers Pvt. Ltd.
5. Walia, J.S. (1999). Principles and methods of education. Jullandhar: Paul Publishers.

DISCIPLINE SPECIFIC ELECTIVE (DSE)

PES804D: Sports Entrepreneurship

**75 Marks/3 Credits
25 Marks/1 Credit**

Learning Outcomes

1. To conceptualize the concept of Entrepreneurship, its type and traits.
2. To understand the prospect of potential business related to sports.
3. The knowledge would enable students to set up their own enterprise, catering to various demands of sports industry.

Course Contents

Unit-I: Introduction

- 1.1 Concept, Meaning and Definition of Entrepreneurship
- 1.2 Concept and characteristics Entrepreneurship
- 1.3 Need and Importance of entrepreneurship in sports
- 1.4 Understanding Sports Business industry.

Unit-II: Entrepreneurial Process

- 2.1 Understanding the entrepreneurial process
- 2.2 Types of Entrepreneurs
- 2.3 Risk and Rewards in entrepreneurship
- 2.4 Leading sports companies and media channels.
- 2.5 Sports entrepreneurship as a “Career Option.”

Unit-III: Business and Organization

- 3.1 Identifying the areas of business
- 3.2 Understanding financial aspects of the business
- 3.3 Government and private Organizations supporting entrepreneurs in India
- 3.4 Generating and arranging funds for the business.

Unit-IV Entrepreneurial Sports Sections

- 4.1 Entrepreneurship in the sports Goods and Equipment
- 4.2 Entrepreneurship in Sports wears
- 4.3 Entrepreneurship in Sports management and Event management
- 4.4 Entrepreneurship in Sports software, fitness and Nutrition
- 4.5 Sports start-up and funding for sports industry.

PES804D (Practical): Sports Entrepreneurship

50 Marks/2 Credits

1. Preparation and planning to establish sportswear industry.
2. Preparation for start-up business centre.

3. Search of funding agency to establish sports industry.
4. Planning for establishment of sports marketing centre.
5. Planning for sports facility development.

References

1. Peter Drucker. Innovation and Entrepreneurship.
2. Desai, V. Dynamics of Entrepreneurial Development and Management. Himalaya Publishing House.
3. Gupta, C.B. & Srinivasan, N.P. Entrepreneurial Development.
4. D.N. Mishra. Entrepreneur and Entrepreneur Development & Planning.
5. Arora Renu & Shood S.K. (2007). Entrepreneurship and Development. Kalyani, New Delhi.

DISSERTATION/PROJECT (DIS)

PES802D: Dissertation/Project

**75 Marks/3 Credits
25 Marks/1 Credit**

Contents

1. Research topic selection and Synopsis presentation.
2. Progress of research work.
3. Thesis submission.

PES802DP: Practical (Viva Voce)

50 Marks/2 Credits

Dissertation/Project of 12 credits, undertaken over semesters VII and VIII for the Bachelor's Degree (Honours with Research), shall be allowed if the CGPA up to Semester VI is above 7.5, in lieu of DSE-3 and DSE-4.

(a) Dissertation/Project Part I, carrying 6 credits in the VII Semester.

(b) Dissertation/Project Part II, carrying 6 credits in the VIII Semester.

Students in only Honours not taking Dissertation/Project should take DSE-3* and DSE-4*.