

# **Central University of Punjab Bathinda**



**Course Structure and Syllabus**

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

**Session: 2023-25**

**Department of Physical Education  
School of Education**

## **Graduate Attributes for M.P.Ed (Master of Physical Education) Programme**

Capability to apply analytic thought and evaluate empirical evidence through research and inquiry related to physical education & sport. Ability to create new domain of knowledge with understanding and able to demonstrate appropriate levels of professional knowledge, practice and engagement. Develop proficiency in verbal, visual and written skills to present complex information in a clear & concise manner to professionals of physical education. Develop the competence to positively influence, inspire and motivate others to manage conflict and building strong rapport with others to obtain commitment to a shared vision as a part of team or group. Ability to create, provide sports environment for society and inspire people for attaining high level of fitness & wellness. Developing research and field laboratory ethics in physical education & sport for honest reporting of the results of experimental and descriptive observations. Develop the entrepreneurship skills for personal effectiveness and achieve goals in field of physical education and sport. Develop strong interpersonal skills including respect, empathy and perspectives for professional teaching, training and coaching environment related to physical education, exercise and sports.

**Course Structure  
SEMESTER -I**

Course Code	Course Title	Course Type	No of Hours			Total Credits per Week
			L	T	P	
MPE 507	Physiology of Exercise	Core course	3	0	0	3
MPE 506	Research in Physical Education	Compulsory Foundation	3	0	0	3
MPE 522	Sports Biomechanics & Kinesiology	Core course	3	0	0	3
MPE606	<b>Practicum- 1:</b> Physiology of Exercise and Sports Biomechanics & Kinesiology	Skill-based	0	0	2	1
<b>Discipline Elective (DE)</b> (Select anyone of the following and minimum students should be 20 to start a course)						
MPE 510	Adapted Physical Education	Discipline Elective	3	0	0	3
MPE 571	Sports Management and Curriculum Designs in Physical Education					
MPE 509	Sports Technology					
MPE 556	Sports Journalism and Mass Media					
<b>Field Practical</b>						
MPE 520	Practical-I Swimming/Gymnastic, Marching and Light Apparatus Activities.	Compulsory Foundation	0	0	4	2
MPE 516	Practical- II (Team Sports) a. Basketball b. Cricket c. Football d. Hockey e. Volleyball	Skill Based	0	0	4	2
MPE 561	Practical - III Aerobics, Zumba, Yoga, Indigenous Activities and Camping (Camping should be of minimum 7 days)	Skill Based	0	0	2	1
<b>Skill Based Practice</b>						
MPE607	Sports Practice and Intramural Activities	Skill Based	0	0	6	3
MPE608	Community Sports Development	Skill Based	0	0	4	2
<b>Total</b>			<b>12</b>	<b>0</b>	<b>22</b>	<b>23</b>

**SEMESTER –II**

Course Code	Course Title	Course Type	No of Hours			Total Credits per Week
			L	T	P	
MPE 521	Statistics in Physical Education	Compulsory foundation	3	0	0	3
MPE 523	Measurement and Evaluation in Physical Education	Core course	3	0	0	3
MPE 551	Science of Sports Training	Core course	3	0	0	3
MPE 559	Theory Teaching Proficiency in Physical Education	Skill Based	0	0	2	1
MPE531	<b>Practicum-2:</b> Statistics, Measurement and Evaluation in Physical Education	Skill Based	0	0	2	1
<b>Discipline Elective (DE)</b> (Select anyone of the following and minimum students should be 20 to start a course)						
MPE 552	Yogic Sciences	Discipline Elective	3	0	0	3
MPE 508	Technology (ICT) in Physical Education					
MPE 558	Entrepreneurship in Physical Education					
MPE 524	Value and Environmental Education					
<b>Field Practical</b>						
MPE536	Practical –IV Running & Jumping events in Track & Field	Compulsory Foundation	0	0	4	2
MPE 528	Practical-VI (Individual Sports) a. Badminton b. Table Tennis c. Tennis d. Boxing/Judo/Taekwondo e. Archery/Weight Lifting	Skill Based	0	0	4	2
<b>Skill Based Practice</b>						
MPE 537	Sports Practice and Intramural Activities	Skill Based	0	0	6	3
MPE 538	Community Sports Development	Skill Based	0	0	4	2
<b>Total</b>			<b>12</b>	<b>0</b>	<b>22</b>	<b>23</b>

**SEMESTER –III**

Course Code	Course Title	Course Type	No of hours			Total Credits per Week
			L	T	P	
MPE 572	Sports Psychology	Core course	3	0	0	3
MPE557	Health, Fitness and Life Style Management	Core course	3	0	0	3
MPE 553	Sports Medicine, Athletes care and Rehabilitation	Core course	3	0	0	3
MPE 564	<b>Practicum - 3:</b> Sports Psychology, Sports Medicine, Athletes care and Rehabilitation	Skill Based	0	0	2	1
MPE 600	Research Proposal	Skill Based	0	0	4	2
<b>Field Practical</b>						
MPE 566	Practical –VI Throwing Events in Track & Field	Compulsory Foundation	0	0	4	2
<b>Sports Specialization –I (Minimum Students should be 05 for Sports Specialization)</b>						
MPE 651	Badminton-I	Elective Foundation	0	0	6	3
MPE 652	Basketball-I					
MPE 653	Cricket-I					
MPE 654	Football-I					
MPE 655	Hockey-I					
MPE 656	Tennis-I					
MPE 657	Volleyball-I					
MPE 658	Yoga-I					
<b>Skill Based Practice</b>						
MPE 567	Sports Practice and Intramural Activities	Skill Based	0	0	6	3
MPE568	Community Sports Development	Skill Based	0	0	4	2
<b>Total</b>			<b>09</b>	<b>00</b>	<b>26</b>	<b>22</b>

### SEMESTER –IV

Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	Total Credits per Week
MPE 601	Dissertation	Skill Based	0	0	32	16
MPE 592	Internship (Three Week Duration)	Skill Based	0	0	8	4
<b>Sports Specialization –II</b> <b>(Minimum Students should be 05 for Sports Specialization)</b>						
MPE 671	Badminton-II	Elective Foundation	0	0	6	3
MPE 672	Basketball-II					
MPE 673	Cricket-II					
MPE 674	Football-II					
MPE 675	Hockey-II					
MPE 676	Tennis-II					
MPE 677	Volleyball-II					
MPE 678	Yoga-II					
MPE 575	Coaching Proficiency (As per their Sports Specialization)	Skill Based	0	0	4	2
<b>Skill Based Practice</b>						
MPE 577	Sports Practice and Intramural Activities	Skill Based	0	0	6	3
MPE578	Community Sports Development	Skill Based	0	0	4	2
<b>Total</b>			<b>0</b>	<b>0</b>	<b>60</b>	<b>30</b>
<b>Total Credits for All Semesters</b>			<b>98</b>			

**Note:**

- **L:** Lectures **T:** Tutorial **P:** Practical **Cr:** Credits
- 4 years Sports Sciences integrated degrees of foreign university students may be considered equivalent to B.P. Ed. 4 years integrated degree.

## EXAMINATION PATTERN FROM 2023-24 SESSIONS ONWARDS

Core, Discipline Elective, and Compulsory Foundation Courses			Entrepreneurship, Innovation and Skill Development Courses		
	Marks	Evaluation	Marks	Evaluation	
Internal Assessment	25	Various methods	-	-	
Mid-semester test (MST)	25	Descriptive	50	Descriptive (70%) Objective (30%)	
End-semester exam (ESE)	50	Descriptive (70%) Objective (30%)	50	Descriptive (70%) Objective (30%)	
Research Proposal (Third Semester)			Dissertation (Fourth Semester)		
	Marks	Evaluation		Marks	Evaluation
Supervisor	50	Research proposal and presentation	Supervisor	50	Continuous assessment (regularity in work, mid-term evaluation) dissertation report, presentation, final viva-Voce
HoD and senior-most faculty of the department	50	Research proposal and presentation	External expert, HoD and senior-most faculty of the department	50	Dissertation report (30), presentation (10), final viva-voce (10)

### Note:

- The **objective type evaluation** will include one-word answers, fill-in-the-blank, sentence completion, true/false, MCQs', matching, analogies, rating and checklists. **The number of questions and weightage to each question will decide by the department only.**
- The **subjective type evaluation** will include a very short answer (1-2 lines), a short answer (one paragraph), essay type with the restricted response, and an extended response. **The number of questions and weightage to each question will decide by the department only.**
- Internal Assessment Methods:** Surprise Tests, in-depth interview, unstructured interview, Jigsaw method, Think-Pair-Share, Students Teams Achievement Division (STAD), Rubrics, portfolios, case-based evaluation, video-based evaluation, Kahoot, Padlet, Directed paraphrasing, Approximate

analogies, one-sentence summary, Pros and cons grid, student-generated questions, case analysis, simulated problem solving, media assisted evaluation, Application cards, Minute paper, open book techniques, classroom assignments, home assignments, term paper.



## Semester-I

**Course Code: MPE 507**

**Course Title: Physiology of Exercise**

**Total Hours: 45**

L	T	P	Cr
3	0	0	3

### Learning Outcomes

On the completion of the course, the students shall be able to;

- CLO1: Understand the basic physiological principles of human body systems.
- CLO2: Examines the acute and chronic effects of exercise on physiological functions.
- CLO3: Apply and examine the optimal means to promote health related fitness and optimal athletic performance.
- CLO4: Explore the knowledge about research in the field of Exercise Physiology.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 12 Hours	<b>Introduction to Exercise and Sports Physiology:</b> Focus of exercise and sports physiology. Importance of Exercise Physiology in the field of Physical Education and Sports, Acute and Chronic responses to exercise, Sliding Filament theory of Muscular Contraction. The foundation for understanding.	CLO1 & CLO2
	<b>Exercising Muscle:</b> Structure and Function of Exercising Muscle, Fuel for Exercising Muscle (Metabolism and Bioenergetics), Neural and Hormonal Control of Exercising, Chemical composition of skeletal muscle, Energy Expenditure and Fatigue.	CLO2
	<b>Learning Activities:</b> Peer Discussion, Brain-storming and Problem Solving.	
II 12 Hours	<b>Cardiovascular &amp; Respiratory Function:</b> Cardiovascular system and its control, Respiratory system and its regulation, Cardio-vascular system response in trained and untrained persons.	CLO2
	<b>Exercise Training:</b> Principles of Exercise Training (Terminology, General principles of training, Resistance Training Program), Effects of Aerobic and Anaerobic Training Program on the cardio vascular system, Adaptation of Resistance Training and its effects on Red and White muscles	CLO2
	<b>Learning Activities:</b> Brain storming and problem solving	
III 11 Hours	<b>Environmental Influences on Performance:</b> Physiological responses, acclimation and health risks of exercise under different environment conditions (Hot, Cold and Altitude).	CLO2
	<b>Optimizing Performance in Sports:</b> Assessment of Body composition, Training, Nutrition and Ergogenic Aids for optimizing performance in sports.	CLO2 & CLO3
	<b>Learning Activities:</b> Peer Discussion, Brain-storming and Problem Solving	

IV 10 Hours	<b>Age and Sex Considerations in Sports and Exercise:</b> Aging & Sex Differences in Sports and Exercise (Growth, Development, Maturation, Physiological Responses of exercise on Respiratory system, Physiological changes due to aging).	CLO3
	<b>Physical Activity for Health and Fitness:</b> Prescription of Exercise for Health and Fitness (Awakening the community about benefit of exercise. Medical Clearance, Exercise Prescription and Rehabilitation of people with diseases), Energy cost for various activities: Walking, Jogging, Running, Cycling, Swimming	CLO3 & CLO4
	<b>Learning Activities:</b> Peer Discussion, Brain-storming and Problem Solving.	

**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue.

**Suggested Readings:**

- Brown, R. G.(2015). Fundamentals of Exercise Physiology. Friends Publication.
- Chandi, C. C. (2018). Human Physiology (Vol. 12). CBS Publishers.
- Duncan M. and Digby Sale (2014) The Physiology of Training for High Performance. OUP Oxford.
- Fox Stuart Ira (2016). Human Physiology (15<sup>th</sup> Edition). McGraw-Hill Education.
- Porcari, J., Bryant, C., & Comana, F. (2015). Exercise Physiology. FA Davis.
- Varshney & Mona Bedi (2018). Ghai's Textbook of Practical Physiology. Jaypee Brothers Medical Publishers.
- William D. McArdle (2014). Exercise Physiology: Nutrition, Energy, And Human Performance ( 9<sup>th</sup> Edition). Lippincott Williams and Wilkins
- W. Larry Kenney, Jack H. Wilmore and David L. Costill (2021) Physiology of Sport and Exercise (8<sup>th</sup> Edition). Human Kinetics Publishers.

**Course Code: MPE 506**

**Course Title: Research in Physical Education**

**Total Hours: 45**

L	T	P	C
3	0	0	3

**Learning Outcomes**

On the completion of the course the students shall be able to;

- CLO1: Explain the Meaning, Nature and scope of Research in sports
- CLO2: Process of finding research problem/gap and qualities of researcher in research.
- CLO3: Framing Hypothesis and data sources in sports researches
- CLO4: Various type of research and its adaptation in physical education
- CLO5: Frame of sampling and questionnaire construction
- CLO6: Developing tool and testing procedure for data collection
- CLO7: Prepare the research proposals and develop Skills for thesis writing.
- CLO8: procedure of writing research paper, presentation and peer discussion

Units/Hours	Contents	Mapping with Course Learning Outcome
I 12 Hours	1. Meaning and definition of research, nature and importance/scope of research in Physical Education. 2. Classification of research and Scientific method of problem solving. 3. Need and importance of review of related literature. 4. Meaning, locating and selection of research problem. 5. Delimitations and limitations of research problem.	CLO1 CLO2
	<b>Learning Activities:</b> Detail understanding about research meaning, need, scope in physical education	
II 13 Hours	1. Hypothesis: meaning, formulation, classification and importance of research hypothesis. 2. Rationale and significance of the study. 3. Analytical research: Philosophical research, Historical research, primary and secondary sources of data. 4. Descriptive research: survey and its types and case study. 5. Experimental research: meaning, experimental validity and types of experimental design.	CLO3 & CLO4
	<b>Learning Activities:</b> Peer Discussion, Brain-storming and Problem Solving.	

<p style="text-align: center;">III 10 Hours</p>	<ol style="list-style-type: none"> <li>1. Concept of population, sample, sampling frame and importance of sampling.</li> <li>2. Types of sampling techniques: probability and non-probability sampling techniques</li> <li>3. Tools of data collection-I: scale- meaning and types, test-meaning and types, inventories- meaning and types, questionnaire-meaning and types.</li> <li>4. Construction and development of questionnaire.</li> <li>5. Tools of data collection-II: observation- meaning and types, schedule and check-list.</li> </ol>	<p style="text-align: center;">CLO5 &amp; CLO6</p>
	<p><b>Learning Activities:</b> Peer Discussion, Brain-storming and Problem Solving.</p>	
<p style="text-align: center;">IV 10 Hours</p>	<ol style="list-style-type: none"> <li>1. Writing of research proposal (introduction, review of related literature, methods and bibliography).</li> <li>2. Writing of thesis (introduction, reviewing related literature, methodology, results and discussion).</li> <li>3. Preparation and uses of tables and figures.</li> <li>4. Writing research paper - traditional format &amp; journal format, methods of writing abstract.</li> <li>5. Oral and poster presentation.</li> </ol>	<p style="text-align: center;">CLO7 &amp; CLO8</p>
	<p><b>Learning Activities:</b> process of writing research proposal, report and research paper.</p>	

**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue

**Suggested Readings:**

- Sansanwal D.N. (2020). Research Methodology and Applied Statistics. Shipra Publisher.
- Jack K. Nelson, Jerry R. Thomas, Stephen J. Silverman (2015). Research Methods in Physical Activity. Human Kinetic Publisher.
- Kamlesh M.L. (2019). Methodology of Research in Physical Education and Sports. Sports Publisher.
- Ahlawat, R. P. (2016). Research Process in Physical Education & Sports Sciences. Friends Publisher.
- Flick, U. (2019). An Introduction to Qualitative Research. Sage Publications.
- Kothari, C. (2019). Research Methodology: Methods and Techniques. New Age International Publishers.
- Mishra, P. D. (2018). Research and Statistics in Physical Education. Sports Publication.
- Thomas, J. R. (2016). Research Method in Physical Activity. US: Human Kinetics.

**Course Code: MPE 522**  
**Course Title: Sports Biomechanics and Kinesiology**  
**Total Hours:45**

LT	P	Cr
30	0	3

**Learning Outcomes**

On the completion of course, the students shall be able to.

- CLO1: Comprehend the importance of applied kinesiology and Sports Biomechanics.
- CLO2: Understand the various muscle actions related to essential joints.
- CLO3: Understand different types of motion, force, and their application in sports.
- CLO4: Summarize the Methods of Analysis of Human Movements.
- CLO5: Use the knowledge of Biomechanics to prevent sports-related injuries

Units/Hours	Contents		Mapping with Course Learning Outcome
I 10 Hours	<b>Introduction</b> 1. Meaning, nature, role, and scope of Applied kinesiology and Sports Biomechanics. 2. Basic dimensions and units of measurement used in biomechanics. 3. Meaning of axis and planes, plane of the body, and axis of Human motion. 4. Vectors and scalars quantity. 5. Dynamics, Kinematics, Kinetics, Static. 6. Centre of gravity & Line of gravity. 7. Equilibrium, Stability (Static and Dynamic) in sports.		CLO1 & CLO5
	<b>Learning Activities:</b> Peer Discussion, Brain-storming and Problem Solving.		
II 15 Hours	<b>Muscle Action and force</b> 1. Origin, Insertion, and action of muscles: (shoulder, elbow, hip, knee, ankle joints). 2. Muscle size and its force production. 3. Meaning and definition of force and its classification. 4. Centrifugal and Centripetal Forces. 5. Sources of force and its components. Fluid Mechanics: Air Resistance and Water Resistance, Density, Specific weight, Viscosity, Flotation, Buoyancy, Lift and drag components.		CLO2
	<b>Learning Activities:</b> Brainstorming and Problem Solving.		
III 10 Hours	<b>Kinematics</b> 1. Meaning and definition of motion. Types of motion: linear motion, angular motion, circular motion, uniform motion. 2. Newton’s Law of motion and its principles related to sports and games. 3. Projectile motion. 4. Freely falling bodies		CLO2, CLO3 & CLO5

	5. Meaning of Weight, Friction, Pressure, Work, Power, Energy (Kinetic and Potential) and Spin. 6. Leverage -classes of lever - practical application.		
	<b>Learning Activities:</b> Peer Discussion, Brain-storming and Problem Solving.		
IV 10 Hours	<b>Methods in Analysis of Human Movements</b> 1. Qualitative Analysis I. Pre-Requisite Information II. Basic Step III. Observation Method IV. Identification of Faults V. Instructions 2. Quantitative Analysis I. Creation of Model II. Video Recording with accuracy III. Vertex Digitization IV. Draw Trajectory of Vertex V. Stick Figure. Identification of Human movements with experimental procedure for the scientific Investigation.		CLO4
	<b>Learning Activities:</b> Quantitative Analysis and Qualitative Analysis of Human Movements		

**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue

**Suggested Readings:**

- Ackland, T. R., Elliott, B., & Bloomfield, J. (2009). Applied Anatomy and Biomechanics in Sport. Human Kinetics.
- Bartlett, R. (2014). Introduction to Sports Biomechanics: Analyzing Human Movement Patterns. Routledge.
- Chapman, A. E. (2008). Biomechanical Analysis of Fundamental Human Movements. Human Kinetics. Knowledge Warehouse.
- Kumar, P. (2019). Biomechanical Analysis of Forward Head Posture among Pondicherry University Research Scholars Based on the Laptop Working Hours: An Analytical Study. International Journal of Emerging Technologies and Innovative Research, 6 (6), 463-466.
- Kumar, P., & Singh, R. R. M. (2019). Biomechanical analysis of anisomelia among the young children's in Puducherry. Discrepancy (LLD), 330, 19.
- Singh, R. R. M. (2019). Biomechanical Analysis of Footprint Measurement among School Boys: A Positive Approach to Posture. Journal of the Gujarat Research Society, 21(1), 167-169.
- Uppal, A. K. (2018). Kinesiology and Biomechanics. Friends Publications.
- Williams M (1982) Biomechanics of Human Motion, Philadelphia; Saunders Co.

**Course Code: MPE 606**

**Course Title: Practicum- 1 : Physiology of Exercise and Sports Biomechanics & Kinesiology**

**Total Hours:30**

L	T	P	Cr
0	0	2	1

### **Learning Outcomes**

On the completion of the course the students shall be able to;

- CLO1: Examine the characteristics of various Body composition analysis test
- CLO2: Develop insight into various methods of somatotype
- CLO3: Develop skills for the administration and interpretation of physiology tools
- CLO4: Develop understanding in the hormonal testing.
- CLO5: Develop insight in mechanical analysis of various techniques
- CLO6: Develop skills for the administration and interpretation of software of sports biomechanics
- CLO7: Develop insight in analyze the kinetic and kinematic parameters.

### **PRACTICALS**

1. Measurement of heart rate and Estimation of Target Heart Rate
2. Body composition analysis with various methods
3. Blood Pressure measurement (Sphygmomanometer)
4. Anthropometric measurements
5. Measurement of lung volumes through spirometer, peak flow meter.
6. CBC (Complete Blood Count) & Hormonal Testing
7. Development and implementation of exercise training protocols to optimize sports performance.
8. Prescription and execution of exercise training protocols for health and fitness of community.
9. Analysis of fundamental skills: Walking, Running, Jumping, Throwing, Lifting, Pulling, Pushing, Catching, and Climbing.
10. Mechanical analysis of sports skills
11. Determination of centre of gravity and line of gravity.
12. Anatomical standing position and fundamental standing position.
13. Handling of various equipment's and software related to Sports Biomechanics.
14. Action of muscles by palpations method.
15. Manual calculations of various kinetic and kinematic parameters: distance, displacement, speed, velocity, acceleration, momentum, force, mass, weight, resultant vector, pressure, work, power, energy etc.
16. Stick diagram (basic techniques; anatomical posture, walking, push up, sit ups etc.)
17. Goniometry – measurement of joint ROM / Elgon. A complete practical understanding of applied kinesiology and Sports Biomechanics.

### **Criteria of Continuous Assessment (Total Marks: 50)**

- Practical Record :10 Marks
- Administration of tool/instrument and interpretation of result-20 marks
- Conducting experiments -20 marks

### **Criteria of Term End Assessment (Total Marks: 50)**

- Conduct of one experiment/Administration of tool/instrument and Analysis of its result:30Marks
- Preparing Record of all Practicals:10Marks
- Viva Voce:10Marks



## Discipline Elective Subject

**Course Code: MPE 510**

**Course Title: Adapted Physical Education**

**Total Hours: 45**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
3	0	0	3

### Learning Outcomes

On the completion of the course the students shall be able to;

- CLO1: Comprehend the various aspects of Adapted Physical Education.
- CLO2: Develop understanding on different types of disability.
- CLO3: Summarize the special adapted programme for various types and categories of physical disability.
- CLO4: Understand about different social welfare programs for disabled Manage Stress and Develop Resilience through Meditation.
- CLO5: Understand about Classification of Disability.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	<ol style="list-style-type: none"> <li>1. Meaning &amp; definitions, Aims and objectives of Adapted Physical Education</li> <li>2. Need and importance of Adapted Physical Education</li> <li>3. Role of physical education in adapted physical education,</li> <li>4. Specific learning disabilities: Common types of learning disabilities their causes and treatment.</li> </ol>	CLO1
	<p><b>Learning Activities:</b> Peer Discussion, Brain-storming and Problem Solving.</p>	
II 15 Hours	<ol style="list-style-type: none"> <li>1. Principles for adapted physical education programme (AAHPER principle)</li> <li>2. Physical education programme for disabled of :Elementary school, Middle school, High school.</li> <li>3. Class organization strategies: identifying the cause, embrace special needs and setting goals.</li> <li>4. Teaching aids and services, transportation of special need peoples and stress management.</li> <li>5. Managing individual programmes: specially designed instructions and modifications.</li> </ol>	CLO2
	<p><b>Learning Activities:</b> Peer Discussion, Brain-storming and Problem Solving.</p>	
III 10 Hours	<ol style="list-style-type: none"> <li>1. History of Paralympics.</li> <li>2. Paralympics events: list of IPC summer and winter sports.</li> <li>3. Aquatic activity programme for disabled</li> <li>4. Role of aquatic activity for disability management.</li> </ol>	CLO3

	<b>Learning Activities:</b> Peer Discussion, Brain-storming and Problem Solving.	
IV 10 Hours	<ol style="list-style-type: none"> <li>1. Importance of adapted programme in rehabilitation</li> <li>2. Psychological rehabilitation- adjustment, environmental and personality development.</li> <li>3. Provisions of special rights and privilege for disabled through legislations</li> <li>4. Social welfare and awareness programmes for disabled personalities.</li> <li>5. Behavioral and Social problems: Adjustment, Emotional, Social determination and Social Rejection Problems</li> </ol>	CLO4 & CLO5
	<b>Learning Activities:</b> Peer Discussion, Brain-storming and Problem Solving.	

**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue

**Suggested Readings:**

- Auxter, H. (2001). Adapted Physical Education and Reactions. Morbey- St: Louis Mirrauri.
- Auxter, D., & Pyfer, J. (1989). Principles and Methods of Adapted Physical Education and Recreation. Times Mirror Magazine.
- Clarke, H. H., & Clarke, D. H. (1978). Developmental and Adapted Physical Education.
- Kasser, Susan (2013). Inclusive Physical Activity (2<sup>nd</sup> Edition). Knowledge Warehouse Khel.
- Kumar, P., Singh, R. M., & Ratnakar, A. (2018). Role of physical education research activities and their impact in modern day life. Asian Journal of Multidimensional Research.
- Sahitya Kendra (2017). A Text Book of Adapted Physical Education & Sports.
- Sharma, S.R (2019). Adapted Physical Education, Friends Publication.
- Thind, M. N. (2010). Special Olympics Bharat Trainer Manuel. Special Olympics Bharat.
- Winnick, J., & Porretta, D. L. (2016). Adapted Physical Education and Sport (Ed. 15). Human Kinetics.

**Course Name: Sports Management and Curriculum Designs in Physical Education****Course Code: MPE 571****Total Hours: 45**

L	T	P	Cr
3	0	0	3

**Course Learning Outcomes:**

On completion of this course, students shall be able to:

- CLO: Comprehend the basic principles and importance of Sports management.
- CLO2: Analysis the guidelines for Purchase and Supplies of Equipment.
- CL03: Understand the ethical and legal aspects of sports and athletes.
- CLO4: Explain the concept and bases of curriculum development.
- CLO5: Examine the processes involved in the curriculum development process.
- CLO6: Differentiate different types of curriculums designing and its application
- CLO7: Develop skills to evaluate different types of curriculums.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 9 Hours	Management: meaning, definition, scope, principles and functions of management. Personnel management- meaning, principles and aspects of personal management. Roles of manager: interpersonal roles, informational roles, decisional roles, qualities of a manager. Handling / Dealing of students and parents. Facilities and equipment management: types of facilities, construction and management of sports infrastructures (indoor & outdoor), principles of purchase of equipment, stocktaking and storing equipment, care and maintenance, disposal of equipment	CLO1 & CLO2
	<b>Learning Activities:</b> Role and scope of management and role of manager in sports.	
II 15 ours	Types of tournaments: knock out or elimination, league or round robin, combination, consolation, challenge tournaments. Intramural competitions: meaning, objectives, conduct and importance of intramural tournament. Process of organizing sports events: notifications, invitations, selection of officials, monitoring, writing reports, maintaining records. Sport law and legal liability: meaning, concept, application of contract in sports and legal liability in physical education and sport. Reflection upon knowledge and prerequisite skills to organizing sports events.	CLO3
	<b>Learning Activities:</b> Equipment management and maintenance, sports law and legal liability.	

III 10 Hours	Concept and principles of curriculum, strategies of curriculum development, stages in the process of curriculum development. India's National Education Policy - 2020: Introduction and several major reforms in education through NEP. Opportunities and responsibilities in Sports and Physical Education after NEP. Role of	CLO4 & CLO5
	national level statutory bodies - UGC, NCTE and university in curriculum development. Choice based credit system and its implementation. Peer review of skills for curriculum development and education reforms in India.	
	<b>Learning Activities:</b> Concept and principles of curriculum and India's National Education Policy – 2020.	
IV 15 ours	Types of curriculum Designs- subject centered, learner centered, experience centered, problem centered and core curriculum, local specific curriculum. Designing curriculum: selection and organization of learning experiences; components of design, sources and dimensions of curriculum design. Models of curriculum evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model. Role of students, teachers and educational administrators in curriculum change and improvement. Tools and techniques of curriculum evaluation: observation, oral, interview, opinionnaire and focus group discussion, rating scale etc. Reflection upon facts and concepts of curriculum development.	CLO6 & CLO7
	<b>Learning Activities:</b> Types of Curriculum Designs and Role of students, teachers and educational administrators in curriculum change.	

**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue, and self-study.

**Suggested Readings:**

- 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.
- Bonnie, L. (1991). The Management of Sports. St. Louis: Mosby Publishing Company, Park House.
- Bucher A. Charles, (1993) Management of Physical Education and Sports (10th ed.,) St. Louis: Mobsy Publishing Company.
- Carl, E, Willgoose. (1982. Curriculum in Physical Education, London: Prentice Hall.
- Chakraborty & Samiran. (1998). Sports Management. New Delhi: Sports Publication.
- Charles, A, Bucher & March, L, Krotee. (1993). Management of Physical Education and Sports. St. Louis: Mosby Publishing Company.
- Chelladurai, P. (1999). Human Resources Management in Sports and Recreation. Human Kinetics.
- John, E, Nixon & Ann, E, Jewett. (1964). Physical Education Curriculum, New York: The Ronald Press Company.
- McKernan, James (2007) Curriculum and Imagination: Process, Theory, Pedagogy and Action Research, U.K. Routledge
- NCERT (2000). National Curriculum Framework for School Education, New Delhi: NCERT.

- NCERT (2000). National Curriculum Framework for School Education, New Delhi: NCERT.
- NCERT (2005). National Curriculum Framework-2005, New Delhi: NCERT.
- Williams, J.F. (2003). Principles of Physical Education. Meerut: College Book House.
- Rao, V. K. (2015). Principles of curriculum. New Delhi: APH publishing Corporation.
- Tala, M. (2012). Curriculum development: Perspectives, principles, and issues. Pearson
- Veer, U. (2014). Modern teaching and curriculum management. New Delhi: Anmol

**Course Code: MPE 509**

**Course Title: Sports Technology**

**Total Hours: 45**

L	T	P	Cr
3	0	0	3

### Learning Outcomes

On the completion of the course the students shall be able to;

- CLO1: Comprehend about the sports technologies and their aspects in Physical Education.
- CLO2: Summarize the Mechanics of engineering materials and concepts.
- CLO3: Aware about Sports Infrastructure and Maintenance.
- CLO4: Develop Basics Understanding of theoretical analysis of cost and price.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	<b>Sports Technology</b> <ol style="list-style-type: none"> <li>1. Meaning, definition, purpose, advantages and applications of Sports Technology</li> <li>2. General Principles and purpose of instrumentation in sports</li> <li>3. Workflow of instrumentation and business aspects</li> <li>4. Technological impacts on sports. Peer discussion on sports technology and its impact on sports.</li> </ol>	CLO1
	<b>Learning Activities:</b> Peer Discussion, Brain-storming and Problem Solving.	
II 15 Hours	<b>Science of Sports Materials</b> <ol style="list-style-type: none"> <li>1. Adhesives- Nano glue, Nano-moulding technology, Nano turf.</li> <li>2. Foot wear production, Factors and application in sports, constraints.</li> <li>3. Foams- Polyurethane, Polystyrene, Styrofoam, closed-cell and open-cell foams, Neoprene, Foam.</li> <li>4. Smart Materials – Shape Memory Alloy (SMA), Thermo chromic film, High-density modelling foam. Peer design with smart materials in sports</li> </ol>	CLO2
	<b>Learning Activities:</b> Peer Discussion, Brain-storming and Problem Solving.	

III 10 Hours	<b>Surfaces of Playfields</b> <ol style="list-style-type: none"> <li>1. Modern surfaces for playfields, construction and installation of sports surfaces.</li> <li>2. Types of materials – synthetic, wood, polyurethane.</li> <li>3. Artificial turf and Modern technology in the construction of indoor and outdoor facilities. Technology in manufacture of modern play equipments.</li> <li>4. Use of computer and software in Match Analysis and Coaching. Reflexion of various sports surface, technology and computer in sports.</li> </ol>	CLO3
	<b>Learning Activities:</b> Peer Discussion, Brain-storming and Problem Solving.	
IV 10 Hours	<b>Modern Equipment</b> <ol style="list-style-type: none"> <li>1. Playing Equipments: Balls: Types, Materials and Advantages</li> <li>2. Bat/Stick/ Racquets: Types, Materials and Advantages</li> <li>3. Clothing and shoes: Types, Materials and Advantages.</li> <li>4. Measuring equipments: Throwing and Jumping Events.</li> <li>5. Protective equipments: Types, Materials and Advantages. Sports equipment with nano technology, Advantages. Reflexion of materials and advantages in playing with productive equipment in sports and games.</li> </ol>	CLO4
	<b>Learning Activities:</b> Brain-storming and Problem Solving.	

**Practical:**

- Students should be encouraged to design and manufacture improvised sports testing equipments in the laboratory/workshop and visit sports technology factory/sports goods manufacturers.

**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue

**Suggested Readings:**

- Charles J.A. Crane, F.A.A. & Furness, J.A.G. (1987). Selection of Engineering Materials. UK: Butterworth Heiremann.
- Finn, R.A. & Trojan, P.K. (1999). Engineering Materials and their Applications. UK: Jaico Publisher.
- John Mongilo. (2001). Nano Technology 101. New York: Green wood publishing group.
- Walia, J.S. (1999). Principles and Methods of Education. (Paul Publishers, Jullandhar.
- Kochar, S.K. (1982). Methods and Techniques of Teaching. (New Delhi, Jullandhar, Sterling Publishers Pvt. Ltd.).

**Course Code: MPE 556**

**Course Title: Sports Journalism and Mass Media**

**Total Hours: 45**

L	T	P	Cr
3	0	0	3

**Course Learning Outcomes:**

On completion of this course, students shall be able to:

- CLO1: Meaning, Definition and historical background of sports journalism.
- CLO2: Peer discussion of contemporary sport journalism its impact
- CLO3: Organizing sports news desk and responsibility of sports journalist
- CLO4: Pre and post sports event press meet modalities and news transmission
- CLO5: Review writing about various higher order sports events
- CLO6: Qualities/ reflexion on various skills in sports journalism
- CLO7: Advertisement role in sports journalism and its impact
- CLO8: Carrier and opportunities in sports journalism

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	Sports Journalism: Meaning, Definition and Historical Background. National and International Sports News Agencies	CLO1
	Mode of Sport Journalism: Print, Electronic and Informal Media. Peer discussion of historical and contemporary Sport Journalism aspects.	CLO2
	<b>Learning Activities:</b> Historical background and current mode of sports journalism.	
II 15 ours	News: Definition, basic news elements, organization of sports news desk, Pitfalls in use of language, Proof Reading, Qualities and responsibilities of sports news reporters.	CLO3
	Organization of Pre & Post Sports Event Press Meet. Coverage: Covering Local / National/ International sports competitions and writing of press release. Reflection upon setup and modalities of news transmission.	CLO4
	<b>Learning Activities:</b> Organizing Various level of competition and its management process with transmission.	
III 10 Hours	Review Writing: Brief review of Olympic Games, Asian Games, Common Wealth Games World Cup, National Games and Indian	CLO5

	Traditional Games. Writing Sports Features: Types of sports features, sports personalities and their thumb nail sketches, Writing Sports Editorials, Blogs & Column.	
	Art of Commentating and interviewing: Commentating sports for radio and television channels and Interview with and elite Players and Coaches. Reflection upon various skills of sports journalism.	CLO6
	<b>Learning Activities:</b> Review of various competition and commentating and other skill in journalism (Olympics, Asian, Common wealth, world cup, national and other traditional games)	
IV 10 Hours	Mass media in in journalism- radio and tv, sports expert's comment, role of advertisement in sports journalism. Career in sports photography: equipment's, editing and publishing.	CLO7
	Amateurism v/s professionalism: invasion of private life, emphasis on winning, sports. Peer discussion on ethics of sports journalism and Career opportunities in sports journalism.	CLO8
	<b>Learning Activities:</b> Role of Advertisement and Career opportunities in sports journalism	

**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue

**Suggested Reading:**

- Dhananjay Joshi (2010). Value Education in Global Perspective. Lotus Press.
- Kathryn T. Stofer., & James R. Schaffer (2019). Sports Journalism: An Introduction to Reporting And Writing. Rowman & Little field Publishers.
- Koak, S & Sharma, R. (2015). Media and Career in Phy Edu. Friends Publications.
- Lal, R. (2013). Sports Journalism. Friends Publications.
- Malik, (2010). Sports Journalism and Mass Media. Friends Publications.
- Phil Andrews (2013). Sports Journalism (Ed. 2). SAGE Publications Ltd.



## Field Practical

**Course Code: MPE 520**

**Course Title: Practical –I :Swimming/ Gymnastics and Light Apparatus Activities**

**Total Hours: 60**

L	T	P	Cr
0	0	4	2

**Learning outcomes:**

After completion of the course students will be able to

- CLO1: Explain aim, objective, and principles of Swimming & Gymnastics.
- CLO2: Recognize the importance of applied kinesiology and Sports Biomechanics in Swimming & Gymnastics.
- CLO3: Analyse the action of the muscles involves in Swimming and Gymnastics.
- CLO4: To enable the students for acquiring relevant skills in Swimming and Gymnastics
- CLO5: Unable to demonstrate various form of Callisthenic and light apparatus exercises.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	1. Introduction of Swimming & Historical Development with special reference to India. <ol style="list-style-type: none"> <li>I. Fundamental Skills</li> <li>II. Entry in to the pool.</li> <li>III. Developing water balance and confidence.</li> <li>IV. Water fear removing drills.               <ol style="list-style-type: none"> <li>a. Floating Mushroom &amp; Jelly fish, tuck float etc.</li> <li>b. Gliding with and without kick board.</li> </ol> </li> </ol>	CLO1
II 15 Hours	<ol style="list-style-type: none"> <li>I. Teaching of competitive swimming strokes (any two)</li> <li>II. Body Position, Leg Kick, Arm Pull, Breathing and Co-ordination.</li> <li>III. Starts and turns of concerned strokes.</li> <li>IV. Health and hygiene rules.</li> <li>V. Safety Rules</li> <li>VI. Pool Specification</li> </ol>	CLO2 CLO3
III 15 Hours	<p><b>(Men Section)</b></p> <ol style="list-style-type: none"> <li>1. Developmental Exercises common for Men and Women           <ol style="list-style-type: none"> <li>I. Exercises on wall bars, exercises on heavy beam, rope climbing, exercises with medicine ball.</li> <li>II. Pyramid formations and stunts.</li> <li>III. Floor Exercises</li> <li>IV. Forward roll, backward roll, sideward roll, cart wheel, hand stand and forwardroll, backward roll to hand stand.</li> </ol> </li> </ol> <p><b>(Women Section)</b></p> <p>Floor Exercise</p> <ol style="list-style-type: none"> <li>I. Rolls-forward and backward, hand stand and roll forward,</li> </ol>	CLO3 CLO4

	<p>cartwheel and catleap.</p> <p>II. Uneven Bars</p> <p>2. Long higher bar to squat forward to rear support, swan, one leg squat rise to scale and under wing dismount.</p>	
<p>IV 15 Hours</p>	<p><b>Callisthenic exercises</b></p> <p>I. Basic movements</p> <p>II. Commands</p> <p>III. Free Hand Exercises</p> <p>IV. Free hand exercises with different formation.</p> <p><b>Light Apparatus ( Traditional)</b></p> <p>I. Balloon and Hoops Exercise</p> <p>II. Dumbbell Exercise</p> <p>III. Lezium Exercise</p> <p>IV. Wands Exercise (any three)</p> <p>a) Four count, eight count and sixteen count exercises</p> <p>b) combination exercises with or without music</p> <p>c) Lezium – Char thoke, Aaththoke, PeechePaon, AagePaon, Baithak and</p> <p>d) Phirki</p> <p><b>Light Apparatus ( Modern)</b></p> <p>I. Pom – Pom Exercise</p> <p>II. Ball Exercise</p> <p>III. Umbrella Exercise (Any three of the above)</p> <p>a) Four count, eight count and sixteen count exercises</p> <p>b) combination exercises with or without music.</p> <p><b>Marching</b></p> <p><b>Commands:</b> Attention, Stand at Ease, Mark time march, Quick march, Eye’s right and front and halt, Turning, Formation, Commander, Flag bearer</p>	<p>CLO5</p>

## **Suggested Readings:**

- AnejaOmPrakash.(2010).SwimmingSkills&Rules.KhelSahityaKendra,NewDelhi.
- Jain,D.(2003).SwimmingSkill&Rules.KhelSahityaKendra,NewDelhi,2003.
- DickHannula.(2003).CoachingSwimmingSuccessfully.(Secondedition)FriendsPublication,(India).
- Kanika,K.(2005)SwimmingCoachingManual,SportsPublication,NewDelhi.
- Kelvin Juba,(2001).Swimming for fitness.
- Chakraborty,S.(2006).ActivitiesforchildrenteachinggymnasticsPyramids.SportsPublication.
- Carle,D.T.(1963).Handbookofprogressivegymnastics.EnglewoodCliffs:N.J.PrinticeHall.
- Drury,B.J.,&Schmid,A.B.(1970).Gymnasticsforwomen.California:NationalBook.
- Lokon,N.C.,&Wiliougby,R.J.(1954).Complete book of gymnastics.
- Matt Schifferle (2020). Callisthenic for beginners : step by step workouts to build strength at any fitness level. Rockridge Press Publishers.

### **Criteria of Continuous Assessment (Total Marks: 50)**

- Attainment of Specific Fitness -10 marks
- Execution of Technique: 15Marks
- Demonstration of Skill :15 Marks
- Marking and Measurements -10 marks

### **Criteria of Term End Assessment (Total Marks: 50)**

- Demonstration of Skills and Techniques: 20 Marks
- Coaching and Officiating: 10 Marks
- Preparing Record of Practical: 10 Marks
- Viva Voce: 10 Marks

**Course Code: MPE 516**

**Course Title: Practical-II (Basketball, Cricket, Football, Hockey, Volleyball )**

**Total Hours: 60**

L	T	P	Cr
0	0	4	2

**Learning outcomes:**

After completion of the course students will be able to

- CLO1: Explain the rules & regulations of the game.
- CLO2: Recognize the importance of applied kinesiology and Sports Biomechanics in various games.
- CLO3: To develop mastery on training sessions
- CLO4: To develop skill proficiency
- CLO5: Actively participate in coaching aspects.
- CLO6: To develop proficiency in Officiating & Conducting of the game.
- CLO7: To develop critical understanding of application of strategies, tactics during teaching, coaching, competitions.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	1. History of Games, Structure and functions of National & International controlling Bodies of particular game. 2. Fundamental skills and drills. Lead up Games.	CLO1 & CLO2
II 15 Hours	1. Practical application of different Defensive and Offensive Techniques, Tactics patterns applicable to game. 2. Tactical Training-patterns applicable to game.	CLO3 & CLO4
III 15 Hours	1. Philosophy of Coaching. 2. Coaching Schedule. 3. Coaching Campus.	CLO5 & CLO6
IV 15 Hours	1. General and Specific warming – up routines. Specially preparing, basis and supplementary exercise. 2. Training means for development of different components of physical and motor fitness – Strength, Speed, Endurance, Flexibility coordinative abilities. 3. Psychology preparation of Sportsman/players. 4. Tests, Measurements and Evaluation. <ul style="list-style-type: none"><li>• Skills Tests.</li><li>• Test for different fitness components.</li></ul>	CLO6 & CLO7

**Suggested Readings:**

- Allen Wade. (1967). Guide to Training and Coaching.
- Arpad, C. (1972). Soccer: Technique, Tactics, Coaching. Corvina Press.
- Baha M. H and James D. L (1994). Team Handball: Skills, Strategies and Training. EddieBowers Publishing Company.
- Bernath E. Phillips (2013). Fundamental Handball. Literary Licensing publisher.
- Bill Beswick. (2010). Focused for Soccer. 2nd Edition Human Kinetics.
- Bobby Moffat. (1985). The Basic Soccer Guide. Collier Books.
- E. Prasad Rao (2002). Kabaddi the complete hand book. Jagadamba Publications, Vizianagaram.
- Muniraju, S. (2015). A Text Book on Kabaddi: Kabaddi, Skills Techniques and Strategies. LapLambert Academic Publishing.
- Reita Clanton & Mary P. D. (1996). Team Handball: Steps to Success: Steps to Success Sports.Human Kinetics Publishers.
- Sanjay Khalatkar. (2016). Kho-Kho Paperback. NachiketPrakashan; First Edition, 2016.
- Siddharth (2016). Kabaddi Introduction, Rules, Information, History &Competitions. Sportycious. Retrieved 28 January 2020.
- Thomas Reilly & Mark Williams. (2003). Science and Soccer. Routledge London.
- Yogesh Yadav. (1969). Kho-Kho. Maharashtra Kho-Kho Association.

**Criteria of Continuous Assessment (Total Marks: 50)**

- Attainment of Specific Fitness -10 marks
- Execution of Technique: 15Marks
- Demonstration of Skill :15 Marks
- Marking and Measurements -10 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Demonstration of Skills and Techniques: 20 Marks
- Coaching and Officiating: 10 Marks
- Preparing Record of Practicals: 10 Marks
- Viva Voce: 10 Marks

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
0	0	2	1

**Course code: MPE 561**

**Course Title: Practical III: Aerobics, Zumba, Yoga, Indigenous Activities and Camping**

**Total Hours: 30**

**Learning outcomes:**

After completion of the course students will be able to

CLO1: Explain aim, objectives & principles of Aerobics, Zumba, Yoga, Indigenous Activities and Camping.

CLO2: Practice Aerobics, Zumba & Yoga

CLO3: To develop proficiency in Aerobics & Yoga, Indigenous Activities and Camping.

CLO4: Classify the different types of motion and force and its application.

CLO5: Manage Stress and Develop Resilience through Meditation

CLO6: Elaborate the concept of camping and its management.

<b>Units/Hours</b>	<b>Contents</b>	<b>Mapping with Course Learning Outcome</b>
I 8 Hours	<ol style="list-style-type: none"> <li>1. Rhythmic Aerobics and Zumba – Music and Beat Counts, over the top,</li> <li>2. Low Impact Aerobics and Zumba: Marching Basics (leg curl, toe touch, heel touch, in and out, side touch), Steps - single step touch, 'V' shape, 'A' shape, 'L' shape, 'Z', shape, 'Square' shape, double side to side step touch, grapevine, Dance (Mambo-Chacha, Twisting)</li> <li>3. High Impact Aerobics and Zumba: Step foot placement and Basics (toe touch &amp; heel touch on step), 'V' shape, 'A' shape, 'L' shape, double side to side step touch, grapevine, Turning on step, Dance (Mambo-Chacha, Twisting)</li> <li>4. Development and implementation of Aerobic and Zumba training protocols to optimize health and sports performance.</li> <li>5. Prescription and execution of Aerobic and Zumba training protocols for health and fitness of community.</li> </ol>	CLO1, CLO2 & CLO3
II 8 Hours	<ol style="list-style-type: none"> <li>1. Shatkarma – Meaning, Types (Dhauti, Basti, Neti, Tratak &amp; Kapalbhati) techniques, Precautions and Benefits.</li> <li>2. Surya Namaskar: Technique and benefits.</li> <li>3. Asanas - Types, Techniques, sequencing, and benefits.</li> <li>4. Pranayama- Types, Techniques and benefits.</li> <li>5. Meditation: Meaning, techniques and benefits of meditation.</li> <li>6. Development and implementation of Yoga training protocols to optimize health and sports performance.</li> <li>7. Prescription and execution of Yoga training protocols for health and fitness of community.</li> </ol>	CLO4 & CLO5
III 7 Hours	Meaning and importance of Indigenous Activities. Types of Indigenous Activities. Indigenous Activities for various age group people. Moral and ethical values of Indigenous Activities.	CLO1, CLO2 & CLO3

IV 7 Hours	Camping and leadership, aim, objectives and importance of Camping. Organization, Selection, types of Camp and layout of camp site. Learning basic of Camping, basic skill/outdoor skill, Hiking and Trekking, Night Walk, River crossing. Compass learning /Orienteering/Cooking / Fire Management/Rope Management	CLO1, CLO2 CLO3 & CLO6
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### **Suggested Readings:**

- Kenneth H. Cooper. (1970). The new aerobics. Bantam Books.
- Anatharaman, T.N., (1996). Ancient Yoga and Modern Science. Project of History of Indian Sciences Philosophy & Culture.
- Bhardwaj & Yogeshwar. (2004). Textbook of Yoga. Publisher: Penguin, India.
- Jha & Gangadhar. (1894). Yoga Sara Samgraha. Bombay Theosophical Fund, Tatva Vivechaka Press, Bombay.
- Kumar & Kamakhya. (2008). Super Science of Yoga. Standard Publications.
- Sturgess & Stephen. (1996). The Yoga Book. Watkins Publications, London, University of Michigan, Lonavala.
- Bright Charles K. & Herold C. Meyer. (1953). Recreational test and readings; Eaglewood cliff. New Jersey Prentice Hall.
- Ness wed, M.H. & New Meyer E.S. Leisure and Recreation, New York: Ronald Press.
- (1958). Recreation areas: Their Design and equipment's. New York: Ronal Press.
- Kran, R.G. Recreation and the schools. New York: Mac Melon Company.
- Shivers J.S., (1964). Principles and practices of Recreational services. London: Mac Melon Company.
- Butler George (1976). Introduction to Community recreation. Mc Gram Hill Book Company. Kelly, J. R (1982). Leisure Prentice. Hall Inc. Englwood Cliffs N.J.

### **Criteria of Continuous Assessment (Total Marks: 50)**

- Attainment of Specific Fitness -10marks
- Execution of Technique: 20Marks
- Demonstration of Skill :20 Marks

### **Criteria of Term End Assessment (Total Marks: 50)**

- Demonstration of Skills and Techniques: 20Marks
- Coaching and Officiating: 10 Marks
- Preparing Record of Practicals: 10Marks
- Viva Voce: 10Marks

**Course Code: MPE 607**

**Course Title: Sports Practice and Intramural Activities**

**Total Hours: 90**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
0	0	6	3

**Learning outcomes:**

After completion of the course students will be able to

CLO1: To enable the students for acquiring relevant skills in various Sports & Games.

CLO2: To develop good judgment and fair play in competitions.

CLO3: To enhance teamwork, and leadership skills.

CLO4: To enhance a social interaction through play within a diverse student body.

**Content**

The students of M.P.Ed. will engage in sports practice and participate in the intramural competition to nurture healthy competition, good judgment and fair play, team work, and leadership skills. Participation in regular sports practice will enhance students skill proficiency and sports performance. The intramural competition allows students to participate in sports and physical activities without regard for high performance skill or ability and enhance social interaction through play within a diverse student body and reduce student conflict by encouraging students to manage the emotions appropriately. It will promote a life style of healthy habits through recreation and leisure activity involvement.

**Criteria of Continuous Assessment**

Preparation of Playing Area, Quality of Conducting Sports Competition and Officiating and Assessment will be done on the basis of satisfactory or Unsatisfactory performance .



<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
0	0	4	2

**Course Code: MPE 608**

**Course Title: Community Sports Development**

**Total Hours- 60**

**Learning outcomes:**

After completion of the course, students will be able to

CLO1: To aid in the holistic development of children and youth from marginalized backgrounds through a specially-designed sport-based curriculum.

CLO2: To develop young people's potential, both physical and mental.

CLO3: To foster and promote team sports and self-belief amongst young people of nearby village to help them to maximize their potential, self-belief and aspiration.

CLO4: To foster self-discipline and control by building team skills and promoting a healthy life-style.

**Content**

To nurture the sports among children of nearby villages, the students of MPED programme will give them training in evening session as per their own sports specialization. This training will be provided under the supervision of teachers and coaches. For the selection of children from community for this special drive, applications will be demanded by the department. On the basis of availability of sports facilities, a specific number of children intake and number of sports will be decided by the department every semester, so that maximum numbers of community children could get best training in specific sports.

Criteria of Continues Assessment: Assessment will be done on the basis of satisfactory or Unsatisfactory performance given at the time of training session for community children.

**Criteria of Continuous Assessment**

Assessment will be done on the basis of satisfactory or Unsatisfactory performance given at the time of training session for community children.

## Semester II

**Course Name: Statistics in Physical Education**

**Course Code: MPE 521**

**Total Hours: 45**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
3	0	0	3

### Course Learning Outcomes:

On completion of this course, students shall be able to:

On the completion of the course the students shall be able to;

- CLO1: Comprehend the importance of statistics in the field of physical education
- CLO2: Summarize the graphical representation of data.
- CLO3: Differentiate between the application of parametric and non-parametric test
- CLO4: Develop understanding about normal curve and divergence from normality.
- CLO5: Analyse the different statistical techniques to different problems.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 8 Hours	1. Meaning of Statistics and Importance of Statistics in Physical Education. Meaning of Discrete & Continuous Variables. 2. Type of statistical process – descriptive, inferential, comparative, relationship and predictive. 3. Application of Measures of Central tendency- Mean, Median and Mode. 4. Parametric and Non-parametric statistics. 5. Four Levels of Measurement, Need and importance of statistics in physical education and sports. <i>*Brain Storming and Problem Solving.</i>	CLO1 & CLO3
II 12 Hours	1. Application of Measures of Variability- Range, Quartile deviation, Mean deviation, Standard deviation and absolute & relative variability. 2. Meaning and Properties of Normal Curve and relationship of normal curve to binomial distribution. 3. Divergence from normality – Skewness and kurtosis. 4. Testing of Normality of Data. 5. Developing norms in the form of grading, Percentile Scale, T-Scale, Scales based on difficulty ratings. <i>*Brain Storming and Problem Solving.</i>	CLO2 & CLO4
III 10 Hours	1. Partial correlation coefficients of first and second order, multiple correlation coefficients involving three variables. 2. Sampling Distribution of Means, Standard Error of Mean, Interval estimates and Point estimates; Coefficients interval for mean. 3. Testing of Hypothesis: Region of Acceptance & Region of Rejection null & alternative Hypotheses: 4. Level of Significance, type I & Type II errors, one tailed & two tailed Tests, degrees of freedom 5. Procedure in testing of hypothesis. <i>*Brain Storming and Problem Solving.</i>	CLO5

IV 15 Hours	<ol style="list-style-type: none"> <li>1. Large Sample test (z-test) for means for one sample and two samples.</li> <li>2. Small sample test (t-test) for means for one sample and two samples – dependent and independent samples</li> <li>3. ANOVA and ANCOVA and their interpretation of results.</li> <li>4. Chi- Square Test for goodness of fit and testing independence of attributes with interpretation of results.</li> <li>5. Mann Whitney U test – Assumptions and interpretation of results. One way Analysis of Variance, Post- hoc Tests – LSD &amp; Scheffe with interpretation of results.</li> </ol> <p style="text-align: center;"><i>*Brain Storming and Problem Solving.</i></p>	CLO5
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**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue and self-study.

**Suggested Readings:**

- Agresti, A. (2007). An introduction to categorical data analysis, 2nd ed. Hoboken, NJ: John Wiley & Sons, Inc.
- Bhisham C. Gupta and H. Fred Walker (2005). Applied Statistics for the Six Sigma Green Belt. ASQ Press Publisher.
- Corder, G. W. and Foreman, D. I. (2014). Nonparametric statistics: A step-by-step approach. Hoboken, NJ: John Wiley & Sons, Inc. Publisher.
- Dhinu, M. R. (2021). Applied Statistics in Physical Education & Sports. Friends Publications.
- S. Ajai Gaur (2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Response Publisher.
- Verma J.P. (2019). Statistics and Research Methods in Psychology with Excel. Springer Publisher.
- Verma J.P. (201). Data Analysis in Management with SPSS Software. Springer Publisher.

**Course Name: Measurement and Evaluation in Physical Education****Course Code: MPE 523****Total Hours: 45**

L	T	P	Cr
3	0	0	3

**Course Learning Outcomes:**

On completion of this course, students shall be able to:

- CLO1: Explain the meaning and principles of measurement and evaluation.
- CLO2: Understand the basic concepts and practices adopted in evaluation.
- CLO3: Analyse the various steps of test construction.
- CLO4: Reflect on the Concepts and Assessment of Physical Fitness.
- CLO5: Explain various skill tests in Physical education.
- CLO6: Understand Anthropometric and Aerobic-Anaerobic Tests.
- .

Units/Hours	Contents	Mapping v Course Learn Outcom
I 10 Hours	Meaning of Test, Need of Measurement and Evaluation in sports. Principles of Measurement and Evaluation. Domains of Human Performance - cognitive, affective and psychomotor. Meaning and establishing Validity, Reliability and Objectivity. Norm referenced and Criterion-referenced standards, Reflexion upon test measurement and evaluation utilization.	CLO1 & C
	<b>Learning Activities:</b> Principles of test measurement to human performance and evaluation.	
II 10 Hours	Criteria of test selection. Factors Affecting Scientific Authenticity. Procedure to Establish Scientific Authenticity. Guidelines for constructing knowledge test. Steps for construction of skill test / specific fitness test. Reflexion of understanding test and criteria construction.	CLO3
	<b>Learning Activities:</b> Criteria for Selection of test in scientific authenticity and establish testing procedure	
III 15 Hours	<p>Concepts and Assessment of Physical Fitness:</p> <ol style="list-style-type: none"> <li>AAHPERD Health Related Fitness Test and Tuttle Pulse ratio test.</li> <li>Roger's PFI</li> </ol> <p>Motor Fitness:</p> <ol style="list-style-type: none"> <li>Indiana Motor Fitness Test</li> <li>Oregon Motor Fitness Test.</li> <li>JCR Test</li> </ol> <p>Motor Ability:</p> <ol style="list-style-type: none"> <li>McCloy's General Motor Ability Test.</li> <li>Barrow Motor Ability Test.</li> </ol> <p>Motor Educability:</p> <ol style="list-style-type: none"> <li>Methany Johnson Test.</li> <li>Larson Test.</li> </ol> <p>Skill Test:</p> <ol style="list-style-type: none"> <li>Badminton: French Short Serve and Clear Test.</li> <li>Basketball: AAHPERD Basketball Test.</li> <li>Hockey: Henry Fridel Hockey Skill Test.</li> </ol>	CLO4 & C

	<p>d. Soccer: Warner Test for Soccer Skills.  e. Tennis: Miller Wall Valley Test.  f. Volleyball: Russell and Longe Test.  g. Harban's Hockey test  h. Brady Volleyball test</p> <p>Reflexion of motor qualities and major games skill test assessment.</p> <p><b>Learning Activities:</b> Various Physical fitness assessment for health quality, and skill test for performance analysis.</p>	
<p>IV 10 Hours</p>	<p>Basic concept of Anthropometric Measurements</p> <p>a. Height &amp; Weight : standing &amp; sitting height and body weight  b. Girth Measurement: upper arm, forearm, calf and chest.</p> <p>Assessment of Body Composition.</p> <p>b. Skin Fold Calliper  c. Bioelectrical impedance  d. Hydrostatic weighing  e. BMI and Waist Hip Ratio  f. Ponderal index  g. IOWA posture test</p> <p>Reflexion about understanding various body composition assessment and evaluations.</p> <p><b>Learning Activities:</b> Anthropometric assessment and body composition analysis for health quality check.</p>	<p>CLO6</p>

**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue

**Suggested Readings:**

- Alan C. Lacy & Skip M. Williams. (2018). Measurement and Evaluation in Physical Education and Exercise Science (Ed. 8). Routledge.
- American College of Sports Medicine. (2013). ACSM's Health-Related Physical Fitness Assessment Manual. Lippincott Williams & Wilkins.
- American College of Sports Medicine (2017). ACSM's Health-Related Physical Fitness Assessment Manual. Lippincott Williams & Wilkins.
- Karad, P.L. (2017). Test, Measurement and Evaluation in Physical Education. Khel Sahitya Kendra.
- Lacy, A. C., & Williams, S. M. (2018). Measurement and Evaluation in Physical Education and Exercise Science. Routledge.
- Miller, D. (2019). Measurement by the Physical Educator Why and How (8<sup>th</sup> Edition). McGraw-Hill Higher Education.
- Yobu, A. (2010). Test, Measurement and Evaluation in Physical Education in Physical Education and Sports. Friends Publications.

**Course Name: Science of Sports Training**

**Course Code: MPE 551**

**Total Hours: 45**

L	T	P	Cr
3	0	0	3

**Course Learning Outcomes:**

On completion of this course, students shall be able to:

- CLO1: Understand the need and importance Sports Training based on the Scientific Principle.
- CLO2: Summarize the mastery on training sessions.
- CLO3: Demonstrate latest training strategies during training session.
- CLO4: Understand about the psychological factor affect sports performance.
- CLO5: Explain different means and methods of various training.
- CLO6: Understand Technical and tactical preparation.
- CLO7: Comprehend the concept of training and planning.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Ours	Meaning and definition of sports training. Aim and characteristics of sports training. Principles of Sports training specificity, overload, and reversibility. Massed and distributed practice.	CLO1
	<b>Learning Activities:</b> Aim, objective, understanding and need of sports training in physical education.	
II 15 Ours	Loading – definition, internal and external load. Components of load - Intensity of loading, density of loading, duration, and extent of loading. Load and adaptation, super compensation. Progressive and fluctuation method of load. Overload – Symptoms, causes and remedies. Means of recovery diet, sleep, rest, physical therapy, climate therapy. Training Vs straining factors reducing performance. Speed barrier.	CLO2 & CLO3
	<b>Learning Activities:</b> Various types of training, theories and its implication in sports (speed, endurance, strength training).	
III 10 Ours	Development of Fitness Components – Strength, Speed, Endurance, Flexibility and Coordinative Abilities- Meaning, Types, Methods for Improving  Definitions, importance. Classification and determining factors of Speed, Maximum Strength, Explosive Strength, Strength Endurance, Speed Endurance, Basic Endurance, Flexibility and Coordinative abilities. Fitness and training, Basic types of training-resistance training, circuit training, interval training, fartlek training, pressure training, Plyometrics and high-altitude training. Means and methods of developing the above variable. Definitions of techniques and tactics, aims of technical training, classification of technique. Training tactics, Principles of tactical preparation.	CLO5 & CLO6

	<b>Learning Activities:</b> Mobility and its influence in sports, periodization its types, methods of frame training schedule.	
IV 10 Ours	Principles of planning. Types of training plans (Macro, Meso, Micro cycles). Periodization (Single, Double, Multiple and Triple). Training session – structure, Competition, training, and competition. Principles of competition frequency, competition preparation. Talent Identification and Development	CLO2, CL04 & CLO7
	<b>Learning Activities:</b> Process and principles of Load implement (intensity and density) in training schedule.	

**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue and self-study.

**Suggested Reading:**

- Bompa, T. O., & Buzzichelli, C. (2018). Periodization-: Theory and Methodology of Training. Human kinetics.
- Bompa, T., Bompa, T. O., & Carrera, M. (2005). Periodization Training for Sports(Ed. 2). Human Kinetics.
- Jesudoss,S. J. (2015). Principles of Sports Training. Friends Publications.
- Kurz, T. (2001). Science of Sports Training: How to Plan and Control Training for Peak Performance. Stadion.
- Loehr, J. E. (1995). PDF The New Toughness Training for Sports: Mental Emotional Physical Conditioning From One of the Worlds Premier Sports Psychologists Online Book.
- OBE, F. W. D. (2014). Sports Training Principles: An Introduction to Sports Science. Bloomsbury Publishing.
- Singh, H. (1984). Sports Training: General Theory & Methods. Netaji Subhas. Nat. Inst. of Sports.
- Viru, A. (2017). Adaptation in Sports Training. Routledge.

**Course Code: MPE 559**

**Course Title: Theory Teaching Proficiency in physical Education**

**Total Hours- 30**

L	T	P	Cr
0	0	2	1

**Learning outcomes:**

After completion of the course, students will be able to

CLO1: To develop proficiency in taking teaching lesson of game & sports.

CLO2: Students will learn how to discuss about theory of sports and various skills of games with biomechanical principles.

CLO3: Students shall be provided sufficient training in selected discipline.

CLO4: To develop proficiency in taking theory lesson.

**Content**

The students of MPED II Semester need to develop proficiency in taking teaching lesson of Theory. Students will learn how to develop the competency in taking lesson plan and delivering content in class. In view of this, the students shall be provided sufficient teaching exposure. The duration of the lesson shall be 45 minutes. Each student will take minimum 05 lessons and lesson will be supervised by concern faculty member.

**Criteria of Continuous Assessment (Total Marks: 50)**

- Five Theory Lesson - 50 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Final Theory Lesson - 50 Marks



L	T	P	Cr
0	0	2	1

**Course Code: MPE 531**

**Course Title: Practicum -2 : Statistics, Measurement and Evaluation in Physical Education**

**Total Hours: 30**

**Course Learning Outcomes:**

On the completion of the course the students shall be able to;

- CLO1: Explain the application of various statistical techniques
- CLO2: Develop insight in application of data analysis software
- CLO3: Learn interpretation of output of data analysis software
- CLO4: Learn different methods for testing cardio respiratory test and various methods of Anthropometric Measurement.
- CLO5: Develop insight in various methods of somatotyping
- CLO6: Develop insight for graphical presentation of data

**PRACTICALS**

1. Calculation of partial correlation and multiple correlation with SPSS.
2. Calculation of Z- ratio for testing the hypothesis with SPSS.
3. Calculation of t- ratio for related and unrelated groups with SPSS.
4. Preparing the Percentile Scale with SPSS.
5. Calculation of Chi-Square with SPSS.
6. Calculation of the One Way ANOVA and ANCOVA with equal & unequal sample sizes with SPSS.
7. Assessment of endurance through-twelve minutes run/walk test; six hundred yards runwalk test; Harvard step test.
8. Assessment of resting physiological parameters- Heart rate, respiratory rate and Anthropometric measurement
9. Conduct Basketball (Johnson basketball ability test), Volleyball (Braddy volleyball test and Russel& lounge volleyball test), Hockey (French hockey test, Friedal hockey test), Football (mc Donald soccer test & Johnson soccer skill test) and Badminton (Lockhart &McPhearson badminton skill).
10. Reflexion of conducting body composition and games skill test.
- 11.

**Criteria of Continuous Assessment (Total Marks: 50)**

- Practical Record :10 Marks
- Administration of tool/instrument and interpretation of result-20 marks
- Conducting experiments -20 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Conduct of one experiment/ Administration of tool/instrument and Analysis of its result: 30 Marks
- Preparing Record of all Practicals: 10 Marks
- Viva Voce: 10 Marks

## Discipline Elective

**Course Name: Yogic Sciences**

**Course Code: MPE 552**

**Total Hours: 45**

L	T	P	Cr
3	0	0	3

### Course Learning Outcomes:

On completion of this course, students shall be able to:

- CLO1: Aim and objective with historical background of Yoga
- CLO2: Practical implementation of yoga practice to modern society
- CLO3: Comprehend the different schools of Yoga.
- CLO4: Understand the techniques and benefits of different types of shatkarama.
- CLO6: Analyse the types, process, benefits and techniques of pranayama.
- CLO7: Able to do psychological preparation of athletes via Meditation.
- CLO8: Understand the management of common health problems via yoga practices

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	Meaning, Definitions & Historical background of Yoga, Aims & Objectives of Yoga Education Application & Misconception about Yoga in Modern Society, Introduction to Patanjali Yoga Sutra Peer review and design of fitness module. Peer review of ancient and modern yogic practices.	CLO1 & CLO2
	<b>Learning Activities:</b> Historical background of yoga and its uses for modern world.	
II 10 Hours	Introduction to different schools of Yoga, Concept of Pancha Mahabhuta, Panch Kosh, Panch Prana Concept of Chakras and Aura in Yoga. Philosophy of the sacred syllable “Om” (AUM), Concept of Triguna and Tridosha in Yoga. Peer discussion of spiritual and body elements in yoga.	CLO3
	<b>Learning Activities:</b> concept of pancha, mahabhuta, punch kosh, chakra, aura and others spiritual elements in yog.	
III 15 Hours	Shatkarma – Meaning, Types (Dhauti, Basti, Neti, Trataka & Kapalbhata) techniques, Precautions and Benefits. Asanas - Meaning, Definitions, Types, Techniques, Precautions and benefits. Pranayama- Meaning, Definitions, Types, Techniques, Precautions and benefits. Mudras & Bandas – Meaning, Technique, Precautions and Benefits. Reflection upon yogic practices for sacred and corporal fitness.	CLO4 & CLO5
	<b>Learning Activities:</b> Asana, pranayama, mudras, bandhas and its benefits of human body.	
IV 10 Hours	<b>Meditation:</b> Meaning, techniques and benefits of meditation, Mental relaxation through Prayer – A cross-cultural approach to mental health. Role of Yoga in Psychological Preparation of athletes. Yogic practices	CLO7 & CLO8

	for the common health problems: Constipation, Diabetes, Cervical, Arthritis, Backache, Sciatica Pain, Indigestion, Snoring, Eye disorders and Migraine. Peer discussion of yogic techniques to achieve a mentally clear & emotionally calm stable state and yogic practices for the treatment of common ailments.	
	<b>Learning Activities:</b> Common Health problem and healing process via yoga asana, meditation and other processes.	

**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue and self-study.

**Suggested Readings:**

- Anatharaman, T.N., (1996). Ancient Yoga and Modern Science. Project of History of Indian Sciences Philosophy & Culture.
- Arya, K. (2011). Yogic Science. Friends Publication.
- Arya, K. (2013). Yogic Education. Friends Publication.
- Debnath, K. K. (2010). Yogic Sciences. Friends Publication.
- Horovitz, E. G., & Elgelid, S. (2015). Yoga Therapy: Theory and Practice. Routledge.
- Kotecha., & Vaidya Rajesh. (2016). A Beginner's Guide to Ayurveda. Chakrapani Publications.
- Kumar., & Dr. Kamakhya, (2008). Super Science of Yoga. Standard Publications.
- Leslie Kamin off & Amy Matthews (2011). Yoga Anatomy. Human Kinetics.
- Nathial, M. S. (2013). Yogic Education. Friends Publication.
- Niranjanananda Saraswati, Swami (2012). Gheranda Samhita.
- Pramod Kumar Sethi (2017). Yoga and Skin Diseases. Sports Publication.
- Saini, N. (2011). Yogic and Stress Management. Friends Publication.
- Swami Vivekananda, (2019). The Complete Book of Yoga : Karma Yoga, Bhakti Yoga, Raja Yoga, Jnana Yoga. Fingerprint! Publishing.

**Course Name: Technology (ICT) in Physical Education****Course Code: MPE 508****Total Hours: 45**

L	T	P	Cr
3	0	0	3

**Course Learning Outcomes:**

On completion of this course, students shall be able to:

- CLO1: Explain communications in detail.
- CLO2: Concept & Importance of ICT Need of ICT in Physical Education.
- CLO3: Application of computer hardware's.
- CLO4: Legal and ethical issues of web browser.
- CLO5: Use of MS office in Physical Education.
- CLO6: E-learning in Physical education through ICT.
- CLO7: Practical applications of the ICT in Physical education.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	Concept, Elements, Process & Types of Communication, Communicative skills of English-Listening, Speaking, Reading & Writing	CLO1
	Concept & Importance of ICT Need of ICT in Physical Education, Scope of ICT: Teaching Learning Process, Publication Evaluation and Research, Administration Challenges in Integrating ICT in Physical Education.	CLO2
	<b>Learning Activities:</b> Detailed understanding about communication and importance of ICT in physical education	
II 15 Hours	Characteristics, Types & Applications of Computers Hardware of Computer: Input, Output & Storage Devices Software of Computer: Concept & Types, Computer Memory: Concept & Types Viruses & its Management	CLO3
	Concept, Types & Functions of Computer Networks Internet, and its Applications Web Browsers & Search Engines Legal & Ethical Issues. Identification of the advanced technologies of computer.	CLO4
	<b>Learning Activities:</b> Application of computer hardware's and legal issues of web browsers.	
III 10 Hours	MSWord: Main Features & its Uses in Physical Education, MS Excel: Main Features & its Applications in Physical Education MS Access: Creating a Database, Creating a Table, Queries, Forms & Reports on Tables and its Uses in Physical Education, MS PowerPoint: Preparation of Slides with Multimedia Effects,	CLO5
	<b>Learning Activities:</b> Detailed understanding of MS Office and windows accessories	
IV 10 Hours	E-Learning & Web Based Learning: E-Learning, Web Based Learning, Visual Classroom, Mail Merging, Video Conferencing, Searching and Browsing Security.	CLO6

	Using grammar, spell check utilities and printing a document. Practical applications of the ICT in Physical education.	CL07
	<b>Learning Activities:</b> Explains the methods of e-learning and applications.	

**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue, and self-study.

**Suggested Readings:**

- Ambedkar, A. (2019). Advanced Computing & ICT in Physical Education. Friends Publication.
- Gupta, R. (2019). Education Technology in Phy Edu, Friends Publication. Friends Publication.
- Gupta, R. (2019). Information & Communication Technology (ICT) in Physical Education. Friends Publication.
- Singh, D. (2019). Educational Technologies and Methods of Teaching in Physical Education. Friends Publication.
- Singh, T. N. (2019). Computer Application in Physical Education. Friends Publication.

**Course Name: Entrepreneurship in Physical Education****Course Code: MPE 558****Total Hours: 45**

L	T	P	Credit
3	0	0	3

**Course Learning Outcomes:**

On completion of this course, students shall be able to:

CLO1: Demonstrate entrepreneurial behavior, skills and attitudes and build motivation towards an entrepreneurial lifestyle and occupation

CLO2: Feel the lifeworld of the entrepreneur and understand key entrepreneurial values

CLO3: Grasp the key generic entrepreneurship competencies in practice and apply the process of setting up an organization.

CLO4: Holistically develop and manage sustainable entrepreneurial organization and develop the relationships they need to have with key stakeholders.

CLO5: Elaborate the role of teachers and learners in Entrepreneurship Education

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	<b>Entrepreneurship in Physical Education:</b> Entrepreneurship in Physical Education: meaning, need and concept, characteristics of entrepreneurship in physical education, Introduction to Entrepreneurship – Introduction to physical education entrepreneurship and technology ventures, Physical education Post Graduates as an entrepreneurs, Mindset of the Entrepreneurial Leader, Creating and selling the Entrepreneurial value Proposition, A complete understanding of Entrepreneurship in Physical Education	CLO1
	<b>Learning Activities:</b> Peer Discussion, Brain-storming	
II 15 Hours	<b>Entrepreneurial Competencies and Technologies:</b> Idea Generation & Feasibility Analysis – Entrepreneurial Idea generation and Feasibility Analysis, Technology commercialization potential, Paths, and barriers from Idea to Market, Assessing and presenting the opportunity ( Students should be asked to give the Complete Business Proposal Presentation for the idea they generated.), Entrepreneurial competencies; Creativity and entrepreneurial education; problem solving and entrepreneurship, Value education and entrepreneur ship in education; entrepreneurial behavior. Reflexion upon Factors affecting the entrepreneurship.	CLO2
	<b>Learning Activities:</b> Peer discussion, brain storming	
III 10 Hours	<b>Business Planning:</b> Business Planning and Execution – Business Structuring & Strategy, Business Planning and the business plan, Financial analysis, and projections, Market and competitive analysis, Presentation of opportunity, Venture growth and value harvesting, Progression Model for Entrepreneurial Education; Active, process-based, project centric, collaborative. Importance of Entrepreneurial Education in business	CLO3 CLO4
	<b>Learning Activities:</b> Peer discussion, brain storming and Problem Solving.	
IV 15Hours	<b>Start-Up in Physical Education :</b> Case Analysis on achievement gaps and performance improvement of different ventures, Real time interaction	CLO5

	with entrepreneurs, Business Plan presentation, Written Business Plan presentation, Financial projections, Future perspectives of entrepreneurship in physical education, Prepare a proposal for start-up of any educational venture. Planning and execution of the business in Physical Education.	
	<b>Learning Activities:</b> Peer discussion, brain storming	

**Transaction Mode**

Experiential pedagogy, Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning and, field trip

**Suggested Readings**

- Entrepreneurship Development :Indian cases on change agents, Tata McGraw Hill, K. Ramchandran.
- Aggrwal, A. (2013 ). Scope of Entrepreneurship development in India
- Balasubramanian, A. (September 5, 2012). Entrepreneurship Education.
- European Commission (2008). Entrepreneurship in higher education, especially within non-business studies. Brussels: Final Report of the Expert Group.
- Erkkilä, K. 2000. Entrepreneurial education: mapping the debates in the United States, the United Kingdom and Finland, Abingdon, Taylor & Francis.
- Minniti, M. & Bygrave, W. 2001. A Dynamic Model of Entrepreneurial Learning. Entrepreneurship Theory and Practice, 25, 5-16.

**Course Name: Value and Environmental Education****Course Code: MPE 524****Total Hours: 45**

L	T	P	Cr
3	0	0	3

**Course Learning Outcomes:**

On completion of this course, students shall be able to:

CLO1: Analyze the relationship between value and environmental education

CLO2: Gain deeper understanding about the purpose of their life.

CLO3: Develop skills of protecting the environment

CLO4: Develop understanding about environmental conservation

CLO5: Critically analyze the rural and urban health and sanitation related problems

Units/Hours	Contents	Mapping with Course Learning Outcome
I 9 Hours	Meaning and definition of value education. Need, Importance and objectives of value education. Need and theories of moral values. Human value foundation. Classification of values: basic values of religious. Understanding the human values & its importance.	CLO1
	<b>Learning Activities:</b> Peer Discussion, Brain-storming	
II 11 Hours	Meaning and definition of value system. Personal and Communal Values - Consistency, internally consistent, internally inconsistent, Judging Value System. Commitment and commitment to values. A complete understanding of Value Systems. Introduction of POSCO Act (Protection of Children from Sexual Offences Act).	CLO2
	<b>Learning Activities:</b> Peer discussion, brain storming and Problem Solving.	
III 12Hours	Meaning and definition of environmental studies. Scope and Importance of environmental studies. Historical background of environmental education. Celebration of various days in relation with environment. Plastic recycling & prohibition of plastic bag/cover. Role of school in environmental conservation and sustainable development, Pollution free ecosystem. Reflection upon the Environmental studies and its importance.	CL03 & CLO4
	<b>Learning Activities:</b> Peer discussion, brain storming and Problem Solving.	
IV 13Hours	Rural and urban health problems and their causes. Improvement of Rural Sanitation. Education activity and services of Urban, Slum area and Urban area. Fairs & Festivals of Rural area. Meaning, causes and Prevention of Air pollution, Water pollution, Noise pollution and Thermal pollution. Detailed comparison among the rural & urban issues.	CLO5
	<b>Learning Activities:</b> Peer discussion, brain storming	



**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue

**Suggested Reading:**

- Athman, J., & Monroe, M. (2004). The Effects of Environment-Based Education on Students Achievement Motivation. *Journal of Interpretation Research*. 9(1), 9-25.
- Jadhav, H., & Bhosale, V. M. (1995). *Environmental Protection and Laws*. Himalaya Pub. House.
- Jitendra Kumar Thakur (2019). *Value and Environmental Education*. Sports Publication.
- Mohit Chakrabarti (2008). *Value Education: Changing Perspective*. Kanishka Publication.
- Singh, B. (2018). *Value and Environmental Education*. Friends Publications.
- Vandana Meshram Ingle (2017). *Value and Environmental Education*. Educational

## Field Practical

**Course Code: MPE 536**

**Course Title: Practical- IV (Running and Jumping Events in Track and Field)**

**Total Hours: 60**

L	T	P	Cr
0	0	4	2

### Course Learning outcomes:

After completion of the course students will be able to

CL01: Able to mark the standard track and field events.

CLO2: Explain the rules & regulations of the track events.

CLO3: To learn fundamental skills and techniques of track events.

CLO4: Demonstrate proper form and technique while performing each event.

CLO5: Preparation for the officiating & conducting of the event.

CLO6: To familiarize with mechanical principles involved in skills and technique of track events.

CL07: Understand the different techniques of finishing the race.

CL09Units/Hours	Contents	Mapping with Course Learning Outcome
I -15 Hours	<ul style="list-style-type: none"> <li>• IAAF - Standard Track of 400 meters</li> <li>• Sprints: types of Starts and Finishing techniques – Run Through, Forward Lunge and Shoulder Shrug.</li> <li>• Officiating in Sprinting Events</li> <li>• Rules&amp; regulation of sprinting event.</li> </ul>	CLO1
II- 15 Hours	<ul style="list-style-type: none"> <li>• Relay races</li> <li>• Middle Distance Races and Long distance Races</li> <li>• Officiating in relay and MDR &amp; LDR</li> <li>• Rules&amp; regulation</li> </ul>	CLO2, CLO3, CLO4, CLO5 & CLO6
III- 15 Hours	<ul style="list-style-type: none"> <li>• Hurdles Events</li> <li>• Steeple Chase Race</li> <li>• Race Walking</li> <li>• Rules&amp; regulation</li> </ul>	CLO2, CLO3, CLO4, CLO5 & CLO6
IV- 15 Hours	<ul style="list-style-type: none"> <li>• Horizontal Jumps and Vertical Jumps: Long Jump, triple Jump, High jump and Pole vault</li> <li>• Tie breaks in jumping Events</li> <li>• Officiating in Jumping Events</li> <li>• Rules&amp; regulation of jumping event.</li> </ul>	CLO2, CLO5, CLO6 & CLO7

### Suggested Readings:

- Schneider, R. C. (2009). Ethics of Sport and Athletics: Theory, Issues, and Application. Wolters Kluwer Health/Lippincott Williams & Wilkins, xxi, 392 p.: ill.; 24 cm.
- Zeigler, E. F., & Spaeth, M. J. (1975). Administrative Theory and Practice in Physical Education and Athletics.
- Singh, Baljeet “Athletic Conditioning” (2006-07) Sports Publication, G-6, 23/23B EMCA House, Ansari Road, Darya Ganj New Delhi.

- Bosen, Ken O., "Track and Field Fundamental Techniques", Patiala: N.I.S. Publication.
- Dyson, Geoffrey HG, Edmundson, Joseph, "Athletics for Schools." (1969) University of London Press Ltd..
- Doherty, J. Mallett, "Track & Field" Englewood Cliffs, N.J. Prentice Hall Inc.
- Dyson, Geoffrey, G.H. The Mechanic of Athletics (1962) London University of London Press Ltd.,
- Hodson, Gens. Application of Weight Training to Athletics. (1962) Englewood Cliffs, N.J. Prentice Hall Inc.,
- Malhotra, Ashok Kumar, "A Guide to be an Athlete", Krishna Publication Books New Delhi. Mohan, V.M. Athletics for beginners, Metropolitan Books New Delhi
- <https://www.worldathletics.org/about-iaaf/documents/book-of-rules>.

**Criteria of Continuous Assessment (Total Marks: 50)**

- Attainment of Specific Fitness -10 marks
- Execution of Technique: 15 Marks
- Demonstration of Skill :15 Marks
- Marking and Measurements -10 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Demonstration of Skills and Techniques: 20 Marks
- Coaching and Officiating: 10 Marks
- Preparing Record of Practicals: 10 Marks
- Viva Voce: 10 Marks

L	T	P	Cr
0	0	4	2

**Course Code: MPE 528**

**Course Title: Practical- V** (Badminton, Table Tennis, Tennis, Weight Lifting and Archery)

**Total Hours: 60**

**Course learning outcomes:**

After completion of the course students will be able to

CL01: Explain the rules & regulations of the game.

CL02: Recognize the importance of applied kinesiology and Sports Biomechanics in various games.

CL03: To develop mastery on training sessions

CL04: To develop skill proficiency

CL05: Actively participate in Coaching aspects.

CL06: To develop proficiency in Officiating & Conducting of the game.

CL07: To develop critical understanding of application of strategies, tactics during teaching, coaching, competitions.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	History of Games, Structure and functions of National & International controlling Bodies of particular game. Fundamental skills and drills. Lead up Games.	CLO1 & CLO2
II 15 Hours	Practical application of different Defensive and Offensive Techniques, Tactics patterns applicable to game. Tactical Training-patterns applicable to game. Philosophy of Coaching. Coaching Schedule. Coaching Campus.	CLO3, CLO5 & CL07
III 15 Hours	of physical and motor fitness – Strength, Speed, Endurance, General and Specific warming-up routines. Specially preparing, basis and supplementary exercise. Training means for development of different components Flexibility and coordinative abilities.	CLO3 & CLO4
IV 15 Hours	Psychological preparation of Sportsman/players. Tests, Measurements and Evaluation: Skills Tests and Test for different fitness components. Officiating of games/sports	CLO6

**Suggested Readings:**

- Geyer Dick (1977). Full Court Control Basketball. Parker Publishing Company, Inc. New York.
- Allen A.P. (1959). Handbook of Baseball Drills. Prentice-Hall, Inc. New York.
- Rose. H. Lee (2004). The Basketball Handbook. Human kinetics, USA.
- Dumphy Mary & Wilde Rad (2000). Volleyball Today. 2nd Edition, Fritz/Brett.
- Ranganathan P.P. (2003). Volleyball, A Guide to Playing and Coaching. Friends Publication, Delhi.
- Soudhu S. Gurbaksh (1982). Volleyball Basic and Advanced. Sports People, Chandigarh.
- USA Volleyball. (2007). Coaching Youth Volleyball, 4th Edition, Human Kinetics.
- Wise Mary (1999). Volleyball Drills for Champions. Human Kinetics, Florida.

- D. Jain (2003). Hockey Skills & Rules. Khel Sahitya Kendra.
- Flint, Rachael, H. (1976). Women's Hockey London. Pelham Books Ltd.
- Kapur (1975). Rules of Hockey with Interpretation.
- P. Narang (2003). Play and Learn Hockey. Khel Sahitya Kendra.
- Wein,&Horts. (1979). The Science of Hockey. London: Pelham Books.
- Aneja, O.P. (2012). How to Play Cricket, PrernaPrakashan.
- Arora, Monika (2005). Cricket Coaching Manual. Sports Publication.
- Rachna. (2001). Play Better Cricket. Sports Publication.
- Srivastava, A.K. (2006). How to Coach Bowling. Sports Publication.
- Syal,&Meenu. (2004). Teach Yourself Cricket. PrernaPrakashan.
- Tyagi,&Arun Kumar. (2012). Cricket Skills & Rules. Khel Sahitya Kendra.
- Woolmer,& Bob. (2009). The Art and Science of Cricket. Firefly Book Limited.

**Criteria of Continuous Assessment (Total Marks: 50)**

- Attainment of Specific Fitness -10 marks
- Execution of Technique: 15Marks
- Demonstration of Skill :15 Marks
- Marking and Measurements -10 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Demonstration of Skills and Techniques: 20 Marks
- Coaching and Officiating: 10 Marks
- Preparing Record of Practicals: 10 Marks
- Viva Voce: 10 Marks

**Course Code: MPE 537**

**Course Title: Sports Practice and Intramural Activities**

**Total Hours: 90**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
0	0	6	3

**Learning outcomes:**

After completion of the course students will be able to

CLO1: To enable the students for acquiring relevant skills in various Sports & Games.

CLO2: To develop good judgment and fair play in competitions.

CLO3: To enhance teamwork, and leadership skills.

CLO4: To enhance a social interaction through play within a diverse student body.

**Content**

The students of M.P.Ed. will engage in sports practice and participate in the intramural competition to nurture healthy competition, good judgment and fair play, team work, and leadership skills. Participation in regular sports practice will enhance students skill proficiency and sports performance. The intramural competition allows students to participate in sports and physical activities without regard for high performance skill or ability and enhance social interaction through play within a diverse student body and reduce student conflict by encouraging students to manage the emotions appropriately. It will promote a life style of healthy habits through recreation and leisure activity involvement.

**Criteria of Continuous Assessment**

Preparation of Playing Area, Quality of Conducting Sports Competition and Officiating and Assessment will be done on the basis of satisfactory or Unsatisfactory performance .

**Course Code: MPE 538**  
**Course Title: Community Sports Development**  
**Total Hours- 60**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
0	0	4	2

**Learning outcomes:**

After completion of the course, students will be able to

CLO1: To aid in the holistic development of children and youth from marginalized backgrounds through a specially-designed sport-based curriculum.

CLO2: To develop young people's potential, both physical and mental.

CLO3: To foster and promote team sports and self-belief amongst young people of nearby village to help them to maximize their potential, self-belief and aspiration.

CLO4: To foster self-discipline and control by building team skills and promoting a healthy life-style.

**Content**

To nurture the sports among children of nearby villages, the students of MPED programme will give them training in evening session as per their own sports specialization. This training will be provided under the supervision of teachers and coaches. For the selection of children from community for this special drive, applications will be demanded by the department. On the basis of availability of sports facilities, a specific number of children intake and number of sports will be decided by the department every semester, so that maximum numbers of community children could get best training in specific sports.

Criteria of Continues Assessment: Assessment will be done on the basis of satisfactory or Unsatisfactory performance given at the time of training session for community children.

**Criteria of Continuous Assessment**

Assessment will be done on the basis of satisfactory or Unsatisfactory performance given at the time of training session for community children.

### SEMESTER-III

**Course Name: Sports Psychology**

**Course Code: MPE 572**

**Total Hours: 45**

L	T	P	Credit
3	0	0	3

**Course Learning Outcomes:**

On completion of this course, students shall be able to:

CLO1: Understand the concept and meaning of sports psychology.

CLO2: Develop understanding about various learning, personality and motivation theories.

CLO3: Understand about how the psychological factors affect sports performance.

CLO4: Develop the concept of psychological factors affecting sports performance.

CLO5: Understand and management of problems in individual and team games.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	<b>Sports Psychology:</b> Importance of Sports Psychology for enhancing sport performance	CLO1
	<b>Theories of Learning and Motivation:</b> Meaning and types of motivation, theories of motivation (Abraham Maslow, Need Achievement by McClelland, Weiner Attribution). Measurement of motivation and techniques for developing motivation. Effect of spectator, media on individual and team sports. Reflection upon learning and motivation techniques.	CLO2
	<b>Learning Activities:</b> Brain-storming and Problem Solving	
II 10 Hours	<b>Motor Learning and Skill in Sports:</b> Motor Learning its stages and Plateau effect, Theories of Motor Learning (Adams Closed Loop Theory, Schmidt's Schema Theory Ecological Theory), Differentiation and classification of Motor Skills and Sport Skills, Developmental Considerations in Motor Skill Acquisition.	CLO2
	<b>Leadership in Sports:</b> Coach Leadership in Sport – (Fiedler's contingency theory, Path-goal theory, Hersey-Blanchard Situational Leadership Theory). Peer review and motor skill learning, coaching	CLO3
	<b>Learning Activities:</b> Peer discussion, real world application, brain storming and Problem Solving.	
III 12 Hours	<b>Personality and Sports Performance:</b> Personality, Personality Traits and Theories of Personality, Role of Personality in Sports and Exercise, Measurement of Personality, Eysneck – EPQ (R), Cattle- R.B. Cattle 16 PF, Individual Difference and its types, Areas of Individual differences.	CLO2
	<b>Cognitive process-</b> relaxation technique in sports, imagery in sports, cognitive technique for building confidence, progressive muscle relaxation (PMR), autogenic training, deep breathing. Reflection upon personality difference in sports.	CLO3



	<b>Learning Activities:</b> Brain storming, muscle relaxation and problem solving in sports performance	
	<b>Psychological factors affecting sports performances:</b> emotion, anxiety, aggression, stress, self-confidence, concentration, mental practice and goal setting. Concept of group dynamics, team cohesion, characteristics of team cohesion, development and measurement of cohesion. Meaning and types of leadership, components of effective leadership.	CLO4
	<b>Problems and issues</b> working with individual and team sports. Career transition in athletes and retirement issues, developing life skills in athletes. Peer review and cohesion in sports, leadership in sports.	CLO5
	<b>Learning Activities:</b> Psychological management Brain storming and problem solving for performance.	

**Transaction Mode:** Lecture, case study, blended learning, problem solving, discussion & demonstration, self-study.

**Suggested Readings:**

- Horn, Thelma (2008). Advances in Sport Psychology. Champaign IL : Human Kinetics Publishers, Inc.
- Huber, Jeffrey (2012). Applying Educational Psychology in Coaching Athletes. Knowledge Warehouse.
- Kamlesh, M.L. (2011). Psychology in Physical Education and Sport. (Ed. 3). Delhi Metropolitan Book Co. Pvt. Ltd.
- Pargonkar, G. V (2015). Sports Psychology. Friends Publications.
- Taylor, Jim (2017). Assessment in Applied Sport Psychology. Knowledge Warehouse.
  
- Weinberg, R.S & Gould, Daniel (2015). Foundations of Sport and Exercise Psychology (Ed. 6). Champaign IL: Human Kinetics Publishers, Inc.

**Course Name: Health, Fitness and Life Style Management****Course Code: MPE 557****Total Hours: 45**

L	T	P	Credit
3	0	0	3

**Course Learning Outcomes:**

On completion of this course, students shall be able to:

CLO1: Comprehend the aim, objective and principles of Health Education and Psychosomatic disorders.

CLO2: Develop understanding about school health services, Role of International Organization for promoting health.

CLO3: Develop understanding about the communicable, non-communicable diseases and pollution.

CLO4: Elaborate the fitness, wellness components, Concept of free weight Vs. machine, variation of sets and repetitions and Concept of designing fitness programmes.

CLO5: Develop understanding about nutrition and performance enhancement substances for sports.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	<ol style="list-style-type: none"> <li>1. Concept of Health and Health Education, Latest trends in Health Education</li> <li>2. Health education, its importance and principles .</li> <li>3. Role of genetics and environment in achieving health.</li> <li>4. Community health programme- Health appraisal &amp; health instructions, International and national health promoting government &amp; private agencies.</li> <li>5. Psychosomatic disorders/ sedentary life style diseases : causes, symptoms and prevention</li> </ol> <p><i>* Peer discussion, real world application, brain storming and Problem Solving.</i></p>	CLO1
II 13 Hours	<ol style="list-style-type: none"> <li>1. Schools Health Services: Meaning &amp; Objective of School Health Service, Health Problem of School Child, Role of health education in schools and Mid-day School Programme</li> <li>2. Communicable diseases: causes, symptoms, prevention through other means and Immunization.</li> <li>3. Non-Communicable Diseases: causes, symptoms, prevention through other means and Immunization.</li> <li>4. Pollution- Air, water, sound and radiation. Effects of pollution on health, Preventive and safety measures from pollution.</li> <li>5. Role of International Organization (WHO, UNICEF and UNESCO) in the Development of Health.</li> </ol> <p><i>* Peer discussion, real world application, brain storming and Problem Solving.</i></p>	CLO2 CLO3
III 10 Hours	<ol style="list-style-type: none"> <li>1. Concept and components of Physical Fitness and Wellness.</li> <li>2. Techniques and Principles of Physical fitness and current trends in fitness and conditioning.</li> <li>3. Prominent health problem associated with inactivity and their assessment and management</li> <li>4. Concept of free weight Vs. machine, variation of sets and repetitions</li> <li>5. Concept of designing different fitness training programme for different age groups</li> </ol> <p><i>* Peer discussion, real world application, brain storming and Problem Solving.</i></p>	CLO4

<b>IV</b> 12 Hours	1. Meaning and concept of Macro and Micro nutrients. 2. Concept of Fluid and Electrolytes, Fluid Balance and Fluid Intake Guidelines 3. Pre-competition, During-Event and Post-competition Nutrition of athletes 4. Nutrition Strategies for Altering Body Composition 5. Types of Performance-Enhancing Substances * Peer discussion, real world application, brain storming and Problem Solving.	<b>CLO5</b>
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**Transaction Mode:** Lecture, case study, blended learning, problem solving, discussion & demonstration, self-study.

**Suggested Readings:**

- Campbell, B. (2013). Sports Nutrition: Enhancing Athletic Performance. CRC Press.
- Corbin, C. (2011). Concepts of physical fitness. New York: McGraw-Hill Higher Education Publisher.
- David K. Miller & T. Earl Allen (1989). Fitness, A life time commitment. Surjeet Publisher.
- Eberle, S. G. (2013). Endurance Sports Nutrition (Ed. 3). Human Kinetics.
- K Parks (2005). Textbook of preventive and social medicine. Bhanot Banarsidas publisher.
- Fink, H. H., & Mikesky, A. E. (2017). Practical Applications in Sports Nutrition. Jones & Bartlett Learning.
- Greenberg, J., Dintiman, G., & Myers Oakes, B. (2004). Physical fitness and wellness. Champaign, IL: Human Kinetics Publisher.
- Maughan, R. J., & Shirreffs, S. M. (Eds.). (2013). Food, Nutrition and Sports Performance. Routledge.
- Reaburn, P. R. (Ed.). (2014). Nutrition and Performance In Masters Athletes. CRC Press.
- Ryan, M. (2012). Sports Nutrition for Endurance Athletes. Velo Press.

**Course Name: Sports Medicine, Athletes care and Rehabilitation**

**Course Code: MPE 553**

**Course type: Core Course**

**Total Hours: 45**

L	T	P	Credit
3	0	0	3

**Course Learning Outcomes:**

On completion of this course, students shall be able to:

CLO1: Develop understanding about sports medicine and its significance.

CLO2: Critically analyze the role of various therapeutic modalities for athletes care and rehabilitation.

CLO3: Develop insight about management of sports injuries.

CLO4: Understand different techniques of massage.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 12 Hours	<p><b>Health Education:</b> Definition, Need and importance Concept of Sports Medicine, Role of Sports Physician and Athletic Trainer in Sports Medicine, Categories of Athletic Injuries: Traumatic and Overuse. Inflammation and Stages injury Healing, Athletic Rehabilitation, Role of Therapeutic Exercises in Rehabilitation of Musculo-skeletal athletic injuries.</p>	CLO1
	<p><b>Learning Activities:</b> Peer review on needs and importance of various sports injuries</p>	
II 12 Hours	<p><b>Therapeutic Modalities:</b> Meaning and Concept of Therapeutic Modalities, Therapeutic effects, uses, and contraindications of following therapeutic modalities:</p> <ol style="list-style-type: none"> <li>Cryotherapy (Ice Therapy)</li> <li>Short wave Diathermy</li> <li>Ultra sound Therapy</li> <li>Transcutaneous Nerve Stimulation (TNS)</li> <li>LASER Therapy</li> </ol> <p>Reflexion on discussing various therapeutic modalities for sports injuries.</p>	CLO2
	<p><b>Learning Activities:</b> Peer discussion, real world application, brain storming and Problem Solving.</p>	
III 10 Hours	<p><b>Sports Massage:</b> Meaning and Definition and role of Massage in sports injuries and rehabilitations, Massage and Prevention of sports injuries, Massage and Sports Performance, Pre-Competition and Post-Competition phase, Psychological Aspect of Sports Massage, Reflexion of confer massage and its impact on sports performance and injury rehabilitation</p>	CLO3
	<p><b>Learning Activities:</b> Reflexion of confer massage and its impact on sports performance and injury rehabilitation</p>	

<p style="text-align: center;">IV 15 Hours</p>	<p><b>Sports Injuries Management:</b> Importance of rehabilitation equipment (Traction units, sliding sheet, shoulder wheel, quadriceps table, wrist rotators, leg curl, wall pulley, finger board), Bandage –Types of Bandages –strapping/tapping - Application of strapping/tapping and bandage for major joints and body parts, Low back pain, Common causes, General Care, Stretching and strengthening exercises for low back pain, Classification of Therapeutic exercise- Active and passive exercise, Balance training, gait training, gym ball exercise. Reflexion of discussing about equipment and bandaging process for rehabilitation.</p>	<p style="text-align: center;">CLO4</p>
	<p><b>Learning Activities:</b> Reflexion of discussing about equipment and bandaging process for rehabilitation.</p>	

**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue

**Suggested Reading:**

- American College of Sports Medicine (2019). ACSM's Body Composition Assessment with Web Resource. Knowledge Warehouse.
- Bindal, V.D. (2016). Therapeutic and Sports Massage. Agra: Associated Publishing House.
- Johnson, J. C. (2011). Postural Assessment. Human Kinetics.
- Kumar, P. (2019). Management of Obesity Induced Forward Head Posture Deformities Through Sports. International Journal of Physical Education, Sports and Health.
- Madden, C. & Netter, F. (2010). Netter's Sports Medicine. PA: Philadelphia. Saunders/ Elsevier.
- Norris, C. M. (2018). Sports and Soft Tissue Injuries: A Guide for Students and Therapists. Routledge.
- Singh, A. (2014). Complete Guide to Sports Injuries. Friends Publications.
- Singh, A. (2016). Athletic Care and Rehabilitation. Friends Publications.
- Uppal, A. K. (2015). Posture, Athletic Care and First Aid. Friends Publications.

**Course Name: Practicum 3 : Sports Psychology , Sports Medicine, Athletic Care and Rehabilitation**

**Course Code: MPE 564**

**Total Hours: 30**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
0	0	2	1

***Course Learning Outcomes:***

On completion of this course, students shall be able to:

CLO1: Explain the use of reaction time and coordination assessment instrument

CLO2: Describe the process of test construction and areas of testing

CLO4: Outline the scales used for anxiety, motivation and Personality

CLO5: Develop insight in various bio-feedback techniques

CLO6: Develop insight in techniques of massage

CLO7: Learn active and passive exercise for rehabilitation

**PRACTICALS**

1. Assessment of Reaction Time (Hard-Eye) and Assessment of Coordination (Foot-Eye)
2. Analysis of Personality (Eysinck Personality Questionnaire)
3. Big Five Personality Test and Assessment of Achievement Motivation
4. Assessment of Sport competitive anxiety test and Application of Psychological Skill Training
5. Assessment of Sociometry Questionnaire
6. Analysis of posture and develop understanding of various massage techniques
7. Learning of various active and passive technique of rehabilitation

**Criteria of Continuous Assessment (Total Marks: 50)**

- Practical Record :10 Marks
- Administration of tool/instrument and interpretation of result-20 marks
- Conducting experiments -20 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Conduct of one experiment/ Administration of tool/instrument and Analysis of its result: 30 Marks
- Preparing Record of all Practicals: 10 Marks
- Viva Voce: 10 Marks

**Course Name: Research Proposal**

**Course Code: MPE 600**

**Total Hours: 120**

L	T	P	Cr
0	0	4	2

**Course Learning Outcomes:**

On completion of this course, students shall be able to:

CLO1: Identify research gaps on a selected research area

CLO2: Summarize the findings of different research studies

CLO3: Formulate objectives, different types of hypothesis and research questions

CLO4: Select appropriate approach and design for different research topics

CLO5: Practice writing references using APA format

CLO6: Prepare a research proposal on any emerging problem in physical education and sport

Units/Hours	Contents	Mapping with Course Learning Outcome
120 Hours	<b>Writing of Research Proposal:</b> Identification and Selection of Research Problem, Review of Related Literature, How to identify the gaps in research, Writing title of research problem, Formulation of Objectives, Hypotheses/ Research questions, Writing Rationale of Study, Writing of a suitable design and approaches for the research proposal, Identify appropriate tools for their study, Writing of reference in APA 7th edition format	CLO1 CLO2 CLO3 CLO4 CLO5 CLO6
	<b>Learning Activities:</b> Peer Discussion, Brain-storming and Problem Solving	

**Suggested Readings**

- Best, J.W. (1999). Research in education. New Delhi: Prentice Hall of India Pvt. Ltd.
- Bogdan, R.C., & Biklen, S.K. (2014). Qualitative research for education: an introduction to theory and methods. New Delhi: PHI Learning Pvt. Ltd.
- Chandra, S.S., & Sharma, R.K. (2010). Research in education. New Delhi: Atlantic Publications.
- Guthrie, G.B. (2010). Basic research methods: An entry to social science research. New Delhi. Sage Publications India Pvt. Ltd.
- Kaul, L. (1984). Methodology of educational research. New Delhi: Vikas Publications.
- Kerlinger, F.N. (1986). Foundations of behavioural research. Fort Worth TX: Harcourt Bmce Jovanovich.
- Kumar, R. (2011). Research methodology. New Delhi: Sage Publications India Pvt. Ltd.
- Newby, P. (2014). Research methods for education. New York: Routledge Publications.
- Pathak, R. P. (2015). Methodology of educational research. New Delhi: Atlantic Publications.
- Richards, L., & Morse, J.M. (2013). Qualitative methods. U.S.A: Sage Publications, Inc.
- Wellington, J. (2015). Educational research. USA: Bloomsbury Academic Publications.

**Suggested websites**

- [www.education.com](http://www.education.com)

- [www.academia.edu](http://www.academia.edu)
- [www.okstate.edu](http://www.okstate.edu)
- [www.aect.org](http://www.aect.org)
- [www.oxfordbibliographies.com](http://www.oxfordbibliographies.com)
- [www.academia.edu](http://www.academia.edu)
- [www.southalabama.edu](http://www.southalabama.edu)

**Evaluation Criteria:**

<b>Dissertation (Fourth Semester)</b>		
	<b>Marks</b>	<b>Evaluation</b>
Supervisor	50	Research proposal and presentation
External expert, HoD and Senior-most Faculty of the Department	50	Research proposal and presentation



## Field Practical

**Course Code: MPE 566**

**Course Title: Practical – VII (Throwing Events in Track and Field)**

**Total Hours: 60**

L	T	P	Cr
0	0	4	2

### Learning outcomes:

After completion of the course students will be able to

CLO1: Explains History of jumping events in India and world-wide

CLO2: Teaching fundamental skills of various jumping events.

CLO3: Explain the rules & regulations of the Track & Field events (IAAF).

CLO4: Coaching drills, conditioning and training schedule preparation.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	<p><b>Shot- Put</b></p> <ul style="list-style-type: none"> <li>• Teaching Stages: Hand hold, Placement of shot, Initial Stance, T-position, Glide, Delivery Stance, Delivery action and follow through/reverse.</li> <li>• Techniques-: Perry O’Brien and Disco Put</li> <li>• Rules and Regulations for Competition.</li> </ul>	CLO1
II 15 Hours	<p><b>Discus Throw</b></p> <ul style="list-style-type: none"> <li>• Teaching Stages: Holding, Initial Stance, Preliminary Swings, Turn, Delivery Stance, Delivery Action and Reverse.</li> <li>• Techniques: Standing Throw and Turn &amp; Throw</li> <li>• Rules &amp; Regulations for Competition.</li> </ul>	CLO2
III 15 Hours	<p><b>Javelin throw</b></p> <ul style="list-style-type: none"> <li>• Teaching Stages: Gripping, Carrying, Carry and Run, Withdrawal Stride, Impulse Stride, Delivery Position, Release and Follow Through.</li> <li>• Techniques: Standing throw, Five Stride Rhythm</li> <li>• Rules &amp; Regulations for Competition</li> </ul>	CLO3
IV 15 Hours	<p><b>Hammer Throw</b></p> <ul style="list-style-type: none"> <li>• Teaching Stages: Grip, Initial Stance, Preliminary Swings, Turn, Delivery Stance, Delivery Action and Reverse.</li> <li>• Techniques: Standing throw and Turn &amp; Throw</li> <li>• Rules &amp; Regulations for Competition</li> </ul>	CLO4

### Suggested Reading:

- Bosen, Ken O., "Track and Field Fundamental Techniques", Patiala: N.I.S. Publication.
- Brown L. Richard, "Fitness Running." (2003) Human Kinetics USA.
- Dyson, Geoffrey HG, Edmundson, Joseph, "Athletics for Schools." (1969) University of London Press Ltd..
- Novich, M. Max "Training and Conditioning of Athletes", Lea & Febiger 600S. Washington square Philadelphia, PA 19106 U.S.A.
- Schneider, R. C. (2009). Ethics of Sport and Athletics: Theory, Issues, and Application. Wolters Kluwer Health/ Lippincott Williams & Wilkins.

- Singh, Baljeet “Athletic Conditioning” (2006-07) Sports Publication, G-6, 23/23B EMCA House, Ansari Road, Darya Ganj New Delhi.
- Zeigler, E. F., & Spaeth, M. J. (1975). Administrative Theory and Practice in Physical Education and Athletics.
- <https://www.worldathletics.org/about-iaaf/documents/book-of-rules>

**Criteria of Continuous Assessment (Total Marks: 50)**

- Attainment of Specific Fitness -10 marks
- Execution of Technique: 15Marks
- Demonstration of Skill :15 Marks
- Marking and Measurements -10 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Demonstration of Skills and Techniques: 20 Marks
- Coaching and Officiating: 10 Marks
- Preparing Record of Practicals: 10 Marks
- Viva Voce: 10 Marks

## SPORTS SPECIALIZATION -I

**Course Code: MPE 651**

**Course Title: Badminton -I**

**Total Hours : 90**

L	T	P	Cr
0	0	6	3

**Learning outcomes:**

After completion of the course students will be able to

CLO1: Explain the rules & regulations of the game.

CLO2: Recognize the Rules/Laws of games and its implication in competition situation.

CLO3: To understand the playing area marking and equipment demands of specific games.

CLO4: To understand advance techniques of badminton.

CLO5: To develop proficiency in various offensive and defensive skills.

<p>I 45 Hours</p>	<p>Foundation &amp; Rules Introduction to badminton match practice Introduction to the game, its rules, and basic terminology Warm-up drills and stretching exercises Basic grip and footwork Serving and receiving Introduction to serving and receiving techniques Understanding the different types of serves Basic footwork drills for serving and receiving</p>	<p>CLO1 CLO2</p>
<p>II 45 Hours</p>	<p>Skill Learning Basic and Advanced strokes Introduction to forehand and backhand strokes Basic footwork drills for strokes Introduction to net play Advanced forehand and backhand techniques Introduction to smash and drop shots Footwork drills for advanced strokes Net play and defense Advanced net play techniques Introduction to defensive techniques Footwork drills for net play and defense Playing the game Rules and scoring of a badminton match Playing singles and doubles Basic tactics and strategies</p>	<p>CLO3 CLO4 CLO5</p>

**REFERENCES**

- Downey, J. C., & Brodie, D. (1980). Get Fit for Badminton: A Practical Guide to Training for Players and Coaches. Pelham Books.

- Downey, Jake ( 1993). Winning Badminton Doubles How to coach Badminton. Published by Jake Downey.
- Downey, Jake (1982). Better Badminton for All. Pelham Books .
- Downey, Jake (1993). Excelling at Badminton (Beyond the Basics). Teach Yourself Books.
- Downey, Jake (2007). Tactics in Badminton Singles. e-book.
- Grice (2007). Badminton Steps to Success (2nd Edition). Human Kinetics.
- John Edwards ( 1997). Badminton: Technique, Tactics, Training (Crowood Sports Guides).The CrowoodPress Ltd.
- Mark Golds (2002). Badminton (Series - Skills of the Game ).The Crowood Press Ltd.

**Criteria of Continuous Assessment (Total Marks: 50)**

- Attainment of Specific Fitness -10 marks
- Execution of Technique: 15Marks
- Demonstration of Skill :15 Marks
- Marking and Measurements -10 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Demonstration of Skills and Techniques: 20 Marks
- Coaching and Officiating: 10 Marks
- Preparing Record of Practicals: 10 Marks
- Viva Voce: 10 Marks

**Course Code: MPE 652**  
**Course Title: Basketball -I**  
**Total Hours : 90**

L	T	P	Cr
0	0	6	3

**Learning outcomes:**

- After completion of the course students will be able to
- CLO1: Explain the rules & regulations of the game.  
 CLO2: Recognize the Rules/Laws of games and its implication in competition situation.  
 CLO3: To explain Qualifying system of major national and international tournaments  
 CLO4: To understand the playing area marking and equipment demands of specific games.  
 CLO5: To understand Qualities & qualification of an official and their duties and responsibilities  
 CLO6: To develop proficiency in Officiating & Conducting of the game in various level.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	Foundation & Rules <ul style="list-style-type: none"> <li>• Historical development in India and World Level</li> <li>• Rules/Laws and their interpretation</li> <li>• Rules &amp; Laws for people with Disability.</li> <li>• Latest changes of rules/laws &amp; their impact on the game</li> <li>• Qualifying system of major national and international tournaments.</li> </ul>	CLO1 CLO2 CLO3
II 45 Hours	Officiating <ul style="list-style-type: none"> <li>• Play area dimension and marking</li> <li>• Equipment specification</li> <li>• Qualities &amp; qualification of an official</li> <li>• Role of officials and their duties and responsibilities.</li> <li>• Mechanics of officiating</li> <li>• Score sheet : use and interpretation</li> <li>• Organization of competition at state, national and international level</li> </ul>	CLO4 CLO5 CLO6

**References:**

- OBE, F. W. D. (2014). Sports Training Principles: An Introduction to Sports Science. Bloomsbury Publishing.
- Geyer, D. (1977). Full Court Control Basketball: A Flexible Offense to Exploit Opponents' Weaknesses. Parker Publishing Company.
- Allen, A. P. (1959). Handbook of Baseball Drills. Prentice-Hall.
- McGuire Frank. (1959). Defensive basketball. Prentice-Hall, Inc. New York.
- Kanika K. (2001). Basketball Coaching Manual. Sports Publication.
- Vaidhya & Rajesh. (2007). Skills & Tactics Basketball. Sports Publication. New Delhi.
- Boe, Clair and Norton (1959). Men to Men Defense and Attack. New York: Ronald Press

Company.

**Criteria of Continuous Assessment (Total Marks: 50)**

- Attainment of Specific Fitness -10 marks
- Execution of Technique: 15Marks
- Demonstration of Skill :15 Marks
- Marking and Measurements -10 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Demonstration of Skills and Techniques: 20 Marks
- Coaching and Officiating: 10 Marks
- Preparing Record of Practicals: 10 Marks
- Viva Voce: 10 Marks

**Course Code: MPE 653**  
**Course Title: Cricket -I**  
**Total Hours : 90**

L	T	P	Cr
0	0	6	3

**Learning outcomes:**

After completion of the course students will be able to

CLO1: Explain the rules & regulations of the game.

CLO2: Recognize the Rules/Laws of games and its implication in competition situation.

CLO3: To explain Qualifying system of major national and international tournaments

CLO4: To understand the playing area marking and equipment demands of specific games.

CLO5: To understand Qualities & qualification of an official and their duties and responsibilities

CLO6: To develop proficiency in Officiating & Conducting of the game in various level.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<p>Foundation &amp; Rules</p> <ul style="list-style-type: none"> <li>• Historical development in India and World Level</li> <li>• Rules/Laws and their interpretation</li> <li>• Rules &amp; Laws for people with Disability.</li> <li>• Latest changes of rules/laws &amp; their impact on the game</li> <li>• Qualifying system of major national and international tournaments.</li> </ul>	CLO1 CLO2 CLO3
II 45 Hours	<p>Officiating</p> <ul style="list-style-type: none"> <li>• Play area dimension and marking</li> <li>• Equipment specification</li> <li>• Qualities &amp; qualification of an official</li> <li>• Role of officials and their duties and responsibilities.</li> <li>• Mechanics of officiating</li> <li>• Score sheet : use and interpretation</li> <li>• Organization of competition at state, national and international level</li> </ul>	CLO4 CLO5 CLO6

**Suggested Reading:**

- Aneja, O.P. (2012). How to Play Cricket. Prerna Prakashan.
- Arora & Monika. (2005). Cricket Coaching Manual. Sports Publication.
- Bharadwaj & Arun. (2008). Coaching Batting Skills. Royal Colour Cartons.
- Kutty Suresh. (2003). Fielding Drills in Cricket. Sports Publication.
- Rachna. (2001). Play Better Cricket. Sports Publication.
- Srivastava, A.K. (2006). How to Coach Bowling. Sports Publication.
- Srivastava, Vijay Kumar. (2007). Analysis of Cricket Skills. Sports Publication.
- Syal, Meenu. (2004). Teach Yourself Cricket. Prerna Prakashan.
- Tyagi, Arun Kumar. (2012). Cricket Skills & Rules. Khel Sahitya Kendra.
- Woolmer, Bob. (2009). The Art and Science of Cricket. Firefly Book Limited.

**Criteria of Continuous Assessment (Total Marks: 50)**

- Attainment of Specific Fitness -10 marks
- Execution of Technique: 15Marks
- Demonstration of Skill :15 Marks
- Marking and Measurements -10 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Demonstration of Skills and Techniques: 20 Marks
- Coaching and Officiating: 10 Marks
- Preparing Record of Practicals: 10 Marks
- Viva Voce: 10 Marks



**Course Code: MPE 654**  
**Course Title: Football -I**  
**Total Hours : 90**

L	T	P	Cr
0	0	6	3

**Learning outcomes:**

After completion of the course students will be able to

- CLO1: Explain the rules & regulations of the game.  
 CLO2: Recognize the Rules/Laws of games and its implication in competition situation.  
 CLO3: To explain Qualifying system of major national and international tournaments  
 CLO4: To understand the playing area marking and equipment demands of specific games.  
 CLO5: To understand Qualities & qualification of an official and their duties and responsibilities  
 CLO6: To develop proficiency in Officiating & Conducting of the game in various level.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	Foundation & Rules <ul style="list-style-type: none"> <li>• Historical development in India and World Level</li> <li>• Rules/Laws and their interpretation</li> <li>• Latest changes of rules/laws &amp; their impact on the game</li> <li>• Qualifying system of major national and international tournaments.</li> </ul>	CLO1 CLO2 CLO3
II 45 Hours	Officiating <ul style="list-style-type: none"> <li>• Play area dimension and marking</li> <li>• Equipment specification</li> <li>• Qualities &amp; qualification of an official</li> <li>• Role of officials and their duties and responsibilities.</li> <li>• Mechanics of officiating</li> <li>• Score sheet : use and interpretation</li> <li>• Organization of competition at state, national and international level</li> </ul>	CLO4 CLO5 CLO6

**Suggested Reading:**

- Wade, A. (1967). The FA-guide to training and coaching. London: The Football Association.
- Csanádi, Á. (1972). Soccer: Technique-tactics-coaching. Corvina Press.
- Beswick, B. (2010). Focused for soccer (Vol. 9, p. 12). Champaign, IL: Human Kinetics.
- Bobby Moffat .(1985). The Basic Soccer Guide. Collier Books.
- Reilly, T. (2003). Motion analysis and physiological demands. Science and soccer, 2, 59-72.

**Criteria of Continuous Assessment (Total Marks: 50)**

- Attainment of Specific Fitness -10 marks
- Execution of Technique: 15Marks
- Demonstration of Skill :15 Marks
- Marking and Measurements -10 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Demonstration of Skills and Techniques: 20 Marks
- Coaching and Officiating: 10 Marks
- Preparing Record of Practicals: 10 Marks
- Viva Voce: 10 Marks

**Course Code: MPE 655**  
**Course Title: Hockey -I**  
**Total Hours : 90**

L	T	P	Cr
0	0	6	3

**Learning outcomes:**

After completion of the course students will be able to

CLO1: Explain the rules & regulations of the game.

CLO2: Recognize the Rules/Laws of games and its implication in competition situation.

CLO3: To explain Qualifying system of major national and international tournaments

CLO4: To understand the playing area marking and equipment demands of specific games.

CLO5: To understand Qualities & qualification of an official and their duties and responsibilities

CLO6: To develop proficiency in Officiating & Conducting of the game in various level.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	Foundation & Rules <ul style="list-style-type: none"> <li>• Historical development in India and World Level</li> <li>• Rules/Laws and their interpretation</li> <li>• Rules &amp; Laws for people with Disability.</li> <li>• Latest changes of rules/laws &amp; their impact on the game</li> <li>• Qualifying system of major national and international tournaments.</li> </ul>	CLO1 CLO2 CLO3
II 45 Hours	Officiating <ul style="list-style-type: none"> <li>• Play area dimension and marking</li> <li>• Equipment specification</li> <li>• Qualities &amp; qualification of an official</li> <li>• Role of officials and their duties and responsibilities.</li> <li>• Mechanics of officiating</li> <li>• Score sheet : use and interpretation</li> <li>• Organization of competition at state, national and international level</li> </ul>	CLO4 CLO5 CLO6

**Suggested Reading:**

- Ahmed Khan, Eraj (1976). Hockey for Boys and Girls, Scientific Book Company, Patna.
- D. Jain (2003). Hockey Skills & Rules Khel Sahitya Kendra.
- Dilip K. Dureha & Akhil Mehrotra (2003). Teaching and Coaching Hockey, Janvani Prakashan (P) Ltd., 2003.
- Kapur (1975). Rules of Hockey with Interpretation (Boys and Girls).
- P.Narang (2003). Play and Learn Hockey, Khel Sahitya Kendra, 2003.
- Singh, Gian and Wallia Kuku (1975). Learn Hockey this way, New Delhi International Hockey Institutes.
- Singh. Gian and Wallia Kuku (1979). Learn, Hockey this way, Commercial Publication Bureau, New Delhi.
- **Criteria of Continuous Assessment (Total Marks: 50)**
  - Attainment of Specific Fitness -10 marks
  - Execution of Technique: 15Marks
  - Demonstration of Skill :15 Marks
  - Marking and Measurements -10 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Demonstration of Skills and Techniques: 20 Marks
- Coaching and Officiating: 10 Marks
- Preparing Record of Practicals: 10 Marks
- Viva Voce: 10 Marks

**Course Code: MPE 656**

**Course Title: Tennis -I**

**Total Hours : 90**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
0	0	6	3

**Learning outcomes:**

After completion of the course students will be able to

CLO1: Explain the rules & regulations of the game.

CLO2: Recognize the Rules/Laws of games and its implication in competition situation.

CLO3: To explain Qualifying system of major national and international tournaments

CLO4: To understand the playing area marking and equipment demands of specific games.

CLO5: To understand Qualities & qualification of an official and their duties and responsibilities

CLO6: To develop proficiency in Officiating & Conducting of the game in various level.

<b>Units/Hours</b>	<b>Contents</b>	<b>Mapping with Course Learning Outcome</b>
I 45 Hours	<b>Foundation &amp; Rules</b> <ul style="list-style-type: none"><li>• Historical development in India and World Level</li><li>• Latest changes of rules/laws &amp; their impact on the game</li><li>• Rules/Laws and their interpretation</li><li>• Rules &amp; Laws for people with Disability.</li><li>• Qualifying system of major national and international tournaments.</li></ul>	CLO1 CLO2 CLO3
II 45 Hours	<b>Officiating</b> <ul style="list-style-type: none"><li>• Play area dimension and marking</li><li>• Equipment specification</li><li>• Qualities &amp; qualification of an official</li><li>• Role of officials and their duties and responsibilities.</li><li>• Mechanics of officiating</li><li>• Score sheet : use and interpretation</li><li>• Organization of competition at state, national and international level</li></ul>	CLO4 CLO5 CLO6

**Suggested Reading:**

- Braden, V. and Bruns, B., (1998). Tennis 2000: Strokes, Strategy and Psychology for a Lifetime. 1st ed. New York: Little, Brown and Company.
- Groppe, J., (1992). High tech tennis. 1st ed. Champaign, Ill.: Leisure Press.
- Hoskins, T., (2003). The Tennis Drill Book. 1st Ed. Champaign, Ill.: Human Kinetics.
- Knudson, D., (2006). Biomechanical Principles of Tennis Technique. 1st ed. Vista:USRSA.
- Rowland, T., (2014). Tennisology. 1st ed. Champaign: Human Kinetics.

- Steve Beier (2009). More Than a Game: Learning Life Skills from Tennis Skills Paperback – Import. Author House Publisher.

**Criteria of Continuous Assessment (Total Marks: 50)**

- Attainment of Specific Fitness -10 marks
- Execution of Technique: 15Marks
- Demonstration of Skill :15 Marks
- Marking and Measurements -10 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Demonstration of Skills and Techniques: 20 Marks
- Coaching and Officiating: 10 Marks
- Preparing Record of Practicals: 10 Marks
- Viva Voce: 10 Marks

**Course Code: MPE 657**

**Course Title: Volleyball -I**

**Total Hours : 90**

L	T	P	Cr
0	0	6	3

**Learning outcomes:**

After completion of the course students will be able to

CLO1: Explain the rules & regulations of the game.

CLO2: Recognize the Rules/Laws of games and its implication in competition situation.

CLO3: To explain Qualifying system of major national and international tournaments

CLO4: To understand the playing area marking and equipment demands of specific games.

CLO5: To understand Qualities & qualification of an official and their duties and responsibilities

CLO6: To develop proficiency in Officiating & Conducting of the game in various level.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<b>Talent Identification and Development</b> <ul style="list-style-type: none"><li>• Detection of talent in Volleyball</li><li>• Development of talent in Volleyball</li><li>• Planning and Periodization in Volleyball</li><li>• LTAD</li></ul> <b>Techniques &amp; their application</b> <ul style="list-style-type: none"><li>• Classification &amp; analysis of technique - Various faults in skills, their causes and corrections, types of exercises to develop and consolidate fundamental skills of the game</li><li>• Teaching stages of techniques</li><li>• Evaluation of techniques.</li><li>• Selection of team and starting line-up for Volleyball game.</li><li>• Selection of captain</li></ul>	CLO1 CLO2 CLO3
II 45 Hours	<b>Tactics &amp; their Application</b> <ul style="list-style-type: none"><li>• Philosophy of coaching applied in Volleyball</li><li>• Meaning, Aims &amp; Objectives of Tactics and Strategy.</li><li>• Methods of Tactical training (break up drills).</li><li>• Relationship between tactics and strategy</li><li>• Playing system (offensive and defensive) :<ol style="list-style-type: none"><li>I. 3-Men reception.</li><li>II. 2-Men reception.</li><li>III. 2-1-3, 2-0-4 and 3-0-3 defensive system.</li><li>IV. 2-1-3 slide</li><li>V. Attack coverage (1-2-3)</li></ol></li><li>• Team conflicts (How to identify conflict and solve it).</li><li>• Different teaching and coaching aids/gadgets of Volleyball</li></ul>	CLO4 CLO5 CLO6

**Suggested Reading:**

- Anthony C. Varghese & Lawrence V. (2009). Volleyball Player. Handbook Friends Publication, New Delhi.
- Dumphy Mary & Wilde Rad. (2000). Volleyball Today (2nd Edition). Fritz/Brett.
- Ranganathan P.P. (2003). Volleyball, A Guide to Playing and Coaching. Friends Publication, Delhi.

- Resser C. Jonathan & Bohr Roald. (2003). Volleyball. Blockwell.
- Saggar S.K. (2001). Play Better Volleyball. Sports Publication, Delhi.
- Soudhu S. Gurbaksh. (1982). Volleyball Basic and Advanced. Sports People, Chandigarh.
- American Sport Education Program. (2007). Coaching Youth Volleyball. Human Kinetics.
- Wise, M. (1999). Volleyball drills for champions. Human Kinetics.

**Criteria of Continuous Assessment (Total Marks: 50)**

- Attainment of Specific Fitness -10 marks
- Execution of Technique: 15Marks
- Demonstration of Skill :15 Marks
- Marking and Measurements -10 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Demonstration of Skills and Techniques: 20 Marks
- Coaching and Officiating: 10 Marks
- Preparing Record of Practicals: 10 Marks
- Viva Voce: 10 Marks



**Course Code: MPE 658**

**Course Title: Yoga -I**

**Total Hours : 90**

L	T	P	Cr
0	0	6	3

**Learning outcomes:**

After completion of the course students will be able to

CLO1: Explain the historical background, Application & misconception of yoga.

CLO2: Explain different stage/school of yoga.

CLO3: To explain official governing bodies of yoga

CLO4: Competition System & qualifying criteria at National and International level

CLO5: To discuss officials & their duties and responsibilities in yoga competition.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 hours	Foundation of yoga <ul style="list-style-type: none"><li>•Historical Background of Yoga</li><li>•Yoga according to various scriptures</li><li>•Introduction to different schools of Yoga</li><li>•Famous yogis and their contribution in Yoga</li><li>•Application &amp; misconception about yoga in modern society</li></ul>	CLO1 CLO2
II 45 Hours	<ul style="list-style-type: none"><li>•Significant governing bodies of Yoga at India and World level.</li><li>•Competition System &amp; qualifying criteria at National and International level.</li><li>•Rules/Laws of Yoga and their Interpretation for competition.</li><li>•Role of officials &amp; their duties and responsibilities in yoga competition.</li></ul>	CLO3 CLO4 CLO5

**Suggested Reading:**

- Tarak Nath Pramanik. (2018). Yoga Education. Sports Publication, New Delhi.
- Swami Vivekananda (2019). The Complete Book of Yoga : Karma Yoga, Bhakti Yoga, Raja Yoga, Jnana Yoga. Fingerprint Publishing.
- Sadhguru (2017). Adiyogi: The Source of Yoga. Harper Collins Publishers, India.
- Sadhguru (2017). Inner Engineering: A Yogi's Guide to Joy. Penguin Random House India.
- Swami Satyananda Saraswati (2013). Asana Pranayama Mudra Bandha. Bihar School of Yoga.
- B.K.S. Iyengar. (2012). Light on the Yoga Sutras of Patanjali. Harper Collins Publishers, India.
- Leslie Kaminoff & Amy Matthews. (2011). Yoga Anatomy. Human Kinetics.
- Muktibodhananda Swami. (1998). Hatha Yoga Pradipika. Bihar School of Yoga.
- Anatharaman, T.N. (1996). Ancient Yoga and Modern Science. Project of History of Indian Sciences Philosophy & Culture.
- Sturgess, Stephen. (1996). The Yoga Book. Watkins Publications, London, University of Michigan.
- Kumar, Dr. Kamakhya. (2008). Super Science of Yoga. Standard Publications, New Delhi.

**Criteria of Continuous Assessment (Total Marks: 50)**

- Attainment of Specific Fitness -10 marks
- Execution of Technique: 15Marks
- Demonstration of Skill :15 Marks
- Marking and Measurements -10 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Demonstration of Skills and Techniques: 20 Marks
- Coaching and Officiating: 10 Marks
- Preparing Record of Practicals: 10 Marks
- Viva Voce: 10 Marks

**Course Code: MPE 567**

**Course Title: Sports Practice and Intramural Activities**

**Total Hours: 90**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
0	0	6	3

**Learning outcomes:**

After completion of the course students will be able to

CLO1: To enable the students for acquiring relevant skills in various Sports & Games.

CLO2: To develop good judgment and fair play in competitions.

CLO3: To enhance teamwork, and leadership skills.

CLO4: To enhance a social interaction through play within a diverse student body.

**Content**

The students of M.P.Ed. will engage in sports practice and participate in the intramural competition to nurture healthy competition, good judgment and fair play, team work, and leadership skills. Participation in regular sports practice will enhance students skill proficiency and sports performance. The intramural competition allows students to participate in sports and physical activities without regard for high performance skill or ability and enhance social interaction through play within a diverse student body and reduce student conflict by encouraging students to manage the emotions appropriately. It will promote a life style of healthy habits through recreation and leisure activity involvement.

**Criteria of Continuous Assessment**

Preparation of Playing Area, Quality of Conducting Sports Competition and Officiating and Assessment will be done on the basis of satisfactory or Unsatisfactory performance .

**Course Code: MPE 568**  
**Course Title: Community Sports Development**  
**Total Hours- 60**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
0	0	4	2

**Learning outcomes:**

After completion of the course, students will be able to

CLO1: To aid in the holistic development of children and youth from marginalized backgrounds through a

    specially-designed sport-based curriculum.

CLO2: To develop young people's potential, both physical and mental.

CLO3: To foster and promote team sports and self-belief amongst young people of nearby village to help

    them to maximize their potential, self-belief and aspiration.

CLO4: To foster self-discipline and control by building team skills and promoting a healthy life-style.

**Content**

To nurture the sports among children of nearby villages, the students of MPED programme will give them training in evening session as per their own sports specialization. This training will be provided under the supervision of teachers and coaches. For the selection of children from community for this special drive, applications will be demanded by the department. On the basis of availability of sports facilities, a specific number of children intake and number of sports will be decided by the department every semester, so that maximum numbers of community children could get best training in specific sports.

Criteria of Continues Assessment: Assessment will be done on the basis of satisfactory or Unsatisfactory performance given at the time of training session for community children.

**Criteria of Continuous Assessment**

Assessment will be done on the basis of satisfactory or Unsatisfactory performance given at the time of training session for community children.

## IV Semester

**Course Name: Dissertation**

**Course Code: MPE 601**

**Total Hours: 480**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
0	0	32	16

### **Course Learning Outcomes:**

On completion of this course, students shall be able to:

CLO1: Conduct research independently in physical education and sport

CLO2: Develop analytical and logical thinking in the process of conducting research.

CLO3: Apply the implications of educational research in generating new knowledge

CLO4: Complete the research report as per format

<b>Total Hours</b>	<b>Contents</b>	<b>Mapping with Course Learning Outcome</b>
480 Hours	<p><b>search Work:</b> A candidate shall have dissertation for M.P.Ed. – IV Semester and synopsis submitted in III semester to research development committee the same will be submitted pursue further here for dissertation submission. Candidate give presentation for his/her research work before the departmental research committee, candidate will collect data and write all five chapters under the supervisor. A candidate selecting dissertation must submit his/her synopsis not less than one week before the Viva voce for End semester of the IV Semester Examination.</p> <p><b>Learning Activities:</b> Peer Discussion, Field Application, Brain Storming and Problem Solving.</p>	<p>CLO1 CLO2 CLO3 CLO4</p>

### **Suggested Readings**

- Best, J.W. (1999). Research in education. New Delhi: Prentice Hall of India Pvt. Ltd.
- Bogdan, R.C., & Biklen, S.K. (2014). Qualitative research for education: an introduction to theory and methods. New Delhi: PHI Learning Pvt. Ltd.
- Chandra, S.S., & Sharma, R.K. (2010). Research in education. New Delhi: Atlantic Publications.
- Guthrie, G.B. (2010). Basic research methods: An entry to social science research. New Delhi. Sage Publications India Pvt. Ltd.
- Kaul, L. (1984). Methodology of educational research. New Delhi: Vikas Publications.
- Kerlinger, F.N. (1986). Foundations of behavioural research. Fort Worth TX: Harcourt Bmce Jovanovich.
- Kumar, R. (2011). Research methodology. New Delhi: Sage Publications India Pvt. Ltd.
- Newby, P. (2014). Research methods for education. New York: Routledge Publications.
- Pathak, R. P. (2015). Methodology of educational research. New Delhi: Atlantic Publications.
- Richards, L., & Morse, J.M. (2013). Qualitative methods. U.S.A: Sage Publications, Inc.
- Wellington, J. (2015). Educational research. USA: Bloomsbury Academic Publications.

### **Suggested websites**

- [www.education.com](http://www.education.com)
- [www.academia.edu](http://www.academia.edu)
- [www.okstate.edu](http://www.okstate.edu)
- [www.aect.org](http://www.aect.org)
- [www.oxfordbibliographies.com](http://www.oxfordbibliographies.com)
- [www.academia.edu](http://www.academia.edu)

- [www.okstate.edu](http://www.okstate.edu)
- [www.aect.org](http://www.aect.org)
- [www.oxfordbibliographies.com](http://www.oxfordbibliographies.com)
- [www.academia.edu](http://www.academia.edu)
- [www.southalabama.edu](http://www.southalabama.edu)

**Evaluation Criteria:**

<b>Dissertation (Fourth Semester)</b>		
	<b>Marks</b>	<b>Evaluation</b>
Supervisor	50	Continuous Assessment (Regularity in Work, Mid-Term Evaluation) Dissertation Report, Presentation, Final Viva-Voce
External expert, HoD and Senior-most Faculty of the Department	50	Dissertation report (30), Presentation(10), Final Viva-Voce (10)

**Course Name: Internship**  
**Course Code: MPE 592**  
**Total Hours: 120**

L	T	P	Cr
0	0	8	4

**Course Learning Outcomes:**

On completion of this course, students shall be able to:

CLO1: Critically analyze the administrative activities of teacher education institutions.

CLO2: Learn and practice the process of sports activities assessment and intervention

CLO3: Practice innovative teaching techniques and evaluation in teacher education Institutions

CLO4: Promote student learning by providing responsive instructions that shows effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

CLO5: To learn to assess different aspects of children’s learning without a focus only on achievement.

Total Hours	Contents	Mapping with Course Learning Outcome
120 Hours	<b>Teaching Experience:</b> The MPED IV Semester students need to attain an internship of 04 Weeks in School/colleges/universities in Bathinda city. It plays a crucial role in the professional development of students, and students will achieve valuable experience. It will also offer an opportunity to gain relevant experience and get a realistic perspective on physical education. The supervisor will assign by the department and monitor the progress of candidates during the internship.	CLO1 CLO2 CLO3 CLO4 CLO5
	<b>Learning Activities:</b> Peer Discussion, Field Application, Brain Storming and Problem Solving.	

**Suggested Readings**

- Aniket Singh (2018). The Complete Book Of Internships in India: Intern Abroad This Summer. 1st edition, Notion Press Publication.
- Judith B. Boettcher & Rita-Marie Conrad (2010). The Online Teaching Survival Guide. 1st edition, Jossey-Bass Publication.
- Waugh C. & Norman Grundland (2009). Assessment of Student Achievement. 10th edition, Pearson Publisher.
- Judith Grunert O'Brien, Barbara J. Millis, Margaret W. Cohen & Robert M. Diamond (2008). The Course Syllabus: A Learning-Centered Approach. 1st edition, Jossey- Bass Publisher.

**Criteria of Continuous Assessment**

Assessment will be done on the basis of satisfactory or Unsatisfactory performance with respect to report of school administration.

## Sports Specialization-II

**Course Code: MPE 671**

**Sports Practical : Badminton-II**

**Total Hours: 90**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
0	0	6	3

### Learning outcomes:

After completion of the course students will be able to

CLO1: Explain the different strokes , deception techniques

CLO2: Develop insight into fluid movement

CLO3: To understand the different stages of techniques and evaluation of techniques

CLO4: To understand the playing position.

CLO5: To learn offensive and defensive skills of game.

CLO6: To learn preparation of team building and performance enhancement

Units/Hours	Contents	Mapping with Course Learning Outcome
<b>I</b>  45 Hours	<ul style="list-style-type: none"> <li>• Advanced strokes, deception and tactics</li> <li>• Perfecting all strokes and deception techniques</li> <li>• Introduction to deception techniques</li> <li>• Advanced footwork drills for strokes and deception</li> <li>• Fine-tuning combination play and fluid movement</li> <li>• Developing a high press and counter-press</li> <li>• Doubles tactics: Introduction to doubles tactics and strategies</li> <li>• Understanding rotation and positioning</li> <li>• Advanced serve and receive techniques for doubles play</li> <li>• Developing a strong serve and receive game</li> <li>• Mastering doubles rotations and positioning</li> <li>• Advanced doubles tactics and strategies</li> </ul>	CLO1 CLO2 CLO3
<b>II</b>  45 Hours	<ul style="list-style-type: none"> <li>• Defense and counter-attack: Advanced defensive techniques and drills</li> <li>• Developing a counter-attack game</li> <li>• Intense footwork drills for defense and counter-attack</li> <li>• Game analysis and strategy: Analyzing opponents and developing a highly specific game plan</li> <li>• Intense team-based drills and game simulations</li> <li>• Developing situational awareness and lightning-fast decision-making skills</li> <li>• Performance enhancement: Physical and mental preparation for matches</li> <li>• Nutrition and recovery strategies</li> <li>• High-intensity drills and game simulations</li> </ul>	CLO4 CLO5 CLO6

### Suggested Reading:

- Downey, J. C., & Brodie, D. (1980). Get Fit for Badminton: A Practical Guide to Training for Players and Coaches. Pelham Books.
- Downey, Jake (1993). Winning Badminton Doubles How to coach Badminton. Published by Jake Downey.
- Downey, Jake (1982). Better Badminton for All. Pelham Books .
- Downey, Jake (1993). Excelling at Badminton (Beyond the Basics). Teach Yourself



Books.

- Downey, Jake (2007). Tactics in Badminton Singles. e-book.
- Grice (2007). Badminton Steps to Success (2nd Edition). Human Kinetics.
- John Edwards ( 1997). Badminton: Technique, Tactics, Training (Crowood Sports Guides).The CrowoodPress Ltd.
- Mark Golds (2002). Badminton (Series - Skills of the Game ).The Crowood Press Ltd.

**Criteria of Continuous Assessment (Total Marks: 50)**

- Attainment of Specific Fitness -10 marks
- Execution of Technique: 15Marks
- Demonstration of Skill :15 Marks
- Marking and Measurements -10 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Demonstration of Skills and Techniques: 20 Marks
- Coaching and Officiating: 10 Marks
- Preparing Record of Practicals: 10 Marks
- Viva Voce: 10 Marks

**Course Code: MPE 672**  
**Sports Practical: Basketball- II**  
**Total Hours: 90**

L	T	P	Cr
0	0	6	3

**Learning outcomes:**

- After completion of the course students will be able to
- CLO1: Explain the rules & regulations of the game.  
 CLO2: Recognize the Rules/Laws of games and its implication in competition situation.  
 CLO3: To explain Qualifying system of major national and international tournaments  
 CLO4: To understand the playing area marking and equipment demands of specific games.  
 CLO5: To understand Qualities & qualification of an official and their duties and responsibilities  
 CLO6: To develop proficiency in Officiating & Conducting of the game in various level.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<p><b>Talent Identification and Development</b></p> <ul style="list-style-type: none"> <li>• Detection of talent in basketball</li> <li>• Development of talent in basketball</li> <li>• Planning and Periodization in basketball</li> </ul> <p><b>Techniques &amp; their application</b></p> <ul style="list-style-type: none"> <li>• Classification &amp; analysis of technique</li> <li>• Various faults in skills, their causes and corrections, types of exercises to develop and consolidate fundamental skills of the game</li> <li>• Teaching stages of techniques</li> <li>• Evaluation of techniques.</li> </ul>	CLO1 CLO2 CLO3
II 45 Hours	<p><b>Tactics &amp; their Application</b></p> <ul style="list-style-type: none"> <li>• Philosophy of coaching applied in basketball</li> <li>• Meaning, Aims &amp; Objectives of Tactics and Strategy.</li> <li>• Offensive Tactics (individual and team).</li> <li>• Defensive Tactics (individual and team).</li> <li>• Methods of Tactical training (break up drills).</li> <li>• Relationship between tactics and strategy</li> <li>• Team conflicts (How to identify conflict and solve it).</li> </ul> <p>Team building (On and off court).</p>	CLO4 CLO5 CLO6

**Suggested Reading:**

- OBE, F. W. D. (2014). Sports Training Principles: An Introduction to Sports Science. Bloomsbury Publishing.
- Geyer, D. (1977). Full Court Control Basketball: A Flexible Offense to Exploit Opponents' Weaknesses. Parker Publishing Company.
- Allen, A. P. (1959). Handbook of Baseball Drills. Prentice-Hall.
- McGuire Frank. (1959). Defensive basketball. Prentice-Hall, Inc. New York.
- Kanika K. (2001). Basketball Coaching Manual. Sports Publication.
- Vaidhya & Rajesh. (2007). Skills & Tactics Basketball. Sports Publication. New Delhi.

**Criteria of Continuous Assessment (Total Marks: 50)**

- Attainment of Specific Fitness -10 marks
- Execution of Technique: 15Marks
- Demonstration of Skill :15 Marks
- Marking and Measurements -10 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Demonstration of Skills and Techniques: 20 Marks
- Coaching and Officiating: 10 Marks
- Preparing Record of Practicals: 10 Marks
- Viva Voce: 10 Marks

**Course Code: MPE 673**  
**Sports Practical: Cricket - II**  
**Total Hours : 90**

L	T	P	Cr
0	0	6	3

**Learning outcomes:**

- After completion of the course students will be able to
- CLO1: Explain the different stages of talent identification and development.
- CLO2: Develop insight for planning and periodization of sports
- CLO3: To understand the different stages of techniques and evaluation of techniques
- CLO4: To understand the philosophy of coaching, tactical training, offensive & defensive skills of game
- CLO5: To learn physical and psychological preparation of athlete
- CLO6: To learn preparation of team building

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<p><b>Talent Identification and Development</b></p> <ul style="list-style-type: none"> <li>• Detection of talent in cricket</li> <li>• Development of talent in cricket</li> <li>• Planning and Periodization in cricket</li> </ul> <p><b>Techniques &amp; their application</b></p> <ul style="list-style-type: none"> <li>• Classification of techniques regarding batting.</li> <li>• Teaching stages of techniques for bowlers.</li> <li>• Faults and their corrections during batting skills, bowling skills and fielding.</li> <li>• Biomechanical and Anthropometrical analysis of various techniques:               <ul style="list-style-type: none"> <li>a. Front foot drives</li> <li>b. Back foot drives</li> <li>c. Horizontal strokes</li> <li>d. Bowling</li> </ul> </li> <li>• Basics of bowling, batting, fielding</li> <li>• Types of bowling Action</li> <li>• Types of fielding and catching</li> </ul>	CLO1 CLO2 CLO3
II 45 Hours	<p><b>Tactics &amp; their Application</b></p> <ul style="list-style-type: none"> <li>• Tactics for one day matches.</li> <li>• Tactics for test matches.</li> <li>• Tactics for T20 matches.</li> <li>• Offensive and defensive fielding tactics.</li> <li>• Tactics for Ground and pitches</li> </ul>	CLO4 CLO5 CLO6

**Suggested Reading:**

- Aneja, O.P. (2012). How to Play Cricket. Prerna Prakashan.
- Arora & Monika. (2005). Cricket Coaching Manual. Sports Publication.
- Bharadwaj & Arun. (2008). Coaching Batting Skills. Royal Colour Cartons.
- Boe, Clair and Norton (1959). Men to Men Defense and Attack. New York: Ronald Press Company.
- Kutty Suresh. (2003). Fielding Drills in Cricket. Sports Publication.
- Rachna. (2001). Play Better Cricket. Sports Publication.

- Srivastava, A.K. (2006). How to Coach Bowling. Sports Publication.
- Srivastava, Vijay Kumar. (2007). Analysis of Cricket Skills. Sports Publication.
- Syal, Meenu. (2004). Teach Yourself Cricket. Perna Prakashan.
- Tyagi, Arun Kumar. (2012). Cricket Skills & Rules. Khel Sahitya Kendra.
- Woolmer, Bob. (2009). The Art and Science of Cricket. Firefly Book Limited.

**Criteria of Continuous Assessment (Total Marks: 50)**

- Attainment of Specific Fitness -10 marks
- Execution of Technique: 15Marks
- Demonstration of Skill :15 Marks
- Marking and Measurements -10 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Demonstration of Skills and Techniques: 20 Marks
- Coaching and Officiating: 10 Marks
- Preparing Record of Practicals: 10 Marks
- Viva Voce: 10 Marks

**Course Code: MPE 674**  
**Sports Practical: Football - II**  
**Total Hours: 90**

L	T	P	Cr
0	0	6	3

**Learning outcomes:**

- After completion of the course students will be able to
- CLO1: Explain the different stages of talent identification and development.
- CLO2: Develop insight for planning and periodization of sports
- CLO3: To understand the different stages of techniques and evaluation of techniques
- CLO4: To understand the philosophy of coaching, tactical training, offensive & defensive skills of game
- CLO5: To learn physical and psychological preparation of athlete
- CLO6: To learn preparation of team building

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<p><b>Talent Identification and Development</b></p> <ul style="list-style-type: none"> <li>• Detection of talent in football</li> <li>• Development of talent in football</li> <li>• Planning and Periodization in football</li> </ul> <p><b>Techniques &amp; their application</b></p> <ul style="list-style-type: none"> <li>• Classification &amp; analysis of technique -Various faults in skills, their causes and corrections, types of exercises to develop and consolidate fundamental skills of the game</li> <li>• Teaching stages of techniques</li> <li>• Evaluation of techniques.</li> </ul>	CLO1 CLO2 CLO3
II 45 Hours	<p><b>Tactics &amp; their Application</b></p> <ul style="list-style-type: none"> <li>• Philosophy of coaching applied in football</li> <li>• Meaning, Aims &amp; Objectives of Tactics and Strategy.</li> <li>• General and applied tactics and their implication : <ul style="list-style-type: none"> <li>I. Individual : Attack &amp; Defence.</li> <li>II. Group: Attack &amp; Defence.</li> </ul> </li> <li>• Methods of Tactical training (break up drills).</li> <li>• Relationship between tactics and strategy</li> <li>• Team conflicts (How to identify conflict and solve it)</li> </ul>	CLO4 CLO5 CLO6

**Suggested Reading:**

- Wade, A. (1967). The FA-guide to training and coaching. London: The Football Association.
- Csanadi, A. (1972). Soccer: Technique-tactics-coaching. Corvina Press.

- Beswick, B. (2010). Focused for soccer (Vol. 9, p. 12). Champaign, IL: Human Kinetics.
- Bobby Moffat .(1985). The Basic Soccer Guide. Collier Books.
- Reilly, T. (2003). Motion analysis and physiological demands. Science and soccer, 2, 59-72.

**Criteria of Continuous Assessment (Total Marks: 50)**

- Attainment of Specific Fitness -10 marks
- Execution of Technique: 15Marks
- Demonstration of Skill :15 Marks
- Marking and Measurements -10 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Demonstration of Skills and Techniques: 20 Marks
- Coaching and Officiating: 10 Marks
- Preparing Record of Practicals: 10 Marks
- Viva Voce: 10 Marks

**Course Code: MPE 675**  
**Sports Practical: Hockey-II**  
**Total Hours: 90**

L	T	P	Cr
0	0	6	3

**Learning outcomes:**

- After completion of the course students will be able to
- CLO1: Explain the different stages of talent identification and development.  
 CLO2: Develop insight for planning and periodization of sports  
 CLO3: To understand the different stages of techniques and evaluation of techniques  
 CLO4: To understand the philosophy of coaching, tactical training, offensive & defensive skills of game  
 CLO5: To learn physical and psychological preparation of athlete  
 CLO6: To learn preparation of team building

Units/Hours	Contents	Mapping with Course Learning Outcome
I  45 Hours	<p><b>Talent Identification and Development</b></p> <ul style="list-style-type: none"> <li>• Detection of talent in Kabaddi</li> <li>• Development of talent in Kabaddi</li> <li>• Planning and Periodization in Kabaddi</li> </ul> <p><b>Techniques &amp; their application</b></p> <ul style="list-style-type: none"> <li>• Classification &amp; analysis of technique - Various faults in skills, their causes and corrections, types of exercises to develop and consolidate fundamental skills of the game</li> <li>• Teaching stages of techniques</li> <li>• Evaluation of techniques.</li> </ul>	CLO1 CLO2 CLO3
II  45 Hours	<p><b>Tactics &amp; their Application</b></p> <ul style="list-style-type: none"> <li>• Philosophy of coaching applied in Kabaddi</li> <li>• Meaning, Aims &amp; Objectives of Tactics and Strategy.</li> <li>• Offensive Tactics (individual and team).</li> <li>• Defensive Tactics (individual and team).</li> <li>• Methods of Tactical training (break up drills).</li> <li>• Relationship between tactics and strategy</li> </ul> <p>Team conflicts (How to identify conflict and solve it).</p>	CLO4 CLO5 CLO6



**Suggested Reading:**

- S. Muniraju. (2015). A Text Book on Kabaddi: Kabaddi, Skills Techniques and Strategies. Lap Lambert Academic Publishing.
- E. Prasad Rao. (2002). Kabaddi- the complete hand book. Jagadamba Publications, Vizianagaram, A.P.

L	T	P	Cr
0	0	6	3

**Course Code: MPE 676**

**Sports Practical: Tennis - II**

**Total Hours: 90**

Learning outcomes:

After completion of the course students will be able to

CLO1: Explain the different stages of talent identification and development.

CLO2: Develop insight for planning and periodization of sports

CLO3: To understand the different stages of techniques and evaluation of techniques

CLO4: To understand the philosophy of coaching, tactical training, offensive & defensive skills of game

CLO5: To learn physical and psychological preparation of athlete

CLO6: To learn preparation of team building

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<p><b>Talent Identification and Development</b></p> <ul style="list-style-type: none"> <li>• Detection of talent in Tennis</li> <li>• Development of talent in Tennis</li> <li>• Planning and Periodization in Tennis</li> </ul>	CLO1 CLO2 CLO3
	<p><b>Techniques &amp; their application</b></p> <ul style="list-style-type: none"> <li>• Advance Technique/Skill- Footwork, Service Variations, Drive Variations, Flick,Smash, five game situation&amp; their Developmental Drills.</li> <li>• Situational Play.</li> <li>• Recreational and lead-up activities : Sky Ball,Flying Target, Double Tennis, No Ad Game, Up &amp; down, Tag Team Tennis, Stop Tennis, Rally Ball, Team Cones,Floor Tennis</li> </ul>	

<p style="text-align: center;">II 45 Hours</p>	<p style="text-align: center;"><b>Tactics &amp; their Application</b></p> <ul style="list-style-type: none"> <li>• Philosophy of coaching applied in Tennis</li> <li>• Meaning, Aims &amp; Objectives of technical and tactical training.</li> <li>• Developing basic strategy (Offensive and Defensive).</li> <li>• Requisite of Table Tennis Player (Physical, Technical, Psychological).</li> <li>• Mechanical Analysis of Technical Skills.</li> <li>• Relationship between tactics and strategy</li> <li>• Team conflicts (How to identify conflict and solve it).</li> </ul>	<p style="text-align: center;">CLO4 CLO5 CLO6</p>
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**Suggested Reading:**

- Braden, V. and Bruns, B., (1998). Tennis 2000: Strokes, Strategy and Psychology for aLifetime. 1st ed. New York: Little, Brown and Company.
- Groppe, J., (1992). High tech tennis. 1st ed. Champaign, Ill.: Leisure Press.
- Hoskins, T., (2003). The Tennis Drill Book. 1st Ed. Champaign, Ill.: Human Kinetics.
- Knudson, D., (2006). Biomechanical Principles of Tennis Technique. 1st ed. Vista:USRSA.
- Rowland, T., (2014). Tennisology. 1st ed. Champaign: Human Kinetics.
- Steve Beier (2009). More Than a Game: Learning Life Skills from TennisSkills Paperback – Import. Author House Publisher.

**Code: MPE 677**  
**Sports Practical: Volleyball - II**  
**Total Hours: 90**

L	T	P	Cr
0	0	6	3

**Learning outcomes:**

- After completion of the course students will be able to
- CLO1: Explain the different stages of talent identification and development.  
 CLO2: Develop insight for planning and periodization of sports  
 CLO3: To understand the different stages of techniques and evaluation of techniques  
 CLO4: To understand the philosophy of coaching, tactical training, offensive & defensive skills of game  
 CLO5: To learn physical and psychological preparation of athlete  
 CLO6: To learn preparation of team building

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<p><b>Talent Identification and Development</b></p> <ul style="list-style-type: none"> <li>• Detection of talent in Volleyball</li> <li>• Development of talent in Volleyball</li> <li>• Planning and Periodization in Volleyball</li> </ul> <p><b>Techniques &amp; their application</b></p> <ul style="list-style-type: none"> <li>• Classification &amp; analysis of technique -Various faults in skills, their causes and corrections, types of exercises to develop and consolidate fundamental skills of the game</li> <li>• Teaching stages of techniques</li> <li>• Evaluation of techniques.</li> <li>• Selection of team and starting line-up for Volleyball game.</li> </ul>	CLO1 CLO2 CLO3
II 45 Hours	<p><b>Tactics &amp; their Application</b></p> <ul style="list-style-type: none"> <li>• Philosophy of coaching applied in Volleyball</li> <li>• Meaning, Aims &amp; Objectives of Tactics and Strategy.</li> <li>• Methods of Tactical training (break up drills).</li> <li>• Relationship between tactics and strategy</li> <li>• Playing system (offensive and defensive) :           <ol style="list-style-type: none"> <li>3-Men reception.</li> <li>2-Men reception.</li> <li>2-1-3, 2-0-4 and 3-0-3 defensive system.</li> </ol> </li> <li>• Team conflicts (How to identify conflict and solve it).</li> <li>• Different teaching and coaching aids/gadgets of Volleyball</li> </ul>	CLO4 CLO5 CLO6

**Suggested Reading:**

- Anthony C. Varghese & Lawrence V. (2009). Volleyball Player. Handbook Friends Publication, New Delhi.
- Dumphy Mary & Wilde Rad. (2000). Volleyball Today (2nd Edition). Fritz/Brett.
- Ranganathan P.P. (2003). Volleyball, A Guide to Playing and Coaching. Friends Publication, Delhi.
- Resser C. Jonathan & Bohr Roald. (2003). Volleyball. Blockwell.
- Saggar S.K. (2001). Play Better Volleyball. Sports Publication, Delhi.
- Soudhu S. Gurbaksh. (1982). Volleyball Basic and Advanced. Sports People, Chandigarh.
- American Sport Education Program. (2007). Coaching Youth Volleyball. Human Kinetics.
- Wise, M. (1999). Volleyball drills for champions. Human Kinetics.

**Code: MPE 678**

**Sports Practical: Yoga - II**

**Total Hours: 90**

L	T	P	Cr
0	0	6	3

**Learning outcomes:**

After completion of the course students will be able to

CLO1: Explain the concept of Chakras and Aura in Yoga

CLO2: Develop insight about various forms of Pranayama

CLO3: To learn techniques of Mudras, Bandas and Meditation

CLO4: To understand the Physical and Psychological preparation of yoga practitioner

CLO5: To learn tactical and technical training in Yoga

CLO6: To learn mechanical analysis of Technical Skills in Yoga.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<ul style="list-style-type: none"><li>• Concept of Pancha Mahabhuta, Panch Kosh, Panch Prana, Chakras and Aura in Yoga</li><li>• Concept of Triguna And Tridosha in Yoga</li><li>• Yogic lifestyle (Ahara, Vihar, Achar, Vichar)</li><li>• Shatkarma: Meaning, Types (Dhauti, Basti, Neti, Trataka &amp; Kapalbhathi) techniques, Precautions and Benefits.</li><li>• Asanas &amp; Pranayama: Meaning, Definitions, Types, Techniques, Precautions and benefits.</li><li>• Mudras &amp; Bandas: Meaning, Technique, Precautions and Benefits.</li><li>• Meditation: Meaning, techniques and benefits of meditation.</li></ul>	CLO1 CLO2 CLO3
II 45 Hours	<p><b>Tactics &amp; their Application</b></p> <ul style="list-style-type: none"><li>• Requisite of professional yoga practitioner (Physical, Technical, Psychological).</li><li>• Teaching/ Training in Yoga: Means &amp; methods, basic teaching aids and Advanced training gadgets</li><li>• Planning and Periodization in Yoga</li><li>• Evaluation of learning &amp; performing techniques &amp; tactics (in training &amp; competition).</li><li>• Mechanical Analysis of Technical Skills in Yoga.</li></ul>	CLO4 CLO5 CLO6

**Suggested Reading:**

- Tarak Nath Pramanik. (2018). Yoga Education. Sports Publication, New Delhi.
- Swami Vivekananda (2019). The Complete Book of Yoga : Karma Yoga, Bhakti Yoga, Raja Yoga, Jnana Yoga. Fingerprint Publishing.
- Sadhguru (2017). Adiyogi: The Source of Yoga. Harper Collins Publishers, India.
- Sadhguru (2017). Inner Engineering: A Yogi's Guide to Joy. Penguin Random House India.
- Swami Satyananda Saraswati (2013). Asana Pranayama Mudra Bandha. Bihar School of Yoga.
- B.K.S. Iyengar. (2012). Light on the Yoga Sutras of Patanjali. Harper Collins Publishers, India.
- Leslie Kaminoff & Amy Matthews. (2011). Yoga Anatomy. Human Kinetics.
- Muktibodhananda Swami. (1998). Hatha Yoga Pradipika. Bihar School of Yoga.
- Anatharaman, T.N. (1996). Ancient Yoga and Modern Science. Project of History of Indian Sciences Philosophy & Culture.

- Sturgess, Stephen. (1996). The Yoga Book. Watkins Publications, London, University of Michigan.
- Kumar, Dr. Kamakhya. (2008). Super Science of Yoga. Standard Publications, New Delhi.
- Jha, Gangadhar. (1894). Yoga Sara Samgraha. Bombay Theosophical Fund, Tatva Vivechaka Press, Bombay.

**Criteria of Continuous Assessment (Total Marks: 50)**

- Attainment of Specific Fitness -10 marks
- Execution of Technique: 15Marks
- Demonstration of Skill :15 Marks
- Marking and Measurements -10 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Demonstration of Skills and Techniques: 20 Marks
- Coaching and Officiating: 10 Marks
- Preparing Record of Practicals: 10 Marks
- Viva Voce: 10 Marks

**Course Code: MPE 575**

**Course Title: Coaching Proficiency (As per their sports specialization)**

**Total Hours:**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
0	0		



**Course Code: MPE 577**

**Course Title: Sports Practice and Intramural Activities**

**Total Hours: 90**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
0	0	6	3

**Learning outcomes:**

After completion of the course students will be able to

CLO1: To enable the students for acquiring relevant skills in various Sports & Games.

CLO2: To develop good judgment and fair play in competitions.

CLO3: To enhance teamwork, and leadership skills.

CLO4: To enhance a social interaction through play within a diverse student body.

**Content**

The students of M.P.Ed. will engage in sports practice and participate in the intramural competition to nurture healthy competition, good judgment and fair play, team work, and leadership skills. Participation in regular sports practice will enhance students skill proficiency and sports performance. The intramural competition allows students to participate in sports and physical activities without regard for high performance skill or ability and enhance social interaction through play within a diverse student body and reduce student conflict by encouraging students to manage the emotions appropriately. It will promote a life style of healthy habits through recreation and leisure activity involvement.

**Criteria of Continuous Assessment**

Preparation of Playing Area, Quality of Conducting Sports Competition and Officiating and Assessment will be done on the basis of satisfactory or Unsatisfactory performance .

**Course Code: MPE 578**  
**Course Title: Community Sports Development**  
**Total Hours- 60**

L	T	P	Cr
0	0	4	2

**Learning outcomes:**

After completion of the course, students will be able to

CLO1: To aid in the holistic development of children and youth from marginalized backgrounds through a specially-designed sport-based curriculum.

CLO2: To develop young people's potential, both physical and mental.

CLO3: To foster and promote team sports and self-belief amongst young people of nearby village to help them to maximize their potential, self-belief and aspiration.

CLO4: To foster self-discipline and control by building team skills and promoting a healthy life-style.

**Content**

To nurture the sports among children of nearby villages, the students of MPED programme will give them training in evening session as per their own sports specialization. This training will be provided under the supervision of teachers and coaches. For the selection of children from community for this special drive, applications will be demanded by the department. On the basis of availability of sports facilities, a specific number of children intake and number of sports will be decided by the department every semester, so that maximum numbers of community children could get best training in specific sports.

Criteria of Continues Assessment: Assessment will be done on the basis of satisfactory or Unsatisfactory performance given at the time of training session for community children.

**Criteria of Continuous Assessment**

Assessment will be done on the basis of satisfactory or Unsatisfactory performance given at the time of training session for community children.