

Central University of Punjab Bathinda



Course Structure and Syllabus M.P.Ed.

(Master of Physical Education)

Batch: 2025 - 27

Department of Physical Education

School of Education

GRADUATE ATTRIBUTES

The graduates possess a dynamic vision aimed at addressing issues and challenges in Physical Education and Sports at national, and global levels. They are committed to developing their skills in self-reflection and lifelong learning, which will enable them to become effective global citizens with humanitarian values focused on physical education. These graduates will have the ability to create and foster a sports environment in society, inspiring individuals to achieve high levels of fitness and wellness. They will be pedagogically proficient and equipped with digital skills relevant to the field of physical education.

PROGRAMME LEARNING OUTCOMES

- The program is designed to cultivate highly skilled and reflective physical educators who are equipped to address the evolving demands of society. It emphasizes the crucial role of physical education in promoting global development and highlights the connections between physical education and broader societal progress.
- This program integrates information and communication technology (ICT) to enhance teaching and learning experiences, while encouraging students to critically examine contemporary issues and diverse perspectives within the field of physical education.
- The curriculum strengthens scientific knowledge and practical expertise in various sports and games, enabling students to specialize in their chosen sport while meeting academic and professional standards. Furthermore, the program also cultivates leadership qualities essential for success in physical education and athletic settings.
- Students will gain hands-on experience in developing scientific hypotheses, conducting experiments, analyzing data, and disseminating research findings both nationally and internationally, contributing to the advancement of Physical Education.

Summary of Total Credits (As per NCTE)

Programme	Total credits	Core & compulsory Foundation	Elective courses	Foundation (Experiential Learning)			
			Discipline Elective (DE) and Elective Foundation (Sports Specialization)	Skill Based	Dissertation and Research Proposal and Camping	Compulsory Foundation	Internship
M.P.Ed.	90	33	12	17	15	09	4

Course Structure
SEMESTER -I

Course Code	Course Title	Course Type	No of Hours			Total Credits per Week
			L	T	P	
MMPE 516	Physiology of Exercise	Core course	3	0	0	3
MMPE 517	Research Methodology in Physical Education	Compulsory Foundation	3	0	0	3
MMPE 518	Sports Biomechanics & Kinesiology	Core course	3	0	0	3
MMPE 519	Practicum- 1: Physiology of Exercise and Sports Biomechanics &Kinesiology	Skill-based	0	0	2	1
Discipline Elective (DE) (Select anyone of the following and minimum students should be 20 to start a course)						
MMPE 520	Pedagogy of Secondary Physical Education	Discipline Elective	3	0	0	3
MMPE 521	Information & Communication Technology (ICT) in Physical Education					
MMPE 522	Health Education and Sport Nutrition					
Field Practical						
MMPE 401	Practical-I Marching and Light Apparatus Activities	Compulsory Foundation	0	0	4	2
MMPE 402	Practical-II Strength and conditioning	Compulsory Foundation	0	0	6	3
Skill Based Practice						
MMPE 403	Sports Practice (University and Community Sports Development)	Skill Based	0	0	4	2
MMPE 404	Intramural Sports	Skill Based	0	0	2	1
Total			12	0	18	21

SEMESTER –II

Course Code	Course Title	Course Type	No of Hours			Total Credits per Week
			L	T	P	
MMPE 526	Statistics in Physical Education	Compulsory foundation	3	0	0	3
MMPE 527	Teaching of Athletics	Compulsory foundation	3	0	0	3
MMPE 528	Science of Sports Training	Core course	3	0	0	3
MMPE 529	Practicum-2: Teaching of Athletics	Skill Based	0	0	2	1
Discipline Elective (DE) (Select any one of the following and minimum students should be 20 to start a course)						
MMPE 530	Sports Journalism and Mass Media	Discipline Elective	3	0	0	3
MMPE 531	Entrepreneurship in Physical Education					
MMPE 532	Value and Environmental Education					
Field Practical						
MMPE 411	Practical-III Physical Literacy, Indigenous Sports and Self Defense	Compulsory Foundation	0	0	4	2
Sports Specialization –I (Students will elect one sports Specialization out of Seven Sports Specialization and same will continue in next semester.						
MMPE 533-1	Athletics Skill Proficiency	Elective Foundation (Students will opt only one Sports)	0	0	6	3
MMPE 533-2	Badminton Skill Proficiency					
MMPE 533-3	Basketball Skill Proficiency					
MMPE 533-4	Cricket Skill Proficiency					
MMPE 533-5	Football Skill Proficiency					
MMPE 533-6	Kabaddi Skill Proficiency					
MMPE 533-7	Volleyball Skill Proficiency					
MMPE 533-8	Yoga Skill Proficiency					

Skill Based Practice						
MMPE 596	Camping - should be of minimum 07 days	Skill Based	0	0	84	3
MMPE 412	Sports Practice (University and Community Sports Development)	Skill Based	0	0	4	2
MMPE 413	Intramural Sports	Skill Based	0	0	2	1
Total			12	0	102	24
Inter-disciplinary Course (for other Departments)						
MMPE 506	Health and Fitness Management	IDC	2	0	0	2

SEMESTER –III

Course Code	Course Title	Course Type	No of hours			Total Credits per Week
			L	T	P	
MMPE 535	Sports Psychology	Core course	3	0	0	3
MMPE 536	Sport Medicine, Athletes Care and Rehabilitation	Core course	3	0	0	3
MMPE 537	Measurement and Evaluation in Physical Education	Core course	3	0	0	3
MMPE 538	Practicum - 3: Sports Psychology, Measurement and Evaluation in Physical Education	Skill Based	0	0	2	1
MMPE 599-1	Research Proposal	Skill Based	0	0	4	2
MMPE 597	Internship (Four Week Duration)	Skill Based	0	0	120	4
MMPE 421	Practical – IV Aerobics and Yoga	Compulsory Foundation	0	0	4	2
MMPE 543-1	Athletics Coaching Proficiency	Elective Foundation	0	0	6	3
MMPE 543-2	Badminton Coaching Proficiency					
MMPE 543-3	Basketball Coaching Proficiency					
MMPE 543-4	Cricket Coaching Proficiency					

MMPE 543-5	Football Coaching Proficiency					
MMPE 543-6	Kabaddi Coaching Proficiency					
MMPE 543-7	Volleyball Coaching Proficiency					
MMPE 543-8	Yoga Coaching Proficiency					
Skill Based Practice						
MMPE 422	Sports Practice (University and Community Sports Development)	Skill Based	0	0	4	2
MMPE 423	Intramural Sports	Skill Based	0	0	2	1
	Total		9	00	142	24
Value Added Course (for other Departments)						
MMPE 511	Wellness through Games & Sports	VAC	0	0	4	2

SEMESTER –IV

Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	Total Credits per Week
MMPE 561	Sports Managementand Curriculum Designs in Physical Education	Core course	3	0	0	3
MMPE 562	Adapted Physical Education	Core course	3	0	0	3
MMPE 563	Teaching Proficiency in Physical Education	Skill Based	0	0	4	2
Discipline Elective (DE) (Select Dissertation alone or Project with Advanced Studies in Physical Education)						
MMPE 599-2	Dissertation	Discipline Elective	0	0	20	10
MMPE 598	Project		0	0	14	7
MMPE 564	Advanced Studies in Physical Education		3	0	0	3
Field Practical						
MMPE 431	Sports Practice (University and Community Sports Development)	Skill Based	0	0	4	2
MMPE 432	Intramural Sports	Skill Based	0	0	2	1

Skill Based Practice				
Total		06	30	21
Total Credits for All Semesters		90		

Note:

- Cr: Credits L: Lectures T: Tutorial P: Practical
- Internship will be four weeks and students can complete anywhere in India in School/College/Industry/NGO and each student will submit Internship offer letter of School/College/Industry/NGO by the end of Second Semester.
- Honorarium based Internship is also permissible.
- Student can exit the M.P.Ed. programme at any stage if he/she wants to join any government sector but as per NCTE it is mandatory to complete the M.P.Ed. programme within 3 years from the date of registration.

**EXAMINATION PATTERN FROM 2025-27
SESSIONS ONWARDS**

Core, Discipline Elective, and Compulsory Foundation Courses			IDC, VAC, and 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 / Project (Fourth Semester)		
	Marks	Evaluation		Marks	Evaluation
Supervisor	50	Dissertation 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	Dissertation proposal and presentation	External expert, HoD and senior-most faculty of the department	50	Dissertation report (30), presentation (10), final viva-voce (10)

*Marks for internship shall be given by the Internship Coordinator, HoD and senior-most faculty of the

department.

Some Guidelines for Internal Assessment

1. The components/pattern of internal assessment/evaluation should be made clear to students during the semester.
2. The results of the internal assessment must be shown to the students.
3. The question papers and answers of internal assessment should be discussed in the class.
4. The internal assessment shall be transparent and student-friendly and free from personal bias or influence.

Note:

1. The **objective type evaluation** will include one-word answers, fill-in-the- blank, sentence completion, true/false, MCQs', matching, analogies. **The number of questions and weightage to each question will decide by the department only.**
2. 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.**
3. **Internal Assessment Methods:** Surprise Tests, in-depth interview, unstructured interview, Think-Pair-Share, Students Teams Achievement Division (STAD), case-based evaluation, video-based evaluation, Directed paraphrasing, one-sentence summary, student- generated questions, case analysis, simulated problem solving, classroom assignments, home assignments, term paper.

Semester-I

Course Code: MMPE 516

Course Title: Physiology of Exercise

Total Hours: 45

L	T	P	C
3	0	0	3

Learning Outcomes

Upon successful completion of this course, students will be able to:

CLO1: Explain the basic physiological principles governing human body systems.

CLO2: Analyse acute and chronic physiological responses and adaptations to exercise.

CLO3: Evaluate the bioenergetics of exercise and training modalities.

CLO4: Compare age and sex-related physiological considerations in sports and exercise.

CLO5: Investigate emerging research areas in the field of Exercise Physiology.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 12 Hours	1. Introduction to Exercise Physiology: <ul style="list-style-type: none">• Focus of exercise physiology.• Acute and chronic responses to exercise• The evolution of exercise physiology. 2. Interplay of Muscle Physiology, Nervous system and Bioenergetics: <ul style="list-style-type: none">• Understanding the structure, function and classification of exercising muscle. Unraveling the Sliding Filament theory of Muscular Contraction, Muscle Tone and its properties, Muscle Fatigue and its sources• Analyzing the metabolic pathways and bioenergetics fueling muscle activity.• Examining the neural regulation of muscle function (motor units).• Electromyography and its purpose, procedure	CLO1 CLO2
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	

<p style="text-align: center;">II 12 Hours</p>	<p>1. Cardiovascular and Respiratory Dynamics:</p> <ul style="list-style-type: none"> • Exploring the physiology of cardiovascular system, respiratory system and their regulatory mechanisms during exercise. • Contrasting cardiovascular responses between trained and untrained individuals. <p>2. Endocrine and Neural Adaptations to Exercise:</p> <ul style="list-style-type: none"> • Overview, function & regulation of Endocrine System and nervous system. • Discussion on the role of key hormones such as cortisol, insulin, growth hormone, aldosterone, and catecholamine in exercise adaptation. • Analysis of acute and chronic adaptations of the endocrine and nervous system to exercise. 	<p>CLO1 CLO2</p>
	<p>Learning Activities: Brain storming and problem solving</p>	
<p style="text-align: center;">III 11 Hours</p>	<p>1. Bioenergetics of Exercise and Training</p> <ul style="list-style-type: none"> • Biological Energy Systems (Phosphagen system, Glycolysis, Oxidative system) • Substrate Depletion and Repletion • Bioenergetic Limiting Factors in Exercise Performance • Oxygen Uptake and the Aerobic and Anaerobic Contributions to Exercise • Metabolic Specificity of Training <p>2. Thermoregulation and Heat transfer in Human Body</p> <ul style="list-style-type: none"> • Radiation • Conduction and Convection • Evaporation <p>3. Training under different environment conditions (Hot, Cold and Altitude)</p>	<p>CLO3 CLO4</p>
	<p>Learning Activities: Peer Discussion, Brain-storming and Problem Solving</p>	
<p style="text-align: center;">IV 10 Hours</p>	<p>1. Age and Sex Considerations in Sports and Exercise:</p> <ul style="list-style-type: none"> • Children and Adolescents in Sport and Exercise: Growth, Development, and Maturation. Physiological Responses and Adaptations to Exercise. Physical Activity Patterns Among Youth. Sport Performance and Specialization. Special Issues. • Aging in Sport and Exercise: Height, Weight, and Body Composition. Physiological Responses and Adaptations to Exercise. Sport Performance. Special Issues. • Sex Differences in Sport and Exercise: Body Size and Composition. Physiological Responses and Adaptations to 	<p>CLO4 CLO5</p>

	Exercise. Sport Performance. Special Issues. 2. Exercise Prescription and Community Health: <ul style="list-style-type: none"> Promoting awareness about physiological benefits of exercise. Importance of medical clearance. Designing exercise prescriptions for special populations and community health interventions. 	
	Learning Activities: Peer Discussion, Brain-storming, Problem Solving and Case Study.	

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

Suggested Readings:

- American College of Sports Medicine (2018). ACSM's guidelines for exercise testing and prescription (10th ed.). Lippincott Williams & Wilkins.
- American College of Sports Medicine (2012). ACSM's Advanced Exercise Physiology (2nd ed.). Lippincott Williams & Wilkins.
- Best-Martini, E., & Jones-DiGenova, K. (2014). Exercise for Frail Elders (2nd ed.). Human Kinetics.
- Driskell, J. A., & Wolinsky, I. (2007). Sports Nutrition: Energy Metabolism and Exercise. CRC Press.
- Haff, G. G., & Triplett, N. T. (2015). Essentials of strength training and conditioning (4th ed.). Human Kinetics.
- Kenney, W. L., Wilmore, J., & Costill, D. (2015). Physiology of Sport and Exercise (6th ed.). Human Kinetics.
- Koeppen, B. M., & Stanton, B. A. (2017). Berne and levy physiology. Elsevier.
- Kraemer, W. J., Fleck, S. J., & Deschenes, M. R. (2011). Exercise physiology: Integrating Theory and Application. Lippincott Williams & Wilkins.
- Kraemer, W. J., & Rogol, A. D. (Eds.). (2005). The Endocrine System in Sports and Exercise (11th ed.). Blackwell Publishing Ltd.
- McArdle, W. D., Katch, F. I., & Katch, V. L. (2010). Exercise physiology: Nutrition, Energy, and Human Performance (7th ed.). Lippincott Williams & Wilkins.
- Porcari, J. P., Bryant, C. X., & Comana, F. (2015). Exercise physiology. F. A. Davis Company.
- Ratey, J. J. (2013). Spark: The Revolutionary New Science of Exercise and the Brain. Little, Brown.
- Sembulingam, K., & Sembulingam, P. (2012). Essentials of medical physiology. JP Medical Ltd.
- Wuest, D., & Fisette, J. (2012). Foundations of physical education, exercise science, and sport (17th ed.). McGraw-Hill Humanities/Social Sciences/Languages.
- Winter, E. M., Jones, A. M., Davison, R. R., Bromley, P. D., & Mercer, T. (2007). Sport and Exercise Physiology testing Guidelines: Volume II – Exercise and Clinical testing: The British Association of Sport and Exercise Sciences Guide. Routledge.

Journals

- Computer Methods in Biomechanics and Biomedical Engineering (ISSN: 1476-8259)

- European Journal of Sport Science (ISSN: 1536-7290)
- Frontiers in Physiology (ISSN: 1664-042X)
- Frontiers in Sports and Active Living (ISSN: 2624-9367)
- International Journal of Sport and Exercise Psychology (ISSN: 1557-251X)
- Journal of Exercise Physiology Online (ISSN:1097-9751)
- Journal of Sport and Exercise Psychology (ISSN: 1543-2904)
- Journal of Sports Sciences (ISSN: 1466-447X)
- Nature (ISSN 1476-4687)

Website

- <https://www.acsm.org/> (ACSM Official Website)
- <https://drmattdrmike.com.au/> (Dr. Matt and Dr. Mike Medical Education)
- <https://www.nextgenrehab.ca/> (NextGen Rehab)
- <http://www.johnratey.com/> (John Ratey Official Site)
- <https://www.hubermanlab.com/> (Huberman Lab)
- <https://www.bobandbrad.com/> (Bob and Brad Physical Therapy)

YouTube Channels

- <https://www.youtube.com/@VivoPhys>
- <https://www.youtube.com/@DrMattDrMike>

Course Code: MMPE 517

Course Title: Research Methodology 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 physical education.

CLO2: Identify research problems and gaps through literature review.

CLO3: Formulate research hypotheses, objectives, and differentiate between primary and secondary data sources in sports science research.

CLO4: Classify various types of research and justify their application in the field of physical education.

CLO5: Design appropriate sampling frames and construct effective questionnaires for data collection in research studies.

CLO6: Develop data collection tools and implement standardized testing procedures ensuring reliability and validity.

CLO7: Able to compose research proposals and demonstrate advanced skills required for thesis writing.

CLO8: Develop ability to write a research paper, prepare oral/poster presentations.

Units/Hours	Contents	Mapping with Course Learning

I 12 Hours	1. Meaning and definition of research, nature and importance/scope of research in Physical Education. 2. Need and importance of basic literature search strategies and its implication. 3. Meaning and types of variables. Selection of research problem and Primary and Secondary sources of data. 4. Scientific and Unscientific method of problem solving 5. Delimitations and limitations of research problem.	CLO1 CLO2
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
II 13 Hours	1. Hypothesis: meaning, formulation, classification and importance of research hypotheses and objectives of study 2. Classification of research. Analytical research: Philosophical research and Historical research 3. Descriptive research: survey and its types and case study. 4. Experimental research: meaning, experimental validity and types of experimental design. 5. Rationale and significance of the study.	CLO3 CLO4
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
III 10 Hours	1. Concept of population, sample, sampling frame and importance of sampling. 2. Types of sampling techniques: probability and non-probability sampling techniques 3. Characteristics of data collection Tools/Instruments and difference between standardized and non-standardized tools and 4. Construction and development of questionnaire. 5. Method of establishing Reliability and Validity	CLO5 CLO6
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
IV 10 Hours	1. Writing of research proposal (introduction, review of related literature, methods and bibliography). 2. Writing of thesis (introduction, reviewing related literature, methodology, results and discussion). 3. Preparation and uses of tables and figures. 4. Ares of Scientific Dishonesty and Informed Consent 5. Oral and poster presentation.	CLO7 CLO8
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving, Writing Research Proposal, Report and Research Paper.	

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

Suggested Readings:

- Ahlawat, R. P. (2016). Research process in physical education and sports sciences. Friends.
- Armour, K., & Macdonald, D. (2012). Research methods in physical education and youth sport. Routledge.
- Chambers, C. F., Sandford, R., Hooper, O., & Schaefer, L. (2023). Research with children and young people in physical education and youth sport. Routledge.
- Flick, U. (2019). An introduction to qualitative research (6th ed.). Sage.
- Kamlesh, M. L. (2019). Methodology of research in physical education and sports. Sports.
- Mishra, P. D. (2018). Research and statistics in physical education. Sports.
- Nelson, J. K., Thomas, J. R., & Silverman, S. J. (2015). Research methods in physical activity (7th ed.). Human Kinetics.
- Sansanwal, D. N. (2020). Research methodology and applied statistics. Shipra.
- Thomas, J. R. (2016). Research methods in physical activity. Human Kinetics.
- Thomas, J. R., Martin, P. E., Etiner, J. L., & Silverman, S. J. (2015). Research methods in physical activity (7th ed.). Human Kinetics.

Course Code: MMPE 518

Course Title: Sports Biomechanics and Kinesiology

Total Hours:45

Course Learning Outcomes

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

CLO1: Evaluate basic concepts of applied kinesiology and Sports Biomechanics.

CLO2: Describe the various muscle and forces actions related to essential joints.

CLO3: Explain the different types of motion, force, and their application in sports.

CLO4: Summarize the Quantitative and Qualitative Methods of Analysis of Human Movements.

CLO5: Elaborate the Basic concepts of possible of movements in Plane, axis, Centre of gravity & Line of gravity.

L	T	P	C
3	0	0	3

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	Introduction <ol style="list-style-type: none">1. Meaning, role, and scope of Applied kinesiology and Sports Biomechanics.2. Basic dimensions and units of measurement used in biomechanics.	CLO1 CLO5

	3. Meaning of axis and planes, plane of the body, and axis of Human motion. 4. Dynamics, Kinematics, Kinetics, Static. 5. Centre of gravity & Line of gravity.	
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
II 15 Hours	Muscle Action and force 1. Origin, Insertion, and action of muscles: (shoulder, elbow, knee, ankle joints). 2. Meaning and definition of force 3. Centrifugal and Centripetal Forces. 4. Fluid Mechanics: Air Resistance and Water Resistance, 5. Density, Viscosity, Flotation and Buoyancy	CLO2 CLO3
	Learning Activities: Brainstorming and Problem Solving.	
III 10 Hours	Kinematics 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 and its application sports. 4. Meaning of Work, Power, Energy (Kinetic and Potential) and Spin. 5. Application of Lever in sports	CLO2 CLO3
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
IV 10 Hours	Methods in Analysis of Human Movements 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

	Learning Activities: Quantitative Analysis and Qualitative Analysis of Human Movements	
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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.

L	T	P	C
0	0	2	1

Course Code: MMPE 519

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

Total Hours: 30

Learning Outcomes

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

- CLO1: Examine the characteristics and applications of various body composition analysis methods.
- CLO2: Develop insight into various methods of somatotyping.
- CLO3: Acquire skills for administration and interpretation of physiological testing tools.
- CLO4: Develop understanding and skills in hormonal testing procedures.
- CLO5: Analyze mechanical aspects of different sports techniques.
- CLO6: Administer and interpret software tools used in sports biomechanics.
- CLO7: Analyze kinetic and kinematic parameters in sports performance.

Units/Hours	Contents	Mapping with Course
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		Learning Outcome
I 15 hours	<ul style="list-style-type: none"> • Physiology of Exercise Practicals: <ol style="list-style-type: none"> 1. Visit to Central Instrumentation Laboratory (CIL): Exposure to advanced research facilities and laboratory equipment available at the Central University of Punjab. 2. Workshop on Exercise Prescription: Designing and executing exercise training protocols for community health and fitness. 3. FITLIGHT Training System: Creation of individualized fitness conditioning and sport-specific programs using FITLIGHT technology. 4. Body Composition Analysis: Measurement and interpretation of body composition using professional analyzers. 5. Lactate Analysis: Practical exposure to lactate analyzer operation and its application in exercise performance monitoring. 6. Dynamic Vertical Jump Test System: Assessment of lower body power and explosiveness using vertical jump measurement systems. 7. Blood Pressure Measurement: Administration of manual and digital blood pressure measurements using a sphygmomanometer. 8. Lung Volumes Measurement: Measurement and interpretation of lung capacities and volumes using a spirometer. 9. Development and Implementation of Exercise Training Protocols: Optimizing health, fitness, and athletic performance through customized exercise programming. 10. Exercise Prescription for Health and Fitness Promotion: Designing community health programs, conducting medical clearances, and exercise counseling for lifestyle disease prevention. 11. Exercise Rehabilitation Programs: Designing and implementing exercise interventions for rehabilitation of individuals affected by drug, mobile, and internet addiction. 12. Report Writing and Journaling: Systematic recording and critical reflection on all field visits, practical exercises, and workshops. 	CLO1 CLO2 CLO3 CLO4
II 15 Hours	<ul style="list-style-type: none"> • Sports Biomechanics & Kinesiology Practicals: <ol style="list-style-type: none"> 1. Analysis of Fundamental Skills: Observation and analysis of walking, running, jumping, throwing, lifting, pulling, pushing, catching, and climbing. 2. Mechanical Analysis of Sports Skills: Evaluation and breakdown of mechanical principles involved in different sports techniques. 3. Determination of Center of Gravity and Line of Gravity: Practical sessions on identifying and calculating the center and line of gravity during static and dynamic activities. 4. Anatomical Standing Position and Fundamental Standing Position: Understanding and demonstration of anatomical and fundamental body positions. 5. Handling of Various Equipment and Software Related to Sports Biomechanics: Practical training in the use of specialized sports biomechanics equipment and analysis software. 	CLO5 CLO6 CLO7

	6. Manual Calculations of Various Kinetic and Kinematic Parameters: Computation of distance, displacement, speed, velocity, acceleration, momentum, force, mass, weight, resultant vector, pressure, work, power, and energy. 7. Stick Diagram Preparation: Creation of stick figures for basic movement techniques including anatomical posture, walking, push-ups, and sit-ups. 8. Goniometry: Measurement of Joint Range of Motion (ROM): Practical understanding and measurement using goniometers; applied kinesiology concepts for sports biomechanics.	
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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: MMPE 520

Course title: Pedagogy of Secondary Physical Education

Total Hours: 45

Course Learning Outcomes

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

- CLO1: Explain the philosophy, nature, and scope of physical education, particularly at the primary level.
- CLO2: Apply knowledge of movement education and learning resources in designing physical education experiences.
- CLO3: Demonstrate effective teaching strategies and approaches for facilitating learning in primary school physical education.
- CLO4: Design purposeful learning tasks and lesson plans to enhance physical and motor development in children.

L	T	P	C
3	0	0	3

Units/Hours	Contents	Mapping with Course Learning Outcome
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I 12 Hours	UNIT-I: Goals and Significance of Physical Education and Movement approach <ul style="list-style-type: none"> • Nature of Primary Physical Education • The goal of Primary Physical Education • Teacher values and goals • Overview of the movement approach • Approaches of Primary Physical Education 	CLO1 & CLO2
II 12 Hours	UNIT-II: Motor Development and learning content <ul style="list-style-type: none"> • Movement Concept: Space movement concept. Effort movement concept. Relationship movement concept • The Laban framework Adapted for educational games, gymnastics and dance • Key ideas about motor development • Implication of teaching • Stages of motor learning 	CLO2
III 12 Hours	UNIT-III: Developing and Constructing Knowledge of Primary School Children <ul style="list-style-type: none"> • Construction knowledge: exploration, creative and critical thinking, problem solving and decision making • Eliciting prior knowledge of the children and Helping understanding of children • Transfer of Teaching • New information in relation to teaching • critical performance techniques 	CLO3
IV 11 Hours	UNIT-IV: Task designing and planning <ul style="list-style-type: none"> • The importance of practice • Purpose of Task Design • Objectives and parts of a lesson • Assessing teaching practice time • Designing task for closed and open skills • Design task for practice the whole skill 	CLO4

Suggested Readings:

- Rovegno, I., & Bandhauer, D. (2013). Elementary physical education: Curriculum and instruction. Jones & Bartlett Learning.
- National Association for Sport and Physical Education. (2004). Moving into the future: National standards for physical education (2nd ed.). Reston, VA: Author.
- Barrett, K. R. (1984). Educational games. In R. McGee & M. A. Robertson (Eds.), Physical education for children: A focus on the teaching process (2nd ed., pp. xx–xx). Philadelphia, PA: Lea & Febiger.
- Alexander, P. A. (2006). Psychology in learning and instruction. Upper Saddle River, NJ: Pearson.
- Rink, J. E. (2010). Teaching physical education for learning (6th ed.). Boston, MA: McGraw-Hill.

Course Name: Information & Communication Technology (ICT) in Physical Education**Course Code: MMPE 521****Total Hours: 45**

L	T	P	C
3	0	0	3

Course Learning Outcomes:

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

- After successful completion of the course, students will be able to:
- CLO1: Explain the rules, regulations, and basic terminology of badminton.
- CLO2: Interpret and apply the rules and laws of badminton in competition situations.
- CLO3: Identify and illustrate the standard markings of the badminton court and describe the equipment specifications.
- CLO4: Demonstrate advanced playing techniques including strokes, footwork, and game-specific movements.
- CLO5: Execute offensive and defensive skills proficiently in singles and doubles play situations.

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
	Learning Activities: 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
	Learning Activities: Application of computer hardware's and legal issues of web browsers.	
III 10 Hours	MS Word: 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, Learning Activities: Detailed understanding of MS Office	CLO5

	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. Usages of AI	CLO6
	Using grammar, spell check utilities and printing a document. Practical applications of the ICT in Physical education.	CL07
	Learning Activities: 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: Health Education and Sport Nutrition

Course Code: MMPE 522

Total Hours: 45

L	T	P	C
3	0	0	3

Course Learning Outcomes:

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

CLO1: Recall and describe the aim, objectives, and principles of Health Education, including psychosomatic disorders.

CLO2: Explain school health services and discuss the role of international organizations in promoting health.

CLO3: Demonstrate knowledge of communicable and non-communicable diseases, and illustrate the impact of pollution on health.

CLO4: Analyze the significance of sports nutrition in enhancing sports performance.

CLO5: Formulate nutrition strategies for altering body composition.

CLO6: Develop an understanding of WADA, NADA, and evaluate the use of prohibited substances in sports.

Units/Hours	Contents	Mapping with Course Learning Outcome
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<p>I 10 Hours</p>	<ol style="list-style-type: none"> 1. Concept of Health and Health Education, Latest trends in Health Education 2. Health education, its importance and principles . 3. Role of genetics and environment in achieving health. 4. Community health programme- Health appraisal & health instructions, International and national health promoting government & private agencies. 5. Psychosomatic disorders/ sedentary life style diseases : causes, symptoms and prevention <p>Learning Activities: Concept of Health Education, Community Health Programme</p>	<p>CLO1</p>
<p>II 13 Hours</p>	<ol style="list-style-type: none"> 1. Schools Health Services: Meaning & Objective of School Health Service, Health Problem of School Child, Role of health education in schools and Mid-day School Programme 2. Communicable diseases: causes, symptoms, prevention through other means and Immunization. 3. Non-Communicable Diseases: causes, symptoms, prevention through other means and Immunization. 4. Pollution- Air, water, sound and radiation. Effects of pollution on health, Preventive and safety measures from pollution. 5. Role of International Organization (WHO, UNICEF and UNESCO) in the Development of Health. <p>Learning Activities: Concept of School Health Services, Communicable and non-communicable diseases</p>	<p>CLO2 CLO3</p>
<p>III 10 Hours</p>	<ol style="list-style-type: none"> 1. Role of macro and micro nutrients for athletes, water requirements and fluids 2. Nutrition Supplements, Gastric Emptying, Digestion, and Absorption 3. Nutrition and Immune Function in Athletes, Eating Disorders in Athletes 4. Body Composition and Nutrition Strategies for Altering Body Composition 5. Pre-competition, during-event, and Post competition Nutrition 6. Loading carbohydrate. <p>Learning Activities: Concept of Macro & Micro Nutrients, Nutrition Strategies for Altering Body Composition</p>	<p>CLO4 CLO5</p>
<p>IV 12 Hours</p>	<ol style="list-style-type: none"> 1. World anti-doping agency (WADA) and National Anti-doping agency (NADA), Supplement testing 2. Doping and list of prohibited substances, drug abuse and athletic performance & sports drugs. 3. Regulations on Dietary supplements: FSSAI and NADA. 	<p>CLO6</p>

	4. Erythropoietin in blood boosting – Blood doping testing 5. Evolution into ergogenic aids and government regulations.	
	Learning Activities: Concept and understanding about WADA, NADA and prohibited substances in sports.	

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.
- 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.
- 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.
- Park, K. (2011). Park's Textbook of Preventive and Social Medicine. Banarasi Das Bhanot Publishers.
- Leary, R. (2011). Drugs & Doping in Sports. Routledge-Cavendish.

Field Practical

Course Code: MMPE 401

Course Title: Practical –I: Marching and Light Apparatus Activities

Total Hours: 60

Course learning outcomes:

After completion of the course students will be able to

CLO1: Able to perform marching with command and drum beats.

CLO2: Able to perform callisthenic exercises with counting, whistle and music.

CLO3: Enable to demonstrate various form of light apparatus exercises with music.

L	T	P	C
0	0	4	2

Units/Hours	Contents	Mapping with Course Learning Outcome

I 10 Hours	1. Drill commands: Position, Left and Right turn, About turn, Mark Time and Halt, Quick Time and halt and counting and Whistle 2. Marching and Halting in Quick March, Eyes Right and Eyes front and turning during marching 3. Rehearsal of Quick March,	CLO1
II 20 Hours	1. Apparatus/ Light apparatus - Grip and Stance, Attention and Stand-at-ease position with light apparatus 2. Exercise with verbal command, drum, whistle and music 3. Two count, Four count, Eight count and Sixteen count exercises with light apparatus (Dumbbells, Hoops, Balls, Umbrellas, Wands, etc.) in different formation 4. Lezim - Char Thoke, Aath Thoke, Aaghe Pave, Picche Pave, Baithak, etc.,	CLO2 CLO3

Suggested Readings:

- Kirk, D., Macdonald, D., & O'Sullivan, M. (2006). The Handbook of Physical Education. Sage Publishers.
- Matt Schifferle (2020). Callisthenic for beginners : step by step workouts to build strength at any fitness level. Rockridge Press.
- Bancroft, H. J. (2018). School Gymnastics with Light Apparatus. Forgotten Books.
- Bailey, Wayne; Caneva, Thomas (2003). The Complete Marching Band Resource Manual: Techniques and Materials for Teaching, Drill Design, and Music Arranging. University of Pennsylvania Press.
- Manning, Roger B. (2007). Styles of Command in Seventeenth-Century English Armies. The Journal of Military History. 71 (3): 671–699. doi:10.1353/jmh.2007.0219.

Criteria of Continuous Assessment (Total Marks: 50)

- Attainment of Specific Fitness :10 Marks
- Demonstration of Exercises with Light Apparatus : 30 Marks
- Communication Skills and Command over Lessons : 10 Marks

Criteria of Term End Assessment (Total Marks: 50)

- Final lesson with light apparatus : 30 Marks
- Preparation of lesson : 10 Marks
- Viva Voce : 10 Marks

Course Code: MMPE 402

Course Title: Practical-II : Strength and conditioning

Total Hours: 60

L	T	P	C
0	0	6	3

Course learning outcomes:

After completion of the course students will be able to

- CLO1: Demonstrate strength and conditioning principles, analyze an athlete's needs and design scientifically sound resistance training programs
- CLO2: Analyze movement patterns and design specific power training programs tailored to athletic needs.
- CLO3: Implement advanced speed, agility, acceleration, and velocity training drills to optimize sports performance.
- CLO4: Apply advanced principles of periodization to develop in-season strength and conditioning programs.
- CLO5: Evaluate the practical applications of various sports training methods for developing motor abilities.
- CLO6: Develop advanced knowledge and synthesize skills to independently plan, and design warm-up and limbering-down, conditioning programs aimed at optimizing the sports performance.

Units /Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	<ul style="list-style-type: none">• Demonstrate an understanding of pre-season, in-season, and post-season strength and conditioning training in sports• Movement Patterns• Hypertrophy and Strength Training	CLO1 CLO2
II 15 Hours	<ul style="list-style-type: none">• Plyometrics and Power Training• Advance Speed and Agility Training• Acceleration and Velocity training and drills.	CLO3 CLO4
III 15 Hours	<ul style="list-style-type: none">• Advance Periodization in-Season Strength and Conditioning Principles• Core Strength and Functional training• Strength and conditioning training exercises design for various age and Sex groups	CLO4 CLO5
IV 15 Hours	<ul style="list-style-type: none">• Design a Warming Up Exercise Programme.• Design a Limbering Down Exercise Programme.• Prepare and Analyse a Strength and Conditioning Programme for a specific games/sport.	CLO5 CLO6

Suggested Readings:

- Bompa, T.O. and Buzzichelli, C. (2019). Periodization: Theory and Methodology of Training (6th edition). Human Kinetics, Leeds.
- Brewer, C. (2017) .Athletic Movement Skills. Human Kinetics, Leeds.
- Coleman, A. E., Szymanski, D. J., & National Strength and Conditioning Association (Eds.). (2021). Strength training for baseball. Human Kinetics.
- Comfort, P., Jones, P.A. and Mahon, J.J. (2018). Performance Assessment in Strength and Conditioning. Routledge, London.
- Conley, M. (2000). Bioenergetics of exercise training. In T.R. Baechle, & R.W. Earle, (Eds.), Essentials of Strength Training and Conditioning. Champaign, IL: Human Kinetics.
- Dawes, J. (Ed.), & National Strength and Conditioning Association (Ed.). (2018). Developing agility and quickness (NSCA Sport Performance). Human Kinetics.
- Haff, G. and Triplett, T.N. (2015). Essentials of Strength and Conditioning (4th edition). Human Kinetics, Leeds.
- Half G. G., & Triplett N. Travis (2021). Essentials of Strength Training and Conditioning. Fourth Edition, by NSCA -National Strength & Conditioning Association.
- Jeff. T. C., & Lee E. Brown (2021). Conditioning for Strength and Human Performance: 3rd Edition, Human Kinetics.
- Jeffreys, I. and Moody, J. (2016). Strength and Conditioning for Sports Performance. Routledge, London.
- Moir, G. (2016). Strength and Conditioning: A Biomechanical Approach. Jones and Bartlett Learning.
- National Strength and Conditioning Association (Ed.). (2016). Essentials of strength training and conditioning (4th ed.). Human Kinetics.
- National Strength and Conditioning Association. (2021). Exercise technique manual for resistance training. Human Kinetics.
- National Strength and Conditioning Association. (2024). Developing power. Human Kinetics.
- Sands, W.A., Wurth, J.J., & Hewit, J.K. (2012). Basics of Strength and Conditioning Manual. The National Strength and Conditioning Association.
- Turner, A. (2018). Routledge Handbook of Strength and Conditioning. Routledge, London.
- Turner, A. and Comfort, P. (2018). Advanced Strength and Conditioning. Routledge, London
- Verkhoshansky Yuri & V. Natalia (2011). Special Strength Training: Manual for Coaches. Verkhoshansky.com.

Criteria of Continuous Assessment (Total Marks: 50)

- Attainment of Specific Fitness : 25 Marks
- Execution of Drills : 15 Marks
- Demonstration of Strength Exercises :10 Marks

Criteria of Term End Assessment (Total Marks: 50)

- Demonstration of Drills and Exercises for Motor Abilities : 25 Marks
- Preparation and Record of Practicals of Strength and Condition Programmes : 15 Marks
- Viva Voce : 10 Marks

Course Code: MMPE 403

Course Title: Sports Practice (University and Community Sports Development)

Total Hours: 60

L	T	P	C
0	0	4	2

Course learning outcomes:

After completion of the course students will be able to

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

CLO2: Students will be able to explain good judgment and fair play in competitions.

CLO3: Enhance teamwork, and leadership skills.

CLO4: Able to develop social interaction through play within a diverse student body.

Content

The students of M.P.Ed. will engage in sports practice and provide the sports coaching to university and outside students to learn fundamental skills of various games and sports. It will help 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. Sports practice will provide the opportunity for M.P.Ed. students to enhance their motor skills and abilities. To nurture the sports among children of university and nearby villages, the students of M.P.Ed. 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. 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 university and community children could get best training in specific sports.

Criteria of Continuous Assessment and End Term Examination

Assessment will be done on the basis of satisfactory or Unsatisfactory demonstration of skills and coaching given at the time of training session for university and community children.

Course Code: MMPE 404

Course Title: Intramural Sports

Total Hours- 30

L	T	P	C
0	0	2	1

Course learning outcomes:

After completion of the course, students will be able to

CLO1: Able to develop sportsmanship through participation in intramural competition.

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

CLO3: Foster and promote team sports and self-belief amongst young children of university and to help them to maximize their potential, self-belief and aspiration.

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

Content

The intramural competition allows students to participate in sports and physical activities without regard of high-performance skills or ability and enhance social interaction through play within a diverse student's body and reduce students 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 and Term End 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.

Semester II

Course Name: Statistics in Physical Education

Course Code: MMPE 526

Total Hours: 45

L	T	P	C
3	0	0	3

Course Learning Outcomes:

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

CLO1: Define the meaning of statistics and its importance in Physical Education, and distinguish between discrete and continuous variables.

CLO2: Describe the four levels of measurement and their importance in physical education research.

CLO3: Apply measures of central tendency and variability to data analysis and interpret the results to draw meaningful conclusions.

CLO4: Explain the meaning and properties of the normal curve and its relationship to binomial distribution, and analyze deviations from normality.

CLO5: Develop norms in the form of grading, Percentile Scale, T- Scale, Scales based on difficulty ratings.

CLO6: Evaluate hypothesis testing techniques and perform appropriate statistical tests to analyze sports research data.

CLO7: Apply the basic functions of SPSS software and demonstrate its use for entering, organizing, and analyse data in sports and physical education research.

CLO8: Apply various statistical tests (e.g., t-tests, ANOVA, correlation, regression) using SPSS, and interpret the resulting output in the context of sports data analysis.

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.	CLO1 CLO2
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	

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.	CL03 CLO4 CLO5
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
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. Selection of Sample Size and testing of hypothesis.	CLO6 CLO7
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
IV 15 Hours	1. Large Sample test (z-test) for means for one sample and two samples, Small sample test (t-test) for means for one sample and two samples – dependent and independent samples 2. ANOVA and ANCOVA and their interpretation of results. LSD & Scheffe with interpretation of results 3. Chi- Square Test for goodness of fit and testing independence of attributes with interpretation of results. 4. Mann Whitney U test, Wilcoxon Matched Paired Signed Ranks test, Kruskal Wallis test – Assumptions and interpretation of results. 5. Use of SPSS for Analysis of data and write interpretation of output.	CLO6 CLO7 CLO8
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	

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.

- Gupta, C. B. & Walker, F. H. (2005). Applied Statistics for the Six Sigma Green Belt. ASQ Press.
- Dhinu, M. R., (2021). Applied Statistics in Physical Education & Sports. Friends.
- Gaur, S. A. & Gaur, S. S. (2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Response.
- Verma, J.P. (2019). Statistics and Research Methods in Psychology with Excel. Springer.
- Verma, J.P. (2021). Data Analysis in Management with SPSS Software. Springer.
- Verma, J.P. & Verma P. (2021). Determining Sample Size and Power in Research Studies: A Manual for Researchers. Springer.
- Verma, J.P. (2016). Sports Research with Analytical Solution using SPSS. Wiley.
- Field, A. (2019). Discovering Statistics using IBM SPSS Statistics. Fourth edition, Sage.
- Field, A., Miles J., & field Z., (2023). Discovering Statistics Using R. Sage.

Course Code: MMPE 527

Course Title: Teaching of Athletics

Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning Outcomes:

After completion of the course, students will be able to

CLO1: Explain the general rules and regulation of track events.

CLO2: Summarize the rules & regulations of Field events.

CLO3: Explain the fundamental skills and techniques of Combined events.

CLO4: Outline the model of track marking.

CLO5: Determine the Stagers marking and relay zone markings

CLO6: Interpret the concept of Starting and finishing line and Sprint races.

CLO7 :Explain the Concepts of MDR, LDR and Steeple Chase race.

CLO8: Categorize the different concepts of Long Jump, triple Jump, High jump and Pole vault.

CL09: Illustrate about the shot put, Discus throw and Javelin throw.

CL09Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	Introduction of Athletics <ol style="list-style-type: none"> 1. Introduction and History of Athletics 2. World Athletics/ IAAF : General rules and regulation of Track Events 3. World Athletics/ IAAF : General rules and regulation of Field Events 4. World Athletics/ IAAF : General rules and regulation of Combined Events 	CLO1 CLO2 CLO3

	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
II 15 Hours	Standard and Non-Standard Track Marking <ol style="list-style-type: none"> 1. Steps of Marking of Standard Track 400 meter 2. Steps for Calculating the Staggers 3. Diagonal Excess 4. Relay Zone Marking 	CLO4 CLO5
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
III 15 Hours	Track Events Marking Procedure <ol style="list-style-type: none"> 1. Starting and Finishing Line 2. Sprint, Middle and Long Distance Events. 3. Hurdles 4. Steeple Chase race 	CLO6 CLO7
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
IV 15 Hours	Field Events Marking Procedure <ol style="list-style-type: none"> 1. Long Jump and Triple Jump 2. Shot Put and Hammer 3. Discus throw and Javelin throw 4. Equipment Specification 	CLO8 CLO9
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	

Suggested Readings:

- Schneider, R. C. (2009). Ethics of sport and athletics: Theory, issues, and application. Wolters Kluwer Health / Lippincott Williams & Wilkins.
- Zeigler, E. F., & Spaeth, M. J. (1975). Administrative theory and practice in physical education and athletics.
- Bosen, K. O. (1992). Track and field fundamental techniques. Patiala: N.I.S. Publication.
- Dyson, G. H. G., & Edmundson, J. (1969). Athletics for schools. University of London Press Ltd. Doherty, J. M. (2007). Track & field. Englewood Cliffs, NJ: Prentice Hall Inc.
- Dyson, G. H. G. (1962). The mechanics of athletics. London: University of London Press
- Ltd. Hodks, G. (1962). Application of weight training to athletics. Englewood Cliffs, NJ: Prentice Hall Inc. write authors of all references
- <https://worldathletics.org/about-iaaf/documents/book-of-rules>

Course Name: Science of Sports Training

Course Code: MMPE 528

Total Hours: 45

L	T	P	C
3	0	0	3

Course Learning Outcomes:

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

CLO1: Explain the need and importance of sports training based on scientific principles.

CLO2: Identify and differentiate various types of skills and systems of training.

CLO3: Analyze training load and the process of recovery in athletic performance.

CLO4: Apply appropriate methods for developing different motor abilities.

CLO5: Describe the energy pathways utilized during various forms of physical activity.

CLO6: Design a periodized training plan, incorporating types and concepts of training cycles.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 hours	1. Meaning and definition of sports training. 2. Aim and characteristics of sports training. 3. Principles of Sports training 4. Classification of skills and System of Training 5. Components of fitness	CLO1 CLO2
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
II 15 hours	1. Loading – definition, internal and external load. 2. Components of load - Intensity of loading, density of loading, duration, and extent of loading. 3. Load and adaptation, super compensation cycle. 4. Progressive and fluctuation method of load. 5. Overload – Symptoms, causes and remedies and Recovery Interventions and Modalities	CLO3
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
III 10 hours	1. Strength- its characteristics, types of strength, factors determining strength and strength development. 2. Endurance- its characteristics, types of endurance, factors determining endurance and endurance development. 3. Speed- its characteristics, types of Speed, factors determining Speed and speed development. 4. Flexibility and Coordinative abilities- its characteristics, types, factors determining and development. 5. Principles of planning - Types of training plans (Macro, Meso, Micro cycles).	CLO4 CLO5

	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
IV 10 hours	<ol style="list-style-type: none"> 1. Central Concepts Related to Periodization and Periodization Hierarchy 2. Periodization Periods and applying Sport Seasons to the Periodization 3. Undulating Versus Linear Periodization Models 4. Talent identification- process and procedure. 5. Preparation of training schedule 	CLO6
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	

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

Suggested Readings:

- Bompa, T. O., & Buzzichelli, C. (2018). Periodization: Theory and methodology of training. Human Kinetics.
- Bompa, T. O., & Buzzichelli, C. A. (2019). Periodization: Theory and methodology of training (6th ed.). Human Kinetics.
- Bompa, T., Bompa, T. O., & Carrera, M. (2005). Periodization training for sports (2nd ed.). Human Kinetics.
- Dick, F. W. (2014). Sports training principles: An introduction to sports science (6th ed.). Bloomsbury Publishing.
- Haff, G. G., & Triplett, N. T. (2015). Essentials of strength training and conditioning (4th ed.). Human Kinetics.
- Issurin, V. B. (2021). Principles and basics of advanced athletic training. Ultimate Athlete Concepts.
- Jesudoss, S. J. (2015). Principles of sports training. Friends Publications.
- Joyce, D., & Lewindon, D. (Eds.). (2022). High-performance training for sports (2nd ed.). Human Kinetics.
- Kurz, T. (2001). Science of sports training: How to plan and control training for peak performance. Stadion.
- Loehr, J. E. (1995). The new toughness training for sports: Mental, emotional, physical conditioning from one of the world's premier sports psychologists [PDF book].
- Singh, H. (1984). Sports training: General theory & methods. Netaji Subhas National Institute of Sports.
- Viru, A. (2017). Adaptation in sports training. Routledge.
- Zatsiorsky, V. M., & Kraemer, W. J. (2020). Science and practice of strength training (3rd ed.). Human Kinetics.

Course Code: MMPE 529

Course Title: Practicum -2: Teaching of Athletics

Total Hours: 30

L	T	P	C
0	0	2	1

Course Learning Outcomes:

After completion of the course students will be able to

CL01: Illustrate the learn about the sprinting events

CLO2: Analyze the skills and techniques of Jumping Events

CLO3: Describe the fundamental concepts of MDR and LDR.

CLO4: Demonstrate the skills and techniques of throwing events.

CLO5: Determine the marking of standard track of 400 meter.

CLO6: Explain the concept of marking of 200 and non-standard track.

CL07: Perform the officiating in track and field events.

PRACTICALS:

Units /Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	<ul style="list-style-type: none">• Sprints: types of Start and finish• Hurdles Events• Relay Races• Rules& regulation of sprinting event.	CLO1
II 15 Hours	<ul style="list-style-type: none">• Horizontal Jumps : Long Jump, triple Jump• Vertical Jumps : High Jump• Long distance and Middle distance Races• Rules & regulation of Jumping and LDR and MDR.	CLO2 CLO3
III 15 Hours	<ul style="list-style-type: none">• Shot put• Discus Throw• Javelin throw• Rules & regulations of throwing events	CLO4
IV 15 Hours	<ul style="list-style-type: none">• World Athletics – Marking of Standard Track of 400 meters• IAAF – Marking of 200 meters track• Officiating in track and fields	CLO5 CLO6 CLO7

Suggested Readings:

- Birley, D. (1993). Sport and the making of Britain. Manchester University Press.
- Bosen, K. O. (1992). Track and field fundamental techniques. N.I.S. Publication.

- Doherty, J. M. (2007). Track & field. Prentice Hall.
- Dyson, G. H. G., & Edmundson, J. (1969). Athletics for schools. University of London Press.
- Payne, H. (1976). Athletics: Throwing. Pelham.
- Malhotra, A. K. (2000). A guide to be an athlete . Krishna Publication.
- Brown, M. (1990). Track & field rules in pictures (pp. 59, 61). Putnam.
- Singh, B. (2007). Athletic conditioning. Sports Publication.
- Ecker, T. (1985). Basic track and field biomechanics. Tafnews.
- Viitasalo, J., Mononen, H., & Norvapalo, K. (2001). Release parameters at the foul line and the official result in javelin throwing. Sports Biomechanics, 2(1), 15–34.
- Zeigler, E. F., & Spaeth, M. J. (1975). Administrative theory and practice in physical education and athletics (Vol. 2, Issue 1, pp. 34–37).
- World Athletics. (2024). Book of rules. Retrieved from <https://www.worldathletics.org/about-iaaf/documents/book-of-rules>

Criteria of Continuous Assessment (Total Marks: 50)

- Practical Record :10 Marks
- Analysis of data and interpretation of result: 20 marks
- Real data analysis: 20 marks

Criteria of Term End Assessment (Total Marks: 50)

- Analysis, Results and Interpretation of finding: 30Marks
- Record of all Practicals: 10 Marks
- Viva Voce: 10 Marks

Discipline Elective

Course Code: MMPE 530

Course Title: Sports Journalism and Mass Media

Total Hours: 45

L	T	P	C
3	0	0	3

Course Learning Outcomes:

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

CLO1: Define sports journalism and describe its historical development and significance in the media landscape.

CLO2: Explain ethical standards in sports journalism and identify the various modes of sports media (print, electronic, and digital).

CLO3: Demonstrate the ability to compile and edit a sports bulletin, utilizing proper writing techniques.

CLO4: Analyze and evaluate the structure, language, and style of different types of sports reports.

CLO5: Create a cohesive and engaging sports commentary and broadcast, integrating traditional reporting and modern technology.

CLO6: Evaluate the effectiveness of emerging technologies (such as AI, VR, and big data) in enhancing sports journalism and audience engagement.

CLO7: Apply reporting techniques to comprehensively cover a sports event, including reporting, interviewing, and editing.

CLO8: Develop professional skills and compile a comprehensive portfolio of sports journalism work, showcasing a variety of media forms and styles.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	<ol style="list-style-type: none"> 1. Meaning and Definition of Sports Journalism: Significance and evolution of sports journalism across different media. 2. History of Sports Journalism: Key milestones and the role of sports media in shaping public perception. 3. Ethical Standards in Sports Journalism: Media ethics, challenges in reporting, and ethical dilemmas (e.g., handling controversies). 4. Modes of Sports Journalism: Print, electronic, and online media – how sports journalism has adapted to digital platforms. 5. Sports News Agencies & Broadcasting: National and international sports agencies and channels that influence global sports reporting. 	CLO1 CLO2
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
II	<ol style="list-style-type: none"> 1. Concept of Sports Bulletin: Structure, types, and importance of sports bulletins. 2. Compiling a Sports Bulletin: Techniques for writing concise, accurate, and engaging sports news. 3. Role of Journalism in Physical Education: Integrating sports journalism with physical education and its significance in promoting sports. 4. Types of Sports Reporting: General news vs. sports-specific reporting – nuances in language and tone. 5. Evaluating Sports Reports: Understanding the key criteria for evaluating and editing sports news content. 	CLO3 CLO4
	Learning Activities: Brain storming and problem solving	
III 10 Hours	<ol style="list-style-type: none"> 1. Radio and TV Commentary: Techniques for live commentary, script preparation, and effective communication. 2. Sports Photography and Videography: The role of visuals in sports reporting – from equipment to editing. 3. The Art of Commentating: Practical exercises in commentating on various sports events. 4. Emerging Technologies in Sports Journalism: Use of AI, virtual reality, big data in enhancing the sports journalism experience. 5. Interviewing Athletes and Coaches: Best practices for conducting compelling interviews with players and coaches. 	CLO5 CLO6

	Learning Activities: Peer Discussion, Brain-storming and Problem Solving	
IV 10 Hours	<ol style="list-style-type: none"> 1. Coverage of Major Sports Events: Review of global events like the Olympics, World Cup, and National Games. 2. Methods of Reporting Sports Events: Advanced techniques in event coverage, from initial reporting to final editing. 3. Press Conferences and Media Relations: Organizing press meets and handling media relations during major sports events. 4. Career Opportunities in Sports Journalism: Exploring careers in sports writing, photography, broadcasting, and online platforms. 5. Practical Project – Sports Journalism Capstone: A hands-on project where students cover a live event, write reports, conduct interviews, and present their work. 	CLO7 CLO8
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	

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.
- Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context. Surjeet Publications.
- Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication.
- Varma A.K. (1993) Journalism in India from Earliest Times to the Present Period. Sterling publication Pvt. Ltd.
- Venkataiah. N (2009) Value Education,- New Delhi: APH Publishing Corporation.

Course Name: Entrepreneurship in Physical Education

Course Code: MMPE 531

Total Hours: 45

L	T	P	C
3	0	0	3

Course Learning Outcomes:

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

CLO1: Demonstrate entrepreneurial behaviors, skills, and attitudes to foster motivation for an entrepreneurial lifestyle and career in the field of physical education.

- CLO2: Describe the entrepreneurial ecosystem, including innovation processes, stakeholder dynamics, and legal foundations relevant to sport and fitness ventures.
- CLO3: Apply entrepreneurial competencies for developing new ideas, assessing feasibility, structuring business plans, and projecting financial models in sports enterprises.
- CLO4: Design and manage sustainable and technology-enabled entrepreneurial ventures in fitness and physical education, integrating digital tools and marketing strategies.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	<ol style="list-style-type: none"> 1. Meaning, scope, and significance of entrepreneurship in Physical Education. 2. Characteristics and mindset of a sports entrepreneur 3. Entrepreneurship in school-based physical activity programs and grassroots initiatives. 4. Social innovation and community fitness models. 5. Role of entrepreneurial leadership in sport development. 	CLO1
	Learning Activities: Peer Discussion, Brain-storming	
II 15 Hours	<ol style="list-style-type: none"> 1. Techniques for idea generation and feasibility analysis. 2. Design Thinking: Applying innovation frameworks in sport entrepreneurship. 3. Understanding legal aspects: intellectual property, contracts, liability, and licensing in sports enterprises. 4. Creativity, value creation, and entrepreneurial behavior. 5. Case discussions of successful fitness start-ups. 	CLO2
	Learning Activities: Peer discussion, brain storming	
III 10 Hours	<ol style="list-style-type: none"> 1. Business structuring and strategy for fitness and wellness ventures. 2. Market research, competitor analysis, and opportunity positioning. 3. Revenue generation strategies, pricing models, and monetization techniques. 4. Financial planning: capital needs, break-even analysis, projections. 5. Basics of digital marketing, branding, and client engagement in the fitness industry. 	CLO3
	Learning Activities: Peer discussion, brain storming and Problem Solving.	
IV 15Hours	<ol style="list-style-type: none"> 1. Role of fitness technology: apps, wearables, dashboards, and data analytics. 2. Building online coaching models: subscriptions, hybrid training, personalized platforms. 	CLO4

	3. Sources of funding: bootstrapping, crowdfunding, angel investors, and startup incubation.	
	4. Developing and refining business proposals.	
	5. Final presentations: Pitching venture ideas with digital elements.	
	Learning Activities: 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

- Banerjee, A. (2016). Modern approaches to physical education and entrepreneurship. Kolkata, India: Academic Publishers.
- Chawla, M., & Rathi, K. (2021). Sports entrepreneurship: A guide for physical educators. New Delhi, India: Sports Education Press.
- Erkkila, K. (2000). Entrepreneurial education: Mapping the debates in the United States, the United Kingdom and Finland. Taylor & Francis.
- Joshi, N. (2019). Physical education, health, and fitness entrepreneurship. Bhopal, India: Active Life Books.
- Kapoor, S. (2021). Fundamentals of entrepreneurship in physical education. Mumbai, India: Sunrise Publications.
- Kulkarni, R. (2022). Entrepreneurial skills in health and physical education. Pune, India: Fit India Publications.
- Mehta, D. (2018). Sports management and entrepreneurship. Delhi, India: Friends Publications.
- Pathak, V. (2020). Entrepreneurship development in sports sciences. Jaipur, India: National Sports Publishing.
- Sharma, R. (2020). Entrepreneurship in physical education. New Delhi, India: Sports Publications.
- Thomas, J., & George, P. (2017). Business ventures in sports and physical education. Chennai, India: Sports Book House.
- Verma, A., & Singh, M. (2019). Entrepreneurship in physical education and sports. Lucknow, India: Khel Sahitya Kendra.

Course Name: Value and Environmental Education

Course Code: MMPE 532

Total Hours: 45

L	T	P	C
3	0	0	3

Course Learning Outcomes:

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

CLO1: Explain the meaning, and objectives of value education and its relevance in modern society.

CLO2: Analyze various theories of moral values and classifications of values, including religious and

communal values.

CLO3: Evaluate the significance of personal commitment to values and apply the understanding of consistent and inconsistent value systems in real-life scenarios.

CLO4: Describe the POSCO Act and discuss its importance in child protection and legal awareness among youth.

CLO5: Illustrate the scope, and historical development of environmental education and explain the role of educational institutions.

CLO6: Compare and contrast rural and urban health issues and public health education, and environmental protection in both contexts.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 9 Hours	1. Meaning and definition of value education. 2. Need, Importance and objectives of value education. 3. Need and theories of moral values. Human value foundation. 4. Classification of values: basic values of religious. 5. Understanding the human values & its importance.	CLO1 CLO2
	Learning Activities: Peer Discussion, Brain-storming	
II 11 Hours	1. Meaning and definition of value system. 2. Personal and Communal Values - Consistency, internally consistent, internally inconsistent, Judging Value System. 3. Commitment and commitment to values. 4. A complete understanding of Value Systems. 5. Introduction of POSCO Act (Protection of Children from Sexual Offences Act).	CLO2 CLO3 CLO4
	Learning Activities: Peer discussion, brain storming and Problem Solving.	
III 12Hours	1. Meaning and definition of environmental studies. 2. Scope and Importance of environmental studies. 3. Historical background of environmental education. 4. Celebration of various days in relation with environment. 5. Plastic recycling & prohibition of plastic bag/cover. Role of school in environmental conservation and sustainable development, Pollution free eco- system.	CLO5
	Learning Activities: Peer discussion, brain storming and Problem Solving.	
IV 13 Hours	1. Rural and urban health problems and their causes. 2. Improvement of Rural Sanitation. Education activity and services of Urban, Slum area and Urban area. 3. Fairs & Festivals of Rural area. 4. Meaning, causes and Prevention of Air pollution, Water	CLO6

	pollution, Noise pollution and Thermal pollution. 5. Detailed comparison among the rural & urban issues.	
	Learning Activities: 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

L	T	P	C
0	0	4	2

Course Code: MMPE 411

Course Title: Practical –III: Physical Literacy, Indigenous Sports and Self Defense

Total Hours: 60

After completion of the course students will be able to

CLO1: Develop competencies in performing various self-defense skills.

CLO2: Learn importance of fitness components required for self-defense skills.

CLO3: Able to gain insight about physical literacy and Indigenous Sports.

CLO4: Enable to perform various indigenous sports and understand their cognitive significance.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 30 Hours	1. Learning self-defense techniques: Stance, Head, Hands, Elbows, Knees & Feet 2. Target areas on the body: Head, Torso, Arms, Hands, Legs & Feet 3. Defense Techniques: Defense against grabs, Defense against strangles, Defense against a baton, Defense against knives & Self-defense in cars	CLO1 CLO2
II 30Hours	1. Physical Literacy: Learn to Move and Learn to Play 2. Meaning and importance of Indigenous Activities. 3. Types of Indigenous Activities. Indigenous Activities for various age group people. 4. Physical and Mental Development through Indigenous Activities.	CLO3 CLO4

Suggested Readings:

- Wiseman, L., J. (2000). The SAS Self-Defense Handbook: A Complete Guide to Unarmed Combat Techniques. First Edition, Lyons Press.
- Varady, J. & Quesenberry, D., G. (2022). The Art and Science of Self Defense: A Comprehensive Instructional Guide (Martial Science). YMAA Publication Center.
- Levine, D., Whitman, J., Dean G. (2022). Complete Krav Maga: The Ultimate Guide to Over 250 Self-Defense and Combative Techniques. Second edition, Ulysses Press.
- Pierce, P. (2020). Self Defense Made Simple: Easy and Effective Self Protection Whatever Your Age, Size or Skill. Independently published.
- Margaret Whitehead (2010). Physical Literacy: Throughout the Life course. 1st Edition, Routledge.
- Gardner, H. (2017). Physical Literacy on the Move Games for Developing Confidence and Competence in Physical Activity. Human Kinetics.
- Tiwari, K., S., & Dubey, B. (2022). Indigenous Games and Sports of India. Khel Sahitya Kendra.
- Pillai, J. (2023). The Indian Sports: An Insight into the History and Significance of Indian Traditional Sports. Notion Press.
- Satyam, A. (2022). The Games India Plays: Indian Sports Simplified. Bloomsbury India.

Criteria of Continuous Assessment (Total Marks: 50)

- Attainment of Specific Fitness : 10marks
- Demonstration of Exercises : 30Marks
- Command and Presentation : 10marks

Criteria of Term End Assessment (TotalMarks:50)

- Demonstration of various exercises with light apparatus : 30Marks
- Preparing Record of Practical :10Marks
- Viva Voce :10Marks

SPORTS SPECIALIZATION -I**Course Code: MMPE 533-1****Course Title: Athletic Skill Proficiency****Total Hours: 90**

L	T	P	Cr
0	0	6	3

Course Learning outcomes:

After completion of the course students will be able to

CLO1: Summarize the historical development of Athletics.

CLO2: Determine the teaching stages of sprints, finish and race walking.

CLO3: Analyze the skills and techniques of shotput.

CLO4: Describe the skills and techniques of Javelin throw.

CLO5: Summarize the critical understanding of techniques of long jump

CLO6: Explain the concepts of Marking of standard track and Officiating in Athletics.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<ul style="list-style-type: none"> • Introduction and History of Athletics • Governing Bodies : AFI and World Athletics • Teaching stages of Sprints Races : Acceleration, Maintenance and Deacceleration phase • Teaching stages of Start in track events. • Teaching stages of Finishing techniques – Run Through, Forward Lunge and Shoulder Shrug. • Teaching stages of Race Walking 	CLO1 CLO2
II 45 Hours	<ul style="list-style-type: none"> • Teaching Stages of Shot put: Teaching Stages and Technique: Hand hold, Placement of shot, Initial Stance, T-position, Glide, Delivery Stance, Delivery action and follow through/reverse. • Teaching Stages of Javelin throw: Teaching Stages: Gripping, Carrying, Carry and Run, Withdrawal Stride, Impulse Stride, Delivery Position, Release and Follow Through. • Horizontal Jumping Events: Long Jump and Triple Jump • Marking of Standard Track of 400 meter • Officiating in track and field Events • General Fitness and Conditioning 	CLO3 CLO4 CLO5 CLO6

Suggested Reading:

- Bosen, K. O. (1992). Track and field fundamental techniques. Patiala: N.I.S. Publication.
- Doherty, J. M. (2007). Track & field. Englewood Cliffs, NJ: Prentice Hall Inc.
- Dyson, G. H. G., & Edmundson, J. (1969). Athletics for schools. University of London Press Ltd.
- Payne, H. (1976). Athletics: Throwing (pp. 16–17). London: Pelham.
- Malhotra, A. K. (2000). A guide to be an athlete (p. 65). Krishna Publication.
- Brown, M. (1990). Track & field rules in pictures (p. 61). New York: Putnam.
- Brown, M. (1990). Track & field rules in pictures (pp. 164–198). New York: Putnam.
- Singh, B. (2006). Athletic conditioning. Sports Publication.
- Ecker, T. (1985). Basic track and field biomechanics (p. 35). Los Altos: Tafnews Press.
- Ecker, T. (1985). Basic track and field biomechanics (pp. 164–198). Los Altos: Tafnews Press.
- Zeigler, E. F., & Spaeth, M. J. (1975). Administrative theory and practice in physical education and athletics (Vol. 2, Issue 1, pp. 34–37).

Criteria of Continuous Assessment (Total Marks: 50)

- Attainment of Specific Fitness :10 marks
- Demonstration of Skill : 30 Marks
- Marking and Measurements : 10 marks

Criteria of Term End Assessment (Total Marks: 50)

- Theory Exam : 25 Marks
- Demonstration of Skills :15 Marks
- Viva Voce : 05 Marks
- Attendance : 05 Marks

Course Code: MMPE 533-2**Course Title: Badminton Skill Proficiency****Total Hours: 90**

L	T	P	Cr
0	0	6	3

Course learning outcomes:

After completion of the course students will be able to

CLO1: Explain the rules, regulations, and basic terminology of badminton.

CLO2: Interpret and apply the rules and laws of badminton in competition situations.

CLO3: Identify and illustrate the standard markings of the badminton court and describe the equipment specifications.

CLO4: Demonstrate advanced playing techniques including strokes, footwork, and game-specific movements.

CLO5: Execute offensive and defensive skills proficiently in singles and doubles play situations

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	1. Foundation & Rules and basic terminology 2. Warm-up drills and stretching exercises 3. Basic grip and footwork 4. Introduction to serving and receiving techniques 5. Understanding the different types of serves and Basic footwork drills for serving and receiving	CLO1 CLO2
II	1. Skill Learning and Basic & Advanced strokes 2. Introduction to forehand and backhand strokes, Basic footwork drills for strokes, Introduction to net play, Advanced forehand and backhand techniques	CLO3 CLO4

45 Hours	3. Introduction to smash and drop shots, Footwork drills for advanced strokes, Net play and defense, Advanced net play techniques, Introduction to defensive techniques 4. Footwork drills for net play and defense, Rules and scoring of a badminton match, 5. Playing singles and doubles, Basic tactics and strategies	CLO5
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Suggested Readings:

- Downey, J. C., & Brodie, D. (1980). Get fit for badminton: A practical guide to training for players and coaches. Pelham Books.
- Downey, J. (1982). Better badminton for all. Pelham Books.
- Downey, J. (1993a). Winning badminton doubles: How to coach badminton. Jake Downey Publishing.
- Downey, J. (1993b). Excelling at badminton (Beyond the basics). Teach Yourself Books.
- Downey, J. (2007). Tactics in badminton singles [E-book].
- Grice, T. (2007). Badminton: Steps to success (2nd ed.). Human Kinetics.
- Edwards, J. (1997). Badminton: Technique, tactics, training (Crowood Sports Guides). The Crowood Press Ltd.
- Golds, M. (2002). Badminton (Skills of the Game series). The Crowood Press Ltd.

Criteria of Continuous Assessment (Total Marks: 50)

- Attainment of Specific Fitness :10 marks
- Demonstration of Skill : 30 Marks
- Marking and Measurements : 10 marks

Criteria of Term End Assessment (Total Marks: 50)

- Theory Exam : 25 Marks
- Demonstration of Skills :15 Marks
- Viva Voce : 05 Marks
- Attendance : 05 Marks

Course Code: MMPE 533-3

Course Title: Basketball Skill Proficiency

Total Hours: 90

Course learning outcomes:

L	T	P	C
0	0	6	3

After completion of the course students will be able to

CLO 1: Describe the historical development of basketball and explain the roles of national and international governing bodies.

CLO 2: Illustrate the dimensions and markings of the basketball play area according to official standards.

CLO 3: Demonstrate fundamental basketball skills, drills, and lead-up games with appropriate offensive and defensive tactics.

CLO 4: Assess players' psychological preparation and analyze the impact of mental conditioning on basketball performance.

CLO 5: Design and implement skill tests and fitness evaluation programs specific to basketball players.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	1. History of Basketball 2. Structure and functions of National & International controlling Bodies of particular game. 3. Play area dimension and marking 4. Governing bodies of Basketball- B.F.I and F.I.B.A	CLO1 CLO2
II 45 Hours	1. Fundamental skills and drills, lead up Games. 2. Practical application of different Defensive & offensive Techniques, Tactics patterns applicable to game. 3. Psychology preparation of Sportsman/players. 4. Skill test in basketball and Evaluation. 5. Test for different fitness components.	CLO3 CLO4 CLO5

Suggested Readings:

- Allen, A. P. (1959). Handbook of baseball drills. Prentice-Hall.
- Dick, F. W. (2014). Sports training principles: An introduction to sports science. Bloomsbury Publishing.
- Gels, J. (2016). Basketball fundamentals: A better way to coach basketball. Lulu Press.
- Geyer, D. (1977). Full court control basketball: A flexible offense to exploit opponents' weaknesses. Parker Publishing Company.
- Kanika, K. (2001). Basketball coaching manual. Sports Publication.
- Krause, J. V., & Nelson, D. L. (2012). Coaching basketball: Principles of offense and defense (3rd ed.). Coaches Choice.
- McGuire, F. (1959). Defensive basketball. Prentice-Hall.
- Vaidya, R. (2007). Skills & tactics: Basketball. Sports Publication.
- Walsh, J. (2017). Basketball skills and drills (4th ed.). Human Kinetics.
- Wissel, H. (2011). Becoming a basketball player: Skills and drills for beginning players. Human Kinetics.
- Wissel, H. (2012). Basketball: Steps to success (3rd ed.). Human Kinetics.

Criteria of Continuous Assessment (Total Marks: 50)

- Attainment of Specific Fitness :10 marks
- Demonstration of Skill : 30 Marks
- Marking and Measurements : 10 marks

Criteria of Term End Assessment (Total Marks: 50)

- Theory Exam : 25 Marks
- Demonstration of Skills : 15 Marks
- Viva Voce : 05 Marks
- Attendance : 05 Marks

Course Code: MMPE 533-4**Course Title: Cricket Skill Proficiency****Total Hours: 90**

L	T	P	Cr
0	0	6	3

Course learning outcomes:

After completion of the course, students will be able to

CLO1: Analyze the history and development of cricket, focusing on its evolution in both world and Indian cricket.

CLO2: Explain the interpretation of cricket's rules and laws, including those for people with disabilities.

CLO3: Evaluate the impact of recent changes in cricket rules and laws on the game, considering the perspectives of players, coaches, and officials.

CLO4: Describe the qualifying systems for major national and international cricket tournaments.

CLO5: Explain the role of sports science in cricket and how modern technology is applied to improve the game.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<p>➤ Foundation & Rules</p> <ul style="list-style-type: none"> • History and Development of Cricket: <ul style="list-style-type: none"> ○ World and India – Pre & Post-independence • Rules/Laws and their interpretation, • Rules & Laws for People with Disability. • Latest changes in rules/laws & their impact on the game • Qualifying system of major national and international tournaments. <p>➤ Role of Science in Cricket</p> <ul style="list-style-type: none"> a) Physics behind cricket b) Role of Psychology in cricket c) Physiological aspect of cricket d) Use of modern technology in cricket <p>➤ Injuries in Cricket and their prevention.</p> <p>➤ Fitness and Yoga in Cricket</p> <p>➤ Warming Up Principles, Physiological Importance, Effects, Methods and Its Type.</p>	CLO1 CLO2 CLO3

II 45 Hours	<p>➤ Techniques & their application</p> <ul style="list-style-type: none"> • Classification of techniques regarding batting. • Teaching stages of techniques for bowlers. • Faults and their corrections during batting skills, bowling skills and fielding. • Biomechanical and Anthropometrical analysis of various techniques: <ul style="list-style-type: none"> a) Front foot drives b) Back foot drives c) Horizontal strokes d) Bowling • Basics of bowling, batting, fielding • Types of bowling Action • Types of fielding and catching 	CLO4 CLO5 CLO6
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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, S. (2003). Fielding drills in cricket. Sports Publication.
- Oxlade, C. (2018). Cricket (Sports skills). Hachette Children's Group.
- Rachna. (2001). Play better cricket. Sports Publication.
- Sellers, L. (2015). Know the game: Complete skills: Cricket. Bloomsbury Sport.
- Srivastava, A. K. (2006). How to coach bowling. Sports Publication.
- Srivastava, V. K. (2007). Analysis of cricket skills. Sports Publication.
- Syal, M. (2004). Teach yourself cricket. Prerna Prakashan.
- Tyagi, A. K. (2012). Cricket skills & rules. Khel Sahitya Kendra.
- Tyson, F., & Harris, J. (1996). Cricket skills. HarperCollins.
- Woolmer, B. (2009). The art and science of cricket. Firefly Book Limited.

Criteria of Continuous Assessment (Total Marks: 50)

- Attainment of Specific Fitness :10 marks
- Demonstration of Skill : 30 Marks
- Marking and Measurements : 10 marks

Criteria of Term End Assessment (Total Marks: 50)

- Theory Exam : 25 Marks
- Demonstration of Skills :15 Marks
- Viva Voce : 05 Marks
- Attendance : 05 Marks

Course Code: MMPE 533-5
Course Title: Football Skill Proficiency
Total Hours: 90

L	T	P	C
0	0	6	3

Course learning outcomes:

After completion of the course, students will be able to

- CLO1: Explain the historical development of football at the national and international levels and analyze the role of governing and continental bodies.
CLO2: Interpret the rules and laws of football, and evaluate their impact on gameplay and tournament structures.
CLO3: Demonstrate the development and application of fundamental football skills.
CLO4: Design warm-up sessions and apply specific training methods to enhance motor abilities required for football performance.
CLO5: Plan training schedules by applying the principles of periodization to optimize football performance.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 40 Hours	Foundation & Rules <ol style="list-style-type: none"> 1. Historical development at National and International Level 2. Rules/Laws and their interpretation 3. Latest changes of rules/laws & their impact on the game 4. Governing bodies (IFAB, FIFA, AIFF, AIU) 5. Continental bodies (AFC, CAF, OFC, UEFA, CONCACAF, CONMEBOL) 6. Qualifying system of major national and international tournaments. 	CLO1 CLO2
II 50 Hours	<ol style="list-style-type: none"> 1. Development of fundamental skills of soccer (Passing, Dribbling, Shooting, Receiving, Heading, and Goalkeeping) 2. Warm-up types and means (general and specific) 3. Specific training for developing motor abilities associated with football performance. 4. Periodization in football: Meso, Micro, and Macro cycles in football 	CLO3 CLO4 CLO5

Suggested Reading:

- Ali, A. (Ed.). (2005). Science and football V: The proceedings of the Fifth World Congress on Science and Football. Routledge.
- Beswick, B. (2010). Focused for soccer (Vol. 9, p. 12). Human Kinetics.
- Clements, R. L., & Kinzey, S. J. (2013). Soccer fundamentals (2nd ed.). Human Kinetics.
- Csanadi, A. (1972). Soccer: Technique-tactics-coaching. Corvina Press.
- Ford, P. R., Yates, I., & Williams, A. M. (2010). Motor skills and expertise acquisition in soccer: The role of deliberate practice. In M. Williams (Ed.), Science and soccer: Developing elite performers (2nd ed., pp. 139–153). Routledge.
- Moffat, B. (1985). The basic soccer guide. Collier Books.
- Reilly, T. (2003). Motion analysis and physiological demands. In T. Reilly & A. M. Williams (Eds.), Science and soccer (2nd ed., pp. 59–72). Routledge.
- Wade, A. (1967). The FA-guide to training and coaching. The Football Association.
- Wade, A. (Ed.). (1967). The FA guide to training and coaching. Heinemann.
- Wein, H. (2004). Developing game intelligence in soccer. Reedswain Inc.

Criteria of Continuous Assessment (Total Marks: 50)

- Attainment of Specific Fitness :10 marks
- Demonstration of Skill : 30 Marks
- Marking and Measurements : 10 marks

Criteria of Term End Assessment (Total Marks: 50)

- Theory Exam : 25 Marks
- Demonstration of Skills :15 Marks
- Viva Voce : 05 Marks
- Attendance : 05 Marks

Course Code: MMPE 533-6

Course Title: Kabaddi Skill Proficiency

Total Hours: 90

L	T	P	C
0	0	6	3

Course learning outcomes:

After completion of the course, students will be able to

CLO1: Explain the historical development of the game at the Indian and the world level.

CLO2: Able to explain the structure and function of different controlling bodies.

CLO3: Gain theoretical concept of warming up and cooling down its mechanics, role, and importance.

CLO4: Develop competence in advance skills of Kabaddi.

CLO5: Explain the advance movements in Kabaddi.

CLO6: Explain the various warm-ups and means.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<ol style="list-style-type: none"> History and Development of Kabaddi, Beach Kabaddi, Circle Kabaddi and Indoor Kabaddi in India, Asia and the world. World and India – Pre & Post-independence, Rules/Laws and their interpretation, Structure and function of controlling bodies of Kabaddi at National and International level. Relationship of National Federation with I.O.A., SAI, AIU etc. 	CLO1 CLO2 CLO3
II 45 Hours	<ol style="list-style-type: none"> Warm-up types: General warm-up and Specific warm-up Basic footwork and path of raid Defensive footwork and offensive footwork Basic skills: Toe touch, Kicks, Bonus, Hand touches its importance, application and variations First-Aid 	CLO4 CLO5 CLO6

Suggested Reading:

- Sharma, S. K. (2016). Kabaddi: A Comprehensive History. Olympic Press.
- Patel, A. B. (2020). Mastering Kabaddi: A Player's Handbook. SportsTech Publications.
- Khan, M. A. (2017). Kabaddi Tactics: Winning Strategies for Competitive Play. GamePlan Books.
- Gupta, V. (2019). Kabaddi Fitness: Training and Conditioning for Peak Performance. Athlete's Edge Publishing.
- Mishra, D. K. (2015). The Psychology of Kabaddi: Mental Toughness and Performance Enhancement. Mind Games Press.
- Singh, R. P. (2018). The Complete Guide to Kabaddi: Techniques, Strategies, and Training. Sports Publishing.

Criteria of Continuous Assessment (Total Marks: 50)

- Attainment of Specific Fitness :10 marks
- Demonstration of Skill : 30 Marks
- Marking and Measurements : 10 marks

Criteria of Term End Assessment (Total Marks: 50)

- Theory Exam : 25 Marks
- Demonstration of Skills :15 Marks

- Viva Voce : 05 Marks
- Attendance : 05 Marks

Course Code: MMPE 533-7

Course Title: Volleyball Skill Proficiency

Total Hours: 90

L	T	P	C
0	0	6	3

Course Learning outcomes:

After completion of the course students will be able to

CLO1: Recognize the different method of identifying the talent.

CLO2: Students will be able to explain the use and interpretation of scoresheet and to develop proficiency in officiating & conducting of the game in various level.

CLO3: Explain qualifying system of major national and international tournaments.

CLO4: Demonstrate the different playing system used in volleyball.

CLO5: Explain the various reception system used in volleyball.

CLO6: Analyze and compare the different attack coverage and different attack combination system used in volleyball.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<ol style="list-style-type: none"> Talent Identification and Development <ul style="list-style-type: none"> Detection of talent in Volleyball Talent Identification Method. Stages in Talent identification. Criteria to be used for Talent Identification Development of talent in Volleyball LTAD Selection of team <ul style="list-style-type: none"> Starting line-up for Volleyball game. Selection of captain. Tactics & their application. <ul style="list-style-type: none"> Meaning, Aims & Objectives of Tactics and Strategy. Methods of Tactical training (break up drills). Relationship between tactics and strategy. Different teaching and coaching aids/gadgets of Volleyball, Philosophy of coaching applied in Volleyball, Scoresheet -Uses and Interpretation Qualification System of different international and national competition. 	CLO1 CLO2 CLO3

II 45 Hours	<ol style="list-style-type: none"> 1. Team Composition. <ul style="list-style-type: none"> • General Team composition • Advance team composition 2. Reception System: <ul style="list-style-type: none"> • 5-Men Reception W Formation • 4-Men Reception. • 3-Men Reception. • 2-Men Reception. 3. Attack coverage. <ul style="list-style-type: none"> • 1-2-3 • 1-3-2 4. Different Attack Combination in Volleyball 	CLO4 CLO5 CLO6

Suggested Reading:

- American Sport Education Program. (2007). Coaching youth volleyball. Human Kinetics.
- Dearing, J. (2003). Volleyball fundamentals. Human Kinetics.
- Dumphy, M., & Wilde, R. (2000). Volleyball today (2nd ed.). Fritz/Brett.
- Ranganathan, P. P. (2003). Volleyball: A guide to playing and coaching. Friends Publication.
- Resser, C. J., & Bohr, R. (2003). Volleyball. Blackwell.
- Sagar, S. K. (2001). Play better volleyball. Sports Publication.
- Soudhu, S. G. (1982). Volleyball: Basic and advanced. Sports People.
- Varghese, A. C., & Lowrence, V. (2009). Volleyball player handbook. Friends Publication.
- Wise, M. (1999). Volleyball drills for champions. Human Kinetics.

Criteria of Continuous Assessment (Total Marks: 50)

- Attainment of Specific Fitness :10 marks
- Demonstration of Skill : 30 Marks
- Marking and Measurements : 10 marks

Criteria of Term End Assessment (Total Marks: 50)

- Theory Exam : 25 Marks
- Demonstration of Skills :15 Marks
- Viva Voce : 05 Marks
- Attendance : 05 Marks

Course Code: MMPE 533-8
Course Title: Yoga Skill Proficiency

Total Hours: 90

L	T	P	C
0	0	6	3

After completion of the course, students will be able to:

CLO1: Describe the historical background, applications, and misconceptions of Yoga.

CLO2: Compare and differentiate among various schools and styles of Yoga.

CLO3: Summarize the basic concepts of Ayurveda and its relevance to Yoga.

CLO4: Interpret the concepts of Chakras and Aura in Yogic philosophy.

CLO5: Analyze and differentiate various forms and techniques of Shatkarma, Asanas, Pranayama, Mudras, Bandhas, and Meditation.

CLO6: Demonstrate proficiency in various Shatkarma, Asanas, Pranayama, Mudras, Bandhas, and Meditation techniques.

CLO7: Explain the methods of physical and psychological preparation essential for Yoga practice.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 30 hours	<ol style="list-style-type: none"> 1. Brief Introduction to Origin, History and Development of Yoga. Renowned yogis and their contribution in Yoga. Aims, Objectives and Misconceptions about Yoga in modern society. 2. Yoga according to various scriptures. Introduction to different schools and styles of Yoga 3. Concept of Pancha Mahabhuta, Panch Kosh, Panch Prana. Concept of Triguna and Tridosha in Yoga. Yogic lifestyle (Ahara, Vihar, Achar, Vichar) 4. Concept of Chakras and Aura in Yoga. Philosophy of the sacred syllable “Om” (AUM). 	CLO1 CLO2 CLO3 CLO4
II 60 Hours	<ol style="list-style-type: none"> 1. Shatkarma (six cleansing processes): Meaning, Types (Neti, dhauti, Kapalbhathi, Basti, Nauli, trataka) techniques, Precautions and Benefits. 2. Asanas & Pranayama: Meaning, Definitions, Types, Techniques, Precautions and benefits. 3. Mudras & Bandas: Meaning, Technique, Precautions and Benefits. 4. Meditation: Meaning, Types, techniques and benefits of meditation. 5. Yoga Therapy: Practice and understanding of Therapeutic Benefits of Yoga, Management of Diseases with Yoga. 6. Learning the use of various props/gadgets for various yogic practices. 7. Introduction and Practice of Related Fitness Systems: - Zumba Fitness: Concepts, Basic Steps, Health Benefits. - Aerobics: Basic Movements, Session Planning. - Pilates: Core Strengthening, Breathing, Posture Alignment. - Power Yoga: Dynamic Flow 	CLO5 CLO6 CLO7

	Techniques. - Surya Namaskar Variations: Traditional and Power Flow. - Functional Training Basics: Mobility, Stability, Balance. - Comparison of Yogic and Modern Functional Fitness Approaches.	
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Suggested Reading:

- A. C. Bhaktivedanta Swami Prabhupad (2020). Bhagvad Gita: As It Is English New Edition. Bhaktivedanta Book Trust
- Best-Martini, E., & Jones-DiGenova, K. (2014). Exercise for Frail Elders (2nd ed.). Human Kinetics.
- Broad, W. J. (2012). The science of yoga: The Risks and the Rewards. Simon and Schuster.
- Clark, E., & Greene, L. A. (2022). Teaching contemporary yoga: Physical Philosophy and Critical Issues. Taylor & Francis Ltd
- Garrett, M. (2007). Preparing the successful coach. Jones & Bartlett Learning.
- Gerstein, N. (2008). Guiding yoga's light: Lessons for Yoga Teachers. Human Kinetics.
- Hirschi, G. (2000). Mudras: Yoga in Your Hands. Educa Books
- Horovitz, E. G., & Elgelid, S. (2015). Yoga therapy: Theory and Practice. Routledge.
- Iyengar, B. K. S (2012). Light on the Yoga Sutras of Patanjali. Harper Collins Publishers, India.
- Iyengar, B. K. S., & Bsk, I. (1981). Light on Pranayama. Element.
- Iyengar, B. K. S., & Dorling, K. (2014). Yoga: The Path to Holistic Health. DK Publishing (Dorling Kindersley).
- Iyengar, B. K. S., & S, B. K. (2005). The illustrated Light on yoga. Element
- Karmananda S (2001). Yogic Management of Common Diseases. Yoga Publications Trust
- Lesser, R. (2006). The yoga Manual: A Step-by-step Guide to Gentle Stretching & Total Relaxation. New Line Books
- Leslie Kaminoff & Amy Matthews (2011). Yoga Anatomy. Human Kinetics.
- Sachdeva, A. K. (2018). The path of "YOG": Cure Without Medicines. Universal Publishers.
- 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.
- Saraswati, S. S. (1997). Asana Pranayama Mudra Bandha. Yoga Publications Trust.
- Saraswati, S. S. (1996). Surya Namaskara: A Technique of Solar Vitalization. Yoga Publications Trust.
- Shaw, B. (2015). Beth Shaw's YogaFit (3rd ed.). Human Kinetics.
- Stephens, M. (2017). Yoga therapy: Foundations, Methods, and Practices for Common Ailments. North Atlantic Books.
- Swami Vivekananda (2019). The Complete Book of Yoga : Karma Yoga, Bhakti Yoga, Raja Yoga, Jnana Yoga. Fingerprint Publishing.
- Swami Satyananda Saraswati (2013). Asana Pranayama Mudra Bandha. Bihar School of Yoga.
- Maehle, G. (2007). Ashtanga yoga: Practice and Philosophy : a Comprehensive Description of the Primary Series of Ashtanga Yoga, Following the Traditional Vinyasa Count, and an Authentic Explanation of the Yoga Sutra of Patanjali. New World Library.
- Muktibodhananda Swami. (1998). Hatha Yoga Pradipika. Bihar School of Yoga.
- Tarak Nath Pramanik. (2018). Yoga Education. Sports Publication, New Delhi.
- Vishvketu, Y. P. (2015). Yogasana: The Encyclopedia of Yoga Poses. Mandala Publishing.
- Vivekananda, S. (2019). Patanjali's Yoga Sutras. Fingerprint! Publishing.

- Woods, R., & Jordan, C. (2010). Energy every day. Human Kinetics

Journals

- International Journal of Yoga (ISSN; 0973-6131)
- Frontiers in Sports and Active Living (ISSN: 2624-9367)
- International journal of yoga therapy (ISSN:1531-2054)

Website

- <https://isha.sadhguru.org/in/en/inner-engineering-v3>
- <https://ashleyrosehagen.com/>

YouTube Channels

- <https://www.youtube.com/@DrManojYogacharya>
- <https://www.youtube.com/@AshleyHagen>
- <https://www.youtube.com/yogabody-official>
- <https://www.youtube.com/user/VashisthaYoga>
- <https://www.youtube.com/@sadhguru>
- <https://www.youtube.com/watch?v=JoRwXMLsVis>
- <https://www.youtube.com/watch?v=CIbR7odQklk&t=8s>
- <https://www.youtube.com/watch?v=BgwCfa1LDWc>
- <https://www.youtube.com/watch?v=92J-JPChaeI>
- <https://www.youtube.com/watch?v=1QSPi6ZazIk>
- <https://www.youtube.com/watch?v=0tX0M6EveGY>

Course Code: MMPE 596

Course Title: Camping

Total Hours: 84

L	T	P	Cr
0	0	84	3

Course Learning outcomes:

After completion of the course students will be able to

CLO1: Develop understanding about camping and camp site.

CLO2: Elaborate the concept of camping and its management.

CLO3: Actively participate in activities organized during camping.

CLO4: Enable to develop leadership qualities.

CLO5: Enable to develop creativity and self-organized activities.

Units/Hours	Contents	Mapping with Course Learning Outcome
II 84 Hours	<ol style="list-style-type: none">1. Camping and leadership, aim, objectives and importance of Camping.2. Organization, Selection, types of Camp and layout of camp site.3. Learning basic of camping and management skills4. Learning of outdoor skill, Hiking and Trekking, Night Walk, River crossing.5. Compass learning /Orienteering/Cooking / Fire Management/Rope Management	CLO1 CLO2 CLO3 CLO4 CLO5
	Learning Activities: Peer Discussion, , Brain Storming and Problem Solving, Self organized Activities	

Suggested Readings:

- Bright, C. K., & Meyer, H. C. (1953). Recreational tests and readings. Englewood Cliffs, NJ: Prentice Hall.
- Nesswed, M. H., & Meyer, E. S. (1957). Leisure and recreation. New York: Ronald Press.
- Kran, R. G. (1958). Recreation and the schools. New York: Macmillan Company.
- Shivers, J. S. (1964). Principles and practices of recreational services. London: Macmillan Company.
- Butler, G. (1976). Introduction to community recreation. McGraw-Hill Book Company.
- Kelly, J. R. (1982). Leisure. Englewood Cliffs, NJ: Prentice-Hall Inc.

Criteria of Continuous Assessment

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

Course Code: MMPE 412

Course Title: Sports Practice (University and Community Sports Development)

Total Hours: 60

L	T	P	C
0	0	4	2

Course learning outcomes:

After completion of the course students will be able to

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

CLO2: Develop good judgment and fair play in competitions.

CLO3: Enhance teamwork, and leadership skills.

CLO4: Able to develop social interaction through play within a diverse student body.

Content

The students of M.P.Ed. will engage in sports practice and provide the sports coaching to university and outside students to learn fundamental skills of various games and sports. It will help 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. Sports practice will provide the opportunity for M.P.Ed. students to enhance their motor skills and abilities. To nurture the sports among children of university and 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. 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 university and community children could get best training in specific sports.

Criteria of Continuous Assessment and End Term Examination

Assessment will be done on the basis of satisfactory or Unsatisfactory demonstration of skills and coaching given at the time of training session for university and community children.

Course Code: MMPE 413

Course Title: Intramural Sports

Total Hours- 30

L	T	P	C
0	0	2	1

Course learning outcomes:

After completion of the course, students will be able to

CLO1: Able to develop sportsmanship through participation in intramural competition.

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

CLO3: Foster and promote team sports and self-belief amongst young children of university and to help them to maximize their potential, self-belief and aspiration.

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

Content

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's body and reduce students 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 and End Term Examination

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

Inter disciplinary Course-IDC

Course Code: MMPE 506

Course Title: Health and Fitness Management

Total Hours: 30

L	T	P	Cr
2	0	0	2

Learning Outcomes

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

CLO1: Explain aim, objective and principles of Health Education

CLO2: Summarize the concept of Fitness and its management

CLO3: Design processes of understanding about nutrition requirement for good health

CLO4: Evaluate obesity hazard and weight management techniques.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 5 Hours	1. Meaning and Definition of Health and Health Education 2. Principles of Health Education 3. Prominent health problem associated with inactivity.	CLO1
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
II 5 Hours	1. Meaning and Definition of Fitness 2. Concept of Physical Fitness and its Components 3. Principles of Physical Fitness 4. Factor Affecting Physical Fitness.	CLO2
	Learning Activities: Brain-storming and Problem Solving.	
III 10 Hours	1. Meaning and Definition of Nutrition. 2. Human Energy System 3. Daily calories intake & burning 4. Exercise and metabolism & burning calories.	CLO3
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
IV 10 Hours	1. Stress Assessment & its Management Techniques 2. Obesity and its hazard 3. Misconception of Spot reduction 4. Dieting versus exercise for weight control.	CLO4
	Learning Activities: Brain-storming and Problem Solving.	

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

Suggested Readings:

- Agrawal, M. (2016). Aerobics fitness & style. Friends Publications.
- Corbin, C. (2011). Concepts of physical fitness. McGraw-Hill Higher Education.
- Fahey, T. D. (2005). Weight training basics: A complete guide for men and women. McGraw-Hill Companies.
- Greenberg, J., Dintiman, G., & Myers Oakes, B. (2004). Physical fitness and wellness. Human Kinetics.
- Hoeger, W., & Hoeger, S. (2013). Fitness & wellness. Wadsworth, Cengage Learning.
- Malt, R. (2001). 90-day fitness plan. D.K. Publishing.
- National Association for Sport and Physical Education. (1900). Concepts of physical education: What every student needs to know. Association Drive Reston.
- Prabha, S. (2015). Basic fitness assessment. Friends Publications.
- Rathee, S. (2017). Physical fitness and wellness. Friends Publications.
- Uppal, A. K. (2016). Physical fitness and wellness. Friends Publications.

SEMESTER-III**Course Name: Sports Psychology****Course Code: MMPE 535****Total Hours: 45**

L	T	P	C
3	0	0	3

Course Learning Outcomes:

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

CLO1: Explain the meaning, history, and scope of sports psychology.

CLO2: Analyze different types of motivation, their underlying theories, and apply methods to measure and enhance athlete motivation.

CLO3: Identify key psychological variables affecting performance and evaluate the psychological training programs.

CLO4: Differentiate between motor learning, activities, and skills, and apply learning theories to improve the teaching-learning process in sports.

CLO5: Explain the stages of motor learning and design appropriate training strategies to overcome learning plateaus.

CLO6: Examine the significance of Psychological Skills Training (PST) and challenge myths associated with PST through evidence-based practices.

CLO7: Compare various theories of personality and assess the impact of personality traits on individual and team sports performance.

CLO8: Develop leadership strategies and team cohesion models based on an understanding of group dynamics, and life skills development in athletes.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	1. Meaning, History, Scope of Sports Psychology 2. Importance of Sports Psychology for enhancing sport performance. 3. Meaning and types of Motivation – Theories and Measurement of motivation. 4. Introduction to various psychological variables. 5. Goal Setting Interventions, Principles, Program.	CLO1 CLO2
	Learning Activities: Brain-storming and Problem Solving	
II 15 Hours	1. Meaning and Definition of Motor Learning, Activity & Skills. 2. Meaning of Learning -Theories of Learning and their implication in teaching Learning Process 3. Stages of Motor Learning and Plateau effect. 4. Meaning of Psychological Skill Training (PST) 5. Significance of Psychological Skill Training and their Myths	CLO3 CLO4 CLO5 CLO6
	Learning Activities: Peer discussion, real world application, brain storming and Problem Solving.	
III 10 Hours	1. Meaning and Definition of Personality and Personality Traits. 2. Theories of Personality 3. Role of Personality in Sports 4. Personality difference in sports. 5. Methods of Personality Development	CLO7
	Learning Activities: Brain storming, muscle relaxation and problem solving in sports performance	
IV 10 Hours	1. Concept of Group Dynamics of Sports Performance and Team Cohesion. 2. Meaning of Leadership, Component of Effective Leadership and its Measurement. 3. Problems and issues working with Individual and Team Sports. 4. Career Transition in Athletes and Retirement Issues, Developing Life Skills in Athletes. 5. Coach Leadership in Sport	CLO8
	Learning Activities: 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, T. S. (2008). Advances in sport psychology (3rd ed.). Human Kinetics.
- Huber, J. J. (2012). Applying educational psychology in coaching athletes. Knowledge Warehouse.
- Kamlesh, M. L. (2011). Psychology in physical education and sport. Khel Sahitya Kendra.
- Pargonkar, G. V. (2018). Sports psychology. Friends Publication.
- Taylor, J. (2017). Assessment in applied sport psychology. Knowledge Warehouse.
- Weinberg, R. S., & Gould, D. (2015). Foundations of sport and exercise psychology (6th ed.). Human Kinetics.

Journals

- Journal of Applied Sport Psychology. <https://www.tandfonline.com/journals/uasp20>
- The Sport Psychologist. <https://journals.humankinetics.com/view/journals/tsp/tsp-overview.xml>
- Psychology of Sport and Exercise. <https://www.journals.elsevier.com/psychology-of-sport-and-exercise>
- International Journal of Sport and Exercise Psychology. <https://www.tandfonline.com/journals/rsep20>
- International Journal of Sport Psychology. <http://www.ijsp-online.com/>

YouTube links

- https://www.youtube.com/watch?v=vPsy-VT4_nY
- <https://www.youtube.com/watch?v=GmoV4CFLjlY>
- <https://www.youtube.com/watch?v=KX9sGshvnn0>
- <https://www.youtube.com/watch?v=iAfLTXqFdA4>
- <https://www.youtube.com/watch?v=jaH5gY3M8e8>

Course Name: Sport Medicine, Athletes Care and Rehabilitation

Course Code: MMPE 536

Course type: Core Course

Total Hours: 45

L	T	P	C
3	0	0	3

Course Learning Outcomes:

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

CLO1: Explain about sports medicine and its significance.

CLO2: Able to develop insight about injuries.

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

CLO3: Develop insight about sports massage and its application

CLO4: Able to explain and analyze the use of bandage and rehabilitation of hypokinetic injuries

Units/Hours	Contents	Mapping with Course Learning Outcome

<p>I 12 Hours</p>	<ol style="list-style-type: none"> 1. Definition, Need and importance Concept of Sports Medicine 2. Role of Sports Physician and Athletic Trainer in Sports Medicine 3. Categories of Athletic Injuries: Traumatic and Overuse. 4. Inflammation and Stages injury Healing, Athletic Rehabilitation 5. Role of Therapeutic Exercises in Rehabilitation of Musculo-skeletal athletic injuries. <p>Learning Activities: Peer review on needs and importance of various sports injuries</p>	<p>CLO1 CLO2</p>
<p>II 11 ours</p>	<ol style="list-style-type: none"> 1. Meaning and Concept of Therapeutic Modalities 2. Cryotherapy (Ice Therapy) 3. Short wave Diathermy and Ultra sound Therapy 4. Transcutaneous Electrical Nerve Stimulation (TENS) 5. LASER Therapy <p>Learning Activities: Peer discussion, real world application, brain storming and Problem Solving.</p>	<p>CLO3</p>
<p>III 10 Hours</p>	<ol style="list-style-type: none"> 1. Meaning and Definition and role of Massage in sports injuries and rehabilitations 2. Techniques of Massage 3. Massage and Sports Performance 4. Pre-Competition and Post-Competition Massage 5. Psychological Aspect of Sports Massage <p>Learning Activities: Reflexion of confer massage and its impact on sports performance and injury rehabilitation</p>	<p>CLO4</p>
<p>IV 15 Hours</p>	<ol style="list-style-type: none"> 1. Importance of rehabilitation equipment (Traction units, sliding sheet, shoulder wheel, quadriceps table, wrist rotators, leg curl, wall pulley, finger board), 2. First Aid, Bandage –Types of Bandages – strapping/tapping - Application of strapping/tapping and bandage for major joints and body parts, 3. Hypokinetic injuries and their management 4. General Care, Stretching and strengthening exercises for low back pain, Classification of 5. Therapeutic exercise- Active and passive exercise <p>Learning Activities: Reflexion of discussing about equipment and bandaging process for rehabilitation.</p>	<p>CLO4</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: Measurement and Evaluation in Physical Education

Course Code: MMPE 537

Total Hours: 45

L	T	P	C
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: Explain 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: Demonstrate the Anthropometric and Aerobic-Anaerobic Tests.

Units/Hours	Contents	Mapping with Course Learning Outcome
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,	CLO1 CLO2
	Learning Activities: Reflexion upon test measurement and evaluation utilization.	
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.	CLO3
	Learning Activities: Reflexion upon Criteria for Selection of test in scientific authenticity and establish testing procedure	

<p>III 15 Hours</p>	<p>Concepts and Assessment of Physical Fitness:</p> <ul style="list-style-type: none"> a. AAHPERD Health Related Fitness Test and Tuttle Pulse ratio test. b. Roger's PFI <p>Motor Fitness:</p> <ul style="list-style-type: none"> a. Indiana Motor Fitness Test b. Oregon Motor Fitness Test. c. JCR Test <p>Motor Ability:</p> <ul style="list-style-type: none"> a. McCloy's General Motor Ability Test. b. Barrow Motor Ability Test. <p>Motor Educability:</p> <ul style="list-style-type: none"> a. Methany Johnson Test. b. Larson Test. <p>Skill Test:</p> <ul style="list-style-type: none"> a. Badminton: French Short Serve and Clear Test. b. Basketball: AAHPERD Basketball Test. c. Hockey: Henry Fridel Hockey Skill Test. 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>Reflexion of motor qualities and major games skill test assessment.</p> <p>Learning Activities: Various Physical fitness assessment for health quality, and skill test for performance analysis.</p>	<p>CLO4 CLO5</p>
<p>IV 10 Hours</p>	<p>Basic concept of Anthropometric Measurements</p> <ul style="list-style-type: none"> a. Height & Weight : standing & sitting height and body weight b. Girth Measurement: upper arm, forearm, calf and chest. <p>Assessment of Body Composition.</p> <ul style="list-style-type: none"> b. Skin Fold Calliper c. Bioelectrical impedance d. Hydrostatic weighing e. BMI and Waist Hip Ratio f. Ponderal index g. IOWA posture test <p>Reflexion about understanding various body composition assessment and evaluations.</p> <p>Learning Activities: 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. W. (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 (8th Edition). McGraw-Hill Higher Education.
- Yobu, A. (2010). Test, Measurement and Evaluation in Physical Education in Physical Education and Sports. Friends Publications.

**Course Name: Practicum - 3 Sports Psychology, Measurement and Evaluation
in Physical Education**

Course Code: MMPE 538

Total Hours: 30

L	T	P	C
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
 CLO3: Develop insight about various tools of assessing personality and motivation
 CLO4: Practice the application of various mental skill training.
 CLO5: Demonstration of Anthropometric Measurements.
 CLO6: Analyze various field test marking.

PRACTICALS

1. Assessment of Reaction Time (Hard-Eye) and Assessment of Coordination (Foot-Eye)
2. Assessment of Team Cohesion, Personality, Motivation, Anxiety and Aggression of athletes through different tools
3. Application of Psychological Skill Training
4. Learning and demonstration of Anthropometric Measurements.
5. Assessment of Health related fitness.
6. Students will learn construction and demonstration of various field test marking.

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: MMPE 599-1
Total Hours: 60

L	T	P	C
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
60 Hours	1. Identification and Selection of Research Problem 2. Review of Related Literature 3. How to identify the gaps in research and writing title of research problem 4. Formulation of Objectives, Hypotheses/ Research questions and Writing Rationale of Study 5. Writing of a suitable design and identify appropriate tools for their study 6. Writing of research proposal and references in APA format	CLO1 CLO2 CLO3 CLO4 CLO5 CLO6
	Learning Activities: 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. PHI Learning Pvt. Ltd.
- Chandra, S. S., & Sharma, R. K. (2010). Research in education. Atlantic Publications.
- Guthrie, G. B. (2010). Basic research methods: An entry to social science research. Sage Publications India Pvt. Ltd.
- Kaul, L. (1984). Methodology of educational research. Vikas Publications.
- Richards, L., & Morse, J. M. (2013). Qualitative methods. Sage Publications, Inc.
- Wellington, J. (2015). Educational research. Bloomsbury Academic Publications.

Suggested websites

- Education.com. (n.d.). *Education.com*. Retrieved April 30, 2025, from <https://www.education.com>
- Academia.edu. (n.d.). *Academia.edu*. Retrieved April 30, 2025, from <https://www.academia.edu>
- Oklahoma State University. (n.d.). *Oklahoma State University*. Retrieved April 30, 2025, from <https://www.okstate.edu>

- Association for Educational Communications and Technology (AECT). (n.d.). *AECT*. Retrieved April 30, 2025, from <https://www.aect.org>
- Oxford University Press. (n.d.). *Oxford Bibliographies*. Retrieved April 30, 2025, from <https://www.oxfordbibliographies.com>
- University of South Alabama. (n.d.). *University of South Alabama*. Retrieved April 30, 2025, from <https://www.southalabama.edu>

Evaluation Criteria:

Research Proposal		
	Marks	Evaluation
Supervisor	50	Dissertation proposal and presentation
HoD and Senior-most faculty of the department	50	Dissertation proposal and presentation

Course Name: Internship (Four Week Duration)

Course Code: MMPE 597

Total Hours: 120

L	T	P	Cr
0	0	120	04

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: Analyze different aspects of children's learning without a focus only on achievements.

Total Hours	Contents	Mapping with Course Learning Outcome
150 Hours	<ol style="list-style-type: none"> 1. The MPED IV Semester students need to attain an internship of 04 weeks in School/colleges/universities in School/College/Industry/NGO anywhere in India. 2. It plays a crucial role in the professional development of students, and students will achieve valuable experience. 3. It will also offer an opportunity to gain relevant experience and get a realistic perspective on physical education. 4. Department will assign 5 students to each faculty to supervise performance of students during internship through telephonic conversation with concern member of School/College/Industry/NGO. 	CLO1 CLO2 CLO3 CLO4 CLO5

	Learning Activities: Peer Discussion, Field Application, Brain Storming and Problem Solving.	
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Suggested Readings

- Aniket Singh (2018). The Complete Book of Internships in India: Intern Abroad This Summer. Notion Press Publication.
- Judith B. B. & Rita-Marie C. (2010). The Online Teaching Survival Guide. Jossey-Bass Publication.
- Waugh C. & Norman G. (2009). Assessment of Student Achievement. Pearson Publisher.
- O'Brien, J. G., Millis, B. J., Cohen, M. W., & Diamond, R. M. (2008). The course syllabus: A learning-centered approach. Jossey-Bass.

Criteria of Continuous Assessment (Total Marks: 50)

On the basis of feedback of Head of School/College/Industry/NGO each student will be evaluated on the following 10 parameters and scoring will be as follows:

Name of Parameters	Exceptional (05)	Exceeded Expectations (04)	Met Expectations (03)	Below Expectations (02)	Needed Improvement (01)	Maximum Score
Quality						
Professionalism						
Communicative & Interpersonal Skills						
Team work						
Ethics & Morality						
Punctuality & Discipline						
Student Handling						
Creativity						
Co-operation with School Administration						
Initiative						
Total Score						

Criteria of Term End Assessment (Total Marks: 50)

- Preparing Record of Activities Performed by students during Internship : 25 Marks
- Viva Voce cum presentation of Internship : 25 Marks

Course code: MMPE 421

Course Title: Practical IV: Aerobics and Yoga

Total Hours: 60

L	T	P	C
0	0	4	2

Course Learning outcomes:

After completion of the course students will be able to

CLO1: Develop competencies in performing various skills of Gymnastics

CLO2: Explain and demonstrate proficiency in Aerobics.

CLO3: Analyze proficiency in Surya Namaskar and Asanas.

CLO4: Develop stress management and self-resilience through Meditation.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 30 Hours	1. Fundamental of Gymnastics: Forward Rolls, Backward Rolls, Hand Stand, Cartwheel 2. Low Impact Aerobics: 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) 3. High Impact Aerobics and Zumba: Step foot placement and Basics (toe touch & heel touch on step), 'V' shape, 'A' shape, 'L' shape, double side to side step touch, grapevine, Turning on step, Dance (Mambo-Chacha, Twisting)	CLO1 CLO2
II 30 Hours	1. Shatkarma – Meaning, Types (Dhauti, Basti, Neti, Tratak & Kapalbhathi) techniques, Precautions and Benefits. 2. Surya Namaskar and Asanas: Technique and benefits, Types and sequencing 3. Pranayama and Meditation - Types, Techniques and benefits.	CLO3 CLO4

Suggested Readings:

- Anatharaman, T. N. (1996). Ancient yoga and modern science. Project of History of Indian Sciences, Philosophy & Culture.
- Bhardwaj, & Yogeshwar. (2004). Textbook of yoga. Penguin.
- Bright, C. K., & Meyer, H. C. (1953). Recreational test and readings. Prentice Hall.
- Butler, G. (1976). Introduction to community recreation. McGraw-Hill Book Company.
- Carle, D. T. (1963). Handbook of progressive gymnastics. Prentice-Hall.
- Chakraborty, S. (2006). Activities for children teaching gymnastics pyramids. Sports Publication.
- Jessen, B. D. (1970). Gymnastics for women. National Press Books.
- Jha, & Gangadhar. (1894). Yoga Sara Samgraha. Theosophical Fund, Tatva Vivechaka Press.
- Kelly, J. R. (1982). Leisure. Prentice Hall.
- Kenneth, H. C. (1970). The new aerobics. Bantam Books.

- Kran, R. G. (n.d.). Recreation and the schools. Macmillan Company.
- Kumar, & Kamakhya. (2008). Super science of yoga. Standard Publications.
- Nesswed, M. H., & Newmeyer, E. S. (n.d.). Leisure and recreation. Ronald Press.
- Shivers, J. S. (1964). Principles and practices of recreational services. Macmillan Company.
- Sturgess, & Stephen. (1996). The yoga book. Watkins Publications.

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

SPORTS SPECIALIZATION -II

Course Code: MMPE 543-1

Sports Practical: Athletics Coaching Proficiency

Total Hours: 90

L	T	P	Cr
0	0	6	3

Course Learning outcomes:

After completion of the course students will be able to

- CLO1: Illustrate the teaching stages of Hurdle races.
 CLO2: Describe the teaching stages of steeple chase and relay races.
 CLO3: Recognize the skills and techniques of Discus and Hammer throw.
 CLO4: Explain to learn about the skills and techniques of vertical Jumps.
 CLO5: Develop critical understanding of the tie break in track and field events.
 CLO6: Evaluate the psychological preparation of Athletes.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<ul style="list-style-type: none"> • Teaching stages of Hurdle Races • Teaching Stages of Relay races • Teaching stages of Steeplechase • Teaching Stages of Discus Throw : Teaching Stages and Technique: Holding, Initial Stance, Preliminary Swings, Turn, Delivery Stance, Delivery Action and 	CLO1 CLO2 CLO3

	Reverse. <ul style="list-style-type: none"> Teaching Stages of Hammer throw: Grip, Stance, Swings, turns, standing throw release and follow through 	
II 45 Hours	<ul style="list-style-type: none"> Teaching Stages of Vertical Jumps: High Jump and Pole Vault Tie break in track races Tie break in Horizontal Jumps : Long Jump and Triple Jumps Tie break in Throwing Events General Fitness and Conditioning Psychology Preparation of Athletes 	CLO4 CLO5 CLO6

Suggested Reading:

- Bosen, K. O. (1992). Track and field fundamental techniques. Patiala: N.I.S. Publication.
- Doherty, J. M. (2007). Track & field. Englewood Cliffs, NJ: Prentice Hall.
- Dyson, G. H. G., & Edmundson, J. (1969). Athletics for schools. London: University of London Press.
- Payne, H. (1976). Athletics: Throwing. London: Pelham.
- Malhotra, A. K. (2000). A guide to be an athlete. New Delhi: Krishna Publication.
- Brown, M. (1990). Track & field rules in pictures. New York: Putnam.
- Singh, B. (2006–2007). Athletic conditioning. New Delhi: Sports Publication.
- Ecker, T. (1985). Basic track and field biomechanics. Los Altos, CA: Tafnews.
- Viitasalo, J., Mononen, H., & Norvapalo, K. (2001). Release parameters at the foul line and the official result in javelin throwing. Sports Biomechanics, 2(1), 15–34.
- Zeigler, E. F., & Spaeth, M. J. (1975). Administrative theory and practice in physical education and athletics (Vol. 2, Issue 1, pp. 34–37).

Course Code: MMPE 543-2

Sports Practical: Badminton Coaching Proficiency

Total Hours: 90

L	T	P	Cr
0	0	6	3

Course learning outcomes:

After completion of the course students will be able to

CLO1: Explain various advanced strokes, deception techniques, and tactical approaches in badminton.

CLO2: Demonstrate proficiency in offensive and defensive gameplay strategies.

CLO3: Analyze the different stages of skill execution and evaluate player performance based on technique.

CLO4: Develop coaching proficiency through structured practice, feedback, and application.

CLO5: Organize and facilitate team-building exercises aimed at enhancing performance and collaboration.

CLO6: Conduct competitions effectively and complete official match score sheets as per standard procedures.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<ol style="list-style-type: none"> 1. Advanced strokes, deception and tactics, Perfecting all strokes and deception techniques 2. Introduction to deception techniques, Advanced footwork drills for strokes and deception 3. Developing a high press and counter-press, Doubles tactics: Introduction to doubles tactics and strategies 4. Understanding rotation and positioning, Advanced serve and receive techniques for doubles play 5. Developing a strong serve and receive game, Mastering doubles rotations and positioning, Advanced doubles tactics and strategies 	CLO1 CLO2 CLO3
II 45 Hours	<ol style="list-style-type: none"> 1. Defense and counter-attack: Advanced defensive techniques and drills, developing a counter-attack game 2. Intense footwork drills for defense and counter-attack, Game analysis and strategy: Analyzing opponents and developing a highly specific game plan 3. Intense team-based drills and game simulations 4. Developing situational awareness and lightning-fast decision-making skills, High-intensity drills and game simulations 5. Develop coaching skills through lessons and completing match scoring sheet 	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, J. (1982). Better badminton for all. Pelham Books.
- Downey, J. (1993a). Winning badminton doubles: How to coach badminton. Jake Downey Publishing.
- Downey, J. (1993b). Excelling at badminton (Beyond the basics). Teach Yourself Books.
- Downey, J. (2007). Tactics in badminton singles [E-book].
- Grice, T. (2007). Badminton: Steps to success (2nd ed.). Human Kinetics.
- Edwards, J. (1997). Badminton: Technique, tactics, training (Crowood Sports Guides). The Crowood Press Ltd.
- Golds, M. (2002). Badminton (Skills of the Game series). The Crowood Press Ltd.

Criteria of Continuous Assessment (Total Marks: 50)

- Attainment of Specific Fitness : 10 marks
- Conducting Lessons : 25 Marks
- Demonstration of Skill :15 Marks

Criteria of Term End Assessment (Total Marks: 50)

- Theory Exam : 25 Marks

- Final Lessons : 20 Marks
- Attendance : 05 Marks

Course Code: MMPE 543-3

Sports Practical: Basketball Coaching Proficiency

Total Hours: 90

L	T	P	Cr
0	0	6	3

Course learning outcomes:

After completion of the course students will be able to

CLO 1: Explain and interpret the Basketball laws, and demonstrate the ability to organize competitions.

CLO 2: Demonstrate proficiency in fundamental basketball skills with appropriate techniques.

CLO 3: Analyze offensive and defensive strategies in basketball by applying principles of guarding players with and without the ball.

CLO4: Design a structured plan for talent identification, coaching schedules, and periodization strategies for basketball training.

CLO 5: Validate officiating mechanics, team conflict resolution methods, and team building techniques.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	1. Rules/Laws and their interpretation, with latest changes, organization of competition at state, national and international level. 2. Ball handling, Passing, Receiving, Dribbling, Shooting, Rebounding, and Pivoting. 3. Offence and Defense-Guarding the man with the ball and without the ball. 4. Detection and Development of talent in basketball. 5. Planning and Periodization in basketball.	CLO1 CLO2 CLO3
II 45 Hours	1. Philosophy of Coaching and officiating, Coaching Schedule. 2. Role of Officials and their duties and responsibilities. 3. Mechanics of officiating with signals, use and interpretation of score sheet 4. Organization of competition at state, national and international level. 5. Team conflicts (How to identify conflict and solve it) and Team building (On and off court).	CLO4 CLO5

Suggested Readings:

- Allen, A. P. (1959). Handbook of baseball drills. Prentice-Hall.
- Dick, F. W. (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.
- Kanika, K. (2001). Basketball coaching manual. Sports Publication.

- McGuire, F. (1959). Defensive basketball. Prentice-Hall.
- Vaidya, R. (2007). Skills & tactics: Basketball. Sports Publication.
- Walsh, J. (2017). Basketball skills and drills (4th ed.). Human Kinetics.

Criteria of Continuous Assessment (Total Marks: 50)

- Attainment of Specific Fitness : 10 marks
- Conducting Lessons : 25 Marks
- Demonstration of Skill : 15 Marks

Criteria of Term End Assessment (Total Marks: 50)

- Theory Exam : 25 Marks
- Final Lessons : 20 Marks
- Attendance : 05 Marks

Course Code: MMPE 543-4

Sports Practical: Cricket Coaching Proficiency

Total Hours: 90

L	T	P	Cr
0	0	6	3

Course learning outcomes:

After completion of the course, students will be able to

CLO1: Analyze and apply tactics for different formats of cricket and considering their specific challenges and strategies.

CLO2: Evaluate the effectiveness of offensive and defensive fielding tactics in cricket and design strategies based on game situations.

CLO3: Identify and apply appropriate tactics for different ground conditions and pitch types to enhance team performance.

CLO4: Develop session plans and training schedules for cricketers.

CLO5: Compare different types of periodization and apply them in cricket training for optimal performance.

CLO6: Examine the role of officials and coaches in cricket, and create strategies for effective talent identification and development in cricket.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<p>➤ Tactics & their Application</p> <ul style="list-style-type: none"> • Tactics for one-day matches. • Tactics for test matches. • Tactics for T20 matches. • Offensive and defensive fielding tactics. • Tactics for Ground and pitches <p>➤ Planning and Periodization in Cricket</p> <ul style="list-style-type: none"> • Planning <p>i. Session Plan</p>	CLO1 CLO2 CLO3

	ii. Daily/Weekly Training Sessions iii. Preparing a Training Plan <ul style="list-style-type: none"> • Periodization & Types of Periodization: i. Single, Double, Multiple Periodization & Block Periodisation ii. Aims of different periods iii. Load distribution in different periods ➤ Fitness Profiling and Load Monitoring in Professional Cricket	
II 45 Hours	➤ Officiating and Coaching <ul style="list-style-type: none"> • Play area dimension and marking • Equipment specification • Qualities & qualifications of an official and Coach • Role of officials and coach and their duties and responsibilities. • Mechanics of officiating. • Score sheet: use and interpretation • Preparation and maintenance of various playing surface ➤ Talent Identification and Development <ul style="list-style-type: none"> • Detection of talent in cricket • Development of talent in cricket 	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, C., Clair, & Norton. (1959). Men to men defense and attack. Ronald Press Company.
- Kutty, S. (2003). Fielding drills in cricket. Sports Publication.
- Rachna. (2001). Play better cricket. Sports Publication.
- Smith, J. A. (2023). Cricket coaching proficiency: A comprehensive guide for coaches. Sports Publication.
- Srivastava, A. K. (2006). How to coach bowling. Sports Publication.
- Srivastava, V. K. (2007). Analysis of cricket skills. Sports Publication.
- Syal, M. (2004). Teach yourself cricket. Prerna Prakashan.
- Tyagi, A. K. (2012). Cricket skills & rules. Khel Sahitya Kendra.
- Woolmer, B. (2009). The art and science of cricket. Firefly Books Limited.

Criteria of Continuous Assessment (Total Marks: 50)

- Attainment of Specific Fitness : 10 marks
- Conducting Lessons : 25 Marks
- Demonstration of Skill :15 Marks

Criteria of Term End Assessment (Total Marks: 50)

- Theory Exam : 25 Marks

- Final Lessons : 20 Marks
- Attendance : 05 Marks

Course Code: MMPE 543-5

Course: Football Coaching Proficiency

Total Hours: 90

L	T	P	C
0	0	6	3

Course learning outcomes:

After completion of the course, students will be able to

CLO1: Classify and analyze football techniques and demonstrate appropriate teaching stages and evaluation methods for skill acquisition.

CLO2: Explain the meaning, aims, and objectives of tactics and strategy, and apply tactical principles in game situation.

CLO3: Evaluate talent identification methods and design development programs to nurture football talent effectively.

CLO4: Demonstrate officiating and coaching proficiency and competition organization protocols.

CLO5: Analyze the causes of common soccer injuries, formulate injury prevention strategies, and apply nutritional principles for athlete recovery and performance.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	1. Techniques & their application <ul style="list-style-type: none"> • Classification & analysis of technique • Teaching stages of techniques • Evaluation of techniques. 2. Tactics & their application and periodization <ul style="list-style-type: none"> • Meaning, Aims & Objectives of Tactics and strategy • General and applied tactics and their implication • Individual: Attack & Defence. • Group: Attack & Defence. • Methods of Tactical training (break up drills). • Relationship between tactics and strategy • Team conflicts (How to identify conflict & solve it) • Periodization 3. Nutrition in Soccer <ul style="list-style-type: none"> • Nutrition before and after the competition 	CLO1 CLO2
II 45 Hours	1. Officiating <ul style="list-style-type: none"> • Equipment specification • Qualities & qualifications of an official • Role of officials and their duties and responsibilities. • Mechanics of officiating • Score sheet: use and interpretation, organization of competition at state, national, and international 	CLO3 CLO4 CLO5

	<p>levels.</p> <p>2. Coaching</p> <ul style="list-style-type: none"> • Development of coaching proficiency • Development of lesson and session plan <p>3. Injury and Rehabilitation in Soccer</p> <ul style="list-style-type: none"> • Common injuries in soccer • Injury Prevention and Rehabilitation 	
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Suggested Reading:

- Beswick, B. (2010). Focused for soccer (Vol. 9, p. 12). Human Kinetics.
- Moffat, B. (1985). The basic soccer guide. Collier Books.
- Csanadi, A. (1972). Soccer: Technique-tactics-coaching. Corvina Press.
- Carling, C., Williams, A. M., & Reilly, T. (2005). Handbook of soccer match analysis: A systematic approach to improving performance. Routledge.
- Cushion, C. J., Nelson, L., Armour, K., Lyle, J., Jones, R. L., Sandford, R., & O'Callaghan, C. (2010). Coach learning and development: A review of literature. Sports Coach UK.
- Ford, P. R., Hodges, N. J., & Williams, A. M. (2019). Skill acquisition in sport: Research, theory and practice (3rd ed.). Routledge.
- Launder, A. G., & Piltz, W. (2013). Play practice: Engaging and developing skilled players from beginner to elite (2nd ed.). Human Kinetics.
- Wade, A. (1967). The FA-guide to training and coaching. The Football Association.
- Williams, A. M. (2013). Science and soccer: Developing elite performers (3rd ed.). Routledge.

Criteria of Continuous Assessment (Total Marks: 50)

- Attainment of Specific Fitness : 10 marks
- Conducting Lessons : 25 Marks
- Demonstration of Skill :15 Marks

Criteria of Term End Assessment (Total Marks: 50)

- Theory Exam : 25 Marks
- Final Lessons : 20 Marks
- Attendance : 05 Marks

Course Code: MMPE 543-6

Course: Kabaddi Coaching Proficiency

Total Hours: 90

L	T	P	C
0	0	6	3

Course learning outcomes:

After completion of the course, students will be able to

CLO1: Able to explain the tactical aspects of the game.

CLO2: Analyze of recovery and rehabilitation process.

CLO3: Explain the role of nutrition during practice.

CLO4: Able to gain insight about qualities & qualifications of an official, and develop proficiency in officiating and conducting the game at various levels.

CLO5: Enable to conduct and organize various levels of tournament.

CLO6: Gain insight about the philosophy of coaching and develop proficiency in coaching.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45Hours	<ol style="list-style-type: none">System of Play in Defence<ul style="list-style-type: none">System 2-3-2, System 2-2-1-1 /2-1-2-2System 1-2-2-2, 06 Players systemSystem 2-2-2, System 1-3-2System 1-2-2-1,05 Players system<ul style="list-style-type: none">System 2-1-2, System 2-2-1, System 1-2-204 Players system<ul style="list-style-type: none">System 2-2, System 1-2-1, System 2-1-1Recovery and Rehabilitation<ul style="list-style-type: none">Means and Methods of recoveryMonitor recoveryInjury and prevention of injuryNutrition<ul style="list-style-type: none">(Pre, During, Post) analysis and performancesIdentify the energy systems used for Kabaddi players	CLO1 CLO2 CLO3
II	<ol style="list-style-type: none">Officiating<ul style="list-style-type: none">45Hours Equipment specificationRole of officials and their duties and responsibilities.Mechanics of officiating, Signs and signals used in officiatingScore sheet: use and interpretation, Organization of competition at state, national, and international levels.Coaching<ul style="list-style-type: none">Development of coaching proficiencyDevelopment of lesson and session plan	CLO4 CLO5 CLO6

Suggested Reading:

- Sharma, S. K. (2016). Kabaddi: A Comprehensive History. Olympic Press.
- Patel, A. B. (2020). Mastering Kabaddi: A Player's Handbook. Sports Tech Publications.

- Khan, M. A. (2017). Kabaddi Tactics: Winning Strategies for Competitive Play. Game Plan Books.
- Gupta, V. (2019). Kabaddi Fitness: Training and Conditioning for Peak Performance. Athlete's Edge Publishing.
- Mishra, D. K. (2015). The Psychology of Kabaddi: Mental Toughness and Performance Enhancement. Mind Games Press.
- Singh, R. P. (2018). The Complete Guide to Kabaddi: Techniques, Strategies, and Training. Sports Publishing.

Criteria of Continuous Assessment (Total Marks: 50)

- Attainment of Specific Fitness : 10 marks
- Conducting Lessons : 25 Marks
- Demonstration of Skill :15 Marks

Criteria of Term End Assessment (Total Marks: 50)

- Theory Exam : 25 Marks
- Final Lessons : 20 Marks
- Attendance : 05 Marks

Course Code: MMPE 543-7

Course: Volleyball Coaching Proficiency

Total Hours: 90

L	T	P	C
0	0	6	3

Course learning outcomes:

After completion of the course students will be able to

CLO1: Examine the different stages of techniques and evaluation of techniques.

CLO2: Develop insight for planning and periodization of sports

CLO3: Able to examine the philosophy of coaching, coaching style and understand qualities & qualification of an official and their duties and responsibilities.

CLO4: Enable to use tactical training, offensive & defensive Skills of game.

CLO5: Able to explain the different defense system and attack combination used in the volleyball.

CLO6: Gain insight how to analyze the performance of team players and how to scout the opponent team.

Units/Hours	Contents	Mapping with Course Learning Outcome

<p>I</p> <p>45 Hours</p>	<ol style="list-style-type: none"> 1. Planning and Periodization in Volleyball 2. Techniques & their application <ul style="list-style-type: none"> • Classification & analysis of the Technique -Various faults in skills, their causes and corrections, types of exercises to develop and consolidate fundamental skills of the game • Teaching stages of techniques • Evaluation of techniques. • Selection of team and starting line-up for Volleyball game. 3. Tie Breaking in volleyball. 4. Rules of Volleyball and Qualities & qualification of an official, their duties and responsibilities 5. Tactics & their application. <ul style="list-style-type: none"> • Philosophy of coaching applied in Volleyball • Styles of Coaching. • Meaning, Aims & Objectives of Tactics and Strategy. • Individual and Team tactics. • Time Out Strategies in Volleyball. • Methods of Tactical training (break up drills). • Relationship between tactics and strategy. • Team conflicts (How to identify conflict and solve it). 	<p>CLO1 CLO2 CLO3</p>
<p>II</p> <p>45 Hours</p>	<ol style="list-style-type: none"> 1. Defence Systems in Volleyball <ul style="list-style-type: none"> • 2-1-3(6 Up), 2-1-3(6 Back), 2-1-3 Slide, 2-0-4 • 1-1-4, 3-0-3 defensive system. 2. Transitional attack and attack using back row players. 3. Performance Analysis in Volleyball. 4. Scouting in Volleyball. 	<p>CLO4 CLO5 CLO6</p>

Suggested Reading:

- American Sport Education Program. (2007). Coaching youth volleyball. Human Kinetics.
- Dearing, J. (2003). Volleyball fundamentals. Human Kinetics.
- Dumphy, M., & Wilde, R. (2000). Volleyball today (2nd ed.). Fritz/Brett.
- Ranganathan, P. P. (2003). Volleyball: A guide to playing and coaching. Friends Publication.
- Resser, C. J., & Bohr, R. (2003). Volleyball. Blackwell.
- Saggar, S. K. (2001). Play better volleyball. Sports Publication.
- Soudhu, S. G. (1982). Volleyball: Basic and advanced. Sports People.
- Varghese, A. C., & Lowrence, V. (2009). Volleyball player handbook. Friends Publication.
- Wise, M. (1999). Volleyball drills for champions. Human Kinetics.

Criteria of Continuous Assessment (Total Marks: 50)

- Attainment of Specific Fitness : 10 marks
- Conducting Lessons : 25 Marks
- Demonstration of Skill :15 Marks

Criteria of Term End Assessment (Total Marks: 50)

- Theory Exam : 25 Marks
- Final Lessons : 20 Marks
- Attendance : 05 Marks

Code: MMPE 543-8**Course Title: Yoga Coaching Proficiency****Total Hours: 90**

L	T	P	C
0	0	6	3

Course learning outcomes:

After completion of the course students will be able to

CLO1: Demonstrate teaching techniques for various forms of Shatkarma, Asanas, Pranayama, Mudras, Bandhas, and Meditation.

CLO2: Practice and refine instructional skills across different yoga techniques and levels.

CLO3: Create and implement structured Yogic training protocols for health, fitness, and rehabilitation.

CLO4: Analyze mechanical aspects of technical skills used in Yoga performance.

CLO5: Identify and explain official governing bodies of Yoga at national and international levels.

CLO6: Explain the competition systems, qualifying criteria, and standards in Yoga sports.

CLO7: Discuss the roles, duties, and ethical responsibilities of officials in Yoga competitions.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<ol style="list-style-type: none"> 1. Teaching Methods: Different Methods used in Yoga Teaching, Instructions, Corrections. Factors Influencing Method. Communication Skills – Verbal & Non-Verbal. Ideal Qualities of a Yoga Teacher. 2. Class Management: Discipline- Beginners, Advanced, Mixed, Small/Large, Patients/Special Groups. 3. Class Arrangement – Conducive Environment, Safety Measures. Seating Arrangement. 4. Teaching Aids - Types of Teaching Aids, Principles of Selecting Teaching Aids. 5. Lesson Plan: Need of Lesson Plan. Guidelines for preparing a Yogic Lesson Plan. Model Lesson Plan. 6. Prescription of Yogic Training for Health and Fitness: 	CLO1 CLO2 CLO3

	Awakening the community about health benefit of Yoga. Medical Clearance. Yogic Exercise (as therapy) Prescription. Implementation of Yogic Therapy for the rehabilitation of Drug, Mobile and Internet Addiction. Yogic Therapy for People with Diseases e.g. cardiovascular disease. Obesity. Diabetes. Postural Deformities.	
II 45 Hours	<ol style="list-style-type: none"> 1. Evaluation of learning & performing techniques (in training & competition). 2. Mechanical Analysis of Technical Skills in Yoga. 3. Understating of Competition System & qualifying criteria at National and International level. 4. Practice of Officiating at various competition formats. 5. Hands-on experience of blogging and vlogging for recording all day-to-day activities related to Yoga. 	CLO4 CLO5 CLO6 CLO7

Suggested Reading:

- A. C. Bhaktivedanta Swami Prabhupad (2020). Bhagvad Gita: As It Is English New Edition. Bhaktivedanta Book Trust
- Best-Martini, E., & Jones-DiGenova, K. (2014). Exercise for Frail Elders (2nd ed.). Human Kinetics.
- Broad, W. J. (2012). The science of yoga: The Risks and the Rewards. Simon and Schuster.
- Clark, E., & Greene, L. A. (2022). Teaching contemporary yoga: Physical Philosophy and Critical Issues. Taylor & Francis Ltd
- Garrett, M. (2007). Preparing the successful coach. Jones & Bartlett Learning.
- Gerstein, N. (2008). Guiding yoga's light: Lessons for Yoga Teachers. Human Kinetics.
- Hirschi, G. (2000). Mudras: Yoga in Your Hands. Educa Books
- Horovitz, E. G., & Elgelid, S. (2015). Yoga therapy: Theory and Practice. Routledge.
- Iyengar, B. K. S (2012). Light on the Yoga Sutras of Patanjali. Harper Collins Publishers, India.
- Iyengar, B. K. S., & Bsk, I. (1981). Light on Pranayama. Element.
- Iyengar, B. K. S., & Dorling, K. (2014). Yoga: The Path to Holistic Health. DK Publishing (Dorling Kindersley).
- Iyengar, B. K. S., & S, B. K. (2005). The illustrated Light on yoga. Element
- Karmananda S (2001). Yogic Management of Common Diseases. Yoga Publications Trust
- Lesser, R. (2006). The yoga Manual: A Step-by-step Guide to Gentle Stretching & Total Relaxation. New Line Books
- Leslie Kaminoff & Amy Matthews (2011). Yoga Anatomy. Human Kinetics.
- Sachdeva, A. K. (2018). The path of "YOG": Cure Without Medicines. Universal Publishers.

- 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.
- Saraswati, S. S. (1997). Asana Pranayama Mudra Bandha. Yoga Publications Trust.
- Saraswati, S. S. (1996). Surya Namaskara: A Technique of Solar Vitalization. Yoga Publications Trust.
- Shaw, B. (2015). Beth Shaw's YogaFit (3rd ed.). Human Kinetics.
- Stephens, M. (2017). Yoga therapy: Foundations, Methods, and Practices for Common Ailments. North Atlantic Books.
- Swami Vivekananda (2019). The Complete Book of Yoga : Karma Yoga, Bhakti Yoga, Raja Yoga, Jnana Yoga. Fingerprint Publishing.
- Swami Satyananda Saraswati (2013). Asana Pranayama Mudra Bandha. Bihar School of Yoga.
- Maehle, G. (2007). Ashtanga yoga: Practice and Philosophy : a Comprehensive Description of the Primary Series of Ashtanga Yoga, Following the Traditional Vinyasa Count, and an Authentic Explanation of the Yoga Sutra of Patanjali. New World Library.
- Muktibodhananda Swami. (1998). Hatha Yoga Pradipika. Bihar School of Yoga.
- Tarak Nath Pramanik. (2018). Yoga Education. Sports Publication, New Delhi.
- Vishvketu, Y. P. (2015). Yogasana: The Encyclopedia of Yoga Poses. Mandala Publishing.
- Vivekananda, S. (2019). Patanjali's Yoga Sutras. Fingerprint! Publishing.
- Woods, R., & Jordan, C. (2010). Energy every day. Human Kinetics

Journals

- International Journal of Yoga (ISSN; 0973-6131)
- Frontiers in Sports and Active Living (ISSN: 2624-9367)
- International journal of yoga therapy (ISSN:1531-2054)

Website

- <https://isha.sadhguru.org/in/en/inner-engineering-v3>
- <https://ashleyrosehagen.com/>

YouTube Channels

- <https://www.youtube.com/@DrManojYogacharya>
- <https://www.youtube.com/@AshleyHagen>
- <https://www.youtube.com/yogabody-official>
- <https://www.youtube.com/user/VashisthaYoga>
- <https://www.youtube.com/@sadhguru>
- <https://www.youtube.com/watch?v=JoRwXMLsVis>
- <https://www.youtube.com/watch?v=CIbR7odQklk&t=8s>
- <https://www.youtube.com/watch?v=BgwCfa1LDWc>
- <https://www.youtube.com/watch?v=92J-JPChaeI>
- <https://www.youtube.com/watch?v=1QSPi6ZazIk>
- <https://www.youtube.com/watch?v=0tX0M6EveGY>

Criteria of Continuous Assessment (Total Marks: 50)

- Attainment of Specific Fitness : 10 marks
- Conducting Lessons : 25 Marks
- Demonstration of Asanas :15 Marks

Criteria of Term End Assessment (Total Marks: 50)

- Theory Exam : 25 Marks
- Final Lessons : 20 Marks
- Attendance : 05 Marks

Course Code: MMPE 422**Course Title: Sports Practice (University and Community Sports Development)****Total Hours: 60****Course learning outcomes:**

After completion of the course students will be able to

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

CLO2: Develop good judgment and fair play in competitions.

CLO3: Enhance teamwork, and leadership skills.

CLO4: Able to develop social interaction through play within a diverse student body.

Content

The students of M.P.Ed. will engage in sports practice and provide the sports coaching to university and outside students to learn fundamental skills of various games and sports. It will help 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. Sports practice will provide the opportunity for M.P.Ed. students to enhance their motor skills and abilities. To nurture the sports among children of university and 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. 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 university and community children could get best training in specific sports.

Criteria of Continuous and End Term Examination Assessment

Assessment will be done on the basis of satisfactory or Unsatisfactory demonstration of skills and coaching given at the time of training session for university and community children.

Course Code: MMPE 423**Course Title: Intramural Sports****Total Hours- 30****Course learning outcomes:**

After completion of the course, students will be able to

CLO1: Able to develop sportsmanship through participation in intramural competition.

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

CLO3: Foster and promote team sports and self-belief amongst young children of university and to

L	T	P	C
0	0	4	2

L	T	P	C
0	0	2	1

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

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

Content

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's body and reduce students 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 and End Term Examination 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.

Value Added Course (for Other Department Students)

Course Code: MMPE 511

Course Name: Wellness through Games and Sports

Total Hours: 60

L	T	P	C
0	0	4	2

Course learning outcomes:

After completion of the course, students will be able to

CLO1: Able to develop physical fitness through participation in games & sports.

CLO2: Develop sportsmanship through participation in games & sports.

CLO3: Demonstrate physical, mental and wellness.

CLO4: Able to maximize their potential, self-belief and aspiration.

CLO5: Foster self-discipline and control by building team skills and promoting a healthy life-style.

Content

The students will practice and participate in different games & sports which enhance their overall health and wellness. Participation in games & sports will spread awareness on fitness and able to enhance their quality of life. It will promote a life style of healthy habits through recreation and leisure activity involvement. It is mandatory to opt one sports for each student and practice basic skills of same game 04 times per week. On the basis of performance of skill test of game and sports, each student's progress will be evaluated. Student has to perform same sports skill test in which he will practice.

Criteria of End Semester Examination (Total Marks: 100)

- Attainment of Specific Fitness : 30 marks
- Skill test performance : 50 Marks
- Attendance : 20 Marks

IV Semester

Course Name: Sports Management Curriculum Designs in Physical Education

Course Code: MMPE 561

Total Hours: 45

L	T	P	C
3	0	0	3

Course Learning Outcomes:

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

- CLO1: Describe the basic principles and importance of sports management.
- CLO2: Analyze the guidelines for purchase and supplies of sports equipment.
- CLO3: Identify the ethical and legal aspects of sports and athletes.
- CLO4: Clarify the concept and bases of curriculum development.
- CLO5: Investigate the processes involved in curriculum development.
- CLO6: Differentiate among various types of curriculum design and their applications.
- CLO7: Develop skills to evaluate different types of curricula effectively.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 9 Hours	<ol style="list-style-type: none"> 1. Management: meaning, definition, scope, principles and functions of management. 2. Personnel management- meaning, principles and aspects of personal management. 3. Roles of manager: interpersonal roles, informational roles, decisional roles, qualities of a manager. 4. Handling / Dealing of students and parents. 5. 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
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
II 15 hours	<ol style="list-style-type: none"> 1. Knock out or elimination tournaments 2. League or round robin, combination, consolation, challenge tournaments. 3. Intramural competitions: meaning, objectives, conduct and importance of intramural tournament. 4. Process of organizing sports events: notifications, invitations, selection of officials, monitoring, writing reports, maintaining records. 5. Sport law and legal liability: meaning, concept, 	CLO3

	application of contract in sports and legal liability in physical education and sport.	
	Learning Activities: Brain storming and problem solving	
III 10 Hours	<ol style="list-style-type: none"> 1. Concept and principles of curriculum, strategies of curriculum development, stages in the process of curriculum development. 2. India's National Education Policy - 2020: Introduction and several major reforms in education through NEP. 3. Opportunities and responsibilities in Sports and Physical Education after NEP. 4. Role of national level statutory bodies - UGC, NCTE and university in curriculum development. 5. Choice based credit system and its implementation. Peer review of skills for curriculum development and education reforms in India. 	CLO4 & CLO5
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving	
IV 15 hours	<ol style="list-style-type: none"> 1. Types of curriculum Designs- subject centered, learner centered, experience centered, problem centered and core curriculum, localspecific curriculum. 2. Designing curriculum: selection and organization of learning experiences; components of design, sources and dimensions of curriculum design. 3. 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. 4. Tools and techniques of curriculum evaluation: observation, oral, interview, 5. opinionnaire and focus group discussion, rating scale etc. Reflection upon facts and concepts of curriculum development. 	CLO6 & CLO7
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	

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

Suggested Reading:

- Aggarwal, J. C. (1990). Curriculum Reform in India – World Overviews. Doaba World Education Series – 3. Delhi: Doaba House.

- Arora, G. L. (1984). Reflections on Curriculum. New Delhi: NCERT.
- Buchha, A. (2012). Management of Sports. Friend Publications.
- Willgoose, C. E. (1982). Curriculum in Physical Education. London: Prentice Hall.
- Chakraborty, S., & Samiran. (1998). Sports Management. New Delhi: Sports Publication.
- Baker, R. E., & Esherrick, C. (2013). Fundamentals of Sport Management. Human Kinetics.
- Frawley, S. (2016). Managing Sport Mega-Events. Routledge.
- Frosdick, S., & Walley, L. (2016). Sports and Safety Management. Routledge.
- Lussier, R., & Kimball, D. (2013). Applied Sport Management Skills. Human Kinetics.
- Masterman, G. (2014). Strategic Sports Event Management. Routledge.
- McKernan, J. (2007). Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge.
- NCERT. (2022). National Curriculum Framework for School Education. New Delhi: NCERT.
- Rao, V. K. (2015). Principles of Curriculum. New Delhi: APH Publishing Corporation.
- Solomon, J. (2002). An Insider's Guide to Managing Sporting Events. Human Kinetics Publishers.
- Walker, M. L. (1993). Sports Equipment Management. Jones & Bartlett Learning.

Journals

- Curriculum Studies in Health and Physical Education. (ISSN: 2574-299X).
- European Sport Management Quarterly. (ISSN: 1746-031X).

Course Code: MMPE 562

Course Title: Adapted Physical Education

Total Hours: 45

Learning Outcomes

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

L	T	P	C
3	0	0	3

- CLO 1: Define the meaning, and objectives of Adapted Physical Education and explain its importance for individuals with disabilities.
- CLO 2: Analyze various types of learning disabilities, their causes, and treatment strategies, and apply principles of adapted physical education programs.
- CLO 3: Design inclusive physical education programs for school students with disabilities.
- CLO 4: Compare and evaluate the roles of special competitions in promoting sports opportunities for individuals with disabilities.
- CLO 5: Apply strategies for class organization, goal-setting, and inclusive education, embracing the needs of students with various disabilities.
- CLO 6: Explain the role and importance of rehabilitation and aquatic activities in managing disability and promoting holistic development.

Units/Hours	Contents	Mapping with Course Learning Outcome

I 10 Hours	<ol style="list-style-type: none"> 1. Meaning & definitions, Aims and objectives of Adapted Physical Education 2. Need and importance of Adapted Physical Education 3. Role of physical education in adapted physical education, 4. Specific learning disabilities: Common types of learning disabilities their causes and treatment. 	CLO1 CLO2
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
II 15 Hours	<ol style="list-style-type: none"> 1. Principles for adapted physical education programme (AAHPER principle) 2. Physical education programme for disabled of :Elementary school, Middle school, High school. 3. Sports Opportunities or Competition Opportunities - Special Olympics, Paralympics and Deaf Olympics. 4 Inclusive Education: Meaning, Definition, Aim and Objectives. 	CLO2 CLO3 CLO4
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
III 10 Hour s	<ol style="list-style-type: none"> 1. Class organization strategies: identifying the cause, embrace special needs and setting goals. 2. Classification of Disability: Visual, auditory, Neuro Muscular, Mental and Emotional Specific Guidelines for: Visual Impairment, Hearing Impairment, Intellectually challenged, Orthopedically Handicapped – Parent Teacher Association – Parents Advisory Committee, Unified Sports. 3. Aquatic activity programme for disabled 4. Role of aquatic activity for disability management. 	CLO5 CLO6
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
IV 10 Hours	<ol style="list-style-type: none"> 1. Meaning, Aims & objectives and Functions of rehabilitation. 2 Classification of rehabilitation- Occupational rehabilitation, Psychological rehabilitation. 2. Importance of Rehabilitation. 3. Provisions of special rights and privilege for disabled through legislations. 4. Various Adapted Games for different disabilities. 	CLO5 CLO6
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	

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

Suggested Readings:

- Auxter, D., & Pyfer, J. (1989). Principles and methods of adapted physical education and recreation. Times Mirror Magazine.
- Auxter, D., Pyfer, J., Zittel, L., & Roth, K. (2010). Principles and methods of adapted physical education and recreation (11th ed.). McGraw-Hill.
- Clarke, H. H., & Clarke, D. H. (1978). Developmental and adapted physical education.
- Goodwin, D. L., & Watkinson, E. J. (2000). Inclusive physical education from the perspective of students with physical disabilities. Adapted Physical Activity Quarterly, 17(2), 144–160. <https://doi.org/10.1123/apaq.17.2.144>
- Kasser, S. L., & Lytle, R. K. (2013). Inclusive physical activity: A lifetime of opportunities (2nd ed.). Human Kinetics.
- 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, 7(2), 178–183. <https://doi.org/10.5958/2278-4853.2018.00031.7>
- Lieberman, L. J., & Houston-Wilson, C. (2017). Strategies for inclusion: Physical education for everyone (3rd ed.). Human Kinetics.
- Sahitya Kendra. (2017). A textbook of adapted physical education & sports. Sahitya Kendra.
- Sharma, S. R. (2019). Adapted physical education. Friends Publication.
- Sherrill, C. (2003). Adapted physical activity, recreation, and sport: Crossdisciplinary and lifespan (6th ed.). McGraw-Hill.
- Thind, M. N. (2010). Special Olympics Bharat trainer manual. Special Olympics Bharat.
- Winnick, J. P., & Porretta, D. L. (2016). Adapted physical education and sport (6th ed.). Human Kinetics.

Course Code: MMPE 563**Course Title: Teaching Proficiency in Physical Education****Total Hours- 60**

L	T	P	C
0	0	4	2

Course learning outcomes:

After completion of the course, students will be able to

CLO1: Develop proficiency in taking teaching lesson of Physical Education.

CLO2: Develop command over communication skills and use of different teaching aids.

CLO3: Develop competency in delivering lecture in class.

CLO4: Develop proficiency in taking theory lesson and giving answer to questions.

Content

The students of MPED IV 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

Discipline Elective Subject

Course Code: MPE 599-2

Course Title: Dissertation

Total Hours: 20

Learning Outcomes

L	T	P	Cr
0	0	20	10

Course Learning Outcomes:

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

CLO1: Conduct independent research work in the field of physical education and sport.

CLO2: Develop and demonstrate analytical and logical thinking skills during the research process.

CLO3: Apply and synthesize findings from educational research to generate new knowledge in physical education.

CLO4: Compile and present a research report following the prescribed academic format.

Total Hours	Contents	Mapping with Course Learning Outcome
120 Hours	Research Work: 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 to 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 final copy of dissertation not less than one week before the Viva voce for End semester of the IV Semester Examination.	CLO1 CLO2 CLO3 CLO4
	Learning Activities: Peer Discussion, Field Application, 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
- www.academia.edu
- www.okstate.edu
- www.aect.org
- www.oxfordbibliographies.com
- www.academia.edu
- www.okstate.edu
- www.aect.org
- www.academia.edu
- www.southalabama.edu

Evaluation Criteria:

Dissertation		
	Marks	Evaluation
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 Code: MMPE 598

Course Title: Project

Total Hours: 14

Learning Outcomes

L	T	P	Cr
0	0	14	7

Course Learning Outcomes:

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

CLO1: Execute a project independently in physical education and sport

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

CLO3: Apply principles of educational research to create and generate new knowledge in physical education.

CLO4: Analyze and synthesize literature to develop insightful reviews related to the project.

Total Hours	Contents	Mapping with Course Learning Outcome

120 Hours	<p>Project: A candidate shall have project for M.P.Ed. – IV Semester and proposal submitted in III semester to research development committee the same will be submitted to pursue further here for project submission. In project a student will do some kind of review work and prepare a detailed report of the same.</p> <p>Candidate give presentation for his/her work before the departmental research committee, candidate will write reviews and detail information related to project.</p> <p>A candidate selecting project must submit his/her final copy of project not less than one week before the Viva voce for end semester of the IV Semester Examination.</p>	CLO1 CLO2 CLO3 CLO4
	<p>Learning Activities: Peer Discussion, Field Application, Brain Storming and Problem Solving.</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
- www.academia.edu
- www.okstate.edu
- www.aect.org
- www.oxfordbibliographies.com
- www.academia.edu
- www.okstate.edu
- www.aect.org
- www.academia.edu
- www.southalabama.edu

Evaluation Criteria:

Dissertation		
	Marks	Evaluation

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 Code: MMPE 564

Course Title: Advanced Studies in Physical Education

Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning outcomes:

After completion of the course students will be able to

CLO1: Describe the philosophical, historical, and social foundations of physical education.

CLO2: Analyze the development of physical education through ancient civilizations to modern Olympic Movement.

CLO3: Evaluate the role of sports as a medium of cultural heritage, social change, leadership, and ethics.

CLO4: Apply ethical theories and analyze gender issues to address contemporary challenges in physical education.

CLO5: Critically assess cultural imperialism in global sports and its implications for participation and representation.

CLO6: Design and develop innovative physical education curricula by integrating modern pedagogical approaches and technology.

CLO7: Compare and apply strategic management principles, financial planning, and sustainable practices within sports organizations.

CLO8: Demonstrate leadership skills by evaluating different leadership theories and applying them to sports management and event organization contexts.

Units/Hours	Contents	Mapping with Course Learning Outcome
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<p>I 12 Hours</p>	<p>Philosophical, Historical and Social Foundations of Physical Education</p> <ul style="list-style-type: none"> • Meaning, definition, objectives of Physical Education • Philosophies influencing Physical Education: Idealism, Naturalism, Pragmatism, Humanism • Development of Physical Education in ancient civilizations: Greece, Rome, India, Sweden, Germany, Denmark • Olympic Movement: Ancient Olympics, Modern Olympics, Asian and Commonwealth Games <p>Sports as a medium of social change: Cultural heritage, leadership, ethics, and sportsmanship</p>	<p>CLO1 CLO2 CLO3</p>
	<p>Learning Activities: Peer Discussion, Brain-storming and Problem Solving.</p>	
<p>II 12 Hours</p>	<p>Ethics, Professionalism and Critical Issues in Physical Education</p> <ul style="list-style-type: none"> • Ethical theories and their application to sports and Physical Education • Doping and Fair Play: Moral and ethical dilemmas • Gender issues in sports: Equity, participation, and leadership • Cultural imperialism in global sports: Critical perspectives • Professionalism in Physical Education: Codes of Conduct, Professional Ethics, Accountability 	<p>CLO2 CLO3 CLO4 CLO5</p>
	<p>Learning Activities: Brain storming and problem solving</p>	
<p>III 11 Hours</p>	<p>Advanced Curriculum Design and Pedagogical Innovations</p> <ul style="list-style-type: none"> • Theories of curriculum development: Traditional vs. Modern approaches • Critical pedagogy in Physical Education: Paulo Freire's Influence • Integration of technology: E-learning, virtual reality, smart wearables in sports education • Evaluation models: Tyler, CIPP (Context, Input, Process, Product Model) • Global trends in Physical Education curriculum reforms (UNESCO, WHO frameworks) 	<p>CLO5 CLO6 CLO7</p>
	<p>Learning Activities: Peer Discussion, Brain-storming and Problem Solving</p>	

IV 10 Hours	International and national bodies, Strategic Management and Leadership in Sports Organizations <ul style="list-style-type: none"> Structure and functions of international and national bodies controlling various games and sports,. Prominent honours and awards in games and sports. Strategic planning and organizational behavior in sports institutions Advanced financial management: Sponsorship, fundraising, financial audits , Facility planning and sustainable sports infrastructure (Green sports facilities) Event management at international level: Bidding, organizing mega events (Olympics, World Cups) Leadership theories: Transformational, Transactional, Servant Leadership in sports contexts 	CLO7 CLO8
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	

Suggested Readings:

- Bucher, Charles A. (2002). Foundations of Physical Education and Sport. McGraw-Hill.
- Coakley, Jay J. (2015). Sports in Society: Issues and Controversies (12th Ed.). McGraw-Hill.
- Dunning, Eric. (1999). Sport Matters: Sociological Studies of Sport, Violence, and Civilization.
- Freire, Paulo. (1993). Pedagogy of the Oppressed. (for Critical Pedagogy perspective)
- Jewett, Ann E., Bain, Linda L., & Ennis, Catherine D. (1995). The Curriculum Process in Physical Education.
- Kamlesh, M. L. (2006). Sociological and Psychological Foundations of Physical Education.
- Kelly, A.V. (2009). The Curriculum: Theory and Practice.
- Kumar, S., Vaz, W., Chaudhary, V., & Kumar, P. (2017). A textbook of physical education. Sports Publication.
- Lund, Jacalyn Lea, & Tannehill, Deborah (2010). Standards-Based Physical Education Curriculum Development (2nd ed.). Jones & Bartlett.
- Lussier, Robert N., & Kimball, David C. (2013). Applied Sport Management Skills.
- Morgan, William J. (2006). Ethics in Sport (2nd ed.). Human Kinetics.
- Pedersen, Paul M., & Thibault, Lucie. (2014). Contemporary Sport Management.
- Robinson, Leigh, Palmer, Dave, & Lobel, Marc. (2011). Managing Events: Organization, Planning and Logistics.
- Shields, David L. & Bredemeier, Brenda L. (1995). Character Development and Physical Activity.
- Simon, Robert L. (2010). Fair Play: The Ethics of Sport. Westview Press.
- UNESCO (2015). Quality Physical Education (QPE) Guidelines for Policy-Makers (official document).
- WHO (2020). Global Action Plan on Physical Activity 2018–2030.
- Wuest, Deborah A., & Bucher, Charles A. (2014). Foundations of Physical Education, Exercise Science, and Sport. McGraw-Hill Education.
- Young, David C. (2004). A Brief History of the Olympic Games. Wiley-Blackwell.
- Zeigler, E.F. (2007). Philosophy of Physical Activity: A History, Present, and Future.
- **Research Journals:**

- Journal of Physical Education and Sport
- International Journal of Physical Education, Sports and Health
- European Physical Education Review

Course Code: MMPE 431

Course Title: Sports Practice (University and Community Sports Development)

Total Hours: 60

Course learning outcomes:

After completion of the course students will be able to

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

CLO2: Develop good judgment and fair play in competitions.

CLO3: Enhance teamwork, and leadership skills.

CLO4: Able to develop social interaction through play within a diverse student body.

L	T	P	C
0	0	4	2

Content

The students of M.P.Ed. will engage in sports practice and provide the sports coaching to university and outside students to learn fundamental skills of various games and sports. It will help 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. Sports practice will provide the opportunity for M.P.Ed. students to enhance their motor skills and abilities. To nurture the sports among children of university and 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. 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 university and community children could get best training in specific sports.

Criteria of Continuous Assessment and End Term Examination

Assessment will be done on the basis of satisfactory or Unsatisfactory demonstration of skills and coaching given at the time of training session for university and community children.

Course Code: MMPE 432

Course Title: Intramural Sports

Total Hours- 30

Course learning outcomes:

After completion of the course, students will be able to

CLO1: Able to develop sportsmanship through participation in intramural competition.

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

CLO3: Foster and promote team sports and self-belief amongst young children of university and to help them to maximize their potential, self-belief and aspiration.

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

L	T	P	C
0	0	2	1

Content

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's body and reduce students 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 and End Term Examination

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