

Central University of Punjab Bathinda



Course Structure and Syllabus

M.P.Ed (Master of Physical Education)

Session: 2022-24

**Department of Physical Education
School of Education**

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

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

**Course Structure
SEMESTER - I**

Course Code	Course Title	Course Type	No of Hours			Total Credits per Week
			L	T	P	
MPE 507	Physiology of Exercise	Core course	3	0	0	3
MPE 506	Research in Physical Education	Compulsory Foundation	3	0	0	3
MPE 522	Sports Biomechanics & Kinesiology	Core course	3	0	0	3
MPE 511	Practicum- 1 : Physiology of Exercise	Skill-based	0	0	2	1
MPE 512	Practicum -2 : 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)						
MPE 509	Sports Technology	Discipline Elective	3	0	0	3
MPE 510	Adapted Physical Education					
MPE 555	Physical Fitness and Wellness					
Field Practical						
MPE 520	Practical-I Swimming & Gymnastic	Compulsory Foundation	0	0	4	2
MPE 516	Practical- II (Team Sports) a. Basketball b. Cricket c. Football d. Hockey e. Volleyball	Elective Foundation	0	0	4	2
MPE 561	Practical - III Aerobics, Zumba & Yoga	Skill Based	0	0	2	1
MPE 559	Teaching Proficiency in physical Education	Skill Based	0	0	2	1
Skill Based Practice						
MPE 517	Intramural Activities	Skill Based	0	0	2	1
Inter-disciplinary Courses (for the students of Department of Physical Education)						
XXX	An Interdisciplinary Course from other disciplines	IDC	2	0	0	2
Total			14	0	18	23
Inter-disciplinary Course (for other Departments)						

MPE 533	Health and Fitness Management	IDC	2	0	0	2
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SEMESTER –II

Course Code	Course Title	Course Type	No of Hours			Total Credits per Week
			L	T	P	
MPE 521	Statistics in Physical Education	Compulsory foundation	3	0	0	3
MPE 523	Measurement and Evaluation in Physical Education	Core course	3	0	0	3
MPE 551	Science of Sports Training	Core course	3	0	0	3
MPE 529	Practicum -3 : Statistics in Physical Education	Skill Based	0	0	2	1
MPE 530	Practicum -4 : Measurement and Evaluation in Physical Education	Skill based	0	0	2	1
MPE 600	Research Proposal	Skill Based	0	0	8	4
Discipline Elective (DE) (Select anyone of the following and minimum students should be 20 to start a course)						
MPE 552	Yogic Sciences	Discipline Elective	3	0	0	3
MPE 571	Sports Management and Curriculum Designs in Physical Education					
MPE 524	Value and Environmental Education					
Field Practical						
MPE 527	Practical –IV Running and Throwing Events (Short, Long Events, Steeplechase, Shotput, Discuss)	Compulsory Foundation	0	0	4	2
MPE 528	Practical-V (Individual Sports) a. Badminton b. Table Tennis c. Tennis d. Weight Lifting e. Archery	Elective Foundation	0	0	4	2

MPE 515	Practical-VI Indigenous Activities and Camping (It should be minimum of 7 days)	Skill Based	0	0	2	1
Skill Based Practice						
MPE 532	Intramural Activities	Skill Based	0	0	2	1
Value Added Course (for the students of Department of Physical Education)						
XXX	Value Added Course	VAC	2	0	0	2
Total			14	0	24	26
Value Added Course (for other Departments)						
MPE 518	Yoga and Well Being	VAC	2	0	0	2

SEMESTER –III

Course Code	Course Title	Course Type	No of hours			Total Credits per Week
			L	T	P	
MPE 572	Sports Psychology	Core course	3	0	0	3
MPE 525	Health Education and Nutrition	Core course	3	0	0	3
MPE 553	Sports Medicine, Athletes care and Rehabilitation	Core course	3	0	0	3
MPE 554	Comprehensive View of Physical Education	Discipline Enrichment Course (DEC)	0	2	0	2
MPE 570	Practicum - 5 : Sports Psychology	Skill Based	0	0	2	1
MPE 576	Practicum - 6 : Sports Medicine, Athletes care and Rehabilitation	Skill Based	0	0	2	1
Discipline Elective (DE) (Select anyone of the following and minimum students should be 20 to start a course)						
MPE 556	Sports Journalism and Mass Media					

MPE 508	Technology (ICT) in Physical Education	Discipline Elective	3	0	0	3
MPE 558	Entrepreneurship in Physical Education					
Field Practical						
MPE 560	Practical –VII Jumping & Throwing Events (Long Jump, Triple Jump, High Jump, pole-vault, javelin & hammer throw)	Compulsory Foundation	0	0	4	2
Sports Specialization –I (Minimum Students should be 05 for Sports Specialization)						
MPE 651	Badminton-I	Elective Foundation	0	0	6	3
MPE 652	Basketball-I					
MPE 653	Cricket-I					
MPE 654	Football-I					
MPE 655	Hockey-I					
MPE 656	Tennis-I					
MPE 657	Volleyball-I					
MPE 658	Yoga-I					
MPE 575	Coaching Proficiency (As per their Sports Specialization)	Skill Based	0	0	2	1
Skill Based Practice						
MPE 563	Intramural Activities	Skill Based	0	0	2	1
Total			12	02	18	23

SEMESTER –IV

Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	Total Credits per Week
MPE 601	Dissertation - II	Skill Based	0	0	32	16
MPE 592	Internship (Two Week Duration)	Skill Based	0	0	8	4
Sports Specialization –II (Minimum Students should be 05 for Sports Specialization)						
MPE 671	Badminton-II	Elective Foundation	0	0	6	3
MPE 672	Basketball-II					
MPE 673	Cricket-II					
MPE 674	Football-II					
MPE 675	Hockey-II					
MPE 676	Tennis-II					
MPE 677	Volleyball-II					
MPE 678	Yoga-II					
Skill Based Practice						
MPE 583	Intramural Activities	Skill Based	0	0	2	1
Total			0	0	48	24
Total Credits for All Semesters			96			

Note:

- **L:** Lectures **T:** Tutorial **P:** Practical **Cr:** Credits
- As per NCTE minimum credits for the M.P.Ed programme is 96.

SCHEME OF EXAMINATION

Subject Evaluation:

Core, Discipline Elective, Compulsory Foundation, Value Added and Interdisciplinary Courses			Discipline Enrichment Course		Entrepreneurship Course	
	Mark s	Evaluation Methods	Mark s	Evaluation Methods	Mark s	Evaluatio n Methods
Internal Assessment	25	Various (Department will decide)	-	-	-	-
Mid-semester test (MST)	25	Subjective	50	Objective	25	Objective
End-semester test (EST)	50	Subjective (70%) Objective (30%)	50	Objective	25	Subjective

Note:

1. The **objective type evaluation** will include one-word answers, fill-in-the-blank, sentence completion, true/false, MCQs', matching, analogies, rating and checklists. **The number of questions and weightage to each question will decide by the department only.**
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, Jigsaw method, Think-Pair-Share, Students Teams Achievement Division (STAD), Rubrics, portfolios, case-based evaluation, video-based evaluation, Kahoot, Padlet, Directed paraphrasing, Approximate analogies, one-sentence summary, Pros and cons grid, student-generated questions, case analysis, simulated problem solving, media assisted evaluation, Application cards, Minute paper, open book techniques, classroom assignments, home assignments, term paper.

Semester-I

Course Code: MPE 507

Course Title: Physiology of Exercise

Total Hours: 45

L	T	P	Cr
3	0	0	3

Learning Outcomes

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

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

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

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

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

Suggested Readings:

- Brown, R. G.(2015). Fundamentals of Exercise Physiology. Friends Publication.
- Chandi, C. C. (2018). Human Physiology (Vol. 12). CBS Publishers.
- Fox Stuart Ira (2016). Human Physiology (15th Edition). McGraw-Hill Education.
- Porcari, J., Bryant, C., & Comana, F. (2015). Exercise Physiology. FA Davis.
- Varshney & Mona Bedi (2018). Ghai's Textbook of Practical Physiology. JaypeeBrothers Medical Publishers.
- William D. McArdle (2014). Exercise Physiology: Nutrition, Energy, And HumanPerformance (8th Edition). Lippincott Williams and Wilkins

Course Code: MPE 506

Course Title: Research in Physical Education

Total Hours: 45

L	T	P	C
3	0	0	3

Learning Outcomes

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

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

Units/Hours	Contents	Mapping with Course Learning
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		Outcome
I 12 Hours	<ol style="list-style-type: none"> 1. Meaning and definition of research, need, nature and scope of research in Physical Education. 2. Classification of research and qualities of a good researcher. 3. Scientific and unscientific method of problem solving. 4. Need and importance of review of related literature. 5. Meaning, locating and selection of research problem. 6. Delimitations and limitations of research problem. Peer discussion and practices of literature survey and review 	CLO1 CLO2
	Learning Activities: Detail understanding about research meaning, need, scope in physical education	
II 13 Hours	<ol style="list-style-type: none"> 1. Hypothesis: meaning, formulation, classification and importance of research hypothesis. 2. Rationale and significance of the study. 3. Analytical research: philosophical research 4. Descriptive research: survey and its types, tools of survey research and case study. 5. Historical research: primary and secondary sources of data. 6. Experimental research: meaning, experimental validity and types of experimental design. Peer discussion and writing of hypothesis and rationale of study. 	CLO3 & CLO4
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
III 10 Hours	<ol style="list-style-type: none"> 1. Concept of population, sample, sampling frame and importance of sampling. 2. Types of sampling techniques: <ol style="list-style-type: none"> i. probability sampling techniques ii. non-probability sampling techniques 3. Tools of data collection-I: scale- meaning and types, test-meaning and types, inventories- meaning and types, questionnaire-meaning and types. 4. Construction and development of questionnaire. 5. Tools of data collection-II: observation- meaning and types, schedule and check-list. Peer discussion and use of tools in research. 	CLO5 & CLO6
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
IV 10 Hours	<ol style="list-style-type: none"> 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. Writing research paper - traditional format & journal format, methods of writing abstract. 5. Oral and poster presentation. Peer discussion, paper writing and presentation 	CLO7 & CLO8

	Learning Activities: process of writing research proposal, report and research paper.	
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Transaction Mode: Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue

Suggested Readings:

- Ahlawat, R. P. (2016). Research Process in Physical Education & Sports Sciences. Friends Publication.
- Flick, U. (2017). Introducing Research Methodology. Sage Publications.
- Flick, U. (2019). An Introduction to Qualitative Research. Sage Publications.
- Kahn, J. V. (2016). Research in Education (Vol. 10). Pearson Education Inc.
- Kamlesh, D. M. (2019). Methodology of Research in Physical Education and Sports. Sports Publication.
- Kothari, C. (2019). Research Methodology: Methods and Techniques. New Age International Publishers.
- Mishra, P. D. (2018). Research and Statistics in Physical Education. Sports Publication.
- Thomas, J. R. (2016). Research Method in Physical Activity. US: Human Kinetics.

Course Code: MPE 522

Course Title: Sports Biomechanics and Kinesiology

Total Hours: 45

LT	P	Cr
30	0	3

Learning Outcomes

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

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

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	Introduction 1. Meaning, nature, role and scope of Applied kinesiology and Sports Biomechanics. 2. Basic dimensions and units of measurement used in mechanics. 3. Meaning of axis and planes, plane of the body and axis of motion. 4. Vectors and scalars quantity. 5. Dynamics, Kinematics, Kinetics, Static. 6. Centre of gravity & Line of gravity. 7. Equilibrium, Stability (Static and Dynamic).	CLO1 & CLO5
	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, hip, knee, ankle joints). 2. Muscle size and its force production. 3. Meaning and definition of force and its classification.	CLO2

	<p>4. Centrifugal and Centripetal Forces.</p> <p>5. Sources of force and its components.</p> <p>6. Fluid Mechanics: Air Resistance and Water Resistance, Density, Specific weight, Viscosity, Flotation, Buoyancy, Lift and drag components.</p>	
	Learning Activities: Brain-storming and Problem Solving.	
III 10 Hours	<p>Kinematics</p> <p>1. Meaning and definition of motion. Types of motion: linear motion, angular motion, circular motion, uniform motion.</p> <p>2. Newton's Law of motion and its principles related to sports and games.</p> <p>3. Projectile motion.</p> <p>4. Freely falling bodies</p> <p>5. Meaning of Weight, Friction, Pressure, Work, Power, Energy (Kinetic and Potential) and Spin.</p> <p>6. Leverage -classes of lever - practical application.</p>	CLO2, CLO3 & CLO5
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
IV 10 Hours	<p>Methods of Analysis of Human Movements</p> <p>1. Qualitative Analysis</p> <p style="padding-left: 20px;">I. Pre-Requisite Information</p> <p style="padding-left: 20px;">II. Basic Step</p> <p style="padding-left: 20px;">III. Observation Method</p> <p style="padding-left: 20px;">IV. Identification of Faults</p> <p style="padding-left: 20px;">V. Instructions</p> <p>2. Quantitative Analysis</p> <p style="padding-left: 20px;">I. Creation of Model</p> <p style="padding-left: 20px;">II. Video Recording with accuracy</p> <p style="padding-left: 20px;">III. Vertex Digitization</p> <p style="padding-left: 20px;">IV. Draw Trajectory of Vertex</p> <p style="padding-left: 20px;">V. Stick Figure. Identification of Human movements with experimental procedure for the scientific Investigation.</p>	CLO4
	Learning Activities: Quantitative Analysis and Qualitative Analysis of Human Movements	

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

Suggested Readings:

- Ackland, T. R., Elliott, B., & Bloomfield, J. (2009). Applied Anatomy and Biomechanics in Sport. Human Kinetics.
- Bartlett, R. (2014). Introduction to Sports Biomechanics: Analyzing Human Movement Patterns. Routledge.
- Chapman, A. E. (2008). Biomechanical Analysis of Fundamental Human Movements. Human Kinetics. Knowledge Warehouse.
- Kumar, P. (2019). Biomechanical Analysis of Forward Head Posture among Pondicherry University Research Scholars Based on the Laptop Working Hours: An Analytical Study.

International Journal of Emerging Technologies and Innovative Research, 6 (6), 463-466.

- Kumar, P., & Singh, R. R. M. (2019). Biomechanical analysis of anisomelia among the young children's in Puducherry. Discrepancy (LLD), 330, 19.
- Singh, R. R. M. (2019). Biomechanical Analysis of Footprint Measurement among School Boys: A Positive Approach to Posture. Journal of the Gujarat Research Society, 21(1), 167-169.
- Uppal, A. K. (2018). Kinesiology and Biomechanics. Friends Publications.
- Williams M (1982) Biomechanics of Human Motion, Philadelphia; Saunders Co.

Course Code: MPE 511

Course Title: Practicum- 1 : Physiology of Exercise

Total Hours:30

L	T	P	Cr
0	0	2	1

Learning Outcomes

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

- `CLO1: Examine the characteristics of various Body composition analysis test
- CLO2: Learn different methods for calculating heart rate.
- CLO3: Develop insight into various methods of somatotype
- CLO4: Develop skills for the administration and interpretation of physiology tools
- CLO5: Develop understanding in the hormonal testing.

PRACTICALS

1. Measurement of heart rate and Estimation of Target Heart Rate
2. Body composition analysis with various methods
3. Blood Pressure measurement (Sphygmomanometer)
4. Anthropometric measurements
5. Measurement of lung volumes through spirometer, peak flow meter.
6. CBC (Complete Blood Count) & Hormonal Testing
7. Development and implementation of exercise training protocols to optimize sports performance.
8. Prescription and execution of exercise training protocols for health and fitness of community.

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

Course Code: MPE 512

Course Title: Practicum -2 : Sports Biomechanics & Kinesiology

Total Hours: 30

L	T	P	Cr
0	0	2	1

Learning Outcomes

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

- CLO1: Examine the anatomical and fundamental position of standing, walking, and running
- CLO2: Learn different methods for calculating gravity
- CLO3: Develop insight in mechanical analysis of various techniques
- CLO4: Explain actions of major muscles of body
- CLO5: Develop skills for the administration and interpretation of software of sports biomechanics
- CLO6: Develop insight in analyze the kinetic and kinematic parameters.

PRACTICALS

1. Analysis of fundamental skills: Walking, Running, Jumping, Throwing, Lifting, Pulling, Pushing, Catching, and Climbing.
2. Mechanical analysis of sports skills
3. Determination of centre of gravity and line of gravity.
4. Anatomical standing position and fundamental standing position.
5. Handling of various equipment's and software related to Sports Biomechanics.
6. Action of muscles by palpations method.
7. Manual calculations of various kinetic and kinematic parameters: distance, displacement, speed, velocity, acceleration, momentum, force, mass, weight, resultant vector, pressure, work, power, energy etc.

8. Stick diagram (basic techniques; anatomical posture, walking, push up, sit ups etc.)
9. Goniometry – measurement of joint ROM / Elgon. A complete practical understanding of applied kinesiology and Sports Biomechanics.

Criteria of Continuous Assessment (Total Marks: 50)

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

Criteria of Term End Assessment (Total Marks: 50)

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

Discipline Elective Subject

Course Code: MPE 509

Course Title: Sports Technology

Total Hours: 45

L	T	P	Cr
3	0	0	3

Learning Outcomes

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

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

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

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

Practical:

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

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

Suggested Readings:

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

Course Code: MPE 510
Course Title: Adapted Physical Education
Total Hours: 45

L	T	P	Cr
3	0	0	3

Learning Outcomes

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

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

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	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. Reflexion of discussing types of disabilities, diagnosis and treatment.	CLO1
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
II 15 Hours	1. Principles for adapted physical education programme (AAHPER principle) 2. Physical education programme for disabled of :Elementary school, Middle school, High school. 3. Class organization strategies: identifying the cause, embrace special needs and setting goals. 4. Teaching aids and services, transportation of special need peoples and stress management. 5. Managing individual programmes: specially designed instructions and modifications. Reflexion of design managing special need peoples and activities.	CLO2
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
III 10 Hours	1. History of Paralympics. 2. Paralympics events: list of IPC summer and winter sports. 3. Aquatic activity programme for disabled 4. Role of aquatic activity for disability management. Reflexion of discussing various sports competition to special need populations and management process.	CLO3

	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	
IV 10 Hours	<ol style="list-style-type: none"> 1. Importance of adapted programme in rehabilitation 2. Psychological rehabilitation- adjustment, environmental and personality development. 3. Provisions of special rights and privilege for disabled through legislations 4. Social welfare and awareness programmes for disabled personalities. <p>Reflex ion of discussing various sports competition to special need populations.</p>	CLO4 & CLO5
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving.	

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

Suggested Readings:

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

Course Code: MPE 555

Course Title: Physical Fitness and Wellness

Total Hours: 45

L	T	P	Cr
3	0	0	3

Learning Outcomes

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

- Interpret the basic concept of physical fitness and its components.
- Develop understanding about nutrition.
- Develop understanding about establishment of fitness centre.
- Able to design fitness training programme for different age group.

Units/Hours	Contents	Mapping with Course Learning Outcome

I 10 Hours	<ol style="list-style-type: none"> 1. Meaning & Definition of Physical Fitness and Wellness. 2. Components of Physical Fitness and Wellness. 3. Techniques and Principles of Physical fitness 4. Leisure time physical activity for community development 5. Current trends in fitness and conditioning. Reflection upon currents trends of fitness and wellness 	CLO1
	Learning Activities: Peer Discussion, Brain-storming and Problem Solving	
II 8 Hours	<ol style="list-style-type: none"> 1. Meaning and Definition of Nutrition 2. Daily calories intake & burning 3. Food Guide Pyramid and its importance 4. Influences of food on social cultural values 5. Exercise and Metabolism & Burning. Peer discussion and balance diet plan 	CLO2
	Learning Activities: Peer discussion, brain storming and Problem Solving.	
III 15 Hours	<ol style="list-style-type: none"> 1. Stress assessment & its management 2. Prominent health problem associated with inactivity. 3. Measurement of Body Composition 4. Safety techniques (Spotting, proper body alignment, lifting techniques, spatial, awareness. and proper breathing techniques) 5. Concept of free weight Vs. machine, variation of sets and repetitions, Exercise with Swiss & Medicine Ball, Theraband and Tubing. Peer review and training with modern fitness gadgets 	CLO3
	Learning Activities: Peer discussion, brain storming and Problem Solving.	
IV 10 Hours	<ol style="list-style-type: none"> 1. Establishment and Management of Fitness Centre 2. Principles of starting a fitness centre-environment, location, policy, offer of programmes, record keeping, public relation 3. Fitness centre membership and its types. Safety aspects in a fitness centre 4. Concept of designing different fitness training programme for different age group (Group and Personal) 5. Concepts of designing fitness training programme for diabetes and cardiac patients. Reflection upon design of fitness modules 	CLO4
	Learning Activities: Peer discussion, brain storming and Problem Solving.	

PRACTICALS

- Orientation and management of fitness centre, various equipments and wet zone
- Different methods of measuring Body Composition (BMI, Waist Hip Ratio, Skinfold Caliper).

- Different Fitness Test (Cardio-respiratory Endurance, Strength, Strength Endurance, Flexibility, Body Composition, Anthropometric Measurements and Grip Dynamometer)

Suggested Readings:

- A.K. Uppal, Physical Fitness, Friends Publications (India), 1992.
- Corbin, C. (2011). Concepts of physical fitness. New York: McGraw-Hill Higher Education. ISBN-10: 9780073523828 ISBN-13: 978-0073523828
- David K. Miller & T. Earl Allen, Fitness, A life time commitment, Surjeet Publication Delhi 1989.
- Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd. 35, Bedford row, London 1998.
- Elizabeth & Ken day, Sports fitness for women, B.T. Batsford Ltd, London, 1986.
- Emily R. Foster, Karyn Hartiger & Katherine A. Smith, Fitness Fun, Human Kinetics, Publishers 2002.
- Greenberg, J., Dintiman, G., & Myers Oakes, B. (2004). Physical fitness and wellness. Champaign, IL: Human Kinetics. ISBN-13: 978-0736046961. ISBN-10: 0736046968
- Hoeger, W., & Hoeger, S. Fitness & wellness (2013) Belmont, CA: Wadsworth, Cengage Learning ISBN-13: 978-1285733159 ISBN-10: 1285733150
- Lawrence, Debbie, Exercise to Music. A & C Black Publishers Ltd. 37, Sohe Square, London 1999.
- Warner W.K. Oeger & Sharon A. Hoeger, Fitness and Wellness, Morton Publishing Company, 1990.

Inter disciplinary Course-IDC

Course Code: MPE 533

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. Reflexion of discussing health education principles and health problems.	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. Reflexion of discussing fitness concept principles and factors	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. Reflex ion of discussing Nutrition, energy system and calories burning via exercise.	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. Reflex ion of discussing stress, Obesity causes, diagnosis, health issues and remedy.	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 D. Thomas (2005). Weight Training Basis, A Complete Guide for Men and Women. Mcgraw- Hill Companies.
- Greenberg, J., Dintiman, G., & Myers Oakes, B. (2004). Physical Fitness and Wellness. Champaign, IL: Human Kinetics.
- Hoeger, W., & Hoeger, S. (2013). Fitness & Wellness. Wadsworth, Cengage Learning.
- Prabha, S. (2015). Basic Fitness Assessment. Friends Publications.
- Rathee, S. (2017). Physical Fitness and Wellness. Friends Publications.
- Robert Malt. (2001). 90-Day Fitness Plan. D.K. publishing, Inc. 95, Madison Avenue.
- The National Association for Sport and Physical Education (1900). Concepts of Physical Education, What Every Student Needs to Know. Association Drive Reston.
- Uppal, A.K. (2016). Physical Fitness and Wellness. Friends Publications.

Field Practical

L	T	P	Cr
0	0	4	2

Course Code: MPE 533

Course Title: Practical –I (Swimming and Gymnastics)

Total Hours: 60

Learning outcomes:

After completion of the course students will be able to

- CLO1: Explain aim, objective, and principles of Swimming & Gymnastics.
- CLO2: Recognize the importance of applied kinesiology and Sports Biomechanics in Swimming & Gymnastics.
- CLO3: Analyse the action of the muscles involves in Swimming and Gymnastics.
- CLO4: To enable the students for acquiring relevant skills in Swimming and Gymnastics
- CLO5: Perform Swimming and Gymnastics with proficiency

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	1. Introduction of Swimming & Historical Development with special reference to India. I. Fundamental Skills II. Entry in to the pool. III. Developing water balance and confidence. IV. Water fear removing drills. a. Floating Mush room & Jelly fish, tuck float etc. b. Gliding with and without kick board.	CLO1
II 15 Hours	I. Teaching of competitive swimming strokes (any two) II. Body Position, Leg Kick, Arm Pull, Breathing and Co-ordination. III. Starts and turns of concerned strokes. IV. Health and hygiene rules. V. Safety Rules VI. Pool Specification	CLO2
III 15 Hours	(MEN SECTION) 1. Developmental Exercises common for Men and Women I. Exercises on wall bars, exercises on heavy beam, rope climbing, exercises with medicine ball. II. Pyramid formations and stunts. III. Floor Exercises IV. Forward roll, backward roll, sideward roll, cart wheel, hand stand and forward roll, backward roll to hand stand.	CLO3

	<p>V. Diving forward roll, side split, head stand, different kind of scale, dive roll from best board and round off.</p> <p>VI. Parallel Bars</p> <p>VII. Mount from one bar, straddle walking on parallel bars, single and double stepwalk, perfect swing and shoulder stand on one bar roll forward, roll side, shoulder stand and front on back vault to the side (dismount).</p> <p>VIII. Vaulting Table</p> <p>IX. Approach run and jump from the best board, cat vault, squat vault and straddle vault.</p> <p>2. Horizontal Bars</p> <p>I. Perfect swing on horizontal bars, single leg up start with swing, mill circle forward, and mill circle backward.</p>	
<p>IV 15 Hours</p>	<p>(WOMEN SECTION)</p> <p>1. Floor Exercise</p> <p>I. Rolls-forward and backward, hand stand and roll forward, cartwheel and cat leap.</p> <p>II. Uneven Bars</p> <p>2. Long higher bar to squat forward to rear support, swan, one leg squat rise to scale and under wing dismount.</p> <p>3. Beam</p> <p>I. Jump to squat stand, knee scale with support, walk on the beam, standing scale front ways and cat leap.</p> <p>II. Vaulting</p> <p>III. Squat vault.</p>	<p>CLO4</p>

Suggested Readings:

- Aneja Om Prakash. (2010). Swimming Skills & Rules. Khel Sahitya Kendra, New Delhi.
- Jain, D. (2003). Swimming Skill & Rules. Khel Sahitya Kendra, New Delhi, 2003.
- Dick Hannula. (2003). Coaching Swimming Successfully. (Second edition) Friends Publication, (India).
- Kanika, K. (2005) Swimming Coaching Manual, Sports Publication, New Delhi.
- Kelvin Juba, (2001). Swimming for fitness.
- Chakraborty, S. (2006). Activities for children teaching gymnastics Pyramids. Sports Publication.
- Carle, D. T. (1963). Handbook of progressive gymnastics. Englewood Cliffs: N. J. Prentice Hall.
- Drury, B. J., & Schmid, A. B. (1970). Gymnastics for women. California: National Book.
- Lokon, N. C., & Wiliougby, R. J. (1954). Complete book of gymnastics.

Criteria of Continuous Assessment (Total Marks: 50)

- Attainment of Specific Fitness - 10 marks
- Execution of Technique: 15 Marks

- Demonstration of Skill :15 Marks
- Marking and Measurements -10 marks

Criteria of Term End Assessment (Total Marks: 50)

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

L	T	P	Cr
0	0	4	2

Course Code: MPE 516

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

Total Hours: 60

Learning outcomes:

After completion of the course students will be able to

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

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	1. History of Games, Structure and functions of National & International controlling Bodies of particular game. 2. Fundamental skills and drills. Lead up Games.	CLO1 & CLO2
II 15 Hours	1. Practical application of different Defensive and Offensive Techniques, Tactics patterns applicable to game. 2. Tactical Training-patterns applicable to game.	CLO3 & CLO4
III 15 Hours	1.Philosophy of Coaching. 2.Coaching Schedule. 3.Coaching Campus.	CLO5 & CLO6
IV 15 Hours	1.General and Specific warming – up routines. Specially preparing, basis and supplementary exercise. 2.Training means for development of different components of physical and motor fitness – Strength, Speed, Endurance, Flexibility coordinative abilities. 3. Psychology preparation of Sportsman/players. 4. Tests, Measurements and Evaluation. • Skills Tests. • Test for different fitness components.	CLO6 & CLO7

Suggested Readings:

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

Criteria of Continuous Assessment (Total Marks: 50)

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

Criteria of Term End Assessment (Total Marks: 50)

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

L	T	P	Cr
0	0	2	1

Course code: MPE 561

Course Title: Practical III (Aerobics, Zumba & Yoga)

Total Hours: 30

Learning outcomes:

After completion of the course students will be able to

CLO1: Explain aim, objectives & principles of Aerobics, Zumba & Yoga

CLO2: Practice Aerobics, Zumba & Yoga

CLO3: To develop proficiency in Aerobics & Yoga.

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

CLO5: Manage Stress and Develop Resilience through Meditation

CLO6: Develop understanding about the good health.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	<ol style="list-style-type: none"> 1. Rhythmic Aerobics and Zumba – Music and Beat Counts, over the top, 2. Low Impact Aerobics and Zumba: Marching Basics(leg curl, toe touch, heel touch, in and out, side touch), Steps - single step touch, 'V' shape, 'A' shape, 'L' shape, 'Z', shape, 'Square' shape, double side to side step touch, grapevine, Dance (Mambo-Chacha, Twisting) 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) 4. Development and implementation of Aerobic and Zumba training protocols to optimize health and sports performance. 5. Prescription and execution of Aerobic and Zumba training protocols for health and fitness of community. 	CLO1, CLO2 & CLO3
II 15 Hours	<ol style="list-style-type: none"> 1. Shatkarma – Meaning, Types (Dhauti, Basti, Neti, Tratak&Kapalbhati) techniques, Precautions and Benefits. 2. Surya Namaskar: Technique and benefits. 3. Asanas - Types, Techniques, sequencing, and benefits. 4. Pranayama- Types, Techniques and benefits. 5. Meditation: Meaning, techniques and benefits of meditation. 6. Development and implementation of Yoga training protocols to optimize health and sports performance. 7. Prescription and execution of Yoga training protocols for health and fitness of community. 	CLO4, CLO5 & CLO6

Suggested Readings:

- Kenneth H. Cooper. (1970). The new aerobics. Bantam Books.
- Anatharaman, T.N., (1996). Ancient Yoga and Modern Science. Project of History of Indian Sciences Philosophy & Culture.
- Bhardwaj & Yogeshwar. (2004). Textbook of Yoga. Publisher: Penguin, India.
- Jha & Gangadhar. (1894). Yoga Sara Samgraha. Bombay Theosophical Fund, Tatva Vivechaka Press, Bombay.
- Kumar & Kamakhya. (2008). Super Science of Yoga. Standard Publications.
- Sturgess & Stephen. (1996). The Yoga Book. Watkins Publications, London, University of Michigan, Lonavala.

Criteria of Continuous Assessment (Total Marks: 50)

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

Criteria of Term End Assessment (Total Marks: 50)

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

Course Code: MPE 559**Course Title: Teaching Proficiency in physical Education****Total Hours- 30**

L	T	P	Cr
0	0	2	1

Learning outcomes:

After completion of the course, students will be able to

- To develop proficiency in taking teaching lesson of game & sports.
- Students will learn how to discuss about theory of sports and various skills of games with biomechanical principles.
- Students shall be provided sufficient training in selected discipline.
- To develop proficiency in taking theory lesson.

Content

The students of MPED III Semester need to develop proficiency in taking teaching lesson of Theory. Students will learn how to develop the competency in taking lesson 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

Course Code: MPE 517**Course Title: Intramural Activities****Total Hours: 30**

L	T	P	Cr
0	0	2	1

Learning outcomes:

After completion of the course students will be able to

- To enable the students for acquiring relevant skills in various Sports & Games.
- To develop good judgment and fair play in competitions.
- To enhance teamwork, and leadership skills.
- To enhance a social interaction through play within a diverse student body.

Content

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

Criteria of Continuous Assessment (TotalMarks:50)

- Quality of Conducting Sports Competition – 20
- Preparation of Playing Area – 20 Marks
- Officiating – 10 Marks

Criteria of Term End Assessment (TotalMarks:50)

- Marking of any two Team Game Sports other than specialization -20 Marks
- Marking of any two Individual Sports other than specialization - 20 Marks
- Officiating of any two sports other than specialization - 10 Marks

Semester II

Course Name: Statistics in Physical Education

Course Code: MPE 521

Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning Outcomes:

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

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

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

Units/Hours	Contents	Mapping with Course Learning Outcome
I 8 Hours	Meaning of Statistics and Importance of Statistics in Physical Education. Meaning of raw data, single score, grouped data and Discrete & continuous Variables. Type of statistical process – descriptive, inferential, comparative, relationship and predictive. Parametric and Non-parametric statistics, Four Levels of Data – Nominal, Ordinal, Interval & Ratio. Application of Measures of Central tendency- Mean, Median and Mode. Brain Storming and Problem Solving.	CLO1 & CLO3
	23W Statistics Need and importance to physical education (types of statistics and data)	
II 12 Hours	Application of Measures of Variability- Range, Quartile deviation, Mean deviation, Standard deviation and absolute & relative variability. Meaning and Properties of Normal Curve and relationship of normal curve to binomial distribution. Divergence from normality – Skewness and kurtosis. Developing norms in the form of grading, Percentile Scale, T- Scale, Scales based on difficulty ratings. Brain Storming and Problem Solving.	CLO2 & CLO4
	Learning Activities: Mean, median, mode (measures of variability), Normality and it relationship on data distribution.	
III 10 Hours	Partial correlation coefficients of first and second order. Multiple correlation coefficients involving three variables. Sampling Distribution of Means, Standard Error of Mean, Interval estimates and Point estimates; Coefficients interval for mean. Testing of Hypothesis: Region of Acceptance & Region of Rejection null & alternative Hypotheses: Level of Significance, type I & Type II errors, one tailed & two tailed Tests, degrees of freedom, procedure in testing of hypothesis. Brain Storming and Problem Solving.	CLO5

	Learning Activities: Non parametric statistics Regression, co-relation, co-efficient. Hypothesis testing Brain Storming and Problem Solving.	
IV 15 Hours	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, F-test and interpretation of results. Chi- Square Test for goodness of fit and testing independence of attributes with interpretation of results. Mann Whitney U test – Assumptions and interpretation of results. One way Analysis of Variance, Post- hoc Tests – LSD & Scheffe with interpretation of results. Brain Storming and Problem Solving.	CLO5
	Learning Activities: Large sample, small sample ‘t’ test, Z scale, Chi-square, one way Anova and post doc test for problem solving.	

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

Suggested Readings:

- Bhunia, A. (2013). Statistical methods for practice and research (A guide to data analysis using SPSS). South Asian Journal of Management, 20(1), 154.
- Cooke, D., & Clarke, G. M. (1989). A Basic Course in Statistics. Arnold.
- De Muth, J. E. (2014). Basic Statistics and Pharmaceutical Statistical Applications. CRC Press.
- Dhinu, M. R. (2017). Applied Statistics in Physical Education & Sports. Friends Publications.
- Gaur A. S., & Sanjaya S. (2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. SAGE Publications Pvt.t Ltd.
- Gupta, B. C., & Walker, H. F. (2005). Applied Statistics for the Six Sigma Green Belt. ASQ Press.
- Kaur, S. (2017). Research & Statistics in Physical Education. Friends Publications.

Course Name: Measurement and Evaluation in Physical Education

Course Code: MPE 523

Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning Outcomes:

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

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

- CLO6: Understand Anthropometric and Aerobic-Anaerobic Tests.
- .

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	Meaning of Test, Measurement and Evaluation. Principles of Measurement and Evaluation. Domains of Human Performance - cognitive, affective and psychomotor. Meaning and establishing Validity, Reliability and Objectivity. Norm referenced and Criterion referenced standards, Reflexion upon test measurement and evaluation utilization.	CLO1 & CLO2
	Learning Activities: Principles of test measurement to human performance and evaluation.	
II 10 Hours	Criteria of test selection. Factors Affecting Scientific Authenticity. Procedure to Establish Scientific Authenticity. Guidelines for constructing knowledge test. Steps for construction of skill test / specific fitness test. Reflexion of understanding test and criteria construction.	CLO3
	Learning Activities: Criteria for Selection of test in scientific authenticity and establish testing procedure	
III 15 Hours	<p>Concepts and Assessment of Physical Fitness:</p> <ol style="list-style-type: none"> a. AAHPERD Health Related Fitness Test and Tuttle Pulse ratio test. b. Roger's PFI <p>Motor Fitness:</p> <ol style="list-style-type: none"> a. Indiana Motor Fitness Test b. Oregon Motor Fitness Test. c. JCR Test <p>Motor Ability:</p> <ol style="list-style-type: none"> a. McCloy's General Motor Ability Test. b. Barrow Motor Ability Test. <p>Motor Educability:</p> <ol style="list-style-type: none"> a. Methany Johnson Test. b. Larson Test. <p>Skill Test:</p> <ol 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. <p>Reflexion of motor qualities and major games skill test assessment.</p>	CLO4 & CLO5

	Learning Activities: Various Physical fitness assessment for health quality, and skill test for performance analysis.	
IV 10 Hours	<p>Basic concept of Anthropometric Measurements</p> <p>a. Height & Weight : standing & sitting height and body weight</p> <p>b. Girth Measurement: upper arm, forearm, calf and chest.</p> <p>Assessment of Body Composition.</p> <p>a. Skin Fold Caliper</p> <p>b. Bioelectrical impedance</p> <p>c. Hydrostatic weighing</p> <p>d. BMI and Waist Hip Ratio</p> <p>e. Ponderal index</p> <p>f. IOWA posture test</p> <p>Reflexion about understand various body composition assessment and evaluation.</p>	CLO6
	Learning Activities: Anthropometric assessment and body composition analysis for health quality check.	

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

Suggested Readings:

- Alan C. Lacy & Skip M. Williams. (2018). Measurement and Evaluation in Physical Education and Exercise Science (Ed. 8). Routledge.
- American College of Sports Medicine. (2013). ACSM's Health-Related Physical Fitness Assessment Manual. Lippincott Williams & Wilkins.
- American College of Sports Medicine (2017). ACSM's Health-Related Physical Fitness Assessment Manual. Lippincott Williams & Wilkins.
- Karad, P.L. (2017). Test, Measurement and Evaluation in Physical Education. Khel Sahitya Kendra.
- Lacy, A. C., & Williams, S. M. (2018). Measurement and Evaluation in Physical Education and Exercise Science. Routledge.
- Miller, D. (2019). Measurement by the Physical Educator Why and How (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: Science of Sports Training

Course Code: MPE 551

Total Hours: 45

Course Learning Outcomes:

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

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

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

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

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

Suggested Reading:

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

Course Code: MPE 529

Course Title: Practicum -3 : Statistics in Physical Education

Total Hours: 30

L	T	P	Cr
0	0	2	1

Course Learning Outcomes:

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

- CLO1: Explain the application of various statistical techniques
- CLO2: Develop insight in application of data analysis software
- CLO3: Learn interpretation of output of data analysis software
- CLO4: Develop skills for presentation of data in tabular form
- CLO5: Develop insight for graphical presentation of data

PRACTICALS

1. Calculation of partial correlation and multiple correlation with SPSS.
2. Calculation of Z- ratio for testing the hypothesis with SPSS.
3. Calculation of t- ratio for related and unrelated groups with SPSS.
4. Preparing the Percentile Scale with SPSS.
5. Calculation of Chi-Square with SPSS.
6. Calculation of the One Way ANOVA with equal & unequal sample sizes with SPSS.
7. Calculation of Multiple Regression with SPSS.
8. Use of SPSS, R (R Foundation for Statistical Computing), MATLAB, and STATA for data processing and analysis

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

L	T	P	Cr
0	0	2	1

Course Code: MPE 530

Course Title: Practicum -4 : Measurement and Evaluation in Physical Education

Total Hours: 30

Course Learning Outcomes

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

- CLO1: Learn different methods for testing cardio respiratory test
- CLO1: Explain the various methods of Anthropometric measurement
- CLO1: Develop insight in various methods of somatotyping
- CLO1: Develop skills for the administration and interpretation of field tests

PRACTICALS

1. Assessment of endurance through-twelve minutes run/walk test; six hundred yards runwalk test; Harvard step test.
 2. Assessment of resting physiological parameters- Heart rate, respiratory rate.
 3. Anthropometric measurement
 4. Somatotyping, somato charts & indices
 5. Basketball (Johnson basketball ability test)
 6. Volleyball (Braddy volleyball test and Russel& lounge volleyball test)
 7. Hockey (French hockey test, Friedal hockey test)
 8. Football (mc Donald soccer test)
 9. Badminton (Lockhart &McPhearson badminton skill)
- Reflexion of conducting body composition and games skill test.

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 itsresult: 30 Marks
- Preparing Record of all Practicals: 10 Marks
- Viva Voce: 10 Marks

Course Name: Research Proposal

Course Code: MPE 600

Total Hours: 120

L	T	P	Credit
0	0	8	4

Course Learning Outcomes:

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

CLO1: Identify research gaps on a selected research area

CLO2: Summarize the findings of different research studies

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

CLO4: Select appropriate approach and design for different research topics

CLO5: Practice writing references using APA format

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

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

Discipline Elective

Course Name: Yogic Sciences

Course Code: MPE 552

Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning Outcomes:

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

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

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	Meaning, Definitions & Historical background of Yoga, Aims & Objectives of Yoga Education Application & Misconception about Yoga in Modern Society, Introduction to Patanjali Yoga Sutra Peer review and design of fitness module. Peer review of ancient and modern yogic practices.	CLO1 & CLO2
	Learning Activities: Historical background of yoga and its uses for modern world.	
II 10 Hours	Introduction to different schools of Yoga, Concept of Pancha Mahabhuta, Panch Kosh, Panch Prana Concept of Chakras and Aura in Yoga. Philosophy of the sacred syllable “Om” (AUM), Concept of Triguna and Tridosha in Yoga. Peer discussion of spiritual and body elements in yoga.	CLO3
	Learning Activities: concept of pancha, mahabuta, punch kosh, chakra, aura and others spiritual elements in yog.	
III 15 Hours	Shatkarma – Meaning, Types (Dhauti, Basti, Neti, Trataka& Kapalbhathi) techniques, Precautions and Benefits. Asanas - Meaning, Definitions, Types, Techniques, Precautions and benefits. Pranayama-	CLO4 & CLO5

	Meaning, Definitions, Types, Techniques, Precautions and benefits. Mudras & Bandas – Meaning, Technique, Precautions and Benefits. Reflection upon yogic practices for sacred and corporal fitness.	
	Learning Activities: Asana, pranayama, mudras, bandhas and its benefits of human body.	
IV 10 Hours	Meditation: Meaning, techniques and benefits of meditation, Mental relaxation through Prayer – A cross-cultural approach to mental health. Role of Yoga in Psychological Preparation of athletes. Yogic practices for the common health problems: Constipation, Diabetes, Cervical, Arthritis, Backache, Sciatica Pain, Indigestion, Snoring, Eye disorders and Migraine. Peer discussion of yogic techniques to achieve a mentally clear & emotionally calm stable state and yogic practices for the treatment of common ailments.	CLO7 & CLO8
	Learning Activities: Common Health problem and healing process via yoga asana, meditation and other processes.	

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

Suggested Readings:

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

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

L	T	P	Cr
3	0	0	3

Course Learning Outcomes:

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

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

Units/Hours	Contents	Mapping with Course Learning Outcome
I 9 Hours	Management: meaning, definition, scope, principles and functions of management. Personnel management- meaning, principles and aspects of personal management. Roles of manager: interpersonal roles, informational roles, decisional roles, qualities of a manager. Handling / Dealing of students and parents. Facilities and equipment management: types of facilities, construction and management of sports infrastructures (indoor & outdoor), principles of purchase of equipment, stocktaking and storing equipment, care and maintenance, disposal of equipment	CLO1 & CLO2
	Learning Activities: Role and scope of management and role of manager in sports.	
II 15 ours	Types of tournaments: knock out or elimination, league or round robin, combination, consolation, challenge tournaments. Intramural competitions: meaning, objectives, conduct and importance of intramural tournament. Process of organizing sports events: notifications, invitations, selection of officials, monitoring, writing reports, maintaining records. Sport law and legal liability: meaning, concept, application of contract in sports and legal liability in physical education and sport. Reflection upon knowledge and prerequisite skills to organizing sports events.	CLO3
	Learning Activities: Equipment management and maintenance, sports law and legal liability.	
III 10 Hours	Concept and principles of curriculum, strategies of curriculum development, stages in the process of curriculum development. India's National Education Policy - 2020: Introduction and several major reforms in education through NEP. Opportunities and responsibilities in Sports and Physical Education after NEP. Role of	CLO4 & CLO5

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

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

Suggested Readings:

- Aggarwal, J.C (1990). Curriculum Reform in India – World overviews, Doaba World Education Series – 3 Delhi: Doaba House, Book seller and Publisher.
- Arora, G.L. (1984): Reflections on Curriculum, New Delhi: NCERT.
- Bonnie, L. (1991). The Management of Sports. St. Louis: Mosby Publishing Company, Park House.
- Bucher A. Charles, (1993) Management of Physical Education and Sports (10th ed.,) St. Louis: Mobsy Publishing Company.
- Carl, E, Willgoose. (1982). Curriculum in Physical Education, London: Prentice Hall.
- Chakraborty & Samiran. (1998). Sports Management. New Delhi: Sports Publication.
- Charles, A, Bucher & March, L, Krotee. (1993). Management of Physical Education and Sports. St. Louis: Mosby Publishing Company.
- Chelladurai, P. (1999). Human Resources Management in Sports and Recreation. Human Kinetics.
- John, E, Nixon & Ann, E, Jewett. (1964). Physical Education Curriculum, New York: The Ronald Press Company.
- McKernan, James (2007) Curriculum and Imagination: Process, Theory, Pedagogy and Action Research, U.K. Routledge
- NCERT (2000). National Curriculum Framework for School Education, New Delhi: NCERT.
- NCERT (2000). National Curriculum Framework for School Education, New Delhi: NCERT.
- NCERT (2005). National Curriculum Framework-2005, New Delhi: NCERT.
- Williams, J.F. (2003). Principles of Physical Education. Meerut: College Book House.
- Rao, V. K. (2015). Principles of curriculum. New Delhi: APH publishing Corporation.
- Tala, M. (2012). Curriculum development: Perspectives, principles, and issues. Pearson

- Veer, U. (2014). Modern teaching and curriculum management. New Delhi: Anmol publication.
- Wiles, J. W., & Bondi, J. C. (2015). Curriculum development a guide to practice. Pearson publication.

Course Name: Value and Environmental Education

Course Code: MPE 524

Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning Outcomes:

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

CLO1: Analyze the relationship between value and environmental education

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

CLO3: Develop skills of protecting the environment

CLO4: Develop understanding about environmental conservation

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

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

	Slum area and Urban area. Fairs & Festivals of Rural area. Meaning, causes and Prevention of Air pollution, Water pollution, Noise pollution and Thermal pollution. Detailed comparison among the rural & urban issues.	
	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

Value Added Course (VAC)

Course Name: Yoga and Well Being

Course Code: MPE 518

Total Hours: 30

L	T	P	Credit
2	0	0	2

Course Learning Outcomes:

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

- CLO1: Comprehend the importance of Yoga
- CLO2: Discuss about yogic concept of health, wellness, and Illness
- CLO3: Explain the importance of Trigunas and Tridosha and their role in health and wellness.
- CLO3: Analyse the relationship between yoga and physical wellbeing
- CL05: Explain the yogic concept of holistic health and its importance in the management of diseases

Units/Hours	Contents	Mapping with Course Learning Outcome
I 7 Hours	Meaning, Definitions & Historical background of Yoga. Aims & Objectives of Yoga Education. Application & Misconception about Yoga in Modern Society. Peer review of ancient and modern yogic practices.	CLO1 & CLO2
	Learning Activities: Understanding of Yoga and its Application.	
II 8 Hours	Shatkarma, Asanas, Pranayama - Types, Techniques, sequencing, and benefits. Concept of Chakras and Aura in Yoga. Concept of Triguna and Tridosha in Yoga. Peer discussion of spiritual and body elements in yoga.	CLO3

	Learning Activities: Asanas, types and techniques, benefits of yoga.	
III 7 Hours	Role of Yama and Niyama for Physical and Mental Wellbeing. Philosophy of the sacred syllable “Om” (AUM) for mental and physical wellbeing. Meditation: Meaning, techniques and benefits of meditation. Reflection upon yogic practices for sacred and corporal fitness.	CLO4
	Learning Activities: Yama and Niyama for wellbeing, Philosophy of “Om” in meditation.	
IV 8 Hours	Yogic lifestyle for Physical and Mental Wellbeing (Ahara, Vihar, Achar, Vichar). Mental relaxation through Prayer – A cross-cultural approach to mental health. Yogic practices for the common health problems: Constipation, Diabetes, Cervical, Arthritis, Backache, Sciatica Pain, Indigestion, Snoring, Eye disorders and Migraine. Peer discussion of yogic techniques to achieve a mentally clear & emotionally calm stable state and yogic practices for the treatment of common ailments.	CLO5
	Learning Activities: Yogic lifestyle, effect of yogic practices for common health problems.	

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

Suggested Readings:

- Kotecha.,& Vaidya Rajesh (2016). A Beginner’s Guide to Ayurveda, Chakrapani Publications, Jaipur.
- Dr. R. S. Bhogal. Yoga Psychology. Kaivalyadhama Publication.
- Dr. Manmath., M. Gharote., & Dr. Vijay Kant. Therapeutic reference in Traditional Yoga texts.
- T.S. Rukmani. Patanjala Yoga Sutra.
- Sahay, G. S. (2013). Hatha Yoga Pradeepika. MDNIY Publication.

Field Practical

L	T	P	Cr
0	0	4	2

Course Code: MPE 527

Course Title: Practical- IV (Running Events- Short, Long Events & Steeplechase)

Total Hours: 60

Course Learning outcomes:

After completion of the course students will be able to

- CL01: Able to mark the standard track and field events.
- CLO2: Explain the rules & regulations of the track events.
- CLO3: To learn fundamental skills and techniques of track events.
- CLO4: Demonstrate proper form and technique while performing each event.
- CLO5: Preparation for the officiating & conducting of the event.
- CLO6: To familiarize with mechanical principles involved in skills and technique of track events.
- CL07: Understand the different techniques of finishing the race.

CL09Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	IAAF - Standard Track and Field Marking – Structure and functions of Controlling Bodies National & International. Need and importance of track & Field.	CLO1
II 15 Hours	Fundamental of Running – Aims –techniques. Sprint, Middle and Long distance – Relays – Sprint hurdles Steeplechase. Starting technique – standing start, crouch start and its variations, proper use of blocks.	CLO2, CLO3, CLO4, CLO5 & CLO6
III 15 Hours	Hurdles – approach, clearance over the Hurdle lead leg action, Trail leg action and recovery, middle- and long-distance running. IAAF rules and tie breaking interpretations, Running and walking events – Sprint events, long distance event, walking events.	CLO2, CLO3, CLO4, CLO5 & CLO6
IV 15 Hours	Finishing Techniques – Run through, forward lunging, shoulder shrug. Marathon and Race-walking Objectives and technical characteristics. Drills and Conditioning exercise for Running-Basic-Training Schedule Preparation	CLO2, CLO5, CLO6 & CLO7

Suggested Readings:

- Schneider, R. C. (2009). Ethics of Sport and Athletics: Theory, Issues, and

Application. Wolters Kluwer Health/Lippincott Williams & Wilkins, xxi, 392 p.: ill.; 24 cm.

- Zeigler, E. F., & Spaeth, M. J. (1975). Administrative Theory and Practice in Physical Education and Athletics.
- <https://www.worldathletics.org/about-iaaf/documents/book-of-rules>.
- <https://sportsauthorityofindia.nic.in/showing.asp?ID=580>

Criteria of Continuous Assessment (Total Marks: 50)

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

Criteria of Term End Assessment (Total Marks: 50)

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

L	T	P	Cr
0	0	4	2

Course Code: MPE 528

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

Total Hours: 60

Course learning outcomes:

After completion of the course students will be able to

- CL01: Explain the rules & regulations of the game.
- CL02: Recognize the importance of applied kinesiology and Sports Biomechanics in various games.
- CL03: To develop mastery on training sessions
- CL04: To develop skill proficiency
- CL05: Actively participate in Coaching aspects.
- CL06: To develop proficiency in Officiating & Conducting of the game.
- CL07: To develop critical understanding of application of strategies, tactics during teaching, coaching, competitions.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	History of Games, Structure and functions of National & International controlling Bodies of particular game. Fundamental skills and drills. Lead up Games.	CLO1 & CLO2

II 15 Hours	Practical application of different Defensive and Offensive Techniques, Tactics patterns applicable to game. Tactical Training-patterns applicable to game. Philosophy of Coaching. Coaching Schedule. Coaching Campus.	CLO3, CLO5 & CLO7
III 15 Hours	General and Specific warming-up routines. Specially preparing, basis and supplementary exercise. Training means for development of different components of physical and motor fitness – Strength, Speed, Endurance, Flexibility and coordinative abilities.	CLO3 & CLO4
IV 15 Hours	Psychological preparation of Sportsman/players. Tests, Measurements and Evaluation: Skills Tests and Test for different fitness components. Officiating of games/sports	CLO6

Suggested Readings:

- Geyer Dick (1977). Full Court Control Basketball. Parker Publishing Company, Inc. New York.
- Allen A.P. (1959). Handbook of Baseball Drills. Prentice-Hall, Inc. New York.
- Rose. H. Lee (2004). The Basketball Handbook. Human kinetics, USA.
- Anthony C. Varghese.,&Lowrence V. (2009). Volleyball Player. Handbook FriendsPublication, New Delhi.
- Dumphy Mary & Wilde Rad (2000). Volleyball Today. 2nd Edition, Fritz/Brett.
- Ranganathan P.P. (2003). Volleyball, A Guide to Playing and Coaching. Friends Publication, Delhi.
- Soudhu S. Gurbaksh (1982). Volleyball Basic and Advanced. Sports People, Chandigarh.
- USA Volleyball. (2007). Coaching Youth Volleyball, 4th Edition, Human Kinetics.
- Wise Mary (1999). Volleyball Drills for Champions. Human Kinetics, Florida.
- D. Jain (2003). Hockey Skills & Rules. Khel Sahitya Kendra.
- Flint, Rachael, H. (1976). Women's Hockey London. Pelham Books Ltd.
- Kapur (1975). Rules of Hockey with Interpretation.
- P. Narang (2003). Play and Learn Hockey. Khel Sahitya Kendra.
- Wein,&Horts. (1979). The Science of Hockey. London: Pelham Books.
- Aneja, O.P. (2012). How to Play Cricket, PrernaPrakashan.
- Arora, Monika (2005). Cricket Coaching Manual. Sports Publication.
- Rachna. (2001). Play Better Cricket. Sports Publication.
- Srivastava, A.K. (2006). How to Coach Bowling. Sports Publication.
- Syal,&Meenu. (2004). Teach Yourself Cricket. PrernaPrakashan.
- Tyagi,&Arun Kumar. (2012). Cricket Skills & Rules. Khel Sahitya Kendra.
- Woolmer,& Bob. (2009). The Art and Science of Cricket. Firefly Book Limited.

Criteria of Continuous Assessment (Total Marks: 50)

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

Criteria of Term End Assessment (Total Marks: 50)

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

Course Code: MPE 515

Course Title: Practical -VI (Indigenous Activities and Camping)

Total Hours: 30

L	T	P	Cr
0	0	2	1

Course Learning outcomes:

After completion of the course students will be able to

- CLO1: Develop understanding about Indigenous activity and its importance.
- CLO2: Elaborate the concept of camping and its management.
- CLO3: Actively participate in Indigenous activities and Camping.
- CLO4: To enable the students for acquiring relevant skills.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	Meaning and importance of Indigenous Activities. Types of Indigenous Activities. Indigenous Activities for various age group people. Moral and ethical values of Indigenous Activities.	CLO1, CL03 & CL04
II 15 Hours	Camping and leadership, aim, objectives and importance of Camping. Organization, Selection, types of Camp and layout of camp site. Learning basic of Camping, basic skill/outdoor skill, Hiking and Trekking, Night Walk, River crossing. Compass learning /Orienteering/Cooking / Fire Management/Rope Management	CLO2, CL03 & CL04

Suggested Readings:

- Bright Charles K. & Herold C. Meyer. (1953). Recreational test and readings; Eaglewood cliff. New Jersey Prentice Hall.
- Ness wed, M.H. & New Meyer E.S. Leisure and Recreation, New York: Ronald Press.
- (1958). Recreation areas: Their Design and equipment's. New York: Ronal Press.
- Kran, R.G. Recreation and the schools. New York: Mac Melon Company.
- Shivers J.S., (1964). Principles and practices of Recreational services. London: Mac Melon Company.
- Butler George (1976). Introduction to Community recreation. Mc Gram Hill Book Company. Kelly, J. R (1982). Leisure Prentice. Hall Inc. Englwood Cliffs

N.J.

Criteria of Continuous Assessment (Total Marks: 50)

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

Criteria of Term End Assessment (Total Marks: 50)

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

Course Code: MPE 532

Course Title: Intramural Activities

Total Hours: 30

L	T	P	Cr
0	0	2	1

Course Learning outcomes:

After completion of the course students will be able to

CL01: To develop proficiency in Sports & Games.

CL02: To enable the students for acquiring relevant skills in various Sports & Games.

CL03: To develop good judgment and fair play in competitions.

CL04: To enhance teamwork, and leadership skills.

CL05: To enhance a social interaction through play within a diverse student body.

Content

The MPED– II Semester students need to participate in the intramural competition to nurture healthy competition, good judgment and fair play, teamwork, and leadership skills. The intramural competition allows students to participate in sport and physical activities without regard for high-performance skill or ability and enhance social interaction through play within a diverse student body and reduce student conflict by encouraging students to manage their emotions appropriately. It will promote a lifestyle of healthy habits through recreation and leisure activity involvement.

Criteria of Continuous Assessment (Total Marks: 50)

- Quality of Conducting Sports Competition – 20
- Preparation of Playing Area – 20 Marks
- Officiating – 10 Marks

Criteria of Term End Assessment (Total Marks: 50)

- Marking of any two Team Game Sports other than specialization -20 Marks
- Marking of any two Individual Sports other than specialization - 20 Marks
- Officiating of any two sports other than specialization - 10 Marks

SEMESTER-III

Course Name: Sports Psychology
Course Code: MPE 572
Total Hours: 45

L	T	P	Credit
3	0	0	3

Course Learning Outcomes:

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

CLO1: Understand the concept and meaning of sports psychology.

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

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

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

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

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	Sports Psychology: Importance of Sports Psychology for enhancing sport performance	CLO1
	Theories of Learning and Motivation: Meaning and types of motivation, theories of motivation (Abraham Maslow, Need Achievement by McClelland, Weiner Attribution). Measurement of motivation and techniques for developing motivation. Effect of spectator, media on individual and team sports. Reflection upon learning and motivation techniques.	CLO2
	Learning Activities: Brain-storming and Problem Solving	
II 10 Hours	Motor Learning and Skill in Sports: Motor Learning its stages and Plateau effect, Theories of Motor Learning (Adams Closed Loop Theory, Schmidt's Schema Theory Ecological Theory), Differentiation and classification of Motor Skills and Sport Skills, Developmental Considerations in Motor Skill Acquisition.	CLO2
	Leadership in Sports: Coach Leadership in Sport – (Fiedler's contingency theory, Path-goal theory, Hersey-Blanchard Situational Leadership Theory). Peer review and motor skill learning, coaching	CLO3

	Learning Activities: Peer discussion, real world application, brain storming and Problem Solving.	
III 12 Hours	Personality and Sports Performance: Personality, Personality Traits and Theories of Personality, Role of Personality in Sports and Exercise, Measurement of Personality, Eysneck – EPQ (R), Cattle- R.B. Cattle 16 PF, Individual Difference and its types, Areas of Individual differences.	CLO2
	Cognitive process- relaxation technique in sports, imagery in sports, cognitive technique for building confidence, progressive muscle relaxation (PMR), autogenic training, deep breathing. Reflection upon personality difference in sports.	CLO3
	Learning Activities: Brain storming, muscle relaxation and problem solving in sports performance	
IV 13 Hours	Psychological factors affecting sports performances: emotion, anxiety, aggression, stress, self-confidence, concentration, mental practice and goal setting. Concept of group dynamics, team cohesion, characteristics of team cohesion, development and measurement of cohesion. Meaning and types of leadership, components of effective leadership.	CLO4
	Problems and issues working with individual and team sports. Career transition in athletes and retirement issues, developing life skills in athletes. Peer review and cohesion in sports, leadership in sports.	CLO5
	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, Thelma (2008). Advances in Sport Psychology. Champaign IL : Human Kinetics Publishers, Inc.
- Huber, Jeffrey (2012). Applying Educational Psychology in Coaching Athletes. Knowledge Warehouse.
- Kamlesh, M.L. (2011). Psychology in Physical Education and Sport. (Ed. 3). Delhi Metropolitan Book Co. Pvt. Ltd.
- Pargonkar, G. V (2015). Sports Psychology. Friends Publications.
- Taylor, Jim (2017). Assessment in Applied Sport Psychology. Knowledge Warehouse.

- Weinberg, R.S & Gould, Daniel (2015). Foundations of Sport and Exercise Psychology (Ed. 6). Champaign IL: Human Kinetics Publishers, Inc.

Course Name: Health Education and Sports Nutrition

Course Code: MPE 525

Total Hours: 45

L	T	P	Credit
3	0	0	3

Course Learning Outcomes:

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

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

CLO2: Develop understanding about the communicable and non-communicable diseases.

CLO3: Elaborate the health related problems at National and International level

CLO4: Aware of school health services.

CLO5: Develop understanding about nutrition requirement for players of different games.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	Health Education: Concept of Health and Health Education, Latest trends in Health Education and global strategy in the field of Health, Role of physical Education Professional on Individual and family in relation to Health and Health Education	CLO1
	Communicable Diseases: Epidemiology of Communicable Diseases: Agent factor, Host factor, Environment factors, Mode of Transmission and Prevention of following diseases : i. Tuberculosis ii. Chicken Pox iii. Pneumonia iv. Malaria. Reflection upon current trends of Health Education.	CLO2
	Learning Activities: Brain-storming and Problem Solving	
II 12 Hours	Non-Communicable Diseases: Epidemiology of Non Communicable Diseases: Risk factors and Prevention of following diseases : I. Cardiovascular Diseases. II. Coronary Heart Diseases. III. Hypertension. IV. Cancer.	CLO2

	<p>Health Programmes:</p> <ol style="list-style-type: none"> I. National Family Welfare Programme II. STD Control Programme III. National Cancer Control Programme IV. National Tuberculosis Control Programme V. National Malaria Control Programme. <p>Understanding of Communicable Disease and its management</p>	CLO3
	<p>Learning Activities: Peer discussion, real world application, brain storming and Problem Solving.</p>	
III 10 Hours	<p>Health Services: Schools Health Services</p> <ol style="list-style-type: none"> i. Meaning & Objective of School Health Service ii. Health Problem of School Child iii. Role of health education in schools iv. Health Services - Health record, Healthful school environment, first- aid and emergency care v. Mid-day School Programme <p>Role of International Organization in the Development of Health.</p> <ol style="list-style-type: none"> I. WHO & UNICEF II. FAO & UNESCO III. International Red Cross Society IV. FSSAI. Identification of the services and its role in the development of health. 	CLO4
	<p>Learning Activities: Brain storming and problem solving</p>	
IV 13 Hours	<p>Nutrition for Athletes: Nutrition and Training Adaptations Nutrition and Immune Function in Athletes. Eating Disorders in Athletes - Personalized Nutrition and Menu Planning (Meal Timing and Spacing). Nutrition for popular team sports. Nutrition for Athletics and Endurance Sports Nutrition for Strength and Combat sport. Understanding the importance of Nutrition in sports.</p>	CLO5
	<p>Learning Activities: nutrition and training adaptation in various sports and games</p>	

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.
- Fink, H. H., & Mikesky, A. E. (2017). Practical Applications in Sports Nutrition. Jones & Bartlett Learning.
- Kumar.P (2020). Changing The Lifestyle of Present Health Care: A Much Required Step for A Secured Future The Transmission or Reminder Ancestor's Way of Life once again. Alochana Chakra Journal. Vol. IX. Issue-V

- 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.
- Sharma, O.P., (2010). Handbook of Health Education & Sports. Khel Sahitya Kendra .
- Zinner, C., & Sperlich, B. (Eds.). (2016). Marathon Running: Physiology, Psychology, Nutrition and Training Aspects (pp. 1-171). Springer.

Course Name: Sports Medicine, Athletes care and Rehabilitation

Course Code: MPE 553

Total Hours: 45

L	T	P	Credit
3	0	0	3

Course Learning Outcomes:

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

CLO1: Develop understanding about sports medicine and its significance.

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

CLO3: Develop insight about management of sports injuries.

CLO4: Understand different techniques of massage.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 12 Hours	Health Education: Definition, Need and importance Concept of Sports Medicine, Role of Sports Physician and Athletic Trainer in Sports Medicine, Categories of Athletic Injuries: Traumatic and Overuse. Inflammation and Stages injury Healing, Athletic Rehabilitation, Role of Therapeutic Exercises in Rehabilitation of Musculo-skeletal athletic injuries.	CLO1
	Learning Activities: Peer review on needs and importance of various sports injuries	
II 12 Hours	Therapeutic Modalities: Meaning and Concept of Therapeutic Modalities, Therapeutic effects, uses, and contraindications of following therapeutic modalities: <ol style="list-style-type: none"> Cryotherapy (Ice Therapy) Short wave Diathermy Ultra sound Therapy Transcutaneous Nerve Stimulation (TNS) LASER Therapy Reflexion on discussing various therapeutic modalities for sports injuries.	CLO2

	Learning Activities: Peer discussion, real world application, brain storming and Problem Solving.	
III 10 Hours	Sports Massage: Meaning and Definition and role of Massage in sports injuries and rehabilitations, Massage and Prevention of sports injuries, Massage and Sports Performance, Pre-Competition and Post-Competition phase, Psychological Aspect of Sports Massage, Reflexion of confer massage and its impact on sports performance and injury rehabilitation	CLO3
	Learning Activities: Reflexion of confer massage and its impact on sports performance and injury rehabilitation	
IV 15 Hours	Sports Injuries Management: Importance of rehabilitation equipment (Traction units, sliding sheet, shoulder wheel, quadriceps table, wrist rotators, leg curl, wall pulley, finger board), Bandage –Types of Bandages –strapping/tapping - Application of strapping/tapping and bandage for major joints and body parts, Low back pain, Common causes, General Care, Stretching and strengthening exercises for low back pain, Classification of Therapeutic exercise- Active and passive exercise, Balance training, gait training, gym bell exercise. Reflexion of discussing about equipment and bandaging process for rehabilitation.	CLO4
	Learning Activities: Reflexion of discussing about equipment and bandaging process for rehabilitation.	

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

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

Course Name: Practicum 5 : Sports Psychology

Course Code: MPE 570

Total Hours: 30

L	T	P	Cr
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

CLO3: Explain the areas of testing

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

CLO5: Comprehend the applications of psychological testing in various settings

CLO6: Develop insight in various bio-feedback techniques

PRACTICALS

1. Assessment of Reaction Time (Hard-Eye)
2. Assessment of Coordination (Foot-Eye)
3. Analysis of Personality (Eysinck Personality Questionnaire)
4. Big Five Personality Test
5. Assessment of Achievement Motivation
6. Assessment of Sport competitive anxiety test
7. Application of Psychological Skill Training
8. Assessment of Sociometry Questionnaire

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: Practicum - 6 : Sports Medicine, Athletes care and Rehabilitation

Course Code: MPE 576

Total Hours: 30

L	T	P	Cr
0	0	2	1

Course Learning Outcomes:

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

CLO1: Explain the application of various therapeutic modalities

CLO2: Develop insight in techniques of massage

CLO3: Learn active and passive exercise for rehabilitation

PRACTICALS

1. Assessment of Reaction Time (Hard-Eye)
2. Assessment of Coordination (Foot-Eye)
3. Analysis of Personality (Eysinck Personality Questionnaire)
4. Big Five Personality Test, Assessment of Achievement Motivation
5. Assessment of Sport competitive anxiety test

6. Application of Psychological Skill Training
7. Assessment of Sociometry Questionnaire

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: Comprehensive view of Physical Education

Course Code: MPE 554

Total Hours: 30

L	T	P	Credit
2	0	0	2

Course Learning Outcomes:

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

CLO1: Define philosophies in various countries and its implication towards physical education.

CLO2: Explain growth and development in physical education in India.

CLO3: Review what policies and programmes can work to close gender gaps, with a focus on developing countries in physical education.

CLO4: Elaborate on the constitutional provisions for gender equality in India.

CLO5: Identify gender perspectives in some major policy documents in India

Units/Hours	Contents	Mapping with Course Learning Outcome
I 6 Hours	Physical Education: Physical education and adapted physical education, their objectives, Philosophies of education as applied to physical education, Development of Physical education in various countries (Greece, Rome, Sweden, Russia, Germany, USA, Australia and China).	CLO1
	Learning Activities: Peer discussion, Brain-storming and Problem Solving	
II 8 Hours	Development of Physical Education: Role of Government agencies monitoring professional courses in physical education, Qualities, qualifications and responsibilities of physical education personnel at primary, secondary and higher education levels. Recent Government policies for promoting physical education and sports in India. Hierarchy of organizational set-up in physical education at schools, colleges and university level. Role of public & private sectors	CLO2 CLO3

	in the promotion of physical education and sports in the country.	
	Learning Activities: Peer discussion and Brain Storming	
III 8 Hours	Professional Courses in Physical Education: Role of Government agencies monitoring professional courses in physical education, Qualities, qualifications and responsibilities of physical education personnel at primary, secondary and higher education levels, Recent Government policies for promoting physical education and sports in India, Hierarchy of organizational set-up in physical education at schools, colleges and university level, Role of public & private sectors in the promotion of physical education and sports in the country.	CLO3
	Learning Activities: Peer discussion and Brain Storming	
IV 8 Hours	Inclusive Education: Definition, concept and importance of inclusive education, Historical perspectives on education of children with diverse needs, Difference between special education, integrated education and inclusive education, Advantages of inclusive sports education for all children, Educational approaches and measures for meeting the diverse needs, Sports and Gender:- Gender Equity and Women in Sports, Building inclusive learning friendly sports facilities, overcoming barriers for inclusion.	CLO4 CLO5
	Learning Activities: Peer discussion and Brain Storming	

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

Suggested Reading:

- Chanana, Karuna (ed) Socialisation, Education and Women, Orient Longman, New Delhi, 1988
- Mandell, Nancy (ed), Feminist Issues: Race, Class and Sexuality, Prentice Hall, Ontario, 1995
- Nambissan, Geeta B, Gender and Education: The Social Context of schooling Girl Children in India, 1995.
- Erik Olin Wright, "From Paradigm Battles to Pragmatist Realism: towards an integrated class analysis", New Left Review (forthcoming)
- Daryl Glaser, "Class as a Normative Category: Egalitarian Reasons to Take It Seriously (With a South African Case Study)
- Daryl Glaser, 'Should An Egalitarian Support Black Economic Empowerment?', Politikon, vol. 34, no. 2, 105-123, 2007.
- John Roemer paper: "Should Marxist's care about exploitation" in Analytical Marxism and Philosophy & public affairs 1985 Michael Marmot, Richard Wilkinson, Social Determinants of Health: The Solid Facts

Transaction Mode: Lecture, Case Study, Blended Learning, Problem Solving, Discussion & Demonstration, Self-Study.

Discipline Elective

Course Code: MPE 556

Course Title: Sports Journalism and Mass Media

Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning Outcomes:

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

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

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

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

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

Suggested Reading:

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

Course Name: Technology (ICT) in Physical Education

Course Code: MPE 508

Total Hours: 45

L	T	P	Credit
3	0	0	3

Course Learning Outcomes:

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

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

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	Concept, Elements, Process & Types of Communication, Communicative skills of English-Listening, Speaking, Reading & Writing	CLO1
	Concept & Importance of ICT Need of ICT in Physical Education, Scope of ICT: Teaching Learning Process, Publication Evaluation and Research, Administration Challenges in Integrating ICT in Physical Education.	CLO2
	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	MSWord: Main Features & its Uses in Physical Education, MS Excel: Main Features & its Applications in Physical Education MS Access: Creating a Database, Creating a Table, Queries, Forms & Reports on Tables and its Uses in Physical Education, MS PowerPoint: Preparation of Slides with Multimedia Effects,	CLO5
	Learning Activities: Detailed understanding of MS Office and windows accessories	
IV 10 Hours	E-Learning & Web Based Learning: E-Learning, Web Based Learning, Visual Classroom, Mail Merging, Video Conferencing, Searching and Browsing Security.	CLO6

	Using grammar, spell check utilities and printing a document. Practical applications of the ICT in Physical education.	CL07
	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: Entrepreneurship in Physical Education

Course Code: MPE 558

Total Hours: 45

L	T	P	Credit
3	0	0	3

Course Learning Outcomes:

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

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

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

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

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

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

Units/Hours	Contents	Mapping with Course Learning Outcome
I	Entrepreneurship in Physical Education: Entrepreneurship in Physical Education: meaning, need and concept, characteristics of	CLO1

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

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

Field Practical

Course Code: MPE 560

Course Title: Practical – VII (Jumping Events- Long Jump, Triple Jump & High Jump, Pole-Vault, Javelin & Hammer throw)

L	T	P	Cr
0	0	4	2

Total Hours: 60

Learning outcomes:

After completion of the course students will be able to

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

CLO2: Teaching fundamental skills of various jumping events.

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

CLO4: Coaching drills, conditioning and training schedule preparation.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	History of Jumping events World wide- Indian Athletes History-Fundamentals of Jumping events – teaching and coaching of jump events.	CLO1
II 15 Hours	Fundamental of Various Jumping techniques, long jump – triple jump – high jump-Pole vault. Advantages of technical characteristics of jumping events.	CLO2
III 15 Hours	IAAF rules and ties breaking interpretations of jumping events. Warming-up and cooling down Exercises for Various Jumping Events.	CLO3
IV 15 Hours	Drills and Conditioning exercise for Jumping Events-Basic- Training Schedule Preparation. pole-vault, javelin & hammer throw	CLO4

Suggested Reading:

- 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.
- <https://www.worldathletics.org/about-iaaf/documents/book-of-rules>
- <https://sportsauthorityofindia.nic.in/showimg.asp?ID=580>

Criteria of Continuous Assessment (Total Marks: 50)

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

Criteria of Term End Assessment (Total Marks: 50)

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

SPORTS SPECIALIZATION -I

Course Code: MPE 651

Course Title: Badminton -I

Total Hours : 90

L	T	P	Cr
0	0	6	3

Learning outcomes:

After completion of the course students will be able to

CLO1: Explain the rules & regulations of the game.

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

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

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

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

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

Units/Hours	Contents	Mapping with Course Learning Outcome
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<p style="text-align: center;">I 45 Hours</p>	<p style="text-align: center;">Foundation & Rules</p> <ul style="list-style-type: none"> • Historical development in India and World Level • Rules/Laws and their interpretation • Rules & Laws for people with Disability. • Latest changes of rules/laws & their impact on the game • Qualifying system of major national and international tournaments. 	<p style="text-align: center;">CLO1 CLO2 CLO3</p>
<p style="text-align: center;">II 45 Hours</p>	<p style="text-align: center;">Officiating</p> <ul style="list-style-type: none"> • Play area dimension and marking • Equipment specification • Qualities & qualification 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 level 	<p style="text-align: center;">CLO4 CLO5 CLO6</p>

REFERENCES

- Downey, J. C., & Brodie, D. (1980). Get Fit for Badminton: A Practical Guide to Training for Players and Coaches. Pelham Books.
- Downey, Jake (1993). Winning Badminton Doubles How to coach Badminton. Published by Jake Downey.
- Downey, Jake (1982). Better Badminton for All. Pelham Books .
- Downey, Jake (1993). Excelling at Badminton (Beyond the Basics). Teach Yourself Books.
- Downey, Jake (2007). Tactics in Badminton Singles. e-book.
- Grice (2007). Badminton Steps to Success (2nd Edition). Human Kinetics.
- John Edwards (1997). Badminton: Technique, Tactics, Training (Crowood Sports Guides).The Crowood Press Ltd.
- Mark Golds (2002). Badminton (Series - Skills of the Game).The Crowood Press Ltd.

Course Code: MPE 652

Course Title: Basketball -I

Total Hours : 90

L	T	P	Cr
0	0	6	3

Learning outcomes:

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

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<p>Foundation & Rules</p> <ul style="list-style-type: none"> • Historical development in India and World Level • Rules/Laws and their interpretation • Rules & Laws for people with Disability. • Latest changes of rules/laws & their impact on the game • Qualifying system of major national and international tournaments. 	CLO1 CLO2 CLO3
II 45 Hours	<p>Officiating</p> <ul style="list-style-type: none"> • Play area dimension and marking • Equipment specification • Qualities & qualification 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 level 	CLO4 CLO5 CLO6

References:

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

Course Code: MPE 653

Course Title: Cricket -I

Total Hours : 90

L	T	P	Cr
0	0	6	3

Learning outcomes:

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

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

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	Foundation & Rules <ul style="list-style-type: none"> • Historical development in India and World Level • Rules/Laws and their interpretation • Rules & Laws for people with Disability. • Latest changes of rules/laws & their impact on the game • Qualifying system of major national and international tournaments. 	CLO1 CLO2 CLO3
II 45 Hours	Officiating <ul style="list-style-type: none"> • Play area dimension and marking • Equipment specification • Qualities & qualification 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 level 	CLO4 CLO5 CLO6

Suggested Reading:

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

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

L	T	P	Cr
0	0	6	3

Learning outcomes:

After completion of the course students will be able to
 CLO1: Explain the rules & regulations of the game.

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

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

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

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

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

Units/Hours	Contents	Mapping with Course Learning Outcome
<p style="text-align: center;">I</p> <p style="text-align: center;">45 Hours</p>	<p style="text-align: center;">Foundation & Rules</p> <ul style="list-style-type: none"> • Historical development in India and World Level • Rules/Laws and their interpretation • Rules & Laws for people with Disability. • Latest changes of rules/laws & their impact on the game • Qualifying system of major national and international tournaments. 	<p style="text-align: center;">CLO1 CLO2 CLO3</p>
<p style="text-align: center;">II</p> <p style="text-align: center;">45 Hours</p>	<p style="text-align: center;">Officiating</p> <ul style="list-style-type: none"> • Play area dimension and marking • Equipment specification • Qualities & qualification 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 level 	<p style="text-align: center;">CLO4 CLO5 CLO6</p>

Suggested Reading:

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

L	T	P	Cr
0	0	6	3

L	T	P	Cr
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Course Code: MPE 655
Course Title: Hockey -I
Total Hours : 90

Learning outcomes:

After completion of the course students will be able to

CLO1: Explain the rules & regulations of the game.

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

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

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

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

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

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<p>Foundation & Rules</p> <ul style="list-style-type: none"> • Historical development in India and World Level • Rules/Laws and their interpretation • Rules & Laws for people with Disability. • Latest changes of rules/laws & their impact on the game • Qualifying system of major national and international tournaments. 	CLO1 CLO2 CLO3
II 45 Hours	<p>Officiating</p> <ul style="list-style-type: none"> • Play area dimension and marking • Equipment specification • Qualities & qualification 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 level 	CLO4 CLO5 CLO6

Suggested Reading:

- Siddharth (2016). "Kabaddi Introduction, Rules, Information, History & Competitions". Sportycious. Retrieved 28 January 2020.
- Rules of Kabaddi". International Kabaddi Federation (IKF). Archived from the original on 4 March 2016. Retrieved 26 August 2014.
- S. Muniraju. (2015). A Text Book on Kabaddi: Kabaddi, Skills Techniques and Strategies. Lap Lambert Academic Publishing.
- E. Prasad Rao. (2002). Kabaddi- the complete hand book. Jagadamba Publications, Vizianagaram, A.P.

Course Code: MPE 656
Course Title: Tennis -I
Total Hours : 90

0	0	6	3
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Learning outcomes:

After completion of the course students will be able to

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

Units/Hours	Contents	Mapping with Course Learning Outcome
<p style="text-align: center;">I 45 Hours</p>	<p>Foundation & Rules</p> <ul style="list-style-type: none"> • Historical development in India and World Level • Latest changes of rules/laws & their impact on the game • Rules/Laws and their interpretation • Rules & Laws for people with Disability. • Qualifying system of major national and international tournaments. 	<p style="text-align: center;">CLO1 CLO2 CLO3</p>
<p style="text-align: center;">II 45 Hours</p>	<p>Officiating</p> <ul style="list-style-type: none"> • Play area dimension and marking • Equipment specification • Qualities & qualification 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 level 	<p style="text-align: center;">CLO4 CLO5 CLO6</p>

Suggested Reading:

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

Course Code: MPE 657
Course Title: Volleyball -I
Total Hours : 90

L	T	P	Cr
0	0	6	3

Learning outcomes:

After completion of the course students will be able to

CLO1: Explain the rules & regulations of the game.

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

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

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

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

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

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	Foundation & Rules <ul style="list-style-type: none"> • Historical development in India and World Level • Rules/Laws and their interpretation • Rules & Laws for people with Disability. • Latest changes of rules/laws & their impact on the game • Qualifying system of major national and international tournaments. 	CLO1 CLO2 CLO3
II 45 Hours	Officiating <ul style="list-style-type: none"> • Play area dimension and marking • Equipment specification • Qualities & qualification 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 level 	CLO4 CLO5 CLO6

Suggested Reading:

- Anthony C. Varghese & Lawrence V. (2009). Volleyball Player. Handbook Friends Publication, New Delhi.
- Dumphy Mary & Wilde Rad. (2000). Volleyball Today (2nd Edition). Fritz/Brett.
- Ranganathan P.P. (2003). Volleyball, A Guide to Playing and Coaching. Friends Publication, Delhi.
- Resser C. Jonathan & Bohr Roald. (2003). Volleyball. Blockwell.
- Sagar S.K. (2001). Play Better Volleyball. Sports Publication, Delhi.

- Soudhu S. Gurbaksh. (1982). Volleyball Basic and Advanced. Sports People, Chandigarh.
- American Sport Education Program. (2007). Coaching Youth Volleyball. Human Kinetics.
- Wise, M. (1999). Volleyball drills for champions. Human Kinetics.

L	T	P	Cr
0	0	6	3

Course Code: MPE 658

Course Title: Yoga -I

Total Hours : 90

Learning outcomes:

After completion of the course students will be able to

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

CLO2: Explain different stage/school of yoga.

CLO3: To explain official governing bodies of yoga

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

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

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

Suggested Reading:

- Tarak Nath Pramanik. (2018). Yoga Education. Sports Publication, New Delhi.
- Swami Vivekananda (2019). The Complete Book of Yoga : Karma Yoga, Bhakti Yoga, Raja Yoga, Jnana Yoga. Fingerprint Publishing.
- Sadhguru (2017). Adiyogi: The Source of Yoga. Harper Collins Publishers, India.
- Sadhguru (2017). Inner Engineering: A Yogi's Guide to Joy. Penguin Random House India.
- Swami Satyananda Saraswati (2013). Asana Pranayama Mudra Bandha. Bihar School of Yoga.

- B.K.S. Iyengar. (2012). Light on the Yoga Sutras of Patanjali. Harper Collins Publishers, India.
- Leslie Kaminoff & Amy Matthews. (2011). Yoga Anatomy. Human Kinetics.
- Muktibodhananda Swami. (1998). Hatha Yoga Pradipika. Bihar School of Yoga.
- Anatharaman, T.N. (1996). Ancient Yoga and Modern Science. Project of History of Indian Sciences Philosophy & Culture.
- Sturgess, Stephen. (1996). The Yoga Book. Watkins Publications, London, University of Michigan.
- Kumar, Dr. Kamakhya. (2008). Super Science of Yoga. Standard Publications, New Delhi.

Criteria of Continuous Assessment (Total Marks: 50)

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

Criteria of Term End Assessment (Total Marks: 50)

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

Course Code: MPES 575
Course Title: Coaching Proficiency (as per game of Specialization)
Total Hours: 30

L	T	P	Cr
0	0	2	1

Learning outcomes:

After completion of the course students will be able to

- To develop proficiency in taking teaching lesson of game & sports.
- Students will learn how to discuss about theory of sports and various skills of games with biomechanical principles.
- Students shall be provided sufficient training in selected discipline.
- To develop proficiency in taking coaching lesson.
- Demonstration of skills of specialized sport.

Content

The students of MPED IV Semester need to develop proficiency in taking coaching lesson of game& sports. Students will learn how to discuss about various skills of games with biomechanical principles. In view of this, the students shall be provided sufficient training in selected discipline. The duration of the lesson shall be 45 minutes. Each student will take 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

Course Code: MPE 563
Course Title: Intramural Activities
Total Hours: 30

L	T	P	Cr
0	0	2	1

Learning outcomes:

After completion of the course students will be able to

- To develop proficiency in Sports & Games.
- To enable the students for acquiring relevant skills in various Sports & Games.
- To develop good judgment and fair play in competitions.
- To enhance teamwork, and leadership skills.
- To enhance a social interaction through play within a diverse student body.

Content

The MPED– III Semester students need to participate in the intramural competition to nurture healthy competition, good judgment and fair play, teamwork, and leadership skills. The intramural competition allows students to participate in sport and physical activities without regard for high-performance skill or ability and enhance social interaction through play within a diverse student body and reduce student conflict by encouraging students to manage their emotions appropriately. It will promote a lifestyle of healthy habits through recreation and leisure activity involvement.

Criteria of Continuous Assessment (Total Marks: 50)

- Quality of Conducting Sports Competition – 20
- Preparation of Playing Area – 20 Marks
- Officiating – 10 Marks

Criteria of Term End Assessment (Total Marks: 50)

- Marking of any two Team Game Sports other than specialization -20 Marks
- Marking of any two Individual Sports other than specialization - 20 Marks
- Officiating of any two sports other than specialization - 10 Marks

IV Semester

Course Name: Dissertation

Course Code: MPE 601

Total Hours: 480

L	T	P	Cr
0	0	32	16

Course Learning Outcomes:

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

CLO1: Conduct research independently in physical education and sport

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

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

CLO4: Complete the research report as per format

Total Hours	Contents	Mapping with Course Learning Outcome
480 Hours	<p>Research Work: A candidate shall have dissertation for M.P.Ed. – IV Semester and synopsis for the same will be submitted in III semester. Candidate give presentation for his/her research work before the research development committee, candidate will collect data and write all five chapters under the supervisor. A candidate selecting dissertation must submit his/her dissertation not less than one week before the beginning 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.southalabama.edu

Evaluation Criteria:

Dissertation (Fourth Semester)		
	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 Name: Internship

Course Code: MPE 592

Total Hours: 120

L	T	P	Cr
0	0	8	4

Course Learning Outcomes:

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

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

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

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

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

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

Total Hours	Contents	Mapping with Course Learning Outcome

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

Suggested Readings

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

Suggested websites

- <http://ed-web2.educ.msu.edu/team4/>
- <https://learning.colostate.edu/guides/guide.cfm?guideid=4&bd=-6%23768%231280%231%23n> (Links to an external site.)Links to an external site.
- <https://studentconduct.usu.edu/studentcode/article6> (Links to an external site.)Links to an external site

Evaluation Criteria:

Internship		
	Marks	Evaluation
Supervisor	50	Continuous Assessment
External Expert, HoD and Senior-most Faculty of the Department	50	End Semester Assessment

Sports Specialization-II

L	T	P	Cr
0	0	6	3

Course Code: MPE 671

Sports Practical : Badminton-II

Total Hours: 90

Learning outcomes:

After completion of the course students will be able to

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

CLO2: Develop insight for planning and periodization of sports

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

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

CLO5: To learn physical and psychological preparation of athlete

CLO6: To learn preparation of team building

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<p style="text-align: center;">Talent Identification and Development</p> <ul style="list-style-type: none"> • Detection of talent in badminton • Development of talent in badminton • Planning and Periodization in badminton <p style="text-align: center;">Techniques & their application</p> <ul style="list-style-type: none"> • Classification & analysis of technique -Various faults in skills, their causes and corrections, types of exercises to develop and consolidate fundamental skills of the badminton • Teaching stages of techniques • Evaluation of techniques. 	CLO1 CLO2 CLO3
II 45 Hours	<p style="text-align: center;">Tactics & their Application</p> <ul style="list-style-type: none"> • Philosophy of coaching applied in badminton • Meaning, Aims & Objectives of technical and tactical training. • Developing basic strategy, singles, doubles and mixed doubles strategies (Offensive and Defensive). • Requisite of Badminton Player (Physical, Technical, Psychological). • Mechanical Analysis of Technical Skills. 	CLO4 CLO5 CLO6

	<ul style="list-style-type: none"> Relationship between tactics and strategy Team building (On and off court). 	
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Suggested Reading:

- Downey, J. C., & Brodie, D. (1980). Get Fit for Badminton: A Practical Guide to Training for Players and Coaches. Pelham Books.
- Downey, Jake (1993). Winning Badminton Doubles How to coach Badminton. Published by Jake Downey.
- Downey, Jake (1982). Better Badminton for All. Pelham Books .
- Downey, Jake (1993). Excelling at Badminton (Beyond the Basics). Teach Yourself Books.
- Downey, Jake (2007). Tactics in Badminton Singles. e-book.
- Grice (2007). Badminton Steps to Success (2nd Edition). Human Kinetics.
- John Edwards (1997). Badminton: Technique, Tactics, Training (Crowood Sports Guides). The Crowood Press Ltd.
- Mark Golds (2002). Badminton (Series - Skills of the Game). The Crowood Press Ltd.

Course Code: MPE 672
Sports Practical: Basketball- II

L	T	P	Cr
0	0	6	3

Total Hours: 90

Learning outcomes:

After completion of the course students will be able to

CLO1: Explain the rules & regulations of the game.

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

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

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

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

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

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<p>Talent Identification and Development</p> <ul style="list-style-type: none"> Detection of talent in basketball Development of talent in basketball Planning and Periodization in basketball <p>Techniques & their application</p> <ul style="list-style-type: none"> Classification & analysis of technique 	CLO1 CLO2 CLO3

	<p>-Various faults in skills, their causes and corrections, types of exercises to develop and consolidate fundamental skills of the game</p> <ul style="list-style-type: none"> • Teaching stages of techniques • Evaluation of techniques. 	
<p>II 45 Hours</p>	<p>Tactics & their Application</p> <ul style="list-style-type: none"> • Philosophy of coaching applied in basketball • Meaning, Aims & Objectives of Tactics and Strategy. • Offensive Tactics (individual and team). • Defensive Tactics (individual and team). • Methods of Tactical training (break up drills). • Relationship between tactics and strategy • Team conflicts (How to identify conflict and solve it). • Team building (On and off court). 	<p>CLO4 CLO5 CLO6</p>

Suggested Reading:

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

Course Code: MPE 673

Sports Practical: Cricket - II

Total Hours : 90

L	T	P	Cr
0	0	6	3

Learning outcomes:

After completion of the course students will be able to

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

CLO2: Develop insight for planning and periodization of sports

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

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

CLO5: To learn physical and psychological preparation of athlete

CLO6: To learn preparation of team building

Units/Hours	Contents	Mapping with
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		Course Learning Outcome
I 45 Hours	<p>Talent Identification and Development</p> <ul style="list-style-type: none"> • Detection of talent in cricket • Development of talent in cricket • Planning and Periodization in cricket <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 	CLO1 CLO2 CLO3
II 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. 	CLO4 CLO5 CLO6

Suggested Reading:

- Aneja, O.P. (2012). How to Play Cricket. Prerna Prakashan.
- Arora & Monika. (2005). Cricket Coaching Manual. Sports Publication.
- Bharadwaj & Arun. (2008). Coaching Batting Skills. Royal Colour Cartons.
- Boe, Clair and Norton (1959). Men to Men Defense and Attack. New York: Ronald Press Company.
- Kutty Suresh. (2003). Fielding Drills in Cricket. Sports Publication.
- Rachna. (2001). Play Better Cricket. Sports Publication.
- Srivastava, A.K. (2006). How to Coach Bowling. Sports Publication.
- Srivastava, Vijay Kumar. (2007). Analysis of Cricket Skills. Sports Publication.
- Syal, Meenu. (2004). Teach Yourself Cricket. Prerna Prakashan.
- Tyagi, Arun Kumar. (2012). Cricket Skills & Rules. Khel Sahitya Kendra.
- Woolmer, Bob. (2009). The Art and Science of Cricket. Firefly Book Limited.

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

L	T	P	Cr
0	0	6	3

Learning outcomes:

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

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<p>Talent Identification and Development</p> <ul style="list-style-type: none"> • Detection of talent in football • Development of talent in football • Planning and Periodization in football <p>Techniques & their application</p> <ul style="list-style-type: none"> • Classification & analysis of 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. 	CLO1 CLO2 CLO3
II 45 Hours	<p>Tactics & their Application</p> <ul style="list-style-type: none"> • Philosophy of coaching applied in football • Meaning, Aims & Objectives of Tactics and Strategy. • General and applied tactics and their implication : <ol style="list-style-type: none"> I. Individual : Attack & Defence. II. Group: Attack & Defence. • Methods of Tactical training (break up drills). • Relationship between tactics and strategy • Team conflicts (How to identify conflict and solve it) 	CLO4 CLO5 CLO6

Suggested Reading:

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

L	T	P	Cr
0	0	6	3

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

Learning outcomes:

After completion of the course students will be able to

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

CLO2: Develop insight for planning and periodization of sports

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

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

CLO5: To learn physical and psychological preparation of athlete

CLO6: To learn preparation of team building

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<p>Talent Identification and Development</p> <ul style="list-style-type: none"> • Detection of talent in Kabaddi • Development of talent in Kabaddi • Planning and Periodization in Kabaddi <p>Techniques & their application</p> <ul style="list-style-type: none"> • Classification & analysis of 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. 	CLO1 CLO2 CLO3

II 45 Hours	Tactics & their Application <ul style="list-style-type: none"> • Philosophy of coaching applied in Kabaddi • Meaning, Aims & Objectives of Tactics and Strategy. • Offensive Tactics (individual and team). • Defensive Tactics (individual and team). • Methods of Tactical training (break up drills). • Relationship between tactics and strategy • Team conflicts (How to identify conflict and solve it). 	CLO4 CLO5 CLO6
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Suggested Reading:

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

L	T	P	Cr
0	0	6	3

Course Code: MPE 676
Sports Practical: Tennis - II
Total Hours: 90

Learning outcomes:

After completion of the course students will be able to

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

CLO2: Develop insight for planning and periodization of sports

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

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

CLO5: To learn physical and psychological preparation of athlete

CLO6: To learn preparation of team building

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	Talent Identification and Development <ul style="list-style-type: none"> • Detection of talent in Tennis • Development of talent in Tennis • Planning and Periodization in Tennis 	CLO1 CLO2 CLO3

	<p>Techniques & their application</p> <ul style="list-style-type: none"> • Advance Technique/Skill- Footwork, Service Variations, Drive Variations, Flick,Smash, five game situation& their Developmental Drills. • Situational Play. • Recreational and lead-up activities : Sky Ball,Flying Target, Double Tennis, NoAd Game, Up & down, Tag Team Tennis, Stop Tennis, Rally Ball, Team Cones,Floor Tennis 	
<p>II 45 Hours</p>	<p>Tactics & their Application</p> <ul style="list-style-type: none"> • Philosophy of coaching applied in Tennis • Meaning, Aims & Objectives of technical and tactical training. • Developing basic strategy (Offensive and Defensive). • Requisite of Table Tennis Player (Physical, Technical, Psychological). • Mechanical Analysis of Technical Skills. • Relationship between tactics and strategy • Team conflicts (How to identify conflict and solve it). 	<p>CLO4 CLO5 CLO6</p>

Suggested Reading:

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

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

L	T	P	Cr
0	0	6	3

Learning outcomes:

After completion of the course students will be able to

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

CLO2: Develop insight for planning and periodization of sports

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

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

CLO5: To learn physical and psychological preparation of athlete

CLO6: To learn preparation of team building

Units/Hours	Contents	Mapping with Course Learning Outcome
<p style="text-align: center;">I 45 Hours</p>	<p style="text-align: center;">Talent Identification and Development</p> <ul style="list-style-type: none"> • Detection of talent in Volleyball • Development of talent in Volleyball • Planning and Periodization in Volleyball <p style="text-align: center;">Techniques & their application</p> <ul style="list-style-type: none"> • Classification & analysis of 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. 	<p style="text-align: center;">CLO1 CLO2 CLO3</p>
<p style="text-align: center;">II 45 Hours</p>	<p style="text-align: center;">Tactics & their Application</p> <ul style="list-style-type: none"> • Philosophy of coaching applied in Volleyball • Meaning, Aims & Objectives of Tactics and Strategy. • Methods of Tactical training (break up drills). • Relationship between tactics and strategy • Playing system (offensive and defensive) : <ol style="list-style-type: none"> I. 3-Men reception. II. 2-Men reception. III. 2-1-3, 2-0-4 and 3-0-3 defensive system. • Team conflicts (How to identify conflict and solve it). • Different teaching and coaching aids/gadgets of Volleyball 	<p style="text-align: center;">CLO4 CLO5 CLO6</p>

Suggested Reading:

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

L	T	P	Cr
0	0	6	3

Code: MPE 678**Sports Practical: Yoga - II****Total Hours: 90****Learning outcomes:**

After completion of the course students will be able to

CLO1: Explain the concept of Chakras and Aura in Yoga

CLO2: Develop insight about various forms of Pranayama

CLO3: To learn techniques of Mudras, Bandas and Meditation

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

CLO5: To learn tactical and technical training in Yoga

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

Units/Hours	Contents	Mapping with Course Learning Outcome
I 45 Hours	<ul style="list-style-type: none"> • Concept of Pancha Mahabhuta, Panch Kosh, Panch Prana, Chakras and Aura in Yoga • Concept of Triguna And Tridosha in Yoga • Yogic lifestyle (Ahara, Vihar, Achar, Vichar) • Shatkarma: Meaning, Types (Dhauti, Basti, Neti, Trataka & Kapalbhathi) techniques, Precautions and Benefits. • Asanas & Pranayama: Meaning, Definitions, Types, Techniques, Precautions and benefits. • Mudras & Bandas: Meaning, Technique, Precautions and Benefits. • Meditation: Meaning, techniques and benefits of 	CLO1 CLO2 CLO3

	meditation.	
II 45 Hours	<p>Tactics & their Application</p> <ul style="list-style-type: none"> • Requisite of professional yoga practitioner (Physical, Technical, Psychological). • Teaching/ Training in Yoga: Means & methods, basic teaching aids and Advanced training gadgets • Planning and Periodization in Yoga • Evaluation of learning & performing techniques & tactics (in training & competition). • Mechanical Analysis of Technical Skills in Yoga. 	CLO4 CLO5 CLO6

Suggested Reading:

- Tarak Nath Pramanik. (2018). Yoga Education. Sports Publication, New Delhi.
- Swami Vivekananda (2019). The Complete Book of Yoga : Karma Yoga, Bhakti Yoga, Raja Yoga, Jnana Yoga. Fingerprint Publishing.
- Sadhguru (2017). Adiyogi: The Source of Yoga. Harper Collins Publishers, India.
- Sadhguru (2017). Inner Engineering: A Yogi's Guide to Joy. Penguin Random House India.
- Swami Satyananda Saraswati (2013). Asana Pranayama Mudra Bandha. Bihar School of Yoga.
- B.K.S. Iyengar. (2012). Light on the Yoga Sutras of Patanjali. Harper Collins Publishers, India.
- Leslie Kaminoff & Amy Matthews. (2011). Yoga Anatomy. Human Kinetics.
- Muktibodhananda Swami. (1998). Hatha Yoga Pradipika. Bihar School of Yoga.
- Anatharaman, T.N. (1996). Ancient Yoga and Modern Science. Project of History of Indian Sciences Philosophy & Culture.
- Sturgess, Stephen. (1996). The Yoga Book. Watkins Publications, London, University of Michigan.
- Kumar, Dr. Kamakhya. (2008). Super Science of Yoga. Standard Publications, New Delhi.
- Jha, Gangadhar. (1894). Yoga Sara Samgraha. Bombay Theosophical Fund, Tatva Vivechaka Press, Bombay.

Criteria of Continuous Assessment (Total Marks: 50)

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

Criteria of Term End Assessment (Total Marks: 50)

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

L	T	P	Cr
0	0	2	1

Course Code: MPE 583

Course Title: Intramural Activities

Total Hours: 30

Learning outcomes:

After completion of the course students will be able to

- To develop proficiency in Sports & Games.
- To enable the students for acquiring relevant skills in various Sports & Games.
- To develop good judgment and fair play in competitions.
- To enhance teamwork, and leadership skills.
- To enhance a social interaction through play within a diverse student body.

Content

The MPED– IV Semester students need to participate in the intramural competition to nurture healthy competition, good judgment and fair play, teamwork, and leadership skills. The intramural competition allows students to participate in sport and physical activities without regard for high performance skill or ability and enhance social interaction through play within a diverse student body and reduce student conflict by encouraging students to manage their emotions appropriately. It will promote a lifestyle of healthy habits through recreation and leisure activity involvement and makes them technically and tactically efficient in respective sports.

Criteria of Continuous Assessment (Total Marks: 50)

- Quality of Conducting Sports Competition – 20
- Preparation of Playing Area – 20 Marks
- Officiating – 10 Marks

Criteria of Term End Assessment (Total Marks: 50)

- Marking of any two Team Game Sports other than specialization -20 Marks
- Marking of any two Individual Sports other than specialization - 20 Marks
- Officiating of any two sports other than specialization - 10 Marks