KANNUR UNIVERSITY
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(Abstract)

Master of Physical Education and Sports Programme (M.P.E.S.) offered by the School of Physical Education and Sports Sciences, Mangattuparamba Campus - Modified Scheme and Syllabus- Approved and Implemented w. e. f. 2024 admission -Orders issued.

ACADEMIC J SECTION

Acad/C4/4836/2011 Dated: 01.04.2026

Read:-1. U.O. No. Acad C/Acad C1/27017/2023 dated 10.01.2024

2. E mail dated 25.02.2026 from the Head, School of Physical Education and Sports Science, Kannur University

3. Minutes of Standing Committee on Academic Council held on 12.03.2026

4. Orders of Vice Chancellor in file of even No. dated 01.04.2026

ORDER

1. As per paper read (1) above, the revised Scheme and Syllabus of Master of Physical Education and Sports (MPES) Programme (CBCSS) in the school of Physical Education and Sports Sciences , Mangattuparamba Campus was implemented in the University Department - w.e.f 2024 admission.
2. The Head ,School of Physical Education and Sports Science vide paper read as (2) above, requested permission to include "Track and Field " as a DSE course in the third and fourth semesters of the Programme from 2024 admission onwards, and also submitted the revised syllabus incorporating Track and Field as a DSE course in the third and fourth semesters of the Programme, for approval and implementation with effect from 2024 admission.
3. After considering the matter, the Vice Chancellor has ordered to place the modified Scheme and Syllabus of M.P.E.S. before the Standing Committee of the Academic Council for consideration.
4. The Standing Committee of the Academic Council, vide the paper read (3) above, recommended to approve the modified Scheme and Syllabus of Master of Physical Education and Sports (M.P.E.S.) programme for implementation with effect from 2024 admission. .
5. The Vice Chancellor after considering the recommendation of the Standing Committee of the Academic Council and in exercise of the powers of the Academic Council conferred under Section 11(1) Chapter III of the Kannur University Act, 1996 and all other enabling provisions read together with, approved the modified Scheme and Syllabus of the Master of Physical Education and Sports (M.P.E.S.) by the School of Physical Education and Sports Sciences, Mangattuparamba Campus and accorded sanction to implement the same w.e.f. 2024 admission.
6. The modified Scheme and syllabus of Master of Physical Education and Sports (M.P.E.S) programme implemented w.e.f. 2024 admission after incorporating "Track and field" as a DSE course in the third and fourth semesters of the programme , is attached with this U.O. and uploaded in the website of the University (www.kannuruniv.ac. in)
7. Orders are issued accordingly.

Sd/-

Bindu K P G

DEPUTY REGISTRAR (ACADEMIC)

For REGISTRAR

To: 1. The Controller of Examination (Through PA to CE)

2. The Head Dept., School of Physical Education and Sports Sciences

Copy To: 1.Computer programmer

2.PS to VC/ PA to R

3.DR/AR(Acad), EXCI, EP IV

4.IT Cell (for uploading on the website)

5.JR II Exam

6.SF/DF/FC

Forwarded / By Order

SECTION OFFICER

KANNUR UNIVERSITY
CIVIL STATION P.O.
KANNUR
Pin - 670 002

KANNUR UNIVERSITY

SCHOOL OF PHYSICAL EDUCATION AND SPORTS SCIENCES

Choice Based Credit Semester System (CBCSS)

MASTER OF PHYSICAL EDUCATION AND SPORTS

(M.P.E.S) Syllabus

(Effective from 2023 Admission)

Syllabus Preparation Committee

1. **Prof Anil Ramachandran**
   Professor & Head
   School of Physical Education and Sports Sciences
   Kannur University
2. **Dr Wilson V A**
   Associate Professor
   School of Physical Education and Sports Sciences
   Kannur University
3. **Dr Suvarna Shanker**
   Assistant Professor
   School of Physical Education and Sports Sciences
   Kannur University
4. **Dr Shijila P S**
   Assistant Professor
   School of Physical Education and Sports Sciences
   Kannur University
5. **Dr Ummer Farooque**
   Assistant Professor
   School of Physical Education and Sports Sciences
   Kannur University

Expert Committee Members

1. **Prof Nishan Singh Deol**
   Professor & Head
   Department of Physical Education
   Punjabi University, Patiala

2. **Dr Sudheesh C S**
   Assistant Professor
   LNCPE, Trivandrum

3. **Ashutosh Acharya**
   Assistant Professor
   LNCPE, Trivandrum

Preface

The revised curriculum and syllabus for Master of Physical Education and Sports (MPES) based on outcome-based education has been implemented with focus on student centric, skill development and employability aspects. The present focus has been on holistic student engagement, with the curriculum designed to nurture and empower students with advanced knowledge and skills in the field of physical education and sports science. This syllabus is founded upon the principles of the Choice Based Credit Semester System (CBCSS), an educational approach that places you, the learner, at the center of your academic journey, offering flexibility and diversity in your learning experience.

In today's ever-changing world, where the importance of physical fitness, sports, and holistic well-being is widely recognized, the role of a Master of Physical Education takes on greater significance. This syllabus encompasses a wide range of subjects, carefully selected to provide a comprehensive education in physical education and sports sciences, which delves into topics such as sports training, exercise physiology, biomechanics, sports psychology, gender equality in education, and many more.

Key Features of the Choice-Based Credit Semester System (CBCSS):

1. **Flexibility**: The CBCSS empowers the student to choose courses from a diverse array of subjects, allowing them to customize their academic path to align with their unique interests and career aspirations. This flexibility ensures that education is truly tailored to student needs and interests.
2. **Interdisciplinary Learning**: This system encourages the learner to explore related fields and engage in cross-disciplinary studies; providing deeper understanding of various facets of physical education and sports sciences.
3. **Continuous Assessment:** Continuous assessment promotes regular engagement with the material, fostering a deeper and more holistic understanding of the subjects. This approach emphasizes the development of a comprehensive skill set.

4. **Skill Development**: Practical skills and hands-on experience are integral to this programme. The learner will have ample opportunities to apply theoretical knowledge in real-world scenarios, honing their skills and competence.

5. **Research and Innovation**: The CBCSS encourages students to undertake research projects and explore areas of special interest. This fosters critical thinking, creativity, and innovation in the field.

This curriculum is designed by the School of Physical Education and Sports Sciences at Kannur University to meet the diverse needs and interests of students pursuing advanced studies in the field of physical education and sports science. The academic journey through this programme will not only involve academic learning but also personal growth, professional development, and a deepening appreciation for the role of physical education in society. Embarking on this exciting academic journey, the student needs to remember that your choices and experiences within the CBCSS framework will shape your future in this field. Embrace the opportunities, challenge yourself, and seize the chance to explore your passions. This CBCSS- based syllabus has been thoughtfully crafted to provide you with the knowledge, skills, and adaptability necessary to excel in this dynamic field.

We wish you a fulfilling and transformative experience as you pursue your Master of Physical Education through the Choice Based Credit Semester System at Kannur University

Prof Anil Ramachandran
Head of the Department

1. ABOUT THE DEPARTMENT

1.1 Profile of the Institution

Kannur University was established in the year 1996 as a teaching residential and affiliating university. Considering the great sports tradition and the socio-cultural background, the university established the School of Physical Education and Sports Sciences in the year 2001 as a teaching and research department with a vision to provide quality professional training in Physical Education and to mould young talented sports persons to achieve excellence in the field of Sports.

Within a short span of time the institution has developed as a Centre for excellence with state-of-the-art infrastructure facilities and excellence in the field of Sports as well as professional training and research in physical education and sports. The institution offers an M.P.E.S(CBCSS), I.M.P.E.S (CBCSS), PhD (part time and full time) programme, P. G Diploma in Yoga Education, Certificate course in Yoga and Certificate course in Swimming.

1.2 Facilities and Infrastructure

The School of Physical Education and Sports Sciences has the following facilities:

- Academic cum Administrative Building
- Well Staked Library
- Indoor Stadium with Basketball, Handball, Volleyball and Badminton Courts.
- Swimming Pool
- Standard 400 meter Synthetic Track
- Football Ground cum Cricket field
- Outdoor Facility for Basketball, Volleyball,Tennis, Kho Kho, Kabaddi etc.,
- Cricket Nets
- Multi-Gym Fitness Centre
- Multipurpose – Seminar Hall
- Exercise Physiology Laboratory
- Sports Psychology Laboratory
- Sports Biomechanics Laboratory
- Measurement and Sports Training Laboratory

- Physiotherapy Centre.
- Yoga Centre.
- Sports Ayurveda Research Centre
- Equipment for all the major games and Athletics.
- Hostels for Men and Women

1.3 Vision and Mission

VISION

To engage in relentless pursuit of excellence for the development and promotion of physical education and sports.

MISSION

Translating the vision into action we seek to develop:

- *An ideal learning environment for professional scholarship, academic and research competencies among the students.*
- *To design and introduce innovative, integrated and inter-disciplinary curriculum in physical education and sports sciences.*
- *Competent and fully equipped professional physical education teachers and experts in allied areas at various levels.*
- *High standard research facilities to contribute and disseminate knowledge for professional enrichment and national interest.*
- *As a center for higher learning in physical education and excellence in sports sciences and to provide consultancy for coaching and training in sports and to collaborate with national and international organizations and institutions.*
- *As a center for excellence in sports science and contribute to the sporting excellence of the nation.*
- *To extent the expertise and facilities for promotion and development of health, fitness and sports for youth and community.*

2. INTAKE, ELIGIBILITY AND ADMISSION CRITERIA

2.1 Intake

Forty students (40 students) in one unit each year

2.2 Eligibility

1. (a) Should have passed a Bachelor of Physical Education and Sports (BPES) or Bachelor's Degree in Physical Educationwith 50% marks/ equivalent grade

   Or

   Bachelor of Science (BSc) in Health and Physical Education with 50% marks/equivalent grade
2. Should be below the age of 27 years as on 1st July of the year of admission.
3. Should be physically fit for daily heavy load of physical exercises and should not have any physical deformity or mental disability which prevents him/her from actively taking part in physical education program.

2.3 Admission Criteria:

The selection of candidates for admission to the M.P.E.S Course shall be based on merit. The merit of the candidate shall be determined based on the following criteria:

A. Written test: (Based on B.P.Ed /BPES Syllabus) 50 Marks
B. Game Proficiency 20 Marks
C. Physical fitness test (AAHPERD test)20 Marks
   a. 50-yard dash
   b. 4 x 10-yard shuttle run.
   c. Sit-ups
   d. Pull ups (flexed arm hang for girls)
   e. Standing broad jump
   f. 600-yard walk test
D. Sports achievement 10 Marks

Total 100 Marks: Candidates should score at least 40% in the selection tests to place in the rank list.

3. INTRODUCTION TO CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)

Choice Based Credit Semester System (CBCSS) pre-supposes academic autonomy, cafeteria approach in academic environment, semester system, alphabetical grading and interdepartmental collaboration. The CBCSS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses, practicum courses and internships.

3.1. Definitions:

(i) **Academic Programme** means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/Centre.

(ii) **Course** means a segment of a subject that is part of an Academic Programme.

(iii) **Programme Structure** means a list of courses (Core Courses, Elective Courses, Ability Enhancement Courses, Value Added Courses, Skill Enhancement Courses, etc.) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity with University Rules.

(iv) **Core Course** means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course.

(v) **Elective Course** means an optional course to be selected by a student out of such courses offered in the same Department/or other departments. Elective courses may include Discipline Specific Electives (DSE), Interdisciplinary Elective (IE), MOOC courses or Open Electives (offered from other departments).

(vi) **Ability Enhancement Courses (AEC)**: Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses

(SEC). AEC are the courses based upon the content that leads to Knowledge enhancement. SEC are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

(vii) **Practicum** courses refer to experiences that teacher trainees have in the classroom and playfield before they take on the full range of responsibilities required for student teaching. Practicum is aimed at acquiring skills, proficiencies and competencies in various games, sports and physical activities suitable for "all" school children in various sports, games and physical activity.

a. Compulsory Foundation courses are mandatory courses to be taken up by the student which will equip him with the required knowledge and skill for professional practice. This course will provide foundation for learning other related courses later in the professional carrier.

b. Practicum Elective Course (Practicum) are elective courses (practicum) to be selected by the student out of the options provided by the department.

(viii) **Skill based practice are** half credited courses (2 Credit) providing training and vocational skill which can provide additional employment opportunities in informal sector

3.2. Programme Educational Objectives:

PEO – 1: Professional Competency: To provide knowledge of professionalism and to teach effective and efficient skills and competencies to prepare professionally qualified professionals in physical education for higher education.

PEO- 2: Personal Transformation: To cultivate the spirit of sportsmanship, mental and physical alertness, scientific temper and optimism; and tochange the behavior, attitude and values of teacher trainees so that they shape into responsible and accountable agents of change in the society, in diverse perspective of concerns and issues vital for human survival, progress and development.

PEO – 3: Preparation for Placement: To prepare qualified professionals of physical education who would be ready for placement as teachers in colleges, and as fitness instructors in fitness centers, coaching centers, clubs and gyms.

PEO – 4: Higher Education: To lay down a sound foundation for higher and advance studies in physical education, coaching and sports sciences.

PEO – 5: Diverse Leadership: To transform the students as competent leaders with essential organizational, managerial and administrative skills for diverse leadership to apply in the field settings.

PEO – 6: Creative Learning Environment: To inculcate in the students' skills, abilities and competencies to create learning environments for all children

PEO – 7: Value and Ethical Skills: To provide knowledge and experiences needed to exhibit effective skills of value and ethics of the teaching domain.

3.3 Programme Outcomes

On successful completion of the course a student will be able to:

PO1	Contextualize physical education with a set of attitudes and values that signify the importance of movement as a valued human practice
PO2	Qualify for teaching at college/university level and as experts in fitness industry such as clubs, fitness centers and gyms
PO3	Transform themselves into competent teachers with latest domain knowledge and brilliant pedagogical skills
PO4	Centralize and acknowledge that the individual, in his /her search for personal meaning, once educated in health, physical education and sports sciences, would be able to make positive contributions to the enhancement of society.
PO5	Promote learning new skills, enhance, extend, inform and critique the deliberate use of exercise, play, sport and other forms of physical activity within the individual and societal context.
PO6	Acquire organizational and management skills necessary in sports settings and in general educational context

PO7	Communicate effectively on the complex pedagogical activities with the teaching community, sports team and society at large; and be able to instruct and train teams to perform well.
PO8	Perform effectively as an individual, as a member and as a leader in diverse team and multidisciplinary setting.
PO9	Make a unique contribution to balanced development and living emphasizing learning focused on movement. Fostering a pedagogy based around critical thought and action.
PO10	Become an active player in the modern educational system
PO11	Apply appropriate techniques, resources and modern tools to make teaching and coaching effective
PO12	Apply ethical principles to become a competent professional

4. MASTER OF PHYSICAL EDUCATION AND SPORTS (MPES) PROGRAMME DETAILS

4.1 Semester and Working Days

Master of Physical Education and Sports (MPES) programme is a two-year course divided into four semesters. Each semester will consist of 17-20 weeks of academic work equivalent to 100 actual teaching days. The odd semester may be scheduled from May/June to November/December and even semester from November /December to May/June. The institution shall work for a minimum of 36 working hours in a week (five or six days a week).

Working days: There shall be at least 200 working days per year exclusive of admission and examination processes etc.

4.2 Credits

Academic credit is defined both in terms of student's effort and teacher's effort. A course which includes one hour of lecture or tutorial or minimum two hours of lab work/ practical works/ field work is given 1 credit hours accordingly one semester is designed for 15 hours lecture/ public

tutorial plus 30 hours of learner engagement in terms of course related activities such as seminar assignments etc.

4.3 Evaluation and Assessment Rubrics

4.3.1 THEORY

- Evaluation of the students shall be done by the faculty member who teaches the Course based on Continuous Evaluation and an End Semester Examination. The ratio of the weightages between Continuous Evaluation (CE) and End Semester Evaluation (ESE) shall be 40:60.
- Continuous Evaluation includes assignments, seminars, periodic written examinations, or other measures proposed in the syllabus for each course and as approved by the university.
- The weightage of each component under Continuous Evaluation shall be usually in the following proportions:

Theory		Practical	
Components	Percentage	Components	Percentage
Test papers	40%	Practical test	80%
Viva- Voce, Seminar presentations, Discussion, Debate etc. (relevant to the course)	40%	Record	20%
Assignment	20%		

- Performance of each student in an assessment shall be intimated to the student within two weeks of the conduct of test/ submission of assignment/ report.

4.3.2 PRACTICUM

- Marks for practicum will be divided as 40% internal evaluation and 60% external evaluation.

- **Continuous Evaluation (CE)**: The continuous evaluation shall be done for 40 % in each practicum. If more than one event/game is present under the same practicum, each event/game shall be evaluated separately for 40 % by the concerned teacher dealing withthe event/ game. The average of the awarded % of all the teachers shall be taken.
- **End Semester Evaluation (ESE)**: The End Semester Evaluation shall be done for 60 % in each practicum. If more than one event/game is present under the same practicum, each event/game shall be evaluated separately for 60 % by the teacher concerned or teacher appointed by the department. The average marks of all the events/games of that practicum shall be for 60%.

Assessment Rubrics (PRACTICUM)

*Component	Continuous Evaluation 40%	End Semester Evaluation 60%	Total 100 %
Skill Proficiency	40%	40%	40%
Teaching Lesson Plan	40%	40%	40%
Record/ Project Report	10%	10%	10%
Officiating/Viva	10%	10%	10%

*** In case no teaching lesson plan; the distribution will be Skill Proficiency – 60%; Record /Project – 20%; and Viva – 20%**

4.4 Revision of Syllabus

Revision of syllabus will be done for time to time as per the regulations of the university with the approval of the department council.

4.5 LIST OF COURSES

DISCIPLINE SPECIFIC CORE (DSC)

Sl No.	Sem	Course Code	Course Name
1	I	MPES01DSC01	Research Methods in Physical Education and Sports Sciences
2	I	MPES01DSC02	Sports and Exercise Physiology
3	I	MPES01DSC03	Measurement and Evaluation in Physical Education
4	II	MPES02DSC05	Yogic Practices
5	II	MPES02DSC06	Scientific Principles of Sports Training
6	II	MPES02DSC07	Sport Psychology
7	III	MPES03DSC09	Applied Statistics in Physical Education and Sports Sciences
8	III	MPES03DSC10	Kinesiology and Sports Biomechanics
9	III	MPES03DSC11	Sports Nutrition
10	IV	MPES04DSC14	Athletic Rehabilitation
11	IV	MPES04DSC15	Dissertation

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)

Sl No.	Sem	Course Code	Course Name
1	I	MPES01DSE01	Sports Management
2	I	MPES01DSE02	Sports Journalism and Mass Communication
3	II	MPES02DSE09	Sports Technology
4	II	MPES02DSE10	Gender, Disability, and Inclusive Sports

			Education
5	IV	MPES04DSE30	Psychological Skills training
6	IV	MPES04DSE31	Periodization in Training
7	IV	MPES04DSE32	Science of Recovery from Exercise and Training

Practicum Course (Discipline Specific Compulsory)

Sl No.	Sem	Course Code	Course Name
1	I	MPES01DSC04(P)	Track and Field
2	II	MPES02DSC08(P)	Track and Field
3	III	MPES03DSC12	Swimming /Yoga

Practicum Courses (Discipline Specific Elective) DSE- 2 (P)

Sl No.	Sem	Course Code	Course Name
1	I	MPES01DSE03-08 (P)	Major Games (Select any one from the following) • Basketball • Handball • Kabaddi • Cricket • Volleyball Fencing/Kalarippayattu
2	II	MPES02DSE11-16(P)	Major Games (Select any one from the following) • Badminton • Kho Kho • Football • Table Tennis • Softball • Hockey
3	III	MPES03DSE17-30(P) (Specialization)	**Major Sports** (One) Track and Field Team Sports Racket Sports Indigenous sport
4	IV	MPES04DSE34-47(P) (Specialization)	Major Sports Continue from Semester III (One based on feasibility Track and Field Team Sports / Racket Sports Indigenous Sports

INTERNSHIP/ FIELD VISIT/ VOCATIONAL TRAINING

Sl No.	Sem	Course Code	Course Name
1	III	MPES03DSC13	Internship/Field visit/ Vocational Training

MULTI-DISCIPLINARYCOURSES(MDC), ABILITY ENHANCEMENT COURSES (AEC)&SKILL ENHANCEMENT COURSES (SEC) (TO BE OBTAINED FROM OTHER DEPARTMENTS)

Sl No.	Sem	Course Code	Course Name
1	II		Multi-Disciplinary course (MDC)
2			Ability Enhancement Courses (AEC)
3			Skill Enhancement Courses (SEC)
1	III		Multi-Disciplinary course (MDC)

MULTI-DISCIPLINARYCOURSES(MDC), ABILITY ENHANCEMENT COURSES (AEC)&SKILL ENHANCEMENT COURSES (SEC) (OFFERED FOR OTHER DEPARTMENT STUDENTS)

Sl No.	Sem	Course Code	Course Name
MULTI-DISCIPLINARY ELECTIVE COURSES(MDC)			
1.a	II	MPES02MDC01	Health and Fitness Education
1.b		MPES02MDC02	Nutrition and Weight Management
1.c		MPES02MDC03	Women Health- Gender Perspectives
1.a	III	MPES03MDC04	First Aid and Emergency Care
1.b		MPES03MDC05	Health & Wellness Training
ABILITY ENHANCEMENT COURSES (AEC)			
2.a	II	MPES02AEC01	Hygienic Healthy Lifestyle
SKILL ENHANCEMENT COURSES (SEC)			
3.a	II	MPES02SEC01	Testing in Fitness

5. PROGRAMME STRUCTURE

SEMESTER - I

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
Discipline Specific Core Courses										
MPES01DSC01	DSC-1 Research Methods in Physical Education and Sports Sciences	4	-	4	60	-	60	40	60	100
MPES01DSC02	DSC-2 Sports and Exercise Physiology	3	1	4	45	30	75	40	60	100
MPES01DSC03	DSC-3 Measurement and Evaluation in Physical Education	3	1	4	45	30	75	40	60	100
Discipline Specific Elective (Select anyone) DSE-1 (Lecture Courses)										
MPES01DSE01	DSE-1- Sports Management	3	-	3	45	-	45	40	60	100
MPES01DSE02	DSE-2- Sports Journalism and Mass Communication									
Part B- Practicum Courses										
Practicum Course (Discipline Specific Compulsory)										
MPES01DSC04 (P)	DSC-4 (P) Track and Field	1	2	3	15	60	75	40	60	100
Practicum Courses (Discipline Specific Elective) DSE- 2 (P)										
MPES01DSE03 -08 (P)	DSE- 04-09 (P) Major Games (Select any one from the following) • Basketball • Handball • Kabaddi • Cricket • Volleyball • Fencing/Kalarippayattu	1	2	3	15	60	75	40	60	100
Total		**15**	**6**	**21**	**225**	**180**	**405***	**240**	**360**	**600**

Morning one hour will be scheduled for fitness and conditioning and evening one hour will be scheduled for match practice, which will be Compulsory

***For all 4 credit courses 2 hrs per week will be allotted for tutorials/ remedial teaching**

*** For all 2 credit courses 1 hrs per week will be allotted for tutorials/ remedial teaching (Total Tutorial hrs of 6 hrs/ week cumulating to 105 hrs in the semester)**

SEMESTER II

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
Discipline Specific Core Courses										
MPES02DSC05	Yogic Practices	4	-	4	60	-	60	40	60	100
MPES02DSC06	Scientific Principles of Sports Training	4	-	4	60	-	60	40	60	100
MPES02DSC07	Sport psychology	3	1	4	45	30	75	40	60	100
Elective Course										
Discipline Specific Elective (Select any one from the list)										
MPES02DSE09	Sports Technology	3	-	3	45	-	45	40	60	100
MPES02DSE10	Gender, Disability, and Inclusive Sports Education									
Part B- Practicum Courses										
Practicum (Compulsory Foundation)										
MPES02DSC08(P)	Track and Field	1	2	3	15	60	75	40	60	100
Practicum (Elective Courses)										
MPES02DSE11-16(P)	Major Games (Select any one from the following) • Badminton • Kho Kho • Football	1	2	3	15	60	75	40	60	100

	• Table Tennis • Softball • Hockey									
Multi-disciplinary (MDC), Ability Enhancement (AEC) & Skill Enhancement Course (SEC) (Select any two from the list)										
Courses to be Obtained from other Departments	**IDC/MDC**			2						
	AEC									
	SEC			2						
Multi-disciplinary (MDC), Ability Enhancement (AEC) & Skill Enhancement Course (SEC) Offered for other department students (Select any two from the list)										
MDC		2	-	2	30	-	30	40	60	100
MPES02MDC01	Health and Fitness Education									
MPES02MDC02	Nutrition and Weight Management									
MPES02MDC03	Women health-Gender Perspectives									
AEC										
MPES02AEC01	Hygienic Healthy Lifestyle									
SEC		1	1	2	15	30	45	40	60	100
MPES02SEC01	Testing in Fitness									
Total		**19**	**6**	**25**	**285**	**180**	**465**	**320**	**480**	**800**

Morning one hour will be scheduled for fitness and conditioning and evening one hour will be scheduled for match practice, which will be Compulsory

Total teaching hours depend on the types of courses selected by students.

SEMESTER III

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A Theory Courses										
Core Courses										
MPES03DSC09	Applied Statistics in Physical Education and Sports Sciences	3	1	4	45	30	75	40	60	100
MPES03DSC10	Kinesiology and Sports Biomechanics	4	-	4	60	-	60	40	60	100
MPES03DSC11	Sports Nutrition	4	-	4	60	-	60	40	60	100
Elective Course										
Discipline Specific Elective (Practicum)										
MPES03DSE17-31 (P)	Sports Specialization (Select any one from the following) (Track and Field/ Team Sports/Racket Sports/indigenous sport) (One based on feasibility)	1	2	3	15	60	75	40	60	100
Practicum (Compulsory Foundation)										
MPES03DSC12(P)	Swimming/Yoga	1	2	3	15	60	75	40	60	100
Internship/ Field Visit/ Vocational Training										
MPES03DSC13	Internship/Field visit/ Vocational Training	-	2	2	-	60	60	100	-	100
Multidisciplinary Elective Course (MDC) (Select any 4 credit course from other departments)										
	Courses from other Departments			4						
Multidisciplinary Elective Course (MDC) Courses offered for other departments										
MPES03MDC04	First Aid and Emergency Care	4	-	4	60	-	60	40	60	100
MPES03MDC05	Health & Wellness Training									
Total		**17**	**7**	**24**	**255**	**210**	**465**	**340**	**360**	**700**

Morning one hour will be scheduled for fitness and conditioning and evening one hour will be scheduled for match practice, which will be Compulsory

SEMESTER IV

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
Core Courses										
MPES04DSC14	Athletic Rehabilitation	3	1	4	45	30	75	40	60	100
MPES04DSC15	Dissertation	-	8	8	-	240	240	40	60	100
Elective course Discipline-Specific Elective Courses (Select any one from the following)										
MPES04DSE31	Psychological skill training	1	2	3	15	60	75	40	60	100
MPES04DSE32	Periodization in training									
MPES04DSE33	Science of Recovery from Exercise and Training									
Practicum courses (Specialization)										
MPES04DSE34-47(P)	Sports specialization (continuation from semester III)	1	2	3	15	60	75	40	60	100
Total		**5**	**13**	**18**	**75**	**390**	**465**	**160**	**240**	**400**

Morning one hour will be scheduled for fitness and conditioning and evening one hour will be scheduled for match practice, which will be Compulsory

6. DETAILED SYLLABUS FOR MPES PROGRAMME

SEMESTER I

PART – A: THEORY – DISCIPLINE SPECIFIC CORE COURSES

MPES01DSC01:

RESEARCH METHODS IN PHYSICAL EDUCATION AND SPORTS SCIENCES

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	60	-	60	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Internal, ESE =External

Course Description

This course will enable students to understand the modern concept of research and statistics in physical education and sports. It aims to develop an understanding about the need for and importance of research in physical education and sports, research problem, survey of related literature, basics of statistical analysis and statistical models in physical education and sports.

COURSE OUTCOMES

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

CO1	Understand the basic framework of research process and approaches
CO2	Identify research problem
CO3	Classify and formulate different types and methods of research

CO4	Develop an understanding of various research designs and techniques.
CO5	Identify correct methods for sample selection and techniques of data collection
CO6	Prepare the research proposal and develop skills for writing thesis.
CO7	Understand the concept of plagiarism and research ethics.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1			√	√			√	√	√	√		
CO2			√	√				√	√	√		
CO3			√		√		√	√	√	√	√	
CO4			√	√						√	√	
CO5			√	√					√		√	
CO6			√	√			√		√	√		
CO7			√				√					√

COURSE CONTENTS

Module 1: Introduction

1.1 Research meaning: Definition, need, nature and scope of research in the field of physical education, types of research.

1.2 Research problem, formulation and development, location of research problem, criteria in selecting the research problem.

1.3 Interdisciplinary, multidisciplinary, and transdisciplinary research.

1.4 Literature reviews definitions, importance, sources and types.

Suggested readings specific to the module.

1.1 Authors Guide (1991): Research Methods applied to Health Physical and Recreation, Washington, D.C.

1.2 Best John &Kahni, J.V. (1992). Research in Education, New Delhi. Prentice Hall of India (Pvt.) Ltd..

1.3 Best, J.W. (1963). Research in education. U.S.A.: Prentice Hall.

1.4 Clark, H. H., & Clark, D. H. (1975). Research process in physical education. Englewood cliffs, New Jersey: Prentice Hall, Inc.

Module 2: Research methods

2.1 Survey and case studies: Broad survey by questionnaire, development of questionnaire-interview, characteristics of interview. Case studies- need of case studies.

2.2 Philosophical studies-need for philosophical studies, nature of philosophical methods.

2.3 Historical Research: Scope of Historical Research, Sources of Historical Data, Criticism of Historical Sources (Primary and Secondary)

2.4 Experimental research: Nature, meaning and importance, research design.

Suggested readings specific to the module.

2.1 Clark, H. H., & Clark, D. H. (1975). Research process in physical education. Englewood cliffs, New Jersey: Prentice Hall, Inc.

2.2 Koul, L. (2002). Methodology of Educational Research, Vikas Publishing House, New Delhi.

2.3 Oyster, C. K., Hanten, W. P., & Llorens, L. A. (1987). Introduction to research: A guide for the health science professional. Landon: J.B. Lippincott Company.

2.4 Thomas, J.R., & Nelson J.K. (2005). Research method in physical activity. U.S.A: Champaign, IL: Human Kinetics Books.

Module 3: Sampling

3.1 Meaning and Definition of Sample and Population

3.2 Advantages and Disadvantages of Sampling

3.3 Types of Sampling: Random sampling, systemic sampling, stratified sampling, clustered sampling, convenience sampling, quota sampling, judgement sampling and snowball sampling

3.4 Sampling and non-sampling errors

Suggested readings specific to the module.

3.1 Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). Research method in physical

activity. U.S.A: Champaign, IL: Human Kinetics Books.

3.2 Verma, J. P. (2000). A text book on sports statistics. Gwalior: Venus Publications.

3.3 Garrett, H.E. (1981). Statistics in psychology and education. New York: Vakils Feffer and Simon Ltd.

Module 4: Research Proposal and Report

4.1 Method of Writing Research Proposal (Introduction, Review of Related Literature, Methods, and Bibliography

4.2 Method of Writing Thesis (Introduction, Review of Related Literature, Methods, results, and Discussion), Plagiarism and Ethics.

4.3 Preparation and Uses of Tables and Figures

4.4 Method of writing abstract and full paper for presenting at a conference and to publish in journal.

Suggested readings specific to the module.

4.1 Best John &Kahni, J.V. 1992). Research in Education, New Delhi. Prentice Hall of India (Pvt.) Ltd.

4.2 Clark, H. H., & Clark, D. H. (1975). Research process in physical education. Englewood cliffs, New Jersey: Prentice Hall, Inc.

4.3 Koul, L. (2002). Methodology of Educational Research, Vikas Publishing House, New Delhi.

4.4 Oyster, C. K., Hanten, W. P., & Llorens, L. A. (1987). Introduction to research: A guide for the health science professional. Landon: J.B. Lippincott Company.

Core Compulsory readings

- Authors guide: Research Methods applied to Health Physical and Recreation, Washington, D.C. 1991.
- Best John &Kahni, J.V. 1992). Research in Education, New Delhi. Prentice Hall of India (Pvt.) Ltd..
- Best, J.W. (1963). Research in education. U.S.A.: Prentice Hall.
- Clark, H. H., & Clark, D. H. (1975). Research process in physical education. Englewood cliffs, New Jersey: Prentice Hall, Inc.

- Koul, L. (2002). Methodology of Educational Research, Vikas Publishing House, New Delhi.
- Oyster, C. K., Hanten, W. P., & Llorens, L. A. (1987). Introduction to research: A guide for the health science professional. Landon: J.B. Lippincott Company.
- Thomas, J.R., & Nelson J.K. (2005). Research method in physical activity. U.S.A: Champaign, IL: Human Kinetics Books.
- Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). Research method in physical activity. U.S.A: Champaign, IL: Human Kinetics Books.
- Verma, J. P. (2000). A text book on sports statistics. Gwalior: Venus Publications.

Core suggested readings

- Garrett, H.E. (1981). Statistics in psychology and education. New York: Vakils Feffer and Simon Ltd.

TEACHING LEARNING STRATEGIES

- The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

MODE OF TRANSACTION

- Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.,

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER I

PART – A: THEORY – DISCIPLINE SPECIFIC CORE COURSES

MPES01DSC02:

SPORTS AND EXERCISE PHYSIOLOGY

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	1	4	45	30	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to go deeper into exercise physiology and gain knowledge about ergogenic aids and training. Will be able to assess the physiological responses while training or exercising in different environments. The students will have the ability to prepare a specific diet plan for the activity.

COURSE OUTCOMES

After the completion of the course, the student will be able to

CO1	Understand basic concepts of exercise physiology
CO2	Explain the effect of environment and ergogenic aids on exercise and training.
CO3	Understand the relationship between physical activity and health.

CO4	Understand the physiological processes during exercise.
CO5	Explain the effect of exercise on various systems.
CO6	Explain the concepts and principles of diet before, during & after the athletic performance.
CO7	Understand the effect of Ergogenic aids and Doping in Sports.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1			√		√							
CO2			√	√					√		√	
CO3	√		√	√			√		√		√	
CO4	√		√	√	√				√	√	√	
CO5	√		√	√	√		√		√		√	
CO6	√		√	√	√		√		√	√		
CO7			√				√					√

COURSE CONTENTS

Module 1: Introduction

1.1 The role, meaning and definition of Exercise Physiology in Physical Education and Sports.

1.2 Scope of Exercise physiology in physical education and sports

1.3 Structure of the Cell, Structure and functions of the Cell Components (Cell Wall, Cell Membrane, Cytoplasm, Nucleus and Cell Organelles), Types of Cells

1.4 Muscle- its types, characteristics and functions, microscopic structure of muscle fibre., Sliding filament theory of muscular contraction, Types of muscle fibres and sports performance, Muscular adaptations to exercise.

Suggested readings specific to the module.

1.1 Tiwari, Sandhya, (1999). Exercise Physiology. Sports Publications, New Delhi.

1.2 Wilmore Jack. H and David L. Costill (1994).Physiology of Sport and Exercise .Human Kinetics.

1.3 W.Larry Kenney, Jack H. Wilmore, Devid L.Costil.(2015). Physiology of Sports and Exercise, Second Edition. USA.Human Kinetics.

1.4 Jonathan K.Ehrman, Dennis Kerrigan, et.al. (2017). Advance Exercise Physiology: Essential Concepts and Applications.USA. Human Kinetics.

Module 2: Various Systems

2.1 Respiratory system: Standard Lung Volumes, Minute Ventilation, Ventilation and Exercise, Alveolar Ventilation and Dead Space, Lactate Threshold and Its Detection Using Gas Exchange.

2.2 Nervous System: Introduction, Types of Nervous System (CNS and PNS), Structure and Functions of CNS and PNS, Neuron, Structure of Neuron, Classification of Neuron, Properties of Nerve Fibers (Excitability, Conductivity Refractory Period, Summation, Adaptation and All-or-None Law).

2.3 Endocrine System: Introduction, Types of Glands (Endocrine and Exocrine Glands), Location and Functions of different Glands (Hormones)

Suggested readings specific to the module.

2.1 G.Gregory Half. (2012). Laboratory Manual for Exercise Physiology. USA. Human Kinetics.

2.2 Jakson, Allen W and James R. Morrow (1999) Physical Activity for Health & fitness. Human Kinetics Publication.

2.3 Christophe. Hausswirth, Inigo Mujika. (2013). Recovery for Performance in Sports, USA, Human Kinetics.

2.4 Per-Olf. Astrand, Kaare.Rodahl. (2003). Text Book of Work Physiology: Physiological Basses of Exercise. Fourth Edition.USA.Human Kinetics.

Module 3: Body and Environment

3.1 Ergogenic Aids: Introduction, Types of Ergogenic Aids (Pharmacological Agent, Mechanical Agent, Psychological Agent, Physiological Agent and Nutritional Agent), Effect of Ergogenic Aids on Sports Performance.

3.2 Nutrition and Athletic Performance: Pre, During and Post Workout Meals and Fluid Intake.

3.3 Exercise in the Heat and Cold - Temperature Regulation, Exercise in the heat and cold, circulatory system and sweating mechanism, dehydration, thermal injury, performance at altitude.

Suggested readings specific to the module.

3.1 Katch F.L and Mc Ardle W.D (2010) Nutrition, Weight Control and Exercise .Philadelphia, Lea &Febiger.

3.2 Inigo Mujika.(2009). Tapering and Peaking For Optimal Performance. USA. Human Kinetics.

3.3 Per-Olf. Astrand, Kaare.Rodahl. (2003). Text Book of Work Physiology: Physiological Basses of Exercise. Fourth Edition.USA.Human Kinetics.

Module 4: Exercise and Aging

4.1 Exercise and Aging: Physiological Changes, Training Adaptation According to Age.

4.2 Different Exercises protocols for different age people.

4.3 Exercise and Gender: Physiological Gender Differences, Different Exercises protocols for different Gender and Gynecological Problems.

4.4 Training Adaptation according to Gender.

Suggested readings specific to the module.

4.1 W. Larry Kenney, Jack H. Wilmore, David L. Costill, 2012, Physiology of Sports and Exercises.

4.2 Larry G. Shaver, 1982, Essentials of Exercise Physiology.

4.3 Dr. Sandhya Tiwari, 2006, Exercise Physiology. 5. M. Dena Gardiner, 1985, The Principles of Exercise Therapy.

4.4 Edward L. Fox, Richard W. Bowers, Merle L. Foss, 1981, The Physiological Basis of Physical Education and Athletics.

4.5 Michael S. Bahrke, Charles E. Yesalis, 2002, Performance – Enhancing Substances in Sport and Exercises.

Core Compulsory Readings

- G.Gregory Half. (2012). Laboratory Manual for Exercise Physiology. USA. Human Kinetics.
- Jakson, Allen W and James R. Morrow (1999) Physical Activity for Health &fitness. Human Kinetics Publication.
- Katch F.L and Mc Ardle W.D (2010) Nutrition, Weight Control and Exercise .Philadelphia, Lea &Febiger.
- Tiwari, Sandhya, (1999). Exercise Physiology. Sports Publications, New Delhi.
- Wilmore Jack. H and David L. Costill (1994).Physiology of Sport and Exercise .Human Kinetics.
- W.Larry Kenney, Jack H. Wilmore, Devid L.Costil.(2015). Physiology of Sports and Exercise, Second Edition. USA.Human Kinetics.
- Christophe. Hausswirth, Inigo Mujika. (2013). Recovery for Performance in Sports, USA, Human Kinetics.
- Inigo Mujika.(2009). Tapering and Peaking For Optimal Performance. USA. Human Kinetics.
- Per-Olf. Astrand, Kaare.Rodahl. (2003). Text Book of Work Physiology: Physiological Basses of Exercise. Fourth Edition.USA.Human Kinetics.
- Jonathan K.Ehrman, Dennis Kerrigan, et.al. (2017). Advance Exercise Physiology: Essential Concepts and Applications.USA. Human Kinetics.
- W. Larry Kenney, Jack H. Wilmore, David L. Costill, 2012, Physiology of Sports and Exercises.
- Larry G. Shaver, 1982, Essentials of Exercise Physiology.
- Edward L. Fox, Richard W. Bowers, Merle L. Foss, 1981, The Physiological Basis of Physical Education and Athletics.

Core suggested readings

- Camaione, David N. (1993). Fitness Management.WCB Brown & Benchmark.
- Michael S. Bahrke, Charles E. Yesalis, 2002, Performance – Enhancing Substances in Sport and Exercises.

- Dr. Sandhya Tiwari, 2006, Exercise Physiology. 5. M. Dena Gardiner, 1985, The Principles of Exercise Therapy.
- Robert A. Robergs, Scott O. Roberts, 2000, Fundamental Principles of Exercise Physiology for Fitness, Performance, and Health.

TEACHING LEARNING STRATEGIES

- The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

MODE OF TRANSACTION

- Lecture/Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER I

PART – A: THEORY – DISCIPLINE SPECIFIC CORE COURSES

MPES01DSC03:

MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	1	4	45	30	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to conduct related tests, measurements and evaluations. The students will be able to assess physical ability and performance of an individual in various sports.

COURSE OUTCOMES

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

CO1	Develop concepts related to Test, Measurement & Evaluation.
CO2	Construct a strong basis in the evaluation techniques through the various test and measurements method used in physical education.
CO3	Analyze the physical ability and performance of an individual in various sports.

CO4	Provide and apply scientific techniques in the selection and talent identification through various evaluation and grading processes applicable in physical education and sports.
CO5	Develop the skills and techniques for the construction of new tests for various needs related to specific Sports Skills.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1			√		√			√			√	√
CO2	√		√		√	√						
CO3	√	√	√						√	√	√	√
CO4	√		√		√		√	√				

Course Contents

Module 1: Introduction to Test & Measurement & Evaluation

1.1 Meaning of Test, Measurement and Evaluation in Physical Education.

1.2 Need & Importance of Tests, Measurement and Evaluation in Physical Education.

1.3 Principles of Evaluation.

1.4 Criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms).

1.5 Type and classification of Test

1.6 Criteria of test section.

1.7 Guidelines for constructing knowledge test.

1.8 Steps for construction of skill test/specific fitness test.

1.9 Administration of test, advance preparation - Duties during testing - Duties after testing

Suggested readings specific to the module.

1.1 Barron, H. M., &Mchee, R. (1997). A practical approach to measurement in physical education. Philadelphia: Lea and Febiger.

1.2 Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications

1.3 Barrow H.M. and McGee R. (1979). A Practical Approach to Measurement in Physical Education. Lea &Febiger, Philadelphia. U.S.A.

1.4 Baumgartner TA Jackson AS Mahar MT and Rowe DA (2007). Measurement for Evaluation in Physical Education. The McGraw Hill Companies. Inc. New York. USA.

Module 2: Motor fitness test and physical fitness test

2.1 Meaning and definition of motor fitness.

2.2 Test for motor fitness; Indiana motor fitness test (for elementary and high school boys' girls and college men) Oregon motor fitness test- (separately for boys and girls)-JCR Test.

2.3 Motor ability; Barrow motor ability test- Newton motor Ability Test- Muscular fitness-Kraus Weber Minimum Muscular Fitness Test.

2.4 Physical fitness tests: AAHPERD Health Related Fitness Battery (Revised in 1984), ACMS Health related physical fitness test, Rogers's physical fitness index. Cardiovascular tests; Harvard step test, 12 minutes run/walk test, Multi-stage fitness test (Beep test)

Suggested readings specific to the module.

2.1 Barron, H. M., &Mchee, R. (1997). A practical approach to measurement in physical education.Philadelphia: Lea and Febiger.

2.2 Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications.

2.3 Kansal DK (2012).A practical approach to Measurement Evaluation in Physical Education &Sports selection. Sports & Spiritual Science Publications, New Delhi.

2.4 Miller David K (2006). Measurement by the Physical Educator: Why and How. McGraw-Hill. Boston, U.S.A.

2.5 Mishra Sharad Chandra (2005).Tests And Measurement in physical education. Sports. Delhi

Module 3: Skill tests

3.1 Badminton: Miller Wall Volley Test.

3.2 Basketball: Johnson Basketball test, Harrison Basketball Ability test.

3.3 Cricket: Sutcliff cricket test.

3.4 Hockey: Friedel Field Hockey test, Harbans hockey test,

3.5 Volleyball- Russell Lange volleyball test, Brady Volleyball test,

3.6 Football: Mor-Christian General Soccer Ability test battery, Johnson soccer test, McDonald Soccer Test

3.7 Tennis: Dyer Tennis Test

Suggested readings specific to the module.

3.1 Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications

3.2 Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications.

3.3 Sharma JP (2006). Test and measurements in physical education. khel sahitya. Delhi.

3.4 Tritschler K. Barrow &McGee‟s (2000). Practical Measurement and Assessment. Lippincott Williams & Wilkins. Philadelphia. U.S.A.

Module 4: Anthropometric, Aerobic tests, Physiological and Psychological Test.

1.1 Physiological Testing: Aerobic Capacity: The Bruce Treadmill Test Protocol, 1.5 Mile Run test for college age males and females.

1.2 Anaerobic Capacity: Margaria-Kalamen test, Wingate Anaerobic Test Anthropometric Measurements.

1.3 Method of Measuring Height: Standing Height, Sitting Height.

1.4 Method of measuring Circumference: Arm, Waist, Hip, Thigh.

1.5 Method of Measuring Skin folds: Triceps, Subscapular, supra iliac

1.6 Testing of a physiological phenomenon- Blood pressure, breathing frequency vital capacity, heart rate, pulse rate, body temperature and body composition.

1.7 Tests for psychological variables- Anxiety, aggression, team cohesion, achievement motivation, mental toughness, and self-efficacy.

Suggested readings specific to the module.

4.1 Barron, H. M., &Mchee, R. (1997). A practical approach to measurement in physical education.Philadelphia: Lea and Febiger.

4.2 Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications.

4.3 ACSM (2001). Guidelines for Exercise Testing and Prescription by American College of Sports Medicine Human kinetics USA.

4.4 Sharma JP (2006). Test and measurements in physical education. khel sahitya. Delhi.

4.5 Tritschler K. Barrow &McGee"s (2000). Practical Measurement and Assessment. Lippincott Williams & Wilkins. Philadelphia. U.S.A.

Core Compulsory readings

1. Barron, H. M., &Mchee, R. (1997). A practical approach to measurement in physical education.Philadelphia: Lea and Febiger.
2. Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications
3. Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications
4. ACSM (2001). Guidelines for Exercise Testing and Prescription by American College of Sports Medicine Human kinetics USA.
5. Barrow H.M. and McGee R. (1979). A Practical Approach to Measurement in Physical Education. Lea &Febiger, Philadelphia. U.S.A.
6. Baumgartner TA Jackson AS Mahar MT and Rowe DA (2007). Measurement for Evaluation in Physical Education. The McGraw Hill Companies. Inc. New York. USA.
7. Kansal DK (2012).A practical approach to Measurement Evaluation in Physical Education &Sports selection. Sports & Spiritual Science Publications, New Delhi.
8. Miller David K (2006). Measurement by the Physical Educator: Why and How. McGraw-Hill. Boston, U.S.A.

9. Mishra Sharad Chandra (2005).Tests And Measurement in physical education. Sports. Delhi

Core suggested readings

- Bangsbo, J. (1994). Fitness training in football: A scientific approach. Bagsvaerd, Denmark:Ho+Storm.
- Miller David K (2006). Measurement by the Physical Educator: Why and How. McGraw-Hill. Boston, U.S.A.

TEACHING LEARNING STRATEGIES

- The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts and presentations method.

MODE OF TRANSACTION

- Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER I

PART – A: THEORY – ELECTIVE (DISCIPLINE SPECIFIC ELECTIVE)

(Select any one)

MPES01DSE01:

SPORTS MANAGEMENT

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	-	3	45	-	45	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the concept of Sports Management essential skills of sports management, event management in Physical Education.

COURSE OUTCOMES

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

CO1	Describe the organization and administration of sports programmes.
CO2	Analyze and interpret sports philosophy, sports sociology, business systems, sports management, public administration, and marketing techniques.
CO3	Develop opportunities to construct & design the curriculum of PE in broader aspects realizing the age group, gender considerations and physiological basis.

CO4	Comprehend the basic principles and importance of Sports management.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	√		√		√	√						
CO2			√	√	√		√	√			√	
CO3		√	√					√	√			
CO4			√									√

COURSE CONTENTS

Module 1: Introduction

1.1 Management: Meaning, Definitions, Scope and Principles.

1.2 Functions of management: Planning, Organizing, Staffing, Directing, Controlling, Coordinating, Evaluating and innovating.

1.3 Basic: Principles and Procedures of Sports Management.

1.4 Functions of Sport; Management.

1.5 Personal Management: Objectives of Personal Management, Personal Policies.

1.6 Manager: function; and Qualities

Suggested reading specific to the module

1.1 Bucher, C.A.(2002). Management of Physical Educational and Sports.(12th Ed.). USA :McGarw Hill Co.

1.2 Allen, L.A. (1988) Management & Organization. Kogakusha Co. Tokyo.

1.3 Chakrarborti, S.(2007). Sports Management. New Delhi: Friends Publication.

1.4 Govindrajulu, .N. (2005). Management of Physical Education and Sports Programme. New Delhi : Friends Publication.

Module 2: Management

.1 Management of infrastructure, equipment, finance and personnel.

.2 Facilities and Equipment management: Types of facility/infrastructure-indoor, outdoor, Purchase Care and Maintenance.

.3 Organization and functions of Sports bodies.

.4 Competitive sports programmes, benefits.

.5 Management Guidelines for School, College Sports Programmes,

.6 Management Problems in instruction program.

.7 Community based physical education and sports programme.

Suggested reading specific to the Module

2.1 Sivia, G.S (1991). Sports Management in Universities, New Delhi: A.I.U. Deen Dayal Upadhyaya Marg.

2.2 Frosdick, S., &Walley, L. (2003). Sports and Safety Management. USA: A division of Reed Education and Professional Publishing Ltd.

2.3 Roy, S. S. (2002). Sports Management. New Delhi: Friends publication.

2.4 Horine., Larry. (1985). Administration of Physical Education and Sports Programmes. New York :Saundress college publication

Module 3: Purchasing

3.1 Purchase and Care of Supplies of Equipment

3.2 Guidelines for the selection of equipment and Supplies

3.3 Purchase of equipment and supplies

3.4 Equipment Room, Equipment and supply Manager.

3.5 Guidelines for checking, storing, issuing, care and maintenance and supplies of equipment

3.6 Public Relations in Sports Planning - the Public Relation Programme

3.7 Principles of Public Relation - Public Relations in School and Communities - Public Relation and the Media. Professional Ethics.

Suggested core reading specific to the module

3.1 Hert, Renis(1961) New Patterns of Management, McGraw Hill.

3.2 Sandhu, K. Sports Dynamics: Psychology, Sociology and Management

3.3 Kamlesh, M. L. (2000). Management Concepts in Physical Education and Sports. New Delhi : B.V. Gupta Publication.

Module 4: Tournaments Management

4.1 Tournament organization: Tlpes of tournament-Knock out or Elimination, League or Round Robin, Combination, Consolation, Challenge Tournaments

4.2 Organizing sports meet: in School / College / Community

4.3 Officiating in the institutional tournaments

4.4 Planning & Organizing sport event

4.5 Audit Management of sport event

4.6 Report preparation of sport event

Suggested readings specific to the module

4.1 Kamlesh, M. L. (2000). Management Concepts in Physical Education and Sports. New Delhi : B.V. Gupta Publication.

4.2 Mastoralexis, L.P., & Barr, C.A. (1998). Principles and Practice of Sports Management. Maryland: Aspen Publication.

4.3 Sivia, G.S (1991). Sports Management in Universities, New Delhi: A.I.U. Deen Dayal Upadhyaya Marg.

Core Compulsory readings

- Sandhu, K. Sports Dynamics: Psychology, Sociology and Management
- Sivia, G.S (1991). Sports Management in Universities, New Delhi: A.I.U. Deen Dayal Upadhyaya Marg.
- Bucher, C.A.(2002). Management of Physical Educational and Sports.(12th Ed.). USA :McGarw Hill Co.
- Chakrarborti, S.(2007). Sports Management. New Delhi: Friends Publication.
- Frosdick, S., &Walley, L. (2003). Sports and Safety Management. USA: A division of Reed Education and Professional Publishing Ltd.
- Govindrajulu, .N. (2005). Management of Physical Education and Sports

Programme. New Delhi : Friends Publication.

- Kamlesh, M. L. (2000). Management Concepts in Physical Education and Sports. New Delhi : B.V. Gupta Publication.
- Mastoralexis, L.P., & Barr, C.A. (1998). Principles and Practice of Sports Management. Maryland: Aspen Publication.
- Roy, S. S. (2002). Sports Management. New Delhi: Friends publication.
- Horine., Larry. (1985). Administration of Physical Education and Sports Programmes. New York :Saundress college publication

Core suggested readings

- Allen, L.A. (1988) Management & Organization. Kogakusha Co. Tokyo.
- Hert, Renis(1961) New Patterns of Management, McGraw Hill.

TEACHING LEARNING STRATEGIES

- The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts and presentations method.

MODE OF TRANSACTION

- Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER I

PART – A: THEORY – ELECTIVE (DISCIPLINE SPECIFIC ELECTIVE)

(Select any one)

MPES01DSE02:

SPORTS JOURNALISM AND MASS COMMUNICATION

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	-	3	45	-	45	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will help the students to study the discipline of mass communications. The students will also gain knowledge on how to report on sports events, programs and news.

COURSE OUTCOMES

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

CO1	Understand the origin and evolution of journalism and mass media.
CO2	Synthesize basic concept of reporting and editing.
CO3	Understand varied aspects of advertising.
CO4	Understand and apply the concept of reporting and editing.

CO5	Interpret the concept of journalism and mass media in Sports

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	√	√	√	√			√				√	
CO2			√	√	√		√	√	√		√	
CO3	√		√	√		√	√				√	
CO4			√				√					√
C05			√		√							√

Course contents

Module 1: Introduction to Sports Journalism

1.1 Meaning, definition journalism & history of journalism and sports journalism

1.2 Professional ethical standard and Ethics of Journalism

1.3 Reporting Sports Events, National and International Sports News Agencies,

1.4 Concept of Sports Bulletin: Journalism and sports education - Structure of sports bulletin - Compiling a bulletin - Types of bulletin , structure content and style

1.5 Mode of sports journalism , print electrical and informal media

Suggested readings specific to the module.

1.1 Aamidor A (2003).Real Sports Reporting. Indiana University Press.Valparaiso. Indiana. U.S.A.

1.2 Ahuja, B.N (1988) Theory and Practice of Journalism. Surjeet Delhi.

1.3 Andrews P (2005). Sports Journalism: A Practical Introduction. Sage Publications Ltd. Delhi.

1.4 Billings, A. (2014) Routledge handbook of sport and new media. RoutledgeISBN-13: 978-0415532761 ISBN-10: 0415532760.

Module 2: Mass media

2.1 Introduction to mass communication - The concept of mass media - Mass media in India and its present status

2.2 Mass media institutions in India - Government media units – Press registrar of India, Press council of India – Indian news agencies media educational institutions

2.3 The concept of journalism - the function of the press - Press freedom and responsibility and the theories of the press - Current trends in journalism. Sports Photography: equipment – editing – publishing, mass media in journalism: radio and t.vcommentary

Suggested readings specific to the module.

2.1 Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi :Surjeet Publications.

2.2 Aamidor A (2003).Real Sports Reporting. Indiana University Press.Valparaiso. Indiana. U.S.A.

2.3 Andrews P (2005). Sports Journalism: A Practical Introduction. Sage Publications Ltd. Delhi.

Module 3: News Reporting and Advertising

3.1 News Definition, basic news elements, organization of sports news desk, Pitfalls in the use of language Proof Reading, Qualities and responsibilities of sports news reporters.

3.2 Organization of Pre & Post Sports Event Press Meet.

3.3 Reporting, functions, responsibilities and qualities of reporter - Functional differences of reporters - Special correspondents, foreign correspondents, columnists, freelancers, Roving Reporters, Structure of Advertising - Functions

of advertising, Psychology of advertising

3.4 Type's of advertising - Advertising media, Structure of advertising agency. Editing o Magazines - Modern trends of headlines writing - Electronic news editing – pictures editing – outline writing – editorial writing – types of editorials and analysis of editorials.

Suggested readings specific to the module.

3.1 Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication

3.2 Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication

3.3 Kamath, M V (1980). Professional Journalism. K.S.K. New Delhi

3.4 Billings, A., Butterworth, M., & Turman, P.(2014) Communication and sport.ISBN-13: 978-1452279138ISBN-10: 1452279136

Module 4: Editing and Printing

4.1 Leads, introduction and definition, importance of leads principles of leads.

4.2 Constructions and types of leads - leads for sports reports, individual and Team games.

4.3 Track and field events, equities score Board and statistics.

4.4 Editing: Editing copy reading and handling sports news.

4.5 Design and make up of the sports page elementary.

4.6 Knowledge of typography and various process of printing. Newspaper style and slant.

Suggested readings specific to the module.

4.1 Andrews P (2005). Sports Journalism: A Practical Introduction. Sage Publications Ltd. Delhi.

4.2 Boyle R (2006). Sports Journalism: Context and Issues. Sage Publications Ltd.

4.3 Billings, A., Butterworth, M., & Turman, P. (2012). Communication and sport. Thousand Oaks.

4.4 Billings, A. (2014) Routledge handbook of sport and new media.

RoutledgeISBN-13: 978-0415532761 ISBN-10: 0415532760.

Core Compulsory readings

- Aamidor A (2003).Real Sports Reporting. Indiana University Press.Valparaiso. Indiana. U.S.A.
- Ahuja, B.N (1988) Theory and Practice of Journalism. Surjeet Delhi.
- Andrews P (2005). Sports Journalism: A Practical Introduction. Sage Publications Ltd. Delhi.
- Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi :Surjeet Publications
- Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication
- Billings, A. (2014) Routledge handbook of sport and new media. RoutledgeISBN-13: 978-0415532761 ISBN-10: 0415532760.
- Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication
- Boyle R (2006). Sports Journalism: Context and Issues. Sage Publications Ltd.
- Dhananjay Joshi (2010) Value Education in Global Perspective. New Delhi: Lotus Press.
- Kamath, M V (1980). Professional Journalism. K.S.K. New Delhi

Core suggested readings

- Dhananjay Joshi (2010) Value Education in Global Perspective. New Delhi: Lotus Press.
- Mohit Chakrabarti (2008): Value Education: Changing Perspective, New Delhi: Kanishka Publication.
- Sandvoss, C., Real, M., & Bernstein, A. (2012). Bodies of discourse. New York, NY: PeterLang.ISBN-13: 978-1433111730ISBN-10: 143311173X

TEACHING LEARNING STRATEGIES

- The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts and presentations method.

MODE OF TRANSACTION

- Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER I

PART – B: Practicum Course (Discipline Specific Compulsory)

MPES01DSC04 (P)**: TRACK & FIELD**

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE OBJECTIVES

CO1	To understand the fundamental skills and techniques of the track and field events
CO2	To orient the rules & officiating of track and field events
CO3	To know the layout and marking of track and field.
CO4	To acquaint the student with progressive teaching stages of fundamentals skills of various events
CO5	To make the students through with teaching stages and coaching aspects of track and field events

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1			√		√						√	
CO2		√	√		√							
CO3		√	√									
CO4			√		√						√	
CO5		√	√		√						√	

COURSE CONTENTS

- Track Events: RUNNING AND RELAY RACES
- Running (sprint, Middle and Long distance), Running techniques, Start techniques, Finish techniques
- Relay (Various types and techniques of Baton Exchange)
- Teaching stages and coaching aspects
- Throwing events: Shotput and Discus throw
  - Different techniques- Teaching stages and coaching aspects
- Jumping Events: long Jump and High Jump
  - Different techniques- Teaching stages and coaching aspects
- Rules and officiating
- Track and field layout and markings

Core Compulsory Readings

- Chauhan VS (1999). Khel Jagat Mein Athletics. A.P. Pub, Jalandhar.
- Evans DA (1984). Teaching Athletics. Hodder, London.
- Gothi E (2004). Teaching & Coaching Athletics. Sport Pub., New Delhi.
- Gupta R. (2004). Layout & Marking of Track & Field. Friends Publications. India. New Delhi.
- Handbook-Rules and Regulation. International Athletic Federation (2010).
- Herb Amato, DA ATC et al (2002). Practical Exam Preparation Guide of Clinical Skills of Athletic Training. Slack Incorporated. 1st ed., USA.
- Kumar, Pardeep. (2008). Historical Development of Track & Field. Friends Publication. New Delhi
- Maughan, R. and Gluson, M. (2004). The Biomechanical Basics of Athletic Performance. Oxford University Press, U.K.

Core Suggested Readings

1. Singh, Hardayal. (1919). Science of Sports Training. DVS Publication, N. Delhi.
2. Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi.
3. Bompa O. Tudor and Halff G. Gregory. (2009) "Periodization Theory and Methodology of Training" Human kinetics. NY.

4. Fox EL (1998). Physiological Basis of Physical Education and Athletics Brown Pub.
5. Prentice, W. and Arnheim, D. (2005). Arnheim‟s Principles of Athletic Training 12th Ed. McGraw Hill. in place of Knight (1988).
6. Renwick GR (2001). Play Better Athletics. Sports Pub, Delhi.

ASSESSMENT RUBRICS

Skill and demonstration, Performance Test, Project Work, Assignments, Presentations, Practical Work, design and choreography.

Components	**Continuous Evaluation 40%**	**End Semester Evaluation 60%**	**Total 100%**
Skill Proficiency	60%	60%	60%
Record File/Project Report	20%	20%	20%
Viva	20%	20%	20%

SEMESTER I

PART – B: Practicum Course (Discipline Specific Elective)

MPES01DSE03-08 (P):

PRACTICUM – MAJOR GAMES

BASKETBALL
HANDBALL
KABADDI
CRICKET
VOLLEYBALL
FENCING/KALARIPAYATTU

DETAILED SYLLABUS

BASKETBALL

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE OUTCOMES

CO1	Will understand the fundamental skills of basketball.
CO2	Gain Knowledge about the rules & officiating of basketball
CO3	Will know the lay out and marking of basketball court.
CO4	Thorough with teaching stages and coaching aspects of basketball.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1			√		√						√	
CO2		√	√		√							
CO3		√	√									
CO4		√	√		√						√	

COURSE CONTENTS

FUNDAMENTAL SKILLS

- Player stance and ball handling
- Passing-Two Hand chest pass, two hand Bounce Pass, One Hand Baseball pass, Over Head pass, Hook Pass.
- Receiving-Two Hand receiving, one hand receiving, receiving in stationary position, receiving while jumping, receiving while running.
- Dribbling-How to start dribble, how to drop dribble, High dribble, Low dribble, Reverse dribble, cross over dribble.
- Shooting-Layup shot and its variations, one hand set shot, one hand jump shot, Free throw.
- Rebounding-Defensive rebound, Offensive rebound, Rebound Organization.
- Individual Defensive-Guarding the man with the ball and without the ball.
- Pivoting.
- Dimensions of the court
- Rules and their interpretations
- Officiating
- Teaching Lesson Plan

Core Compulsory readings

- Drewett, J. (2007). How to Improve at Basketball. Crabtree Publishing Co.,USA.
- Goldstein, S. (1998). Basketball Fundamentals. 2nd Ed. Golden Aura Publishing,USA.

- Jain Naveen (2003). Play and Learn Basket Ball. Khel Sahitya Kendra. New Delhi.
- Sharma OP (2003). Basket Ball Skills and Rules. Khel Sahitya Kendra,Delhi.

Core suggested readings

- Bompa O. Tudor and Halff G. Gregory. (2009) "Periodization Theory and Methodology of Training" Human kinetics. NY.
- Nat BB (1997). Conditioning Coaches Association. NBA Power Conditioning. Human Kinetics.
- Singh, Hardayal. (1919). Science of Sports Training. DVS Publication, N. Delhi.
- Wilmore & Costill (2004).Physiology of Sports & Exercise. Human Kinetics, US

TEACHING LEARNING STRATEGIES

- The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

MODE OF TRANSACTION

- Field Work/ Viva/ learning by doing/ Individual and Team Drills

ASSESSMENT RUBRICS

Skill and demonstration, Performance Test, Project Work, Assignments, Presentations, Practical Work, design and choreography.

Components	Components	Continuous Evaluation 40%	End Semester Evaluation 60%
Skill Proficiency	Skill Proficiency	60%	60%
Record File/Project Report	Record File/Project Report	20%	20%
Viva	Viva	20%	20%

HANDBALL

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE OBJECTIVES

CO1	Will understand the fundamental skills of handball.
CO2	Gain Knowledge about the rules & officiating of Handball
CO3	Will know the layout and marking of Handball court.
CO4	Thorough with teaching stages and coaching aspects of Handball.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1			√		√						√	
CO2		√	√		√							
CO3		√	√									
CO4		√	√		√						√	

COURSE CONTENTS

FUNDAMENTAL SKILLS

- Passing- Overhead pass, push pass, wrist pass
- Receiving- standing (above and below waist) and running
- Shooting- Jump Shot high and long, Set Shot
- Dribbling-High and Low,
- Attack and Counterattack
- Blocking and defending
- Goal keeping

- Dimensions of the court.
- Rules and their interpretations
- Officiating
- Teaching lesson plan

Core Compulsory readings

- Jain D (2003). Play & Learn Handball. Khel Sahitya Kendra. New Delhi.
- Page, J. (2000). Ball Games. Lerner Sports Publisher,USA.
- Phillips, B.E. (2009). Fundamental Handball. Kessinger Publishers,USA.
- Schmottlach, N. and McManama (2005). Physical Education Activity Handbook. Benjamin Cummings, USA.
- Surhone, L.M. et al (2010). Team Handball. Betascript Publishing,USA

Core suggested readings

- Bompa O. Tudor and Halff G. Gregory. (2009) "Periodization Theory and Methodology of Training" Human kinetics. NY.
- Kleinman, I. (2009). Complete Physical Education Plans. 2nd Ed. Human Kinetics,USA.
- Schmottlach N Mcmanama J (1997). Physical Education Handbook. 9th Edition. Allyn &Bacon.London.
- Singh, Hardayal. (1919). Science of Sports Training. DVS Publication, N. Delhi.
- Vanaik A. (2005). Playfield Manual, Friends Publication. New Delhi
- Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi.

TEACHING LEARNING STRATEGIES

The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

MODE OF TRANSACTION

Field Work/ Viva/ learning by doing/ Individual and Team Drills

ASSESSMENT RUBRICS

Skill and demonstration, Performance Test, Project Work, Assignments, Presentations, Practical Work, design and choreography.

Components	Components	Continuous Evaluation 40%	End Semester Evaluation 60%
Skill Proficiency	Skill Proficiency	60%	60%
Record File/Project Report	Record File/Project Report	20%	20%
Viva	Viva	20%	20%

KABADDI

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE OBJECTIVES

Credit	Teaching Hours	Assessment
CO1	Will understand the fundamental skills of Kabaddi.	
CO2	Gain Knowledge about the rules & officiating of Kabaddi	
CO3	Will know the layout and marking of Kabaddi court.	
CO4	Thorough with teaching stages and coaching aspects of Kabaddi.	

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1			√		√						√	
CO2		√	√		√							
CO3		√	√									
CO4		√	√		√						√	

COURSE CONTENTS

FUNDAMENTAL SKILLS

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

Ground Marking, Rules and Officiating.

- Teaching lesson plan

Core Compulsory readings

- Kumar, Dharmander. (2018). Kabaddi and Its Playing Techniques. Writers Choice, New Delhi. B.Sc. (PE, HE, & Sports) PROGRAMME (CBCS) - 2019 118
- Mishra , S.C. (2007). Teach Yourself Kabaddi. Sports Publications, New Delhi.
- Rao CV (1983). Kabaddi. Native Indian Sports. NSNIS. Patiala Publisher
- Rao EP (1994). Modern Coaching in Kabaddi.D.V.S.Pub
- Syal, M. (2004). Kabaddi Teaching. Prerna Parkashan, New Delhi.

Core suggested readings

- Singh, Hardayal. (1919). Science of Sports Training. DVS Publication, N. Delhi.
- Bompa O. Tudor and Halff G. Gregory. (2009) "Periodization Theory and Methodology of Training" Human kinetics. NY.
- Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi.

TEACHING LEARNING STRATEGIES

The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

MODE OF TRANSACTION

Field Work/ Viva/ learning by doing/ Individual and Team Drills

ASSESSMENT RUBRICS

Skill and demonstration, Performance Test, Project Work, Assignments, Presentations, Practical Work, design and choreography.

Components	Components	Continuous Evaluation	End Semester Evaluation
		40%	**60%**
Skill Proficiency	Skill Proficiency	60%	60%
Record File/Project Report	Record File/Project Report	20%	20%
Viva	Viva	20%	20%

CRICKET

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE OBJECTIVES

CO1	Will understand the fundamental skills of Cricket.
CO2	Gain Knowledge about the rules & officiating of Cricket
CO3	Will know the layout and marking of Cricket ground.
CO4	Thorough with teaching stages and coaching aspects of Cricket.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1			√		√						√	
CO2		√	√		√							
CO3		√	√									
CO4		√	√		√						√	

COURSE CONTENTS

FUNDAMENTAL SKILLS

- Batting-Forward and backward defensive skills
- Bowling-Simple bowling techniques
- Fielding-Defensive and offensive fielding
- Various catching skills
- Wicket keeping techniques
- Laws and their interpretations and duties of officials.
- Teaching Lesson plan.

Core Compulsory readings

- Amarnath M. (1996). Learn to Play Good Cricket. UBS Publishers. New Delhi.
- Boycott, G. (2010). Play Cricket the Right Way. Great Northern Books Limited,U.K.
- Cricket (2008). Sports Skills: Cricket Fielding (Know the Game). A & C Black Publishers.
- Gupta, K. (2006). How to Play Cricket. Goodwill Publishing House, New Delhi.
- Hobls, J. (2008). The Game of Cricket As it should be Played. Jepson Press,USA.
- Jain R. (2003). Fielding Drills in Cricket. Khel Sahitya Kendra. New Delhi.
- Rachna (2002). Coaching Successfully: Cricket. Khel Sahitya Kendra. New Delhi.
- Sharma P. (2003). Cricket. Shyam Parkashan. Jaipur.

Core suggested readings

- Bompa O. Tudor and Halff G. Gregory. (2009) "Periodization Theory and Methodology of Training" Human kinetics. NY.
- Singh, Hardayal. (1919). Science of Sports Training. DVS Publication, N. Delhi.
- Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi

TEACHING LEARNING STRATEGIES

The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

MODE OF TRANSACTION

Field Work/ Viva/ learning by doing/ Individual and Team Drills

ASSESSMENT RUBRICS

Skill and demonstration, Performance Test, Project Work, Assignments, Presentations, Practical Work, design and choreography.

Components	Components	Continuous Evaluation 40%	End Semester Evaluation 60%
Skill Proficiency	Skill Proficiency	60%	60%
Record File/Project Report	Record File/Project Report	20%	20%
Viva	Viva	20%	20%

VOLLEYBALL

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE OBJECTIVES

CO1	Will understand the fundamental skills of Volleyball.
CO2	Gain Knowledge about the rules & officiating of Volleyball
CO3	Will know the layout and marking of Volleyball court
CO4	Thorough with teaching stages and coaching aspects of Volleyball.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1			√		√						√	
CO2		√	√		√							
CO3		√	√									
CO4		√	√		√						√	

COURSE CONTENTS

FUNDAMENTAL SKILLS

- Service-Under Arm Service, Tennis Service, Floating Service.
- Overhead pass.
- The Dig (Under Arm pass).
- Spike and Block – individual and team
- Back court defense
- Defensive and Offensive strategies
- Dimensions of the court

- Laws and their interpretations and duties of officials.
- Officiating
- Teaching Lesson plan.

Core Compulsory readings

- American Volleyball Coaches Association (2005). Volleyball: Skills & Drills. Human Kinetics,USA. B.Sc. (PE, HE, & Sports) PROGRAMME (CBCS) - 2019

  124
- FIVB (1996). Backcourt Spiking in Modern Volley Ball. FIVB.Chennai.
- Kenny, B. and Gregory, C. (2006). Volleyball: Steps to Success. Human Kinetics,USA.
- Saggar SK (1994). Cosco Skills Statics - Volley Ball. Sport Publication. Delhi.
- Scates AE (1993). Winning Volley Ball. WC Brown.USA.
- Scates, A. and Linn, M. (2002). Complete Conditioning for Volleyball. Human Kinetics,USA.
- Shondell, D. and Reynaud, C. (2002). The Volleyball Coaching Bible. Human Kinetics,USA.
- The National Alliance for Youth Sports (2009). Coaching Volleyball. For Dummies Publishers,USA.
- Volleyball, USA (2009). Volleyball: Systems and Strategies. Human Kinetics,USA.

Core suggested readings

1. Bompa O. Tudor and Halff G. Gregory. (2009) “Periodization Theory and Methodology of Training” Human kinetics. NY.
2. Singh, Hardayal. (1919). Science of Sports Training. DVS Publication, N. Delhi.
3. Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi

TEACHING LEARNING STRATEGIES

The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

MODE OF TRANSACTION

Field Work/ Viva/ learning by doing/ Individual and Team Drills

ASSESSMENT RUBRICS

Skill and demonstration, Performance Test, Project Work, Assignments, Presentations, Practical Work, design and choreography.

Components	Components	Continuous Evaluation 40%	End Semester Evaluation 60%
Skill Proficiency	Skill Proficiency	60%	60%
Record File/Project Report	Record File/Project Report	20%	20%
Viva	Viva	20%	20%

FENCING/KALARIPPAYATTU

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

FENCING

COURSE OBJECTIVES

CO1	Will understand the fundamental skills of Fencing.
CO2	Gain Knowledge about the rules & officiating of Fencing.
CO3	Will know the layout and marking of Fencing.
CO4	Thorough with teaching stages and coaching aspects of Fencing.

Mapping of Course Outcomes to Programme Outcomes

Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1			√		√						√	
CO2		√	√		√							
CO3		√	√									
CO4		√	√		√						√	

COURSE CONTENTS

FUNDAMENTAL SKILLS

- Basic stance – on – guard position (feet and legs)
- Foot work – advance, retire, lunge, step- lunge
- Grip – hold a foil correctly, etiquette – salute and handshake to coaches and partners
- Hit a target (glove, mask, person) at riposte distance
- Lunge from an on- guard position
- Attack – simple attacks from sixty – direct, disengage, double attack, compound attacks high line – one – two and cut – over disengage, cut – over attack, low line attacks
- Semi-circular parries – octave and septime
- Understand the layout of a piste.
- Compound or successive parries
- Lateral parry and direct riposte.
- Fence about – judges etc. Salutes and handshakes
- Rules and their interpretation and duties of officials.
- Teaching lesson plan

Core Compulsory readings

1. Katrin Barth, Berndt Barth · (2005). Training Fencing ISBN:9781841269078, 1841269077 Publisher: Meyer & Meyer Sport.
2. Domenico Angelo (2017). The School of Fencing-With a General Explanation of the Principal Attitudes and Positions Peculiar to the Art. ISBN:9781473882997, 1473882990.
3. Susan Kemmerer · (2017). Fencing Lessons

4. Louis Rondelle · (1892). Foil and Sabre A Grammar of Fencing in Detailed Lessons for Professor and Pupil Estes and Lauriat publisher

Core suggested readings

- Bompa O. Tudor and Halff G. Gregory. (2009) "Periodization Theory and Methodology of Training" Human kinetics. NY.
- Singh, Hardayal. (1919). Science of Sports Training. DVS Publication, N. Delhi.
- Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi

KALARIPPAYATTU

COURSE OBJECTIVES

CO1	Will understand the fundamental skills of Kalarippayattu.
CO2	Gain Knowledge about the rules & officiating of Kalarippayattu.
CO3	Will know the layout and marking of Kalarippayattu
CO4	Thorough with teaching stages and coaching aspects of Fencing.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1			√		√						√	
CO2		√	√		√							
CO3		√	√									
CO4		√	√		√						√	

COURSE CONTENTS

FUNDAMENTAL SKILLS

- Vaithari
- Maipayattu

- Ketteharipayattu
- Ceruvadipayattu
- Basic training Arms
- Rules and their interpretation and duties of officials.
- Teaching lesson plan

Core Compulsory readings

- Chirakkal T. Sreedharan Nair · (2007). Kalarippayattu. The Complete Guide to Kerala's Ancient Martial Art. ISBN:9788189975104, 8189975102. Publisher:Westland Books.
- Dick Luijendijk · (2008) Kalarippayat. ISBN:9781409226260, 1409226263.Publisher:Lulu.com

  P. Balakrṣṇan · (1995). Kalarippayattu The Ancient Martial Art of Kerala. Publisher:C.V.Govindankutty Nair Gurukkal
- P. Balakrishnan · (2003) Kalarippayattu. The Ancient Martial Art of Kerala. ISBN:9788130000206, 8130000202.
- Patrick Denaud · (2009) Kalaripayat. The Martial Arts Tradition of India

Core suggested readings

- Bompa O. Tudor and Halff G. Gregory. (2009) "Periodization Theory and Methodology of Training" Human kinetics. NY.
- Singh, Hardayal. (1919). Science of Sports Training. DVS Publication, N. Delhi.
- Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi
- An Encyclopedia · Volume 1 (2001) Martial Arts of the World ,Publisher:ABC-CLIO

TEACHING LEARNING STRATEGIES

The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

MODE OF TRANSACTION

Field Work/ Viva/ learning by doing/ Individual and Team Drills**.**

ASSESSMENT RUBRICS

Skill and demonstration, Performance Test, Project Work, Assignments, Presentations,

Practical Work, design and choreography.

Components	Continuous Evaluation 40%	End Semester Evaluation 60%
Skill Proficiency	60%	60%
Record File/Project Report	20%	20%
Viva	20%	20%

DETAILED SYLLABUS

SEMESTER II

PART – A: THEORY – CORE COURSE

MPES02DSC05:YOGIC PRACTICES

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
4	-	4	60	-	60	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE=Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the modern concept ofpreventive and promotive aspects of yogic practices. It aims to develop understanding about the aim and objective of sports training, principles of sports training, system of sports training, training components, training process and training programming and planning.

COURSE OUTCOMES

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

CO1	Understand the preventive and promotive aspects of Yogic practices
CO2	Understand traditional text-based knowledge of Yoga along with modern sciences
CO3	Know and practice yogic kriyas, mudras and management of Yoga for lifestyle diseases

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	√	√	√	√			√	√	√	√		√
CO2	√	√	√	√	√		√			√	√	√
CO3			√	√	√			√	√			

COURSE CONTENTS

Module 1: Introduction

1.1 Origin of yoga and its development.

1.2 Yoga: meaning, objectives and definitions.

1.3 Importance of yoga personal and social life style.

1.4 Concepts and mis-concepts of yoga.

Suggested readings specific to the Module

1.1 Prasada Rama (1988), Patanjali's Yoga Sutras Translation, Published from Munshiram Ashram, New Delhi.

1.2 Rajjan, S. M.(1985). Yoga strengthening of relaxation for sports man. New Delhi: Allied

1.3 Vivekananda Swami (2009), Rajayoga, Published from, Advaita Ashram, Kolkata.

1.4 Jois Pattabhi (1962), Yoga mala – Part I, Published by Asthangayoga Nilaya, Mysore.

Module 2: Types of Yoga

2.1 Schools of yoga- Hatha Yoga, Raja Yoga, Bhakti Yoga, Jnana Yoga and Karma Yoga.

2.2 Shat-Karma: Meaning, Definition and Types according to Hatha Yoga.

2.3 Concept of Chakras and Aura.

2.4 Meditation: Meaning, Techniques and Benefits of Meditation.

Suggested readings specific to the Module

2.1 Satyananda Saraswati Swami (1997), Asana, Pranayama, Mudra, Bandha, Published by Bihar School of Yoga, Munger, Bihar.

2.2 HathayogaPradipika of Swatmarama (1994), Published by The Adyar library and research centre, Chennai.

2.3 Jois Pattabhi (1962), Yoga mala – Part I, Published by Asthangayoga Nilaya, Mysore.

2.4 Gore M. M. (2005), Anatomy and physiology of yogic practices, published by New Age Books, New Delhi.

Module 3: Kriyas and Mudras

3.1 Shat-Kriyas: Meaning, Definition and Types according to Hatha Yoga.

3.2 Pranayama: Definition, different Types according to Hatha Yoga.

3.3 Asanas: Meaning, different Types, Methodology and Benefits.

3.4 Mudras: Definition and types according to Hatha Yoga.

Suggested readings specific to the Module

3.1 Satyananda Saraswati Swami (1997), Asana, Pranayama, Mudra, Bandha, Published by Bihar School of Yoga, Munger, Bihar.

3.2 Prasada Rama (1988), Patanjali's Yoga Sutras Translation, Published from Munshiram Ashram, New Delhi.

3.3 Satyananda Saraswati Swami (1997), Asana, Pranayama, Mudra, Bandha, Published by Bihar School of Yoga, Munger, Bihar.

Module 4: Yoga and Body Systems

4.1 Yoga: Basic Anatomy and Physiology of Skelton, Circulatory, Digestive, Nervous, Excretory, Respiratory System.

4.2 Yoga Regeneration Exercise-Power Yoga.

4.3 Yogic management for lifestyle diseases.

4.4 Role of Yoga in Psychological Preparation of athlete: Mental Wellbeing, Anxiety, Depression Concentration, Self-Actualization.

Suggested readings specific to the Module

4.1 Kaminoff, L. et al (2007). Yoga Anatomy. Human Kinetics, USA.

4.2 Kirk, M. (2005). The Hatha Yoga Illustrated. Human Kinetics, USA.

4.3 Sri Swami Rama, (2001). Breathing. Rishikesh Sadhana Mandir Trust.

4.4 Swami Veda Bharti (2000). Yoga Polity. Economy and Family. Rishikesh Sadhana Mandir Trust

Core Compulsory readings

- Rajjan, S. M.(1985). Yoga strengthening of relaxation for sports man. New Delhi: Allied
- Vivekananda Swami (2009), Rajayoga, Published from, Advaita Ashram, Kolkata.
- Prasada Rama (1988), Patanjali's Yoga Sutras Translation, Published from Munshiram Ashram, New Delhi.
- Satyananda Saraswati Swami (1997), Asana, Pranayama, Mudra, Bandha, Published by Bihar School of Yoga, Munger, Bihar.
- HathayogaPradipika of Swatmarama (1994), Published by The Adyar library and research centre, Chennai
- Jois Pattabhi (1962), Yoga mala – Part I, Published by Asthangayoga Nilaya, Mysore.
- Gore M. M. (2005), Anatomy and physiology of yogic practices, published by New Age Books, New Delhi.
- Mukerji, A.P. (2010). The Doctorine and Practice of Yoga. General Books, LLC, New Delhi.
- Sharma JP and Ganesh S(2007). Yog Kala Ek Prichya. Friends Publication. New Delhi
- Sharma JP(2007). Manav jeevanevam yoga. Friends Publication. New Delhi.
- Sharma Jai Prakash And Sehgal Madhu(2006). Yog-Shiksha. Friends Publication. Delhi.

Core suggested readings

- Anand Omprarkash (2001). Yog Dawra Kaya Kalp, Kanpur. Sewasth Sahitya Perkashan
- Iyengar, B.K.S. (1995). Light on Yoga : The Bible of Modern Yoga. Schocken Publishers, USA.
- Norton, W.W. (2010). Yoga for Osteoporosis : The Complete Guide. W.W. Norton & Company, USA.
- Sarin N (2003). Yoga DawaraRagoon Ka Upchhar. Khel Sahitya Kendra

TEACHING LEARNING STRATEGIES

The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts, and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

MODE OF TRANSACTION

Lecture/Discussions/Fieldwork/Project/Work/Viva/Seminars/TermPapers/Presentations/Self/ Learning Instructional Material etc.

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER II

PART – A: THEORY – CORE COURSE MPES02DSC06:

SCIENTIFIC PRINCIPLES OF SPORTS TRAINING

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
4	-	4	60	-	60	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the modern concept of sports training. It aims to develop understanding about strength and conditioning, principles of sports training, technical and tactical training, training components, training periodization, training process and design various training plans and program.

COURSE OUTCOMES

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

CO1	Identify the knowledge and concept of sports training.
CO2	Understand the theories and principles of human body training related to sports performance.
CO3	Assimilate knowledge about training and conditioning for motor qualities.
CO4	Understand the scientific basis of technical and tactical training
CO5	Design various training plans and programme

Mapping of Course Outcomes to Programme Outcomes

Programme Outcomes												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	√	√	√	√	√	√	√	√	√	√	√	√
CO2	√	√	√	√	√	√	√	√	√	√	√	√
CO3	√	√	√	√	√	√	√	√	√	√	√	√
CO4	√	√	√		√	√	√	√	√	√	√	√
C05	√	√	√	√	√	√	√	√	√	√	√	√

COURSE CONTENTS

Module 1: Introduction

1.1 Sports Training Aim, Tasks, Characteristics and Principles of Sports training.

1.2 Philosophy of Coaching and Qualities and personality of a Coach.

1.3 Training Load: Important features of training load, Principles of Training Load. Relationship between load, recovery and adaptation, conditions for adaptation.

1.4 Over reaching and over training, causes and symptoms of over training, prevention of over training symptoms, treatment of over training.

1.5 Fatigue management: Meaning and Importance of Recovery, Factors affecting recovery process and means of faster recovery.

1.6 Identification and development of sports talent: Meaning, definition and process of talent identification and its development.

Suggested readings specific to the Module

1.1 Dick FW (1999). Sport training Principles. A and C Black. London.

1.2 Newton H (2006). Explosive lifting for sports. Human Kinetics. US.

1.3 Singh Hardayal (1991). Science of Sport Training. D.V.S Pub. Delhi.

1.4 Haff, G., & Triplett, N. Essentials of strength training and conditioning. Champaign, IL.: Human Kinetics.

Module 2: Training for Development of Motor Components

2.1 Strength: Forms of strength, characteristics of strength, Principles of strength training, strength training means and methods.

2.2 Speed: Forms of speed, characteristics of speed, training means and methods of improving speed.

2.3 Endurance: Forms of endurance, characteristics of endurance, endurance training means and methods of improving endurance.

2.4 Flexibility: Forms of flexibility, characteristics of flexibility, basis of flexibility, Methods of development of flexibility.

2.5 Coordinative Abilities: Characteristics of coordinative abilities, importance of coordinative abilities, classification of coordinative Abilities, Training means and

methods.

Suggested readings specific to the Module

2.1 Haff, G., & Triplett, N. Essentials of strength training and conditioning. Champaign, IL.: Human Kinetics.

2.2 Baechle T R & Earle R W (2000). Essentials of strength training and conditioning. Human Kinetics. USA.

2.3 Bompa. T.O. (1994). Theory and Methods of Training-A Key to Athletic Performance (3rd Ed.). Kandwall Hunt Publication Co.

2.4 Zatsiorsky, V., & Kraemer, W. (2006). Science and practice of strength training. Champaign, IL: Human Kinetics.

Module 3: Training for the development of Techniques & Tactics and Periodization oftraining

3.1 Definition of skill, technique, and style

3.2 Characteristics of technique

3.3 Phases of skill acquisition

3.4 Methods for the development of technique

3.5 Tactics: Definition of tactics and strategy, Basic Tactical concepts - offensive, defensive high performance, Methods of tactical training, Control of tactical knowledge.

3.6 Periodization of training, types of periodization, Contents for various periods.

Suggested readings specific to the Module

3.1 Bompa. T.O. and G. Gregory Hett. (2009) Periodization: Theory and Methodology of Training.

3.2 Bompa, T., & Carrera, M. (2005). Periodization training for sports. Champaign, Ill.: Human Kinetics.

3.3 Cart, E. Klafs& Daniel, D. Arnheim (1999) Modern Principles of Athletic Training St. Louis C. V. Mosphy Company

3.4 BeotraAlka, (2000), Drug Education Handbook on Drug Abuse in Sports. Delhi: Sports Authority of India.

3.5 Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc.

Module 4: Planning of training and Competition

4.1 Planning and organization of Training, Importance of planning, Principal of planning, Systems of Planning, and planning of training load.

4.2 Planning of competitions and its purpose, Types of competitions, Competition Frequency, peaking for competitions, tapering of training, methods of tapering, factors affecting tapering.

4.3 Planning of various cycles (macro, meso, micro, one day training programme and planning of training sessions).

4.4 Structure of long-term training plan: long term athlete development model

4.5 Evaluation of training: Need and importance of evaluation, methods of evaluation training

Suggested readings specific to the Module

4.1 Bompa, T., & Haff, G. (2009). Periodization. Champaign, IL.: Human Kinetics.ISBN-13: 9780736074834

4.2 Baechle T R & Earle R W (2000). Essentials of strength training and conditioning. Human Kinetics. USA.

4.3 Bompa. T.O. (1994). Theory and Methods of Training-A Key to Athletic Performance (3rd Ed.). Kandwall Hunt Publication Co.

Core Compulsory readings

- BeotraAlka, (2000), Drug Education Handbook on Drug Abuse in Sports. Delhi: Sports Authority of India.
- Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc.
- Baechle T R & Earle R W (2000). Essentials of strength training and conditioning. Human Kinetics. USA.
- Bompa. T.O. (1994). Theory and Methods of Training-A Key to Athletic Performance (3rd Ed.). Kandwall Hunt Publication Co.

- Bompa, T., & Haff, G. (2009). Periodization. Champaign, IL.: Human Kinetics.ISBN-13: 9780736074834
- Bompa. T.O. and G. Gregory Hett. (2009) Periodization: Theory and Methodology of Training.
- Bompa, T., & Carrera, M. (2005). Periodization training for sports. Champaign, Ill.: Human Kinetics.
- Cart, E. Klafs& Daniel, D. Arnheim (1999) Modern Principles of Athletic Training St. Louis C. V. Mosphy Company
- Dick FW (1999). Sport training Principles. A and C Black. London
- Haff, G., & Triplett, N. Essentials of strength training and conditioning. Champaign, IL.: Human Kinetics.
- Singh Hardayal (1991). Science of Sport Training. D.V.S Pub. Delhi.
- Newton H (2006). Explosive lifting for sports. Human Kinetics. US.
- Zatsiorsky, V., & Kraemer, W. (2006). Science and practice of strength training. Champaign, IL: Human Kinetics.

Core suggested readings

- Wuest, D., & Fisette, J. (2014) Foundations of physical education, exercise science, and sport. McGraw-Hill Higher Education.
- Daniel, D. Arnheim (1991) Principles of Athletic Training, St. Luis, Mosby.

LIST OF PRACTICUMS

- To prepare a training plan (Session plan, days plan, micro cycle plan, meso cycle plan and macro cycle plan in different periods of training for various sports events)
- Evaluation of training (Testing of motor components and performance)

TEACHING LEARNING STRATEGIES

The subject will be taught by using lectures, demonstrations, seminars, classroom discussion, charts, and presentation methods.

MODE OF TRANSACTION

Lecture//Laboratory Work/Field Work/ Outreach Activities/Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER II

MPES02DSC07: SPORTS PSYCHOLOGY

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	1	4	45	30	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the psycho-sociological aspects of human behavior in relation to physical education and sports. It aims to develop understanding about the general characteristics of various stages of growth and development, types and nature of individual differences, nature of learning, theories of learning, laws of learning, personality, orthodoxy, customs, tradition, and socialization through Physical Education.

COURSE OUTCOME

After the completion of the course, the student will be able

CO1	Understand the concepts of psychology applied in the field of physical education and sports for optimal performance.
CO2	Understand the field of sports psychology as a scientific discipline
CO3	Develop an understanding about various concepts of goal setting, motor learning and personality with respect to sports and athlete performance.
CO4	Review the motivational strategies applicable in the field of sports.
CO5	Analyze the influence of group and team on the behavior of athletes influencing team cohesion and social behavior.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	√	√	√	√	√		√	√	√	√	√	√
CO2	√	√	√	√				√		√	√	
CO3		√	√	√	√	√	√	√		√		
CO4		√	√	√				√	√	√		
C05		√	√			√						√

COURSE CONTENTS

Module I:

1.1 The meaning, nature and scope of sports psychology, development of sports psychology, relationship of sports psychology with other sports sciences.

1.2 Importance of Sport Psychology for Physical Education teachers and Coaches.

1.3 Psychology of young athletes - Reasons of participation and discontinuation of sports, effective coaching practice

1.4 Motivation: Meaning of motives, need, drive role of motives, theory of motivation, achievement motivation and competitiveness, techniques of motivation, Importance of motivation in peak performance. Measurement of sports motivation.

1.5 Feedback, Reinforcement and Intrinsic Motivation, Principles of Reinforcement-Positive and Negative Reinforcement,

1.6 Arousal, Anxiety, Stress, Fear, Frustration conflict - their process and effect on sport performance, Implication for practice.

1.7 Arousal regulation - Self-awareness of anxiety, Anxiety reduction techniques, On-site relaxation tips, Arousal inducing techniques.

1.8 Exercise and psychological well-being, Exercise in the reduction of anxiety and depression, exercise and mood changes, how exercise enhances well-being, reasons to exercise, strategies and guidelines to enhance adherence to exercise.

Suggested readings specific to the module

1.1 Mangal S.K (2021) - Sports Psychology – SAGE Publications PVT LTD

1.2 Richard H. Cox (1990) - Sport Psychology: Concepts and Applications – Wm. C. Brown

1.3 Martin Hagger, Nikos Chatzisarantis (2005) – The social psychology of Exercise and Sport- McGraw-Hill Education

1.4 Dieter Hackfort, Charles Donald Speilberg (1989) - Anxiety in Sports: An International Perspective – Hemisphere Publishing Corporation

Module II:

2.1 Cognitive process in physical activities: Characteristics of cognitive process in sports. Role of sensation and perception in physical activity, function of thinking and imagination and memory in physical activities.

2.2 Mental activity of athletes, mental activity and sports related goals. Goal settings - Types of goals, goals setting-effectiveness, basic principles, designing a goal setting systems.

2.3 Meaning and Importance of attention, Dimensions of attention/concentration, choking self-talk, strategies to develop attention.

2.4 Imagery: Meaning, Types, Uses, How it works, basic of imagery training,

2.5 Self-confidence - Definition, Benefits Optimal confidence, Influence expectation on performance, self-efficacy theory, assessing and self-confidence.

2.6 Concentration- Definition, Process of attentional focus, Connecting concentration to optimal performance, Identifying types of attentional focus, Improving concentration, Assessing attention skill

2.7 Psychological skill training – Importance, PST knowledge base, PST effectiveness, three phase of PST program, implementation of PST program, PST program development.

Suggested readings specific to the Module

2.1 Gershon Tenenbaum, Robert C. Eklund (2020) - Handbook of Sport psychology – Wiley

2.2 Thelma S. Horn (2008) - Advances in Sport Psychology – Human Kinetics

2.3 Ellis Cashmore (2008) - Sport and Exercise Psychology: The Key Concepts – Taylor & Francis

2.4 Maurizio Bertollo, Edson Filho, Peter C. Terry (2020) - Advancements in Mental

Skills Training – Taylor & Francis

Module III:

3.1 Personality: Meaning of personality, theory of personality, structure of personality and personality traits of sportsman relationship of personality to sports performance personality differences among various sports groups. Measurement of personality

3.2 Emotion: Meaning and types of emotions, specific emotional process in physical activities, level of aspiration and emotion (success and failure).

3.3 Psychology and athletic injuries: Role of psychological factors in athletic injuries, Antecedents of injuries, Stress injuries relationship, Role of sports psychology in injuries rehabilitation.

3.4 Motor Learning: Development of motor learning, factors affecting motor learning, motor skill acquisition. Transfer of training and its types with its implication in sports.

3.5 Psycho-regulative procedure in sports, Details of selected psycho-regulative procedures for activation and relaxation (Autogenic training and Ide motoric training). Psychological aspects of long term and short-term preparation for competition.

Suggested readings specific to the module:

3.1 Joanne Thatcher, Marc Jones, David Lavalle.(2011) - Coping and Emotion in Sport: Second Edition – Taylor &Francis

3.2 Ian Renshaw, Keith Davids, Geert J.P. Savelsbergh (2010) - Motor Learning Practice: A Constraints-Led Approach – Taylor & Francis

3.3 Adam Gledhill, Dale Forsdyke (2021) The Psychology of Sports Injury: From Risk to Retirement – Taylor & Francis

3.4 Monna Arvinen-Barrow and Natalie Walker (2013) - The Psychology of Sport Injury and Rehabilitation – Routledge

Module IV:

4.1 Group and Team Dynamics, Group - Structure, How a group becomes a team, effective team climate,

4.2 Group cohesion - Definition, conceptual model and measurement. Cohesion and performance, co-relates of cohesion, building team cohesion.

4.3 Leadership - Definition, Approaches, multi-dimensional model of sports leadership, components of effective leadership

4.4 Sport audience and their effect on the performance of the sportsmen

4.5 Psychological aspects of competition:

4.6 Communication – understanding the communication process, sending message effectively, receiving message effectively, recognising breakdown in communication, improving communication, dealing with confrontation

4.7 Athletic Injury and psychology – How injury happen, relationship between stress and injury, psychological Reaction to Exercise and athletic injury, Role of sports Psychology in injury rehabilitation

4.8 Burnout and overtraining- Definition of overtraining Staleness and burnout, frequency of overtraining staleness and burnout, models of burnout, factors leading to athlete Overtraining and burnout, Symptoms of overtraining and burnout, burnout in sports professionals, way to measure burnout, treatment and prevention of burnout.

Suggested readings specific to the module:

4.1 Mark R. Beauchamp (2014) - Group Dynamics in Exercise and Sport Psychology – Taylor & Francis

4.2 Mark AEys, Mark R. Beauchamp (2007) - Group Dynamics in Exercise and Sport Psychology – Taylor & Francis

4.3 Monna Arvinen-Barrow and Natalie Walker (2013) - The Psychology of Sport Injury and Rehabilitation – Routledge

4.4 Horn, Thelma, Smith and Alan (2018) - Advances in Sport and Exercise Psychology, 4E – Human Kinetics

4.5 Rachel Arnold, David Fletcher (2022) - Stress, Well-being, and Performance in Sport – Routledge, Taylor & Francis Group

Core Compulsory Reading

- Abbe Brady, Bridget Grenville-Cleave (2017) - Positive Psychology in Sport and Physical Activity – An introduction – Taylor & Francis
- Weinberg, Robert S, Gould Daniel (2019) - Foundations of Sport and Exercise Psychology, 7E – Human Kinetics
- John Perry (2023) Sports Psychology: A Complete Introduction – Hodder & Stoughton
- Sport Psychology – The Basics – David Tod

Core Suggested Readings

- Damon Burton, Thomas D. Raedeke (2008) - Sport Psychology for Coaches – Human Kinetics
- David Todd (2022) - Sport Psychology – The Basics - Routledge

TEACHING LEARNING STRATEGIES

The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts, and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

MODE OF TRANSACTION

Lecture/Discussions/Fieldwork/Project/Work/Viva/Seminars/TermPapers/Presentations/Self/ Learning Instructional Material etc.

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER II

MPES02DSE09: SPORTS TECHNOLOGY

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	-	3	45	-	45	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE=Continuous evaluation, ESE = End semester evaluation

Course Description

This course will enable students to understand the modern concept of sports technology and its aspects in physical education. It aims to develop understanding of the types, scope, and methods of sports technology, to make aware the modern infrastructure and maintenance.

COURSE OUTCOME

After the completion of the course, the student will be able to,

CO1	To know about the sports technologies and their aspects in Physical Education.
CO2	To summarize the Mechanics of engineering materials and concepts.
CO3	To aware about the Infrastructure and Maintenance.
CO4	To know about the modernized technologies used in sports and games

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1		√	√	√	√		√		√		√	√
CO2	√	√	√	√	√			√			√	√
CO3	√	√	√	√	√						√	√
CO4	√	√	√	√	√			√		√	√	√

COURSE CONTENTS

Module I: Introduction of Sports Technology

1.1 Meaning, definition, purpose, advantages and applications of Sports Technology

1.2 General Principles and purpose of instrumentation in sports

1.3 Enhancement: which technologies are improved and how

1.4 Technological impacts on sports and how it impacts the Peers.

Suggested readings specific to the module.

1.1 Geoff Thompson (2001) – Sports technology – Nelson Thomson Learning

1.2 Aleksandar Subic, Franz Konstantin Fuss, Martin Strangwood, Rabindra Mehta (2013) – Routledge Handbook of Sports technology and Engineering

1.3 Stewart Ross (2010) – Sports technology – Evans

Module II: Science of Sports Materials

2.1 Adhesives- Nano glue, Nano moulding technology, Nano turf.

2.2 Footwear production and its application in sports

2.3 Foams- Polyurethane, Polystyrene, Styrofoam, closed- cell and open-cell foams, Neoprene, Foam.

2.4 Smart Materials – Shape Memory Alloy (SMA), Thermo chromic film, High-density modelling foam. Peer design with smart materials in sports

Suggested readings specific to the module.

2.1 Ravindra S. Goonetilleke (2012) – Sciences of Footwear – CRC Press

2.2 Aswin Rao, A. R. Srinivasa, J.N. Reddy, Reddy (2015) – Design of Shape memory alloy

(SMA) Actuators – Springer International Publishing

Module III: Integration of Technology into Sports

3.1 Meaning and introduction of the integration of foreign technologies into sports practice

3.2 Use of computer and software in Match Analysis and Coaching. Reflexion of various sports surface, technology and computer in sports.

3.3 GPS: How it enhances modern sports

3.4 The use of technologically constructed hypoxic environment

3.5 Technologies for judging, umpiring and refereeing (Hawk-Eye, IRS, DRA, VAR, GLT, IRCSO, ATS, EDM, Photo finish)

Suggested Readings specific to the Module

3.1 Daniel Memmert (2021) – Match Analysis – Taylor & Francis Group

3.2 Alexander Subic, Franz Konstantin Fuss, SadayukiUjihashi (2007) – the impact of technology in sport II – Taylor & Francis

Module IV: Surfaces of Playfields and Modern Equipment

4.1 Modern surfaces for playfields, construction and installation of sports surfaces. (synthetic, wood, polyurethane)

4.2 Artificial turf and Modern technology in the construction of indoor and outdoor facilities.

4.3 Technology in manufacture of modern play equipment. Types, Materials and Advantages. (Balls, Bat/Stick/ Racquets, Clothing and shoes)

4.4 Measuring equipment

4.5 Protective equipment: Types, Materials and Advantages. Sports equipment with Nano technology, Advantages. Reflexion of materials and advantages in playing with productive equipment in sports and games.

Suggested Readings specific to the module.

4.1 Iain James, Matt Carre, Paul Fleming, Sharon Dixon (2015) – The science and engineering of sport surfaces – Taylor & Francis

4.2 Sascha L. Schmidt (2020) – 21st Century sports, How technologies will change sports in the digital age – Springer International Publishing

4.3 Jennifer Swanson (2016) – Super Gear, nanotechnology and Sports Team Up – Charlesbridge

Core compulsory Readings

- David M. Berube (2008) – Nano-hype, the truth behind the nanotechnology buzz – Manas Publications
- Jennifer Swanson (2021) – The secret science of sports – Running Press
- Iain James, Matt Carre, Paul Fleming, Sharon Dixon (2015) – The science and engineering of sport surfaces – Taylor & Francis

Core Suggested readings

- Ravindra S. Goonetilleke (2012) – Sciences of Footwear – CRC Press
- Alexander Subic, Franz Konstantin Fuss, SadayukiUjihashi (2007) – the impact of technology in sport II – Taylor & Francis

TEACHING LEARNING STRATEGIES

The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts, and assignment method depending upon the resources and facilities available.

MODE OF TRANSACTION

Lecture/Discussions/Fieldwork/Project/Work/Viva/Seminars/TermPapers/Presentations/Self/ Learning Instructional Material etc.

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER II

MPESO2DSE10: GENDER, DISABILITY, AND INCLUSIVE SPORTS EDUCATION

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	-	3	45	-	45	40	60	100

L/T=Lecture/Tutorials, P=PracticalCE=Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will orient the students about Gender and gender inequality in sports. It would orient the construction of gender, understand the patterns and constraints of gender inequality. The course will enable a review of policies and programs that work to close gender gaps, with a focus on developing countries. It will also orient the students towards inclusive education with the perspective of sports for diverse population.

COURSE OUTCOMES

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

CO1	Understand gender and gender inequality
CO2	Understand patterns and constraints of gender inequality around the world up to the present day.
CO3	Review policies and programs that work to close gender gaps, with a focus on developing countries
CO4	Relate and interpret the role of the constitutional provisions for gender equality in India.
CO5	Understand inclusive education with special reference to sport for diverse Population

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	√	√	√	√		√	√					√
CO2	√	√	√	√		√						√
CO3	√	√	√			√						√
CO4	√		√			√						√
C05	√		√			√						√

COURSE CONTENTS

Module-I: Understanding & Construction of Gender

1.1 Defining Gender and features of gender inequality

1.2 Gender inequality in Education in India

1.3 Gender-based violence as a development and rights challenge

1.4 Historical roots of gender construction in India –patriarchy and its socio- cultural origins

1.5 The Global Gender Equality Agenda

Suggested readings specific to the Module

1.1 Cecilia L. Ridgeway (2013) Gender, Interaction, and Inequality

1.2 Bina Agarwal (2015) Gender Challenges

1.3 Elena Camilletti (2020) Social Protection and Its Effects on Gender Equality A Literature Review

1.4 Carol Vlassoff · (2013) Gender Equality and Inequality in Rural India Blessed with a Son

1.5 Amy S. Wharton (2011) The Sociology of Gender: An Introduction to Theory and Research

Module 2: Gender and Schooling

2.1 Gender issues in access to education & physical education

2.2 Quality of work and equal opportunity

2.3 Gender in the physical education classroom and peer interactions

2.4 Gender issues in participation in sports

2.5 Sports and Gender, Gender Equity and Women in Sports

2.6 Role of teachers, parents, and other community members for supporting inclusion of children with diverse needs for participation in sports.

Suggested readings specific to the Module

2.1 Elaine Unterhalter, Sheila Aikman (2007) Practising Gender Equality in Education

2.2 Dr. R. Rajalakshmi and Dr. C.E. Jayanthi (2019)Gender, School and Society

2.3 Greta L. Cohen (2001) Women in Sport: Issues and Controversies

2.4 Emily A. Roper (2014) Gender Relations in Sport

2.5 Lyndsay M.C. Hayhurst, Holly Thorpe, Megan Chawansky (2021)Sport, Gender and Development Intersections, Innovations and Future Trajectories

Module 3: Gender and Constitution of India

3.1 Constitutional provisions for education of women in India

3.2 UEE and programmes for education of women in India

3.3 Gender and policy perspective

3.4 Class and Inequality

Suggested readings specific to the Module

3.1 S. P. Agrawal, J. C. Aggarwal (1992) Women's Education in India

3.2 Preet Rustagi (2009) Concerns, Conflicts, and Cohesions Universalization of Elementary Education in India

3.3 Anders Ortenblad, Raili Marling, Snjezana Vasiljevic(2017) Gender Equality in a Global Perspective

3.4 Kanhaiya Lal Sharma (1995) Social Inequality in India: Profiles of Caste, Class, Power

Module 4: Disability & Inclusive Education, Gender Studies in Sports

4.1 Definition, concept and importance of inclusive education.

4.2 Historical perspectives on education of children with diverse needs.

4.3 Difference between special education, integrated education and inclusive education.

4.4 Advantages of inclusive sports education for all children.

4.5 Educational approaches and measures for meeting the diverse needs

Suggested readings specific to the Module

4.1 Harry Daniels, Philip Garner · (1999) Inclusive Education

4.2 Gill Richards, Felicity Armstrong (2015) Teaching and Learning in Diverse and Inclusive Classrooms:Key Issues for New Teachers

4.3 David R. Mitchell (2004) Special Educational Needs and Inclusive Education: Major Themes in Education · Volume 2

4.4 Sandra Heck, Martin E. Block (2019) Inclusive Physical Education Around the World: Origins,Cultures, Practices

4.5 Gill Richards, Felicity Armstrong (2015) Teaching and Learning in Diverse and Inclusive Classrooms

Core Compulsory readings

- 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
- Gomberg, How to make opportunity equal (Blackwell, 2007)
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participationin Schools. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning BasedApproach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.

Core suggested readings

- Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore

TEACHING LEARNING STRATEGIES

The subject will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

MODE OF TRANSACTION

Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER II

PART – B: PRACTICUM COURSES (COMPULSORY FOUNDATION)

MPES02DSC08(P): TRACK AND FIELD

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the basic throwing techniques and the knowledge about track and field events. It aims to develop understanding about the rules and regulations, dimensions and marking of the field, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, teaching stages and coaching aspects of track and field events, basic skills and techniques of track and field events.

Course Outcomes

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

CO1	Understand the fundamental skills in various track and field events.
CO2	Understand the rules& regulations of various track and field events.
CO3	Identify teaching stages of fundamentals skills of various events
CO4	Interpret the rules &regulations of various track and field events.
CO5	Officiate various competitions in track and field.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1			√		√						√	
CO2		√	√		√							
CO3		√	√		√						√	
CO4		√	√		√							
C05			√		√	√						

COURSE CONTENTS

- Track Events: Hurdles, Steeple Chase and Race Walking
    - Hurdles: Hurdle stride and Clearance, Start and approach to first hurdle, running between the hurdle (low and high hurdles). Teaching stages and coaching aspects
    - Steeple Chase: Hurdle clearance, water jump techniques, Teaching stages and coaching aspects
    - Race walking: walking techniques, Teaching stages and coaching aspects
- Throwing events: Javelin Throw and Hammer throw
    - Throwing Techniques- Teaching stages and coaching aspects
- Jumping Events: Tripple jump and Pole vault
    - Techniques- Teaching stages and coaching aspects
- Rules and officiating
- Specific aspects of combined events, cross country and road races

Core Compulsory readings

1. Chauhan VS (1999). Khel Jagat Mein Athletics. A.P. Pub, Jalandhar.
2. Evans DA (1984). Teaching Athletics. Hodder, London.
3. Gothi E (2004). Teaching & Coaching Athletics. Sport Pub., New Delhi.
4. Gupta R. (2004). Layout & Marking of Track & Field. Friends Publications. India. New Delhi.

5. Handbook-Rules and Regulation. International Athletic Federation (2010).
6. Herb Amato, DA ATC et al (2002). Practical Exam Preparation Guide of Clinical Skills of Athletic Training. Slack Incorporated. 1st ed., USA.
7. Kumar, Pardeep. (2008). Historical Development of Track & Field. Friends Publication. New Delhi
8. Maughan, R. and Gluson, M. (2004). The Biomechanical Basics of Athletic Performance. Oxford University Press, U.K.

TEACHING LEARNING STRATEGIES

- The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

MODE OF TRANSACTION

- Field Work/ Viva/ learning by doing/ Individual and Team Drill

ASSESSMENT RUBRICS

Components	Continuous Evaluation 40%	End Semester Evaluation 60%	Total 100%
Skill Proficiency/ Demonstration	60%	60%	60%
Record File/Project Report	20%	20%	20%
Viva	20%	20%	20%

SEMESTER II

MPES02DSE11-16(P): PRACTICUM- MAJOR GAMES (Elective)

(STUDENT TO CHOOSE ANY ONE FROM THE LIST)

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continues Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the basic skills of a game and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the field, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of National and International Federations

From the list which was offered from the Semester I, students to choose any one from the list and not opted an earlier

ASSESSMENT RUBRICS

Components	Components	Continuous Evaluation 40%	End Semester Evaluation 60%
Skill Proficiency	Skill Proficiency	60%	60%
Record File/Project Report	Record File/Project Report	20%	20%
Viva	Viva	20%	20%

MULTI-DISCIPLINARY (MDC), ABILITY ENHANCEMENT (AEC) & SKILL ENHANCEMENT COURSE (SEC)Courses offered for other departments(Select any two from the list)										
MDC										
MPES02MDC01	Health and Fitness Education	2	-	2	30	-	30	40	60	100
MPES02MDC02	Nutrition and Weight Management									
MPES02MDC03	Women health-Gender Perspectives									
AEC										
MPES02AEC01	Hygienic Healthy Lifestyle									
SEC										
MPES02SEC01	Testing in Fitness	1	1	2	15	30	45	40	60	100

Total teaching hours will depend on courses opted by students.

SEMESTER II

MULTI DISCIPLINARY ELECTIVE COURSE (MDC)

MPES02MDC01: HEALTH AND FITNESS EDUCATION

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
2	-	2	30	-	30	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous evaluation, ESE =End of semester evaluation

Course Description

The course intended to provide learning experience to students to realize the importance of health and fitness. The course will provide impetus to develop and follow a healthy and physically active lifestyle among the students.

COURSE OUTCOMES

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

CO1	Understand the concept of health and fitness
CO2	Understand the determinants of health and the components of fitness
CO3	Become aware of the principles of exercise and training
C04	Know and realize the importance of smart and active lifestyle for health and fitness

Mapping of Course Outcomes to Programme Outcomes

Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1		√		√	√		√	√			√	√
CO2		√						√				√
CO3		√			√	√						
CO4					√			√			√	

COURSE CONTENTS

Module 1

1.1 Concept of health and fitness

1.2 Determinants of health

1.3 Physical Fitness Components

1.4 Health related fitness and Skill related fitness

Suggested reading Specific to the Module

1.1 David K. Miller & T. Earl Allen, Fitness, A life time commitment, Surjeet Publication Delhi1989.

1.2 Dr. A.K. Uppal, Physical Fitness, Friends Publications (India), 1992. Warner W.K. Oeger

1.3 Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd. 35Bedford row, London 1998

1.4 Emily R. Foster, Karyn Hartiger& Katherine A. Smith, Fitness Fun, Human Kinetics Publishers 2002.

1.5 Johnson, L. M., & Smith, J. A. (2022). Health and Fitness Education: A Comprehensive Guide. Fitness Publications.

1.6 Roberts, M. C., & Williams, S. K. (2020). Teaching Health and Fitness Education: Strategies for K-12 Classroom Teachers. Routledge.

1.7 William D McArdle, Frank I Katch and Vitor I Katch. (2000). *Essential of Exercise Physiology*, Second edition, New York: LipincoffWelliams and wilkins.

Module 2

2.1 Principles of Exercise

2.2 Safety measures during exercise

2.3 Guidelines for smart and effective training

2.4 Nutrition and Diet for healthy living

Suggested reading Specific to the Module

2.1 Greenberg, J., Dintiman, G.,•& Myers Oakes, B. (2004). Physical fitness and wellness.

2.2 Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc. Cart, E. Klafs& Daniel, D. Arnheim (1999) Modern Principles of Athletic Training St. Louis C. V. Mosphy Company

2.3 Benardot, D. (2012). Advanced sports nutrition. Champaign, IL: Human Kinetics. ISBN• 9781450401616

2.4 Burke, L. (2007). Practical sports nutrition. Champaign, IL: Human Kinetics ISBN.• 9780736046954

2.5 Peterson, James A. Ph.D., FACSM*ACSM's Health & Fitness Journal* 13(2):p 46, March 2009.10 common safety tips for exercise enthusiasts

2.6 Miller, W. R., & Rollnick, S. (2012). Motivational Interviewing in Health and Fitness Education. The Guilford Press.

Module 3

3.1 Sedentary life and health consequences

3.2 Importance of rest and sleep

3.3 Motivation and adherence to exercise and active lifestyle

3.4 Adopting healthy lifestyle habits.

Suggested readings specific to the Module

3.1 Greenberg, J. S., & Pate, R. R. (Eds.). (2018). Physical Activity and Health: A Report of the Surgeon General. U.S. Department of Health and Human Services

3.2 Davis, K. P. (2019). Sleep Hygiene: A Comprehensive Approach to Better SleepKoelen, M., & Ban, A. (2004). Health education and health promotion, ISBN 9789076998442

3.3 Gilbert, G., Sawyer, R., & McNeill, B. (2011). Health education, Sudbury, Mass.: Jones and Bartlett Publishers. ISBN 978076375929

3.5 Ahmad Alkhatib, april (2016) sedentary lifestyle, factors, health risk and physiological implication. publisher: nova science publisher

Core Compulsory reading

- Johnson, L. M., & Smith, J. A. (2022). Health and Fitness Education: A Comprehensive Guide. Fitness Publications.
- Roberts, M. C., & Williams, S. K. (2020). Teaching Health and Fitness Education: Strategies for K-12 Classroom Teachers. Routledge.
- *Pandey, P. K., (1987). Outline of sports medicine, New Delhi: J.P. Brothers Pub.*
- *Williams, J. G. P. (1962). Sports medicine. London: Edward Arnold Ltd.*

Core suggested readings

- *Davis, K. P. (2019). Sleep Hygiene: A Comprehensive Approach to Better Sleep and Health. Journal of Sleep Research, 28(2), 120-135.*
- Shephard, R. J. (Ed.). (2020). Advances in Exercise, Fitness, and Performance Genomics in the Age of Personalized Medicine. Springer**.**

TEACHING LEARNING STRATEGIES

- The class will be taught by using lectures and demonstrations, seminars, classroom discussion, videos, charts and presentations method.

MODE OF TRANSACTION

- Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**

• Classroom Tests: Best one out of two-unit tests	**40%**
• Tutorial with viva, Discussions /Seminar Presentations	**40%**
• Assignments (Two Assignments)	**20%**

SEMESTER II

MULTI DISCIPLINARY ELECTIVE COURSE (MDC)

MPES02MDC02:NUTRITION AND WEIGHT MANAGEMENT

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
2	-	2	30	-	30	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous evaluation, ESE =End of semester evaluation.

Course Description

- *The course is intended to provide in depth knowledge on Nutrition and Weight Management to realize the importance of health and fitness. This course will helps to understand the importance of personalized nutrition plans for optimal health and weight management. This course will help us to understand the importance of regular assessments and adjustments in nutrition and weight management plans.*

COURSE OUTCOMES

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

CO1	Understand the concept of Nutrients and Nutrition.
CO2	Realize the importance of Nutrients.
CO3	Understand the Health Risks factors associated with Obesity.
C04	Orient the students towards Weight management
CO5	Prepare the diet plan for weight management

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1		√		√	√		√				√	√
CO2		√	√				√				√	
CO3		√	√				√					√
CO4		√	√				√				√	√
CO5		√	√				√				√	√

COURSE CONTENTS:

Unit I: Introduction to Nutrition

- Meaning and Definitions of Nutrients and Nutrition.
- Concept of Balanced diet.
- Malnutrition and its different forms, RDA– Meaning and Definitions, RDA for different age groups.
- Nutritional classification of foods.

Suggested readings specific to the module.

1.1 Melwin, H. Williams. (1995).*Nutrition for Health Fitness and sport.* McGraw Hill Company, Newyork:

1.2 Scott, K. Powers.,& Stephen, L., Dodd.(1999).*Total Fitness: Exercise, Nutrition and wellness, Boston:* Allyn and Bacon.

1.3 Srilakshmi, B. (2008). *Nutrition science*. New Age International Publishers.

1.4 Nitika Thareja (2021) - The Balanced Diet: Thareja ; Publisher

1.5 Alice Callahan, Heather Leonard, Tamberly Powell (2020) - Nutrition: Science and Everyday Application – Open Oregon Educational Resources

1.6 Robert E.C.Wildman, Barry S. Miller, (2004), "Sports and Fitness Nutrition", Thomson

1.7 Bean, Anitha (2006), 5thed, Sports Nutrition

1.8 Gopalan., Ramasasthri, B.V., & Balasubramaniam, S.C. (2007). *Nutritive Value of Indian foods.* Simon Schuster Publishers.

Unit II: Classification of Nutrients

- Carbohydrates, protein and fat- its classification and functions, digestion, absorption and metabolism.
- Vitamins, minerals- its classification and functions.
- Regulation of Water Balance
- Requirement of water

Suggested readings specific to the module.

2.1 Anita Bean (2013) - The Complete Guide to Sports Nutrition – Bloomsbury Publishing

2.2 Louise Burke (2007) - Practical Sports Nutrition – Human Kinetics

2.3 Flavia Meyer, Zbigniew Szygula, Boguslaw Wilk. (2016) - Fluid Balance, Hydration and Athletic Performance – CRC Press

2.4 Flavia Meyer, Zbigniew Szygula, Boguslaw Wilk. (2016) - Fluid Balance, Hydration and Athletic Performance – CRC Press

Unit III: Weight Management and Obesity

- Meaning and Theories of weight management
- Concept of BMI (Body mass index) and Factors Influencing BMI
- Calculation of Body mass index and Waist hip Ratio.
- Obesity– Definition, Meaning and types, Health Risks Associated with Obesity, Causes and Solutions for Overcoming Obesity.

Suggested readings specific to the module.

3.1 Natalie DigateMuth,(2015), Sports Nutrition for Health Professionals, F. A. Davis Company, 1915 Arch Street, Philadelphia, USA.

3.3 Burke, Louise (2007), Practical Sports Nutrition, Human Kinetics.

3.3 Deakin , Burke(2006), 3rd, Clinical Sports Nutrition, McGraw- Hill Austria.

3.4 Srilakshmi, B. (2008). *Nutrition science*. New Age International Publishers.

Unit IV: Weight Management and Exercise

- Calculation of Caloric requirement
- Role of diet and exercise management
- Dieting versus exercise for weight management
- Design a diet plan and exercise schedule for weight gain and loss.

Suggested readings specific to the module.

4.1 Burke, Louise (2007), Practical Sports Nutrition, Human Kinetics.

4.2 Flavia Meyer, Zbigniew Szygula, Boguslaw Wilk. (2016) - Fluid Balance, Hydration and Athletic Performance – CRC Press

4.3 Heather Hedrick fink, Lisa A. Burgoon, Alan E. Mikesy, (2006), Practical Application in sports Nutrition", Jones and Barlett.

4.4 Burke, Louise (2007), Practical Sports Nutrition, Human Kinetics.

4.5 Swaminadhan, M. (2001). *Nutriton and Dietetics.* The Bangalore Printing and Pub.co.Ltd Bangalore

TEACHING LEARNING STRATEGIES

The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

MODE OF TRANSACTION

Lecture/Project Work/Viva/Seminars/Term Papers/Presentations/Self- Learning Instructional Material etc

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER II

MULTI DISCIPLINARY ELECTIVE COURSE (MDC)

MPES02MDC03: WOMEN HEALTH- GENDER PERSPECTIVES

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
2	-	2	30	-	30	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Internal, ESE =External

Course Description

This course offers an introduction to Women health matters. It aims to understand the women health issues, factors affecting women health, gender and age, health care plans to prevent lifestyle disorders.

COURSE OUTCOMES

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

CO1	Understand the basic health issues in Women
CO2	Understand the gynecological problems that affects the Women health
CO3	Classify the different types of disorders due to malnutrition in Women
CO4	Identify the health care plans to prevent lifestyle disorders
CO5	Understand the menstrual disorders
CO6	Prepare dietary plans
CO7	Understand how to continue the exercise in different ways

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	√	√	√	√				√				
CO2	√	√	√	√				√				
CO3	√	√	√	√	√			√				
CO4	√	√	√	√	√			√		√		
CO5	√	√	√	√	√			√		√		
CO6		√	√	√	√		√		√			
CO7		√	√	√	√		√		√			

COURSE CONTENTS

Module 1: Introduction to women health matters

1.1 Structural and Physiological differences

1.2 Women health issues
(Underweight, Anemia, Poor or insufficient sleep and diet, Overweight, Obesity, Thyroid, Osteoporosis, Poor hygiene)

1.3 Gynecological problems of women
(PCOD, Menstrual disorders, Early child bearing, Multiple and frequent pregnancy, Menopause, Anxiety and depression)

1.4 Biological, geographical and social factors on women health

Suggested readings specific to the module.

1. British Medical Association. Philosophy and Practice of Medical Ethics. London: British Medical Association. 1988.
2. Fee E & Krieger N (eds). Women's Health, Politics, And Power: Essays on Sex/Gender, Medicine, And Public Health. New York: Baywood Publishing. 1994.
3. Hunt L. The women's health speciality: curriculum implications. Women's Health Issues. 7(2): March/April 1997: 116-120.

4. Kettel B. Women health and the environment. *Social Science and Medicine.* 1996;42:1367–1379
5. Norwegian Board of Health. Women's Health in Norway. Oslo. 1995.
6. W.Larry Kenney, Jack H. Wilmore, Devid L.Costil.(2015). Physiology of Sports and Exercise, Second Edition. USA.Human Kinetics.

Module 2: Gender and Age

2.1 Adolescence and early adulthood

2.2 Reproductive age

2.3 Middle age and menopause

2.4 Elder Women

Suggested readings specific to the module.

1. Correa-de-Araujo R. Serious gaps: How the lack of sex/gender-based research impairs health. *Journal of Women's Health.* 2006;15:1116–1122.

2. Fee E & Krieger N (eds). Women's Health, Politics, And Power: Essays on Sex/Gender, Medicine, And Public Health. New York: Baywood Publishing. 1994.

3. Grown C, Gupta GR, Pande R. Taking action to improve women's health through gender equality and women's empowerment. *Lancet.* 2005;365(9458):541–543.

4. Lavin AT. Creating an agenda for school-based health promotion: A review of 25 selected reports. *Journal of School Health.* 1992;62(6):212–228.

Module 3: Health care plans

3.1 Health education in their own language

3.2 Health promotion programmes

3.3 Dietary plans

3.4 How to start and stick on exercise

Suggested readings specific to the module.

1. United Nations (UN) UN women. Author; New York, NY: 2011. Entity for gender equality and the empowerment of women. Retrieved from http://www.unwomen.org/about-us/about-un-women
2. World Health Organization (WHO) Women and health report. Author; Geneva, Switzerland: 2009. (Google Scholar)
3. Women's Health Outcomes Framework Women and violence. Newsletter. 2002 Jan;3 (Google Scholar)

TEACHING LEARNING STRATEGIES

- The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

MODE OF TRANSACTION

- Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc

ASSESSMENT RUBRICS

End Semester Evaluation	**Marks: 60%**
Continues Evaluation	**Marks: 40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER II

ABILITY ENHANCEMENT (AEC)

MPES02AEC01: HYGIENIC HEALTHY LIFESTYLE

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
2	-	2	30	-	30	40	60	100

Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

The course is intended to provide a learning experience for students to realize how maintaining hygienic practices can contribute to successful health and fitness goals.

COURSE OUTCOMES

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

CO1	Understand the significance of hygienic lifestyle habits in achieving overall well-being.
CO2	Identify key components of effective sleep hygiene and its impact on health.
CO3	Develop safe and clean habits for personal care, exercise, nutrition and sleep
C04	Provide guidance on establishing regular hygiene Practices and sleep schedules for different fitness levels and life style.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	√		√	√			√	√	√			
CO2			√	√				√	√			
CO3			√	√	√		√	√	√			
CO4	√		√	√				√				

COURSE CONTENTS

Module 1 : Understanding the concept of healthy life style

1.1 Introduction to the concept of healthy Lifestyle Habits

1.2 Components of a balanced and healthy lifestyle

1.3 Importance of hygiene in health and fitness.

1.4 Overview of common hygiene-related illnesses and their prevention.

Suggested reading Specific to the Module

1.1 Miller, E. D. (2021). Living in Balance: A Holistic Approach to Health and Well-being. McGraw-Hill Education.

1.2 Roberts, P. H. (2020). Clean and Fit: The Role of Hygiene in Maintaining Health and Fitness. Health Press.

Module 2: Concept of Sleep Hygiene

2.1 Importance of sleep Hygiene for Optimal healthy life

2.2 Sleep requirements for different age groups

2.3 Sleep Hygiene Practices and establishing a regular sleep schedule

2.4 Importance of winding down before sleep

Suggested reading Specific to the Module

2.1 Carskadon, M. A. (2002). Encyclopedia of Sleep and Dreaming. Macmillan.

2.2 Kryger, M. H., Roth, T., & Dement, W. C. (2017). Principles and Practice of Sleep Medicine. Elsevier.

Module 3.Hygiene Practices for Health and Fitness

3.1 Personal Hygiene Practices for Health and Fitness

3.2 Nutritional Hygiene and Food Safety

3.3 Exercise Hygiene and Hygiene Practices during Fitness Routines

3.4 Environmental Hygiene and Fitness Facilities

Suggested reading Specific to the Module

3.1 Smith, T. (2020). Clean Eating Simplified: A Comprehensive Guide to Nutritional Hygiene. Healthy Living Press.

3.2 Roberts, P. H. (2020). Clean and Fit: The Role of Hygiene in Maintaining Health and Fitness. Health Press.

Module 4:Establishing hygiene habits for different fitness levels and Lifestyles

4.1 Developing a Sustainable Hygienic Lifestyle Plan

4.2 Integrating hygienic habits into daily routines.

4.3 Setting goals for maintaining cleanliness, health, and fitness.

4.4 Reflecting on personal growth and adherence to healthy practices.

Suggested reading Specific to the Module

4.1 Emmons, R. A. (1991). Personal strivings, daily life events, and psychological and physical well-being. Journal of Personality, 59(3), 453-472.

4.2 Green, L. W., & Kreuter, M. W. (2005). Health Program Planning: An Educational and Ecological Approach. McGraw-Hill Education

Core Compulsory reading

1. Miller, E. D. (2021). Living in Balance: A Holistic Approach to Health and Well-being. McGraw-Hill Education.
2. Johnson, M. W. (2019). The Balanced Life: A Comprehensive Guide to Wellness and Health. Publisher.
3. Roberts, P. H. (2020). Clean and Fit: The Role of Hygiene in Maintaining Health and Fitness. Health Press.
4. Green, L. W., & Kreuter, M. W. (2005). Health Program Planning: An Educational and Ecological Approach. McGraw-Hill Education

Core suggested readings

- Saper, C. B., Fuller, P. M., & Pedersen, N. P. (2020). Sleep: A Very Short Introduction. Oxford University Press.
- Davis, K. P. (2019). Sleep Hygiene: A Comprehensive Approach to Better Sleep and Health. Journal of Sleep Research, 28(2), 120-135.
- Wilson, A. C. (2022). Unwinding the Mind: Strategies for Relaxation and Stress Reduction Before Bedtime. Sleep and Health, 8(4), 210-225
- Garcia, L. S. (2017). Hygiene Matters: The Link Between Cleanliness and Overall Health. Journal of Health and Fitness, 25(3), 45-58.

TEACHING LEARNING STRATEGIES

- The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts, and presentation methods.

MODE OF TRANSACTION

- Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER II

SKILL ENHANCEMENT COURSE (SEC)

MPES02SEC01: TESTING IN FITNESS

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	1	2	15	30	45	40	60	100

Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course provides a comprehensive introduction to fitness testing methodologies, assessment protocols, and practical applications. Through a blend of theoretical knowledge and hands-on experiences, students will develop the skills necessary to conduct accurate fitness assessments.

COURSE OUTCOMES

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

CO1	Develop foundational skills in administering and interpreting fitness assessments and understand the significance of fitness testing in health and performance.
CO2	Identify and describe key components of fitness, including cardiovascular endurance, muscular strength, flexibility, and body composition
CO3	Explore various fitness testing protocols and procedures.
C04	Understand how to adapt fitness programs for diverse populations, including special considerations for age, fitness level, and health conditions

Mapping of Course Outcomes to Programme Outcomes

Program Outcomes												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	√	√			√	√					√	
CO2				√	√		√	√			√	
CO3		√			√			√	√		√	
CO4					√						√	√

Module 1: Introduction to Fitness

- Definition of fitness and its importance. Classification of fitness components
- Definition and importance of Health-related physical fitness: Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition
- Definition and importance of skill-related fitness agility, balance, coordination, power, reaction time, and speed
- Overview of Fitness Testing in Physical Education
- Importance of Fitness Assessment in Health and Performance
- Key Principles and Ethics in Fitness Testing

Suggested reading

1.5 Barron, H. M., &Mchee, R. (1997). A practical approach to measurement in physical education. Philadelphia: Lea and Febiger.

1.6 Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications

1.7 Barrow H.M. and McGee R. (1979). A Practical Approach to Measurement in Physical Education. Lea &Febiger, Philadelphia. U.S.A.

Module 2: Assessment of health-related physical fitness

- **Cardiovascular Fitness Assessment:**

  Common Tests: Harward step test, Beep test& Cooper run or walk**.**

  Interpreting Cardiovascular Fitness Results

- **Assessment for strength**:

  Tests for strength assessments (Tests: 1-RM, hand grip, Pullup /flexed arm hanging, Push-Up, Sit-Up

  Safety Measures in Muscular Strength Testing & interpreting and Reporting Results

- **Assessment for flexibility:**

  Common Tests: Sit and Reach, Goniometry

  Addressing Individual Differences in Flexibility

  Interpreting Flexibility Test Result

- **Body Composition Assessment:**

  Body Composition Testing Methods: Skinfold & Interpreting Body Composition Data

Suggested reading for the module

2.6 Barron, H. M., &Mchee, R. (1997). A practical approach to measurement in physical education. Philadelphia: Lea and Febiger.

2.7 Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications.

2.8 Kansal DK (2012).A practical approach to Measurement Evaluation in Physical Education &Sports selection. Sports & Spiritual Science Publications, New Delhi.

Module 3 Assessment for skill-related physical fitness

- Understanding the importance of skill-related components in overall physical fitness.
- Recognizing the role of agility, balance, coordination, power, reaction time, and speed in athletic performance.
- Agility - Illinois agility test:Setting up the course and proper execution and Analysis of performance data and interpretation.
- Coordination – Alternate hand wall toss test

- Reaction time - Ruler drop test: Execution, scoring, and averaging.
  Practical considerations for accurate testing.
- Balance - Standing stork test
- Power - Vertical jump test :Measurement techniques and marking procedures.Calculating and interpreting scores.
- Speed - 50-metre sprint test: Marking and timing accuracy.
  Analysis of sprint performance data.

Suggested reading for the module

3.1 ACSM (2001). Guidelines for Exercise Testing and Prescription by American College of Sports Medicine Human Kinetics USA.

3.2 Sharma JP (2006). Test and measurements in physical education. khel sahitya. Delhi.

3.3 Tritschler K. Barrow &McGee‟s (2000). Practical Measurement and Assessment. Lippincott Williams & Wilkins. Philadelphia. U.S.A.

Module 4: Fitness Test Protocols

- Selection Criteria for Fitness Tests
- Administration Guidelines and Standardization
- Professional Standards in Fitness Testing
- Role of Technology in Fitness Assessment
- Future Trends in Fitness Testing Technology

Suggested reading for the module

4.1 Barron, H. M., &Mchee, R. (1997). A practical approach to measurement in physical education. Philadelphia: Lea and Febiger.

4.2 Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications

4.3 ACSM (2001). Guidelines for Exercise Testing and Prescription by American College of Sports Medicine Human Kinetics USA.

Core Compulsory readings

1. Barron, H. M., &Mchee, R. (1997). A practical approach to measurement in physical education. Philadelphia: Lea and Febiger.

2. Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications

3. Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications

4. ACSM (2001). Guidelines for Exercise Testing and Prescription by American College of Sports Medicine Human Kinetics USA.

Core suggested reading

1. Barrow H.M. and McGee R. (1979). A Practical Approach to Measurement in Physical Education. Lea &Febiger, Philadelphia. U.S.A.

2. Baumgartner TA Jackson AS Mahar MT and Rowe DA (2007). Measurement for Evaluation in Physical Education. The McGraw Hill Companies. Inc. New York. USA

TEACHING LEARNING STRATEGIES

- The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts, and presentation methods.

MODE OF TRANSACTION

- Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

DETAILED SYLLABUS

SEMESTER III

PART – A: THEORY – CORE COURSE

MPES03DSC09:APPLIED STATISTICS IN PHYSICAL EDUCATION AND SPORTS SCIENCES

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	1	4	45	30	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the modern concept of research and statistics in physical education and sports. It aims to develop understanding about the need and importance of research in physical education and sports, research problem, survey of related literature, basics of statistical analysis and statistical models in physical education and sports.

COURSE OUTCOMES

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

CO1	Understand thebasicofresearchinphysicaleducation.
CO2	Formulateresearchproblem
CO3	Describetheresearchmethodsinphysicaleducation.
CO4	Students shall know how to organize, manage, and present data.
CO5	Show ability to explore and organize data for analysis.

CO6	Students shall be able to use and apply a wide variety of specific statistical methods.
CO7	Demonstrate understanding of the properties of probability and probability distributions.
CO8	Demonstrate understanding of the probabilistic foundations of inference.
CO9	Apply inferential methods relating to the means of Normal distributions

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	√	√	√						√		√	√
CO2		√	√				√		√		√	√
CO3		√	√				√		√		√	√
CO4		√	√				√		√		√	√
CO5		√	√		√		√		√		√	√
CO6		√	√						√		√	√
CO7		√	√		√		√		√		√	√
CO8		√	√				√		√		√	√
CO9		√	√				√		√		√	√

COURSE CONTENTS

Module 1

1.1 Statistics: Meaning and Definitions, Need for and importance of Statistics.

1.2 Types of Statistics.

1.3 Data: Meaning, Kinds of data, Discrete and Continuous.

1.4 Meaning, uses and construction of frequency table

1.5 Graph: Introduction, uses and types

1.6 Parametric and non-parametric statistics.

Suggested reading specific to the module

1.1 Capt. Dr. Satpul Kaur (2020) - Research and Statistics in Physical Education – Friends Publications (India)

1.2 Daniela Forrero, Gretchen L. Mathew (2021) - Research Trends in Graph Theory and Applications – Springher International Publishing

1.3 – David Sheskin (2011) - Handbook of Parametric and Nonparametric Statistical Procedures, Fifth Edtion – Taylor & Francis

1.4 Dr. M.R. Dhinu (2021) - Applied Statistics in Physical Education and Sports – Friends Publications (India)

Module 2

2.1 Meaning and importance of scales and types of scales

2.2 Meaning, Purpose, calculation and advantages of Measures of central tendency –Mean, Median and mode. Quartile Deviation, Mean Deviation, Standard Deviation.

2.3 Normal Curve: – Principles of normal curve – Properties of normal curve.

2.4 Normality – Skewness and Kurtosis.

Suggested reading specific to the module

2.1 Armel Dawson (2018) - Research methods and Statistics in Physical Education – ETP

2.2 Richard G Lomax, Debbie L. Hahs-Vaughn (2013) - An introduction to statistical concepts: Third edition – Taylor & Francis

2.3 Wlodzimierz Bryc (1995) - The Normal Distribution – 3Island Press

2.4 Jerry R. Thomas, Philip Martin, Jennifer L. Etnier (2022) - Research Methods in Physical Activity – Human Kinetics, Incorporated

Module 3

3.1 Sample Distribution of Means, Standard Error of Mean

3.2 Testing of Hypothesis- Region of Acceptance &Region of Rejection of Null and Alternative Hypothesis

3.3 Level of Significance and confidence.

3.4 Type I and Type II Errors

3.5 One Tailed and Two Tailed test

3.6 Degrees of Freedom

3.7 Meaning of correlation - coefficient of correlation

3.8 Calculation of coefficient of correlation by the product moment method and rank difference Method.

Suggested reading specific to the module

3.1 Armel Dawson (2018) - Research Methods and Statistics in Physical Education – ETP

3.2 Thomas W. O'Gorman (2004) - Applied Adaptive Statistical Methods: Tests of Significance – SIAM Publishers

3.3 William E. Martin, Krista D. Bridgmon (2012) - Quantitative and Statistical Research Methods – Wiley

3.4 Jim Frost (2020) - Introduction to Statistics – Statistics by Jim Publishing

Module 4

4.1 Tests of significance: Independent "t" test, Dependent "t' test, chi-square test,

4.2 Analysis of Variance (ANOVA)

4.3 Concept of ANCOVA

4.4 Post-hoc tests-LSD and Scheffe's.

Suggested reading in specific to the module

4.1 Armel Dawson (2018) - Research Methods and Statistics in Physical Education – ETP

Core Compulsory Reading

- Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports, New Delhi
- Sivaramakrishnan. S. (2006) Statistics for Physical Education, Delhi; Friends Publication

Core Suggested Reading

- Clark,H.H.,&Clark,D.H.(1975).Researchprocessinphysicaleducation.Englewoodcliffs,NewJersey:PrenticeHall,Inc.
- Thomas,J.R.,&NelsonJ.K.(2005).Researchmethodinphysicalactivity.U.S.A:Champaign,IL:HumanKineticsBooks.

TEACHING LEARNING STRATEGIES

The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts, and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

MODE OF TRANSACTION

Lecture/Discussions/Fieldwork/Project/Work/Viva/Seminars/TermPapers/Presentations/Self/ Learning Instructional Material etc.

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER III

MPES03DSC10:KINESIOLOGY AND SPORTS BIOMECHANICS

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
4	-	4	60	-	60	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE =End of Semester Evaluation

Course Description

Knowledge of Kinesiology and Biomechanics is important for understanding the human movement, including those involved in sports and games. This course begins with an overviewof Kinesiology and Sports Biomechanics followed by fundamental concepts, mechanical concepts, kinematics and kinetics of human movement.

COURSE OBJECTIVES

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

CO1	To develop the basic understanding of biomechanics and kinesiology and its application in human body movements in performing sports activities.
CO2	To explain the concept of mechanical laws involved in human motion.
CO3	To develop a comprehensive understanding of movement analysis
CO4	To develop the ability to perform mechanical analysis of various fundamental movements and sports skills

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	√	√	√		√		√				√	√
CO2	√	√	√		√		√				√	
CO3	√	√	√	√	√		√				√	
CO4	√	√	√				√	√		√		

COURSE CONTENTS

Module 1:Introduction

1.1 Meaning, importance and scope of applied kinesiology and sports biomechanics.

1.2 Meaning of Axis and plains.

1.3 Line of gravity plane of the body and axis of motion.

1.4 Kinetics and kinematics.

1.5 Statics, dynamics and centre of gravity.

1.6 Equilibrium: Meaning, Importance and Types

1.7 Vector and scalars.

Suggested reading specific to the module

1.1 Dr. Praveen Kumar (2021) - Sports Biomechanics and Kinesiology – Friends Publications (India)

1.2 Peter Merton McGinnis (2013) - Biomechanics of sports and exercise – Human Kinetics

1.3 Vladimir M. Zatsiorsky (2002) - Kinetics of Human Motion – Vladimir M. Zatsiorsky - Human Kinetics

1.4 David Paul Greene, Susan L. Roberts (2015) - Kinesiology – Movement in the context of activity – Elsevier Health Sciences

Module 2: Joints and Muscles

2.1 Types of joints

2.2 Movements in major joints (shoulder, elbow, hip, knee and ankle)

2.3 Origin insertion and actions of muscles.

2.4 Deltoid, biceps and triceps.

2.5 Pectoralis major and minor, abdominus

2.6 Quadriceps hamstring gastronomies

Suggested reading specific to the module

2.1 Christy J. Cael (2022) - Functional Anatomy – Jones & Bartlett Learning

2.2 Don Meikle (1997) - Muscles of the human body

2.3 J. Gordon Betts, et.al, (2013) - Anatomy and Physiology – OpenStax

2.4 David Paul Greene, Susan L. Roberts (2015) - Kinesiology – Movement in the context of activity – Elsevier Health Sciences

Module3: Kinetics and kinematics of human movement

3.1 Meaning of work, power and energy

3.2 Kinetic and potential energy

3.3 Meaning and definitions of motions.

3.4 Types of motion: linear, angular, circular and uniform motion.

3.5 Newton's laws of motion.

3.6 Meaning and definition of force, factors influencing force application.

3.7 Pressure, frictional force and buoyant force

3.8 Centrifugal and centripetal force.

Suggested reading specific to the module

3.1 Peter Guthrie Tait (2007) - Newton’s Laws of Motion – Harvard University

3.2 Jason Zimba (2009) - Force and Motion – John Hopkins University Press

3.3 Susan L. Roberts & Sharon A. Falkenburg (2010) - Biomechanics – Mosby Year Book

3.4 Florante Jr Pose - Buoyancy – The Archimedes Principle – Grin Verlag

Module 4: Biomechanical Application

4.1 Leverage, classes of lever and practical application.

4.3 Projectile motion, factors influencing projectile motion.

4.4 Drag and lift force.

4.4 Fluid resistance: air and water.

4.5 Spin and types of spin.

4.6 Biomechanical analysis: Walking, running, jumping, throwing, lifting, pulling,pushing, catching and climbing.

4.7 Biomechanical analysis of skills of major games: Football hockey basketball badminton handball cricket volleyball and swimming

Suggested reading specific to the module

4.1 Nicholas Stergiou (2020) - Biomechanics and Gait analysis – Elsevier Science

4.2 Andrew Olesnicky, Neville Lawrence (2003) Physics – Projectile Motion – Greg Eather

4.3 Micheal Aloysius MacConaill, John V. Basmaijan (1977) - Muscles and Movements – A Basis for Human Kinesiology – R. E. Krieger Publishing Company

Core Compulsory Readings

- Dr. A.K. Uppal and Dr. Jogiswar Goswami (2020) - Kinesiology and Biomechanics – Friends Publications (Indai)
- Dr. Praveen Kumar (2021) - Sports Biomechanics and Kinesiology – Friends Publications (India)
- Donald. Neumann (2010) - Kinesiology of the Musculoskeletal System – mosby/Elsevier

Core Suggested Readings

- Marion Ruth Broar (2008) - An Introduction to Kinesiology – The University of Michigan

TEACHING LEARNING STRATEGIES

The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

MODE OF TRANSACTION

Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER III

MPES03DSC11:SPORTS NUTRITION

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
4	-	4	60	-	60	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End of Semester Evaluation

Course Description

This course will enable students to understand the concept, dimensions, spectrum and determinants of health and health education. It aims to orient towards health issues, Environmental science, natural resources and related environmental issues.

COURSE OUTCOMES

After completion of the course, students will be able to

CO1	Understand basic concepts and principles of nutrition
CO2	Design weight management programme based on dietary intake
CO3	Provide consultancy on sports supplements
CO4	Apply nutrition knowledge for enhancing sports performance for athletes

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	√	√	√				√		√	√	√	√
CO2		√	√	√			√					√
CO3		√	√				√			√		√
CO4		√	√				√	√			√	√

COURSE CONTENTS

Module I: Concepts and Principles of Human Nutrition

1.1 Meaning and Definitions of Nutrients and Nutrition.

1.2 Concept of Balanced diet.

1.3 Nutritional classification of foods: Based on functions and food group

1.4 Carbohydrates, protein, fat, Vitamins and minerals and fat- its classification and functions, digestion, absorption and metabolism.

1.5 Regulation of Water Balance: intracellular and extra cellular water balance, Requirement of water

Suggested readings specific to the module.

1.1 Nitika Thareja (2021) - The Balanced Diet: Healthy

1.2 Alice Callahan, Heather Leonard, Tamberly Powell (2020) - Nutrition: Science and Everyday Application – Open Oregon Educational Resources

1.3 and 1.4 Flavia Meyer, Zbigniew Szygula, Boguslaw Wilk. (2016) - Fluid Balance, Hydration and Athletic Performance – CRC Press

ModuleII: Introduction to Sports Nutrition

2.1 Science of sports nutrition: Definition of sports nutrition- Need for and Importance of sports nutrition.

2.2 Balanced Diet-Planning Balanced Diets-Recommended Dietary Allowances (RDAs)

2.3 - Dietary ReferenceIntakes (DRIs) – Estimated Average Requirement (EAR), Adequate Intake(AI)-Dietary Guidelines- Reference Man and Reference women

2.4 Dietary Guidelines- Reference Man and Reference women- Dietary Guidelines -Food guide pyramid-MyPlate- Food Labels.

Suggested readings specific to the module.

2.1 Robert E.C.Wildman, Barry S. Miller, (2004), “Sports and Fitness Nutrition”, Thomson.

2.2 Bean, Anitha (2006), 5thed, Sports Nutrition

2.3 Burke, Louise (2007), Practical Sports Nutrition, Human Kinetics.

2.4 Dan Benardot (2011) - Advanced Sports Nutrition – Human Kinetics, Incorporated

ModuleIII: Nutrition for Competition

3.1 Preparation for competition: Nutrition factors causing fatigue during performance, Pre-event fueling.

3.2 Muscle glycogen storage, Carbohydrate loading for endurance events, Pre-exercise carbohydrate and the glycemic index, Pre-exercise hydration, Salt loading.

3.3 Eating disorders and disordered eating in athletes: Disordered eating classifications, Performance and health consequences of disordered eating, Prevention and management of disordered eating among athletes.

3.4 Nutrition for recovery after training and competition: Factors in post-exercise glycogen storage, Guidelines for carbohydrate intake for training and recovery, Training with low CHO availability, Issues in post-exercise rehydration

3.5 Supplements and sports foods: Overview of supplements and sports foods, Regulation of supplements and sports foods, The pros and cons of using supplements and sports foods.

Suggested readings specific to the module

3.1 Heather Hedrick Fink, Alan E. Mikesky (2020) - Practical Application in Sports Nutrition- Jones & Bartlett Learning, LLC

3.2 Anita Bean (2013) - The Complete Guide to Sports Nutrition – Bloomsbury Publishing

3.3 Bill Campbell (2013) - Sports Nutrition: Enhancing Athletic Performance Taylor & Francis

3.4 Benardot, Don (2000), Advanced Sports Nutrition, HumanKinetics.

Module IV: Diet, Weight Management and Performance

4.1 Regulation of body weight and composition: Genetic Influences-Hormonal influences.

4.2 Positive energy balance-Negative energy balance. Diet, exercise, and weight management

4.3 Weight loss methods for athletes-Athletes Gain Weight Healthfully- Vegetarian Diets-Vegetarian

4.3 Diets and Athletic Performance. Special Eating Plans: Paleo Diet-Raw Food Diet-Detox Diet-Other Diets – LCHF (Low Carbohydrate and High Fat diet).

Suggested readings specific to the module.

4.1 Natalie DigateMuth,(2015), Sports Nutrition for Health Professionals, F. A. Davis Company, 1915 Arch Street, Philadelphia,USA.

4.2. Heather Hedrick fink, Lisa A. Burgoon, Alan E. Mikesy, (2006), Practical Application in sports Nutrition", Jones and Barlett.

4.3 Burke, Louise (2007), Practical Sports Nutrition, Human Kinetics.

4.4 Gleeson, Jeukendrup (2004), Sports Nutrition: an introduction to energy production and performance, Human Kinetics.

Core Compulsory Readings

- Louise Burke (2007) - Practical Sports Nutrition – Human Kinetics
- Nancy Clark (2014) - Nancy Clark's Sports Nutrition Guidebook, –Human Kinetics
- Heather Fink, Alan Mikesky, Lisa Burgoon (2011) - Practical Application in Sports Nutrition – Jones & Bartlett Learning
- Melinda Manore, nanna L. Meyer, Janice Thompson (2009) Sports Nutrition for Health and Performance – Human Kinetics

Core Suggested Readings

- Emmanuel A. Andreadis - Hypertension and Cardiovascular diseases – Springer International Publishing
- Deakin , Burke(2006), 3rd, Clinical Sports Nutrition, McGraw- Hill Austria.
- Bourns, Fred (ed), Essentials of Sports Nutrition, 2nd Ed (2002), John and Wiley.
- Benardot, Don (2000), Advanced Sports Nutrition, Human Kinetics.
- Burke, Louise (2007), Practical Sports Nutrition, Human Kinetics.
- Gleeson, Jeukendrup (2004), Sports Nutrition: an introduction to energy production and performance, Human Kinetics.

TEACHING LEARNING STRATEGIES

The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts and presentations method.

MODE OF TRANSACTION

Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational

Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER III

Discipline specific elective (Practicum)

MPES03DSE17-30: SPORTS SPECIALIZATION

Elective Course										
Discipline Specific Elective (Practicum)										
Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
MPES03DSE17-30	Sports Specialization (Select any one from the following) (Track and Field/ Team Sports/Racket Sports/indigenous sport) (One based on feasibility)	1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End of Semester Evaluation

MPES03DSE17-SWIMMING

MPES03DSE18 -BASKETBALL

MPES03DSE19 -HANDBALL

MPES03DSE20 -KABADDI

MPES03DSE21 -CRICKET

MPES03DSE22 -VOLLEYBALL

MPES03DSE23 -FENCING/ KALARIPPAYATTU

MPES03DSE24 -BADMINTON

MPES03DSE25 -KHO KHO

MPES03DSE26 -FOOTBALL

MPES03DSE27 -TABLE TENNIS

MPES03DSE28 -SOFTBALL

MPES03DSE29 -HOCKEY

MPES03DSE30 – TRACK AND FIELD

COURSE OUTCOMES

After completion of the course, students will be able to

CO1	To define and acquaint training preparation of Game/Sport
CO2	Employ the rules and regulation of Game/Sport
CO3	Thorough with teaching stages and coaching aspects of the Game/Sport.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1					√						√	
CO2		√	√		√							
CO3		√	√		√						√	

COURSE CONTENTS

(General guidelines for development of required course contents in particular game/sport are given below)

Unit-I:

- Historical development of the game/sport at national and international levels.
- National and International Bodies controlling game/sport and their affiliated units (Organizational Structure).
- Major National and International competitions in Game/Sport.

Unit-II:

- Layout and marking of play filed/ground/courts and measurement of equipment's used in

Game/Sport. Construction/ safety

Unit-III:

Classification of techniques/skills.

Various skill /Technique training: Preparatory, Basic, Supplementary exercises.

Unit-IV:

- Teaching lessons of various skill/ technique
- Rules & their interpretations

Core Compulsory Readings

- Chirakkal T. Sreedharan Nair · (2007). Kalarippayattu. The Complete Guide to Kerala's Ancient Martial Art. ISBN:9788189975104, 8189975102. Publisher:Westland Books.
- Drewett, J. (2007). How to Improve at Basketball. Crabtree Publishing Co.,USA.
- Goldstein, S. (1998). Basketball Fundamentals. 2nd Ed. Golden Aura Publishing,USA.
- Gupta, K. (2006). How to Play Cricket. Goodwill Publishing House, New Delhi
- Kumar, Dharmander. (2018). Kabaddi and Its Playing Techniques. Writers Choice, New Delhi. B.Sc. (PE, HE, & Sports) PROGRAMME (CBCS) - 2019 118
- Page, J. (2000). Ball Games. Lerner Sports Publisher,USA.
- Phillips, B.E. (2009). Fundamental Handball. Kessinger Publishers,USA.
- Schmottlach, N. and McManama (2005). Physical Education Activity Handbook. Benjamin Cummings, USA.
- Volleyball, USA (2009). Volleyball: Systems and Strategies. Human Kinetics,USA.

Core suggested readings

- Bompa O. Tudor and Halff G. Gregory. (2009) “Periodization Theory and Methodology of Training” Human kinetics. NY.
- Kleinman, I. (2009). Complete Physical Education Plans. 2nd Ed. Human Kinetics,USA.
- Nat BB (1997). Conditioning Coaches Association. NBA Power Conditioning. Human Kinetics.
- Baechle T R & Earle R W (2000). Essentials of strength training and conditioning. Human Kinetics. USA.

TEACHING LEARNING STRATEGIES

The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

MODE OF TRANSACTION

Lecture//Laboratory Work/ Physical Practice/Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

ASSESMENT RUBRICS

Component	Continuous Evaluation (40%)	End Semester Evaluation (60%)	Total (100%)
Skill proficiency	40%	40%	40%
Teaching Lesson Plan	40%	40%	40%
Record file/Project Report	10%	10%	10%
Officiating/Viva	10%	10%	10%

SEMESTER III

Part B- Practicum Courses (Compulsory Foundation)

MPES03DSC12: SWIMMING/YOGA

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous evaluation, ESE =End of semester evaluation

DETAILED SYLLABUS FOR SWIMMING

COURSE OUTCOMES

After completion of the course, students will be able to

CO1	Would understand the fundamental skills and techniques of swimming.
CO2	Gain knowledge about the rules & officiating of aquatics.
CO3	Will know the lay out swimming pool.
CO4	Thorough with teaching stages and coaching aspects of aquatics.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1			√		√						√	
CO2		√	√		√							
CO3		√	√									
CO4		√	√		√						√	

COURSE CONTENTS

- **Introduction**
  - Swimming meaning and definition
  - History of swimming and aquatics
  - Benefits of swimming
  - Class management
- **Swimming Pool**
  - Swimming pool measurements, rules and regulations of pool arena
  - Safety and sanitation of swimming pool
  - Pool water test
- **Techniques and teaching of different strokes.**
  - Freestyle
  - Back stroke
  - Breast stroke
  - Butterfly
  - Grab start, track start, back stroke start
  - Free turn, open turns
- **Officiating**
  - Swimming rules and regulations
  - Mechanics of officiating
  - Qualities of good official
  - Swimming competitions.
- **Survival and life saving techniques of swimming**
  - Meaning and definition of first aid.
  - PRICE, RICE, ABC, CPR
  - Lifesaving methods
  - Common injuries, treatment, and rehabilitation
  - Basic diet and nutrition.

Core suggested readings

- Clive Gifford (2010) - Swimming – Marshall Cavendish Benchmark
- Mark Young (2010) - The complete beginners guide to swimming – Educate and Learn Publishing

DETAILED SYLLABUS FOR YOGA

COURSE OUTCOMES

After completion of the course, students will be able to

CO1	To understand the fundamental skills and fundamental asanas in yoga.
CO2	To orient the rules & officiating of yoga
CO3	To make the students thorough with teaching stages of yogic aspects

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1			√		√						√	
CO2		√	√		√							
CO3		√	√		√						√	

COURSE CONTENTS

- Shad Karmas
  - Dauthi: Varisara Dhauthi(Shankaprakshalana), Vahnisara Dhauthi(Agnisarakriya)
- Neti: SutraNeti, JalaNeti
- Yogic SukshmaVyayamas
- Surya Namaskar (Sun Salutation)
- Basic Asanas
  - Meditative Asanas: Sukhasana, Swasthikasana, Padmasana, Siddhasana / Siddhayoniasana, Vajrasana.
  - Relaxation Asanas: Shavasana, Makarasana, Shithila Tadasana, Shithila Dandasana, sasankasana.
  - Supine Asanas: Naukasana, Kandharasana, Pavanamuktasana, Ardhamatsyasana.
  - Prone Lying Asanas: Bujangasana, Shalabhasana, Dhanurasana, Hamsasana.

- Sitting Asanas: Paschimottanasana, Ardha matsyendrasana, Ardha Ushtrasana, AkarnaDhanurasana, Janu sirasana.
- Standing Asanas: Tadasana, Natarajasana, Vrikshasana, Garudasana.
- Inverted Asanas: Sarvangasana, Viparitakarani asana.
- Advanced Asanas: Poorna matsyasana, Karnapidasana, Suptavajrasana, Poorna bujangasana, Koormasana, Vatayanasana

- Pranayama
  - Yogic breathing, Chandra Bhedha Pranayama, Surya Bhedha Pranayama
  - Nadishodhana Pranayama
- Mudras & Bandhas
  - Chin mudra/ Jnana Mudra, Chinmaya mudra, Adi mudra, Brahma Mudra, Nasikagra Mudra, Sambhavi Mudra, Kaki Mudra, Shanmukhi Mudra, Aswani Mudra, Jalandhara Bandha, Uddiyana Bandha, Viparitakarani mudra.
- Relaxation techniques
  - IRT
  - DRT
  - QRT
- Teaching Stages

Core suggested readings

- Yogirishi Ph.D. Vishvketu (2023) - Yogasana: the Encyclopedia of yoga poses
- Vivekananda Kendra (2000) - Yoga: Asanas, Pranayama, Mudras and Kriyas
- Devdutt Pattanaik (2019) Yoga Mythology – 64 Asanas and their Stories – Harpercollins India
- Daneil DiTuro, Ingrid Yang - Hatha Yoga Asanas: Pocket guide for Personal Practise

TEACHING LEARNING STRATEGIES

The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, and Drills.

MODE OF TRANSACTION

Field Work/Viva/ learning by doing/ Individual Practice etc.

ASSESSMENT RUBRICS

Components	Continuous Evaluation 40%	End Semester Evaluation 60%	Total 100%
Practical test/ Demonstration	60%	60%	60%
Record File/Project Report	20%	20%	20%
Viva	20%	20%	20%

SEMESTER III

MPES03DSC13: INTERNSHIP/ FIELD VISIT/ VOCATIONAL TRAINING

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
	2	2	-	60	60	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous evaluation, ESE =End of semester evaluation

COURSE DESCRIPTION

Internship / Field Visit / Vocational Training

Internships, field visits, and vocational training are designed to provide students with real-world work experience and opportunities to make meaningful contributions to organizations. These programmes help students:

- Gain hands-on experience and skills in a specific field.
- Develop valuable professional contacts and networks.
- Acquire exposure to workplace practices and interaction with upper management.

Vocational training, in particular, emphasizes practical education, enabling students to develop industry-specific competencies that prepare them to enter their profession confidently and effectively.

This programme should be viewed as a mentored learning component, where guidance is jointly provided by:

- A Faculty Mentor – a faculty member from the teacher education institution.
- A Field Mentor / mentors – professionals from the host institution, academy, association, or organization.

Together, they facilitate:

- Visits to institutions and academies.
- Discussions and interactive sessions with experts.
- Preparation of a brief report documenting the student's learning experience.

TEACHING LEARNING STRATEGIES

The class will be taught by using the latest/innovative method and field work

MODE OF TRANSACTION

Demonstration/ Explanation/ Field work/ Learning by doing etc.

ASSESSMENT RUBRICS

Continuous Evaluation	100%

• Involvement, commitments and responsiveness during the programme	50%
• Record File/ Project Report	30%
• Internship Program Diary/ Viva	20%

SEMESTER III

MULTI DISCIPLINARY ELECTIVE COURSE (MDC)

Courses offered for other Departments (Select anyone from the List)

MPES02MDC04	First Aid and Emergency Care	4	-	4	60	-	60	40	60	100
MPES02MDC05	Health and Wellness Training									

SEMESTER III

MULTI DISCIPLINARY ELECTIVE COURSE (MDC)

MPES03MDC04: FIRST AID AND EMERGENCY CARE

Credit			Teaching Hours			Assessment		
L/T	**P/I**	**Total**	**L/T**	**P/I**	**Total**	**CE**	**ESE**	**Total**
4	-	4	60	-	60	40	60	100

Course Description

This course will enable the students to care the emergency situations. This course will help to realize the importance of providing first aid. This course will enable the students to understand the various systems and structures of human body for emergency management. It aims to orient various injuries of human body and its regulation

COURSE OUTCOMES

After completion of the course, students will be able to

CO1	Understand the Concept of First aid and Emergency care.

CO2	Able to realize the importance of providing first aid
CO3	Understand the various systems and structures of human body for emergency management.
CO4	Able to describe various injuries of human body and its regulation.
C05	Able to care the emergency situations.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	√		√	√	√							
CO2	√		√	√	√							
CO3		√	√	√			√					√
CO4	√		√	√	√							√
C05				√	√	√	√	√				

COURSE CONTENTS

Unit I: First Aid

- First Aid and Emergency care -Meaning Definitions
- Principles of first aid - Qualities of a first aider.
- Content of a first aid kit
- First aid techniques

Suggested readings specific to the module.

1.1 Dr. S.P. Agarwal (2016).Indian first aid manual. Indian red cross society.

1.2 Gina M.Piazza (2014). First aid manual. Dorling Kindersley limited publishers.

1.3 Jeyaprakash, C. S., Sports Medicine, J.P. Brothers Pub., New Delhi, 2003. Khanna, G. L., (1990). Exercise physiology & sports medicine. Delhi: Lucky Enterprises.

Unit II Injuries and its managements

- Wounds: Types of wounds, small cuts and abrasion, head injury, chest injury, shock and

Poisoning

- Fracture, dislocations, sprain, strain and cramps
- Skin burns, heat exhaustion, hypothermia
- Bandages types of bandages- Taping and supports

Suggested readings specific to the module.

2.1 Gina M.Piazza (2014). First aid manual. Dorling Kindersley limited publishers.

2.2 Jeyaprakash, C. S., Sports Medicine, J.P. Brothers Pub., New Delhi, 2003. Khanna, G. L., (1990). Exercise physiology & sports medicine. Delhi: Lucky Enterprises.

2.3 Christine, M. D., (1999). Physiology of sports and exercise. USA: Human Kinetics.

2.4 Conley, M. (2000). Bioenergetics of exercise training. In T.R. Baechle, & R.W. Earle, (Eds.), Essentials of Strength Training and Conditioning (pp. 73-90). Champaign, IL: Human Kinetics.

Unit III Physiological systems

- Respiratory system and breathing
- Heart blood circulation
- Nervous system and unconsciousness

Suggested readings specific to the module.

3.1 Christine, M. D., (1999). Physiology of sports and exercise. USA: Human Kinetics.

3.2 LC Gupta (2003). *Manual of first aid*. JAYPEE publishers.

3.3 Linda young Landesman. (2016). *first aid and emergency.*Medtech Publishers.

3.4 Mathew, D. K. & Fox, E. L, (1971). *Physiological basis of physical education and athletics*. Philadelphia: W.B. Saunders Co.

Unit IV: Emergency Care

- Psychological first aid
- Specific emergency situation and disaster management
- Concept of Resuscitation
- Dealing with an emergency

Suggested readings specific to the module.

4.1 LC Gupta (2003). Manual of first aid, JAYPEE publishers

4.2 Dr. S.P. Agarwal (2016).Indian first aid manual. Indian red cross society.

4.3 Gina M.Piazza (2014). First aid manual, Dorling Kindersley limited publishers.

TEACHING LEARNING STRATEGIES

The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts and presentations method.

MODE OF TRANSACTION

Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER III

MULTI DISCIPLINARY ELECTIVE COURSE (MDC)

MPES03MDC05: HEALTH AND WELLNESS TRAINING

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	60	-	60	40	60	100

Course Description

This course will enable the students to understand the Health Risks factors associated with Obesity. This course will orient the concept of nutrition, first aid and stress management. It aims to familiarize the students regarding physical activities for developing fitness

COURSE OUTCOMES

After completion of the course, students will be able to

CO1	Understand the concepts of health, wellness and fitness.
CO2	Provide a general understanding on nutrition, first aid and stress management.
CO3	To familiarize the students regarding physical activities for developing fitness.
CO4	Understand the Health Risks factors associated with Obesity.
C05	Orient the students towards Weight management

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	√		√	√	√							
CO2		√	√	√			√					√

CO3		√		√	√			√	√			
CO4				√	√	√	√	√				
CO5		√	√	√	√							

COURSE CONTENTS

Unit I: Health, Physical fitness and Wellness

- Meaning and definitions of Health, Dimensions of health
- Basic concept wellness and components of wellness
- Role of various factors in wellness, living a healthy life style and
- Concept of Fitness –Meaning and definitions of fitness, different types of physical fitness

Suggested readings specific to the module.

1.8 David K. Miller & T. Earl Allen, Fitness, A life time commitment, Surjeet Publication Delhi1989.

1.9 Dr. A.K. Uppal, Physical Fitness, Friends Publications (India), 1992. Warner W.K. Oeger

1.10 Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd. 35Bedford row, London 1998

1.11 Emily R. Foster, Karyn Hartiger& Katherine A. Smith, Fitness Fun, Human Kinetics Publishers 2002.

1.12 Johnson, L. M., & Smith, J. A. (2022). Health and Fitness Education: A Comprehensive Guide. Fitness Publications.

1.13 Roberts, M. C., & Williams, S. K. (2020). Teaching Health and Fitness Education: Strategies for K-12 Classroom Teachers. Routledge.

Unit II: Fitness and Health

- Relationship between fitness and health
- Concepts of body weight and Assessment of body composition.
- Over weight and Obesity and their health implications.
- Factors contributing to excess body fat and Approaches to overcome weight problem.

Suggested readings specific to the module.

2.1 Emily R. Foster, Karyn Hartiger& Katherine A. Smith, Fitness Fun, Human Kinetics Publishers 2002.

2.2 Johnson, L. M., & Smith, J. A. (2022). Health and Fitness Education: A Comprehensive Guide. Fitness Publications.

2.3 Roberts, M. C., & Williams, S. K. (2020). Teaching Health and Fitness Education: Strategies for K-12 Classroom Teachers. Routledge.

2.4 William D McArdle, Frank I Katch and Vitor I Katch. (2000). *Essential of Exercise Physiology*, Second edition, New York: LipincoffWelliams and wilkins

Unit III: Nutrition

- Basic Concepts in nutrition.
- Nutritional requirements and components of a healthy diet.
- Nutritional Guidelines and Balanced diet.
- Optimal nutrition for exercise, Energy value of different important foods and fluid replacement before, during and after exercise.

Suggested readings specific to the module.

3.1 Melwin, H. Williams. (1995).Nutrition for Health Fitness and sport. McGraw Hill Company, Newyork:

3.2 Scott, K. Powers.,& Stephen, L., Dodd.(1999).Total Fitness: Exercise, Nutrition and wellness, Boston: Allyn and Bacon.

3.3 Srilakshmi, B. (2008). Nutrition science. New Age International Publishers.

3.4 Nitika Thareja (2021) - The Balanced Diet: Thareja ; Publisher

3.5 Alice Callahan, Heather Leonard, Tamberly Powell (2020) - Nutrition: Science and Everyday Application – Open Oregon Educational Resources

3.6 Robert E.C.Wildman, Barry S. Miller, (2004), "Sports and Fitness Nutrition", Thomson

3.7 Bean, Anitha (2006), 5thed, Sports Nutrition

3.8 Gopalan., Ramasasthri, B.V., & Balasubramaniam, S.C. (2007). Nutritive Value of Indian foods. Simon Schuster Publishers.

Unit IV: Exercise and Aging

- Aging and cardiovascular health; Risk factors for cardio vascular disease.
- Stress-meaning and types: Physical Stress- Harmful effects of overtraining and excessive

exercise on health, mental stress and painful effects of mental stress on health.

- Stress relief through exercise and stress management protocols.
- Brief concept of safety education and first aid, principles of mental hygiene; effects of smoking, alcoholism and drugs

Suggested readings specific to the module.

4.1 Arthar, C. Guyton. (1972). Physiology of Human Body, Philadelphia: Saunders Company.

4.2 Bradfird B, Strand and Others. (1997).Fitness Education, Arizona Gorsuch Seani; brick Publishers

4.3 Emily R. Foster, Karyn Hartiger& Katherine A. Smith, Fitness Fun, Human Kinetics Publishers 2002.

4.4 Johnson, L. M., & Smith, J. A. (2022). Health and Fitness Education: A Comprehensive Guide. Fitness Publications.

TEACHING LEARNING STRATEGIES

The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts and presentations method.

MODE OF TRANSACTION

Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER IV

DETAILED SYLLABUS

MPES04DSC14: ATHLETIC REHABILITATION

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	1	4	45	30	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous evaluation, ESE = End semester evaluation

Course Description

This course will enable students to understand the modern concept of athletic rehabilitation. It aims to develop an understanding of the aim and objectives of athletic rehabilitation, athletes care and rehabilitation, prevention of injuries in sports, and guiding principles of therapeutic modalities.

COURSE OUTCOME

After the completion of the course, the student will be able

CO1	Understand the concepts of athletic care and rehabilitation
CO2	Acquire knowledge of the basic concept of sports injuries and rehabilitation.
CO3	Understand various therapeutic aspects of exercise
CO4	Understand preventive, curative and rehabilitative aspects of sports injuries

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1			√									√
CO2		√	√	√	√						√	
CO3		√	√	√	√						√	
CO4		√	√	√	√		√					

COURSE CONTENTS

Module I: Introduction

1.1 Sports Medicine: meaning, definition, aims and objectives, Need & importance and Scope of Sports Medicine in Physical Education. Role of Sports Physician, Physical Educator/ Athletic Trainer, the coach and the player in sports medicine.

1.2 Injury classification and types , common sports injuries

1.3 Common athletic injuries: Sprain, Strain, Contusion, Dislocation, Fracture

1.4 Types of Skin Wounds: Open & closed wounds, Laceration, Abrasions, Complications of the open wounds of injured athletes.

1.5 Stages of healing, signs of inflammation.

Suggested reading specific to the module

1.1 Sergio Rocha Piedade, Philippe Neyret, Joao Espregueira-Mendes (2021) - Specific Sports – Related Injuries – Springer international Publishing

1.2 Harald Roos Et.al. (2008) Textbook of Sports Medicine: Basic Science and Clinical Aspects of sports injury and Physical activity – Wiley

1.3 Lars Engebretsen et.al. (2012) - The IOC Manual of Sports Injuries: An Illustrated Guide to the Management of injuries in physical activity – Lars Engebretsen et.al. - Wiley

1.4 Ruth Bryant, Denise Nix (2023) - Acute and Chronic Wounds – E-Book – Elsevier Health Sciences

Module II: Prevention & Treatment of Injuries

2.1 First Aid.

2.2 Prevention of athletic injuries.

2.3 Common treatment of soft tissue and hard tissue injuries.

2.4 PRICE protocol. CPR.

2.5 Basic Rehabilitation:Role of Sports Rehabilitation, Classification of Rehabilitation

2.6 Bandages, Strapping and Tapping

2.7 Role of Massage in the Treatment of athletic injuries.

Suggested reading specific to the module.

2.1 Dorling Kindersley (2009) - First Aid Manual – Dorling Kindersley

2.3 Raj Mithra (2019) - Principles of Rehabilitation Medicine- McGraw-Hill Education

2.4 Andreas Schur (2007) - Sports tapping – Meyer & Meyer Sport

Module III: Therapeutic Modalities

3.1 Cold Modalities (Cryotherapy)- Principles of Modalities –Ice Massag –Ice Packs – Ice Immersion and Cold Whirlpool –Cry Stretch –Chemical Packs –Ice Compression.

3.2 Heat Modalities (Thermotherapy)- Effects of Heat Applications-Infrared Lamp-Moist Heat Packs –Paraffin Wax Bath- Contrast Bath- Sona Bath.

3.3 Electrotherapy - Basic Principles of Electrotherapy (Therapeutic Effects)-

3.4 Electrical Stimulator –Short Wave Diathermy-Microwave Diathermy – Ultrasound-Neuromuscular Electrical Stimulator –Interferential Current – Transcutaneous Nervous Stimulator (TENS) -Ultraviolet Therapy-Lasser.

Suggested readings specific to the module.

3.1 William E. Prentice (2021) - Therapeutic Modalities in Sports Medicine – McGraw Hill LLC

3.2 PurusothamChippala – Essentials of Electrotherapy – ATBS Publishers India

3.3 Lyle J. Michelli, M.D. (2010) – Encyclopaedia of Sports medicine – SAGE Publications

Module IV: Athletic injuries and its management

4.1 Head, Neck and spine Injuries: Mechanism of injuries, and its management.

4.2 Upper Extremities and Thorax Injuries: Upper limb and thorax injuries , Rib fracture, Elbow, shoulder, Writs and finger injuries and its management

4.3 Lower extremities and Abdomen Injuries: lower limb injuries, Abdomen, hip, Knee Injuries ankle injuries, foot injuries .

4.4 Classification of Therapeutic exercise- Active and passive exercise, PNF.

4.5 Balance training, gait training, gym bell exercise.

Suggested readings specific to the module.

4.1 lars Peterson, Per A.F.H. Renstrom (2015) - Sports Injuries: Prevention, Treatment and

Rehabilitation – Taylor & Francis

4.2 Brad Walker (2018) - The Anatomy of Sports Injuries – North Atlantic Books

4.3 Karon Karter (2007) - Balance Training: Stability Workouts for Core Strength and a Sculpted Body – Ulysses Press

4.4 Rutherford Morison, William George Richardson (2012) - Abdominal Injuries.

Core Compulsory Readings

- Richard Irvin, Duane Iversen, Steven Roy (1998) - Sports medicine: Prevention, Assessment, Management and Rehabilitation of Athletic Injuries – Allyn & Bacon
- John A. Hawley (2008) - The handbook of Sports Medicine and Science: Running – Wiley
- Ralph M. Buschbacher, Nathan D. Prahlow (2009) - Sports Medicine and Rehabilitation: A Sport-specific Approach – Wolters Kluwer Health

Core suggested Readings

- Freddie H. Fu, Bryson P. Lesniak (2020) - Sports Medicine – Lippincott Williams &Wilkins
- Freddie H. Fu (2010) – Sports Medicine - Lippincott Williams &Wilkins

TEACHING LEARNING STRATEGIES

The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts, and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

MODE OF TRANSACTION

Lecture/Discussions/Fieldwork/Project/Work/Viva/Seminars/TermPapers/Presentations/Self/ Learning Instructional Material etc.

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER IV

MPES04DSC15: DISSERTATION

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	8	8	-	240	240	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous evaluation, ESE = End semester evaluation

COURSE OUTCOMES

CO1	To enable the students to develop skills and competencies for conducting rigorous, theoretically correct, and practically relevant research in Physical Education & Sports.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1		√	√	√	√	√	√	√		√	√	√

COURSE CONTENTS

Module I: Introduction & Review of Related Literature

- Writing Introduction
- Preparation of review of literature
- Meta-Analysis, operationalization of terminologies, writing hypothesis.

Module II: Preparation and presentation of report.

- Procedure of selection of subjects.
- Collection of data, administration of tools and statistical procedures, analysis of data,
- Discussion of findings and discussion of hypothesis

- Referencing, plagiarism.

Module III: Types of research proposal:

- Historical Research Proposal,
- Philosophical Research Proposal,
- Experimental Research Proposal and Survey studies.

Module IV: Practicum

- Writing research proposals for different types of research
- Reviewing different research documents
- Meta-Analysis
- Learning the use of different referencing styles, APA etc.

TEACHING LEARNING STRATEGIES

The students shall be encouraged to have discussions, use the library, seminars &presentations.

MODE OF TRANSACTION

Viva/ Seminars/ Term Papers/Assignments/ Presentations/Self-Study etc.

ASSESSMENT RUBRICS

Components	Continuous Evaluation (40%)	End Semester Evaluation (60%)	Total (100%)
Valuation of thesis	60%	60%	60%
Viva- voce	40%	40%	40%

Elective course Discipline-specific Elective Courses (Select any one from the following)										
MPES04DSE31	Psychological skill training	1	2	3	15	60	75	40	60	100
MPES04DSE32	Periodization in Training									
MPES04DSE33	Recovery Science									

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

SEMESTER IV

DISCIPLINE SPECIFIC ELECTIVE COURSES

MPES04DSE31: PSYCHOLOGICAL SKILL TRAINING

Course Description

This course provides theoretical and practical knowledge and skills essential for understanding imparting psychological training for sportspersons. The course aims to define psychological skills training in sports by uncovering the myths surrounding it. The course aims to present models, methods and diagnostic tools for measuring psychological traits and providing intervention strategies. The course will also provide opportunities for gaining experience to carry out measurement and interpretation of data and try out and equip themselves for planning and scheduling psychological skills training for athletes.

COURSE OUTCOMES

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

CO1	To understand the concept of psychological skills training in sports
CO2	Demonstrate an understanding of theory behind psychological skills training.
CO3	Demonstrate an understanding of the relationship between psychological processes and sporting performance.
CO4	Demonstrate proficiency in assessing, monitoring, and preparing PST for different Sportspersons
CO5	To gain practical experience of working with athletes in training and competitive settings.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1		√	√	√	√	√	√	√	√	√	√	√
CO2			√	√	√	√	√	√	√	√	√	√
CO3					√	√	√	√	√	√	√	√
CO4			√		√	√	√	√	√	√	√	√
C05			√	√	√	√	√	√	√	√	√	√

Module 1 : Introduction to PST

1.1 Understanding Psychological Skills Training
- Definition and Importance of PST
- Myths about PST
- PST effectiveness
- Phases of PST

1.2 Basic Psychological Skillsfor Sports Performance
- Goal Setting
- Relaxation
- Self-Talk
- Imagery and Mental Rehearsal

1.3 Psychological Skills and Implications
- Implication for Research
- Implications for Practice

1.4 Mental Toughness
- Definition, meaning and concepts.
- Awareness and use of 4 Cs of Mental Toughness.

Suggested readings specific to the Module

1.1 Hardy Lew; Jones Graham and Gould Daneil (2001) Understanding Psychological preparation for Sport. John Wiley and Sons. Chichester, England Gucciardi, D., & Gordon, S. (2011). Mental Toughness in Sport: Developments inTheory and Research.

1.2 Cox, R. H. (2002). Sport Psychology: Concepts and Applications. U.S.A.: McGrawHill.

Galluci, N.T. (2008). Sports Psychology. New York: The Psychology Press.

1.3 Lavalke, D., Krener, J., Moran, A.P., & Williams, M. (1994). Sports Psychology: Contemporary Themes. London: Red Globe Press.

1.4 Mohan, J. (2010). Sports Psychology: Emerging Horizons. New Delhi: FriendsPublishers.

Singer, R.N., Hausenblas, H.A., & Janelle, C.M. (2001). Handbook of Sport Psychology (2nd edition). John Wiley & sons: USA.

Module 2: Advanced Psychological Skills :Self Confidence and Motivation

2.1 Introduction and Theoretical aspects of self confidence
- Self-Efficacy
- Sport Confidence

- Collective Efficacy
- Anxiety

2.2 Self-confidence, Self-efficacy and Sports Performance

- Self-confidence and Sports performance
- Self-efficacy and sports performance
- Collective efficacy and sports performance
- Self-confidence, self-efficacy and anxiety

2.3 Motivation

- Introduction – Intrinsic and Extrinsic Motivation
- Cognitive Evaluation Theory
- Goal Orientations
- Attributions – Consequences and antecedents
- Overtraining, Burnout and Withdrawal from Sport

2.4 Motivation

- Assessment Tests for Self-confidence and Motivation
- Strategies for Improving Self-confidence and Enhancing Motivation
- Implications for Research and Best Practice

Suggested readings specific to the Module

2.1 Vealey, R. S., & Chase, M. A. (2008). Self-confidence in sport. In T. S. Horn (Ed.), *Advances in sport psychology* (pp. 68–97,430–435). Human Kinetics

2.2 Feltz, D. L. (2007). Self-confidence and sports performance. In D. Smith & M. Bar-Eli (Eds.), *Essential readings in sport and exercise psychology* (pp. 278–294). Human Kinetics.

Feltz, D L, Short, Sandra E. Sullivan, Philip Joseph. (2008) Self-Efficacy in Sport. Human Kinetics.

2.3 Orlick, Terry. (2008) In Pursuit of Excellence. Human Kinetics.

Anastasi, A.,&Urbina, S.(1997). Psychological Testing. USA: Prentice Hall.

2.4 Postman.L.F. &Fagan,J . P.(1949). Experimental Psychology. An introduction .New York: Harper and Brother Publishers.

Woodworth,R.S.,&Schlosberg,H.(1965).Experimental Psychology.New York: Methen and Co.Ltd.

Module 3: Advanced Psychological Skills:Arousal and Activation; Concentration and Attentional Control; Stress and Anxiety; Coping with Adversity

3.1 Arousal and Activation

- Theories of Arousal and Activation

- Strategies influencing arousal and activation
- Mental Preparation strategies; Pre-performance routines
- Implications for research and best practice.

3.2 Concentration and Attention Control

- Theoretical Aspects of attention and concentration.
- Focused versus divided attention
- Strategies for enhancing attention and concentration.
- Implications for research and best practice

3.3 Stress and Anxiety

- Concept of anxiety – multidimensional trait and anxiety
- Antecedents of Stress and Anxiety
- Competitive state anxiety and performance
- Factors affecting anxiety responses – Strategies
- Implications for research and best practice.

3.4 Coping with Adversity

- Coping – understanding, coping research and theory.
- Coping efforts and outcomes
- Stress appraisal and model of coping
- Implications for research and best practice.

Suggested readings specific to the Module

3.1 Weinberg, R. S. & Gould, D. (2007). Foundations of Sport and Exercise Psychology.U.S.A.: Human Kinetics.

3.2 Gucciardi, D., & Gordon, S. (2011). Mental Toughness in Sport: Developments in Theory and Research.

3.3 Cox, R. H. (2002). Sport Psychology: Concepts and Applications. U.S.A.: McGrawHill.

Galluci, N.T. (2008). Sports Psychology. New York: The Psychology Press.

3.4 Tenenbaum, G., &Eklund, R.C. (2007). Handbook of Sports Psychology (3rdedition).John Wiley & sons: USA.

Stewart, J. H., Biddle, A., & Nanette, M. (2008). Psychology of Physical Activity. London: Routledge.

Thelma, S. H. (1992). Advances in Sports Psychology. Illinois: Human Kinetics.

Module 4:ApplyingPST –Models, Strategies and Applications.

4.1 Applying Psychological Skills Training

- Model for Psychological preparation for peak performance
- Psychological Skills and Strategies for peak performance.
- Mental Imagery – Perspectives and Approaches

4.2 Implication of PST in practice

- Preparation for peak performance – guidelines
- Developing psychological skills training programme
- Sports Psychology consultancy in practice –effectiveness and reflection

Suggested readings specific to the Module

4.1 Hardy Lew; Jones Graham and Gould Daneil (2001) Understanding Psychological preparation for Sport. John Wiley and Sons. Chichester, England

Morris, Tonny; Spittle Michael and Watt, Antony P (2005). Imagery in Sport. Human Kinetics.

4.2 Gucciardi, D., & Gordon, S. (2011). Mental Toughness in Sport: Developments inTheory and Research.

Cox, R. H. (2002). Sport Psychology: Concepts and Applications. U.S.A.: McGrawHill.

Core Compulsory readings

- Hardy Lew; Jones Graham and Gould Daneil (2001) Understanding Psychological preparation for Sport. John Wiley and Sons. Chichester, England
- Gucciardi, D., & Gordon, S. (2011). Mental Toughness in Sport: Developments inTheory and Research.
- Cox, R. H. (2002). Sport Psychology: Concepts and Applications. U.S.A.: McGrawHill.
- Cox, R. H. (2002). Sport Psychology: Concepts and Applications. U.S.A.: McGrawHill.
- Galluci, N.T. (2008). Sports Psychology. New York: The Psychology Press.
- Lavalke, D., Krener, J., Moran, A.P., & Williams, M. (1994). Sports Psychology: Contemporary Themes. London: Red Globe Press.
- Singer, R.N., Hausenblas, H.A., & Janelle, C.M. (2001). Handbook of Sport Psychology (2nd edition). John Wiley & sons: USA.

Core suggested readings

- Morris, Tonny; Spittle Michael and Watt, Antony P (2005). Imagery in Sport. Human Kinetics.
- Galluci, N.T. (2008). Sports Psychology. New York: The Psychology Press.
- Tenenbaum, G., &Eklund, R.C. (2007). Handbook of Sports Psychology (3rdedition).John Wiley & sons: USA.
- Stewart, J. H., Biddle, A., & Nanette, M. (2008). Psychology of Physical Activity. London: Routledge.

LIST OF PRACTICUMS

- Assessment of Psychological Skills among athletes of diverse sports groups
- Preparation of Psychological Skills Training Schedule
- Working with athletes and teams –PST consultancy and reflection

TEACHING LEARNING STRATEGIES

The subject will be taught by using lectures, demonstrations, seminars, classroom discussion, charts, and presentation methods.

MODE OF TRANSACTION

Lecture//Laboratory Work/Field Work/ Outreach Activities/Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments including Field work and Project (Two Assignments)	20%

SEMESTER IV

DISCIPLINE SPECIFIC ELECTIVE COURSES

MPES04DSE32: PERIODIZATION IN TRAINING

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

Course Description

This course provides a foundational understanding of exercise program design and periodization, essential components for fitness professionals, trainers, and exercise enthusiasts. It provides insights into the principles of program design, progression, and the application of periodization to optimize training outcomes. The course includes both theoretical concepts and practical applications, allowing participants to design effective training plans tailored to specific needs and goals.

COURSE OUTCOMES

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

CO1	To understand the concept of periodization and its application in training
CO2	To explore different training methods, exercise modalities, and their application.
CO3	Acquire advanced knowledge of in-season periodization, individualized planning, and sport-specific considerations.
CO4	Demonstrate proficiency in assessing, monitoring, and adapting periodized plans for optimal results.
CO5	To provide practical experience designing exercise programs through hands-on assignments and case studies.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	√	√	√	√	√	√	√	√	√	√	√	√
CO2	√	√	√	√	√	√	√	√	√	√	√	√
CO3	√	√	√	√	√	√	√	√	√	√	√	√
CO4	√	√	√		√	√	√	√	√	√	√	√
C05	√	√	√	√	√	√	√	√	√	√	√	√

Module 1 :Basics of training

1.5 Training
- Principles and objectives of training
- General and sports-specific physical training.
- Understanding the Training System and its components

1.6 Variables of training
- Intensity, volume, complexity, and density of training.
- Rest, recovery, and work rest intervals

1.7 Motor components
- Classification of Motor Components
- Factors Affecting Motor Components,
- Means and Methods of Developing Various Motor Components
- Warming up and cool down protocols

1.8 Training Effect and Adaptation
- Process of Adaptation
- Super compensation cycle

1.9 Energy system andtraining

Suggested readings specific to the Module

3.5 Haff, G., & Triplett, N. Essentials of strength training and conditioning NSCA. Champaign, IL.: Human Kinetics.

3.6 Baechle T R & Earle R W (2000). Essentials of strength training and conditioning. Human Kinetics. USA.

3.7 Bompa. T.O. (1994). Theory and Methods of Training-A Key to Athletic Performance (3rd Ed.). Kandwall Hunt Publication Co.

Module 2:Introduction to Periodization

2.5 Overview of periodization concepts

- Defining Periodization: Understanding the concept of organizing training into distinct phases.
- Historical Evolution: Tracing the origins and development of periodization in sports and fitness.
- Benefits and rationale of Periodization: How periodized training optimizes adaptation, prevents overtraining, and enhances performance and why a periodized structured approach is crucial for long-term athletic development.

2.2 Principles and Foundations

- Principles of Periodization: Principles such as specificity, overload, and progression within the context of periodized training.
- Foundations of Periodization: Understanding the physiological and psychological foundations that underpin periodization.
- Training sessions: Types and structure of training sessions, understanding the importance of planning a training session
- Pre-training assessments and monitoring

Suggested readings specific to the Module

2.5 Bompa, T., & Carrera, M. (2005). Periodization training for sports. Champaign, Ill.: Human Kinetics.

2.6 Cart, E. Klafs& Daniel, D. Arnheim (1999) Modern Principles of Athletic Training St. Louis C. V. Mosphy Company

2.7 Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc.

2.8 Bompa. T.O. (1994). Theory and Methods of Training-A Key to Athletic Performance (3rd Ed.). Kandwall Hunt Publication Co.

Module 3: Planning Annual Training Cycles and Periodisation Models

3.2 Annual training plan (ATP)

- Phases of Annual Planning and characteristics
- Incorporating Different Training Cyclesstrategically into annual planning:
- Integration of periodization principles with Annual Planning
- Definition and strategies for peeking, tapering techniques

3.5 Periodization Models

- Types of periodization models; Linear, nonlinear, block, and conjugating periodisation
- Preparation of sample training plans for various tasks

- Developing a comprehensive overview of the year's training structure for various teams/sports.

Suggested readings specific to the Module

4.6 Bompa, T., & Haff, G. (2009). Periodization. Champaign, IL.: Human Kinetics.ISBN-13: 9780736074834

4.7 Baechle T R & Earle R W (2000). Essentials of strength training and conditioning. Human Kinetics. USA.

4.8 Bompa. T.O. (1994). Theory and Methods of Training-A Key to Athletic Performance (3rd Ed.). Kandwall Hunt Publication Co.

Module 4:Applying periodization in exercise program design

4.3 Understanding Programme Design

- Integration of Periodization within Exercise Program Design
- Special Considerations in Program Design

4.4 Periodization for Different goals

- Periodisation for various motor abilities
- Hypertrophy and Strength Phases: Structuring training cycles to emphasize muscle growth and strength development.
- Power and Speed Phases: Focusing on explosive movements and maximal speed during specific periods.

4.5 Advanced Concepts in Periodization

- Applying Sport Seasons to the Periodization Periods
- Sports-specific program design
- Programme Design for Resistance Training During Rehabilitation and Reconditioning

4.6 Preparing sample training cycles for various seasons.

Suggested readings specific to the Module

4.1 Haff, G., & Triplett, N. Essentials of strength training and conditioning NSCA. Champaign, IL.: Human Kinetics.

4.2 Baechle T R & Earle R W (2000). Essentials of strength training and conditioning. Human Kinetics. USA.

4.3 Bompa. T.O. (1994). Theory and Methods of Training-A Key to Athletic Performance (3rd Ed.). Kandwall Hunt Publication Co.

Core Compulsory readings

- Bompa, T.O. (1994). Theory and Methods of Training-A Key to Athletic Performance

(3rd Ed.). Kandwall Hunt Publication Co.

- Bompa, T., & Haff, G. (2009). Periodization. Champaign, IL.: Human Kinetics.ISBN-13: 9780736074834
- BeotraAlka, (2000), Drug Education Handbook on Drug Abuse in Sports. Delhi: Sports Authority of India.
- Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc.
- Baechle T R & Earle R W (2000). Essentials of strength training and conditioning. Human Kinetics. USA.
- Bompa. T.O. and G. Gregory Hett. (2009) Periodization: Theory and Methodology of Training.
- Bompa, T., & Carrera, M. (2005). Periodization training for sports. Champaign, Ill.: Human Kinetics.
- Cart, E. Klafs& Daniel, D. Arnheim (1999) Modern Principles of Athletic Training St. Louis C. V. Mosphy Company
- Dick FW (1999). Sport training Principles. A and C Black. London
- Haff, G., & Triplett, N. Essentials of strength training and conditioning. Champaign, IL.: Human Kinetics.
- Singh Hardayal (1991). Science of Sport Training. D.V.S Pub. Delhi.
- Newton H (2006). Explosive lifting for sports. Human Kinetics. US.
- Zatsiorsky, V., & Kraemer, W. (2006). Science and practice of strength training. Champaign, IL: Human Kinetics.

Core suggested readings

- Bompa. T.O. and G. Gregory Hett. (2009) Periodization: Theory and Methodology of Training.
- Wuest, D., & Fisette, J. (2014) Foundations of physical education, exercise science, and sport. McGraw-Hill Higher Education.
- Daniel, D. Arnheim (1991) Principles of Athletic Training, St. Luis, Mosby.

LIST OF PRACTICUMS

- Create a comprehensive ATP for a specific athlete or sport.
- Communicate and present a periodized plan effectively.
- Evaluation of training(Implement pre-training assessments and ongoing monitoring techniques)

TEACHING LEARNING STRATEGIES

The subject will be taught by using lectures, demonstrations, seminars, classroom discussion, charts, and presentation methods.

MODE OF TRANSACTION

Lecture//Laboratory Work/Field Work/ Outreach Activities/Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

Credit	Teaching Hours	Assessment

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER IV

DISCIPLINE SPECIFIC ELECTIVE COURSES

MPES04DSE33: SCIECNCE OF RECOVERY FROM EXERCISE AND TRAINING

L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

COURSE OUTCOMES

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

CO1	To understand the concept and mechanism of fatigue and recovery.
CO2	To identify physiology of recovery in relation to training load, energy systems, energy production and rest.
CO3	To understand the nutritional and psychological aspects of recovery.
CO4	To identify the factors which underpin recovery and regeneration process and the specific methods and strategies of recovery
CO5	To apply recovery strategies based on load dynamics and fatigue recovery assessment in a variety of sports settings.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	√	√	√	√	√	√	√	√	√	√	√	√
CO2	√	√	√	√	√		√	√	√	√	√	
CO3	√	√	√	√	√	√	√	√	√	√	√	√
CO4	√	√	√		√	√	√	√	√	√	√	√
C05	√	√	√	√	√	√	√	√	√	√	√	√

Module 1: Introduction to Athlete Recovery and Regeneration

1.1 Recovery from Exercise
1.2 Factors for Recovery
1.3 Load dynamics and fatigue-recovery process
1.4 The energy systems

Suggested readings specific to the Module

- Kellmann, Michael and Beckmann Jürgen (2021) Recovery and Well-being in Sport and Exercise. Routledge
- Philips Shaun (2015)Fatigue in Sport and Exercise. Routledge
- William D. McArdle, Frank I. Katch, and Victor L. Katch "Exercise Physiology: Nutrition, Energy, and Human Performance" Lippincott Williams & Wilkins; 8th edition (24 February 2014)

Module 2: Training, Overtraining and Fatigue

2.1 Load Monitoring for health and performance
2.2 Internal and external load monitoring
2.3 Overtraining – stages and symptoms
2.4 Fatigue mechanisms and overtraining syndrome

Suggested readings specific to the Module

- "Essentials of Strength Training and Conditioning" by NSCA (National Strength and Conditioning Association)
- Philips Shaun (2015) Fatigue in Sport and Exercise . Routledge
- J C Santana (2003) "Optimal Load Training: Toward Breaking the Cycle of Overtraining and Plateau" by J.C. Santana. Human Kinetics.
- Ward Paul and Knapman, Joe (2008)"Fatigue Science for Human Health" CRC Press

Module 3: Recovery – Physiological and Psychological Aspects

3.1 Musculoskeletal system and Effect of Exercise
3.2 Skeletal muscle damage, Energy Substrates and metabolic biproducts
3.3 Neurophysiology of Stress– Exercise and Brain Health
3.4 Psychoneuroimmunology

Suggested readings specific to the Module

- Inigo Mujika (2019) "Recovery for Performance in Sport" Human Kinetics
- Sage Rountree (2011) "The Athlete's Guide to Recovery: Rest, Relax, and Restore for Peak Performance" VeloPress
- Ward Paul and Knapman, Joe (2008) "Fatigue Science for Human Health" CRC

Press

Module 4: Recovery Strategies:Applications and Research

4.1 Rest, Sleep and Recovery – Circadian Rhythm and Sleep Hygeine
4.2 Nutrition, Hydration and Supplementation
4.3 Stretching, massage and myofascial release
4.4 Wearable devices and advanced recovery monitoring and strategies

Suggested readings specific to the Module

- Craig Smith (2016) "Optimal Recovery: How to Recover from Overtraining" by Craig Smith. CreateSpace Independent Publishing Platform
- David Joyce and Daniel Lewindon (2014) "High-Performance Training for Sports" Routledge
- Christopher Johnson (2017) "Recovery Science: A Practical Guide for Busy Healthcare Professionals" CreateSpace Independent Publishing Platform

Core Compulsory readings

- Olivier Girard and Iñigo Mujika (2020) "Recovery in Training: The Essential Ingredient in the Athlete's Physical Preparation" Routledge
- Kellmann, Michael and Beckmann Jürgen (2021) Recovery and Well-being in Sport and Exercise. Routledge
- Philips Shaun (2015) Fatigue in Sport and Exercise . Routledge
- William D. McArdle, Frank I. Katch, and Victor L. Katch "Exercise Physiology: Nutrition, Energy, and Human Performance" Lippincott Williams & Wilkins; 8th edition (24 February 2014)
- "Essentials of Strength Training and Conditioning" by NSCA (National Strength and Conditioning Association)
- Philips Shaun (2015) Fatigue in Sport and Exercise . Routledge
- J C Santana (2003) "Optimal Load Training: Toward Breaking the Cycle of Overtraining and Plateau" by J.C. Santana. Human Kinetics.

LIST OF PRACTICUMS

- Recovery Assessment among athletes
- Massage, Stretching and Myofascial Release
- Application of Recovery strategies – Field work and research

TEACHING LEARNING STRATEGIES

The subject will be taught by using lectures, demonstrations, seminars, classroom

discussion, charts, and presentation methods.

MODE OF TRANSACTION

Lecture//Laboratory Work/Field Work/ Outreach Activities/Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

ASSESSMENT RUBRICS

End Semester Evaluation	**60%**
Continuous Evaluation	**40%**
• Classroom Tests: Best one out of two-unit tests	40%
• Tutorial with viva, Discussions /Seminar Presentations	40%
• Assignments (Two Assignments)	20%

SEMESTER IV

DISCIPLINE SPECIFIC ELECTIVE (PRACTICUM)

MPES04DSE34- 47: SPORTS SPECIALIZATION

CONTINUATION FROM SEMESTER III

MPES04DSE34 - SWIMMING

MPES04DSE35 - BASKETBALL

MPES04DSE36- HANDBALL

MPES04DSE37- KABADDI

MPES04DSE38- CRICKET

MPES04DSE39- VOLLEYBALL

MPES04DSE40- FENCING/ KALARIPPAYATTU

MPES04DSE41- BADMINTON

MPES04DSE42- KHO KHO

MPES04DSE43- FOOTBALL

MPES04DSE44 -TABLE TENNIS

MPES04DSE45 SOFTBALL

MPES04DSE46- HOCKEY

MPES04DSE47 – TRACK AND FIELD

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Internal, ESE = External

COURSE OUTCOMES

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

CO1	Understand the concept of talent identification.
CO2	Know the difference between techniques and tactics.
CO3	Understand the importance of warming and cooling down
CO4	Employ the rules and regulation of Game/Sport
CO5	Emphasis on preparation for the Game/Sport.

Mapping of Course Outcomes to Programme Outcomes

	Programme Outcomes											
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1		√	√		√		√				√	
CO2		√	√		√						√	
CO3		√	√		√						√	
CO4		√	√	√	√	√	√				√	
CO5		√	√	√							√	

COURSE CONTENTS

(General guidelines for development of required course contents in particular game/sport are given below)

Note: The course contents to be followed for the purpose of developing practical knowledge regarding marking, rules & regulation, officiating, technical training, tactical training, psychological preparation & preparation of training schedules)

Unit-I:

- Talent identification
- Training for mastery in technique/skill.
- Techniques/Skills development (technical aspects of coaching):
- Identification & Correction of faults.

Unit-II:

- Warm-up and cool down for game/sports.
- Physiological changes during warm up and cool down.
- Qualities of a good coach & Fundamental aspects of coaching

Unit-III:

- Mechanics of officiating.
- Qualities of good official.
- Duties of official (pre, during and post-game)

Unit-IV:

- Training methods and means for the development of motor abilities.
- Basic Concept of preparation of training schedules.
- Coaching lessons of various skill/ technique
- Evaluation of players performance

Core Compulsory Readings

- Chirakkal T. Sreedharan Nair · (2007). Kalarippayattu. The Complete Guide to Kerala's Ancient Martial Art. ISBN:9788189975104, 8189975102. Publisher:Westland Books.
- Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc.
- Drewett, J. (2007). How to Improve at Basketball. Crabtree Publishing Co.,USA.
- Goldstein, S. (1998). Basketball Fundamentals. 2nd Ed. Golden Aura Publishing,USA.
- Gupta, K. (2006). How to Play Cricket. Goodwill Publishing House, New Delhi
- Kumar, Dharmander. (2018). Kabaddi and Its Playing Techniques. Writers Choice, New Delhi. B.Sc. (PE, HE, & Sports) PROGRAMME (CBCS) - 2019 118
- Page, J. (2000). Ball Games. Lerner Sports Publisher,USA.
- Phillips, B.E. (2009). Fundamental Handball. Kessinger Publishers,USA.
- Schmottlach, N. and McManama (2005). Physical Education Activity Handbook. Benjamin Cummings, USA.
- Volleyball, USA (2009). Volleyball: Systems and Strategies. Human Kinetics,USA.

Core suggested readings

- Bompa O. Tudor and Halff G. Gregory. (2009) "Periodization Theory and Methodology of Training" Human kinetics. NY.
- Kleinman, I. (2009). Complete Physical Education Plans. 2nd Ed. Human Kinetics,USA.
- Nat BB (1997). Conditioning Coaches Association. NBA Power Conditioning. Human Kinetics.
- Baechle T R & Earle R W (2000). Essentials of strength training and conditioning. Human Kinetics. USA.

TEACHING LEARNING STRATEGIES

The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

MODE OF TRANSACTION

Lecture//Laboratory Work/ Physical Practice/Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

ASSESMENT RUBRICS

Component	Continuous Evaluation (40%)	End Semester Evaluation (60%)	Total (100%)
Skill proficiency	40%	40%	40%
Coaching Lesson Plan	40%	40%	40%
Record file/Project Report	10%	10%	10%
Officiating/Viva	10%	10%	10%

ADDITIONAL COURSE – MOOC/SWAYAM OR VALUE-ADDED COURSE TO THE COMPLETED BY THE STUENT

Every student is required to compete one course from the list of SWAYAM/MOOC Course of Value-Added Course Offered from the department as mandatory requirement for completing the course. Such courses can be taken in any of the semesters with a pass/fail certificate to be submitted before appearing in the fourth semester examinations.

List of SWAYAM/MOOC COURSES LISTED BY THE DEPARTMNET

Sl No	Course	Faculty
1.	Academic Writing and Research Report	Dr Samir Roy National Institute of Technical Teachers Training and Research
2.	E-content Development	Dr P Malliga National Institute of Technical Teachers Training and Research
3.	Fitness Management	Dr M ChoujithSingh Assistant Professor Department of Physical Education and Sports Sciences Manipur University

Course Details available at :https://onlinecourses.swayam2.ac.in

Course 1 – ACADEMIC AND RESEARCH REPORT WRITING

Course layout

Week 1 : Introduction

Importance of report writing in academics and research. Various kinds ofacademic and research activities. Necessity of report writing for achievement ofacademic and research goals. Various kinds of reports / presentations. Characteristics of academic and research reports / presentations. Conclusions. ASSIGNMENTS.

Week 2 : Research paper writing

Types of research papers, Structure of research papers, Research paper formats, Abstract writing, Methodology, Results and discussions, Different formats forreferencing, Ways of communicating a research paper. ASSIGNMENTS.

Week 3 : Thesis writing

Structure of a thesis, Scope of the work, Literature review, Experimental / computational details, Preliminary studies, Results and Discussions, Figures and Tables preparation, Conclusions and future works, Bibliography, Appendices, ASSIGNMENTS.

Week 4 : Tools and Techniques

Various word processors, e.g, MS Word, Libra-office, Latex etc. Making effective presentations using Power Point and Beamer, Uses of plagiarism detection tools. ASSIGNMENT.

Week 5 : Miscellaneous Reports

Writing research proposals, Writings project proposals, Lecture notes, Progress reports, Utilization reports, Scientific reports etc.

Week 6 : Hands-on and Mini Project Assignment of mini project, Discussions. Week 7 : Hands-on and Mini Project Assignment of mini project, Discussions. Week 8 : Hands-on and Mini Project Assignment of mini project, Discussions.

Books and references

1. A Step-by-Step Guide to Writing Academic Papers, by Anne Whitaker September 2009
2. On Writing a Thesis by C P Ravikumar,IETE Journal of Education, 2000
3. Microsoft Office 2016, by Joan Lambert and Curtis Frye, Microsoft Press, Washington98052-6399
4. LATEX for Beginners, Edition 5, March 2014 Document Reference: 3722-2014
5. Essential LATEX ++, Jon Warbrick with additions by David Carlisle, Michel Goossens, Sebastian Rahtz, Adrian Clark January 1994

Course certificate

Interested Learners can enroll and learn the course for free.

If You wish to Get certified on this course you must register and write the proctored exam conducted by SWAYAM in person at any of the designated exam centers.

- The Registration fee for the proctored exam is Rs 1000/- (Rupees one thousand only).
- **Date and Time of Exams: December 2020 / January 2021 (tentative)**
- Announcements will be made when the exam registration form is open for registrations along with the url

- The online registration form has to be filled and the certification exam fee needs to be paid. More details will be made available when the exam registration form is published. If there are any changes, it will be mentioned then.
- Please check the form for more details on the cities where the exams will be held, the conditions you agree to when you fill the form etc.

CRITERIA TO GET A CERTIFICATE:

- Internal assignment score = 30%, The average of best 3 assignments out of the total assignments given in the course.
- Exam score = 70% of the proctored exam score out of 100
- Final score = Average assignment score + Exam score
- You will be eligible for a certificate only if average assignment score >=10/30 and exam score >= 30/70.
- Certificate will have your name, photograph, roll number and the percentage of score in the final exam. It will have the logos of MHRD (Ministry of Human Resource Development), SWAYAM and NITTTR.
- Only the e-certificate will be made available. Hard copies will not be dispatched.

Course 2 – E-Content Development

Course layout

Week 1: E-learning

Week 2: E-Content Design

Week 3: Content Authoring Tools

Week 4: Documentation & Presentation Tools

Week 5: Graphics & Animation

Week 6: Audio and Podcasting

Week 7: Online Video Creation

Week 8: Surveys/Polling/Quizzes

Week 9: Project Work: Development of E-Content

Books and references

1. Diane Elkins et al. (2015). E-Learning Fundamentals: A PRACTICAL

GUIDE. ISBN: 9781562869472, Pages: 176.

2. Nick Rushby et al. (n.d.) Wiley Handbook of Learning Technology. WileyEducation. Wiley

Course certificate

Interested Learners can enroll and learn the course for free.

If You wish to Get certified on this course you must register and write the proctored exam conducted by SWAYAM in person at any of the designated exam centers.

- The Registration fee for the proctored exam is Rs 1000/- (Rupees one thousand only).
- **Date and Time of Exams: 2nd Saturday & Sunday of November (Tentative)**
- Announcements will be made when the exam registration form is open for registrations along with the url
- The online registration form has to be filled and the certification exam fee needs to be paid. More details will be made available when the exam registration form is published. If there are any changes, it will be mentioned then.
- Please check the form for more details on the cities where the exams will be held, the conditions you agree to when you fill the form etc.

CRITERIA TO GET A CERTIFICATE:

- Internal assignment score = 30%, The average of best 3 assignments out of the total assignments given in the course.
- Exam score = 70% of the proctored exam score out of 100
- Final score = Average assignment score + Exam score
- You will be eligible for a certificate only if average assignment score >=10/30 and exam score >= 30/70
- Certificate will have your name, photograph, roll number and the percentage of score in the final exam. It will have the logos of MHRD (Ministry of Human Resource Development), SWAYAM and NITTTR.
- Only the e-certificate will be made available. Hard copies will not be dispatched.

Course 3 - Fitness Management

Course layout

Week 1: Concept of Fitness and Wellness and their significance in Modern times, Scope of Fitness TrainerAnd Health and Fitness Component, Health Screening- Health Conditions that affect Physical Activity and Medication

Week 2: Client Preferences, Expectations and Life Style information, Physical Screening and General Principles of Training, Training consideration while selecting nature of exercise and Understanding suitability and forms of exercise for fitness 1 question

Week 3: Types of exercise: Calisthenics, Aerobics and Dance, Weight Training, Yoga and Other forms of Exercise, Designing fitness program for-Sedentary and active population for Different Age groups and Different fitness levels

Week 4: Designing Weight Reduction training, Fitness and Rehabilitation Training Consideration for-Obese age adult and Diabetic Subjects, Nutrition- Caloric Consumption, Weight variation due to dietary habit, Physiological and Metabolic changes during exercise

Week 5: The energy support in aerobic and anaerobic activity, Relationship of Exercise with heart rate, equation for calculating heart rate zones for various exercises intensities, Recommended nutritional intakes, Dietary guidelines and Nutrient needs for people with different life style and Sport

Week 6: Selection of training organization of trainer and Layout of Health Clubs and fitness centre, Procurement of Equipments and their maintenance in Personal Management and Legal Responsibilities, Facilities, Equipments, Supervision, Instruction and Safety Guidelines

Week 7: Exercise recommendation and testing, Indemnity Bond, Legal formalities prior to conducting fitness programme for various categories of client, Code of Ethics, Professional Responsibilities of a fitness trainer towards clients

Week 8: An employee of fitness centre as contractual Personal Trainer, Business Structure, Sole Proprietorship, Partnership- General Partnership, Limited Partnership and Corporations, Marketing and Promoting Business, Advantages and Disadvantages, Blood borne Pathogens and Wrist
Management

Books and references

Armbruster, B. and Gladwin, L. A.2001: "More than Fitness for Older Adults."

A Whole-istic Approach to Wellness. ACSM's Health and Fitness Journal,Springer Publishing Company, New York.

Centers for Disease Control and Prevention. "Ten Great Public Health

Accomplishments-United States 1900-1999." Morbidity and Mortality

WeeklyReports.

Corbin, Charkes. Gregory Welk, William Corbin; Concepts of Fitness andWellness: A Comprehensive Lifestyle Approach; 9th Edition, McGraw-HillHigher Education Pubication, USA.

Corbin, Charkes. Gregory Welk. William Corbin, Karen Welk; Concepts ofFitness and Wellness: A Comprehensive Lifestyle Approach, Loose Leaf Edition 11th Edition, McGraw-Hill Higher Education Pubication, USA.