

Master of Physical Education and Sports (MPES) Programme at School of Physical Education & Sports Sciences, Mangattuparamba Campus- Regulation, Scheme and Syllabus implemented with effect from 2022 admission-Orders issued

ACADEMIC C SECTION

Acad/C4/4836/2011

Dated: 14.09.2022

- Read:-1. U.O No. Acad. A1/2051/NCTE/Recog/2015 dated 06.06.2022
2. Minutes of the Department Council meeting held on 22.04.2022
3. Email from Head School of Physical Education and Sports Sciences dated 03.07.2022, 16.08.2022
4. The orders of the Vice Chancellor dated 05.09.2022

ORDER

1. As per paper read (1) above, sanction was accorded to commence Master of Physical Education & Sports (MPES) Programme, under the school of Physical Education & Sports Sciences, from the Academic year 2022 admission onwards.
2. As per paper read (2) above, the meeting of the Department Council, School of Physical Education & Sports Sciences, held on 22.04.2022, prepared the draft Regulation, Scheme and Syllabus for the Master of Physical Education & Sports (MPES) Programme.
3. As per paper read(3), the Head, School of Physical Education & Sports Sciences, submitted the draft Regulation, Scheme and Syllabus for the Master of Physical Education & Sports (MPES) Programme duly scrutinised by External Subject Experts, for approval and implementation with effect from 2022 admission.
4. The Vice Chancellor after considering the matter in detail and in exercise of the powers of the Academic Council conferred under section 11(1) Chapter III of Kannur University Act 1996, accorded sanction to implement the Regulation, Scheme & Syllabus of Master of Physical Education & Sports (MPES) Programme w.e.f 2022 admission, subject to reporting to the Academic Council.
5. Regulation, Scheme & Syllabus for the Master of Physical Education & Sports (MPES) Programme, implemented with effect from 2022 admission are appended and uploaded in the University website(www.kannuruniv.ac.in).

Orders are issued accordingly

Sd/-
Dr. Joby K Jose
REGISTRAR (i/c)

To,

The Head,
School of Physical Education & Sports Sciences, Mangattuparamba Campus

- Copy To: 1. The Examination Branch (through PA to CE).
2. PS to VC / PA to PVC / PA to R
3. DR / AR I/AR II (Acad)/Acad G Section/EXCI
4. Web Manager(for uploading in the Website)
5. SF / DF /FC

Forwarded / By Order



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 2022 Admission)

No.	CONTENTS	Page No.
1.	ABOUT THE DEPARTMENT	2-4
	1.1. Profile of the Institution	
	1.2. Facilities and Infrastructure	
	1.3 Vision and Mission	
2.	INTAKE, ELIGIBILITY & ADMISSION CRITERIA	5
	2.1 Intake	
	2.2 Eligibility	
	2.3 Admission Criteria	
3.	INTRODUCTION TO CHOICE CREDIT SEMESTER SYSTEM (CBCSS)	6-9
	3.1 Definitions	
	3.2 Programme Educational Objectives (PEO)	
	3.3 Programme Outcomes (PO)	
4.	MASTER OF PHYSICAL EDUCATION AND SPORTS (MPES) PROGRAMME DETAILS	9-14
	4.1 Semester and Working Days	
	4.2 Credits	
	4.3 Examinations	
	4.4 Attendance	
	4.5 Evaluation and Assessment Rubrics	
	4.5.1 Theory	
	4.5.2 Practicum	
	4.5.3 Conduct of End Semester Evaluation	
	4.6 Span Period	
	4.7 Conversion of Marks into Grades	
	4.8 Grade Point Average	
	4.9 CGPA Calculation	
	4.10 Grievance Redressal Committee	
	4.11 Revision of Syllabi.	
5.	PROGRAMME STRUCTURE	15-18
6.	DETAILED SYLLABUS FOR MPES PROGRAMME	19-143

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 M.P.E.S(CBCSS), M Phil in Physical Education and PhD (part time and full time) programme.

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 Athletic 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 Degree in Physical Education (BPED) or equivalent with 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 the merit.

The merit of the candidate shall be determined based on the following criteria:

- A. Written test: (Based on B.P.Ed 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 run 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, Elective, Open Elective, Practicum Courses (Compulsory Foundation, Elective) and Skill Based practice) that makes up an Academic Programme, specifying the syllabus, credits, and hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc., prepared in conformity with UGC and Kannur University regulations and eligibility.
- (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 or any other Department/Centre.
- (vi) **Open Elective** means an elective course which is available for students of all programmes including students of same department. Students of other Department will opt these courses subject to fulfilling of eligibility of criteria as laid down by the Department offering the course.
- (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.

- (viii) **a. Compulsory Foundation** courses are mandatory courses to be taken up by the student which will equip him with required knowledge and skill for the 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.
- (ix) **Skill based practice** are half credited courses (2 Credit) providing training and vocational skill which can provide additional employment opportunities in informal sectors
- (x) **Working days** - There shall be at least 200 working days per year exclusive of admission and examination processes etc.
- (xi) **Credit** means the value assigned to a course which indicates the level of instruction; One-hour lecture per week equals 1 Credit, one and half / two hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course.
- (xii) **SGPA** means Semester Grade Point Average calculated for individual semester.
- (xiii) **CGPA** is Cumulative Grade Points Average calculated for all courses completed by the students in the last year of the course by clubbing together SGPA of four semesters.

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 to change 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:

PO 1: Contextualize physical education with a set of attitudes and values that signify the importance of movement as a valued human practice

PO 2: 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 the learning of 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 effective

PO12: Apply ethical principles to become a competent teacher

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-semester. 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

The term 'Credit' refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or one and half / two hours of practical work/field work per week. The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing a MPES. Programme is 80 credits and for each semester 20 credits.

4.3 Examinations

- i. There shall be examinations at the end of each semester, for first semester in the month of November /December: for second semester in the month of May / June. A candidate who does not pass the examination in any course(s) shall be permitted to

appear in such failed course(s) in the subsequent examinations to be held in November /December or May / June.

- ii. A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

4.4 Attendance

The minimum attendance required for each course shall be 75% of the total number of classes conducted for that semester. Those who secure the minimum attendance in a semester alone will be allowed to register for the End Semester Examination. Condonation of attendance to a maximum of 10 days in a Semester subject to a maximum of two spells within a Programme will be granted by the Vice-Chancellor. Benefit of Condonation of attendance will be granted to the students on health grounds, for participating in University Union activities, meetings of the University Bodies and participation in extra-curricular activities on production of genuine supporting documents with the recommendation of the Head of the Department concerned. A student who is not eligible for Condonation shall repeat the Course along with the subsequent batch.

4.5 Evaluation and Assessment Rubrics

4.5.1 THEORY

There shall be two modes of evaluation - the Continuous Evaluation (CE) and End Semester Evaluation (ESE). The total mark for each course including the Project shall be divided into 40% for CE and 60% for ESE.

Continuous Evaluation includes Assignments, Seminar presentation, periodic written examinations etc. The component wise division of the 40% CE mark are as follows.

4.5.1 Assessment Rubrics (THEORY)

Continuous Evaluation 40		End Semester Evaluation 60	Total marks 100
Classroom tests (40%) Best out of two tests	Marks: 16		
Tutorial with viva, discussions, debate, seminar presentations (40%)	Marks: 16		
Assignments (20%)	Marks: 8		
Total	Marks: 40		

4.5.2 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 marks in each practicum. If more than one event/game is present under the same practicum, each event/game shall be evaluated separately for 40 marks by the concerned teacher dealing the event/ game. The average of the awarded marks of all the teachers shall be taken.

End Semester Evaluation (ESE): The End Semester Evaluation shall be done for 60 marks in each practicum. If more than one event/game is present under the same practicum, each event/game shall be evaluated separately for 60 marks by the teacher concerned or teacher appointed by the department. The average of the awarded marks of all the events/games of that practicum shall be for 60 marks.

4.5.2 Assessment Rubrics (PRACTICUM)

Component	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Skill Proficiency	Marks: 15	Marks: 20	Marks: 35
Teaching Lesson Plan	Marks: 15	Marks: 20	Marks: 35
Record/ Project Report	Marks: 5	Marks: 10	Marks: 15
Officiating/Viva	Marks: 5	Marks: 10	Marks: 15

4.5.3 Conduct of End Semester Evaluation:

The ESE shall be made based on examinations for each course conducted by Controller of Examinations as per the common norms under the CCSS. The question paper for ESE for Theory Examinations shall contain three sections. The Question paper should contain minimum 3 questions from each unit and should not contain more than 5 questions from the same unit.. The distribution of the number of questions and marks are given in the following table.

Part	Marks	Number of questions to be answered	Number of questions in the question paper	Type of questions (Level - Bloom's Revised Taxonomy)
A	15	5	6	1 Remembering 2 Understanding
B	15	3	5	6. Creating
C	30	3	5	3. Applying 4. Analysing 5. Evaluating
Total	60	11	16	

4.6 Span Period

No students shall be admitted as a candidate for the examination for any of the Years/Semesters after the lapse of 4 years from the date of admission to the first year of the MPES programme.

4.7 Conversion of Marks into Grades

An alphabetical Grading System shall be adopted for the assessment of a student's performance in a Course. The grade is based on a 6 point scale. The following table gives the range of marks %, grade points and alphabetical grade.

Range of Marks%	Grade Points	Alphabetical Grade
90-100	9	A+
80-89	8	A
70-79	7	B+
60-69	6	B
50-59	5	C

Below 50	0	F
----------	---	---

A minimum of grade point 5 (Grade C) is needed for the successful completion of a course. A student who has failed in a course can reappear for the end semester examination of the same course along with the next batch without taking re-admission or choose another course in the subsequent semesters of the same programme to acquire the minimum credits needed for the completion of the programme. There shall not be provision for improvement of CE and ESE.

4.8 Grade Point Average (GPA)

Performance of a student at the end of each Semester is indicated by the Grade Point Average (GPA) and is calculated by taking the weighted average of grade points of the Courses successfully completed. Following formula is used for the calculation. The average will be rounded off to two decimal places.

$$CGPA = \frac{\text{Sum of (grade points in a course multiplied by its credit)}}{\text{Sum of Credits of Courses}}$$

4.9 CGPA Calculation

At the end of the Programme, the overall performance of a student is indicated by the Cumulative Grade Point Average (CGPA) and is calculated using the same formula given above. Empirical formula for calculating the percentage of marks will be $(CGPA \times 10)+5$. Based on the CGPA overall letter grade of the student and classification shall be in the following way.

CGPA	Overall Letter Grade	Classification
8.5 and above	A+	First Class with Distinction
7.5 and above but less than 8.5	A	
6.5 and above but less than 7.5	B+	First Class
5.5 and above but less than 6.5	B	
5 and above but less than 5.5	C	Second Class

Appearance for Continuous Evaluation (CE) and End Semester Evaluation (ESE) are compulsory and no Grade shall be awarded to a candidate if he/she is absent for CE/ESE or both.

A student who fails to complete the programme/semester can repeat the full

programme/ semester once, if the department council permits to do so.

4.10 Grievance Redressal committee

Grievance Redressal committee as recommended by the university at the university and department level will address grievances obtained if any.

4.11 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. PROGRAMME STRUCTURE

SEMESTER - I

Distribution of Credit, Hours and Marks:

Total Credit in the Semester: 25

Theory Credits: 15 Practicum Credits: 10

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
Part A - Theory Courses										
Core Courses										
MPES01C01	Research Methods in Physical Education and Sports Sciences	4	-	4	64	-	64	40	60	100
MPES01C02	Sports and Exercise Physiology	3	1	4	48	32	80	40	60	100
MPES01C03	Measurement and Evaluation in Physical Education	3	1	4	48	32	80	40	60	100
Elective Course (Select anyone)										
MPES01E01	Sports Management	3	-	3	48	-	48	40	60	100
MPES01E02	Sports Journalism and Mass Communication									
Part B- Practicum Courses (Compulsory Foundation)										
MPES01P01	Practicum – I Athletics	1	3	4	16	96	112	40	60	100
Part C- Practicum Courses (Elective)										
MPES01P02-P07	Practicum II- Major Games (Select any one from the following) <ul style="list-style-type: none"> • Basketball • Handball • Kabaddi • Cricket • Volleyball • Fencing/Kalarippayattu (Select anyone) 	1	3	4	16	96	112	40	60	100
Part D- Skill Based Practice										
MPES01S01	Aerobics and Dance Fitness	-	2	2	-	64	64	100	-	100
Total		15	10	25	240	320	560	340	360	700

SEMESTER - II
Distribution of Credit, Hours and Marks:

Total Credit in the Semester: 25

Theory Credits: 14 Practicum Credits: 11

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
Part A: Theory Courses										
Core Courses										
MPES02C04	Yogic Practices	3	1	4	48	32	80	40	60	100
MPES02C05	Scientific Principles of Sports Training	3	1	4	48	32	80	40	60	100
MPES02C06	ICT in Physical education	3	1	4	48	32	80	40	60	100
Elective Course (Select anyone)										
MPES02E03	Adapted Physical Education	3	-	3	48	-	48	40	60	100
MPES02E04	Gender, Disability and Inclusive Sports Education									
Part B- Practicum Courses (Compulsory Foundation)										
MPES02P08	Practicum I I- Athletics	1	3	4	16	96	112	40	60	100
Part C- Practicum Courses (Elective)										
MPES02P09-14	Practicum IV-Major Games (Select any one from the following) <ul style="list-style-type: none"> • Badminton • Kho Kho • Football • Table Tennis • Softball • Hockey 	1	3	4	16	96	112	40	60	100
Part D- Skill Based Practice										
MPES02S02	Trekking and Camping	-	2	2	-	64	64	100	-	100
Total		14	11	25	224	352	576	340	360	700

SEMESTER – III
Distribution of Credit, Hours and Marks

Total Credit in the Semester: 25

Theory Credits: 14, Practicum Credits: 11

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
Part A Theory Courses										
Core Courses										
MPESS03C07	Applied Statistics in Physical Education and Sports Sciences	3	1	4	48	32	80	40	60	100
MPESS03C08	Kinesiology and Sports Biomechanics	3	1	4	48	32	80	40	60	100
MPESS03C09	Health Education and Sports Nutrition	3	1	4	48	32	80	40	60	100
Elective Course (Select anyone)										
MPESS03E05	Value and Environmental Studies	3	-	3	48	-	48	40	60	100
MPESS03E06	Methods of Fitness Training									
Part B- Practicum Courses (Compulsory Foundation)										
MPESS03P15	Practicum VI: Swimming/Gymnastics	1	3	4	16	96	112	40	60	100
Part C- Practicum Courses (Specialization)										
MPESS03P16-29	Practicum VII- Sports Specialization (Select any one from the following) (Team Sports/Racket Sports/indigenous sport) (One based on feasibility)	1	3	4	16	96	112	40	60	100
Part D- Skill Based Practice										
MPESS03S03	Teaching Proficiency	-	2	2	-	64	64	40	60	100
Total		14	11	25	224	352	576	280	420	700

SEMESTER – IV

Distribution of Credit, Hours and Marks

Total Credit in the Semester: 25

Theory Credits: 14 Practicum Credits: 11

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
Part A: Theory Courses										
Core Courses										
MPESS04C10	Sports Psychology	3	1	4	48	32	80	40	60	100
MPESS04C11	Sports Medicine	3	1	4	48	32	80	40	60	100
MPESS04C12	Dissertation	3	1	4	48	32	80	40	60	100
Elective Course (Select anyone)										
MPESS04E07	Sports Sociology	3	-	3	48	-	48	40	60	100
MPESS04E08	Sports Technology									
MPESS04O01-05	Open Elective Offered by Other Department									
Part B- Practicum Courses (Compulsory Foundation)										
MPESS04P30	Practical VIII: Yoga	1	3	4	16	96	112	40	60	100
Part C- Practicum Courses (Specialization)										
MPESS04P31-43	Practical IX- Sports Specialization (Continuation from Semester-III)	1	3	4	16	96	112	40	60	100
Part D- Skill Based Practice										
MPESS04S04	Coaching Proficiency	-	2	2	-	64	64	40	60	100
Total		14	11	25	224	352	576	280	420	700

*The beginning of the process of Dissertation will start in the beginning of III-Semester in form of preparation of synopsis, facing and getting final approval from the DRC.

6. DETAILED SYLLABUS FOR MPES PROGRAMME

SEMESTER - I

Distribution of Credit, Hours and Marks:

Total Credit in the Semester: 25

Theory Credits: 15 Practicum Credits: 10

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
Part A - Theory Courses										
Core Courses										
MPESS01C01	Research Methods in Physical Education and Sports Sciences	4	-	4	64	-	64	40	60	100
MPESS01C02	Sports and Exercise Physiology	3	1	4	48	32	80	40	60	100
MPESS01C03	Measurement and Evaluation in Physical Education	3	1	4	48	32	80	40	60	100
Elective Course (Select anyone)										
MPESS01E01	Sports Management	3	-	3	48	-	48	40	60	100
MPESS01E02	Sports Journalism and Mass Communication									
Part B- Practicum Courses (Compulsory Foundation)										
MPESS01P01	Practicum – I Athletics	1	3	4	16	96	112	40	60	100
Part C- Practicum Courses (Elective)										
MPESS01P02-P07	Practicum II- Major Games (Select any one from the following) <ul style="list-style-type: none"> • Basketball • Handball • Kabaddi • Cricket • Volleyball • Fencing/Kalarippayattu (Select any one) 	1	3	4	16	96	112	40	60	100
Part D- Skill Based Practice										
MPESS01S01	Aerobics and Dance Fitness	-	2	2	-	64	64	100	-	100
Total		15	10	25	240	320	560	340	360	700

DETAILED SYLLABUS

SEMESTER I

PART – A: THEORY – CORE COURSE

MPES01C01: RESEARCHMETHODS 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	64	-	64	40	60	100

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

COURSE OBJECTIVES

1. To understanding of the basic framework of research process.
2. To demonstrate the knowledge of research approaches in physical education.
3. To identification of research problem.
4. To classify and formulate the different types and methods of research
5. To gain insight about the review of literature and formulation of hypothesis.
6. Select and define appropriate research problem, parameters and research questions.
7. To develop an understanding of various research designs and techniques.
8. To choose the correct procedure for sample selection and technique of data collection
9. To prepare the research proposal and develop skills for writing thesis.
10. To understanding the concept of plagiarism and research ethics.

COURSE CONTENTS

Unit 1: Introduction

- Research: Meaning, Definition, Need, Nature and Scope of research in the field of Physical Education, Types of research
- Research Problem Formulation and Development, Location of Research Problem, Criteria in Selecting the Research Problem.
- Inter Disciplinary, multidisciplinary, and transdisciplinary research
- Literature reviews definitions, importance, sources and types

Unit II: Research Methods

- Survey and Case Studies: Broad Survey by questionnaire, Development of Questionnaire- interview, Characteristics of interview. Case studies-Need of case studies.

-
- Philosophical Studies-Need for Philosophical Studies, Nature of Philosophical methods.
 - Historical Research: Scope of Historical Research, Sources of Historical Data, Criticism of Historical Sources (Primary and Secondary).
 - Experimental research: Nature meaning and importance, Research Designs

Unit III Sampling

- Meaning and Definition of Sample and Population.
- Advantages and Disadvantages of sampling
- Types of sampling: Random sampling, systemic sampling, stratified sampling, clustered sampling, convenience sampling, quota sampling, judgment sampling and snowball sampling.
- Sampling and Non-Sampling Errors

Unit-IV: Research Proposal and Report

- Method of Writing Research proposal (Introduction, Review of Related Literature, Methods, and Bibliography)
- Method of Writing Thesis (Introduction, Review of Related Literature, Methods, results, and Discussion), Plagiarism and Ethics.
- Preparation and Uses of tables and Figures
- Method of writing abstract and full paper for presenting in a conference and to publish in journals

SUGGESTED READINGS

- Best & Kahn (2003) Research in Education, 10th Ed. New Jersey; Prentice Hall, Inc.
- Clarke David. H & Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc.
- Craig Williams and Chris Wragg (2006) Data Analysis and Research for Sport and Exercise Science, Londonl Routledge Press.
- Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illinois; Human Kinetics;
- Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports, New Delhi
- Moses, A. K. (1995) Thesis Writing Format, Chennai; Poompugar Pathippagam

-
- Rothstein, A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc.

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

Marks: 100 (60+40)

End Semester Evaluation	Marks: 60
Continues Evaluation	Marks: 40
<ul style="list-style-type: none"> • Classroom Tests: Best one out of two-unit tests 	Marks: 16
<ul style="list-style-type: none"> • Tutorial with viva, Discussions /Seminar Presentations 	Marks: 16
<ul style="list-style-type: none"> • Assignments (Two Assignments) 	Marks: 08

SEMESTER I

PART – A: THEORY – CORE COURSE

MPRESS01C02: SPORTS AND EXERCISE PHYSIOLOGY

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	1	4	48	32	80	40	60	100

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

COURSE OBJECTIVES

- To assess basic concepts of exercise physiology
- To explain the effect of environment and ergogenic aids on exercise and training.
- To develop a thorough understanding of the relationship between physical activity and health.
- To develop the understanding of the physiological processes.
- To explain the effect of exercise on various systems.
- To explain the diet before, during & after the athletic performance.
- To explain Ergogenic aids and Doping in Sports.

COURSE CONTENTS

Unit-I Introduction

- The role, meaning and definition of Exercise Physiology in Physical Education and Sports.
- Scope of Exercise physiology in physical education and sports.
- Structure of the Cell, Structure and functions of the Cell Components (Cell Wall, Cell Membrane, Cytoplasm, Nucleus and Cell Organelles), Types of Cells
- 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.

Unit-II Various Systems

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

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

Unit-III: Body and Environment

- Ergogenic Aids: Introduction, Types of Ergogenic Aid (Pharmacological Agent, Mechanical Agent, Psychological Agent, Physiological Agent and Nutritional Agent), Effect of Ergogenic Aids on Sports Performance.
- Nutrition and Athletic Performance: Pre, During and Post Workout Meals and Fluid Intake.
- 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

Unit-IV: Exercise and Aging

- Exercise and Aging: Physiological Changes, Training Adaptation according to Age,
- Different Exercises protocols for different age people.
- Exercise and Gender: Physiological Gender Differences, Different Exercises protocols for different Gender and Gynaecological Problems.
- Training Adaptation according to Gender.

SUGGESTED READINGS

- Amrit Kumar, R Moses. (1995). Introduction to Exercise Physiology. Madras: Poompugar Pathipagam.
- BeotraAlka, (2000) Drug Education Handbook on Drug Abuse in Sports: Sports Authority of India Delhi.
- Chandi, C. C. (2018). Human Physiology (Vol. 12). CBS Publishers.
- Clarke, D.H. (1975). Exercise Physiology. New Jersey: Prentice Hall Inc., Englewood Cliffs.
- David, L Costill. (2004). Physiology of Sports and Exercise. Human Kinetics.
- Fox, E.L., and Mathews, D.K. (1981). The Physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing.

- Sandhya Tiwari. (1999). Exercise Physiology. Sports Publishers.
- Varshney & Mona Bedi (2018). Ghai's Textbook of Practical Physiology. Jaypee Brothers Medical Publishers.
- Vincent, T. Murche. (2007). Elementary Physiology. Hyderabad: Sports Publication.
- William D. McArdle (2014). Exercise Physiology: Nutrition, Energy, And Human Performance (8th Edition). Lippincott Williams and Wilkins.

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

Marks: 100 (60+40)

End Semester Evaluation	Marks: 60
Continues Evaluation	Marks: 40
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER I

PART – A: THEORY – CORE COURSE

MPESS01C03: MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	1	4	48	32	80	40	60	100

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

COURSE OBJECTIVES

1. To develop concepts related to Test, Measurement & Evaluation.
2. To construct a strong basis in the evaluation techniques through the various test and measurements method used in physical education.
3. To analyze the physical ability and performance of an individual in various sports.
4. To provide scientific techniques in selection and talent identification through various evaluation and grading process applicable in physical education and sports.
5. To develop the skills and techniques for construction of new tests for various need related to specific Sports Skills.

COURSE CONTENTS

Unit-I: Introduction to Test & Measurement & Evaluation

- Meaning of Test, Measurement and Evaluation in Physical Education
- Need & Importance of Test, Measurement and Evaluation in Physical Education
- Principles of Evaluation
- Criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms)
- Type and classification of Test
- Criteria of test selection.
- Guidelines for constructing knowledge test.
- Steps for construction of skill test / specific fitness test.
- Administration of test, advance preparation – Duties during testing – Duties after testing

Unit-II: Motor fitness Tests & Physical fitness Tests

- Meaning and definition of motor fitness.

-
- 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.
 - Motor ability; Barrow motor ability test- Newton motor Ability Test- Muscular fitness-Kraus Weber Minimum Muscular fitness Test.
 - Physical fitness tests: AAHPERD Health Related Fitness Battery (Revised in 1984),ACMS Health related physical fitness test, Rogers's physical fitness index. Cardio vascular tests; Harvard step test, 12 minutes run/walk test, Multi-stage fitness test (Beep test)

Unit-III: Skill Tests

- Badminton: Miller Wall Volley Test.
- Basketball: Johnson Basketball test, Harrison Basketball Ability test.
- Cricket: Sutcliff cricket test.
- Hockey: Friedel Field Hockey test, Harbans hockey test,
- Volleyball- Russell Lange volleyball test, Brady Volleyball test,
- Football: Mor-Christian General Soccer Ability test battery, Johnson soccer test, MCDonald Soccer Test.
- Tennis: Dyer Tennis Test

Unit-IV: Anthropometric,Aerobic-Anaerobic Tests,Physiological and Psychological Test.

- Physiological Testing: Aerobic Capacity: The Bruce Treadmill Test Protocol, 1.5 Mile Run test for college age males and females.
- Anaerobic Capacity: Margaria-Kalamen test, Wingate Anaerobic Test
- Anthropometric Measurements:
- Method of Measuring Height: Standing Height, Sitting Height.
- Method of measuring Circumference: Arm, Waist, Hip, Thigh.
- Method of Measuring Skin folds: Triceps, Sub scapular, Suprailiac.
- Testing of physiological phenomenon- Blood pressure, breathing frequency vital capacity, heart rate, pulse rate, body temperature and body composition.
- Tests for psychological variables- Anxiety, aggression, team cohesion, achievement motivation, mental-toughness, and self-efficacy.

SUGGESTED READINGS

1. Amrit Kumar, R, Moses. (1995). Introduction to Exercise Physiology. Madras Poompugar Pathipagam.
2. BeotraAlka, (2000) Drug Education Handbook on Drug Abuse in Sports: Sports Authority of India Delhi.
3. Clarke, D.H. (1975). Exercise Physiology. New Jersey: Prentice Hall Inc., Englewood Cliffs.
4. David, L Costill. (2004). Physiology of Sports and Exercise. Human Kinetics.
5. Fox, E.L., and Mathews, D.K. (1981). The Physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing.
6. Guyton, A.C. (1975). Textbook of Medical Physiology. Philadelphia: W.B. Sanders co.
7. Richard, W. Bowers. (1989). Sports Physiology. WMC: Brown Publishers.
8. Sandhya Tiwari. (1999). Exercise Physiology. Sports Publishers.
9. Shaver, L. (1981). Essentials of Exercise Physiology. New Delhi: Subject Publications.
10. Vincent, T. Murche. (2007). Elementary Physiology. Hyderabad: Sports Publication.
11. William, D. McArdle. (1996). Exercise Physiology, Energy, Nutrition and Human Performance. Philadelphia: Lippincott Williams and Wilkins Company.
12. Kenney, W., Wilmore, J., & Costill, D. (2015) Physiology of sport and exercise.
13. McArdle, W., Katch, F., & Katch, V. (2010). Exercise physiology. Baltimore, MD: Lippincott

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**Marks: 100 (60+40)**

End Semester Evaluation	Marks: 60
Continues Evaluation	Marks: 40
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER I

PART – A: THEORY – ELECTIVE COURSE

MFESS01E01: SPORTS MANAGEMENT

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	-	3	48	-	48	40	60	100

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

COURSE OBJECTIVES

1. To describe organization and administration of sports programmes.
2. To analyse and interpret sports philosophy, sports sociology, business systems, sports management, public administration, and marketing techniques.
3. To develop opportunities to construct & design the curriculum of PE in broader aspects realizing the age group, gender consideration and physiological basis.
4. Comprehend the basic principles and importance of Sports management.

COURSE CONTENTS

Unit-I: Introduction

- Management: Meaning, Definitions, Scope and Principles,
- Functions of management: Planning, Organizing, Staffing, Directing, Controlling, Coordinating, Evaluating and innovating
- Basic Principles and Procedures of Sports Management.
- Functions of Sports Management
- Personal Management: Objectives of Personal Management, Personal Policies
- Manager: functions and Qualities

Unit-II: Management

- Management of infrastructure, equipment, finance and personnel.
- Facilities and Equipment management: Types of facility/infrastructure-indoor, outdoor, Purchase Care and Maintenance
- Organization and Functions of Sports bodies
- Competitive Sports Programmes, Benefits
- Management Guidelines for School, College Sports Programmes,
- Management Problems in instruction programme,
- Community Based Physical Education and Sports programme.

Unit-III: Purchasing

- Purchase and Care of Supplies of Equipment:
- Guidelines for selection of equipment and Supplies
- Purchase of equipment and supplies,
- Equipment Room, Equipment and supply Manager.
- Guidelines for checking, storing, issuing, care and maintenance and supplies of equipment
- Public Relations in Sports Planning - the Public Relation Programme –
- Principles of Public Relation - Public Relations in School and Communities –Public Relation and the Media. Professional Ethics.

Unit-IV: Tournaments Management

- Tournament organization: Types of tournament-Knock out or Elimination, League or Round Robin, Combination, Consolation, Challenge Tournaments
- Organizing sports meet: in School / College / Community
- Officiating in the institutional tournaments
- Planning & Organizing sport event
- Audit Management of sport event
- Report preparation of sport event

SUGGESTED READINGS

- Charles, A, Bucher & March, L, Krotee. (1993). Management of Physical Education and Sports. St. Louis: Mosby Publishing Company.
- Chelladurai, P. (1999). Human Resources Management in Sports and Recreation. Human Kinetics.
- John, E, Nixon & Ann, E, Jewett. (1964). Physical Education Curriculum, New York: The Ronald Press Company.
- Williams, J.F. (2003). Principles of Physical Education. Meerut: College Book House.
- Yadvnider Singh. Sports Management, New Delhi: Lakshay Publication
- Bill, K. (2009). Sport management. Exeter [England]: Learning Matters.ISBN-13: 978- 1844452637. ISBN-10: 1844452638.
- Smith, A., & Stewart, B. (1999). Sports management. St Leonards, N.S.W.: Allen &Unwin.ISBN-13: 978-1864487510. ISBN-10: 1864487518.
- Hoye, R. (2012). Sport management. Milton Park, Abingdon, Oxon: Routledge. ISBN-13: 978-1856178198, ISBN-10: 1856178196.

- Bowers, M. (2015) Sport management. Champaign: Sagamore Publishing. ISBN-10: 1571677267. ISBN-13: 978-1571677266.
- Krotee, M., & Bucher, C. (2007). Management of physical education and sport. Boston: McGraw-Hill. ISBN-10: 0072972920.

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

Marks: 100 (60+40)

End Semester Evaluation	Marks: 60
Continues Evaluation	Marks: 40
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER I

PART – A: THEORY – ELECTIVE COURSE

MPESS01E02: SPORTS JOURNALISM AND MASS COMMUNICATION

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	-	3	48	-	48	40	60	100

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

COURSE OBJECTIVES

1. To apprise the students about the origin and evolution of journalism and mass media.
2. To synthesize a basic concept of reporting and editing.
3. To appraise the varied aspects of advertising.
4. To apply the concept of reporting and editing.
5. To Illustrate and apply the advertising concepts.
6. To Interpret the concept of journalism and mass media

COURSE CONTENTS

Unit-I: Introduction to Sports Journalism

- Meaning, Definition journalism & history of journalism an sports journalism
- Professional ethical standard and Ethics of Journalism
- Reporting Sports Events, National and International Sports News Agencies,
- Concept of Sports Bulletin: Journalism and sports education – Structure of sports bulletin – Compiling a bulletin – Types of bulletin , structure content and style
- Mode of sports journalism , print electrical and informal media

Unit-II: Mass Media

- Introduction to mass communication - The concept of mass media - Mass media in India and its present status
- Mass media institutions in India – Government media units - Press registrar of India, Press council of India - Indian news agencies media educational institutions,
- The concept of journalism - the function of press - Press freedom and responsibility and the theories of press - Current trends in journalism. Sports Photography: Equipment- Editing – Publishing. Mass Media in Journalism: Radio and T.V. Commentary

Unit III: News Reporting and Advertising

- News: Definition, basic news elements, organisation of sports news desk, Pitfalls in use of language, Proof Reading, Qualities and responsibilities of sports news reporters.
- Organization of Pre & Post Sports Event Press Meet.
- Reporting, Functions, responsibilities and qualities of reporter - Functional differences of reporters – Special correspondents, foreign correspondents, columnists, free lancers, Roving Reporters, Structure of Advertising - Functions of advertising, Psychology of advertising,
- Types of advertising – Advertising media, Structure of advertising agency. Editing
 - Magazines – Modern trends of headlines writing – Electronic news editing – picture editing – Outline writing – Editorial writing – Types of editorials and analysis of editorials.

Unit-IV:Editing and printing

- Leads: Introduction and Definition, Importance of Leads Principles of Leads.
- Construction and types of leads - leads for sports reports, individual and Team games.
- Track and field events, equities score Board and statistics.
- Editing: Editing Copy reading and handling sports news.
- Design and make-up of the sports page elementary.
- Knowledge of typography and various process of printing. Newspaper style and slant.

LIST OF PRACTICUM

1. Methods of editing a Sports report.
2. Evaluation of Reported News.
3. Interview with and elite Player and Coach.
4. Practical assignments to observe the matches and prepare report and news of the same;
5. Visit to News Paper office and TV Centre to know various departments and their working.
6. Preparation of Portfolio of newspaper cuttings of sports news (national & international) for the Semester.

SUGGESTED READINGS

- 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
- Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication
- Dhananjay Joshi (2010) Value Education in Global Perspective. New Delhi: Lotus Press.
- Kannan K (2009) Soft Skills, Madurai: Madurai: Yadava College Publication
- Mohit Chakrabarti (2008): Value Education: Changing Perspective, New Delhi: Kanishka Publication.
- Billings, A., Butterworth, M., & Turman, P. (2012). Communication and sport. Thousand Oaks, Billings, A. (2014) Routledge handbook of sport and new media. Routledge ISBN-13: 978- 0415532761 ISBN-10: 0415532760.
- Billings, A., Butterworth, M., & Turman, P.(2014) Communication and sport. ISBN-13: 978- 1452279138 ISBN-10: 1452279136
- Sandvoss, C., Real, M., & Bernstein, A. (2012). Bodies of discourse. New York, NY: PeterLang. ISBN-13: 978-1433111730 ISBN-10: 143311173X

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

Marks: 100 (60+40)

End Semester Evaluation	Marks: 60
Continues Evaluation	Marks: 40
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER I

PART – B: PRACTICUM COURSES (COMPULSORY FOUNDATION)

MPRESS01P01: PRACTICUM -I ATHLETICS

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

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

COURSE OBJECTIVES:

- To understand the fundamental skills and techniques of the track and field events.
- To orient the rules&officiating of track and field events.
- To know the lay out and marking of track and field.
- To acquaint the student with progressive teaching stages of fundamentals skills of various events
- To make the students thorough with teaching stages and coaching aspects of track and field events.

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 lay out and Markings

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

Component	Continues Evaluation (40)	End Semester Evaluation (60)	Total Marks (100)
Skill proficiency	Marks: 15	Marks: 20	Marks: 35
Teaching Lesson Plan	Marks: 15	Marks: 20	Marks: 35
Record file/Project Report	Marks: 5	Marks: 10	Marks: 15
Officiating/Viva	Marks: 5	Marks: 10	Marks: 15

SEMESTER I

PART – C: PRACTICUM COURSES (ELECTIVE)

MPESS01P02-07: PRACTICUM -IIMAJOR GAMES

MPESS01P02 - BASKETBALL

MPESS01P03 - HANDBALL

MPESS01P04 - KABADDI

MPESS01P05 -CRICKET

MPESS01P06 - VOLLEYBALL

MPESS01P07 - FENCING/KALARIPAYATTU

DETAILED SYLLABUS

MPESS01P02: BASKETBALL

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

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

COURSE OBJECTIVES

- To understand the fundamental skills of basketball.
- To orient the rules&officiating of basketball
- To know the lay out and marking of basketball court.
- To make the students thorough with teaching stages and coaching aspects of basketball.

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

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

Component	Continues Evaluation (40)	End Semester Evaluation (60)	Total Marks (100)
Skill proficiency	Marks: 15	Marks: 20	Marks: 35
Teaching Lesson Plan	Marks: 15	Marks: 20	Marks: 35
Record file/Project Report	Marks: 5	Marks: 10	Marks: 15
Officiating/Viva	Marks: 5	Marks: 10	Marks: 15

SEMESTER I
DETAILED SYLLABUS
MPESS01P03 - HANDBALL

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

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

COURSE OBJECTIVES

- To understand the fundamental skills of handball.
- To orient the rules & officiating of handball.
- To know the lay out and marking of handball court.
- To make the students thorough with teaching stages and coaching aspects of handball.

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

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

Component	Continues Evaluation (40)	End Semester Evaluation (60)	Total Marks (100)
Skill proficiency	Marks: 15	Marks: 20	Marks: 35
Teaching Lesson Plan	Marks: 15	Marks: 20	Marks: 35
Record file/Project Report	Marks: 5	Marks: 10	Marks: 15
Officiating/Viva	Marks: 5	Marks: 10	Marks: 15

SEMESTER I
DETAILED SYLLABUS
MPES01P04 - KABADDI

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

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

COURSE OBJECTIVES

- To understand the fundamental skills of kabaddi
- To orient the rules & officiating of kabaddi
- To know the lay out and marking of kabaddi court.
- To make the students thorough with teaching stages and coaching aspects of kabaddi

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-Variou 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

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

Component	Continues Evaluation (40)	End Semester Evaluation (60)	Total Marks (100)
Skill proficiency	Marks: 15	Marks: 20	Marks: 35
Teaching Lesson Plan	Marks: 15	Marks: 20	Marks: 35
Record file/Project Report	Marks: 5	Marks: 10	Marks: 15
Officiating/Viva	Marks: 5	Marks: 10	Marks: 15

SEMESTER I
DETAILED SYLLABUS
MPESS01P05 –CRICKET

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

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

COURSE OBJECTIVES

- To understand the fundamental skills of cricket.
- To orient the rules & officiating of cricket.
- To know the lay out and marking of cricket.
- To make the students thorough with teaching stages and coaching aspects of cricket.

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.

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

Component	Continues Evaluation (40)	End Semester Evaluation (60)	Total Marks (100)
Skill proficiency	Marks: 15	Marks: 20	Marks: 35
Teaching Lesson Plan	Marks: 15	Marks: 20	Marks: 35
Record file/Project Report	Marks: 5	Marks: 10	Marks: 15
Officiating/Viva	Marks: 5	Marks: 10	Marks: 15

SEMESTER I
DETAILED SYLLABUS
MPESS01P06 - VOLLEYBALL

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

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

COURSE OBJECTIVES

- To understand the fundamental skills of volleyball.
- To orient the rules & officiating of volleyball
- To know the layout and marking of volleyball court
- To make the students thorough with teaching stages and coaching aspects of volleyball.

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
- Pancake
 - Dimensions of the court
- Laws and their interpretations and duties of officials.
- Officiating
- Teaching Lesson plan.

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

Component	Continues Evaluation (40)	End Semester Evaluation (60)	Total Marks (100)
Skill proficiency	Marks: 15	Marks: 20	Marks: 35
Teaching Lesson Plan	Marks: 15	Marks: 20	Marks: 35
Record file/Project Report	Marks: 5	Marks: 10	Marks: 15
Officiating/Viva	Marks: 5	Marks: 10	Marks: 15

SEMESTER I
DETAILED SYLLABUS

MPES S01P07 –FENCING/KALARIPPAYATTU

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

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

DETAILED SYLLABUS FOR FENCING

COURSE OBJECTIVES

- To understand the fundamental skills of fencing
- To orient the rules & officiating of fencing
- To know the layout and marking of fencing arena
- To make the students thorough with teaching stages and coaching aspects of fencing.

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

DETAILED SYLLABUS FOR KALARIPPAYATTU

COURSE OBJECTIVES

- To understand the fundamental skills of kalarippayattu
- To orient the rules & officiating of kalarippayattu
- To know the lay out and marking of kalarippayattu area
- To make the students thorough with teaching stages and coaching aspects of kalarippayattu.

COURSE CONTENTS

FUNDAMENTAL SKILLS

- Vaithari
- Maipayattu
- Ketteharipayattu
- Ceruvadi payattu
- Basic training Arms
- Rules and their interpretation and duties of officials.
- Teaching lesson plan

EACHING 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

Component	Continues Evaluation (40)	End Semester Evaluation (60)	Total Marks (100)
Skill proficiency	Marks: 15	Marks: 20	Marks: 35
Teaching Lesson Plan	Marks: 15	Marks: 20	Marks: 35
Record file/Project Report	Marks: 5	Marks: 10	Marks: 15
Officiating/Viva	Marks: 5	Marks: 10	Marks: 15

SEMESTER I

PART – D: SKILL BASED PRACTICE

MPESS01S01: AEROBICS AND DANCE FITNESS

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
-	2	2	-	64	64	100	-	100

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

COURSE OBJECTIVES

1. Develop basic aerobic dance patterns
2. Understand the five dimensions of wellness and set short-term and long-term workout plan
3. Design own aerobics and dance fitness workout
4. Develop/improve cardiovascular endurance/strength/ flexibility
5. Understand the basic physiological principles associated with aerobic dance exercise
6. Understand basic principles associated with resistance- training

COURSE CONTENTS

Unit 1

- History and development in fitness field
- Rhythmic Aerobics – Music and Beat Counts,
- Introduction to step Aerobics

Unit 2

- Low Impact Aerobics: Marching Basics (leg curl ,toe touch ,heel touch, in and out, side touch)
- step touch, 'V' shape,'A 'shape, L'Shape, 'Z', shape, 'Square' shape, double side to side step touch, Dance (Mambo-Chacha, Twisting)
- High Impact Aerobics: Step foot placement and Basics (toe touch & heel touch on step),

Unit 3

- Design an aerobics dance fitness training programme workout schedule
- Basic physiological principles associated with aerobic dance exercise
- Fitness test batteries

Unit 4

- Music and choreography
- Basic Stretching exercise whole body

-
- Safety aspects in a fitness center

TEACHING LEARNING STRATEGIES

The class will be taught by using demonstration, imitation, educational videos, and power points methods

MODE OF TRANSACTION

Lecture/Physical Practice/Field Work/ Project Work/ Viva/ Seminars/Assignments/ Presentations/ Demonstration/ Imitation etc.

ASSESSMENT RUBRICS

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

Components	Continuous Evaluation (100)
Skill Proficiency	Marks: 40
Demonstration & command	Marks: 30
Workshop/Mass display /Innovative Programmes	Marks: 20
Viva	Marks: 10

SEMESTER - II
Distribution of Credit, Hours and Marks:

Total Credit in the Semester: 25

Theory Credits: 14 Practicum Credits: 11

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
Part A: Theory Courses										
Core Courses										
MPESS02C04	Yogic Practices	3	1	4	48	32	80	40	60	100
MPESS02C05	Scientific Principles of Sports Training	3	1	4	48	32	80	40	60	100
MPESS02C06	ICT in Physical education	3	1	4	48	32	80	40	60	100
Elective Course (Select anyone)										
MPESS02E03	Adapted Physical Education	3	-	3	48	-	48	40	60	100
MPESS02E04	Gender, Disability and Inclusive Sports Education									
Part B- Practicum Courses (Compulsory Foundation)										
MPESS02P08	Practicum III- Athletics	1	3	4	16	96	112	40	60	100
Part C- Practicum Courses (Elective)										
MPESS02P09-14	Practicum IV-Major Games (Select any one from the following) <ul style="list-style-type: none"> • Badminton • Kho Kho • Football • Table Tennis • Softball • Hockey 	1	3	4	16	96	112	40	60	100
Part D- Skill Based Practice										
MPESS02S02	Trekking and Camping	-	2	2	-	64	64	100	-	100
Total		14	11	25	224	352	576	340	360	700

DETAILED SYLLABUS
SEMESTER II
PART – A: THEORY – CORE COURSE
MPRESS02C04:YOGIC PRACTICES

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	1	4	48	32	80	40	60	100

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

COURSE OBJECTIVES

1. To study the preventive and promotive aspects of yogic practices.
2. Traditional text-based knowledge of yoga along with modern sciences.
3. To spread the value-based knowledge of yogic practices.
4. To study the concepts and mis-concepts of yoga

COURSE CONTENTS

Unit-I: Introduction

- Origin of yoga and its development.
- Yoga: meaning, objectives and definitions.
- Importance of yoga personal and social life style.
- Concepts and mis-concepts of yoga.

Unit-II: Types of Yoga

- Schools of yoga- Hatha Yoga, Raja Yoga, Bhakti Yoga, Jnana Yoga and Karma Yoga.
- Shat-Karma: Meaning, Definition and Types according to Hatha Yoga.
- Concept of Chakras and Aura.
- Meditation: Meaning, Techniques and Benefits of Meditation.

Unit-III: Kriyas and Mudras

- Shat-Kriyas: Meaning, Definition and Types according to Hatha Yoga.
- Pranayama: Definition, different Types according to Hatha Yoga.
- Asanas: Meaning, different Types, Methodology and Benefits.
- Mudras: Definition and types according to Hatha Yoga.

Unit-IV: Yoga and Body Systems

-
- Yoga: Basic Anatomy and Physiology of Skelton, Circulatory, Digestive, Nervous, Excretory, Respiratory System.
 - Yoga Regeneration Exercise-Power Yoga
 - Yogic management for lifestyle diseases.
 - Role of Yoga in Psychological Preparation of athlete: Mental Wellbeing, Anxiety, Depression Concentration, Self-Actualization.

SUGGESTED 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 (.988), 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.
- Hathayoga Pradipika 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.

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**Marks: 100 (60+40)**

End Semester Evaluation	Marks: 60
Continues Evaluation	Marks: 40
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER II

PART – A: THEORY – CORE COURSE

MPESS02C05:SCIENTIFIC PRINCIPLES OF SPORTS TRAINING

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	1	4	48	32	80	40	60	100

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

COURSE OBJECTIVES

1. To provide knowledge and concept of sports training.
2. To provide knowledge about strength and conditioning.
3. To develop an understanding of the technical and tactical training.
4. To provide the knowledge of training periodization to excellent competition.
5. To provide the knowledge to design various training plans and programmes.

COURSE CONTENTS

Unit-I: Introduction

- Sports Training Aim, Tasks, Characteristics and Principles of Sports training.
- Philosophy of Coaching and Qualities and personality of a Coach.
- Training Load: Important features of training load, Principles of Training Load. Relationship between load, recovery and adaptation, conditions for adaptation.
- Over reaching and over training, causes and symptoms of over training, prevention of over training symptoms, treatment of over training.
- Fatigue management: Meaning and Importance of Recovery, Factors affecting recovery process and means of faster recovery.
- Identification and development of sports talent: Meaning, definition and process of talent identification and its development.

Unit-II: Training for Development of Motor Components

- Strength: Forms of strength, characteristics of strength, Principles of strength training, strength training means and methods
- Speed: Forms of speed, characteristics of speed, training means and methods of improving speed.
- Endurance:Forms of endurance, characteristics of endurance, endurance training

means and methods of improving endurance.

- Flexibility: Forms of flexibility, characteristics of flexibility, basis of flexibility, Methods of development of flexibility.
- Coordinative Abilities: Characteristics of coordinative abilities, importance of coordinative abilities, classification of coordinative Abilities, Training means and methods.

Unit-III: Training for the development of Techniques& Tactics and Periodization of training

- Definition of skill, technique, and style
- Characteristics of technique
- Phases of skill acquisition
- Methods for the development of technique
- Tactics: Definition of tactics and strategy, Basic Tactical concepts - offensive, defensive high performance, Methods of tactical training, Control of tactical knowledge.
- Periodization of training, types of periodization, Contents for various periods.

Unit-IV: Planning of training and Competition

- Planning and organization of Training, Importance of planning, Principal of planning, Systems of Planning, and planning of training load.
- Planning of competitions and its purpose, Types of competitions, Competition Frequency, peaking for competitions, tapering of training, methods of tapering, factors affecting tapering.
- Planning of various cycles (macro, meso, micro, one day training programme and planning of training sessions).
- Structure of long-term training plan: long term athlete development model
- Evaluation of training: Need and importance of evaluation, methods of evaluation training

LIST OF PRACTICUM

- 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)

SUGGESTED READINGS

1. BeotraAlka, (2000), Drug Education Handbook on Drug Abuse in Sports. Delhi: Sports Authority of India.
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
3. Daniel, D. Arnheim (1991) Principles of Athletic Training, St. Luis, Mosby.
4. Wuest, D., & Fisette, J. (2014) Foundations of physical education, exercise science, and sport. McGraw-Hill Higher Education.
5. Bompa, T., & Haff, G. (2009). Periodization. Champaign, IL.: Human Kinetics. ISBN-13: 9780736074834
6. Haff, G., & Triplett, N. Essentials of strength training and conditioning. Champaign, IL.: Human Kinetics.
7. Bompa, T., & Carrera, M. (2005). Periodization training for sports. Champaign, Ill.: Human Kinetics.
8. Zatsiorsky, V., & Kraemer, W. (2006). Science and practice of strength training. Champaign, IL: Human Kinetics.

TEACHING LEARNING STRATEGIES

The subject will be taught by using lectures, demonstration, 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

Marks: 100 (60+40)

End Semester Evaluation	Marks: 60
Continues Evaluation	Marks: 40
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER II
PART – A: THEORY – CORE COURSE
MPESS02C06:ICT IN PHYSICAL EDUCATION

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	1	4	48	32	80	40	60	100

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

COURSE OBJECTIVES:

1. To understand the necessity of information and communication technology in physical education
2. To understand the computer assisted works in Physical education and sports
3. To develop understanding about the applications of computer in Physical education and sports
4. To understand about E-Learning & Web Based Learning.

COURSE CONTENTS

Unit 1: Introduction

- Concept, Elements, Process & Types of Communication
- Communication Barriers & Facilitators of communication
- Communicative skills of English-Listening, Speaking, Reading & Writing
- Importance of ICT Need of ICT in Physical Education
- Scope of ICT: Teaching Learning Process, Publication Evaluation and Research

Unit 2: Parts of Computer

- Computers: - Characteristics, Types & Applications of Computers
- Hardware of Computer: Input, Output & Storage Devices
- Software of Computer: Concept & Types
- Computer Memory: Concept & Types Viruses & its Management
- Concept, Types & Functions of Computer Networks Internet and its Applications
Web Browsers & Search Engines
- Legal & Ethical Issues. Identification of the advanced technologies of computer.

Unit 3:

- MSWord: Main Features & it's Uses in Physical Education
- MS PowerPoint: Main features and Preparation of Slides with Multimedia Effects
- MS Excel: Main Features & it's Applications in Physical Education.
- MS Access: Creating a Database, Creating a Table, Queries, Forms & Reports on Tables and its Uses in Physical Education.

Unit 4

- MS Publisher: Newsletter & Brochure
- E-Learning & Web Based Learning
- Practical applications of the ICT in Physical education and Sports
- Administration Challenges in Integrating ICT in Physical Education. A complete understanding and basics of Information and Communication Technology
- Google plat form: Creating google form, google classroom

LIST OF PRACTICUM

- Design various types of formats in MS Excel and word
- Preparation of PPT
- Setting up of google classroom
- Creating google form

SUGGESTED READINGS

1. Castelli, D., & Fiorentino, L. (2008). Physical education technology playbook. Champaign, IL: Human Kinetics.
2. Felker, K. (201). Integrating technology into physical education and health. American Press. ISBN-10: 0896414965. ISBN-13: 978-0896414969
3. Goldin, C., & Katz, L. (2008). The race between education and technology. Carabridge, Mass : Belknap Press of Harvard University Press.
4. Leight, J. Technology for physical education teacher education.
5. Mohnsen, B. (2012). Using technology in physical education.
6. Selwyn, N. (2011). Education and technology. London: Continuum International Pub.Group.

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

Marks: 100 (60+40)

End Semester Evaluation	Marks: 60
Continues Evaluation	Marks: 40
<ul style="list-style-type: none">• Classroom Tests: Best one out of two-unit tests	Marks: 16
<ul style="list-style-type: none">• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
<ul style="list-style-type: none">• Assignments (Two Assignments)	Marks: 08

SEMESTER II

PART – A: THEORY -- ELECTIVE COURSE

MPESS02E03:ADAPTED PHYSICAL EDUCATION

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	-	3	48	-	48	40	60	100

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

COURSE OBJECTIVES

- To understand the concept of Adapted Physical Education and its benefits for disabilities.
- To get the knowledge about classification of disabilities.
- To know about basic knowledge of Adapted Physical Education Programme.
- To get the knowledge about the activities that can be given to the individuals with their unique needs.

COURSE CONTENTS

Unit 1: Introduction to Adapted Physical Education

- Meaning, definitions, aims and objectives, need and importance of APE
- Historical review of adapted physical education, role of physical educator in sports for disabled.
- Competition opportunities, Paralympics, Special Olympics, organizations and eligibility.
- Provision of special rights and privileges for the disabled, social welfare program, mass public awareness program.

Unit 2: Individuals with unique needs and Classification of disabilities

- Physical, mental, visual, hearing and behavioral disorders.
- Characteristics and functional limitations of various disabilities.
- Specific learning disabilities, types, causes, treatment and interventions.
- Amputations and its types, Dwarfism, types, causes, diagnosis and treatment.

Unit 3: Adapted Physical Education Program.

- Guiding principles of adapted physical education program.
- Program organization and management.
- Measurement assessment and program evaluation.

- Individualized Education Program (IEP), components, development of the individualized education program.

Unit 4: Activities for individuals with unique needs.

- Health related physical fitness activities.
- Rhythmic movement, dance and aquatics.
- Team sports
- Winter sports activities and adventure sports.

SUGGESTED READINGS

1. Winnick, J. P. (2011). Adapted Physical Education and Sport. New York: Human Kinetics.
2. Singh, S. (2018). Adapted Physical Education and Sport. Delhi: Random Publishers.
3. Kelly, L. E. (2011) Adapted Physical Education National Standards. New York: Human Kinetics.
4. Emes, C. and Velde, B. P. (2005) Practicum in Adapted Physical Activity. New York: Human Kinetics.

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

Marks: 100 (60+40)

End Semester Evaluation	Marks: 60
Continues Evaluation	Marks: 40
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER II

PART – A: THEORY – ELECTIVE COURSE

MPRESS02E04:GENDER, DISABILITY AND INCLUSIVE SPORTS EDUCATION

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	-	3	48	-	48	40	60	100

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

COURSE OBJECTIVES

- Define Gender and gender inequality.
- Explain the construction of Gender to gain a solid understanding of the patterns and constraints of gender inequality around the world up to the present day.
- Review what policies and programmes can work to close gender gaps, with a focus on developing countries.
- Elaborate on the constitutional provisions for gender equality in India.
- Identify gender perspectives in some major policy documents in India

COURSE CONTENTS

Unit-I: Understanding & Construction of Gender

- Defining Gender and features of gender inequality
- Gender inequality in Education in India
- Gender based violence as a development and rights challenge
- Historical roots of gender construction in India –patriarchy and its socio- cultural origins
- Impact of gender as a social construct.
- Gender roles and the female stereotype in India
- The Global Gender Equality Agenda

Unit-II: Gender and Schooling

- Gender issues in access to education & physical education
- Quality of work and equal opportunity
- Gender in the physical education classroom and peer interactions
- Gender issues in participation in sports
- Sports and Gender, Gender Equity and Women in Sports

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

Unit-III: Gender and Constitution of India

- Constitutional provisions for education of women in India
- UEE and programmes for education of women in India
- Gender and policy perspective
- Class and Inequality

Unit-IV: Disability & Inclusive Education, Gender Studies in Sports

- Definition, concept and importance of inclusive education.
- Historical perspectives on education of children with diverse needs.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive sports education for all children.
- Educational approaches and measures for meeting the diverse needs

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

Marks: 100 (60+40)

End Semester Evaluation	Marks: 60
Continues Evaluation	Marks: 40
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER II

PART – B: PRACTICUM COURSES (COMPULSORY FOUNDATION)

MPRESS02P08: PRACTICUM -III ATHLETICS

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

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

COURSE OBJECTIVES

- To understand the fundamental skills and techniques of the track and field events.
- To orient the rules & officiating of track and field events.
- To know the layout and marking of track and field.
- To acquaint the student with progressive teaching stages of fundamentals skills of various events
- To make the students thorough with teaching stages and coaching aspects of track and field events.

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

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

Component	Continues Evaluation (40)	End Semester Evaluation (60)	Total Marks (100)
Skill proficiency	Marks: 15	Marks: 20	Marks: 35
Teaching Lesson Plan	Marks: 15	Marks: 20	Marks: 35
Record file/Project Report	Marks: 5	Marks: 10	Marks: 15
Officiating/Viva	Marks: 5	Marks: 10	Marks: 15

SEMESTER II

PART – C: PRACTICUM COURSES (ELECTIVE)

MPESS02P09-14: PRACTICUM -IVMAJOR GAMES

MPESS02P09–BADMINTON

MPESS02P10–KHO KHO

MPESS02P11 - FOOTBALL

MPESS02P12–TABLE TENNIS

MPESS02P13–SOFTBALL

MPESS02P14- HOCKEY

DETAILED SYLLABUS

MPESS02P09–BADMINTON

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

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

COURSE OBJECTIVES

- To understand the fundamental skills of badminton.
- To orient the rules&officiating of badminton.
- To know the lay out and marking of badminton court.
- To make the students thorough with teaching stages and coaching aspects of badminton.

COURSE CONTENTS

FUNDAMENTAL SKILLS

- Racket parts, Racket grips, Shuttle cock.
- The basic stances.
- Serves- forehand and backhand
- The basic strokes-, Forehand-overhead and underarm, Backhand-overhead and underarm
- Drills and lead up games
- Types of games-Singles, doubles, mixed doubles.
- Dimensions of the badminton court.

- Rules and their interpretations
- Officiating
- Teaching Lesson Plan

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

Component	Continues Evaluation (40)	End Semester Evaluation (60)	Total Marks (100)
Skill proficiency	Marks: 15	Marks: 20	Marks: 35
Teaching Lesson Plan	Marks: 15	Marks: 20	Marks: 35
Record file/Project Report	Marks: 5	Marks: 10	Marks: 15
Officiating/Viva	Marks: 5	Marks: 10	Marks: 15

DETAILED SYLLABUS
MPESS02P10–KHO KHO

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

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

COURSE OBJECTIVES:

- To understand the fundamental skills of Kho Kho
- To orient the rules&officiating of Kho Kho
- To know the lay out and marking of Kho Kho court.
- To make the students thorough with teaching stages and coaching aspects of Kho Kho.

COURSE CONTENTS

FUNDAMENTAL SKILLS

- General skills of the game-Running, Chasing, Dodging, Faking etc.
- Skills in chasing-Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgment in giving Kho, Rectification of Foul.
- Skills in Running-Zigzag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills.
- Dimensions of the court.
- Rules and their interpretations
- Officiating
- Teaching Lesson Plan

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

Component	Continues Evaluation (40)	End Semester Evaluation (60)	Total Marks (100)
Skill proficiency	Marks: 15	Marks: 20	Marks: 35
Teaching Lesson Plan	Marks: 15	Marks: 20	Marks: 35
Record file/Project Report	Marks: 5	Marks: 10	Marks: 15
Officiating/Viva	Marks: 5	Marks: 10	Marks: 15

DETAILED SYLLABUS
MPESS02P11 - FOOTBALL

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

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

COURSE OBJECTIVES:

- To understand the fundamental skills of football
- To orient the rules&officiating of football
- To know the lay out and marking of football feild.
- To make the studer ts thorough with teaching stages and coaching aspects of football.

COURSE CONTENTS

FUNDAMENTAL SKILLS

- Passing- push pass, instep and outstep
- Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick
- Trapping-trapping the rolling the ball, trapping the bouncing ball with sole, instep, thigh and chest
- Dribbling-With instep, inside and outer instep of the foot.
- Heading- Standing, running and jumping.
- Throw in
- Feinting-With the lower limb and upper part of the body.
- Tackling-Simple tackling, Slide tackling.
- Goal Keeping-Collection of balls, Ball clearance-kicking, throw ng.
- Dimensions of the football field.
- Rules and their interpretations
- Officiating
- Teaching Lesson Plan

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

ASSESMENT RUBRICS

Component	Continues Evaluation (40)	End Semester Evaluation (60)	Total Marks (100)
Skill proficiency	Marks: 15	Marks: 20	Marks: 35
Teaching Lesson Plan	Marks: 15	Marks: 20	Marks: 35
Record file/Project Report	Marks: 5	Marks: 10	Marks: 15
Officiating/Viva	Marks: 5	Marks: 10	Marks: 15

DETAILED SYLLABUS
MPESS02P12--TABLE TENNIS

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

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

COURSE OBJECTIVES

- To understand the fundamental skills of table tennis.
- To orient the rules&officiating of table tennis.
- To know the lay out and marking of table tennis board.
- To make the students thorough with teaching stages and coaching aspects of table tennis.

COURSE CONTENTS

FUNDAMENTAL SKILLS

- The Grip-The Tennis Grip, Pen Holder Grip.
- Service-Forehand Backhand, Side Spin, High Toss.
- Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shot, Loop Drive.
- Stance and Ready position and foot work.
- Dimensions of the Table, Rules and their interpretations
- Officiating
- Teaching Lesson Plan

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

Component	Continues Evaluation (40)	End Semester Evaluation (60)	Total Marks (100)
Skill proficiency	Marks: 15	Marks: 20	Marks: 35
Teaching Lesson Plan	Marks: 15	Marks: 20	Marks: 35
Record file/Project Report	Marks: 5	Marks: 10	Marks: 15
Officiating/Viva	Marks: 5	Marks: 10	Marks: 15

DETAILED SYLLABUS
MPESS02P13–SOFTBALL

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

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

COURSE OBJECTIVES

- To understand the fundamental skills of softball.
- To orient the rules & officiating of table softball.
- To know the lay out and marking of table softball field.
- To make the students thorough with teaching stages and coaching aspects of softball.

COURSE CONTENTS

FUNDAMENTAL SKILLS

- Throwing
 - Under Arm Throw, Side Arm Throw, Over Arm Throw
- Catching Technique
 - Receiving Ground Ball and Fly Ball
 - Catcher's positioning in the Catcher's Box
- Hitting/Batting
 - Grip, Stance, Stride, Hip Rotation, Swing, Follow Through
 - Bunting: Stance, Hand and Bat Positioning
- Pitching
 - Grip, Stance, Pump/Drive Phase, Stride, Pitching Arm Action, Delivery Phase, Follow Through
- Base Running
 - Rolling Start, Track Start, Sliding
- Rules of the Game
- Officiating and Score Sheet Operations, Signals, Positioning and Duties
 - Teaching Lesson Plan

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

ASSESMENT RUBRICS

Component	Continues Evaluation (40)	End Semester Evaluation (60)	Total Marks (100)
Skill proficiency	Marks: 15	Marks: 20	Marks: 35
Teaching Lesson Plan	Marks: 15	Marks: 20	Marks: 35
Record file/Project Report	Marks: 5	Marks: 10	Marks: 15
Officiating/Viva	Marks: 5	Marks: 10	Marks: 15

DETAILED SYLLABUS

MPRESS02P14- HOCKEY

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

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

COURSE OBJECTIVES

- To understand the fundamental skills of hockey.
- To orient the rules&officiating of table hockey.
- To know the layout and marking of table hockey field.
- To make the students thorough with teaching stages and coaching aspects of hockey.

COURSE CONTENTS

FUNDAMENTAL SKILLS

- Player stance & Grip Rolling the ball, Dribbling
- Push, Stopping, Hit, Flick, Scoop
- Passing – Forward pass, square pass, triangular pass, diagonal pass, return pass.
- Reverse hit, Dodging
- Goal keeping – Hand defense, foot defense
- Positional play in attack and defense.
- Rules and their interpretations and duties of officials.
 - Ground Markings&officiating
- Teaching Lesson Plan

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

Component	Continues Evaluation (40)	End Semester Evaluation (60)	Total Marks (100)
Skill proficiency	Marks: 15	Marks: 20	Marks: 35
Teaching Lesson Plan	Marks: 15	Marks: 20	Marks: 35
Record file/Project Report	Marks: 5	Marks: 10	Marks: 15
Officiating/Viva	Marks: 5	Marks: 10	Marks: 15

SEMESTER II
PART – D: SKILL BASED PRACTICE
MPESS02S02: TREKKING AND CAMPING

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
-	2	2	-	64	64	100	-	100

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

COURSE OBJECTIVES

- To understand the importance of Indigenous activities and Camping.
- To explain aim, objective, and principles of Camping.
- To develop leadership qualities.
- To develop understanding about Indigenous activity and its importance.
- To learn the survival techniques.
- To enable the students for acquiring relevant skills

COURSE CONTENTS

Unit-I

- Meaning and importance of Indigenous Activities.
- Types of Indigenous Activities.
- Indigenous Activities for various age group people.
- Moral and ethical values of Indigenous Activities.

Unit - II

- Camping and leadership, Aim, objectives and importance of Camping.
- Organization, Selection of camp site
- Types of Camp and layout of camp site.

Unit III

- Learning basic of Camping
- Basic skill / outdoor skill, Hiking and Trekking, Night Walk, River crossing
- Compass learning /Orienteering/Cooking
- Fire Management/Rope Management

SUGGESTED READINGS:

1. Bright Charles K. & Herold C. Meyer. (1953). Recreational test and readings;
2. Eaglewood cliff. New Jersey Prentice Hall.
3. Ness wed, M.H. & New Meyer E.S. Leisure and Recreation, New York: Ronald Press.
4. (1958). Recreation areas: Their Design and equipment's. New York: Ronal Press.
5. Koran, R.G. Recreation and the schools. New York: Mac Melon Company.
6. Shivers J.S., (1964). Principles and practices of Recreational services. London: Mac Melon Company.
7. Butler George (1976). Introduction to Community recreation. Mc Gram Hill Book Company.
8. Kelly, J. R (1982). Leisure Prentice. Hall Inc. Englewood Cliffs N.J.

TEACHING LEARNING STRATEGIES

The class will be taught by using demonstration, imitation, educational tour for trekking and camping.

MODE OF TRANSACTION

Lecture/Physical Practice/Field Work/ Project Work/ Viva/ Seminars/Assignments/ Presentations/ Demonstration/ Imitation etc.

ASSESSMENT RUBRICS

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

Components	Continuous Evaluation (100)
Demonstration of Skills and Techniques	Marks: 50
Execution of Technique	Marks: 30
Viva Voce	Marks: 10
Workshop/Mass display /Innovative Programmes	Marks: 10

SEMESTER – III
Distribution of Credit, Hours and Marks

Total Credit in the Semester: 25

Theory Credits: 14, Practicum Credits: 11

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
Part A Theory Courses										
Core Courses										
MPESS03C07	Applied Statistics in Physical Education and Sports Sciences	3	1	4	48	32	80	40	60	100
MPESS03C08	Kinesiology and Sports Biomechanics	3	1	4	48	32	80	40	60	100
MPESS03C09	Health Education and Sports Nutrition	3	1	4	48	32	80	40	60	100
Elective Course (Select anyone)										
MPESS03E05	Value and Environmental Studies	3	-	3	48	-	48	40	60	100
MPESS03E06	Methods of Fitness Training									
Part B- Practicum Courses (Compulsory Foundation)										
MPESS03P15	Practicum VI: Swimming/Gymnastics	1	3	4	16	96	112	40	60	100
Part C- Practicum Courses (Specialization)										
MPESS03P16-29	Practicum VII- Sports Specialization (Select any one from the following) (Team Sports/Racket Sports/indigenous sport) (One based on feasibility)	1	3	4	16	96	112	40	60	100
Part D- Skill Based Practice										
MPESS03S03	Teaching Proficiency	-	2	2	-	64	64	40	60	100
Total		14	11	25	224	352	576	280	420	700

DETAILED SYLLABUS

SEMESTER III

PART – A: THEORY – CORE COURSE

MPRESS03C07:APPLIED STATISTICS IN PHYSICAL EDUCATION AND SPORTS SCIENCES

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	1	4	48	32	80	40	60	100

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

COURSE OBJECTIVES

- To completely describe a data set, using appropriate descriptive statistics.
- To interpret a set of descriptive statistics and understand the limitations of each measure.
- Students shall be able to use and apply a wide variety of specific statistical methods.
- Students shall know how to organize, manage, and present data.
- Show ability to explore and organize data for analysis.
- Students shall be able to use and apply a wide variety of specific statistical methods.
- Demonstrate understanding of the properties of probability and probability distributions.
- Demonstrate understanding of the probabilistic foundations of inference.
- Apply inferential methods relating to the means of Normal distributions.

COURSE CONTENTS

Unit I

- Statistics: Meaning and Definitions, Need for and importance of Statistics.
- Types of Statistics.
- Data: Meaning, Kinds of data, Discrete and Continuous.
- Meaning, uses and construction of frequency table
- Graph: Introduction, uses and types
- Parametric and non-parametric statistics.

Unit II

-
- Meaning and importance of scales and types of scales
 - Meaning, Purpose, calculation and advantages of Measures of central tendency – Mean, Median and mode. Quartile Deviation, Mean Deviation, Standard Deviation.
 - Normal Curve: – Principles of normal curve – Properties of normal curve.
 - Normality – Skewness and Kurtosis.

Unit III

- Sample Distribution of Means, Standard Error of Mean
- Testing of Hypothesis- Region of Acceptance & Region of Rejection of Null and Alternative Hypothesis
- Level of Significance and confidence.
- Type I and Type II Errors
- One Tailed and Two Tailed test
- Degrees of Freedom
- Meaning of correlation - co-efficient of correlation
- Calculation of co-efficient of correlation by the product moment method and rank difference Method.

Unit IV

- Tests of significance: Independent “t” test, Dependent “t’ test, chi - square test,
- Analysis of Variance (ANOVA)
- Concept of ANCOVA
- Post-hoc tests-LSD and Scheffe’s.

SUGGESTED READINGS

- Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc.
- Clark D.H. (1999) Research Problem in Physical Education 2nd edition, Eaglewood Cliffs, Prentice Hall, Inc.
- Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illinois; Human Kinetics;
- Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports, New Delhi
- Sivaramakrishnan. S. (2006) Statistics for Physical Education, Delhi; Friends Publication
- Thirumalaisamy (1998). Statistics in Physical Education, Karaikudi, Senthil Kumar

Publications

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

Marks: 100 (60+40)

End Semester Evaluation	Marks: 60
Continues Evaluation	Marks: 40
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER III

PART – A: THEORY – CORE COURSE

MPRESS03C08:KINESIOLOGY AND SPORTS BIOMECHANICS

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	1	4	48	32	80	40	60	100

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

COURSE OBJECTIVES

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

COURSE CONTENTS

Unit 1:Introduction

- Meaning, importance and scope of applied kinesiology and sports biomechanics.
- Meaning of Axis and planes.
- Line of gravity plane of the body and axis of motion.
- Kinetics and kinematics.
- Statics, dynamics and centre of gravity.
- Equilibrium: Meaning, Importance and Types
- vector and scalars.

Unit 2: Joints and Muscles

- Types of joints
- Movements in major joints (shoulder, elbow, hip, knee and ankle)
- Origin insertion and actions of muscles.
- Deltoid, biceps and triceps.
- Pectoralis major and minor, abdominus

-
- Quadriceps hamstring gastronomies

Unit-III: Kinetics and kinematics of human movement

- Meaning of work, power and energy
- Kinetic and potential energy
- Meaning and definitions of motions.
- Types of motion: linear, angular, circular and uniform motion.
- Newton's laws of motion.
- Meaning and definition of force, factors influencing force application.
- Pressure, frictional force and buoyant force
- Centrifugal and centripetal force.

Unit IV: Biomechanical Application

- Leverage, classes of lever and practical application.
- Projectile motion, factors influencing projectile motion.
- Drag and lift force.
- Fluid resistance: air and water.
- Spin and types of spin.
- Biomechanical analysis: Walking, running, jumping, throwing, lifting, pulling, pushing, catching and climbing.
- Biomechanical analysis of skills of major games:Football hockey basketball badminton handball cricket volleyball and swimming

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**Marks: 100 (60+40)**

End Semester Evaluation	Marks: 60
Continues Evaluation	Marks: 40
<ul style="list-style-type: none">• Classroom Tests: Best one out of two-unit tests	Marks: 16
<ul style="list-style-type: none">• Tutorial with viva. Discussions /Seminar Presentations	Marks: 16
<ul style="list-style-type: none">• Assignments (Two Assignments)	Marks: 08

SEMESTER III

PART – A: THEORY – CORE COURSE

MPESS03C09:HEALTH EDUCATION AND SPORTS NUTRITION

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	1	4	48	32	80	40	60	100

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

COURSE OBJECTIVES

- To understand the aims, objectives, and concept of Health Education
- To know the health problems in India
- To understanding about the communicable and non-communicable diseases
- To aware of school health services.
- To know the diseases and their Controlling Programme
- To understand the concept of Nutrients and Nutrition.
- To Realize the importance of Nutrients.
- To understand the basics of preparation for competition.
- To orient the students towards supplementation of foods

Unit I: Health Education

- Introduction to health: Modern concepts of health, meaning and definition of health
- Basic dimensions of health- physical health, mental health and spiritual health
- Latest trends and future trends in Health Education
- Role of health education in development of Individual and society
- Schools Health Services
 - Meaning & Objective of School Health Service
 - Health Problem of School Child
 - Role of health education in schools
 - Personal and Environmental Hygiene for schools
 - First aid and emergency care

-
- Mid-day School Programme
 - Obesity, Malnutrition, Adulteration in food, Environmental Sanitization

Unit II: Communicable and Non-Communicable Diseases

- Epidemiology of Communicable Diseases: Agent factor, Host factor, Environment factors, Mode of Transmission and Prevention of following diseases :
 - Corona (COVID-19)
 - Tuberculosis
 - Chicken Pox
 - Pneumonia
 - Malaria
 - H1N1
- Epidemiology of Non Communicable Diseases : Risk factors and Prevention of following diseases :
 - Cardiovascular Diseases.
 - Coronary Heart Diseases.
 - Hypertension.
 - Cancer.
- Diseases and their Controlling Programme:
 - National Family Welfare Programme
 - STD Control Programme
 - National Cancer Control Programme
 - National Tuberculosis Control Programme
 - Prevention on food adulteration programme
- Role of International Organization in the Development of Health.
 - WHO & UNICEF
 - FAO & UNESCO
 - International Red Cross Society
 - FSSAI

Unit III: Concepts and Principles of Human Nutrition

- Meaning and Definitions of Nutrients and Nutrition.
- Concept of Balanced diet.
- Nutritional classification of foods: Based on functions and food group

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

Unit IV: Introduction to sports nutrition

- Preparation for competition: Nutrition factors causing fatigue during performance, Pre-event fueling, Muscle glycogen storage, Carbohydrate loading for endurance events, The pre-event meal (1–4 hours pre-event), Pre-exercise carbohydrate and the glycemic index, Pre-exercise hydration, Salt loading
- Eating disorders and disordered eating in athletes: Disordered eating classifications, Performance and health consequences of disordered eating, Prevention of disordered eating among athletes and Management
- 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
- 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

1. Clinical Sports Nutrition, Louise Burke and Vicki Deakin, 5 th edition, National Library of Australia Cataloguing-in-Publication Data, 2015.
2. Sports Nutrition Enhancing Athletic Performance , Bill i. CampBell, 2014 . CRC Press is an imprint of Taylor & Francis Group, an Informa business
3. Nutritional Supplements in Sports and Exercise. Mike Greenwood , Matthew B. Cooke Tim Ziegenfuss , Douglas S. Kalman, Jose Antonio. ISBN 978-3-319-18230-8, 2015
4. Gopalan., Ramasasthri, B.V., & Balasubramaniam, S.C. (2007). Nutritive Value of Indian foods. Simon Schuster Publishers.
5. Swaminadhan, M. (2001). Nutriton and Dietetics. The Bangalore Printing and Pub.co.Ltd Bangalore.
6. Park, K. (2005). Text Book of Preventive and Social Medicine. Westland Publishers.

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

Marks: 100 (60+40)

End Semester Evaluation	Marks: 60
Continues Evaluation	Marks: 40
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER III
PART – A: THEORY – ELECTIVE COURSE
MPESS03E05:VALUE AND ENVIRONMENTAL STUDIES

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	-	3	32	32	64	40	60	100

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

COURSE OBJECTIVES

- To analyze the relationship between value and environmental education.
- To develop skills of protecting the environment
- To understand to know different tradition and custom of India.
- Critically analyze the rural and urban health and sanitation related problems

COURSE CONTENTS

Unit I:

- Meaning and Definition of Value Education.
- Need, Importance and Objectives of Value Education
- Need and Theories of Moral Values.
- Human Value foundation
- Classification of Values: Basic Values of Religious. Understanding the human values & its importance.

Unit II:

- Meaning and Definition of Value System.
- Personal and Communal Values - Consistency, internally consistent, internally inconsistent, Judging Value System.
- Commitment and commitment to values. A complete understanding of Value Systems.

Unit III:

- Meaning and Definition of Environmental Studies
- Scope and Importance of environmental studies.

-
- Historical background of environmental education.
 - Celebration of various days in relation with environment.
 - Plastic recycling & prohibition of plastic bag/cover.
 - Role of school in environmental conservation and sustainable development, Pollution free eco- system. Reflection upon the Environmental studies and its importance.

Unit IV

- Rural and Urban Health Problems and their causes
- Improvement of Rural Sanitation.
- Education Activity and Services of Urban, Slum Area and Urban Area.
- Meaning, Causes and Prevention of Air Pollution, Water Pollution, Noise Pollution and Thermal Pollution.
- Detailed comparison among the Rural & Urban issues.

SUGGESTED READING

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

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**Marks: 100 (60+40)**

End Semester Evaluation	Marks: 60
Continues Evaluation	Marks: 40
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER III
PART – A: THEORY – ELECTIVE COURSE
MPES03E06: METHODS OF FITNESS TRAINING

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	-	3	32	32	64	40	60	100

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

COURSE OBJECTIVES

- To understand the basic concept of fitness training.
- To develop the fitness training programmes at various levels.
- To know the basic concepts of energy systems
- To understand the importance of warming up and cooling down.
- To develop condition programmes for various sports activities.

COURSE CONTENTS

Unit I: Introduction

- Definitions, components, and types of fitness
- Dominant physical and motor fitness qualities- Components and concept of wellness.
- Training principles, components and adaptation to training.
- Methods of planning a training
 - Training load (components, features and methods of training load) methods and techniques
 - Training cycles, Fundamentals of periodization training

Unit II: Strength, Endurance and Flexibility

- Strength- Importance, factors determining strength qualities, Means and methods of developing strength qualities.
- Endurance- Meaning Importance, Factors determining endurance, Types of endurance, Means and Methods of developing endurance
- Aerobic and anerobic physiological systems
- Flexibility- Meaning definitions, Importance and Types, Methods of developing

flexibility

Unit III: Motor Components

- Speed: Meaning, Types and factors determining Speed abilities, Methods of developing speed abilities
- Agility, Mobility and Coordinative abilities: Meaning Types and methods of development.

Unit IV: Nutrition and Weight Management

- Body composition and body types and its assessments
- Methods of weight management
- Nutrition and fitness
- Over training: Meaning, causes and effect of over training, managing of over training.
- Cross training methods and benefits

SUGGESTED READINGS

1. Bompa, T., & Carrera, M. (2005). Periodization training for sports. Champaign, Ill.: Human Kinetics.
2. Bompa, T., & Haff, G. (2009). Periodization. Champaign, IL.: Human Kinetics. ISBN-13: 9780736074834
3. Daniel, D. Arnheim (1991) Principles of Athletic Training, St. Luis, Mosby Year Book
4. Haff, G., & Triplett, N. Essentials of strength training and conditioning. Champaign, IL.: HumanKinetics. ISBN-13: 9780736065832
5. Zatsiorsky, V., & Kraemer, W. (2006). Science and practice of strength training. Champaign, IL: Human Kinetics. ISBN 10: 0736056289

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**Marks: 100 (60+40)**

End Semester Evaluation	Marks: 60
Continues Evaluation	Marks: 40
<ul style="list-style-type: none">• Classroom Tests: Best one out of two-unit tests	Marks: 16
<ul style="list-style-type: none">• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
<ul style="list-style-type: none">• Assignments (Two Assignments)	Marks: 08

SEMESTER III

PART – B: PRACTICUM COURSES (COMPULSORY FOUNDATION)

MPESS03P15: PRACTICUM -VISWIMMING/ GYMNASTICS

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

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

DETAILED SYLLABUS FOR SWIMMING (MPESN03P15)

COURSE OBJECTIVES

- To understand the fundamental skills and techniques of the swimming.
- To orient the rules&officiating of aquatics.
- To know the lay out swimming pool.
- To make the students thorough with teaching stages and coaching aspects of aquatics.

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.

DETAILED SYLLABUS FOR GYMNASICS (MPE:SN03P15)

COURSE OBJECTIVES

- To understand the fundamental skills and techniques of the gymnastics.
- To orient the rules & officiating of gymnastics.
- To know the layout gymnastics arena.
- To make the students thorough with teaching stages and coaching aspects of gymnastics.

COURSE CONTENTS

FUNDAMENTAL SKILLS

- **Floor Exercise**

- Forward Roll
- Backward Roll
- Dive Roll
- different kinds of scales
- Leg Split
- Bridge
- Dancing steps
- Handstand
- Jumps-leap

-
- scissors leap

 - **Parallel bar:**
 - Mount from one bar
 - Straddle walking on parallel bars.
 - Single and double step walk
 - Perfect swing
 - Shoulder stand on one bar and roll forward
 - Roll side
 - Shoulder stand
 - Front on back vault to the side(dismount)

 - **Horizontal /single bar:**
 - Grip
 - Swings
 - Fundamental elements
 - Dismount

 - **Uneven parallel bar:**
 - Grip
 - Swings
 - Fundamental elements

 - **Teaching Lesson Plan**

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 Practice etc.

ASSESSMENT RUBRICS

Component	Continues Evaluation (40)	End Semester Evaluation (60)	Total Marks (100)
Skill proficiency	Marks: 15	Marks: 20	Marks: 35
Teaching Lesson Plan	Marks: 15	Marks: 20	Marks: 35
Record file/Project Report	Marks: 5	Marks: 10	Marks: 15
Officiating/Viva	Marks: 5	Marks: 10	Marks: 15

SEMESTER III

PART – B: PRACTICUM COURSES

MPESS03P16-29: PRACTICUM -VII SPORTS SPECIALIZATION

MPESS03P16 –ATHLETICS

MPESS03P17 -SWIMMING

MPESS03P18 -BASKETBALL

MPESS03P19 -HANDBALL

MPESS03P20 -KABADDI

MPESS03P21 -CRICKET

MPESS03P22 -VOLLEYBALL

MPESS03P23 -FENCING/ KALARIPPAYATTU

MPESS03P24 -BADMINTON

MPESS03P25 -KHO KHO

MPESS03P26 -FOOTBALL

MPESS03P27 -TABLE TENNIS

MPESS03P28 -SOFTBALL

MPESS03P29 -HOCKEY

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

COURSE OBJECTIVES

1. To define and acquaint training preparation of Game/Sport
2. To employ the rules and regulation of Game/Sport
3. To emphasis on preparation for the Game/Sport.
4. To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.
5. To orient & employ the rules and regulation in organization of competition in Game/Sport.

-
-
6. To make the students thorough with teaching stages and coaching aspects of Game/Sport.

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 field/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

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.

ASSESSMENT RUBRICS

Component	Continues Evaluation (40)	End Semester Evaluation (60)	Total Marks (100)
Skill proficiency	Marks: 15	Marks: 20	Marks: 35
Teaching Lesson Plan	Marks: 15	Marks: 20	Marks: 35
Record file/Project Report	Marks: 5	Marks: 10	Marks: 15
Officiating/Viva	Marks: 5	Marks: 10	Marks: 15

SEMESTER III
PART – D: SKILL BASED PRACTICE
MPESS03S03: TEACHING PROFICIENCY

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
-	2	2	-	64	64	40	60	100

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

COURSE OBJECTIVES

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

COURSE CONTENTS

The students need to develop proficiency in taking teaching lesson of theory. The duration of the lesson shall be 45 minutes. Students will learn how to develop the competency in taking lesson and delivering content in class. Working models, PPT and modern Teaching aids should be used to make the class effective and interesting. The students shall be provided sufficient teaching exposure. Each student will take minimum 15 lessons and lesson will be supervised by faculty member concerned.

TEACHING LEARNING STRATEGIES

The class will be taught by using demonstration, imitation, educational videos and power points methods

MODE OF TRANSACTION

Lecture/Physical Practice/Field Work/ Project Work/ Viva/ Seminars/Assignments/ Presentations/ Demonstration/ Imitation etc.

ASSESSMENT RUBRICS

Components	Continuous Evaluation (40)	End Semester Evaluation 60	Total (100)
Teaching Proficiency	Marks: 20	Marks: 30	Marks: 50
Teaching Lesson Plan and Record	Marks: 10	Marks: 15	Marks: 25
Viva	Marks: 10	Marks: 15	Marks: 25

SEMESTER – IV

Distribution of Credit, Hours and Marks

Total Credit in the Semester: 25

Theory Credits: 14 Practicum Credits: 11

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
Part A: Theory Courses										
Core Courses										
MPESS04C10	Sports Psychology	3	1	4	48	32	80	40	60	100
MPESS04C11	Sports Medicine	3	1	4	48	32	80	40	60	100
MPESS04C12	Dissertation	3	1	4	48	32	80	40	60	100
Elective Course (Select anyone)										
MPESS04E07	Sports Sociology	3	-	3	48	-	48	40	60	100
MPESS04E08	Sports Technology									
MPESS04C01-05	Oper. Elective Offered by Other Department									
Part B- Practicum Courses (Compulsory Foundation)										
MPESS04P30	Practical VIII: Yoga	1	3	4	16	96	112	40	60	100
Part C- Practicum Courses (Specialization)										
MPESS04P31-43	Practical IX- Sports Specialization (Continuation from Semester-III)	1	3	4	16	96	112	40	60	100
Part D- Skill Based Practice										
MPESS04S04	Coaching Proficiency	-	2	2	-	64	64	40	60	100
Total		14	11	25	224	352	576	280	420	700

*The beginning of the process of Dissertation will start in the beginning of III-Semester in

form of preparation of synopsis, facing and getting final approval from the DRC.

DETAILED SYLLABUS
SEMESTER IV
PART – A: THEORY – CORE COURSE
MPRESS04C10: SPORTS PSYCHOLOGY

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	1	4	48	32	80	40	60	100

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

COURSE OBJECTIVES

- To impart the concepts of psychology applied in the field of physical education and sports for optimal performance.
- To introduce the field of sports psychology as a scientific discipline
- To develop understanding about various concepts of goal setting, motor learning and personality with respect to sports and athlete performance.
- To review the motivational strategies applicable in the field of sports.
- To analyze the influence of group and team on behavior of athletes influencing team cohesion and social behavior.

COURSE CONTENTS

Unit-I:

- The meaning, nature and scope of sports psychology, development of sports psychology, relationship of sports psychology with other sports sciences.
- Importance of Sport Psychology for Physical Education teachers and Coaches.
- Psychology of young athletes - Reasons of participation and discontinuation of sports, effective coaching practice
- 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.
- Feedback, Reinforcement and Intrinsic Motivation, Principles of Reinforcement- Positive and Negative Reinforcement,

-
-
- Arousal, Anxiety, Stress, Fear, Frustration conflict - their process and effect on sport performance, Implication for practice.
 - Arousal regulation - Self-awareness of anxiety, Anxiety reduction techniques, On-site relaxation tips, Arousal inducing techniques
 - 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.

Unit-II:

- 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.
- 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.
- Meaning and Importance of attention, Dimensions of attention/concentration, choking self-talk, strategies to develop attention.
- Imagery: Meaning, Types, Uses, How it works, basic of imagery training,
- Self-confidence - Definition, Benefits Optimal confidence, Influence expectation on performance, self-efficacy theory, assessing and self-confidence.
- Concentration- Definition, Process of attentional focus, Connecting concentration to optimal performance, Identifying types of attentional focus, Improving concentration, Assessing attention skill
- Psychological skill training – Importance, PST knowledge base, PST effectiveness, three phase of PST program, implementation of PST program, PST program development.

Unit-III:

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

-
- Psychology and athletic injuries: Role of psychological factors in athletic injuries, Antecedents of injuries, Stress injuries relationship, Role of sports psychology in injuries rehabilitation.
 - Motor Learning: Development of motor learning, factors affecting motor learning, motor skill acquisition. Transfer of training and its types with its implication in sports.
 - 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.

Unit-IV:

- Group and Team Dynamics, Group - Structure, How a group becomes a team, effective team climate,
- Group cohesion - Definition, conceptual model and measurement. Cohesion and performance, co-relates of cohesion, building team cohesion.
- Leadership - Definition, Approaches, multi-dimensional model of sports leadership, components of effective leadership
- Sport audience and their effect on the performance of the sportsmen
- Psychological aspects of competition:
- Communication – understanding the communication process, sending message effectively, receiving message effectively, recognising breakdown in communication, improving communication, dealing with confrontation
- 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
- 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.

LIST OF PRACTICUM

- Assessment of State and Trait Anxiety of athletes
- Assessment of Sport and Exercise Motivation
- Assessment of Personality traits among athletes
- Assessment of Group Cohesion among team and individual sports.

- Preparing PST plan

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

Marks: 100 (60+40)

End Semester Evaluation	Marks: 60
Continues Evaluation	Marks: 40
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08