

**(Abstract)**

Regulation, Scheme & Syllabus of Master of Physical Education and Sports (MPES ) Programme (CBCSS) implemented at school of Physical Education & Sports Sciences, Mangattuparamba campus w.e.f. 2022 Admission - Clause 4.2 of the Regulation - Modified - Orders issued.

---

**ACADEMIC C SECTION**

Acad/C4/4836/2011

Dated: 02.04.2024

- Read:-1. U.O. No. Acad/C4/4836/2011 dated 14.09.2022  
2. U O No. Acad/ C4/ 4836 / 2011 (1) dated 26.12.2022.  
3. U.O.Note No.EP IV/1/13866/MPES/2022 dtd.17.01.2024  
4. E-mail dtd.24.01.2024 from the HoD, Department of Physical Education and Sports Sciences forwarding the modified Regulation, Scheme & Syllabus of MPES Programme.  
5. The Minutes of the meeting of the Department Council, School of Physical Education and Sports Sciences dated 09.01.2024

**ORDER**

1. The Regulation, Scheme and Syllabus of Master of Physical Education and Sports (MPES ) Programme (CBCSS) at School of Physical Education & Sports Sciences, Kannur University, Mangattuparamba Campus was implemented w.e.f 2022 admission vide paper read (1) above, and it was modified vide paper read (2).
2. As per the clause 4.2 of the approved Regulation of the Programme, ***"The total minimum credits, required for completing a MPES programme is 80 credits and for each semester 20 credits. Whereas as per the Scheme & Syllabus attached along with the Regulation, the total credit of the Programme is 101 with 25 credits each in first, second and fourth semester and 26 credits in third semester.***
3. The Examination Branch vide Paper read 3 above, pointed out this discrepancy and requested to correct the same.
4. Subsequently, the Head, School of Physical Education & Sports Science vide Paper read 4 above, intimated that this discrepancy occurred as a mistake while incorporated the concerned clause from the general regulations of PG programme in the university teaching departments
5. The Department Council held on 09.01.2024, considered this matter and resolved to modify the Clause 4.2 of the MPES regulation as follows:  
**4.2 Credits - The term credit refers to a unit by which the programme is measured. It determines number of hours of instruction 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 to it. *The total minimum credits, required for completing a MPES Programme is 100 credits and minimum credits for each semester is 25 credits.***
6. Accordingly, the Head, School of Physical Education & Sports Science submitted the Regulation, Scheme & Syllabus of M.P.E.S Programme (CBCSS), after modifying the Clause 4.2 of the Regulation, for implementation w.e.f. 2022 admission, vide paper read (4) above.
7. 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 modified Regulation, Scheme and Syllabus of Master of Physical Education and Sports (MPES) Programme (CBCSS) at School of Physical Education and Sports Sciences, Mangattuparamba Campus as detailed in para (5) above, with effect from 2022 admission, and to report to the Academic Council.***
8. The modified Regulation, Scheme & Syllabus of Master of Physical Education and Sports (MPES ) Programme (CBCSS) implemented with effect from 2022 admission are appended and uploaded on the University Website.(www.kannuruniversity.ac.in).



9. The U.O.s read (1) & (2) above stand modified to this effect

10. Orders are issued accordingly.

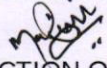
Sd/-

**Narayanadas K**  
**DEPUTY REGISTRAR (ACAD)**  
For REGISTRAR

To: 1. The Head, School of Physical Education and Sports Sciences  
Mangattuparamba Campus  
2. EP IV Section.

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), EXCI, EPIV  
4. The Web Manager (for uploading in the Website), Computer Programmer  
5. SF / DF / FC

Forwarded / By Order

  
SECTION OFFICER





---

# 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)**

---

<b>No.</b>	<b>CONTENTS</b>	<b>Page No.</b>
<b>1.</b>	<b>ABOUT THE DEPARTMENT</b>	<b>2-4</b>
	1.1. Profile of the Institution	
	1.2. Facilities and Infrastructure	
	1.3 Vision and Mission	
<b>2.</b>	<b>INTAKE, ELIGIBILITY &amp; ADMISSION CRITERIA</b>	<b>5</b>
	2.1 Intake	
	2.2 Eligibility	
	2.3 Admission Criteria	
<b>3.</b>	<b>INTRODUCTION TO CHOICE CREDIT SEMESTER SYSTEM (CBCSS)</b>	<b>6-9</b>
	3.1 Definitions	
	3.2 Programme Educational Objectives (PEO)	
	3.3 Programme Outcomes (PO)	
<b>4.</b>	<b>MASTER OF PHYSICAL EDUCATION AND SPORTS (MPES) PROGRAMME DETAILS</b>	<b>9-14</b>
	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	
	4.9CGPA Calculation	
	4.10 Grievance Redressal Committee	
	4.11 Revision of Syllabi.	
<b>5.</b>	<b>PROGRAMME STRUCTURE</b>	<b>15-18</b>
<b>6.</b>	<b>DETAILED SYLLABUS FOR MPES PROGRAMME</b>	<b>19-143</b>

---

## **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 1<sup>st</sup> 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, 2 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 100 credits and minimum credits for each semester is 25 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 x 10)+5**. Based on the CGPA overall letter grade of the student and classification shall be in the following way.

<b>CGPA</b>	<b>Overall Letter Grade</b>	<b>Classification</b>
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	C/E	ES/E	Total
<b>Part A - Theory Courses</b>										
<b>Core Courses</b>										
MP ESS01C01	Research Methods in Physical Education and Sports Sciences	4	-	4	64	-	64	40	60	100
MP ESS01C02	Sports and Exercise Physiology	3	1	4	48	32	80	40	60	100
MP ESS01C03	Measurement and Evaluation in Physical Education	3	1	4	48	32	80	40	60	100
<b>Elective Course (Select anyone)</b>										
MP ESS01E01	Sports Management	3	-	3	48	-	48	40	60	100
MP ESS01E02	Sports Journalism and Mass Communication									
<b>Part B- Practicum Courses (Compulsory Foundation)</b>										
MP ESS01P01	Practicum – I Athletics	1	3	4	16	96	112	40	60	100
<b>Part C- Practicum Courses (Elective)</b>										
MP ESS01P02-P07	Practicum II- Major Games (Select any one from the following) <ul style="list-style-type: none"> <li>• Basketball</li> <li>• Handball</li> <li>• Kabaddi</li> <li>• Cricket</li> <li>• Volleyball</li> <li>•</li> </ul> Fencing/Kalarippayattu (Select anyone)	1	3	4	16	96	112	40	60	100
<b>Part D- Skill Based Practice</b>										
MP ESS01S01	Aerobics and Dance Fitness	-	2	2	-	64	64	10	-	100

								0		
<b>Total</b>		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	ES E	Total
<b>Part A: Theory Courses</b>										
<b>Core Courses</b>										
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
<b>Elective Course (Select anyone)</b>										
MPESS02E03	Adapted Physical Education									
MPESS02E04	Gender, Disability and Inclusive Sports Education	3	-	3	48	-	48	40	60	100
MPESS02E05	Value and Environmental Studies									
<b>Part B- Practicum Courses (Compulsory Foundation)</b>										
MPESS02P08	Practicum III- Athletics	1	3	4	16	96	112	40	60	100
<b>Part C- Practicum Courses (Elective)</b>										
MPESS02P09-14	Practicum IV-Major Games (Select any one from the following) <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Kho Kho</li> <li>• Football</li> <li>• Table Tennis</li> <li>• Softball</li> <li>• Hockey</li> </ul>	1	3	4	16	96	112	40	60	100
<b>Part D- Skill Based Practice</b>										
MPESS02S02	Trekking and Camping	-	2	2	-	64	64	10	-	100



								0		
<b>Total</b>		14	11	25	224	35 2	576	340	360	700

**SEMESTER – III**  
**Distribution of Credit, Hours and Marks**

**Total Credit in the Semester: 26**

**(Theory Credits: 11, Practicum Credits: 11, Open Elective From other Department: 4)\***

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/ T	P/ I	Total	L/ T	P/I	Total	CE	ES E	Total
<b>Part A Theory Courses</b>										
<b>Core Courses</b>										
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
<b>Open Electives:</b> Courses of Four Credit to be opted from other Departments		-	-	4	-	-	-	40	60	100
<b>Part B- Practicum Courses (Compulsory Foundation)</b>										
MPESS03P15	Practicum VI: Swimming/Gymnastics	1	3	4	16	96	112	40	60	100
<b>Part C- Practicum Courses (Specialization)</b>										
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
<b>Part D- Skill Based Practice</b>										
MPESS03S03	Teaching Proficiency	-	2	2	-	64	64	40	60	100
<b>Total</b>		11	11	26	22 4	38 4	608	28 0	420	700

\*Total credits for Theory and Practical may vary according to the Open Elective opted by the students.

---

**SEMESTER – III**

**Elective Course (Select anyone)Open Electives offered for Other Departments**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
MPESS03O01	Health and Wellness Training	3	1	4	48	32	80	40	60	100
MPESS03O02	Nutrition and Weight Management									
MPESS03O03	Yoga for Health and Wellness.									
MPESS03O04	Human Body Mechanics and Ergonomics									
MPESS03O05	First Aid and Emergency Care									

**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	ES E	Total
<b>Part A: Theory Courses</b>										
<b>Core Courses</b>										
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
<b>Elective Course (Select anyone)</b>										
MPESS04E06	Methods of Fitness Training									
MPESS04E07	Sports Sociology									
MPESS04E08	Sports Technology									
<b>Part B- Practicum Courses (Compulsory Foundation)</b>										
MPESS04P30	Practical VIII: Yoga	1	3	4	16	96	112	40	60	100
<b>Part C- Practicum Courses (Specialization)</b>										
MPESS04P31-43	Practical IX- Sports Specialization (Continuation from Semester-III)	1	3	4	16	96	112	40	60	100
<b>Part D- Skill Based Practice</b>										
MPESS04S04	Coaching Proficiency	-	2	2	-	64	64	40	60	100
<b>Total</b>		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	C/E	ES/E	Total
<b>Part A - Theory Courses</b>										
<b>Core Courses</b>										
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
<b>Elective Course (Select anyone)</b>										
MPESS01E01	Sports Management	3	-	3	48	-	48	40	60	100
MPESS01E02	Sports Journalism and Mass Communication									
<b>Part B- Practicum Courses (Compulsory Foundation)</b>										
MPESS01P01	Practicum – I Athletics	1	3	4	16	96	112	40	60	100
<b>Part C- Practicum Courses (Elective)</b>										
MPESS01P02-P07	Practicum II- Major Games (Select any one from the following) <ul style="list-style-type: none"> <li>• Basketball</li> <li>• Handball</li> <li>• Kabaddi</li> <li>• Cricket</li> <li>• Volleyball</li> <li>•</li> </ul> Fencing/Kalarippayattu (Select anyone)	1	3	4	16	96	112	40	60	100

<b>Part D- Skill Based Practice</b>										
MPESS01S01	Aerobics and Dance Fitness	-	2	2	-	64	64	10 0	-	100
<b>Total</b>		15	1 0	25	24 0	32 0	560	34 0	36 0	700

## DETAILED SYLLABUS

### SEMESTER I

#### PART – A: THEORY – CORE COURSE

#### MPESS01C01: RESEARCHMETHODS IN PHYSICAL EDUCATION AND SPORTS SCIENCES

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
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; PoompugarPathippagam
- Rothstain, A (1985) Research Design and Statistics for Physical Education, Engle wood 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)**

<b>End Semester Evaluation</b>	<b>Marks: 60</b>
<b>Continues Evaluation</b>	<b>Marks: 40</b>
• 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

#### 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 Gynecological Problems.
- Training Adaptation according to Gender.

### **SUGGESTED READINGS**

- Amrit Kumar, R, Moses. (1995). Introduction to Exercise Physiology. Madras: PoompugarPathipagam.

- 
- 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)**

<b>End Semester Evaluation</b>	<b>Marks: 60</b>
<b>Continues Evaluation</b>	<b>Marks: 40</b>
• 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 valuation 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 PoompugarPathipagam.
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. (1976). 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. McAradle. (1996). Exercise Physiology, Energy, Nutrition and HumanPerformance. 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)**

<b>End Semester Evaluation</b>	<b>Marks: 60</b>
--------------------------------	------------------

<b>Continues Evaluation</b>	<b>Marks: 40</b>
• 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

#### MPESS01E01: 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.
- Yadvinder 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)**

<b>End Semester Evaluation</b>	<b>Marks: 60</b>
<b>Continues Evaluation</b>	<b>Marks: 40</b>
• 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)**

<b>End Semester Evaluation</b>	<b>Marks: 60</b>
<b>Continues Evaluation</b>	<b>Marks: 40</b>
• 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)****MPESS01P01: PRACTICUM -I ATHLETICS**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
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
  - o Running (Sprint, Middle and Long distance), Running techniques, Starttechniques, Finish techniques,
  - o Relay (Various types and techniques of Baton Exchange)
  - o 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

### **ASSESMENT RUBRICS**

<b>Component</b>	<b>Continues Evaluation (40)</b>	<b>End Semester Evaluation (60)</b>	<b>Total Marks (100)</b>
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)

#### MPRESS01P02-07: PRACTICUM –II MAJOR GAMES

**MPRESS01P02 - BASKETBALL**

**MPRESS01P03 - HANDBALL**

**MPRESS01P04 - KABADDI**

**MPRESS01P05 -CRICKET**

**MPRESS01P06 - VOLLEYBALL**

**MPRESS01P07 - FENCING/KALARIPAYATTU**

#### DETAILED SYLLABUS

##### MPRESS01P02: 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

<b>Component</b>	<b>Continues Evaluation (40)</b>	<b>End Semester Evaluation (60)</b>	<b>Total Marks (100)</b>
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**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
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

### **ASSESMENT RUBRICS**

<b>Component</b>	<b>Continues Evaluation (40)</b>	<b>End Semester Evaluation (60)</b>	<b>Total Marks (100)</b>
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**  
**MPESS01P04 - KABADDI**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
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**  
**MPRESS01P05 –CRICKET**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
<b>L/T</b>	<b>P/I</b>	<b>Total</b>	<b>L/T</b>	<b>P/I</b>	<b>Total</b>	<b>CE</b>	<b>ESE</b>	<b>Total</b>
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**

<b>Component</b>	<b>Continues Evaluation (40)</b>	<b>End Semester Evaluation (60)</b>	<b>Total Marks (100)</b>
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**  
**MPRESS01P06 - VOLLEYBALL**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
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 lay out 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**

<b>Component</b>	<b>Continues Evaluation (40)</b>	<b>End Semester Evaluation (60)</b>	<b>Total Marks (100)</b>
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**  
**MPESS01P07 –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 lay out 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 kalaripayattu
- To orient the rules & officiating of kalaripayattu
- To know the lay out and marking of kalaripayattu area
- To make the students thorough with teaching stages and coaching aspects of kalaripayattu.

### **COURSE CONTENTS**

#### **FUNDAMENTAL SKILLS**

- Vaithari
- Maipayattu
- Ketteharipayattu
- Ceruvadipayattu
- 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

#### MPRESS01S01: 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.

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

**SEMESTER - II**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/ T	P/ I	Tota l	L/ T	P/I	Tota l	CE	ES E	Tota l
<b>Part A: Theory Courses</b>										
<b>Core Courses</b>										
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
<b>Elective Course (Select anyone)</b>										
MPESS02E03	Adapted Physical Education	3	-	3	48	-	48	40	60	100
MPESS02E04	Gender, Disability and Inclusive Sports Education									
MPESS02E05	Value and Environmental Studies									
<b>Part B- Practicum Courses (Compulsory Foundation)</b>										
MPESS02P08	Practicum III- Athletics	1	3	4	16	96	112	40	60	100
<b>Part C- Practicum Courses (Elective)</b>										
MPESS02P09-14	Practicum IV-Major Games (Select any one from the	1	3	4	16	96	112	40	60	100



	following) <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Kho Kho</li> <li>• Football</li> <li>• Table Tennis</li> <li>• Softball</li> <li>• Hockey</li> </ul>									
<b>Part D- Skill Based Practice</b>										
MPES02S02	Trekking and Camping	-	2	2	-	64	64	10 0	-	100
<b>Total</b>		14	11	25	224	35 2	576	340	360	700

## DETAILED SYLLABUS

### SEMESTER II

#### PART – A: THEORY – CORE COURSE

#### MPES02C04: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 (1988), Patanjali's Yoga Sutras Translation, Published from Munshiram Ashram, New Delhi.
- Satyananda Saraswati Swami (1997), Asana, Pranayama, Mudra, Bandha, Published by Bihar School of Yoga, Munger, Bihar.
- HathayogaPradipika of Swatmarama (1994), Published by The Adyar library and research centre, Chennai
- Jois Pattabhi (1962), Yoga mala – Part I, Published by Asthangayoga Nilaya, Mysore.

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

### 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)**

<b>End Semester Evaluation</b>	<b>Marks: 60</b>
<b>Continues Evaluation</b>	<b>Marks: 40</b>
• 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

#### MPRESS02C05: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.: HumanKinetics.
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 TRANSATCTION

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)**

<b>End Semester Evaluation</b>	<b>Marks: 60</b>
<b>Continues Evaluation</b>	<b>Marks: 40</b>
• 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

#### MPES02C06:ICT IN PHYSICAL EDUCATION

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
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:**

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

### **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. (2011). 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. Cambridge, 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)**

<b>End Semester Evaluation</b>	<b>Marks: 60</b>
--------------------------------	------------------

---

<b>Continues Evaluation</b>	<b>Marks: 40</b>
• 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**  
**MPESS02E03:ADAPTED PHYSICAL EDUCATION**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
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.
- The 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 adopted physical education, role of physical educator in sports

---

fordisabled.

- 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)**

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

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

## SEMESTER II

### PART – A: THEORY – ELECTIVE COURSE

#### MPES02E05: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)**

<b>End Semester Evaluation</b>	<b>Marks: 60</b>
<b>Continues Evaluation</b>	<b>Marks: 40</b>
• 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 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: 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

## 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

---

---

**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**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
<b>L/T</b>	<b>P/I</b>	<b>Total</b>	<b>L/T</b>	<b>P/I</b>	<b>Total</b>	<b>CE</b>	<b>ESE</b>	<b>Total</b>
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

### **ASSESMENT RUBRICS**

<b>Component</b>	<b>Continues Evaluation (40)</b>	<b>End Semester Evaluation (60)</b>	<b>Total Marks (100)</b>
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  
MPRESS02P10–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

### **ASSESMENT RUBRICS**

<b>Component</b>	<b>Continues Evaluation (40)</b>	<b>End Semester Evaluation (60)</b>	<b>Total Marks (100)</b>
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**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
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 students 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, throwing.
- 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

### MPRESS02P12–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

#### MPRESS02P13–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

#### MPESS02P14- 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 lay out 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

### **ASSESMENT RUBRICS**

<b>Component</b>	<b>Continues Evaluation (40)</b>	<b>End Semester Evaluation (60)</b>	<b>Total Marks (100)</b>
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

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ES/E	Total
<b>Part A Theory Courses</b>										
<b>Core Courses</b>										
MPES03C07	Applied Statistics in Physical Education and Sports Sciences	3	1	4	48	32	80	40	60	100
MPES03C08	Kinesiology and Sports Biomechanics	3	1	4	48	32	80	40	60	100
MPES03C09	Health Education and Sports Nutrition	3	1	4	48	32	80	40	60	100
<b>Open Electives:</b> Courses of Four Credit to be opted from other Departments		-	-	4	-	-	-	40	60	100
<b>Part B- Practicum Courses (Compulsory Foundation)</b>										

MPESS03P15	Practicum VI: Swimming/Gymnastics	1	3	4	16	96	112	40	60	100
<b>Part C- Practicum Courses (Specialization)</b>										
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
<b>Part D- Skill Based Practice</b>										
MPESS03S03	Teaching Proficiency	-	2	2	-	64	64	40	60	100
<b>Total</b>		11	11	26	22 4	38 4	608	28 0	420	700

\*Total credits for Theory and Practical may vary according to the Open Elective opted by the students.

### SEMESTER – III

#### Elective Course (Select anyone)Open Electives offered for Other Departments

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
MPESS03O01	Health and Wellness Training	3	1	4	48	32	80	40	60	100
MPESS03O02	Nutrition and Weight Management									
MPESS03O03	Yoga for Health and Wellness.									
MPESS03O04	Human									

---

4	Body Mechanics and Ergonomics								
MPESS03O0 5	First Aid and Emergency Care								

**DETAILED SYLLABUS  
SEMESTER III**

**PART – A: THEORY – CORE COURSE**

**MPESS03C07: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; Illonosis; 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)**

<b>End Semester Evaluation</b>	<b>Marks: 60</b>
<b>Continues Evaluation</b>	<b>Marks: 40</b>

---

• 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)**

<b>End Semester Evaluation</b>	<b>Marks: 60</b>
<b>Continues Evaluation</b>	<b>Marks: 40</b>
• 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

#### MPRESS03C09: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, 5th 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). Nutrition 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)**

<b>End Semester Evaluation</b>	<b>Marks: 60</b>
<b>Continues Evaluation</b>	<b>Marks: 40</b>
• 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**  
**OPEN ELECTIVES**  
**COURSES OF FOUR CREDIT TO BE OPTED FROM OTHER DEPARTMENTS**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
<b>Open Electives:</b> Courses of Four Credit to be opted from other Departments		-	-	4	-	-	-	40	60	100

**SEMESTER III**  
**PART – B: PRACTICUM COURSES (COMPULSORY FOUNDATION)**  
**MPES03P15: PRACTICUM –VI SWIMMING/ 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 GYMNSATICS (MPESN03P15)**

### **COURSE OBJECTIVES**

- 
- To understand the fundamental skills and techniques of the gymnastics.
  - To orient the rules&officiating of gymnastics.
  - To know the lay out 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**

<b>Component</b>	<b>Continues Evaluation (40)</b>	<b>End Semester Evaluation (60)</b>	<b>Total Marks (100)</b>
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**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
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 filed/ground/courts and measurement of equipment's used in Game/Sport. Construction/ safety

#### **Unit-III:**

Classification of techniques/skills.

---

Various skill /Technique training: Preparatory, Basic, Supplementary exercises.

**Unit-IV:**

- Teaching lessons of various skill/ technique
- Rules & their interpretations

**TEACHING LEARNING STRATEGIES**

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

**MODE OF TRANSACTION**

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

**ASSESMENT RUBRICS**

<b>Component</b>	<b>Continues Evaluation (40)</b>	<b>End Semester Evaluation (60)</b>	<b>Total Marks (100)</b>
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**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
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**

<b>Components</b>	<b>Continuous Evaluation (40)</b>	<b>End Semester Evaluation 60</b>	<b>Total (100)</b>
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 - III**

#### **OPEN ELECTIVES OFFERED FOR OTHER DEPARTMENTS**

#### **OPEN ELECTIVE COURSE SYLLABUS**

#### **MPESS03O01 - HEALTH AND WELLNESS TRAINING**

<b>Credit</b>	<b>Teaching Hours</b>	<b>Assessment</b>
---------------	-----------------------	-------------------

---

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

### **OBJECTIVES OF THE COURSE**

After completing the this course, the students will be able to

1. To introduce the fundamental concepts of health, wellness and fitness.
2. To provide a general understanding on nutrition, first aid and stress management.
3. To familiarize the students regarding physical activities for developing fitness.
4. Understand the Health Risks factors associated with Obesity.
5. Orient the students towards Weight management

### **COURSE CONTENTS**

#### **Unit I: Health, Physical fitness and Wellness**

- Meaning and definitions of Health, Dimensions of health
- Basic concept wellness and components of wellness
- Role of various factors in wellness, living a healthy life style and
- Concept of Fitness –Meaning and definitions of fitness, different types of physical fitness

#### **Unit II: Fitness and Health**

- Relationship between fitness and health
- Concepts of body weight and Assessment of body composition.
- Over weight and Obesity and their health implications.
- Factors contributing to excess body fat and Approaches to overcome weight problem.

#### **Unit III: Nutrition**

- Basic Concepts in nutrition.
- Nutritional requirements and components of a healthy diet.
- Nutritional Guidelines and Balanced diet.
- Optimal nutrition for exercise, Energy value of different important foods and fluid replacement before, during and after exercise.

#### **Unit IV: Exercise and Aging**

- Aging and cardiovascular health; Risk factors for cardio vascular disease.

- 
- Stress-meaning and types: Physical Stress- Harmful effects of overtraining and excessive exercise on health, mental stress and painful effects of mental stress on health.
  - Stress relief through exercise and stress management protocols.
  - Brief concept of safety education and first aid, principles of mental hygiene; effects of smoking, alcoholism and drugs

### **TEACHING LEARNING STRATEGIES**

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

### **MODE OF TRANSACTION**

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

### **REFERENCES**

7. Arthar, C. Guyton. (1972). *Physiology of Human Body*, Philadelphia: Saunders Company.
8. Bradfird B, Strand and Others. (1997).*Fitness Education*, Arizona Gorsuch Seani; brick Publishers,
9. Melwin, H. Williams. (1995).*Nutrition for Health Fitness and sport*. McGraw Hill Company, Newyork:
10. Park, K. (2005). *Text Book of Preventive and Social Medicine*. Westland Publishers
11. Scott, K. Powers.,& Stephen, L., Dodd.(1999).*Total Fitness: Exercise, Nutrition and wellness, Boston: Allyn and Bacon*.
12. Srilakshmi, B. (2008). *Nutrition science*. New Age International Publishers.
13. William D McArdle, Frank I Katch and Vitor I Katch. (2000). *Essential of Exercise Physiology*, Second edition, New York: LipincoffWilliams and wilkins



---

**OPEN ELECTIVE COURSE SYLLABUS**  
**MPESS03O02 - NUTRITION AND WEIGHT MANAGEMENT**

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

**COURSE LEARNING OUTCOMES**

After completing this course, the students will be able to

- Understand the concept of Nutrients and Nutrition.
- Realise the importance of Nutrients.
- Understand the Health Risks factors associated with Obesity.
- Orient the students towards Weight management

- 
- Prepare the diet plan for weight management

## **COURSE CONTENTS:**

### **Unit I: Introduction to Nutrition**

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

### **Unit II: Classification of Nutrients**

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

### **Unit III: Weight Management and Obesity**

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

### **Unit IV: Weight Management and Exercise**

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

## **TEACHING LEARNING STRATEGIES**

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

## **MODE OF TRANSACTION**

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

---

Instructional Material etc

## REFERENCES

14. Gopalan., Ramasasthri, B.V., & Balasubramaniam, S.C. (2007). *Nutritive Value of Indian foods*. Simon Schuster Publishers.
15. Park, K. (2005). *Text Book of Preventive and Social Medicine*. Westland Publishers.
16. Srilakshmi, B. (2008). *Nutrition science*. New Age International Publishers.
17. Swaminadhan, M. (2001). *Nutriton and Dietetics*. The Bangalore Printing and Pub.co.Ltd Bangalore.

\

## OPEN ELECTIVEVE COURSE SYLLABUS MPRESS03O03 - YOGA FOR HEALTH AND WELLNESS

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-Continuous Evaluation, ESE= End Semester Evaluation

### COURSE LEARNING OUTCOMES

After completing this course, the students will be able to

- Analyze the various stages of Ashtanga yoga.
- Understand the basic concepts of health and fitness.

- 
- Demonstrate the different asanas, pranayama's, relaxation techniques and kriyas .
  - Understand the benefits of yoga and application in daily life.

## **COURSE CONTENTS**

### **Unit-I: Introduction of Yoga**

- Meaning and Definitions of Yoga.
- Concept of yogic practices.
- Types of yoga (Karma yoga, Raja yoga, Bakthi yoga and Jnana yoga).
- Stages of Ashtanga yoga (Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Samadhi).

### **Unit-II: Asana, Pranayama, Bandhas and Mudras**

- Asanas and its classifications.
- Pranayama- meaning and classifications.
- Meaning and types of Bandhas.
- Meaning and types of Mudras.

### **Unit-III: Health and Fitness**

- Concept of fitness and wellness.
- Components of fitness and wellness.
- Physical activity and health benefits.
- Modern lifestyle and hypo kinetic diseases, prevention and its management.

### **Unit-IV: Health and yoga**

- Concept of yogic cleansing processes (Shad kriyas).
- Yogic diet.
- Effects of asanas and pranayama's on various systems of the body.
- Relaxation techniques in yoga.

### **Practical's :**

- Surya Namaskara.
- Asanas
- Pranayama
- IRT

## **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/Term Papers/Presentations/Self
- Learning Instructional Material etc.

### SUGGESTED READINGS

1. Aurobindo. (1974). *Lights on Yoga*-Aurobindo Ashramam,
2. Brown, F. Y. (2000). *How to use yoga*. Delhi Sports Publication.
3. Shankar, G. (1998). *Holistic approach of yoga*. New Delhi Aditya Publishers.
4. Shekar, K. C. (2003). *Yoga for health*. Delhi. Khel Sahitya Kendra Publishers.

## OPEN ELECTIVE COURSE SYLLABUS

### MPESS03O04 - HUMAN BODY MECHANICS AND ERGONOMICS

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

### COURSE LEARNING OUTCOMES

After completing this course, the students will be able to

- Understand the concept of Human body mechanism and ergonomic practises.
- Realise the importance of ergonomic corrections.

- 
- Understand Health Risks factors Associated with poor postural habits.
  - Orienting students to lead good ergonomic practises.

### **COURSE CONTENTS:**

#### **Unit I: Systems of the Human Body**

- Introduction to human body and body mechanics
- Skeletal system- structure, function and applied concepts of skeletal system
- Muscular system- structure, function and applied concepts of muscular system
- Posture-Types, development and postural deformities

#### **Unit II: Ergonomics**

- History of ergonomics
- Workplace evaluation
- Computer ergonomics for students
- Computer vision syndrome and management

#### **Unit III: Environmental Ergonomics and Risk Assessment**

- Introduction to environmental hazards
- Human exposure to vibration, thermal stress and noise- introduction, effects and management
- Assessing the risk of upper limb disorders- introduction, upper limb disorders and RULA
- Rapid entire body assessment(REBA)

#### **Unit IV: Musculoskeletal Disorders**

- Introduction to musculoskeletal disorders
- Risk assessment
- Prevention strategies
- Management

### **REFERENCES:**

1. Glenda . L., Key . (1995). *Industrial therapy*. Mosby publishers.
2. David C. Alexander. (2020). *Applied ergonomics*. Taylor and Francis group publishers.
3. Aydin Tozeren . (2000). *Human body dynamics*. Springer publishers.

- 
4. Waldemer Karwowski. (1999). *International encyclopedia of ergonomics and human factors*. Taylor and Francis Publishers.

### OPEN ELECTIVE COURSE SYLLABUS

#### MPESS034O05 - FIRST AID AND EMERGENCY CARE

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

#### COURSE LEARNING OUTCOMES

After completing this course, the students will be able to

- Understand the concept of First aid and emergency care.
- Realise the importance of providing first aid.

- 
- Understand the emergency management of various systems and structures of human body
  - Orient the students towards CPR

## **COURSE CONTENTS**

### **Unit I: First Aid**

- First Aid and Emergency care -Meaning Definitions
- Principles of first aid - Qualities of a first aider.
- Content of a first aid kit
- First aid techniques

### **Unit II Injuries and its managements**

- Wounds: Types of wounds, small cuts and abrasion, head injury, chest injury, shock and Poisoning
- Fracture, dislocations, sprain, strain and cramps
- Skin burns, heat exhaustion, hypothermia
- Bandages types of bandages- Taping and supports

### **Unit III Physiological systems**

- Respiratory system and breathing
- Heart blood circulation
- Nervous system and unconsciousness

### **Unit IV: Emergency Care**

- Psychological first aid
- Specific emergency situation and disaster management
- Concept of Resuscitation
- Dealing with an emergency

## **REFERENCES**

5. Christine, M. D., (1999). *Physiology of sports and exercise*. USA: Human Kinetics.
6. Conley, M. (2000). *Bioenergetics of exercise training*. In T.R. Baechle, & R.W. Earle, (Eds.), *Essentials of Strength Training and Conditioning* (pp. 73-90). Champaign, IL: Human Kinetics.
7. David, R. M. (2005). *Drugs in sports*, (4th Ed). Routledge Taylor and Francis Group.
8. Dr. S.P. Agarwal (2016). *Indian first aid manual*. Indian red cross society.
9. Gina M.Piazza (2014). *First aid manual*. Dorling Kindersley limited publishers.



10. Jeyaprakash, C. S., *Sports Medicine*, J.P. Brothers Pub., New Delhi, 2003. Khanna, G. L., (1990). *Exercise physiology & sports medicine*. Delhi: Lucky Enterprises.
11. LC Gupta (2003). *Manual of first aid*. JAYPEE publishers.
12. Linda young Landesman. (2016). *first aid and emergency*. Medtech Publishers.
13. Mathew, D. K. & Fox, E. L, (1971). *Physiological basis of physical education and athletics*. Philadelphia: W.B. Saunders Co.

#### SEMESTER – IV

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/ T	P/ I	Tota l	L/ T	P/I	Tota l	CE	ES E	Tota l
<b>Part A: Theory Courses</b>										
<b>Core Courses</b>										
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
<b>Elective Course (Select anyone)</b>										

MPESS04E06	Methods of Fitness Training									
MPESS04E07	Sports Sociology									
MPESS04E08	Sports Technology									
<b>Part B- Practicum Courses (Compulsory Foundation)</b>										
MPESS04P30	Practical VIII: Yoga	1	3	4	16	96	112	40	60	100
<b>Part C- Practicum Courses (Specialization)</b>										
MPESS04P31-43	Practical IX- Sports Specialization (Continuation from Semester-III)	1	3	4	16	96	112	40	60	100
<b>Part D- Skill Based Practice</b>										
MPESS04S04	Coaching Proficiency	-	2	2	-	64	64	40	60	100
<b>Total</b>		14	11	25	22 4	35 2	576	28 0	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

#### MPESS04C10: 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)**

<b>End Semester Evaluation</b>	<b>Marks: 60</b>
--------------------------------	------------------

---

<b>Continues Evaluation</b>	<b>Marks: 40</b>
• 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 IV**

**PART – A: THEORY – CORE COURSE**

**MPES04C11: SPORTS MEDICINE**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
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 apprise the students about the introduction to Athletic Care & Rehabilitation
- To synthesize a basic concept of sports injuries and rehabilitation.
- To appraise the varied therapeutic aspects of exercise.
- To appraise the understanding of the preventive and curative aspects of sports injuries.
- To explain the understanding of the rehabilitation aspects of sports injuries
- To describe the knowledge in the field of positive life style.

## **COURSE CONTENTS**

### **Unit-I: Introduction**

- Sports Medicine: meaning, definition, aims and objectives, Need & importance and Scope of Sports Medicine in Physical Education.
- Role of Sports Physician, Physical Educator/ Athletic Trainer, the coach and the player in sports medicine.
- Injury classification and types , common sports injuries
- Common athletic injuries: Sprain, Strain, Contusion, Dislocation, Fracture
- Types of Skin Wounds: Open & closed wounds, Laceration, Abrasions, Complications of the open wounds of injured athletes.
- Stages of healing, signs of inflammation.

### **Unit-II: Prevention & Treatment of Injuries**

- First Aid.
- Prevention of athletic injuries.
- Common treatment of soft tissue and hard tissue injuries.
- PRICE protocol. CPR.
- Basic Rehabilitation: Role of Sports Rehabilitation, Classification of Rehabilitation
- Bandages, Strapping and Tapping
- Role of Massage in the treatment of athletic injuries.

### **Unit-III: Therapeutic Modalities**

- Cold Modalities (Cryotherapy)- Principles of Modalities –Ice Massag –Ice Packs – Ice Immersion and Cold Whirlpool –Cry Stretch –Chemical Packs –Ice Compression.

- 
- Heat Modalities (Thermotherapy)- Effects of Heat Applications-Infrared Lamp-Moist Heat Packs –Paraffin Wax Bath- Contrast Bath- Sona Bath.
  - Electrotherapy - Basic Principles of Electrotherapy (Therapeutic Effects)-
  - Electrical Stimulator –Short Wave Diathermy-Microwave Diathermy –Ultrasound- Neuromuscular Electrical Stimulator –Interferential Current – Transcutaneous Nervous Stimulator (TENS) -Ultraviolet Therapy-Lasser.

#### **Unit-IV: Athletic injuries and its management**

- Head, Neck and spine Injuries: Mechanism of injuries, and its management.
- Upper Extremities and Thorax Injuries: Upper limb and thorax injuries , Rib fracture, Elbow, shoulder, Wrists and finger injuries and its management
- Lower extremities and Abdomen Injuries: lower limb injuries, Abdomen, hip, Knee Injuries ankle injuries, foot injuries .
- Classification of Therapeutic exercise- Active and passive exercise, PNF.
- Balance training, gait training, gym bell exercise.

#### **SUGGESTED READINGS**

1. Fritz, S. (2013) Sports & exercise massage. Elsevier mosby ISBN-13: 978-0323083829 ISBN-10: 032308382X
2. McKone, W. (1997). Osteopathic athletic health care. London: Chapman & Hall.13: 978
3. Magee, D. (2011). Athletic and sport issues in musculoskeletal rehabilitation. St. Louis, Mo.Elsevier/Saunders.13: 979
4. Miniaci, A., &Iannotti, J. (2014). Disorders of the shoulder. Philadelphia: Wolter.Kluwer/Lippincott Williams & Wilkins Health.ISBN-13: 978-1451130584.10: 145
5. Puddu, G., Giombini, A., &Selvanetti, A. (2001). Rehabilitation of sports injuries. Berlin:Springer. ISBN-13: 978-3540674757. 10: 354

#### **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)**

<b>End Semester Evaluation</b>	<b>Marks: 60</b>
<b>Continues Evaluation</b>	<b>Marks: 40</b>
• 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 IV**

**PART – A: THEORY – CORE COURSE**

**MPRESS04C12: DISSERTATION**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
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 enable the students to develop skills and competencies for conducting rigorous,

---

theoretically correct and practically relevant research in Physical Education & Sports.

## COURSE CONTENTS

### Unit-I: Introduction & Review of Related Literature

- Writing Introduction
- Preparation of review of literature
- Meta-Analysis, operationalization of terminologies, writing hypothesis.

### Unit-II: Preparation and presentation of report.

- Procedure of selection of subjects.
- Collection of data, administration of tools and statistical procedures, analysis of data,
- Discussion of findings and discussion of hypothesis
- Referencing, plagiarism.

### Unit-III: Types of research proposal:

- Historical Research Proposal,
- Philosophical Research Proposal,
- Experimental Research Proposal and Survey studies.

### Unit-IV: Practicum

- Writing research proposal for different types of research
- Reviewing of different research documents
- Meta-Analysis
- Learning the use of different referencing styles, APA etc.

## TEACHING LEARNING STRATEGIES

The students shall be encouraged to discussion, use of library, seminars & presentations.

## MODE OF TRANSACTION

Viva/ Seminars/ Term Papers/Assignments/ Presentations/Self-Study etc.

## ASSESSMENT RUBRICS

Components	Continuous Evaluation (40)	End Semester Evaluation (60)	Total Marks (100)
Valuation of thesis	Marks: 24	Marks: 36	Marks: 60

---

Viva- voce	Marks: 16	Marks: 24	Marks: 40
------------	-----------	-----------	-----------

## SEMESTER IV

### PART – A: THEORY – ELECTIVE COURSE

#### MPES04E06: 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)**

<b>End Semester Evaluation</b>	<b>Marks: 60</b>
<b>Continues Evaluation</b>	<b>Marks: 40</b>
• 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 IV**  
**PART – A: THEORY – ELECTIVE COURSE**  
**MPESS04E07: SPORTS SOCIOLOGY**

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 CONTENTS**

**Unit-I: Introduction**

- Nature, Scope, and Method of Sport Sociology
- Sport as a social phenomenon.
- Sociological analysis of sports and sport sociology as an academic discipline.
- Social factor (appearance, sociality, aspiration level and audience) inference on participation and performance in sport.

**Unit-II: Micro& Macro Social System:**

- Study of sports groups.
- Group interaction, competition, and cooperation.
- Behavior characteristics, qualities, and role of sports leaders.
- Sports and cultures.
- Relationship between sport and socializing institution (family, school and educational systems)
- Inter-relationship between sport and regulating institutions (Politics and economy) Sport and cultural institutions (religion an art)

**Unit-III: Sport and Culture**

- Sport as a social institution.
- Sport as an element of culture and a cultural product.
- Manipulative socialization and coerced conformity.
- Relationship between sport and culture.
- Socialization via games and sport.

**Unit-IV: Social Games Concerning Sport in Society:**

- Social stratification in sport, sport as a stratification system.
- Discrimination and democratization in sport with special reference to socio economic classes and women.
- Sport and aggression, violence in sport.
- Problem regarding professionalization and children in sport.

### SUGGESTED READINGS

1. Ball, D. W. & Loy, J. W. (1975). Sport and social order; Contribution to the sociology of sport. London: Addison Wesley Publishing Co., Inc.
2. Blair, J. & Simpson, R. (1962). Educational psychology, New York: McMillan Co.
3. Cratty, B. J. (1968). Psychology and physical activity. Eaglewood Cliffs. Prentice Hall.
4. Kamlesh, M. L. (1998). Psychology in physical education and sport. New Delhi: Metropolitan Book Co.
5. Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978). Sport and social system. London: Addison Wesley Publishing Company Inc.
6. Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). Sports culture and society. Philadelphia:
7. Lea &Febiger. Mathur, S.S., (1962). Educational psychology. Agra.Vinod Pustak Mandir.
8. Skinner, C. E., (1984.). Education psychology. New Delhi: Prentice Hall of India.

### 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)**

<b>End Semester Evaluation</b>	<b>Marks: 60</b>
<b>Continues Evaluation</b>	<b>Marks: 40</b>

• 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 IV

### PART – A: THEORY – ELECTIVE COURSE

#### MPRESS04E08: SPORTS TECHNOLOGY

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

#### COURSE CONTENTS

##### Unit I: Introduction of Sports Technology

- Meaning, definition, purpose, advantages and applications of Sports Technology
- General Principles and purpose of instrumentation in sports
- Enhancement: which technologies are improved and how
- Technological impacts on sports and how it impacts the Peers.

##### Unit II: Science of Sports Materials

- Adhesives- Nano glue, Nano moulding technology, Nano turf.
- Footwear production and its application in sports
- Foams- Polyurethane, Polystyrene, Styrofoam, closed- cell and open-cell foams, Neoprene, Foam.
- Smart Materials – Shape Memory Alloy (SMA), Thermo chromic film, High-density modelling foam. Peer design with smart materials in sports



---

### **Unit III: The Integration of Technologies into Sports**

- Meaning and introduction of the integration of foreign technologies into sports practice
- Use of computer and software in Match Analysis and Coaching. Reflexion of various sports surface, technology and computer in sports.
- GPS: How it enhances the modern sports
- The use of technologically constructed hypoxic environment
- Technologies for judging, umpiring and refereeing (Hawk-Eye, IRS, DRA, VAR, GLT, IRCISO, ATS, EDM, Photo finish)

### **Unit IV: Surfaces of Playfields and Modern Equipment**

- Modern surfaces for playfields, construction and installation of sports surfaces. (synthetic, wood, polyurethane)
- Artificial turf and Modern technology in the construction of indoor and outdoor facilities.
- Technology in manufacture of modern play equipment. Types, Materials and Advantages. (Balls, Bat/Stick/ Racquets, Clothing and shoes)
- Measuring equipment
- Protective equipment: Types, Materials and Advantages. Sports equipment with Nano technology, Advantages. Reflexion of materials and advantages in playing with productive equipment in sports and games.

### **SUGGESTED READINGS**

1. Charles J.A. Crane, F.A.A. & Furness, J.A.G. (1987). Selection of Engineering Materials. UK: Butterworth Heiremann.
2. Finn, R.A. & Trojan, P.K. (1999). Engineering Materials and their Applications. UK: Jaico Publisher.
3. John Mongilo. (2001). Nano Technology 101. New York: Green wood publishing group.
4. Kerr, R. (2016). Sport adn Technology. Manchester M1 7JA: Manchester University press
5. Kochar, S.K. (1982). Methods and Techniques of Teaching. (New Delhi, Jullandhar, Sterling Publishers Pvt. Ltd.).
6. Walia, J.S. (1999). Principles and Methods of Education. (Paul Publishers, Jallandhar)

---

## 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)**

<b>End Semester Evaluation</b>	<b>Marks: 60</b>
<b>Continues Evaluation</b>	<b>Marks: 40</b>
• 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 IV

### PART – B: PRACTICUM COURSES (COMPULSORY FOUNDATION)

#### MPRESS04P30: PRACTICUM -VIII: YOGA

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 fundamental asanas in yoga.

- 
- To orient the rules & officiating of yoga
  - To make the students thorough with teaching stages of yogic aspects.

### **COURSE CONTENTS**

- Shad Karmas
  - Dauthi: VarisaraDhauthi(Shankaprakshalana),  
VahnisaraDhauthi(Agnisarakriya)
  - Neti: SutraNeti, JalaNeti
  - YogicSukshmaVyayamas
  - SuryaNamaskar(SunSalutation)
  - Basic Asanas
    - MeditativeAsanas: Sukhasana, Swasthikasana, Padmasana,  
Siddhasana/Siddhayoniasana, Vajrasana.
    - RelaxationAsanas: Shavasana, Makarasana, ShithilaTadasana,  
ShithilaDandasana,sasankasana.
    - Supine Asanas: Naukasana, Kandharasana, Pavanamuktasana, Ardhamatsyasana.
    - Prone Lying Asanas: Bujangasana, Shalabhasana, Dhanurasana, Hamsasana.
    - Sitting Asanas: Paschimottanasana, Ardha matsyendrasana, Ardha Ushtrasana,  
AkarnaDhanurasana, Janu sirasana.
    - Standing Asanas: Tadasana, Natarajasana, Vrikshasana, Garudasana.
    - Inverted Asanas: Sarvangasana, Viparitakarani asana.
    - Advanced Asanas: Poorna matsyasana, Karnapidasana, Suptavajrasana,  
POOrnabujangasana, Koormasana, Vatayanasana
- Pranayama
  - Yogicbreathing, ChandraBhedha Pranayama, SuryaBhedhaPranayama
  - NadishodhanaPranayama
- Mudras & Bandhas
  - Chin mudra/ Jnana Mudra, Chinmaya mudra, Adi mudra, Brahma Mudra,  
Nasikagra Mudra, Sambhavi Mudra, Kaki Mudra, Shanmukhi Mudra, Aswani  
Mudra, Jalandhara Bandha, Uddiyana Bandha, Viparitakarani mudra.
- Relaxation techniques
  - IRT

- DRT
- QRT
- Teaching Stages

### **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**

<b>Component</b>	<b>Continues Evaluation (40)</b>	<b>End Semester Evaluation (60)</b>	<b>Total Marks (100)</b>
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 IV**

### **PART – B: PRACTICUM COURSES**

#### **MPESS04P31-44: PRACTICUM -IX SPORTS SPECIALIZATION**

#### **CONTINUATION FROM SEMESTER III**

**MPESS04P31 – ATHLETICS**

**MPESS04P32 - SWIMMING**

**MPESS04P33 - BASKETBALL**

**MPESS04P34 - HANDBALL**

**MPESS04P35 - KABADDI**

---

**MPESS04P36 - CRICKET**

**MPESS04P37 - VOLLEYBALL**

**MPESS04P38 - FENCING/ KALARIPPAYATTU**

**MPESS04P39 - BADMINTON**

**MPESS04P40 - KHO KHO**

**MPESS04P41 - FOOTBALL**

**MPESS04P42 -TABLE TENNIS**

**MPESS04P43 - SOFTBALL**

**MPESS04P44 - 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**

1. To understand the concept of talent identification.
2. To know the difference between techniques and tactics.
3. To understand the importance of warming and cooling down.
4. To employ the rules and regulation of Game/Sport
5. To emphasis on preparation for the Game/Sport.
6. To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.

### **COURSE CONTENTS**

**(General guidelines for development of required course contents in particular game/sport are given below)**

**Note:** The course contents to be followed for the purpose of developing practical knowledge regarding marking, rules & regulation, officiating, technical training, tactical training, psychological preparation & preparation of training schedules)

**Unit-I:**

- Talent identification
- Training for mastery in technique/skill.

- Techniques/Skills development (technical aspects of coaching):
- Identification & Correction of faults.

#### **Unit-II:**

- Warm-up and cool down for game/sports.
- Physiological changes during warm up and cool down.
- Qualities of a good coach & Fundamental aspects of coaching

#### **Unit-III:**

- Mechanics of officiating.
- Qualities of good official.
- Duties of official (pre, during and post-game)

#### **Unit-IV:**

- Training methods and means for the development of motor abilities.
- Basic Concept of preparation of training schedules.
- Coaching lessons of various skill/ technique
- Evaluation of players performance

### **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**

<b>Component</b>	<b>Continues Evaluation (40)</b>	<b>End Semester Evaluation (60)</b>	<b>Total Marks (100)</b>
Skill proficiency	Marks: 15	Marks: 20	Marks: 35
Coaching 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 IV**  
**PART – D: SKILL BASED PRACTICE**  
**MPRESS04S04: COACHING 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 coaching lesson.
- Demonstration of skills of specialized sport.

### **CONTENTS**

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

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

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