

**(Abstract)**

Revised Regulations, Scheme and Syllabus of 2 year M.PEd Programme (CBCSS) - in tune with NCTE Regulations 2014 - implemented in the University Department w.e.f. 2020 Admission – Orders issued.

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**ACADEMIC C SECTION**

Acad/C4/4836/2011 (I)

Dated: 29.04.2021

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- Read:-1. Minutes of the meeting of the Syndicate held on 26.10.2019, vide item No.2019.676
2. U.O No.ACAD C3/22373/2019. dated 08.10.2020
  3. U.O No.Acad/C3/22373/2019, dated 12.11.2020
  4. Department Council Minutes, School of Physical Education and Sports Sciences dated 23.01.2021
  5. E.mail from the Head, School of Physical Education and Sports Sciences, Kannur University, along with revised Regulations, Scheme and Syllabus of the M.PEd Programme dated 15.04.2021

**ORDER**

1. The meeting of the Syndicate held on 26.10.2019 resolved vide paper read (1) above to revise the Scheme and Syllabus of all Post Graduate Programmes under Choice Based Credit Semester System (CBCSS) in the Schools/Departments of University with effect from 2020 admission.
2. Subsequently, the Curriculum Committee was reconstituted as per paper read (2) above to monitor and co-ordinate the working of the Choice based Credit Semester System.
3. Accordingly, the revised Regulations for P.G. Programmes under Choice Based Credit Semester System were implemented in the Schools/Departments of the University with effect from 2020 admission as per paper read (3) above.
4. Further, the Department Council, School of Physical Education and Sports Sciences, vide paper read (4) above, approved the Revised Regulations, Scheme and Syllabus of the M.PEd Programme (CBCSS), prepared in line with the revised Regulations for Choice Based Credit Semester System and also in conformity with NCTE Regulations 2014, for implementation w.e.f 2020 admission.
5. Subsequently, the Revised Regulations, Scheme and Syllabus of the M.PEd programme [CBCSS], was duly scrutinized by the Dean, Faculty of Sports Sciences & Physical Education and External Subject Expert and they recommended the same for implementation in the School of Physical Education and Sports Sciences.

6. Thereafter, the Revised regulations, Scheme and Syllabus of the M.PEd Programme under CBCSS was forwarded by the Head, School of Physical Education and Sports Sciences, Mangattuparamba Campus, as per paper read (5) above, for implementation with effect from 2020 admission.

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 Revised Regulations, Scheme and Syllabus of the M.PEd programme [CBCSS] in the School of Physical Education and Sports Sciences, Mangattuparamba Campus of the University, with effect from 2020 admission, subject to reporting to the Academic Council.

8. The Revised Regulations, Scheme and Syllabus of the M.PEd programme under CBCSS implemented with effect from 2020 admission are uploaded in the University Website.([www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in)).

Orders are issued accordingly.

Sd/-

**BALACHANDRAN V K**  
**DEPUTY REGISTRAR (ACAD)**  
For REGISTRAR

To: The Head, School of Physical Education and Sports Sciences  
Mangattuparamba Campus, Kannur - 670567

Copy To: 1. The Examination Branch (through PA to CE)  
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Forwarded / By Order

*Sd/-*  
SECTION OFFICER

**Master of Physical Education (MPed) Syllabus  
(Effective from 2020 Admission)**

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**KANNUR UNIVERSITY**



**SCHOOL OF PHYSICAL EDUCATION AND SPORTS  
SCIENCES**

**Choice Based Credit Semester System (CBCSS)**

**Master of Physical Education (MPed) Syllabus  
(Effective from 2020 Admission)**

**Master of Physical Education (MPed) Syllabus  
(Effective from 2020 Admission)**

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<b>No.</b>	<b>CONTENTS</b>	<b>Page No.</b>
<b>1.</b>	<b>ABOUT THE DEPARTMENT</b>	<b>2-3</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>4</b>
	2.1 Intake	
	2.2 Eligibility	
	2.3 Admission Criteria	
<b>3.</b>	<b>INTRODUCTION TO CHOICE CREDIT SEMESTER SYSTEM (CBCSS)</b>	<b>5-9</b>
	3.1 Definitions	
	3.2 Programme Educational Objectives (PEO)	
	3.3 Programme Outcomes (PO)	
	3.4 PEO-PO Mapping	
<b>4.</b>	<b>MASTER OF PHYSICAL EDUCATION (MPed) 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 MPed PROGRAMME</b>	<b>19-110</b>

# **Master of Physical Education (MPed) Syllabus (Effective from 2020 Admission)**

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## **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 sciences. The institution offers B P Ed (CBCSS), M P Ed (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 Science 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

## **Master of Physical Education (MPed) Syllabus (Effective from 2020 Admission)**

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- 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.*

## **Master of Physical Education (MPed) Syllabus (Effective from 2020 Admission)**

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### **2. INTAKE, ELIGIBILITY AND ADMISSION CRITERIA**

#### **2.1 Intake**

Forty students (40 students) in one unit each year as per NCTE norms.

#### **2.2 Eligibility**

1. (a) Should have passed a 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.Ed 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.E/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.**

## **Master of Physical Education (MPed) Syllabus (Effective from 2020 Admission)**

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

Choice Based Credit Semester System (CBCSS) presupposes 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 and Internships) 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 to NCTE regulations and Kannur University rules and eligibility criteria for admission.
- (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



## **Master of Physical Education (MPed) Syllabus (Effective from 2020 Admission)**

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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) **Internships** is a major part of teacher education programme which will include full time engagement in real field situation (school/college/sports academies) for a prolonged period providing field experience and opportunity for the student-teachers to tryout the methods and techniques of teaching which they will have learnt during the course earlier. While practice teaching is an important component of the programme, the student-teacher participates in every activity of the school/institution/organization in the total, providing excellent opportunity for the prospective teacher to learn to teach, acquire all the necessary understandings, skills, attitudes and appreciations in a real school/institutional/organization teaching situation.
- (ix) **Working days** - There shall be at least 200 working days per year exclusive of admission and examination processes etc.
- (x) **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.
- (xi) **SGPA** means Semester Grade Point Average calculated for individual semester.
- (xii) **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 teachers in physical education for secondary school education/higher education.

## **Master of Physical Education (MPed) Syllabus (Effective from 2020 Admission)**

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**PEO- 2: Personal Transformation:** To cultivate the spirit of sportsmanship, mental and physical alertness, scientific temper and optimism; and to change the behaviour, 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 schools/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 secondary school 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

## **Master of Physical Education (MPed) Syllabus (Effective from 2020 Admission)**

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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

## Master of Physical Education (MPed) Syllabus (Effective from 2020 Admission)

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### 3.4 PEO – PO Mapping

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
PEO-1	■	■	■	■	■	■	■	■	■	■	■	■
PEO-2	■	■	■	■	■	■	■	■	■	■	■	■
PEO-3	■	■	■	■	■	■	■	■	■	■	■	■
PEO-4	■	■	■	■	■	■	■	■	■	■	■	■
PEO-5	■	■	■	■	■	■	■	■	■	■	■	■
PEO-6	■	■	■	■	■	■	■	■	■	■	■	■
PEO-7	■	■	■	■	■	■	■	■	■	■	■	■

## 4. MASTER OF PHYSICAL EDUCATION (MPed) PROGRAMME DETAILS

### 4.1 Semester and Working Days

Master of Physical Education (MPed) 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

## **Master of Physical Education (MPed) Syllabus (Effective from 2020 Admission)**

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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 M.P.Ed. Programme is 80 credits and for each semester 20 credits.

### **4.3 Examinations**

- i. There shall be examinations at the end of each semester, for first semester in the month of November /December: for second semester in the month of May / June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in November /December or May / June.
- ii. A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

### **4.4 Attendance**

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

## **Master of Physical Education (MPed) Syllabus (Effective from 2020 Admission)**

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### **4.5 Evaluation and Assessment Rubrics**

#### **THEORY**

There shall be two modes of evaluation - the Continuous Evaluation (CE) and then 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		

#### **PRACTICUM**

Marks for Practicum will be divided as 40% internal evaluation and 60% external evaluation

**Practicum 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

## **Master of Physical Education (MPed) Syllabus (Effective from 2020 Admission)**

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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	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Project File	(20%) Marks: 8	(20%) Marks: 12	Marks: 20
Officiating	(20%) Marks: 8	(20%) Marks: 12	Marks: 20
Viva	(20%) Marks: 8	(20%) Marks: 12	Marks: 20

### **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 MPed programme.

## **Master of Physical Education (MPed) Syllabus (Effective from 2020 Admission)**

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### **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.

<b>Range of Marks%</b>	<b>Grade Points</b>	<b>Alphabetical Grade</b>
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.

### **4.7 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.

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

### **4.8 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



## **Master of Physical Education (MPed) Syllabus (Effective from 2020 Admission)**

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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

**Master of Physical Education (MPed) Syllabus  
(Effective from Academic Year 2020-21)**

**5. PROGRAMME STRUCTURE :**

**MPed (2 year, Four Semester) Programme Structure**

**SEMESTER - I**

**Distribution of Credit, Hours and Marks:**

**Total Credit in the Semester: 23**

**Theory Credits: 14 Practicum Credits: 9**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
<b>Part A - Theory Courses</b>										
<b>Core Courses</b>										
MPEDN01C01	Research Process in Physical Education and Sports Sciences	4	-	4	64	-	64	40	60	100
MPEDN01C02	Applied Statistics in Physical Education and Sports Sciences	3	1	4	48	32	80	40	60	100
MPEDN01C03	Professional Preparation in Physical Education and Sports Sciences	3	1	4	48	32	80	40	60	100
<b>Elective Course (Select any one)</b>										
MPEDN01E01	a) Computer Application	2	1	3	32	32	64	40	60	100
MPEDN01E02	b) Sports Technology									
<b>Part B- Practicum Courses</b>										
MPEDN01P01-11	Sports Specialization – I (Select any one from the list provided in the detailed syllabus)	1	3	4	16	96	112	40	60	100
<b>Part C- Internship</b>										
MPEDN01I01	School Internship (Pre Internship Engagement)	1	3	4	16	96	112	100	-	100
<b>Total</b>		14	9	23	224	288	512	300	300	600

Note: L/T=Lecture/Tutorials, P/I=Practical/Internship, CE.=Continuous Evaluation, ESE.=End Semester Evaluation. In addition to the number of hours mentioned in the table above, time has to be provided for library work, self-study, planning, field visits, taking up add on courses (vocational sports education).

**SEMESTER - II**

## Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)

### Distribution of Credit, Hours and Marks:

**Total Credit in the Semester: 25**

**Theory Credits: 13 Practicum Credits: 12**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
<b>Part A: Theory Courses</b>										
<b>Core Courses</b>										
MPEDN02C04	Sports and Exercise Physiology	3	1	4	48	32	80	40	60	100
MPEDN02C05	Scientific Principles of Sports Training	4	-	4	64	-	64	40	60	100
MPEDN02C06	Yogic Sciences	3	1	4	48	32	80	40	60	100
<b>Elective Course (Select any one)</b>										
MPEDN02E03	(a) Sports Management.	2	1	3	32	32	64	40	60	100
MPEDN02E04	(b) Sports Journalism and Mass Communication									
<b>*Ability enhancement courses/Value added courses/Certificate courses (any one)</b>										
MPEDN02V01-05	Ability Enhancement Courses/Value added courses/Certificate courses (Anyone from the list of 5 Courses offered by the Department (Considered as Audit Course) (Swayam or MOOC Online Courses may also be opted)	2	-	-				-		
<b>Part B: Practicum Courses</b>										
MPEDN02P12-22	Sports Specialization – I (Continuation from Semester - I)	1	3	4	16	96	112	40	60	100
<b>Part C: Internship</b>										
MPEDN02I02	School Internship (Intensive Student Teaching in School)	-	6	6	-	192	192	40	60	100
<b>Total</b>		13	12	25	208	384	592	240	360	600

\*One among the list of elective courses (audit courses) are mandatory for a programme but not counted for the calculation of SGPA or CGPA. The students can attain only pass (Grade P) for these courses. However, for the award of degree, the completion of course before the fourth semester is mandatory.

### SEMESTER – III

## Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)

**Distribution of Credit, Hours and Marks:**

**Total Credit in the Semester: 25**

**Theory Credits: 12 Practicum Credits: 13**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
<b>Part A Theory Courses</b>										
<b>Core Courses</b>										
MPEDN03C07	Health Education and Sports Nutrition	3	1	4	48	32	80	40	60	100
MPEDN03C08	Sports Psychology	3	1	4	48	32	80	40	60	100
MPEDN03C09	Kinesiology and Sports Biomechanics	3	1	4	48	32	80	40	60	100
<b>Elective Course (Select any one)</b>										
MPEDN03E05	Sports Sociology	2	1	3	32	32	64	40	60	100
MPEDN03E06	Physical Fitness and Wellness									
<b>*Ability Enhancement courses/Value added courses/Certificate courses (any one)</b>										
MPEDN03V06-10	Ability Enhancement Courses/Value added courses/Certificate courses (Anyone from the list of 5 Courses offered by the Department (Considered as Audit Course) (Swayam or MOOC Online Courses may also be opted)	2	-	-				-		
<b>Part B: Practicum Courses</b>										
MPEDN03P23-34	Sports Specialization – II (Select any one from the following )(Team Sports/Racket Sports (One on the basis of feasibility)	1	3	4	16	96	112	40	60	100
<b>Part C: Internship</b>										
MPEDN03I03	Internship Teaching (Institution/Organization)	-	6	6	-	192	192	60	40	100
<b>Total</b>		12	13	25	192	416	608	260	340	600

**Master of Physical Education (MPed) Syllabus  
(Effective from Academic Year 2020-21)**

**SEMESTER – IV**

**Distribution of Credit, Hours and Marks:**

**Total Credit in the Semester: 21**

**Theory Credits: 16 Practicum Credits: 5**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
<b>Part A: Theory Courses</b>										
<b>Core Courses</b>										
MPEDN04C10	Measurement and Evaluation in Physical Education	3	1	4	48	32	80	40	60	100
MPEDN04C11	Dissertation	6	-	6	96	-	96	40	60	100
MPEDN04C12	Athletic Care and Rehabilitation	3	1	4	48	32	80	40	60	100
<b>Elective Course (Select any one)</b>										
MPEDN04E07	Gender, Disability and Inclusive Sports Education									
MPEDN04E08	Curriculum Design in Physical Education	3	-	3	48	-	48	40	60	100
MPEDN04O01	Open Elective offered by other Departments									
<b>Part B: Practicum Courses</b>										
MPEDN04P35-46	Sports Specialization - II (continuation from Semester-III)	1	3	4	16	96	112	40	60	100
<b>Total</b>		16	5	21	256	160	416	200	300	500

\*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.

**Master of Physical Education (MPed) Syllabus  
(Effective from Academic Year 2020-21)**

**CURRICULUM OUTLINE AND DETAILED SYLLABUS FOR MASTER OF PHYSICAL  
EDUCATION (MPed) PROGRAMME**

**SEMESTER - I**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
<b>Part A - Theory Courses</b>										
<b>Core Courses</b>										
MPEDN01C01	Research Process in Physical Education and Sports Sciences	4	-	4	64	-	64	40	60	100
MPEDN01C02	Applied Statistics in Physical Education and Sports Sciences	3	1	4	48	32	80	40	60	100
MPEDN01C03	Professional Preparation in Physical Education and Sports Sciences	3	1	4	48	32	80	40	60	100
<b>Elective Course (Select any one)</b>										
MPEDN01E01	a) Computer Application	2	1	3	32	32	64	40	60	100
MPEDN01E02	b) Sports Technology									
<b>Part B- Practicum Courses</b>										
MPEDN01P01-11	Sports Specialization – I (Select any one from the following – Track and Field / Gymnastics / Swimming / Combative Sports / Indigenous Sports (Any one on the basis of Feasibility))	1	3	4	16	96	112	40	60	100
<b>Part C- Internship</b>										
MPEDN01I01	School Internship (Pre Internship Engagement)	1	3	4	16	96	112	100	-	100
<b>Total</b>		14	9	23	224	288	512	300	300	600

Note: L/T=Lecture/Tutorials, P/I=Practical/Internship, CE.=Continuous Evaluation, ESE.=End Semester Evaluation. In addition to the number of hours mentioned in the table above, time has to be provided for library work, self-study, planning, field visits, taking up add on courses (vocational sports education).

**Master of Physical Education (MPed) Syllabus  
(Effective from Academic Year 2020-21)**

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**DETAILED SYLLABUS**

**SEMESTER I**

**PART – A: THEORY – CORE COURSE**

**MPEDN01C01: RESEARCH PROCESS IN PHYSICAL EDUCATION AND SPORTS  
SCIENCES**

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	64	-	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

**COURSE OBJECTIVES:**

1. To develop understanding of the basic framework of research process.
2. To identify appropriate research topics.
3. To identify various sources of information for literature review and data collection.
4. Select and define appropriate research problem, parameters and research questions.
5. To develop an understanding of various research designs and techniques.
6. Write a research proposal and report.
7. Organize and conduct a scientific research in a more appropriate manner
8. To develop an understanding of the ethical dimensions of conducting applied research.

**COURSE LEARNING OUTCOMES:**

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

1. To define research and describe the research process and research methods.
2. To understand the research context within the area of physical Education and sports.
3. To understand the processes and requirements for conducting successful research in physical education and sports.
4. Understand and apply basic research methods.
5. Students use print and electronic library resources effectively and appropriately.
6. To understand the process of sampling, the uses of questionnaires as data-gathering instruments, how a survey is carried out in terms of process and method, the uses of surveys and to be able to capture their own data.

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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7. Understand and apply basic research methods including research design, data analysis, and interpretation.
8. Students develop testable hypotheses, differentiate research design, evaluate aptness of research conclusions, and generalize them appropriately.
9. Students design and conduct quantitative or qualitative research studies in laboratory or field settings.
10. To know how to apply the basic aspects of the research process in order to plan and execute a research proposal and research report.
11. To be able to present, review and publish scientific articles.

### **COURSE CONTENTS**

#### **Unit-1: Introduction**

- Meaning of Research: Need and importance of Research.
- Scope of Research in Physical Education.
- Types of Research
- Formulation and Development of Research Problem: Location of Research Problem- Criteria in Selecting the Research Problem-

#### **Unit-II: 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: Definition and Scope of Historical Research, Sources of Historical Data, Criticism of Historical Sources (Primary and Secondary).

#### **Unit-III: Design and Sampling**

- Experimental Research: Nature and Meaning and importance
- Different Experimental Designs: one group and more than one group design
- Types of variables
- Meaning and definition of sampling. Types of sampling: Random sampling, systemic sampling, stratified sampling, clustered sampling, convenience sampling, quota sampling, judgment sampling and snowball sampling.



## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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### **Unit-IV: Research Proposal and Report**

- Chapterization of Thesis/ Dissertation, Front Materials, Body of Thesis – Back materials.
- Method of Writing Research proposal, Thesis / Dissertation; Method of writing abstract and full paper for presenting in a conference and to publish in journals.
- Mechanics of Writing bibliography, Plagiarism and Ethics.

### **TEACHING LEARNING STRATEGIES:**

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

### **MODE OF TRANSACTION**

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

### **ASSESSMENT RUBRICS**

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

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations /Practical  | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, Discussions /Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

- Best & Kahn (2003) Research in Education, 10<sup>th</sup> 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, London; Routledge Press
- Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illinois; Human Kinetics;
- Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports, New Delhi
- Moses, A. K. (1995) Thesis Writing Format, Chennai; Poompugar Pathippagam
- Rothstein, A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs; Prentice Hall, Inc.

# Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)

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## SEMESTER I

### PART – A: THEORY – CORE COURSE

#### MPEDN01C02: 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, Int.=Internal, Ext.=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 LEARNING OUTCOMES:**

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

- Know how to organize, manage, and present data.
- Explore and organize data for analysis.
- 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.
- Understand the concept of the sampling distribution of a statistic, and in particular describe the behavior of the sample mean.
- Effectively communicate results of statistical analysis.
- Demonstrate understanding of statistical concepts embedded in their courses.

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Demonstrate proficiency in analyzing data using methods embedded in their courses.
- Demonstrate ability to select appropriate methodologies for analysis based on properties of particular data sets.

### **COURSE CONTENTS**

#### **Unit I**

- Meaning and Definition of Statistics, Need and importance of Statistics.
- Types of Statistics.
- Data, Kinds of data. Discrete, Continuous.
- Parametric and non-parametric statistics.
- Graph Introduction

#### **Unit II**

- Meaning, uses and construction of frequency table
- 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. Divergence from 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

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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

### **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/ Outreaching Activities/Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

### **ASSESSMENT RUBRICS**

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

- |  |           |
|--|-----------|
| • End Semester Exam  | Marks: 60 |
| • Classroom Test, Assignments, Presentations                       | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests                  | Marks: 16 |
| ○ Tutorial/Practical with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                                    | Marks: 8  |

### **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
- Rothstain A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc.
- Sivaramakrishnan. S. (2006) Statistics for Physical Education, Delhi; Friends Publication
- Thirumalaisamy (1998). Statistics in Physical Education, Karaikudi, Senthil Kumar Publications

# Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)

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## SEMESTER I

### PART – A: THEORY – CORE COURSE

#### MPEDN01C03: PROFESSIONAL PREPARATION 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, Int.=Internal, Ext.=External

#### **COURSE OBJECTIVES:**

1. To understand the ever evolving curriculum of physical education
2. To develop opportunities to construct & design the curriculum of PE in broader aspects realizing the age group, gender consideration and physiological basis.

#### **COURSE LEARNING OUTCOMES:**

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

1. Students will be able to design need based curriculum of PE various groups.

#### **COURSE CONTENTS**

##### **Unit-I: Foundation of Professional Preparation**

- Ideals of Indian Democracy - Contribution of Physical Education, Forces and Factors affecting Educational Policies.
- Contribution of Physical Education, Health Education and Recreation to Education.
- Forces and factors affecting educational policies and programmes -Social, religious economic and political.
- Education and Professional preparation in Physical Education-A State subject.

##### **Unit-II: Professional Preparation in Physical Education:**

- Historical review of professional preparation in India.
- Curriculum - old and new concepts. Mechanics of Curriculum planning.
- Basic Principles of curriculum construction.
- General Education, its aim, significance, objectives and professional preparation,
- Nature and objectives of professional preparation in physical education and sports.
- Aims of physical education in professional preparation programme.

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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### **Unit-III: Undergraduate and Post-graduate preparation**

- Undergraduate Preparation of professional personnel, Areas of Health Education, Physical Education and Recreation. Purposes of undergraduate preparation.
- Admissions - Guidance of students. Curriculum, Laboratory experiences, field experiences. Teaching Practice and special resource for Library, staff placement and follow-up, accreditation authorities, state education Boards and Universities.
- Post-graduate preparation of professional personal, purposes of post-graduate studies, admission requirements.
- Area of specialization and research requirement during and after professional preparation.
- Special qualifications of staff teaching at post-graduate level, professional relations of physical education and sports professionals.

### **Unit-IV: In-Service Education**

- In-Service Education of Professional personal. Nature and scope of service Education, Responsibility for in-service training,
- Role of Administration to inservice training programme for teaching professionals. Role of professional preparation institutes in physical education and sports coaching. Significance of inservice training programme for teacher.
- Evaluation in the preparation of professional personal, definition and purpose of evaluation, importance of evaluation. Measurement and evaluation and its application to Physical Education Professional preparation programmes.

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

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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### **ASSESSMENT RUBRICS**

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

- End Semester Exam Marks: 60
- Classroom Test, Assignments, Presentations Marks: 40
  - Classroom Tests: Best one out of two unit tests Marks: 16
  - Tutorial with viva, discussions, Seminar Presentations Marks: 16
  - Assignments (Two Assignments) Marks: 8

### **SUGGESTED READINGS**

- Kelly, L., & Melodrama, V.(2014) Developing the physical education curriculum. ISBN-13: 9781478627043 ISBN-10: 1478627042
- James, J. (2005). Curriculum design in physical education and sports. New Delhi: Friends Publications (India). **ISBN-10:** 8172161433. **ISBN-13:** 978-8172161439 Shinde, B. (2011). Curriculum design in physical education. New Delhi: Sports Publication. **ISBN-10:** 8178796260. **ISBN-13:** 978-8178796260
- Mohnsen, B. (2008). Teaching middle school physical education. Champaign, IL: Human Kinetics. ISBN-13: 978-0736068499 ISBN-10: 073606849X
- Gupta, R., Sharma, A., & Sharma, S. (2004). Professional preparation and curriculum designs in physical education and sports. New Delhi: Friends Publications. ISBN 13: 9788172160821 (978-81-7216-082-1) ISBN: 8172160828 (81-7216-082-8)

**Master of Physical Education (MPed) Syllabus  
(Effective from Academic Year 2020-21)**

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**SEMESTER I**

**PART – A: THEORY – ELECTIVE COURSE**

**MPEDN01E01: COMPUTER APPLICATION**

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
2	1	3	32	32	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

**COURSE OBJECTIVES:**

1. To impart the concepts of computer application in Physical Education and sports.
2. To develop understanding about various concepts of computer fundamentals and applying technology in teaching learning situation.

**COURSE LEARNING OUTCOMES:**

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

1. Correlate the of computer application in Physical Education and Sports concepts with the sports and athlete specific situations
2. Integrate the knowledge about basic statistical tools and common computer applications.
3. List down the Information Technology utilized in the field of sports.
4. Analyze the issues related to Internet, Networking, E-learning and Cyber Security.

**COURSE CONTENTS**

**Unit – I: Computer**

- Computer: - Hardware & Software, CPU; Memory :- Primary & Secondary Input/output units
- Operating System - Windows, Components of Windows, Desktop, Icon, Concepts of Folders.

**Unit – II: MS Word**

- MS WORD - Creating, Editing, Printing a document, mail merge
- MS POWER POINT- Making a presentation

**Unit – III: MS Excel& SPSS**

- MS EXCEL - Making a Table, Calculation, Analysis & Charts.
- Introduction to SPSS
- Data Entry, Calculation and Preparation of chart.



## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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### **Unit – IV: Introduction to Networking & Internet**

- Introduction to Networking & Internet - LAN, WAN, CAN, MAN
- Internet, World Wide Web, Website, Portals, E Mails, Search Engines

**Practicum:** - Window, MS Word, Power Point, Excel, SPSS.

### **LIST OF PRACTICUM**

- Design various types of formats in MS Excel
- Preparation of PPT
- SPSS Packages
- E-referencing System
- Video conferencing

### **TEACHING LEARNING STRATEGIES:**

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

### **MODE OF TRANSACTION**

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

### **ASSESSMENT RUBRICS**

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

- |  |           |
|--|-----------|
| • End Semester Exam  | Marks: 60 |
| • Classroom Test, Assignments, Practical/Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests                  | Marks: 16 |
| ○ Tutorial/Practical with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                                    | Marks: 8  |

### **SUGGESTED READINGS:**

- Goldin, C., & Katz, L. (2008). The race between education and technology. Cambridge, Mass.: Belknap Press of Harvard University Press. ISBN-13: 978-0674035300. ISBN-10: 0674035305.
- Castelli, D., & Fiorentino, L. (2008). Physical education technology playbook. Champaign, IL: Human Kinetics. ISBN-10: 0736060553. ISBN-13: 978-0736060554
- Leight, J. Technology for physical education teacher education. ISBN-10: 1494895765 ISBN-978-1494895761

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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Felker, K. (2011). Integrating technology into physical education and health. American Press. ISBN-10: 0896414965. ISBN-13: 978-0896414969

- Mohnsen, B. (2012). Using technology in physical education. ISBN-10: 1893166899 ISBN-978-189316689.
- Selwyn, N. (2011). Education and technology. London: Continuum International Pub.Group. ISBN-10: 1441150366. ISBN-13: 978-1441150363
- Capel, S., Breckon, P., & O'Neill, J. (2006). A practical guide to teaching physical education in the secondary school. London: Routledge. ISBN-10: 0415361117. ISBN-13: 978-0415361118.

# Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)

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## SEMESTER I

### PART – A: THEORY – ELECTIVE COURSE

#### MPEDN01E02: SPORTS TECHNOLOGY

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
2	1	3	32	32	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

#### **COURSE OBJECTIVES:**

1. Define the relationship between sports and engineering.
2. To apprise different materials used in sports.
3. To explain concept related to sports dynamics and facility management.
4. Describe the importance of ethics within both sports and manufacturing.
5. Identify technologies and sustainable solutions to manufacturing apparel.
6. Assess and understand the manufacturing techniques within two companies.
7. Relate the non-engineering sports world to the knowledge and technologies that engineering has developed.

#### **COURSE LEARNING OUTCOMES:**

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

1. Apply the concept of engineering and technology in sports.
2. Differentiate different materials used in sports.
3. Demonstrate and prepare programmes related to sports dynamics and facility management.

#### **COURSE CONTENTS**

##### **Unit I: Introduction to Sports Engineering and Technology**

- Meaning of sports engineering
- Human motion detection and recording, human performance, assessment
- Equipment and facility designing and sports related instrumentation and Measurement

##### **Unit II: Materials of Protection**

- Materials of Protection – discussion of the materials that are used for sports gear and protection.

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Performance of Surface Materials – discussion of the different surfaces that sports are played on and why; how can these materials make a difference from sport to sport.
- Shoe Materials – discuss the design necessities that go into shoe materials and manufacturing and how that differs from sport to sport

### **Unit III: Materials**

- Balls and Ballistics – discuss the difference of the equipment that is used for specific sports and basic aerodynamic principles.
- Performance of Surface Materials – discussion of the different surfaces that sports are played on and why; how can these materials make a difference from sport to sport.

### **Unit IV: Building and Maintenance:**

- Sports Infrastructure: Gymnasium, Pavilion, Swimming Pool, Indoor Stadium, Out-door Stadium, Play Park, Academic Block, Administrative Block, Research Block, Library, Sports Hostels, etc. Requirements: Air ventilation, Day light, Lighting arrangement, Galleries, Store rooms,
- Office, Toilet Blocks (M/F), Drinking Water, Sewage and Waste Water disposal system,
- Changing Rooms ( M/F), Sound System (echo-free),
- Internal arrangement accords to need and nature of activity to be performed, Corridors and Gates for free movement of people, Emergency provisions of lighting, fire and exits, Eco-friendly outer surrounding. Maintenance staff, financial consideration

### **Practical/Field Visit**

- Visit to a stadium for understanding the process of construction & requirements there of
- Building process:- design phase (including brief documentation), construction phase
- Functional (occupational) life, Re-evaluation, refurnish, demolish.
- Maintenance policy, preventive maintenance, corrective maintenance, record and register
- Gymnasium, Pavilion, Swimming Pool, Indoor Stadium, Out-door designs, development & maintenance

### **TEACHING LEARNING STRATEGIES:**

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

### **MOLDE OF TRANSACTION**

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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

### **ASSESSMENT RUBRICS**

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

- End Semester Exam Marks: 60
- Classroom Test, Assignments, Presentations Marks: 40
  - Classroom Tests: Best one out of two unit tests Marks: 16
  - Tutorial/Practical with viva, discussions,  
Seminar Presentations Marks: 16
  - Assignments (Two Assignments) Marks: 8

### **SUGGESTED READINGS**

- Franz K. F. et. al., Editor The Impact of Technology on Sports II (CRC Press, 2007)
- Helge N., Sports Aerodynamics (Springer Science & Business Media, 2009)
- Youlin Hong, Editor Routledge Handbook of Ergonomics in Sport and Exercise.
- Jenkins M., Editor Materials in Sports Equipment, Volume I (Elsevier, 2003) Colin White, Projectile Dynamics in Sport: Principles and Applications
- Eric C. et al., Editor Sports Facility Operations Management (Routledge, 2010).
- Brasch, N. (2010). Sports and sporting equipment. South Yarra, Vic.: Macmillan Education. Australia. -10: 142026902X. -13: 978-1420269024
- Bruce, L., Hilvert, J., & Hilvert-Bruce, A. (2005). Sports technology. South Yarra, Vic.: Macmillan Library. 10: 0732997461 ISBN-13: 978-0732997465
- Magdalinski, T. (2009). Sport, technology and the body. London: Routledge. ISBN: 0415378761
- Edmundson, C. Sports technology. Bloomsbury ISBN-10: 1408832593. ISBN-13: 978-1408832592

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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### **MPed – I SEMESTER PART – B PRACTICUM COURSES (SPORTS SPECIALIZATION – I)**

**MPEDN01P01- TRACK AND FIELD**

**MPEDN01P02- GYMNASTICS**

**MPEDN01P03- SWIMMING**

**MPEDN01P04- COMBATIVE SPORT (BOXING)**

**MPEDN01P05- COMBATIVE SPORT (FENCING)**

**MPEDN01P06- COMBATIVE SPORT (JUDO)**

**MPEDN01P07- COMBATIVE SPORT (TAEKWONDO)**

**MPEDN01P08- COMBATIVE SPORT (MARTIAL ART & KARATE)**

**MPEDN01P09 - COMBATIVE SPORT (WRESTLING)**

**MPEDN01P10 - INDIGENOUS SPORT (KABADDI)**

**MPEDN01P11 - INDIGENOUS SPORT (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, Int.=Internal, Ext.=External

#### **ESSENCE OF THE COURSE**

The course of Sports Specialization – I, is so designed to provide an opportunity to teacher educators to learn the basic techniques of the game/sport and are not only able to display them but also systematically teach them.

#### **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.

# **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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## **COURSE LEARNING OUTCOMES:**

**After Completion of the course the students shall be able to:**

1. Gain knowledge of the Game/Sport.
2. Learn the layout and marking for the Game/Sport.
3. Demonstrate various drills & lead up activities related to Game/Sport.
4. Develop the skills to teach rules, fundamentals and strategies of Game/Sport.

## **COURSE CONTENTS**

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

### **Unit-I:**

- Historical development of the game/sport at national and international levels.
- National and International Bodies controlling game/sport and their affiliated units (Organizational Structure).
- Major National and International competitions in Game/Sport.

### **Unit-II:**

- Layout and marking of play field/ground/courts and measurement of equipment's used in Game/Sport. Construction/ safety

### **Unit-III:**

Classification of techniques/skills.

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

### **Unit-IV:**

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

## **TEACHING LEARNING STRATEGIES**

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

## **MODE OF TRANSACTION**

Lecture//Laboratory Work/ Physical Practice/Field Work/ Outreach Activities/ Project Work/

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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

### **ASSESSMENT RUBRICS**

Classroom test/Written test, Performance Test, Project Work, Assignments, Presentations, Practical Work

<b>Components</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Project File	(20%) Marks: 8	(20%) Marks: 12	Marks: 20
Officiating	(20%) Marks: 8	(20%) Marks: 12	Marks: 20
Viva	(20%) Marks: 8	(20%) Marks: 12	Marks: 20



## Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)

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### PART – C: INTERNSHIP

#### MPEDN01I01: SCHOOL INTERNSHIP (PRE-INTERNSHIP ENGAGEMENT)

Credit			Teaching Hours		
L/T	P/I	Total	L/T	P/I	Total
1	3	4	16	96	112

#### ESSENCE OF THE COURSE

The School Internship (Pre – Internship Engagement) is planned with a sole purpose providing initiatory school experience to the student teacher and providing an opportunity to have primary experience with the functioning of the school. This course will enable students to develop professional identity and their professional competence to exhibit ethical responsibility as a teacher and teacher dispositions. Will be able to observe the school environment, capabilities and skills of the Pupil/Teacher Interns (TI) to cater to the diverse needs of learners in schools.

#### COURSE LEARNING OUTCOME

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

- Develop concept of teaching and learning skills.
- To understand the school in totality, its philosophy and aims, organization and management.
- Achieve professionalism.
- Understand the needs of the physical, mental, emotional development of children.
- Understand aspects of curriculum and its transaction.
- Assess quality transaction, and teaching–learning.

#### COURSE CONTENTS

The pupil teacher will work out a holistic view of school including everything inside and outside the classroom in school campus, **as an attaché to a regular teacher**. He/she will interact with the school teachers and make a detailed documentation of activities and other minute details of all types of observations related to: students, school routine-activities-schedule-calendar, classroom teaching, teachers, non-teaching staff, infrastructure related to building, fields, labs, office, library etc. every day (first half/ second half) in the form of ‘**School Record-Activity Details**’ followed by individual presentation and discussion in the Teacher Education (TE)

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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department.

Observation of lessons of senior teachers individually or in small groups, meeting the students informally to learn their background and interest in learning, to see the learning facilities in the school, observing the social climate in the school, etc are some of the activities to be undertaken during this period, Orientation and practice of teaching will be done by mentor teachers in the department and during the school induction period which will be for a duration of 14 days, the student teacher will engage both classroom (minimum 2 classes) and outdoor classes (minimum 8) with lesson plans and records maintained.

The student teacher will engage in teaching both classroom and outdoor (field) with a minimum of 15 lessons (5 classroom and 10 outdoor (field) classes which will be supervised by mentor teachers of the department and/or mentor teachers at the school during the school internship.

### **TEACHING LEARNING STRATEGIES**

The class will be taught by using the latest/innovative method, as per available resources and teaching aids in the classroom and on the field.

### **SUGGESTED ACTIVITIES:**

Demonstration/Observation/Explanation/Field Work/learning by doing etc.

### **ASSESSMENT**

The assessment will be entirely continuous evaluation by the mentor teacher of the department and in case of assessment of lesson plan record and teaching for ten classes taken in the school, the school mentor teacher or the department mentor teacher will do the assessment.

### **ASSESSMENT RUBRICS**

**Marks: 100**

Lesson Plan Record & Teaching (15 lessons)	30
School Record-Activity Details	20
Teaching Skills (Micro teaching) Practice Record	30
School Internship Program Diary (SIPD)	20

**Master of Physical Education (MPed) Syllabus  
(Effective from Academic Year 2020-21)**

**SEMESTER - II**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
<b>Part A: Theory Courses</b>										
<b>Core Courses</b>										
MPEDN02C04	Sports and Exercise Physiology	3	1	4	48	32	80	40	60	100
MPEDN02C05	Scientific Principles of Sports Training	4	-	4	64	-	64	40	60	100
MPEDN02C06	Yogic Sciences	3	1	4	48	32	80	40	60	100
<b>Elective Course (Select any one)</b>										
MPEDN02E03	(a) Sports Management.	2	1	3	32	32	64	40	60	100
MPEDN02E04	(b) Sports Journalism and Mass Communication									
<b>*Ability enhancement courses/Value added courses/certificate courses (any one)</b>										
MPEDN02V01-05	Ability Enhancement Courses/Value added Courses/Certificate Courses (Anyone from the list of 5 courses offered by the Department (Considered as Audit Course) (Swayam or MOOC Online courses may also be opted)	2	-	-				-		
<b>Part B: Practicum Courses</b>										
MPEDN02P012-22	Sports Specialization – I (Continuation from Semester - I)	1	3	4	16	96	112	40	60	100
<b>Part C: Internship</b>										
MPEDN02I02	School Internship (Intensive Student Teaching in School))	-	6	6	-	192	192	40	60	100

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

<b>Total</b>	13	12	25	208	384	592	240	360	600
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\*One among the list of elective courses (audit courses) are mandatory for a programme but not counted for the calculation of SGPA or CGPA. The students can attain only pass (Grade P) for these courses. However, for the award of degree, the completion of course before the fourth semester is mandatory.

### **DETAILED SYLLABUS**

#### **SEMESTER- II**

#### **PART – A: THEORY – CORE COURSE**

#### **MPEDN02C04:SPORTS AND EXERCISE PHYSIOLOGY**

<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, Int.=Internal, Ext.=External

#### **COURSE OBJECTIVES:**

- To assess basic concepts of exercise physiology
- To employ students to apply the knowledge of energy systems during exercise.
- To explain the effect of environment and ergogenic aids on exercise and training.
- Develop a thorough understanding of the relationship between physical activity and health.
- To develop the understanding of the physiological processes.

#### **COURSE LEARNING OUTCOMES:**

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

- Describe and apply the fundamental and advanced concepts of exercise physiology.
- Define and describe the term exercise physiology
- Recognize the energy system for aerobic and anaerobic components of exercise.
- Summarize the underlying physiological basis of physical fitness, physical training, health and wellness.
- Discover the nutritional aspect of fitness and performance.
- Comprehend the physiological changes and adaptations during exercise in different environmental conditions.

### **COURSE CONTENTS**

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

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Definition of Physiology and Exercise Physiology
- Role of Exercise Physiology in the Field of Physical Education and Sports.
- Gross structure of skeletal Muscle, microscopic structure of the myofibril and contractile mechanism, chemical composition of skeletal muscle, molecular basis of the contraction of skeletal muscle. Sarcoplasmic Reticulum, Muscle fiber types- type I and type-II fibers.
- Recovery oxygen (Oxygen debt), Replenishment of Energy Stores during Recovery, Reduction of Lactate in Blood and Muscle, Restoration of Oxygen Stores.
- Immediate effect of exercise on various systems of body (cardio-respiratory and muscular systems)

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

- Fuel for muscular work, energy for muscular contraction.
- Contractile and biochemical changes during muscular contraction.
- Neuron-muscular junction and co-ordination of muscular activity, transmission of nerve impulse across it.
- Neuron and motor unit transmission of nerve impulse bio-electric potentials,
- Physiological Effect of anaerobic and aerobic training.
- Proprioception and kinesthetic, Physiological Effect of anaerobic and aerobic training on heart and circulatory systems (ii) Respiratory system. Standard Lung Volumes, Minute Ventilation, Ventilation and Exercise, Alveolar Ventilation and Dead Space, Lactate Threshold and Its Detection Using Gas Exchange.

### **Unit-III: Work Capacity under Different Environmental and Age Conditions**

- Exercise in the Heat and Cold - Temperature Regulation, Exercise in the heat and Cold, Circulatory system and Sweating Mechanism, Dehydration, Thermal Injury, Acclimatization to heat and physical conditioning.
- Performance at Altitude - Acclimation to Altitude Exposure, Acclimation and Exercise Performance at Altitude, Training and Altitude.
- Age and Exercise-Age changes in muscle function, cardiovascular system, Pulmonary Function, Age and Physical Work Capacity,

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- The Female Athlete - Structural and Physiological differences, Physiological Adjustment to heavy training, Gynecological Problems, Menstrual Cycle and Athletics, Pregnancy Child and Athletics.

### **Unit -IV: Drugs and Ergogenic Aids:**

- Definition and Classifications: - Nutritional aids- Carbohydrates, Fat, Protein, Vitamins, Minerals, Water and Electrolytes loading.
- Pharmacological Agents-Steroids, Growth Hormone Amphetamines, Aspartic Acid Salts, Alkaline Ingestion Caffeine, Pangamic Acid (Vitamin B 15)
- Physiological Agents-Blood and Oxygen Doping

### **Practicum: (Physiological Assessment)**

- Measurement of resting heart rate, immediately before and after activity and during activity.
- Measurement of Blood Pressure by Sphygmomanometer
- Measurement of Vital Capacity, and Peak Flow Rate.
- Assessment of Respiratory Rate.

### **TEACHING LEARNING STRATEGIES:**

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

### **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)**

- |   |           |
|---|-----------|
| • End Semester Exam   | Marks: 60 |
| • Classroom Test, Assignments, Presentations                          | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests                     | Marks: 16 |
| ○ Tutorial/Practical with viva, discussions,<br>Seminar Presentations | Marks:16  |
| ○ Assignments (Two Assignments)                                       | Marks: 8  |

### **SUGGESTED READINGS**

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

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- BeotraAlka, (2000) Drug Education Handbook on Drug Abuse in Sports: Sports Authority of India Delhi.
- 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.
- Guyton, A.C. (1976). Textbook of Medical Physiology. Philadelphia: W.B. Sanders co.
- Richard, W. Bowers. (1989). Sports Physiology. WMC: Brown Publishers.
- Sandhya Tiwari. (1999). Exercise Physiology. Sports Publishers.
- Shaver, L. (1981). Essentials of Exercise Physiology. New Delhi: Subject Publications.
- Vincent, T. Murche. (2007). Elementary Physiology. Hyderabad: Sports Publication.
- William, D. Mc Aradle. (1996). Exercise Physiology, Energy, Nutrition and Human Performance. Philadelphia: Lippincott Williams and Wilkins Company.
- Kenney, W., Wilmore, J., & Costill, D.(2015) Physiology of sport and exercise. 9781450477673.
- McArdle, W., Katch, F., & Katch, V. (2010). Exercise physiology. Baltimore, MD: Lippincott Williams & Wilkins. ISBN 978-1451191554.
- Raven, P. (2013). Exercise physiology. Australia: Wadsworth Cengage Learning. ISBN 9780495110248.
- Plowman, S., & Smith, D. (2014). Exercise physiology for health, fitness, and performance. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins Health. ISBN 9781451176117.
- Farrell, P., Joyner, M., & Caiozzo, V. (2012). ACSM's advanced exercise physiology. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins. ISBN 0781797802.

# Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)

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## SEMESTER – II

### PART – A: THEORY – CORE COURSES

#### MPEDN02C05: SCIENTIFIC PRINCIPLES OF SPORTS TRAINING

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	64	-	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

#### **COURSE OBJECTIVES:**

1. To provide knowledge and concept of sports training.
2. To develop an understanding of the technical and tactical training.
3. To provide the role of sport sciences to achieve the excellence

#### **COURSE LEARNING OUTCOMES:**

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

- Understand the modern concept of sports training.
- Describe the principles of sports training.
- Evaluate and develop system of sports training – basic performance, intermediate performance and high performance training.
- Develop Plan for training sessions.
- Apply the Methods of technical and tactical training.
- Compose training programme for fitness components.
- Design phases of periodization.

#### **COURSE CONTENTS**

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

- Philosophy of Coaching and Qualities of a Coach.
- Sports Training Aim, Tasks, Characteristics and Principles of Sports training.



## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Training Load: Important features of training load (Intensity, Density, Duration and Frequency) Principles of Training Load. Relationship between load and adaptation, conditions of adaptation Over load.- symptoms, causes, tackling of over load
- Factors affecting recovery process and means of faster recovery Technique: Definition of skill, technique and style Characteristics of technique Phases of skill acquisition Methods for the development of technique, Causes and correction of faults.

### **Unit-II: Training for Important 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: Techniques & Tactics**

- 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

### **Unit-IV: Planning and Periodization**

- Planning and organization of Training:, Importance of planning, Principal of planning, Systems of Planning
- Periodization and its types, Contents for various periods of training, Direct preparation for an importance competition, Competition planning and Preparation
- Importance of Competitions, Competition Frequency, Main and Build-up competitions
- Talent Identification and development

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Evaluation of Training:
  - Items to be included in evaluation programme
  - Rules governing performance checks and motor test

### **TEACHING LEARNING STRATEGIES:**

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

### **MODE OF TRANSACTION**

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

### **ASSESSMENT RUBRICS**

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

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS:**

- BeotraAlka, (2000), Drug Education Handbook on Drug Abuse in Sports. Delhi: Sports Authority of India.
- Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc. Cart, E. Klafs&Daniel, D. Arnheim (1999) Modern Principles of Athletic Training St. Louis C. V. Mosphy Company
- Daniel, D. Arnheim (1991) Principles of Athletic Training, St. Luis, Mosby Year Book
- Wuest, D., & Fisette, J. (2014) Foundations of physical education, exercise science, and sport. McGraw-Hill Higher Education; ISBN-10: 0073522775 ISBN-13: 978-0073522777
- Bompa, T., & Haff, G. (2009). Periodization. Champaign, IL.: Human Kinetics. ISBN-13: 9780736074834
- Haff, G., & Triplett, N. Essentials of strength training and conditioning. Champaign, IL.: Human Kinetics. ISBN-13: 9780736065832
- Bompa, T., & Carrera, M. (2005). Periodization training for sports. Champaign, Ill.: Human Kinetics.

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Zatsiorsky, V., & Kraemer, W. (2006). Science and practice of strength training. Champaign, IL: Human Kinetics. ISBN 10: 0736056289

### **SEMESTER – II**

#### **PART – A: THEORY – CORE COURSES**

#### **MPEDN02C06: YOGIC SCIENCES**

<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, Int.=Internal, Ext.=External

#### **COURSE OBJECTIVES:**

1. To appraise an understanding of the principles of yogic practices
2. To Acquaint with various types of asanas, pranayam, kriyas
3. To integrate sports with yoga for performance enhancement

#### **COURSE LEARNING OUTCOMES:**

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

1. Differentiate between various paths of yoga
2. Apply and demonstrate various benefits of yoga to be applied in the field of sports
3. Relate Yoga with health and wellness.

#### **COURSE CONTENTS**

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

- History of Yoga
- Yoga in Early Upanisads
- Yoga in Hatha yoga.
- Concept of Yogic Practices.

##### **Unit-II: Pranayama and meditation**

- Ashtakumbakas.
- Chakras.
- Panch Pranas
- Nadis

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Meditation: Meaning, Techniques and Benefits of Meditation.

### **Unit-III: Kriyas and Mudras**

- Shat Kriyas.
- Meaning, Techniques and Benefits of Neti – Dharti – Kapalapathi- Trataka – Nauli – Basti,
- Mudras Meaning, Techniques and Benefits.

### **Unit-IV: Yoga and Sports**

- Yoga Supplemental Exercise
- Yoga Regeneration Exercise-Power Yoga.
- Role of Yoga in Psychological Preparation of athlete: Mental Wellbeing, Anxiety, Depression Concentration, Self-Actualization.
- Yogic management for lifestyle diseases.
- Effect of Yoga on Physiological System: Circulatory, Skeletal, Digestive, Nervous, Respiratory, Excretory System.

### **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.

### **ASSESSMENT RUBRICS**

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

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks:16  |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

- Aurobindo. (1974). Lights on Yoga – Aurobindo Ashramam,
- Brown, F. Y. (2000). How to use yoga. Delhi: Sports Publication.
- Gharote, M. L. & Ganguly. H. (1988). Teaching methods for yogic practices. Lonawala:

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Kaivalyadhama,
- Rajjan, S. M.(1985). Yoga strengthening of relaxation for sports man. New Delhi: Allied
- Shankar, G. (1998). Holistic approach of yoga. New Delhi: Aditya Publishers.
- Shekar, K. C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra Publishers.

### **SEMESTER – II**

#### **PART- B: THEORY – ELECTIVE COURSE**

#### **MPEDN02E03: SPORTS 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>
2	1	3	32	32	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

#### **COURSE OBJECTIVES:**

- To describe organization and administration of sports programmes.
- To analyze and interpret sports philosophy, sports sociology, business systems, sports management, public administration and marketing techniques.
- To develop opportunities to construct & design the curriculum of PE in broader aspects realizing the age group, gender consideration and physiological basis

#### **COURSE LEARNING OUTCOMES:**

- Identify issues relevant to modern physical education and sport management.
- Explore the area as a career perspective

#### **COURSE CONTENTS**

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

- Management: Concept and Principles of Management.
- Sports Management: Definition, Importance.
- Basic Principles and Procedures of Sports Management
- Functions of Sports Management
- Personal Management:
- Objectives of Personal Management, Personal Policies

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

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Management of infrastructure, equipment, finance and personnel.
- Programme Management:
- Factors influencing programme development.
- 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:**

- 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:**

- SWOT Analysis
- Organizing sports meet:
  - Institutional sport event
  - Community sport event
  - Fitness Events for children
- Officiating in the institutional tournaments
- Planning & Organizing sport event
- Report preparation of sport event
- Audit Management of sport event

### **TEACHING LEARNING STRATEGIES**

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

### **MODE OF TRANSACTION**

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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

### **ASSESSMENT RUBRICS**

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

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

- Charles, A, Bucher & March, L, Krotee. (1993). Management of Physical Education and Sports. St. Louis: Mosby Publishing Company.
- Chelladurai, P. (1999). Human Resources Management in Sports and Recreation. Human Kinetics.
- John, E, Nixon & Ann, E, Jewett. (1964). Physical Education Curriculum, New York: The Ronald Press Company.
- Williams, J.F. (2003). Principles of Physical Education. Meerut: College Book House.
- Yadvnider Singh. Sports Management, New Delhi: Lakshay Publication
- Bill, K. (2009). Sport management. Exeter [England]: Learning Matters. ISBN-13: 978-1844452637. ISBN-10: 1844452638
- Smith, A., & Stewart, B. (1999). Sports management. St Leonards, N.S.W.: Allen & Unwin. ISBN-13: 978-1864487510. ISBN-10: 1864487518
- Hoye, R. (2012). Sport management. Milton Park, Abingdon, Oxon: Routledge. ISBN-13: 978-1856178198, ISBN-10: 1856178196
- Bowers, M. (2015). Sport management. Champaign: Sagamore Publishing. ISBN-10: 1571677267. ISBN-13: 978-1571677266
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**Master of Physical Education (MPed) Syllabus  
(Effective from Academic Year 2020-21)**

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**SEMESTER – II**

**PART- B: THEORY – ELECTIVE COURSE**

**MPEDN02E04: SPORTS JOURNALISM AND MASS COMMUNICATION**

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
2	1	3	32	32	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=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.

**COURSE LEARNING OUTCOMES:**

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

1. Apply the concept of reporting and editing.
2. Illustrate and apply the advertising concepts.
3. Interpret the concept of journalism and mass media

**COURSE CONTENTS**

**Unit-I: Introduction to Sports Journalism & Mass Communication**

- Meaning, Definition & Evolution of Sports Journalism, Ethics of Journalism – Canons of journalism-
- Sports Ethics and Sportsmanship, Reporting Sports Events, National and International Sports News Agencies, Definition, meaning, scope and importance of Sports journalism

**Unit-II: Mass Media**

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



## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- 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: Report & Editing**

- 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:**

- 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.
  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.

### **TEACHING LEARNING STRATEGIES**

The class will be taught by using lectures and demonstration, seminars, classroom discussion,

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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videos, charts and presentations method.

### **MODE OF TRANSACTION**

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

### **ASSESSMENT RUBRICS**

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

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **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

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Sandvoss, C., Real, M., & Bernstein, A. (2012). Bodies of discourse. New York, NY: PeterLang. ISBN-13: 978-1433111730 ISBN-10: 143311173X

### **SEMESTER II**

#### **PART – B**

#### **PRACTICUM COURSES (SPORTS SPECIALIZATION –I)**

#### **CONTINUATION FROM SEMESTER-I**

**MPEDN02P12- TRACK AND FIELD**

**MPEDN02P13- GYMNASTIC**

**MPEDN02P14- SWIMMING**

**MPEDN02P15- COMBATIVE SPORT (BOXING)**

**MPEDN02P16- COMBATIVE SPORT (FENCING)**

**MPEDN02P17- COMBATIVE SPORT (JUDO)**

**MPEDN02P18 - COMBATIVE SPORT (TAEKWONDO)**

**MPEDN02P19- COMBATIVE SPORT (MARTIAL ART & KARATE)**

**MPEDN02P20- COMBATIVE SPORT (WRESTLING)**

**MPEDN02P21- INDIGENOUS SPORT (KABADDI)**

**MPEDN02P22 - INDIGENOUS SPORT (KHO-KHO)**

<b>Credit</b>			<b>Teaching Hours</b>		
L/T	P/I	Total	L/T	P/I	Total
1	3	4	16	96	112

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

#### **ESSENCE OF THE COURSE**

The course of Sports Specialization – I, is so designed to provide an opportunity to teacher educators to learn the basic techniques of the game/sport and are not only able to display them but

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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also systematically teach them.

### **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.

### **COURSE LEARNING OUTCOMES:**

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

1. After Completion of the course the students shall be able to:
2. Gain knowledge of the Game/Sport.
3. Learn the layout and marking for the Game/Sport.
4. Demonstrate various drills & lead up activities related to Game/Sport.
5. Develop the skills to teach rules, fundamentals and strategies 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 knowledgeregarding 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:**

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- 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**

Classroom test/Written test, Performance Test, Project Work, Assignments, Presentations, Practical Work

<b>Components</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Project File	(20%) Marks: 8	(20%) Marks: 12	Marks: 20
Officiating	(20%) Marks: 8	(20%) Marks: 12	Marks: 20
Viva	(20%) Marks: 8	(20%) Marks: 12	Marks: 20

**Master of Physical Education (MPed) Syllabus  
(Effective from Academic Year 2020-21)**

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**SEMESTER II**

**PART – C: INTERNSHIP**

**MPEDN02I02: INTENSIVE STUDENT TEACHING IN SCHOOL**

<b>Credit</b>		<b>Teaching Hours</b>	
L/T/P/I	Total	L/T/ P/I	Total
6	6	192	192

**ESSENCE OF THE COURSE**

The purpose of the internship programme is to provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner. As conceived, the programme should be structured so that it is a partnership between the school and the Institution. The intern must be immersed in all aspects of the physical education programme as offered by the school/institution but with the provision that the intern is enabled to be creative in her role as a practitioner. The intern should have pedagogical freedom to innovate, experiment & adapt various teaching styles and a wide variety of lead up activities. To achieve the aim of the programme the intern will need to integrate the knowledge base, understanding of children and a variety of activities games/minor games, teaching basic skills in sports and games, indigenous activities.

The institution and the school/college/sport organization/sport academies/sports clubs focusing on the benefit will accrue to the school/college/sport organization/sport academies/sports clubs by the proposed partnership model. The programme will be largely field based so that the intern will get to experience the real problems that a practitioner has to deal with.

The focus will be on introducing the intern to the school/institution/organisations, its

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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environment, some understanding of children and the teaching learning process duly guided with faculty supervisors & mentors.

### **COURSE OBJECTIVES:**

- To observe children/athletes and the teaching learning process in a systematic manner.
- To learn to relate to and communicate with children during physical education activity.
- To evaluate physical education curriculum/sports programmes in the schools/institutions/organisations
- To experience the school/institution in its totality; activities in addition to classroom teaching include school activities and interaction with parents.
- To assume the role of a regular physical education teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process in physical education.
- To be able to innovate within teaching & coaching of game / sport skills.
- To learn to conduct meaningful classroom activities by careful selection and organization of such activities.
- To learn to assess different aspects of children learning in physical education.

### **COURSE LEARNING OUTCOMES:**

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

- Demonstrate the practical concepts of teaching practice.
- Develop teaching proficiency for outdoor and indoor activities.
- Organize and compose mass demonstration activities/displays.
- Develop organizational, administrative and working competencies to work as professional in school/college/sports academies/institutes of eminence in physical education and sports
- Develop the knowledge of diverse physical activity and training physical activities for teaching /coaching.
- Develop the knowledge of teaching/coaching for diverse physical activities and training

### **COURSE CONTENTS**

1. Be provided a **Internship Program Diary (IPD)** which will have all details of Internship Programme.

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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2. Apply knowledge of perspectives, curriculum, and pedagogy and enhanced professional capacity to their professional practice in schools/institutes. With an intention to actively involve himself/herself **TI will ensure planning, documentation and teaching (with feedback schedules) of at least 20 lessons.**
3. TI should be able to articulate individual theoretical perspective and approach prior to, during, and after completing internship experience and how they utilize it within the context of treatment in and outside classroom, in a **'Follow-up Workshop (FW)'**
4. TI should demonstrate awareness of the impact behaviour has on school children, staff members, the public, and the profession. They will share their recorded observations during follow-up workshops.
5. Facilitate completion of individual program requirements including necessary hours i.e. 36 hours of school/institutional internship per week, which can include field visits, collaborative programmes and/or exchange programme with institutes of eminence.
6. Participate in all regularly scheduled activities of the school/institution and develop a daily routine schedule for his/her Internship School/Institution based on personal observation, participation and thorough consultation with the mentors (**Internship School/Institution daily routine schedule**).
7. Become familiar with all sorts of formal and informal activities in and outside classroom in the school/college/intuitional campus and develop a detailed checklist of all such activities (**Checklist of Formal and Informal Activities in School/Institution**) Better understand the beliefs, attitudes, and behaviour of diverse individuals (students)in the class and learn to observe, identify and report them for feedback and holistic growth of child to appropriate professional and community member.
8. Involve themselves in creative ways of tracking learners' progress, establishing study circles/science clubs/forums for professional development of in-service school teachers, or forums for supporting and dialoguing with the School Management Committee, parents and the community. The various efforts must be recorded as planning, preparation, procedure, implementation and feedback of various creative ways (**Creative Ways Record File**)

### **SOME OTHER IMPORTANT NOTES FOR IT'S:**



## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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1. This should include an initial phase of 4 weeks for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty.
2. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school/institutional internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.
3. Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school/institution.
4. The tasks and projects may include collaborative partnership with the schools/colleges/institutes for developing CCE practices, creative ways of tracking learners' progress, organizing workshops/seminars/discussion forum, collaborative academic programmes/research, establishing study circles/science clubs/forums for professional development of in-service teachers, or forums for supporting and engaging in dialogue with the School/institution Management Committee, parents and the community.
5. Based on the experiences and actions during internship programme, TI will prepare an innovative practice record file for himself/herself. This will enrich professionalism in TI.
6. The details of records of attendance for all Internships will be maintained by Mentors  
**(Attendance Record of TI)**

### **TEACHING LEARNING STRATEGIES:**

The class will be taught by using the latest/innovative method, as per available resources and teaching aids in the classroom and on the field.

### **SUGGESTED MODE OF TRANSACTION**

Demonstration/Explanation/Field Work/Collaborative academic programmes/Mass display//workshops and Seminars, learning by doing etc.

### **ASSESSMENT RUBRICS**

Assessment will be both continuous evaluation and end semester evaluation. Continuous evaluation will be done by mentor teachers in school/mentor teachers of the department. 40 marks will be done as continuous evaluation by mentor teacher of the department/school mentor teacher and 60 marks for end semester evaluation by external examiner.

**Master of Physical Education (MPed) Syllabus  
(Effective from Academic Year 2020-21)**

Components	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Teaching Efficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Lesson Plan & Record	(20%) Marks: 8	(20%) Marks: 12	Marks: 20
Workshop/discussion/collaborative programmes/Mass Display//Internship Programme Diary/Creative Record	(20%) Marks: 8	(20%) Marks: 12	Marks: 20
Viva	(20%) Marks: 8	(20%) Marks: 12	Marks: 20

**SEMESTER – III**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
<b>Part A Theory Courses</b>										
<b>Core Courses</b>										
MPEDN03C07	Health Education and Sports Nutrition	3	1	4	48	32	80	40	60	100
MPEDN03C08	Sports Psychology	3	1	4	48	32	80	40	60	100
MPEDN03C09	Kinesiology and Sports Biomechanics	3	1	4	48	32	80	40	60	100
<b>Elective Course (Select any one)</b>										
MPEDN03E05	Sports Sociology	2	1	3	32	32	64	40	60	100
MPEDN03E06	Physical Fitness and Wellness									
<b>*Ability Enhancement courses/Value added courses/Certificate courses (any one)</b>										
MPEDN03V06-10	Ability Enhancement Courses/Value added courses/certificate courses (Anyone from the list of 5 Courses offered by the Department (considered as Audit Course) (Swayam or MOOC Online courses may also be opted)	2	-	-				-		

**Master of Physical Education (MPed) Syllabus  
(Effective from Academic Year 2020-21)**

<b>Part B: Practicum Courses</b>										
MPEDN03P23-34	Sports Specialization – II (Select any one from the following )(Team Sports/Racket Sports (One on the basis of feasibility)	1	3	4	16	96	112	40	60	100
<b>Part C: Internship</b>										
MPEDN03I03	Internship Teaching (institution/organization)	-	6	6	-	192	192	60	40	100
<b>Total</b>		12	13	25	192	416	608	260	340	600

**DETAILED SYLLABUS**

**SEMESTER III**

**PART – A – THEORY – CORE COURSE**

**MPEDN03C07: HEALTH EDUCATION AND SPORTS NUTRITION**

<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, Int.=Internal, Ext.=External

**COURSE OBJECTIVES**

- To appraise the concept of holistic health through fitness and wellness
- To explain the students about the concept of physical fitness , health related and motor fitness
- To describe the contemporary health issues
- To apply practical principles of the fitness & wellness

**COURSE LEARNING OUTCOMES:**

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

- Understand the concept of holistic health through fitness and wellness
- Explain the concept of physical fitness , health related and motor fitness
- Evaluate primary health status
- Prepare fitness schedules& evaluate fitness

# **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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## **COURSE CONTENTS**

### **Unit-I: Health and Health Education**

- History of Health in India concept and various levels of Health Care of India. Medical care in rural and urban areas. Primary Health Centre concept. Three tier system of Health care, latest trends in Health Education.
- Health Education: Its contents and aims. Method of individual, group and mass approaches of Health Education.
- Health Role and responsibility of individual, community, state and spectrum of health, role of heredity, and Genetics in achieving positive health.

### **Unit-II: Social Health Services and School Health Programme**

- Role of Physical Education Teacher, Principle, Class Teacher and Doctor.
- Health appraisal: Meaning, aim, method.
- Medical check-up/examination.
- Common childhood diseases and their control.
- First aid, accident & Prevention.
- Mental health, dental health, eye troubles.
- School Health administration and maintenance of records. Preparation of Health Card.
- Healthful School living under fine clinics and road to health.

### **Unit-III: Community and Environmental sanitation:**

- Water, Impurities in water, purification of water and water borne diseases with reference to worm.
- Air pollution and its effect on health occupational diseases. Moulding and its problems and health aspects.
- Light, noise, temperature and radiation, their effects on health.
- Communicable Diseases & Non-communicable diseases

### **Unit-IV: Meaning of Food & Nutrition.**

- Sources and functions and deficiency of various nutrients.
- Balance diet: Appropriate diet before, during and after athletic performance. Obesity, Malnutrition, Adulteration in food
- Nutrition: Proximate principles and their imbalance. Brief description of nutrients in various food stuffs and trace elements. Milk and food borne diseases

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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### **LIST OF PRACTICUM**

- Visit to factory and note down the occupational hazards/accidents that occur due to working conditions and prevention.
- Visit to Milk dairy and prepare a report based on the observation of the process of preparing milk.
- Visit to Institute Mess and/or Hotel and suggest steps to improve the hygiene there.

### **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/ Volunteering/Self-Study etc.

### **ASSESSMENT RUBRICS**

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

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

- David K. Miller & T. Earl Allen, Fitness, A life time commitment, Surjeet Publication Delhi 1989.
- Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd. 35 Bedford row, London 1998
- Dr. A.K. Uppal, Physical Fitness, Friends Publications (India), 1992. Warner W.K. Oeger &
- Sharon A. Hoeger, Fitness and Wellness, Morton Publishing Company, 1990.
- Elizabeth & Ken day, Sports fitness for women, B.T. Batsford Ltd, London, 1986.
- Emily R. Foster, Karyn Hartiger & Katherine A. Smith, Fitness Fun, Human Kinetics Publishers 2002.

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Lawrence, Debbie, Exercise to Music. A & C Black Publishers Ltd. 37, Sohe Square, London
- 1999
- Robert Malt. 90 day fitness plan, D.K. publishing, Inc. 95, Madison Avenue, New YorkN
- Benardot, D. (2012). Advanced sports nutrition. Champaign, IL: Human Kinetics.ISBN 9781450401616
- Burke, L. (2007). Practical sports nutrition. Champaign, IL: Human Kinetics ISBN. 9780736046954
- Connolly, M. (2012). Skills-based health education. Sudbury, MA: Jones & Bartlett Learning. ISBN 9781449630201
- Koelen, M., & Ban, A. (2004). Health education and health promotion. Wageningen, Netherlands: Wageningen Academic Publishers. ISBN 9789076998442

### **SEMESTER III**

#### **PART A – THEORY – CORE COURSE**

#### **MPEDN03C08: SPORTS PSYCHOLOGY**

<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, Int.=Internal, Ext.=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 LEARNING OUTCOMES:**

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

- Correlate the psychological concepts with the sports and athlete specific situation

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Integrate the knowledge about personality, motor learning for behavior modification of athletes
- Relate different theories of motor learning with its influence on motor perception and related cognitive abilities of athletes
- List down the strategies for motivation utilized in the field of sports
- Analyze the issues related to social behavior based on physiological structure and function

### **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.
- 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,
- 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.

### **Unit-II:**

- 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,
- Aggression, Meaning, Types, Causes. Aggressiveness in the athletes, displacement of aggression, aggression and frustration
- Motor Learning: Development of motor learning, factors affecting motor learning, motor skill acquisition.

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Psychological aspect of action-regulation: Meaning and importance of action regulation. Psychological characteristics of physical activities, structure of action programme, importance of action regulation in physical activities.

### **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)
- 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.
- Psychology and athletic injuries: Role of psychological factors in athletic injuries, Antecedents of injuries, Stress injuries relationship, Role of sports psychology in injuries rehabilitation,
- 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,

### **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:



## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- 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.

### **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.
- Assessment of Emotion

### **TEACHING LEARNING STRATEGIES**

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

### **MODE OF TRANSACTION**

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

### **ASSESSMENT RUBRICS**

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

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

- Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Tests, New Delhi: National Council of Educational Research and Training Publication
- Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Test, New Delhi: National Council of Educational Research and Training Publication.
- Jain. (2002), Sports Sociology, Khel Sahitya Kendra Publishers.

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Jay Coakley. (2001) Sports in Society – Issues and Controversies in International Education, Mc-Craw Seventh Ed.
- John D Lauther (2000) Psychology of Coaching. New Jersey: Prentice Hall Inc.
- John D. Lauther (1998) Sports Psychology. Englewood, Prentice Hall Inc.
- Mirosław Vauks & Bryant Cratty (1999). Psychology and the Superior Athlete. London: The Macmillan Co.
- Richard, J. Crisp. (2000). Essential Social Psychology. Sage Publications.
- Robert N. Singer (2001). Motor Learning and Human Performance. New York: The Macmillan Co.
- Robert N. Singer. (1989) The Psychology Domain Movement Behaviour. Philadelphia: Lea and Fibiger.
- Thelma Horn. (2002). Advances in Sports Psychology. Human Kinetic.

### **SEMESTER III**

#### **PART – A: THEORY – CORE COURSE**

#### **MPEDN03C09: KINESIOLOGY AND SPORTS BIOMECHANICS**

<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, Int.=Internal, Ext.=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 LEARNING OUTCOMES:**

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

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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1. Explain the basic mechanical concepts and will be able to interpret its relation to human body movements
2. Organize and specify the overall goal of the course.
3. Apply and analyze the factors of mechanical laws involved in human movement.
4. Explain the principles of movement analysis
5. Analyze the mechanical principles of motor skills and sports related skills along with their proper techniques and corrective measures

### **COURSE CONTENTS**

#### **Unit-I: Introduction to Kinesiology and Sports Biomechanics**

- Meaning nature, role and scope of applied kinesiology and sports biomechanics
- Meaning of Axis and planes
- Dynamics, Kinematics, Kinetics, Statics Centre of Gravity-
- Line of Gravity plane of the body and axis of motion,
- Vectors and Scalars
- Meaning of work, power, energy, kinetic energy and potential energy,

#### **Unit-II: Major Muscles – their Location & Action**

- Origin, Insertion and action of muscles:
- Pectorals major and minor
- Deltoid, Biceps, Triceps (Anterior and Posterior),
- Trapezius, Serratus, Sartorius, Rectus femoris, Abdominis, Quadriceps,
- Hamstring, Gastrocnemius.

#### **Unit-III: Kinematic and Kinetics of Human movement**

- Meaning and definition of Motions
- Types of motion, linear motion, angular motion, circular motion, uniform motion.
- Principles related to the law of inertia,
- Law of acceleration, and law of counter force,
- Meaning and definition of force,
- Sources of force-force components,
- Force applied at an angle-pressure-friction-buoyancy,
- Spin-centripetal force Centrifugal force.

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Leverage-classes of lever, practical application, Projectiles,
- Equation of projectiles stability factors influencing equilibrium.

### **Unit-IV: Air & Fluid Mechanics**

- Flotation
- Fluid Resistance: Air & Water
- Drag & lift
- Spin

### **Biomechanical Analysis**

- Walking, Running, Jumping, Throwing, Lifting, Pulling, Pushing, Catching, and Climbing
- Swimming, Football, Hockey, Basketball, Volleyball, Badminton, Handball, and Cricket

### **LIST OF PRACTICUM**

- Analysis of movement:
- Types of analysis, Kinesiological, Biomechanical
- Methods of analysis – Qualitative, Quantitative, Predictive

### **TEACHING LEARNING STRATEGIES**

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

### **MODE OF TRANSACTION**

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

### **ASSESSMENT RUBRICS**

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

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

- McGinnis, P. (2013). Biomechanics of sport and exercise. Champaign, IL: Human Kinetics. ISBN 9780736079662.

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Blazeovich, A. (2007). Sports biomechanics. London: A. & C. Black. ISBN 9780713678710
- Bartlett, R. (2007). Introduction to sports biomechanics. London: Routledge, Taylor & Francis Group. ISBN 9780415339933
- Hall, S. (2014) Basic biomechanics. Mcgraw Hill Higher Educat. ISBN 9780073522760
- Knudson, D. (2007). Fundamentals of biomechanics. New York, NY: Springer. ISBN 978-0-387-49311-4
- Deshpande S.H. (2002), ManavKriyaVigyan – Kinesiology (Hindi Edition) Amravati: Hanuman Vyayam Prasarak Mandal.
- Hoffman S.J. Introduction to Kinesiology (Human Kinesiology Publication in 2005).
- Steven Roy, & Richard Irvin (1983). Sports Medicine, New Jersey: Prentice Hall.
- Thomas. (2001). manual of structural Kinesiology, New York: Me Graw Hill.
- Uppal A.K. Lawrence Mamta MP Kinesiology (Friends Publication India (2004)

### **SEMESTER III**

#### **PART A- THEORY – ELECTIVE COURSE**

#### **MPEDN03E05: SPORTS SOCIOLOGY**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
2	1	3	32	32	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=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.

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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

- Study of sports groups.
- Group interaction, competition and cooperation.
- Behaviour 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.

### **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)**

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- End Semester Exam Marks: 60
- Classroom Test, Assignments, Presentations Marks: 40
  - Classroom Tests: Best one out of two unit tests Marks: 16
  - Tutorial with viva, discussions, Seminar Presentations Marks: 16
  - Assignments (Two Assignments) Marks: 8

### **SUGGESTED READINGS**

1. Loy and Kenyon : Sport Culture and Society.
2. Ball and Loy : Sport and Social Order.
3. Loy, Mepherston & Kenyon : Sport and Social Systems.
4. Edwards : Sociology of Sports.
5. Cratty B. J. : Social Dimensions to Physical Activity.
6. Coakley J.J. : Sport in Society.

### **SEMESTER III**

#### **PART A – THEORY – ELECTIVE COURSE**

#### **MPEDN03E06:PHYSICAL FITNESS AND WELLNESS**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
2	1	3	32	32	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

### **COURSE OBJECTIVES**

1. To appraise the concept of holistic health through fitness and wellness
2. To explain the students about the concept of physical fitness, health related and motor fitness.
3. To describe the contemporary health issues.

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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4. To apply practical principles of the fitness & wellness

### **COURSE LEARNING OUTCOMES:**

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

1. Understand the concept of holistic health through fitness and wellness
2. Explain the concept of physical fitness, health related and motor fitness
3. Evaluate primary health status
4. Prepare fitness schedules & evaluate fitness

### **COURSE CONTENTS**

#### **Unit-I: Introduction to Fitness & Wellness**

- Meaning and Definition of Fitness, Wellness & Nutrition
- Physical Fitness Concepts, Components, Techniques and Principles of physical fitness
- Leisure time physical activity, Opportunities in the community to participate leisure activities
- Current trends in fitness and conditioning, Components of total health fitness and the relationship between physical activity and lifelong wellness

#### **Unit-II: Application of Fitness & Wellness**

- Nutrition & Wellness
- Body Composition & Weight Management
- Endurance: Cardio respiratory & Muscular
- Flexibility, Fitness & Wellness relationship
- Stress Management & Behavior Modification

#### **Unit-III: Fitness & Wellness Assessment**

- Measurement of Height & Weight, Basic Strength, Endurance and Flexibility, cardio respiratory fitness, Health Related Fitness
- Preparation & implementation of Group Exercise Plans
- Preparation & implementation of Personal Training Plans
- Safety techniques (spotting, proper body alignment, lifting techniques, spatial, awareness. and proper breathing techniques) Weight training principles and concepts; basic resistance exercises (including free hand exercise, free weight exercise, weight machines, exercise bands and tubing. medicine balls, fit balls).

#### **Unit-IV: Establishment and Management of Fitness Centre**



## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Principles of starting a fitness center-environment, location, policy, offer of programmes, record keeping, and public relation.
- Fitness center membership and its types.
- Safety aspects in a fitness center.
- Qualification and qualities for a fitness trainer.

### **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/ Volunteering/Self-Study etc.

### **ASSESSMENT RUBRICS**

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

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS:**

- David K. Miller & T. Earl Allen, Fitness, A life time commitment, Surjeet Publication Delhi 1989.
- Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd. 35. Bedford row, London 1998.
- Dr. A.K. Uppal, Physical Fitness, Friends Publications (India), 1992.
- Warner W.K. Oeger & Sharon A. Hoeger, Fitness and Wellness, Morton Publishing Company, 1990.
- Elizabeth & Ken day, Sports fitness for women, B.T. Batsford Ltd, London, 1986.
- Emily R. Foster, Karyn Hartiger & Katherine A. Smith, Fitness Fun, Human Kinetics. Publishers 2002.

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Lawrence, Debbie, Exercise to Music. A & C Black Publishers Ltd. 37, Sohe Square, London, 1999.
- Robert Malt. 90 day fitness plan, D.K. publishing, Inc. 95, Madison Avenue, New York.
- Hoeger, W., & Hoeger, S. Lifetime physical fitness & wellness. ISBN-13: 978-1285733142. ISBN-10: 1285733142.
- Fahey, T., Roth, W., Insel, P., & Insel, C. Fit & well. ISBN-13: 978-0077770396. ISBN-10: 0077770390.
- Hoeger, W., & Hoeger, S. Fitness & wellness. (2013) Belmont, CA: 10: 1285733150.
- Greenberg, J., Dintiman, G., & Myers Oakes, B. (2004). Physical fitness and wellness.
- Champaign, IL: Human Kinetics. ISBN-13: 978-0736046961. ISBN-10: 073604696

### **SEMESTER - III**

#### **PART – B -PRACTICUM COURSES (Sports Specialization- II from Team Sport/Racket Sport)**

**MPEDN03P23 - BASEBALL**

**MPEDN03P24 - BASKETBALL**

**MPEDN03P25 - CRICKET**

**MPEDN03P26 - FOOTBALL**

**MPEDN03P27 - HANDBALL**

**MPEDN03P28 - HOCKEY**

**MPEDN03P29 - NETBALL**

**MPEDN03P30 - SOFTBALL**

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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**MPEDN03P31 - VOLLEYBALL**

**MPEDN03P32 - BADMINTON**

**MPEDN03P33 - TABLE TENNIS**

**MPEDN03P34 - TENNIS**

<b>Credit</b>			<b>Teaching Hours</b>		
L/T	P/I	Total	L/T	P/I	Total
1	3	4	16	96	112

### **ESSENCE OF THE COURSE**

The course of Sports Specialization – II, is so designed to provide an opportunity to teacher educators to learn the basic techniques of the game/sport and are not only able to display them but also systematically teach them.

### **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.

### **COURSE LEARNING OUTCOMES:**

1. After Completion of the course the students shall be able to:
2. Gain knowledge of the Game/Sport.
3. Learn the layout and marking for the Game/Sport.
4. Demonstrate various drills & lead up activities related to Game/Sport.
5. Develop the skills to teach rules, fundamentals and strategies of Game/Sport.

### **COURSE CONTENTS**

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

#### **Unit 1**

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Historical development of the game/sport at national and international levels.
- National and International Bodies controlling game/sport and their affiliated units (Organizational Structure).
- Major National and International competitions in Game/Sport.

### **Unit II**

- Layout and marking of play field/ground/courts and measurement of equipment's used in Game/Sport. Construction/ safety

### **Unit III**

- Classification of techniques/skills.
- Various skill /Technique training: Preparatory, Basic, Supplementary exercises.

### **Unit IV**

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

### **TEACHING LEARNING STRATEGIES**

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

### **MODE OF TRANSACTION**

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

### **ASSESSMENT RUBRICS**

Classroom test/Written test, Performance Test, Project Work, Assignments, Presentations, Practical Work

<b>Components</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Project File	(20%) Marks: 8	(20%) Marks: 12	Marks: 20
Officiating	(20%) Marks: 8	(20%) Marks: 12	Marks: 20
Viva	(20%) Marks: 8	(20%) Marks: 12	Marks: 20

**Master of Physical Education (MPed) Syllabus  
(Effective from Academic Year 2020-21)**

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**SEMESTER - III**

**PART – C: INTERNSHIP**

**MPEDN03I03: INTERNSHIP TEACHING (INSTITUTION/ORGANIZATION)**

<b>Credit</b>			<b>Teaching Hours</b>		
<b>L/T</b>	<b>P/I</b>	<b>Total</b>	<b>L/T</b>	<b>P/I</b>	<b>Total</b>
-	6	6	-	192	192

**ESSENCE OF THE COURSE**

Internship is a compulsory programme with the teacher education institution for the students acting as interns at identified physical education related organisations focusing towards bridging

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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gap between theory and practice through planned and structured tasks or projects designed in-cooperation with the teacher education institute and host institution/association or organization. The programme should be considered as a mentored component whereby faculty from teacher education institution called as faculty mentor and a member from host institution/association or organization known as field mentor together guide groups of students. The programme can also be done as part of field/industrial/institutional visit and or exchange programme with host institute.

### **COURSE OBJECTIVES**

1. To facilitate a bridge between what students, learn in classroom and observe in the field.
2. To provide sustained field work opportunity for students to acquire professional skills in physical education and sports.
3. To develop capacities and capabilities for teaching, coaching, officiating in physical education and sports related activities.

### **STRUCTURE OF INTER SEMESTER INTERNSHIP**

- Duration: Minimum 192 hours of internship will be organized for 6 credits.
- Area of internship: School; College; University teaching departments/institutes of eminence; Sports Organization; Sports Academy/Sports Clubs
- Scope: Officiating; Outdoor Teaching; Classroom Teaching; Coaching; Collaborative and Exchange programmes
- Mentoring: On-field observation of internship activities and feedback from the field coordinator and faculty mentor is considered essential.
- Programme Design: internship should be structured around focused tasks or projects which should be designed in consultation with faculty mentor and field coordinator prior to going to the host organization.
- Assessment: Record book consisting of all session plans/ activity plans/task plans to be submitted duly signed and certified by the external mentor and the faculty guide (department mentor) at the teacher education institution.
- Resource: Institutions shall make partnership arrangement between teacher education institute and internship institution.

### **ROLE OF MENTORS**

Faculty mentor and field coordinator can sit unobtrusively in the class and observe the session conducted, followed by regular guidance and feedbacks to the interns.

## Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)

### TEACHING LEARNING STRATEGIES

The class will be taught by using the latest/innovative method, as per available resources and teaching aids in the classroom and on the field

### SUGGESTED MODE OF TRANSACTION

Demonstration/ Explanation/ Field work/ Learning by doing etc

### ASSESSMENT RUBRICS

Assessment will be done as continuous assessment by the external mentor/head of partnership institution, and as end semester evaluation by the department mentor/department board according to the below mentioned rubrics

Components	Continuous Evaluation 60	End Semester Evaluation 40	Total marks 100
Teaching/Coaching/Administrative Efficiency	(50%) Marks: 30	-	Marks: 30
Lesson Plan & Record Books	(15%) Marks: 9	(30%) Marks: 12	Marks: 21
Workshop/discussion/collaborative programmes/Mass Display//Creative Record/Innovative Programmes	(20%) Marks: 12	(40%) Marks: 16	Marks: 28
Viva	(15%) Marks: 9	(30%) Marks: 12	Marks: 21

### SEMESTER – IV

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
<b>Part A: Theory Courses</b>										
<b>Core Courses</b>										
MPEDN04C10	Measurement and Evaluation in Physical Education	3	1	4	48	32	80	40	60	100
MPEDN04C11	Dissertation	6	-	6	96	-	96	40	60	100
MPEDN04C12	Athletic Care and Rehabilitation	3	1	4	48	32	80	40	60	100

**Master of Physical Education (MPed) Syllabus  
(Effective from Academic Year 2020-21)**

<b>Elective Course (Select any one)</b>										
MPEDN04E07	Gender, Disability and Inclusive Sports Education	3	-	3	48	-	48	40	60	100
MPEDN04E08	Curriculum Design in Physical Education									
MPEDN04OE01	Open Elective offered by other Departments									
<b>Part B: Practicum Courses</b>										
MPEDN04P35-46	Sports Specialization - II (Continuation from Semester-III)	1	3	4	16	96	112	40	60	100
<b>Total</b>		16	5	21	256	160	416	200	300	500

\*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**

**MPEDN04C10: MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION**

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

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

**COURSE OBJECTIVES:**

1. To develop concepts related to Test, Measurement & Evaluation;



## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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

### **COURSE LEARNING OUTCOMES:**

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

1. Explain the basics of measurement and evaluation of various test and measurement techniques.
2. Develop the concepts of measurement and evaluation in physical education and sports
3. Develop ability to construct new tests for various need related to Physical Education and Sports with scientific authenticity
4. To analyze various test and performance related to physical education

### **COURSE CONTENTS**

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

- Meaning and Definition of Test, Measurement and Evaluation, Need and Importance of Measurement and Evaluation.
- Criteria for Test Selection – Scientific Authenticity.
- Meaning, definition and establishing Validity, Reliability, Objectivity,
- Norms – Administrative Considerations.

#### **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.

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- 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, MC Donald Soccer Test.
- Tennis: Dyer Tennis Test

### **Unit-IV: Anthropometric and Aerobic-Anaerobic Tests**

- 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.

### **PRACTICUM**

Tests of unit II, III, & IV should be conducted practical also.

### **TEACHING LEARNING STRATEGIES**

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

### **MODE OF TRANSATCTION**

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

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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### **ASSESSMENT RUBRICS**

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

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **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.
- 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.
- Guyton, A.C. (1976). Textbook of Medical Physiology. Philadelphia: W.B. Sanders co.
- Richard, W. Bowers. (1989). Sports Physiology. WMC: Brown Publishers.
- Sandhya Tiwari. (1999). Exercise Physiology. Sports Publishers.
- Shaver, L. (1981). Essentials of Exercise Physiology. New Delhi: Subject Publications.
- Vincent, T. Murche. (2007). Elementary Physiology. Hyderabad: Sports Publication.
- William, D. McAradle. (1996). Exercise Physiology, Energy, Nutrition and Human Performance. Philadelphia: Lippincott Williams and Wilkins Company.
- Kenney, W., Wilmore, J., & Costill, D. (2015) Physiology of sport and exercise. 9781450477673
- McArdle, W., Katch, F., & Katch, V. (2010). Exercise physiology. Baltimore, MD: Lippincott Williams & Wilkins. ISBN 978-1451191554

**Master of Physical Education (MPed) Syllabus  
(Effective from Academic Year 2020-21)**

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**SEMESTER IV**

**PART – A – THEORY – CORE COURSE**

**MPEDN04C11: DISSERTATION**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE.	Total
6	-	6	96	-	96	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=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

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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### **COURSE LEARNING OUTCOMES:**

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

- Develop scholarly inquiry into a problem or issues, involving a systematic approach of gathering and analysis of information/data, leading to production of a structured report.

### **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 RUBRIC:**

<b>Components</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Valuation of thesis	(60%) Marks: 24	(60%) Marks: 36	Marks: 60

**Master of Physical Education (MPed) Syllabus  
(Effective from Academic Year 2020-21)**

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Viva- vice	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
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**SEMESTER – IV**

**PART – A: THEORY COURSE**

**MPEDN04C12: ATHLETIC CARE AND REAHABILITATION**

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, Int.=Internal, Ext.=External

**COURSE OBJECTIVES:**

- To apprise the students about the introduction to Athletic Care & Rehabilitation

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- 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 LEARNING OUTCOMES:**

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

- Illustrate and apply the concepts of sports injuries and rehabilitation.
- Interpret the concept of therapeutic aspects of exercise.
- Demonstrate and take care of the preventive and curative aspect of sports injuries.
- Apply the concept of rehabilitation of sports injuries
- Interpret the concept toward positive lifestyle.

### **COURSE CONTENTS**

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

- Concept of Sports Medicine, Its aim and objectives, Need and Scope of Sports Medicine in Physical Education.
- Role of Sports Physician, Physical Educator/ Athletic Trainer, the coach and the player in sports medicine.
- Meaning, definition and importance of Athletic Care & Rehabilitation
- Concept & Categories of the athletic injuries: Traumatic, Overuse.
- Stages of healing, signs of inflammation.
- 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.

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

- Common predisposing factors of athletic injuries.
- Prevention of athletic injuries.
- Common treatment of soft tissue injuries.
- Immediate treatment: PRICE
- Sub-acute Phase: General role of therapeutic modalities.
- Rehabilitation; General Principles, role of therapeutic exercises.

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Role of Massage in the treatment of athletic injuries.

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

- Cryotherapy modalities: General description, physiological and therapeutic effects, Methods of application & contraindications.
- Ice, cold packs, immersion, evaporating sprays
- Hydrotherapy Modalities: General description, physiological and therapeutic effects, Methods of applications and contraindication: Contrast Bath, Whirl Pool
- Heating Modalities (Thermotherapy): General description, physiological and therapeutic effect, methods of application & contradictions : Hot Moist Packs, Infra-red Radiation, Wax Bath, Short Wave Diathermy, Microwave Diathermy, Ultra Sound
- Electrotherapy Modalities: General description, physiological and therapeutic effects, Methods of application & contraindications: TNS, Interferential therapy (IFT)
- Advanced Therapeutic Modalities : Introduction, Diapulse, LASER Therapies

### **Unit-IV: Common sports injuries**

- Head Injuries: General concept, explanation of concussion
- Neck Injuries: Mechanism of injuries, general approach.
- Lumbar Spine Injuries.
- Upper Extremities Injuries: Upper limb and thorax injuries, Elbow, shoulder, Wrist and finger.
- Lower extremities injuries: lower limb injuries, Knee Injuries ankle injuries and foot injuries.

### **LIST OF PRACTICUM**

- Demonstration & practice of Therapeutic Modalities: Infrared, Hot Moist Pack, Wax Bath, Shortwave Diathermy, Ultrasound, Contrast Bath, Whirl Pool.
- Demonstration of Athletics Injuries: Shin Splint, Tennis Elbow, Ankle Sprain, Knee Sprain.
- Demonstration and Practice of Massage

### **TEACHING LEARNING STRATEGIES:**

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

### **MODE OF TRANSACTION**



## Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)

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

### ASSESSMENT RUBRICS

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

- End Semester Exam Marks: 60
- Classroom Test, Assignments, Presentations Marks: 40
  - Classroom Tests: Best one out of two unit tests Marks: 16
  - Tutorial with viva, discussions, Seminar Presentations Marks: 16
  - Assignments (Two Assignments) Marks: 8

### SUGGESTED READINGS

- Fritz, S. (2013) Sports & exercise massage. Elsevier mosby ISBN-13: 978-0323083829 ISBN-10: 032308382X
- McKone, W. (1997). Osteopathic athletic health care. London: Chapman & Hall. 13: 978
- Magee, D. (2011). Athletic and sport issues in musculoskeletal rehabilitation. St. Louis, Mo. Elsevier/Saunders. 13: 979
- Miniaci, A., & Iannotti, J. (2014). Disorders of the shoulder. Philadelphia: Wolter. Kluwer/Lippincott Williams & Wilkins Health. ISBN-13: 978-1451130584. 10: 145
- Puddu, G., Giombini, A., & Selvanetti, A. (2001). Rehabilitation of sports injuries. Berlin: Springer. ISBN-13: 978-3540674757. 10: 354

### SEMESTER IV

#### PART – A: THEORY – ELECTIVE COURSE

#### MPEDN04E07: 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, Int.=Internal, Ext.=External

#### COURSE OBJECTIVES:

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- 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

#### **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.

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- 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

### **Scope of Gender Studies in Sports**

- Sports and Gender, Gender Equity and Women in Sports
- Building inclusive learning friendly sports facilities, overcoming barriers for inclusion.
- Creating and sustaining inclusive practices.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs for participation in sports.

### **TEACHING LEARNING STRATEGIES**

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

### **MODE OF TRANSACTION**

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

### **ASSESSMENT RUBRICS**

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

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

- Chanana, Karuna (ed) Socialization, Education and Women, Orient Longman, New Delhi, 1988
- Mandell, Nancy (ed), Feminist Issues: Race, Class and Sexuality, Prentice Hall, Ontario, 1995
- Nambissan, Geeta B, Gender and Education: The Social Context of schooling Girl Children in India, 1995.
- Erik Olin Wright, "From Paradigm Battles to Pragmatist Realism: towards an integrated class analysis", New Left Review (forthcoming)

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

- Daryl Glaser, “Class as a Normative Category: Egalitarian Reasons to Take It Seriously (With a South African Case Study)
- Daryl Glaser, 'Should An Egalitarian Support Black Economic Empowerment?',Politikon, vol. 34, no. 2, 105-123, 2007.
- John Roemer paper: “Should Marxist’s care about exploitation” in Analytical Marxism and Philosophy & public affairs 1985
- Michael Marmot, Richard Wilkinson, Social Determinants of Health: The Solid Facts
- Gomberg, How to make opportunity equal (Blackwell, 2007)
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.( 2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore

### **SEMESTER – IV**

#### **THEORY – ELECTIVE COURSE**

#### **MPEDN04E08: CURRICULUM DESIGN 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	-	3	48	-	48	40	60	100

# **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

## **COURSE OBJECTIVES:**

- To understand the ever evolving curriculum of physical education
- To develop opportunities to construct & design the curriculum of PE in broader aspects realizing the age group, gender consideration and physiological basis.

## **COURSE LEARNING OUTCOMES:**

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

- Students will be able to design need based curriculum of PE various groups.

## **COURSE CONTENTS**

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

- Importance of Curriculum Development-Factors affecting Curriculum, changing needs of student, National and Professional policies.
- Principles Of Planning:
- Determining objectives, understanding the capacity, Characteristics and needs of the learner. Selecting material for instruction, selection methods of teaching, evaluation and follow-up.

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

- Aims, goals and objectives, operative definition of objectives direct, concomitant and associated learning Feasibility of realization of objectives.
- Understanding the Learner: Growth, development, needs interests of different age groups and sexes, motivation effective to these levels physical psychological and social developments, long term needs of the learner for developing appropriate skills and attitude.
- Selecting Material for Instruction: Classification of activities in physical education, the outcome of each class of activity, suitability of activities for different age groups and sexes, progress in curriculum, cultural influence in the choice of activities, flexibility of programme material.
- Selecting Methods Of Teaching: Grouping of students for instruction, lecture, and projects activities. Demonstration, block of period, total time allotment for a given activity, teaching aids, conditioning special gadgets to concentrate on development of particular skills bringing. Pre-requisites for learning a given skills or activity, provision for individual differences.

### **Unit-III**

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- Development Programme For Different Levels Of Education: Kindergarten, elementary school, middle school, high and higher secondary school, college and university, special institution (technical school, orphan hostel) special programmes for clubs, special days National days etc.
- Relationship Of Physical Education To Allied Areas: Health education, school recreation, community recreation, inter-school tournaments and other curricular areas in the school.
- Co-Education In Physical Education: Integrating the programmes for boys and girls, activities suitable for co-education needs, levels at which co-education is desirable, special provision for development of girls programme.

### **Unit-IV:**

- Evaluation and Follow-Up Process in Physical Education: Procedure for evaluating students in physical education grading knowledge, skill officiating and attitude, evaluation the programme as to whether objectives are realized and whether the materials and methods have been defective.
- Long range follow-up by questionnaire studies and surveys of the needs met by the Physical Education Programme, annual follow-up in continuous revision of programmes.
- Committee Recommendation-NCERT, CBSE, UGC recommendations on curriculum for school and colleges curriculum followed in college of Physical Education C.P. Ed., B.P.E. or B.Ed., B.P.Ed., Diploma in Physical Education M.A./M.Sc./M.Phil.
- Evaluation procedure in curriculum design.

### **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)**

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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- End Semester Exam Marks: 60
- Classroom Test, Assignments, Presentations Marks: 40
  - Classroom Tests: Best one out of two unit tests Marks: 16
  - Tutorial with viva, discussions, Seminar Presentations Marks: 16
  - Assignments (Two Assignments) Marks: 8

### **SUGGESTED READINGS**

- Kelly, L., & Melograno, V. (2014) Developing the physical education curriculum. ISBN-13: 978-1478627043 ISBN-10: 1478627042
- James, J. (2005). Curriculum design in physical education and sports. New Delhi: Friends Publications (India). ISBN-10: 8172161433. ISBN-13: 978-8172161439
- Shinde, B. (2011). Curriculum design in physical education. New Delhi: Sports. Publication. ISBN-10: 8178796260. ISBN-13: 978-8178796260
- Mohnsen, B. (2008). Teaching middle school physical education. Champaign, IL: Human Kinetics. ISBN-13: 978-0736068499 ISBN-10: 073606849X
- Gupta, R., Sharma, A., & Sharma, S. (2004). Professional preparation and curriculum designs in physical education and sports. New Delhi: Friends Publications. ISBN 13: 9788172160821 (978-81-7216-082-1) ISBN: 8172160828 (81-7216-082-8)

### **IV SEMESTER**

#### **PART – A: THEORY – OPEN ELECTIVE**

#### **MPEDN04001**

**(As offered from other departments)**

**Master of Physical Education (MPed) Syllabus  
(Effective from Academic Year 2020-21)**

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**IV SEMESTER**

**PART – B**

**PRACTICUM COURSES (SPORTS SPECIALIZATION –II)**

**CONTINUATION FROM SEMESTER-III**

**MPEDN04P35 - BASEBALL**

**MPEDN04P36 - BASKETBALL**

**MPEDN04P37 - CRICKET**



## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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**MPEDN04P38 - FOOTBALL**

**MPEDN04P39 - HANDBALL**

**MPEDN04P40 - HOCKEY**

**MPEDN04P41 - NETBALL**

**MPEDN04P42 - SOFTBALL**

**MPEDN04P43 - VOLLEYBALL**

**MPEDN04P44 - BADMINTON**

**MPEDN04P45 - TABLE TENNIS**

**MPEDN04P46 - TENNIS**

<b>Credit</b>			<b>Teaching Hours</b>		
<b>L/T</b>	<b>P/I</b>	<b>Total</b>	<b>L/T</b>	<b>P/I</b>	<b>Total</b>
1	3	4	16	96	112

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

### **ESSENCE OF THE COURSE**

The course of Sports Specialization – I, is so designed to provide an opportunity to teacher educators to learn the basic techniques of the game/sport and are not only able to display them but also systematically teach them.

### **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.

### **COURSE LEARNING OUTCOMES:**

**After Completion of the course the students shall be able to:**

- Gain knowledge of the Game/Sport.
- Learn the layout and marking for the Game/Sport.
- Demonstrate various drills & lead up activities related to Game/Sport.
- Develop the skills to teach rules, fundamentals and strategies of Game/Sport.

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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

## **Master of Physical Education (MPed) Syllabus (Effective from Academic Year 2020-21)**

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### **ASSESSMENT RUBRICS**

Classroom test/Written test, Performance Test, Project Work, Assignments, Presentations,  
Practical Work

<b>Components</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Project File	(20%) Marks: 8	(20%) Marks: 12	Marks: 20
Officiating	(20%) Marks: 8	(20%) Marks: 12	Marks: 20
Viva	(20%) Marks: 8	(20%) Marks: 12	Marks: 20