

**CURRICULUM FRAMEWORK:  
2-YEAR M.P.ED. PROGRAMME**

# CURRICULUM OF M. P. ED. PROGRAMME

This document presents the course structure for 2-year M.P.Ed. programme designed to provide opportunity to students at post graduate level toward specialized knowledge in physical education, seeking a broad based spectrum of study that crosses discrete portions of physical, biological, psychological and social science in an integrated, orderly and logical sequence. The curriculum focuses on horizontal integration of multi-facet discipline aiming at physical education specialist who can develop and promote physical education at schools, colleges and universities across the nation. The programme structure consists of formal courses and related experiences which focus on human involvement in physical education and related aspects.

The curriculum of the two-year M.P.Ed. programme shall comprise of the following components:

Major Components	Areas Covered	Description	Suggested Credit Allocation
Theory & Practicum	Foundation courses in Physical Education, Sports / Games Courses & ICT etc.	<ol style="list-style-type: none"> <li>1. Foundation Courses in Physical Education in the areas of History, Principles, Foundations of Physical Education, Health Education and Sport Science Courses.</li> <li>2. Practicum Courses comprising the basic and advance level of learning of the sports/games.</li> <li>3. Physical Education Teacher Training Courses (which are also linked with the field internship / immersion/ attachment in a teacher education Institution) shall also be included in the core.</li> </ol>	Theory Courses: 52 (including 11 credits for practicum)
Specialization (Sports)	Courses in the choice Sport / Game shall be offered as Core Course in which option of the Game / Sport shall be taken. (Such as Basketball/Volleyball/ Athletics etc.)	Core courses, Game / Sport Focusing on the game / sport relevant to the scope of the programme such as teaching, learning and scientific coaching of the Game /Sport. Enabling the differently abled in the Game / Sport.	16 Credits of (8 Credits each for selected Sports/Game)
School Internship / Field Attachment /Inter Semester Break Internship	Teacher Education Institution + Sports Organizations / Sports Clubs / Volunteering	Field Internship attachment in <ol style="list-style-type: none"> <li>a. A teacher education institution</li> <li>b. Area of Specialization</li> </ol>	22 Credits
Research Leading to Dissertation	Related to Specialisation / foundations	Students (in close mentorship of a faculty member) learn to plan and conduct a research, and write a thesis.	12 Credits to be completed in two semesters
<b>TOTAL CREDITS</b>			<b>102</b>

**Credit Requirement for the Degree of Master of Physical Education 2-year (4 Semesters): 102**

## SECTION 1

### **1. Conceptual Framework**

In the process of developing the curriculum framework, the sub-committee engraved essential features of a programme based on the recommendations of NCTE.

1. Two years M.P.Ed. programme for post graduate in physical education.
2. Inclusion of courses and experiences which focus on human involvement in physical education and related areas.
3. Reflect horizontal approach yielding holistic and integrated physical education discipline.
4. Promote quality research and investigation in physical education that can be applied for future development of the discipline.
5. Emphasize on developing skills among physical education professionals for qualitative delivery of physical education programme at senior secondary schools, colleges, and universities.
6. Provide a logical balance between theory and field experience.
7. Provide experiences that require human involvement in physical education and related activities.

#### **1.1 The context of recommendations**

This section of the report presents the conceptual basis of curriculum framework for 2-year M.P.Ed. Programme. The interdisciplinary nature of the physical education requires integration and cross-curriculum planning with other disciplines and curricular areas. The curriculum framework also includes Yoga along with major components of the Information & Communication Technology (ICT), Gender and Disability/Inclusive education which shall form an integral part of the curriculum. The conceptual basis for the recommendations revolves around identification and understanding of Challenges and opportunities for physical education; physical education as an educational experience; integration of physical education towards wholesome development; and role towards professional training in physical education.

##### **1.1.1. Teacher Training in Physical Education – The Opportunities & Challenges :**

###### **Opportunities**

The National Council for Teacher Education with the Norms, Standards & Regulations 2014 has earmarked an era standardizing teacher preparation programme in physical education across the country. The programme of the physical education is designed to provide a comprehensive understanding about the core and allied domains through in depth and extensive exposure in the field of physical education domains of teaching, sports & research along with ability to critically analyze, perceive, organize and plan physical education programmes based on scientific approach. It also provide a platform to deliver and evaluate goal oriented research which is beneficial for the profession and society.

###### **Challenges**

Physical education teacher training programmes involves of all knowledge, skills, and learning experiences that are provided to learners within the institutional programme, the quality of teacher education programme depends on multidimensional factors of training institutes, colleges and universities. Since they play the most crucial role in the professional education, their education becomes vital not only for implementation of the recommendations of the curriculum framework but also for the improvement of overall quality of teacher education (NCTE 2009). The competence of professional leaders in physical education and sports is affected by pre-

college experiences and quality delivery of college education. The physical education curriculum framework to be conducted at the post graduate level is set as per the best practices set at the post graduate teacher education programme in Physical Education. The curriculum is thus designed to cater to the diverse section of the society across the nation.

### **1.1.2. Physical Education as an educational experience**

A Curriculum Framework for Physical Education Programme should focus on preparing Physical Education teachers for senior secondary schools (classes XI and XII) as well as assistant professors/ directors/sports officers in colleges/ universities. This framework defines Physical Education as part of the educational experience which provides learners with the opportunity to become aware of and engage in physical activity that is whole-bodied, intrinsically valuable and personally meaningful within the context of the learners' social and environmental setting. (Physical Education Curriculum Framework NCTE 2009).

### **1.1.3. Integration of Physical education for wholesome development**

Physical education is distinguished from other curricular areas by its primary focus on the body and on physical experience and is an integral part of the educational process, without which the education of the child is incomplete. The educational balance between academic and co-curricular activities requires an orientation towards inculcation of health consciousness amongst students, which includes the development of physical, mental and social domain of an individual. With the increase in pace of development of the nation, people striving towards attainment of better life, and for the attainment of strength to sustain the challenges of life, there is a requirement of urgency to lay a strong foundation and strengthen physical education and sports programme at all levels of the education programme for contributing towards development of human resources who can be assets for nation's growth and prosperity. This creates a need for the integration of physical education, sports, yoga and recreational activities in the education system for the overall quality of the younger generation.

### **1.1.4. Role towards professional training in physical education**

Physical education teacher preparation programmes are entrusted with the responsibility to inspire, motivate and/or adequately prepare quality physical education teachers to respond to the dynamic needs of learners in the society so as to utilize and implement it in the personal, professional and social life. Trained physical education teachers are expected to play an important role towards promotion of life skills for the youth of the nation. Physical education teachers help young people to develop the fitness, motor, personal and social skills needed to maintain a lifestyle that enhances fitness and improves health over the lifespan. The teacher education programme in physical education must emphasize the development of reflective thinking and problem-solving skills. Physical education students should be reflective practitioners through a combination of theoretical course work and sequential field experiences. During their academic work, students must receive extensive experience interacting with students from different walks of life.

### **1.1.5. Expected outcome of physical education professional training programme**

1. Value physical activity: Be energetic, enjoy helping others in learning motor and sport skills.
2. Be willing to serve as a role model for fitness and skill development for others.
3. To advocate for the utilization of the resources needed to promote and maintain healthy behaviour.
4. To possess skills in developing group dynamics and to be able to communicate with the learners in social environment.
5. To recognize, identify, demonstrate, apply, discuss and evaluate professional processes.
6. State, compare, manipulate, design & deduce research enquiry in physical education & sports. Develop enquiry based approach to identify, formulate and investigate problems and issues using established theories, methodologies, practices in physical education and sports.
7. To communicate professionally and effectively, both oral and written instructions.
8. To identify, summarize, plan and design physical activity, exercise, yoga, teaching and coaching programme as per needs of the society.

## SECTION - II

### **GUIDELINES FOR M. P. ED. 2-YEAR PROGRAMME (FOUR SEMESTERS), CREDIT SYSTEM (CS)**

#### **Preamble**

Masters of Physical Education (M. P. Ed.) 2-year (Four Semesters) programme is a professional programme meant for preparing teachers for senior secondary level (class XI and XII) as well as Assistant Professors/Directors/Sports Officers/ in the colleges/universities and teacher educators in college of physical education & university departments of physical educations.

M. P. Ed. programme is designed to include aims of Physical Education and communication skills, social context of Physical Education subject and its pedagogical knowledge. The programme comprises of core subjects, elective subjects, practicum and teaching practice courses including compulsory internship in senior secondary school.

#### **The CS System**

M.P.Ed. programme shall run on Credit System (CS). It is an instructional package developed to suit the needs of students, to keep pace with the developments in senior secondary and higher education and the quality assurance expected of it in the light of liberalization and globalization.

#### **Internship programme:**

Each student admitted to the M.P.Ed. course shall have to undergo 22 Credits (4 Credits in I, 6 credits in II, 6 credits in III and 6 credits in IV semester) compulsory intensive School Internship Programme (SIP) / training in schools. The internship programme shall be of 550 marks.

The Teacher Intern will have an opportunity to act as a regular teacher and participate in all the school activities, including :

- Planning
- Teaching
- Assessment
- Interacting with children
- Interacting with school teachers
- Interacting with community members
- Crisis management
- Involvement in outreach activities

#### **Examination and Evaluation in School Internship Programme:**

The Evaluation of performance during the School Internship Programme shall have the following components and scheme of Examination:

The respective weightage of the various components are indicated as below:

<b>S. No.</b>	<b>Components</b>	<b>Weightages in Marks out of 550</b>
1.	Pre-Internship Engagement in Schools (4 credits = 128 hours) during Semester-I.	<b>100</b>
2.	Internship Teaching in School (6 credits = 192 hours) during Semester-II.	<b>150</b>
3.	Internship Teaching in School (6 credits = 192 hours) during Semester-III.	<b>150</b>

4.	Intensive Students Teaching in Schools (6 credits = 192 hours) during Semester-IV.	<b>150</b>
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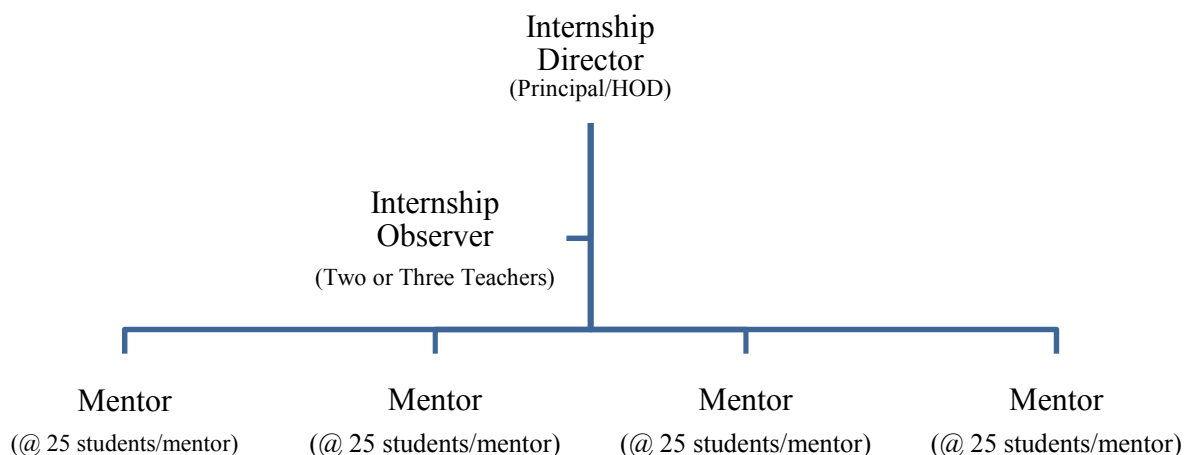
### Training Experiences (22 credits i.e. 4 credits + 6 credits + 6 credits + 6 credits)

The University / Institution / Department / College may organize the internship programme either continuously or in parts for each semester.

- The Teacher Intern (TI) will complete a 128 hours of classes in Semester-I.
- The Teacher Intern (TI) will complete a 192 hours of classes in Semester-II.
- TI will complete 192 hours in Semester-III.
- The Teacher Intern (TI) will complete 192 hours of classes in Semester-IV
- Interns will receive 2 hours of weekly individual supervision/ group supervision by Mentor (based on group discussion among internees, problems, experiences, cases will be discussed and day-wise weekly reports will be checked and verified).

### SIP Authorities

The effectiveness of Internship depends on the authorities and their professional touch related to Internship. Therefore for effective implementation of Internship following authorities will be approached.



- **Internship Director (ID):** Principal/Head of Department shall be the Internship Director.
- **Internship Observer (IO):** It will consist of a group of Teachers, there will be one senior teacher (preferably Professor/Associate Professor) and two Teacher (Associate Professor/assistant Professor). One of them will be the convenor. For smooth conduct, facilitation and official liasoning the internship observer should be provided Secretarial assistance through one office assistance and a peon. The IO will also be responsible for allotment of Mentors
- **Mentor School Teacher (MST):** School teacher assigned the responsibility of mentoring.
- **Mentor:** Assistant Professor will be assigned the responsibility of mentoring. Twenty-five TI will be allotted to each Mentor (if the number of the students is less the distribution will reduce proportionally).
- **Teacher Intern (TI) or Pupil Teacher:** The B.P. Ed. student admitted in the Teacher Education Institution and issued permission letter for internship by the IO in consultation with the ID.

### Evaluation :

- The evaluation of Pre-Internship Engagement in Schools (PIES) will be based on submission of all duly completed and signed records (5 documents) as per the **annexure 1** in semester I.

Sl. No.	Evaluation Area	Weightage (Percentage)
1.	School Record-Activity Details	20
2.	Classroom behaviours Report	20
3.	Student Diversity Report	20
4.	Government/Public School Observation Record	20
5.	School Internship Program Diary (SIPD)	20
<b>Internal Evaluation by Mentors and final grades by IO in consultation with ID</b>		<b>100</b>

- The weightage of Internship Teaching in School on the field shall be 100% Internal. Distribution of marks for ITS shall be based upon submission of 6 documents given in **annexure 2** in semester II:

Sl. No.	Evaluation Area	Weightage (Percentage)
1.	5 Lesson Plans (5 x 10 Marks)	50
2.	Other document sheets/records as per list of documents annexure	100
<b>Internal Evaluation by Mentors and final grades by IO in consultation with ID</b>		<b>150</b>

- The weightage of Internship Teaching in School on the field shall be 100% Internal. Distribution of marks for ITS shall be based upon submission of 6 documents given in **annexure 2** in semester III:

Sl. No.	Evaluation Area	Weightage (Percentage)
1.	10 Lesson Plans (10 x 10 Marks)	100
2.	Other document sheets/records as per list of documents annexure	50
<b>Internal Evaluation by Mentors and final grades by IO in consultation with ID</b>		<b>150</b>

- The evaluation of Intensive Students Teaching in Schools will be based on submission of all duly completed and signed records (8 documents) as per the **annexure 3** in semester IV.

Sl. No.	Evaluation Area	Weightage (Percentage)
1.	School Record-Activity Details	10
2.	Classroom behaviours Report	10
3.	Student Diversity Report	10
4.	Government/Public School Observation Record	10
5.	School Internship Program Diary (SIPD)	10
6.	10 Lesson Plans (10 x 10 Marks)	100
<b>Internal Evaluation by Mentors and final grades by IO in consultation with ID</b>		<b>150</b>

**Note:** Regularity in attendance will be given due weightage in every component. Leave will be permissible as per school norms and sanctioned by IO through proper channel only. Hundred percent attendance will be mandatory (barring sanctioned leave).



**List of Documents for PIES (Annexure-1)**

1. School Record-Activity Details
2. Student Behaviour Report
3. Student Diversity Report
4. Government/Public School Observation Record
5. School Internship Program Diary (SIPD)

**List of Documents for ITS (Annexure-2)**

1. School Record-Activity Details
2. Student Behaviours Report
3. Student Diversity Report
4. Government/Public School Observation Record
5. School Internship Program Diary (SIPD)
6. Ten Lesson Plans

**List of Documents for ISTS (Annexure-3)**

1. School Record-Activity Details
2. Student Behaviour Report
3. Student Diversity Report
4. Government/Public School Observation Record
5. School Internship Program Diary (SIPD)
6. Lesson Plans
7. School Observation Report
8. TI Attendance Record for ISTS

List of documents to be prepared and submitted by Teacher Intern at the end of Internship (duly signed and discussed in follow-up workshops every week).

**Course**

The M.P.Ed. programme consists of a number of courses. The term 'Course' indicates a logical part of subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories of courses suggested for the M.P.Ed. Programme.

**PART – A: Theory Courses****PART – B: Practicum Course (Sports Specialization)****PART – C: Internship****Credit**

The term 'Credit' refers to a unit by which the programme/course 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 two hours of practical work / field work per week. Therefore, one credit is equivalent to 25 marks and 16 hours of teaching (lecture or tutorial) or 32 hours of practical work / field work per week semester.

Year 1: 16 – 18 weeks x 2 semesters

Year 2: 16 – 18 weeks x 2 semesters + 3 weeks in inter-semester breaks

Total: 16 – 18 weeks x 4 semesters = 64 – 72 weeks; + 3 weeks for field immersion during

Inter semester breaks = 70 – 78 weeks.

7 weeks should be allocated to the field immersion. Each year should have a total of at least 200 working days exclusive of admissions and exam period.

Information and Communication Technology (ICT), gender, yoga education and disability/inclusive physical education shall form an integral part of the M.P.Ed. curriculum. The taught courses have practicum components, wherever applicable, including experience in planning, budgeting, managing, reporting and follow-up of sporting events. The programme nurtures the teacher educator to transform learning into practice.

**SECTION – III**  
**M.P.Ed. (2-Year, Four Semesters) Programme Structure**

**Semester – I**

**Table-1: Distribution of Credit, Hours and Marks:**

**Total Credit in the Semester: 24**

**Theory Credits: 16 Practicum Credits: 08**

Course Code	Course Name	Credit			Teaching Hours			Assessment			
		L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total	
<b>Part - A</b>	<b>Theory Courses</b>								T	P	
	<b>Core</b>										
<b>MPCC – 101</b>	Research Process in Physical Education and Sports Sciences	4	-	4	64	-	64	30	70	-	100
<b>MPCC – 102</b>	Applied Statistics in Physical Education and Sports	3	1	4	48	32	80	30	50	20	100
<b>MPCC – 103</b>	Professional Preparation in Physical Education & Sports	4	-	4	64	-	64	30	70	-	100
	<b>Elective (Select any one)</b>										
<b>MPEC – 104/105</b>	(a) Computer application (b) Sports Technology	3	1	4	48	32	80	30	50	20	100
<b>Part – B</b>	<b>Practicum Courses</b>							<b>Int.</b>	<b>Ext.</b>	<b>Total</b>	
<b>MPPC – 101</b>	Sports Specialization – I (Select any one from the following) Track & Field / Gymnastics / Swimming / Combative Sports (any one on the basis of feasibility) / Indigenous Sports (any one on the basis of feasibility)	2	2	4	32	64	96	T 50	P 50	-	100
<b>Part – C</b>	<b>Internship</b>										
<b>MPI – 101</b>	School Internship	-	4	4	-	128	128	100	-	-	100
<b>Total</b>		<b>16</b>	<b>8</b>	<b>24</b>	<b>256</b>	<b>256</b>	<b>512</b>	<b>250</b>	<b>275</b>	<b>75</b>	<b>600</b>

Note: L/T=Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

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**

**Table-2: Distribution of Credit, Hours and Marks**

**Total Credits in the Semester: 26**

**Theory Credits: 14 Practical Credits: 12**

Course Code	Course Name	Credit			Teaching Hours			Assessment			
		L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total	
<b>Part - A</b>	<b>Theory Courses</b>								T	P	
	<b>Core</b>										
<b>MPCC – 201</b>	Sports and Exercise Physiology	3	1	4	48	32	80	30	50	20	100
<b>MPCC – 202</b>	Scientific Principles of Sports Training	4	-	4	64	-	64	30	70	-	100
<b>MPCC – 203</b>	Yogic Sciences	3	1	4	48	32	80	30	50	20	100
	<b>Elective (Select any one)</b>										
<b>MPEC – 204/205</b>	(a) Sports Management. (b) Sports Journalism and Mass Communication	3	1	4	48	32	80	30	50	20	100
<b>Part – C</b>	<b>Practicum Courses</b>							<b>Int.</b>	<b>Ext.</b>	<b>Total</b>	
<b>MPPC – 201</b>	Sports Specialization – I (continuation from I-Semester)	1	3	4	16	96	112	T 50	P 50	-	100
	<b>Internship</b>										
<b>MPI – 201</b>	School Internship	-	6	6	-	192	192	150	-	-	150
<b>Total</b>		<b>14</b>	<b>12</b>	<b>26</b>	<b>224</b>	<b>384</b>	<b>608</b>	<b>300</b>	<b>240</b>	<b>110</b>	<b>650</b>

Note: L/T=Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

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 – III

Table-3: Distribution of Credit, Hours and Marks

Total Credits for the Semester: 26

Theory Credits: 14 Practicum Credits: 12 (Including Teaching Practice)

Course Code	Course Name	Credit			Teaching Hours			Assessment			
		L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total	
<b>Part - A</b>	<b>Theory Courses</b>								T	P	
	<b>Core</b>										
<b>MPCC – 301</b>	Health Education and Sports Nutrition	3	1	4	48	32	80	30	50	20	100
<b>MPCC – 302</b>	Sports Psychology	3	1	4	48	32	80	30	50	20	100
<b>MPCC – 303</b>	Kinesiology and Sports Biomechanics	3	1	4	48	32	80	30	50	20	100
	<b>Elective (Select any one)</b>										
<b>MPEC – 304 / 305</b>	a. Sports Sociology b. Physical Fitness and Wellness	3	1	4	48	32	80	30	50	20	100
<b>Part – B</b>	<b>Practicum Courses</b>							<b>Int.</b>	<b>Ext.</b>	<b>Total</b>	
<b>MPPC – 301</b>	Sports Specialization – II (Select any one from the following) Team Sports / Racket Sports (any one on the basis of feasibility)	2	2	4	32	64	96	T	P	-	100
								50	50		
<b>Part – C</b>	<b>Internship</b>										
<b>MPI – 301</b>	School Internship	-	6	6	-	192	192	150	-	-	150
<b>Total</b>		<b>14</b>	<b>12</b>	<b>26</b>	<b>224</b>	<b>384</b>	<b>608</b>	<b>300</b>	<b>235</b>	<b>115</b>	<b>650</b>

Note: L/T=Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

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 – IV**

**Table-4: Distribution of Credit, Hours and Marks**

**Total Credits for the Semester: 26**

**Theory Credits: 15 Practicum Credits: 11**

Course Code	Course Name	Credit			Teaching Hours			Assessment			
		L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.		Total
<b>Part – A</b>	<b>Theory Courses</b>								T	P	
	<b>Core</b>										
<b>MPCC – 401</b>	Measurement and Evaluation in Physical Education	3	1	4	48	32	80	30	50	20	100
<b>MPCC – 402</b>	Gender, Disability & Inclusive Sport Education	4	-	4	64	-	64	30	70	-	100
<b>MPCC – 403</b>	Athletic Care and Rehabilitation	3	1	4	48	32	80	30	50	20	100
	<b>Elective (Select any one)</b>										
<b>MPEC – 404/405</b>	a. Dissertation*	4	-	4	64	-	64	-	-	-	100
	b. Curriculum Designs in Physical Education	4	-	4	64	-	64	30	70	-	100
<b>Part – B</b>	<b>Practicum Courses</b>							<b>Int.</b>	<b>Ext.</b>	<b>Total</b>	
<b>MPPC– 401</b>	Sports Specialization – II (continuation from III-Semester)	1	3	4	16	96	112	T	P	-	100
								50	50		
<b>Part – C</b>	<b>Internship</b>										
<b>MPI – 401</b>	School Internship	-	6	6	-	192	192	150	-	-	150
<b>Total</b>		<b>15</b>	<b>11</b>	<b>26</b>	<b>240</b>	<b>352</b>	<b>592</b>	<b>300</b>	<b>260</b>	<b>90</b>	<b>650</b>

\* 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.

Note: L/T=Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

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).

**Credit Requirement for the Degree of Master of Physical Education 2-year (4 Semesters): 102**

Semester I: 24 (Theory Credits: 16; Practicum Credits: 4; Internship Credits: 4)  
 Semester II: 26 (Theory Credits: 14; Practicum Credits: 6; Internship Credits: 6)  
 Semester III: 26 (Theory Credits: 14; Practicum Credits: 6; Internship Credits: 6)  
 Semester IV: 26 (Theory Credits: 15; Practicum Credits: 5; Internship Credits: 6)

**SECTION - IV**  
**Detailed Syllabus of the Courses**

**MPED – I Semester**  
**PART – A**  
**THEORY COURSES**

**MPCC – 101:**

**Course Title: RESEARCH PROCESS IN PHYSICAL EDUCATION AND SPORTS SCIENCES**

<b>Credit</b>			<b>Teaching Hours</b>		
<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>	<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>
4	-	4	64	-	64

**THE COURSE OBJECTIVES ARE:**

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.

**THE STUDENT LEARNING OUTCOMES ARE:**

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.
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. Students use research data to formulate or evaluate new research questions, using reason and persuasion in a logical argument.
11. To know how to apply the basic aspects of the research process in order to plan and execute a research proposal and research report.
12. To be able to present, review and publish scientific articles.

## **Unit – I**

Meaning of Research : Need and importance of Research. Scope of Research in Physical Education.

Types of Research-pure Research. Applied Research, Action Research.

## **Unit – II**

Formulation and Development of Research Problem : Location of Research Problem-Criteria in Selecting the Research Problem-Formulation of Hypothesis Research Proposal.

Survey of Related Literature : Need to Survey relation Literature Library, Sources-Library, Reading Abstracting the materials.

## **Unit – III**

Philosophical Studies-Need for Philosophical Studies, Nature of Philosophical methods, Thinking.

Historical Research : Definition and Scope of Historical Research, Sources of Historical Data, Criticism of Historical Sources (Primary and Secondary). Writing the Report.

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

## **Unit – IV**

Experimental Research : Historical Background Nature and Meaning of Experimental Research. Laboratory Experimentation vs. field Experimentation. Different Experimental Designs-Concept of independent and Dependent Variables Control of factors in experimentation. Research Hypothesis

## **Unit – V**

Major Areas of Research - Exercise Physiology, Sport Psychology. Motor Learning, Bio-mechanics & Growth and Development.

Preparation of a Research Report : Organisation of Materials-Mechanics of Writing, research report.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

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



**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

**TEXT & REFERENCES:**

- 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; PoompugarPathippagam
- Rothstein, A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc.
- Subramanian, R, Thirumalai Kumar S & Arumugam C (2010) Research Methods in Health, Physical Education and Sports, New Delhi; Friends Publication
- Moorthy A. M. Research Processes in Physical Education (2010); Friends Publication, New Delhi

**MPCC – 102:**

**Course Title: APPLIED STATISTICS IN PHYSICAL EDUCATION AND SPORTS**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	64

**THE COURSE OBJECTIVES ARE:**

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

**STUDENT LEARNING OUTCOMES:**

1. Know how to organize, manage, and present data.
2. Explore and organize data for analysis.
3. Use and apply a wide variety of specific statistical methods.
4. Demonstrate understanding of the properties of probability and probability distributions.
5. Demonstrate understanding of the probabilistic foundations of inference.
6. Apply inferential methods relating to the means of Normal distributions.
7. Understand the concept of the sampling distribution of a statistic, and in particular describe the behavior of the sample mean.
8. Effectively communicate results of statistical analysis.
9. Demonstrate understanding of statistical concepts embedded in their courses.
10. Demonstrate proficiency in analyzing data using methods embedded in their courses.
11. Demonstrate ability to select appropriate methodologies for analysis based on properties of particular data sets.

**Unit – I: Introduction**

Nature and Need of Statistics ,History of Statistics

Types of Statistical processes : Descriptive, Comparative, Relationship, Inferential and

Predictive.Quantitative, data-Attributes and variables.

**Unit – II:The Normal Curve**

Definition of normal curve. Principle of normal curve.

Binomial Theorem relationship to normal curve

Properties of normal curve.

Divergence from normality -skewness and kurtosis.

Scoring Scales-Sigma Scale, Z Scale, T Scale.

### **Unit – III: Meaning of reliability.**

Factors effecting reliability, randomising size and variability.

Sampling and sampling theory and technique

Difference between Means.

Choice of significant level.

Type I and Type II errors.

Two and one tailed tests.

Null Hypothesis.

### **Unit – IV: Correlation**

Meaning of correlation.

Magnitudes of correlation.

Computing correlation using following methods:-

(i)Product Moment Method (Ungrouped and grouped data)

Rank-difference method.

Level of significance of correlation coefficients.

### **Unit – V: Analysis of Variance**

One way analysis of variance, with equal and unequal sample sizes. Repeated Measures ANOVA.

Post hock comparison LSD and Scheffe's Test.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

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

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

**TEXT & REFERENCES:**

- 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

**MPEC – 103:**

**Course Title: PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION & SPORTS**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
4	-	4	64	-	64

**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.

**STUDENT LEARNING OUTCOMES:**

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

**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.

Accreditation and Certification - A State function.

Role of the Central Government in education and professional preparation-Relationship of Central and State Governments.

Role of non-official agencies in improving professional preparation. Voluntary accrediting agencies, Professional Associations.

**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 and purposes in professional preparation, organisation in general education. Preparation of General Education, allied and foundational subject and Professional knowledge in the curriculum for professional training at various levels.

General professional education - Aims and objectives, pattern of general Professional education, qualifications desirable for all teachers.

### **Unit – III: Undergraduate 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, Laboratory and resources, staff placement and follow-up, guidance and follow-up, accrediting authorities, state education Boards and Universities.

### **Unit – IV: Post-graduate preparation**

Post-graduate preparation of professional personal, purposes of post-graduate studies admission requirements, curriculum, areas, Research requirement, Methods of instruction, special qualifications of staff teaching at post-graduate level, professional relations.

General principles of Management of school, and services rendered by the schools, apprenticeship. on-the-job projects, surveys and reports, critical appraisal of existing types of post-graduate programmes.

Comparative study of professional preparation in physical education in India with those of USA, USSR and U.K.

### **Unit – V: In-Service Education**

In-Service Education of Professional personal. Nature and scope of service Education, Responsibility for in-service training, Role of Administration. Physical Education Training institutes, Supervisors, specialist Teachers, the professional and in-service training programmes, in-service education through individual efforts.

Evaluation in the preparation of professional personal, definition and purpose of evaluation importance of evaluation. Measurement and evaluation steps in Evaluation process and its application to Physical Education Professional preparation programmes.

Employment Trends :

Job specialisation. Professional preparation in allied areas (Education, Labour Welfare) social welfare, student counselling dean of students).

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

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

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

### **TEXT & REFERENCE:**

1. Kelly, L., & Melograno, V.(2014) Developing the physical education curriculum. ISBN-13: 978-1478627043 ISBN-10: 1478627042
2. James, J. (2005). Curriculum design in physical education and sports. New Delhi: Friends Publications (India). ISBN-10: 8172161433. ISBN-13: 978-8172161439

3. Shinde, B. (2011). Curriculum design in physical education. New Delhi: Sports Publication. **ISBN-10:** 8178796260. **ISBN-13:** 978-8178796260
4. Mohnsen, B. (2008). Teaching middle school physical education. Champaign, IL: Human Kinetics. ISBN-13: 978-0736068499 ISBN-10: 073606849X
5. 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)

**MPCC – 104:**  
**Course Title: COMPUTER APPLICATION**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**COURSE OBJECTIVES:**

- To impart the concepts of ICT & Education Technology in Physical Education and sports.
- To develop understanding about various concepts of computer fundamentals and applying technology in teaching learning situation.

**STUDENT LEARNING OUTCOMES:**

- Correlate the of ICT & Education Technology in Physical Education and Sports concepts with the sports and athlete specific situations
- Integrate the knowledge about Communication Process and Teaching for learner.
- List down the Information Technology utilized in the field of sports.
- Analyze the issues related to Internet, Networking, E-learning and Cyber Security.

**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**

MS EXCEL - Making a Table, Calculation, Analysis & Charts.

Introduction to SPSS

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

Introduction to Networking & Internet - LAN, WAN, CAN, MAN

Internet, World Wide Web, Website, Portals, E Mails, Search Engines

**Unit – V:**

Introduction to IT Act.

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



## **LIST OF PRACTICUM**

- Design various types of formats in MS Excel
- Preparation of PPT
- Searching & Browsing
- 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.

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

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

## **TEXT & REFERENCES:**

- 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-13: 978-1494895761
- Felker, K. (2011). Integrating technology into physical education and health. [Place of publication not identified]: American Press. ISBN-10: 0896414965. ISBN-13: 978-0896414969
- Mohnsen, B. (2012) Using technology in physical education. ISBN-10: 1893166899 ISBN-13: 978-1893166899
- 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

**MPEC – 105:**  
**Course Title: SPORTS TECHNOLOGY**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**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.

**STUDENT LEARNING OUTCOMES:**

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.

**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
- 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
- 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 III: Sports Dynamics**

- Concepts of internal force, axial force, shear force, bending movement, torsion, energy method to find displacement of structure, strain energy.
- Biomechanics of daily and common activities –Gait, Posture, and Body levers, ergonomics,

- Mechanical principles in movements such as lifting, walking, running, throwing, jumping, pulling, pushing etc., Motion coordinate system, Kinetics of particles Newton's laws of Motion, Work, Energy, Impulse and momentum

#### **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

#### **UNIT V: Practical/Field Visit**

- Visit to a stadia for understanding the process of construction & requirements there of
- Building process:- design phase (including brief documentation), construction phase
- Functional (occupational) life, Re-evaluation, refurbish, 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.

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

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

#### **TEXT & REFERENCE:**

- Franz K. F. etc. Editor, Routledge Handbook of Sports Technology and Engineering (Routledge, 2013)
- Steve Hake, Editor, The Engineering of Sport (CRC Press, 1996)
- 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 (Routledge, 2013)
- 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. ISBN-10: 142026902X. ISBN-13: 978-1420269024

- Bruce, L., Hilvert, J., & Hilvert-Bruce, A. (2005). Sports technology. South Yarra, Vic.: Macmillan Library. ISBN-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
- Thompson, G. (2001). Sports technology. Southbank, Vic.: Nelson Thomson Learning. ISBN-10: 0174203586. ISBN-13: 978-0174203582

**MPED – I Semester  
PART – B  
PRACTICUM COURSES (SPORTS SPECIALIZATION – I)**

- MPPC – 101 (A): TRACK AND FIELD**
- MPPC – 101 (B): GYMNASTIC**
- MPPC – 101 (C): SWIMMING**
- MPPC – 101 (D): COMBATIVE SPORT (BOXING)**
- MPPC – 101 (E): COMBATIVE SPORT (FENCING)**
- MPPC – 101 (F): COMBATIVE SPORT (JUDO)**
- MPPC – 101 (G): COMBATIVE SPORT (TAEKWONDO)**
- MPPC – 101 (H): COMBATIVE SPORT (MARTIAL ART & KARATE)**
- MPPC – 101 (I): COMBATIVE SPORT (WRESTLING)**
- MPPC – 101 (J): INDIGENOUS SPORT (MALKHAMB)**
- MPPC – 101 (K): INDIGENOUS SPORT (KABADDI)**
- MPPC – 101 (L): INDIGENOUS SPORT (KHO-KHO)**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
2	2	4	32	64	96

**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.

**STUDENT 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 – 1: Introduction**

- Historical development of the game/sport at national and international levels.
- National Bodies controlling game/sport and their affiliated units.
- International Bodies controlling game/sport and their affiliated units.
- Major National and International competitions in Game/Sport.
- Layout and marking of play field/ground/courts and measurement of equipments used in Game/Sport.

### **UNIT – II: Techniques/Skills development:**

- Classification of techniques/skills.
- Technique/skill training: Preparatory, Basic, Supplementary exercises.
- Identification & Correction of faults.
- Training for mastery in technique/skill.
- Recreational and lead-up activities.
- Warm-up and cool down for game/sports.

### **UNIT –III: Officiating:**

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

### **UNIT – IV: Training (Means & Method)**

- Training methods and means for the development of motor abilities (Strength, Speed, Endurance and Flexibility)
- Basic Concept of preparation of training schedules.
- Tactical training in game/sport.

### **UNIT – V : Planning of Training**

- Preparation of short term and long term training plans in game/sport.
- Periodization in training of players in game/sport.
- General/specific fitness tests and performance/skill test in game/sport.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

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

**ASSESSMENT RUBRIC:** Classroom Test, Performance Test, Project Work, Assignments, Presentations, Practical Work

**Semester I**  
**PART – C: INTERNSHIP TEACHING**  
**MPI–101: INTERNSHIP (PRE-INTERNSHIP ENGAGEMENT)**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	4	4	-	128	128

**ESSENCE OF THE COURSE**

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, organisation 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) department.

**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**

**Marks: 100**

School Record-Activity Details	20
Classroom Behaviours Report	20
Student Diversity Report	20
Government/Public School Observation Record	20
School Internship Program Diary (SIPD)	20

**MPED – II Semester  
PART – A  
THEORY COURSES**

**MPCC – 201:  
Course Title: SPORTS AND EXERCISE PHYSIOLOGY**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**THE COURSE OBJECTIVES ARE:**

- 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.

**STUDENT LEARNING OUTCOMES:**

- 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

**Unit – I: Introduction**

Definition of Physiology and Exercise Physiology and Role of Exercise Physiology in the Field of Physical Education and Sports.

Skeletal Muscle, Structure and function :

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-Motor unit- type I and type-II fibers Recovery From Exercise

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, muscular systems)

**Unit – II: Bioenergetics**

Fuel for muscular work, , energy for muscular contraction and contractile and biochemical changes during muscular contraction. Heat production and thermodynamics of muscle contraction.



Neuron-muscular junction and co-ordination of muscular activity :

Neuron and motor unit transmission of nerve impulse bio-electric potentials, neuro-muscular junction and transmission of nerve impulse across it.

Propioreception and kinesthesia. Tone. Posture and equilibrium. Physiological Effect of anaerobic and aerobic training. Physiological Effect of aerobic training. on (i) heart and circulatory systems (ii) Respiratory system. (A brief discussion on other systems). Standard Lung Volumes, Capacities, and Measures, Minute Ventilation, Ventilation and Exercise, Alveolar Ventilation and Dead Space, Lactate Threshold and Its Detection Using Gas Exchange.

Concept of Physical fitness and physical training, warming up, conditioning and fatigue, physiological aspects of development of strength, endurance, skill, speed agility and co-ordination.

### **Unit – III: Work capacity under different environmental conditions**

Heat Balance - Temperature Regulation, Exercise in the heat, Circulatory system and Sweating Mechanism, Dehydration, Thermal Injury, Acclimatization to heat and physical conditioning.

Exercise in the Cold - Physiological Responses during exercise in the cold, Factors that Influence Heat Loss in the Cold, Health Risks of Cold Exposure, Training in the Cold, Other Factors that Influence thermoregulation,

Performance at Altitude - Acclimation to Altitude Exposure, Acclimation and Exercise Performance at Altitude, Training and Altitude.

Exercise in the hot and humid.

### **Unit – IV: Endocrine System and Exercise**

Nature and Importance of Hormones in Exercise and Sports

Effect of Exercise on Endocrine Function.            Exercise Body Composition and Weight Control

Body Composition, Somatotypes, Body Fat: Concepts and Assessment, Assessment Methods for Body Composition

Obesity and Weight Control - Definition of obesity, Measurement of fat with various methods (under water & skinfold measurements) Body weight control, positive and Negative Energy Balance. Making Weight in Wrestlers.

### **Unit – V: Drugs and Ergogenic Aids:**

Definition and Classifications :- Nutritional aids-carbohydrates- loading, water & Electrolytes Vitamins and Minerals.

Pharmacological Agents-Steroids, Growth Hormone Amphetamines, Aspartic Acid Salts, Alkaline Ingestion Caffeine, Pangamic Acid (Vitamin B 15)

Physiological Agents-Blood Doping, Oxygen

Age and Exercise.

Age changes in muscle function, Cardiovascular system, Pulmonary Function, Age and Physical Work Capacity, Effect of Physical Conditioning on Losses in Functional capacities caused by Aging.

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

### **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.
- Measurement of body fat
- BMI method.
- Assessment of Body Composition by Skinfold caliper method
- Assessment of Cardio Respiratory Fitness, through various field methods

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

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

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

### **TEXT & REFERENCES:**

- 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.
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- Sandhya Tiwari. (1999). Exercise Physiology. Sports Publishers.
- Shaver, L. (1981). Essentials of Exercise Physiology. New Delhi: Subject Publications.
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- William, D. Mc Aradle. (1996). Exercise Physiology, Energy, Nutrition and Human Performance. Philadelphia: Lippincott Williams and Wilkins Company.
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- 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

**MPCC -202:**  
**Course Title: SCIENTIFIC PRINCIPLES OF SPORTS TRAINING**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
4	-	4	64	-	64

**COURSE OBJECTIVES:**

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

**Unit – I**

Philosophy of Coaching and Qualities of a Coach.

Function of Competitive Sports.

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

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, strength training for children and women.

Speed-Forms of speed, characteristics of speed, training means and methods.

Endurance:- Forms of endurance, characteristics of endurance, endurance training means and methods.  
Carbohydrate loading

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.

Tactics :

Definition of tactics and strategy

Basic Tactical concepts - offensive, defensive high performance

Methods of tactical training

Control of tactical knowledge

### **Unit – III**

Technique :

Definition of skill, technique and style

Characteristics of technique

Phases of skill acquisition

Methods for the development of technique

Planning and organization of Training:

Importance of planning

Principal of planning

Systems of Planning

auses and correction of faults

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 organization of Training:

Importance of planning

Principal of planning

Systems of Planning

Periodisation 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

Periodisation 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

## **Unit –V**

Talent Identification and development

Evaluation of Training:

(i) Items to be included in evaluation programme

(ii) Rules governing performance checks and motor test

Talent Identification and development

Evaluation of Training:

- (i) Items to be included in evaluation programme
- (ii) Rules governing performance checks and motor test

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

**TEXT & REFERENCES:**

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

**MPCC – 203:**  
**Course Title: YOGIC SCIENCES**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**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

**STUDENT LEARNING OUTCOMES:**

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.

**UNIT I: Introduction to Yoga**

Meaning and Definition of Yoga, Astana Yoga: Yama, Niyama, Asana, Pranayama, Prathyahara, Dharana, Dhyana, Samathi. Concept of Yogic Practices: Principles - Breathing -Awareness- Relaxation. Sequence- Counter pose –Time – Place – Blanket – Clothes – Bathing - Emptying the bowels – Stomach – Diet - No straining – Age - Contra-indications - Inverted asana – Sunbathing.

**UNIT II:**

Loosening exercises: Techniques and benefits. Asanas: Types- Techniques and Benefits. Yogasans and its values. Surya namaskar: Methods and benefits. Pranayama: Types- Methods and benefits. Nadis : Meaning, methods and benefits. Chakras: Major Chakaras - Benefits of clearing and balancing Chakras.

**UNIT III:**

Yoga and Sports: Yoga Supplemental Exercises -Yoga Compensation Exercises- Yoga Regeneration Exercises- Power Yoga. Role of Yoga in Psychological Preparation of athlete: Mental Wellbeing, Anxiety, Depression, Concentration, Self-Actualization.

**UNIT IV:**

Effect of Yoga on Physiological System:  
Circulatory, Skeletal, Digestive, Nervous, Respiratory, Excretory Systems. International Day of Yoga, Common Yoga Protocol suggested by AYUSH

**Unit V**

1. Asana (Sitting, Standing, Bending & Twisting)
2. Pranayama (5 types)



3. Mudras: Meaning, Techniques & Benefits
4. Shat Kriyas- Meaning, Techniques and Benefits
5. Bandas: Meaning, Techniques & Benefits
6. Meditation: Meaning, Techniques & Benefits
7. Relaxation (Shavasana & Makrasana)

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

**TEXT & REFERENCES:**

- Authors Guide (2015), International Day of Yoga, Common Yoga Protocol, New Delhi: Ministry of AYUSH, Government of India.
- George Feuerstein. (1975). Text Book of Yoga. London: MotilalBansaridass Publishers (P) Ltd.,
- Gore.(1990). Anatomy and Physiology of Yogac Practices.Lonavala: KanchanPrkashan.
- Helen Purperhart (2004) The Yoga Adventure for Children. Netherlands: AHunter House Book.
- Iyengar, B. K. S. (2000). Light on Yoga. New Delhi: Harper Collins Publishers.
- Kuvalyananda Swami & S.L. Vinekar.(1963). Yogic Therapy – Basic Principles and Methods. New Delhi: Govt of India, Central Health Education and Bureau.
- Kenghe.C.T. (1976). Yoga as Depth-Psychology and para-Psychology (Vol-I): Historical Background, Varanasi: BharataManishai.
- Moorthy .A.M &Alagesan.S. (2004).Yoga Therapy. Coimbatore: Teachers Publication House.
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- Swami Kuvalayananda. (1998). Asanas.Lonavla: Kaivalyadhama.
- Swami Satyananda Sarasvati. (1989). Asana Pranayama Mudra Bandha.Munger: Bihar School of Yoga, Swami Sivananda. (1971). The Science of Pranayama. Chennai: A Divine Life Society Publication,
- Tiwari. O .P. (1998). Asanas-Why and How. Lonavla: Kaivalyadhama.
- Thirumalai Kumar. S and Indira .S(2011) Yoga in Your Life, Chennai: The Parkar Publication.
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- Lysebeth, A. (1979). Pranayama, the yoga of breathing. London: Unwin Paperbacks.ISBN-10: 0041490509. ISBN-13: 978-0041490503
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- Desikachar, T. (1999). The heart of yoga. Rochester, Vt.: Inner Traditions International.ISBN-13: 978-0892817641. ISBN-10: 089281764X
- Iyengar, B. (1979). Light on yoga. New York: Schocken Books.ISBN-10: 0805210318. ISBN-13: 978-0805210316
- Kaminoff, L., & Matthews, A. (2012). Yoga anatomy. Champaign, IL: Human Kinetics.ISBN-10: 1450400248. ISBN-13: 978-1450400244

**MPEC – 204:**  
**Course Title: SPORTS MANAGEMENT**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**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

**STUDENT LEARNING OUTCOMES:**

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

**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:**

- Management of infrastructure, equipment, finance and personnel.
- Programme Management:
- Factors influencing programme development.
- Organisation and Functions of Spots 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 of supplies and equipment.

#### UNIT IV

- 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 – V :

- SWOT Analysis
- Organising sports meet:
  - Institutional sport event
  - Community sport event
  - Fitness Events for children
- Officiating in the institutional tournaments
- Planning & Organising 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.

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

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

#### TEXT & REFERENCES:

- Chakraborty&Samiran. (1998). Sports Management. New Delhi: Sports Publication.
- Charles, A, Bucher & March, L, Krotee. (1993). Management of Physical Education and Sports. St. Louis: Mosby Publishing Company.
- Chelladurai, P. (1999). Human Resources Management in Sports and Recreation. Human Kinetics.
- John, E, Nixon & Ann, E, Jewett. (1964). Physical Education Curriculum, New York: The Ronald Press Company.
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- Yadvinder Singh. Sports Management, New Delhi: Lakshay Publication
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- Bowers, M. (2015). Sport management. Champaign: Sagamore Publishing.ISBN-10: 1571677267. ISBN-13: 978-1571677266
- Krotee, M., & Bucher, C. (2007). Management of physical education and sport. Boston: McGraw-Hill.ISBN-10: 0072972920. ISBN-13: 978-0072972924

**MPEC – 205:**

**Course Title: SPORTS JOURNALISM AND MASS COMMUNICATION**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**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.

**STUDENT LEARNING OUTCOMES:**

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

**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 and its History

**UNIT – II: Mass Media**

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

**UNIT – III: 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

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.

## UNIT - V

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. News paper style and slant.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

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

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

### TEXT & REFERENCE:

- 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.
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- Mohit Chakrabarti (2008): Value Education: Changing Perspective, New Delhi: Kanishka Publication.
- Billings, A., Butterworth, M., & Turman, P. (2012). Communication and sport. Thousand Oaks, Calif.: SAGE.ISBN-13: 978-1412972932 ISBN-10: 1412972930
- Billings, A. (2014)Routledge handbook of sport and new media. RoutledgeISBN-13: 978-0415532761 ISBN-10: 0415532760
- Billings, A., Butterworth, M., & Turman, P.(2014) Communication and sport.ISBN-13: 978-1452279138ISBN-10: 1452279136
- Sandvoss, C., Real, M., & Bernstein, A. (2012). Bodies of discourse. New York, NY: Peter Lang.ISBN-13: 978-1433111730ISBN-10: 143311173X
- Deninger, D. (2012). Sports on television. New York: Routledge.ISBN-10: 0415896762 ISBN-13: 978-0415

**MPED – II Semester  
PART – B  
PRACTICUM COURSES (SPORTS SPECIALIZATION –I)  
CONTINUED FROM SEMESTER-I**

- MPPC – 201 (A): TRACK AND FIELD**  
**MPPC – 201 (B): GYMNASTIC**  
**MPPC – 201 (C): SWIMMING**  
**MPPC – 201 (D): COMBATIVE SPORT (BOXING)**  
**MPPC – 201 (E): COMBATIVE SPORT (FENCING)**  
**MPPC – 201 (F): COMBATIVE SPORT (JUDO)**  
**MPPC – 201 (G): COMBATIVE SPORT (TAEKWONDO)**  
**MPPC – 201 (H): COMBATIVE SPORT (MARTIAL ART & KARATE)**  
**MPPC – 201 (I): COMBATIVE SPORT (WRESTLING)**  
**MPPC – 201 (J): INDIGENOUS SPORT (MALKHAMB)**  
**MPPC – 201 (K): INDIGENOUS SPORT (KABADDI)**  
**MPPC – 201 (L): INDIGENOUS SPORT (KHO-KHO)**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
1	3	4	16	96	112

**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.

**STUDENT 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)**

**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 – 1: Introduction**

- Layout and marking of play field/ground/courts and measurement of equipments used in Game/Sport.

### **UNIT – II: Techniques/Skills development:**

- Classification of techniques/skills.
- Technique/skill training: Preparatory, Basic, Supplementary exercises.
- Identification & Correction of faults.
- Training for mastery in technique/skill.
- Recreational and lead-up activities.
- Warm-up and cool down for game/sports.

### **UNIT –III: Officiating:**

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

### **UNIT – IV: Training (Means & Method)**

- Training methods and means for the development of motor abilities (Strength, Speed, Endurance and Flexibility)
- Basic Concept of preparation of training schedules.
- Tactical training in game/sport.
- Psychological preparation required during competition in game/sport.

### **UNIT – V : Planning of Training**

- Preparation of short term and long term training plans in game/sport.
- Periodization in training of players in game/sport.
- General/specific fitness tests and performance/skill test in game/sport.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

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

**ASSESSMENT RUBRIC:** Classroom Test, Performance Test, Project Work, Assignments, Presentations, Practical Work

**Semester II**  
**PART – C: INTERNSHIP TEACHING**  
**MPI:201 INTERNSHIP (FIELD ENGAGEMENT)**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	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 gap between theory and practice through planned and structured tasks or projects designed in-cooperation with the teacher education institute and host 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 association or organization known as field mentor together guide groups of students.

**COURSE OBJECTIVE**

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; Sports Organisation; Sports Academy/Sports Clubs

Scope: Officiating; Outdoor Teaching; Classroom Teaching; Coaching.

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 guide and the faculty guide 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.

### **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**

**Marks: 150**

School Record-Activity Details	20
Classroom Behaviours Report	20
Student Diversity Report	20
Government/Public School Observation Record	20
School Internship Program Diary (SIPD)	20
5 Lesson Plan (5x10 marks)	50

**MPED – III Semester  
PART – A  
THEORY COURSES**

**MPCC – 301:  
Course Title: HEALTH EDUCATION AND SPORTS NUTRITION**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**THE COURSE OBJECTIVE IS**

- 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:**

- 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

**Unit – I**

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, Health for all by 2000 A.D. latest trends in Health Education.

Health Education: Its contents and aims. Use of Audio-visual aids, method of individual, group, mass approaches of Health Education.

Inter-relationship between different components of Health and Spiritual 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 in Relation to the following-

- (i) Role of Physical Education Teacher, Principle, Class Teacher, Doctor.
  - a. 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.

Food for children at primary, Middle and secondary level.

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:

(i) Water, Impurities in water, purification of water and water borne diseases with reference to worm.

Infestations and Amoebiasis Detection of Chlorine in water.

Ideal well and its maintenance. Chlorination of water at camp aids.

Air pollution and its effect on health occupational diseases. Mousing and its problems and health aspects.

Light, noise, temperature and radiation, their effects on health.

### **Unit – IV**

Non-communicable diseases and Evils of community. Brief description of important non-communicable diseases.

Population policy, population dynamics, population explosion, national family welfare programme, need of sex education. Alcoholism, Drugs habituation - dependence and addiction. Their prevention and control.

Communicable Diseases:

Natural history of communicable diseases.

Epidemiology of communicable disease.

Levels of prevention : Brief description of following communicable diseases and their prevention.

Tetanus, Tuberculosis, Jaundice (Infections, Hepatitis)

Scabies and common skin infections

Chicken pox, Mumps and Measles

Malaria and filaria

Rabies (Hydrophobia and animal bite).

Sexually transmitted diseases and Aids.

## **Unit – V**

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

### **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.

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

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

### **TEXT & REFERENCES:**

- 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&
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- Emily R. Foster, KarynHartiger& Katherine A. Smith, Fitness Fun, Human Kinetics Publishers 2002.
- Lawrence, Debbie, Exercise to Music. A & C Black Publishers Ltd. 37, Sohe Square, London 1999
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- Koelen, M., & Ban, A. (2004). Health education and health promotion. Wageningen, Netherlands: Wageningen Academic Publishers. ISBN 9789076998442
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**MPCC – 302:**  
**Course Title: SPORTS PSYCHOLOGY**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**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

**STUDENT LEARNING OUTCOMES:**

- Correlate the psychological concepts with the sports and athlete specific situations
- 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 affect 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.

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,

## **Unit – IV**

Motivation:

Meaning of motives, need, drive role of motives, attitude and interest in physical activity.

Meaning and types of motivation, 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, modifying behaviour in sports, Implementing behavioural programmes, Intrinsic Motivation and Extrinsic Rewards, Cognitive Evaluation Theory, relationship between extrinsic and intrinsic motivation, Increasing Intrinsic motivation, Flow - A Special Case of Intrinsic Motivation.

## **Unit – V**

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:

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

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### **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.

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

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations



## **TEXT & REFERENCES:**

- 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.
- 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.
- Whiting, K, Karman Hendry L.B & Jones M.G. (1999) Personality and Performance in Physical Education and Sports London: Hendry Kempton Publishers.
- Weinberg, R., & Gould, D. (2011). Foundations of sport and exercise psychology. Leeds: Human Kinetics. ISBN-13: 978-0736083232. ISBN-10: 0736083235
- Cox, R. (2012). Sport psychology. New York: McGraw-Hill. ISBN-13: 978-0078022470. ISBN-10: 0078022479
- Burton, D., & Raedeke, T. (2008). Sport psychology for coaches. Champaign, IL: Human Kinetics. ISBN-13: 978-0736039864. ISBN-10: 0736039864
- Anshel, M. (2012). Sport psychology. San Francisco, CA: Pearson Benjamin Cummings. ISBN-13: 978-0321732491. ISBN-10: 0321732499
- LeUnes, A. (2008). Sport psychology. New York: Psychology Press. ISBN-13: 978-0805862669. ISBN-10: 0805862668

**MPED – IV Semester  
PART – A  
THEORY COURSES**

**MPCC – 303:  
Course Title: KINESIOLOGY & SPORTS BIOMECHANICS**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**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

**STUDENT LEARNING OUTCOMES:**

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.

**Unit - I**

Introduction

Meaning of Biomechanics.

Biomechanics in Physical Education, Sports and Research Fundamental Skills-Basic and sports.

Movement Analysis- Kinesiological Analysis, Mechanical Analysis and Bio- Mechanical Analysis

Understand and Principles of Application Derived from the following concepts.

**Unit – II**

Linear, Angular and General Motion:

Distance and Displacement (Linear and Angular), Speed and Velocity (Linear and Angular)

Acceleration (Linear and Angular ) Uniform Motion

Units of these, Relationship of Linear and Angular Motion. Centrifugal and Centripetal Forces.

Newton Laws of motion as applicable to linear and Angular motion.

### **Unit – III**

Force : Meaning, units of force, effects of force/Sources of Force, Components and Resultant, Friction, Pressure.

Work, Power and Energy.

Movement of Force, Movement of Inertia, Levers

### **Unit – IV**

Freely falling bodies, Projectiles, Momentum and Impulse.

Stability (Static and Dynamic), Initiating Rotation in the air.

Spin, Impact and Elasticity.

Fluid Mechanics. Air Resistance and Water Resistance.

### **Unit – V**

Analysis of Fundamental skills:

Walking, Running, Jumping, Throwing, Lifting, Pulling, Pushing, Catching, and Climbing.

Analysis of Sports Skills of the Following.

Athletics, Gymnastics, Swimming, Football, Hockey, Basketball, Volleyball and Cricket.

### **LIST OF PRACTICUM**

- Analysis of movement:
- Types of analysis, Kinesiological, Biomechanical, Cinematographic,
- 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.

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

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

### **TEXT & REFERENCES:**

- McGinnis, P. (2013). Biomechanics of sport and exercise. Champaign, IL: Human Kinetics. ISBN 9780736079662
- Blazeovich, A. (2007). Sports biomechanics. London: A. & C. Black. ISBN 9780713678710
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- Deshpande S.H. (2002), Manav Kriya Vigyan – Kinesiology (Hindi Edition) Amravati: Hanuman Vyayam Prasarak Mandal.
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- 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)
- Uppal, A.K. (2004), Kinesiology in Physical Education and Exercise Science, Delhi Friends Publication
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**MPEC – 304:**  
**Course Title: Sociology of Sports**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

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**Unit – I: Introduction**

Nature, Scope and Method of Sport Sociology

Sport as a social phenomenon

Sociological analysis of sports and sport sociology as an academic discipline.

Social factor (appearance, sociality, aspiration level and audience) inference on participation and performance in sport.

**Unit – II: Sports and Micro Social System:**

Study of sports groups.

Group interaction, competition and cooperation.

Behaviour characteristics, qualities and role of sports leaders.

Sports and cultures.

**Unit – III: Sports and Macro social Systems :**

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)

Socialization via games and sport.

**Unit – IV: 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.

**Unit – V: 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.

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

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

**TEXT & REFERENCES:**

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 Dimdensions to Physical Activity.
6. Coakley J.J. : Sport in Society.

**MPEC – 305:**  
**Course Title: PHYSICAL FITNESS AND WELLNESS**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**THE COURSE OBJECTIVE IS:**

- 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:**

- 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

**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
- Measurement of Body Composition
- Measurement of Basic Strength, Endurance and Flexibility
- Assessment of cardio respiratory fitness, Health Related Fitness
- Stress Assessment & its Management Techniques

**UNIT IV: Exercise Prescription**

- Preparation & implementation of Group Exercise Plans
- Preparation & implementation of Personal Training Plans
- Resistance Training for Muscular Strength and Endurance; principles of resistance training,

- 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)
- Group Exercises Plan, Personal Training, and Fitness & Wellness Activities for various ages & population

### **UNIT V: Establishment and Management of Fitness Centre**

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

**PRACTICUM:** Orientation and management of fitness center, various equipments and wet zone.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

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

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

### **TEXT & REFERENCE:**

- 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, KarynHartiger& Katherine A. Smith, Fitness Fun, Human Kinetics Publishers 2002.
- 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
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- Greenberg, J., Dintiman, G., & Myers Oakes, B. (2004). Physical fitness and wellness. Champaign, IL: Human Kinetics. ISBN-13: 978-0736046961. ISBN-10: 0736046968



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

- MPPC – 301 (A): Baseball**
- MPPC – 301 (B): Basketball**
- MPPC – 301 (C): Cricket**
- MPPC – 301 (D): Football**
- MPPC – 301 (E): Handball**
- MPPC – 301 (F): Hockey**
- MPPC – 301 (G): Netball**
- MPPC – 301 (H): Softball**
- MPPC – 301 (I): Volleyball**
- MPPC – 301 (J): Badminton**
- MPPC – 301 (K): Table Tennis**
- MPPC – 301 (L): Tennis**
- MPPC – 301 (M): Squash**

<b>Credit</b>			<b>Teaching Hours</b>		
<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>	<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>
2	2	4	32	64	96

**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.

**STUDENT 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: Introduction**

- Historical development of the game/sport at national and international levels.
- National Bodies controlling game/sport and their affiliated units.
- International Bodies controlling game/sport and their affiliated units.
- Major National and International competitions in Game/Sport.
- Layout and marking of play field/ground/courts and measurement of equipments used in Game/Sport.

### **UNIT – II: Techniques/Skills development:**

- Classification of techniques/skills.
- Technique/skill training: Preparatory, Basic, Supplementary exercises.
- Identification & Correction of faults.
- Training for mastery in technique/skill.
- Recreational and lead-up activities.
- Warm-up and cool down for game/sports.

### **UNIT –III: Officiating:**

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

### **UNIT – IV: Training (Means & Method)**

- Training methods and means for the development of motor abilities (Strength, Speed, Endurance and Flexibility)
- Basic Concept of preparation of training schedules.
- Tactical training in game/sport.

### **UNIT – V : Planning of Training**

- Preparation of short term and long term training plans in game/sport.
- Periodization in training of players in game/sport.
- General/specific fitness tests and performance/skill test in game/sport.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

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

**ASSESSMENT RUBRIC:** Classroom Test, Performance Test, Project Work, Assignments, Presentations, Practical Work

**Semester III**  
**PART – C: INTERNSHIP TEACHING**  
**MPCC –301: Course : School Internship**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	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 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 organisation/sport academies/sports clubs focusing on the benefit will accrue to the school/college/sport organisation/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, its environment, some understanding of children and the teaching learning process duly guided with faculty supervisors & mentors.

**COURSE OBJECTIVES:**

- To observe children 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 in the schools.
- To experience the school 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.

**STUDENT LEARNING OUTCOMES:**

- Demonstrate the practical concepts of teaching practice.
- Develop teaching proficiency for outdoor and indoor activities.
- Organize and compose mass demonstration /displays.
- Develop the knowledge of equipment that can be used for different indigenous activities.
- Develop the knowledge of free hand exercises emphasizing on physical fitness, rhythmic sense and neuromuscular co-ordination.

## COURSE CONTENTS

1. Be provided a **School Internship Program Diary (SIPD)** which will have all details of SIP.
2. Practice in accordance with professional ethics for school teachers given in SIPD. Identify and make detailed **note of complex ethical situations that challenge professional values** and seek guidance for addressing these situations from mentors at appropriate venue.
3. Apply knowledge of perspectives, curriculum, pedagogy and enhanced professional capacity to their professional practice in schools. With an intention to actively involve himself/herself **TI will ensure planning, documentation and teaching (with feedback schedules) of at least 20 lessons.**
4. 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 school. Articulation opportunity will be provided in a **'Follow-up Workshop (FW)'** (preferably from 4.00 pm to 6.00 pm on Friday/Saturday) every week by IO in Teacher Education department/Faculty during which all mentors will be present.
5. 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 workshop every week. Complete required case documentation and report signing promptly and accurately everyday and every week. **(TI behaviour & its impact record sheet)**
6. Facilitate completion of individual program requirements including necessary hours i.e. 36 hours of school internship (SI) per week.
7. Participate in all regularly scheduled activities of the school and develop a daily routine schedule for his/her Internship School (IS) based on personal observation, participation and thorough consultation with the mentors **(Internship School daily routine schedule).**
8. Become familiar with all sorts of formal and informal activities in and outside classroom in the school campus and develop a detailed checklist of all such activities ( formal and informal separately) with brief notes of each of them. **(Checklist of Formal and Informal Activities in School)** 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. They will develop **student profile, anecdotal record and report card for all students of one class** (Assuming roles of a class teacher for the class of his/her MST preferably) and present them in FW.
9. 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 ITS :

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 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.
4. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, 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 engaging in dialogue with the School Management Committee, parents and the

- community.
5. Based on the experiences and actions during SIP, TI will prepare an innovative practices 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 and countersigned by IO (**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/learning by doing etc.

**ASSESSMENT RUBRICS:**

- 10 Lesson Plans (10 x 10 Marks)
- Other document sheets/records  
(as per list of documents in annexure 2)

**Marks: 150**

**Marks: 100**

**Marks: 50**

**MPCC-401:**

**Course Title: MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**THE COURSE OBJECTIVES ARE:**

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

**STUDENT LEARNING OUTCOMES ARE:**

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

**Unit – I: Introduction:**

Meaning of the terms measurement and evaluation, nature and scope/purposes of measurement and evaluation programme, Need and importance of measurement and evaluation in the field of Physical Education.

Principles of Measurement and Evaluation Programme.

Taxonomy of educational objectives

Domains of behavior – cognitive domain, the affective domain, psycho motor domain writing behavioral objectives

Test Evaluation: Criteria of Test Selection-Scientific Authenticity, (Reliability, Validity, Objectivity, norms, Administrative, Feasibility, and Educational application.

Classification of tests-Standardised and teacher made tests, objectives and subjective tests. advantages and disadvantages of subjective and objective evaluation

**Unit – II: Construction of tests**

knowledge tests (written tests).

Determining the purpose of the test

Planning the test – test blue print, objectives, content. Construction of test items- Types of Cognitive test items - Objective- true-false, Matching items, Completion items, identification, multiple choice

Types of Cognitive test items – subjective-Short essay and essay items- writing essay items.

Evaluation of knowledge test- Reliability- Kuder-Richardson method, Split- Halves method

Validity-Item analysis- Index of Discrimination; item difficulty; individual item difficulty

Construction of Physical performance tests (fitness & skills tests)- steps in test construction and evaluation.

Psychomotor skill tests- Simulated condition items; Game performance Items

Rating Scales- Constructing rating scale Grading in Physical Education- philosophy, purpose, measurable factors, criteria & methods of grading, systems of grading.

.

### **Unit-III: Measurement Of Organic Functions:**

Cardiovascular respiratory function- Cooper's 12 minutes continuous Run/Walk test, Tuttle pulse ratio test. Hyman's cardiopulmonary Index (CPI),Harvard step test and its modifications

.Motor fitness:

Oregon Motor fitness test, J.C.R. Test, AAHER Youth Fitness test, Indian Motor fitness test, National Physical Fitness Programme test, Canadian Motor fitness test.

Tests of General motor ability.

Mc. Cloys general motor ability test, Iowa Brace test, methony Johnson test

Test For Strength And Skill

Strength : Roger's Physical fitness index and suggested changes in the PEI test.

Kraus - Weber Minimum Muscular Test

### **Unit-IV: Assessment of skills and Anthropometry**

Skill Test:

Volleyball - Brady test, Russel and Lang's test; Basketball - Johnson test, Knox test

Soccer - Mc Donald test, Johnson test; Field Hockey – Harbans Singh field hockey test

Badminton - Broer Miller test; Tennis - Dyer Tennis test.

Measures Of Posture - Anthropometry,

Measurement of posture and body mechanics- IOWA Posture test (Cureton's)

Anthropometric Measurements-



Girth Measurements - Upper arm, fore arm, calf, chest.

Width Measurement - Sacromial, chest, illiocrestal, reipieondylar (Femur and Humorous)

Height Measurement - Stature and sitting height

Somototype - Sheldon's technique, Heath - Carter Method.

### **Unit-V: Measurement of Social and Psychological Factors**

Social factors -

Social efficiency scale - Mc. Cloys Behaviour rating scale, Co well social Behaviour trend index, Social Distance Scale, Mental Health analysis, Wasoburn's social adjustment inventory.

Socio Metric Technique - Introduction

Measurement of attitude and Leadership

Psychological factors -

Anxiety Scale - Spilberger's Competitive State - Anxiety Scales.

Other sports specific scales/Questionnaire - Motivation, Achievement Motivation, Leadership etc.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

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

**PRACTICUM:** Tests of Unit III & IV should be conducted practically also.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

### **TEXT & REFERENCES:**

- Bangsbo, J. (1994). Fitness training in football: A scientific approach. Bagsvaerd, Denmark: Ho+Storm.
- Barron, H. M., &Mchee, R. (1997). A practical approach to measurement in physical education. Philadelphia: Lea and Febiger.
- Barron, H.M. &Mchee, R. (1997). A Practical approach to measurement in physical education. Philadelphia: Lea and Febiger.
- Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi: D.V.S. Publications.
- 2 years B.P.Ed Curriculum | 40
- Mathews, D.K., (1973). Measurement in physical education, Philadelphia: W.B.SoundersCompnay.
- Pheasant, S. (1996). Body space: anthropometry, ergonomics and design of work. Taylor &

- Francis, New York.
- Phillips, D. A., & Hornak, J. E. (1979). Measurement and evaluation in physical education. New York: John Willey and Sons.
- Sodhi, H.S., & Sidhu, L.S. (1984). Physique and selection of sports- a kinanthropometric study. Patiala: Punjab Publishing House.

**MPCC – 402:**

**Course Title: GENDER, DISABILITY & INCLUSIVE SPORT EDUCATION**

<b>Credit</b>			<b>Teaching Hours</b>		
<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>	<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>
4	-	4	64	-	64

**COURSE OBJECTIVES:**

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

**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**

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

- Educational approaches and measures for meeting the diverse needs

### **UNIT V: 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.

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

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

### **TEXT & REFERENCES:**

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

**MPCC: 403:**  
**Course Title: ATHLETIC CARE AND REHABILITATION**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	48	32	80

**COURSE OBJECTIVES:**

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

**STUDENT LEARNING OUTCOMES:**

- 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.

**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.
- Brief historical sketch of sports medicine in India.

**UNIT II: Introduction to Athletic Care & Rehabilitation**

- 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 III: Prevention & Treatment of Injuries**

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

- Role of Massage in the treatment of athletic injuries.

#### **UNIT IV: 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 V: Common Regional Injuries of Head, Neck, Spine, Shoulder, Knee & Ankle**

- Head Injuries: General concept, explanation of concussion
- Neck Injuries: Mechanism of injuries, general approach.
- Lumbar Spine Injuries: General introduction to ligamentous and muscular injuries, Complications of injuries to nervous tissues.
- Low Back pain: Common causes, general care and prevention.
- Shoulder Injuries: Introduction to shoulder dislocation & rotator cuff injuries.
- Knee Injuries: Introduction to injuries of main ligaments of knee and meniscus tear.
- Ankle Injuries: Introduction to ankle sprains, grades of ankle sprain.
- Overuse Injuries: General approach, brief explanation of shin splints, tennis elbow.

#### **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.

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

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations

#### **TEXT & REFERENCE:**

- Fritz, S. (2013)Sports & exercise massage. Elsevier mosbyISBN-13: 978-0323083829
- ISBN-10: 032308382X
- McKone, W. (1997). Osteopathic athletic health care. London: Chapman & Hall.ISBN-13: 978-0412590900ISBN-10: 0412590905
- Magee, D. (2011). Athletic and sport issues in musculoskeletal rehabilitation. St. Louis, Mo.: Elsevier/Saunders.ISBN-13: 978-1416022640. ISBN-10: 1416022643

- Miniaci, A., & Iannotti, J. (2014). Disorders of the shoulder. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins Health. ISBN-13: 978-1451130584. ISBN-10: 1451130589
- Puddu, G., Giombini, A., & Selvanetti, A. (2001). Rehabilitation of sports injuries. Berlin: Springer. ISBN-13: 978-3540674757. ISBN-10: 3540674756

**MPEC – 404:**  
**Course Title: DISSERTATION**

<b>Credit</b>			<b>Teaching Hours</b>		
<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>	<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>
4	-	4	64	-	64

**COURSE OBJECTIVES:**

- To enable the students to develop skills and competencies for conducting rigorous, theoretically correct and practically relevant research in Physical Education & Sports
- Student Learning Outcome:
- 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.

**TEACHING LEARNING STRATEGIES:** The students shall be encouraged to discussion, use of library, seminars & presentations.

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

**ASSESSMENT RUBRIC:** Developing of a synopsis (draft proposal for dissertation)



**MPEC – 405:**  
**Course Title: CURRICULUM DESIGN IN PHYSICAL EDUCATION**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
4	-	4	64	-	64

**COURSE OBJECTIVES:**

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

**STUDENT LEARNING OUTCOMES:**

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

**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 realisation 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.

**Unit – III :**

- Selecting Material For Instruction:  
 Classification of activities in physical education, the out come 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, 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 u. pre-requisitees for learning a given skills or activity, provision for individual differences.

#### Unit – IV:

- 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 – V:

- 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 realised 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.

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

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations, Practical Work

#### TEXT & REFERENCE:

6. Kelly, L., & Melograno, V.(2014) Developing the physical education curriculum. ISBN-13: 978-1478627043 ISBN-10: 1478627042
7. James, J. (2005). Curriculum design in physical education and sports. New Delhi: Friends Publications (India). ISBN-10: 8172161433. ISBN-13: 978-8172161439
8. Shinde, B. (2011). Curriculum design in physical education. New Delhi: Sports Publication. ISBN-10: 8178796260. ISBN-13: 978-8178796260
9. Mohnsen, B. (2008). Teaching middle school physical education. Champaign, IL: Human Kinetics. ISBN-13: 978-0736068499 ISBN-10: 073606849X
10. 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)

**MPED – IV Semester**

**PART – B**  
**PRACTICUM COURSES (SPORTS SPECIALIZATION –II)**  
**CONTINUED FROM SEMESTER-III**

- MPPC – 301 (A): Baseball**
- MPPC – 301 (B): Basketball**
- MPPC – 301 (C): Cricket**
- MPPC – 301 (D): Football**
- MPPC – 301 (E): Handball**
- MPPC – 301 (F): Hockey**
- MPPC – 301 (G): Netball**
- MPPC – 301 (H): Softball**
- MPPC – 301 (I): Volleyball**
- MPPC – 301 (J): Badminton**
- MPPC – 301 (K): Table Tennis**
- MPPC – 301 (L): Tennis**
- MPPC – 301 (M): Squash**

<b>Credit</b>			<b>Teaching Hours</b>		
<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>	<b>Lecture/Tutorials</b>	<b>Practical/Internship</b>	<b>Total</b>
1	3	4	16	96	112

**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.

**STUDENT LEARNING OUTCOMES:**

2. After Completion of the course the students shall be able to:
3. Gain knowledge of the Game/Sport.
4. Learn the layout and marking for the Game/Sport.
5. Demonstrate various drills & lead up activities related to Game/Sport.
6. 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 knowledge regarding marking, rules & regulation, officiating, technical training, tactical training, psychological preparation & preparation of training schedules)

### **UNIT – 1: Introduction**

- Layout and marking of play field/ground/courts and measurement of equipments used in Game/Sport.

### **UNIT – II: Techniques/Skills development:**

- Classification of techniques/skills.
- Technique/skill training: Preparatory, Basic, Supplementary exercises.
- Identification & Correction of faults.
- Training for mastery in technique/skill.
- Recreational and lead-up activities.
- Warm-up and cool down for game/sports.

### **UNIT –III: Officiating:**

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

### **UNIT – IV: Training (Means & Method)**

- Training methods and means for the development of motor abilities (Strength, Speed, Endurance and Flexibility)
- Basic Concept of preparation of training schedules.
- Tactical training in game/sport.

### **UNIT – V : Planning of Training**

- Preparation of short term and long term training plans in game/sport.
- Periodization in training of players in game/sport.
- General/specific fitness tests and performance/skill test in game/sport.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

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

**ASSESSMENT RUBRIC:** Classroom Test, Performance Test, Project Work, Assignments, Presentations, Practical Work

**Semester IV**  
**PART – C: INTERNSHIP TEACHING**  
**MPI– 401: INTERNSHIP (INTENSIVE STUDENTS TEACHING IN SCHOOLS)**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	6	6	-	192	192

**ESSENCE OF THE COURSE**

This course will enable students to realise theory and practicum courses into practice and help them to use their previously acquired knowledge and practices in systematized and structured manner to teach effectively. It aims to provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner.

**COURSE LEARNING OUTCOME**

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

- develop teaching proficiency for outdoor and indoor activities.
- organize and execute mass demonstration/displays.
- conduct physical education program for various age groups.

**COURSE CONTENTS**

- Planning, Development and Presentation of **Twenty (20)** theory and practical Lessons (**only one every day with complete preparation**), followed by intensive interaction with peers and mentors on Supervisory comments. Observation and comments on student report cards developed by class teachers. Critical Evaluation of each lesson plan and its delivery has to be ensured by TI and the Mentor. It has to be submitted as **Lesson Plans on Teaching Subjects I &II** (It will include detailed report by TI on one’s own experiences/ fears/ problems/ issues- named as TI Comment sheet).
- Report: detailed report of observation of at least 2 school teachers (Class Teacher-one, Subject Teacher-one) and their classroom management, teaching styles, class control, dispositions, ‘energy’, presence etc., in the form of **‘Classroom behaviours Report’** followed by individual presentation and discussion in the Teacher Education (TE) department.

**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**

**Marks: 150**

School Record-Activity Details	10
Classroom Behaviours Report	10
Student Diversity Report	10
Government/Public School Observation Record	10
School Internship Program Diary (SIPD)	10
10 Lesson Plans (10 x 10 Marks) per annexure 3)	100(as

### **Pattern of Question Papers:**

Question Papers shall have six questions corresponding to five units of each theory course.

M.P.Ed. Format of Question Paper for 5 Units.

Each question paper shall have six questions. The pattern will be as follows:

<b>Question No</b>	<b>Description</b>	<b>Marks</b>
<b>1</b>	<b>Five Questions to be Answered in Brief (Short Question) (From Unit 1 - 5)</b>	<b>10</b>
<b>2</b>	<b>Answer in detail (Long Question) Or Answer in detail (Long Question) (From Unit 1)</b>	<b>12</b>
<b>3</b>	<b>Answer in detail (Long Question) Or Answer in detail (Long Question) (From Unit 2)</b>	<b>12</b>
<b>4</b>	<b>Answer in detail (Long Question) Or Answer in detail (Long Question) (From Unit 3)</b>	<b>12</b>
<b>5</b>	<b>Answer in detail (Long Question) Or Answer in detail (Long Question) (From Unit 4)</b>	<b>12</b>
<b>6</b>	<b>Answer in detail (Long Question) Or Answer in detail (Long Question) (From Unit 5)</b>	<b>12</b>
	<b>Total</b>	<b>70</b>

### **Pattern of Question Papers:**

Question Papers shall have six questions corresponding to five units of each Theory with Practical & PRACTICUM course.

M.P.Ed. Format of Question Paper for 5 Units.

Each question paper shall have six questions. The pattern will be as follows:

<b>Question No</b>	<b>Description</b>	<b>Marks</b>
<b>1</b>	<b>Five Questions to be Answered in Brief (Short Question) (From Unit 1 - 5)</b>	<b>10</b>
<b>2</b>	<b>Answer in detail (Long Question) Or Answer in detail (Long Question) (From Unit 1)</b>	<b>8</b>
<b>3</b>	<b>Answer in detail (Long Question) Or Answer in detail (Long Question) (From Unit 2)</b>	<b>8</b>
<b>4</b>	<b>Answer in detail (Long Question) Or Answer in detail (Long Question) (From Unit 3)</b>	<b>8</b>
<b>5</b>	<b>Answer in detail (Long Question) Or Answer in detail (Long Question) (From Unit 4)</b>	<b>8</b>
<b>6</b>	<b>Answer in detail (Long Question) Or Answer in detail (Long Question) (From Unit 5)</b>	<b>8</b>
	<b>Total</b>	<b>50</b>

