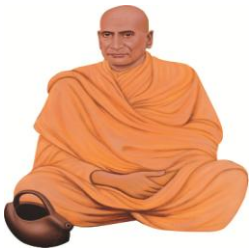
GURUKULA KANGRI VISHWAVIDYALAYA, HARIDWAR (UTTARAKHAND)

ORDINANCE



Master of Physical Education

TWO YEARS PROGRAMME (FOUR SEMESTERS)

(M.P.Ed.)

CHOICE BASED CREDIT SYSTEM(CBCS)

May 2022

Revised Syllabus w. e. f. July 2022

DEPARTMENT OF PHYSICAL EDUCATION& SPORTS

FACULTY OF YOGA AND PHYSICAL EDUCATION

CURRICULUM FRAMEWORK

Bachelor of Physical Education (M.P.Ed., 2 Years course)

Programme Outcomes:

- Master of Physical Education (M. P. Ed.) two years (Four Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of Physical Education in classes VI to X and for conducting Physical Education and sports activities in classes XI and XII.
- The course prepares the leaders in Physical Education who act as Mentors and Motivators for Schoolchildren in inculcating healthy and hygienic habits.
- To prepare recreational leaders who will motivate and guide the students in adopting healthyrecreational habits.
- To identify hidden sports talent in the school going children and guiding them future sports carrier.
- The program content will make the students to get the detailed knowledge about at least six games.
- The students will be able to learn about the role of administration for smooth functioning in Physical Education.
- The student will be able to know about Public relation and its significance in successful organization of sports events.

Program Specific Outcomes:

- The course provides the students an understanding of Human body structure and its functions.
- The course provides the students valuable knowledge about the Health, related issues various communicable disease, its preventive measures, Nutrition, its role in weight management and healthy life.
- Program content provides opportunity to the students for learning about important methods used for teaching in Physical Education.
- This program will enable the student to understand the concept of organisation, administration, management (office and class) and Budgeting in Physical Education.
- The program will enable the students to know about meaning and significance of Sports Training.
- The program provides opportunity to understand the concept of Rehabilitation and Athlete's Care and its importance in modern days of Sports performance.
- The students will be provided understanding of various aspects- Biological, Philosophical and Psychological foundations of Physical Education, Kinesiology and its application in Sports.

Master of Physical Education (M.P.Ed , 2 Years course)

Programme Outcomes:

- Master of Physical Education (M. P. Ed.) two years (Four Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of Physical Education in classes VI to X and for conducting Physical Education and sports activities in classes XI and XII.
- The course prepares the leaders in Physical Education who act as Mentors and Motivators for School children in inculcating healthy and hygienic habits.
- The course prepares the students who can become Teacher/ Instructor, Umpire/ Referee, Gym/ Personal Trainer, Sport/ Athletic Trainer, Yoga Trainer, Sports and Leisure Club Manager.

GUIDELINES OF REGULATIONS AND SYLLABUS STRUCTURE FOR M.P. ED. TWO YEARS PROGRAMME (FOUR SEMESTERS) CHOICE BASED CREDIT SYSTEM(CBCS)& (NEP-2020)

Preamble: The Master of Physical Education (M.P.Ed.) two years (Four Semesters, Choice Based Credit System) programme is a professional programme meant for preparing Physical Education Teachers for senior secondary (Class XI and XII) level as well as Assistant Professor/Directors/Sports Officers in Colleges/Universities and teacher educators in College of Physical Education.

The M.P.Ed. Programme is designed to integrate the study of childhood, social context of Physical Education, subject knowledge, pedagogical knowledge, aim of Physical Education and communication skills. The programme comprise of compulsory and optional theory as well as practical courses and compulsory school internship in School / College / Sports Organizations / Sports Academy / Sports Club.

Intake, Eligibility and Admission Procedure: The Intake, Eligibility and Admission Procedure are as per the NCTE norms and standards.

Eligibility

(a) Bachelor of physical education (B.P.Ed.) or equivalent with at least **50% marks.**

Or

(b) Bachelor of Science (B.Sc.) in Health and physical education with at least**50% marks.**

The reservation in seats and relaxation in the qualifying marks for SC/ST/OBC and other categories shall be as per the rules of the Central Government/State Government, whichever is applicable.

Number of seats: 40, as approved by NCTE Jaipur for M.P.Ed. Course.

Note:-*No differently-abled candidate is eligible for the admission in M.P.Ed. Programme.

Admission procedure: Admission shall be made on merit on the basis of marks obtained in the entrance examination consisting of 100 marks based on the following.

a-	**Written test**	**60 marks**
b-	**Physical Fitness test**	**25 marks**
c-	**Interview**	**05 marks**
d-	**Sports achievement**	**10 marks**

The total entrance test will be conducted in two days and could be extended, if needed and it will be conducted at Department of Physical Education & Sports Gurukula kangri Vishvidyalaya, Haridwar.

(A) Theory Paper comprising of 60 multiple-choice questions of one hour duration carrying 60 marks. Questions shall be based on B.P.Ed. Course.

(B) The Physical Fitness Test of 25 marks will be conducted by External Examiner as well as Internal Examiners of Department of Physical Education, GKV, Haridwar. Following events will be conducted in the National Physical Fitness Programme (NPFP) test:-

(i) 100meter race
(ii) Long Jump
(iii) High Jump
(iv) Shot Put
(v) 800 meter run

100 Meters Race

S.NO.	TIME	SCORE
1.	12.00 Second	05
2.	12.5 Second	4.5
3.	12.8 Second	04
4.	13.0 Second	3.5
5.	13.3 Second	03
6.	13.6 Second	2.5
7.	13.8 Second	02
8.	14.0 Second	1.5
9.	14.3 Second	01
10.	14.6 Second	0.5

Long Jump

S.NO.	DISTANCE	SCORE
1.	5.5 meter	05
2.	5.25 meter	4.5
3.	5 meter	04
4.	4.75 meter	3.5
5.	4.5.meter	03
6.	4.25 meter	2.5
7.	4 meter	02
8.	3.75 meter	1.5
9.	3.50 meter	01
10.	3.25 meter	0.5

High Jump

S.NO.	HEIGHT	SCORE
1.	5 Feet	05
2.	4.9 Feet	4.5
3.	4.6 Feet	04
4.	4.3 Feet	3.5
5.	4 Feet	03
6.	3.9 Feet	2.5
7.	3.6 Feet	02
8.	3.3 Feet	1.5
9.	3 Feet	01
10.	2.9 Feet	0.5

Shot Put

S.NO.	DISTANCE	SCORE
1.	40 Feet	05
2.	38 Feet	4.5
3.	36 Feet	04
4.	34 Feet	3.5
5.	32 Feet	03
6.	30 Feet	2.5
7.	28 Feet	02
8.	26 Feet	1.5
9.	24 Feet	01
10.	22 Feet	0.5

800 Meter Run

S.NO.	TIME	SCORE
1.	2.20 Second	05
2.	2.25 Second	4.5
3.	2.30 Second	04
4.	2.35 Second	3.5
5.	2.40 Second	03
6.	2.45 Second	2.5
7.	2.50 Second	02
8.	2.55 Second	1.5
9.	3.05 Second	01
10.	3.10 Second	0.5

(C) Interview comprising of 05 marks will be conducted by Internal/External Examiners of Department of Physical Education& Sports, GKV at Haridwar.

(D) Sports Participation Weightage:- Candidate shall be given maximum 10 marks Weightage on the basis of their sports participation in any one of the following level:

Participation	Marks
➢ **International:**	**10**
➢ **Senior National championship/ National Games:**	
1st Place:	**10**
2nd Place:	**08**
3rd Place:	**07**
Participation:	**05**

- **All India Inter-Zonal Inter University Competitions:**
  - 1st Place: **08**
  - 2nd Place: **07**
  - 3rd Place: **06**
  - Participation: **05**
- **All India Inter University/ Zonal Inter University Competitions/Junior National Competitions:**
  - 1st Place: **07**
  - 2nd Place: **06**
  - 3rd Place: **05**
  - Participation: **04**
- **Senior State Championship/Rural national games/Women festival:**
  - 1st Place: **05**
  - 2nd Place: **04**
  - 3rd Place: **03**
  - Participation: **02**

Note:-

*The marks will be given in only those games/sports, which are in the competition list of Association of Indian Universities (**AIU**) and/or School Games Federation of India (**SGFI**).

*The obtained position must be during lastfive academic sessions.

*The school state championship and inter collegiate championship participation shall be considered for eligibility criteria only; candidate shall not get any marks for sports weightage.

Medical examination: Qualified candidates will have to submit medical certificate and blood group certificate Issued by Registered Medical Officer to the concern office.

Course fee: The course fee Rs**92910/-** shall be deposited in two instalment ie. 1st installment of **Rs46705/- + 2000/- (kit fee) and 1100/- Counselling** at the time of admission in the 1st year and 2nd installment of **Rs 46205/-**and **2000/-** (Educational Camp) at the time of admission in the 2nd year through**online transaction.**

Duration: The M.P.Ed programme shall be of duration of two academic years, that is, four semesters. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

The student, who discontinue the programme after one year or more semesters due to extraordinary circumstances, are allowed to continue and complete the programme with due approval from the registrar of GKV Haridwar.

The CBCS System: M.P.Ed Programmes shall run on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students, to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

Course: The term course usually referred to, as 'papers' is a component of a M.P.Ed programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise Lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

Courses of Programme: The M.P.Ed. Programme consists of a number of courses, the term 'Course' applied to indicate 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.

Theory:
Core Course
Elective Course
Practicum:
Teaching Practices:
Semesters: An academic year is divided into two semesters. Each semester will consist of 17-20weeks of academic work equivalent to 100 actual teaching days. The odd semester may be scheduled from **May/June to November/December** and even semester from **November / December to May/June**. The institution shall work for a minimum of 36 working hours in a week(five or six days a week).
Working days: There shall be at least 200 working days per year exclusive of admission and examination processes etc.
Credits: The term 'Credit' refers to a unit by which the programme is measured. It determines thenumber of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or one and half hours of practical work/field work per week. The term 'Credit' refers to the weight given to a course, usually in relation to theinstructional hours assigned to it. The total minimum credits, required for completing a M.P.Ed. Programme is 90 credits and for each semester 20 credits.Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course.

Condonation: Student must have 75% of attendance in each course for appearing the examination. Students who have 74% to 65% of attendance shall apply for condonation Application along with the Medical Certificate or proof of participation in intercollege or inter university competitions. Students who have 64% to 50% of attendance shall apply forcondonation application along with the Medical Certificate. Students who have below 50% of attendance are not eligible to appear for the examination.

Programme Specific Outcomes (PSOs)

The learning and abilities or skills that a student would have developed by the end of two-year **M.P.Ed. (Two Year Degree Program):**

PSO-1	Remembering and Understanding the concepts, theories, functions, structures, terminology, skills, research, statistic, management, yoga, ICT, Sports Medicine, Nutrition, health, curriculum design, EVS, psychology, training and fitness & wellness of physical education and sports sciences.
PSO-2	Applying and demonstrating various concepts, theories, procedures and skills in different sports situations and in Physical Education.
PSO-3	Analysing and relating various tests, skills and operational ideas in physical education.
PSO-4	Evaluating and measuring health fitness issues and leadership.
PSO-5	Creating and designing research problem, training sessions, diet plans, lessons plans, PPT's, and periodization's.

Pedagogy & Unique practices adopted: "Pedagogy is the method and practice of teaching, especially for teaching an academic subject or theoretical concept". In addition to conventional time-tested lecture method, the institute will emphasize on experiential learning:

1. Concept-based Learning: Concept-based learning lays emphasis on helping students understand the core concept rather than just sharing a layer of important information of the concept. The end-motive is to help students to understand and retain what they are taught rather than made to mug up.

2. Problem Base Learning (PBL): PBL is probably the simplest extension to a traditional lecture that can improve learning.PBL is presenting concepts, information etc., in the context of solving a problem. A guided discovery mode is turned on, which makes learning interesting.

3. Imitation Method of Teaching: The imitation method of teaching focuses on breaking apart skills into components, providing the learner with a model of the target behaviour, and rewarding the learner for demonstrating the response immediately after the model.

4. Observation Method of Teaching: By this method student himself make observation and acquire permanent & true knowledge.Teacher only encourages making observations and student act accordingly. This method helps students to see, things give logic and to convey their thoughts independently.

5. Command Method of Teaching: The Command teaching style is for those students whose learning characteristics require formal instruction and a specific assignment for the practice to be appropriate for the student to master the objective. Command method use to achieve accuracy and precision of performance as well as to achieve immediate results & achieve a synchronized performance.

6. Project Based Learning: In Project Based Learning, teachers make learning come alive for students. Students work on a project over an extended period of time from a week up to a semester that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience. Project based learning is an instructional methodology that encourages students to learn and apply knowledge and skills through an engaging experience. PBL presents Page 8 opportunities for deeper learning in-context and for the development of important skills tied to college and career readiness.

7. Discovery Based Learning: Discovery learning takes place in problem solving situations where the learner draws on his own experience and prior knowledge and is a method of instruction through which students interact with their sports environment by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments.According to skinner "you can teach anybody anything provided you know how to teach.

8.Phenomenon-Based Learning: The goal of phenomenon-based learning is to prepare learners to solve problems in real life.In Phenomenon Based Learning and teaching, holistic real-world phenomena provide the starting point for learning. The phenomena are studied as complete entities, in their real context, and the information and skills related to them are studied by crossing the boundaries between subjects. In phenomena based learning we can use the following methods like experimental activities, teacher demonstrations, engaging & relevant videos, audio experience and picture or image.

9. Guest Lectures: Some topics/concepts need extra attention and efforts as they either may be high in difficulty level or requires experts from specific industry/domain to make things/concepts clear for a better understanding from the perspective of the industry. Hence, to cater to the present needs of industry we organize such lectures, as part of lecture-series and invite prominent personalities from academia and industry from time to time to deliver their vital inputs and insights.

10. Special Assistance Program for Slow Learners & Fast Learners: Thestudent commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks, and learning materials that are designed for the majority of students in the classroom. For solving this problem, we used Remedial classes for slow learners & fast learners.

11. Orientation Program: Colleges instituted orientation for incoming students to ease the transition into college. Freshman orientation is a way for students to meet other students, become familiar with campus services, and register for fall classes.

12. Mentoring Scheme & Personal Counselling: A mentor is a person who has professional & life experience and who voluntarily agrees to help a mentee to develop skills, competencies or goals. A mentor is an advisor who is willing to invest in the mentee's personal growth and professional development. The purpose of the mentorship programme is twofold. It intends both to create a good environment for studying

in the department and to develop knowledge of the subject for all involved. The mentorship programme is intended to enhance the quality of your education. There is mentor – mentee system for M.P.Ed, students. The system is updated time to time. Each allotted faculty takes care of students, asks questions about their problems, difficulty in studies or other personal issues. The mentor handbooks are updated timely and grievances/complaints of students are noted and tried to be sort out and informed to the concerned authority. Page 9 At the end of each session mentor-mentee handbooks are handed over to the coordinator mentor-mentee program after duly signed by Principal. The coordinator checks all the essentials, ensures that student's grievances are met and transfers the mentor-mentee handbooks to the next allotted faculties. The whole data is filed in a format present with the coordinator and record is maintained. Periodic meetings are held among mentor-mentee and between mentors and coordinator for smooth functioning of the program.

13. Competitive Exam Preparation: Our highly experienced and committed faculty members always motivate and guide the students for their competitive exam preparations. After this degree students are eligible to participate in various government and non-government examinations i.e., NET, JRF, SRF, CET, TGT, PGT, KVS, NVS, DSSSB etc.

14. Extracurricular Activities: Organizing & participation in extracurricular activities will be mandatory to help students develop confidence & face audience with care.

15.MOOCs (Massive Open Online Course): The Academic Review Committee (ARC) will approve the list of MOOC courses/platforms before the commencement of the academic year and if any student(s) want to peruse MOOC course(s) during his/her program, they must select the same from the approved list.

Examinations:

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

Pattern of Question Papers: Question Papers shall have five questions corresponding to five units of each theory course. M.P.Ed.: Format of Question Paper for 4 Units. The pattern will be as follows:

Programme of Study & Evaluation Scheme	
Institute Name	Department of Physical Education & Sports, Gurukul Kangri (deemed to be) University
Programme	M.P.Ed. (Master of Physical Education)
Duration	Two year (Four Semester)
Medium	Hindi/English
Minimum Required Attendance	75 %
Maximum Credits	132
Minimum Credits Required for Degree	98
Eligibility	As per NCTE norms and standard

Assessment				
Evaluation		**Internal**	**External**	**Total**
Theory		30	70	100
Practical/ Dissertations/ Project Reports/ Viva-Voce		30	70	100
Sessional I	**Sessional II**	**Assignment**	**Attendance**	
Best one out of two				
20	20	05	05	30
Duration of Examination		**External**	**Internal**	
		3 Hours	1 Hours	

Minimum Passing Standard

The minimum passing standard for CIA (Continuous Internal Assessment) and External Examinations shall be 40%, i.e. 12 marks out of 30 marks and 28 marks out of 70 marks respectively for theory courses.

Grading

*Once the marks of the CIA (Continues Internal Assessment) and ESE (End Semester Examination) for each of the courses are available, both (CIA and ESE) will be added. The marks thus obtained for each of the courses will then be graded as per details provided in Letter Grades and Grade Points table from the first semester onwards the average performance within any semester from the first semester is indicated by Semester Grade Point Average (**SGPA**) while continuous performance (including the performance of the previous semesters also) starting from the first semester is indicated by Cumulative Grade Point Average (**CGPA**).*

Note: For internal assessment purpose, there will be three Class Tests in a semester and best two tests will be considered for the final result.

Successful completion of B.P.Ed. BKT-A401 would be mandatory to the award of degree.

Question Paper Structure	
1	Question paper shall have two sections and examiner shall set questions specific to respective section. Section wise details shall be as mentioned under;
2	Section-1: It shall consist of short type questions. This section will essentially assess COs related to Remembering & Understanding. This section will contain ten questions and student may Attempt any 5 question out of them, each question shall have equal weightage of 6 Marks and total weightage of this section shall be 30 Marks.
3	Section-2: It shall consist of long answer type questions. This section will also contain four questions and every question should assess a specific CO. This section will contain eight questions and student may Attempt any 4 question out of them, each question shall have equal weightage of 10 Marks and total weightage of this section shall be 40 Marks
IMPORTANT NOTES	
1	There must be at least one question from the entire syllabus to assess he specific element of the Higher Level of Learning (Thinking). Every question in this section must essentially assess at least one of the following aspects of learning: Applying, Analysing, Evaluating and Creating/ Designing/ Developing.
2	The question paper must be designed in such a way that it assesses the concerned CO in entirety. It means a question paper could have multiple parts depending upon the requirement of the Specific Course Outcome.

Examiners: There will be one internal and one external examiner based on the Game specialisation that is from **Athletics, Badminton, Basketball, Cricket, Football, Handball, Hockey, Kabaddi, Kho-Kho, Table-Tennis, Volleyball and Yoga**for all the four semester in practical and teaching practice.

Evaluation: The performance of a student in each course is evaluated through continuous internal

assessment (CIA), one test of 20 marks and of one hour duration is to be conducted around 10-14weeks of academic work from the start of each semester; evaluation is to be done in terms of percentage of marks with a provision for conversion to grade point. If, any student is not able to give the internal test due to Medical reason or participation in intercollegiate or inter university competitions, the concerned course teacher must conduct the student examination within a month time as per Vishwavidyalaya policies (there is no provision for seeking improvement of internal assessment). The marks obtain in CIA is added with end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are;

Two Test in Theory Papers (Sessional)	20 Marks in each
Seminar / Lab Practical / presentations/ Assignments	5 Marks
Attendance	5 Marks
Total	30 Marks

One Test in Practicals (Sessional)	30 Marks

Attendance shall be taken as a component of continuous assessment, although the students should have minimum 75% attendance in each course.

Minimum Passing Standard: We have opted the grading system in ESE (End Semester Examination). Internal assessment examination shall be on percentage basis.

Educational Tour/Camp: In addition to the above rules the student must fulfil the following requirements to acquire the degree which is mandatory. Educational Tour or Leadership Camp organized by the Department of Physical Education and Sports. The students shall contribute separately for these activities.

The student will have to attend Educational tour or Leadership camp in II year, if any student due to extraordinary circumstances not able to attend tour/camp, are allowed to attend in IV semester with the permission of Head of the department. The students will have to submit tour/camp report within ten days after arrival from tour/camp compulsorily in the Department of Physical Education and Sports, GKV Haridwar failing which the result will not be declared.

Grading: Once the marks of the CIA (Continues Internal Assessment) and ESE (End Semester Examination) for each of the courses are available, both (CIA and ESE) will be added. The marks thus obtained for each of the courses will then be graded as UGC, CBCS and University norms
Classification of Final Results: For the purpose of declaring a candidate to have qualified for the Degree of Master of Physical Education in the First class / Second class / Pass class or First class with Distinction, themarks and the corresponding CGPA earned by the candidate in Core Courses will be the criterion. It is further provided that the candidate should have scored the First / Second Class separately in both the grand total and end Semester (External) examinations.

Award of the M.P.Ed. Degree: A candidate shall be eligible for the award of the degree of the M.P.Ed. only if he has earned the minimum required credit. The process of Bonus Credits will be opted as per CBCS norms for the programme prescribed above.

Letter Grades and Grade Points:

i. Two methods-relative grading or absolute grading– have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students in the course and the grades are awarded based on a cut-off mark or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods.

ii. The grades for each course would be decided on the basis of the percentage marks obtained at the end-semester external and internal examinations as per following table

Percentage	Grade Point	Latter Grade	Description	Classification of final result
85 & above	8.5-10.0	**O**	Outstanding	First class with Distinction
70-84.99	7.0-8.49	**A+**	Excellent	
60-69.99	6.0-6.99	**A**	Very Good	First Class
55-59.99	5.5-5.99	**B+**	Good	Higher Second Class
50-54.99	5.0-5.49	**B**	Above Average	Second Class
40-49.99	4.0-4.99	**C**	Average	Pass Class
Below 40	0.0	**F**	Fail/ Dropped	Dropped
	0.0	**AB**	Absent	Absent

Grade Point Calculation: Calculation of Semester Grade Point Average (SGPA) and Credit Grade Point (CGP) and declaration of class for M. P. Ed. Programme as per UGC, CBCS and University norms.

Grievance Redressal Committee: The department shall form a Garbhast Committee including faculty members in supervision of HOD for each course. This Committee shall solve all grievances of the students from time to time.

Revision of Syllabi: Syllabi of every course should be revised according to the NCTE.

- Revised Syllabi of each semester should be implemented in a sequential way.
- In courses, where units / topics related to governmental provisions, regulations or laws, that change to accommodate the latest developments, changes or corrections are to be made consequentially as recommended by the Academic Council and Board of Studies.
- All formalities for revisions in the syllabi should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.
- During every revision, up to twenty percent of the syllabi of each course should be changed so as to ensure the appearance of the students who have studied the old (unrevised) syllabi without any difficulties in the examinations of revised syllabi.
- In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.

Miscellaneous:

1. The procedural details may be given by the university from time to time.
2. Any unforeseen problems/difficulties may be resolved by Vice Chancellor, whose decision in the matter shall be final.
3. The provision of any order, rules or regulation in force shall be inapplicable to the extent of its inconsistency with these regulations.

Semester-I

	Part- A Theoretical Course						
Course Type	Course Code	Title of the papers	Total Hours	Credit	Internal Marks	External marks	Total
	Core Course						
CC	MPD-C101	Research Process in PhysicalEducation-I	4	4	30	70	100
	MPD-C102	Physiology of Exercise	4	4	30	70	100
DSEC	MPD-C103	Evaluation in Physical Education	4	4	30	70	100
	Elective course(Anyone)						
AECC	**MPD-E101**	**Yogic Science**					
	MPD-E102	Sports Technology	4	4	30	70	100
	Part – B Practical Course						
DSEC	MPD-C151	Track and Field1. Running Events *2. Gymnastics (*Any one)	6	4	30	70	100
	MPD-C153	Yoga/ Aerobics (Any One)	6	4	30	70	100
	MPD-C154	Games and sports I– Game proficiency	6	4	30	70	100
	MPD-T151	ICT Classroom Teaching on PPT(Theory Paper based on same semester)	6	4	30	70	100
		Total	40	32	240	560	800

Semester-II

	Part- A Theoretical Course						
Course Type	Course Code	Title of the papers	Total Hours	Credit	Internal Marks	External marks	Total
	Core Course						
CC	MPD-C201	Applied Statistics in Physical Education	4	4	30	70	100
	MPD-C202	Sports Biomechanics and Kinesiology	4	4	30	70	100
	MPD-C203	Athletic care and Rehabilitation	4	4	30	70	100
	Elective course (Anyone)						
DSEC	**MPD-E201**	**Sports Journalism and Mass Media**	4	4	30	70	100
	MPD-E202	Sports Engineering					
	Part – B Practical Course						
CC	MPD-C251	Track and Field II:Jumping events + Hurdles *Gym training/(*any one)	6	4	30	70	100
DSEC	MPD-C252	Games and sports II– Game proficiency	6	4	30	70	100
	MPD-C253	Combative Sports (Any One)	6	4	30	70	100
	Part – C Teaching Practices (Teaching Lesson)						
SEC	MPD-T251	Class room Teaching (Lessons on Theory ofSports and Game)	6	4	30	70	100
		Total	40	32	240	560	800

Semester-III

	Part- A Theoretical Course						
Course Type	Course Code	Title of the papers	Total Hours	Credit	Internal Marks	External marks	Total
	Core Course						
CC	MPD-C304	Research Process in Physical Education-II	4	4	30	70	100
	MPD-C302	Sports Medicine	4	4	30	70	100
	MPD-C303	Health Education and Sports Nutrition	4	4	30	70	100
	Elective Course (Anyone)						
SEC	MPD-E301	Value and Environment Education	4	4	30	70	100
	MPD-E302	**Physical Fitness and Wellness**					
	Part – B Practical Course						
CC	MPD-C351	Track and Field III:*Throwing Events. *Aerobics/(**Any One)*	6	4	30	70	100
DSEC	MPD-C352	Games and sports III– Game proficiency	6	4	30	70	100
	MPD-C353	Lab Practical (Sports Psychology, Biomechanics & Kinesiology, Test and Measurement	6	4	30	70	100
	Part – C Teaching Practices						
SEC	MPD-T351	Coaching Lesson of Game Specialization	6	4	30	70	100
		Total	40	32	240	560	800

Semester-IV

	Part- A Theoretical Course						
Course Type	Course Code	Title of the papers	Total Hours	Credit	Internal Marks	External marks	Total
	Core Course						
CC	MPD-C401	Information and communication technology in physical education	4	4	30	70	100
	MPD-C402	Sports psychology	4	4	30	70	100
	MPD-C404	Scientific Principles of Sports Training	4	4	30	70	100
	Elective Course (Anyone)						
DSEC	**MPD-E461**	**Dissertation**	4	4	30	70	100
	MPD-E402	**Sports Management and Curriculum design in Physical education**					
	Part – B Practical Course						
CC	MPD-C453	Track and Field Marking	6	4	30	70	100
DSEC	MPD-C452	Game Specialization–IV- Game proficiency	6	4	30	70	100
	Part – C Teaching Practices (Coaching Lesson)						
SEC	MPD-T454	Teaching practices: (Internship)	6	4	30	70	100
PROJ	MPD-T462	Educational Camp – (Project)	6	4	30	70	100
		Total	40	32	240	560	800
		Grand Total	160	128	960	2240	3200

Semester-I

Note: -Games and sports I will be given in following Games and sports: (Badminton/ Table Tennis/ Volleyball/ Kabaddi/ Hockey)

1. Student will select one Game for I semester**.**
2. The Games and sports discipline will run by the department only if at least 5 students opt for a particular games and sports and availability of teacher of Games specialization.

Semester-II

Note: -Games and sports II will be given in following Games and sports: (Kho-Kho/ Basketball/ Tennis/ Softball/Cricket)

Combative Sports will be given in following Combative Sports: (Boxing/ Judo/ Karate/Taekwondo/Wrestling/ Wushu)

1. Student will select one Game for II semester**.**
2. The Games and sports discipline will run by the department only if at least 5 students opt for a particular games and sports and availability of teacher of Games specialization.
3. The Combative Sports in a sports discipline will run by the department only if at least 5 students opt for a particular sports and availability of teacher.

Semester-III

Note: -Games and sports III will be given in following Games and sports: (Squash/Football/ Handball/ Weightlifting)

1. Student will select one Game for III semester**.**
2. The Games and sports discipline will run by the department only if at least 5 students opt for a particular games and sports and availability of teacher of Games specialization.

Semester-IV

Note: -Games specializationIV will be given in any game of your choice as given in Games and sports I, II and III.

1. Student will select one Game specialization for IV semester**.**
2. The Games specialization in a particular games and sports discipline will run by the department only if at least 5 students opt for a particular games and sports and availability of teacher of Games specialization.

SECTION - A
THEORY COURSES
MPD-C101 RESEARCH PROCESS IN PHYSICAL EDUCATION- I

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….
CO-1. Identifying the concepts of research methodology.
CO-2. Establishing the appropriate research methods in specific research situations.
CO-3. Distinguishing the research problem, literature sources and research designs.
CO-4. Estimating the research situation & tools and selecting appropriate tools for research.
CO-5. Recognizing the methods of research according to various methods

UNIT I – Introduction
Meaning and Definition of Research –
Need, Nature and Scope of research in Physical Education
Classification of Research
Characteristics of a good Research.
Qualities of a good researcher

UNIT II – Selection and definition of a Problem
Location of Research Problem
Criteria for selection of a problem
Sources of Research problem.
Importance of library in Research

UNIT III
Review of Related literature.
Location and Summarising previous research related to a research problem
Quantitative Research- Meaning, Method and Importance
Qualitative Research- Meaning, Method and Importance

UNIT IV – Methods of Research I
Applied and Action research- Meaning, Method and Importance
Fundamental research- Meaning, Method and Importance
Types of research according to the nature of the study
Types of research according to the purpose of the study
Types of research according to research design

Reference:
Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc
Clarke David. H & Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc.
Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical ActivitiesIllinois
Human Kinetics;Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports
Rothstain, A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc

	PO1	PO2	PO3	PO4	PO5
CO 1	3				
CO 2		3			
CO 3			3		
CO 4				3	
CO 5					1

MPD-C102 PHYSIOLOGY OF EXERCISE

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….
CO-1. Defining the concept of exercise physiology.
CO-2. Describing the mechanism of muscular contraction, energy sources and drugs.
CO-3. Generalizing the mechanism of Respiratory System and Exercise
CO-4. Interpreting the knowledge of exercises for developing various body systems.
CO-5. Predicting the concept of exercise for climatic conditions.

UNIT I – Skeletal Muscles and Exercise
Structure of the Skeletal Muscle Chemical Composition.
Sliding Filament theory of Muscular Contraction.
Types of Muscle fibre, Muscle Tone, Effect of exercises and training on the muscular system.

UNIT II – Cardiovascular System and Exercise
Heart Valves and Direction of the Blood Flow
Conduction System of the Heart
Blood Supply to the Heart
Cardiac Cycle, Stroke Volume, Cardiac Output, Heart Rate
Factors Affecting Heart Rate, Cardiac Hypertrophy
Effect of exercises and training on the Cardio vascular system.

UNIT III – Respiratory System and Exercise
Mechanics of Breathing – Respiratory Muscles, Minute Ventilation –
Ventilation at Rest and During Exercise.
Diffusion of Gases – Exchange of Gases in the Lungs –Exchange of Gases in the Tissues.
Oxygen Debt – Lung Volumes and Capacities –
Effect of exercises and training on the respiratory system.

UNIT IV – Metabolism, Energy Transfer and Climatic conditions and sports performance
Metabolism – ATP – PC or Phosphogen System
Anaerobic Metabolism, Aerobic Metabolism –
Aerobic and Anaerobic Systems during Rest and Exercise.
Variation in Temperature and Humidity, Thermoregulation, Sports performance in hot climate, Cool Climate, high altitude.

Reference: Amrit Kumar, R, Moses. (1995). Introduction to Exercise Physiology. Madras: PoompugarPathipagam.
BeotraAlka, (2000) Drug Education Handbook on Drug Abuse in Sports: Sports Authority of India Delhi.
Clarke, D.H. (1975). Exercise Physiology. New Jersey: Prentice Hall Inc., Englewood Cliffs.
David, L Costill. (2004). Physiology of Sports and Exercise.Human Kinetics.
Fox, E.L., and Mathews, D.K. (1981).The Physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing.
Guyton, A.C. (1976). Textbook of Medical Physiology. Philadelphia: W.B. Sanders co.
Richard, W. Bowers. (1989). Sports Physiology. WMC: Brown Publishers.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1								
CO 2								
CO 3								
CO 4								
CO 5								

MPD-C103 EVALUATION IN PHYSICAL EDUCATION

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Memorizing the concepts of test, measurement and evaluation in physical education.

CO-2. Estimating the concept of motor fitness & different test procedures.

CO-3. Administering anthropometric and aerobic-anaerobic tests.

CO-4. Classifying various physical fitness test & skill test in the field of physical education

UNIT I – Introduction

Meaning and Definition of Test, Measurement and Evaluation.

Need and Importance of Measurement and Evaluation.

Criteria for Test Selection, Scientific Authenticity.

Meaning, definition and establishing Validity, Reliability, Objectivity.Norms – Administrative Considerations.

UNIT II – Motor Fitness Tests

Meaning and Definition of Motor Fitness.

Test for Motor Fitness; Indiana Motor Fitness Test (for elementary and high school boys, girls and College Men) Oregon Motor Fitness Test

(Separately for boys and girls) - JCR test. Motor Ability. Canadian fitness test and Indiana motor fitness

UNIT III – Physical Fitness Tests

Physical Fitness Test: AAHPERD Health Related Fitness Battery (revised in 1984), Roger's physical fitness Index. Cardio vascular test; Harvard step test, Cooper's 12 minutes run / walk test, (Beep test). Muscular Fitness – Kraus Weber Minimum Muscular Fitness Test

UNIT IV – Anthropometric and Skill Tests

Anthropometric Measurements: Method of Measuring Height: Standing Height, Sitting Height. Method of measuring Circumference: Arm, Waist, Hip, Thigh. Method of Measuring Skin folds: Triceps, Sub scapular, Suprailiac. Width, Girth and Height measurements

Specific Spots Skill Test: Badminton: Miller Wall Volley Test.

Basketball: Johnson Basketball Test, Harrison Basketball Ability Test.

Hockey: Friendel Field Hockey Test, Harban's Hockey Test,

Volleyball, Russel Lange Volleyball Test, Brady Volleyball Test.

Football: Johnson Soccer Test, Mc-Donald Volley Soccer Test.

Tennis: Dyer Tennis Test.

References:

Cureton T.K. (1947) Physical Fitness Appraisal and Guidance, St. Louis: The C. Mosby Company

Jenson, Clayne R and Cynt ha, C. Hirst (1980) Measurement in Physical Education and Athletics, New York, Macmillan Publishing Co. Inc

Kansal D.K. (1996), "Test and Measurement in Sports and Physical Education, New Delhi: DVS Publications

Krishnamurthy (2007) Evaluation in Physical Education and Sports, New Delhi; Ajay Verma Publication

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1								
CO 2								
CO 3								
CO 4								

MPD-E101 Yogic Sciences

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Describing the concepts of yogic sciences.
CO-2. Extending various asanas, pranayama, kriyas, Mudras and Bandhas.
CO-3. Identifying various types of meditations.
CO-4. Practicing and demonstrating of Kiriyas, Asanas, Pranayams, Mudras, Bandhas and Meditations.
CO-5. Developing the knowledge of yogic exercises for enhancing various body systems.

Unit I – Introduction

Meaning and Definition of Yoga.Astanga Yoga: Yama, Niyama, Aasna, Pranayama, Prathyahara, Dharana, Dhyana, Samadhi

Concept of Yogic Practices; Principles of Breathing– Awareness – Relaxation, Sequence – Counter pose – Time – Place – Clothes – Bathing – Emptying the bowels – Stomach – Diet – No Straining – Age – Contra- Indication – Inverted asana – Sunbathing.

Unit II – Aasanas and Pranayama

Loosening exercise: Techniques and benefits.

Aasanas: Types- Techniques and Benefits, 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 – Kriyas

Shat Kriyas- Meaning, Techniques and Benefits of Neti, Dhoti, Kapalabhanti,Trataka, Nauli, Basti

Bandhas: Meaning,Types, Techniques and Benefits of Bandha

Unit IV – Mudras, Yoga and Sports

Meaning, Techniques and Benefits of Mudras(Hasta Mudras, Asamyuktahastam, Samyuktahastam,Mana Mudra, Kaya Mudra, Banda Mudra, Adhara Mudra).

Meditation: Meaning, Techniques and Benefits of Meditation.

Yoga Supplemental Exercise – Yoga Compensation Exercise – Yoga Regeneration Exercise-Power Yoga.

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

Effect of Yoga on Physiological System: Circulatory, Skeletal, Digestive, Nervous, Respiratory, Excretory Systems.

Reference: Gore, (1990), Anatomy and Physiology of YogicPractices.Lonavata: Kanchan

Iyengar, B.K.S. (2000), Light on Yoga. New Delhi: Harper Collins Publishers.

Karbelkar N.V.(1993) PatanjalYogasutraBhashya (Marathi Edition) Amravati: Hanuman VyayamPrasarakMandal

Kenghe.C.T. (1976). Yoga as Depth-Psychology and para-Psychology (Vol-I): Historical Background, Varanasi: BharataManishai.

Kuvalyananada Swami & S.L. Vinekar, (1963), Yogic Therapy – Basic Principles and Methods. New Delhi: Govt. of India, Central Health Education and Bureau.

Swami Kuvalayananada, (1998), Asanas.Lonavala: Kaivalyadhama.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1								
CO 2								
CO 3								
CO 4								
CO 5								

MPD-E102 SPORTS TECHNOLOGY

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….
CO-1. Defining various concepts of sports technology.
CO-2. Identifying various concepts of surfaces of playfields.
CO-3. Describing the training gadgets and surfaces of playfields.
CO-4. Classifying various modern equipment's.
CO-5. Operating the modern equipment's and training gadgets for the improvement of sports performance

Unit I – Sports Technology
Meaning, definition, purpose, advantages and applications.
General Principles and purpose of instrumentation in sports.
Workflow of instrumentation and business aspects.
Technological impacts on sports.

Unit II – Science of Sports Materials
Adhesives- Nano glue, Nano-moulding technology, Nano-turf.
Foot wear production, Factors and application in sports, constraints.
Foams- Polyurethane, Polystyrene, Styrofoam, closed-cell and open-cell foams, Neoprene, Foam. Smart Materials – Shape Memory Alloy (SMA), Thermo chromic film, High-density modelling foam.

Unit III – Surfaces of Playfields
Modern surfaces for playfields, construction and installation of sports surfaces.
Types of materials – synthetic, wood, polyurethane Artificial turf.
Modern technology in the construction of indoor and outdoor facilities.
Technology in manufacture of modern play equipment's.
Use of computer and software in Match Analysis and Coaching.

Unit IV – Modern equipment and Training Gadgets
Playing Equipment's: Balls Types, Materials and Advantages, Bat/Stick/ Racquets: Types, Materials and Advantages.
Clothing and shoes: Types, Materials and Advantages.
Measuring equipment's: Throwing and Jumping Events. Protective equipment's: Types, Materials and Advantages.
Sports equipment with Nano technology, Advantages.
Basketball: Ball Feeder, Mechanism and Advantages.
Cricket: Bowling Machine, Mechanism and Advantages,
Tennis: Serving Machine, Mechanism and Advantages,
Volleyball: Serving Machine Mechanism and Advantages.
Lighting Facilities: Method of erecting Flood Light and measuring luminous.
Video Coverage: Types, Size, Capacity, Place and Position of Camera in Live coverage of sporting events.

References:
Charles J.A. Crane, F.A.A. and Furness, J.A.G. (1987) "Selection of Engineering Materials" UK: Butterworth Heiremann.
Finn, R.A. and Trojan P.K. (1999) "Engineering Materials and their Applications" UK: Jaico Publisher.
John Mongilo, (2001) "Nano Technology 101 "New York: Green wood publishing.
Walia, J.S. Principles and Methods of Education (Paul Publishers, Jalandhar), 1999.
Kochar, S.K. Methods and Techniques of Teaching (New Delhi, Jalandhar, Sterling Publishers Pvt. Ltd.), 1982

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1								
CO 2								
CO 3								
CO 4								
CO 5								

PART - B
SEMESTER I
PRACTICUM COURSE

MPD-C151 Track and Field (Running events)/ Gymnastics (any one)

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Reciting the fundamentals of running events and floor exercises.

CO-2. Describingthe techniques of hurdles clearance.

CO-3. Interpreting and demonstrating of techniques used in track events and floor exercises.

CO-4. Practicing strategies and tactics for the relay events.

CO-5. Analyzing the knowledge of floor exercises during competitions.

PART-A (Athletics)

Unit – 1 Running Event

1.1 Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks.

1.2 Finishing Techniques: Run, Through, forward lunging, Shoulder Shrug

1.3 Races: Short, Medium & Long distance

1.4 Hurdles

1.4.1 Fundamental Skills- Starting, Clearance and Landing Techniques.

1.4.2 Types of Hurdles

Unit – 2 Relays: Fundamental Skills

2.1 Various patterns of Baton Exchange

2.2 Understanding of Relay Zones

PART- B (Gymnastics)

Unit-3 Floor Exercise

3.1 Forward roll

3.2 Backward roll

3.3 Sideward roll

3.4 Leg split

3.5 Head stand

3.6 Cart Wheel

3.7 Hand stand and forward roll

3.8 Backward roll to hand stand

3.9 Diving forward roll

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1								
CO 2								
CO 3								
CO 4								
CO 5								

MPD-C153 YOGA/ AEROBICS (Any one)

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….
CO-1. Reciting the various concepts of yoga/Aerobics.
CO-2. Describingthe various Mudras and Meditations.
CO-3. Interpreting the various postures in yoga asanas and process of performing kriyas, pranayams and mudras.
CO-4. Practicing the various cultural andrelaxativeasanas.
CO-5. Analyzing and demonstrating various yoga asanas/Aerobics.

Unit-1 Asanas& Meditation
1.1 Meditation and its related postures: Sukhasan, Swastikasan, Padmasan, Vajrasan and Siddhasan.
1.2 Cultural: Bhujangasan, Ardha-Shalabhasana, Dhanurasana, Naukasana, Padhastasana, Halasan, Matsyasan, Vakrasan, Chakrasan, Lateral bend Tadasan, Utkatasana, Vrikshasan, Parvatasan.
1.3 Relaxative Asana: Shavasan, makarasana

Unit-2
2.1 Surya Namaskar
2.2 Pranayama
2.3 Bandha
2.4 Mudra
2.5 Kriya

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….
CO-1. Reciting the fundamental activities of aerobics.
CO-2. Describingthe various types of aerobics.
CO-3. Interpreting and performing the fundamental movements of aerobics activities.
CO-4. Practicing the various warming-up and cooling down exercises.
CO-5. Organizing and demonstrating of various aerobics techniques.

Unit 1
1.1 Aerobic workout
1.1.1Cardio, leg work, upper body strength work and abdominal work
1.2 Introduce and perform aerobic exercises to include a warm-up, a cardio segment, a cool down, and designated muscle isolation
1.3 Understand how to care for and prevent common aerobic injuries
1.4 Belly Dance workout & Cardio Kickboxing
1.5 Zumba (Latin aerobic dance workout) & Cardio Equipment
1.6 Step Aerobics weights & Aerobic Dance workout.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1								
CO 2								
CO 3								
CO 4								
CO 5								

MPD-C154 GAMES AND SPORTS I

The Candidate has choice to select any one of the following games (performance of various skills (any five), a scrape file & viva-voce in any of the following games)
(Badminton/ Table Tennis/ Volleyball/ Kabaddi/ Hockey)

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Reciting the concepts and rules of games and sports I.

CO-2. Describingthe fundamental techniques of games and sports I.

CO-3. Interpreting various techniques that used in games and sports I.

CO-4. Practicing the knowledge of rules and regulation of games and sports I. events during practice session & competitions.

CO-5. Constructing Court/ Ground/ Field& its marking in games and sports I.

Unit – 1

Understanding of games and sports I.: Fundamental Skills off games and sports I

1.1 Skills of games and sports I

1.2 Skills of Offensive and Defensive skills.

1.3 Additional skills in raiding- combined formations in offence and defence.

1.4 Ground Marking, Rules and Officiating.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1								
CO 2								
CO 3								
CO 4								
CO 5								

MPD-T151-ICT Classroom Teaching on PPT(Based on same semester theory paper)

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Reciting the various teaching errors.

CO-2. Describingthe various concepts of teaching methods.

CO-3. Interpreting his experience to take lectures in class room situation through PPT.

CO-4. Practicing and demonstrating the various skills of game and sports through PPT.

CO-5. Composing lesson plans based on PPT.

The students will prepare a PPT in advance, for the classroom teaching. The topic should be related to the M.P.Ed. Ist semester theory papers only.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1								
CO 2								
CO 3								
CO 4								
CO 5								

SEMESTER II
MPD-C201 APPLIED STATICTICS IN PHYSICAL EDUCATION

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….
CO-1. Defining the concepts of statistics.
CO-2. Identifying the tools of statics in research.
CO-3. Describing the research problem, literature sources and research ethics.
CO-4. Estimating the research situation & tools and selecting appropriate tools for research.
CO-5. Developing the concept of applying statistics in research.

UNIT I – Introduction
Meaning and Definition of Statistics.
Need and importance of Statistics and Types of Statistics.
Meaning of the terms, Population, Sample, Data, types of data.Group and non-grouped, Variables.

UNIT II – Data Classification, Tabulation and Measures of Central Tendency and Measures of Dispersions and Scales
Meaning, uses and construction of frequency table.
Calculation and advantages of Measures of central tendency – Mean, median and mode.
Calculation and advances of Range, Quartile Deviation, Mean Deviation, Standard Deviation, Probable Error. Meaning, Purpose
Calculation and advantages of scoring scales; Sigma scale, Z Scale, Hull scale

UNIT III – Probability Distributions and Graphs
Normal Curve.
Meaning of probability- Principles of normal curve– Properties of normal curve.
Divergence form normality – Skewness and Kurtosis.
Graphical Representation in Statistics; Line diagram, Bar diagram, Histogram, Frequency Polygon, Ogive Curve.

UNIT IV – Inferential and Comparative Statistics
Tests of significance; "t" test, chi – square test, level of confidence and interpretation of data.
Meaning of correlation – co-efficient of correlation – calculation of co- efficient of correlation by the product moment method and rank difference method.
Concept of ANOVA and ANCOVA.

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; Illinois; 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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1								
CO 2								
CO 3								
CO 4								
CO 5								

MPD-C202 SPORTS BIOMECHANICS AND KINSESIOLOGY

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Defining the fundamental concepts of sports biomechanics and kinesiology.

CO-2. Identifying the fundamental concepts of muscles with actions.

CO-3. Describing the fundamentals of motions and forces in sports.

CO-4. Discussing the fundamentals of projectile, lever and dynamics.

CO-5. Measuring the advantages of leverage, Newton's laws of motion and various movements, at the time of human motion.

UNIT I – Introduction

Meaning, nature, role and scope of applied kinesiology and Sports Biomechanics.

Meaning of Axis and Planes, Kinematics, Kinetics.

Centre of gravity -Line of gravity plane of the body and axis of motion.

Vectors and Scalars quantity.

UNIT II – Muscle Action

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

UNIT III – Motion and Force

Meaning and definition of Motion. Types of Motion: Linear motion, angular motion, circular motion, uniform motion.

Principles related to the law of Inertia, Law of acceleration, and law of counter force.

Meaning and definition of force.Force applied at an angle - pressure -friction -Buoyancy, Spin - Centripetal force - Centrifugal force.

UNIT IV – Projectile, Lever and Movement Analysis

Freely falling bodies - Projectiles -Equation of projectiles stability Factors influencing equilibrium - Guiding principles for stability -static and dynamic stability.

Meaning of work, power, energy, kinetic energy and potential energy.

Leverage -classes of lever - practical application.

Water resistance - Air resistance -Aerodynamics.

Biomechanical Analysis of Movements (Running, Walking, Throwing and Jumping).

References: Deshpande S.H. (2002). ManavKriyaVigyan – Kinesiology (Hindi Edition) Amravati:HanumanVyayamPrasarakMandal.

Hoffman S.J. Introduction to Kinesiology (Human Kinesiology publication Inc. 2005

Thomas. (2001). Manual of structural Kinesiology, New York: McGraw Hill.

Uppal, A (2004), Kinesiology in Physical Education and Exercise Science, Delhi Friends publications.

Williams M (1982) Biomechanics of Human Motion, Philadelphia; Saunders Co.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1								
CO 2								
CO 3								
CO 4								
CO 5								

MPD-C203 ATHLETIC CARE AND REHABILITATION

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Defining the concepts of athletic care and rehabilitation.

CO-2. Identifying the concepts of sports injuries, care & treatment.

CO-3. Describing the concepts of massage, postures and rehabilitation.

CO-4. Classifying the knowledge of first aid, care of sports injuries, manipulation of massage, correct posture and rehabilitation from the injuries.

CO-5. Categorizing the common sports injuries, postural deformities and their cure.

Unit I – Corrective-methods

Definition and objectives of corrective physical Education.

Posture and body mechanics, Standards of Standing Posture.

Value of good posture, Drawbacks and causes of bad posture.Posture test.

Unit II – Postural Deformities

Normal curve of the spine and its utility

Deviations in posture: Kyphosis, lordosis, flat back, Scoliosis, round shoulders, Knock Knee, Bow leg, Flat foot and Backache.

Causes for deviations and treatment including exercises.

Unit III –Massage

Brief history of massage, Massage as an aid for relaxation, Points to be considered in giving massage, Physiological, Chemical, Psychological effects of massage, Indication / Contra indication of Massage, Classification of the manipulation used massage and their specific uses in the human body

Stroking manipulation: Effleurage – Pressure manipulation: Petrissage Kneading (Finger, Kneading, Circular) ironing Skin Rolling

Percussion manipulation: Tapotement, Hacking, Clapping, Beating, Pounding, Slapping, Cupping, Poking, Shaking Manipulation, Deep massage.

Unit IV –Sports Injuries Care, Treatment and Support

Principles pertaining to the prevention of Sports injuries – care and treatment of exposed and unexposed injuries in sports

Principles andapplication of cold and heat, infrared rays – Ultrasonic, Therapy – Short wave diathermy therapy. Principles and techniques of Strapping and Bandages.

References:

Dohenty. J. Meno.Wetb, Moder D (2000) Track & Field, Englewood Cliffs, Prentice Hal Inc.

Lace, M. V. (1951) Massage and Medical Gymnastics, London: J & A Churchill Ltd.

McOoyand Young (1954) Tests and Measurement, New York: Appleton Century.

Naro, C. L. (1967) Manual of Massage and, Movement, London: Febra and Febra Ltd.

Rathbome, J.l. (1965) Corrective Physical education, London: W.B. Saunders & Co.

Stafford and Kelly, (1968) Preventive and Corrective Physical Education, New York.

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MPD-E201 SPORTS JOURNALISM AND MASS MEDIA

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Definingthe concept of sports journalism and mass media.

CO-2. Identifyingthe concept of sports bulletin.

CO-3. Describing commentary and sports photography.

CO-4. Classifying in writing news reports on sports and evaluating reported news.

CO-5. Organizing interviews of elite players and coaches.

UNIT I Introduction

Meaning and Definition of Journalism

Ethics of Journalism

Canons of journalism

Sports Ethics and Sportsmanship

Reporting Sports Events.

National and International Sports News Agencies.

UNIT II Sports Bulletin

Concept of Sports Bulletin: Journalism and sports education

Structure of sports bulletin – Compiling a bulletin – Types of bulletin

Role of Journalism in the Field of Physical Education: Sports as an integral part of Physical Education

Sports organization and sports journalism

General news reporting and sports reporting.

UNIT III Mass Media

Mass Media in Journalism: Radio and T.V. Commentary

Running commentary on the radio – Sports expert's comments.

Role of Advertisement in Journalism.

Sports Photography: Equipment- Editing – Publishing.

UNIT IV Report Writing on Sports and Journalism

Brief review of Olympic Games, Asian Games, Common Wealth Games World Cup, National Games and Indian Traditional Games.

Preparing report of an Annual Sports Meet for Publication in Newspaper.

Organization of Press Meet.

Sports organization and Sports Journalism – General news reporting and sports reporting.

Methods of editing a Sports report.

Evaluation of Reported News.

Interview with and elite Player and Coach.

Reference: Dhananjay Joshi (2010) Value Education in Global Perspective. New Delhi: Lotus Press.

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

MohitChakrabarti (2008): Value Education: Changing Perspective, New Delhi: Kanishka Publication.

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MPD-E202 SPORTS ENGINEERING

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Memorizing the concepts of sports, event & facilities management.

CO-2. Identifyingand understanding the concepts of equipment's and public relation.

CO-3. Describing the concepts of curriculum design.

CO-4. Developing the knowledge to organize event, purchasing of equipment's and curriculum designing with their sources.

CO-5. Estimating the different kinds of indoor and outdoor facilities and events

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 Mechanics of engineering materials

Concept 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, Body levers, ergonomics

Mechanical principles in movements such as lifting, walking, running, throwing, jumping, pulling, pushing etc

Unit- III Sports Dynamics

Introduction to Dynamics, Kinematics to particles – rectilinear and plane curvilinear motion coordinate system.

Kinetics of particles – Newton's laws of Motion, Work, Energy, Impulse and momentum.

Unit- IV Building and Maintenance and Facility life cycle costing

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 according 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.

Building process:- design phase (including brief documentation), construction phase functional (occupational) life, Re-evaluation, refurnish, demolish.

Maintenance policy, preventive maintenance, corrective maintenance, record and register for maintenance. Basicsof theoretical analysis of cost

Total life cost concepts, maintenance costs, energy cost, capital cost and taxation

Reference:

Franz K. F. et. al., 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)

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SECTION - B
PRACTICUM COURSE
SEMESTER II

MPD-C251 TRACK AND FIELD II: JUMPING EVENTS AND HURDLES / GYM TRAINING (any one) (Demonstration of exercises related to different-different muscles and extremities of human body)

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Reciting the fundamentals of jumping events and gym exercises.

CO-2. Describingthe techniques of hurdles clearance.

CO-3. Interpreting and demonstrating of techniques used in jumping events and gym exercises.

CO-4. Determining the strategies and tactics for the Jumping events and gym exercises.

CO-5. Analyzing the knowledge of jumping events and gym exercises during competitions.

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MPD-C252 GAMES AND SPORTS-II

The Candidate has choice to select any one of the following games (performance of various skills (any five), a scrape file & viva-voce in any of the following games)
(Kho-Kho/ Basketball/ Tennis/ Softball/Cricket)

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Reciting the concepts and rules of games and sports II.

CO-2. Describingthe fundamental techniques of games and sports II.

CO-3. Interpreting various techniques that used in games and sports II.

CO-4. Practicing the knowledge of rules and regulation of games and sports II. events during practice session & competitions.

CO-5. Constructing Court/ Ground/ Field& its marking in games and sports II.

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MPD-C253COMBATIVE SPORTS-

The Candidate has choice to select any one of the following Combative Sports (performance of various skills (any five), a scrape file & viva-voce in any of the following games)Boxing/ Judo/ Karate/Taekwondo/Wrestling/ Wushu (Any One).

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Reciting the fundamentals of Combative sports.
CO-2. Describingthe various techniques of Combative sports.
CO-3. Interpreting various offensive and defensive techniques of Combative sports.
CO-4. Practicing various techniques that used in Combative sports.
CO-5. Analyzing and demonstrating the various techniques of feinting Combative sports.

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MPD-T251 CLASS ROOM TEACHING
(LESSONS ON THEORY OF DIFFERENT SPORTS & GAMES)

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Reciting the various teaching errors.
CO-2. Describingthe various concepts of teaching methods.
CO-3. Interpreting his experience to take lectures in class room situation.
CO-4. Practicing and demonstrating the various theories of games and sports.
CO-5. Analyzing lesson plans based on theory of games and sports.

The students of M.P.Ed – II Semester need to develop proficiency in taking teaching lessons as per selected games and sport or game specialization. The class room teaching or Lesson plan should be based on the theory of Games and Sports. In view of this, the students shall be provided with selected or specialized game teaching experience. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class time they are going to handle at school and college level.

Each student teacher is expected to take at least five lessons during the course of the second semester. The lessons will be supervised by the faculty members and experts who would discuss the merits and demerits of the concerned lesson and guide them for the future. In these teaching lessons, the duration should slowly increase and all the parts of the lesson Covered progressively.

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SEMESTER III

MPD-C304RESEARCH PROCESS IN PHYSICAL EDUCATION- II

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….
CO-1. Discussing the concepts of research methodology.
CO-2. Determining the appropriate group design and variables.
CO-3. Categorizing the sampling techniques.
CO-4. Selecting the research proposal.
CO-5. Expressing the methods of research report.

UNIT I - Methods of Research II
Philosophical research; Method, Steps, Precautions and suggestive areas.
Survey Research- Meaning, Method and Importance
Experimental Research – Meaning, Nature and Importance

UNIT II – Group Design & Variables
Group Design- meaning, types and Methods
Experimental Design - Single Group Design, Revise Group Design, Repeated Measure Design, Rotational Group Comparison Design etc.
Historical Method; Sources, Historical Criticism and Historical report writing
Meaning of Variable, Types of Variables.

UNIT III –Sampling, collection of data and
Sample, Population and Size of the sample, Types of Sampling; Random, Stratified Random, Multi Stage, Purposive Sampling.
Tools and Techniques.

UNIT IV - Research Proposal and Research Report.
Research Proposal- Meaning, Steps and Format of research proposal
Research Report- Meaning, Steps and General format of a Research Report
Writing a research proposal and research report
Pilot project- Introduction and procedure
Bibliography- Meaning and Importance
Appendix - Meaning and Importance

Reference:
Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc
Clarke David. H & Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc.
Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illinois; Human Kinetics;
Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports
Rothstain, A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc

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MPD-C302 SPORTS MEDICINE

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Describing the various concepts of sports medicine and therapeutic exercise.

CO-2. Discussing the prevention from sports injuries.

CO-3. Determining the various spine injuries and exercises.

CO-4. Categorizing the various physiological effects of massage.

CO-5. Estimating the therapeutic modalities.

UNIT I – Introduction

Meaning, definition and importance of Sports Medicine,

Definition and Principles of therapeutic exercises.

Coordination exercise, Balance training exercise, Strengthening exercise, Mobilization exercise, Gait training, Gym ball exercise Injuries: acute, sub-acute, chronic.

Advantages and Disadvantages of PRICE, PRINCE therapy, Aquatic therapy.

UNIT II – Spine Injuries and Exercise

Head, Neck and Spine injuries: Causes, Presentational of Spinal anomalies, Flexion, Compression, Hyperextension, Rotation injuries.

Spinal range of motion. Free hand exercises, stretching and strengthening exercise for head neck, spine.

Supporting and aiding techniques and equipment for Head, Neck and Spine injuries.

UNIT III –Upper Extremity Injuries and Exercise

Upper Limb and Thorax Injuries: Shoulder: Sprain, Strain, Dislocation, and Strapping. Elbow: Sprain, Strain.

Strapping. Wrist and Fingers: Sprain Strain, Strapping. Thorax, Rib fracture.

Breathing exercises, Relaxation techniques, Free hand exercise, Stretching and strengthening exercise for shoulder, Elbow, Wrist and Hand.

Supporting and aiding techniques and equipment for Upper Limb and Thorax Injuries.

UNIT IV–Lower Extremity Injuries and Exercise

Lower Limb and Abdomen Injuries:

Hip: Adductor strain, Dislocation, Strapping.

Knee: Sprain, Strain, Strain, Strapping.

Ankle: Sprain, Strain, Strapping.

Abdomen: Abdominal wall, Contusion, Abdominal muscle strain.

Free exercises – Stretching and strengthening exercise for Hip, knee, ankle and Foot.

Supporting and aiding techniques and equipment for Lower limb and Abdomen injures.

References:

Pande.(1998). Sports Medicine. New Delhi: KhelShitya Kendra

Christopher M. Norris. (1993). Sports Injures Diagnosis and Management for Physiotherapists. East Kilbride: Thomson Litho Ltd.

James, A. Gould & George J. Davies.(1985). Physical Therapy. Toronto: C.V. Mosby Company.

Morris B. Million (1984) Sports Injuries and Athletic Problem. New Delhi: Surjeet Publication.

The Encyclopaedia of Sports Medicine. (1998). The Olympic Book of Sports Medicine, Australia: Tittel Blackwell Scientific publications.

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MPD-C303 HEALTH EDUCATION AND SPORTS NUTRITION

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Memorizing the concepts of health education and sports nutrition.
CO-2. Describing the concept of various communicable diseases, personal hygiene and health services.
CO-3. Articulating and planning for healthful school environment.
CO-4. Judging diet plan and managing body weight.
CO-5. Assessing health records for creating health awareness.

Unit - I Health Education

Concept, Dimensions, Spectrum and Determinants of Health
Definition of Health, Health Education, Health Instruction, Health Supervision
Aim, objective and Principles of Health Education
Health Service and guidance instruction in personal hygiene

Unit - II Health Problems in India

Communicable and Non Communicable Diseases
Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Population
Personal and Environmental Hygiene for schools
Objective of school health service, Role of health education in schools
Health Services - Care of skin, Nails, Eye health service
Nutritional service, Health appraisal, Health record, Healthful school environment, first- aid and emergency care etc.

Unit- III – Hygiene and Health

Meaning of Hygiene, Type of Hygiene, dental Hygiene
Effect of Alcohol on Health, Effect of Tobacco on Health
Life Style Management, Management of Hypertension
Management of Obesity, Management of Stress

Unit – IV- Introduction to Sports Nutrition and Nutrition and Weight Management

Meaning and Definition of Sports Nutrition, Role of nutrition in sports, Basic Nutrition guidelines, Nutrients: Ingestion to energy metabolism (Carbohydrate, Protein and Fat)
Role of carbohydrates, Fat and protein during exercise.
Concept of BMI (Body mass index), Obesity and its hazard, Dieting versus exercise for weight control Maintaining a Healthy Lifestyle
Weight management program for sporty child, Role of diet and exercise in weight management
Design diet plan and exercise schedule for weight gain and loss.

References: Hanlon, John J. "Principles of Public Health Administration" 2003.
Bucher, Charles A. "Administration of Health and Physical Education Programme". Delbert, Oberteuffer, et. al." The School Health Education".
Ghosh, B.N. "Treaties of Hygiene and Public Health".
Moss "Health Education" (National Education Association of U.T.A.)Nemir A.

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MPD-E301 VALUE AND ENVIRONMENTAL EDUCATION

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Reciting the concepts of value and environmental education.
CO-2. Recognizing the concepts of value education, value systems and rural sanitation.
CO-3. Representing the celebration of various environmental days.
CO-4. Summarizing the role and importance of pollution control board.
CO-5. Categorizing the urban health, natural resources and related environmental issues.

UNIT I – Introduction to Value Education.

Values: Meaning, Definition, Concepts of Values.
Value Education: Need, Importance and Objectives.
Moral Values: Need and Theories of Values.
Classification of Values: Basic Values of Religion, Classification of Values.

UNIT II – Value Systems

Meaning and Definition, Personal and Communal Values, Consistency, Internally consistent, internally inconsistent, Judging Value System, Commitment, Commitment to values.

Unit- III – Environmental Education

Definition, Scope, Need and Importance of environmental studies.
Concept of environmental education, Historical background of environmental education, Celebration of various days in relation with environment, Plastic recycling & prohibition of plastic bag / cover, Role of school in environmental conservation and sustainable development, Pollution free eco-system.

Unit - IV Rural Sanitation, Urban Health and Natural Resources and related environmental issues:

Rural Health Problems, Causes of Rural Health Problems, Points to be kept in Mind for improvement of Rural Sanitation, Urban Health Problems, Process of Urban Health, Services of Urban Area, Suggested Education Activity, Services on Urban Slum Area, Sanitation at Fairs & Festivals, Mass Education.
Water resources, food resources and Land resources, Definition, effects and control measures of: Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution Management of environment and Govt. policies, Role of pollution control board.

Reference:

Miller T.G. Jr., Environmental Science (Wadsworth Publishing Co.) Odum, E.P. Fundamentals of Ecology (U.S.A.: W.B. Saunders Co.) 1971.
Rao, M.N. &Datta, A.K. Waste Water Treatment (Oxford & IBH Publication Co. Pvt. Ltd.) 1987.
Townsend C. and others, Essentials of Ecology (Black well Science).
Miller T.G. Jr., Environmental Science (Wadsworth Publishing Co.).

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MPD-E302 PHYSICAL FITNESS AND WELLNESS

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Describing the concepts of physical fitness and wellness.
CO-2. Explaining the components of physical fitness and wellness.
CO-3. Planning to manage the emotional wellness–Fears, phobias, anxiety, depression, anger, sleep, mental stress.
CO-4. Assessing the physical fitness levels of players.
CO-5. Measuring the value of yoga and nutrition for development of physical fitness and wellness

Unit I – Introduction

Meaning and Definition" of Physical Fitness, Physical Fitness Concepts and Techniques,
Principles of physical fitness, Physiological principles involved in human movement.
Components of Physical Fitness.
Leisure time physical activity and identify opportunities in the community to participate in this activity.
Current trends in fitness and conditioning, components of total health fitness and the relationship between physical activity and lifelong wellness.

Unit II – Nutrition

Nutrients; Nutrition labelling information, Food Choices, Food Guide Pyramid, Influences on food choices-social, economic, cultural, food sources, Comparison of food values.
Weight Management-proper practices to maintain, lose and gain.
Eating Disorders, Proper hydration, the effects of performance enhancement drugs

Unit III – Aerobic Exercise

Cardio respiratory Endurance Training; proper movement forms, i.e., correct stride, arm movements, body alignment; proper warm-up, cool down, and stretching, monitoring heart rates during activity. Assessment of cardio respiratory fitness and set goals to maintain or improve fitness levels.
Cardio respiratory activities including i.e. power walking, pacer test, interval training, incline running, distance running, aerobics and circuits.

Unit IV – Anaerobic Exercise and Flexibility Exercise

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)
Advanced techniques of weight training, Flexibility Training, Relaxation Techniques and Core Training.Safety techniques (stretching protocol; breathing and relaxation techniques) types of flexibility exercises (i.e. dynamic, static), Develop basic competency in relaxation and breathing techniques. Pilates, Yoga.

Reference:

David K. Miller & T. Earl Allen, Fitness, A life time commitment, Surjeet Publication Delhi 1989.
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.

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CO 5								

SECTION - B
SEMESTER III
MPD-C351 TRACK AND FIELD III: THROWING EVENTS/ AEROBICS (Any one)

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Reciting the fundamentals of throwing events/ aerobics exercises.

CO-2. Describingthe techniques of throwing events/ aerobics exercises.

CO-3. Interpreting and demonstrating of techniques used in throwing events/ aerobics exercises.

CO-4. Analyzing the strategies and tactics for the throwing events/ aerobics exercises.

CO-5. Practicing the knowledge of throwing events/ aerobics exercises.

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MPD-C352 GAMES AND SPORTS-III- GAME PROFICIENCE
INSQUASH/ FOOTBALL/ HANDBALL/ WEIGHTLIFTING.
The Candidate has choice to select any one of the following games (performance of various skills (any five), a scrape file & viva-voce in any of the following games)
(Squash/Football/ Handball/ Weightlifting)

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Reciting the concepts and rules of games and sports III.

CO-2. Describingthe fundamental techniques of games and sports III.

CO-3. Interpreting various techniques that used in games and sports III.

CO-4. Practicing the knowledge of rules and regulation of games and sports III. events during practice session & competitions.

CO-5. Constructing Court/ Ground/ Field& its marking in games and sports III.

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MPD-C353 LAB PRACTICAL (SPORTS PSYCHOLOGY, BIOMECHANICS & KINESIOLOGY, TEST AND MEASUREMENT)

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Identifying the concepts oflab in physical education.
CO-2. Describingthe fundamental lab in physical education.
CO-3. Constructing various techniques to collect data through lab in physical education.
CO-4. Interpreting the knowledge of lab in physical education.
CO-5. Analyzing data analysis through lab in physical education.

The students of M.P.Ed – III Semester need to be develop proficiency in Testing Psychological instruments, Biomechanical instruments, Kinesiological instruments and should know various types of testing (Physical; Fitness, Cardiovascular, Games and Sports skill) based on course structure given in the syllabus of Test, Measurement and Evaluation.

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MPD-T351 COACHING LESSONS OF GAME SPECIALIZATIONS

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Reciting the fundamentals and rules of Game specialization.
CO-2. Describingthe various techniques of Game specialization.
CO-3. Interpreting and applying various offensive and defensive techniques.
CO-4. Practicing various techniques that used in Game specialization.
CO-5. Analyzing the knowledge of rules and regulation of Game specialization.
(The students will perform the skills, a Scrape file based on Specialization and Viva-voce)

The students of M.P.Ed – III Semester need to be develop proficiency in taking coaching lesson in selected game discipline. In view of this, the students shall be provided with advance training and coaching in selected discipline. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class they are going to handle at school and college level. Each student teacher is expected to take at least five lessons during the course of the third semester. The lessons will be supervised by the faculty members and experts who would discuss the merits and demerits of the concerned lesson and guide them for the future. In these coaching lessons, the duration should slowly increase and all the parts of the lesson covered progressively

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SEMESTER IV

MPD-C401 INFORMATION AND COMMUNICATION TECHNOLOGY IN PHYSICAL EDUCATION

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Defining the concepts of information & communication technology in physical education.
CO-2. Identifying the computer hardware, software and network components.
CO-3. Solving the basic information system problem by applying system development, word processing.
CO-4. Estimating the concepts of ICT and its need/importance in the field of physical education.
CO-5. Compiling and representing the data statistics in form of graphical representation

Unit I – Communication & Classroom Interaction

Concept, Elements, Process & Types of Communication, Communication Barriers & Facilitators of communication

Importance of ICT Need ofICT in Education

Scope of ICT: Teaching Learning Process, Publication Evaluation, Research and Administration, Challenges in Integrating ICT in Physical Education

Unit II – Fundamentals of Computers

Characteristics, Types & Applications of Computers Hardware of Computer: Input, Output & Storage Devices Software of Computer: Concept & Types

Computer Memory: Concept & Types Viruses & its Management

Concept, Types & Functions of Computer Networks Internet and its Applications

Web Browsers & Search Engines Legal & Ethical Issues

Unit III – MS Office 2007 Applications

MS Word: Main Features &its Uses in Physical Education

MS Excel: Main Features & its Applications in Physical Education

MS Power Point: Preparation of Slides with Multimedia Effects

Approaches to Integrating ICT in Teaching Learning Process

Project Based Learning (PBL)

Unit IV – Audio Visual Media in Physical Education

Audio-visual media - meaning, importance and various forms Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, Audio Conferencing and Interactive Radio Conference.

References: Douglas E. Comer, The Internet Book, Purdue University, West Lafayette in 2005.
Heidi Steel Low price Edition, Microsoft Office Word 2003- 2004.
Pradeep K. Sinha&Priti; Sinha, Foundations computing BPB Publications -2006. Rebecca Bridges Altman Peach pit Press, Power point for window, 1999.
Sanjay Saxena, Vikas Publication House, Pvt. Ltd. Microsoft Office for ever one, Second Edition-2006.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
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CO 5								

MPD-C402 SPORTS PSYCHOLOGY

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Reciting the concepts of psychology and sports psychology.
CO-2. Identifying the fundamental concepts of goal setting.
CO-3. Determining the effects of various psychological variables on sports performance.
CO-4. Categorizing different methods of studying of behaviour of sports person.
CO-5. Estimating the various social problems and their effect on sports performance.

UNIT I - Introduction

Meaning, Definition, Need and Importance of Psychology
Meaning, Definition, Need and Importance of Sports Psychology.
Present Status of Sports Psychology in India.
Motor Perception – Factors Affecting Perception – Perceptual Mechanism.
Personality: Meaning, Definition, Structure – Measuring Personality Traits.
Effects of Personality on Sports Performance.

UNIT II - Motivation

Meaning and Definition, Types of Motivation: Intrinsic, Extrinsic.
Achievement Motivation: Meaning, Measuring of Achievement Motivation.
Anxiety: Meaning and Definition, Nature, Causes, Method of Measuring Anxiety. Competitive Anxiety and Sports Performance.
Stress: Meaning and Definition, Causes. Stress and Sports Performance.
Aggression: Meaning and Definition, Method of Measurement.
Aggression and Sports Performance.
Self-Concept: Meaning and Definition, Method of Measurement.

UNIT III – Goal Setting

Meaning and Definition, Process of Goal Setting in Physical Education and Sports.
Meaning and Definition, types and methods of psychological relaxation.
Psychological Tests: Types of Psychological Test: Instrument based tests: Reaction timer – Finger dexterity board – Depth perception box. Questionnaire: Sports Achievement Motivation, Sports Competition Anxiety.

UNIT IV – Sports Sociology&Group Cohesion

Meaning and Definition of Sports Sociology.
National Integration through Sports.
Fans and Spectators: Meaning and definition, Advantages and disadvantages on Sports Performance.
Leadership: Meaning, Definition, types. Leadership and Sports Performance.
Group: Definition and Meaning, Group Size, Groups on Composition, Group Cohesion, Group Interaction, Group Dynamics.
Current Problems in Sports and Future Directions – Women in Sports: Sports Women in our Society, Participation pattern among Women, Gender inequalities in Sports.

References:

Jain. (2002), Sports Sociology, Kheal SahetyKendre Publishers.
Jay Coakley. (2001) Sports in Society – Issues and Controversies in International Education, Mc-Craw Seventh Edn.
John D Lauther (2000) Psychology of Coaching.NewJersy: Prenticce Hall Inc.
John D. Lauther (1998) Sports Psychology. Englewood, Prentice Hall Inc.
MiroslawVauks& Bryant Cratty (1999).Psychology and the Superior Athlete. London: The Macmillan Co.

Richard, J. Crisp. (2000). Essential Social Psychology.Sage Publications.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1								
CO 2								
CO 3								
CO 4								
CO 5								

MPD-C404SCIENTIFIC PRINCIPLES OF SPORTS TRAINING

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Memorizing the concepts of psychology and sports psychology.
CO-2. Describing the fundamental concepts of goal setting.
CO-3. Identifying the effects of various psychological variables on sports performance.
CO-4. Categorizing different methods of studying of behaviour of sports person.
CO-5. Judging the various social problems and their effect on sports performance.

UNIT I – Introduction

Sports training: Definition – Aim, Characteristics
Principles of Sports Training
Over Load: Definition, Causes of Over Load, Symptoms of Overload
Remedial Measures – Super Compensation.

UNIT II – Components of Physical Fitness

Strength: Methods to improve Strength: Weight Training, Isometric, Isotonic, Circuit Training
Speed: Methods to Develop Speed: Repetition Method, Downhill Run, Parachute Running, Wind Sprints
Endurance: Methods to Improve Endurance: Continuous Method, Interval Method, Repetition Method, Cross Country, Fartlek Training

UNIT III – Flexibility and Coordinative abilities

Flexibility: Methods to Improve the Flexibility- Stretch and Hold Method, Ballistic Method, Special Type Training: Plyometric Training.
Training for Coordinative abilities: Methods to improve Coordinative abilities: Sensory Method, Variation in Movement Execution Method, Variation in External Condition Method, Combination of Movement Method, Types of Stretching Exercises.

UNIT IV – Training Plan and Doping

Training Plan: Macro Cycle, Meso-Cycle. Short Term Plan and Long Term Plans
Periodization: Meaning, Single, Double and Multiple Periodization, Preparatory Period, Competition Period and Transition Period.
Definition of Doping – Side effects of drugs – Dietary supplements – IOC list of doping classes and methods. Blood Doping, Blood doping control – The testing programmes – Problems in drug detection – Blood testing in doping control – Problems with the supply of medicines Subject to IOC regulations: over-the- counter drugs (OTC) – prescription only medicines (POMs) – Controlled drugs (CDs). Reporting test results – Education
Influence of: Amphetamine, Anabolic steroids, Androstenedione, Beta Blocker, Choline, Creatine, Human growth hormone on sports performance. Narcotic, Stimulants: Caffeine, Ephedrine. Stimulants and sports performance.

References:

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
David R. Mottram (1996) Drugs in Sport, School of Pharmacy, Liverpool: John Moore University
Hardayal Singh (1991) Science of Sports Training, New Delhi, DVS Publications
Jensen, C.R. & Fisher A.G. (2000) Scientific Basic of Athletic Conditioning, Philadelphia

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1								
CO 2								
CO 3								
CO 4								
CO 5								

MPD-E461 DISSERTATION

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….

CO-1. Reciting the various concepts of dissertation.

CO-2. Describingthe various terms used in dissertation chapters.

CO-3. Interpreting and able to preparing the blue print of dissertation proposal.

CO-4. Practicing knowledge in writing dissertation report.

CO-5. Analyzing knowledge to justify dissertation conclusions.

1. A candidate shall have dissertation for M.P.Ed. – IV Semester and must submit his Synopsis and get it approved by the Head of Department on the recommendation of D.R.C. (Departmental Research Committee).
2. A candidate selecting dissertation must submit his dissertation not less than one week before the beginning of the IVth Semester Examination.
3. The candidate has to face the Viva-Voce conducted by DRC.
4. Only Ten meritorious (based on previous results) students can opt dissertation.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1								
CO 2								
CO 3								
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CO 5								

MPD-E402
SPORTS MANAGEMENT AND CURRICULUM DESIGN IN PHYSICAL EDUCATION

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….
CO-1. Describing the various concepts of sports management and curriculum.
CO-2. Defining the various terms used in management.
CO-3. Identifying and able to preparing the program management.
CO-4. Establishing knowledge to purchase and care of equipment's.
CO-5. Developing knowledge to designcurriculum, based on scientific background.

UNIT I – Introduction to Sports Management
Definition, Importance.Basic Principles and Procedures of Sports Management.
Functions of Sports Management
Personal Management: Objectives of Personal Management, Personal Policies, Role of Personal Manager in an organization, Personnel recruitment and selection.

UNIT II – Program Management
Importance of Programme development and the role of management, Factors influencing programme development. Steps in programme development, Competitive Sports Programs, Benefits, Management Guidelines for School, Colleges Sports Programs, Management Problems in instruction programme, Community Based Physical Education and Sports program.

UNIT III – Equipment's and Public Relation
Purchase and Care of Supplies of Equipment
Guidelines for selection of Equipment's and Supplies, Purchase of equipment's and supplies, Equipment Room, Equipment and supply Manager.
Guidelines for checking, storing, issuing, care and maintenance of supplies and equipment's.
Public Relations in Sports: Planning the Public Relation Program – Principles of Public Relation – Public Relations in School and Communities – Public Relation and the Media.

UNIT IV – Curriculum and Curriculum Sources
Meaning and Definition of Curriculum. Principles of Curriculum Construction: Students centred, Activity centred, Community centred, forward looking principle, Principles of integration, Theories of curriculum development, Conservative (Preservation of Culture), Relevance, flexibility, quality, contextually and plurality.
Approaches to Curriculum; Subject centred, Learner centred and Community centred, Curriculum Framework.Factors that affecting curriculum: Sources of Curriculum materials – text books – Journals – Dictionaries, Encyclopaedias, Magazines, Internet.
Integration of Physical Education with other Sports Sciences – Curriculum research, Objectives of Curriculum research – Importance of Curriculum research.Evaluation of Curriculum, Methods of evaluation.

Reference:
Aggarwal, J.C (1990). Curriculum Reform in India – World overviews, Doaba World Education Series – 3 Delhi: Doaba House, Book seller and Publisher.
Carl, E, Willgoose. (1982. Curriculum in Physical Education, London: Prentice Hall. Chakraborthy&Samiran.(1998) .Sports Management. New Delhi: Sports Publication.
John, E, Nixon & Ann, E, Jewett. (1964). Physical Education Curriculum, New York: The Ronald Press Company.
McKernan, James (2007) Curriculum and Imagination: Process, Theory, Pedagogy and Action Research,. U.K. Routledge

NCERT (2000). National Curriculum Framework for School Education, New Delhi: NCERT.
NCERT (2005). National Curriculum Framework-2005, New Delhi: NCERT.
Williams, J.F. (2003). Principles of Physical Education. Meerut: College Book House.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1								
CO 2								
CO 3								
CO 4								
CO 5								

SECTION -B
PRACTICUM COURSE

SEMESTER IV
MPD-C453TRACK AND FIELD MARKING

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….
CO-1. Reciting the concepts of track marking.
CO-2. Describingthe concept of track marking.
CO-3. Interpreting the various techniques of track marking.
CO-4. Practicing the knowledge during track marking.
CO-5. Analyzing and evaluating the various techniques of track marking.
(The students will perform the skills, a Scrape file based on Specialization and Viva-voce)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1								
CO 2								
CO 3								
CO 4								
CO 5								

MPD-C452GAMES SPECIALIZATION IV- GAME PROFICIENCE
(Course contents in game or sport of specialization should be chalked out internally considering advance level of students and suitable to their age.Practical skill test- any two)

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….
CO-1. Reciting the fundamentals and rules of Game specialization.
CO-2. Describingthe various techniques of Game specialization.
CO-3. Interpreting the various offensive and defensive techniques.
CO-4. Practicing various scientific techniques that used in Game specialization.
CO-5. Analyzing the knowledge of biomechanical analysis in Game specialization.
(The students will perform the skills, a Scrape file based on Specialization and Viva-voce)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1								
CO 2								
CO 3								
CO 4								
CO 5								

MPD-T454 Teaching practices:(Internship)

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….
CO-1. Reciting the various teaching/coaching/officiating errors.
CO-2. Describingthe various concepts of teaching methods.
CO-3. Interpreting his experience to take lectures in class room situation.
CO-4. Practicing and demonstrating the various skills of game and sports.
CO-5. Composing lesson plans.

The M.P.Ed., program provides for sustained field work with learners and the school, thereby creating congenial atmosphere. The program includes teaching basic skills in games and sports and indigenous activities given exposure to teachers in the teaching-learning process. School internship/teaching practice includes community engagement. The school internship teaching practice program shall have the following components. A minimum of 10 lessons out of which 05 shall be in schools and 05 lessons shall be coaching lessons in the college/ Institution/Departments itself.
For External: For Teaching Practice/Internship, School and participating college shall setup a mutually agreed mechanism for mentoring, supervising, tracking & accessing the student-teachers. After the completion of Internship student will report to his/her principal/class mentor, then they will form committee for the concern student presentation.
This Course is compulsory and successful completion of the same with due documentation would be essential and a pre-requisite for award of the degree.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1								
CO 2								
CO 3								
CO 4								
CO 5								

MPD-C462 Educational Camp – (Project)

The Course learning outcomes (COs): On completion of the two years M.P.Ed., program, the students will be learning and able to do/perform the following…….
CO-1. Reciting the concepts of educational camp.
CO-2. Describingthe history and importance of other places.
CO-3. Identifying the importance parameters/checklist for tour/camps.
CO-4. Practicing leadership quality and group-cohesion.
CO-5. Analyzing his creativity to develop/perform minor games and activities.
A five days camping

At least 3 days Camping program will be organized at any spot for the student trainee and 100 marks will be awarded on the basis of criteria given in

The charges for the camp will be revised due to inflation rates. The minimum charges of the camp is Rs. 2000/ and it will be mandate for all students.

Annexure-B

Sr. No.	Activity Max.	Marks
1	Task Given in camping	10
2	Interest in Extracurricular activities on altitude training	10
3	Organizing ability	10
4	Participation in altitude training	10
5	Task Performance	05
6	Personal behaviour in a group	05
7	Observing leadership ability	05
8	Cooperation in a group	05
9	Discipline	10
10	Tour report	30
Total		**100**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1								
CO 2								
CO 3								
CO 4								
CO 5								