CURRICULUM FRAMEWORK: TWO-YEAR MASTER OF PHYSICAL EDUCATION (MPEd) PROGRAMME



Directorate of Physical Education & Sports, University of Kashmir



NATIONAL COUNCIL FOR TEACHER EDUCATION Hans Bhawan (Wing-II), 1, Bahadur Shah Zafar Marg, New Delhi-110 002 www.ncte-india.org

Program Outcomes (POs):

- 1. Advanced Knowledge in Physical Education: Demonstrates a deep understanding of the core concepts and theories in physical education and sports sciences, ensuring a strong foundation for advanced study or professional practice.
- 2. **Research Proficiency:** Prepares students to undertake independent research by developing skills in designing research, gathering data, and analyzing results, contributing to knowledge in the field.
- 3. **Instructional Competence:** Equips students with the ability to deliver high-quality instruction and develop teaching strategies suitable for different learning environments and diverse student needs.
- 4. Leadership and Management Skills: Focuses on enhancing students' leadership qualities and their ability to organize and manage sports-related events and educational programs effectively.
- 5. Ethical Practices: Encourages the application of ethical standards and professional conduct in areas such as coaching, academic research, and community engagement in physical education.
- 6. **Technological Integration:** Encourages students to utilize cutting-edge technologies to improve teaching methods, training, and sports-related research, keeping pace with modern advancements.
- 7. **Health Promotion:** Trains students to design and implement health and wellness programs that can benefit individuals and communities, promoting lifelong physical activity and well-being.
- Cultural Competence: Promotes an awareness and respect for cultural differences in sports and physical activity, fostering inclusivity and a diverse approach to education and practice.
- Lifelong Learning: Cultivates a mindset of continuous improvement and personal development, ensuring that graduates remain engaged in professional growth throughout their careers.
- 10. **Communication Skills:** Develops strong written and verbal communication skills tailored to interacting with different audiences, whether in education, sports, or research settings.
- 11. **Critical Thinking:** Trains students to think analytically and creatively, solving complex problems that arise in physical education, coaching, or sports management contexts.

- 12. **Policy Understanding:** Ensures that students are equipped to understand and analyze existing policies and frameworks that affect physical education and sports management at various levels.
- 13. **Community Engagement:** Encourages active involvement in community initiatives, promoting physical activity and healthy lifestyles through sports and fitness programs.
- 14. Adaptability: Prepares students to adapt to the ever-changing trends in physical education, sports sciences, and societal demands, ensuring relevance in the field.
- 15. **Collaboration:** Emphasizes the importance of teamwork and collaboration, fostering skills to work effectively with peers from various disciplines in multidisciplinary settings.

Course Objectives (COs):

- 1. **Exercise Physiology:** Develop a strong understanding of how the human body responds to physical activity and how exercise can improve health and athletic performance.
- 2. **Sports Psychology:** Learn psychological principles that can be applied to enhance athletes' motivation, performance, and mental resilience.
- 3. **Biomechanics:** Understand the mechanical principles behind human movement to optimize performance and reduce the risk of injury.
- 4. **Curriculum Design:** Gain the skills necessary to design comprehensive physical education curricula that meet the needs of diverse educational levels and settings.
- 5. Assessment Strategies: Learn how to use various assessment tools to evaluate physical fitness, skill proficiency, and overall athletic performance.
- 6. Adapted Physical Education: Understand how to develop and implement physical education programs tailored for individuals with special needs, ensuring inclusivity.
- 7. **Sports Nutrition:** Gain knowledge of nutritional science and its applications to sports, learning how diet and nutrition impact athletic performance and health.
- 8. **Motor Learning:** Study how individuals acquire and refine motor skills, applying this knowledge to enhance physical education and athletic training.
- 9. **Sports Sociology:** Explore the role of sports in society, understanding its cultural, social, and economic implications in both local and global contexts.
- 10. **Injury Prevention:** Learn how to identify potential risks and implement strategies to prevent and manage injuries in athletes and active individuals.

- 11. **Coaching Methodologies:** Develop effective coaching strategies for different sports, learning how to guide athletes to achieve their potential.
- 12. **Fitness Assessment:** Acquire the ability to conduct fitness assessments and interpret results to design appropriate training programs.
- 13. Legal Aspects: Gain an understanding of the legal considerations involved in physical education and sports, such as liability, contracts, and governance.
- 14. Event Management: Develop skills in planning and organizing sports events, competitions, and tournaments, focusing on logistics, coordination, and execution.
- 15. **Technology in Sports:** Learn how to incorporate technology into training, performance analysis, and sports science to enhance overall outcomes.

Specific Outcomes (SOs):

- 1. Enhanced Teaching Skills: Prepare to deliver high-quality, engaging physical education lessons that inspire and educate students effectively.
- 2. **Research Publication:** Contribute to the body of knowledge in physical education and sports by publishing research findings in reputable academic journals.
- 3. Effective Coaching: Apply coaching principles to lead teams or individuals to success, focusing on skill development, strategy, and motivation.
- 4. **Program Development:** Develop community-based fitness and sports programs that encourage physical activity and promote health within various populations.
- 5. **Policy Advocacy:** Advocate for policies that increase opportunities for physical activity, fitness, and sports participation, aiming for societal impact.
- 6. **Consultancy:** Offer expert guidance on improving sports performance, training programs, and physical education initiatives.
- 7. Workshop Facilitation: Conduct educational workshops on health, fitness, and sports-related topics, sharing knowledge and promoting awareness.
- 8. **Performance Analysis:** Use biomechanical tools and methods to assess athletic performance and provide insights for improvement.
- 9. **Community Outreach:** Engage with local communities through programs that promote physical activity and healthy living, fostering an active lifestyle.
- 10. **Injury Rehabilitation:** Assist athletes with recovery by applying knowledge of injury prevention, rehabilitation, and post-injury care.
- 11. Advanced Research Skills: Develop expertise in designing and conducting sports science research that contributes to the advancement of the field.

- 12. **Strength and Conditioning Expertise:** Design customized strength and conditioning programs that are tailored to the needs of individual athletes or teams.
- 13. **Strategic Planning:** Create long-term plans for the development of sports programs, focusing on sustainable growth, performance improvement, and community involvement.
- 14. **Innovative Teaching Methods:** Implement modern and creative teaching methods that engage students and enhance learning in physical education.
- 15. **Holistic Development:** Foster the physical, mental, and social well-being of individuals through sports, ensuring a well-rounded approach to education and personal growth.

Master in Physical Education MPEd (two years) Program

Choice based Credit System (CBCS)

Scheme and course structure for

MPEd 1st semester effective from academic session 2025and onwards

Course Code	Course Title	Category	Hours per week			Credits
			L	Т	P	
PED25101CR	Research Methodology in Physical Education	Core	4	0	0	4
PED25102CR	Teaching& Proficiency in Games-I (Practical)	Core	0	0	8	4
PED25103CR	Teaching& Proficiency in Athletics-I (Practical)	Core	0	0	08	4
PED25104DCE	Kinesiology	DCE	3	1	0	4
PED25105DCE	Management in Physical Education & Sports	DCE	3	1	0	4
PED25001GE	Health and Fitness	GE	1	0	2	2
PED25001OE	Sports Coaching in Hockey	OE	1	0	2	2
24 credits = 40 contact Hours			12	12	20	24

Note:-

 $\frac{3 (core)}{(12 Credits)} + \frac{2 Discipline centric+2 Generic Courses}{(12 Credits)} = 24 Credits = 40 contact Hours$

3 (Core) + 2 Discipline centric + 2 generic papersto be opted out of 4 generic centric Papers.

Scheme of Examination:

For 4 credits courses:

• There shall be two Continuous evaluation examinations for 2 credits (one credit each)and oneTerm End Examination of two credits.

For 2 creditscourses:

• There shall be one term end examination at the end of the semester.

4 Credits

Course No.PED25101CR

Max. marks: 100, Internal: 20, External: 80

Research Methodology in Physical Education

Course Objectives (CO):

- 1. **CO1:** Define and explain the meaning, characteristics, and need for research in Physical Education.
- 2. CO2: Identify and select appropriate research problems using relevant criteria.
- 3. **CO3:** Understand the importance of reviewing related literature for building a research foundation.
- 4. **CO4:** Formulate different types of hypotheses and understand their nature and characteristics.
- 5. **CO5:** Differentiate between various research methods, including descriptive, historical, experimental, and qualitative research.

Course Outcomes (CO):

- 1. CO1: Conduct independent research in Physical Education and sports science.
- 2. **CO2:** Utilize descriptive, historical, experimental, and qualitative research methods to investigate sports performance and physical fitness.
- 3. **CO3:** Design and implement appropriate research tools, such as questionnaires and rating scales, for data collection.
- 4. **CO4:** Apply suitable sampling techniques to ensure the representativeness and credibility of research findings.
- 5. **CO5:** Develop research proposals with clear objectives, methodology, and expected outcomes.

Unit-I Introduction

- 1. Meaning, Definition, Characteristic and Need of research in Physical Education.
- 2. Identification of the research problem and criteria for the selection of the problem.
- 3. Review of related literature & its importance.
- 4. Hypothesis, Nature, Characteristics of Hypothesis and types of hypothesis.

Unit- II Methods in Research

- 1. Descriptive research & types: Survey, Case study method
- 2. Historical Research- Meaning, nature and major steps in historical research.

- Experimental Research- Principles of experimental research, experimental designs (Pre-experimental Designs, Quasi-Experimental Designs and True Experimental Designs).
- 4. Qualitative Research Procedure in qualitative research.

Unit-III Data Collection and Sampling Technique

- 1. Techniques of data collection: Questionnaire, Rating scale, Interview, Observation and Check list.
- 2. Construction and standardization of Questionnaire as a data gathering technique.
- 3. Sampling, Meaning and types of sampling
- 4. Delphi Technique

Unit-IV Writing of Research Proposal and Report

- 1. Research Proposal/Synopsis, Steps of Research Proposal.
- 2. Abstract, Research Article.
- 3. Research Report and Salient features of research report.
- 4. Main divisions of Research Report- Preliminary material, Main part of the thesis, Supplementary Materials.

Books recommended:

- I. Best, J.W., & Kahn, J.K. (2006). *Research in Education (10th Ed.)*. Delhi: Dorling Kindersley (India) Pvt. Ltd.
- II. Creswell, J.W. (2006) Education Research: Planning Conducting & Evaluating Quantitative and Qualitative Research. New Jersey: Pearson/Merill Prentice Hall.
- III. Kamlesh, M.L.(2006). Methodology of Research in Physical Education & Sports. New Delhi: Metropolitan Book Co.
- IV. Kothari C.R. (2005). Research Methodology
- V. Lilly, a Chadha N. (2001). *Research Methods for Sports Sciences*. New Delhi: Friends Publication.
- VI. Murthy, A.M. (2000). *Research Method in Physical Education, Sports and Exercise Science*. New Delhi: Friends publication.
- VII. Pathad, A.B., Sharma, M.P., & Davi D.N. (1999). *A handbook on EducationalResearch*. NCTE Publication.
- VIII. Sharma, Y.P. (1997). *Physical Education and Research Methodology*. New Delhi: Publishing house.
 - IX. Thomas, J., Nelson, J. &Silvermen S. (2005). *Research Method in Physical Activity*.USA: Human Kinetic Publication.

X. Clarke, H.David., Research Processes in Physical Education , Recreation & Health Prentice Hall Inc.1985.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 minutes)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 minutes)

Course No.PED 25102CR

4 Credits

Max. marks: 100, Internal: 20, External: 80

Teaching & Proficiency in Games-I (Practical)

Course Objectives (CO):

- 1. **CO1:** Demonstrate knowledge of the historical development of football, badminton, and table tennis.
- 2. CO2: Understand and apply the official rules and regulations of the respective games.
- 3. **CO3:** Perform fundamental skills and techniques essential for football, badminton, and table tennis.
- 4. **CO4:** Execute advanced skills and tactical strategies to enhance game performance.
- 5. **CO5:** Utilize specific exercises to improve proficiency in game-related skills

Course Outcomes (CO):

- 1. **CO1:** Teach and coach football, badminton, and table tennis with a structured approach to skill development.
- 2. **CO2:** Integrate knowledge of game history, rules, and tactics to improve students' sports performance.
- 3. **CO3:** Implement sports-specific exercises and drills to enhance physical and technical abilities.
- 4. **CO4:** Develop effective teaching aids (charts, PPTs, and equipment) to improve learning outcomes.
- 5. CO5: Track and utilize game statistics and records for performance analysis.

Teaching: Teaching skills will be developed though conducting 8 practice lessons on any two games.

- 1. Football
- 2. Badminton
- 3. Table Tennis

Topics to be covered for Games

- 1. Historical development of the concerned game.
- 2. Official rules of the concerned game
- 3. Fundamental skills /Techniques of concern games
- 4. Advance Skills and Tactics of concern games
- 5. Specific Exercise related to Skills
- 6. Drills for improving the performance related to Game

- 7. Teaching Aids/Equipment/Slides/PPT/Chart
- 8. Main tournaments organized at National and International level.
- 9. Records/Statistics of the game at world, Olympic, Asia, National level.
- 10. Awardees in the game.
- 11. Books and magazines of the game.

Note: students will prepare a game book on any one game and will submit at the end of the semester.

Course No PED25103CR

4 Credits

Max. marks: 100, Internal: 20, External: 80

Teaching & Proficiency in Athletics-I (Practical)

Course Objectives (CO):

- 1. **CO1:** Demonstrate an understanding of the historical development of discus throw, long jump, and hammer throw.
- 2. **CO2:** Explain and apply the official rules and regulations of the respective athletic events.
- 3. **CO3:** Perform fundamental skills and techniques essential for discus throw, long jump, and hammer throw.
- 4. CO4: Execute advanced skills and tactics to enhance performance in athletics.
- 5. CO5: Utilize specific exercises designed to improve skill-related performance.

Course Outcomes (CO):

- 1. **CO1:** Teach and coach athletics events (discus throw, long jump, hammer throw) with a structured approach to skill development.
- 2. **CO2:** Integrate historical context and technical knowledge to improve students' athletic performance.
- 3. CO3: Implement event-specific exercises and drills to enhance physical performance.
- 4. CO4: Develop and use appropriate teaching aids to facilitate effective learning.
- 5. **CO5:** Track and analyze performance statistics for performance improvement and record maintenance.

Teaching skill: Teaching skill will be developed though conducting 8 practice lessons on any two athletic events.

- 1. Discus throw
- 2. Long Jump
- 3. Hammer throw

Topics to be covered for athletics

- 1. Historical development of the concerned Athletics Events.
- 2. Official rules of the concerned athletic events
- 3. Fundamental skills /Techniques of Athletics Events
- 4. Advance Skills and Tactics of Athletics Events
- 5. Specific Exercise related to Skills
- 6. Drills for improving the performance related to Athletics Events
- 7. Teaching Aids/Equipment/Slides/PPT/Chart

- 8. Main tournaments organized at National and International level.
- 9. Records/Statistics of the concerned athletics event at world, Olympic, Asia, National.
- 10. Awardees in the concerned athletics event.
- 11. Books and magazines of the concerned athletics event.

Note: students will prepared a game book on any one event and will submit at the end of the semester.

Course No.PED25104DCE

4 Credits

Max. marks: 100, Internal: 20, External: 80

Kinesiology

Course Objectives (CO):

- 1. **CO1:** Define and explain the meaning, importance, and scope of kinesiology in physical education.
- 2. **CO2:** Identify and describe different types of body movements across various axes and planes.
- 3. **CO3:** Differentiate between kinetics and kinematics and their role in human movement.
- 4. **CO4:** Classify muscles and understand their structure and function in human movement.
- 5. **CO5:** Explain the neuro-muscular basis of human movement, including the motor unit and receptors.

Course Outcomes (CO):

- 1. **CO1:**Analyze human movement and identify faulty mechanics for injury prevention.
- 2. **CO2:** Apply the principles of kinesiology to enhance sports performance and motor skills.
- 3. **CO3:** Demonstrate expertise in the structure and function of upper and lower extremity joints.
- 4. **CO4:** Design training programs based on muscle function and joint movement analysis.
- 5. **CO5:** Utilize knowledge of reflexes and proprioception for improving coordination and agility.

Unit-I Introduction to Kinesiology

- 1. Meaning, importance of Kinesiology
- 2. Scope of Kinesiology in Physical Education.
- 3. Types of movements in different axis and planes
- 4. Kinetics & Kinematics

Unit-II Muscles

- 1. Classification of muscles.
- 2. Neuro- muscular basis of human movement.
- 3. Motor unit, Receptors, Proprioceptors.

4. Reflex movement, extensor thrust reflex, flexor reflex, crossed extensor reflex, proprioceptive reflex and stretch reflex.

Unit-III Jointsof Upper Extremity

- 1. Shoulder joint -Structure, muscle reinforcement and movement.
- 2. Elbow joint Structure, muscle reinforcement and movement.
- 3. Wrist Joint- Structure, muscle reinforcement and movement
- 4. Muscles of upper extremity: Deltoid, latissimus dorsi, biceps, triceps and pictorials major and minor.

Unit-IV Joints of Lower Extremity

- 1. Hip Joint Structure, muscle reinforcement and movement.
- 2. Knee joint Structure, muscle reinforcement and movement.
- 3. Ankle joint- Structure, muscles reinforcement and movement
- 4. Muscles of lower extremity- Hamstring group, Quadriceps group and Gastrocnemius.

Books recommended:

- *I.* Gowitzke, B.A and Milner, M (1988). *Scientific Basis of Human Movement*(3rd. ed.) *Baltimore: Williams and Wilkins.*
- II. Groves, R and Camaine, D. (1983). *Concepts in Kinesiology*. (2nd.ed) Philadelphia: Saunders College Publishing.
- III. Hay, J.& Reid, J (1982). The Anatomical and Mechanical Basis of Human Motion.Englewood Cliffs: Prentice – Hall

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.

• Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates: -

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

Course No.PED25105DCE

4 Credits

Max. marks: 100, Internal: 20, External: 80

Management in Physical Education & Sports

Course Objectives (CO):

- 1. **CO1:** Define and explain the concept, meaning, and importance of management in physical education and sports.
- 2. **CO2:** Understand the objectives, functions, and basic principles of management in sports.
- 3. **CO3:** Describe key management theories and their application in physical education.
- 4. **CO4:** Explain the process and steps involved in program planning for physical education.
- 5. **CO5:** Apply the principles of planning to develop a structured physical education program.

Course Outcomes (CO):

- 1. **CO1:** Design and implement management strategies for physical education and sports programs.
- 2. **CO2:** Develop and manage resources for sports events, including equipment and facilities.
- 3. **CO3:** Apply public relations techniques to engage with communities and promote sports programs.
- 4. **CO4:** Organize large-scale sports events such as sports days and meets with professionalism.
- 5. **CO5:** Demonstrate effective financial management in budgeting and purchasing sports equipment.

Unit-I Introduction to Sports and Physical Education Management

- 1. Concept, definitions of management in physical education and sports.
- 2. Importance, Objectives and functions of Management.
- 3. Basic Principles of Management in Physical Education & Sports.
- 4. Theories of Management: (i) Classical, (ii) Neo-Classical (ii) Modern theory
- 5. Hawthorne Experiment in management

Unit-IIProgram Planning

- 1. Meaning, Steps in program planning.
- 2. Principles of planning a Physical Education Program.
- 3. Program development facility management.

4. School management program of Physical Education.

Unit-IIIPublic Relation

- 1. Definition and Need of public relation in physical education.
- 2. Principles of public relationship in physical education.
- 3. Techniques of media relation with public parent –pupils and other agencies.
- 4. Organization and procedure of sports meet and sports days.

Unit-IVManagement Functions

- 1. Concept Human ResourceManagement, Supervision and Inspection.
- 2. Finance management, purchase, care of equipment.
- 3. Management of the athletic training program
- 4. Sports management competencies in physical education and sports.

Books recommended

- I. Chakraborty, S. Sports management Delhi, sports publication, 1998.
- II. Kamlesh, M.L *Management concept in Physical Education and sport*, NEW Delhi metropolitan book co.pvt.ltd,2000.
- III. Roy, s.s sports management Delhi, Friends Publication, 1995.
- IV. Sivia, G.S. Sports management in universities, New Delhi: A.I.U.Deen Dayal upadhyayamarg, 1991.
- V. Bucher C.A "Administration of Physical Education and Athletic progress education.
- VI. Thomas J.P. "organization of PhysicalEducation", Chandro days press, Madras.
- VII. Joseph P.M. "Organization of Physical Education old <u>student's</u> Ab Bombay.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
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- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

Health and Fitness

CourseObjectives (CO):

- 1. **CO1:** Design and implement fitness programs focusing on strength, endurance, flexibility, and coordination.
- 2. CO2: Apply techniques for assessing physical, emotional, mental, and social health.
- 3. CO3: Promote correct posture and manage posture-related health issues.
- 4. **CO4:** Address and manage common health-related problems with effective interventions.
- 5. CO5: Collaborate with health agencies to create community-based fitness initiatives.

Course Outcomes (CO):

- 1. **CO1:** Define and explain the fundamental concepts of health and fitness.
- 2. CO2: Identify and evaluate modern trends in maintaining health and fitness.
- 3. CO3: Recognize the role of various agencies providing health and fitness programs.
- 4. **CO4:** Understand the importance of posture, its types, and techniques for managing correct posture.
- 5. **CO5:** Describe the components of health, including physical, emotional, mental, and social health.

Unit-I Introduction

- 1. Concept of health and fitness
- 2. Modern trends in maintaining of health and fitness
- 3. Agencies providing health and fitness programs.
- 4. Posture: Types and management of correct posture.

UNIT-II Components of Fitness

- 1. Components of health (physical, emotional, mental and Social health)
- 2. Components of fitness (strength, speed, coordinative abilities, flexibility and Endurance)
- 3. Methods and techniques for assessing health and fitness.
- 4. Health related problems.

Books Recommended:

- I. Aemeli R. Roster. Catlen Hati Gur, "Fitness Fun", Human Kinetics' Publication.
- II. Rebeka And Bil Tulin. "Travel Fitness weight"
- III. Thomas R. Bechele and Roger W.L. "Fitness weight Training"
- IV. Sara Black, "The Supple Body" Dun ken Bayard Publication.1995.

V. Upple A.G. "Physical Fitness" Friends Publication . 1992.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

Course No.PED25001OE

Sports Coaching in Hockey

Course Objectives (CO):

- 6. **CO1:** Define and explain the fundamental concepts of hockey.
- 7. CO2: Understand the need and importance of hockey
- 8. **CO3:**Lean the rules and regulations of the game.
- 9. **CO4:**Learn to play the game

Course Outcomes (CO):

- 1. CO1: Develop Physical fitness and motor skills through sports and physical activity.
- 2. CO2: Demonstrate the ability to play the game
- 3. CO3: Implement rules and regulations to organize the competitions of the game.

Unit-I Introduction

- 5. Introduction to hockey
- 6. Need and Importance of the game
- 7. Rules and regulations of the game
- 8. Main tournaments organized at national and international levels

UNIT-II Skills and Techniques

- 5. Taping and dribbling of the ball
- 6. Passing and receiving
- 7. Shooting
- 8. Match play

Books Recommended:

VI. Hockey Rule book.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

• Section A: Question carrying one mark each- 16 objective questions=16 marks

- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates: -

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

Master in Physical Education M.P.Ed (two years) Program

Choice based Credit System (CBCS)

Scheme and course structure for

M.P.Ed 2nd semester effective from academic session 2025 and onwards

Course Code	Course Title	Category	Hours perweek		Credits	
			L	T	Р	
PED25201CR	Measurement & Evaluation in Physical	Core	4	0	0	4
	Education					
PED25202CR	Teaching & Proficiency in Games-II	Core	1	0	08	4
	(Practical)					
PED25203CR	Teaching & Proficiency in Athletics-II	Core	1	0	08	4
	(Practical)					
PED25204CR	Sports Biomechanics	Core	3	1	0	4
PED25205DCE	Statistics in Physical Education	DCE	3	1	0	4
PED25206DCE	Foundation of Physical Education	DCE	3	1		4
PED25002GE	Introduction to Physical Education	GE	1	0	2	2
PED25002OE	Sports Coaching in Football	OE	1	0	2	2
28 Credits=40 contact Hours		18	3	20	28	

24 Credits =40 contact Hours

4 (Core) + 2 Discipline centric + 2 generic papers.

Scheme of Examination:

For 4 credits courses:

- 1. There shall be two Continuous evaluation examinations for 2 credits (one credit each) and one Term End Examination of two credits.
- 2. For 2 credits courses there shall be one term end examination at the end of the semester.

Course No.PED25201CR

4 Credits

Max. marks: 100, Internal: 20, External: 80

Measurement and Evaluation in Physical Education

Course Objectives (CO):

- 1. **CO1:** Define and differentiate the concepts of test, measurement, and evaluation and explain their importance in physical education.
- 2. **CO2:** Understand the relationship between test, measurement, and evaluation, and apply basic principles of evaluation in formative and summative contexts.
- 3. **CO3:** Explore and utilize modern techniques in physical education measurement for performance assessment.
- 4. **CO4:**Analyze the factors influencing reliability, validity, and objectivity in physical fitness tests and implement proper test administration procedures.
- 5. **CO5:** Conduct and interpret various fitness and motor ability tests, such as AAHPERD, Harvard Step Test, and Barrow Motor Ability Test.

Course Outcomes (CO):

- 1. **CO1:** Design, administer, and interpret physical fitness, motor ability, and sports-specific skill tests to enhance sports performance and physical health.
- 2. **CO2:** Apply theoretical knowledge to practical settings by evaluating and improving physical fitness, motor skills, and body composition.
- 3. **CO3:** Implement modern and innovative testing methodologies to cater to diverse populations in educational, professional, and sports environments.
- 4. **CO4:** Develop critical thinking and problem-solving skills through the application of measurement and evaluation data to create evidence-based training programs.
- 5. **CO5:** Engage in lifelong learning to remain updated with advancements in testing techniques, measurement tools, and sports performance analysis

Unit I: Introduction

- 1. Meaning, Definition, Need and Importanceof Test, Measurement and Evaluation and Scales of measurement.
- 2. Relation of Test, measurement and Evaluation
- 3. Basic principles of Evaluation & Types of Evaluation: formative & summative.
- 4. Modern Techniques in physical education measurements.

Unit II: Qualities of Good Measurement

1. conceptreliability, factors affecting reliability and Methods of establishing reliability.

- 2. Meaning validity, factors affecting validity and Types of validity.
- 3. Meaning and Factors affecting objectivity.
- 4. Test Administration: (Preplanning, Precautions during testing and post test function)

Unit III: Fitness and Motor Abilities Tests

- 1. General fitness Test: (AAHPERD youth fitness test, Canadian Youth fitness test & Harvard Step test)
- Motor Performance tests: (Barrow Motor Ability Test, Metheny Johnson Test and Scott Motor Ability Test)
- 3. Anthropometry: (Width, Length, Circumference)
- 4. Body Composition Measurements: (Skin-folds, Hydrostatic Weighing, Bod Pod)

Unit IV: Sports Skill Tests

- 1. Basketball: (Harrison Basketball Test & SAI Basketball Test)
- 2. Badminton: (Lockhart McPherson Badminton Test & French Short Serve Test)
- 3. Field Hockey: (Henri Fridal Field Hockey Test, SAI Hockey Skill Test)
- 4. Soccer/ Football: (SAI Football Skill Test & Warner Soccer Test)
- 5. Volleyball: (Hellmen Volley Ball Test, SAI Volleyball Skill Test)

Books recommended:

- I. Nilgoose, Erle: "*Evaluation In Health Education And Physical Education*", New York, Mcgra-Eill Book Co., Inc.
- II. Cureton, Thomas K. "Physical Fitness Appraisal And Guidance" St. Louis, The Mosby Company, 1947.
- III. Bovard John F., Frederich W., Hagman, Parcleia E., "Test And Measurement In Physical Education", Philadelphia, W.B., Sounders Company, 1949.
- IV. Meyers, Cariton R. And Blesh, Erwin T. "Measurement In Physical Education", New York, The Fonald Press Company, 1962.
- V. Campbell, W.R. And Tauker, N.M. "An Introduction To Test And Measurement In Physical Education", London, C.Bellk& Sons Ltd., 1967.
- VI. Hunsicker, Paul A., And Monteyer, Hendry J. "Applied Tests And Measurements In Physical Education" New York, Prentice Hall, 1953.
- VII. Cohen, R.J.And M.E Swerdhik, *Psychological Testing And Assessment:* An Introduction To Test And Measurement, 1999.
- VIII. Kansal, D.K.Text Book Of Test, *Measurement, Evaluation And Sports Selection* ForAll Sports And Spiritual Sciences Publication, New Delhi,2008.

- IX. Lacy, A.C.And Douglas N. Hastad, *Measurement & Evaluation In Physical Education And Exercise Science*,2003.
- X. Tritschler, K.A, Barrow & Mcgee's, Practical Measurement And Assessment, 2000

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words).

Examination with Max. marks=50 (Duration=120 marks)

Course No. PED25202CR

4 Credits

Max. marks: 100, Internal: 20, External: 80

Teaching & Proficiency in Games-II (Practical)

Course Objectives (CO):

- 1. **CO1:** Understand the historical development, evolution, and significance of Kho-Kho, Handball, and Cricket at national and international levels.
- 2. **CO2:** Demonstrate a thorough understanding of the official rules and regulations governing the concerned games.
- 3. **CO3:** Develop proficiency in fundamental skills and advanced techniques of Kho-Kho, Handball, and Cricket.
- 4. **CO4:** Apply tactical and strategic skills in gameplay situations to enhance performance.
- 5. **CO5:** Design and implement game-specific exercises and drills to improve motor skills and overall performance.

Course Outcomes (CO):

- 1. **CO1:** Demonstrate expertise in teaching and coaching games like Kho-Kho, Handball, and Cricket through practical lessons.
- 2. **CO2:** Apply modern training techniques, game-specific drills, and tactical strategies to improve player performance.
- 3. **CO3:** Organize and officiate sports events by applying in-depth knowledge of official rules and regulations.
- 4. **CO4:**Analyze performance metrics and maintain accurate records of player and team statistics at various competitive levels.
- 5. **CO5:** Engage with sports literature, journals, and game-specific resources to enhance coaching methodologies.

Teaching: Teaching skills will be developed though conducting 8 practice lessons on any two games.

- 1. Kho-Kho
- 2. Handball
- 3. Cricket

Topics to be covered for Games

- 12. Historical development of the concerned game.
- 13. Official rules of the concerned game
- 14. Fundamental skills /Techniques of concern games

- 15. Advance Skills and Tactics of concern games
- 16. Specific Exercise related to Skills
- 17. Drills for improving the performance related to Game
- 18. Teaching Aids/Equipment/Slides/PPT/Chart
- 19. Main tournaments organized at National and International level.
- 20. Records/Statistics of the game at world, Olympic, Asia, National level.
- 21. Awardees in the game.
- 22. Books and magazines of the game.

Note: students will prepared a game book on any one game and will submit at the end of the semester.

Course No. PED25203CR

4 Credits

Max. marks: 100, Internal: 20, External: 80

Teaching & Proficiency in Athletics-II (Practical)

Course Objectives (CO):

- 1. **CO1:** Understand the historical development and evolution of athletics events, specifically Triple Jump, Sprints, and Relays, at national and international levels.
- 2. **CO2:** Demonstrate comprehensive knowledge of the official rules and regulations governing Triple Jump, Sprints, and Relay events.
- 3. **CO3:** Develop proficiency in the fundamental techniques and skills required for each athletic event.
- 4. **CO4:** Apply advanced skills, tactics, and strategies to enhance performance in athletics.
- 5. **CO5:** Design specific exercises and conditioning drills tailored to improve performance in Triple Jump, Sprints, and Relays.

Course Outcomes (CO):

- 1. **CO1:** Demonstrate teaching and coaching proficiency in Triple Jump, Sprints, and Relays through practical lessons.
- 2. **CO2:** Apply modern training techniques and conditioning exercises to enhance athletic performance.
- 3. **CO3:** Organize and officiate athletic events by applying in-depth knowledge of rules and regulations.
- 4. **CO4:**Analyze performance metrics and maintain accurate records and statistics at world, Olympic, Asian, and national levels.
- 5. **CO5:** Engage with sports literature, journals, and athletics-specific resources to enhance coaching methodologies.

Teaching: Teaching skills will be developed though conducting 8 practice lessons on any two games.

- 1. Triple Jump
- 2. Sprints
- 3. Relays

Contents to be covered for athletic events

- 12. Historical development of the concerned Athletics Events.
- 13. Official rules of the concerned athletic events

- 14. Fundamental skills /Techniques of Athletics Events
- 15. Advance Skills and Tactics of Athletics Events
- 16. Specific Exercise related to Skills
- 17. Drills for improving the performance related to Athletics Events
- 18. Teaching Aids/Equipment/Slides/PPT/Chart
- 19. Main tournaments organized at National and International level.
- 20. Records/Statistics of the concerned athletics event at world, Olympic, Asia, National.
- 21. Awardees in the concerned athletics event.
- 22. Books and magazines of the concerned athletics event.

Note: students will prepare a game book on any one event and will submit at the end of the semester.

Course No. PED25204CR

4 Credits

Max. marks: 100, Internal: 20, External: 80

Sports Biomechanics

Course Objectives (CO):

- 1. **CO1:** Understand the meaning, scope, and importance of biomechanics in physical education and sports.
- 2. **CO2:**Analyze human movements using biomechanical, cinematographic, qualitative, quantitative, and predictive methods.
- 3. **CO3:** Differentiate between types of motion (linear and angular) and apply the concepts of force, inertia, momentum, mass, and weight in sports performance.
- 4. **CO4:** Explain distance, displacement, speed, velocity, and acceleration in the context of linear and angular motion.
- 5. **CO5:** Apply Newton's laws of motion to linear and angular movements in sports activities.

Course Outcomes (CO):

- 1. **CO1:**Analyze sports performance using biomechanical principles for improving efficiency and technique.
- 2. **CO2:** Apply knowledge of motion, force, and equilibrium to optimize performance in specific sports.
- 3. **CO3:** Use cinematographic and predictive analysis to study and correct athletic movements.
- 4. **CO4:** Understand and apply fluid mechanics, Magnus effect, and projectile principles in sports involving flight and spin.
- 5. **CO5:** Perform a detailed biomechanical analysis of movements such as walking, running, jumping, and throwing.

Unit-I Introduction

- 1. Meaning, need, importance and scope of biomechanics in physical education.
- Analysis of Movement: Biomechanical. Cinematographic. Methods of analysis Qualitative, Quantitative, Predictive
- 3. Types of motion, force, inertia, Momentum, Mass and Weight.
- 4. Distance, Displacement, Speed, velocity and acceleration in linear and angular motion

Unit-II Kinetics

- 1. Newton's laws of motion as applicable to linear and angular motion.
- 2. Centrifugal, centripetal forces and its application in physical education and sports.

- 3. Lever: types and its applications in sports for mechanical efficiency.
- 4. Concept Impact and elasticity in physical education and sports

Unit-III Kinematics

- 1. Equilibrium: type, principles of equilibrium and its application in sports.
- 2. Projectiles: type and their implication in sports.
- 3. Fluid mechanics, Air resistance and water resistance.
- 4. Concept spin, types of spin and Magnus effect

Unit-IV Mechanical analysis

- 1. Biomechanics of walking and running events.
- 2. Biomechanics of throwing events
- 3. Biomechanics of jumping events
- 4. Biomechanics of aquatic events

Books Recommended:

- Gowitzke, B.A and Milner, M (1988). *Scientific Basis of Human Movement*. (3rd. ed.) Baltimore : Williams and Wilkins.
- Groves, R and Camaine, D.(1983). *Concepts in Kinesiology*.(2nd.ed.) Philadelphia: Saunders College Publishing.
- Hay, J & Reid, J (1982). The Anatomical and Mechanical Bases of Human Motion. Englewood Cliffs : Prentice – Hall
- 4. Luttegens, Kathryn, Deutsch, Helga, Hamilton, Nancy. Kinesiology *Scientific Basis of Human Motion.* 8th.Ed., Brown & Bench mark.
- 5. Rasch, P.(1989). Kinesiology and Applied Anatomy. Philadelphia : Lea & Febiger.
- ThomCOn, C.(1985). Manual of Structural Kinesiology. (10th. ed.) St. Louis : Times Mirror/ Mosby College Publishing

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

• Section A: Question carrying one mark each- 16 objective questions=16 marks

- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

Course No. PED25205DCE

4 Credits

Max. marks: 100, Internal: 20, External: 80

Statistics in Physical Education

Course Objectives (CO):

- 1. **CO1:** Understand the meaning, concept, and importance of statistics in physical education and sports research.
- 2. **CO2:** Organize and classify data effectively from ungrouped to grouped data using frequency tables.
- 3. **CO3:** Utilize graphical representation techniques such as histograms, frequency polygons, curves, ogives, and pie charts to present data.
- 4. **CO4:** Explain the concept and properties of the Normal Probability Curve (NPC) and its relevance in sports data analysis.
- 5. **CO5:** Apply measures of central tendency (mean, median, and mode) to summarize sports performance data.

Course Outcomes (CO):

- 1. **CO1:** Apply statistical concepts to assess and improve physical performance in various sports.
- 2. **CO2:** Organize and present data using charts, tables, and curves to identify performance trends.
- 3. **CO3:** Evaluate player performance through descriptive statistics and standardize scores for comparative analysis.
- 4. **CO4:** Apply parametric statistics, such as t-tests and ANOVA, to evaluate training interventions.
- 5. **CO5:**Analyze relationships between variables using correlation and regression techniques in sports research.

Unit – I Introduction to statistics

- 1. Meaning, concept and Importance of Statistics in physical education.
- 2. Organization of ungrouped data to grouped data through frequency table
- Graphical representation of Data (Histogram, Frequency Polygon, Frequency Curve, Ogive and Pie Diagram)
- 4. Concept of Normal Probability Curve.

Unit – II Descriptive Statistics

1. Measures of Central Tendency (Mean Median and Mode).

- 2. Measures of Variability (Range, Average deviation, Quartile Deviation, Standard deviation)
- 3. Skewness & Kurtosis.
- 4. Z score, Conversion of raw score into z score.

Unit – III Parametric statistics

- 1. Assumptions of Parametric Statistics.
- 2. Application of Parametric Statistics in Physical Education.
- 3. Computation of correlated & uncorrelated t test, ANOVA.
- 4. Computation of Pearson's Correlation & Regression analysis.

Unit – IV Non-Parametric Statistics

- 1. Assumption of Non-parametric Statistics.
- 2. Application of Non Parametric statistic in Physical Education.
- 3. Advantage and disadvantage of Non Parametric Statistics.
- 4. Computation of Non-Parametric tests (Chi square, Mann -Whitney U test, Rank Order Correlation and Biserial Correlation).

Books recommended:

- I. Clarke H.W "*Application on Measurement to Health and Physical Education*, Published by Prentice Hall Inc., 961.
- II. Clarke Harison H. "Research Process in Physical Education, Health Education and Recreation, New jerrcy, Practice Hall inc. 1979.
- III. Fruederick, L." The Elements of Research" New York, Prentic Hall, Californi 1950.
- IV. garret E. Harry and Woodworth, N.S. Statistics in Psychology and Education Bombay Allied Publications Private Ltd 1958.
- V. Joseph Weir, William J. Vincent "Statistics in Kinesiology" Human Kinetics Publishers (2012)
- VI. Neilson N.P. "An Elementary course in Statistics Test and Measurements in Physical Tests. Polo Alto, California 1960.
- VII. Shiv Ram Krishna S. "Statistics for physical Education", New Delhi, Friends Publication.
- VIII. Thomes Jerry R., Nelson Jack K., "Research Methods in Physical Activity", Human Kinetics, U.S.A. 1996.
 - IX. Verma P J. "Statistical Methods for Sports and Physical Education, Tata McGraw Hill Education Private Limited, 2011
X. Verma Prakash J. "A Text Book on Sports Statistics" Gwalior, Venus publication, 2004.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

Course No.PED 20206DCE

Max. marks: 100, Internal: 20, External: 80

Foundation of Physical Education

Course Objectives (CO):

- 1. **CO1:** Define and explain the meaning, scope, aims, and objectives of physical education.
- 2. **CO2:** Recognize the importance and relevance of physical education in the modern era.
- 3. **CO3:** Identify and address misconceptions about physical education and understand its relationship with general education.
- 4. **CO4:** Explain the dual nature of physical education as both an art and a science.
- 5. **CO5:** Trace the historical development of physical education in India through various periods, including Vedic, Early Hindu, Later Hindu, and British periods.

Course Outcomes (CO):

- 1. **CO1:** Apply foundational knowledge to design and implement effective physical education programs.
- 2. **CO2:**Analyze historical, philosophical, and cultural influences on the development of sports and physical education.
- 3. **CO3:** Utilize psychological principles to improve learning outcomes and enhance performance in sports.
- 4. **CO4:** Apply biological principles to cater to the age, gender, and anthropometric needs of individuals in physical activities.
- 5. **CO5:** Promote social values and leadership through team sports and collective physical activities.

Unit I Introduction

- 1. Meaning, Definition, Scops, Aims and Objective of Physical Education
- 2. Importance of Physical Education in present era.
- 3. Misconceptions about Physical Education. Relationship of Physical Education with General Education.
- 4. Physical Education as an Art and Science.

Unit- II Historical Development of Physical Education in India

1. Vedic Period (2000-1000 BC), Epic period (1000-600 BC), Historical Period

(600 – 300 AD), Nalanda period (300 AD), Rajput period (300-1200 AD) and Muslim period (1200-1750AD)

- 2. British Period (Before 1947)
- 3. Post-independence period of physical education in India (After 1947)
- 4. Y.M.C.A. and its contributions.

Unit- III Philosophy of Physical Education

- 1. Philosophical foundation: Idealism, Pragmatism, Naturalism, Realism, Humanism and Existentialism.
- 2. Philosophy and culture
- 3. Branches of Philosophy with reference to Physical Education: Epistemology, Axiology, Ontology and Metaphysics.
- 4. Sports for all and its role in the maintenance and promotion of fitness.

Unit-IV Principles of Physical Education

- 1. Biological: Growth and development, Age and gender characteristics,
- 2. Body Types: Anthropometric differences
- 3. Psychological: Learning types, learning curve, Laws and principles of learning, Attitude, interest, cognition, emotions and sentiments
- 4. Sociological: Society and culture, social acceptance and recognition, Leadershipand cohesiveness

References:

- I. Bucher, C. A. (n.d.) *Foundation of physical education*. St. Louis: The C.V. Mosby Co.
- II. Deshpande, S.H. (2014). *Physical Education in Ancient India. Amravati*: Degree college of Physical education.
- III. Mohan, V. M. (1969). *Principles of physical education*. Delhi: Metropolitan Book Dep.
- IV. Nixon, E. E. & Cozen, F.W. (1969). An introduction to physical education.Philadelphia: W.B. Saunders Co.
- V. Obertuffer, (1970). *Delbert physical education*. New York: Harper & Brothers Publisher.
- VI. Sharman, J. R. (1964). *Introduction to physical education*. New York: A.S. Barnes& Co.
- VII. William, J. F. (1964). *The principles of physical education*. Philadelphia: W.B. Saunders Co.

VIII. Objectives: -

IX. The objective of this course is to introduce students about the basic philosophy and foundation of physical education to the students.

Note for Paper Setter:-

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- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

PED25002GE

2 Credits

Introduction to Physical Education

Course Objectives (CO):

- 1. **CO1:** Define and explain the meaning and importance of physical education and sports.
- 2. CO2: Identify and articulate the aims and objectives of physical education.
- 3. **CO3:** Trace the historical development of physical education, particularly in the Indian context.
- 4. **CO4:** Address and clarify common misconceptions about physical education.
- 5. **CO5:** Understand the philosophical foundations and their impact on physical education and sports.

Course Outcomes (CO)

- 1. **CO1:** Apply theoretical concepts to create effective physical education programs.
- 2. **CO2:**Analyze how historical and philosophical foundations influence current practices in sports and fitness.
- 3. **CO3:** Utilize psychological insights to improve performance and motivation in physical activities.
- 4. **CO4:** Recognize the biological principles affecting physical growth, development, and motor performance.
- 5. **CO5:** Demonstrate sociological awareness by promoting teamwork, leadership, and cultural inclusiveness in sports.

Unit – I INTRODUCTION TO PHYSICAL EDUCATION

- 1. Definition, meaning, and importance of Physical Education and Sports
- 2. Aim and objectives of Physical Education
- 3. Development of Physical Education with special reference to India
- 4. Misconception about Physical Education

Unit – II FOUNDATIONS OF PHYSICAL EDUCATION

- 1. Philosophical foundation of Physical Education and Sports
- 2. Biological foundation of Physical Education and sports
- 3. Psychological Foundation of Physical Education and Sports
- 4. Sociological Foundation of Physical Education and Sports

Reference

I. Foundations of Physical Education, Chales A. Bucher

- II. Foundations of Physical Eduction, M.L.Kamlesh
- III. History and Principles in Physical Education, Dr. Karan Singh
- IV. Essentials of Physical Education, Dr. Ajmer Singh
- V. Foundations of Physical Education, Dr. A.K.Uppal.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

PED25002OE

Sports Coaching in Football

Program Outcomes (PO):

- 1. PO1: Develop physical fitness and motor skills through sports and physical activity.
- 2. PO2: Demonstrate teamwork, communication, and leadership skills.
- 3. PO3: Apply problem-solving and critical thinking skills in physical activity contexts.
- 4. **PO4:** Foster sportsmanship, discipline, and teamwork values.

Course Outcomes (CO):

- 1. CO1: Develop expertise in football skills and strategies.
- 2. CO2: Analyze and evaluate football performance data.
- 3. CO3: Design and implement football training programs.
- 4. CO4: Apply knowledge of football rules, regulations, and safety protocols

Unit-I Introduction

- 1. History and evolution of football
- 2. Latest rules and regulations of the game, specification of the ball.
- 3. Important tournaments and its governing body.
- 4. Healthy benefits of the game.

Unit – Fundamental skills and Techniques

- 1. Passing and Kicking
- 2. Dribbling
- 3. Heading
- 4. Throw-In

References

1. Latest Football rule book.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

Master in Physical Education MPEd (two years) Program

Choice based Credit System (CBCS)

Scheme and course structure for

MP Ed 3rd semester effective from academic session 2025 and onwards

Course Code	Course Title	Category	Hours perweek			Credits
			L	Τ	P	
PED25301CR	Sports Training	Core	4	0	0	4
PED25302CR	Teaching & Proficiency in Games-III (Practical)	Core	0	0	8	4
PED25303CR	Teaching & Proficiency in Athletics-III (Practical)	Core	0	0	8	4
PED25304DCE	Sports Psychology	DCE	3	1	0	4
PED25305DCE	Exercise Physiology	DCE	3	1	0	4
PED25003GE	Exercise and Weight Management	GE	1	0	2	2
PED25003OE	Sports Coaching in Volleyball	OE	1	0	2	2
24 Credits	s =50 contact Hours		12	2	20	24

Note:-

Adventure Camp for the students of MPEd 3rd Semester shall be compulsory to inculcate the spirit of adventure and develop leadership qualities among the students.

24 Credits =40 contact Hours

4(Core) + **2**Discipline centric + 2

Scheme of Examination:

For 4 credits courses:

• There shall be two Continuous evaluation examinations for 2 credits (one credit each) and one Term End Examination of two credits.

For 2 credits courses there shall be one term end examination at the end of the semester.

Course No. PED25301CR

4 Credits

Max. marks: 100, Internal: 20, External: 80

Sports Training

Course Objectives (CO):

- 1. **CO1:** Define and explain the concept, aims, characteristics, and principles of sports training.
- 2. **CO2:** Identify the causes, symptoms, and remedial measures of overload in sports training.
- 3. **CO3:** Understand the concept of super compensation and its significance in enhancing sports performance.
- 4. **CO4:** Describe advanced training methods such as altitude training and cross-training.
- 5. **CO5:**Analyze key components of sports performance, including strength, endurance, speed, and flexibility, along with methods to improve each component.

Course Outcomes (CO):

- 1. **CO1:** Design sport-specific training programs emphasizing key performance components.
- 2. **CO2:** Apply overload and super compensation principles to maximize athletic performance.
- 3. CO3: Implement advanced training methods suited for high-level competition.
- 4. **CO4:** Develop structured periodization plans for short-term and long-term athlete development.
- 5. **CO5:** Evaluate tactical strategies and make real-time adjustments in competitive scenarios.

UNIT-I Introduction to Sports Training

- Sports training: Meaning, Definition, Aim, Characteristics and Principles of Sports Training
- Over Load: Definition, Causes of Over Load, Symptoms of Overload and Remedial Measures
- 3. Super Compensation: Concept and Importance in Sports Training
- 4. Advanced Training Methods: Altitude Training and Cross Training

UNIT-II Training Components for Sportspersons

- 1. Strength: Meaning, types, factors determining strength and methods of strength improvement
- 2. **Endurance:** Meaning, types, factors determining endurance and methods of endurance improvement.
- 3. **Speed:** Meaning, factors determining speed, methods of speed improvement and reaction abilities.
- 4. **Flexibility:** Meaning, types, factors determining flexibility and guidelines for the improvement of flexibility.

UNIT-III Periodization, Planning and Competitions

- 1. Periodization: Meaning, Types of Periodization, and contents of training for different periods.
- 2. Planning: Meaning, Importance and Principles of Planning in sports.
- 3. Competitions:Importance of competitions, Competition Frequency and Direct preparation for a competition.
- 4. Sports talent identification procedure.

UNIT-IVTechnique, Tactics and Strategy

- 1. Technique: Definition of Skill, Style, Characteristics of Technique, and Factors affecting Technique.
- 2. Phases of skill acquisition, Methods of Technical Training.
- Tactics and Strategy: -Definition of tactics, strategy, Basic tactical concept: offensive, Defensive and high performance.
- 4. Methods of tactical Training, Control of tactical Training.

Books Recommended:

- I. Cratty, S. "Perceptual & Motor Development in infants and children" Prentice Hall 1979.
- II. Dick, F.T. "Sports training Principles" Lepus, London, 1980.
- III. Jenson, C.R., Fisher A.G. "Scientific basis of Athletics conditioning" Lea &Febiger, Philadelphia: 1972.
- IV. Matveyew, L.P. "Fundamentals of Sports Training" (Translation from Russian) Mr. Publisher, Moscow, 1981.
- V. Singh, H. "Sport Training, General Theory and Methods" N.I.S. Patiala, 1984.
- VI. Singh Hardyal "Science of Sports Training" New Delhi: DVS Publications, 1985.

- VII. Willmore, U.M. "Athletic Training and Physical fitness" Allynand Bacon, Inc. Sydney, 1977
- VIII. Bumpa, T, (2010) "Periodization" Human Kinetics Publishers, Inc Champaign IL.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

Course No. PED25302CR

Max. marks: 100, Internal: 20, External: 80

Teaching & Proficiency in Games-III (Practical)

Course Objectives (CO):

- 1. **CO1:** Understand the historical development and evolution of Kabaddi, Hockey, and Yoga.
- 2. **CO2:** Explain the official rules and regulations governing Kabaddi, Hockey, and Yoga.
- 3. CO3: Demonstrate fundamental skills and techniques essential to each game.
- 4. **CO4:** Develop advanced skills and tactics for improving performance in Kabaddi, Hockey, and Yoga.
- 5. **CO5:** Identify and apply specific exercises related to skill development for each game.

Course Outcomes (CO):

- 1. CO1: Teach fundamental and advanced techniques of Kabaddi, Hockey, and Yoga.
- 2. **CO2:** Design and conduct structured practice lessons with effective use of drills and exercises.
- 3. **CO3:** Organize and document records, statistics, and tournament details for competitive analysis.
- 4. **CO4:** Develop customized training programs using specific exercises and drills to enhance performance.
- 5. **CO5:** Utilize innovative teaching aids and multimedia tools to improve coaching efficiency.

Teaching: Teaching skills will be developed though conducting 8 practice lessons on any two games.

- 1. Kabaddi
- 2. Hockey
- 3. Yoga

Topics to be covered for Games

- 23. Historical development of the concerned game.
- 24. Official rules of the concerned game

- 25. Fundamental skills /Techniques of concern games
- 26. Advance Skills and Tactics of concern games
- 27. Specific Exercise related to Skills
- 28. Drills for improving the performance related to Game
- 29. Teaching Aids/Equipment/Slides/PPT/Chart
- 30. Main tournaments organized at National and International level.
- 31. Records/Statistics of the game at world, Olympic, Asia, National level.
- 32. Awardees in the game.
- 33. Books and magazines of the game.

Note: students will prepared a game book on any one game and will submit at the end of the semester.

Course No. PED25303CR

4 Credits

Max. marks: 100, Internal: 20, External: 80

Teaching & Proficiency in Athletics-III (Practical)

Course Objectives (CO):

- 1. **CO1:** Understand the historical development and evolution of Javelin Throw, High Jump, and Middle-Distance Races.
- 2. **CO2:** Explain and apply the official rules and regulations for the selected athletic events.
- 3. CO3: Demonstrate fundamental skills and techniques specific to each event.
- 4. CO4: Develop advanced skills and tactics for performance enhancement in athletics.
- 5. **CO5:** Design and implement specific exercises related to the skills required for each event.

Course Outcomes (CO):

- 1. **CO1:** Teach fundamental and advanced techniques for Javelin Throw, High Jump, and Middle-Distance Races.
- 2. **CO2:** Design and execute practice lessons focusing on skill development and performance enhancement.
- 3. CO3: Organize and document records and statistics for competitive analysis.
- 4. **CO4:** Develop customized training programs with specific exercises and drills tailored to athletic events.
- 5. **CO5:** Utilize modern teaching aids and multimedia tools for effective coaching.

Teaching: Teaching skills will be developed though conducting 8 practice lessons on any two games.

- 1. Javelin Throw
- 2. High Jump.
- 3. Middle distance races

Topic to be covered in the athletic events

- 5. Historical development of the concerned Athletics Events.
- 2. Official rules of the concerned athletic events
- 3. Fundamental skills /Techniques of Athletics Events
- 4. Advance Skills and Tactics of Athletics Events
- 5. Specific Exercise related to Skills
- 6. Drills for improving the performance related to Athletics Events
- 7. Teaching Aids/Equipment/Slides/PPT/Chart

- 8. Main tournaments organized at National and International level.
- 9. Records/Statistics of the concerned athletics event at world, Olympic, Asia, National.
- 10. Awardees in the concerned athletics event.
- 11. Books and magazines of the concerned athletics event.

Note: students will prepared a game book on any one event and will submit at the end of the semester.

Course No.PED25304DCE

4 Credits

Max. marks: 100, Internal: 20, External: 80

Sports Psychology

Course Objectives (CO):

- 1. CO1: Understand the definition, meaning, nature, and scope of sports psychology.
- 2. **CO2:** Trace the history and development of sports and exercise psychology globally and in India.
- 3. CO3: Explain the relationship between sports psychology and other sports sciences.
- 4. **CO4:** Recognize the importance of sports psychology for physical education teachers, athletes, coaches, and sports professionals.
- 5. **CO5:**Analyze the psychological factors affecting sports achievement, including stress, anxiety, arousal, and aggression.

Course Outcomes (CO):

- 1. **CO1:** Apply sports psychology theories to improve individual and team performance.
- 2. CO2: Design motivational strategies tailored to different sports settings.
- 3. **CO3:** Implement personality assessment tools to evaluate athletes' psychological readiness.
- 4. CO4: Develop and use relaxation techniques for managing competitive pressure.
- 5. **CO5:** Apply theories of motor learning to enhance skill development in athletes.

Unit – I INTRODUCTION

- 5. Meaning and definitions of sports psychology, Nature and scope of sports psychology
- 6. History and Development of Sport and Exercise Psychology in the world and in India.
- 7. Relationship of sports psychology with other sports sciences
- 8. Importance of Sport Psychology for Physical Education Teachers, Athletes, Coaches and other related to Sport Setting and its relevances

Unit – II EMOTION AND MOTIVATION

- 1. Meaning of Emotions, Definition, Types and Symptoms.
- 2. Psychological Factor Affected to sports Achievement (Stress, Anxiety, Arousal and Aggression.)
- 3. Motivation Definition, meaning of motivation and types of motivation,
- Theories of motivation: (Hierarchy of needs by Maslow, Need Achievement byMcClelland,Weiner Attribution Theory), Measuring motivation and Techniques for developing motivation

Unit - III PERSONALITY, PSYCHOLOGIAL SKILLS

- 1. Definition and meaning of Personality, Personality theories (Psychoanalytical, Trait and Social Learning theories)
- 2. Relationship of personality to sport performance, Personality Assessment Test: selfreport, Projective techniques and Behavioral Assessment performance tests
- 3. Psychological skills training in sports, relaxation strategies in sports

Unit – IV MOTOR LEARNING

- 1. Concept of learning and Theories of learning.
- 2. Concept of motor learning, stages of Motor Learning
- 3. Factor influence motor learning, transfer of Learning
- 4. Motor Development, Phases of Motor Development

REFERENCE

- 1. Berger, B.G., Pargman, D., & Weinberg, R.S. (2002) *Foundations of Exercise Psychology*. Morgantown, WV:Fitness Information Technology.
- Burton , Damon , Thomas D. Raedeke (2008) Sport Psychology For Coaches Human Kinetics Publishers, ChaampaignIIinois.
- Cox, Richard H (2006) Sport Psychology Concept and Application, 3rded Wm.C. Brown Publishers.
- Gill, Diana L (1986) *Psychological Dynamics of Sport*. Human Kinetics Publishers, Inc Champaign IL.
- Horn, Thelma (2008) Advances in Sport Psychology Human Kinetics Publishers, Inc Champaign IL.
- Kamlesh, M.L.(2001) *Psychology in Physical Education and Sport*, 3rded. Metropolitan Book Co.Pvt.LtdDelhi.
- Singer, R.N., Hausenblas, H. A., & Janelle, C.M.(2001).*Handbook of Sport Psychology*(2nd ed).New York:Wiley.
- 8. Williams, Jean M.(1993) Applied Sport Psychology, Personal Growth in Peak Performance.WM.C.Brown Publishers.
- 9. Weinberg, R.S & Gould, Daniel (2007) Foundations of Sport and Exercise Psychology Human Kinetics Publishers, Inc Champaign IL.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

• Section A: Question carrying one mark each- 08 objective questions=08 marks

- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

Max. marks: 100, Internal: 20, External: 80

Exercise Physiology

Course Objectives (CO):

- 1. **CO1:** Define and explain the meaning, nature, need, and importance of exercise physiology in physical education.
- 2. **CO2:** Understand the structure and composition of skeletal muscle at macro and micro levels, including its chemical composition.
- 3. **CO3:** Explain the mechanism of muscular contraction using the Sliding Filament Theory, types of muscle fibers, and muscle tone.
- 4. **CO4:**Analyze the chemical processes and heat production during muscular activity.
- 5. **CO5:** Describe the physiological effects of exercise on the heart and circulatory system.
- 6. CO6: Examine the impact of exercise on the respiratory system.

Course Outcomes (CO):

- 7. **CO1:** Apply knowledge of exercise physiology to enhance training and performance in sports.
- 8. CO2: Design exercise programs considering metabolic and physiological responses.
- 9. CO3: Utilize energy system concepts to optimize performance in different sports.
- 10. **CO4:** Evaluate the physiological impact of various environmental conditions on athletes.
- 11. **CO5:** Develop strategies for injury prevention and recovery based on physiological principles.
- 12. CO6: Analyze the effects of ergogenic aids and promote doping-free sports

Unit-I Introduction

- 1. Definition, meaning, nature, need, importance, and scope of exercise physiology in physical education.
- 2. Structure and Composition of Skeletal Muscle: micro and macro structure along with the chemical composition.
- 3. Muscular Contraction: Sliding Filament Theory, types of muscle fibers, and muscle tone.
- **4.** Chemistry of Muscular Contraction: heat production and chemical processes in muscle activity.

Unit-II Physiological Basis

- 1. Effect of exercise on heart and circulatory system
- 2. Impact of exercise on Muscular and Respiratory systems
- 3. Effect of exercise on endocrine and nervous system
- 4. Physiological aspects of development of various physical fitness components

UNIT -IIIMetabolism and Energy Transfer

- 1. Metabolism and Energy Systems: Overview of metabolism, ATP-PC (Phosphagen) system, and energy production.
- 2. Anaerobic and Aerobic Metabolism: Differences between anaerobic and aerobic systems during rest and exercise.
- 3. Exercise and Energy Systems: Role of aerobic and anaerobic systems in shortduration, high-intensity, and prolonged exercises.
- 4. Intensity and Duration in Exercise Performance: Effects of high-intensity exercises lasting several minutes and long-duration exercises.

UNIT-IV Climatic conditions and sports performance and ergogenic aids

- 1. Environmental Factors and Thermoregulation Impact of temperature, humidity, and thermoregulation on sports performance in hot, cold, and high-altitude conditions.
- 2. Doping in Sports Meaning, methods, and its effects on health.
- 3. Anti-Doping Agencies Role and importance of WADA (World Anti-Doping Agency) and NADA (National Anti-Doping Agency).
- 4. Substances and Their Influence on Sports Performance Effects of substances such as amphetamines, anabolic steroids, androstenedione, beta-blockers, choline, creatine, human growth hormone, narcotics, and stimulants (including caffeine, ephedrine, and sympathomimetic amines) on athletic performance.

Books Recommonded:

- I. Guyton, Arthur C. "Text Book of Medical Physiology" (Philadelphia W.B. Saunder Company 1976)
- II. Morehouse, LE and Miller, A.T. "Physiology of Exercice" (Saint Louis) Mousby Company 1976.
- III. Karpovich, P.V. and sinning, Wayne E. "*Physiology of Muscular Activity*" (Philadelphia: W.B. Saunders Company, 1971) 7th Edition.

- IV. Bourne, Geoffery H. "The Structure and Function of Muscles" (London Academic Press) 1973.
- V. Astrand, P.O. and Rodahl; Karre. "*Text Book of work Physiology*" (Tokyo Mc Graw. Hill Xogakusha, Ltd. 1979)
- VI. Mathew. D.K. and Fox, E.L. "*Physiological Basis of Physical Education and Athletics*" (Philadelphia W.B. Saunder Company 1976)
- VII. Wilmore H. Jack and Costill L.Pavid, "Physiology of Sports and Exercise" (Human Kinetics, 2004).
- VIII. Roberys A. Robert and Robert O. Scott. "Fundamental Principles of Exercise Physiology" (Mc. Grew Hill Companies, Inc. 2000).
 - IX. Adams M. Gene Exercise Physiology: Laboratory Manual, (WCB Mc Grew-Hill Companies, Inc, 1988).
 - X. Katch L. Victor, Katch I. Frank and Mcardle D. William, "Exercise Physiology" (Williams & Wilkins, A Waverty Company, 1966).
 - XI. Mooren C. Frank and Volker Kalaus "Molecular and celluler exercise Physiology" (Human Kintics, Devidion of sports distributor Nz Ltd, 2005).
- XII. Tiwari Sendhya "Exercise Physiology" (Sports publication Ashok Vihar, Delhi) 1999.
 1. .

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

Exercise and Weight Management

Course Objectives (CO):

- 1. **CO1:** Define and explain the concepts of exercise and weight management, emphasizing their interrelationship.
- 2. CO2: Describe the benefits of regular exercise on overall health and well-being.
- 3. **CO3:**Analyze the causes, health risks, and societal impact of overweight and obesity.
- 4. **CO4:** Demonstrate understanding and application of various weight assessment techniques such as BMI, waist-to-hip ratio, and body composition analysis.
- 5. **CO5:** Identify different types of eating disorders and the importance of maintaining a balanced diet for weight management.

Course Outcomes (CO):

- 1. **CO1:** Apply exercise physiology and nutrition principles to create effective weight management plans.
- 2. **CO2:** Design personalized fitness programs based on individual body composition and health goals.
- 3. **CO3:** Utilize body assessment tools such as BMI and waist-to-hip ratio to monitor progress.
- 4. **CO4:** Address issues related to overweight and obesity through evidence-based exercise interventions.
- 5. **CO5:** Promote the importance of balanced nutrition in achieving and maintaining a healthy weight.

Unit I: Fundamentals of Exercise and Weight Management

- 1. Introduction to Exercise and Weight Management Definition, importance, and relationship between exercise and weight control.
- 2. Exercise and Health Benefits of exercise on overall health and well-being.
- 3. Problems of Overweight and Obesity Causes, health risks, and societal impact.
- 4. Weight Assessment Techniques Methods such as BMI, waist-to-hip ratio, and body composition analysis.

Unit II: Diet and Exercise for Weight Management

5. Eating Disorders and Balanced Diet — Types of eating disorders, importance of balanced nutrition.

- 6. Nutrition for Healthy Weight and Diet Planning Nutritional requirements for maintaining or achieving a healthy weight.
- 7. Principles and Planning of Exercise Key principles of exercise, goal setting, and workout planning.
- 8. Types of Exercises for Weight Management Aerobic vs. anaerobic exercises, weight loss, and weight gain programs.

References

- I. Bernadot dan (1999) Nutrition for Serious Athletes, Human Kinetics USA.
- II. Brouns Fred and Caustan Cargill (2002) *Essentials of Sports Nutrition* 2nd edition John Wiley and Sons, England.
- III. Burke Louse and Deakin Vicky (2006) *Clinical Sports Nutrition*, McGraw Hill Pvt.
 Ltd. Australia.Summerfield Lianne M (2001), *Nutrition Exercise and Behavior An integrated approach to weight management*,
- IV. Aemeli R. Roster. Catlen Hati Gur, "Fitness Fun", Human Kinetics' Publication.
- V. Rebeka And Bil Tulin. "Travel Fitness weight"
- VI. Thomas R. Bechele and Roger W.L. "Fitness weight Training"
- VII. Sara Black, "The Supple Body" Dun ken Bayard Publication.1995.
- VIII. Upple A.G. "Physical Fitness" Friends Publication . 1992.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

PED25003OE

Sports Coaching in Volleyball

Course Objectives (CO):

- 1. CO1: Demonstrate understanding of volleyball rules and regulations.
- 2. CO2: Develop skills in volleyball techniques, including serving, passing, and spiking.
- 3. CO3: Apply teamwork and tactical strategies in volleyball gameplay.
- 4. CO4: Analyze and evaluate performance to improve volleyball skills.

Course Outcomes (CO):

- 1. CO1: Develop expertise in volleyball skills and strategies.
- 2. **CO2:**Analyze and evaluate volleyball performance data.
- 3. CO3: Design and implement volleyball training programs.
- 4. CO4: Apply knowledge of volleyball rules, regulations, and safety protocols.

Unit I: Introduction:

- 1. Volleyball: History and Meaning
- 2. General rules and regulation framed by Federation international de volleyball.
- 3. Coaching and training
- 4. National and international events.

Unit II: Basic skills and strategies:

- 1. Service (Simple and Tennis)
- 2. Smash or spike
- 3.Underarm or Bump
- 4. Upper-hand or lifting.

Book recommended:

1. Rule book of Volleyball.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.

4 Credits

• Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

Master in Physical Education MPEd (two years) Program

Choice based Credit System (CBCS)

Scheme and course structure for

MPEd 4th semester effective from academic session 2025 and onwards

Course Code	Course Title	Category	Hours perweek			Credits
			L	Τ	P	
PED25401CR	Health Education	Core	4	0	0	4
PED25402CR	Teaching & Proficiency in Games-IV (Practical)	Core	0	0	8	4
PED25403CR	Teaching & P proficiency in Athletics-IV (Practical)	Core	0	0	8	4
PED25404CR	Sports Medicine, Athletic Care and Rehabilitation	Core	3	1	0	4
PED25405DCE	Sport Sociology	DCE	3	1	0	4
PED25406DCE	Dissertation	DCE	0	4	4	4
PED25407DCE	Inclusive Physical Education	DCE	3	1		4
PED25004GE	Yoga & Health	GE	1	0	2	2
PED25004 OE	Sports Coaching in Badminton	OE	1	0	2	2
24 credits = 40 contact Hours			12	5	24	24

4 (Core) + 2 Discipline centric + 2 generic papersto be opted out of 4 generic centricPapers.

Scheme of Examination:

For 4 credits courses:

3. There shall be two Continuous evaluation examinations for 2 credits (one credit each) and one Term End Examination of two credits.

For 2 credits courses:

4. There shall be one term end examination at the end of the semester.

PED25401CR

4 Credits

Max. marks: 100, Internal: 20, External: 80

Health Education

Course Objectives (CO):

By the end of this course, students will be able to:

- 1. **CO1:** Define and explain the dimensions, spectrum, and determinants of health, and understand the evolution of health in India.
- 2. **CO2:** Illustrate the aims, objectives, and principles of health education, along with the role of health instruction and personal hygiene.
- 3. **CO3:**Analyze the current health situation in India and the impact of population explosion on public health.
- 4. **CO4:** Describe the concept and objectives of school health services and their importance in promoting student well-being.
- 5. **CO5:** Design and implement a school health program and manage a healthful school environment.

Course Outcomes (CO):

- 1. **CO1:** Implement school health services that ensure students' physical and mental well-being.
- 2. **CO2:** Promote public awareness about the impact of population growth on healthcare services.
- 3. CO3: Integrate nutritional science into sports performance and general well-being.
- 4. **CO4:** Develop strategies for managing nutritional disorders and ensuring balanced dietary practices.
- 5. **CO5:** Educate individuals and communities about the prevention of communicable diseases.

Unit I Introduction

- 1. Definition, dimensions, spectrum, and determinants of health.
- 2. Health Education: Aim, objectives, principles, and the role of health instruction, supervision, and guidance in personal hygiene.
- Evolution of health in India, current health situation, and the role of NRHM (National Rural Health Mission).
- 4. Population Explosion and Its Impact on Health Concept of population explosion and its effects on public health.

Unit II School Health Services & Programme

- 1. Concept and Objectives of School Health Services Definition, purpose, and importance of school health services.
- 2. School Health Programme and Its Components Goals, structure, and essential elements for promoting student well-being.
- 3. Managing a Healthful School Environment Creating and maintaining a healthy, safe, and supportive school setting.
- 4. Role of Physical Education Teachers in School Health Responsibilities in promoting health services and sustaining a positive environment.

Unit III Nutrition

- 1. Meaning and understanding of nutrition, food, and diet.
- 2. Nutrients (carbohydrates, proteins, fats) and their role from ingestion to energy metabolism.
- 3. Balanced Diet and Nutrition in Sports Importance of a balanced diet, basic nutrition guidelines, and the role of nutrition in sports performance.
- 4. Common nutritional diseases and their effects on overall health.

Unit IV Communicable and Non-Communicable Diseases

- 1. Concept of Communicable Diseases Meaning, causes, and modes of transmission.
- Common Communicable Diseases and Their Prevention Overview and prevention of diseases such as AIDS, Hepatitis, Rabies, Malaria, Tuberculosis, Smallpox, Chickenpox, Measles, and Mumps.
- 3. Concept of Non-Communicable Diseases Meaning, causes, and risk factors.
- 4. Common Non-Communicable Diseases and Their Prevention Overview and prevention of diseases such as Heart Disease, Cancer, Diabetes, Hypertension and Obesity.

Books Recommended:

- Greene, W.H., Simon-Morton, B.G.(1984). *Introduction to Health Education*. NY: Macmillan Publishing Company
- Anspaugh, D.J., Ezell, G. (1995). *Teaching today'shealth* (4th Ed). Boston: Allyn & Bacon
- **3.** Park, K. (2007). *Park's textbook of Preventive & social medicine* (19th Ed). India: Banarasidas Bhanot Publishers

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

Course No. PED25402CR

4 Credit

Max. marks: 100, Internal: 20, External: 80

Teaching & Proficiency in Games-IV (Practical)

Course Objectives (CO):

By the end of this course, students will be able to:

- 1. **CO1:** Demonstrate an understanding of the historical development and evolution of Volleyball, Basketball, and Archery.
- 2. **CO2:** Interpret and apply the official rules and regulations of the concerned games during practice sessions and competitive events.
- 3. **CO3:** Perform and teach fundamental skills and techniques essential for Volleyball, Basketball, and Archery.
- 4. **CO4:** Develop and implement advanced skills, tactics, and strategies for enhancing game performance.
- 5. **CO5:** Design and execute specific exercises and drills to improve performance and skill-related fitness in the concerned games.

Course Outcomes (CO):

- 1. **CO1:** Effectively teach fundamental and advanced skills of Volleyball, Basketball, and Archery.
- 2. **CO2:** Create and implement game-specific exercises and drills for performance enhancement.
- 3. CO3: Evaluate athlete performance using scientific and statistical methods.
- 4. **CO4:** Organize sports events and manage game resources efficiently.
- 5. **CO5:** Prepare game books with historical records, rules, and notable statistics for academic and practical use.

Teaching: Teaching skills will be developed though conducting 8 practice lessons on any two games.

- 1. Volleyball
- 2. Basketball
- 3. Archery

Topics to be covered for Games

- 1. Historical development of the concerned game.
- 2. Official rules of the concerned game
- 3. Fundamental skills /Techniques of concern games
- 4. Advance Skills and Tactics of concern games

- 5. Specific Exercise related to Skills
- 6. Drills for improving the performance related to Game
- 7. Teaching Aids/Equipment/Slides/PPT/Chart
- 8. Main tournaments organized at National and International level.
- 9. Records/Statistics of the game at world, Olympic, Asia, National level.
- 10. Awardees in the game.
- 11. Books and magazines of the game.

Note: students will prepared a game book on any one game and will submit at the end of the semester.

Course No.PED25403CR

4 Credits

Max. marks: 100, Internal: 20, External: 80

Teaching & Proficiency in Athletics-IV (Practical)

Course Objectives (CO):

- 1. **CO1:** Explain the historical development and evolution of Shot Put, Hurdles, and Long-Distance Races.
- 2. **CO2:** Interpret and apply the official rules and regulations of the concerned athletic events in practice and competitions.
- 3. **CO3:** Demonstrate proficiency in fundamental skills and techniques required for Shot Put, Hurdles, and Long-Distance Races.
- 4. **CO4:** Develop and implement advanced skills, strategies, and tactics for performance improvement in athletics events.
- 5. **CO5:** Design specific exercises and drills to enhance athletic performance related to strength, speed, endurance, and technique.

Course Outcomes (CO):

- 1. **CO1:** Effectively teach fundamental and advanced skills of Shot Put, Hurdles, and Long-Distance Races.
- 2. **CO2:** Design and implement sport-specific exercises and drills to enhance athletic performance.
- 3. CO3: Evaluate athletic performance using scientific and statistical analysis.
- 4. **CO4:** Organize athletic events and manage sports resources efficiently.
- 5. **CO5:** Prepare event books with historical records, rules, and notable statistics for academic and practical use.

Teaching: Teaching skills will be developed though conducting 8 practice lessons on any two games.

- 1. Shot-put
- 2. Hurdles
- 1. Long Distance Races

Topics to be covered for athletic events

- 1. Historical development of the concerned Athletics Events.
- 2. Official rules of the concerned athletic events
- 3. Fundamental skills /Techniques of Athletics Events
- 4. Advance Skills and Tactics of Athletics Events
- 5. Specific Exercise related to Skills
- 6. Drills for improving the performance related to Athletics Events

- 7. Teaching Aids/Equipment/Slides/PPT/Chart
- 8. Main tournaments organized at National and International level.
- 9. Records/Statistics of the concerned athletics event at world, Olympic, Asia, National.
- 10. Awardees in the concerned athletics event.
- 11. Books and magazines of the concerned athletics event.

Note: students will prepare a game book on any one event and will submit at the end of the semester.
Subject Code: PED25404DCE

4 Credits

Max. marks: 100, Internal: 20, External: 80

Sports Medicine, Athletic Care and Rehabilitation

Course Objectives (CO):

- 1. **CO1:** Define and explain the meaning, aims, and objectives of sports medicine, along with its scope and significance in athletic performance and health.
- 2. **CO2:** Describe the history and evolution of sports medicine in India and globally, understanding its growing relevance.
- 3. **CO3:** Discuss the fundamental principles and necessity of sports medicine in preventing and managing sports-related injuries.
- 4. **CO4:** Identify the roles and responsibilities of sports medicine professionals, including physicians, trainers, and coaches, in athlete care.
- 5. **CO5:** Classify and manage common sports injuries such as sprains, strains, dislocations, and fractures, focusing on immediate treatment and acute care.

Course Outcomes (CO):

- 1. **CO1:** Apply sports medicine principles to identify, manage, and prevent common sports injuries.
- 2. **CO2:** Design and implement injury prevention programs tailored to different sports and athletic needs.
- 3. **CO3:** Effectively use therapeutic modalities, including hydrotherapy, cryotherapy, thermotherapy, and electrotherapy, in rehabilitation.
- 4. **CO4:** Perform sports massages and remedial exercises to aid in muscle recovery and performance enhancement.
- 5. **CO5:**Analyze the physiological effects of massage and rehabilitation techniques on athletic performance.

Unit I: Introduction to Sports Medicine

- 1. Meaning, Aims, scope, objective and significance of sports medicine in athletic performance and athletic health.
- 2. History and Evolution of Sports Medicine practices in India and globally.
- 3. Concept and Necessity of Sports Medicine, fundamental principles and the need for sports medicine in modern athletics.
- 4. Roles of Sports Medicine Professionals: responsibilities of physicians, athletic trainers, and coaches in athlete care.

Unit II: Common Sports Injuries: Prevention and Management

- 1. Types and Immediate Treatment of commonSports Injuries sprains, strains, lacerations, haematoma, contusions, abrasions, dislocations, and fractures, along with their acute management.
- 2. Regional Injury and their Management of specific body regions: head, neck, face, thorax, abdomen, pelvis, and limbs.
- 3. Intrinsic and extrinsic factors leading to athletic injuries.
- 4. Guidelines for preventing injuries and managing both acute and chronic conditions.

Unit III: Therapeutic Modalities and Rehabilitation

- 1. Hydrotherapy in Sports Rehabilitation
- 2. Cryotherapy Applications
- 3. Thermotherapy, Mud therapy Techniques and applications
- 4. Electrotherapy in Rehabilitation

Unit IV: Massage and Remedial Exercises

- 1. History and Evolution of Massage Therapy
- 2. IntroductionMassage: Understanding the principles and benefits of massage in athletic care.
- 3. Physiological Effects of Massage
- 4. Types and Techniques of Massage

Book Recommended:

- Reider Bruce, "Sport Medicine" (W.B. Saunders Company: A division of Hurcourt Brace & Company, Philadelphia 1996).
- 2. Million B. Morris "Office sports Medicine" (Hanley &Belfins Inc. Philadelphia, 1996).
- 3. Scuderi R. Giles and Mc. Cann D. Peter "Sports Medicine a comprehensive approach" (Elsevier Mosby, Burtis Center, Philadelphia, 2005).
- 4. Scuderi R. Giles, Mc. Cann D. Peter and Brun J. Peter "Sports Medicine: Principles of Primary Cure" (Mosby A Harcourt Health Science Company St. Louis, 1997).
- 5. UprrianWerier "Physical Therapy for sports" (*W.B. Saunders Company*. A. Division of Harcourts Brace & Company, Curtis Centres Philadelphia, 1995

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

• Section A: Question carrying one mark each- 08 objective questions=08 marks

- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

Course No. PED25405DCE

4 Credits

Max. marks: 100, Internal: 20, External: 80

Sports Sociology

Course Objectives (CO):

- 1. **CO1:** Explain the nature, scope, and methodologies of sports sociology, recognizing its significance in understanding societal behavior.
- 2. CO2: Analyze sport as a social phenomenon and its impact on society.
- 3. **CO3:** Examine the role of sports sociology as an academic discipline and its contribution to sociological analysis.
- 4. **CO4:** Understand the concept of socialization and how games and sports serve as powerful tools for socialization.
- 5. **CO5:** Study and evaluate sport groups, their dynamics, and the interaction within these groups, including competition and cooperation.

Course Outcomes (CO):

- 1. **CO1:**Analyze sports as a social institution and its influence on societal norms and values.
- 2. **CO2:** Investigate the dynamics of group behavior and leadership within sports teams and organizations.
- 3. **CO3:** Understand the socio-cultural impact of sports on different social groups, including marginalized communities.
- 4. **CO4:** Examine the relationship between sports and societal institutions such as family, education, religion, politics, and economy.
- 5. **CO5:** Address and propose solutions to social issues such as discrimination, inequality, and aggression in sports.

Unit – I INTRODUCTION

- 1. Meaning, objectives, Nature, Scope and Methods of Sport Sociology.
- 2. Sport as social phenomenon.
- 3. Sociological analysis of sport and sport sociology as an academic discipline.
- 4. Role and functions of sports sociology

Unit-II SPORT AND MICRO SOCIAL SYSTEMS

- 1. Study of sport groups.
- 2. Group interaction, competition & cooperation.
- 3. Behavior, characteristics, qualities and role of sport leaders.
- 4. Sports and cultures.

Unit-III SPORT AND MACROSOCIAL SYSTEMS

- 1. Relationship between sport and socializing institutions (family, school and educational systems).
- 2. Inter-relationship between and regulating institutions (politics and economy).
- 3. Sport and cultural institutions (religion and art).
- 4. Concept of socialization, Socialization via games and sport.

Unit-IV SOCIAL GAMES CONCERNING SPORT IN SOCIETY

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

REFERENCE:-

- Loy, John, W. Kenyan, Gerald S, & Mc Pherson, Barry D, "Sports Culture andSociety" (Philadelphia Lea & Febiger, 1981).
- II. Ball, Donald W. and Low John W "Sport and Social order contribution to the sociology of sport" (London, Addison wesely publishing co, Inc, 1975)
- III. Loy John W. Mc Pherson, Barry D, and Kenyan Gerald, "Sport and Social System" (London, Addison wesely publishing company Inc, 1978)
- IV. Edward Larry "Sociology of Sport" (Ilihois: The Dorsey Press, 1973).
- V. Carry, Brayant J. "Social Dimension of Physical Activity" New Jersey: Englewood Cliffs, Prentice Hall In. 1967)
- VI. Singh Kanwaljeet and singh Inderjit "Sports Sociology" (Friends Publications India, 2000).
- VII. Walkley Jay "Sports in Society" (Mc Graw Hill, Companies, Inc. 2001).
- VIII. Bhushan Vidya, Sachdeva R.D. "An Introduction Sociology" (Kitab Mahal, Allahabad, 2005)
 - IX. Singh Bhupinder Sports Sociology, "An Indian perspective" (friends publications, India, 2004)
 - X. Jain Rachna "Sports Sociology" (Khel Sahitya Kendra Ashok vihar Delhi 2004).

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

Course No.PED25406DCE

Dissertation

Course Objectives (CO):

- 1. **CO1:** Demonstrate the ability to identify, select, and formulate a relevant research problem in the field of physical education and sports.
- 2. **CO2:** Conduct a comprehensive review of literature to establish a theoretical foundation for research.
- 3. **CO3:** Design and implement appropriate research methodologies for data collection and analysis.
- 4. **CO4:** Apply critical thinking to interpret research findings and draw meaningful conclusions.
- 5. **CO5:** Develop academic writing skills to produce a well-structured dissertation report.

CO6: Present and defend research findings effectively in a viva-voce setting.

Course Outcomes (CO):

- 1. **CO1:** Identify critical issues and research opportunities in the field of physical education and sports sciences.
- 2. **CO2:** Design research projects that contribute to evidence-based practices in sports performance, health, and fitness.
- 3. **CO3:** Apply scientific research methods to solve practical problems related to physical education and sports.
- 4. **CO4:** Interpret and analyze data to derive meaningful insights and make informed decisions.
- 5. CO5: Write well-structured research reports adhering to academic standards.
- 6. **CO6:** Effectively communicate research findings to academic and professional audiences.

PROCEDURE:

- Dissertation can be opted by the students who have secured at least 60% marks in aggregate in 1st and 2nd semesters taken together.
- 2. Those students who wish to opt for dissertation in the 4th semester have to start the work in 3rd semester so it will be completed by the end of 4th semester.
- 3. The Dissertation shall be carried out under the supervision of concern teacher of the department.

- 4. Approval of topic, allotment of supervisor, progress of research work and evaluation shall be monitor by Department Research committee.
- 5. Introduction and Review part of the thesis shall be completed in 3^{rd} semester.
- 6. The dissertation shall be evaluated by presentation of work in viva-voce. 60% marks shall be allotted for dissertation report and 40% for viva-voce and presentation.

PED25407DCE: 4 Credits

Max. marks: 100, Internal: 20, External: 80

Inclusive Physical Education

Course Objectives (CO):

- 1. **CO1:** Define the meaning, aims, and objectives of inclusive physical education and understand its importance in promoting equity in sports and physical activities.
- 2. **CO2:**Analyze the historical development of inclusive physical education and its relevance in modern society.
- 3. **CO3:** Classify different types of disabilities, including physical, mental, hearing, speech, and visual impairments, with an understanding of their characteristics and functional limitations.
- 4. **CO4:** Develop appropriate physical education programs tailored to individuals with disabilities at different educational levels (elementary, middle, and high school).
- 5. **CO5:** Design inclusive sports programs that cater to specific disabilities, promoting participation and competitive opportunities such as the Paralympics.

Course Outcomes (CO):

- 1. **CO1:** Design and implement inclusive physical education programs tailored to the diverse needs of students with disabilities.
- 2. **CO2:** Apply knowledge of classification, characteristics, and causes of disabilities to develop suitable physical activities.
- 3. **CO3:** Utilize adaptive physical education techniques to enhance physical fitness, motor skills, and overall well-being.
- 4. **CO4:** Promote the inclusion of individuals with disabilities in competitive sports such as the Paralympics.
- 5. **CO5:** Demonstrate the ability to rehabilitate individuals through adapted sports and exercise programs.

Unit I Introduction to Inclusive Physical Education

- 1. Meaning, Aim & Objectives of Inclusive Physical Education
- 2. Brief historical review of inclusive Physical Education
- 3. Need and Importance of Inclusive Physical Education
- 4. Role of Physical Education Teacher in Inclusive Physical Education

Unit II Classification of Disability

- 1. Physical disability: Meaning, Characteristics, Category, functional limitation and General cause.
- 2. Mental retardation: Meaning, Characteristics, Category, functional limitation and General cause.
- 3. Hearing and Speech impairment: Meaning, Characteristics, Category, functional limitation and General cause.
- 4. Visual Impairment: Meaning, Characteristics, Category, functional limitation and General cause.

Unit III Inclusive Physical Education Programs

- 1. Guiding Principles for Inclusive Physical Education Program
- 2. Physical Education Program for disable of: Elementary school, middle school and high school
- 3. Physical Education program for Physical disability, mental retardation, hearing & speech impairment and visual impairment
- 4. Adapted Sports (Para-Olympic)

Unit IV Rehabilitation and Welfare Programs

- 1. Meaning, aim and objectives of Rehabilitation
- 2. Importance of Adapted Physical Education Program in Rehabilitation
- 3. Provision of special rights and Privilege for disable through legislation
- 4. Social welfare programs for disabled person

Books Recommended:

- I. Anoop Jain "Adapted PhysicalEducation" Sports Publication, Ashok Vihar, Delhi.
- II. Arthur G. Miller & james, "Teaching Physical Activities to Impair Youth" john wilag& sons Inc. Canada.
- III. Arthur S. Daniels & Euilya, "adapted Physical education" harpet& Row Publisher, New York.

Course No. PED25004GE

2 Credits

Yoga & Health

Course Objectives (CO):

- 1. **CO1:** Define and explain the meaning, nature, and scope of yoga, understanding its historical and cultural significance.
- 2. **CO2:** Recognize the need and importance of yoga in promoting holistic health and well-being.
- 3. **CO3:**Analyze the effects of various yogic practices on the physical, mental, and emotional health of individuals.
- 4. **CO4:** Understand the relevance and necessity of yoga in modern-day life for managing stress and improving quality of life.
- 5. **CO5:** Demonstrate proficiency in performing various asanas in sitting, standing, prone, and supine positions, understanding their benefits and techniques.

Course Outcomes (CO):

- 1. **CO1:** Develop competence in performing and teaching various asanas and pranayama techniques.
- 2. **CO2:** Apply yogic principles to improve flexibility, strength, and overall physical performance.
- 3. **CO3:** Design individualized yoga programs focusing on physical health, mental wellbeing, and lifestyle management.
- 4. **CO4:** Advocate for the integration of yoga as a tool for preventive healthcare and rehabilitation.
- 5. **CO5:** Understand the impact of a yogic diet and lifestyle on physical and mental health.

Unit I Introduction to Yoga

- 1. Meaning and Definition of Yoga, Nature& Scope of Yoga
- 2. Needs & Importance of Yoga
- 3. Effect of Yogasana on health of individual
- 4. Need of yoga in present day life

Unit II Aasnas&Pranayam

- 1. Aasnas in sitting posture, Aasnas in standing position (Five asanas each)
- 2. Aasnas in Prone position, Aasnas in Spine position (Five asanas each)
- 3. Meaning and types of Pranayam, Benifits of pranayam

4. Yogic diet.

Recommended books

- 1. "Light on Yoga" by B.K.S. Iyengar
- "The Heart of Yoga: Developing a Personal Practice" by T. Krishnamacharya & T.K.V. Desikachar
- 3. "Yoga Anatomy" by Leslie Kaminoff& Amy Matthews
- 4. "The Science of Yoga: The Risks and the Rewards" by William J. Broad
- 5. "Hatha Yoga Pradipika" by Swami Swatmarama

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

PED25004OE

Sports Coaching in Badminton

Course Objectives (CO):

- 1. CO1: Demonstrate understanding of badminton rules and regulations.
- 2. CO2: Develop skills in badminton techniques, including serves, clears, and smashes.
- 3. CO3: Apply strategies and tactics in badminton gameplay.
- 4. CO4: Analyze and evaluate performance to improve badminton skills.

Course Outcomes (CO):

- 1. CO1: Develop expertise in badminton skills and strategies.
- 2.CO2: Analyze and evaluate badminton performance data.
- 3.CO3: Design and implement badminton training programs.
- 4.CO4: Apply knowledge of badminton rules, regulations, and safety protocols

Unit-I Overview:

- 1. History of Badminton and Origination
- 2. Requirements: Playfield and equipment specification.
- 3. Revised Guideline of the game
- 4. Main Tournaments, Venues, Personalities and their recognition worldwide.

Unit-II Skills, Techniques and Execution:

- 1. Service: High, Low and Flick
- 2. Underhand lift or Forehand lift
- 3. Backhand lift
- 4. Smash or clear or toss.

Books Recommended:

1. Badminton rule book.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

2 Credits

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates: -

Examination with max. Mark= 25 (Duration=60 minutes)

• The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)