KANNUR UNIVERSITY

(Abstract)

Five Year Integrated Master of Physical Education and Sports (Integrated M.P.E.S) Programme under the School of Physical Education and Sports Sciences, Mangattuparamba- Regulation, Scheme & Syllabus of the Programme- Implemented w.e.f 2023 admission-Orders issued.

ACADEMIC C SECTION

ACAD C/ACAD C1/8773/2023 Dated: 09.06.2023

Read:-1.Minutes of the meeting of the Department Council , SPE&SS held on 09.03.2023.

2.Structure of the Integrated MPES programme forwarded by the HoD, SPE&SS dated 12.03.2023

3.Minutes of the Meeting of the Standing Committee of the syndicate on General Affairs Office & Staff, Standing committee on Finance with the Faculty members of Physical Education and Directorate of Physical Education held on 30.03.2023.

4.Letter No.ACAD C/ACAD C1/8773/2023 dated 08.05.2023

5.Minutes of the meeting of the Department Council, SPE&SS held on 26.05.2023

6.Minutes of the meeting of the Syndicate held on 30.05.2023(Resolution No.2023.278)

7.Regulation, Scheme & Syllabus of the Integrated MPES programme submitted by the HoD, SPE&SS dated 30.05.2023

8.Orders of the Vice Chancellor dated 30.05.2023

ORDER

1.The Department Council, School of Physical Education and Sports Sciences vide paper read(1) above recommended to starting a new Integrated M.P.E.S Programme (Three years B.P.E.S and Two years M.P.E.S Programme) in the School of Physical Education & Sports Sciences, Mangattuparamba Campus and the structure of the Integrated M.P.E.S programme as approved by the Department Council was submitted by the Head, School of Physical Education & Sports Sciences, vide paper read(2) above.

2.The matter of starting of Five year Integrated MPES Programme was considered in the combined Meeting of the Standing Committee of the syndicate on General Affairs, Office & Staff, Standing committee on Finance with the Faculty members of Physical Education and Directorate of Physical Education held on 30.03.2023 and resolved to start the Programme from the academic year 2023-24

3. The Head, School of Physical Education & Sports Sciences, was requested to forward the detailed Syllabus of Integrated M.P.E.S programme Vide paper read (4) above

4.The Department Council, School of Physical Education & Sports Sciences Mangattuparamba Campus as per paper read (5), resolved to approve the final regulation & syllabus of the Five Year Integrated MPES Programme w.e.f 2023 admission onwards.

5.As per paper read (6) above, the meeting of the Syndicate held on 30.05.2023 vide item number 2023.278 authorised the Vice Chancellor to approve the Regulation, Scheme and Syllabus of Five year Integrated MPES Programme.

6. Accordingly, the Head, School of Physical Education & Sports Sciences, submitted the Regulation, Scheme & Syllabus of Integrated M.P.E.S Programme duly scrutinised by the External Subject Experts, for approval and implementation w.e.f 2023 admission, as per paper read (7)

above.

7.The Vice Chancellor after considering the matter in detail and in exercise of the powers of the Academic Council conferred under section 11(1) Chapter III of Kannur University Act 1996, accorded sanction to implement the Regulation, Scheme & Syllabus of Five year Integrated Master of Physical Education and Sports (Integrated M.P.E.S) Programme under School of Physical Education and Sports Sciences, Mangattuparamba Campus w.e.f 2023-24 academic year, subject to reporting to the Academic Council.

8.. Regulation, Scheme & Syllabus for Five year Integrated Master of Physical Education & Sports (Integrated M.P.E.S) Programme, implemented with effect from 2023-24 academic year are appended and uploaded in the University website(www.kannuruniversity.ac.in).

9. Orders are issued accordingly

KANNUR UNIVERSITY
CIVIL STATION P.O.
KANNUR
Pin-670 002
THAVAKKARA

Sd/-

Narayanadas K

DEPUTY REGISTRAR (ACAD)

For REGISTRAR

To: The Head,
School of Physical Education & Sports Sciences, Mangattuparamba Campus

Copy To: 1. The Examination Branch (through PA to CE)/EXCI/EP IV
2. PS to VC / PA to PVC /PA to R
3. DR / AR I/AR II (Acad)
4.Single Window Cell (for issuing notification for admission)
5. Web Manager(for uploading in the Website)
6.Computer Programmer
7. SF / DF /FC

Forwarded /By Order

SECTION OFFICER

KANNUR UNIVERSITY

SCHOOL OF PHYSICAL EDUCATION AND SPORTS SCIENCES

Choice Based Credit Semester System (CBCSS)

Regulations

FIVE-YEAR INTEGRATED MASTER OF PHYSICAL EDUCATION AND SPORTS PROGRAMME
(Five-Year Integrated M.P.E.S)

(Effective from 2023 Admission)

KANNUR UNIVERSITY

Regulations for Master of Physical Education and Sports (M.P.E.S) (Five-year Integrated Programme) Under Choice Based Credit Semester System (CBCSS) in the School of Physical Education and Sports Sciences, Kannur University effective from 2023 admissions.

1. TITLE, APPLICATION & COMMENCEMENT

1.1 These Regulations shall be called '**Kannur University Regulations for M.P.E.S (Five Year Integrated)'** programme under the Choice Based Credit and Semester System (CBCSS).

1.2 The Regulation provided herein shall apply for M.P.E.S **(Five Year Integrated) Programme (CBCSS), coming under the Faculty of Physical Education and Sports Sciences.**

1.3 These regulations shall come into force with effect from Academic Year 2023-2024.

2. DEFINITIONS

In this regulation, unless the context otherwise requires.

2.1 Curriculum Committee means a committee constituted by the Vice Chancellor under the Regulations to monitor the Choice Based Credit and Semester programme. The HoD of the M.P.E.S (Five Year Integrated) Programme (CBCSS) shall be the convener of the **Curriculum Committee.** All faculty members and the external experts nominated by the Vice Chancellor may act as curriculum committee for the M.P.E.S (Five Year Integrated) Programme (CBCSS).

2.2 Department/School means Department/School instituted in the University as per the Kannur University Statutes

2.3 **Academic Programme** means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre

2.4 **Course** means a segment of a Programme limited to one semester in a subject.

2.5 **Programme Structure** includes the Programme Objectives, Course Objectives, Programme Outcomes, Course Outcomes, Courses (Common,

Core, Elective, Open Electives) specifying the Syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity with University Rules.

2.6 '**Foundation Course'** means a course that comes under the category of courses, including compulsory foundation courses both theory and practicum including Ability Enhancement Compulsory Course (AECC), Practicum (Compulsory Foundation Course) which is compulsory for all students undergoing the programme.

2.7 **Core Course** means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course

2.8 **Elective Course** means an optional course to be selected by a student out of such courses offered in the same Department/Centre

2.8.1 Generic Elective Course means an elective course which is available for students of all programmes including students of the same department. Students of other Departments may opt for these courses subject to fulfilling eligibility criteria as laid down by the Department offering the course.

2.8.2 Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective

2.8.3 Interdisciplinary Elective (IE) Course – These are discipline related elective courses offered as electives which are interdisciplinary in nature (to be offered by main discipline/subject of study).

2.8.4 Open Elective Courses means a generic elective or skill enhancement elective course which is chosen generally from an unrelated discipline/subject with an intention to seek exposure to another discipline/subject. These courses are offered by one department to students of other departments.

2.9 **Credit** An Academic credit is defined both in terms of student efforts and teacher's efforts. A course which includes one hour of lecture or tutorial or minimum 2 hrs of lab work/practical work/field work per week is given one credit hour.

Accordingly, a one credit course in a semester should be designed for 15 hrs.

Lecture/tutorials+30 hrs. of learner engagement in terms course related activities such as seminars preparation, submitting assignments etc. Credit for a practical could be proposed as part of a course or as a separate practical course.

2.10 '**Credit Point' of a course** (**CCP**) is the value obtained by multiplying the grade point (GP) by the credit (C) of the course: **CCP = GP x C**.

2.11 **SGPA** means Semester Grade Point Average calculated for individual semester.

2.12 **Credit Point of a semester (SCP) is** the product of SGPA of that semester and the totalcredit load of that semester. SCP=SGPA x Credit of the semester

2.13 **Overall Grade Point Average (OGPA)** is the sum of credit points in all semesters of the Programme/Total credits.

2.14 **Cumulative Grade Point Average'** (CGPA) is the value obtained by dividing the sum of credit points in all the courses taken by the student for the completed semesters by the total number of credits acquired so far and shall be rounded off as follows: If the student exits from the Programme after 6th semester, credit shall be rounded off tothree decimal places and if completes the 10th semester, credit can be rounded off to two decimal places.

2.15 **'Department**' means any teaching department offering a programme/course of study approved by the university, as per the Statutes and Act of the University.

2.16 **'Department Council'** means the body of all regular teachers of the Department.

2.17 '**Duration of programme'** means the time period required for the conduct of the programme. The duration of M.P.E.S (Five Year Integrated) Programme (CBCSS) coming under the Faculty of Physical Education and Sports Sciences shall be 10 Semesters distributed in a period of 5 academic years.

2.18 '**Faculty Advisor'** means a teacher from the parent Department nominated by the Department council, who will advise the students in the academic matters and in the choice of Generic Elective course.

2.19 **Grade Card** means the official record of student's performance, awarded to the candidate in a semester.

2.20 **Consolidated Grade Card means** the official record of student's performance, awarded to the candidate in a programme.

2.21 **'Letter Grade'** or simply 'Grade' in a course is a letter symbol (A^+, A, B, C,

D, and E).Grade means the prescribed alphabetical grade awarded to a student based on her/his performance in various examinations. The Letter Grade that corresponds to a range of CGPA is given in clause 8.

2.22 **Parent Department'** means the Department which offers a particular degree programme.

2.23 '**Programme**' means the entire course of study and examinations for the award of degree.

2.24 '**Semester**' means a term consisting of 90 working days including examination days.

2.25 **'Strike off the roll'** means removing a student from the roll, who is continuously absent for 14 working days without sufficient reason and proper intimation in writing tothe Head of the Department/Course Coordinator, after following the procedure prescribed.

2.26 Words and expressions used and not defined in these regulations, but defined in the Kannur University Act, Statutes and Ordinances shall have the meaning respectively assigned to them in the Act, the Statutes and the Ordinances.

3. PROGRAMME DURATION

3.1 M.P.E.S **(Five Year Integrated) Programme** (CBCSS) is a five-year (10 semesters) programme with an exit option after the completion of VI Semesters if the student so desires, with permission from the University. Lateral entry into the M.P.E.S. programmeto the seventh semester will also be allowed for those candidates who have successfully completed B.P.E.S / B.P.Ed Programme from any of the recognized Universities. Candidates on successful completion of first six semesters will be awarded **Bachelor of Physical Education and Sports (B.P.E.S.) Degree** on request. Candidates who are awarded B.P.E.S Degree on request after six semesters shall surrender the same at the time of issuing. M.P.E.S (Five Year Integrated) Degree Certificate. Candidates who successfully complete the first six semesters and thereafter continue the programme and successfully complete the remaining four semesters, will be awarded **M.P.E.S (Five Year Integrated) Degree.** If the candidate gets admission through lateral entry, the candidate who successfully completes the semesters (i.e., seven to ten) will be awarded

Master of Physical Education and Sports (**M.P.E.S.) Degree**.

3.2 Admission taken in the first semester shall be admission to "M.P.E.S. (Five Year Integrated) Programme" (CBCSS) (and students will not be required to take re- admission at any stage of the course unless the student discontinues the course after 6th semester).

3.3 Eligible candidates registered for a semester examination alone will be promoted to the subsequent semesters.

3.4 There shall be a provision for readmission of students already registered under Kannur University Regulations for **M.P.E.S. (Five Year Integrated) Programme** under the Choice Based Credit and Semester System (CBCSS) subject to the conditions that;

(i) The Candidate seeking readmission to a particular semester should have registered for the previous semester examination.

(ii) There should not be any change in the scheme and syllabus. If there is change in the scheme and syllabus, readmission may be given in consultation with the Department Council and Examination Branch. The Semester syllabi can change at any time.

(iii)For re-admission, the vacancy should be within the statutory limit or as per university rules. Re-admission shall be made within 14 days of the commencement of classes.

3.5 Those students who prefer the exit option and obtain B.P.E.S Degree shall be given readmission to the 7th semester of the Programme along with subsequent batch to complete Integrated M.P.E.S Degree, subject to the availability of vacancy.

4. ELIGIBILITY, ADMISSION AND REGISTRATION

4.1 Eligibility for admissions and reservation of seats for **M.P.E.S. (Five Year Integrated) Programme** (CBCSS) shall be as per the rules framed by the University/ UGC from time to time. No student shall be eligible for admission to the Programme unless they have successfully completed the Higher Secondary Examination of the State, or an Examination accepted by the University as equivalent thereto. Relaxation of marks and reservation for

eligible categories will be given in qualifying examinations as per rules of Kannur University/Govt. of Kerala for admission.

4.1 (i). The selection of students for admission will be done as per the merit list.

4.1 (ii). The merit list will be prepared according to admission tests (written test, physical test and game proficiency assessment) based on the rules/regulations as laid down by Kannur University from time to time.

4.2 B.P.E.S and M.P.E.S degrees awarded as per regulation of **M.P.E.S. (Five Year Integrated) Programme** (CBCSS) shall be equivalent to the B.P.E.S and M.P.E.S. Degree for academic and employment purposes.

4.3 If any vacancy arises due to discontinuation or exit option after VI Semester, fresh admission shall be allowed to VII semester, for candidates with Degree in B.P.E.S or B.P.Ed, as per University PG Department Admission regulations.

4.4 The maximum number of students to be admitted to the Programme shall be limited to 30.

4.5 The University shall publish a Prospectus listing all courses offered in the programme.

4.6 There shall be a uniform Academic cum Examination Calendar approved by the University for the registration, conduct and scheduling of examinations, and publication of results.

4.7 Each student shall register for the courses that they propose to take in a semester, in consultation with the Faculty Adviser.

5. Attendance and Progress

5.1 The minimum attendance required for each Course shall be 75% of the total number of classes conducted for that semester. Those who secure the minimum attendance in a semester alone will be allowed to register for the End Semester Examination.

5.2 Condonation of shortage of attendance for a maximum of 10 days in a semester, subject to a maximum of two spells for Semesters I to VI and 10 days in a semester, subject to maximum of two spells for semesters VII to X

separately will be granted by Vice Chancellor as per the existing rules.

5.3 Records of attendance shall be maintained by the concerned Department for a period of six years after the programme and the attendance register shall be made available for verification.

6. PROGRAMME STRUCTURE

6.1 **Semester and Working Days:** The M.P.E.S (Five Year Integrated) programme is a 5-year 10 semester programme under the CBCSS. Each semester shall consist of 18 weeks of academic schedule equivalent to 90 teaching days.

6.2 In each semester 15 days should be kept aside for examinations including internal examination and other academic activities

6.3 Maximum weeks available for curricular transactions may be fixed as 15 in a semester.

6.4 Course Code: The programme shall include the theory and Practicum Courses as follows: In theory - Core Courses, Elective courses, Open Elective courses, Ability Enhancement Compulsory Courses; and in Practicum Courses which includes, Compulsory Foundation Courses, Elective Courses, Skill Enhancement Courses and Ability Enhancement Courses.

6.5 Each course offered is identified by a unique course code. The first two letters denote the Integrated Programme (IP), the next three letter denote the programme, Master of Physical Education and Sports (MPS), this is followed by the semester 01, 02, 03, 04…. 10. After semester number the single alphabet stands for course as C for Core Course; E for Elective Course, A for Ability Enhancement Course, and P for Practicum Course.

6.6 For the first six semesters, candidates have to undergo the prescribed course of study leading to the award of outcome-based B.P.E.S Degree with courses at Graduate level, and subsequent 4 semesters leading to M.P.E.S (Five Year Integrated) Programme **(CBCSS)**, coming under the Faculty of Physical Education and Sports Sciences. The minimum credits required for the

Integrated Programme will be 217 with minimum 134 credits for Semesters I to VI; minimum 83 credits for Semesters VII to X. The credit distribution shall be as follows:

TOTAL CREDITS FOR FIRST SIX SEMESTERS = 134

COURSE	CREDITS
Theory - Core Courses	56
Theory - Elective Courses	9
Theory – Ability Enhancement Compulsory Courses	9
Practicum – Compulsory Foundation Course	16
Practicum – Elective Course	32
Practicum – Skill Enhancement / Ability Enhancement Courses	12
Total credits for first six semesters	**134**

TOTAL CREDITS FOR THE LAST FOUR (VII to X) SEMESTERS = 83

COURSE	CREDITS
Theory - Core Courses	43
Theory - Elective Courses	4
Theory – Open Electives	4
Practicum – Compulsory Foundation Course	12
Practicum – Elective Course	12
Practicum – Skill Enhancement / Ability Enhancement Courses	8
Total credits for first six semesters	**83**

6.7 If the candidate takes an exit option after semester 6, the total credits for the B.P.E.S programme is 134. If the candidate takes admission to Semester 7

through lateral entry, the total credits required for the programme (M/P/E/S) is 83. The total credits required for the Integrated M.P.E.S programme is 217 (134 + 83).

6.8 The number of courses and their respective credits can be decided by the department council. The department council shall design Core, Elective and Open Elective courses including the detailed syllabus for each Programme offered by the department. Department Council shall have the freedom to introduce new courses and/or to modify/redesign existing Courses and replace any existing Course with a new Course to facilitate better exposure and training for the students, with the approval of the Department Council and the Academic Council. Any such change in the syllabus or course during a programme shall be effected before the commencement of the semesters with prior approval from the university.

6.9 Grace mark will be awarded as per the existing rules applicable for UG and PG programmes of the University departments.

7. VALUE ADDED COURSES / MOOC COURSES

7.1 In addition to the courses specified as part of the programme, all students should complete a Value-Added Course or MOOC course of at least 2 credits during the semesters VII to IX for getting the degree.

7.2 The credits earned from Value Added Course/ MOOC course will be over and above the minimum credits required for the completion of the programme.

7.3 Value Added Courses will be offered by the departments and the students can opt it. The MOOC courses selected by the students should be relevant to the discipline and approved by the department in which the student is enrolled.

7.4 The students should submit the pass certificate of the Values Added Course / MOOC course before completing the last semester (Xth Semester) examination to the Controller of Examination through the Head of the Department.

7.5 The marks/grades secured for Value Added Courses / MOOC course will not be considered for the computation of CGPA. However, the name of such

course, the credits earned, and the marks/grades secured will be shown in the final grade card.

8. EVALUATION

8.1 Evaluation of the students shall be done by the faculty member who teaches the Course based on Continuous Evaluation and an End Semester Examination. The proportion of the distribution of marks among End Semester Examination and Continuous Evaluation shall be 60: 40.

8.2 Continuous Evaluation includes assignments, seminars, periodic written examinations, or other measures as proposed in the syllabus and approved by the university.

8.3 The allocation of marks for each component under Continuous Evaluation shall be usually in the following proportions:

Theory		Practical	
Components	% of marks	Components	% of marks
Test papers	40% (16 marks)	Tests	80% (32 marks)
Viva-voce, Seminar presentations, Discussion, Debate etc.relevant to the course	40% (16 marks)	Record	20% (8 marks)
Assignment	20% (8 marks)		
Total marks for Continuous Evaluation	40 marks	Total marks for Continuous Evaluation	40 Marks

8.4 A copy of all records of Continuous Evaluation shall be maintained in digital format in the Department and shall be made available for verification by the University.

8.5 Performance of each student in an assessment shall be intimated to the student within two weeks of the conduct of test/ submission of assignment/ report.

9. CONDUCT OF END SEMESTER EXAMINATIONS

9.1 The End Semester Examinations of each semester will be conducted by the Controller of Examinations. It will be the responsibility of the Department to maintain a sufficient balance of different levels of questions in the Question Bank. The tabulation registers of each Semester shall be prepared and maintained by the Examination Branch. The duration of the End Semester Examination shall be specified in the curriculum.

9.2 The Board of Examiners will function as the Pass Board with the Head of the Department or a nominee of the Vice Chancellor as its Chair.

9.3 The grades so finalized by the pass board will be forwarded to Controller of Examinations by the Chairman of the Board of Examiners.

9.4 The minimum percentage of marks required for pass for each course shall be 50%, with minimum 40 % marks for the End Semester Evaluation (ESE).

10. DISSERTATION/ PROJECT WORK

10.1 All Integrated MPES students are required to carry out a research project in the fourth semester. For this, the students are encouraged to go to institutes / research centres / coaching academies of national importance to acquire hands-on-training and exposure to a research culture. The department/University may establish close link with such institutions for the purpose, by way of executing appropriate MoU, if required.

10.2 There shall be a board of at least two examiners (At least one external expert) for the evaluation of the project work. Each candidate must submit two copies of the Project Report approved by the project guide before the last date fixed by the department. The candidate must present the project before the board of examiners which will be followed by a *Viva-voce*. The ESE for the project will

be made jointly by the board of examiners based on the project report, its presentation and *Viva-Voce*. The ESE marks for the project will be 60.

10.3 Continuous evaluation of the project work shall be done by the project supervisor. The marks for CE will be 40. The total marks for the project will be 100.

11. GRADING

11.1 An alphabetical Grading System shall be adopted for the assessment of a student's performance on a Course. The grade is based on a 6-point scale. The following table gives the range of marks %, grade points and alphabetical grade.

Range of Marks%	Grade Points	Alphabetical Grade
95-100	10	O
85-94	9	A^+
75-84	8	A
65-74	7	B+
55-64	6	B
50-54	5	C
Below 50	0	F

11.2 A minimum of grade point 5 (Grade C) is needed for the successful completion of a Course. A student who has failed in a Course can reappear for the End Semester Examination of the same Course along with the next batch without taking re-admission or choose another Course in the subsequent Semesters of the same programme to acquire the minimum credits needed for the completion of the Programme. There shall not be provision for improvement of CE and ESE. A student who has successfully completed the CE requirements in a subsequent semester can also appear for the ESE subject to the maximum duration permitted.

11.3 Performance of a student at the end of each Semester is indicated by the Semester Grade Point Average (SGPA) and is calculated by taking the weighted average of grade points of the Courses successfully completed in that semester. The following formula is used for the calculation. The average will be rounded off to two decimal places.

$$\text{GPA} = \frac{\text{Sum of (grade points in a course multiplied by its credit)}}{\text{Sum of credits of courses}}$$

11.4 At the end of the Programme, the overall performance of a student is indicated by the Cumulative Grade Point Average (CGPA) and is calculated using the same formula given above, by taking all courses successfully completed in the programme.

11.5 Empirical formula for calculating the percentage of marks will be

% Marks = CGPA x 10

11.6 Based on the CGPA overall letter grade of the student and classification shall be inthe following way.

CGPA	**Overall Letter Grade**	**Classification**
9.5 and above	**O**	**First class with exemplary**
8.5 and above but less than 9.5	A+	First Class with Distinction
7.5 and above but less than 8.5	A	
6.5 and above but less than 7.5	B+	First Class
5.5 and above but less than 6.5	B	
5 and above but less than 5.5	C	Second Class

11.7 Appearance for Continuous Evaluation (CE) and End Semester

Examination (ESE) are compulsory, and no Grade shall be awarded to a candidate if the candidate is absent for CE or ESE or both.

11.8 A student who fails to complete the Programme/Semester can repeat the full Programme / Semester once if the Department Council permits to do so. Absence in an examination will be marked zero.

12. GRADE CARD

12.1 The Controller of Examinations shall issue the grade cards of all semesters and the consolidated grade card and certificates on completion of the programme, based on the details submitted by the Heads of the Departments concerned. This will be in digital form only.

12.2 The Grade Card shall contain the following.

(a) Title of the Courses taken as Core, Elective & Open Elective, Ability Enhancement / Skill Enhancement Courses separately for theory and Practicum Courses.

(b) The credits associated with, and grades awarded for each Course.

(c) The number of credits (Core /Elective / Open Elective, Ability Enhancement / Skill Enhancement Courses) separately earned by the student and the SGPA.

(d) The total credits (Core / Elective / Open Elective, Ability Enhancement / Skill Enhancement Courses) separately earned by a student till that Semester.

12.3 The consolidated grade statement issued on completion of the Programme shall contain the name of the Programme, the Department/School offering the Programme, the title of the Courses taken, the credits associated with each Course, grades awarded, the total credits for Theory and Practicum (Core/ Elective/Open Elective/ Ability Enhancement/Skill Enhancement Courses) separately earned by the student, the CGPA and the class in which the student is placed. Rank/Position Certificates will be issued based on CGPA calculated at the end of the last semester of that Programme.

12.4 The consolidated grade card shall also contain the details of the Value-

Added Course / MOOC course successfully completed by the student. However, the marks/grades secured in the Value-Added Course / MOOC course will not be taken for computing the CGPA.

13. AWARD OF DEGREE

Candidates who successfully complete two programmes under this regulation will be awarded Degree as specified below:

1. For the successful completion of all the courses (common, core, elective - Generic elective, Discipline Specific Elective, Ability Enhancement /Skill Enhancement courses) a candidate has to secure minimum 'D' Grade.

2. A candidate who successfully completes First to Tenth semesters shall be awarded M.P.E.S. (Five Year Integrated) Degree.
3. A Candidate taking admission to Seventh Semester through Lateral Entry and successfully completes Seventh to Tenth semesters shall be awarded M.P.E.S Degree.

14. RANKING

14.1 Ranking shall be done on the basis of the OGPA obtained by the candidate in the whole examination of the M.P.E.S (Five Year Integrated) Programme (CBCSS) (Ten Semesters) passed in the first chance, including Improvement chance within the Programme period.

14.2 Candidates taking exit after successful completion of first 6 semesters/ Lateral Entry candidates shall not be considered for Ranking of M.P.E.S (Five Year Integrated) Programme (CBCSS)

14.3 No provision for Ranks/Position for B.P.E.S (exit option) and M.P.E.S (lateral entry)

15. TIME LIMIT FOR THE COMPLETION OFPROGRAMME

15.1 A candidate of **M.P.E.S (Five Year Integrated) Programme** (CBCSS) shall be required to complete the programme within a period of eight years after joining the programme.

15.2 The maximum time limit to complete the Programme for a candidate taking exit on completion of 6 semesters shall be 6 years after joining the programme.

15.3 The maximum time limit to complete the Programme for Lateral entry candidates joining in 7th semester shall be 4 years after joining the programme.

16. DEPARTMENT COUNCIL

16.1 All regular teachers of the Department shall be members of the Department Council.

16.2 The Department Council subject to these Regulations shall monitor every academic programme conducted in the Department.

16.3 The Department Council shall prescribe the mode of conduct of courses, conduct of examinations and evaluation of the students.

16.4 An elected student representative also may attend the Department Council meeting where agenda related to academic matters / research activities of students are discussed.

17. ACADEMIC GRIEVANCE REDRESSAL MECHANISM

17.1 Committees will be constituted at the Department and University levels to look into the written complaints regarding Continuous Evaluation (CE). The Department Level Committee (DLC) will consist of the Department Council, and an elected student representative who is currently a student of that Programme of study. There will be one student representative for the postgraduate programmes and one student representative for the doctoral programme.

17.2 University Level Committee (ULC) will consist of the Convenor of the Curriculum Committee, the concerned Dean, the concerned Head of the Department and a nominee ofthe Students' Union.

17.3 Department Level Committee will be presided over by the HoD. Complaints will have to be submitted to the Department concerned within two weeks of publication of results of Continuous Evaluation (CE) and disposed of within two weeks of receipt of complaint. Appeals to University Level Committee

should be made within two weeks of the decisions taken by Department Level Committee and disposed of within two weeks of the receipt of the complaint.

17.4 Complaints unsolved by the University Level Grievance Committee shall be placed before the Vice Chancellor.

18. TRANSITORY PROVISION

18.1 Notwithstanding anything contained in these regulations, the Vice Chancellor shall for a period of one year (may be revised) from the date of coming into force of these Regulations, have the power to provide by order that these Regulations shall be applied to any Programme with such modifications as may be necessary.

18.2 These regulations or modifications as mentioned in 16.1 will be applicable to admission of students to one year post graduate programme (after completion of 4-year undergraduate programme) or two year postgraduate programme after completion of three year degree programme satisfying the credits as per the National Credit Framework and UGC regulations for Four Year Undergraduate Programme

KANNUR UNIVERSITY

SCHOOL OF PHYSICAL EDUCATION AND SPORTS SCIENCES

Choice Based Credit Semester System (CBCSS)

FIVE-YEAR INTEGRATED MASTER OF PHYSICAL EDUCATION AND SPORTS PROGRAMME
(Five-Year Integrated M.P.E.S)

Regulations, Scheme and Syllabus

(Effective from 2023 Admission)

SEMESTER I

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
(Core Courses)										
IPMPS01C01	History of Physical Education	4	-	4	60	-	60	40	60	100
IPMPS01C02	Basic and Systematic Anatomy and Physiology	4	-	4	60	-	60	40	60	100
Ability Enhancement Compulsory Course (AECC)										
IPMPS01A01	Generic English	3	-	3	45	-	45	40	60	100
Part B - Practicum Courses										
Practicum (Compulsory Foundation)										
IPMPS01P01	Track & Field	1	3	4	15	90	105	40	60	100
Practicum (Elective Courses)										
IPMPS01P02	Any one from: Yoga/Martial Arts	-	3	3	0	90	90	40	60	100
IPMPS01P03	Any one Major Game (From among the list offered by the Department and not offered in other Semesters)	-	3	3	0	90	90	40	60	100
Practicum (Skill Enhancement Courses)										
IPMPS01P04	Mass Demonstration/ March Past	-	2	2	-	60	60	40	60	100
Total		12	11	23	180	330	510	280	420	700

SEMESTER II

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
(Core Courses)										
IPMPS02C03	Yoga Education	4	-	4	60	-	60	40	60	100
IPMPS02C04	Methods of Teaching in Physical Education	4	-	4	60	-	60	40	60	100
Ability Enhancement Compulsory Course (AECC)										
IPMPS02A02	English-Language Competency and Communication	3	-	3	45	-	45	40	60	100
Part B - Practicum Courses										
Practicum (Compulsory Foundation)										
IPMPS02P05	Track & Field	1	3	4	15	90	105	40	60	100
Practicum (Elective Courses)										
IPMPS02P06	Any one from: Gymnastics/ Kalarippayattu	-	3	3	-	90	90	40	60	100
IPMPS02P07	Any one Major Game (From among the list offered by the Department and not offered in other Semesters)	-	3	3	-	90	90	40	60	100
Practicum (Skill Enhancement Courses)										
IPMPS02P08	Aerobic and Dance Fitness	-	2	2	-	60	60	40	60	100
Total		12	11	23	180	330	510	280	420	700

SEMESTER III

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
(Core Courses)										
IPMPS03C05	Sports Management	4	-	4	60	-	60	40	60	100
IPMPS03C06	Exercise Physiology	4	-	4	60	-	60	40	60	100
Ability Enhancement Compulsory Course (AECC)										
IPMPS03A03	Value and Environmental Science	3	-	3	45	-	45	40	60	100
Part B - Practicum Courses										
Practicum (Compulsory Foundation)										
IPMPS03P09	Track & Field	1	3	4	15	90	105	40	60	100
Practicum (Elective Courses)										
IPMPS03P10	Any one from: Aquatics/ Fencing	-	3	3	-	90	90	40	60	100
IPMPS03P11	Any one Major Game (From among the list offered by the Department and not offered in other Semesters)	-	3	3	-	90	90	40	60	100
Practicum (Skill Enhancement Course)										
IPMPS03P12	Basic Life Saving Skills	-	2	2	-	60	60	40	60	100
Total		12	11	23	180	330	510	280	420	700

SEMESTER IV

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
(Core Courses)										
IPMPS04C07	Sports Training	4	-	4	60	-	60	40	60	100
IPMPS04C08	Kinesiology	4	-	4	60	-	60	40	60	100
Elective (Generic Elective)										
(Any one from the list)										
IPMPS04E03	Computer Application	3	-	3	45	-	45	40	60	100
IPMPS04E04	Sociology									
IPMPS04E05	Journalism and Mass Communication									
Part B - Practicum Courses										
Practicum (Compulsory Foundation)										
IPMPS04P13	Officiating of Track & Field events	1	3	4	15	90	105	40	60	100
Practicum (Elective Courses)										
IPMPS04P14	Any one Major Game (From among the list offered by the Department and not offered in other Semesters)	-	3	3	-	90	90	40	60	100
IPMPS04P15	Any one Major Game (From among the list offered by the Department and not offered in other Semesters)	-	3	3	-	90	90	40	60	100
Practicum (Skill Enhancement Course)										
IPMPS04P16	Physical Literacy & Fundamental Movement Skills	-	2	2	-	60	60	40	60	100
Total		12	11	23	180	330	510	280	420	700

SEMESTER V

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
(Core Courses)										
IPMPS05C09	Test Measurement and Evaluation	4	-	4	60	-	60	40	60	100
IPMPS05C10	Sports Psychology	4	-	4	60	-	60	40	60	100
Elective (Discipline specific Elective)										
(Any one from the list)										
IPMPS05E06	Sports Entrepreneurship	3	-	3	45	-	45	40	60	100
IPMPS05E07	Talent Identification in Sports									
Part B - Practicum Courses										
Practicum (Elective Courses)										
IPMPS05P17	Officiating and coaching (Any one from the list of major games offered by the department)	-	4	4	-	120	105	40	60	100
IPMPS05P18	(Any one from the list of racket games/combat sports offered by the department)	-	4	4	-	120	105	40	60	100
Practicum (Skill Enhancement Course)										
IPMPS05P19	Trekking and Camping	-	2	2	-	60	60	40	60	100
Total		11	10	21	165	300	465	240	360	600

SEMESTER VI

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
(Core Courses)										
IPMPS06C11	Research and Statistics	4	-	4	60	-	60	40	60	100
IPMPS06C12	Sports Biomechanics	4	-	4	60	-	60	40	60	100
Elective (Discipline specific Elective)										
(Any one from the list)										
IPMPS06E08	Adapted Physical Education	3	-	3	45	-	45	40	60	100
IPMPS06E09	Fitness Training and Nutrition									
Part B - Practicum Courses										
Practicum (Elective Courses)										
IPMPS06P20	Sports Specialisation - 1 (Any one from the list of major games offered by the department)	-	4	4	-	120	120	40	60	100
IPMPS06P21	Sports Specialisation – 2 (Any one from the list of racket sports/combat sports offered by the department	-	4	4	-	120	120	40	60	100
Practicum (Ability Enhancement Compulsory Course)										
IPMPS06P22	Study Tour/Institutional /Industry Visit	-	2	2	-	60	60	40	60	100
Total		11	10	21	165	300	465	240	360	600

SEMESTER - VII

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
Core Courses										
IPMPS07C13	Research Methods in Physical Education and Sports Sciences	4	-	4	60	-	60	40	60	100
IPMPS07C14	Sports and Exercise Physiology	3	1	4	45	30	75	40	60	100
IPMPS07C15	Measurement and Evaluation in Physical Education	2	1	3	30	30	60	40	60	100
Elective **Discipline Specific Elective (Select anyone)**										
IPMPS07E10	Sports Management	2	-	2	30	-	30	40	60	100
IPMPS07E11	Sports Journalism and Mass Communication									
Part B- Practicum Courses										
Practicum Course (Compulsory Foundation)										
IPMPS07P23	Track and Field	1	2	3	15	60	75	40	60	100
Practicum Courses (Elective)										
IPMPS07P24	Major Games (Select any one from the following) • Basketball • Handball • Kabaddi • Cricket • Volleyball • Fencing/Kalarippayattu (Select anyone)	1	2	3	15	60	75	40	60	100
Practicum (Skill Enhancement Courses)										
IPMPS07P25	Data Entry and Data Analysis	-	2	2	-	60	60	100	-	100
Total		13	8	21	195	240	435	340	360	700

SEMESTER - VIII

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
Core Courses										
IPMPS08C16	Yogic Practices	4	-	4	60	-	60	40	60	100
IPMPS08C17	Scientific Principles of Sports Training	4	-	4	60	-	60	40	60	100
IPMPS08C18	Sports Medicine	2	1	3	30	30	60	40	60	100
Elective Course										
Discipline Specific Elective (Select any one from the list)										
IPMPS08E12	Sports Technology	2	-	2	30	-	30	40	60	100
IPMPS08E13	Gender, Disability and Inclusive Sports Education									
Part B- Practicum Courses										
Practicum (Compulsory Foundation)										
IPMPS08P26	Track and Field	1	2	3	15	60	75	40	60	100
Practicum Courses (Elective Courses)										
IPMPS08P27	Major Games (Select any one from the following) • Badminton • Kho Kho • Football • Table Tennis • Softball • Hockey	1	2	3	15	60	75	40	60	100
Practicum (Skill Enhancement Course)										
IPMPS08P28	Massage and Myofascial Release	-	2	2	-	60	60	100	-	100

Total	14	7	21	210	210	420	340	360	700

SEMESTER – IX

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
Core Courses										
IPMPS09C19	Applied Statistics in Physical Education and Sports Sciences	3	1	4	45	30	75	40	60	100
IPMPS09C20	Kinesiology and Sports Biomechanics	3	-	3	45	-	45	40	60	100
IPMPS09C21	Sports Nutrition	2	-	2	30	-	30	40	60	100
Open Elective Course (Select anyone offered from other departments)										
	Open Electives offered from Other Departments	4	-	4	60	-	60	40	60	100
Part B- Practicum Courses **Practicum (Compulsory Foundation)**										
IPMPS09P29	Swimming/Gymnastics	1	2	3	15	60	75	40	60	100
Practicum Courses (Specialization)										
IPMPS09P30	Sports Specialization (Select any one from the following) (Team Sports/Racket Sports/indigenous sport) (One based on feasibility)	1	2	3	15	60	75	40	60	100
Practicum Courses (Ability Enhancement Compulsory Course)										
IPMPS09P31	Teaching Proficiency	-	2	2	-	60	60	40	60	100
Total		14	7	21	210	210	420	280	420	700

SEMESTER – X

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
Core Courses										
IPMPS10C22	Sports Psychology	3	1	4	45	30	75	40	60	100
IPMPS10C23	Dissertation	2	6	8	30	180	210	40	60	100
Part B - Practicum Courses **Practicum (Compulsory Foundation)**										
IPMPS10P32	Yoga	1	2	3	15	60	75	40	60	100
Practicum Courses (Specialization)										
IPMPS10P33	Sports Specialization (Continuation from Semester-III)	1	2	3	15	60	75	40	60	100
Practicum Course- Ability Enhancement Compulsory Course										
IPMPS10P34	Coaching Proficiency	-	2	2	-	60	60	40	60	100
Total		7	13	20	105	390	495	280	420	700

*The process of Dissertation will start in the beginning of Semester IX with preparation and submission of synopsis and getting final approval from the Department Research Committee.

SEMESTER I

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
(Core Courses)										
IPMPS01C01	History of Physical Education	4	-	4	60	-	60	40	60	100
IPMPS01C02	Basic and Systematic Anatomy and Physiology	4	-	4	60	-	60	40	60	100
Ability Enhancement Compulsory Course (AECC)										
IPMPS01A01	Generic English	3	-	3	45	-	45	40	60	100
Part B Practicum Courses										
Practicum (Compulsory Foundation)										
IPMPS01P01	Track & Field (Track events)	1	3	4	15	90	105	40	60	100
Practicum (Elective Courses)										
IPMPS01P02	Any one from: Yoga/Martial Arts	-	3	3	-	90	90	40	60	100
IPMPS01P03	Any one Major Game (From among the list offered by the Department and not offered in other Semesters)	-	3	3	-	90	90	40	60	100
Practicum (Skill Enhancement Courses)										
IPMPS01P04	Mass Demonstration/ March Past	-	2	2	-	60	60	40	60	100
Total		12	11	23	180	330	510	280	420	700

SEMESTER I
PART – A: THEORY – CORE COURSE

IPMPS01C01: HISTORY OF PHYSICAL EDUCATION

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

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation.

Course Description

This course offers an introduction to the concepts of Physical Education. It aims to develop an understanding of physical education, its aims and objectives, philosophical foundation, historical developments, and understanding of the schemes and policies of physical education.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Compare the relationship between general education and physical education.
CO2	Identify and relate with the History of Physical Education.
CO3	Comprehend the relationship between Philosophy, Education and Physical Education.
CO4	Identify the works of Philosophers of Education and Physical Education.
CO5	Know recent developments and academic foundation of Physical Education.

COURSE CONTENTS

Module 1: Introduction to Physical Education

1.1 Introduction to Physical Education

1.2 Meaning, Definition and Scope of Physical Education

1.3 Aims and Objective of Physical Education

1.4 Importance of Physical Education in present era.

1.5 Misconceptions about Physical Education.

1.6 Relationship of Physical Education with General Education.

1.7 Physical Education as an Art and Science.

Suggested Readings Specific to the Module.

2.1 Bucher, C. A. Foundation of physical education. St. Louis: The C.V. Mosby Co.

2.2 Adams, William.C (1991.) – Foundation of Physical Education Exercises and Sports Sciences, Lea and Febigor, Philadelphia,

2.3 S K Bansal (2023) – Physical education and Yoga,

2.4 Lori E. Ciccomascolo, Eileen Crowley Sullivan (2013) The Dimensions of Physical Education – Jones & Bartlett Learning

Module 2: Historical Foundations of physical education

2.1 Historical Development of Physical Education in India

2.2 Vedic Period (2500 BC – 600 BC), Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD), Medieval period

2.3 Post Mughal British Period (Before 1947) Y.M.C.A. and its contributions and Physical Education in India (After 1947)

2.4 The early history and significant stages in the revival and development of the modern Olympic movement

2.5 Educational and cultural values of Olympic movement

Suggested Readings Specific to the Module.

2.1 Dr Kamlesh M.L. (2004) - Principles and History of Physical Education and Sports, Friends Publication (India) New Delhi.

2.2 Deshpande, S. H. (2014) - Physical Education in Ancient India. Amravati: Degree College ofPhysical Education.

2.3– Dr. A.K. Uppal, Dr. Meera Sood (2020) - Introduction to physical education in the contemporary context – Friends publications India

Module 3: Philosophical Foundation of Physical Education

3.1 Philosophical foundation: Idealism, Pragmatism, Naturalism, Realism.

3.2 Philosophy and Culture.

3.3 Fitness and wellness movement in the contemporary perspectives

3.4 Sports for all and its role in the maintenance and promotion of fitness.

Suggested Readings Specific to the Module

3.1 *Dash, B.N. (2003.) –Principles of Education, Neelkamal publication, Hyderabad*

3.2 Pandey, R.S.(1991) Philosophical & Sociological Foundation of Education, Vinod Pustak Mandir, Agra,.

3.3 Bhatia, K.K. &Narang, C.L. (1984.)– Philosophical & Sociological Bases of Education,Prakash Bros., Ludhiana.

3.4 Carol K. Armbruster, Ellen M. Evans, Catherine M. Laughlin (2021) . - Fitness and wellness – Human Kinetics

Module 4: Biological, Psychological and Sociological Foundation of Physical Education

4.1 Biological

a. Growth and development
b. Age and gender characteristics
c. Body Types

4.2 Psychological

a. Attitude, interest.
b. Cognition, emotions and sentiments.
c. Practical suggestion from psychology.

4.3 Sociological

a. Society and culture
b. Social acceptance and recognition
c. Leadership in physical education

Suggested Readings Specific to the Module

4.*1 Kamlesh, M.L. (2002) –Sociological Foundation of Physical Education, Metropolitan Bookco. Pvt. Ltd., Delhi,*

4.2 Pandey, R.S.(1991) Philosophical & Sociological Foundation of Education, Vinod PustakMandir, Agra,.

4.3 Bhatia, K.K. &Narang, C.L. (1984.)– Philosophical & Sociological Bases of Education,Prakash Bros., Ludhiana

4.4 B. Claude Mathis, John W. Cotton, Lee Sechrest (2013) – Psychological Foundations of Education

Core Compulsory Reading

- *Dr. Mandeep Singh Nathial (2020) - History, Principles and Foundation of Physical Education – Friends Publication (India)*

  Earle F. Zeigler & Albert V. Carron (2003) - Socio-Cultural Foundations of Physical Education & Educational Sport – Meyer & Meyer Sport
- *R. Scott Kretchmar, Mark Dyreson, Matthew Leiwellyn. (2018) - History and Philosophy of Sport and Physical Activity – Human Kinetics*

Core Suggested Reading

- *Nancy Kane (2019) - History and Philosophy of Physical Education and Sport (First Edition) – Cognella Academic Publishing*
- *– Deborah A. Wuest, Charles Augustus Bucher (2008) - Foundations of Physical Education, Exercise Science, and Sport – Macgraw-Hill Companies, Incorporated*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continuous Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER I
PART – A: THEORY – CORE COURSE

IPMPS01C02: BASIC AND SYSTEMATIC ANATOMY AND PHYSIOLOGY

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

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation.

Course Description

This course will enable students to understand the structural and functional aspects of the human body. It aims to develop an understanding of the organization of the human body and its regulations, their support and movements, integration and control systems.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Identify and compare basic structure and function of human body and relate different systems, organs and their functional and structural units
CO2	Relate and interpret the role of exercise on body systems and its relation to wellbeing, through literature reviews and physical conditioning exercises
CO3	Aapply the knowledge of anatomy and physiology in physical activity classes.
CO4	Construct anatomy and physiology related pedagogical materials exploring their creative imaginations while working in group and using technology

COURSE CONTENTS

Module 1: Introduction to Physical Education

1.1 Validation of Anatomy and Physiology in the field of Physical Education

1.2 Structural and functional demonstration of human cell

1.3 Skeletal System- classification and functions

1.4 Anatomical terms related to body movements

1.5 Structure and types of bones, joints in human body, Effects of exercise on skeletal system

Suggested reading specific to the Module

1.1 Davidson, D.S. & Morgan, B. (2002) Human body revealed. Great Britian, Dorling Kindersley.

1.2 Bruce M. Carlson (2014) - The Human Body – Elsevier/Saunders

1.3 Jam Campus (2018) THE PARTS OF A CELL SONG. [online video] Available at: https:/e.youtube.com/watch?v=NkC9AiJf7gI [Accessed 03 July 2018].

1.4 Guy Orchard & Brian Nation (2015) - Cell structure and function – OUP Oxford

Module 2:

2.1 Structure and function of Muscle

2.2 Major classifications of Muscles

2.3 Types of muscle fiber and Sliding Filament Theory of Muscular Contraction

2.4 Types of muscular contractions (Isotonic, Isometric, Isokinetic) and their roles in physical activity.

2.5 Concept of agonist and antagonist muscles and muscle imbalance; Effect of exercise on muscular system

Suggested reading specific to the Module

2.1 Mc Ardle, W.D.; Katch, F.I. &Katch, V.L. (2010) Exercise physiology- Nutrition, Energy, and human performance.7th edition. Philadelphia, Wolters Klnwerand Lippincott Williams & Wilkins.

2.2 Bruce M. Carlson (2014) - The Human Body – Elsevier/Saunders

2.3 Bhatia, K.K. &Narang, C.L. (1984.)– Philosophical & Sociological Bases of Education,Prakash Bros., Ludhiana

2.4 Whiting, W. C., &Rugg, S. (2006). Dynatomy: dynamic human anatomy. Champaign, IL,Human Kinetics.

Module 3:

3.1 Structural and functional introduction to circulatory system

3.2 Concept of stroke volume, cardiac output and cardiac index

3.3 Respiratory System (structural and organizational overview); Functional mechanism of respiration (External and Internal Respiration)

3.4 Concept of recovery oxygen and second wind

3.5 Cardio-respiratory adaptations to long term exercise

Suggested reading specific to the Module

3.1 Manocchia. P. (2007) Anatomy of Exercise-A trainer's inside guide to your workout. New York, A & C Black.

3.2 J. Gordon Betts Et.al. (2013) - Anatomy and Physiology – OpenStax

3.3 Bruce M. Carlson (2014) - The Human Body – Elsevier/Saunders

3.4 Lindsay Biga et al. (2019) - Anatomy & Physiology – Oregon State Open

Educational Resources

Module 4: Foundations of Physical Education

4.1 Structural units and functional mechanism of digestive system and excretory system

4.2 Effect of exercise on Digestive System and Excretory System

4.3 Classification of Nervous System on the basis of its structure and functions

4.4 Structural and Functional interpretation of neuro-muscular junction with all or none law

4.5 Effect of exercise on nervous system

Suggested reading specific to the Module

1.1 V Muruguvalan, Anatomy and Physiology for Physical Education

1.2 Brice M Carlson, The Human Body

3.3 A K Uppal and Vivek Chaudhary, Health, Education, Anatomy and Physiology

3.4 Nick Draper, Exercise Physiology for Health and Sports Performance.

Core Compulsory Reading

- *B. N. Gupta (2008) - The role of Anatomy and Physiology – Alfa Publications*
- *Graham Thompson (2010) Physical Education – Anatomy and Exercise Physiology – Hodder Education Group*
- *Tommy Boone (2017) – A pressing concern in Exercise Physiology Commitment to Professionalism – Bentham Science Publications*

Core Suggested Reading

2 *Ted Temertzoglou, Paul Challen (2008) Exercise Science – An introduction to health and Physical Education – Thompson Educational Publishing*

3 *Rod R. Seeley, Trent D. Stephens, Philip Tate. (2007) - Anatomy and Physiology – McGraw-Hill*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER I

PART – A: THEORY – ABILITY ENHANCEMENT COMPULSORY COURSE

(AECC)

IPMPS01A01: GENERIC ENGLISH

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	-	2	45	-	45	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation.

Course Description

This course will help the students to develop fundamental knowledge, and communication skills in the English language. The course also helps in familiarizing with the basics of Listening, Speaking, Reading,aWriting skills

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	The course will develop fundamental knowledge of English Language.
CO2	Acquire the LSRW (Listening, Speaking, Reading, Writing) skills
CO3	The students will be familiarized with the basics of language and its structure

COURSE CONTENTS

Module 1 Receptive skills: reading skills and listening skills

1.1 Reading Skills
1.2 Types of comprehension, global, factual, and inferential
1.3 Read the passage, Identify the theme, and suggest a title.
1.4 Listening vs. Hearing, Types of Listening

Suggested reading specific to the Module

1.1 Samuel Johnson (2015) - Dictionary of the English language – University of Minnesota

1.2 Kumkum Gupta (2016) - Everyday Vocabulary – Arihant Publications Indian Limited

1.3 Manik Joshi (2014) - Homonyms, Homophone and Homographs – Create Space Independent Publishingg Platform

Module 2 – Vocabulary Building

2.1 Synonyms, antonyms, prefixes, and suffixes

2.2 Homonyms, homophones and collocations

2.3 Cloze Test**,** Articles and Preposition

2.4 Linkers, Verbs and Adverbs

Suggested reading specific to the Module

2.5 Durga Prasad, Shubhum Kumar (2016) - E- English Grammar (Parts of Speech Only)

2.6 Manik Joshi (2014) - Using Tenses in English Past, Present, Future

2.7 C.V. Indira - Articles and Conjunction Grammar Workbooks – BPI Publishing

Module 3 – Productive Skills: Speaking and Writing Skills

3.1 Tenses

3.2 Reported speech.

3.3 Dialogue writing

3.4 Story writing – Outline expansion

Suggested reading specific to the Module

3.1 Andrew Radford (2020) - An Introduction to English Sentence Structure – Cambridge University Press

3.2 Kamlesh Kumar (2019) - Parts of Speech (Subject & Verb Agreement) – Canfee

3.3 White Smoke. (2014) - Punctation: The Essential Writing – Lumen Deo

Module 4

4.1 Verbal, non-verbal, and Visual Communication.

4.2 Public Speaking

4.3 Writing a welcome speech, the vote of thanks.

Suggested reading specific to the Module

4.1 Henry Micheal Moser - Speech Drills – George Wahr

4.2 Judy Ravin (2004) - Lose Your Accent in 28 days – Language Success Press

4.3 Stress and Intonation step by step – Leslie Alexander Hill

4.4 Guy De Maupassant (2016) - The necklace and other short stories – Xist publishing

4.5 By R. K Narayan - A Shadow,

4.6 William Somerset Maugham (1981) - The Luncheon – Scorpion Press Ltd.

Core Compulsory Reading

- *S C Gupta (2015) - Practical English Grammar & Composition – Arihant Publication India Ltd*
- *Cecil Grey (1993) - English for life – T. Nelson and Sons*
- *R.K. Bansal, J.K. Harrison, R.K Harrison (2013) - Spoken English – Amanual of Speech Phonetics – Orient Blacks Wan*

Core Suggested reading

- *Pramod K Chaudhari (2020) - Mastering English – Prabhat Prakashan Pvt Ltd*
- *Cindy Cheetham (2017) - Get Started in Beginner's English – Mobius*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER – I

PART – B: PRACTICUM COURSES: COMPULSORY FOUNDATION

IPMPS01P01: PRACTICUM – TRACK AND FIELD (TRACK EVENTS)

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	3	4	15	90	105	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

The course of Practicum- track and field, is so designed to provide an opportunity to the students to learn the basic techniques of the track events

COURSE OUTCOMES

After completing this course, the students will be able to

CO1	Understand the fundamental skills in various track events.
CO2	Analyze the motor skills.
CO3	Demonstrate various techniques of specified track events.

COURSE CONTENTS

Fundamental Skills

- Different starting techniques, Proper use of Starting Blocks
- Different finishing techniques
- Race walking
- Hurdles: Fundamental skills

Relays: Fundamental Skills

- Various patterns of Baton Exchange.
- Understanding Relay Zones.

Teaching Learning Strategies

- The content will be taught by using demonstration, explanation, presentation methods, videos, learning by doing, Whole part whole method Drills.

Mode of Transaction:

- Practice of Techniques// learning by doing/ Individual Practice etc.

Core Suggested reading

- *Eugene Shane Lee, Jeremiah Whitefield (2010) - Fundamentals of Sprinting – A guide for Sprinters – Xlibris U S*
- *Graeme Foreman, Andy Bradshaw (2009) - An Introduction to Fundamentals of Movement – Coachwise*
- *USA Track & Field (2015) - Track & Field Coaching Essentials – Human Kinetics*

ASSESSMENT RUBRICS **Total Marks: 100 (60+40)**

Components	**Continuous Evaluation 40**	**End Semester Evaluation 60**	**Total marks 100**
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks:8	Marks: 12	Marks: 20

SEMESTER – I

PART – B: PRACTICUM COURSES (ELECTIVE)

IPMPS01P02: PRACTICUM COURSE– YOGA

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	3	3	-	90	90	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Understand the fundamental asanas in yoga.
CO2	Demonstrate various breathing exercises.
CO3	Demonstrate kriyas.
CO4	Design training plans in yoga

COURSE CONTENTS

FUNDAMENTALS:

- Surya Namaskara,
- Paranayams
- Corrective asanas
- Kriyas (Jalandihi & Suthra nidhy)
- Asanas
    - Sitting
    - Standing
    - Laying prone position
    - Laying spine position

Core Suggested reading

- *Ashwini Kumar Aggarwal (2020) - Yoga Surya Namaskar – Devotees of Sri Sri Ravi Shankar Ashram*
- *Gregor Maehle (2012) - Pranayama – The breath of Yoga – Kaivalya Publications*
- *Yogendra (1997) - Yoga Asanas Simplified – Yogendra Publications Fund, Yoga Institute*

Teaching Learning Strategies

- The content will be taught by using demonstration, explanation, presentation methods, videos, learning by doing, Whole part whole method Drills.

Mode of Transaction

- Practice of Techniques/ learning by doing/ Individual Practice etc.

ASSESSMENT RUBRICS Total Marks: 100 (60+40)

Components	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks: 8	Marks:12	Marks: 20

SEMESTER – I

PART – B: PRACTICUM COURSES (ELECTIVE)

IPMPS01P02: PRACTICUM COURSE– MARTIAL ARTS

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	3	3	-	90	90	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Practice and perform conditioning exercises
CO2	Identify and develop speed and strength training
CO3	Perform basic self-defense skills
CO4	Perform fundamental skills of selected martial arts

COURSE CONTENTS

FUNDAMENTALS:

- Conditioning exercise: General and specific
- Developing speed and strength
- Basic Skills of Self-defence skills
- Martial Arts- Fundamental Skills of Kalaripayyatu, Karate, Wu-Shu, and Taekwondo

Core Suggested reading

- *Graham Priest, Damon Young (2010) - Martials Arts and Philosophy: Beating and nothingness – Open Court*
- *P. Balakrishnan (2003) - Kalarippayattu – The ancient Martial Art of Kerala – Poorna Publ.*
- *Graeme Lund (2015) - The essential Karate Book: For White Belts, Black Belts and all levels in between – Tuttle Publishing*

Teaching Learning Strategies

- The content will be taught by using demonstration, explanation, presentation methods, videos, learning by doing, Whole part whole method Drills.

Mode of Transaction

- Practice of Techniques/ Viva/ learning by doing/ Individual Practice etc.

ASSESSMENT RUBRICS Total Marks: 100(60+40)

Components	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks: 8	Marks:12	Marks: 20

SEMESTER – I

PART – B: PRACTICUM COURSES (ELECTIVE COURSES)

IPMPS01P03: PRACTICUM – MAJOR GAMES

Any one from the list (The same list will be given as elective option for students in other semesters also)

FOOTBALL

BADMINTON

BASKETBALL

VOLLEYBALL

CRICKET

HANDBALL

KHO KHO

HOCKEY

TENNIS

TABLE TENNIS

KABADDI

SOFTBALL

JUDO

WRESTLING

DETAILED SYLLABUS FOR MAJOR GAMES

FOOTBALL

COURSE DESCRIPTION

This course will enable students to understand the basic skills of Football and the ways to improve performance. It aims to develop understanding about the laws of Football, dimensions of the Football field, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of National and International Federation.

Course Outcomes

After completing this course, the students will be able to

- Demonstrate basic skills in Football.
- Understand laws of football
- Assess various skills in football

- Officiate football matches

COURSE CONTENTS

Fundamental Skills

- Passing- push pass, instep and outstep
- Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick
- Trapping-trapping the rolling the ball, trapping the bouncing ball with sole, instep, thigh and chest
- Dribbling-With instep, inside and outer instep of the foot.
- Heading- Standing, running and jumping.
- Throw in
- Feinting-With the lower limb and upper part of the body.
- Tackling-Simple tackling, Slide tackling.
- Goal Keeping-Collection of balls, Ball clearance-kicking, throwing.
- Dimensions of the football field.
- Rules and their interpretations
- Officiating

BADMINTON

Essence of the Course

This course will enable students to understand the fundamental techniques of the game and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions and marking of the court, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of the game.

Course Outcomes

After completing this course, the students will be able to

- Understand fundamental techniques in badminton.
- Demonstrate and assess various techniques of the game.
- Interpret the rules &regulations of badminton.
- Officiate badminton tournaments.

Fundamental Skills

- Racket parts, Racket grips, Shuttle cock.
- The basic stances.

- Serves- forehand and backhand
- The basic strokes-, Forehand-overhead and underarm, Backhand-overhead and underarm
- Drills and lead up games
- Types of games-Singles, doubles, mixed doubles.
- Dimensions of the football field.
- Rules and their interpretations
- Officiating

BASKETBALL

Essence of the Course

This course will enable students to understand the basic skills of Basketball and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the Basketball court, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of National and International Basketball Federations.

Course Outcomes

After completing this course, the students will be able to

- Analyze and interpret basic skills of Basketball
- Understand the rules and regulation of basketball
- Demonstrate s basic skills in basketball
- Evaluate various basketball competitions.
- Officiate various competitions in basketball

Course Contents

Fundamental Skills

- Player stance and ball handling
- Passing-Two Hand chest pass, two hand Bounce Pass, One Hand Baseball pass, Side Arm Pass, Over Head pass, Hook Pass.
- Receiving-Two Hand receiving, one hand receiving, receiving in stationary position, receiving while jumping, receiving while running.
- Dribbling-How to start dribble, how to drop dribble, High dribble, Low dribble, Reverse dribble, rolling dribble.
- Shooting-Layup shot and its variations, one hand set shot, one hand jump shot, Hook shot, Free throw.

- Rebounding-Defensive rebound, Offensive rebound, Knock out, Rebound Organization.
- Individual Defensive-Guarding the man with the ball and without the ball.
- Pivoting.
- Dimensions of the court
- Rules and their interpretations
- Officiating

VOLLEYBALL

Essence of the Course

This course will enable students to understand the fundamental skills of Volleyball and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the Volleyball court, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of National and International Volleyball federations

Course Outcomes

After completing this course, the students will be able to

- Analyze and interpret basic Volleyball skills
- Understand rules and regulation of volleyball
- Demonstrate various skills.
- Evaluate various volleyball tournament.
- Officiate volleyball tournament.

Course Contents

Fundamental Skills

- Service-Under Arm Service, Tennis Service, Floating Service.
- Overhead pass.
- The Dig (Under Arm pass).
- Spike and Block – individual and team
- Back court defense
- Defensive and Offensive strategies
- Pancake
- Dimensions of the court
- Rules and their interpretations

- Officiating

CRICKET

Essence of the Course

This course will enable students to understand the basic skills of Cricket and the ways to improve performance. It aims to develop understanding about the laws of Cricket, dimensions of the Cricket pitch and outfield, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of BCCI and ICC.

Course Outcomes

After completing this course, the students will be able to

- Analyse and interpret basic skills of Batting, Bowling and Fielding in Cricket.
- Understand the laws of Cricket.
- Demonstrate and assess various basic Batting skills, Bowling and Fielding in Cricket.
- Evaluate various cricket tournament.

COURSE CONTENTS

Fundamental Skills

- Batting-Forward and backward defensive skills
- Bowling-Simple bowling techniques
- Fielding-Defensive and offensive fielding
- Various catching skills
- Wicket keeping techniques
- Laws and their interpretations and duties of officials

HANDBALL

ESSENCE OF THE COURSE

This course will enable students to understand the basic skills of Handball and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the Handball field, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of National and International Handball Federations.

Course Outcomes

After completing this course, the students will be able to

- Interpret basic skills of Handball

- Understand the rules and regulation of handball.
- Demonstrate and assess various skills in handball
- Officiate handball competition.

COURSE CONTENTS

Fundamental Skills

- Passing- Overhead pass, push pass, wrist pass
- Receiving- standing (above and below waist) and running
- Shooting- Jump Shot high and long, Set Shot
- Dribbling-High and Low,
- Attack and Counter Attack, Counter
- Blocking and defending

KHO KHO

ESSENCE OF THE COURSE

This course will enable students to understand the basic skills of kho-kho and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the kho-kho field, duties of the officials (before, during and after the competition), duties of coach and captain, structure and functions of kho-kho federation.

COURSE OUTCOMES

After completing this course, the students will be able to

- Interpret basic skills of Kho-Kho
- Understand the rules and regulation of Kho-Kho
- Demonstrate and assess various skills in Kho-Kho
- Officiate Kho-Kho competition.

COURSE CONTENTS

Fundamental Skills

- General skills of the game-Running, chasing, Dodging, Faking etc.
- Skills in chasing-Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgment in giving Kho, Rectification of Foul.
- Skills in Running-Zigzag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills.

- Dimensions of the court.
- Rules and their interpretations
- Officiating

HOCKEY

ESSENCE OF THE COURSE

This course will enable students to understand the basic skills of Hockey and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the Hockey field, duties of the officials (before, during and after the competition), duties of coach and captain, structure and functions of National and International Hockey federations.

COURSE OUTCOMES

After completing this course, the students will be able to

- Interpret basic skills of Hockey
- Understand the rules and regulation of Hockey
- Demonstrate and assess various skills in Hockey
- Officiate Hockey competition.

COURSE CONTENTS

Fundamental Skills

- Player stance & Grip, Rolling the ball, Dribbling
- Push, Stopping, Hit, Flick, Scoop
- Passing – Forward pass, square pass, triangular pass, diagonal pass, return pass,
- Reverse hit, Dodging
- Goal keeping – Hand defense, foot defense
- Positional play in attack and defense.
- Rules and their interpretations and duties of officials.

TENNIS

ESSENCE OF THE COURSE

This course will enable students to understand the basic skills of table tennis and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the table tennis table and arena, duties of the officials (before, during and after the matches), duties of coach and captain, structure and functions of table tennis federation.

COURSE OUTCOMES

After completing this course, the students will be able to

- Interpret basic skills of Table tennis
- Understand the rules and regulation of Table tennis
- Demonstrate and assess various skills in Table tennis
- Officiate Table tennis competition.

COURSE CONTENTS

Fundamental Skills

- The Grip-The Tennis Grip, Pen Holder Grip.
- Service-Forehand, Backhand, Side Spin, High Toss.
- Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shit, Loop Drive.
- Stance and Ready position and foot work.
- Marking of the court, Rules and their interpretations
- Officiating

KABADDI

ESSENCE OF THE COURSE

This course will enable students to understand the basic Kabaddi skills and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the Kabaddi court, duties of the officials (before, during and after the competition), duties of coach and captain, structure and functions of Kabaddi federation.

COURSE OUTCOMES

After completing this course, the students will be able to

- Demonstrate basic skills in Kabaddi
- Understand laws of Kabaddi
- Assess various skills in Kabaddi
- Officiate in Kabaddi matches.

COURSE CONTENTS

Fundamental Skills

- Skills in Raiding-Touching with hand, various kicks, crossing of bulk line, Crossing of Bonus line, during the opponent to catch, Pursuing.

- Skills of Holding the Raider-Various formations, Catching from particular position, Different catches, during the raider to take particular position so as to facilitate catching, catching formations and techniques.
- Additional skills in raiding-Bringing the antis in to particular position, escaping from various holds, Techniques of escaping from chain formation, combined formations in offence and defense.
- Ground Marking, Rules and Officiating

SOFTBALL

ESSENCE OF THE COURSE

This course will enable students to understand the basic skills of Softball and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the Softball field, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of National and International Softball federations.

COURSE OUTCOMES

After completing this course, the students will be able to

- Acquire, analyze and interpret basic Softball skills
- Appraise the rules and regulation.
- Demonstrate and assess various basic skills/techniques and game strategies.
- Officiate in competition.

COURSE CONTENTS

Fundamental Skills

- Throwing
    - Under Arm Throw, Side Arm Throw, Over Arm Throw
- Catching Technique
    - Receiving Ground Ball and Fly Ball
    - Catcher's positioning in the Catcher's Box
- Hitting/Batting
    - Grip, Stance, Stride, Hip Rotation, Swing, Follow Through
    - Bunting: Stance, Hand and Bat Positioning
- Pitching
    - Grip, Stance, Pump/Drive Phase, Stride, Pitching Arm Action, Delivery Phase, Follow Through

- Base Running
- Rolling Start, Track Start, Sliding
- Rules of the Game
- Officiating and Score Sheet Operations
- Signals, Positioning and Duties

JUDO

ESSENCE OF THE COURSE

This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the field, thickness of the lines, equipment, duties of the officials, before, during and after the match, duty of coach and captain, different types of signals, basic skills and techniques, associations and federations of games and sports.

COURSE OUTCOMES

After completing this course, the students will be able to

- Develop basic skills in judo.
- Demonstrate various techniques in judo.
- understand rules & regulations in judo
- Officiate in judo competitions.

COURSE CONTENTS

Fundamental Skills

- Rei (Salutation)-Ritsurei (Salutation in standing position), Zarai (Salutation in the sitting position)
- Kumi kata (Methods of holding judo costume)
- Shisei (Posture in Judo)
- Kuzushi (Act of disturbing the opponent posture)
- Tsukuri and kake (Preparatory action for attack)
- Ukemi (Break Fall)-UrhiroUkemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae Ukemi (Front Break Fall), Mae mawariUkemi (Front Rolling break fall)
- Shin Tai (Advance or retreat foot movement)-Suri-ashi (Gliding foot), Twugi-ashi (Following footsteps), Ayumi-ashi (Waling steps.

- Tai Sabaki (Management of the body)
- NageWaze (Throwing techniques)-HizaGuruma (Knee wheel), SesaeTwurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep),
- Goshi (Major loinm), SeoiNage (Shoulder throw).

WRESTLING

COURSE OUTCOMES

After completing this course, the students will be able to

- Develop basic skills in wrestling.
- Demonstrate various techniques in wrestling.
- Understand rules & regulations in wrestling.
- Officiate in wrestling.

COURSE CONTENTS

Fundamental Skills

- Take downs, Leg tackles, Arm drag.
- Counters for take downs, Cross face, Whizzer series.
- Escapes from under-sit-out turn in tripped.
- Counters for escapes from under-Basic control back drop, Counters for stand up.
- Pinning combination-Nelson series(Half Nelson, Half Nelson and Bar arm), Leg lift series, Leg cradle series, Reverse double bar arm, chicken wing and half Nelson.
- Escapes from pining: Wing lock series, Double arm lock roll, Cridge.
- Standing Wrestling-Head under arm series, whizzer series

ASSESSMENT RUBRICS Total Marks: 100 (60+40)

Components	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks: 8	Marks:12	Marks: 20

SEMESTER – I

PART – B: PRACTICUM COURSE (SKILL ENHANCEMENT COURSES)

IPMPS01P04: MASS DEMONSTRATION/ MARCH PAST

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	2	2	-	60	60	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE OUTCOMES

After completing this course, the students will be able to

- Demonstrate rhythmic movements with apparatus
- Organize mass demonstration programmes.

COURSE CONTENTS

- Light apparatus Grip
- Attention with Light apparatus
- Stand – at – ease with light apparatus
- Exercise with verbal command, drum, whistle and music – Two counts, four counts, eight counts and sixteen counts.
- Standing Exercises
- Jumping Exercises
- Moving Exercises
- Combination of above all
- Drill and Marching

Teaching Learning Strategies

The class will be taught by using demonstration, explanation, videos, learning by doing and Whole part whole method.

Mode of Transaction

Demonstration/Explanation learning by doing.

ASSESSMENT RUBRICS **Total Marks: 100 (60+40)**

Components	**Continuous Evaluation 40**	**End Semester Evaluation 60**	**Total marks 100**
Command Skills and Organizational Skills	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks: 8	Marks:12	Marks: 20

SEMESTER II

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
Core Courses										
IPMPS02C03	Yoga Education	4	-	4	60	-	60	40	60	100
IPMPS02C04	Methods of Teaching in Physical Education	4	-	4	60	-	60	40	60	100
Ability Enhancement Compulsory Course (AECC)										
IPMPS02A02	English	3	-	3	45	-	45	40	60	100
Part B - Practicum Courses										
Practicum (Compulsory Foundation)										
IPMPS02P05	Track & Field	1	3	4	15	90	105	40	60	100
Practicum (Elective Courses)										
IPMPS02P06	Any one from Gymnastics/ Kalarippayattu	-	3	3	-	90	90	40	60	100
IPMPS02P07	Any one Major Game (From among the list offered by the Department and not offered in other Semesters)	-	3	3	-	90	90	40	60	100
Practicum (Skill Enhancement Course)										
IPMPS02P08	Aerobic and Dance Fitness	-	2	2	-	60	60	40	60	100
Total		12	1	23	180	33	510	28	420	700

		1			0		0		

SEMESTER II

PART – A: THEORY – CORE COURSE

IPMPS02C03: YOGA EDUCATION

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

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE= End Semester Evaluation

Course Description

This course will enable students to understand the concept of yoga. It aims to develop understanding about foundation of yoga, need for and importance of yoga in physical education and modern lifestyle. The student will also conceptualize and practice of various yoga asanas.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Understand yoga and its historical development.
CO2	Analyze various stages of Ashtanga yoga
CO3	Demonstrate different asanas, pranayama's and kriyas.
CO4	Understand benefits of yoga and application in the field of sports
CO5	Relate yoga with health and wellness

COURSE CONTENTS

Module 1 :Introduction

1.1. Meaning and Definition of Yoga

1.2. Origin and development of yoga

1.3. Aims and Objectives of Yoga

1.4. Need and Importance of Yoga in the field of Physical Education and Sports

Suggested readings specific to the Module

1.1. Aurobindo. (1974). Lights on Yoga-Aurobindo Ashramam

1.2. Aruna Goel (2007), Yoga Education: Philosophy And Practice

1.3. Swapan Kumar Maity, Golam Ahammad (2022) YOGA EDUCATION :An introductory course book

1.4. https://www.kheljournal.com/archives/2022/vol9issue5/PartA/9-5-1-150.pdf

Module 2: Foundation of Yoga

2.1. Yoga sutra General consideration

2.2. The Ashtanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi

2.3. Yoga in the Bhagavad-Gita - Karma Yoga, Raja Yoga, Jnana Yoga and BhaktiYoga

Suggested readings specific to the Module

2.1 Edwin F. Bryant · 2015 The Yoga Sutras of Patañjali: A New Edition, Translation

2.2 Gregor Maehle · 2011, Ashtanga Yoga Practice and Philosophy

2.3 Patañjali, Manilal Dvivedi (1890) The Yoga-sutra of Patanjali

Module 3: Asana, Pranayama, Bandhas and Mudras

3.1 Asanas- definitions& Classifications

3.2 Pranayama Meaning and Classification

3.3 Definitions and Types of Bandhas and mudras

3.4 Effect of Asana and Pranayama's on various system of the body

Suggested readings specific to the Module

3.1 Aruna Goel (2007), Yoga Education: Philosophy And Practice

3.2 Gregor Maehle (2012) Pranayama the Breath of Yoga

3.3 Shankar, G. (1998). Holistic approach of yoga. New Delhi Aditya Publishers

3.4 Gregor Maehle (2012) Pranayama the Breath of Yoga

Module 4: Yoga and Health

4.1 Surya namaskar

4.2 Meaning and types of kriyas

4.3 Yoga therapy and Yogic diet

4.4 Difference between yogic practices and physical exercises

Suggested readings specific to the Module

4.1 Swami Satyananda Saraswati (1996) Surya Namaskara A Technique of Solar Vitalization

4.2 Paramahamsa Hariharananda (2006) Kriya Yoga The Scientific Process of Soul-culture and the Essence of All Religions

4.3 Swami Kuvalayananda, S. L. Vinekar · (2008) Yogic Therapy Its Basic Principles and Methods

4.4 Shekar, K. C. (2003). Yoga for health. Delhi. Khel Sahitya Kendra Publishers

Core Compulsory Reading

- *Aurobindo. (1974). Lights on Yoga – Aurobindo Ashramam,*
- *Brown, F. Y. (2000). How to use yoga. Delhi: Sports Publication.*
- *Gharote, M. L. & Ganguly. H. (1988). Teaching methods for yogic practices. Lonawala: Kaivalyadhama,*
- *Rajjan, S. M.(1985). Yoga strengthening of relaxation for sports man. New Delhi: Allied*
- *Shankar, G. (1998). Holistic approach of yoga. New Delhi: Aditya Publishers.*
- *Shekar, K. C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra Publishers*
- *https://www.yogajournal.com/yoga-101/philosophy/yoga-sutras/*

Core Suggested Reading

- *Swami Satyananda Saraswati (1996) Surya Namaskara A Technique of Solar Vitalization*
- *Paramahamsa Hariharananda (2006) Kriya Yoga The Scientific Process of Soul-culture and the Essence of All Religions*
- *Swami Kuvalayananda, S. L. Vinekar · (2008) Yogic Therapy Its Basic Principles and Methods*
- *https://www.kheljournal.com/archives/2022/vol9issue5/PartA/9-5-1-150.pdf*
- *https://www.journalofsports.com/pdf/2019/vol4issue1/PartQ/4-1-205-526.pdf*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continuous Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER II

PART – A: THEORY – CORE COURSE

IPMPS02C04: METHODS OF TEAHING IN PHYSICAL EDUCATION

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

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the concept of educational technology and methods of teaching in physical education and sports. It aims to develop understanding about educational technology, importance of devices, methods of teaching, teaching technique and style, teaching aids, lesson planning and teaching innovations.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Understand the concept of educational technology and methods of teaching.
CO2	Interpret the use of various teaching methods according to suitability
CO3	Construct lesson plans for various physical education activities.
CO4	Explain the types of presentation, techniques and technical preparations required for physical education lessons.
CO5	Evaluate various teaching aids for conduct of physical education program

COURSE CONTENTS

Module 1: Introduction

1.1 Education and Education Technology- Meaning and Definitions

1.2 Types of Education- Formal, Informal, and Non- Formal education.

1.3 Educative Process

1.4 Methods and principles of Teaching.

Suggested readings specific to the Module

1.1 Sarita Aggarwal(2009)Principles, Methods & Techniques Of Teaching

1.2 Aggarwal J.C.(2014)Essentials of Educational Technology, 3rd Edition

1.3 Chaudhary Murtaza(2017)Teaching Methodology Pedagogical Principles and Effective Teaching Strategies

1.4 S. K. Kochhar (1992) Methods And Techniques Of Teaching

Module 2: Teaching Technique

2.1 Teaching Technique – Lecture method, Command method, Demonstration method, Imitation method, project method etc.

2.2 Teaching Procedure – Whole method, whole – part – whole method, part – whole method. Presentation Technique – Personal and technical preparation

2.3 Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids.

Suggested readings specific to the Module

2.1Sarita Aggarwal(2009)Principles, Methods & Techniques Of Teaching

2.2 Ann Gravells (2017) Principles and Practices of Teaching and Training: A Guide for Teachers and Trainers

2.3 Chaudhary Murtaza(2017)Teaching Methodology Pedagogical Principles and Effective Teaching Strategies

Module 3: Lesson Planning and Teaching Innovations

3.1 Lesson Planning – Meaning, Principles of lesson plan.

3.2 General and specific lesson plan.

3.3 Micro Teaching – Meaning, Types, steps, and principles of micro teaching.

3.4 Team Teaching –Meaning, Principles and advantage of team teaching

3.5 Simulation Teaching - Meaning, Types and steps of simulation teaching.

Suggested readings specific to the Module

3.1 Jonathan Savage (2014) Lesson Planning Key Concepts and Skills for Teachers

3.2 Martin Fautley, Jonathan Savage(2013) Lesson Planning for Effective Learning

3.3 Y.k.Singh (2010) Micro Teaching

3.4 Kathryn M. Plank (2012) Team Teaching: Across the Disciplines, Across the Academy

3.5 John P. Hertel, Barbara J. Millis (2002) Using Simulations to Promote Learning in Higher Education An Introduction

Module 4: Evaluation

4.1 Meaning, Nature, procedures of evaluation

4.2 Evaluation system of teaching

4.3 Score card methods

4.4 e- learning

Suggested readings specific to the Module

4.1 Ann Gravells (2017) Principles and Practices of Teaching and Training: A Guide for Teachers and Trainers

4.2 David Kember, Paul Ginns (2012) Evaluating Teaching and Learning A Practical Handbook for Colleges, Universities and the Scholarship of Teaching

4.3Robert L linn (2008) Measurement and Assessment in Teaching

4.4 Donnelly,(2008)Applied E-Learning and E-Teaching in Higher Education

Core Compulsory Reading

- *Bhardwaj, A. (2003). New media of educational planning. New Delhi: Sarup of sons.*
- *Bhatia, &, (1959).The principles and methods of teaching. New Delhi: Doaba House.*
- *Kochar, S.K. (1982). Methods and technique of teaching. New Delhi: Sterling publishers Pvt .Ltd.*
- *Ann Gravells (2017) Principles and Practices of Teaching and Training: A Guide for Teachers and Trainers*

Core Suggested Reading

- *David Kember, Paul Ginns (2012) Evaluating Teaching and Learning A Practical Handbook for Colleges, Universities and the Scholarship of Teaching*
- *Robert L linn (2008) Measurement and Assessment in Teaching*
- *Donnelly,(2008)Applied E-Learning and E-Teaching in Higher Education*
- *Jonathan Savage (2014) Lesson Planning Key Concepts and Skills for Teachers*

TEACHING LEARNING STRATEGIES

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

classroom discussion, videos, charts and presentations method.

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER II

PART – A: THEORY – ABILITY ENHANCEMENT COMPULSORY COURSE

IPMPSO2A02: ENGLISH – LANGUAGE COMPETENCY AND COMMUNICATION

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	-	3	45	-	45	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to have competency in the use of English from /for a variety of domains. And possess reading and writing skills catering to academic and other professional disciplines

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Identify and understand the different parts of speech in English.
CO2	Develop competence in English
CO3	Frame appropriate sentences.
CO4	Identify errors in the use of tenses and have an awareness of errors in subject
CO5	Talk about the past, present and future using suitable expressions and structures
CO6	Communicate effectively in different social situations.

COURSE CONTENTS

Module 1:

1.1 Sentences Parts of a sentence-

1.2 Kinds of sentences- Contextual usage of these sentences

1.3 Phrases and Clauses- Simple, Compound and Complex sentences

1.4 Jumbled sentences- Jumbled paragraphs

Suggested readings specific to the Module

1.1 *A.J. Thomson, A.V. Martinet,(1998) A Practical English Grammar Oxford University Press*

1.2 *F.T.Woods(2002) A Remedial English Grammar,*

1.3 *Martin Hewings,(2004) Advanced Grammar in Use- Cambridge University Press*

1.4 *Penny Ur (2000)Grammar Practice Activities*

Module 2:

2.1 Concord, Rules of Subject Verb Agreement

2.2 Common Errors by Non- Native Speakers

2.3 Active and Passive Voice

2.4 Direct and Indirect Speech and Wh-, Yes/No, Question Tags

Suggested readings specific to the Module

2.1 *Michael Swan (1999)Basic English Usage*

2.2 *Sanjay Kumar, Pushpa Lata (2008)Communication Skills*

2.3 *John O. Greene (2010)Essentials of Communication Skill and Skill Enhancement-*

2.4 *John Eastwood (2002)Oxford Practice Grammar , Oxford University Press*

Module 3:

3.1 Introduction to Communication

3.2 Definition, Meaning ,Communication process

3.3 Seven Cs of communication

3.4 Formal and informal, Verbal and non-verbal, Oral and written communication

Suggested readings specific to the Module

3.1 *Michael Swan(2007)Oxford Pocket Basic English Use-*

3.2 *John Eastwood (2006)Oxford Practice Grammar –, Oxford University Press*

3.3 *Michael Swan (2000)Practical English Usage-,*

3.4 *Josh Sreedharan(2011)The Four Skills for Communication, Foundation Books*

Module 4:

4.1 Visual communication- Body language - Sign language -Para language

4.2 Intrapersonal and interpersonal communication

4.3 Barriers to communication, Sender-centric, Receiver-Centric, Socio-cultural barriers

4.4 Overcoming communication barriers

4.5 Situational Communication

Suggested readings specific to the Module

4.1 E. Suresh Kumar and P. Sree Hari (2002)Communicative English , Orient Black Swan

4.2 Raymond Murphy (2005)Intermediate English Grammar- Cambridge University Press

4.3 Michael Swan (2010)Basic English Usage

4.4 Penny Ur (1999)Grammar Practice Activities

4.5 PD Chaturvedi and Mukesh Chaturvedi (2010)Business Communication-, Pearson

Core Compulsory Reading

- *Suresh Kumar and P. Sree Hari (2003) Communicative English E.,Orient Black Swan*
- *Raymond Murphy(2008) Intermediate English Grammar- Cambridge UniversityPress*

Core Suggested Reading

- *A.J. Thomson, A.V. Martinet (2000)A Practical English Grammar , Oxford University Press*
- *F.T.Woods (2004) A Remedial English Grammar,*
- *Martin Hewings, (2009)Advanced Grammar in Use- Cambridge University Press*
- *Michael Swan (2007)Basic English Usage*
- *PD Chaturvedi and Mukesh Chaturvedi (2000)Business Communication, Pearson*
- *Sanjay Kumar, Pushpa Lata(2006)Communication Skills*
- *John O. Greene (2002)Essentials of Communication Skill and Skill Enhancement-*

- *Penny Ur (2002)Grammar Practice Activities-*
- *Michael Swan (2008)Oxford Pocket Basic English Use, OUP*
- *John Eastwood (2000)Oxford Practice Grammar , Oxford University Press*

TEACHING LEARNING STRATEGIES

- The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.
- Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER – II

PART – B: PRACTICUM COURSES (COMPULSORY FOUNDATION)

IPMPS02P05: PRACTICUM – TRACK & FIELD (FIELD EVENTS)

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	3	4	15	9O	105	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

The course of Practicum- track and field, is so designed to provide an opportunity to the students to learn the basic techniques of the field events in track and field.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Understand the fundamental skills in various field events.
CO2	Analyze the motor skills
CO4	Demonstrate various techniques of field events

COURSE CONTENTS

FUNDAMENTAL SKILLS/TECHNIQUES OF JUMPING AND THROWING EVENTS

- Fundamental skills/ techniques of Jumping events
- Fundamental skills/ techniques of Throwing events
- Different techniques of Jumping
- Different techniques of Throwing

Core Compulsory Reading

- *Gerald A. Carr · (1999) Fundamentals of Track and Field*
- *Peter Matthews · (2012) Historical Dictionary of Track and Field*
- *Luke Thompson · (2001)Track and Field: Field Events*

Core Suggested Reading

- *Harvey Greer (1973) Track and Field: Running & Field Events*
- *Jennifer MacKay (2011)Track and Field*

TEACHING LEARNING STRATEGIES

- The content will be taught by using demonstration, explanation, presentation methods, videos, learning by doing, Whole part whole method Drills.

MODE OF TRANSACTION

- Practice of Techniques/ Viva/ learning by doing/ Individual Practice etc.

ASSESSMENT RUBRICS **Total Marks: 100(60+40)**

Components	**Continuous Evaluation 40**	**End Semester Evaluation 60**	**Total marks 100**
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks:8	Marks:12	Marks: 20

SEMESTER – II

PART – B: PRACTICUM COURSES (ELECTIVE)

IPMPS02P06: PRACTICUM – GYMNASTICS/KALARIPAYATTU

(Student to choose any one from the above)

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	3	3	-	90	90	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

GYMNASTICS

Course Description

This course will enable students to understand the basic gymnastic skills and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the gymnasium and different apparatus/equipment, duties of the officials (before, during and after the competition), duties of coach and captain, structure and functions of gymnastics federation.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Analyze and interpret basic skills of Gymnastics.
CO2	Understand rules and regulations.
CO3	Demonstrate various basic skills/techniques.
CO4	Evaluate Gymnastics Competitions.

COURSE CONTENTS

FUNDAMENTALS

Floor Exercises

- Forward Roll, Backward Roll, Dive Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Hand stand, Jumps-leap, scissors leap

Vaulting Table

- Approach Run, Take off from the beat board, Cat Vault, between Vaults.

Core Compulsory Reading

- *L. E. Carmichael (2016) The Science Behind Gymnastics*
- *Elfi Schlegel, Claire Ross Dunn · (2012) The Gymnastics Book: The Young Performer's Guide to Gymnastics*
- *Lloyd Readhead (2013) Gymnastics: Skills- Techniques- Training*

Core Suggested Reading

- *JoAnn Early Macken (2004) Gymnastics*
- *Blythe Lawrence (2020):The History of Gymnastics*

TEACHING LEARNING STRATEGIES

- The content will be taught by using demonstration, explanation, presentation methods, videos, learning by doing, Whole part whole method Drills.

MODE OF TRANSACTION

- Practice of Techniques/ Viva/ learning by doing/ Individual Practice etc.

ASSESSMENT RUBRICS **Total Marks: 100(60+40)**

Components	**Continuous Evaluation 40**	**End Semester Evaluation 60**	**Total marks 100**
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks:8	Marks:12	Marks: 20

KALARIPAYATTU
Course Description

The course of Practicum- Kalarippayattu, is so designed to provide an opportunity to the students to learn the basic techniques of Kalarippayattu. This will enable students to understand the basic Kalarippayattu skills and the ways to improve performance.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Develop the concept of skills in Kalaripayattu
CO2	Appraise the rules & regulation of Kalaripayattu
CO4	Demonstrate and assess various techniques of Kalaripayattu

COURSE CONTENTS

Fundamental Skills

- Vaithari
- Maipayattu
- Ketteharipayattu
- Ceruvadi payattu
- Basic training Arms

Core Compulsory Reading

- *Martial Arts Journals (2018) Kalaripayattu Training Journal*
- *P Balakrishnan (1995) Kalarippayattu: The Ancient Martial Art of Kerala When the Body Becomes All Eyes*
- *Phillip B. Zarrilli (2000) Paradigms, Discourses and Practices of Power in Kalarippayattu, a South Indian Martial Art*

Core Suggested Reading

- *Patrick Denaud (2009) Kalaripayat: The Martial Arts Tradition of India*
- *Chirakkal T. Sreedharan. Nair · (2015) KALARIPPAYATTU: The Complete Guide to Kerala's Ancient*

TEACHING LEARNING STRATEGIES

- The content will be taught by using demonstration, explanation, presentation methods, videos, learning by doing, Whole part whole method Drills.

MODE OF TRANSACTION

- Practice of Techniques/ Viva/ learning by doing/ Individual Practice etc.

ASSESSMENT RUBRICS **Total Marks: 100(60+40)**

Components	**Continuous Evaluation 40**	**End Semester Evaluation 60**	**Total marks 100**
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks:8	Marks:12	Marks: 20

SEMESTER – II

PART – B: PRACTICUM COURSES (ELECTIVE)

IPMPS02P07: PRACTICUM – MAJOR GAME

(Student to Choose any one from the list)

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	3	3	-	90	90	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the basic skills of a game and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the field, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of National and International Federations

Student to choose any one major game from the list, which was offered in the first semester, excluding the one which were opted earlier.

ASSESSMENT RUBRICS **Total Marks: 100 (60+40)**

Components	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks:8	Marks:12	Marks: 20

SEMESTER – II

PART – B: PRACTICUM COURSES (SKILL ENHANCEMENT COURSEE)

IPMPS02P08: PRACTICUM – AEROBIC DANCE FITNESS

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	2	2	-	60	60	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand to develop basic aerobic dance patterns. It aims to develop understanding about the aerobic dance fitness and to design own aerobics and dance fitness workout.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	It will make the student capable for developing basic aerobic dance patterns
CO2	The student will be able to design own aerobics and dance fitness workout

COURSE CONTENTS

Module 1

- History and development in fitness field
- Rhythmic Aerobics – Music and Beat Counts,
- Introduction to step Aerobics

Module 2

- Low Impact Aerobics: Marching Basics (leg curl ,toe touch ,heel touch, in and out, side touch)

- step touch, 'V' shape,'A ‘shape, L'Shape, 'Z', shape, 'Square' shape, double side to side step touch, Dance (Mambo-Chacha, Twisting)
- High Impact Aerobics: Step foot placement and Basics (toe touch & heel touch on step),

Module 3

- Design an aerobics dance fitness training programme workout schedule
- Basic physiological principles associated with aerobic dance exercise
- Fitness test batteries

Module 4

- Music and choreography
- Basic Stretching exercise whole body
- Safety aspects in a fitness center

Core Compulsory Reading

- *Kenneth H. Cooper (2013) Aerobics Program For Total Well-Being: Exercise, Diet , And emotional balance*
- *Jan Galen Bishop (1999) Fitness Through Aerobics*
- *John Price Bennett, Pamela Coughenour Riemer · (2006) Rhythmic Activities and Dance*

Core Suggested Reading

- *Madeleine Smethurst (2014) Exercise and You - The Complete Guide*
- *By Ann L. Gibson, Dale R. Wagner, Vivian H. Heyward (2019) Advanced Fitness Assessment and Exercise Prescription*
- *Charles B. Corbin, Ruth Lindsey (2007) Fitness for Life*

TEACHING LEARNING STRATEGIES

- The class will be taught by using demonstration, imitation, educational videos, and power points methods

MODE OF TRANSACTION

- Lecture/Physical Practice/Field Work/ Project Work/ Viva/ Seminars/Assignments/ Presentations/ Demonstration/ Imitation etc.

ASSESSMENT RUBRICS

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

ASSESSMENT RUBRICS **Total Marks: 100 (60+40)**

Components	**Continuous Evaluation 40**	**End Semester Evaluation 60**	**Total marks 100**
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Demonstration and Display/Innovative Programmes	Marks: 8	Marks: 12	Marks: 20
Viva	Marks:8	Marks:12	Marks: 20

SEMESTER III

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
(Core Courses)										
IPMPS03C05	Sports Management	4	-	4	-	4	60	-	60	40
IPMPS03C06	Exercise Physiology	4	-	4	-	4	60	-	60	40
Ability Enhancement Compulsory Course (AECC)										
IPMPSO3A03	Value and Environmental Science	3	-	3	45	-	45	40	60	100
Part B - Practicum Courses										
Practicum (Compulsory Foundation)										
IPMPS03P09	Track & Field	1	3	4	15	90	105	40	60	100
Practicum (Elective Courses)										
IPMPS03P10	Any one from: Aquatics/ Fencing	-	3	3	-	90	90	40	60	100
IPMPS03P11	Anyone Major Game (From among the list offered by the Department and not offered in other Semesters)	-	3	3	-	90	90	40	60	100
Practicum (Skill Enhancement Course)										
IPMPS03P12	Basic Life Saving Skills	-	2	2	-	60	60	40	60	100
Total		12	11	23	180	330	510	280	420	700

SEMESTER III

PART – A: THEORY – CORE COURSE

IPMPS03C05: SPORTS MANAGEMENT

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

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the concept of Sports Management, essential skills of sports management, event management in physical education.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Understand the concept of Sports Management
CO2	Gain knowledge regarding management of physical education and sports at different level
CO3	Organize various physical education programmes
CO4	Gain knowledge about various schemes and policies of State & Central Government
CO5	Would know about planning of facility and financial management.

COURSE CONTENTS

Module 1: The Management Process

1.1 Definition, Principles, Nature and Concept of Sports Management.

1.2. Progressive concept of Sports management.

1.3. The purpose and scope of Sports Management.

1.4. Essential skills of Sports Management.

1.5. Qualities and competencies required for the Sports Manager.

1.6. Event Management in physical education and sports.

Suggested readings specific to the module.

1.1 Bucher, C.A.(2002). Management of Physical Educational and Sports.(12th Ed.). USA :McGarw Hill Co.

1.2 Chakrarborti, S.(2007). Sports Management. New Delhi: Friends Publication.

1.3 Frosdick, S., &Walley, L. (2003). Sports and Safety Management. USA: A division of Reed Education and Professional Publishing Ltd.

1.4 Govindrajulu, .N. (2005). Management of Physical Education and Sports Programme. New Delhi : Friends Publication.

Module 2: Leadership in Sports Management Process

2.1 Meaning and Definition of leadership.

2.2 Leadership style and method.

2.3 Elements of leadership.

2.4 Forms of Leadership.

2.4.1 Autocratic

2.4.2 Laissez-faire

2.4.3 Democratic

2.4.4 Benevolent Dictator

2.5 Qualities of administrative leader.

2.6 Preparation of administrative leader.

2.7 Leadership and Organizational performance.

Suggested readings specific to the module.

2.1 Chelladurai, P. (1999). Human Resources Management in Sports and Recreation. Human Kinetics.

2.2 Kamlesh, M. L. (2000). Management Concepts in Physical Education and Sports. New Delhi : B.V. Gupta Publication.

2.3 Bowers, M. (2015). Sport management. Champaign: Sagamore Publishing.ISBN-10: 1571677267. ISBN-13: 978-1571677266.

Module 3: Planning and Management of sports at Institutional level

3.1 Sports Management in Schools, colleges and Universities.

3.2 Factors affecting planning.

3.3 Planning a school or college sports programme.

3.4 Directing of school or college sports programme.

3.5 Controlling a school, college and university sports programme.

3.5.1 Developing performance standard.

3.5.2 Establishing a reporting system.

3.5.3 Evaluation

3.5.4 The reward/punishment system

Suggested readings specific to the module.

3.1 Horine., Larry. (1985). Administration of Physical Education and Sports Programmes. New York :Saundress college publication

3.2 Bucher, C.A.(2002). Management of Physical Educational and Sports.(12th Ed.). USA :McGarw Hill Co.

3.3 Williams, J.F. (2003). Principles of Physical Education. Meerut: College Book House.

3.4 Yadvnider Singh. Sports Management, New Delhi: Lakshay Publication

3.5 *Bill, K. (2009). Sport management. Exeter [England]: Learning Matters.ISBN-13:* 978- 1844452637. ISBN-10: 1844452638.

Module 4: Financial Management in Sports

4.1 Financial management in Physical Education & sports in schools, Colleges and Universities.

4.2 Objectives and scope of financial planning.

4.3 Management of Infrastructure, finance and personal

4.4 Mechanics of purchase and audit

Suggested readings specific to the module.

4.1 Govindrajulu, .N. (2005). Management of Physical Education and Sports Programme. New Delhi : Friends Publication.

4.2 Kamlesh, M. L. (2000). Management Concepts in Physical Education and Sports. New Delhi : B.V. Gupta Publication.

4.3 Mastoralexis, L.P., & Barr, C.A. (1998). Principles and Practice of Sports Management. Maryland: Aspen Publication.

Core Compulsory readings

1. *Bucher, C.A.(2002). Management of Physical Educational and Sports.(12th Ed.). USA :McGarw Hill Co.*
2. *Chakrarborti, S.(2007). Sports Management. New Delhi: Friends Publication.*
3. *Frosdick, S., &Walley, L. (2003). Sports and Safety Management. USA: A division of Reed Education and Professional Publishing Ltd.*
4. *Govindrajulu, .N. (2005). Management of Physical Education and Sports Programme. New Delhi : Friends Publication.*
5. *Kamlesh, M. L. (2000). Management Concepts in Physical Education and Sports. New Delhi : B.V. Gupta Publication.*
6. *Mastoralexis, L.P., & Barr, C.A. (1998). Principles and Practice of Sports Management. Maryland: Aspen Publication.*
7. *Roy, S. S. (2002). Sports Management. New Delhi: Friends publication.*

Core suggested readings

1. *Charles, A, Bucher & March, L, Krotee. (1993). Management of Physical Education and Sports. St. Louis: Mosby Publishing Company.*
2. *John, E, Nixon & Ann, E, Jewett. (1964). Physical Education Curriculum, New York: The Ronald Press Company.*
3. *Smith, A., & Stewart, B. (1999). Sports management. St Leonards, N.S.W.: Allen &Unwin.ISBN-13: 978-1864487510. ISBN-10: 1864487518.*
4. *Hoye, R. (2012). Sport management. Milton Park, Abingdon, Oxon: Routledge. ISBN-13: 978-1856178198, ISBN-10: 1856178196.*
5. *Krotee, M., & Bucher, C. (2007). Management of physical education and sport. Boston: McGraw-Hill.ISBN-10: 0072972920.*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**

Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER III

PART – A: THEORY – CORE COURSE

IPMPS03C06: EXERCISE PHYSIOLOGY

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

L/T=Lecture/Tutorials, P=Practical, CE=Continuous Evaluation, ESE =End Semester Evaluation

Course Description

This course will help the students understand and apply physiology to exercise. The course also helps in studying adaptations of the human body to various conditions and also gain knowledge about the functions and anatomy of the human body while doing exercise.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Understand and apply knowledge of physiology in physical activity and sports
CO2	Understand adaptions of human body to extreme conditions
CO3	The learner would be able to incorporate this knowledge in the training and coaching programme for the betterment of his trainee's performance

COURSE CONTENTS

Module 1: Functional Adaptations to Exercise

1.1 Exercise and neuromuscular system

1.2 Cardio-respiratory changes

1.3 Metabolic adaptations to exercise

1.4 Effects of exercise and training on health and fitness

Suggested readings specific to the module.

1.1 Amrit Kumar, R, Moses. (1995). Introduction to Exercise Physiology. Madras: Poompugar Pathipagam.

1.2 Edward L. Fox, Richard W. Bowers, Merle L. Foss, 1981, The Physiological Basis of Physical Education and Athletics.

1.3 Sandhya Tiwari. (1999). Exercise Physiology. Sports Publishers

1.4 Robert A. Robergs, Scott O. Roberts, 2000, Fundamental Principles of Exercise Physiology for Fitness, Performance, and Health.

Module 2: Energy Continuum and Recovery Process

2.1 Metabolism and exercise

2.2 Recovery from exercise

2.3 Replenishment of energy stores during recovery process

2.4 Removal of excess lactic acid produced during exercise

Suggested readings specific to the module.

2.1 Chandi, C. C. (2018). Human Physiology (Vol. 12). CBS Publishers.

2.2 Clarke, D.H. (1975). Exercise Physiology. New Jersey: Prentice Hall Inc., Englewood Cliffs.

2.3 William D. McArdle (2014). Exercise Physiology: Nutrition, Energy, And Human Performance (8th Edition). Lippincott Williams and Wilkins.

2.4 Vincent, T. Murche. (2007). Elementary Physiology. Hyderabad: Sports Publication.

Module 3: Exercise in hot and cold environment

3.1 Body temperature regulations

3.2 Physiological responses and acclimatization to exercise in heat

3.3 Physiological responses and acclimatization to exercise in cold

3.4 Health risks during exercise in the cold

Suggested readings specific to the module.

3.1 W. Larry Kenney, Jack H. Wilmore, David L. Costill, 2012, Physiology of Sports and Exercises.

3.2 Larry G. Shaver, 1982, Essentials of Exercise Physiology.

3.3 Dr. Sandhya Tiwari, 2006, Exercise Physiology.

3.4 Edward L. Fox, Richard W. Bowers, Merle L. Foss, 1981, The Physiological Basis of Physical Education and Athletics.

Module 4: Attitude and physiology

4.1 Exercise performance at altitude

4.2 Physiological responses to acute altitude exposure chronic altitude exposure and acclimatization

Suggested readings specific to the module.

4.1 Edward L. Fox, Richard W. Bowers, Merle L. Foss, 1981, The Physiological Basis of Physical Education and Athletics.

4.2 David, L Costill. (2004). Physiology of Sports and Exercise. Human Kinetics.

4.3 Varshney & Mona Bedi (2018). Ghai's Textbook of Practical Physiology. Jaypee Brothers Medical Publishers.

Core Compulsory readings

1. *W. Larry Kenney, Jack H. Wilmore, David L. Costill, 2012, Physiology of Sports and Exercises.*
2. *Larry G. Shaver, 1982, Essentials of Exercise Physiology.*
3. *Dr. Sandhya Tiwari, 2006, Exercise Physiology.*
4. *M. Dena Gardiner, 1985, The Principles of Exercise Therapy.*
5. *Edward L. Fox, Richard W. Bowers, Merle L. Foss, 1981, The Physiological Basis of Physical Education and Athletics.*
6. *Michael S. Bahrke, Charles E. Yesalis, 2002, Performance – Enhancing Substances in Sport and Exercises*

Core suggested readings

1. *BeotraAlka, (2000) Drug Education Handbook on Drug Abuse in Sports: Sports Authority of India Delhi.*
2. *David, L Costill. (2004). Physiology of Sports and Exercise. Human Kinetics.*
3. *Fox, E.L., and Mathews, D.K. (1981). The Physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing.*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER III

PART – A: THEORY – ABILITY ENHANCEMENT COURSE

IPMPS03A03: VALUE AND ENVIRONMENTAL SCIENCE

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	-	3	45	-	45	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand how the earth works and how we, as human beings, fit into that and environmental problems as well as the risks associated with these problems It aims to orient towards health issues, environmental science, natural resources and related environmental issues.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Develop scientific background needed to understand how the earth works and how we, as human beings, fit into that.
CO2	Identify and analyze environmental problems as well as the risks associated with these problems
CO3	Realize the value of environmental science

COURSE CONTENTS

Module 1: Multidisciplinary Nature of Environmental studies

1.1 Introduction to environmental studies with their importance.

1.2 Need for public awareness.

1.3 Swatch Bharat Abhiyan

1.4 Global environmental issues

Suggested readings specific to the Module

1.1 R S Khoiyangbam(2005).Introduction to Environmental Sciences

1.2 V. K. Ahluwalia (2016).Environmental Studies: Basic concepts

1.3 https://www.homesciencejournal.com/archives/2018/vol4issue1/PartD/4-1-6-743.pdf

Module 2: Natural Resources

2.1 Types of natural resources and their importance

2.2 Environmental Pollution - Definition, sources, effects and control measures of Air, Water, Soil, Noise, Thermal Pollutions.

2.3 Land resources, Water resources, Forest resources- use and overuse

2.4 Equitable use of resources for sustainable lifestyles

2.5 Role of an individual in conservation of natural resources

Suggested readings specific to the Module.

2.1 Erach Bharucha(2005)Textbook of Environmental Studies for Undergraduate Courses

2.2 John Rieuwerts (2017) The Elements of Environmental Pollution

2.3 Harikesh n. Misra (2014) Managing Natural Resources: Focus on Land and Water

2.4 B. K. Panda (2015) Natural Resources And Sustainable Development

2.5 Tim W. Clark, Susan G. Clark (2002) The Policy Process: A Practical Guide for Natural Resources

Module 3: Ecosystems

3.1 Concept of an ecosystem

3.2 Structure and function of an ecosystem, Producers, consumers and decomposers.

3.3 Energy flow in the ecosystem, Food chains, food webs and ecological pyramids.

3.4 Introduction, types, characteristic features, structure and function of Forest ecosystem, Grassland ecosystem and Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, ocean estuaries)

Suggested readings specific to the Module

3.1 Kathleen C. Weathers, (2012) Fundamentals of Ecosystem Science

3.2 Richard H. W. Bradshaw, (2014) Ecosystem Dynamics: From the Past to the Future

3.3 Timothy G. O'Higgins (2020) Ecosystem-Based Management, Ecosystem Services and Aquatic biodiversity

3.4 Gordon Dickinson, Kevin J. Murphy (2007) Ecosystems

Module 4: Biodiversity

4.1. Introduction - Definition: genetic, species and ecosystem diversity

4.2 Bio-geographical classification of India

4.3.Value of biodiversity, Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts

Suggested readings specific to the Module

4.1 Richard H. W. Bradshaw, (2014) Ecosystem Dynamics: From the Past to the Future

4.2 T. Pullaiah, K. Jaganmohan Reddy · (2002) Biodiversity in India - Volume 2

4.3 Ross Andrew Bradstock(1995) Conserving Biodiversity: Threats and Solutions

Core Compulsory Reading

- *Sharad Singh Negi · (1993) Biodiversity and Its Conservation in India*
- *Khaushik & Khaushik, "Fundamentals of Environmental Studies"*
- *Somvanshi & Dhupper "Fundamentals of Environmental Studies"*
- *Gauba & Bisht"Environmental Studies, Challenges & Solutions A quick Compendium*
- *Asthana & Asthana " A textbook of Environmental Studies"*

Core Suggested Reading

- *Kathleen C. Weathers, (2012) Fundamentals of Ecosystem Science*
- *Richard H. W. Bradshaw, (2014) Ecosystem Dynamics: From the Past to the Future*
- *Timothy G. O'Higgins (2020) Ecosystem-Based Management, Ecosystem Services and Aquatic biodiversity*
- *Gordon Dickinson, Kevin J. Murphy (2007) Ecosystems*

- *https://www.homesciencejournal.com/archives/2018/vol4issue1/PartD/4-1-6-743.pdf*
- *https://www.springer.com/journal/11356/*
- *https://www.sciencedirect.com/journal/environmental-science-and-policy*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER – III

PART – B: PRACTICUM COURSES (COMPULSORY FOUNDATION)

IPMPS03P09: PRACTICUM – TRACK AND FIELD (COMBINED EVENTS)

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	3	4	15	90	105	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE LEARNING OUTCOMES

After completing this course, the students will be able to

CO1	Understand the events in combined events.
CO2	Understand rules and conduct of combined events

COURSE CONTENTS

COMBINED EVENTS

- Introduction to Decathlon
- Introduction to Heptathlon
- Schedule and conduct of combined events
- Basic Rules and Regulations of Decathlon and Heptathlon

Core Compulsory readings

1. *Chauhan VS (1999). Khel Jagat Mein Athletics. A.P. Pub, Jalandhar.*
2. *Evans DA (1984). Teaching Athletics. Hodder, London.*
3. *Gothi E (2004). Teaching & Coaching Athletics. Sport Pub., New Delhi.*

4. *Gupta R. (2004). Layout & Marking of Track & Field. Friends Publications. India. New Delhi.*
5. *Handbook-Rules and Regulation. International Athletic Federation (2010).*
6. *Herb Amato, DA ATC et al (2002). Practical Exam Preparation Guide of Clinical Skills of Athletic Training. Slack Incorporated. 1st ed., USA.*
7. *Kumar, Pardeep. (2008). Historical Development of Track & Field. Friends Publication. New Delhi*
8. *Maughan, R. and Gluson, M. (2004). The Biomechanical Basics of Athletic Performance. Oxford University Press, U.K.*

Core suggested readings

1. *Singh, Hardayal. (1919). Science of Sports Training. DVS Publication, N. Delhi.*
2. *Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi.*
3. *Bompa O. Tudor and Halff G. Gregory. (2009) "Periodization Theory and Methodology of Training" Human kinetics. NY.*
4. *Fox EL (1998). Physiological Basis of Physical Education and Athletics Brown Pub.*
5. *Prentice, W. and Arnheim, D. (2005). Arnheim"s Principles of Athletic Training 12th Ed. McGraw Hill. in place of Knight (1988).*
6. *Renwick GR (2001). Play Better Athletics. Sports Pub, Delhi.*

TEACHING LEARNING STRATEGIES

The content will be taught by using demonstration, explanation, presentation methods, videos, learning by doing, Whole part whole method Drills.

MODE OF TRANSACTION

Practice of Techniques/ Viva/ learning by doing/ Individual Practice etc.

ASSESSMENT RUBRICS Total Marks: 100

Components	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks: 8	Marks:12	Marks: 20

SEMESTER – III

PART – B: PRACTICUM COURSES (ELECTIVE COURSES)

IPMPS03P10: AQUATICS/ FENCING

(Any one from the list)

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	3	3	-	90	90	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

FENCING

COURSE LEARNING OUTCOMES

After completing this course, the students will be able to

CO1	Analyze and interpret basic skills of Fencing
CO2	Understand the rules and regulations
CO3	Demonstrate various basic skills/techniques
CO4	Evaluate Fencing Competitions

COURSE CONTENTS

- Training for mastery of technique/skill in fencing
- Techniques/skills development
- Identification & correction of faults in fencing techniques

Core Compulsory readings

1. *Katrin Barth, Berndt Barth · (2005). Training Fencing ISBN:9781841269078, 1841269077 Publisher: Meyer & Meyer Sport.*
2. *Domenico Angelo (2017). The School of Fencing-With a General Explanation of the Principal Attitudes and Positions Peculiar to the Art. ISBN:9781473882997, 1473882990.*

3. *Susan Kemmerer · (2017). Fencing Lessons Answer Key ISBN:9780983465744, 0983465746.*
4. *Louis Rondelle · (1892). Foil and Sabre A Grammar of Fencing in Detailed Lessons for Professor and Pupil Estes and Lauriat publisher*

Core suggested readings

1. *Bompa O. Tudor and Halff G. Gregory. (2009) "Periodization Theory and Methodology of Training" Human kinetics. NY.*
2. *Singh, Hardayal. (1919). Science of Sports Training. DVS Publication, N. Delhi.*
3. *Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi*

AQUATICS

COURSE LEARNING OUTCOMES

After completing this course, the students will be able to

CO1	Understand the fundamental skills in aquatics.
CO2	Understand the rules and regulations in aquatics.
CO3	Demonstrate various techniques in aquatics.

COURSE CONTENTS

- Entry into the pool.
- Developing water balance and confidence
- Water fear removing drills.
- Floating-Mushroom and Jelly fish etc.
- Gliding with and without kickboard.
- Introduction of various strokes
- Body Position, Leg, Kick, Arm pull, Breathing and Coordination.
- Start and turns of the concerned strokes.
- Introduction of Various Strokes.
- Water Treading and Simple Jumping.
- Starts and turns of concerned strokes.
- Rules of Competitive swimming-officials and their duties, pool specifications, seeding heatsand finals, Rules of the races.
- Cooling down techniques in swimming pool.

Core Compulsory readings

1. *Monica Lepore, Luis Columna, Lauren Friedlander Lizner · (2015). Assessments and Activities for Teaching Swimming. ISBN:9781492584568, 1492584568.Publisher:Human Kinetics.*
2. *Pete Snyder · 2008 Water Polo for Players & Teachers of Aquatics. Publisher:LA84 Foundation*
3. *Aquatic Exercise Association · (2018). Aquatic Fitness Professional Manual. ISBN:9781492533740, 1492533742.Publisher:Human Kinetics.*
4. *Council for National Cooperation in Aquatics · (1969) Swimming Pools A Guide to Their Planning, Design and Operation. Publisher: Hoffman Publications*

Core suggested readings

1. *Bompa O. Tudor and Halff G. Gregory. (2009) "Periodization Theory and Methodology of Training" Human kinetics. NY.*
2. *Singh, Hardayal. (1919). Science of Sports Training. DVS Publication, N. Delhi.*
3. *Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi*

TEACHING LEARNING STRATEGIES

The content will be taught by using demonstration, explanation, presentation methods, videos, learning by doing, Whole part whole method Drills.

MODE OF TRANSACTION

Practice of Techniques/ Viva/ learning by doing/ Individual Practice etc.

ASSESSMENT RUBRICS Total Marks: 100

Components	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks: 8	Marks:12	Marks: 20

SEMESTER – III

PART – B: PRACTICUM (ELECTIVE COURSES)

IPMPS03P11: PRACTICUM (Any one Major Game)

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	3	3	-	90	90	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

From the list, which was offered in the first semester, students were to choose any one major game from the list, excluding the ones which were opted for earlier.

ASSESSMENT RUBRICS

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

Components	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks: 8	Marks:12	Marks: 20

SEMESTER – III

PART – B: PRACTICUM COURSES (SKILL BASED COURSES)

IPMPS03P12: BASIC LIFE SAVING SKILLS

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	2	2	-	60	60	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE LEARNING OUTCOMES

After completing this course, the students will be able to

CO1	Deal with first aid necessary within the workplace understand and demonstrate various lifesaving skills.
CO2	Understand and demonstrate various lifesaving skills.

COURSE CONTENTS

- Principles of life saving skills and first aid treatment
- Dressing and bandages
- Application of first aid treatments
- Application of first aid treatments to dislocation, sprain/strain, burns, fractures, concussion and incisions.
- Principles of apply Cold and Heat therapies to injuries.

Core Compulsory readings

1. *Christine, M. D., (1999). Physiology of sports and exercise. USA: Human Kinetics.*

2. *Jeyaprakash, C. S., Sports Medicine, J.P. Brothers Pub., New Delhi, 2003.*
3. *Khanna, G. L., (1990). Exercise physiology & sports medicine. Delhi: Lucky Enterprises.*
4. *Mathew, D. K. & Fox, E. L, (1971). Physiological basis of physical education and athletics. Philadelphia: W.B. Saunders Co.*
5. *Pandey, P. K., (1987). Outline of sports medicine, New Delhi: J.P. Brothers Pub.*
6. *Williams, J. G. P. (1962). Sports medicine. London: Edward Arnold Ltd.*

ASSESSMENT RUBRICS

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

Components	**Continuous Evaluation 40**	**End Semester Evaluation 60**	**Total marks 100**
Technique and Skills Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks: 8	Marks:12	Marks: 20

SEMESTER IV

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
(Core Courses)										
IPMPS04C07	Sports Training	4	-	4	60	-	60	40	60	100
IPMPS04C08	Kinesiology	4	-	4	60	-	60	40	60	100
Elective (Generic Elective)										
(Any one from the list)										
IPMPS04E03	Computer Application	3	-	3	45	-	45	40	60	100
IPMPS04E04	Sociology									
IPMPS04E05	Journalism and Mass Communication									
Part B - Practicum Courses										
Practicum (Compulsory Foundation)										
IPMPS04P13	Officiating of Track & Field events	1	3	4	15	90	105	40	60	100
Practicum (Elective Courses)										
IPMPS04P14	Any one Major Game (From among the list offered by the Department and not offered in other Semesters)	-	3	3	-	90	90	40	60	100
IPMPS04P15	Any one Major Game (From among the list offered by the Department and	-	3	3	-	90	90	40	60	100

	not offered in other Semesters)									
Practicum (Skill Enhancement Course)										
IPMPS04P16	Physical Literacy & Fundamental Movement Skills	-	2	2	-	60	60	40	60	100
Total		12	11	23	180	330	510	280	420	700

SEMESTER IV

PART – A: THEORY – CORE COURSE

IPMPS04C07: SPORTS TRAINING

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

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the modern concept of sports training. It aims to develop understanding about the aim and objective of sports training, principles of sports training, system of sports training, training components, training process and training programming and planning.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Identify the fundamental concepts, theories and principles of human body training related to sports performance.
CO2	Understand the methods to develop various physical fitness components.
CO2	Understand the science of training load and adaptation.
CO3	Understand the principles of planning training schedules/ programmes based on periodization

COURSE CONTENTS

Module 1: Introduction to Sports Training

1.1 Meaning and Nature of Sports Training

1.2 Aim and Objective of Sports Training

1.3 Principles of Sports Training

1.4 Characteristics of Sports Training

Suggested readings specific to the Module

1.1 Matvyew, L. P. (1981). Fundamental of sports training. Moscow: Progress Publishers.

1.2 Singh, H. (1984). Sports training, general theory and methods. Patials: NSNIS.

1.3 Dar,iel, D. Arnheim (1991) Principles of Athletic Training, St. Luis, Mosby.

1.4 D. Arnheim (1999) Modern Principles of Athletic Training St. Louis C. V. Mosphy Company

Module 2:Training Components

2.1 Strength: its type and means methods employed for developing them

2.2 Speed: its type and means methods employed for developing them

2.3 Endurance: its type and means methods employed for developing them

2.4 Flexibility: its type and means methods employed for developing them

2.5 Coordinative abilities: means methods employed for developing them

Suggested readings specific to the Module

2.1 Austin Current (2021)Science of Strength Training:Understand the Anatomy and Physiology to Transform Your Body

2.2 Ian Jeffery (2013) Developing Speed

2.3 Ben Reuter, National Strength & Conditioning Association (U.S.)(2012)Developing Endurance

2.4 Brad Walker (2013) Ultimate Guide to Stretching and Flexibility

2.5 Wust, D., & Iiis, tte, J. (2014) Foundations of physical education, exercise science, and sport. McCira,ry-Hill Higher Education.

Module 3:Load

3.1 Principles of load and its components

3.2 Determination of Optimum load,

3.3 Overload its causes and identification

3.4 Tackling Over Load.

Suggested readings specific to the Module

3.1 Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc. Cart, E. Klafs & Daniel

3.2 David Joyce, ⁦Daniel Lewindon · (2021) High-Performance Training for Sports

3.3 Manfred Lehmann, ⁦Carl Foster, ⁦Uwe Gastmann · (2007) Overload, Performance Incompetence, and Regeneration in Sport

3.4 Matvyew, L. P. (1981). Fundamental of sports training. Moscow: Progress Publishers.

Module 4:Training programming and planning

4.1 Periodization and its types of Periodization.

4.2 Aim and Content of Periods–Preparatory, Competition, Transitional period.

4.3 Planning: Meaning and types.

4.4 Principles of Planning.

Suggested readings specific to the Module

4.1 Bornpa, T., & Carrera, M. (2005). Periodization training for sports. Champaign, Ill.: Human Kinetics.

4.2 Bornpa, T., & Haf G. (2009). Periodization. Charnpaign, lL: Human Kinetics.ISBN - 1 : : 97 807 3607 4834

4.3Uppal, A. K., (1999). Sports Training. New Delhi: Friends Publication

4.4 Matvyew, L. P. (1981). Fundamental of sports training. Moscow: Progress Publishers.

Core Compulsory Reading

- *Beotra Alka, (2000), Drug Education Handbook on Drug Abuse in Sports. Delhi: Sports Authority of India.*
- *Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc. Cart, E. Klafs & Daniel,*
- *D. Arnheim (1999) Modern Principles of Athletic Training St. Louis C. V. Mosphy Company*

- *Dar,iel, D. Arnheim (1991) Principles of Athletic Training, St. Luis, Mosby.*
- *Wust, D., & Iiis, tte, J. (2014)Foundations of physical educirtion, exercise science, and sport. McCira,ry-Hill Higher Education.*
- *Bornpa, T., & Haf G. (2009). Periodization. Charnpaign, lL: Human Kinetics.ISBN - 1 : : 97 807 3607 4834*
- *Half, G., & Trpl,:tt, N. Essentials of'strength training and conditioning. Champaign, IL.: HumanKinetics.*
- *Bornpa, T., & Carrera, M. (2005). Periodization training for sports. Champaign, Ill.: Human Kinetics.*
- *Zalsiorsky, V., lr Kraemer, W. (2006). Science and practice of strength training. Chlmpaign, human Kinetics*

Core Suggested Reading

- *Dick, W. F. (1980). Sports training principles. London: Lepus Books.*
- *Harre, D. (1982). Principles of sports training. Berlin: Sporulated.*
- *Jensen, R. C. & Fisher, A. G. (1979). Scientific basis of athletic conditioning. Philadelphia: Lea and Fibiger, 2nd Edn.*
- *Matvyew, L. P. (1981). Fundamental of sports training. Moscow: Progress Publishers.*
- *Singh, H. (1984). Sports training, general theory and methods. Patials: NSNIS.*
- *Uppal, A. K., (1999). Sports Training. New Delhi: Friends Publication*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continuous Evaluation	**Marks: 40**

• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER IV

PART – A: THEORY – CORE COURSE

IPMPS04C08: KINESIOLOGY

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

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the modern concept of kinesiology. It aims to develop understanding about the aim and objective of kinesiology in the field of physical education and sports, different type of movements occurred in various joints of the human body, major muscles and its origin and insertion its movements.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Oriented with the skeletal structure of human body by identifying the origin and insertion of various muscles.
CO2	Orient the students in basic structure and functions of primary joints of the body.
CO3	Relate and interpret the role of various mechanical principles in human movement

COURSE CONTENTS

Module 1

1.1 Introduction of Kinesiology

1.2 Meaning and Definition of Kinesiology

1.3 Importance of Kinesiology for Physical Education Teachers, Athletes and Sports

Coaches

Suggested readings specific to the Module

1.1 VD Bindal (2018) Textbook of Kinesiology

1.2 Dr. A.K. Uppal, Dr. Jogiswar Goswami (2020) Kinesiology and Biomechanics

1.3 Carole A. Oglesby, Kim Henige, Douglas W. McLaughlin · (2021) Foundations of Kinesiology

Module 2

2.1 Planes and Axis: Anatomical- Mechanical.

2.2 Fundamental movements at various joints

2.3 Flexion- Extension – Adduction- AbductionRotation- Medial and Lateral rotation- Inversion- Eversion- Circumduction.

Suggested readings specific to the Module

2.1 Shirl J. Hoffman · (2013) Introduction to Kinesiology: Studying Physical Activity

2.2 Donald A. Neumann (2017)Kinesiology of the Musculoskeletal System Foundations for Rehabilitation

2.3 Amrit Kumar, R, Moses. (1995). Introduction to Exercise Physiology. Madras: Poompugar Pathipagam.

Module 3

3.1 Skeletal muscles : origin insertion and Action of major Muscles

3.2 Its functional classification

3.3 Types of muscle contraction

Suggested readings specific to the Module

3.1Rumi Michael Leigh (2018) Anatomy and Physiology : Muscles and Movements

3.2 Paul Blakey (2007) The Muscle Book

3.3 Theodore Dimon, Jr · (2012) Anatomy of the Moving Body, Second Edition

Module 4

4.1 Origin and Insertion on bones

4.2 Types of joints with their structure and functions

Suggested readings specific to the Module

4.1Paul Blakey (2007) The Muscle Book

4.2 Theodore Dimon, Jr (2012) Anatomy of the Moving Body, Second Edition

Core Compulsory Reading

- *Rumi Michael Leigh (2018) Anatomy and Physiology : Muscles and Movements*

- *Paul Blakey (2007) The Muscle Book*
- *Theodore Dimon, Jr (2012) Anatomy of the Moving Body, Second Edition*
- *Shirl J. Hoffman (2013) Introduction to Kinesiology: Studying Physical Activity*
- *Donald A. Neumann (2017) Kinesiology of the Musculoskeletal System*
- *VD Bindal (2018) Textbook of Kinesiology*
- *Dr. A.K. Uppal, Dr. Jogiswar Goswami (2020) Kinesiology and Biomechanics*
- *Carole A. Oglesby, Kim Henige, Douglas W. McLaughlin (2021) Foundations of Kinesiology*

Core Suggested Reading

- *Anthony J. Blazevich (2017). Sports Biomechanics: The Basics: Optimising Human Performance: bloomsburry*
- *By Peter M. (2013), Biomechanics of Sport and Exercise: Human Kinetics*
- *Amrit Kumar, R, Moses. (1995). Introduction to Exercise Physiology. Madras: Poompugar Pathipagam.*
- *BeotraAlka, (2000) Drug Education Handbook on Drug Abuse in Sports: Sports Authority of India Delhi.*
- *Clarke, D.H. (1975). Exercise Physiology. New Jersey: Prentice Hall Inc., Englewood Cliffs.*
- *David, L Costill. (2004). Physiology of Sports and Exercise. Human Kinetics.*
- *Fox, E.L., and Mathews, D.K. (1981).The Physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing.*
- *Guyton, A.C. (1976). Textbook of Medical Physiology. Philadelphia: W.B. Sanders co.*
- *Richard, W. Bowers.(1989). Sports Physiology. WMC: Brown Publishers. 10. Sandhya Tiwaji. (1999). Exercise Physiology.Sports Publishers.*
- *Shaver, L. (1981).Essentials of Exercise Physiology. New Delhi: Subject Publications.*
- *Vincent, T. Murche. (2007). Elementary Physiology. Hyderabad: Sports Publication.*
- *William, D. McAradle. (1996). Exercise Physiology, Energy, Nutrition and Human*
- *Performance. Philadelphia: Lippincott Williams and Wilkins Company*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continuous Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER IV

PART – A: THEORY – GENERIC ELECTIVE

IPMPS04E03: COMPUTER APPLICATION

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	-	3	45	-	45	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE = Continuous Evaluation, ESE = End SemesterEvaluation

Course Description

This course will enable students to understand the importance of information and communication technology (ICT). It aims to develop understanding about the components of computer, application software used in Physical Education and sports, format and editing features of MS word, MS excel and MS power point.

COURSE OUTCOMES

At the completion of the course, the students will be able to-

CO1	Orient with the basic knowledge of computer applications
CO2	Learn and use basic computer operations in word and excel
CO3	Learn presentation skills using power point.

COURSE CONTENTS

Module 1: Introduction to computer

1.1 Information and communication technology (ICT).

1.2 Application of Computers in Physical Education

1.3 Components of computer, input and output device

1.4 Application software used in Physical Education and sports

Suggested readings specific to the module.

1.1 Rtegov, D. (2004). Operating system fundamentals. Firewall Media.

1.2 Castelli, D., & Fiorentino, L. (2008). Physical education technology playbook. Champaign, IL: Human Kinetics.ISBN-10: 0736060553. ISBN-13: 978-0736060554

1.3 Leight, J. Technology for physical education teacher education. ISBN-10: 1494895765ISBN-978-1494895761.

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

1.5 Mohnsen, B. (2012). Using technology in physical education. ISBN-10: 1893166899 ISBN-978-189316689.

Module 2: Word processing

2.1 Getting started with Microsoft Word

2.2 Creating, saving and opening a document

2.3 Formatting Editing features Drawing table.

2.4 Page Setup, Paragraph Alignment, Spelling and Grammar Check, Printing Option, InsertingPage Number, Graph and Footnote.

Suggested readings specific to the module.

2.1 Rtegov, D. (2004). Operating system fundamentals. Firewall Media.

2.2 Frye, C. & Lambert, J. (2015). Microsoft Office 2016 Step by Step, Microsoft Press.

2.3 Milke, M. (2007). Absolute beginner's guide to computer basics. Pearson Education Asia.

2.4 Sinha, P. K. & Sinha, P. (2004). Computer fundamentals. 4th edition, BPB Publication

Module 3: Spreadsheet program

3.1 Getting started with Microsoft Excel

3.2 Creating, saving and opening spreadsheet

3.3 Creating formulas

3.4 Format and editing features for charting data.

Suggested readings specific to the module.

3.1 Milke, M. (2007). Absolute beginner's guide to computer basics. Pearson Education Asia.

3.2 Sinha, P. K. & Sinha, P. (2004). Computer fundamentals. 4th edition, BPB Publication

Module 4: Presentation software

4.1 Getting started with Microsoft Power Point

4.2 Creating, saving and opening a ppt. file

4.3 Format and editing features slide show, design, inserting slide number

4.4 Enhancing of Picture, Graph, Table

4.5 Finalizing of a presentations

Suggested readings specific to the module.

4.1 Rtegov, D. (2004). Operating system fundamentals. Firewall Media.

4.2 Frye, C. & Lambert, J. (2015). Microsoft Office 2016 Step by Step, Microsoft Press.

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

4.4 Mohnsen, B. (2012). Using technology in physical education. ISBN-10: 1893166899 ISBN-978-189316689.

Core Compulsory readings

- *Castelli, D., & Fiorentino, L. (2008). Physical education technology playbook. Champaign, IL: Human Kinetics.ISBN-10: 0736060553. ISBN-13: 978-0736060554*
- *Leight, J. Technology for physical education teacher education. ISBN-10: 1494895765ISBN-978-1494895761*
- *Felker, K. (2011). Integrating technology into physical education and health. American Press.ISBN-10: 0896414965. ISBN-13: 978-0896414969*
- *Mohnsen, B. (2012). Using technology in physical education. ISBN-10: 1893166899 ISBN-978-189316689.*
- *Rtegov, D. (2004). Operating system fundamentals. Firewall Media.*
- *Frye, C. & Lambert, J. (2015). Microsoft Office 2016 Step by Step, Microsoft Press.*
- *Milke, M. (2007). Absolute beginner's guide to computer basics. Pearson Education Asia.*
- *Sinha, P. K. & Sinha, P. (2004). Computer fundamentals. 4th edition, BPB Publication*

Core suggested readings

- *Goldin, C., & Katz, L. (2008). The race between education and technology. Cambridge, Mass.: Belknap Press of Harvard University Press.ISBN-13: 978-0674035300. ISBN-10: 0674035305.*

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

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

PART – A: THEORY – GENERIC ELECTIVE (Any one from the list)

IPMPS04E04: SOCIOLOGY

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	-	3	45	-	45	40	60	100

L/T=Lecture/Tutorials, P=Practical,CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the psycho-sociological aspects of human behavior in relation to physical education and sports. It aims to develop an understanding about the general characteristics of various stages of growth and development, types and nature of individual differences, personality, customs, culture, tradition and socialization through physical education

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Understand concepts of Sociology and social factors related to humans
CO2	Social aspects of group behaviour, culture and socialization.
CO3	Understand the psycho-sociological aspects of human behavior in relation to physical education and sports

COURSE CONTENTS

Module 1

1.1 Nature, Scope, and Method of Sociology

1.2 Sociology related to other subjects.

1.3 Social factor (appearance, sociality, aspiration level and audience)

Suggested readings specific to the Module

1.1 Dan Woodman, Steven Threadgold · (2021) This is SociologyA Short Introduction

1.2 Heather Griffiths, Susan Cody-Rydzewski, Eric Strayer · (2017) Introduction to Sociology

1.3 W. G. Runciman (2012) The Social Animal

Module 2

2.1 Study of groups.

2.2 Group interaction and cooperation.

2.3 Behaviour characteristics, qualities, and role of leaders.

2.4 Cultures.

2.5 Socialisation

Suggested readings specific to the Module

2.1 John Gastil (2010) The Group in Society

2.2 Charles Horton Cooley (1929) Social Organization

2.3 Orien Freeman (2019) Invitation to SociologyA Humanistic Perspective

2.4 Mathur, S.S., (1962). Educational psychology. Agra.Vinod Pustak Mandir

2.5 Macionis (2006) Sociology

Module 3

3.1 Introduction of Sports Sociology

3.2 Nature, Scope, and Method of Sport Sociology

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

3.4 Sport as a social institution.

3.5 Relationship between sport and culture.

3.6 Socialization via Games and Sports.

Suggested readings specific to the Module

3.1 Ball, D. W. & Loy, J. W. (1975). Sport and social order; Contribution to the sociology of sport. London: Addison Wesley Publishing Co., Inc. Blair,

3.2 B. D. (1978). Sport and social system. London: Addison Wesley Publishing Company Inc. Loy,

3.3 J. W., Kenyon, G. S. & McPherson, B. D. (1981). Sports culture and society. Philadelphia: Lea & Febiger.

3.4 Grant Jarvie · (2017) Sport, Culture and Society: An Introduction

3.5 Ellis Cashmore, Ernest Cashmore (2002)Sports Culture: An A-Z Guide

Module 4

4.1 Study of sports groups.

4.2 Group interaction, competition, and cooperation.

4.3 Behavior characteristics, qualities, and role of sports leaders.

4.4 Relationship between sport and socializing institution (family, school and educational systems)

4.5 Inter-relationship between sport and regulating institutions (Politics and economy) Sport and cultural institutions (religion an art)

Suggested readings specific to the Module

4.1 Katherine M. Jamieson, Maureen M. Smith (2016)Fundamentals of Sociology of Sport and Physical Activity

4.2 James Skinner, Bob Stewart (2017) Organizational Behaviour in Sport

4.3 Ian O'Boyle, Duncan Murray, Paul Cummins (2015) Leadership in Sport

4.4 Frank P Jozsa, Jr (2009) Global Sports: Cultures, Markets And Organizations

4.5 Otmar Weiss, Gilbert Norden (2021) Introduction to the Sociology of Sport

Core Compulsory Reading

- *Katherine M. Jamieson, Maureen M. Smith (2016)Fundamentals of Sociology of Sport and Physical Activity*
- *James Skinner, Bob Stewart (2017) Organizational Behaviour in Sport*
- *Ian O'Boyle, Duncan Murray, Paul Cummins (2015) Leadership in Sport*
- *Frank P Jozsa, Jr (2009) Global Sports: Cultures, Markets And Organizations*
- *Otmar Weiss, Gilbert Norden (2021) Introduction to the Sociology of Sport*

Core Suggested Reading

- *Ball, D. W. & Loy, J. W. (1975). Sport and social order; Contribution to the sociology of sport. London: Addison Wesley Publishing Co., Inc. Blair,*
- *B. D. (1978). Sport and social system. London: Addison Wesley Publishing Company Inc. Loy,*
- *J. W., Kenyon, G. S. & McPherson, B. D. (1981). Sports culture and society. Philadelphia: Lea & Febiger.*
- *Mathur, S.S., (1962). Educational psychology. Agra.Vinod Pustak Mandir.*
- *Skinnner, C. E., (1984.). Education psychology. New Delhi: Prentice Hall of India.*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

- Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/

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

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

End Semester Evaluation	**Marks: 60**
Continuous Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER IV
PART – A: THEORY – GENERIC ELECTIVE
IPMPS04E05: JOURNALISM AND MASS COMMUNICATION

Credit	Teaching Hours	Assessment

L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	-	3	45	-	45	40	60	100

L/T=Lecture/Tutorials, P=Practical,CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will help the students to understand the basics of journalism and mass communication. The students will also gain knowledge on how to report on events, programmes and news.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Understand basic concepts of journalism
CO1	Understand the basics of mass communication.
CO1	Get oriented to mass media and media technology
CO3	Learn fundamentals of news writing and news reporting

COURSE CONTENTS

Module 1: Introduction

1.1. Meaning and Definition of Journalism

1.2. Ethics of Journalism

1.3. Canon of Journalism

1.4. Mode of Journalism - Print electronic and informal media

1.5. National and International Sports News Agencies.

Suggested readings specific to the module.

1.1 Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication

1.2 Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi: Surjeet Publications.

1.3 Varma A.K. (1993) Journalism in India from Earliest Times to the Present Period. Sterling publication Pvt. Ltd.

Module 2: Communication

2.1 Communication.

2.2 Model of Communication.

2.3 Types of Communication and Features of Communication

2.4 Editing and Publishing.

Suggested readings specific to the module.

2.1 Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication

2.2 Billings, A., Butterworth, M., & Turman, P.(2014) Communication and sport.ISBN-13: 978-1452279138ISBN-10: 1452279136

2.3 Billings, A., Butterworth, M., & Turman, P. (2012). Communication and sport. Thousand Oaks,

Module 3: Mass Media

3.1 Mass media

3.2 Types of mass media, Traditional media, Folk media, Print media, electronic media, Broadcasting media, New media, Social media,

3.3 Growth and evolution of mass media,

3.4 Evolution of media technology

Suggested readings specific to the module.

3.1 Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication

3.2 International Encyclopaedia of Communication: Oxford.

3.3 Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication

3.4 Deshpande, S. H. (2014) - Physical Education in Ancient India. Amravati: Degree College of Physical education.

3.5 David K Berlo : The Process of Communication

Module 4: New reporting and news Writing

4.1 Basics of news: what makes news?; News style: uses of simple language, impersonal, formal; Organising the material; How to use quotes effectively.

4.2 Structure of news: Inverted Pyramid; Leads- 5Ws and 1H;

4.3 Beat reporting: skills, sources, idea, story and examining major stories in Crime, Politics, Law, Industry, Labour, Education and Health

4.4 Sources of news: press handouts, press conference, news agency, govt. and corporate documents, and individuals

Suggested readings specific to the module

4.1 Mencher, Melvin (2010), News reporting and Writing; 12th edition; Columbia University

4.2 Shrivastava, K. M. (1987); News Reporting and Editing; Sterling Publication

4.3 Harris and Spark (2011), Practical Newspaper Reporting, 4th edition, Focal Press

Core Compulsory readings

- *Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication.*
- *Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi: Surjeet Publications.*
- *Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication.*
- *Billings, A., Butterworth, M., & Turman, P. (2014) Communication and sport. ISBN-13: 978-1452279138ISBN-10: 1452279136.*
- *Billings, A., Butterworth, M., & Turman, P. (2012). Communication and sport. Thousand Oaks.*
- *Deshpande, S. H. (2014) - Physical Education in Ancient India. Amravati: Degree college of Physical education.*

Core suggested readings

- *Dhananjay Joshi (2010) Value Education in Global Perspective. New Delhi: Lotus Press.*
- *Sandvoss, C., Real, M., & Bernstein, A. (2012). Bodies of discourse. New York, NY: PeterLang.ISBN-13: 978-1433111730ISBN-10: 143311173X.*
- *Shiv Khera (2002), You Can Win, New Delhi: Macmillan India Limited.*
- *Venkataiah. N (2009) Value Education,- New Delhi: APH Publishing Corporation. 43.*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

Study etc

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER – IV

PART – B: PRACTICUM COURSE (Compulsory Foundation)

IPMPS04P13: OFFICIATING OF TRACK & FIELD EVENTS

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	3	4	15	90	105	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to develop understanding about the rules and regulations, dimensions and marking of the field, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of track and field events.

Course Outcomes

After the completion of the course, the students will be able to-

CO1	Understand the fundamental skills in various track and field events.
CO2	Understand the rules & regulations of various track and field events.
CO3	Interpret the rules &regulations of various track and field events.
CO4	Officiate various competitions in track and field.

Course Contents

- Introduction to Officiating and concept of officiating.
- Principles of officiating .
- Qualifications for Officials conducting track and field events.
- Duties of Official: Rules and their interpretations of in Track and fields

Core Compulsory Reading

- *American Sport Education Program (2006) Officiating Track and Field and Cross Country*
- *Gerald A. Carr · (1999) Fundamentals of Track and Field*
- *Gold coast commonwealth games cooperation (2018) Athletics Technical Officials Manual*

- *Gold coast commonwealth games cooperation (2018)Athletics Technical Officials Operation Manual*

Core Suggested Reading

- *United States Track and Field Federation · (1972) Track and Field Officials' Manual*
- *Clare MacMahon, Duncan Mascarenhas, Henning Plessner (2014)Sports Officials and Officiating: Science and Practice*
- *Australian Sports Commission (2006) Introductory Level Officiating: General Principles Manual*

Teaching Learning Strategies

The content will be taught by using demonstration, explanation, presentation methods, videos, learning by doing, Whole part whole method Drills.

Mode of Transaction

Practice of Techniques/ Viva/ learning by doing/ Individual Practice etc.

ASSESSMENT RUBRICS **Total Marks: 100(60+40)**

Components	**Continuous Evaluation 40**	**End Semester Evaluation 60**	**Total marks 100**
Officiating Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks:8	Marks:12	Marks: 20

SEMESTER – IV

PART – B: PRACTICUM COURSE (ELECTIVE)

IPMPS04P14: PRACTICUM – MAJOR GAME

(STUDENT TO CHOOSE ANY ONE FROM THE LIST)

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	3	3	-	90	90	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the basic skills of a game and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the field, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of National and International Federations

From the list which was offered from the first semester, students to choose any one from the list and not opted an earlier

ASSESSMENT RUBRICS **Total Marks: 100(60+40)**

Components	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks:8	Marks:12	Marks: 20

SEMESTER – IV

PART – B: PRACTICUM COURSE (ELECTIVE)

IPMPS04P15: PRACTICUM – MAJOR GAME

(STUDENT TO CHOOSE ANY ONE FROM THE LIST)

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	3	3	-	90	90	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the basic skills of a game and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the field, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of National and International Federations

From the list which was offered from the first semester, student to choose anyone from the list and not opted earlier

ASSESSMENT RUBRICS **Total Marks: 100(60+40)**

Components	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks:8	Marks:12	Marks: 20

PART – B: PRACTICUM COURSE (SKILL ENHANCEMENT COURSE)

IPMPS04P16: PRACTICUM – PHYSICAL LITERACY & FUNDAMENTAL MOVEMENT SKILLS

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	2	2	-	60	60	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

The course aims to develop understanding of physical literacy and its relevance to physical activity and sports; and to develop and prepare modules for development of fundamental physical skills for students of different age groups.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

C01	Understand fundamentals of physical literacy
C02	Develop modules for developing FMS, locomotor skills and object control skills

COURSE CONTENTS

Module 1

1.1 Understanding Physical Literacy

1.2 ABC's of Movement

1.3 Fundamental Movement Skills

1.4 LTAD concepts

Suggested readings specific to the Module

1.1 Elizabeth Durden-Myers(2018) Physical Literacy: A Guide for Educators

1.2 Heather Gardner (2017) Physical Literacy on the Move: Games for Developing Confidence and Competence in Physical Activity

1.3 McLennan, Nancy, Thompson, Jannine (2015) Quality Physical Education (QPE): Guidelines for Policy Makers

1.4 Istvan Balyi, Richard Way, Colin Higgs (2013) Long-Term Athlete Development

Module 2

2.1 Body management skills

2.2 Locomotor Skills

2.3 Object Control Skills

2.4 Balance Skills

Suggested readings specific to the Module

2.1 Nancy Francis, Ashley Johnson, Meghann Lloyd (2011) Educator's Guide to Teaching Fundamental Movement Skills

2.2 A. Vonnie Colvin, Nancy J. Egner Markos, Pamela J. Walker (2022) Teaching Fundamental Motor Skills

2.3 Krystina Castella (2018) Designing for Kids: Creating for Playing, Learning, and Growing

2.4 Krystina Castella (2018) Designing for Kids: Creating for Playing, Learning, and Growing

Module 3

3.1 FMS to Sports Skills

3.2 Developing FMS for different age groups

3.3 Preparing activities and lesson plans based on FMS

3.4 Customise FMS modules for differently abled students

Suggested readings specific to the Module

3.1 Allen William Burton, Daryl E. Miller (1998) Movement Skill Assessment

3.2 Donna Joy Cech, Suzanne Tink Martin (2011) Functional Movement Development Across the Life Span

3.3 David Joyce, Daniel Lewindon (2014) High-performance Training for Sports

3.4 Gray Cook (2011) Movement Functional Movement Systems: Screening, Assessment and Corrective Strategies

Module 4

4.1 Implementing FMS training (Project work based on kindergarten/school kids)

4.2 Report presentation of FMS project

Suggested readings specific to the Module

4.1 Krystina Castella (2018) Designing for Kids: Creating for Playing, Learning, and Growing

4.2 Gray Cook (2011) Movement Functional Movement Systems: Screening,

Assessment and Corrective Strategies

Core Compulsory Reading

- *Frances Cleland Donnelly, Suzanne S. Mueller, David L.Gallahue(2016) Developmental Physical Education for All Children Theory Into Practice*
- *Nancy Francis, Ashley Johnson, Meghann Lloyd (2011) Educator's Guide to Teaching Fundamental Movement Skills*
- *A. Vonnie Colvin, Nancy J. Egner Markos, Pamela J. Walker (2022) Teaching Fundamental Motor Skills*
- *Krystina Castella (2018) Designing for Kids: Creating for Playing, Learning, and Growing*
- *Krystina Castella (2018) Designing for Kids: Creating for Playing, Learning, and Growing*
- *Allen William Burton, Daryl E. Miller (1998) Movement Skill Assessment*
- *Donna Joy Cech, Suzanne Tink Martin (2011) Functional Movement Development Across the Life Span*
- *David Joyce, Daniel Lewindon (2014) High-performance Training for Sports*
- *Gray Cook (2011) Movement Functional Movement Systems: Screening, Assessment and Corrective Strategies*

Core Suggested Reading

- *Elizabeth Durden-Myers(2018) Physical Literacy: A Guide for Educators*
- *Heather Gardner (2017) Physical Literacy on the Move: Games for Developing Confidence and Competence in Physical Activity*
- *McLennan, Nancy, Thompson, Jannine (2015) Quality Physical Education (QPE): Guidelines for Policy Makers*
- *Istvan Balyi, Richard Way, Colin Higgs (2013) Long-Term Athlete Development*

TEACHING LEARNING STRATEGIES

The class will be taught by using demonstration, imitation, educational videos, and power points methods

MODE OF TRANSACTION

Lecture/Physical Practice/Project Work/ Viva/ Seminars/Assignments/ Presentations/ Demonstration/ Imitation etc.

ASSESSMENT RUBRICS

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

ASSESSMENT RUBRICS **Total Marks: 100**

Components	**Continuous Evaluation 40**	**End Semester Evaluation 60**	**Total marks 100**
Skill Proficiency/ Demonstration	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks:8	Marks:12	Marks: 20

SEMESTER V

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/	P	Total	L/T	P	Total	CE	ESE	Total

		T								
Part A – Theory Courses										
(Core Courses)										
IPMPS05C09	Test Measurement and Evaluation	4	-	4	60	-	60	40	60	100
IPMPS05C10	Sports Psychology	4	-	4	60	-	60	40	60	100
Elective (Discipline specific Elective)										
(Any one from the list)										
IPMPS05E06	Sports Entrepreneurship	3	-	3	45	-	45	40	60	100
IPMPS05E07	Talent Identification in Sports									
Part B - Practicum Courses										
Practicum (Elective Courses)										
IPMPS05P17	Officiating and coaching (Any one from the list of major games offered by the department)	-	4	4	-	120	105	40	60	100
IPMPS05P18	(Any one from the list of racket games/combat sports offered by the department)	-	4	4	-	120	105	40	60	100
Practicum (Skill Enhancement Course)										
IPMPS05P19	Trekking and Camping	-	2	2	-	60	60	40	60	100
Total		11	10	21	165	300	465	240	360	600

SEMESTER V

PART – A: THEORY – CORE COURSE

IPMPS05C09: TEST, MEASUREMENT AND EVALUATION

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

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the concept of tests, measurement & evaluation in Physical Education, Criteria of selection, classification and administration of tests, physical fitness tests and sports skill tests.

COURSE OUTCOMES

After the completion of the course, students will be able to

CO1	Recognize and relate the concept of test, measurement and evaluation in the context of physical education
CO2	Understand and conduct physical fitness and sports skill test
CO3	Interpret and evaluate physical fitness and skill test scores

COURSE CONTENTS

Module 1: Introduction to Test & Measurement & Evaluation

1.1 Meaning of Test, Measurement & Evaluation in Physical Education.

1.2 Importance of Test, Measurement & Evaluation in Physical Education.

1.3 Criteria of selecting an appropriate test.

1.4 Type and classification of test

Suggested readings specific to the module.

1.1 Barron, H. M., &Mchee, R. (1997). A practical approach to measurement in physical education. Philadelphia: Lea and Febiger.

1.2 Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications

1.3 Barrow H.M. and McGee R. (1979). A Practical Approach to Measurement in Physical Education. Lea & Febiger, Philadelphia. U.S.A.

1.4 Baumgartner TA Jackson AS Mahar MT and Rowe DA (2007). Measurement for Evaluation in Physical Education. The McGraw Hill Companies. Inc. New York. USA.

Module 2: Construction and Administration of Test

2.1 Administration of testing programme.

2.2 Construction of Physical Fitness / Efficiency Test

2.3 General types of sports skill test items

2.4 Construction of sports skill test

Suggested readings specific to the module.

2.1 Barron, H. M., &Mchee, R. (1997). A practical approach to measurement in physical education.Philadelphia: Lea and Febiger.

2.2 Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications.

2.3 Kansal DK (2012).A practical approach to Measurement Evaluation in Physical Education &Sports selection. Sports & Spiritual Science Publications, New Delhi.

2.4 Miller David K (2006). Measurement by the Physical Educator: Why and How. McGraw-Hill. Boston, U.S.A.

2.5 Mishra Sharad Chandra (2005).Tests And Measurement in physical education. Sports. Delhi

Module 3: Physical Fitness Tests

3.1 Youth Physical Fitness Test.

3.2 Tuttle Pulse Ratio Test

3.3 Newton Motor Ability Test

3.4 Phillips JCR Test

Suggested readings specific to the module.

3.1 Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications

3.2 Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications.

3.3 Sharma JP (2006). Test and measurements in physical education. khel sahitya. Delhi.

3.4 Tritschler K. Barrow & McGee"s (2000). Practical Measurement and Assessment. Lippincott Williams & Wilkins. Philadelphia. U.S.A.

Module 4: Sports Skill Tests

4.1 Lockhart and McPherson Badminton test

4.2 Johnson Basketball test

4.3 McDonald soccer test

4.4 S.A. I Hockey test

Suggested readings specific to the module.

4.1 Barron, H. M., &Mchee, R. (1997). A practical approach to measurement in physical education.Philadelphia: Lea and Febiger.

4.2 Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications.

4.3 ACSM (2001). Guidelines for Exercise Testing and Prescription by American College of Sports Medicine Human kinetics USA.

4.4 Sharma JP (2006). Test and measurements in physical education. khel sahitya. Delhi.

4.5 Tritschler K. Barrow & McGee"s (2000). Practical Measurement and Assessment. Lippincott Williams & Wilkins. Philadelphia. U.S.A.

Core Compulsory readings

- *Barron, H. M., &Mchee, R. (1997). A practical approach to measurement in physical education.Philadelphia: Lea and Febiger.*
- *Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications*
- *Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications*
- *ACSM (2001). Guidelines for Exercise Testing and Prescription by American College of Sports Medicine Human kinetics USA.*
- *Barrow H.M. and McGee R. (1979). A Practical Approach to Measurement in Physical Education. Lea & Febiger, Philadelphia. U.S.A.*
- *Baumgartner TA Jackson AS Mahar MT and Rowe DA (2007). Measurement for Evaluation in Physical Education. The McGraw Hill Companies. Inc. New York. USA.*
- *Kansal DK (2012).A practical approach to Measurement Evaluation in Physical Education &Sports selection. Sports & Spiritual Science Publications, New Delhi.*

- *Mishra Sharad Chandra (2005).Tests And Measurement in physical education. Sports. Delhi*
- *Sharma JP (2006). Test and measurements in physical education. khel sahitya. Delhi*
- *Tritschler K. Barrow & McGee"s (2000). Practical Measurement and Assessment. Lippincott Williams & Wilkins. Philadelphia. U.S.A.*

Core suggested readings

- *Bangsbo, J. (1994). Fitness training in football: A scientific approach. Bagsvaerd, Denmark:Ho+Storm.*
- *Miller David K (2006). Measurement by the Physical Educator: Why and How. McGraw-Hill. Boston, U.S.A.*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER V

PART – A: THEORY – CORE COURSE

IPMPS05C10: SPORTS PSYCHOLOGY

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

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the psycho-sociological aspects of human behavior in relation to physical education and sports. It aims to develop understanding about the general characteristics of various stages of growth and development, types and nature of individual differences, nature of learning, theories of learning, laws of learning, personality, orthodoxy, customs, tradition and socialization through physical education.

COURSE OUTCOMES

After the completion of the course,

CO1	The study would orient the student in basic concepts of psychology
CO2	The student would be oriented in identifying factors determining one's overall personality
CO3	Student would understand various laws of learning and their relevance in teaching learning process
CO4	The study would orient him in getting through with psychology of sports person

COURSE CONTENTS

Module 1: Introduction of Sports Psychology

1.1 Meaning and nature of Sports Psychology.

1.2 Historical Evolution of Sports Psychology

1.3 Relevance of Sports Psychology in Physical Education and coaching.

1.4 Psychological factors affecting sports performances

Suggested readings specific to the module.

.1 *Kamlesh, M.L. (1998). Psychology in physical education and sport. New Delhi: Metropolitan Book Co.*

.2 Skinnner, C. E., (1984.). Education psychology. New Delhi: Prentice Hall of India.

.3 Cohen RJ and Swerdlik ME (2002). .Psychological testing and Assessment: An Introduction to Tests and Measurement. McGraw Hill. New York. U.S.A.

Module 2: Personality and Sports

2.1 Meaning and nature of Personality.

2.2 Theories of personality in sports

2.3 Dimensions of personality and development of personality motivation

2.4 Types of motivation and condition of developing achievement motivation.

Suggested readings specific to the module.

2.1 Ball, D. W. & Loy, J. W. (1975). Sport and social order; Contribution to the sociology of sport. London: Addison Wesley Publishing Co., Inc.

2.2 Cox RH (2002). Sport Psychology. McGraw Hill. London.

2.3 Liukkonen JED (2007). Psychology for Physical Educators. Human Kinetics. U.S.A. Mortin GL (2003). Sports Psychology, Sports Science. Press. USA.

2.4 Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978). Sport and social system. London: Addison Wesley Publishing Company Inc.

Module 3: Learning

3.1 Meaning nature and principles of Learning, Types of Learning.

3.2 Laws of learning, Transfer of learning

3.3 Factors affecting learning.

3.4 Learning curve, Plateau

Suggested readings specific to the module.

3.1 Taylor, Jim, (2018), Assessment in Applied Sport Psychology, Human kinetics.

3.2 Sahni SP (2005). Psychology and Its Application in Sports. D.V.S. Delhi.

3.3 Shaw D and Other (2005). Sport & Exercise Psychology. Bios. U.K.

3.4 Verma V (1999). Sport Psychology & All Round Development. Sport Pub. New Delhi.

3.5 Coumbe-Lilley , (2018), Complex Cases in Sport Psychology, Routledge

Module 4: Sports Sociology and Leadership

4.1 Nature of Sports Sociology.

4.2 Importance of Sports Sociology in Physical Education.

4.3 Socialization and value education through Physical Education.

4.4 Impact of society on sports and vice versa

Suggested readings specific to the module.

4.1 Ball, D. W. & Loy, J. W. (1975). Sport and social order; Contribution to the sociology of sport. London: Addison Wesley Publishing Co., Inc.

4.2 Kamlesh, M.L. (1998). Psychology in physical education and sport. New Delhi: Metropolitan Book Co.

4.3 Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978). Sport and social system. London: Addison Wesley Publishing Company Inc.

4.4 Coaklay, J.J. (2009). Sporting Sociology, Issues and controversies, Mcgraw Hill International (Uint-1,3,4&5)

Core Compulsory readings

- *Alison and Robinson. (2018), Excelling in Sport Psychology: Planning, Preparing, and Executing Applied Work, Sean Fitzpatrick*
- *Taylor, Jim, (2018), Assessment in Applied Sport Psychology, Human kinetics*
- *Coumbe-Lilley , (2018), Complex Cases in Sport Psychology, Routledge*
- *Ball, D. W. & Loy, J. W. (1975). Sport and social order; Contribution to the sociology of sport. London: Addison Wesley Publishing Co., Inc.*
- *Kamlesh, M.L. (1998). Psychology in physical education and sport. New Delhi: Metropolitan Book Co.*
- *Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978). Sport and social system. London: Addison Wesley Publishing Company Inc.*
- *Cohen RJ and Swerdlik ME (2002). .Psychological testing and Assessment: An Introduction to Tests and Measurement. McGraw Hill. New York. U.S.A.*
- *Cox RH (2002). Sport Psychology. McGraw Hill. London.*
- *Liukkonen JED (2007). Psychology for Physical Educators. Human Kinetics. U.S.A. Mortin GL (2003). Sports Psychology, Sports Science. Press. USA.*
- *Sahni SP (2005). Psychology and Its Application in Sports. D.V.S. Delhi. Shaw D and Other (2005). Sport & Exercise Psychology. Bios. U.K.*
- *Verma V (1999). Sport Psychology & All Round Development. Sport Pub. New Delhi.*
- *Wann DL (1997). Sport Psychology. Prentice Hall. New Jerey*

Core suggested readings

- *Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981).Sports culture and society. Philadelphia: Lea &Febiger.*
- *Skinnner, C. E., (1984.). Education psychology. New Delhi: Prentice Hall of India*
- *Coaklay, J.J. (2009). Sporting Sociology, Issues and controversies, Mcgraw Hill International (Uint-1,3,4&5)*
- *Dixit S (2006). Khel- Manovigyan. Sports Publications. Delhi*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER V

PART – A: THEORY – ELECTIVE (DISCIPLINE SPECIFIC ELECTIVE)

(Any one from the list)

IPMPS05E06: SPORTS ENTREPRENEURSHIP

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	-	3	45	-	45	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation ESE = End Semester Evaluation

Course Description

This course will help the students organise, operate, and assume the risk for a sport-related business venture.

COURSE OUTCOMES

After the completion of the course, the student will be able to

CO1	Understand entrepreneurship in relation to sports industry
CO2	Acquire knowledge enabling them to setup their own enterprises, catering to various demands of sports industry

COURSE CONTENTS

Module 1:

1.1 Meaning and Definition of Entrepreneurship

1.2 Concept and characteristics Entrepreneurship.

1.3 Need and Importance of entrepreneurship in sports

1.4 Understanding Sports Business industry

Suggested readings specific to the module.

1.1 *Donald F. Kuratko (2009) – Introduction to Entrepreneurship – South-Western*

1.2 *Sangram Keshari Mohanty (2005). – Fundamentals of Entrepreneurship – PHI Learning*

1.3 *S. Anil Kumar (2008) – Entrepreneurship Development – New Age International*

Module 2:

2.1 Understanding the entrepreneurial process.

2.2 Types of Entrepreneurs.

2.3 Risk and Rewards in entrepreneurship.

2.4 Leading sports companies and media channels.

Suggested readings specific to the module.

2.1 Alain Fayolle, Sarah L. Jack, Wadid Lamine (2016) – Entrepreneurial Process and Social Networks – Edward Elgar Publishing

2.2 William Autel, Fiona Murray (2013) – A tale of two Entrepreneurs - SSRN

2.3 Theymian Emmanuel (2023) – Risk and Reward – Amazon Digital Services LLC- Kdp

Module 3:

3.1 Identifying the areas of business.

3.2 Understanding financial aspects of the business.

3.3 Government and private Organizations supporting entrepreneurships in India

3.4 Generating / arranging funds for the business.

Suggested readings specific to the module.

3.1 Anthony Ekanem (2016) – Identifying business opportunities

3.2 Divyam Agarwal et.al (2021) – 10 Steps to start your business – PARK

Module 4:

4.1 Entrepreneurship in the sports Goods / Equipment.

4.2 Entrepreneurship in Sports wears.

4.3 Entrepreneurship in Sports management / Event management.

4.4 Entrepreneurship in Sports software/fitness / Nutrition.

Suggested readings specific to the module.

4.1 Vanessa Ratten (2018) – Sport entrepreneurship. – Springer International Publishing

4.2 Simon, Mosey, Richard Shipway, Chris Symons – Entrepreneurship and innovations in sports and Leisure – Taylor & Francis

4.3 Bruce R. Barringer (2015) – Entrepreneurship: Successfully Launching New Ventures- Pearson

Core Compulsory readings

1. *Peter Thiel, Zero to One: Notes on Start Ups, or How to Build the Future, 0804139296 (ISBN13: 9780804139298)*
2. *Roger Cowdrey, Creating an Entrepreneurial Mindset-Failure IS an Option*
3. *Anthony Ekanem (2016) – Identifying business opportunities*
4. *Bensley, R. J. and Fisher, J. B (2009). Community Health Education Methods. Massachusetts: Jones and Bartlett Publishers.*

Core suggested readings

1. *Peter Thiel, Zero to One: Notes on Start Ups, or How to Build the Future, 0804139296(ISBN13: 9780804139298)*
2. *Guy Kawasaki (2004), The Art of the Start: The Time-Tested, Battle-Hardened Guide forAnyone Starting Anything, 1591840562 (ISBN13: 9781591840565)*
3. *Simon, Mosey, Richard Shipway, Chris Symons – Entrepreneurship and innovations in sports and Leisure – Taylor & Francis*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER V

PART – A: THEORY – ELECTIVE (DISCIPLINE SPECIFIC ELECTIVE)

IPMPS05E07: TALENT IDENTIFICATION IN SPORTS

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	-	3	45	-	45	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation ESE = End Semester Evaluation

Course Description

This course will help the students will gain knowledge on how to identify talent through specific tools and techniques and also to nurture the individual to sports excellence.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Understand the principles and scope of talent identification in sports
CO2	Understand and relate genetics and body types and measurements to sports performance
CO3	Acquire knowledge of specific tools and techniques to assess and identify talents of individuals to that sports activity for which his/her physique is best suited.

COURSE CONTENTS

Module 1: Introduction, meaning, concept and scope of talent identification in sports

1.1 Need and Importance of talent identification.

1.2 Principles of talent identification.

1.3 Scope of Talent identification.

1.4 Role of Physical Education teacher / coach in talent identification.

Suggested readings specific to the module.

1.1 Bartmus U, Neumann E, de Marées H. The talent problem in sports. Int J Sports Med 1987; 8 (6): 415–6

1.2 Bartmus U, Neumann E, de Marées H. The talent problem in sports. Int J Sports Med 1987; 8 (6): 415–6.

1.3 Williams AM, Reilly T. Talent identification and development in soccer. J Sport Sci 2000; 18 (9): 657–67.

Module 2: Understanding Human Body

2.1 Genetics and environment and their role in sports performance

2.2 Body types and their relation to sports.

2.3 Basic Anthropometry

2.4 Anthropometric assessment and data recording.

Suggested readings specific to the module.

2.1 M. Dena Gardiner, 1985, The Principles of Exercise Therapy

2.2 Michael S. Bahrke, Charles E. Yesalis, 2002, Performance – Enhancing Substances in Sport and Exercises.

2.3 Get Body Smart (2016) An online examination of human anatomy and physiology-Animated Text Narrations and Quizzes to Explain the Structures and Functions of the Human Body Systems. [Online] Available from: http://www.getbodysmart.com/ [Accessed 20th July 2016].

Module 3: Fitness Tests

3.1 AAPHER youth fitness test

3.2 JCR test

3.3 Coopers 12 minute run/walk test

3.4 Harvard Step test.

Suggested readings specific to the module.

3.1 Barron, H.M. &Mchee, R. (1997). A Practical approach to measurement in physical education Philadelphia: Lea and Febiger.

3.2 Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications.

3.3 ACSM (2001). Guidelines for Exercise Testing and Prescription by American College of Sports Medicine Human kinetics USA.

3.4 Barrow H.M. and McGee R. (1979). A Practical Approach to Measurement in Physical Education. Lea & Febiger, Philadelphia. U.S.A.

Module 4: Skills test for talent identification

4.1 Skill test for ball games

4.2 Skill test for Racket games

4.3 Skill test for athletic abilities

4.4 Psychological test related to sports abilities

Suggested readings specific to the module.

1.1 Miller David K (2006). Measurement by the Physical Educator: Why and How. McGraw-Hill. Boston, U.S.A.

1.2 Mishra Sharad Chandra (2005).Tests And Measurement in physical education. Sports. Delhi

1.3 Russell K. Athletic talent: from detection to perfection. Sci Period Res Technol Sport 1989; 9 (1): 1–6 Google Scholar

Core Compulsory readings

- *Russell K. Athletic talent: from detection to perfection. Sci Period Res Technol Sport 1989; 9 (1): 1–6Google Scholar*
- *Williams AM, Reilly T. Talent identification and development in soccer. J Sport Sci 2000; 18 (9): 657–67*
- *Bartmus U, Neumann E, de Marées H. The talent problem in sports. Int J Sports Med 1987; 8 (6): 415–6*
- *Barron, H.M. &Mchee, R. (1997). A Practical approach to measurement in physical education Philadelphia: Lea and Febiger.*

Core suggested readings

- *Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications*
- *ACSM (2001). Guidelines for Exercise Testing and Prescription by American College of Sports Medicine Human kinetics USA.*
- *Barrow H.M. and McGee R. (1979). A Practical Approach to Measurement in Physical Education. Lea & Febiger, Philadelphia. U.S.A.*
- *Baumgartner TA Jackson AS Mahar MT and Rowe DA (2007). Measurement for Evaluation in Physical Education. The McGraw Hill Companies. Inc. New York. USA.*
- *Kansal DK (2012).A practical approach to Measurement Evaluation in Physical Education &Sports selection. Sports & Spiritual Science Publications, New Delhi.*
- *Miller David K (2006). Measurement by the Physical Educator: Why and How. McGraw-Hill. Boston, U.S.A.*

- *Mishra Sharad Chandra (2005).Tests And Measurement in physical education. Sports. Delhi*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continuous Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER V

PART – B: PRACTICUM COURSES

IPMPS05P17: OFFICIATING AND COACHING

(Any one major game)

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	4	4	-	120	105	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

From the list which was offered in the previous semester, students were to choose any one major game from the list, excluding the ones which were opted for earlier.

Course Outcomes

After the completion of the course, the students will be able to-

CO1	Understand the fundamental skills in the major game concerned.
CO2	Understand the rules & regulations of the major game concerned
CO3	Interpret the rules &regulations of the major game concerned
CO4	Officiate various competitions in the major game concerned

Course Contents

- Introduction to Officiating in the major game.
- Rules and regulations of the major game concerned.
- Qualifications for Officials for the major game
- Duties of Official: Rules and their interpretations in the major game

ASSESSMENT RUBRICS

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

Components	**Continuous Evaluation 40**	**End Semester Evaluation 60**	**Total marks 100**
Officiating Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks: 8	Marks:12	Marks: 20

SEMESTER V

PART – B: PRACTICUM COURSES

IPMPS05P18: OFFICIATING AND COACHING

(Any one major game)

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	4	4	-	120	105	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

From the list which was offered in the previous semester, students were to choose any one major game from the list, excluding the ones which were opted for earlier.

Course Outcomes

After the completion of the course, the students will be able to-

CO1	Understand the fundamental skills in the major game concerned.
CO2	Understand the rules & regulations of the major game concerned
CO3	Interpret the rules &regulations of the major game concerned
CO4	Officiate various competitions in the major game concerned

Course Contents

- Introduction to Officiating in the major game.
- Rules and regulations of the major game concerned.
- Qualifications for Officials for the major game
- Duties of Official: Rules and their interpretations in the major game

ASSESSMENT RUBRICS

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

Components	**Continuous Evaluation 40**	**End Semester Evaluation 60**	**Total marks 100**
Officiating & Coaching Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks: 8	Marks:12	Marks: 20

SEMESTER – V

PART – B: PRACTICUM COURSE (SKILL ENHANCEMENT COURSES)

IPMPS05P19: TREKKING AND CAMPING

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	2	2	-	60	60	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE OBJECTIVES

- To understand the importance of Indigenous activities and Camping.
- To explain aim, objective, and principles of Camping.
- To develop leadership qualities.
- To develop understanding about Indigenous activity and its importance.
- To learn the survival techniques.
- To enable the students for acquiring relevant skills

COURSE CONTENTS

Module 1:

1.1 Camping and leadership, Aim, objectives and importance of Camping.

1.2 Organization, Selection of camp site

1.3 Types of Camp and layout of camp site.

Suggested readings specific to the module.

1.1 Helen Foster James - 2007 A Camping Alphabet (Sleeping Bear Press Sports & Hobbies)

1.2 Margret Rey – 1999 Curious George Goes Camping.

1.3 Margriet Ruurs – 2004 When We Go Camping

Module 3:

2.1 Learning basic of Camping

2.2 Basic skill / outdoor skill, Hiking and Trekking, Night Walk, River crossing

2.3 Compass learning /Orienteering/Cooking

2.4 Fire Management/Rope Management

Suggested readings specific to the module.

Helen Foster James (2007) A Camping Alphabet, Sleeping Bera Press Sports and Hobbies

Core Compulsory readings

- *Chris Hallinan (2013). Native Games: Indigenous Peoples and Sports in the Post-Colonial World.*
- *Dawn Isaac (2016). 101 Things for Kids to Do Outside*

Core suggested readings

- *Basic skill / outdoor skill, Hiking and Trekking, Night Walk, River crossing*
- *Compass learning /Orienteering/Cooking*

TEACHING LEARNING STRATEGIES

The class will be taught by using demonstration, imitation, educational tour for trekking and camping.

MODE OF TRANSACTION

Lecture/Physical Practice/Field Work/ Project Work/ Viva/ Seminars/Assignments/ Presentations/ Demonstration/ Imitation etc.

ASSESSMENT RUBRICS

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

Components	Continuous Evaluation (100)
Camping Skills	Marks: 50
Organization of Camping and Leadership Skills	Marks: 30
Report	Marks: 10
Viva-voce	Marks: 10

SEMESTER VI

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
(Core Courses)										
IPMPS06C11	Research and Statistics	4	-	4	60	-	60	40	60	100
IPMPS06C12	Sports Biomechanics	4	-	4	60	-	60	40	60	100
Elective (Discipline specific Elective)										
(Any one from the list)										
IPMPS06E08	Adapted Physical Education	3	-	3	45	-	45	40	60	100
IPMPS06E09	Fitness Training and Nutrition									
Part B - Practicum Courses										
Practicum (Elective Courses)										
IPMPS06P20	Sports Specialisation - 1 (Any one from the list of major games offered by the department)	-	4	4	-	120	120	40	60	100
IPMPS06P21	Sports Specialisation – 2 (Any one from the list of racket sports/combat sports offered by the department	-	4	4	-	120	120	40	60	100
Practicum (Ability Enhancement Compulsory Course)										
IPMPS06P22	Study Tour/Institutional /Industry Visit	-	2	2	-	60	60	40	60	100

Total	11	10	21	165	300	465	240	360	600

SEMESTER VI

PART – A: THEORY – CORE COURSE

IPMPS06C11: RESEARCH AND STATISTICS

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

L/T=Lecture/Tutorials, P=Practical, CE = Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the concepts of research and statistics in physical education and sports. It aims to develop understanding about the need for and importance of research in physical education and sports, research problem, survey of related literature, basics of statistical analysis and statistical models in physical education and sports

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Define research and describe the research process and research methods.
CO2	Understand the research context within the area of physical Education and sports.
CO3	Understand the processes and requirements for conducting successful research in physical education and sports
CO4	Understand and apply basic research methods. Students use print and electronic library resources effectively and appropriately
CO5	Understand the process of sampling, the uses of questionnaires as data-gathering instruments, how a survey is carried out in terms of process and method, the uses

	of surveys and to be able to capture their own data.
CO6	Understand and apply basic research methods including research design, data analysis, and interpretation

COURSE CONTENTS

Module 1 Introduction to Physical Education

1.1 Definition of Research

1.2 Need for and importance of Research in Physical Education and Sports.

1.3 Scope of Research in Physical Education and Sports.

1.4 Classification of Research

1.5 Research Problem, Meaning of the term, Location and criteria of Selection of Problem

Suggested Readings Specific to the Module

1.1 Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports, New Delhi

1.2 Clarke David. H & Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc.

1.3 Craig Williams and Chris Wragg (2006) Data Analysis and Research for Sport and Exercise Science, Londonl Routledge Press

1.4 Best & Kahn (2003) Research in Education, 10th Ed. New Jersey; Prentice Hall, Inc.

1.5 Clarke David. H & Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc.

Module 2

2.1 Need for surveying related literature, Literature Sources

2.2 Research Proposal, Meaning and Significance of Research Proposal.

2.3 Preparation of Research proposal / project.

2.4 Research Report: A group project is to be undertaken by a small batch of students under the supervision of a teacher, wherein it is expected to survey school facilities of physical education, health assessment programme evaluation, fitness status of the

students, staff and other stakeholders etc. and submit the report to the institution.

Suggested Readings Specific to the Module

2.1 *R. Panneerselvam (2014) Research Methodology*

2.2 C. R. Kothari (2004) Research Methodology: Methods and Techniques

2.3 Rajat Acharyya, Nandan Bhattacharya (2020) Research Methodology for Social Sciences

2.4 Moses, A. K. (1995) Thesis Writing Format

Module 3

3.1 Statistics: Meaning, Definition, Nature and Importance

3.2 Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables

3.3 Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency

Suggested readings specific to the Module

3.1 Yogesh Kumar Singh (2006) Fundamental of Research Methodology and Statistics

3.2 Santosh Gupta (2002) Research Methodology and Statistical Techniques

3.3 Morgan Shields (2019) Research Methodology and Statistical Methods

Module 4 Foundation of Physical Education

4.1 Measures of Central Tendency: Definition, Importance, Advantages, Disadvantages and Calculation from grouped and ungrouped data

4.2 Measures of Variability: Definition, Importance, Advantages, Disadvantages and Calculation from grouped and ungrouped data

4.3 Percentiles and Quartiles: Meaning, Importance, Computing from group and ungroup data

Suggested readings specific to the Module

4.1 Barbara Illowsky, Susan Dean (2017) Introductory Statistics

4.2 R S N Pillai (2008) Statistics (Theory & Practice)

4.3 George Argyrous (2011) Statistics for Research: With a Guide to SPSS

Core Compulsory Reading

- *Dani Ben-Zvi, Katie Makar, Joan Garfield (2017) International Handbook of Research in Statistics Education*

- *Barbara Illowsky, Susan Dean (2017) Introductory Statistics*
- *R S N Pillai (2008) Statistics (Theory & Practice)*
- *George Argyrous (2011) Statistics for Research: With a Guide to SPSS*
- *Yogesh Kumar Singh (2006) Fundamental of Research Methodology and Statistics*
- *Santosh Gupta (2002) Research Methodology And Statistical Techniques*
- *Morgan Shields (2019) Research Methodology and Statistical Methods*
- *Yogesh Kumar Singh (2006) Fundamental of Research Methodology and Statistics*
- *Santosh Gupta (2002)Research Methodology And Statistical Techniques*
- *Morgan Shields (2019) Research Methodology and Statistical Methods*

Core Suggested Reading

- *Best & Kahn (2003) Research in Education, 10th Ed. New Jersey; Prentice Hall, Inc.*
- *Clarke David. H & Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc.*
- *Craig Williams and Chris Wragg (2006) Data Analysis and Research for Sport and Exercise Science, Londonl Routledge Press*
- *Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illinois; Human Kinetics;*
- *Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports, New Delhi*
- *Moses, A. K. (1995) Thesis Writing Format*
- *Rothstain, A (1985) Research Design and Statistics for Physical Education, Engle wood Cliffs: Prentice Hall, Inc.*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

- Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/

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

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER VI

PART – A: THEORY – CORE COURSE

IPMPS06C12:SPORTS BIOMECHANICS

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

L/T=Lecture/Tutorials, P=Practical, CE = Continuous Evaluation, ESE = End Semester Evaluation

Course Description

Knowledge of Biomechanics is important for understanding human movement, including those involved in sports and games. This course begins with an overview of Sports Biomechanics followed by fundamental concepts, mechanical concepts, kinematics, and kinetics of human movement.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Explain the basic mechanical concepts and will be able to interpret its relation to human body movements.
CO2	Apply and analyze the factors of mechanical laws involved in human movement.
CO3	Explain the principles of movement analysis
CO4	Analyze the mechanical principles of motor skills and sports-related skills along with their proper techniques and corrective measures

COURSE CONTENTS

Module 1

1.1 Brief introduction of Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration

1.2 Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.

Suggested readings specific to the Module

1.1 Vladimir M. Zatsiorsky · (1998) Kinematics Of Human Motion

1.2 Emico Okuno, Luciano Fratin (2013) Biomechanics of the Human Body

Module 2

2.1 Brief introduction of Linear Kinetics – Inertia, Mass, Momentum, Friction.

2.2 Angular Kinetics – Moment of inertia, Couple, Stability.

Suggested readings specific to the Module

2.1 Shyamal Koley (2021) Textbook of Biomechanics

2.2 Duane Knudson (2013) Fundamentals of Biomechanics

Module 3

3.1 Centre of Gravity, Equilibrium, Line of Gravity.

3.2 Force - Meaning, definition, types and its application to sports activities.

3.3 Lever - Meaning, definition, types and its application to human body.

Suggested readings specific to the Module

3.1 Peter Merton McGinnis(2005) Biomechanics of Sport and Exercise

3.2 James Watkins (2014) Fundamental Biomechanics of Sport and Exercise

3.3 Cees Oomens, Marcel Brekelmans, Sandra Loerakker (2018) Biomechanics

Module 4 Foundation of Physical Education

4.1 Newton's Laws of Motion – Meaning, definition and its application to sports activities.

4.2 Projectile – Factors influencing projectile trajectory.

Suggested readings specific to the Module

4.1 Peter M. McGinnis (2013) Biomechanics of Sport and Exercise

4.2 Timothy R. Ackland, Bruce Elliott, John Bloomfield (2009)Applied Anatomy and Biomechanics in Sport

Core Compulsory Reading

- *Peter M. McGinnis (2013) Biomechanics of Sport and Exercise*
- *Timothy R. Ackland, Bruce Elliott, John Bloomfield (2009)Applied Anatomy and Biomechanics in Sport*
- *Peter Merton McGinnis(2005) Biomechanics of Sport and Exercise*
- *James Watkins (2014) Fundamental Biomechanics of Sport and Exercise*
- *Cees Oomens, Marcel Brekelmans, Sandra Loerakker (2018) Biomechanics*
- *Shyamal Koley (2021) Textbook of Biomechanics*
- *Duane Knudson (2013) Fundamentals of Biomechanics*

Core Suggested Reading

- *McGinnis, P. (2013). Biomechanics of sport and exercise. Champaign, IL: Human Kinetics. ISBN 9780736079662.*
- *Blazevich, A. (2007). Sports biomechanics. London: A. & C. Black. ISBN 9780713678710*
- *Bartlett, R. (2007). Introduction to sports biomechanics. London: Routledge, Taylor & Francis Group. ISBN 9780415339933*
- *Hall, S. (2014) Basic biomechanics. Mcgraw Hill Higher Educat. ISBN 9780073522760*
- *Knudson, D. (2007). Fundamentals of biomechanics. New York, NY: Springer. ISBN 978- 0-387-49311-4*
- *Deshpande S.H. (2002), Manav KriyaVigyan – Kinesiology (Hindi Edition) Amravati: Hanuman Vyayam Prasarak Mandal.*
- *Steven Roy, & Richard Irvin (1983). Sports Medicine, New Jersey: Prentice Hall.*
- *Thomas. (2001). manual of structural Kinesiology, New York: Me Graw Hill.*
- *Uppal A.K. (2004) Kinesiology (Friends Publication India)*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continuous Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER VI

PART – A: THEORY – ELECTIVE (DISCIPLINE SPECIFIC ELECTIVE)

(ANY ONE FROM THE LIST)

IPMPS06E08: ADAPTED PHYSICAL EDUCATION

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	-	3	45	-	45	40	60	100

L/T=Lecture/Tutorials, P=Practical,CE = Continuous Evaluation,ESE = End Semester Evaluation

Course Description

This course offers an introduction to the concepts of Adapted Physical Education. It aims to develop an understanding of adapted physical education, its aims and objectives, historical developments, and understanding of the schemes and policies of adapted physical education.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	The knowledge would enable the students to understand the activity requirements of various levels of physically challenged persons.
CO2	The knowledge would thus enable the students to prepare and organize worthwhile activity programs for various levels of physically challenged persons.

COURSE CONTENTS

Module 1

1.1 Meaning, definitions, aims and objectives, need and importance of APE

1.2 Historical review of adopted physical education, role of physical educator in sports for disabled.

1.3 Competition opportunities, Paralympics, Special Olympics, organizations and eligibility.

1.4 Provision of special rights and privileges for the disabled, social welfare program, mass public awareness program.

Suggested readings specific to the Module

1.1 Roth, Laurie Zittel, Jean Pyfer, David Auxter (2016)Principles and Methods of Adapted Physical Education & Recreation

1.2 Winnick, Joseph, Porretta, David (2016) Adapted Physical Education and Sport

1.3 Justin A. Haegele, Samuel R. Hodge, Deborah R. Shapiro (2020) Routledge Handbook of Adapted Physical Education

1.4 UNICEF. Innocenti Research Centre (2007) Promoting the Rights of Children with Disabilities

Module 2

2.1 Physical, mental, visual, hearing and behavioral disorders.

2.2 Characteristics and functional limitations of various disabilities.

2.3 Specific learning disabilities, types, causes, treatment and interventions

2.4 Amputations and its types, Dwarfism, types, causes, diagnosis and treatment

Suggested readings specific to the Module

2.1 Daniel Patrick Hallahan, James M. Kauffman (1994)Exceptional Children: Introduction to Special Education

2.2 Joseph P. Winnick (2011) Adapted Physical Education and Sport

2.3 Samuel Hodge, Lauren Lieberman, Nathan Murata (2017) Essentials of Teaching Adapted Physical Education

2.4 Douglas G. Smith (Orthopedist), John W. Michael, John H. Bowker(2004)Atlas of Amputations and Limb Deficiencies

Module 3

3.1 Guiding principles of adapted physical education program.

3.2 Program organization and management.

3.3 Measurement assessment and program evaluation.

3.4 Individualized Education Program (IEP), components, development of the individualized education program.

Suggested readings specific to the Module

3.1 Robert D. Steadward, ⁦E. Jane Watkinson, ⁦Garry D. Wheeler (2003)Adapted Physical Activity

3.2 Samuel Hodge, ⁦Lauren Lieberman, ⁦Nathan Murata (2017) Essentials of Teaching Adapted Physical Education

3.3 Joseph P. Winnick (2011) Adapted Physical Education and Sport

3.4 Martin E. Block (2015) A Teacher's Guide to Adapted Physical Education

Module 4 Foundation of Physical Education

4.1 Health related physical fitness activities.

4.2 Rhythmic movement, dance and aquatics.

4.3 Team sports

4.4 Winter sports activities and adventure sports

Suggested readings specific to the Module

4.1 David Auxter, ⁦Jean Pyfer, ⁦Carol Huettig (2005)Principles and Methods of Adapted Physical Education

4.2 Jennifer L. Walton-Fisette, ⁦Deborah A. Wuest · (2017)Foundations of Physical Education, Exercise Science, and Sport

4.3 Patricia A. Sullivan (2003) Team Sports, Gymnastics, and Dance in Community Settings A Guide for Teachers, Coaches, and Parents

4.4 Gene Brown (1979) Winter Sports

Core Compulsory Reading

- *Daniel Patrick Hallahan, ⁦James M. Kauffman (1994)Exceptional Children: Introduction to Special Education*
- *Joseph P. Winnick (2011) Adapted Physical Education and Sport*
- *Samuel Hodge, ⁦Lauren Lieberman, ⁦Nathan Murata (2017) Essentials of Teaching Adapted Physical Education*
- *Douglas G. Smith (Orthopedist), ⁦John W. Michael, ⁦John H. Bowker(2004)Atlas of Amputations and Limb Deficiencies*
- *David Auxter, ⁦Jean Pyfer, ⁦Carol Huettig (2005)Principles and Methods of Adapted*

Physical Education

- *Jennifer L. Walton-Fisette, Deborah A. Wuest · (2017)Foundations of Physical Education, Exercise Science, and Sport*
- *Patricia A. Sullivan (2003) Team Sports, Gymnastics, and Dance in Community Settings A Guide for Teachers, Coaches, and Parents*
- *Gene Brown (1979) Winter Sports*

Core Suggested Reading

- *Beverly, N. (1986). Moving and Learning. Times Mirror/Mosby College Publishing.*
- *Cratty, B.J. Adapted Physical Education in the Mainstream. (4th Edition) Love Publishing Company.*
- *Houner, L.D. Integrated Physical Education- A guide for the elementary classroom teacher.*
- *Winnick, J. P. (2005). Adapted Physical Education and Sports. Human Kinetics (4th Edition). Pangrazi, R.P. and Dauer, V. P. Dynamics Physical*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit	Marks: 16

tests	
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER VI

PART – A: THEORY – ELECTIVE (DISCIPLINE SPECIFIC ELECTIVE)

IPMPS06E09: FITNESS TRAINING AND NUTRITION

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	-	3	45	-	45	40	60	100

L/T=Lecture/Tutorials, P=Practical,CE = Continuous Evaluation,ESE = End Semester Evaluation

Course Description

This course will enable students to understand the modern concept of sports nutrition. It aims to develop an understanding about the aim and objective of sports nutrition, nutrition guidelines, the importance of nutrients, different diet plan training process and training programming for fitness

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Develop skills to establish daily caloric requirement and to design the diet plan
CO2	Understand the principles of sports nutrition.
CO3	Understand the role of food on Physical performance

CO4	Understand and prepare weight management plans

COURSE CONTENTS

Module 1: Introduction to Sports Nutrition

1.1 Meaning and Definition of Sports Nutrition

1.2 Basic components of Nutrition

1.3 Factor to consider for developing nutrition plan

1.4 Balance diet and its components, Nutritional deficiencies.

1.5 Understanding of malnutrition and nutritional supplements

Suggested readings specific to the Module

1.1 Anita Bean (2013 The Complete Guide to Sports Nutrition

1.2 Heather Hedrick Fink, Alan E. Mikesky (2017) Practical Applications in Sports Nutrition

1.3 David A. Bender (2014) Nutrition: A Very Short Introduction

1.4 David A. Bender (2014) Introduction to Nutrition and Metabolism, Fifth Edition

1.5 Shauna M. C. Cunningham (2021) Introduction to Nutrition and Metabolism

Module-II:Nutrients: Ingestion to energy metabolism

2.1 Carbohydrates, Protein, Fat – Meaning, classification and its function

2.2 Role of carbohydrates, Fat and protein during exercise

2.3 Vitamins, Minerals, Water – Meaning, classification and its function

2.4 Role of hydration during exercise

2.5 Establishing daily caloric requirement and expenditure

Suggested readings specific to the Module

2.1 Frank I. Katch, William D. McArdle (1993) Introduction to Nutrition, Exercise, and Health

2.2 John Joseph Baxter Anderson (2005) Nutrition and Health: An Introduction

2.3 David A. Bender (2014) Introduction to Nutrition and Metabolism, Fifth Edition

2.4 Asker E. Jeukendrup, Michael Gleeson (2009)Sport Nutrition: An Introduction to Energy Production

2.5 Heather Hedrick Fink, Alan E. Mikesky (2017) Practical Applications in Sports Nutrition

Module III: Nutrition and Weight Management

3.1 Obesity – Definition, meaning, types and causes of obesity; Health risks associated with Obesity and Solutions for Overcoming Obesity

3.2 Concept of BMI (Body mass index), Dieting versus exercise for weight control

3.3 Concept of weight management in modern era, Factor affecting weight management

Suggested readings specific to the Module

3.1 American Diabetes Association, Academy of Nutrition and Dietetics (2019) Choose Your Foods: Food Lists for Weight Management

3.2 Dr. Balbinder Singh (2020) Sports Nutrition and Weight Management

3.3 Alice Callahan, Heather Leonard, Tamberly Powell (2020) Nutrition: Science and Everyday Application

Module -IV: Steps of planning of Weight Management

4.1 Determination of desirable body weight

4.2 Daily calorie intake and expenditure in weight management

4.3 Role of diet and exercise in weight management

4.4 Designing diet plan and exercise schedule for weight gain and loss

4.5 Balanced diet for Indian School Children

Suggested readings specific to the Module

4.1 Dympna Pearson, Clare Grace (2012)Weight Management: A Practitioner's Guide

4.2 Dr. Balbinder Singh (2020) Sports Nutrition and Weight Management

4.3 Barbara J. Rolls, James O. Hill · (1998)Carbohydrates and Weight Management

4.4 American Diabetes Association, Academy of Nutrition and Dietetics (2019) Choose Your Foods: Food Lists for Weight Management

4.5 Sumati R. Mudambi (2007) Fundamentals of Foods, Nutrition and Diet Therapy

Core Compulsory Reading

- *Dympna Pearson, Clare Grace (2012)Weight Management: A Practitioner's Guide*

- *Dr. Balbinder Singh (2020) Sports Nutrition and Weight Management*
- *Barbara J. Rolls, ⁋James O. Hill · (1998)Carbohydrates and Weight Management*
- *American Diabetes Association, ⁋Academy of Nutrition and Dietetics (2019) Choose Your Foods: Food Lists for Weight Management*
- *Sumati R. Mudambi (2007) Fundamentals of Foods, Nutrition and Diet Therapy*
- *Anita Bean (2013 The Complete Guide to Sports Nutrition*
- *Heather Hedrick Fink, ⁋Alan E. Mikesky (2017) Practical Applications in Sports Nutrition*
- *David A. Bender (2014) Nutrition: A Very Short Introduction*
- *David A. Bender (2014) Introduction to Nutrition and Metabolism, Fifth Edition*
- *Shauna M. C. Cunningham (2021) Introduction to Nutrition and Metabolism*

Core Suggested Reading

- *David K. Miller & T. Earl Allen, Fitness, A life time commitment, Surjeet Publication Delhi1989.*
- *Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd. 35Bedford row, London 1998*
- *Dr. A.K. Uppal, Physical Fitness, Friends Publications (India), 1992.*
- *Warner W.K. Oeger& Sharon A. Hoeger, Fitness and Wellness, Morton Publishing Company, 1990.*
- *Elizabeth & Ken day, Sports fitness for women, B.T. Batsford Ltd, London, 1986.*
- *Emily R. Foster, Karyn Hartiger& Katherine A. Smith, Fitness Fun, Human Kinetics Publishers 2002.*
- *Lawrence, Debbie, Exercise to Music. A & C Black Publishers Ltd. 37, Sohe Square, London 1999*
- *Robert Malt. 90 day fitness plan, D.K. publishing, Inc. 95, Madison Avenue, New York N*

- *Benardot, D. (2012). Advanced sports nutrition. Champaign, IL: Human Kinetics. ISBN 9781450401616*
- *Burke, L. (2007). Practical sports nutrition. Champaign, IL: Human Kinetics ISBN. 9780736046954*
- *Connolly, M. (2012). Skills-based health education. Sudbury, MA: Jones & Bartlett Learning. ISBN 9781449630201*
- *Koelen, M., & Ban, A. (2004). Health education and health promotion. Wageningen, Netherlands: Wageningen Academic Publishers*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continuous Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER VI

PART – B: PRACTICUM COURSES

IPMPS06P20: PRACTICUM - SPORTS SPECIALIZATION (ELECTIVE)

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	4	4	-	120	120	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE = Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the basic skills of a game and the ways to improve performance. It aims to develop an understanding about the rules and regulations, dimensions of the field, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of National and International Federations

From the list which was offered from the first semester, students to choose any one from the list and not opted an earlier

COURSE CONTENTS

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

Unit-I:

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

Unit-II:

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

Unit-III:

Classification of techniques/skills.

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

Unit-IV:

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

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS — Total Marks: 100

Components	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Skill and teaching Proficiency	Marks: 24	Marks: 36	Marks: 60

Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks:8	Marks:12	Marks: 20

SEMESTER VI

PART – B: PRACTICUM COURSES

IPMPS06P21: PRACTICUM - SPORTS SPECIALIZATION (ELECTIVE)

Credit			**Teaching Hours**			**Assessment**		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	4	4	-	120	120	40	60	100

L/T=Lecture/Tutorials, P=Practical,CE = Continuous Evaluation,ESE = End Semester Evaluation

Course Description

This course will enable students to understand the basic skills of a game and the ways to improve performance. It aims to develop an understanding about the rules and regulations, dimensions of the field, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of National and International

Federations

From the list which was offered from the first semester, students to choose any one from the list and not opted an earlier
(General guidelines for development of required course contents in particular game/sport are given below)

Unit-I:

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

Unit-II:

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

Unit-III:

Classification of techniques/skills.

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

Unit-IV:

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

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS — Total Marks: 100

Components	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Skill and teaching	Marks: 24	Marks: 36	Marks: 60

Proficiency			
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks:8	Marks:12	Marks: 20

SEMESTER – VI

PART – B: PRACTICUM COURSE (SKILL ENHANCEMENT COMPULSORY COURSE)

IPMPS06P22: STUDY TOUR/INSTITUTIONAL /INDUSTRY VISIT

Credit			**Teaching Hours**			**Assessment**		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	2	2	-	60	60	40	60	100

L/T= Lecture/Tutorials, P=Practical, CE = Continuous Evaluation, ESE = End Semester Evaluation

Course Description

The course aims to provide students with experience of conducting study tours/institutional visits and sporting events and to make professional presentations and

discussions in the same.

COURSE CONTENTS

- Visit to prominent institutes of Physical Education and Sports.
- Survey of Physical infrastructural and laboratory facilities
- Observation of sporting events- conducting and organizing
- Presentation and discussions in meetings seminars conferences etc…
- Preparation of project report

TEACHING LEARNING STRATEGIES

The class will be taught by using observation, active discussions and educational tours for institutional/industry visit.

MODE OF TRANSACTION

Field visit/ Project report writing/ Viva/ Seminars/Assignments/ Presentations/Demonstrations/Discussions etc

ASSESSMENT RUBRICS **Total Marks: 100 (60+40)**

Components	Continuous Evaluation (40)	End Semester Evaluation (60)
Study tour involvement / Presentation/Discussions/ Project report	Marks: 30	Marks: 45
Viva Voce	Marks: 10	Marks: 15

SEMESTER - VII

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A - Theory Courses										
(Core Courses)										
IPMPS07C13	Research Methods in Physical Education and Sports Sciences	4	-	4	60	-	60	40	60	100
IPMPS07C14	Sports and Exercise Physiology	3	1	4	45	30	75	40	60	100
IPMPS07C15	Measurement and Evaluation in Physical Education	2	1	3	30	30	60	40	60	100
Elective Discipline Specific Elective (Select anyone)										
IPMPS07E010	Sports Management	2	-	2	30	-	30	40	60	100
IPMPS07E011	Sports Journalism and Mass Communication									
Part B- Practicum Courses Practicum (Compulsory Foundation)										
	Track & Field	1	2	3	15	60	75	40	60	100

IPMPS07P23										
Practicum Courses (Elective)										
IPMPS07P24	Major Games (Select any one from the following) • Basketball • Handball • Kabaddi • Cricket • Volleyball • Fencing/Kalarippayattu (Select anyone)	1	2	3	15	60	75	40	60	100
Practicum Courses (Skill Enhancement Courses)										
IPMPS07P25	Data Entry and Data Analysis	-	2	2	-	60	60	100	-	100
Total		13	8	21	195	240	435	340	360	700

SEMESTER VII

PART – A: THEORY – CORE COURSE

IPMPS07C13: RESEARCH METHODS IN PHYSICAL EDUCATION AND SPORTS SCIENCES

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

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the modern concept of research and statistics in physical education and sports. It aims to develop an understanding about the need for and importance of research in physical education and sports, research problem, survey of related literature, basics of statistical analysis and

statistical models in physical education and sports.

COURSE OUTCOMES

After the completion of the course, the student will be able to:

CO1	Understand the basic framework of research process and approaches
CO2	Identify research problem
CO3	Classify and formulate different types and methods of research
CO4	Develop an understanding of various research designs and techniques.
CO5	Identify correct methods for sample selection and techniques of data collection
CO6	Prepare the research proposal and develop skills for writing thesis.
CO7	Understand the concept of plagiarism and research ethics.

COURSE CONTENTS

Module 1: Introduction

1.1 Research meaning: Definition, need, nature and scope of research in the field of physical education, types of research.

1.2 Research problem, formulation and development, location of research problem, criteria in selecting the research problem.

1.3 Interdisciplinary, multidisciplinary, and transdisciplinary research.

1.4 Literature reviews definitions, importance, sources and types.

Suggested readings specific to the module.

1.1 Authors Guide (1991): Research Methods applied to Health Physical and Recreation, Washington, D.C.

1.2 Best John & Kahni, J.V. (1992). Research in Education, New Delhi. Prentice Hall of India (Pvt.) Ltd..

1.3 Best, J.W. (1963). Research in education. U.S.A.: Prentice Hall.

1.4 Clark, H. H., & Clark, D. H. (1975). Research process in physical education. Englewood cliffs, New Jersey: Prentice Hall, Inc.

Module 2: Research methods

2.1 Survey and case studies: Broad survey by questionnaire, development of questionnaire- interview, characteristics of interview. Case studies- need of case studies.

2.2 Philosophical studies-need for philosophical studies, nature of philosophical methods.

2.3 Historical Research: Scope of Historical Research, Sources of Historical Data, Criticism of Historical Sources (Primary and Secondary)

2.4 Experimental research: Nature, meaning and importance, research design.

Suggested readings specific to the module.

2.1 Clark, H. H., & Clark, D. H. (1975). Research process in physical education. Englewood cliffs, New Jersey: Prentice Hall, Inc.

2.2 Koul, L. (2002). Methodology of Educational Research, Vikas Publishing House, New Delhi.

2.3 Oyster, C. K., Hanten, W. P., & Llorens, L. A. (1987). Introduction to research: A guide for the health science professional. Landon: J.B. Lippincott Company.

2.4 Thomas, J.R., & Nelson J.K. (2005). Research method in physical activity. U.S.A: Champaign, IL: Human Kinetics Books.

Module 3: Sampling

3.1 Meaning and Definition of Sample and Population

3.2 Advantages and Disadvantages of Sampling

3.3 Types of Sampling: Random sampling, systemic sampling, stratified sampling, clustered sampling, convenience sampling, quota sampling, judgement sampling and snowball sampling

3.4 Sampling and non-sampling errors

Suggested readings specific to the module.

3.1 Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). Research method in physical activity. U.S.A: Champaign, IL: Human Kinetics Books.

3.2 Verma, J. P. (2000). A text book on sports statistics. Gwalior: Venus Publications.

3.3 Garrett, H.E. (1981). Statistics in psychology and education. New York: Vakils Feffer and Simon Ltd.

Module 4: Research Proposal and Report

4.1 Method of Writing Research Proposal (Introduction, Review of Related Literature, Methods, and Bibliography

4.2 Method of Writing Thesis (Introduction, Review of Related Literature, Methods, results, and Discussion), Plagiarism and Ethics.

4.3 Preparation and Uses of Tables and Figures

4.4 Method of writing abstract and full paper for presenting at a conference and to publish

in journal.

Suggested readings specific to the module.

4.1 Best John & Kahni, J.V. 1992). Research in Education, New Delhi. Prentice Hall of India (Pvt.) Ltd.

4.2 Clark, H. H., & Clark, D. H. (1975). Research process in physical education. Englewood cliffs, New Jersey: Prentice Hall, Inc.

4.3 Koul, L. (2002). Methodology of Educational Research, Vikas Publishing House, New Delhi.

4.4 Oyster, C. K., Hanten, W. P., & Llorens, L. A. (1987). Introduction to research: A guide for the health science professional. Landon: J.B. Lippincott Company.

Core Compulsory readings

- *Authors guide: Research Methods applied to Health Physical and Recreation, Washington, D.C. 1991.*
- *Best John & Kahni, J.V. 1992). Research in Education, New Delhi. Prentice Hall of India (Pvt.) Ltd..*
- *Best, J.W. (1963). Research in education. U.S.A.: Prentice Hall.*
- *Clark, H. H., & Clark, D. H. (1975). Research process in physical education. Englewood cliffs, New Jersey: Prentice Hall, Inc.*
- *Koul, L. (2002). Methodology of Educational Research, Vikas Publishing House, New Delhi.*
- *Oyster, C. K., Hanten, W. P., & Llorens, L. A. (1987). Introduction to research: A guide for the health science professional. Landon: J.B. Lippincott Company.*
- *Thomas, J.R., & Nelson J.K. (2005). Research method in physical activity. U.S.A: Champaign, IL: Human Kinetics Books.*
- *Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). Research method in physical activity. U.S.A: Champaign, IL: Human Kinetics Books.*
- *Verma, J. P. (2000). A text book on sports statistics. Gwalior: Venus Publications.*

Core suggested readings

- *Garrett, H.E. (1981). Statistics in psychology and education. New York: Vakils Feffer and Simon Ltd.*

TEACHING LEARNING STRATEGIES

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

discussion, videos, charts and presentations method.

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER VII

PART – A: THEORY – CORE COURSE

IPMPS07C14: SPORTS AND EXERCISE PHYSIOLOGY

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	1	4	45	30	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to go deeper into exercise physiology and gain knowledge about ergogenic aids and training. Will be able to assess the physiological responses while training or exercising in different environments. The students will have the ability to prepare a specific diet plan for the activity.

COURSE OUTCOMES

After the completion of the course, the student will be able to

CO1	Understand basic concepts of exercise physiology
CO2	Explain the effect of environment and ergogenic aids on exercise and training.
CO3	Understand the relationship between physical activity and health.
CO4	Understand the physiological processes during exercise.
CO5	Explain the effect of exercise on various systems.
CO6	Explain the concepts and principles of diet before, during & after the athletic performance.
CO7	Understand the effect of Ergogenic aids and Doping in Sports.

COURSE CONTENTS

Module 1: Introduction

1.1 The role, meaning and definition of Exercise Physiology in Physical Education and Sports.

1.2 Scope of Exercise physiology in physical education and sports

1.3 Structure of the Cell, Structure and functions of the Cell Components (CellWall, Cell Membrane, Cytoplasm, Nucleus and Cell Organelles), Types of Cells

1.4 Muscle- its types, characteristics and functions, microscopic structure of muscle fibre., Sliding filament theory of muscular contraction, Types of muscle fibres and sports performance, Muscular adaptations to exercise.

Suggested readings specific to the module.

1.1 Tiwari, Sandhya, (1999). Exercise Physiology. Sports Publications, New Delhi.

1.2 Wilmore Jack. H and David L. Costill (1994).Physiology of Sport and Exercise .Human Kinetics.

1.3 W.Larry Kenney, Jack H. Wilmore, Devid L.Costil.(2015). Physiology of Sports and Exercise, Second Edition. USA.Human Kinetics.

1.4 Jonathan K.Ehrman, Dennis Kerrigan, et.al. (2017). Advance Exercise Physiology: Essential Concepts and Applications.USA. Human Kinetics.

Module 2: Various Systems

2.1 Respiratory system: Standard Lung Volumes, Minute Ventilation, Ventilation and Exercise, Alveolar Ventilation and Dead Space, Lactate Threshold and Its Detection Using Gas Exchange.

2.2 Nervous System: Introduction, Types of Nervous System (CNS and PNS),

Structure and Functions of CNS and PNS, Neuron, Structure of Neuron, Classification of Neuron, Properties of Nerve Fibers (Excitability, Conductivity Refractory Period, Summation, Adaptation and All-or-None Law).

2.3 Endocrine System: Introduction, Types of Glands (Endocrine and Exocrine Glands), Location and Functions of different Glands (Hormones)

Suggested readings specific to the module.

2.1 G.Gregory Half. (2012). Laboratory Manual for Exercise Physiology. USA. Human Kinetics.

2.2 Jakson, Allen W and James R. Morrow (1999) Physical Activity for Health & fitness. Human Kinetics Publication.

2.3 Christophe. Hausswirth, Inigo Mujika. (2013). Recovery for Performance in Sports, USA, Human Kinetics.

2.4 Per-Olf. Astrand, Kaare.Rodahl. (2003). Text Book of Work Physiology: Physiological Basses of Exercise. Fourth Edition.USA.Human Kinetics.

Module 3: Body and Environment

3.1 Ergogenic Aids: Introduction, Types of Ergogenic Aids (Pharmacological Agent, Mechanical Agent, Psychological Agent, Physiological Agent and Nutritional Agent), Effect of Ergogenic Aids on Sports Performance.

3.2 Nutrition and Athletic Performance: Pre, During and Post Workout Meals and Fluid Intake.

3.3 Exercise in the Heat and Cold - Temperature Regulation, Exercise in the heat and cold, circulatory system and sweating mechanism, dehydration, thermal injury, performance at altitude.

Suggested readings specific to the module.

3.1 Katch F.L and Mc Ardle W.D (2010) Nutrition, Weight Control and Exercise .Philadelphia, Lea & Febiger.

3.2 Inigo Mujika.(2009). Tapering and Peaking For Optimal Performance. USA. Human Kinetics.

3.3 Per-Olf. Astrand, Kaare.Rodahl. (2003). Text Book of Work Physiology: Physiological Basses of Exercise. Fourth Edition.USA.Human Kinetics.

Module 4: Exercise and Aging

4.1 Exercise and Aging: Physiological Changes, Training Adaptation According

to Age.

4.2 Different Exercises protocols for different age people.

4.3 Exercise and Gender: Physiological Gender Differences, Different Exercises protocols for different Gender and Gynecological Problems.

4.4 Training Adaptation according to Gender.

Suggested readings specific to the module.

4.1 W. Larry Kenney, Jack H. Wilmore, David L. Costill, 2012, Physiology of Sports and Exercises.

4.2 Larry G. Shaver, 1982, Essentials of Exercise Physiology.

4.3 Dr. Sandhya Tiwari, 2006, Exercise Physiology. 5. M. Dena Gardiner, 1985, The Principles of Exercise Therapy.

4.4 Edward L. Fox, Richard W. Bowers, Merle L. Foss, 1981, The Physiological Basis of Physical Education and Athletics.

4.5 Michael S. Bahrke, Charles E. Yesalis, 2002, Performance – Enhancing Substances in Sport and Exercises.

Core Compulsory Readings

- *G.Gregory Half. (2012). Laboratory Manual for Exercise Physiology. USA. Human Kinetics.*
- *Jakson, Allen W and James R. Morrow (1999) Physical Activity for Health & fitness. Human Kinetics Publication.*
- *Katch F.L and Mc Ardle W.D (2010) Nutrition, Weight Control and Exercise .Philadelphia, Lea & Febiger.*
- *Tiwari, Sandhya, (1999). Exercise Physiology. Sports Publications, New Delhi.*
- *Wilmore Jack. H and David L. Costill (1994).Physiology of Sport and Exercise .Human Kinetics.*
- *W.Larry Kenney, Jack H. Wilmore, Devid L.Costil.(2015). Physiology of Sports and Exercise, Second Edition. USA.Human Kinetics.*
- *Christophe. Hausswirth, Inigo Mujika. (2013). Recovery for Performance in Sports, USA, Human Kinetics.*
- *Inigo Mujika.(2009). Tapering and Peaking For Optimal Performance. USA. Human Kinetics.*
- *Per-Olf. Astrand, Kaare.Rodahl. (2003). Text Book of Work Physiology: Physiological Basses of Exercise. Fourth Edition.USA.Human Kinetics.*

- *Jonathan K.Ehrman, Dennis Kerrigan, et.al. (2017). Advance Exercise Physiology: Essential Concepts and Applications.USA. Human Kinetics.*
- *W. Larry Kenney, Jack H. Wilmore, David L. Costill, 2012, Physiology of Sports and Exercises.*
- *Larry G. Shaver, 1982, Essentials of Exercise Physiology.*
- *Edward L. Fox, Richard W. Bowers, Merle L. Foss, 1981, The Physiological Basis of Physical Education and Athletics.*

Core suggested readings

- *Camaione, David N. (1993). Fitness Management.WCB Brown & Benchmark.*
- *Michael S. Bahrke, Charles E. Yesalis, 2002, Performance – Enhancing Substances in Sport and Exercises.*
- *Dr. Sandhya Tiwari, 2006, Exercise Physiology. 5. M. Dena Gardiner, 1985, The Principles of Exercise Therapy.*
- *Robert A. Robergs, Scott O. Roberts, 2000, Fundamental Principles of Exercise Physiology for Fitness, Performance, and Health.*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS **Marks: 100**

(60+40)

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER VII

PART – A: THEORY – CORE COURSE

IPMPS07C15: MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
2	1	3	30	30	60	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to conduct related tests, measurements and

evaluations. The students will be able to assess physical ability and performance of an individual in various sports.

COURSE OUTCOMES

After the completion of the course, the students will be able to

CO1	Develop concepts related to Test, Measurement & Evaluation.
CO2	Construct a strong basis in the evaluation techniques through the various test and measurements method used in physical education.
CO3	Analyze the physical ability and performance of an individual in various sports.
CO4	Provide and apply scientific techniques in the selection and talent identification through various evaluation and grading processes applicable in physical education and sports.
CO5	Develop the skills and techniques for the construction of new tests for various needs related to specific Sports Skills.

Course Contents

Module 1: Introduction to Test & Measurement & Evaluation

1.1 Meaning of Test, Measurement and Evaluation in Physical Education.

1.2 Need & Importance of Tests, Measurement and Evaluation in Physical Education.

1.3 Principles of Evaluation.

1.4 Criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms).

1.5 Type and classification of Test

1.6 Criteria of test section.

1.7 Guidelines for constructing knowledge test.

1.8 Steps for construction of skill test/specific fitness test.

1.9 Administration of test, advance preparation - Duties during testing - Duties after testing

Suggested readings specific to the module.

1.5 Barron, H. M., &Mchee, R. (1997). A practical approach to measurement in physical education. Philadelphia: Lea and Febiger.

1.6 Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications

1.7 Barrow H.M. and McGee R. (1979). A Practical Approach to Measurement in Physical Education. Lea & Febiger, Philadelphia. U.S.A.

1.8 Baumgartner TA Jackson AS Mahar MT and Rowe DA (2007). Measurement for Evaluation in Physical Education. The McGraw Hill Companies. Inc. New York. USA.

Module 2: Motor fitness test and physical fitness test

2.1 Meaning and definition of motor fitness.

2.2 Test for motor fitness; Indiana motor fitness test (for elementary and high school boys' girls and college men) Oregon motor fitness test- (separately for boys and girls)-JCR Test.

2.3 Motor ability; Barrow motor ability test- Newton motor Ability Test- Muscular fitness-Kraus Weber Minimum Muscular Fitness Test.

2.4 Physical fitness tests: AAHPERD Health Related Fitness Battery (Revised in 1984), ACMS Health related physical fitness test, Rogers's physical fitness index. Cardiovascular tests; Harvard step test, 12 minutes run/walk test, Multi-stage fitness test (Beep test)

Suggested readings specific to the module.

2.6 Barron, H. M., &Mchee, R. (1997). A practical approach to measurement in physical education.Philadelphia: Lea and Febiger.

2.7 Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications.

2.8 Kansal DK (2012).A practical approach to Measurement Evaluation in Physical Education &Sports selection. Sports & Spiritual Science Publications, New Delhi.

2.9 Miller David K (2006). Measurement by the Physical Educator: Why and How. McGraw-Hill. Boston, U.S.A.

2.10 Mishra Sharad Chandra (2005).Tests And Measurement in physical education. Sports. Delhi

Module 3: Skill tests

3.1 Badminton: Miller Wall Volley Test.

3.2 Basketball: Johnson Basketball test, Harrison Basketball Ability test.

3.3 Cricket: Sutcliff cricket test.

3.4 Hockey: Friedel Field Hockey test, Harbans hockey test,

3.5 Volleyball- Russell Lange volleyball test, Brady Volleyball test,

3.6 Football: Mor-Christian General Soccer Ability test battery, Johnson soccer test, McDonald Soccer Test

3.7 Tennis: Dyer Tennis Test

Suggested readings specific to the module.

3.5 Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications

3.6 Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications.

3.7 Sharma JP (2006). Test and measurements in physical education. khel sahitya. Delhi.

3.8 Tritschler K. Barrow & McGee"s (2000). Practical Measurement and Assessment. Lippincott Williams & Wilkins. Philadelphia. U.S.A.

Module 4: Anthropometric, Aerobic tests, Physiological and Psychological Test.

1.1 Physiological Testing: Aerobic Capacity: The Bruce Treadmill Test Protocol, 1.5 Mile Run test for college age males and females.

1.2 Anaerobic Capacity: Margaria-Kalamen test, Wingate Anaerobic Test Anthropometric Measurements.

1.3 Method of Measuring Height: Standing Height, Sitting Height.

1.4 Method of measuring Circumference: Arm, Waist, Hip, Thigh.

1.5 Method of Measuring Skin folds: Triceps, Subscapular, supra iliac

1.6 Testing of a physiological phenomenon- Blood pressure, breathing frequency vital capacity, heart rate, pulse rate, body temperature and body composition.

1.7 Tests for psychological variables- Anxiety, aggression, team cohesion, achievement motivation, mental toughness, and self-efficacy.

Suggested readings specific to the module.

4.6 Barron, H. M., &Mchee, R. (1997). A practical approach to measurement in physical education.Philadelphia: Lea and Febiger.

4.7 Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications.

4.8 ACSM (2001). Guidelines for Exercise Testing and Prescription by American College of Sports Medicine Human kinetics USA.

4.9 Sharma JP (2006). Test and measurements in physical education. khel sahitya. Delhi.

4.10 Tritschler K. Barrow & McGee"s (2000). Practical Measurement and Assessment. Lippincott Williams & Wilkins. Philadelphia. U.S.A.

Core Compulsory readings

1. *Barron, H. M., &Mchee, R. (1997). A practical approach to measurement in physical education.Philadelphia: Lea and Febiger.*
2. *Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications*
3. *Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi:D.V.S. Publications*
4. *ACSM (2001). Guidelines for Exercise Testing and Prescription by American College of Sports Medicine Human kinetics USA.*
5. *Barrow H.M. and McGee R. (1979). A Practical Approach to Measurement in Physical Education. Lea & Febiger, Philadelphia. U.S.A.*
6. *Baumgartner TA Jackson AS Mahar MT and Rowe DA (2007). Measurement for Evaluation in Physical Education. The McGraw Hill Companies. Inc. New York. USA.*
7. *Kansal DK (2012).A practical approach to Measurement Evaluation in Physical Education &Sports selection. Sports & Spiritual Science Publications, New Delhi.*
8. *Miller David K (2006). Measurement by the Physical Educator: Why and How. McGraw-Hill. Boston, U.S.A.*
9. *Mishra Sharad Chandra (2005).Tests And Measurement in physical education. Sports. Delhi*

Core suggested readings

- *Bangsbo, J. (1994). Fitness training in football: A scientific approach. Bagsvaerd, Denmark:Ho+Storm.*
- *Miller David K (2006). Measurement by the Physical Educator: Why and How. McGraw-Hill. Boston, U.S.A.*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

Study etc

ASSESSMENT RUBRICS **Marks: 100**

(60+40)

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER VII

PART – A: THEORY – ELECTIVE (DISCIPLINE SPECIFIC ELECTIVE)

(Select any one)

IPMPS07E010: SPORTS MANAGEMENT

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
2	-	2	30	-	30	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the concept of Sports Management, essential skills of sports management, event management in physical education.

COURSE OUTCOMES

After the completion of the course, the students will be able to

CO1	Describe the organization and administration of sports programmes.
CO2	Analyze and interpret sports philosophy, sports sociology, business systems, sports management, public administration, and marketing techniques.
CO3	Develop opportunities to construct & design the curriculum of PE in broader aspects realizing the age group, gender considerations and physiological basis.
CO4	Comprehend the basic principles and importance of Sports management.

COURSE CONTENTS

Module 1: Introduction

1.1 Management: Meaning, Definitions, Scope and Principles.

1.2 Functions of management: Planning, Organizing, Staffing, Directing, Controlling, Coordinating, Evaluating and innovating.

1.3 Basic: Principles and Procedures of Sports Management.

1.4 Functions of Sport; Management.

1.5 Personal Management: Objectives of Personal Management, Personal Policies.

1.6 Manager: function; and Qualities

Suggested reading specific to the module

1.1 Bucher, C.A.(2002). Management of Physical Educational and Sports.(12th Ed.). USA :McGarw Hill Co.

1.2 Allen, L.A. (1988) Management & Organization. Kogakusha Co. Tokyo.

1.3 Chakrarborti, S.(2007). Sports Management. New Delhi: Friends Publication.

1.4 Govindrajulu, .N. (2005). Management of Physical Education and Sports Programme. New Delhi : Friends Publication.

Module 2: Management

1 Management of infrastructure, equipment, finance and personnel

.2 Facilities and Equipment management: Types of facility/infrastructure-indoor, outdoor, Purchase Care and Maintenance.

.3 Organization and functions of Sports bodies.

.4 Competitive sports programmes, benefits.

.5 Management Guidelines for School, College Sports Programmes,

.6 Management Problems in instruction program.

.7 Community based physical education and sports programme.

Suggested reading specific to the Module

2.1 Sivia, G.S (1991). Sports Management in Universities, New Delhi: A.I.U. Deen Dayal Upadhyaya Marg.

2.2 Frosdick, S., &Walley, L. (2003). Sports and Safety Management. USA: A division of Reed Education and Professional Publishing Ltd.

2.3 Roy, S. S. (2002). Sports Management. New Delhi: Friends publication.

2.4 Horine., Larry. (1985). Administration of Physical Education and Sports Programmes. New York :Saundress college publication

Module 3: Purchasing

3.1 Purchase and Care of Supplies of Equipment

3.2 Guidelines for the selection of equipment and Supplies

3.3 Purchase of equipment and supplies

3.4 Equipment Room, Equipment and supply Manager.

3.5 Guidelines for checking, storing, issuing, care and maintenance and supplies of equipment

3.6 Public Relations in Sports Planning - the Public Relation Programme

3.7 Principles of Public Relation - Public Relations in School and Communities - Public Relation and the Media. Professional Ethics.

Suggested core reading specific to the module

3.1 Hert, Renis(1961) New Patterns of Management, McGraw Hill.

3.2 Sandhu, K. Sports Dynamics: Psychology, Sociology and Management

3.3 Kamlesh, M. L. (2000). Management Concepts in Physical Education and Sports. New Delhi : B.V. Gupta Publication.

Module 4: Tournaments Management

4.1 Tournament organization: Tlpes of tournament-Knock out or Elimination, League or Round Robin, Combination, Consolation, Challenge Tournaments

4.2 Organizing sports meet: in School / College / Community

4.3 Officiating in the institutional tournaments

4.4 Planning & Organizing sport event

4.5 Audit Management of sport event

4.6 Report preparation of sport event

Suggested readings specific to the module

.1 Kamlesh, M. L. (2000). Management Concepts in Physical Education and Sports. New Delhi : B.V. Gupta Publication.

.2 Mastoralexis, L.P., & Barr, C.A. (1998). Principles and Practice of Sports Management. Maryland: Aspen Publication.

.3 Sivia, G.S (1991). Sports Management in Universities, New Delhi: A.I.U. Deen Dayal Upadhyaya Marg.

Core Compulsory readings

- *Sandhu, K. Sports Dynamics: Psychology, Sociology and Management*
- *Sivia, G.S (1991). Sports Management in Universities, New Delhi: A.I.U. Deen Dayal Upadhyaya Marg.*
- *Bucher, C.A.(2002). Management of Physical Educational and Sports.(12th Ed.). USA :McGarw Hill Co.*
- *Chakrarborti, S.(2007). Sports Management. New Delhi: Friends Publication.*
- *Frosdick, S., &Walley, L. (2003). Sports and Safety Management. USA: A division of Reed Education and Professional Publishing Ltd.*
- *Govindrajulu, .N. (2005). Management of Physical Education and Sports Programme. New Delhi : Friends Publication.*
- *Kamlesh, M. L. (2000). Management Concepts in Physical Education and Sports. New Delhi : B.V. Gupta Publication.*
- *Mastoralexis, L.P., & Barr, C.A. (1998). Principles and Practice of Sports Management. Maryland: Aspen Publication.*
- *Roy, S. S. (2002). Sports Management. New Delhi: Friends publication.*
- *Horine., Larry. (1985). Administration of Physical Education and Sports Programmes. New York :Saundress college publication*

Core suggested readings

- *Allen, L.A. (1988) Management & Organization. Kogakusha Co. Tokyo.*
- *Hert, Renis(1961) New Patterns of Management. McGraw Hill.*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS **Marks: 100**

(60+40)

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER VII

PART – A: THEORY – ELECTIVE (DISCIPLINE SPECIFIC ELECTIVE)

(Select any one)

IPMPS07E11: SPORTS JOURNALISM AND MASS COMMUNICATION

Credit	Teaching Hours	Assessment

L/T	P	Total	L/T	P	Total	CE	ESE	Total
2	-	2	30	-	30	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will help the students to study the discipline of mass communications. The students will also gain knowledge on how to report on sports events, programs and news.

COURSE OUTCOMES

After the completion of the course, the students will be able to

CO1	Understand the origin and evolution of journalism and mass media.
CO2	Synthesize basic concept of reporting and editing.
CO3	Understand varied aspects of advertising.
CO4	Understand and apply the concept of reporting and editing.
CO5	Interpret the concept of journalism and mass media in Sports

Course contents

Module 1: Introduction to sports journalism

1.1 Meaning, definition journalism & history of journalism and sports journalism

1.2 Professional ethical standard and Ethics of Journalism

1.3 Reporting Sports Events, National and International Sports News Agencies,

1.4 Concept of Sports Bulletin: Journalism and sports education - Structure of sports bulletin - Compiling a bulletin - Types of bulletin , structure content and style

1.5 Mode of sports journalism , print electrical and informal media

Suggested readings specific to the module.

1.1 Aamidor A (2003).Real Sports Reporting. Indiana University Press.Valparaiso. Indiana. U.S.A.

1.2 Ahuja, B.N (1988) Theory and Practice of Journalism. Surjeet Delhi.

1.3 Andrews P (2005). Sports Journalism: A Practical Introduction. Sage Publications Ltd. Delhi.

1.4 Billings, A. (2014) Routledge handbook of sport and new media. RoutledgeISBN-13: 978-0415532761 ISBN-10: 0415532760.

Module 2: Mass media

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

.2 Mass media institutions in India - Government media units – Press registrar of India, Press council of India – Indian news agencies media educational institutions

.3 The concept of journalism - the function of the press - Press freedom and responsibility and the theories of the press - Current trends in journalism. Sports Photography: equipment – editing – publishing, mass media in journalism: radio and t.v commentary

Suggested readings specific to the module.

2.1 Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi :Surjeet Publications.

2.2 Aamidor A (2003).Real Sports Reporting. Indiana University Press.Valparaiso. Indiana. U.S.A.

2.3 Andrews P (2005). Sports Journalism: A Practical Introduction. Sage Publications Ltd. Delhi.

Module 3: News Reporting and Advertising

.4 News Definition, basic news elements, organization of sports news desk, Pitfalls in the use of language Proof Reading, Qualities and responsibilities of sports news reporters.

.5 Organization of Pre & Post Sports Event Press Meet.

.6 Reporting, functions, responsibilities and qualities of reporter - Functional differences of reporters - Special correspondents, foreign correspondents, columnists, freelancers, Roving Reporters, Structure of Advertising - Functions of advertising, Psychology of advertising

.7 Type's of advertising - Advertising media, Structure of advertising agency. Editing o Magazines - Modern trends of headlines writing - Electronic news editing – pictures editing – outline writing – editorial writing – types of editorials and analysis of editorials.

Suggested readings specific to the module.

3.1 Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication

3.2 Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi.

Haranand Publication

3.3 Kamath, M V (1980). Professional Journalism. K.S.K. New Delhi

3.4 Billings, A., Butterworth, M., & Turman, P.(2014) Communication and sport.ISBN-13: 978-1452279138ISBN-10: 1452279136

Module 4: Editing and Printing

4.1 Leads, introduction and definition, importance of leads principles of leads.

4.2 Constructions and types of leads - leads for sports reports, individual and Team games.

4.3 Track and field events, equities score Board and statistics.

4.4 Editing: Editing copy reading and handling sports news.

4.5 Design and make up of the sports page elementary.

4.6 Knowledge of typography and various process of printing. Newspaper style and slant.

Suggested readings specific to the module.

4.1 Andrews P (2005). Sports Journalism: A Practical Introduction. Sage Publications Ltd. Delhi.

4.2 Boyle R (2006). Sports Journalism: Context and Issues. Sage Publications Ltd.

4.3 Billings, A., Butterworth, M., & Turman, P. (2012). Communication and sport. Thousand Oaks.

4.4 Billings, A. (2014) Routledge handbook of sport and new media. RoutledgeISBN-13: 978-0415532761 ISBN-10: 0415532760.

Core Compulsory readings

- *Aamidor A (2003).Real Sports Reporting. Indiana University Press.Valparaiso. Indiana. U.S.A.*
- *Ahuja, B.N (1988) Theory and Practice of Journalism. Surjeet Delhi.*
- *Andrews P (2005). Sports Journalism: A Practical Introduction. Sage Publications Ltd. Delhi.*
- *Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi :Surjeet Publications*
- *Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication*

- *Billings, A. (2014) Routledge handbook of sport and new media. RoutledgeISBN-13: 978-0415532761 ISBN-10: 0415532760.*
- *Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication*
- *Boyle R (2006). Sports Journalism: Context and Issues. Sage Publications Ltd.*
- *Dhananjay Joshi (2010) Value Education in Global Perspective. New Delhi: Lotus Press.*
- *Kamath, M V (1980). Professional Journalism. K.S.K. New Delhi*

Core suggested readings

- *Dhananjay Joshi (2010) Value Education in Global Perspective. New Delhi: Lotus Press.*
- *Mohit Chakrabarti (2008): Value Education: Changing Perspective, New Delhi: Kanishka Publication.*
- *Sandvoss, C., Real, M., & Bernstein, A. (2012). Bodies of discourse. New York, NY: PeterLang.ISBN-13: 978-1433111730ISBN-10: 143311173X*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS **Marks: 100**

(60+40)

End Semester Evaluation	**Marks: 60**

Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER VII

PART – B: PRACTICUM COURSES (COMPULSORY FOUNDATION)

IPMPS07P23: TRACK & FIELD

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE OBJECTIVES

CO1	To understand the fundamental skills and techniques of the track and field events
CO2	To orient the rules & officiating of track and field events
CO3	To know the layout and marking of track and field.
CO4	To acquaint the student with progressive teaching stages of fundamentals skills of various events
CO5	To make the students through with teaching stages and coaching aspects of track and field events

COURSE CONTENTS

- Track Events: RUNNING AND RELAY RACES
- Running (sprint, Middle and Long distance), Running techniques, Start techniques, Finish techniques
- Relay (Various types and techniques of Baton Exchange)
- Teaching stages and coaching aspects
- Throwing events: Shotput and Discus throw
  - Different techniques- Teaching stages and coaching aspects
- Jumping Events: long Jump and High Jump
  - Different techniques- Teaching stages and coaching aspects
- Rules and officiating
- Track and field layout and markings

Core Compulsory Readings

- *Chauhan VS (1999). Khel Jagat Mein Athletics. A.P. Pub, Jalandhar.*
- *Evans DA (1984). Teaching Athletics. Hodder, London.*
- *Gothi E (2004). Teaching & Coaching Athletics. Sport Pub., New Delhi.*
- *Gupta R. (2004). Layout & Marking of Track & Field. Friends Publications.*

India. New Delhi.

- *Handbook-Rules and Regulation. International Athletic Federation (2010).*
- *Herb Amato, DA ATC et al (2002). Practical Exam Preparation Guide of Clinical Skills of Athletic Training. Slack Incorporated. 1st ed., USA.*
- *Kumar, Pardeep. (2008). Historical Development of Track & Field. Friends Publication. New Delhi*
- *Maughan, R. and Gluson, M. (2004). The Biomechanical Basics of Athletic Performance. Oxford University Press, U.K.*

Core Suggested Readings

7. *Singh, Hardayal. (1919). Science of Sports Training. DVS Publication, N. Delhi.*
8. *Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi.*
9. *Bompa O. Tudor and Halff G. Gregory. (2009) "Periodization Theory and Methodology of Training" Human kinetics. NY.*
10. *Fox EL (1998). Physiological Basis of Physical Education and Athletics Brown Pub.*
11. *Prentice, W. and Arnheim, D. (2005). Arnheim"s Principles of Athletic Training 12th Ed. McGraw Hill. in place of Knight (1988).*
12. *Renwick GR (2001). Play Better Athletics. Sports Pub, Delhi.*

ASSESSMENT RUBRICS

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

Components	**Continuous Evaluation 40**	**End Semester Evaluation 60**	**Total marks 100**
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks: 8	Marks:12	Marks: 20

SEMESTER VII

PART – B: PRACTICUM COURSES (ELECTIVE)

IPMPS07P24: PRACTICUM – MAJOR GAMES

BASKETBALL
HANDBALL
KABADDI
CRICKET
VOLLEYBALL
FENCING/KALARIPAYATTU

DETAILED SYLLABUS

BASKETBALL

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE OUTCOMES

CO1	Will understand the fundamental skills of basketball.
CO2	Gain Knowledge about the rules & officiating of basketball
CO3	Will know the lay out and marking of basketball court.
CO4	Thorough with teaching stages and coaching aspects of basketball.

COURSE CONTENTS

FUNDAMENTAL SKILLS

- Player stance and ball handling
- Passing-Two Hand chest pass, two hand Bounce Pass, One Hand Baseball pass, Over Head pass, Hook Pass.
- Receiving-Two Hand receiving, one hand receiving, receiving in stationary position, receiving while jumping, receiving while running.
- Dribbling-How to start dribble, how to drop dribble, High dribble, Low dribble, Reverse dribble, cross over dribble.
- Shooting-Layup shot and its variations, one hand set shot, one hand jump shot, Free throw.
- Rebounding-Defensive rebound, Offensive rebound, Rebound Organization.
- Individual Defensive-Guarding the man with the ball and without the ball.
- Pivoting.
- Dimensions of the court

- Rules and their interpretations
- Officiating
- Teaching Lesson Plan

Core Compulsory readings

- *Drewett, J. (2007). How to Improve at Basketball. Crabtree Publishing Co.,USA.*
- *Goldstein, S. (1998). Basketball Fundamentals. 2nd Ed. Golden Aura Publishing,USA.*
- *Jain Naveen (2003). Play and Learn Basket Ball. Khel Sahitya Kendra. New Delhi.*
- *Sharma OP (2003). Basket Ball Skills and Rules. Khel Sahitya Kendra,Delhi.*

Core suggested readings

- *Bompa O. Tudor and Halff G. Gregory. (2009) "Periodization Theory and Methodology of Training" Human kinetics. NY.*
- *Nat BB (1997). Conditioning Coaches Association. NBA Power Conditioning. Human Kinetics.*
- *Singh, Hardayal. (1919). Science of Sports Training. DVS Publication, N. Delhi.*
- *Wilmore & Costill (2004).Physiology of Sports & Exercise. Human Kinetics, US*

TEACHING LEARNING STRATEGIES

- The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

MODE OF TRANSACTION

- Field Work/ Viva/ learning by doing/ Individual and Team Drills

ASSESSMENT RUBRICS

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

Components	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks: 8	Marks:12	Marks: 20

HANDBALL

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE OBJECTIVES

CO1	Will understand the fundamental skills of handball.
CO2	Gain Knowledge about the rules & officiating of Handball
CO3	Will know the layout and marking of Handball court.
CO4	Thorough with teaching stages and coaching aspects of Handball.

COURSE CONTENTS

FUNDAMENTAL SKILLS

- Passing- Overhead pass, push pass, wrist pass
- Receiving- standing (above and below waist) and running
- Shooting- Jump Shot high and long, Set Shot
- Dribbling-High and Low,
- Attack and Counterattack
- Blocking and defending
- Goal keeping
- Dimensions of the court.
- Rules and their interpretations
- Officiating
- Teaching lesson plan

Core Compulsory readings

- *Jain D (2003). Play & Learn Handball. Khel Sahitya Kendra. New Delhi.*
- *Page, J. (2000). Ball Games. Lerner Sports Publisher,USA.*
- *Phillips, B.E. (2009). Fundamental Handball. Kessinger Publishers,USA.*
- *Schmottlach, N. and McManama (2005). Physical Education Activity Handbook. Benjamin Cummings, USA.*
- *Surhone, L.M. et al (2010). Team Handball. Betascript Publishing,USA*

Core suggested readings

- *Bompa O. Tudor and Halff G. Gregory. (2009) "Periodization Theory and Methodology of Training" Human kinetics. NY.*
- *Kleinman, I. (2009). Complete Physical Education Plans. 2nd Ed. Human Kinetics,USA.*
- *Schmottlach N Mcmanama J (1997). Physical Education Handbook. 9th Edition. Allyn & Bacon.London.*
- *Singh, Hardayal. (1919). Science of Sports Training. DVS Publication, N. Delhi.*
- *Vanaik A. (2005). Playfield Manual, Friends Publication. New Delhi*
- *Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi*.

TEACHING LEARNING STRATEGIES

The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

MODE OF TRANSACTION

Field Work/ Viva/ learning by doing/ Individual and Team Drills

ASSESSMENT RUBRICS

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

Components	**Continuous Evaluation 40**	**End Semester Evaluation 60**	**Total marks 100**
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks: 8	Marks:12	Marks: 20

KABADDI

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE OBJECTIVES

CO1	Will understand the fundamental skills of Kabaddi.
CO2	Gain Knowledge about the rules & officiating of Kabaddi
CO3	Will know the layout and marking of Kabaddi court.
CO4	Thorough with teaching stages and coaching aspects of Kabaddi.

COURSE CONTENTS

FUNDAMENTAL SKILLS

- Skills in Raiding-Touching with hand, various kicks, crossing of bulk line, Crossing of Bonus
  line, during the opponent to catch, Pursuing.
- Skills of Holding the Raider-Various formations, Catching from particular position, Different catches, during the raider to take particular position so as to facilitate catching, catching formations and techniques.
- Additional skills in raiding-Bringing the antis in to particular position, escaping from various holds, Techniques of escaping from chain formation, combined formations in offence and defense.
- Ground Marking, Rules and Officiating.
- Teaching lesson plan

Core Compulsory readings

- *Kumar, Dharmander. (2018). Kabaddi and Its Playing Techniques. Writers Choice, New Delhi. B.Sc. (PE, HE, & Sports) PROGRAMME (CBCS) - 2019 118*
- *Mishra , S.C. (2007). Teach Yourself Kabaddi. Sports Publications, New Delhi.*
- *Rao CV (1983). Kabaddi. Native Indian Sports. NSNIS. Patiala Publisher*

- *Rao EP (1994). Modern Coaching in Kabaddi.D.V.S.Pub*
- *Syal, M. (2004). Kabaddi Teaching. Prerna Parkashan, New Delhi.*

Core suggested readings

- *Singh, Hardayal. (1919). Science of Sports Training. DVS Publication, N. Delhi.*
- *Bompa O. Tudor and Halff G. Gregory. (2009) "Periodization Theory and Methodology of Training" Human kinetics. NY.*
- *Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi.*

TEACHING LEARNING STRATEGIES

The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

MODE OF TRANSACTION

Field Work/ Viva/ learning by doing/ Individual and Team Drills

ASSESSMENT RUBRICS

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

Components	**Continuous Evaluation 40**	**End Semester Evaluation 60**	**Total marks 100**
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks: 8	Marks:12	Marks: 20

CRICKET

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE OBJECTIVES

CO1	Will understand the fundamental skills of Cricket.
CO2	Gain Knowledge about the rules & officiating of Cricket
CO3	Will know the layout and marking of Cricket ground.
CO4	Thorough with teaching stages and coaching aspects of Cricket.

COURSE CONTENTS

FUNDAMENTAL SKILLS

- Batting-Forward and backward defensive skills
- Bowling-Simple bowling techniques
- Fielding-Defensive and offensive fielding
- Various catching skills
- Wicket keeping techniques
- Laws and their interpretations and duties of officials.
- Teaching Lesson plan.

Core Compulsory readings

- *Amarnath M. (1996). Learn to Play Good Cricket. UBS Publishers. New Delhi.*
- *Boycott, G. (2010). Play Cricket the Right Way. Great Northern Books Limited,U.K.*
- *Cricket (2008). Sports Skills: Cricket Fielding (Know the Game). A & C Black Publishers.*
- *Gupta, K. (2006). How to Play Cricket. Goodwill Publishing House, New Delhi.*
- *Hobls, J. (2008). The Game of Cricket As it should be Played. Jepson*

Press,USA.

- *Jain R. (2003). Fielding Drills in Cricket. Khel Sahitya Kendra. New Delhi.*
- *Rachna (2002). Coaching Successfully: Cricket. Khel Sahitya Kendra. New Delhi.*
- *Sharma P. (2003). Cricket. Shyam Parkashan. Jaipur.*

Core suggested readings

- *Bompa O. Tudor and Halff G. Gregory. (2009) "Periodization Theory and Methodology of Training" Human kinetics. NY.*
- *Singh, Hardayal. (1919). Science of Sports Training. DVS Publication, N. Delhi.*
- *Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi*

TEACHING LEARNING STRATEGIES

The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

MODE OF TRANSACTION

Field Work/ Viva/ learning by doing/ Individual and Team Drills

ASSESSMENT RUBRICS

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

Components	**Continuous Evaluation 40**	**End Semester Evaluation 60**	**Total marks 100**
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks: 8	Marks:12	Marks: 20

VOLLEYBALL

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE OBJECTIVES

CO1	Will understand the fundamental skills of Volleyball.
CO2	Gain Knowledge about the rules & officiating of Volleyball
CO3	Will know the layout and marking of Volleyball court
CO4	Thorough with teaching stages and coaching aspects of Volleyball.

COURSE CONTENTS

FUNDAMENTAL SKILLS

- Service-Under Arm Service, Tennis Service, Floating Service.
- Overhead pass.
- The Dig (Under Arm pass).
- Spike and Block – individual and team
- Back court defense
- Defensive and Offensive strategies
- Dimensions of the court
- Laws and their interpretations and duties of officials.
- Officiating
- Teaching Lesson plan.

Core Compulsory readings

- *American Volleyball Coaches Association (2005). Volleyball: Skills & Drills. Human Kinetics,USA. B.Sc. (PE, HE, & Sports) PROGRAMME (CBCS) - 2019 124*

- *FIVB (1996). Backcourt Spiking in Modern Volley Ball. FIVB.Chennai.*
- *Kenny, B. and Gregory, C. (2006). Volleyball: Steps to Success. Human Kinetics,USA.*
- *Saggar SK (1994). Cosco Skills Statics - Volley Ball. Sport Publication. Delhi.*
- *Scates AE (1993). Winning Volley Ball. WC Brown.USA.*
- *Scates, A. and Linn, M. (2002). Complete Conditioning for Volleyball. Human Kinetics,USA.*
- *Shondell, D. and Reynaud, C. (2002). The Volleyball Coaching Bible. Human Kinetics,USA.*
- *The National Alliance for Youth Sports (2009). Coaching Volleyball. For Dummies Publishers,USA.*
- *Volleyball, USA (2009). Volleyball: Systems and Strategies. Human Kinetics,USA.*

Core suggested readings

4. *Bompa O. Tudor and Halff G. Gregory. (2009) "Periodization Theory and Methodology of Training" Human kinetics. NY.*
5. *Singh, Hardayal. (1919). Science of Sports Training. DVS Publication, N. Delhi.*
6. *Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi*

TEACHING LEARNING STRATEGIES

The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

MODE OF TRANSACTION

Field Work/ Viva/ learning by doing/ Individual and Team Drills

ASSESSMENT RUBRICS

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

Components	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project	Marks: 8	Marks: 12	Marks: 20

Report			
Viva	Marks: 8	Marks:12	Marks: 20

FENCING/KALARIPPAYATTU

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

FENCING

COURSE OBJECTIVES

CO1	Will understand the fundamental skills of Fencing.
CO2	Gain Knowledge about the rules & officiating of Fencing.
CO3	Will know the layout and marking of Fencing.
CO4	Thorough with teaching stages and coaching aspects of Fencing.

COURSE CONTENTS

FUNDAMENTAL SKILLS

- Basic stance – on – guard position (feet and legs)
- Foot work – advance, retire, lunge, step- lunge
- Grip – hold a foil correctly, etiquette – salute and handshake to coaches and partners
- Hit a target (glove, mask, person) at riposte distance
- Lunge from an on- guard position
- Attack – simple attacks from sixty – direct, disengage, double attack, compound attacks high line – one – two and cut – over disengage, cut – over attack, low line attacks
- Semi-circular parries – octave and septime
- Understand the layout of a piste.
- Compound or successive parries

- Lateral parry and direct riposte.
- Fence about – judges etc. Salutes and handshakes
- Rules and their interpretation and duties of officials.
- Teaching lesson plan

Core Compulsory readings

5. *Katrin Barth, Berndt Barth · (2005). Training Fencing ISBN:9781841269078, 1841269077 Publisher: Meyer & Meyer Sport.*
6. *Domenico Angelo (2017). The School of Fencing-With a General Explanation of the Principal Attitudes and Positions Peculiar to the Art. ISBN:9781473882997, 1473882990.*
7. *Susan Kemmerer · (2017). Fencing Lessons Answer Key ISBN:9780983465744, 0983465746.*
8. *Louis Rondelle · (1892). Foil and Sabre A Grammar of Fencing in Detailed Lessons for Professor and Pupil Estes and Lauriat publisher*

Core suggested readings

- *Bompa O. Tudor and Halff G. Gregory. (2009) "Periodization Theory and Methodology of Training" Human kinetics. NY.*
- *Singh, Hardayal. (1919). Science of Sports Training. DVS Publication, N. Delhi.*
- *Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi*

KALARIPPAYATTU

COURSE OBJECTIVES

CO1	Will understand the fundamental skills of Kalarippayattu.
CO2	Gain Knowledge about the rules & officiating of Kalarippayattu.
CO3	Will know the layout and marking of Kalarippayattu
CO4	Thorough with teaching stages and coaching aspects of Fencing.

COURSE CONTENTS

FUNDAMENTAL SKILLS

- Vaithari
- Maipayattu
- Kettcharipayattu

- Ceruvadi payattu
- Basic training Arms
- Rules and their interpretation and duties of officials.
- Teaching lesson plan

Core Compulsory readings

- *Chirakkal T. Sreedharan Nair · (2007). Kalarippayattu. The Complete Guide to Kerala's Ancient Martial Art. ISBN:9788189975104, 8189975102. Publisher:Westland Books.*
- *Dick Luijendijk · (2008) Kalarippayat. ISBN:9781409226260, 1409226263.Publisher:Lulu.com*
- *P. Balakr̥ṣṇan · (1995). Kalarippayattu The Ancient Martial Art of Kerala. Publisher:C.V. Govindankutty Nair Gurukkal.*
- *P. Balakrishnan · (2003) Kalarippayattu. The Ancient Martial Art of Kerala. ISBN:9788130000206, 8130000202.*
- *Patrick Denaud · (2009) Kalaripayat. The Martial Arts Tradition of India*

Core suggested readings

- *Bompa O. Tudor and Halff G. Gregory. (2009) "Periodization Theory and Methodology of Training" Human kinetics. NY.*
- *Singh, Hardayal. (1919). Science of Sports Training. DVS Publication, N. Delhi.*
- *Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi*
- *An Encyclopedia · Volume 1 (2001) Martial Arts of the World ,Publisher:ABC-CLIO.*

TEACHING LEARNING STRATEGIES

The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

MODE OF TRANSACTION

Field Work/ Viva/ learning by doing/ Individual and Team Drills**.**

ASSESSMENT RUBRICS

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

Components	Continuous Evaluation	End Semester Evaluation	Total marks 100

	40	60	
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks: 8	Marks:12	Marks: 20

SEMESTER VII

PART B – PRACTICUM (SKILL ENHANCEMENT COURSES)

IPMPS07P25 – DATA ENTRY AND DATA ANALYSIS

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	2	2	-	60	60	100	-	100

L/T=Lecture/Tutorials, P=Practical, CE=Continuous Evaluation, ESE=End Semester Evaluation

Course Description

The course will enable students to learn the basics of reading data, data definition, data modification, data entry and data analysis with an overview of the presentation of analytical results.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Classify data based on scales of measurement
CO2	Code, label and enter data in various data analysis software/applications
CO3	Analyze data for different statistical methods
CO4	Interpret and present analyzed data in tabular and graphical forms

COURSE CONTENTS

Module 1. Data entry, Coding Importing and Saving

1.4 Data versus Information

1.5 Structured versus unstructured data.

1.6 Coding and Saving Data

1.7 Importing data.

Module 2. Types of Variables

2.1 Categorical vs Numerical

2.2 Nominal Variables

2.3 Ordinal Variables

2.4 Interval Variables

2.5 Ratio Variables

Module 3. Data Analysis using Different software

.1 Data Analysis in Excel

.2 Data analysis using SPSS

.3 Introduction to Data Analysis using R

.4 Basic and advanced statistical applications

Module 4. Data Interpretation and Presentation

.1 Preparing data output

.2 Presenting data output in tables and graphs

.3 Interpreting data output.

Core Compulsory reading

- *An Introduction To Statistical Learning With Applications In R by James, Witten, Hastie and Tibshirani, Springer, 2nd Ed, 2022.*
- *Sports Research with Analytical Solution using SPSS by J P Verma, Wiley, 2016*
- *Data Analytics with R by Bharati Motwani, Wiley, 2019*
- *IBM SPSS Statistics Brief Guide https://www.ibm.com/docs/en/SSLVMB_28.0.0/pdf/IBM_SPSS_Statistics_Brief_Guide.pdf*
- *Handbook of Statistical Analysis Using SPSS, Sabine Landau and Brian S. Everitt, CHAPMAN & HALL/CRC, 2004*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation (Practical test and Viva-voce)	**Marks: 60**
Continuous Evaluation	**Marks: 40**
• Practical test for data entry and data analysis	Marks: 16
Seminar Presentations / Viva Voce	Marks: 16
• Assignments (Two Assignments)	Marks: 8

SEMESTER - VIII

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
Core Courses										
IPMPS08C16	Yogic Practices	4	-	4	60	-	60	40	60	100
IPMPS08C17	Scientific Principles of Sports Training	4	-	4	60	-	60	40	60	100
IPMPS08C18	Sports Medicine	2	1	3	30	30	60	40	60	100
Elective Course										
Discipline Specific Elective (Select any one from the list)										
IPMPS08E12	Sports Technology	2	-	2	30	-	30	40	60	100
IPMPS08E13	Gender, Disability and Inclusive Sports Education									
Part B- Practicum Courses										
Practicum (Compulsory Foundation)										
IPMPS08P26	Track and Field	1	2	3	15	60	75	40	60	100
Practicum (Elective Courses)										
IPMPS08P27	Major Games (Select any one from the following) • Badminton • Kho Kho • Football • Table Tennis	1	2	3	15	60	75	40	60	100

	• Softball • Hockey									
Practicum (Skill Enhancement Course)										
IPMPS08P28	Massage and Myofascial Release	-	2	2	-	64	64	100	-	100
Total		14	7	21	210	210	420	340	360	700

DETAILED SYLLABUS

SEMESTER VIII

PART – A: THEORY – CORE COURSE

IPMPS08C16: YOGIC PRACTICES

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

L/T=Lecture/Tutorials, P=Practical, CE=Continuous Evaluation,ESE = End Semester Evaluation/

Course Description

This course will enable students to understand the modern concept of preventive and promotive aspects of yogic practices . It aims to develop understanding about the aim and objective of sports training, principles of sports training, system of sports training, training components, training process and training programming and planning.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Understand the preventive and promotive aspects of Yogic pratices
CO2	Understand traditional text based knowledge of Yoga along with modern sciences
CO3	Know and practice yogic kriyas, mudras and management of Yoga for lifestyle diseases

COURSE CONTENTS

Module 1: Introduction

1.1 Origin of yoga and its development.

1.2 Yoga: meaning, objectives and definitions.

1.3 Importance of yoga personal and social life style.

1.4 Concepts and mis-concepts of yoga.

Suggested readings specific to the Module

1.1 Prasada Rama (1988), Patanjali's Yoga Sutras Translation, Published from Munshiram Ashram, New Delhi.

1.2 Rajjan, S. M.(1985). Yoga strengthening of relaxation for sports man. New Delhi: Allied

1.3 Vivekananda Swami (2009), Rajayoga, Published from, Advaita Ashram, Kolkata.

1.4 Jois Pattabhi (1962), Yoga mala – Part I, Published by Asthangayoga Nilaya, Mysore.

Module 2: Types of Yoga

2.1 Schools of yoga- Hatha Yoga, Raja Yoga, Bhakti Yoga, Jnana Yoga and Karma Yoga.

2.2 Shat-Karma: Meaning, Definition and Types according to Hatha Yoga.

2.3 Concept of Chakras and Aura.

2.4 Meditation: Meaning, Techniques and Benefits of Meditation.

Suggested readings specific to the Module

2.1 Satyananda Saraswati Swami (1997), Asana, Pranayama, Mudra, Bandha, Published by Bihar School of Yoga, Munger, Bihar.

2.2 Hathayoga Pradipika of Swatmarama (1994), Published by The Adyar library and research centre, Chennai.

2.3 Jois Pattabhi (1962), Yoga mala – Part I, Published by Asthangayoga Nilaya, Mysore.

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

Module 3: Kriyas and Mudras

3.1 Shat-Kriyas: Meaning, Definition and Types according to Hatha Yoga.

3.2 Pranayama: Definition, different Types according to Hatha Yoga.

3.3 Asanas: Meaning, different Types, Methodology and Benefits.

3.4 Mudras: Definition and types according to Hatha Yoga.

Suggested readings specific to the Module

3.1 Satyananda Saraswati Swami (1997), Asana, Pranayama, Mudra, Bandha, Published by Bihar School of Yoga, Munger, Bihar.

3.2 Prasada Rama (1988), Patanjali's Yoga Sutras Translation, Published from Munshiram Ashram, New Delhi.

3.3 Satyananda Saraswati Swami (1997), Asana, Pranayama, Mudra, Bandha, Published by Bihar School of Yoga, Munger, Bihar.

Module 4: Yoga and Body Systems

4.1 Yoga: Basic Anatomy and Physiology of Skelton, Circulatory, Digestive, Nervous, Excretory, Respiratory System.

4.2 Yoga Regeneration Exercise-Power Yoga.

4.3 Yogic management for lifestyle diseases.

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

Suggested readings specific to the Module

4.1 Kaminoff, L. et al (2007). Yoga Anatomy. Human Kinetics, USA.

4.2 Kirk, M. (2005). The Hatha Yoga Illustrated. Human Kinetics, USA.

4.3 Sri Swami Rama, (2001). Breathing. Rishikesh Sadhana Mandir Trust.

4.4 Swami Veda Bharti (2000). Yoga Polity. Economy and Family. Rishikesh Sadhana Mandir Trust

Core Compulsory readings

- *Rajjan, S. M.(1985). Yoga strengthening of relaxation for sports man. New Delhi: Allied*
- *Vivekananda Swami (2009), Rajayoga, Published from, Advaita Ashram, Kolkata.*
- *Prasada Rama (1988), Patanjali's Yoga Sutras Translation, Published from Munshiram Ashram, New Delhi.*
- *Satyananda Saraswati Swami (1997), Asana, Pranayama, Mudra, Bandha, Published by Bihar School of Yoga, Munger, Bihar.*
- *Hathayoga Pradipika of Swatmarama (1994), Published by The Adyar library and research centre, Chennai*
- *Jois Pattabhi (1962), Yoga mala – Part I, Published by Asthangayoga Nilaya, Mysore.*

- *Gore M. M. (2005), Anatomy and physiology of yogic practices, published by New Age Books, New Delhi.*
- *Mukerji, A.P. (2010). The Doctorine and Practice of Yoga. General Books, LLC, New Delhi.*
- *Sharma JP and Ganesh S(2007). Yog Kala Ek Prichya. Friends Publication. New Delhi*
- *Sharma JP(2007). Manav jeevan evam yoga. Friends Publication. New Delhi.*
- *Sharma Jai Prakash And Sehgal Madhu(2006). Yog-Shiksha. Friends Publication. Delhi.*

Core suggested readings

- *Anand Omprarkash (2001). Yog Dawra Kaya Kalp, Kanpur. Sewasth Sahitya Perkashan*
- *Iyengar, B.K.S. (1995). Light on Yoga : The Bible of Modern Yoga. Schocken Publishers, USA.*
- *Norton, W.W. (2010). Yoga for Osteoporosis : The Complete Guide. W.W. Norton & Company, USA.*
- *Sarin N (2003). Yoga Dawara Ragoon Ka Upchhar. Khel Sahitya Kendra*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

Lecture/Discussions/Fieldwork/Project/Work/Viva/Seminars/TermPapers/Presentations/Self/ Learning Instructional Material etc.

ASSESSMENT RUBRICS **Marks: 100**

(60+40)

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar	Marks: 16

Presentations	
• Assignments (Two Assignments)	Marks: 08

SEMESTER VIII

PART – A: THEORY – CORE COURSE

IPMPS08C17: SCIENTIFIC PRINCIPLES OF SPORTS TRAINING

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

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the modern concept of sports training. It aims to develop understanding about strength and conditioning, principles of sports training, technical and tactical training, training components, training periodization, training process and design various training plans and programme.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Identify the knowledge and concept of sports training.
CO2	Understand the theories and principles of human body training related to sports performance.
CO3	Assimilate knowledge about training and conditioning for motor qualities.
CO4	Understand the scientific basis of technical and tactical training
CO5	Design various training plans and programme

COURSE CONTENTS

Module 1: Introduction

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

1.2 Philosophy of Coaching and Qualities and personality of a Coach.

1.3 Training Load: Important features of training load, Principles of Training Load. Relationship between load, recovery and adaptation, conditions for adaptation.

1.4 Over reaching and over training, causes and symptoms of over training, prevention of over training symptoms, treatment of over training.

1.5 Fatigue management: Meaning and Importance of Recovery, Factors affecting recovery process and means of faster recovery.

1.6 Identification and development of sports talent: Meaning, definition and process of talent identification and its development.

Suggested readings specific to the Module

1.1 Dick FW (1999). Sport training Principles. A and C Black. London.

1.2 Newton H (2006). Explosive lifting for sports. Human Kinetics. US.

1.3 Singh Hardayal (1991). Science of Sport Training. D.V.S Pub. Delhi.

1.4 *Haff, G., & Triplett, N. Essentials of strength training and conditioning. Champaign, IL.: Human Kinetics*.

Module 2: Training for Development of Motor Components

2.1 Strength: Forms of strength, characteristics of strength, Principles of strength training, strength training means and methods.

2.2 Speed: Forms of speed, characteristics of speed, training means and methods of improving speed.

2.3 Endurance: Forms of endurance, characteristics of endurance, endurance training means and methods of improving endurance.

2.4 Flexibility: Forms of flexibility, characteristics of flexibility, basis of flexibility, Methods of development of flexibility.

2.5 Coordinative Abilities: Characteristics of coordinative abilities, importance of coordinative abilities, classification of coordinative Abilities, Training means and methods.

Suggested readings specific to the Module

2.1 Haff, G., & Triplett, N. Essentials of strength training and conditioning.

Champaign, IL.: Human Kinetics.

2.2 Baechle T R & Earle R W (2000). Essentials of strength training and conditioning. Human Kinetics. USA.

2.3 Bompa. T.O. (1994). Theory and Methods of Training-A Key to Athletic Performance (3rd Ed.). Kandwall Hunt Publication Co.

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

Module 3: Training for the development of Techniques & Tactics and Periodization of training

3.1 Definition of skill, technique, and style

3.2 Characteristics of technique

3.3 Phases of skill acquisition

3.4 Methods for the development of technique

3.5 Tactics: Definition of tactics and strategy, Basic Tactical concepts - offensive, defensive high performance, Methods of tactical training, Control of tactical knowledge.

3.6 Periodization of training, types of periodization, Contents for various periods.

Suggested readings specific to the Module

3.1 Bompa. T.O. and G. Gregory Hett. (2009) Periodization: Theory and Methodology of Training.

3.2 Bompa, T., & Carrera, M. (2005). Periodization training for sports. Champaign, Ill.: Human Kinetics.

3.3 Cart, E. Klafs & Daniel, D. Arnheim (1999) Modern Principles of Athletic Training St. Louis C. V. Mosphy Company

3.4 BeotraAlka, (2000), Drug Education Handbook on Drug Abuse in Sports. Delhi: Sports Authority of India.

3.5 Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc.

Module 4: Planning of training and Competition

4.1 Planning and organization of Training, Importance of planning, Principal of planning, Systems of Planning, and planning of training load.

4.2 Planning of competitions and its purpose, Types of competitions,

Competition Frequency, peaking for competitions, tapering of training, methods of tapering, factors affecting tapering.

4.3 Planning of various cycles (macro, meso, micro, one day training programme and planning of training sessions).

4.4 Structure of long-term training plan: long term athlete development model

4.5 Evaluation of training: Need and importance of evaluation, methods of evaluation training

Suggested readings specific to the Module

4.1 Bompa, T., & Haff, G. (2009). Periodization. Champaign, IL.: Human Kinetics.ISBN-13: 9780736074834

4.2 Baechle T R & Earle R W (2000). Essentials of strength training and conditioning. Human Kinetics. USA.

4.3 Bompa. T.O. (1994). Theory and Methods of Training-A Key to Athletic Performance (3rd Ed.). Kandwall Hunt Publication Co.

Core Compulsory readings

- *BeotraAlka, (2000), Drug Education Handbook on Drug Abuse in Sports. Delhi: Sports Authority of India.*
- *Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc.*
- *Baechle T R & Earle R W (2000). Essentials of strength training and conditioning. Human Kinetics. USA.*
- *Bompa. T.O. (1994). Theory and Methods of Training-A Key to Athletic Performance (3rd Ed.). Kandwall Hunt Publication Co.*
- *Bompa, T., & Haff, G. (2009). Periodization. Champaign, IL.: Human Kinetics.ISBN-13: 9780736074834*
- *Bompa. T.O. and G. Gregory Hett. (2009) Periodization: Theory and Methodology of Training.*
- *Bompa, T., & Carrera, M. (2005). Periodization training for sports. Champaign, Ill.: Human Kinetics.*
- *Cart, E. Klafs & Daniel, D. Arnheim (1999) Modern Principles of Athletic Training St. Louis C. V. Mosphy Company*
- *Dick FW (1999). Sport training Principles. A and C Black. London*
- *Haff, G., & Triplett, N. Essentials of strength training and conditioning. Champaign,*

IL.: Human Kinetics.

- *Singh Hardayal (1991). Science of Sport Training. D.V.S Pub. Delhi.*
- *Newton H (2006). Explosive lifting for sports. Human Kinetics. US.*
- *Zatsiorsky, V., & Kraemer, W. (2006). Science and practice of strength training. Champaign, IL: Human Kinetics.*

Core suggested readings

- *Wuest, D., & Fisette, J. (2014) Foundations of physical education, exercise science, and sport. McGraw-Hill Higher Education.*
- *Daniel, D. Arnheim (1991) Principles of Athletic Training, St. Luis, Mosby*.

LIST OF PRACTICUM

- To prepare a training plan (Session plan, days plan, micro cycle plan, meso cycle plan and macro cycle plan in different periods of training for various sports events)
- Evaluation of training (Testing of motor components and performance)

TEACHING LEARNING STRATEGIES

The subject will be taught by using lectures, demonstrations, seminars, classroom discussion, charts and presentation methods.

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS **Marks: 100**

(60+40)

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER VIII

PART – A: THEORY – CORE COURSE

IPMPS08C18: SPORTS MEDICINE

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
2	1	3	30	30	60	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous evaluation, ESE = End semester evaluation

Course Description

This course will enable students to understand the modern concept of sports medicine. It aims to develop understanding about the aim and objectives of sports medicine, athletes care and rehabilitation, prevention of injuries in sports, guiding principles of therapeutic modalities.

COURSE OUTCOME

After the completion of the course, the student will be able

CO1	Understand the concepts of athletic care and rehabilitation

CO2	Acquire knowledge of the basic concept of sports injuries and rehabilitation.
CO3	Understand various therapeutic aspects of exercise
CO4	Understand preventive, curative and rehabilitative aspects of sports injuries

COURSE CONTENTS

MODULE I: Introduction

1.1 Sports Medicine: meaning, definition, aims and objectives, Need& importance and Scope of Sports Medicine in Physical Education.Role of Sports Physician, Physical Educator/ Athletic Trainer, the coach and the player in sports medicine.

1.2 Injury classification and types , common sports injuries

1.3 Common athletic injuries: Sprain, Strain, Contusion, Dislocation, Fracture

1.4 Types of Skin Wounds: Open & closed wounds, Laceration, Abrasions, Complications of the open wounds of injured athletes.

1.5 Stages of healing, signs of inflammation.

Suggested reading specific to the module

1.1 Sergio Rocha Piedade, Philippe Neyret, Joao Espregueira-Mendes (2021) - Specific Sports – Related Injuries – Springer international Publishing

1.2 Harald Roos Et.al. (2008) Textbook of Sports Medicine: Basic Science and Clinical Aspects of sports injury and Physical activity – Wiley

1.3 Lars Engebretsen et.al. (2012) - The IOC Manual of Sports Injuries: An Illustrated Guide to the Management of injuries in physical activity – Lars Engebretsen et.al. - Wiley

1.4 Ruth Bryant, Denise Nix (2023) - Acute and Chronic Wounds – E-Book – Elsevier Health Sciences

MODULE II: Prevention & Treatment of Injuries

2.1 First Aid.

2.2 Prevention of athletic injuries.

2.3 Common treatment of soft tissue and hard tissue injuries.

2.4 PRICE protocol. CPR.

2.5 Basic Rehabilitation: Role of Sports Rehabilitation, Classification of Rehabilitation

2.6 Bandages, Strapping and Tapping

2.7 Role of Massage in the Treatment of athletic injuries.

Suggested reading specific to the module.

2.1 Dorling Kindersley (2009) - First Aid Manual – Dorling Kindersley

2.3 Raj Mithra (2019) - Principles of Rehabilitation Medicine- McGraw-Hill Education

2.4 Andreas Schur (2007) - Sports tapping – Meyer & Meyer Sport

MODULE III: Therapeutic Modalities

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

3.2 Heat Modalities (Thermotherapy)- Effects of Heat Applications-Infrared Lamp-Moist Heat Packs –Paraffin Wax Bath- Contrast Bath- Sona Bath.

3.3 Electrotherapy - Basic Principles of Electrotherapy (Therapeutic Effects)-

3.4 Electrical Stimulator –Short Wave Diathermy-Microwave Diathermy –Ultrasound-Neuromuscular Electrical Stimulator –Interferential Current – Transcutaneous Nervous Stimulator (TENS) -Ultraviolet Therapy-Lasser.

Suggested readings specific to the module.

3.1 William E. Prentice (2021) - Therapeutic Modalities in Sports Medicine – McGraw Hill LLC

3.2 Purusotham Chippala – Essentials of Electrotherapy – ATBS Publishers India

3.3 Lyle J. Michelli, M.D. (2010) – Encyclopaedia of Sports medicine – SAGE Publications

MODULE IV: Athletic injuries and its management

4.1 Head, Neck and spine Injuries: Mechanism of injuries, and its management.

4.2 Upper Extremities and Thorax Injuries: Upper limb and thorax injuries , Rib fracture, Elbow, shoulder, Writs and finger injuries and its management

4.3 Lower extremities and Abdomen Injuries: lower limb injuries, Abdomen, hip, Knee Injuries ankle injuries, foot injuries .

4.4 Classification of Therapeutic exercise- Active and passive exercise, PNF.

4.5 Balance training, gait training, gym bell exercise.

Suggested readings specific to the module.

4.1 lars Peterson, Per A.F.H. Renstrom (2015) - Sports Injuries: Prevention, Treatment and Rehabilitation – Taylor & Francis

4.2 Brad Walker (2018) - The Anatomy of Sports Injuries – North Atlantic Books

4.3 Karon Karter (2007) - Balance Training: Stability Workouts for Core Strength and a Sculpted Body – Ulysses Press

4.4 Rutherford Morison, William George Richardson (2012) - Abdominal Injuries.

Core Compulsory Readings

- *Richard Irvin, Duane Iversen, Steven Roy (1998) - Sports medicine: Prevention, Assessment, Management and Rehabilitation of Athletic Injuries – Allyn & Bacon*
- *John A. Hawley (2008) - The handbook of Sports Medicine and Science: Running – Wiley*
- *Ralph M. Buschbacher, Nathan D. Prahlow (2009) - Sports Medicine and Rehabilitation: A Sport-specific Approach – Wolters Kluwer Health*

Core suggested Readings

- *Freddie H. Fu, Bryson P. Lesniak (2020) - Sports Medicine – Lippincott Williams &Wilkins*
- *Freddie H. Fu (2010) – Sports Medicine - Lippincott Williams &Wilkins*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

Lecture/Discussions/Fieldwork/Project/Work/Viva/Seminars/TermPapers/Presentations/Self/ Learning Instructional Material etc.

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER VIII

PART – A: THEORY – DISCIPLINE-SPECIFIC ELECTIVE COURSE

(Select anyone)

IPMPS10E12: SPORTS TECHNOLOGY

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
2	-	2	30	-	30	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE=Continuous evaluation, ESE = End semester evaluation

Course Description

This course will enable students to understand the modern concept of sports technology and its aspects in physical education. It aims to develop an understanding of the types, scope and methods of sports technology, to make aware the modern infrastructure and maintenance.

COURSE OUTCOME

After the completion of the course, the student will be able to,

CO1	To know about the sports technologies and their aspects in Physical Education.
CO2	To summarize the Mechanics of engineering materials and concepts.
CO3	To aware about the Infrastructure and Maintenance.
CO4	To know about the modernized technologies used in sports and games

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

COURSE CONTENTS

MODULE I: Introduction of Sports Technology

1.1 Meaning, definition, purpose, advantages and applications of Sports Technology

1.2 General Principles and purpose of instrumentation in sports

1.3 Enhancement: which technologies are improved and how

1.4 Technological impacts on sports and how it impacts the Peers.

Suggested readings specific to the module.

1.1 Geoff Thompson (2001) – Sports technology – Nelson Thomson Learning

1.2 Aleksandar Subic, Franz Konstantin Fuss, Martin Strangwood, Rabindra Mehta (2013) – Routledge Handbook of Sports technology and Engineering

1.3 Stewart Ross (2010) – Sports technology – Evans

MODULE II: Science of Sports Materials

2.1 Adhesives- Nano glue, Nano moulding technology, Nano turf.

2.2 Footwear production and its application in sports

2.3 Foams- Polyurethane, Polystyrene, Styrofoam, closed- cell and open-cell foams, Neoprene, Foam.

2.4 Smart Materials – Shape Memory Alloy (SMA), Thermo chromic film, High-density modelling foam. Peer design with smart materials in sports

Suggested readings specific to the module.

2.1 Ravindra S. Goonetilleke (2012) – Sciences of Footwear – CRC Press

2.2 Aswin Rao, A. R. Srinivasa, J.N. Reddy, Reddy (2015) – Design of Shape memory

alloy (SMA) Actuators – Springer International Publishing

MODULE III: The Integration of Technologies into Sports

3.1 Meaning and introduction of the integration of foreign technologies into sports practice

3.2 Use of computer and software in Match Analysis and Coaching. Reflexion of various sports surface, technology and computer in sports.

3.3 GPS: How it enhances the modern sports

3.4 The use of technologically constructed hypoxic environment

3.5 Technologies for judging, umpiring and refereeing (Hawk-Eye, IRS, DRA, VAR, GLT, IRCSO, ATS, EDM, Photo finish)

Suggested Readings specific to the module

3.1 Daniel Memmert (2021) – Match Analysis – Taylor & Francis Group

3.2 Alexander Subic, Franz Konstantin Fuss, Sadayuki Ujihashi (2007) – the impact of technology in sport II – Taylor & Francis

MODULE IV: Surfaces of Playfields and Modern Equipment

4.1 Modern surfaces for playfields, construction and installation of sports surfaces. (synthetic, wood, polyurethane)

4.2 Artificial turf and Modern technology in the construction of indoor and outdoor facilities.

4.3 Technology in manufacture of modern play equipment. Types, Materials and Advantages. (Balls, Bat/Stick/ Racquets, Clothing and shoes)

4.4 Measuring equipment

4.5 Protective equipment: Types, Materials and Advantages. Sports equipment with Nano technology, Advantages. Reflexion of materials and advantages in playing with productive equipment in sports and games.

Suggested Readings specific to the module.

4.1 Iain James, Matt Carre, Paul Fleming, Sharon Dixon (2015) – The science and engineering of sport surfaces – Taylor & Francis

4.2 Sascha L. Schmidt (2020) – 21st Century sports, How technologies will change sports in the digital age – Springer International Publishing

4.3 Jennifer Swanson (2016) – Super Gear, nanotechnology and Sports Team Up – Charlesbridge

Core compulsory Readings

- *David M. Berube (2008) – Nano-hype, the truth behind the nanotechnology buzz – Manas Publications*
- *Jennifer Swanson (2021) – The secret science of sports – Running Press*
- *Iain James, Matt Carre, Paul Fleming, Sharon Dixon (2015) – The science and engineering of sport surfaces – Taylor & Francis*

Core Suggested readings

- *Ravindra S. Goonetilleke (2012) – Sciences of Footwear – CRC Press*
- *Alexander Subic, Franz Konstantin Fuss, Sadayuki Ujihashi (2007) – the impact of technology in sport II – Taylor & Francis*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

Lecture/Discussions/Fieldwork/Project/Work/Viva/Seminars/TermPapers/Presentations/Self/ Learning Instructional Material etc.

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER VIII

PART – A: THEORY – ELECTIVE COURSE

IPMPS08E13: GENDER, DISABILITY, AND INCLUSIVE SPORTS EDUCATION

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
2	-	2	30	-	30	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will orient the students about Gender and gender inequality in sports. It would orient the construction of gender, understand the patterns and constraints of gender inequality. The course will enable a review of policies and programmes that work to close gender gaps, with a focus on developing countries. It will also orient the students towards inclusive education with the perspective of sports for diverse population.

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Understand gender and gender inequality
CO2	Understand patterns and constraints of gender inequality around the world up to the present day.
CO3	Review policies and programs that work to close gender gaps, with a focus on developing countries
CO4	Relate and interpret the role of the constitutional provisions for gender equality in India.
CO5	Understand inclusive education with special reference to sport for diverse population

COURSE CONTENTS

Module-I: Understanding & Construction of Gender

1.1 Defining Gender and features of gender inequality

1.2 Gender inequality in Education in India

1.3 Gender based violence as a development and rights challenge

1.4 Historical roots of gender construction in India –patriarchy and its socio-cultural origins

1.5 The Global Gender Equality Agenda

Suggested readings specific to the Module

1.1 Cecilia L. Ridgeway (2013) Gender, Interaction, and Inequality

1.2 Bina Agarwal (2015) Gender Challenges

1.3 Elena Camilletti (2020) Social Protection and Its Effects on Gender Equality A Literature Review

1.4 Carol Vlassoff · (2013) Gender Equality and Inequality in Rural India Blessed with a Son

1.5 Amy S. Wharton (2011) The Sociology of Gender: An Introduction to Theory and Research

Module 2: Gender and Schooling

2.1 Gender issues in access to education & physical education

2.2 Quality of work and equal opportunity

2.3 Gender in the physical education classroom and peer interactions

2.4 Gender issues in participation in sports

2.5 Sports and Gender, Gender Equity and Women in Sports

2.6 Role of teachers, parents, and other community members for supporting inclusion of children with diverse needs for participation in sports.

Suggested readings specific to the Module

2.1 Elaine Unterhalter, Sheila Aikman (2007) Practising Gender Equality in Education

2.2 Dr. R. Rajalakshmi and Dr. C.E. Jayanthi (2019)Gender, School and Society

2.3 Greta L. Cohen (2001) Women in Sport: Issues and Controversies

2.4 Emily A. Roper (2014) Gender Relations in Sport

2.5 Lyndsay M.C. Hayhurst, Holly Thorpe, Megan Chawansky (2021)Sport, Gender and Development Intersections, Innovations and Future Trajectories

Module 3: Gender and Constitution of India

3.1 Constitutional provisions for education of women in India

3.2 UEE and programmes for education of women in India

3.3 Gender and policy perspective

3.4 Class and Inequality

Suggested readings specific to the Module

3.1 S. P. Agrawal, J. C. Aggarwal (1992) Women's Education in India

3.2 Preet Rustagi (2009) Concerns, Conflicts, and Cohesions Universalization of Elementary Education in India

3.3 Anders Ortenblad, Raili Marling, Snjezana Vasiljevic(2017) Gender Equality in a Global Perspective

3.4 Kanhaiya Lal Sharma (1995) Social Inequality in India: Profiles of Caste, Class, Power

Module 4: Disability & Inclusive Education, Gender Studies in Sports

4.1 Definition, concept and importance of inclusive education.

4.2 Historical perspectives on education of children with diverse needs.

4.3 Difference between special education, integrated education and inclusive education.

4.4 Advantages of inclusive sports education for all children.

4.5 Educational approaches and measures for meeting the diverse needs

Suggested readings specific to the Module

4.1 Harry Daniels, Philip Garner · (1999) Inclusive Education

4.2 Gill Richards, Felicity Armstrong (2015) Teaching and Learning in Diverse and Inclusive Classrooms: Key Issues for New Teachers

4.3 David R. Mitchell (2004) Special Educational Needs and Inclusive Education: Major Themes in Education · Volume 2

4.4Sandra Heck, Martin E. Block (2019) Inclusive Physical Education Around the World: Origins, Cultures, Practices

4.5 Gill Richards, Felicity Armstrong (2015) Teaching and Learning in Diverse and Inclusive Classrooms

Core Compulsory readings

- *Erik Olin Wright, "From Paradigm Battles to Pragmatist Realism: towards an integrated class analysis", New Left Review (forthcoming)*
- *Daryl Glaser, "Class as a Normative Category: Egalitarian Reasons to Take It Seriously (With a South African Case Study)*
- *Daryl Glaser, 'Should An Egalitarian Support Black Economic Empowerment?',Politikon, vol. 34, no. 2, 105-123, 2007.*
- *John Roemer paper: "Should Marxist's care about exploitation" in Analytical Marxism and Philosophy & public affairs 1985*
- *Michael Marmot, Richard Wilkinson, Social Determinants of Health: The Solid Facts*
- *Gomberg, How to make opportunity equal (Blackwell, 2007)*
- *Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participationin Schools. Bristol: Center for Studies in Inclusive Education.*
- *Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning BasedApproach: National Publishing house 23 Daryaganj, New Delhi 110002.*
- *Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.*

Core suggested readings

- *Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.*
- *Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.*
- *Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS **Marks: 100**

(60+40)

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER VIII

PART – B: PRACTICUM COURSES (COMPULSORY FOUNDATION)

IPMPS08P26: PRACTICUM – TRACK AND FIELD

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the basic throwing techniques and the knowledge about track and field events. It aims to develop understanding about the rules and regulations, dimensions and marking of the field, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, teaching stages and coaching

aspects of track and field events. basic skills and techniques of track and field events.

Course Outcomes

After the completion of the course, the students will be able to-

CO1	Understand the fundamental skills in various track and field events.
CO2	Understand the rules& regulations of various track and field events.
CO3	Identify teaching stages of fundamentals skills of various events
CO4	Interpret the rules &regulations of various track and field events.
CO5	Officiate various competitions in track and field.

COURSE CONTENTS

- Track Events: Hurdles, Steeple Chase and Race Walking
    - Hurdles: Hurdle stride and Clearance, Start and approach to first hurdle, running between the hurdle (low and high hurdles). Teaching stages and coaching aspects
    - Steeple Chase: Hurdle clearance, water jump techniques, Teaching stages and coaching aspects
    - Race walking: walking techniques, Teaching stages and coaching aspects
- Throwing events: Javelin Throw and Hammer throw
    - Throwing Techniques- Teaching stages and coaching aspects
- Jumping Events: Tripple jump and Pole vault
    - Techniques- Teaching stages and coaching aspects
- Rules and officiating
- Specific aspects of combined events, cross country and road races

Core Compulsory readings

9. *Chauhan VS (1999). Khel Jagat Mein Athletics. A.P. Pub, Jalandhar.*
10. *Evans DA (1984). Teaching Athletics. Hodder, London.*
11. *Gothi E (2004). Teaching & Coaching Athletics. Sport Pub., New Delhi.*
12. *Gupta R. (2004). Layout & Marking of Track & Field. Friends Publications. India. New Delhi.*
13. *Handbook-Rules and Regulation. International Athletic Federation (2010).*

14. *Herb Amato, DA ATC et al (2002). Practical Exam Preparation Guide of Clinical Skills of Athletic Training. Slack Incorporated. 1st ed., USA.*
15. *Kumar, Pardeep. (2008). Historical Development of Track & Field. Friends Publication. New Delhi*
16. *Maughan, R. and Gluson, M. (2004). The Biomechanical Basics of Athletic Performance. Oxford University Press, U.K.*

TEACHING LEARNING STRATEGIES

- The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

MODE OF TRANSACTION

- Field Work/ Viva/ learning by doing/ Individual and Team Drills

ASSESSMENT RUBRICS **100(60+40)**

Components	**Continuous Evaluation** **40**	**End Semester Evaluation** **60**	**Total marks** **100**
Skill Proficiency/ Demonstration	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks:8	Marks:12	Marks: 20

SEMESTER VIII

PART – B: PRACTICUM COURSES (ELECTIVE)

IPMPS08P27: PRACTICUM- MAJOR GAMES

(STUDENT TO CHOOSE ANY ONE FROM THE LIST)

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continues Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the basic skills of a game and the

ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the field, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of National and International Federations

From the list which was offered from the Semester VII, students to choose any one from the list and not opted an earlier

ASSESSMENT RUBRICS **Total Marks: 100(60+40)**

Components	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Skill Proficiency	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks:8	Marks:12	Marks: 20

SEMESTER VIII

PART – B: THEORY – PRACTICUM (SKILL ENHANCEMENT)

IPMPS08P28: MASSAGE AND MYOFASCIAL RELEASE

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	2	2	-	60	60	100	-	100

Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the basic skills of understand the myofascial release modalities. It aims to develop understanding about Identify the muscle

attachments: origin and insertion and identify the muscle trigger points and muscle knots

COURSE OUTCOMES

After the completion of the course, the students will be able to-

CO1	Identify the muscle attachments: origin and insertion
CO2	Understand the myofascial release modalities
CO3	Identify the muscle trigger points and muscle knots

COURSE CONTENTS

Module 1

1.8 Introduction to massage

1.9 Types of massage

1.10 Massaging techniques

1.11 Principles of massaging

Suggested reading Specific to the Module

1.1 Christine, M. D., (1999). Physiology of sports and exercise. USA: Human Kinetics.

1.2 Conley, M. (2000). Bioenergetics of exercise training. In T.R. Baechle, & R.W. Earle, (Eds.), Essentials of Strength Training and Conditioning (pp. 73-90). Champaign, IL: Human Kinetics.

1.3 David, R. M. (2005). Drugs in sports, (4th Ed). Routledge Taylor and Francis Group.

Module 2

2.6 Anatomy of Muscle

2.7 Skeletal Muscle and Fascia

2.8 Types of Muscles

2.9 Muscular attachments: insertion, origin

Suggested reading Specific to the Module

2.1 Thomas Myers, James Earls · (2017)Fascial Release for Structural Balance, Revised Edition ISBN:9781623171018, 1623171016. Publisher:North Atlantic Books.

2.2 Christine, M. D., (1999). Physiology of sports and exercise. USA: Human Kinetics.

2.3 Conley, M. (2000). Bioenergetics of exercise training. In T.R. Baechle, & R.W. Earle, (Eds.), Essentials of Strength Training and Conditioning (pp. 73-90). Champaign, IL: Human Kinetics.

Module 3

3.7 Trigger points and muscle knots

3.8 Myofascial release

3.9 Myofascial release modalities

3.10 Myofascial release tools

Suggested readings specific to the Module

1.1 Mathew, D. K. & Fox, E. L, (1971). Physiological basis of physical education and athletics. Philadelphia: W.B. Saunders Co.

1.2 Pandey, P. K., (1987). Outline of sports medicine, New Delhi: J.P. Brothers Pub.

1.3 Williams, J. G. P. (1962). Sports medicine. London: Edward Arnold Ltd.

Core Compulsory reading

- *Anders Jelvéus · (2011) Integrated Sports Massage Therapy E-Book A Comprehensive Handbook. ISBN:9780702049057, 0702049050. Publisher:Elsevier Health Sciences.*
- *Lisa A. DeStefano · (2011) Greenman's Principles of Manual Medicine. ISBN:9780781789158, 078178915X. Publisher:Lippincott Williams & Wilkins/Wollters Kluwer*
- *Thomas Myers, James Earls · (2017)Fascial Release for Structural Balance, Revised Edition ISBN:9781623171018, 1623171016. Publisher:North Atlantic Books*
- *Christine, M. D., (1999). Physiology of sports and exercise. USA: Human Kinetics.*
- *Conley, M. (2000). Bioenergetics of exercise training. In T.R. Baechle, & R.W. Earle, (Eds.), Essentials of Strength Training and Conditioning (pp. 73-90). Champaign, IL: Human Kinetics.*
- *David, R. M. (2005). Drugs in sports, (4th Ed). Routledge Taylor and Francis*

Group.

- *Mathew, D. K. & Fox, E. L, (1971). Physiological basis of physical education and athletics. Philadelphia: W.B. Saunders Co.*
- *Pandey, P. K., (1987). Outline of sports medicine, New Delhi: J.P. Brothers Pub.*
- *Williams, J. G. P. (1962). Sports medicine. London: Edward Arnold Ltd.*

Core suggested readings

- *Anders Jelvéus (2011) Integrated Sports Massage Therapy E-Book A Comprehensive Handbook. ISBN:9780702049057, 0702049050. Publisher:Elsevier Health Sciences.*
- *Lisa A. DeStefano (2011) Greenman's Principles of Manual Medicine. ISBN:9780781789158, 078178915X. Publisher:Lippincott Williams & Wilkins/Wollters Kluwer*
- *Thomas Myers, James Earls (2017)Fascial Release for Structural Balance, Revised Edition ISBN:9781623171018, 1623171016. Publisher:North Atlantic Books*
- *James Earls, Thomas W. Myers (LMT.) (2010) Fascial Release for Structural Balance ISBN:9781556439377, 1556439377. Publisher:Lotus Pub.*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

Components	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Practical test/ Demonstration	Marks: 24	Marks: 36	Marks: 60

Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks:8	Marks:12	Marks: 20

SEMESTER – IX

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A Theory Courses										
Core Courses										
IPMPS09C19	Applied Statistics in Physical Education and Sports Sciences	3	1	4	45	30	75	40	60	100
IPMPS09C20	Kinesiology and Sports Biomechanics	3	-	3	45	-	45	40	60	100
IPMPS09C21	Sports Nutrition	2	-	2	30	-	30	40	60	100
Open Elective Course (Select anyone offered from other departments)										
	Open Electives offered from Other	4	-	4	60	-	60	40	60	100

	Departments									
Part B- Practicum Courses										
Practicum (Compulsory Foundation)										
IPMPS09P29	Swimming/Gymnastics	1	2	3	15	60	75	40	60	100
Practicum Courses (Specialization)										
IPMPS09P30	Sports Specialization (Select any one from the following) (Team Sports/Racket Sports/indigenous sport) (One based on feasibility)	1	2	3	15	60	75	40	60	100
Practicum (Ability Enhancement Compulsory Course)										
IPMPS09P31	Teaching Proficiency	-	2	2	-	60	60	40	60	100
Total		14	7	21	210	210	420	280	420	700

SEMESTER IX

PART – A: THEORY – CORE COURSE

IPMPS09C19: APPLIED STATISTICS IN PHYSICAL EDUCATION AND SPORTS SCIENCES

Credit			**Teaching Hours**			**Assessment**		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	1	4	45	30	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the modern concept of research and statisticsin physical education and sports. It aims to develop understanding about the need and importance of research in physical education and sports, research

problem, survey of related literature, basics of statistical analysis and statistical models in physical education and sports.

COURSE OUTCOMES

After the completion of the course, the students will be able to

CO1	Understand the basic of research in physical education.
CO2	Formulate research problem
CO3	Describe the research methods in physical education.
CO4	Students shall know how to organize, manage, and present data.
CO5	Show ability to explore and organize data for analysis.
CO6	Students shall be able to use and apply a wide variety of specific statistical methods.
CO7	Demonstrate understanding of the properties of probability and probability distributions.
CO8	Demonstrate understanding of the probabilistic foundations of inference.
CO9	Apply inferential methods relating to the means of Normal distributions

COURSE CONTENTS

Module 1

1.1 Statistics: Meaning and Definitions, Need for and importance of Statistics.

1.2 Types of Statistics.

1.3 Data: Meaning, Kinds of data, Discrete and Continuous.

1.4 Meaning, uses and construction of frequency table

1.5 Graph: Introduction, uses and types

1.6 Parametric and non-parametric statistics.

Suggested reading specific to the module

1.1 Capt. Dr. Satpul Kaur (2020) - Research and Statistics in Physical Education – Friends Publications (India)

1.2 Daniela Forrero, Gretchen L. Mathew (2021) - Research Trends in Graph Theory and Applications – Springher International Publishing

1.3– David Sheskin (2011) - Handbook of Parametric and Nonparametric Statistical Procedures, Fifth Edtion – Taylor & Francis

1.4 Dr. M.R. Dhinu (2021) - Applied Statistics in Physical Education and Sports – Friends Publications (India)

Module 2

2.1 Meaning and importance of scales and types of scales

2.2 Meaning, Purpose, calculation and advantages of Measures of central tendency –Mean, Median and mode. Quartile Deviation, Mean Deviation, Standard Deviation.

2.3 Normal Curve: – Principles of normal curve – Properties of normal curve.

2.4 Normality – Skewness and Kurtosis.

Suggested reading specific to the module

2.1 Armel Dawson (2018) - Research methods and Statistics in Physical Education – ETP

2.2 Richard G Lomax, Debbie L. Hahs-Vaughn (2013) - An introduction to statistical concepts: Third edition – Taylor & Francis

2.3 Wlodzimierz Bryc (1995) - The Normal Distribution – 3Island Press

2.4 Jerry R. Thomas, Philip Martin, Jennifer L. Etnier (2022) - Research Methods in Physical Activity – Human Kinetics, Incorporated

Module 3

3.1 Sample Distribution of Means, Standard Error of Mean

3.2 Testing of Hypothesis- Region of Acceptance &Region of Rejection of Null and Alternative Hypothesis

3.3 Level of Significance and confidence.

3.4 Type I and Type II Errors

3.5 One Tailed and Two Tailed test

3.6 Degrees of Freedom

3.7 Meaning of correlation - coefficient of correlation

3.8 Calculation of coefficient of correlation by the product moment method and rank difference Method.

Suggested reading specific to the module

3.1 Armel Dawson (2018) - Research Methods and Statistics in Physical Education – ETP

3.2 Thomas W. O'Gorman (2004) - Applied Adaptive Statistical Methods: Tests of Significance – SIAM Publishers

3.3 William E. Martin, Krista D. Bridgmon (2012) - Quantitative and Statistical Research Methods – Wiley

3.4 Jim Frost (2020) - Introduction to Statistics – Statistics by Jim Publishing

Module 4

4.1 Tests of significance: Independent "t" test, Dependent "t' test, chi-square test,

4.2 Analysis of Variance (ANOVA)

4.3 Concept of ANCOVA

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

Suggested reading in specific to the module

4.1 Armel Dawson (2018) - Research Methods and Statistics in Physical Education – ETP

Core Compulsory Reading

- *Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports, New Delhi*
- *Sivaramakrishnan. S. (2006) Statistics for Physical Education, Delhi; Friends Publication*

Core Suggested Reading

- *Clark, H. H., & Clark, D. H. (1975). Research process in physical education. Englewoodcliffs, New Jersey: Prentice Hall, Inc.*
- *Thomas, J.R., & Nelson J.K. (2005). Research method in physical activity. U.S.A:Champaign, IL: Human Kinetics Books.*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

Lecture/Discussions/Fieldwork/Project/Work/Viva/Seminars/TermPapers/Presentations/Self/ Learning Instructional Material etc.

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER IX

PART – A: THEORY – CORE COURSE

IPMPS09C20: KINESIOLOGY AND SPORTS BIOMECHANICS

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	-	3	45	-	45	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End of Semester Evaluation

Course Description

Knowledge of Kinesiology and Biomechanics is important for understanding the human movement, including those involved in sports and games. This course begins

with an overview of Kinesiology and Sports Biomechanics followed by fundamental concepts, mechanical concepts, kinematics and kinetics of human movement.

COURSE OBJECTIVES

After the completion of the course, the students will be able to

CO1	To develop the basic understanding of biomechanics and kinesiology and its application in human body movements in performing sports activities.
CO2	To explain the concept of mechanical laws involved in human motion.
CO3	To develop a comprehensive understanding of movement analysis
CO4	To develop the ability to perform mechanical analysis of various fundamental movements and sports skills

COURSE CONTENTS

Module 1: Introduction

1.1 Meaning, importance and scope of applied kinesiology and sports biomechanics.

1.2 Meaning of Axis and plains.

1.3 Line of gravity plane of the body and axis of motion.

1.4 Kinetics and kinematics.

1.5 Statics, dynamics and centre of gravity.

1.6 Equilibrium: Meaning, Importance and Types

1.7 Vector and scalars.

Suggested reading specific to the module

1.1 Dr. Praveen Kumar (2021) - Sports Biomechanics and Kinesiology – Friends Publications (India)

1.2 Peter Merton McGinnis (2013) - Biomechanics of sports and exercise – Human Kinetics

1.3 Vladimir M. Zatsiorsky (2002) - Kinetics of Human Motion – Vladimir M. Zatsiorsky - Human Kinetics

1.4 David Paul Greene, Susan L. Roberts (2015) - Kinesiology – Movement in the context of activity – Elsevier Health Sciences

Module 2: Joints and Muscles

2.1Types of joints

2.2 Movements in major joints (shoulder, elbow, hip, knee and ankle)

2.3 Origin insertion and actions of muscles.

2.4 Deltoid, biceps and triceps.

2.5 Pectoralis major and minor, abdominus

2.6 Quadriceps hamstring gastronomies

Suggested reading specific to the module

1.1 Christy J. Cael (2022) - Functional Anatomy – Jones & Bartlett Learning

1.2 Don Meikle (1997) - Muscles of the human body

1.3 J. Gordon Betts, et.al, (2013) - Anatomy and Physiology – OpenStax

1.4 David Paul Greene, Susan L. Roberts (2015) - Kinesiology – Movement in the context of activity – Elsevier Health Sciences

Module 3: Kinetics and kinematics of human movement

3.1 Meaning of work, power and energy

3.2 Kinetic and potential energy

3.3 Meaning and definitions of motions.

3.4 Types of motion: linear, angular, circular and uniform motion.

3.5 Newton's laws of motion.

3.6 Meaning and definition of force, factors influencing force application.

3.7 Pressure, frictional force and buoyant force

3.8 Centrifugal and centripetal force.

Suggested reading specific to the module

3.1 Peter Guthrie Tait (2007) - Newton's Laws of Motion – Harvard University

3.2 Jason Zimba (2009) - Force and Motion – John Hopkins University Press

3.3 Susan L. Roberts & Sharon A. Falkenburg (2010) - Biomechanics – Mosby Year Book

3.4 Florante Jr Pose - Buoyancy – The Archimedes Principle – Grin Verlag

Module 4: Biomechanical Application

4.1 Leverage, classes of lever and practical application.

4.3 Projectile motion, factors influencing projectile motion.

4.4 Drag and lift force.

4.4 Fluid resistance: air and water.

4.5 Spin and types of spin.

4.6 Biomechanical analysis: Walking, running, jumping, throwing, lifting, pulling, pushing, catching and climbing.

4.7 Biomechanical analysis of skills of major games: Football hockey basketball badminton handball cricket volleyball and swimming

Suggested reading specific to the module

4.1 Nicholas Stergiou (2020) - Biomechanics and Gait analysis – Elsevier Science

4.2 Andrew Olesnicky, Neville Lawrence (2003) Physics – Projectile Motion – Greg Eather

4.3 Micheal Aloysius MacConaill, John V. Basmaijan (1977) - Muscles and Movements – A Basis for Human Kinesiology – R. E. Krieger Publishing Company

Core Compulsory Readings

- *Dr. A.K. Uppal and Dr. Jogiswar Goswami (2020) - Kinesiology and Biomechanics – Friends Publications (Indai)*
- *Dr. Praveen Kumar (2021) - Sports Biomechanics and Kinesiology – Friends Publications (India)*
- *Donald. Neumann (2010) - Kinesiology of the Musculoskeletal System – mosby/Elsevier*

Core Suggested Readings

- *Marion Ruth Broar (2008) - An Introduction to Kinesiology – The University of Michigan*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER IX

PART – A: THEORY – CORE COURSE

IPMPS09C21: SPORTS NUTRITION

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
2	-	2	30	-	30	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End of Semester Evaluation

Course Description

This course will enable students to understand the concept, dimensions, spectrum and determinants of health and health education. It aims to orient towards health issues, environmental science, natural resources and related environmental issues.

COURSE OUTCOMES

After completion of the course, students will be able to

CO1	Understand basic concepts and principles of nutrition
CO2	Design weight management programme based on dietary intake
CO3	Provide consultancy on sports supplements
CO4	Apply nutrition knowledge for enhancing sports performance for athletes

Unit I: Concepts and Principles of Human Nutrition

1.1 Meaning and Definitions of Nutrients and Nutrition.

1.2 Concept of Balanced diet.

1.3 Nutritional classification of foods: Based on functions and food group

1.4 Carbohydrates, protein, fat, Vitamins and minerals and fat- its classification and functions, digestion, absorption and metabolism.

1.5 Regulation of Water Balance: intracellular and extra cellular water balance, Requirement of water

Suggested readings specific to the module.

1.1 Nitika Thareja (2021) - The Balanced Diet: Healthy

1.2 Alice Callahan, Heather Leonard, Tamberly Powell (2020) - Nutrition: Science and Everyday Application – Open Oregon Educational Resources

1.3 and 1.4 Flavia Meyer, Zbigniew Szygula, Boguslaw Wilk. (2016) - Fluid Balance, Hydration and Athletic Performance – CRC Press

Unit II: Introduction to Sports Nutrition

2.1 Science of sports nutrition: Definition of sports nutrition- Need for and Importance of sports nutrition.

2.2 Balanced Diet-Planning Balanced Diets-Recommended Dietary Allowances (RDAs)

2.3 - Dietary Reference Intakes (DRIs) – Estimated Average Requirement (EAR), Adequate Intake (AI)-Dietary Guidelines- Reference Man and Reference women

2.4 Dietary Guidelines- Reference Man and Reference women- Dietary Guidelines -Food guide pyramid-MyPlate- Food Labels.

Suggested readings specific to the module.

2.1 Robert E.C.Wildman, Barry S. Miller, (2004), "Sports and Fitness Nutrition", Thomson.

2.2 Bean, Anitha (2006), 5thed, Sports Nutrition

2.3 Burke, Louise (2007), Practical Sports Nutrition, Human Kinetics.

2.4 Dan Benardot (2011) - Advanced Sports Nutrition – Human Kinetics, Incorporated

Unit III: Nutrition for Competition

3.1 Preparation for competition: Nutrition factors causing fatigue during performance, Pre-event fueling.

3.2 Muscle glycogen storage, Carbohydrate loading for endurance events, Pre-exercise carbohydrate and the glycemic index, Pre-exercise hydration, Salt loading.

3.3 Eating disorders and disordered eating in athletes: Disordered eating classifications, Performance and health consequences of disordered eating, Prevention and management of disordered eating among athletes.

3.4 Nutrition for recovery after training and competition: Factors in post-exercise glycogen storage, Guidelines for carbohydrate intake for training and recovery, Training with low CHO availability, Issues in post-exercise rehydration

3.5 Supplements and sports foods: Overview of supplements and sports foods, Regulation of supplements and sports foods, The pros and cons of using supplements and sports foods.

Suggested readings specific to the module

3.1 Heather Hedrick Fink, Alan E. Mikesky (2020) - Practical Application in Sports Nutrition- Jones & Bartlett Learning, LLC

3.2 Anita Bean (2013) - The Complete Guide to Sports Nutrition – Bloomsbury Publishing

3.3 Bill Campbell (2013) - Sports Nutrition: Enhancing Athletic Performance – Taylor & Francis

3.4 Benardot, Don (2000), Advanced Sports Nutrition, Human Kinetics.

Unit IV: Diet, Weight Management and Performance

4.1 Regulation of body weight and composition: Genetic Influences- Hormonal influences.

4.2 Positive energy balance-Negative energy balance. Diet, exercise, and weight management

4.3 Weight loss methods for athletes-Athletes Gain Weight Healthfully- Vegetarian Diets-Vegetarian

4.3 Diets and Athletic Performance. Special Eating Plans: Paleo Diet-Raw Food Diet-Detox Diet-Other Diets – LCHF (Low Carbohydrate and High Fat diet).

Suggested readings specific to the module.

4.1 Natalie DigateMuth,(2015), Sports Nutrition for Health Professionals, F. A. Davis Company, 1915 Arch Street, Philadelphia,USA.

4.2. Heather Hedrick fink, Lisa A. Burgoon, Alan E. Mikesy, (2006), Practical Application in sports Nutrition", Jones and Barlett.

4.3 Burke, Louise (2007), Practical Sports Nutrition, Human Kinetics.

4.4 Gleeson, Jeukendrup (2004), Sports Nutrition: an introduction to energy production and performance, Human Kinetics.

Core Compulsory Readings

- *Louise Burke (2007) - Practical Sports Nutrition – Human Kinetics*
- *Nancy Clark (2014) - Nancy Clark's Sports Nutrition Guidebook, –Human Kinetics*
- *Heather Fink, Alan Mikesky, Lisa Burgoon (2011) - Practical Application in Sports Nutrition – Jones & Bartlett Learning*
- *Melinda Manore, nanna L. Meyer, Janice Thompson (2009) Sports Nutrition for Health and Performance – Human Kinetics*

Core Suggested Readings

- *Emmanuel A. Andreadis - Hypertension and Cardiovascular diseases – Springer International Publishing*
- *Deakin , Burke(2006), 3rd, Clinical Sports Nutrition, McGraw- Hill Austria.*
- *Bourns, Fred (ed), Essentials of Sports Nutrition, 2nd Ed (2002), John and Wiley.*
- *Benardot, Don (2000), Advanced Sports Nutrition, Human Kinetics.*
- *Burke, Louise (2007), Practical Sports Nutrition, Human Kinetics.*
- *Gleeson, Jeukendrup (2004), Sports Nutrition: an introduction to energy production and performance, Human Kinetics.*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER - IX

OPEN ELECTIVES

COURSES OF FOUR CREDIT TO BE OPTED FROM OTHER DEPARTMENTS

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

L/T=Lecture/Tutorials, P=Practical, CE =Continuous evaluation, ESE = End of semester evaluation

SEMESTER - IX

Part B- Practicum Courses (Compulsory Foundation)

IPMPS09P29: SWIMMING/GYMNASTICS

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous evaluation, ESE = End of semester evaluation

DETAILED SYLLABUS FOR SWIMMING

COURSE OUTCOMES

CO1	Would understand the fundamental skills and techniques of swimming.

CO2	Gain knowledge about the rules & officiating of aquatics.
CO3	Will know the lay out swimming pool.
CO4	Thorough with teaching stages and coaching aspects of aquatics.

COURSE CONTENTS

- **Introduction**
  - Swimming meaning and definition
  - History of swimming and aquatics
  - Benefits of swimming
  - Class management
- **Swimming Pool**
  - Swimming pool measurements, rules and regulations of pool arena
  - Safety and sanitation of swimming pool
  - Pool water test
- **Techniques and teaching of different strokes.**
  - Freestyle
  - Back stroke
  - Breast stroke
  - Butterfly
  - Grab start, track start, back stroke start
  - Free turn, open turns
- **Officiating**
  - Swimming rules and regulations
  - Mechanics of officiating
  - Qualities of good official
  - Swimming competitions.
- **Survival and life saving techniques of swimming**
  - Meaning and definition of first aid.
  - PRICE, RICE, ABC, CPR
  - Lifesaving methods
  - Common injuries, treatment and rehabilitation
  - Basic diet and nutrition.

DETAILED SYLLABUS FOR GYMNASTICS

COURSE OUTCOMES

CO1	Would understand the fundamental skills and techniques of gymnastics.
CO2	Gain knowledge about the rules & officiating of gymnastics.
CO3	Will know the layout of gymnastics.
CO4	Thorough with teaching stages and coaching aspects of gymnastics.

COURSE CONTENTS

FUNDAMENTAL SKILLS

- **Floor Exercise**
  - Forward Roll
  - Backward Roll
  - Dive Roll
  - different kinds of scales
  - Leg Split
  - Bridge
  - Dancing steps
  - Handstand
  - Jumps-leap
  - scissors leap
- **Parallel bar:**
  - Mount from one bar
  - Straddle walking on parallel bars.
  - Single and double step walk
  - Perfect swing
  - Shoulder stand on one bar and roll forward
  - Roll side
  - Shoulder stand
  - Front on back vault to the side(dismount)
- **Horizontal /single bar:**
  - Grip
  - Swings
  - Fundamental elements
  - Dismount

- **Uneven parallel bar:**
    - Grip
    - Swings
    - Fundamental elements
- **Teaching Lesson Plan**

Core suggested readings

- *Clive Gifford (2010) - Swimming – Marshall Cavendish Benchmark*
- *Mark Young (2010) - The complete beginners guide to swimming – Educate and Learn Publishing*
- *L. E. Carmicheal (2017) - The Science behind Gymnastics – Raintree Publishers*
- *Elfi Schlegel, Claire Ross Dunn (2018) - The Gymnastics Book: The Young Performer's Guide to Gymnastics – Firefly Books*
- *Blythe Lawrence (2020) - The History of Gymnastics – AbdoPublishing*

TEACHING LEARNING STRATEGIES

The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, and Drills.

MODE OF TRANSACTION

Field Work/Viva/ learning by doing/ Individual Practice etc.

ASSESSMENT RUBRICS **Marks: 100**

(60+40)

Components	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Practical test/ Demonstration	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks:8	Marks:12	Marks: 20

SEMESTER - IX

Practicum Courses (SPECIALIZATION)

IPMPS09P30: SPORTS SPECIALIZATION

(Select any one from the following)

BASKETBALL
HANDBALL
KABADDI
CRICKET
VOLLEYBALL
FENCING/ KALARIPPAYATTU
BADMINTON
KHO KHO
FOOTBALL
TABLE TENNIS
SOFTBALL

HOCKEY

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous evaluation, ESE = End of semester evaluation

COURSE OBJECTIVES

1. To define and acquaint training preparation of Game/Sport
2. To employ the rules and regulation of Game/Sport
3. To emphasis on preparation for the Game/Sport.
4. To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.
5. To orient & employ the rules and regulation in organization of competition in Game/Sport.
6. To make the students thorough with teaching stages and coaching aspects of Game/Sport.

COURSE CONTENTS

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

Unit-I:

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

Unit-II:

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

Unit-III:

Classification of techniques/skills.

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

Unit-IV:

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

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS **Marks: 100**

(60+40)

Components	**Continuous Evaluation 40**	**End Semester Evaluation 60**	**Total marks 100**
Practical test/ Demonstration	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks:8	Marks:12	Marks: 20

SEMESTER - IX

Practicum (Ability Enhancement Compulsory Course)

IPMPS09P31: Teaching Proficiency

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	2	2	-	60	60	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE OUTCOMES

CO1	To develop proficiency in taking teaching lessons of game & sports.
CO2	Students will learn how to discuss the theory of sports and various skills of games with biomechanical principles.
CO3	Students shall be provided with sufficient training in selected discipline.
CO4	To develop proficiency in taking theory lessons.

COURSE CONTENTS

The students need to develop proficiency in taking teaching lessons of theory. The duration of the lesson shall be 45 minutes. Students will learn how to develop competency in taking lesson and delivering content in class. Working models, PPT and modern Teaching aids should be used to make the class effective and interesting. The students shall be provided with sufficient teaching exposure. Each student will take a minimum of 15 lessons and lesson will be supervised by faculty member concerned.

TEACHING LEARNING STRATEGIES

The class will be taught by using demonstration, imitation, educational videos and power points methods

MODE OF TRANSACTION

Lecture/Physical Practice/Field Work/ Project Work/ Viva/ Seminars/Assignments/ Presentations/ Demonstration/ Imitation etc.

ASSESSMENT RUBRICS

Components	Continuous Evaluation (40)	End Semester Evaluation 60	Total (100)
Teaching Proficiency	Marks: 24	Marks: 36	Marks: 60
Teaching Lesson Plan and Record	Marks: 8	Marks: 12	Marks: 20
Viva	Marks: 8	Marks: 12	Marks: 20

SEMESTER – X

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P	Total	L/T	P	Total	CE	ESE	Total
Part A – Theory Courses										
Core Courses										
IPMPS10C22	Sports Psychology	3	1	4	45	30	75	40	60	100

IPMPS10C23	Dissertation	2	6	8	30	180	210	40	60	100
Part B - Practicum Courses **Practicum (Compulsory Foundation)**										
IPMPS10P32	Yoga	1	2	3	15	60	75	40	60	100
Practicum Courses (Specialization)										
IPMPS10P33	Sports Specialization (Continuation from Semester-III)	1	2	3	15	60	75	40	60	100
Practicum Course- Ability Enhancement Compulsory Course										
IPMPS10P34	Coaching Proficiency	-	2	2	-	60	60	40	60	100
Total		7	13	20	105	390	495	280	420	700

*The process of Dissertation will start in the beginning of Semester IX with preparation and submission of synopsis and getting final approval from the Department Research Committee.

SEMESTER X

PART – A: THEORY – CORE COURSE

IPMPS10C22: SPORTS PSYCHOLOGY

Credit			**Teaching Hours**			**Assessment**		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
3	1	4	45	30	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course will enable students to understand the psycho-sociological aspects of human behavior in relation to physical education and sports. It aims to develop understanding about the general characteristics of various stages of growth and development, types and nature of individual differences, nature of learning, theories of learning, laws of learning, personality, orthodoxy, customs, tradition and socialization through physical education.

COURSE OUTCOME

After the completion of the course, the student will be able

CO1	Understand the concepts of psychology applied in the field of physical education and sports for optimal performance.
CO2	Understand the field of sports psychology as a scientific discipline
CO3	Develop an understanding about various concepts of goal setting, motor learning and personality with respect to sports and athlete performance.
CO4	Review the motivational strategies applicable in the field of sports.
CO5	Analyze the influence of group and team on the behavior of athletes influencing team cohesion and social behavior.

COURSE CONTENTS
MODULE I:

1.1 The meaning, nature and scope of sports psychology, development of sports psychology, relationship of sports psychology with other sports sciences.

1.2 Importance of Sport Psychology for Physical Education teachers and Coaches.

1.3 Psychology of young athletes - Reasons of participation and discontinuation of sports, effective coaching practice

1.4 Motivation: Meaning of motives, need, drive role of motives, theory of motivation, achievement motivation and competitiveness, techniques of motivation, Importance of motivation in peak performance. Measurement of sports motivation.

1.5 Feedback, Reinforcement and Intrinsic Motivation, Principles of Reinforcement-Positive and Negative Reinforcement,

1.6 Arousal, Anxiety, Stress, Fear, Frustration conflict - their process and effect on sport performance, Implication for practice.

1.7 Arousal regulation - Self-awareness of anxiety, Anxiety reduction techniques, On-site relaxation tips, Arousal inducing techniques.

1.8 Exercise and psychological well-being, Exercise in the reduction of anxiety and depression, exercise and mood changes, how exercise enhances well-being, reasons to exercise, strategies and guidelines to enhance adherence to exercise.

Suggested readings specific to the module

1.1 Mangal S.K (2021) - Sports Psychology – SAGE Publications PVT LTD

1.2 Richard H. Cox (1990) - Sport Psychology: Concepts and Applications – Wm. C. Brown

1.3 Martin Hagger, Nikos Chatzisarantis (2005) – The social psychology of Exercise and Sport- McGraw-Hill Education

1.4 Dieter Hackfort, Charles Donald Speilberg (1989) - Anxiety in Sports: An International Perspective – Hemisphere Publishing Corporation

MODULE II:

2.1 Cognitive process in physical activities: Characteristics of cognitive process in sports. Role of sensation and perception in physical activity, function of thinking and imagination and memory in physical activities.

2.2 Mental activity of athletes, mental activity and sports related goals. Goal settings - Types of goals, goals setting-effectiveness, basic principles, designing a goal setting systems.

2.3 Meaning and Importance of attention, Dimensions of attention/concentration, choking self-talk, strategies to develop attention.

2.4 Imagery: Meaning, Types, Uses, How it works, basic of imagery training,

2.5 Self-confidence - Definition, Benefits Optimal confidence, Influence expectation on performance, self-efficacy theory, assessing and self-confidence.

2.6 Concentration- Definition, Process of attentional focus, Connecting concentration to optimal performance, Identifying types of attentional focus, Improving concentration, Assessing attention skill

2.7 Psychological skill training – Importance, PST knowledge base, PST effectiveness, three phase of PST program, implementation of PST program, PST program development.

Suggested readings specific to the module

2.1 Gershon Tenenbaum, Robert C. Eklund (2020) - Handbook of Sport psychology – Wiley

2.2 Thelma S. Horn (2008) - Advances in Sport Psychology – Human Kinetics

2.3 Ellis Cashmore (2008) - Sport and Exercise Psychology: The Key Concepts – Taylor & Francis

2.4 Maurizio Bertollo, Edson Filho, Peter C. Terry (2020) - Advancements in Mental Skills Training – Taylor & Francis

MODULE III:

3.1 Personality: Meaning of personality, theory of personality, structure of personality and personality traits of sportsman relationship of personality to sports performance personality differences among various sports groups. Measurement of personality

3.2 Emotion: Meaning and types of emotions, specific emotional process in physical activities, level of aspiration and emotion (success and failure).

3.3 Psychology and athletic injuries: Role of psychological factors in athletic injuries, Antecedents of injuries, Stress injuries relationship, Role of sports psychology in injuries rehabilitation.

3.4 Motor Learning: Development of motor learning, factors affecting motor learning, motor skill acquisition. Transfer of training and its types with its implication in sports.

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

Suggested readings specific to the module:

3.1 Joanne Thatcher, Marc Jones, David Lavalle.(2011) - Coping and Emotion in Sport: Second Edition – Taylor &Francis

3.2 Ian Renshaw, Keith Davids, Geert J.P. Savelsbergh (2010) - Motor Learning Practice: A Constraints-Led Approach – Taylor & Francis

3.3 Adam Gledhill, Dale Forsdyke (2021) The Psychology of Sports Injury: From Risk to Retirement – Taylor & Francis

3.4 Monna Arvinen-Barrow and Natalie Walker (2013) - The Psychology of Sport Injury

and Rehabilitation – Routledge

MODULE IV:

4.1 Group and Team Dynamics, Group - Structure, How a group becomes a team, effective team climate,

4.2 Group cohesion - Definition, conceptual model and measurement. Cohesion and performance, co-relates of cohesion, building team cohesion.

4.3 Leadership - Definition, Approaches, multi-dimensional model of sports leadership, components of effective leadership

4.4 Sport audience and their effect on the performance of the sportsmen

4.5 Psychological aspects of competition:

4.6 Communication – understanding the communication process, sending message effectively, receiving message effectively, recognising breakdown in communication, improving communication, dealing with confrontation

4.7 Athletic Injury and psychology – How injury happen, relationship between stress and injury, psychological Reaction to Exercise and athletic injury, Role of sports Psychology in injury rehabilitation

4.8 Burnout and overtraining- Definition of overtraining Staleness and burnout, frequency of overtraining staleness and burnout, models of burnout, factors leading to athlete Overtraining and burnout, Symptoms of overtraining and burnout, burnout in sports professionals, way to measure burnout, treatment and prevention of burnout.

Suggested readings specific to the module:

4.1 Mark R. Beauchamp (2014) - Group Dynamics in Exercise and Sport Psychology – Taylor & Francis

4.2 Mark A Eys, Mark R. Beauchamp (2007) - Group Dynamics in Exercise and Sport Psychology – Taylor & Francis

4.3 Monna Arvinen-Barrow and Natalie Walker (2013) - The Psychology of Sport Injury and Rehabilitation – Routledge

4.4 Horn, Thelma, Smith and Alan (2018) - Advances in Sport and Exercise Psychology, 4E – Human Kinetics

4.5 Rachel Arnold, David Fletcher (2022) - Stress, Well-being, and Performance in Sport – Routledge, Taylor & Francis Group

Core Compulsory Reading

- *Abbe Brady, Bridget Grenville-Cleave (2017) - Positive Psychology in Sport*

and Physical Activity – An introduction – Taylor & Francis

- *Weinberg, Robert S, Gould Daniel (2019) - Foundations of Sport and Exercise Psychology, 7E – Human Kinetics*
- *John Perry (2023) Sports Psychology: A Complete Introduction – Hodder & Stoughton*
- *Sport Psychology – The Basics – David Tod*

Core Suggested Readings

- *Damon Burton, Thomas D. Raedeke (2008) - Sport Psychology for Coaches – Human Kinetics*
- *David Todd (2022) - Sport Psychology – The Basics - Routledge*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

Lecture/Discussions/Fieldwork/Project/Work/Viva/Seminars/TermPapers/Presentations/Self/ Learning Instructional Material etc.

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

End Semester Evaluation	**Marks: 60**
Continues Evaluation	**Marks: 40**
• Classroom Tests: Best one out of two-unit tests	Marks: 16
• Tutorial with viva, Discussions /Seminar Presentations	Marks: 16
• Assignments (Two Assignments)	Marks: 08

SEMESTER X

PART – A: THEORY – CORE COURSE

IPMPS10C23: DISSERTATION

Credit			**Teaching Hours**			**Assessment**		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
2	6	8	30	180	210	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous evaluation, ESE = End semester evaluation

COURSE OUTCOMES

CO1	To enable the students to develop skills and competencies for conducting rigorous, theoretically correct and practically relevant research in Physical Education & Sports.

COURSE CONTENTS

MODULE I: Introduction & Review of Related Literature

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

MODULE II: Preparation and presentation of report.

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

MODULE III: Types of research proposal:

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

MODULE IV: Practicum

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

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

Components	Continuous Evaluation (40)	End Semester Evaluation (60)	Total Marks (100)
Valuation of thesis	Marks: 24	Marks: 36	Marks: 60
Viva- voce	Marks: 16	Marks: 24	Marks: 40

SEMESTER X

PART – B: PRACTICUM COURSES– (COMPULSORY FOUNDATION)

IPMPS10P32: YOGA

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous evaluation, ESE = End semester evaluation

COURSE OBJECTIVES

- To understand the fundamental skills and fundamental asanas in yoga.
- To orient the rules & officiating of yoga
- To make the students thorough with teaching stages of yogic aspects.

COURSE CONTENTS

- Shad Karmas
    - Dauthi: Varisara Dhauthi (Shankaprakshalana), Vahnisara Dhauthi (Agnisara kriya)
- Neti: Sutra Neti, Jala Neti
- Yogic Sukshma Vyayamas
- Surya Namaskar (Sun Salutation)
- Basic Asanas
    - Meditative Asanas: Sukhasana, Swasthikasana, Padmasana, Siddhasana/Siddhayoniasana, Vajrasana.
    - Relaxation Asanas: Shavasana, Makarasana, Shithila Tadasana, Shithila Dandasana,sasankasana.
    - Supine Asanas: Naukasana, Kandharasana, Pavanamuktasana, Ardhamatsyasana.
    - Prone Lying Asanas: Bujangasana, Shalabhasana, Dhanurasana, Hamsasana.
    - Sitting Asanas: Paschimottanasana, Ardha matsyendrasana, Ardha Ushtrasana, Akarna Dhanurasana, Janu sirasana.
    - Standing Asanas: Tadasana, Natarajasana, Vrikshasana, Garudasana.
    - Inverted Asanas: Sarvangasana, Viparita karani asana.
    - Advanced Asanas: Poorna matsyasana, Karnapidasana, Suptavajrasana, POOrna bujangasana, Koormasana, Vatayanasana
- Pranayama
    - Yogic breathing, Chandra Bhedha Pranayama, Surya Bhedha Pranayama
    - Nadishodhana Pranayama
- Mudras & Bandhas
    - Chin mudra/ Jnana Mudra, Chinmaya mudra, Adi mudra, Brahma Mudra, Nasikagra Mudra, Sambhavi Mudra, Kaki Mudra, Shanmukhi Mudra, Aswani Mudra, Jalandhara Bandha, Uddiyana Bandha, Viparitakarani mudra.

- Relaxation techniques
    - IRT
    - DRT
    - QRT
- Teaching Stages

References

- *Yogirishi Ph.D. Vishvketu (2023) - Yogasana: the Encyclopedia of yoga poses*
- *Vivekananda Kendra (2000) - Yoga: Asanas, Pranayama, Mudras and Kriyas*
- *Devdutt Pattanaik (2019) Yoga Mythology – 64 Asanas and their Stories – Harpercollins India*
- *Daneil DiTuro, Ingrid Yang - Hatha Yoga Asanas: Pocket guide for Personal Practise*

TEACHING LEARNING STRATEGIES

The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

MODE OF TRANSACTION

Field Work/ Viva/ learning by doing/ Individual Practice etc.

ASSESSMENT RUBRICS **Marks: 100**

(60+40)

Components	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Practical test/	Marks: 24	Marks: 36	Marks: 60

Demonstration			
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks:8	Marks:12	Marks: 20

SEMESTER X

PART – B: PRACTICUM COURSES– (COMPULSORY FOUNDATION)

IPMPS10P33: SPORTS SPECIALIZATION

(Continuation from semester IX)

Credit			**Teaching Hours**			**Assessment**		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
1	2	3	15	60	75	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous evaluation, ESE = End semester

evaluation

COURSE OBJECTIVES

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

COURSE CONTENTS

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

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

Unit-I:

1.1 Talent identification

1.2 Training for mastery in technique/skill.

1.3 Techniques/Skills development (technical aspects of coaching):

1.4 Identification & Correction of faults.

Suggested readings specific to the module

1.1 *Talent identification and Development in sports – Jospeh Baker, Stephen Cobley. Jorg Schorer*

1.2 Applied Sports psychology: A Case-Based Approach – Brian Hemmings, Tim Holder

1.3 Routledge Handbook of Talent Identification and development – Jospeh Baker, Stephen Cobley, Jorg Schorer

Unit-II:

2.1 Warm-up and cool down for game/sports.

2.2 Physiological changes during warm up and cool down.

2.3 Qualities of a good coach & Fundamental aspects of coaching

Suggested readings specific to the module.

2.1 Conditioning Young Athletes – Bompa, Tudor, Carrera, Micheal

2.2 Physical Activity for Health and Fitness – Allen W. Jackson

2.3 Coaching Styles: Characteristics of a Good Coach

Unit-III:

3.1 Mechanics of officiating.

3.2 Qualities of good official.

3.3 Duties of official (pre, during and post-game)

Suggested readings specific to the module.

3.1 Officiating and coaching – Dr. Anil Kumar Vanaik

3.2 Sports Officials and Officiating: Science and Practise – Clare MacMahon, Duncan Mascarenhas and Henning Plessner

3.3 Sports Officiating – Elmer D. Mitchell

Unit-IV:

4.1 Training methods and means for the development of motor abilities.

4.2 Basic Concept of preparation of training schedules.

4.3 Coaching lessons of various skill/ technique

4.4 Evaluation of players performance

Suggested readings specific to the module

4.1 Planning and Designing Training Programmes – Leslie Rae

4.2 Motor Learning and Development – Haibach, Pamela, Reid, Greg, Collier, Douglas

4.3 Coaching – David Pardey

Core Compulsory Reading

- *Sports training – Dr. A. K Uppal*
- *Planning for Sports Ultimate Performance – Dr. K. P Manilal*

  Core Suggested Reading
- *Creating a coaching culture – Allen Saville*
- *Learn to coach: The Skills you need to coach for personal and professional development – Nicola Stevens*

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS **Marks: 100**

(60+40)

Components	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Practical test/ Demonstration	Marks: 24	Marks: 36	Marks: 60
Record File/Project Report	Marks: 8	Marks: 12	Marks: 20
Viva	Marks:8	Marks:12	Marks: 20

SEMESTER X

PRACTICUM (ABILITY ENHANCEMENT COMPULSORY COURSE)

IPMPS10P34: COACHING PROFICIENCY

Credit			Teaching Hours			Assessment		
L/T	P	Total	L/T	P	Total	CE	ESE	Total
-	2	2	-	60	60	40	60	100

L/T=Lecture/Tutorials, P=Practical, CE =Continuous evaluation, ESE = End semester evaluation

COURSE OUTCOME

CO1	To develop proficiency in taking teaching lesson of game & sports.
CO2	Students will learn how to discuss about theory of sports and various skills of games with biomechanical principles.
CO3	Students shall be provided sufficient training in selected discipline.
CO4	To develop proficiency in taking coaching lesson.
CO5	Demonstration of skills of specialized sport.

CONTENTS

The students need to develop proficiency in taking coaching lesson of game & sports. Students will learn how to discuss about various skills of games with biomechanical principles. In view of this, the students shall be provided sufficient training in selected discipline. The duration of the lesson shall be 45 minutes. Each student will take 15 lessons and lesson will be supervised by faculty member concerned.

TEACHING LEARNING STRATEGIES

The class will be taught by using demonstration, imitation, educational videos and power points methods

MODE OF TRANSACTION

Lecture/Physical Practice/Field Work/ Project Work/ Viva/ Seminars/Assignments/ Presentations/ Demonstration/ Imitation etc.

ASSESSMENT RUBRICS

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

Components	Continuous Evaluation (40)	End Semester Evaluation (60)	Total (100)
Coaching Proficiency	Marks: 24	Marks: 36	Marks: 60
Coaching Lesson Plan and Record	Marks: 8	Marks: 12	Marks: 20

Viva	Marks: 8	Marks: 12	Marks: 20