परियोजना
या परियोजना के सवर्ण संबंधितांश कठिन विभाग िेते की, दिनांक 30 एप्रिल 2019 होजी संपन्न ज्ञाज्ञाता 33 वर्ष मा. विधाय फाईड बौद्धिकतीय ऐनेवल्याचा विषय क.व./२३–२०१९ व्या उपरवाणुसार प्रस्तुत विभागीयता संलग्न महाविद्यालयांतरील आंतर–विद्याशास्त्रीय अभ्यास विद्याशास्त्रीय पदवी व पद्मुख स्वयंविद्यार्थी खातील विभागांचे C.B.C.S. (Choice Based Credit System) Pattern नुसारे अभ्यासक्रम शैक्षणिक वर्ष 2019–20 पासून लागू करण्यात येईल.।

1) B.A.-I Year Physical Education
2) M.P.Ed.-I Year
3) B.Ed.-I & II Year
4) M.Ed.- I Year
5) B.A.-I Year-Music)
6) B.A.-I Year-Journalism & Mass Communication) (Optional I, II, III)
7) M.A.-I Year-Journalism & Mass Communication) (MA MCJ, I & II)
8) M.A./M.Sc.-I Year-Electronic Media
9) B.A.- I Year-Computer Animation and Web Designing
10) Master in Computer Animation, Vfx & Web
11) B.A.-I Year-Library and Information Science
12) B.A.-I Year-Home Science
13) B.A.-I Year-Fashion Design
14) M.A.-I Year- Fashion Design
15) B.S.W.-III Year

सदृश रसायन व अभ्यासक्रम प्रस्तुत विभागीयता या संक्षिप्त धार्मिक उपलब्धि होते. तरी सदृश बाबा ही सवर्ण संबंधितांश निर्देशनास आणून शाळेची.

'शास्त्रीय' परिसर,
विभागीय, नांदेड – ४३१ ६०६.
आ.क्र.: शैक्षणिक–०६/परियोजना/पदवी व पद्मुख–महाविद्यालय अभ्यासक्रम /२०१८–२०१९ $८६९

dिनांक : २३.०५.२०१६.

प्रत्येक माहिती व मुद्रील कार्यालयांतर्गत:
1) मास्टरस्पेसच्या द्वारे कार्यालय, प्रस्तुत विभागीय.
2) शास्त्रीय, परिसर व मुल्यमापन मंडळ, प्रस्तुत विभागीय.
3) प्राचार्य, संबंधित संलग्न महाविद्यालये, प्रस्तुत विभागीय.
4) उपकरणसंचय, पद्मुख विभाग, प्रस्तुत विभागीय.
5) साहित्यक कृत्तिविमल, पाठपत्र विभाग, प्रस्तुत विभागीय.
6) सिस्टम एस्पॉर्ट, शैक्षणिक विभाग, प्रस्तुत विभागीय.
CURRICULUM FRAMEWORK:
TWO-YEAR M.P.ED. PROGRAMME

SWAMI RAMANAD TEERTH MARATHWADA UNIVERSITY NANDED

CBCS M.P.Ed Curriculum
Semester - I to IV
SYLLABUS STRUCTURE
FOR TWO YEARS M. P. Ed.
PROGRAMME (FOUR SEMESTERS)(CBCS)

Preamble:

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

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

R.M.P.Ed.1.Intake, Eligibility and Admission Procedure:

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

R. M.P.Ed. 2. Duration:

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

R. M.P.Ed. 3. The CBCS System:

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

R. M.P.Ed. 4. Course:

The term course usually referred to, as ‘papers’ is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise Lectures/ Tutorials/Laboratory
Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/VIVA/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc. or a combination of some of these. R. M.P.Ed. 5. Courses of Programme:

The M.P.Ed. programme consists of a number of courses, the term ‘Course’ applied to indicate a logical part of subject matter of the programme and is invariably equivalent to the subject matter of a “paper” in the conventional sense. The following are the various categories of courses suggested for the M.P.Ed. Programme.

- Theory
- Core Course
- Elective Course
- Practicum
- Compulsory Course (Track and Field)
- Elective Course
- Teaching/Coaching Practices
- Internship

R. M.P.Ed. 6. Semesters:

An academic year is divided into two semesters. Each semester will consist of 17-20 weeks of academic work equivalent to 100 actual teaching days. The odd semester may be scheduled from May/June to November/December and even semester from November/December to May/June. The institution shall work for a minimum of 36 working hours in a week (five or six days a week).

R. M.P.Ed. 7. Working days:

There shall be at least 200 working days per year exclusive of admission and examination processes etc.

R. M.P.Ed. 8. Credits:

The term 'Credit' refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or one and half / two hours of practical work/field work per week. The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing M.P.Ed. programme is 90 credits and for each semester 20 credits.
 Provision of Bonus Credits Maximum 06 Credits in each Semester

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Special Credits for Extra Co-curricular Activities</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sports Achievement at State level Competition (Medal Winner) &lt;br&gt; Sports Achievement National level Competition (Medal Winner) &lt;br&gt; Sports participation International level Competition</td>
<td>1 &lt;br&gt; 2 &lt;br&gt; 4</td>
</tr>
<tr>
<td>2</td>
<td>Inter Uni. Participation (Any one game)</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Inter College Participation (min. two games)</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>National Cadet Corps / National Service Scheme</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Blood donation / Cleanliness drive / Community services /</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Mountaineering – Basic Camp, Advance Camp / Adventure Activities</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>News Reporting / Article Writing / book writing / progress report writing</td>
<td>1</td>
</tr>
</tbody>
</table>

Students can earn maximum 06 Bonus credits in each semester by his/her participation in the above mentioned activities duly certified by the Head of the institution / Department. This Bonus credit will be used only to compensate loss of credits in academic activities.

R. M.P.Ed. 9. Evaluation:

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are:

<table>
<thead>
<tr>
<th>One Test</th>
<th>15 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments / Lab Practical</td>
<td>10 Marks</td>
</tr>
<tr>
<td>Attendance</td>
<td>5 Marks</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30 Marks</strong></td>
</tr>
</tbody>
</table>

Attendance shall be taken as a component of continuous assessment, although the students should have minimum 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be written type examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an end-semester practical examination.
R. B.P.Ed 10. Grading:

Once the marks of the CIA (Continues Internal Assessment) and SEA (Semester End Assessment) for each of the courses are available, both (CIA and SEA) will be added. The marks thus obtained for each of the courses will then be graded as per details provided in R. M.P.Ed. 12 from the first semester onwards the average performance within any semester from the first semester is indicated by Semester Grade Point Average (SGPA) while continuous performance (including the performance of the previous semesters also) starting from the first semester is indicated by Cumulative Grade Point Average (CGPA).

For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Physical Education in the First class / Second Class / Pass Class or First Class with Distinction, the marks and the corresponding CGPA earned by the candidate in Core Courses will be the criterion. It is further provided that the candidate should have scored the First / Second Class separately in both the grand total and end Semester (External) examinations.

R. M.P.Ed.12. Letter Grades and Grade Points:

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

ii. The grades for each course would be decided on the basis of the percentage marks obtained at the end-semester external and internal examinations as per following table:
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade Point</th>
<th>Latter Grade</th>
<th>Description</th>
<th>Classification of final result</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 &amp; above</td>
<td>8.5-10.0</td>
<td>O</td>
<td>Outstanding</td>
<td>First class with Distinction</td>
</tr>
<tr>
<td>70-84.99</td>
<td>7.0-8.49</td>
<td>A</td>
<td>Excellent</td>
<td>First Class</td>
</tr>
<tr>
<td>60-69.99</td>
<td>6.0-6.99</td>
<td>A</td>
<td>Very Good</td>
<td>Higher Second Class</td>
</tr>
<tr>
<td>55-59.99</td>
<td>5.5-5.99</td>
<td>B+</td>
<td>Good</td>
<td>Second Class</td>
</tr>
<tr>
<td>50-54.99</td>
<td>5.0-5.49</td>
<td>B</td>
<td>Above Average</td>
<td>Pass Class</td>
</tr>
<tr>
<td>40-49.99</td>
<td>4.0-4.99</td>
<td>C</td>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>Below 40</td>
<td>0.0</td>
<td>F</td>
<td>Fail/ Dropped</td>
<td>Dropped</td>
</tr>
</tbody>
</table>

The semester grade point average (SGPA) will be calculated as a weighted average of all the grade point of the semester courses. That is Semester grade point average (SGPA) = (sum of grade points of all eight courses of the semester) / total credit of the semester as per example given below:
### SEMESTER-1

<table>
<thead>
<tr>
<th>Courses Code</th>
<th>Credit</th>
<th>Marks out of 100 (%)</th>
<th>Grade</th>
<th>Grade Point</th>
<th>Credit Grade point</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPCC-101</td>
<td>3</td>
<td>65</td>
<td>A</td>
<td>6.5</td>
<td>19.5</td>
</tr>
<tr>
<td>MPCC-102</td>
<td>3</td>
<td>60</td>
<td>A</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>MPCC-103</td>
<td>3</td>
<td>62</td>
<td>A</td>
<td>6.2</td>
<td>18.6</td>
</tr>
<tr>
<td>MPEC-101/MPEC-102</td>
<td>3</td>
<td>57</td>
<td>B+</td>
<td>5.7</td>
<td>17.1</td>
</tr>
<tr>
<td>MPPC-101</td>
<td>3</td>
<td>55</td>
<td>B+</td>
<td>5.5</td>
<td>16.5</td>
</tr>
<tr>
<td>MPPC-102</td>
<td>3</td>
<td>72</td>
<td>A+</td>
<td>7.2</td>
<td>21.6</td>
</tr>
<tr>
<td>MPPC-103</td>
<td>3</td>
<td>66</td>
<td>A</td>
<td>6.6</td>
<td>19.8</td>
</tr>
<tr>
<td>MPPC - 104</td>
<td>3</td>
<td>72</td>
<td>A+</td>
<td>7.2</td>
<td>21.6</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td>152.7</td>
</tr>
</tbody>
</table>

Examples: Conversion of marks into grade points

- MPCC-101 65 = 60 + 5 = 6.0 + 5 x (0.99 / 9.99) = 6.0 + 5 x 0.1 = 6.0 + 0.5 = 6.5
- MPCC-102 60 = 6.0
- MPCC-103 62 = 60 + 2 = 6.0 + 2 x (0.99/9.99) = 6.0 + 2 x 0.1 = 6.0 + 0.2 = 6.2
- MPEC-101/MPEC-102 57 = 55 + 2 = 5.5 + 2 x (0.49 / 4.99) = 5.5 + 2 x 0.1 = 5.5 + 0.2 = 5.7
- MPPC-101 55 = 5.5
- MPPC-102 72 = 70 + 2 = 7.0 + 2 x (1.49 /14.99) = 7.0 + 2 x 0.1 = 7.0 + 0.2 = 7.2
- MPPC - 104 72 = 70 + 2 = 7.0 + 2 x (1.49 /14.99) = 7.0 + 2 x 0.1 = 7.0 + 0.2 = 7.2

**SEMESTER GRADE POINT AVERAGE (SGPA) = Total Credit Grade Points**

= 152.7/24 = 6.3625

SGPA Sem. I = 6.3625

At the end of Semester-

1 Total SGPA = 6.3625

Cumulative Grade Point Average (CGPA) = 6.3625/1 =
6.3625 CGPA = 6.66875, Grade = A, Class = First Class

### SEMESTER-2

<table>
<thead>
<tr>
<th>Courses No.</th>
<th>Credit</th>
<th>Marks out of 100 (%)</th>
<th>Grade</th>
<th>Grade Point</th>
<th>Credit Grade point</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPCC-201</td>
<td>3</td>
<td>76</td>
<td>A+</td>
<td>7.6</td>
<td>22.8</td>
</tr>
<tr>
<td>MPCC-202</td>
<td>3</td>
<td>64</td>
<td>A</td>
<td>6.4</td>
<td>19.2</td>
</tr>
<tr>
<td>MPCC-203</td>
<td>3</td>
<td>59</td>
<td>B+</td>
<td>5.9</td>
<td>17.7</td>
</tr>
<tr>
<td>MPEC-201/MPEC-202</td>
<td>3</td>
<td>80</td>
<td>A+</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>MPPC-201</td>
<td>3</td>
<td>49</td>
<td>C</td>
<td>4.9</td>
<td>14.7</td>
</tr>
<tr>
<td>MPPC-202</td>
<td>3</td>
<td>64</td>
<td>A</td>
<td>6.4</td>
<td>19.2</td>
</tr>
<tr>
<td>MPPC-203</td>
<td>3</td>
<td>55</td>
<td>B+</td>
<td>5.5</td>
<td>16.5</td>
</tr>
<tr>
<td>MPPC - 204</td>
<td>3</td>
<td>72</td>
<td>A+</td>
<td>7.2</td>
<td>21.6</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td>155.7</td>
</tr>
</tbody>
</table>

SGPA Sem. II = 6.4875
At the end of Semester-2
Total SGPA for two Semesters = 12.85
Cumulative Grade Point Average (CGPA) = 12.85/2 =
6.425 CGPA = 6.66875, Grade = A, Class = First Class

<table>
<thead>
<tr>
<th>Courses No.</th>
<th>Credit</th>
<th>Marks out of 100 (%)</th>
<th>Grade</th>
<th>Grade Point</th>
<th>Credit Grade point</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPCC-301</td>
<td>3</td>
<td>64</td>
<td>A</td>
<td>6.4</td>
<td>19.2</td>
</tr>
<tr>
<td>MPCC-302</td>
<td>3</td>
<td>64</td>
<td>A</td>
<td>6.4</td>
<td>19.2</td>
</tr>
<tr>
<td>MPCC-303</td>
<td>3</td>
<td>59</td>
<td>B+</td>
<td>5.9</td>
<td>17.7</td>
</tr>
<tr>
<td>MPEC-301/MPEC-302</td>
<td>3</td>
<td>81</td>
<td>A+</td>
<td>8.1</td>
<td>24.3</td>
</tr>
<tr>
<td>MPPC-301</td>
<td>3</td>
<td>49</td>
<td>C</td>
<td>4.9</td>
<td>14.7</td>
</tr>
<tr>
<td>MPPC-302</td>
<td>3</td>
<td>64</td>
<td>A</td>
<td>6.4</td>
<td>19.2</td>
</tr>
<tr>
<td>MPPC-303</td>
<td>3</td>
<td>68</td>
<td>A</td>
<td>6.8</td>
<td>20.4</td>
</tr>
<tr>
<td>MPPC-304</td>
<td>3</td>
<td>75</td>
<td>A+</td>
<td>7.5</td>
<td>22.5</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td>157.2</td>
</tr>
</tbody>
</table>

SGPA Sem. III = 6.55
At the end of Semester-3
Total SGPA for three Semesters = 19.4
Cumulative Grade Point Average (CGPA) = 19.4/3 = 6.46667
CGPA = 6.66875, Grade = A, Class = First Class

<table>
<thead>
<tr>
<th>Courses No.</th>
<th>Credit</th>
<th>Marks out of 100 (%)</th>
<th>Grade</th>
<th>Grade Point</th>
<th>Credit Grade point</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPCC-401</td>
<td>3</td>
<td>83</td>
<td>A+</td>
<td>8.3</td>
<td>24.9</td>
</tr>
<tr>
<td>MPCC-402</td>
<td>3</td>
<td>76</td>
<td>A+</td>
<td>7.6</td>
<td>22.8</td>
</tr>
<tr>
<td>MPCC-403</td>
<td>3</td>
<td>59</td>
<td>B+</td>
<td>5.9</td>
<td>17.7</td>
</tr>
<tr>
<td>MPEC-401/MPEC-402</td>
<td>3</td>
<td>81</td>
<td>A+</td>
<td>8.1</td>
<td>24.3</td>
</tr>
<tr>
<td>MPPC-401</td>
<td>3</td>
<td>49</td>
<td>C</td>
<td>4.9</td>
<td>14.7</td>
</tr>
<tr>
<td>MPPC-402</td>
<td>3</td>
<td>78</td>
<td>A+</td>
<td>7.8</td>
<td>23.4</td>
</tr>
<tr>
<td>MPPC-403</td>
<td>3</td>
<td>81</td>
<td>A+</td>
<td>8.1</td>
<td>24.3</td>
</tr>
<tr>
<td>MPPC-404</td>
<td>3</td>
<td>75</td>
<td>A+</td>
<td>7.5</td>
<td>22.5</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td>174.6</td>
</tr>
</tbody>
</table>

SGPA Sem. IV = 7.275
At the end of Semester-4

(1) SGPA is calculated only if the candidate passes in all the courses i.e. get minimum C grade in all the courses.
(2) CGPA is calculated only when the candidate passes in all the courses of all the previous and current semesters.

(3) The cumulative grade point average will be calculated as the average of the SGPA of all the semesters continuously, as shown above.

(4) For the award of the class, CGPA shall be calculated on the basis of:
   (a) Marks of each Semester End Assessment And
   (b) Marks of each Semester Continuous Internal Assessment for each course.

The final Class for M.P.Ed. Degree shall be awarded on the basis of last CGPA (grade) from one to four semester examinations.

R. M.P.Ed.14. Grievance Redressal Committee:
The college/department shall form a Grievance Redressal Committee for each course in each college/department with the course teacher / Principal / Director and the HOD of the faculty as the members. This Committee shall solve all grievances of the students.

R. M.P.Ed.15. Revision of Syllabi:
1. Syllabi of every course should be revised according to the NCTE.
2. Revised Syllabi of each semester should be implemented in a sequential way.
3. In courses, where units / topics related to governmental provisions, regulations or laws, that change to accommodate the latest developments, changes or corrections are to be made consequentially as recommended by the Academic Council.
4. All formalities for revisions in the syllabi should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.
5. During every revision, up to twenty percent of the syllabi of each course should be changed so as to ensure the appearance of the students who have studied the old (unrevised) syllabi without any difficulties in the examinations of revised syllabi.
6. In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.
**Semester - I**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title of the Papers</th>
<th>Total Hours</th>
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<tbody>
<tr>
<td>MPCC-101</td>
<td>Research Process in Physical Education &amp; Sports Sciences</td>
<td>3</td>
<td>3</td>
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<td>MPCC-102</td>
<td>Physiology of Exercise.</td>
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<tr>
<td>MPCC-103</td>
<td>Yogic Sciences</td>
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**Elective Course (Anyone)**

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<td>MPEC-101</td>
<td>Tests, Measurement and Evaluation in Physical Education</td>
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<td>MPEC-102</td>
<td>Sports Technology</td>
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**Part – B Practical Course**

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<th>External Marks</th>
<th>Total Marks</th>
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<tbody>
<tr>
<td>MPPC-101</td>
<td>Track and Field 1. Running Events 2. Gymnastics 3. Swimming, (*Any one)</td>
<td>6</td>
<td>3</td>
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<tr>
<td>MPPC-102</td>
<td>Laboratory Practical  Sports Psychology, Physiology of Exercise, Sports Biomechanics and Kinesiology (Two practicals for each subject)</td>
<td>6</td>
<td>3</td>
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<tr>
<td>MPPC-103</td>
<td>Yoga  *Aerobics/ Self Defence Techniques-Martial Arts, Taekwon-do/ Shooting/ Archery – (*Any One activity + Yoga)</td>
<td>6</td>
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<tr>
<td>MPPC-104</td>
<td>Adventure Activities/ Mass demonstration Activities-</td>
<td>6</td>
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</table>

Total 36 24 240 560 800

**Note:** Total number of hours required to earn 3 credits for each theory course are 51-60 hours per semester whereas 102-120 hours for each practicum course.
## Semester - II

### Part A: Theoretical Course

<table>
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<th>Course Code</th>
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<tr>
<td>MPCC-201</td>
<td>Applied Statistics in Physical Education &amp; Sports</td>
<td>3</td>
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<td>MPCC-202</td>
<td>Sports Biomechanics &amp; Kinesiology</td>
<td>3</td>
<td>3</td>
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<tr>
<td>MPCC-203</td>
<td>Athletic Care and Rehabilitation</td>
<td>3</td>
<td>3</td>
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<td><strong>Elective Course (Anyone)</strong></td>
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<tr>
<td>MPEC-201</td>
<td>Sports Journalism and Mass Media</td>
<td>3</td>
<td>3</td>
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<tr>
<td>MPEC-202</td>
<td>Sports Management and Curriculum Designs in Physical Education</td>
<td>3</td>
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### Part B Practical Course

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>External Marks</th>
<th>Total Marks</th>
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<tbody>
<tr>
<td>MPPC-201</td>
<td>Track and Field II: Jumping events + Hurdles + Gymnastics/ Swimming (*any one)</td>
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<td>3</td>
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<tr>
<td>MPPC-202</td>
<td>Games Specialization- Kabaddi, Kho-Kho, Badminton/ Table Tennis/ Tennis/ Squash/ Baseball/ Volleyball/ Basketball/ Cricket/ football/ Handball/ Hockey/ Netball/ Softball (Any two games.)</td>
<td>6</td>
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<tr>
<td>MPPC-203</td>
<td>Teaching Lessons of Indigenous Activities and Sports- 5 Lessons(4 Internal &amp; 1 External)</td>
<td>6</td>
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<tr>
<td>MPPC-204</td>
<td>Class room Teaching Lessons on theory of different Sports &amp; Games- 5 Lessons (4 Internal &amp; 1 External)</td>
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</table>

**Total**  36  24  240  560  800

**Note:** Total number of hours required to earn 3 credits for each theory course are 51-60 hours per semester whereas 102-120 hours for each practicum course.
### Semester - III

#### Part A: Theoretical Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title of the Papers</th>
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<tbody>
<tr>
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<tr>
<td>MPCC-301</td>
<td>Scientific Principles of Sports Training</td>
<td>3</td>
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<tr>
<td>MPCC-302</td>
<td>Sports Medicine</td>
<td>3</td>
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<tr>
<td>MPCC-303</td>
<td>Health Education and Sports Nutrition</td>
<td>3</td>
<td>3</td>
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<tr>
<td><strong>Elective Course (Anyone)</strong></td>
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<tr>
<td>MPEC-301</td>
<td>Sports Engineering</td>
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<tr>
<td>MPEC-302</td>
<td>Physical Fitness and Wellness</td>
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#### Part B Practical Course

<table>
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<tr>
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<th>External Marks</th>
<th>Total Marks</th>
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<tbody>
<tr>
<td>MPPC-301</td>
<td>Track and Field III: Throwing Events + introduction of Heptathlon event. *(Gymnastics/*Swimming <em>(Any One)</em></td>
<td>6</td>
<td>3</td>
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<td>100</td>
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<tr>
<td>MPPC-302</td>
<td>Games Specialization- III Boxing/ Fencing/ Judo/ Karate/ Wrestling/ Wushu (Any Two)</td>
<td>6</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
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<tr>
<td>MPPC-303</td>
<td>Coaching Lessons of Track and Field/ Gymnastics/ Swimming - 5 Lessons (4 Internal &amp; 1 External)</td>
<td>6</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
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<tr>
<td>MPPC-304</td>
<td>Coaching Lessons of Game Specialization - 5 Lessons (4 Internal &amp; 1 External)</td>
<td>6</td>
<td>3</td>
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</table>

**Total** | | 36 | 24 | 240 | 560 | 800 |

*Note: Total number of hours required to earn 3 credits for each theory course are 51-60 hours per semester whereas 102-120 hours for each practicum course.*
### Semester - IV

#### Part A: Theoretical Course

<table>
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<th>Course Code</th>
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<tr>
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<tr>
<td>MPCC-401</td>
<td>Information &amp; Communication Technology (ICT) in Physical Education</td>
<td>3</td>
<td>3</td>
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<td>70</td>
<td>100</td>
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<tr>
<td>MPCC-402</td>
<td>Sports Psychology</td>
<td>3</td>
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<tr>
<td>MPCC-403</td>
<td>Dissertation</td>
<td>3</td>
<td>3</td>
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<td>70</td>
<td>100</td>
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<tr>
<td><strong>Elective Course (Anyone)</strong></td>
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<tr>
<td>MPEC-401</td>
<td>Value and Environmental Education</td>
<td>3</td>
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<tr>
<td>MPEC-402</td>
<td>Education Technology in Physical Education</td>
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#### Part –B Practical Course

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credit Hours</th>
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<th>Total Marks</th>
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<tbody>
<tr>
<td>MPPC-401</td>
<td>Track and Field Introduction of Decathlon event *Gymnastics (*Swimming Practical Skill *any one)</td>
<td>6</td>
<td>3</td>
<td>30</td>
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<td>100</td>
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<tr>
<td>MPPC-402</td>
<td>Games Specialization-Practical skills (any two)</td>
<td>6</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
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<tr>
<td>MPPC-403</td>
<td>Officiating Lessons of Track and Field/ Gymnastic/ Swimming - 5 Lessons (4 Internal &amp; 1 External)</td>
<td>6</td>
<td>3</td>
<td>30</td>
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<tr>
<td>MPPC-404</td>
<td>Officiating Lessons of Game Specializations - 5 Lessons (4 Internal &amp; 1 External)</td>
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</table>

**Total** | 36 | 24 | 240 | 560 | 800 |

**144 | 96 | 960 | 2240 | 3200 |

**Note:** Total number of hours required to earn 3 credits for each theory course are 51-60 hours per semester whereas 102-120 hours for each practicum course.
### Scheme of Examination (Semester – I)

<table>
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<tr>
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<tr>
<td><strong>THEORY (400)</strong></td>
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<tr>
<td>MPCC-101</td>
<td>Research Process in Physical Education &amp; Sports Sciences</td>
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<td>70</td>
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</tr>
<tr>
<td>MPCC-102</td>
<td>Physiology of Exercises</td>
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<td>100</td>
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<tr>
<td>MPCC-103</td>
<td>Yogic Sciences</td>
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<td>70</td>
<td>100</td>
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<tr>
<td>MPEC-101/102</td>
<td>Tests, Measurement and Evaluation in Physical Education OR Sports Technology (Elective)</td>
<td>30</td>
<td>70</td>
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<tr>
<td><strong>PRACTICAL (400)</strong></td>
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<tr>
<td>MPPC-101</td>
<td>Track and Field I: Sprint, Middle and Long Distance Running, Long Jump, High Jump (Performance in any one from running + 2 jumping events.)</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>MPPC-102</td>
<td>Games Specialization- I (Second Best) (Individual skills, game situation, officiating, lead-up games)</td>
<td>30</td>
<td>70</td>
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<tr>
<td>MPPC-103</td>
<td>Yoga Performance in Asanas, Kriyas, Bandhas &amp; Pranayama.</td>
<td>30</td>
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<td>MPPC-104</td>
<td>Class Room Teaching Lessons</td>
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### Semester -II

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<td>Applied Statistics in Physical Education &amp; Sports</td>
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<tr>
<td>MPCC-202</td>
<td>Sports Biomechanics &amp; Kinesiology</td>
<td>30</td>
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<tr>
<td>MPCC-203</td>
<td>Athletic Care and Rehabilitation</td>
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<td><strong>PRACTICAL (400)</strong></td>
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<tr>
<td>MPPC-201</td>
<td>Track and Field II: Shot Put, Discus Throw, Javelin Throw (Performance in any two events)</td>
<td>30</td>
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<tr>
<td>MPPC-202</td>
<td>Games Specialization- II (Second Best) Individual skills, game situation, officiating, lead-up games)</td>
<td>30</td>
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<tr>
<td>MPPC-203</td>
<td>Teaching Lessons of Track and Field</td>
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### 2 years M.P.Ed Curriculum

#### SEMESTER –III

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<tr>
<td>MPCC-301</td>
<td>Scientific Principles of Sports Training (Lab. Practicals – Tread mill, Bicycle ergometer, strength, endurance &amp; fitness testing.)</td>
<td>30</td>
<td>70</td>
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<td>MPCC-302</td>
<td>Sports Medicine (Lab Practicals)-Internal</td>
<td>30</td>
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<tr>
<td>MPCC-303</td>
<td>Health Education and Sports Nutrition</td>
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<td>100</td>
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<tr>
<td>MPEC-301/302</td>
<td>Sports Engineering or Physical Fitness and Wellness (Elective)</td>
<td>30</td>
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<td></td>
<td><strong>PRACTICAL (400)</strong></td>
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<tr>
<td>MPPC-301</td>
<td>Track and Field III: Relay, Triple Jump, Pole Vault</td>
<td>30</td>
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<td></td>
<td>(Performance in any two events)</td>
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<tr>
<td>MPPC-302</td>
<td>Games Specialization-III (First Best) Individual skills, game situation, officiating, lead-up games)</td>
<td>30</td>
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<td>100</td>
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<tr>
<td>MPPC-303</td>
<td>Officiating Lessons of Track and Field; Game Specializations</td>
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<td>Internship</td>
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#### SEMESTER –IV

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<td>MPCC-401</td>
<td>Information &amp; Communication Technology (ICT) in Physical Education</td>
<td>30</td>
<td>70</td>
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<td>MPCC-402</td>
<td>Sports Psychology</td>
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<td>MPCC-403</td>
<td>Dissertation</td>
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<td>MPEC-401/402</td>
<td>1. Value and Environmental Education. OR 2. Education Technology In Physical Education (Elective)</td>
<td>30</td>
<td>70</td>
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<td><strong>PRACTICAL (400)</strong></td>
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<tr>
<td>MPPC-401</td>
<td>Track and Field IV: Javelin Throw, Hammer Throw, Hurdles (Performance in any two events)</td>
<td>30</td>
<td>70</td>
<td>100</td>
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<tr>
<td>MPPC-402</td>
<td>Games Specialization-IV (First Best) Individual skills, game situation, officiating, lead-up games)</td>
<td>30</td>
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<tr>
<td>MPPC-403</td>
<td>Coaching Lessons of Track and Field</td>
<td>30</td>
<td>70</td>
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<td>MPPC-404</td>
<td>Coaching Lessons of Game Specializations</td>
<td>30</td>
<td>70</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>240</td>
<td>560</td>
<td>800</td>
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**Semester I**

**Theory Courses**

**MPCC-101 RESEARCH PROCESS IN PHYSICAL EDUCATION AND SPORTS SCIENCES**

**Learning Outcomes**

The learning outcome of the paper are as:

1. To Enhance the competency of research ability of students
2. To know about the research methods and types
3. To create the awareness regarding research for enhances the quality of higher education.
4. Able to formulate the hypothesis
5. To increase the writing ability for research reporting

**UNIT I – Introduction**

Meaning and Definition of Research – Need, Nature and Scope of research in Physical Education. Classification of Research, Location of Research Problem, Criteria for selection of a problem, Qualities of a good researcher.

**UNIT II – Methods of Research**

Descriptive Methods of Research; Survey Study, Case study, Introduction of Historical Research, Steps in Historical Research, Sources of Historical Research: Primary Data and Secondary Data, Historical Criticism: Internal Criticism and External Criticism.

**UNIT III – Experimental Research**


**UNIT IV – Philosophical Research**

Meaning & Definition of Philosophical Research, Steps in Philosophical Research, Philosophical Problem in Sports, Tools of Philosophical Research.

**UNIT V – Sampling**

Meaning and Definition of Sample and Population. Types of Sampling; Probability Methods; Systematic Sampling, Cluster sampling, Stratified Sampling. Area Sampling – Multistage Sampling. Non- Probability Methods; Convenience Sample, Judgement Sampling, Quota Sampling.

**UNIT-Hypothesis**

Meaning & definition of Hypothesis, Characteristics of Good Hypothesis, Types of Hypothesis, Formulation of Hypothesis, Hypothesis testing, Ethical Issue in Research
UNIT VI – Research Proposal and Report

REFERENCE:

Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc
Moorthy A. M. Research Processes in Physical Education (2010); Friend Publication, New Delhi
Semester I
Theory Courses

MPCC-102 PHYSIOLOGY OF EXERCISE

Learning Outcomes
The learning outcome of the paper are as:

6. To Know the role of exercise physiology on sports performance
7. To know about the Effects of exercise on different system of human body
8. To create the awareness regarding research in the field of exercise physiology
9. Able to test the Physiological Parameters
10. To Know about the function of internal human body

UNIT I – Skeletal Muscles and Exercise

UNIT II – Cardiovascular System and Exercise

UNIT III – Respiratory System and Exercise

UNIT IV – Metabolism and Energy Transfer
Metabolism – ATP – PC or Phosphagen System – Anaerobic Metabolism – Aerobic Metabolism – Aerobic and Anaerobic Systems during Rest and Exercise. Short Duration High Intensity Exercises – High Intensity Exercise Lasting Several Minutes – Long Duration Exercises.

UNIT V – Climatic conditions and sports performance and ergogenic aids

UNIT VI – Neuromuscular Concept.

*Note: Laboratory Practicals in Physiology be designed and arranged internally.*

REFERENCES:


Semester I
Theory Courses

MPCC-103 Yogic Sciences

Learning Outcomes

The learning outcome of the paper are as :
1. To Know the role of Yogic Sciences on sports performance
2. To know about the benefits of Pranayama and Asana on health of the Athletes
3. To create the awareness regarding research in the field of Yogic Sciences
4. Able to perform the various Yogic Practices
5. To Know about the benefits of Kriya and Mudra of Yoga
6. To established the relationship of Yoga and Sports

Unit I – Introduction


Unit II – Aasanas and Pranayam


Unit III – Kriyas


Unit IV – Mudras


Unit V – Yoga and Sports


Note: Laboratory Practicals be designed and arranged internally.

REFERENCE:

Helen Purperhart (2004), The Yoga Adventure for Children. Netherla
Kuvalyananada Swami & S.L. Vinekar, (1963), Yogic Therapy – Basic Principles and Methods. New Delhi: Govt. of India, Central Health Education and Bureau.
Semester I  
Theory Courses  

MPEC-101  
TEST, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION (Elective)  

Learning Outcomes  
The learning outcome of the paper are as:

1. To Know the importance of Test, Measurement and Evaluation on sports performance
2. To know about the benefits of Motor and Physical Fitness of the Athletes
3. To create the awareness regarding research in the field of Yogic Sciences
4. Able to perform the various test related to skills in various sports
5. To Know about that how to conduct test and measurement of different sports skills
6. To established the establishing Validity, Reliability, Objectivity and Norms of skills

UNIT I – Introduction  

UNIT II – Motor Fitness Tests  
Meaning and Definition of Motor Fitness. Test for Motor Fitness; Indiana Motor Fitness Test (for elementary and high school boys, girls and College Men) Oregon Motor Fitness Test (Separately for boys and girls) - JCR test. Motor Ability; Barrow Motor Ability Test – Newton Motor Ability Test – Muscular Fitness – Kraus Weber Minimum Muscular Fitness Test.

UNIT III – Physical Fitness Tests  
Physical Fitness Test: AAHPERD Health Related Fitness Battery (revised in 1984), ACSM Health Related Physical Fitness Test, Roger’s physical fitness Index. Cardio vascular test; Harvard step test, 12 minutes run / walk test, Multi-stage fitness test (Beep test)

UNIT IV – Anthropometric and Aerobic-Anaerobic Tests  

UNIT V – Skill Tests  
Specific Spots Skill Test: Badminton: Miller Wall Volley Test. Basketball: Johnson

Note: Practicals of indoor and out-door tests be designed and arranged internally.

REFERENCES:
Cureton T.K. (1947) Physical Fitness Appraisal and Guidance, St. Louis: The C. Mosby Company
Yobu, A (2010), Test, Measurement and Evaluation in Physical Education in Physical Education and Sports. New Delhi; Friends Publications
Semester I
Theory Courses

MPEC-102 SPORTS TECHNOLOGY (Elective)

Learning Outcomes
The learning outcome of the paper are as:
1. To know the importance of sports technology on sports performance
2. To know about the benefits of scientific materials of the Athletes for sports performance
3. To create the awareness regarding research in the field of Sports Technology
4. Able to perform the various test related to skills in various sports
5. To know about that benefits of modern equipments for performance and minimize the sports related injuries

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

Unit II – Science of Sports Materials

Unit III – Surfaces of Playfields

Unit IV – Modern equipment

Unit V – Training Gadgets
Note: Students should be encouraged to design and manufacture improvised sports testing equipment in the laboratory/workshop and visit sports technology factory/sports goods manufacturers.
REFERENCE:


Kochar, S.K. Methods and Techniques of Teaching (New Delhi, Jullandhar, Sterling Publishers Pvt. Ltd.), 1982

Semester II
Theory Courses

Learning Outcomes
The learning outcome of the paper are as:

1. To know the importance of Applied statistics in physical education
2. To know about the benefits of Applied statistics for research of Physical education.
3. To create the awareness regarding research in the field of Applied statistics
4. Able to apply the different statistical test for hypothesis testing
5. To Know about that benefits of Applied statistics in illustration of sports related data.

MPCC-201 APPLIED STATISTICS IN PHYSICAL EDUCATION AND SPORTS

UNIT I – Introduction
Meaning and Definition of Statistics. Function, need and importance of Statistics.
Types of Statistics. Meaning of the terms, Population, Sample, Data, types of data.
Variables; Discrete, Continuous. Parametric and non-parametric statistics.

UNIT II – Data Classification,
Tabulation and Measures of Central Tendency Meaning, uses and construction of frequency table. Meaning, Purpose, Calculation and advantages of Measures of central tendency – Mean, median and mode.

UNIT III – Measures of Dispersions and Scales
Meaning, Purpose, Calculation and advances of Range, Quartile, Deviation, Mean Deviation, Standard Deviation, Probable Error. Meaning, Purpose, Calculation and advantages of scoring scales; Sigma scale, Z Scale, Hull scale.

UNIT IV – Probability Distributions and Graphs

UNIT V – Inferential and Comparative Statistics
Tests of significance; Independent “t” test, Dependent “t” test – chi – square test, level of confidence and interpretation of data. Meaning of correlation – co-efficient of correlation – calculation of co-efficient of correlation by the product moment method and rank difference method. Concept of ANOVA and ANCOVA.
Note : It is recommended that the theory topics be accompanied with practical, based on computer software of statistics.

REFERENCE

Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc
**Semester II**  
**Theory Courses**  

**MPCC-202 SPORTS BIOMECHANICS AND KINSESIOLOGY**  
**Learning Outcomes**  
The learning outcome of the paper are as:  
1. To Know the importance of sports biomechanics and Kinesiology on sports performance  
2. To know about the various physical law of motion for reducing the Injuries and enhancement of sports performance  
3. To create the awareness regarding research in the field of Sports Biomechanics  
4. To know about the Qualitative and Quantitative Analysis of sports related skills  
5. To Know about mechanical analysis of sports related skills

**UNIT I – Introduction**  

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

**UNIT III – Motion and Force**  

**UNIT IV – Projectile and Lever**  

Note: Laboratory practicals should be designed and arranged for students internally.

**UNIT V – Movement Analysis**  
Analysis of Movement: Types of analysis: Kinesiological, Biomechanical. Cinematographic. Methods of analysis – Qualitative, Quantitative, Predictive
UNIT VI – Mechanical Principles Involvement.
Walking, Running, Jumping, Throwing, Hitting, Lifting, Catching, Pulling, Pushing & climbing.

REFERENCE:
Hoffman S.J. Introduction to Kinesiology (Human Kinesiology publication In.2005.
A.K. Lawrence Mamta MP Kinesiology(Friends Publication India 2004)
Uppal, A (2004), Kinesiology in Physical Education and Exercise Science, Delhi
Friends publications.
Williams M (1982) Biomechanics of Human Motion, Philadelphia; Saunders Co.
Learning Outcomes
The learning outcome of the paper are as:
1. To know the importance of Athletic care and rehabilitation of sports person
2. To know about the rehabilitation process of injured athletes
3. To create the awareness regarding research in the field of Sports Biomechanics
4. To know about that how to care about Athletes to avoiding sports injuries
5. To know about the different technique related to relaxation and rehabilitation of Athletes

Unit I – Corrective Physical Education

Unit II – Posture
Normal curve of the spine and its utility, Deviations in posture: Kyphosis, lordosis, flat back, Seoliosis, round shoulders, Knock Knee, Bow leg, Flat foot. Causes for deviations and treatment including exercises.

Unit III – Rehabilitation Exercises
Passive, Active, Assisted, Resisted exercise for Rehabilitation, Stretching, PNF techniques and principles.

Unit IV – Massage

Unit V – Sports Injuries Care, Treatment and Support

Note: Each student shall submit Physiotherapy record of attending the Clinic and observing the cases of athletic injuries and their treatment procedure. (To be assessed internally)
REFERENCES:

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

MPEC-201 SPORTS JOURNALISM AND MASS MEDIA (Elective)

Learning Outcomes
The learning outcome of the paper are as:

1. To Know the importance of sports journalism and mass media for sports
2. To know about the role of sports journalism and mass media for active participation in sports
3. To create the awareness regarding research in the field of sports journalism and mass media
4. To know about that how to write the report for publishing in newspapers
5. To Know about the technique for highlighting the reports in sports

UNIT I Introduction

UNIT II Sports Bulletin

UNIT III Mass Media

UNIT IV Report Writing on Sports
Brief review of Olympic Games, Asian Games, Common Wealth Games World Cup, National Games and Indian Traditional Games. Preparing report of an Annual Sports Meet for Publication in Newspaper. Organization of Press Meet.

UNIT –V Journalism

Practical assignments to observe the matches and prepare report and news of the same; visit to News Paper office and TV Centre to know various departments and their working. Collection of Album of newspaper cuttings of sports news.

REFERENCE:
Padmanabhan. A & Perumal A (2009), Science and Art of Living, Madurai: Pakavathi Publication
Semester II
Theory Courses

MPEC-202 SPORTS MANAGEMENT AND CURRICULUM DESIGN IN PHYSICAL EDUCATION (Elective)

Learning Outcomes
The learning outcome of the paper are as :
1. To Know the importance of sports Management and curriculum Design
2. To know about how to organised sports competition
3. To create the awareness regarding research in the field of sports Management and curriculum Design
4. To know about that intramural and extramural tournaments
5. To Know about the role of curriculum design for effective teaching and learning in physical education

UNIT I – Introduction to Sports Management

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

UNIT III – Equipments and Public Relation

UNIT IV – Curriculum
Meaning and Definition of Curriculum. Principles of Curriculum Construction: Students centred, Activity centred, Community centred, Forward looking principle, Principles of integration, Theories of curriculum development, Conservative (Preservation of Culture), Relevance, flexibility, quality, contextually and plurality. Approaches to Curriculum; Subject centred, Learner centred and Community centred, Curriculum Framework.

UNIT V – Curriculum Sources
Factors that affecting curriculum: Sources of Curriculum materials – text books – Journals – Dictionaries, Encyclopaedias, Magazines, Internet. Integration of Physical Education with other Sports Sciences – Curriculum research, Objectives of

Reference:


Semester III
Theory Courses

MPCC-301 SCIENTIFIC PRINCIPLES OF SPORTS TRAINING

Learning Outcomes

The learning outcome of the paper are as:

1. To Know the importance of Scientific Principles of sports training
2. To know about scientific principle for enhancement of sports performance
3. To create the awareness regarding research in the field of Scientific Principles of sports training
4. To know about various technique for development of physical and motor fitness
5. To Know about the role of tactics and strategy for sports performance

UNIT I – Introduction

UNIT II - Training For Motor Components.

UNIT-III- Planning of Competition.

UNIT IV – Training Plan

UNIT-V- Technical & Tactical Preparation.
Fundamentals & methods for the developments of Techniques, Stages of Technical Training, Causes & Correction of Faults, Methods of Tactical Training, Principles of Tactical Preparation, Technical & Tactical Preparation for Sports.
REFERENCES:

David R. Mottram (1996) Drugs in Sport, School of Pharmacy, Liverpool: John Moore University
Yograj Thani (2003), Sports Training, Delhi : Sports Publications
Semester III
Theory Courses

MPCC-302 SPORTS MEDICINE

Learning Outcomes
The learning outcome of the paper are as :

1. To Know the role of sports medicine for sports performance
2. To know about adverse effects of doping in sports
3. To create the awareness regarding research in the field of sports medicine
4. To know about various technique for relaxation of sports person
5. To Know about the various therapy for sports injuries

UNIT I – Introduction

UNIT II – Basic Rehabilitation

UNIT III – Spine Injuries and Exercise

UNIT IV – Upper Extremity Injuries and Exercise

UNIT V – Lower Extremity Injuries and Exercise

UNIT VI – Doping
doping control – Problems with the supply of medicines Subject to IOC regulations: over-the-counter drugs (OTC) – prescription only medicines (POMs) – Controlled drugs (CDs).

Reporting test results – Education

Practicals: Lab. Practicals and visit to Physiotherapy Centre to observe treatment procedure of sports injuries; data collection of sports injury incidences, Visit to TV Centre etc. should be planned internally.

REFERENCES:
Semester III
Theory Courses

MPCC-303 HEALTH EDUCATION AND SPORTS NURTITION

Learning Outcomes

The learning outcome of the paper are as:

1. To know the health education in physical education
2. To know about effects of nutrition in sports performance
3. To create the awareness regarding research in the field of sports nutrition
4. To know about various communicable and Non communicable Disease.
5. To know about the health service and personal hygiene of students and athletes

Unit - I Health Education

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

Unit - II Health Problems in India

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

Unit - III – Hygiene and Health

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

Unit – IV- Introduction to Sports Nutrition

- Meaning and Definition of Sports Nutrition, Role of nutrition in sports, Basic Nutrition guidelines, Nutrients: Ingestion to energy metabolism (Carbohydrate, Protein and Fat), Role of carbohydrates, Fat and protein during exercise.

Unit – V Nutrition and Weight Management

- Concept of BMI (Body mass index), Obesity and its hazard, Dieting versus exercise for weight control
- Maintaining a Healthy Lifestyle, Weight management program for sporty child, Role of diet and exercise in weight management,
- Design diet plan and exercise schedule for weight gain and loss.
References:

Bucher, Charles A. "Administration of Health and Physical Education Programme".
Delbert, Oberteuffer, et. al. "The School Health Education".
Ghosh, B.N. "Treaties of Hygiene and Public Health".
Turner, C.E. "The School Health and Health Education".
Moss and et. at. "Health Education" (National Education Association of U.T.A.)
Nemir A. "The School Health Education" (Harber and Brothers, New York).
Nutrition Encyclopedia, edited by Delores C.S. James, The Gale Group, Inc.
Semester III  
Theory Courses

MPEC-301 SPORTS ENGINEERING (Elective)

Learning Outcomes  
The learning outcome of the paper are as :  

1. To Know the sports Engineering in physical education  
2. To know about role Mechanics of engineering materials in sports performance  
3. To create the awareness regarding research in the field of sports Engineering.  
4. To know about various Sports Dynamics, mechanical Principles for sports achievements.  
5. To Know about the care and maintenance of sports equipments  

Unit - I Introduction to sports engineering and Technology  

Meaning of sports engineering, human motion detection and recording, human performance, assessment, equipment and facility designing and sports related instrumentation and measurement.  

Unit - II Mechanics of engineering materials  

Concept of internal force, axial force, shear force, bending movement, torsion, energy method to find displacement of structure, strain energy. Biomechanics of daily and common activities – Gait, Posture, Body levers, ergonomics, Mechanical principles in movements such as lifting, walking, running, throwing, jumping, pulling, pushing etc.  

Unit- III Sports Dynamics  


Unit- IV Building and Maintenance:  

Sports Infrastructure- Gymnasium, Pavilion, Swimming Pool, Indoor Stadium, Outdoor Stadium, Play Park, Academic Block, Administrative Block, Research Block, Library, Sports Hostels, etc.  

Requirements: Air ventilation, Day light, Lighting arrangement, Galleries, Store rooms, Office, Toilet Blocks (M/F), Drinking Water, Sewage and Waste Water disposal system, Changing Rooms (M/F), Sound System (echo-free), Internal arrangement according to need and nature of activity to be performed, Corridors and Gates for free movement of people, Emergency provisions of lighting, fire and exits, Eco-friendly outer surrounding. Maintenance staff, financial consideration.  

Building process:- design phase (including brief documentation), construction phase functional (occupational) life, Re-evaluation, refurnish, demolish.
Maintenance policy, preventive maintenance, corrective maintenance, record and register for maintenance.

Unit – V Facility life cycle costing

Basics of theoretical analysis of cost, total life cost concepts, maintenance costs, energy cost, capital cost and taxation

Reference

Franz K. F. et. al., Editor, Routledge Handbook of Sports Technology and Engineering (Routledge, 2013)
Steve Hake, Editor, The Engineering of Sport (CRC Press, 1996)
Franz K. F. et. al., Editor The Impact of Technology on Sports II (CRC Press, 2007)
Helge N., Sports Aerodynamics (Springer Science & Business Media, 2009)
Youlin Hong, Editor Routledge Handbook of Ergonomics in Sport and Exercise (Routledge, 2013)
Colin White, Projectile Dynamics in Sport: Principles and Applications
Eric C. et al., Editor Sports Facility Operations Management (Routledge, 2010)
Semester III
Theory Courses

MPEC-302 PHYSICAL FITNESS AND WELLNESS (Elective)

Learning Outcomes

The learning outcome of the paper are as:

1. To Know the sports concept and technique of Physical Fitness
2. To know about role foods and Nutrition in sports performance
3. To create the awareness regarding research in the field of physical fitness and wellness.
4. To know about various techniques of Aerobic and anaerobic exercise and its benefits
5. To Know about the flexibility exercise and its role on sports performance

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

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

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

UNIT IV – Anaerobic Exercise
Resistance Training for Muscular Strength and Endurance; principles of resistance training, Safety techniques (spotting, proper body alignment, lifting techniques, spatial, awareness and proper breathing techniques). Weight training principles and concepts; basic resistance exercises (including free hand exercise, free weight exercise, weight machines, exercise bands and tubing, medicine balls, fit balls) Advanced techniques of weight training

UNIT V – Flexibility Exercise
Flexibility Training, Relaxation Techniques and Core Training. Safety techniques (stretching protocol; breathing and relaxation techniques) types of flexibility exercises (i.e. dynamic, static), Develop basic competency in relaxation and breathing techniques. Pilates, Yoga.
UNIT –VI- Physiological Aspects of Exercise & Sports.


Reference:
Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd. 35 Bedford row, London 1998
Robert Malt. 90 day fitness plan, D.K. publishing, Inc. 95, Madison Avenue, New York 2001
Semester IV
Theory Courses

MPCC-401 INFORMATION & COMMUNICATION TECHNOLOGY (ICT) IN PHYSICAL EDUCATION

Learning Outcomes
The learning outcome of the paper are as:

1. To Know the Information and communication Technology in physical education
2. To know about role Information and communication Technology in classroom teaching in physical education
3. To create the awareness regarding research in the field of Information and communication Technology
4. To know about various fundamental of computers in physical education
5. To Know about the MS Office Applications in physical education

Unit I – Communication & Classroom Interaction
- Concept, Elements, Process & Types of Communication
- Communication Barriers & Facilitators of communication
- Communicative skills of English - Listening, Speaking, Reading & Writing
- Concept & Importance of ICT
- Need of ICT in Education
- Scope of ICT: Teaching Learning Process, Publication Evaluation, Research and Administration
- Challenges in Integrating ICT in Physical Education

Unit II – Fundamentals of Computers
- Characteristics, Types & Applications of Computers
- Hardware of Computer: Input, Output & Storage Devices
- Software of Computer: Concept & Types
- Computer Memory: Concept & Types
- Viruses & its Management
- Concept, Types & Functions of Computer Networks
- Internet and its Applications
- Web Browsers & Search Engines
- Legal & Ethical Issues

Unit III – MS Office Applications
- MS Word: Main Features & its Uses in Physical Education
- MS Excel: Main Features & its Applications in Physical Education
- MS Access: Creating a Database, Creating a Table, Queries, Forms & Reports on Tables and its Uses in Physical Education
- MS Power Point: Preparation of Slides with Multimedia Effects
- MS Publisher: Newsletter & Brochure

Unit IV – ICT Integration in Teaching Learning Process
- Approaches to Integrating ICT in Teaching Learning Process
- Project Based Learning (PBL)
- Co-Operative Learning
- Collaborative Learning
- ICT and Constructivism: A Pedagogical Dimension

Unit V – E-Learning & Web Based Learning
E-Learning
Web Based Learning
Visual Classroom

REFERENCES:

ITL Education Solution Ltd. Introduction to information Technology, Research and Development Wing-2006
Learning Outcomes
The learning outcome of the paper are as:

1. To Know the role of sports Psychology sports performance
2. To know about effects of various psychological factors sports performance
3. To create the awareness regarding research in the field of sports psychology
4. To know about various motivational technique psychological problems for sports performance.
5. To Know about the psychological preparation of sports

UNIT I - Introduction

UNIT II - Motivation

UNIT III – Goal Setting

UNIT IV – Sports Sociology
UNIT V – Group Cohesion

UNIT-VI - Psychology of Counseling & Coaching.
Meaning of Counseling, Need of Counsel Individual Players & Teams, Different Approaches to Counseling Coaches Use of Groups to Improve Athletic Performance, Group Structure & Process.

Practicals: Atleast five experiments related to the topics listed in the Units above should be conducted by the students in laboratory. (Internal assessment.)

REFERENCES:
Semester IV
Theory Courses

MPCC-403 DISSERTATION

Learning Outcomes
The learning outcome of the paper are as:

1. To Know about the process of research in physical education
2. To know about review of related literature in research
3. To create data analysis in research
4. To know about statistical intervention in research.
5. To increase the writing competency in research reporting

1. A candidate shall have dissertation for M.P.Ed. – IV Semester and must submit his/her Synopsis and get it approved by the Head of Department on the recommendation of D.R.C. (Departmental Research Committee).

2. A candidate selecting dissertation must submit his/her dissertation not less than one week before the beginning of the IVth Semester Examination.

3. The candidate has to face the Viva-Voce conducted by DRC.
Semester IV
Theory Courses

MPEC-401 VALUE AND ENVIRONMENTAL EDUCATION

Learning Outcomes
The learning outcome of the paper are as :

1. To Know the Value and Environmental education in physical education
2. To know about role of Environmental education in class room teaching in physical education
3. To create the awareness regarding research in the field of Environmental education.
4. To know about Rural Sanitation and Urban Health
5. To Know about the Natural Resources and related environmental issues

UNIT I – Introduction to Value Education.

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

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

Unit - IV Rural Sanitation and Urban Health
Rural Health Problems, Causes of Rural Health Problems, Points to be kept in Mind for improvement of Rural Sanitation, Urban Health Problems, Process of Urban Health, Services of Urban Area, Suggested Education Activity, Services on Urban Slum Area, Sanitation at Fairs & Festivals, Mass Education.

Unit - V Natural Resources and related environmental issues:
Water resources, food resources and Land resources, Definition, effects and control measures of: Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution Management of environment and Govt. policies, Role of pollution control board.

REFERENCE:
Miller T.G. Jr., Environmental Science (Wadsworth Publishing Co.)
Townsend C. and others, Essentials of Ecology (Black well Science)
Miller T.G. Jr., *Environmental Science* (Wadsworth Publishing Co.)
Semester IV
Theory Courses

MPEC-402 EDUCATION TECHNOLOGY IN PHYSICAL EDUCATION AND SPORTS

Learning Outcomes
The learning outcome of the paper are as:
1. To Know the educational technology in physical education and sports
2. To know about role of educational technology in class room teaching in physical education
3. To create the awareness regarding research in the field of educational technology.
4. To know about nature and scope of educational technology.
5. To Know about the Instructional Design and Audio Visual Media in Physical Education

Unit I – Nature and Scope
Educational technology-concept, Nature and Scope. Forms of educational technology: teaching technology, instructional technology, and behaviour technology; Transactional usage of educational technology: integrated, complementary, supplementary stand-alone (independent); programmed learning stage; media application stage and computer application stage.

Unit II – Systems Approach to Physical Education and Communication

Unit III- Instructional Design

Unit IV – Audio Visual Media in Physical Education

Unit V – New Horizons of Educational Technology
Recent innovations in the area of ET interactive video - Hypertext, video-texts, optical fiber technology - laser disk, computer conferencing, etc. Procedure and organization
of Teleconferencing/Interactive video-experiences of institutions, schools and universities. Recent experiments in the third world countries and pointers for, India with reference to Physical education. Recent trends of Research in Educational Technology and its future with reference to education.

REFERENCE:
Amita Bhardwaj, New Media of Educational Planning”. Sarup of Sons, New Delhi-2003
Bhatia and Bhatia. The Principles and Methods of Teaching (New Delhi : Doaba House), 1959.
Communication and Education, D. N. Dasgupta, Pointer Publishers
Education and Communication for development, O. P. Dahama, O. P. Bhatnagar,
Oxford Page 68 of 71 IBH Publishing company, New Delhi
Essentials of Educational Technology, Madan Lal, Anmol Publications
Kochar, S.K. Methods and Techniques of Teaching (New Delhi, Jalandhar, Sterling Publishers Pvt. Ltd.), 1982
Semester I
Practicum Course

MPPC- 101 TRACK AND FIELD I: RUNNING EVENTS / GYMNASTICS/ SWIMMING.

Running

- **Fundamental skills** — Short and Middle distance.
  - Use of Starting blocks- stance on the blocks.
  - Body position at the start- starting technique, change in body position during running, movements of the arms, stride length and frequency, position of torso while running and at finish.

- **Advanced Skills** — Various techniques of sprint start: Bullet start, standing start ,

- **Active game practice**

Semester I
Practicum Course

MPPC- 102 FLAG HOISTING, MARCH PAST, CEREMONIES LIKE OPENING, CLOSING, VICTORY,(DURING INTRA MURALS COMPETITIONS) OF DIFFERENT SPORTS AND GAMES/ LEAD UP GAMES/ MINOR GAMES/ RELAY GAMES


Opening and Closing Ceremonies: Schedule and formality of Opening Ceremony- Unfurling of Flag, Flame igniting, Oath, March-Past of players/teams, Salutation, Declaration of Opening of the Meet. brief address by the guests, announcement of beginning of competition Victory & Prize distribution Ceremony- Planning of schedule for victory ceremony.

Closing Ceremony: Assembly of sports-persons, March-Past, Salutation, re-assembly, brief address of the guests, Declaration of results and distribution of Prizes/ Certificates, Vote of thanks, Ceremonial Flag-lowering, Flame extinguishing, Declaration of Closing of the Meet.

Practical of the organization of Sports / Athletic Meet during Intramural Programme should be arranged as a project by the students under the supervision of the faculty. Organization of Sports Festival, Play Day, Social Party games, etc. should be encouraged.
Semester I
Practicum Course

MPPC- 103 YOGA/ AEROBICS/ SELF DEFENCE TECHNIQUES-MARTIAL ARTS, TAEK-WON-DO/ SHOOTING/ ARCHERY

Yoga, Asanas prescribed by Maharshi ‘Patanjali’, Shudhi Kriyas, jala neti, suraneti, dugdhaneti, kunjal, Nauli, Bhistika, shatkriya, Pranayams, Anulom-vilom, Kapalbhati,

AEROBICS

Rhythmic Aerobics - dance
Low impact aerobics
High impact aerobics
Aerobics kick boxing

Moves
March single, basics, side to side alternate, turn s/a , double side to side, step touch, grapevine, knee up, leg curl, kick front, toe touch, kick side, side lunge, over the top, back lunge, straddle, kick front, travel s 11. kick side, corner, heel to ref, shape, 'e' shape, shapew, shape, repeater left mode

Warm up and cool down
Being successful in exercise and adaptation to aerobic workout.

SELF DEFENCE TECHNIQUES-MARTIAL ARTS, TAEK-WON-DO/ SHOOTING/ ARCHERY
Semester I  
Practicum

MPCC-104 ADVENTURE ACTIVITIES/ MASS DEMONSTRATION ACTIVITIES- LEZIM, DUMB-BELL, UMBRELLA, TIPRI, WANDS, HOOPS/ MALKHAMBH

ADVENTURE ACTIVITIES: Trekking, Wall climbing, River crossing, Mountaineering, etc

MASS DEMONSTRATION ACTIVITIES- lezim, dumb-bell, umbrella, tipri, wands, hoops, free arms drill, folk dances, etc. *(Students are expected to learn and organize mass drill in school situation)*

- Apparatus/ Light apparatus Grip
- Attention with apparatus/ Light apparatus
- Stand – at – ease with apparatus/ light apparatus
- Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and

- Standing Exercise
- Jumping Exercise
- Moving Exercise
- Combination of above all

MALKHAMB: Table of Exercises on Malkhamb should be prepared internally for teaching.
General out-line of the contents of teaching of theory of Games and Sports

Introduction of the game/sport and historical development with special reference to India, Orientation of the students to the play area and equipment used in the game/sport, Important tournaments held at National and International levels, Distinguished sports awards and personalities related to the Game/sport. Warming-up- General free hand exercises, specific work out using equipment. Fundamental skills, Lead up activities, General rules and their interpretations, Duties of officials, officiating in class competitions and Intramurals, Marking of the play area.

Semester II

Practicum Course

MPPC- 201 TRACK AND FIELD II: JUMPING EVENTS
/ SWIMMING / GYMNASTICS
(Course contents in Gymnastics and Swimming should be chalked out internally considering advance level of students and suitable to their age and gender).

Semester II

Practicum Course

MPPC-202 GAMES SPECIALIZATION II

The Candidate has choice to select any one of the following games as the Specialization – II (Second best) in 2nd Semester.
(Kabaddi, Kho-kho, Badminton/ Table Tennis/ Tennis/ Squash/ Baseball/ Volleyball/ Basketball/ Cricket/ football/ Handball/ Hockey/ Netball/ Softball)

Semester II

Practicum Course

MPPC-203 TEACHING LESSONS OF INDIGENOUS ACTIVITIES AND SPORTS

The students of M.P.Ed – II Semester need to develop proficiency in taking teaching classes in indigenous activities and sport under school situation. In view of this, the students shall be provided with teaching experience. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class they are going to handle at school and college level.

Each student teacher is expected to take at least five lessons during the course of the second semester. The lessons will be supervised by the faculty members and experts who would discuss the merits and demerits of the concerned lesson and guide them for the future. In these lessons, the duration should slowly increase and all the parts of the lesson covered progressively.
Semester II Practicum Course
MPPC-204 CLASS ROOM TEACHING

(LESSONS ON THEORY OF DIFFERENT SPORTS & GAMES)

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

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

Semester III
Practicum Course

MPPC-301 TRACK AND FIELD III: THROWING EVENTS/ GYMNASTICS/SWIMMING

(Course contents in Gymnastics and Swimming should be chalked out internally considering advance level of students and suitable to their age and gender).

Semester III
Practicum Course

MPPC-302 GAMES SPECIALIZATION- III BOXING/ FENCING/ JUDO/ KARATE/ WRESTLING/ WUSHU

(Course contents in the game of specialization should be chalked out internally considering advance level of students and suitable to their age and gender).

Semester III
Practicum Course

MPPC-303 COACHING LESSONS OF TRACK AND FIELD/ GYMNASTICS/ SWIMMING

The students of M.P.Ed – III Semester need to develop proficiency in taking coaching lesson on above mentioned selected discipline. In view of this, the students shall be provided with advance training and coaching in selected discipline. The duration of the lesson to be
conducted by these students shall be in the range of 30 to 40 minutes depending on the class, they are going to handle at school and college level.

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

Semester III
Practicum Course

MPPC-304 COACHING LESSONS OF GAME SPECIALIZATIONS

The students of M.P.Ed – III Semester need to be develop proficiency in taking coaching lesson in selected game discipline. In view of this, the students shall be provided with advance training and coaching in selected discipline. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class they are going to handle at school and college level.

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

Semester IV
Practicum Course

MPPC- 401 TRACK AND FIELD/ SWIMMING/ GYMNASTICS

(Course contents in Gymnastics and Swimming should be chalked out internally considering advance level of students and suitable to their age and gender. Practical Skill Test any one out of these after completion of syllabus)

Semester IV
Practicum Course

MPPC-402 GAMES SPECIALIZATION

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

MPPC-403 OFFICIATING LESSONS OF TRACK AND FIELD/ GYMNASTICS/ SWIMMING

The students of M.P.Ed – IV Semester need to develop proficiency in taking officiating lesson on selected above discipline. In view of this, the students shall be provided with advance mechanism of officiating in selected discipline. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class time they are going to handle at school and college level.

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

Semester IV
Practicum Course

MPPC-404 OFFICIATING LESSONS OF GAME SPECIALIZATIONS

The students of M.P.Ed – IV Semester need to develop proficiency in taking officiating lesson on selected game specialization. In view of this, the students shall be provided with advance mechanism of officiating in selected game specialization. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class time they are going to handle at school and college level.

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

Note: Wherever details of any activities are not mentioned, it is expected to elaborate skills by the competent bodies of local Universities/Autonomous Colleges.
Table – 1: Semester wise distribution of hours per week

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Minimum of 36 teaching hours per week is required in five or six days in a week

Table – 2: Number of credits per semester

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<th>Practicum</th>
<th>Teaching practice</th>
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Minimum of 36 teaching hours per week is required in five or six days in a week