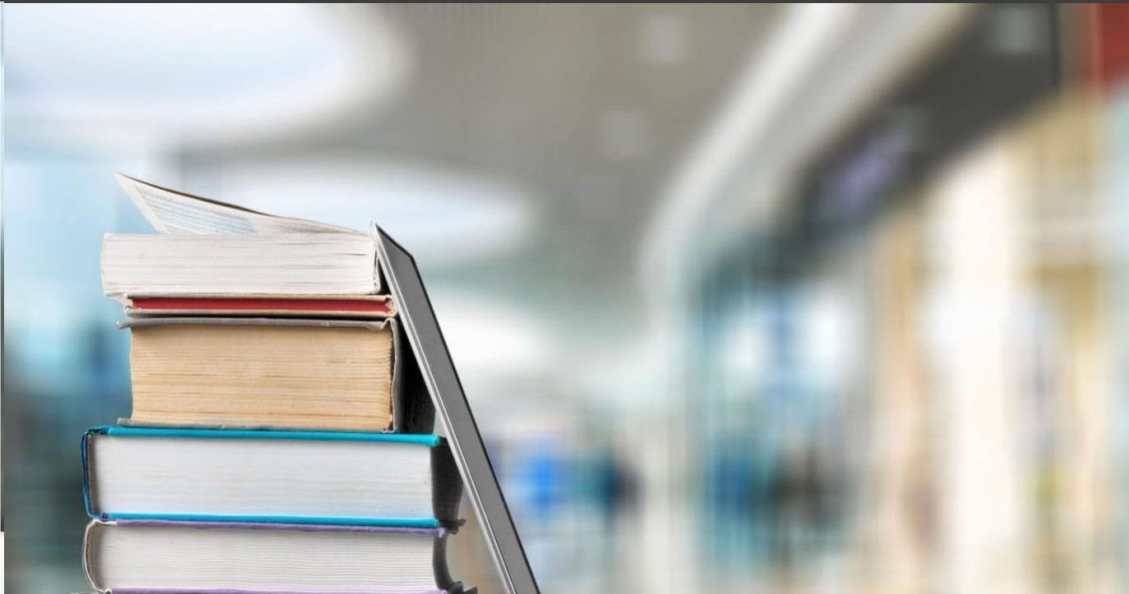


College of Education

ACADEMIC HAND BOOK



Ordinance & Academic Regulations

College of Education

**(Bachelor of Education (Two years)(Session 2021-2023 &
Onwards)**

(As per NCTE, UGC New Delhi, and Guidelines)

(Established by Govt. of U.P. vide U.P. Act No. 32 of 2016)

Bachelor of Education (Two years)

Ordinance

1. Preamble:

The Bachelor of Education Programme, generally known as B.Ed., is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XIII), The programme shall be offered in composite institutions as defined in clause (b) of regulations.

2. Definitions and Nomenclatures

TITLE AND COMMENCEMENT

This ordinance shall be called the ordinance for the Degree of Bachelor of Education (B.Ed.)

- (a) “University” means IIMT University Meerut.
- (b) “Student” means one who has been admitted in the two years programme of Bachelor of Education (B.Ed.) in this University through the procedure notified by the University from time to time;
- (c) “Academic Year” means two consecutive (one odd and one even) year;
- (d) “Course” means “papers” through different modes of delivery and is a component of B.Ed. programme as detailed out in the respective program structure;

Vision:

The College of Education, IIMT University Meerut is committed to provide quality teacher education to prepare prospective teachers, teacher educators imbining with sustainable development, goals of education, meta- cognitive knowledge, professional attitude and skills. the focus is on generating such a congenial and sportive environment that will make future teacher critical, innovative and creative thinkers not only to face the global challenges but to contribute in the various domains of knowledge of teacher education by quality research and enterprises. Hence the University, College of Education intends to promote excellence and to function as a catalyst to create and sustain learning community in the area of teacher education which shall promote equality and equity in education.

Mission:

1. To strive to promote excellence in teacher education by preparing creative professionals with 21st century skills, problem solving ability, digital competency for making teaching interesting and adaptive to students needs and to play a participatory roll in generation and creation of new knowledge.
2. To prepare effective student teachers for future society by exposing them to innovative and effective teaching-learning Environment and work culture so that they may not treat the course as profession for the job of teacher but make teaching as a passion.
3. To produce motivated and dedicated student teachers empowered with high quality learning experiences, professional attitude and sprit of innovation and research.
4. To exercise a focus on exposing student- teachers to critical and creative pedagogies to make them well versed with reflective thinking, competences and problem solving skills for effective and efficient teaching and research.
5. To expose student teacher to curricular, extra-curricular and co-curricular activities such as organization of workshops, seminars and conferences for integrated development along with desirable value orientation.
6. To make future teachers inquisitive to undertake disciplinary/ interdisciplinary research and development activities in education.

7. To equip with professional ethics, responsibility, accountability, compassion and desire for updating their subject understanding with the spirit of lifelong learning.
8. To develop prospective teacher which stimulating environment that is both futuristic in outlook and holistic in perspective for the achievement of excellence to match the global slandered of teaching and research.

4 Program Educational objectives:

- PEO1:** To develop the theoretical knowledge of the subjects interwoven with a repertoire of pedagogical practices as on teaching experiences and the efficient uses technology as a teaching and learning tool.
- PEO2:** To prepare motivated, engaged, enlightened, effective and compassionate teachers for different level of Education.
- PEO3:** To produces efficient, accountable, effective and compassionate teachers through the integration of the exposure to theoretical and practical experiences in respect of each subject with a reflective vision.
- PEO4:** To promote understanding of classroom complexities right from planning the outcome of the students with the help of using innovative pedagogy and strategies.
- PEO5:** To develop competences in carrying out action research to solve different type of current problems of student's learning and adjustment, thereby modifying the learning behavior of students.

5. Program Outcome:

- PO1:** To develop mastery in subject Competence and in teaching their respective subjects.
- PO2:** To organize curricular and extracurricular activities in the school to draw the latent talent and creativity.
- PO3:** Exhibit the vision into the planning and executing school activities.
- PO4:** Able to have expertise knowledge of different methodologies and teaching skills.
- PO5:** To handle and solve the problems of students pertaining to learning, adjustment and discipline in class and outside the class.
- PO6:** Imbibe with the responsibility how will take teaching as a mission and act as a mentor, facilitator experimenter and a guide.
- PO7:** Demonstrate the understanding of and command over subject matter and application of pedagogical learning resources.
- PO8:** Make use of techniques of evaluation for determining the level of student learning performances.
- PO9:** Understand the use of digital/interactive learning environment i.e. ICT based communication for effective teaching learning.
- PO10:** Differentiate among the various approaches of lesson planning for respective subjects and become efficient in managing school actives.

6. Program Specific Outcome:

- PSO1:** Understand how to plan the teaching lessons in different academic streams arts, science and Humanities.
- PSO2:** Capacity to manage the challenges of inclusive classroom.
- PSO3:** Capable in the use of creative thinking for enhancing professional competency.
- PSO4:** Understand the psychology of learner and accordingly build a positive learning oriented environment.
- PSO5:** Insight into the use of various innovative methods of teaching in class such as e-learning, blended learning, co-operative learning, collaborative learning, discovery learning and ICT etc.

- PSO6:** Efficiency in the use of reinforcing and motivational strategies to promote student learner.
- PSO7:** Understand the use of different evaluation procedure-formative and summative assessment (CCE).
- PSO8:** Capacity to identify the learner's problems and plan research project accordingly.
- PSO9:** Exhibit the sense of ethics in dealing with students in discriminately and with compassion.

7.1 Admission:

Admission shall be made on the basis of merit by considering marks percentage in the graduation or post-graduation degree along with the personal interview of the scholar. The weight age scores shall be permissible as per the provision of NCTE and state Government.

- 7.2 Intake:** The intake capacity is 200 as approved by NCTE, Govt. of India. The basic unit size for the program is of the fifty students. Therefore, it includes four units i.e. (50×4=200).

8. Eligibility for the admission to the course:

- 8.1** For admission in B.Ed. 1st Year, Candidate with at least fifty percent (50%) marks in the Bachelor's Degree and/or in the Master's Degree or in its equivalent degree as per UGC, New Delhi regulations in Sciences/Social Sciences/Humanities. Bachelors' in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, shall be eligible for admission to this program.
- 8.2** A relaxation of 5% in marks will be applicable to SC/ST candidates as per the U.P State Government policy.
- 8.3** For admission in 2nd Year in B.Ed. programme will be permitted only successful completion of 1st Year However, the students who has carryover exam in 1st Year might will be permitted provisionally as per policy of IIMT University Meerut.

9. Curriculum:

B.Ed. I Year
B.Ed. II Year

- 10. Medium of Instruction:** The medium of instruction is Hindi and/or English.
- 11. Choice base Credit system (CBCS)/LOCF/OBE:** Not Applicable (Annual Programme)
- 12. Registration for course in a semester:** Not Applicable
- 13. Attendance:** The minimum attendance requirement of students shall be 80% in theory courses and 90% in practical courses as per NCTE norms.
- 13.1 Condonation of medical cases:** Since the B.Ed. is a professional training programme based on skill development there for no medical Condonation in attendance will be permitted.
- 13.2 Additional Condonation:** If a candidate could not obtain 80% attends in theory courses but has scored 50% attendssuch candidate have to complete their attendance in the form of extra classes schedule by the College of Education. No additional Condonation shall be considered in practical courses.

14. **Assessment procedure:**
Internal Assessment (IA): 25% of maximum marks,
External Assessment (EA): 75% of maximum marks
Practical Assessment:
Internal Assessment (IA): 25% of maximum marks,
External Assessment (EA): 75% of maximum marks
15. **Research project/Semester project Assessment Criteria:** Not Applicable
16. **Internship – Research/ Industrial Internship:**
 In B.Ed. 1st Year the pupil-teachers will have to go in a nearby school for Preparation to function as a Teacher for duration of 4 Weeks in the form of Practice teaching.
 In B.Ed. 2nd Year the pupil-teachers will have to go in their nearby school for internship and to prepare a feedback report for duration of 16 weeks.
17. **For non – Credit courses/ audit courses:** Not Applicable
18. **Credit weight age:** Not Applicable
19. **Maximum duration of programme/promotion policy:**
- | | |
|---|---------|
| Minimum duration to Complete the programme: | 2 years |
| Maximum period to Complete the programme: | 3Years |
- Promotion policy:** The students in B.Ed. 2nd Year programme will be permitted only after the successfully completion of 1st Year. However, the students who have carryover exam in 1st Year might be permitted provisionally as per policy of IIMT University Meerut.
20. **Maximum gaps between semester/Year:** Maximum 1 Years gap is permitted to complete a year.
21. **Credit system & grading CGPA/SGPA:** Not Applicable
22. **Class /division:** The division will be decided on the basis of performance of the student as first division on securing 60% or above marks in both theory and practical courses separately and second division on securing 48% or above marks in both theory and practical courses separately. However, to pass and to complete the course, the student is supposed to secure 40% in theory/core courses and 50% marks in practical courses in each Year.
23. **Transfer of credit /Academic credit Bank:** Not Applicable
24. **Change of discipline:** Not permitted/allowed.
25. **Use of technological intervention:** Every student is required to update him/her self with computer/ICT based knowledge as to be an expert modern teacher in present scenario of technology based education system.

26. **Student discipline:** Every student of B.Ed. Programme has to follow the discipline guidelines decided by the IIMT University Meerut time to time.
27. **Student Welfare:** During the B.Ed. programme, following activities and facilities will be provided for student welfare:
 - a. Guest lectures, group discussion, seminars, webinars, projects, field visits, online teaching and learning (whenever required) as per need and demand of the learner, time, course and curriculum.
 - b. Indoor and outdoor games and sport activities, Medical facilities, pure drinking water facilities, Mess and canteen facilities, Wi-Fi, Computer lab, Central library and incubation center for research, Transportation, Radio IIMT and Lift facilities are available.
28. **Ragging:** Prohibited. The IIMT University Meerut has zero tolerance policy in the matter of ragging and an Anti-ragging squad is constituted to control and stop the ragging inside the IIMT University campus.
29. **Power to Modify:** Any modification/removal/adding in the points/rules/regulations of this ordinance can be made by the Board of Studies (BOS) of the College of Education, IIMT University Meerut with the final approval of academic council of IIMT University Meerut. The Board of Studies of College of Education, IIMT University Meerut has approved the syllabus keeping in view the NCTE,UGC,NEP2020guidelines
30. **Exit Point:** On successfully completion of B.Ed. programme in prescribed duration the students will be awarded mark sheet and degree of Bachelor of Education according to the rules mentioned above.

B.Ed. 1st YEAR

Course Code	Name of the Courses	Teaching Hours			IM	EM	Total	
		L	T	P				
Core Course								
EDUE -101 N	Contemporary India and Education	5	0	0	25	75	100	
EDUE -102 N	Philosophical and Sociological Perspectives of Education	5	0	0	25	75	100	
EDUE -103 N	Childhood and Growing Up As a Learner	5	0	0	25	75	100	
EDUE -104 N	Teaching, Learning and Technology	5	0	0	25	75	100	
Discipline Centric Elective Courses (Select Any Two Pedagogy Courses)								
EDUE -201 N	Pedagogy of Hindi	5	0	0	25	75	100	
EDUE -202 N	Pedagogy of English	5	0	0	25	75	100	
EDUE -203 N	Pedagogy of Sanskrit	5	0	0	25	75	100	
EDUE -204 N	Pedagogy of Social Science	5	0	0	25	75	100	
EDUE -205 N	Pedagogy of Mathematics	5	0	0	25	75	100	
EDUE -206 N	Pedagogy of Physical Science	5	0	0	25	75	100	
EDUE -207 N	Pedagogy of Biological Science	5	0	0	25	75	100	
EDUE -208 N	Pedagogy of Computer Science	5	0	0	25	75	100	
EDUE -209 N	Pedagogy of Home Science	5	0	0	25	75	100	
EDUE -210 N	Pedagogy of Commerce	5	0	0	25	75	100	
Practicum- Ability Enhancement Compulsory Courses								
EDUEPC-301N	(A)	Language proficiency	0	0	4	15	35	50
	(B)	Understanding the Self	0	0	4	15	35	50
	(C)	Reading and Reflecting on Texts	0	0	4	15	35	50
	(D)	Art & Aesthetics	0	0	4	15	35	50
Practicum-Skills Enhancement Courses								
EDUEPC-302N	Preparation to Function as a Teacher (4 Weeks for Practice teaching)	0	0	16	50	150	200	
TOTAL		30	00	32	260	740	1000	

B.Ed. 2nd Year

Course Code	Name of the Courses	Teaching Hours			IM	EM	Total
		L	T	P			
Core Course							
EDUE - 401 N	Creating an Inclusive School	5	0	0	25	75	100
EDUE - 402 N	Gender, School and Society	5	0	0	25	75	100
EDUE - 403 N	Knowledge, Language and Curriculum	5	0	0	25	75	100
EDUE - 404 N	Assessment for Learning	5	0	0	25	75	100
Ability Enhancement Compulsory Course							
EDUE - 501 N	Life Skill Education for Teacher	5	0	0	25	75	100
Discipline Centric Elective Courses(Any one of the following)							
EDUE - 601 N	Educational Administration and Management	5	0	0	25	75	100
EDUE - 602 N	Guidance and Counseling	5	0	0	25	75	100
EDUE - 603 N	Environmental Education	5	0	0	25	75	100
EDUE - 604 N	Computer Education	5	0	0	25	75	100
EDUE - 605 N	Health, Physical Education and Yoga	5	0	0	25	75	100
EDUE-606 N	Teacher Competencies And Accountability, Professional Commitment and Ethics	5	0	0	25	75	100

Practicum-Skill Enhancement Courses								
EDUEPC-701N	(A)	Understanding of ICT	0	0	4	15	35	50
	(B)	Scouting And Guiding, Organization of Curricular And Extracurricular Activities	0	0	4	15	35	50
	(C)	Community Outreach Programme and Environmental Awareness Activities	0	0	4	15	35	50
	(D)	Action Research	0	0	4	15	35	50
Practicum								
EDUEPC-702N	School Internship & Feedback (16 Week)		0	0	16	50	150	200
TOTAL of B.Ed. II Year			30	00	32	260	740	1000
Grand Total of B.Ed. I and B.Ed. II Year			60	00	64	520	1480	2000

CONTEMPORARY INDIA AND EDUCATION

Course Code: EDUE – 101N

Max. Marks: 100

Ext. Marks: 75

Int. Marks: 25

Course Objectives

To enable student teacher to:

- Understand that development of education is influenced by socio-political forces of the time.
- Acquire the knowledge of features of education in ancient, medieval and pre-independent period in India with their strengths and weaknesses.
- Understand the contribution of various Committees and Commissions on education set up from time to time in India.
- Appreciate the developments of Indian education in the post independent period.

Course Contents

Unit I: Ancient Education System in India:

Vedic Period, Buddhist Period and Medieval Period

Unit II: Policy Framework of Education in Pre-Independent India:

Macaulay's, Minutes (1835), Wood's Dispatch (1854), Hunter Commission (1882)

National Education Movement, Lord Curzon Policy (1902), Gokhale Bill (1910), Sadler Commission (1917), Hartog Committee (1929), Basic Education (1937), Sargent Report (1944)

Unit III: Policy Framework of Education in Post-Independent India

- University Education Commission (1948-49)
- Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66) in the context of Industrialization
- National Policy of Education (1986) and its review (1992) in the context of Liberalization and Globalization of Indian Economy
- National Curriculum Framework (2005)
- National Knowledge Commission (2007)
- New Education Policy (2020)

Unit IV: Elementary Education

- Universalization (Provision, Enrolment, Retention, Success), Wastage and Stagnation, Education for all (Sarva Shiksha Abhiyan), Minimum Level of Learning (MLL), Mid-Day Meal Programme, Jawahar Navodaya Vidyalaya, Kasturba Gandhi Balika Vidyalaya Yojna (2004), RTE Act (2009)

Unit V: Secondary Education

- Expansion, differentiation of curricula between boys and girls, discrimination of curricula, vocationalisation of education

Unit VI: Current Issues

- University autonomy, privatization of education, commercialization of education
- Education of marginalized groups-women, scheduled caste, tribes, minorities
- Medium of schooling- Three Language Formula
- Population Education.

Tasks and Assignments (any one)

- Review of Kasturba Gandhi Balika Vidyalaya
- Survey of the educational Status of the marginalized Groups like – women, SC, ST, slum areas
- Review of the New Education Policy (2020)
- Critical analysis of any theme from the course content in about eight to ten pages.

Course Learning Outcomes: After completion of the course the Pupil-Teacher will be able:

- CO1 To get knowledge about the constitution of India in relation.
- CO2 To understand characteristics, nature and scope of Ancient Education system.
- CO3 To explain recommendations of different committee commissions of pre independent India.
- CO4 To familiar with Indian educational system in post independence India.
- CO5 To acquaint with the current provisions being taken in Indian education.
- CO6 To sensitize about the emerging issues concern in the field of Education.

Suggested Readings:

सिंह, शिवपाल और केसरी, राकेश कुमार, समकालीन भारत और शिक्षा शुक्ला, एस0 सी0, समकालीन भारत और शिक्षा सुनिता शर्मा, समकालीन भारत और शिक्षा
Shukla, S.C. Contemporary India and Education M.S Sachdeva Contemporary India and Education
शिक्षा मंत्रालय भारत सरकार, नई शिक्षा नीति 2020
Ministry of Education New Education Policy 2020

Philosophical & sociological perspectives of education

Course Code: EDUE - 102N

Max. Marks: 100

Ext. Marks: 75

Int. Marks: 25

Course Objectives

To enable student teacher to:

- on population-increase and un-employment in near-by village or region
- To study different cultures Answer the basic questions-what, why and how of the Education.
- Develop an understanding of contribution of Indian and Western philosophers.
- Build their own view about different Indian religion and respect them.
- Describe the role of education in desirable social change and socio-economic development.
- Transform one-self and society to empower people to assure responsibilities for creating sustainable future.
- Develop understanding of classroom in social context.

Course Contents

Unit I: Education and Knowledge

- Education: Meaning, Definitions, Process and Nature
- Modes of Education: formal, informal and non-formal
- Purposes of Education-individual development, social transformation
- Knowledge-meaning and ways of knowing
- Forms of knowledge-local & universal, concrete & abstract, theoretical & practical, Contextual & textual, school & out-of-school

Unit II: Education and Philosophy

- Philosophy of Education-meaning and significance in the context of aims of education, curriculum, methods of teaching and discipline
- Major schools of thoughts and their impact on education—(i) Idealism, Naturalism, Realism, Pragmatism and Humanism and (ii) Sankhya, Yog and Advaita philosophy

Unit III: Education and Society

- Educational sociology: meaning, nature and socialization of the child
- Education as a means of social change and social welfare
- Education as a means of human resource development and economic development.
- Meaning of a new social order and modernization of education

Unit IV: Educational Thoughts: Indian & Western Thinkers

- MK Gandhi, Tagore, Aurobindo, Vivekananda, J. Krishnamurthy, Giju Bhai
- Aristotle, Socrates, Plato, Rousseau, Dewey, Froebel, Montessori

Unit V: Education and Values

- Values: meaning, nature & types.
- Source of values: The Constitution of India, democracy, secularism, fundamental rights& duties, directive principles, constitutional provisions for education.
- Education for peace: issues of national and international conflicts, social injustice, communal conflicts and harmony, individual alienation, role of individuals in making peace away of life.

Unit VI: Education for National Integration

- National integration – meaning and need, role of teacher, institutions and cultural heritage, regional expectation and aspiration
- Role of celebration of Indian festivals

Tasks and Assignment (any one)

- To compare the educational ideas of any two thinkers
- To study impact of education and identify the points of unity in diversity
- To study different religions and identify the common points of humanity and spiritualism
- Critical analysis of any theme of the course content in about eight to ten page

Course Learning Outcomes: After completion of the course the Pupil-Teacher will be able :

- CO1: To have knowledge about the concept, meaning, nature and different modes of education.
CO2: To understand about different schools and related thinkers and their impact on education.
CO3: To explain education and it's impact on society.
CO4: To differentiate educational thoughts and philosophy of Indian and western thinkers.
CO5: To analysis different issues of related to education for national & International and conflicts.
CO6: To sensitize about Indian Festivals and empower to develop the environment of national integration in schools.

Suggested Readings:

Reference / Text Books:

1. शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार – शिखा चतुर्वेदी
2. शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार – आर० ए० शर्मा
3. Basic Ideals in Education – J C Aggrwal
4. Aggrwal, J.C - Basic Ideals in Education
5. शर्मा, ए० आर०, चतुर्वेदी, शिखा – शिक्षा के दार्शनिक एवं समाजशास्त्रीय परिदृश्य
6. मिश्रा, कुमार, सन्त – शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार

Childhood and growing up as a learner

Course Code: EDUE - 103 N

Max. Marks: 100

Ext. Marks: 75

Int. Marks: 25

Course Objectives

To enable student teacher to:

- Acquire the basic principles of psychology of learners.
- Understand learner characteristics and implications for teaching-learning.
- Understand learner's mental health problems and choose appropriate strategies to cope with such problems.
- Apply various psychological principles and approaches to learning.
- Appreciate the role of psychology in the teaching-learning process.

Course Contents

Unit I : Psychology and Learner

- Psychology – its meaning, nature and scope
- Educational psychology – meaning, scope and its relevance for teachers, teaching and learning.
- Individual differences – concept & types-mentally retarded, backward, delinquent, gifted, slow learner, under-achievers, strategies to meet the differences

Unit II: Human Development

- Concept & stages of development – infancy, childhood, adolescence
- Types of development- physical, cognitive, social, emotional and moral with reference to Piaget.

Unit III: Learning and Motivation

- Concept & theories of learning and its implications – Thorndike, Pavlov, Kohler, Skinner, Kurt Lewin
- Motivation: Concept, types, theories and techniques of motivation.

Unit IV: Mental Health

- Concepts and factors affecting mental health, ways of improving mental health
- Adjustment and ways for reducing maladjustment, Defense Mechanism.

Unit V: Personality

- Concept, dimensions and theories of personality- psycho-analytic, trait, type
- Measurement of personality-projective techniques

Unit VI: Intelligence and Creativity

- Intelligence-meaning, nature and measurement
- Types of intelligence with reference to multiple intelligence and emotional intelligence, social intelligence
- Creativity – meaning, nature and measurement, techniques for fostering creativity

Tasks and Assignments (any one)

- Observation of adolescent behaviour in urban slum/ dalit household
- Administration and interpretation of two psychological tests- intelligence, personality, interest
- Critical analysis of school situation in terms of its role in promoting learners cognitive and non-cognitive learning output
- Preparation of learner's profile based on cognitive and non-cognitive characteristics to depict their inter and intra individual differences

Course Learning Outcomes: After completion of the course the Pupil-Teacher will be able to:

- CO1: Explain the concept of growth & development and characteristics of various stages of growth & development.
- CO2: Explain the theories of child development and their educational implications.
- CO3: Classify the role of family, school, and society in child development.
- CO4: Interpret the impact of social, culture & economic change on child development.
- CO5: Describe the role of contemporary issues like marginalization: Social, class, poverty & gender in child development.
- CO6: Describe the role of media in construction and deconstruction of perception & ways of dealing above issues.

Suggested Readings:

- Mathur, S. S : ShikshaManovigyan
Pandey, R. S : ShikshaManovigyan
Gupta S.P : Adhunik ShikshaManovigyan
Mangal, K, S, Mangal, Shubra : Growing Up as a learner

Teaching, learning and technology
Course Code: EDUE - 104 N

Max. Marks: 100
Ext. Marks: 75
Int. Marks: 25

Course Objectives

To enable student teacher to:

- To acquire theoretical basis of educational technology and to develop awareness about recent Developments in the areas of educational technology.
- To equip them with various technologies to apply for improving instructional practices
- To develop teaching skills required for effective instructional and institutional management.
- To manage teaching and learning effectively and efficiently.
- To identify and implement instructional strategies in different teaching-learning situations.

Course Contents

Unit I: Technology and Teaching

- Educational technology: meaning, concept and types-hardware, software, systems approach,
- Types of Educational Technology: Teaching Technology, Instructional Technology and Behavioural technology, information communication technology
- Programmed instruction: concept, principles, assumptions and types: linear and branching
- Development and validation of programmed instruction

Unit II: Task of Teaching

- Phases of teaching and its operations: pre-active, inter-active & post-active
- Levels of teaching: memory, understanding and reflective

Unit III: Teaching Aids and Teaching

- Teaching aids: meaning, need, types: projected, non-projected, electronic
- Multi-sensory teaching: meaning and importance
- Edgar Dale's Cone of Experience
- Audio-visual equipments: OHP Projector, audio-video recording instruments, radio, television, computer, LCD projector
- Use of teaching-learning technologies : Tele-conferencing (Face to Face Distance mode of Education), language laboratory, e-mail, internet, smart classes, CAI, Open Educational Resources (OER)

Unit IV: Management of Teaching and Strategies of Teaching and Learning

- Management of Teaching and Learning: Planning, Organizing, Leading and Controlling
- Strategies of Teaching: Concept and classification, different teaching strategies: lecture, demonstration, heuristic, discovery, project, assignment, tutorial, group work, brain-storming, role playing, team teaching.

Unit V: Modification of Teacher Behaviour

- Modification of teacher behavior: Simulation teaching, t-group training, Flander's Interaction-Analysis, Action Research, Micro-teaching with special reference to components of various teaching skills like: Introduction, Reinforcement, Probing Question, Stimulus Variation, Explaining, Black-Board Writing etc.

Unit VI: Professional Development of Teachers

- Teacher evaluation, teacher autonomy, teacher accountability, code of ethics for teachers
- Strategies for professional development of teachers

Task and Assignments (any one)

- Operation of audio-visual aids and equipments
- Construction of programmed instructional material on any one topic
- Review of Radio/T.V. programmes of NCERT, IGNOU, UGC, etc.
- Preparation for power-point presentation on the Application of Technology in Education

Course Learning Outcomes: After completion of this course Student teacher will be able to :

- CO1: Define the meaning, scope and development of Educational Technology.
 CO2: Understand the role of E.T. teacher as a change agent.
 CO3: Create new methods and models of teaching for effective teaching learning.
 CO4: Apply the system approach in instruction and the modes of instruction.
 CO5: Evaluate the management of resource and assessment of Multimedia techniques in teaching learning process
 CO6: Certify the role and strategies for professional development of teachers.

Suggested Readings:

- मंगल के० एस०, मंगल शुभ्रा, शिक्षक, शिक्षण एवं तकनीक
- शर्मा ए० आर०, चतुर्वेदी शिखा, शैक्षिक तकनीकी के मुल आधार
Mangal S.K., Mangal Shubra, Teacher, Teaching and Technology

Discipline Centric Elective Course
Pedagogy of Hindi
Course Code: EDUE - 201N

Max. Marks: 100
Ext. Marks: 75
Int. Marks: 25

Course Objectives:

To enable students-teachers to:

- Understand about the nature and characteristics of a language and mother tongue and the use of language.
- Learn about the required skill and their interlinks for mastering a language.
- Understand the various approaches for planning for successful language teaching.
- Understand the Approaches for teaching different aspects of language.
- Understand about Aids and other similar available material that could be used for teaching language
- Practice the technique of obtaining feedback for self- evaluation and Evaluation of student's success in learning and using the language.

Course Contents

यूनिट 1 : भाषा का स्वरूप, प्रकृति एवं हिन्दी भाषा।

- भाषा का अर्थ, प्रकृति एवं भाषा अधिगम के सिद्धान्त।
- मातृ भाषा और राष्ट्र भाषा के रूप में हिन्दी का महत्व।
- मातृ भाषा, राष्ट्र भाषा एवं विदेशी भाषा के रूप में हिन्दी शिक्षण।
- हिन्दी शिक्षण के सामान्य उद्देश्य।

यूनिट 2 : हिन्दी का भाषा विज्ञान एवं उपयोगिता।

- हिन्दी ध्वनि विज्ञान, उसके विभिन्न अंग।
- हिन्दी रूप विज्ञान, वर्गीकरण एवं निर्माण प्रक्रिया।
- हिन्दी वाक्य विज्ञान, प्रकार एवं प्रभावी निर्माण प्रक्रिया।
- विराम चिह्न एवं उनका उचित प्रयोग।

यूनिट 3 : भाषायी कौशल—शिक्षण, उद्देश्य एवं प्रक्रिया।

- श्रवण कौशल—अर्थ उद्देश्य एवं शिक्षण क्रियाएँ।
- वचन कौशल—अर्थ, उद्देश्य एवं शिक्षण क्रियाएँ।
- पठन कौशल—अर्थ, उद्देश्य एवं विकास हेतु उपाय।
- लेखन कौशल—अर्थ, उद्देश्य एवं शिक्षण क्रियाएँ।
- सूक्ष्म शिक्षण का स्वरूप एवं निम्न कौशलों के विकास हेतु सूक्ष्म पाठ योजना का निर्माण—
 - (अ) प्रस्तावना कौशल
 - (ब) प्रश्न कौशल
 - (स) व्याख्या कौशल
 - (द) उद्दीपन परिवर्तन कौशल

यूनिट 4 : हिन्दी साहित्य की विधाएँ एवं उनका शिक्षण

- पाठ योजना का अर्थ एवं उपयोगिता, इकाई योजना का निर्माण एवं उद्देश्य।
- हिन्दी की निम्न विधाओं के शिक्षण का उद्देश्य, विधियाँ एवं पाठ नियोजन—
- (अ) गहन पाठ एवं व्याकरण रचना शिक्षण
- (ब) हिन्दी शिक्षण हेतु संरचनात्मक विधि की उपयोगिता।

यूनिट 5 : हिन्दी में दक्षता विकसित करने वाले घटक

- हिन्दी शिक्षण में सहायक शैक्षिक तकनीकी, आई0सी0टी0 एवं अन्य उपकरणों का प्रयोग। पत्रिकाएँ, अखबार, पुस्तकालय, भाषा प्रयोगशाला, कम्प्यूटर सहायक अनुदेशन, पावरपॉइन्ट, प्रस्तुतिकरण, मृदु उपागम आदि।
- निम्न पाठ्यक्रम सहगामी क्रियाएँ एवं उनका महत्व—परिचर्चा, वाद—विवाद, खेल, कार्यशाला, गोष्ठी, निबन्ध लेखन, स्वरचित कविता व कहानी प्रतियोगिता आदि।

यूनिट 6 : परीक्षण एवं मूल्यांकन

- हिन्दी में मूल्यांकन—सतत एवं समग्र
- हिन्दी में अच्छे परीक्षण की विशेषताएँ एवं परीक्षण पदों का विकास (वस्तुनिष्ठ, लघुत्तरीय, निबन्धात्मक)
- हिन्दी में निष्पत्ति परीक्षण हेतु प्रश्न—पत्र का निर्माण, उपचारात्मक एवं निदानात्मक शिक्षण

Task and Assignments (Any one):

Course Learning Outcomes: After completion of this course Student teacher will be able:

- CO1: हिन्दी साहित्य की विभिन्न विधाओं व शिक्षक प्रक्रियाओं से अवगत कराना।
CO2: हिन्दी भाषा के विज्ञान और उसके विभिन्न प्रयोगों का ज्ञान प्रदान करना।
CO3: भाषायी कौशलों में दक्षता प्रदान करना।
CO4: विभिन्न शिक्षण सहायक सामग्री का निर्माण व प्रयोग करने योग्य बनाना।
CO5: पाठ्य पुस्तक निर्माण योजना का ज्ञान प्रदान करना।
CO6: मूल्यांकन की योग्यता को विकसित करना।

Suggested Readings:

1. हिन्दी शिक्षण – रमण बिहारी
2. हिन्दी शिक्षण – डा0 अवधेश झा
3. हिन्दी शिक्षण – डा0 योगेन्द्र वर्मा
4. हिन्दी शिक्षण – सिंह सावित्री
5. हिन्दी शिक्षण – मित्तल एल0 एम0 रखेजा उदेता

Pedagogy of English
Course Code: EDUE - 202N

Max. Marks: 100
Ext. Marks: 75
Int. Marks: 25

Course Objectives:

To enable students-teachers to:

- Understand about the nature and characteristics of a language and mother tongue and the use of language.
- Learn about the required skill and their inter links for mastering a language.
- Understand the various approaches for planning for successful language teaching.
- Understand the Approaches for teaching different aspects of language.
- Understand about Aids and other similar available material that could be used for teaching language
- Practice the technique of obtaining feedback for self- evaluation and evaluation of student's success in learning and using the language.

Course Contents

Unit I: Background to the Study of English

- Role of English in the present day; position of English in the Indian school curriculum in the context of the three language formula
- English as a second Language
- Functions of language
- Linguistic principles
- Aims and objectives of teaching of English at Junior and Secondary level

Unit II: Content and pedagogical analysis

- Teaching of prose, poetry, composition and grammar.
- Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and composition and grammar.
- Preparation of micro lessons based on the following skills:
- Introduction, (b) Questioning, (c) Explaining, (d) Illustration and (e) Stimulus variation

Unit III: Methods of Teaching and Skills of Teaching

- Various approaches of teaching English; structural approach, communicative approach, holistic approach
- Difference between and 'approach' and 'method', major methods of teaching English-Grammar-cum-translation method, direct method and bilingual method
- Structural approach: meaning of structure and pattern, principles of selection and gradation of structure, presentation and practice of structure
- Latest developments in the approach and methods of teaching English including the linguistic communicative approach
- Use of ICT in teaching-learning process of English with computer-aided methods like-Power Point, Multimedia, Software's, Webinars etc.

- Development of following linguistic skills
- Listening and understanding Speaking: (a) Reading and (b) Writing
- Lesson Planning; concept importance, preparation of unit plan and resource plan
- Prose, its importance, planning and teaching
- Grammar, its importance, planning and teaching
- Composition, its importance, planning and teaching
- Poetry, its importance, planning and teaching

Unit IV: Teaching Aids

- Importance of instructional material and their effective use
- **Use of following aids :**
Chalk board, Record-Player, Linguaphones, Flannel board, Radio, Pictures, Television Picture cut-out, Film and filmstrips, Charts, Overhead Projector, Tape-recorder, Language laboratory

Unit V: Professional Growth & Evaluation:

- Action Research: Concept, Identification of problem faced by the teacher in the classroom, writing report.
- Basic principles testing English, tools and techniques of evaluation
- The meaning and significance of comprehensive and continuous evaluation in English and its use in class.
- Development of good test items in English (objectives type, short answer type, essay type)
Construction of used an achievement test, diagnostic testing and remedial teaching in English

Task and Assignments (Any one):

Course Learning Outcomes: After completion of this course Student teacher will be able:

- CO1: To define the nature and Characteristics of a language and mother Tongue and the use of a language.
- CO2: To explain the required skill and their interlinks for mastering a language.
- CO3: To analyse the various approaches, methods and linguistics skills for successful language teaching.
- CO4: To apply teaching skills and techniques in real classroom teaching.
- CO5: To apply different aids and other similar available material for teaching language.
- CO6: To identify the problems in classroom situation provide them remedy measure.

Reference / Text Books:

1. Sharma, R.A - Pedagogy of English
2. Chadha, S.C - Teaching of English
3. Percy, R Hyderabad: Neelkamal - Teaching of English.
4. Chaddha C. S. - Pedagogy of School Subject English
5. Sharma A. R-Pedagogy of English

Pedagogy of Sanskrit
Course Code: EDUE - 203N

Max. Marks: 100
Ext. Marks: 75
Int. Marks: 25

Course Objective:

To enable students-teachers to-

- Understand about the nature and characteristics of a language and mother tongue and the use of language.
- Learn about the required skill and their inter links for mastering a language.
- Understand the various approaches for planning for successful language teaching.
- Understand the Approaches for teaching different aspects of language.
- Understand about Aids and other similar available material that could be used for teaching language
- Practice the technique of obtaining feedback for self- evaluation and evaluation of student's success in learning and using the language.

Course Contents

यूनिट 1 : भाषा—स्वरूप, प्रकृति एवं महत्व

- भाषा की उत्पत्ति, विकास एवं परिनिष्ठित परिभाषा।
- भाषा के विविध रूप।
- भारतीय भाषाओं में संस्कृत का स्थान एवं त्रिभाषा सूत्र की व्याख्या।
- भाषा की प्रकृति।
- भाषा सीखने के सिद्धान्त तथा वर्तमान परिप्रेक्ष्य में संस्कृत का सांस्कृतिक एवं साहित्यिक महत्व।

यूनिट 2 —संस्कृत में भाषागत कौशल एवं शिक्षण उद्देश्य।

- संस्कृत का प्रारम्भिक व्याकरण—पुरुष, वचन, शब्द रूप, धातु रूप सन्धि, समास, उपसर्ग प्रत्यय।
- संस्कृत भाषा की ध्वनियाँ उनके उच्चारण स्थान (Point of Articulation) एवं सूत्र, आभ्यन्तर एवं बाह्य प्रयत्न, समय एवं काल से उत्पन्न ध्वनि—भेद।
- भाषायी कौशल—उच्चारण, वाचन श्रवण, बोध एवं अभिव्यञ्जन, सभी कौशलों के शिक्षण उद्देश्य, विधियाँ, कौशलों से सम्बन्धित दोष, कारण और उपचार।
- कौशलों में दक्षता प्राप्ति हेतु पाठ्येत्तर क्रियाएँ।

यूनिट 3 : संस्कृत साहित्य की विधाएँ एवं उनका शिक्षण:

- साहित्य की विभिन्न विधायें, अवर माध्यमिक एवं उच्च माध्यमिक स्तर पर उनके शिक्षण—उद्देश्य, ब्लूम द्वारा दिया गया वर्गीकरण
- संस्कृत शिक्षण की सामान्य विधियाँ
- संस्कृत—गद्य, पद्य, व्याकरण, रचना, नाटक, द्रुतपाठ एवंनिबन्ध—शिक्षण की विधियाँ एवं उद्देश्य।
- पाठ योजना के विभिन्न प्रकार एवं उनकी निर्माण—प्रक्रिया
- संस्कृत, वर्तनीसेसम्बन्धितछात्रों की सामान्य त्रुटियाँ, उनके कारण एवं निराकरण।

यूनिट 4 : संस्कृत पाठ्यक्रम एवं पाठ्य पुस्तकें।

- पाठ्यक्रम से तात्पर्य उसकी आवश्यकता, आधार, पाठ्यक्रम निर्माण के सिद्धान्त, पाठ्यक्रम निर्माण के समय ध्यान रखने योग्य सावधानियाँ।
- उत्तर प्रदेश में अवर एवं उच्च माध्यमिक स्तर के संस्कृत शिक्षण पाठ्यक्रम की समीक्षा एवं मूल्यांकन।
- पाठ्य पुस्तक का मूल प्रत्यय, पाठ्य पुस्तक निर्माण के सिद्धान्त, पाठ्य पुस्तक के मूल्यांकन एवं चयन की प्रक्रिया।
- उत्तर प्रदेश के विद्यालयी संस्कृत पाठ्य क्रम व शिक्षण हेतु चयनित पाठ्य पुस्तकों का मूल्यांकन।
- अच्छी संस्कृत पाठ्य पुस्तक की विशेषताएँ।

यूनिट 5 : संस्कृत भाषा में मूल्यांकन।

- मूल्यांकन का प्रत्यय, आवश्यकता एवं परम्परागत एवं आधुनिक मूल्यांकन।
- परीक्षणो/मूल्यांकन की प्राचीन एवं नवीन विधियाँ।
- उद्देश्य केन्द्रित (Objective Centred) परीक्षणों की निर्माण प्रक्रिया तथा परीक्षण रचना समय ध्यान रखने योग्य सावधानियाँ।
- अच्छे परीक्षणों की विशेषताएँ।
- विभिन्न संस्कृत विधाओं के मूल्यांकन हेतु परीक्षण एवं उनके प्रकार।

यूनिट 6 : संस्कृत शिक्षण में दक्षता के प्रभावी घटक।

- संस्कृत अध्यापक की विशेषताएँ।
- संस्कृत-कक्ष, शिक्षण सामग्री के प्रकार, तकनीकी उपकरण।
- संस्कृत शिक्षण में पाठ्य सहगामी क्रियाएँ।
- संस्कृत में निदानात्मक एवं उपचारात्मक शिक्षण।
- संस्कृत शिक्षण-गृहकार्य के प्रकार एवं महत्व।
- क्रियात्मक अनुसन्धान एवं संस्कृत शिक्षण में उसकी उपयोगिता।

Task and Assignments:

Course Learning Outcomes: After completion of this course Student teacher will be able:

- CO1 भाषा के स्वरूप व प्रकृति की ज्ञान करवाना।
- CO2 विभिन्न भाषा कौशलों में दक्षता प्रदान करना।
- CO3 संस्कृत साहित्य की विभिन्न विधाओं तथा उनके शिक्षण दक्ष करना।
- CO4 संस्कृत में पाठ निर्माण योजना का ज्ञान प्रदान करना।
- CO5 संस्कृत में मूल्यांकन की योग्यता विकसित करना।
- CO6 संस्कृत शिक्षक में आदर्श शिक्षक के गुणों को विकसित करना।

Suggested Readings:

Sanskrit Shikshan Dr Renu Singh
Nanskrit Shikshan K Nye Aayam Shree Krissshan Dube
सिंह डी0 एम0, संस्कृत शिक्षण
सिंह शिवपाल, संस्कृत शिक्षण

Pedagogy of Social Science
Course Code: EDUE - 204N

Max. Marks: 100
Ext. Marks: 75
Int. Marks: 25

Course Objectives:

To enable the student-teachers to:

- Understand the concept, meaning and scope of social sciences.
- Get acquainted with appropriate methodology as applicable to social sciences.
- Prepare unit plan and lesson plan.
- Acquire skill in teaching social sciences.
- Acquire knowledge of various evaluation procedures and to devise effective evaluation tools.
- Acquire the ability to develop instructional support materials.

Course Contents

Unit I: Nature and Scope of Social Sciences

- Social sciences and social studies: Course subjects of social sciences - History, Civics, Geography and Economics, inter-relationship between them
- Rationale for including these areas in school curriculum
- Instructional objectives of teaching social sciences at secondary level

Unit II: Methodology for Social Science Pedagogy

- Instructional strategies, methods of teaching social science
- Strategies for teaching social science in terms of specific methods like Lecture,
- Question-Answer, Group Discussion, Project and Source Methods, Socialized Recitation and Supervised Study, Tutorials.
- Micro teaching skills- Introduction, Reinforcement, Probing Questioning, Stimulus Variation, Explaining, Blackboard Writing etc.
- Selecting and using teaching aids: chalk boards, objects and specimen, histrionics, models, graphs, charts, maps, pictures, slides, films, filmstrips, audio-visual aids, projected aids: slide projectors, overhead projectors, LCD projectors
- Use of ICT in teaching-learning process of social science with computer-aided methods like Power Point, Simulation, Software, Webinars etc.
- Content analysis, unit planning and lesson planning

Unit III: Curriculum and Text-Books

- Place of social studies in Secondary School curriculum
- Teacher and Curriculum planning, hidden curriculum, Evaluation of curriculum,
- Characteristics of good text-book, Evaluation of textbooks, analysis of textbooks from
- Peace education and Environmental education perspective, gender bias in social science curriculum.

Unit IV: Social Science Teacher and co-curricular activities

- Qualities of social science teacher

- Professional development of social science teacher
- Principles of organizing co-curricular activities
- Formation and management of social science clubs
- Organizing seminars, debates, quiz, exhibition, competition, wall magazine, manuscript magazine
- Using community resources
- Organizing field trips
- Social science room

Unit V: Assessment and Evaluation

- Objectives of evaluation in social science, developing a blueprint – objective, content, Items
- Essay type, short answer type and objective type question in social sciences, their advantages and limitations, framing different types of questions.
- Construction of achievement test in social science
- Continuous evaluation using feedback for improvement of teaching and learning in social science
- Diagnostic testing and remedial teaching

Task and Assignment (Any one):

Course Learning Outcomes: After completion of this course Student teacher will be able:

- CO1 To acquire a conceptual understanding & about the nature and scope of social studies.
- CO2 To develop different learning materials.
- CO3 To acquire knowledge and skills to plan lessons, unit based on different approaches to facilitate.
- CO4 To aware about different social issues.
- CO5 To realize his/ her role as a teacher in enhancing social studies learning in the real class room Situation.
- CO6 To understand different ways of assessment and evaluation.

Suggested Readings:

Pedagogy of Social science- Dr. Gagendra Singh
Teaching of Social Sciences – Dr. R.A. Sharma
शर्मा ए० आर०, सामाजिक विज्ञान शिक्षण
Sharma A. R. - Pedagogy of School Subject Social Science

Pedagogy of Mathematics
Course Code: EDUE - 205N

Max. Marks: 100
Ext. Marks: 75
Int. Marks: 25

Course Objectives:

To enable the student-teachers to:

- Understand and appreciate the uses and significance of mathematics in daily life.
- Learn successfully various approaches of teaching mathematics and to use them judiciously.
- Know the methods of planning instruction for the classroom.
- Prepare curricular activities as per the needs.
- Appreciate and organize activities to develop aesthetics of mathematics.
- Obtain feedback both about teaching as well as students learning.

Course Contents

Unit I: Entering into the Discipline

- Need for establishing general objectives for teaching mathematics
- Meaning and nature of mathematics, use and significance of mathematics
- Contribution of some great mathematicians - Aryabhata, Bhaskaracharya, Ramanujam, Euclid, Pythagoras, Rene Descartes.
- Aims and objectives of teaching mathematics at secondary and senior secondary levels
- Objectives of teaching mathematics in terms of behaviour outcomes.

Unit II: Methodology for Mathematics Teaching

- Writing specific objectives in various content areas in mathematics like algebra, geometry etc.
- Methods of teaching: Inductive- Deductive, Analytic- Synthetic, Problem solving, Heuristics, Project Method & Laboratory Method.
- Techniques of teaching: Oral, Written, Drill, Home-Assignment, Supervised study, and programmed learning techniques.
- Micro teaching skills: Introduction, Reinforcement, Probing Question, Stimulus variation, Explanation, Blackboard Writing etc.
- Use of ICT in teaching-learning process of mathematics with computer-aided methods like- Power Point, Multimedia, Simulation, Soft ware's, Webinars etc.

Unit III: Developing Lesson Plan, Unit Plan and Material Aids

- Lesson plan - meaning, purpose and development of lesson plan
- Unit plan – meaning and purpose and development of unit plan
- Teaching aids – importance and classification
- Developing/preparing low cost improvised teaching aids, relevant to local ethos
- Application of computer in teaching of mathematics.

Unit IV: Development of Curriculum, Text Book and Activities of Mathematics

- Principles and rationale of curriculum development, organizing the syllabi both.
- Logically and psychologically according to the age groups of children.
- Planning activities and methods of developing the substitute/ alternative material to the prescribed syllabus for completing it in due course of time
- Organization of mathematics laboratory
- Text book of mathematics- qualities of a good text book of mathematics
- Using mathematics as a game for recreation; organizing quiz programmers, skill-development in answering puzzles riddles, magic squares, word search etc.
- Learning about the short cuts mentioned in Vedic mathematics
- Development of maths laboratory

Unit V: Evaluation in Mathematics

- Meaning and needs of evaluation.
- Process of obtaining feedback and evaluation in mathematics in terms of cognitive, affective and psychomotor behavioral development
- Comprehensive and continuous evaluation (C.C.E.) in mathematics
- Development of test items (short answer and objective type)
- Diagnostic testing and remedial teaching
- Preparation of an achievement test

Practicum/ Assignment: Any one the following

- Preparation of report on learning difficulties in mathematics of students at different levels.
- Preparation of low cost teaching aid.
- Assignment on contribution of Indian mathematicians

Course Learning Outcomes: After completion of this course Student teacher will be able:

CO1: To develop an insight about the meaning, nature, scope of mathematics.

CO2: To appreciate the role of mathematician in day to day life.

CO3: To develop the ability to use different techniques and skills for mathematics teacher.

CO4: To construct assessment tools for evaluating mathematics learning.

CO5: To develop the skills to prepare unit plan lesson in teaching mathematics.

CO6: To Analyze and synthesize the problems of mathematics at secondary level.

Suggested Readings:

1. Dr. C. S. Shukla (International Publication House)
2. Dr. Madhu Sahni (Vikas Publication Delhi)
3. TARO YAMANE –(PHI Delhi)
4. Pedagogy of mathematics Prof. Arun Kumar Kulshresthr (Agr. Publication Agra) R.lal book depot.
5. गणित शिक्षण – शुक्ला एस0 सी0,
6. Pedagogy of Math mathematics . Bhatnagar Amita

Pedagogy of Physical Science
Course Code: EDUE - 206N

Max. Marks: 100
Ext. Marks: 75
Int. Marks: 25

Course Objectives:

To enable student-teachers to:

- Develop a broad understanding of the principles and procedures used in modern physical science education.
- Develop their essential skill for practicing modern physical science education.
- Develop their skills necessary for preparing international accessories.
- Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs for lesson.
- Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives

Course Contents

Unit I: Concept, Nature and Importance

- Concepts, principles, law and theory of science.
- Meaning and nature of physical science, path tracking discoveries and land mark development in science, impact of science on modern communities, globalization and science
- Justification for including science as a subject in school curriculum, eminent Indian and world of Scientists - an introduction, professions in the area of science

Unit II: Aims and Objectives Teaching Physical Science

- General aims and objectives of teaching physical science at secondary and senior secondary school stage, instructional objectives with special emphasis on Bloom's taxonomy
- Concept of entering and terminal behavior, defining desired outcomes (statements of objectives) for different levels of education like primary, upper primary, secondary and senior secondary.

Unit III: Methodology of Teaching Physical Science

- Methods - Lecture, Demonstration, Lecture-cum Demonstration, Heuristic, project, Laboratory, Problem Solving
- Techniques – Team-Teaching, Computer Assistance Teaching
- Excursion, science – museums, science – club, science – fair, science projects
- Micro teaching skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board-Writing etc.
- Use of ICT in teaching-learning process of physical sciences with computer-aided
- Methods like-Power Point, Multimedia, Simulation, Software, Webinars etc.

Unit IV: Curriculum and Instructional Material Development

- Meaning, definition and principles of curriculum construction and its types
- Curriculum organization using procedure like concentric, topical, process and integrated approaches, adaptation of the curriculum according to the local needs and the availability of local resources.

- Development of physical science curriculum at different stages of school education e.g. primary, upper primary, secondary and senior secondary
- Current trends in science curriculum.
- Preparation, selection and use of teaching aids
- Curriculum accessories and support material - text books, journals, hand books, student's workbook, display slide, laboratory materials.

Unit V: Content Analysis and Lesson Planning

- Content analysis, pedagogical analysis of content (Taking an example of any one topic of physical science). Following points should be followed for pedagogical analysis –
- activity and experiments
- Listing evaluation procedure
- Developing unit plans and lesson plans

Unit VI: Evaluation in Physical Science Teaching

- Evaluation: meaning and needs, formative and summative evaluation
- Process of development of tests for measuring specific outcomes - cognitive outcomes, affective outcomes and psychomotor outcomes.
- Diagnostic testing and remedial teaching
- Preparation of achievement test, development of improvised apparatus

Practicum/ Assignment any one of the following

- Assignment on writing objectives in behavioral terms in content area of science at upper primary level & secondary level
- Report on the contribution of an Eminent scientist
- Assignment on facts, principles, law and theories- their characteristics in the content of science (with example)
- Prepare two micro teaching lessons on the content areas of science.

Course Learning Outcomes: After completion of this course Student teacher will be able to:

- CO1. Develop a broad understanding of the principles and procedures used in modern physical science education.
- CO2. Develop their essential skill for practicing modern physical science education.
- CO3. Develop their skills necessary for preparing instructional accessories.
- CO4. Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs for lesson.
- CO5. Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.
- CO6. Prepare and Develop the Skills for Continuous and Comprehensive Assessment of learners in Physical Science.

Suggested Readings:

मंगल के० एस०, मंगल शुभ्रा – भौतिक विज्ञान शिक्षणशास्त्र
Shukla S. C. - Teaching of Science

Pedagogy of Biological Science
Course Code: EDUE - 207N

Max. Marks: 100
Ext. Marks: 75
Int. Marks: 25

Course Objectives:

To enable student-teachers to:

- Develop broad understanding of principles and knowledge used in biology science.
- Develop their essential skills for practicing biological science.
- Know various approaches and methods of teaching life science.
- Lesson planning of biological science properly.
- Prepare tools for evaluation in biological sciences

Unit I: Nature, Concepts and Importance

- History and nature of biological sciences
- Importance of biological science for environment, health and peace
- Interdisciplinary linkage of biological science and other school subjects
- Value of biological sciences in our lives
- Four Indian eminent biologists and their discoveries

Unit II: Objectives of Teaching Biological Sciences

- General aims and objectives of teaching biology difference between aims and objectives, Bloom's taxonomy of educational objectives
- Writing objectives in terms of learning outcomes (behavioural term) for different levels of school teaching VIII, IX and X classes-RCEM approach of writing objectives

Unit III: Exploring learning

- Inductive and deductive approach, different methods and techniques of teaching biological sciences
- Teacher centered approaches-lecture, demonstration, lecture cum demonstration
- Child centered approach-project method, heuristic, problem solving, assignment
- Use of ICT in teaching-learning process of biological sciences with computer-aided methods like-Power Point, Simulation, Software's, Webinars etc.
- Micro-teaching skills- Introduction, Explaining, Probing questioning, Illustration, Stimulus variation, Blackboard writing etc.
- Analysis of content, preparing unit plan, lesson plan

Unit IV: Learner Centered School Curriculum

- Principles of development of biological science curriculum, trends in biological sciences curriculum.
- Analysis of text books and biology syllabi of NCERT and U.P. State VIII, IX and X classes.
- Importance and type of teaching aids, use of audio visual aids and improvised apparatus in teaching biology, biology laboratory
- Biology museum, biology club, field trips, aquarium herbarium and vivarium exhibition

Unit V: Concept of Evaluation and Measurement

- Meaning and nature of evaluation and measurement
- Tools and techniques of evaluation in biological science
- Characteristics of a good test-reliability, validity, usability and norms of a test
- Essay type, short answer and objective type tests, their merits and demerits
- Concept of formative, summative and diagnostic test
- Construction of achievement test
- Diagnostic testing and remedial teaching

Practicum/ Assignment any one of the following:

- Assignment on writing objectives in behavioral terms in content area of science at upper primary level & secondary level
- Report on the contribution of an Eminent scientist
- Assignment on facts, principles, law and theories- their characteristics in the content of science (with example)
- Prepare two micro teaching lessons on the content areas of science.

Course Learning Outcomes: After completion of this course Student teacher will be able:

- CO1 To enable Student teachers to Develop broad understanding of principles and knowledge used in biology science.
- CO2 To enable Student teachers to develop their essential skills for practicing biological science.
- CO3 To enable Student teachers to Know various approaches and methods of teaching life science.
- CO4 To enable Student teachers to Lesson planning of biological science properly
- CO5 To enable Student teachers to Prepare tools for evaluation in biological sciences.
- CO6 To Prepare and Develop the Skills in pupil-teachers for Continuous and Comprehensive Assessment of learners in Biological Science.

Suggested Readings:

1. Teaching of Biological science, A.B Bhatnagar, R.Lal Book Depot. Meerut.
2. Teaching of Biological Science, S.P. Kulshrestha, Agarwal Pub. Agra
3. जीवविज्ञान शिक्षण अनुराग भटनागर आर० लाल बुक डिपो मेरठ
4. जीवविज्ञान शिक्षण एस० पी० कुलश्रेष्ठ, अग्रवाल प्रकाशन आगरो
5. भटनागर बी० एस०, भटनागर अनुराग, जैविक विज्ञान शिक्षण
6. Mangal K.S, Mangal Shubra -Pedagogy of Biological Science

Pedagogy of Computer Science
Course Code: EDUE - 208N

Max. Marks: 100
Ext. Marks: 75
Int. Marks: 25

Course Objectives:

To enable student-teachers to:

- Develop a broad understanding of the principles and procedures used in computer science education.
- Develop their skills necessary for preparing instructional accessories.
- Know the methods of planning instruction for the classroom.
- Learn successfully various methods of teaching computer science and use them judiciously.
- Manage instructional activity in such a way that the vast majority of the learner attains most of the objectives.

Course Contents

Unit I: Historical Perspectives, Aims and Objectives of Computer Science

- Historical development of computer (hardware and software)
- Present status of computer science as a school subject.
- Significance of teaching computer science at secondary/senior secondary schools
- Aims and objectives of teaching computer science-
- Aims and Objectives of teaching computer science
- Classification of educational objectives (Bloom's taxonomy)
- Statement of specific objectives in behavioral terms

Unit II: Development of Curriculum in Computer Science

- Principles and rationale of curriculum development, organizing the syllabi both logically and psychologically according to the age groups of children.
- Organization of Computer Science Laboratory.
- Text book of Computer Science - qualities of a good text book of Computer Science.

Unit III: Methods of Teaching Computer Science

- Lecture method, demonstration-cum-discussion method, personalized instruction method
- CAI technique, Hands on experience, Video Technology, Power Point Presentation, Software, Webinars etc.
- Co-operative learning approach, systems approach, multimedia approach
- Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Blackboard-Writing etc.

Unit IV: Unit Planning, Lesson Planning and Teaching Aids

- Meaning and definition of unit plan and lesson plan
- Importance and steps of planning a lesson.
- Need, Importance, preparation and using of teaching aids in computer science
- Organization of computer laboratory

Unit V: Basic Processes in Computer Science

- Basic programming
- Data representation
- Computer organization
- Operating environment
- Computer network
- Introduction to operating Systems. (Windows)
- Data Base management, Virus management.
- Feature of Windows Utility of Windows

Unit VI: Evaluation in Computer Science

- Meaning and importance of evaluation.
- Comprehensive and continuous evaluation (CCE) in computer science
- Development of test items objective type, short answer type, essay type
- Preparation of an achievement test
- Analysis and interpretation of test results
- Diagnostic testing and remedial teaching

Practicum/ Assignment: Any one the following

- Prepare two micro teaching lessons on the content areas of Computer science.
- Preparation of self Instruction module for Secondary school students
- Act as proctor for computer literacy in peer teaching.
- Prepare a power point presentation.

Course Learning Outcomes: After completion of this course Student teacher will be able to:

- CO1. Acquire the knowledge of nature and scope of Computer Science.
- CO2. Develop an understanding of content of computer science at the Secondary School level.
- CO3. Use of models of teaching by applying knowledge to make teaching effective.
- CO4. Critically analyses the classroom teaching learning and the ability to observe classroom behaviour.
- CO5. Select the best approaches of techniques of teaching and evaluate.
- CO6. Design and develop ICT integrated learning resources for effective teaching.

Suggested Readings:

Vishnoui Sarita - Computer Education

Bhatnagar Amita - Pedagogy of Computer Science

Pedagogy of Home Science
Course Code: EDUE - 209N

Max. Marks: 100
Ext. Marks: 75
Int. Marks: 25

Course Objectives:

To enable student - teachers to:

- Understand the nature and scope of Home Science.
- Acquaint with the objectives of teaching Home Science in secondary and higher secondary schools.
- Acquire skills in planning a lesson with reference to methods and instructional materials and processing it effectively.
- Understand the various methods and techniques that can be employed in the teaching of Home Science.
- Develop a practical understanding of the technology of teaching Home Science and giving
- The practice in the use of various aids relating to the technology of teaching.
- Get an insight into the organization of co-curricular activities like Home Science clubs and home science exhibition.
- Appreciate the Role of home science in daily life.

Course Contents

Unit I: Concepts of Home Science

- The concept of home science: meaning and components; place of home science in secondary education
- Job opportunities in home science
- Aims and objectives of teaching of home Science
- Correlation of home science with other school subjects
- Role of home science in national development and international Integration scope of home science.

Unit II: Pedagogical Analysis

- Foods, nutrition and health
- Child care
- Fiber and fabric
- Home management-importance of planning, principles of budget making
- Hygiene and sanitation

Unit III: Methods of Teaching

- Methods of teaching as applied to home science
- Teacher centered methods-lecture, demonstration
- Child centered methods-laboratory, project, assignment, discussion
- Micro-teaching skills-Introduction, Explaining, Probing Questioning, Illustration, Stimulus variation, Blackboard writing, etc.

- Use of ICT in teaching-learning process of home science with computer-aided methods like- Power Point, Multimedia, Simulation, Software's, Webinars etc

Unit IV: Equipment of Teaching

- Development and designing of curriculum
- Teaching aids-classification and importance
- Concept of Unit and lesson plan, preparation of unit and lesson plan
- Development of text books
- Planning of space and equipment for home science laboratory

Unit V: Evaluation

- Evaluation in home science-meaning and importance of evaluation
- Characteristics of a good evaluation device
- Comprehensive and continuous evaluation
- Evaluation devices-written, oral, observation, practical work, assignment diagnostic testing and remedial teaching.

Task and Assignments (Any one):

Course Learning Outcomes: After completion of this course Student teacher will be able to :

- CO1. Develop an understanding of the meaning and nature of Home Science for determining the aims and strategies of teaching learning.
- CO2. Integrate Home Science knowledge with other school subjects.
- CO3. Identify and formulate aims and objectives of Home science Teaching.34
- CO4. Critically evaluate the existing home science curriculum at secondary level.
- CO5. Apply various approaches and methods of teaching home science.
- CO6. Analyze different pedagogical issues in teaching home science.

Suggested Readings:

Pedagogy Home Science--Pratibha Tiparthy & Savita Saxena

सिंह शिवपाल, गृह विज्ञान शिक्षण

मित्तल एल0 एम0, गृह विज्ञान शिक्षण

Pedagogy of Commerce
Course Code: EDUE - 210N

Max. Marks: 100
Ext. Marks: 75
Int. Marks: 25

Course Objectives:-

To enable student - teachers to:

- Acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy
- Understand lesson planning and evaluation aspects in teaching Commerce and Accountancy
- Apply the knowledge in analyzing higher secondary Commerce and Accountancy contents in terms of the techniques and aids for the purpose of teaching Commerce and Accountancy.
- Develop skills in the preparation of lesson plan and construction of evaluation tools using the suitable techniques
- Develop interests in learning recent developments in Commerce and Accountancy
- Develop a desirable positive attitude towards the teaching of Commerce and Accountancy.

Course Contents

Unit I: Concept, Aims and Objectives of Commerce Teaching

- Meaning and scope of commerce as a subject, place of commerce in Indian school
- Meaning of Commerce education and historical development of commerce education in India
- Aims of commerce education
- Objectives of commerce education at High school and Intermediate levels (vocational & academic)
- Instructional objectives -meaning, importance and specification of instructional objectives in behavioral terms (with respect to Bloom's Taxonomy)

Unit-II: Methods of Commerce Teaching

- Lecture and discussion methods
- Project method
- Problem solving method
- Approaches of book-keeping teaching (journal approach, ledger approach, cash-book & equation approach)
- Plans of commercial practice teaching (rotation, office model, battery and co-operative plan).
- Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation,
- Use of ICT in teaching-learning process of commerce with computer-aided methods like-

Unit III: Techniques and Teaching Aids

- Techniques of commerce teaching-questioning and demonstration
- Text book of commerce teaching
- Commerce room
- Teaching aids in commerce
- Co-curricular activities in commerce

Unit IV: Curriculum, Correlation with other Subjects, Commerce Teacher and Lesson Planning

- Curriculum in commerce (i) principles of curriculum construction (ii) critical evaluation of High School syllabus
- Correlation of commerce with other subjects (i) need and importance (ii) correlation with maths, geography and economics
- Commerce teaching (i) profile of a good commerce teacher (ii) professional growth of a commerce teacher
- Lesson Planning-meaning, need, importance and types
- Unit and resource planning

Unit V: Evaluation in Commerce

- Concept, scope and importance of evaluation
- Tools and techniques of evaluation and characteristics of a good test
- Construction and administration of an achievement test
- Diagnostic testing and remedial teaching

Task and Assignment:

Course Learning Outcomes: After completion of this course Student teacher will be able:

- CO1 To Understand the nature of commerce and its relationship with other disciplines.
- CO2 To acquire knowledge of aims and objectives of teaching commerce.
- CO3 To Prepare pedagogical analysis of the content and develop lesson plan for classroom teaching.
- CO4 To develop on understanding of planning unit plan and lesson plan.
- CO5 To Apply knowledge of commerce teaching in his/her professional growth.
- CO6 To acquire the skills for teaching accounting and Business economics.

Suggested Readings:

Commerce Teaching –Dr. Shiv pal Singh, Dr. Bansal
मित्तल एल० एम०, रखेजा उदीता , वाणिज्य शिक्षण
सिंह शिवपाल , वाणिज्य शिक्षण

ABILITY ENHANCEMENT COURSES

Language Proficiency

Course Code: EDUEPC-301 A (N)

Max. Marks: 50

Ext. Marks: 35

Int. Marks: 15

Language Proficiency

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's capacity in language proficiency is thus a vital need of students-teacher irrespective of the subject area that they are going to teach.

Objectives:

To enable students -teacher to:

- Strengthen the ability to read correctly
- Strengthen the ability to pronunciation
- Strengthen the ability to write correctly
- Strengthen the ability to communicate correctly

Activities: One or two workshops on Language proficiency course on Hindi and English of 7-10 day each may be organized. It may course the following content:

हिन्दीभाषा

- (I) वर्ण-स्वर व व्यंजन ध्वनि, मात्राएं
- (II) शब्द-पर्यायवाची व विलोम शब्द
- (III) शब्द रचना-सन्धि, समास, उपसर्ग, प्रत्यय
- (IV) रूप विचार-संज्ञा, सर्वनाम, विशेषण, क्रिया क्रियाविशेषण आदि
- (V) वाक्य विचार-विराम चिन्ह आदि
- (VI) रचना-पत्र, प्रार्थना पत्र, निबन्ध कहानी आदि।

English Language –

- (I) Alphabet -vowel & Consonant sounds
- (II) Word -Synonym & Antonym
- (III) Word Formation
- (IV) Parts of speech - Noun, Pronoun, Adjective, Verb, Adverb, etc.
- (V) Sentence -Punctuation & Analysis
- (VI) Composition -Letter, Application, Essays, Story, etc.

Course Learning Outcomes: After completion of this course Student teacher will be able:

- CO1: To read and respond to a variety of text in different ways.
- CO2: To critically think and appreciate that depending on the text and purpose of reading.
- CO3: To develop proficiency in the language.
- CO4: To act with efficiency and effectiveness in learning language.
- CO5: To apply language proficiency in classroom teaching.
- CO6: To understand the importance and effectiveness of languages.

Ability Enhancement Courses
Understanding the Self
Course Code: EDUEPC-301B (N)

Max. Marks: 50
Ext. Marks: 35
Int. Marks: 15

Course Objectives:

To enable student- teachers to:

- Know thyself - his/her social, cultural, philosophical perspective
- Know his/her own aspiration level to achieve the goals in life
- Understand the role of a teacher in present scenario

Course Content

UNIT 1: Understanding of self & Identity:

- Self: Meaning, concept, characteristics, its educational implication.
- Identity, meaning, concept, characteristics, its educational implication.
- Identifying factors in the development of self in slapping identity.
- Building an understanding about philosophical and cultural perspectives of self as teacher.

UNIT 2: Development of Self & Yoga:

- Yoga meaning , concept, and its educational intervention .
- Benefits of yoga for self development.
- Role of teacher in promoting self through yoga.

UNIT 3: Development of Self & Ego:

- Ego: Concept, characteristics; three levels of mind: Id, ego & superego.
- To explore ego as self, defence mechanism.
- Understanding the role of teacher as facilitator and partner in well-being among learner.

UNIT 4: Development of Self and Emotion:

- Emotion: Concept, Characteristics, factors
- Understanding emotions: Happiness, Anger, Disgust & Love
- To develop self through emotions and developing well-being among teacher and learners.

Mode of Transaction

The course will be transacted on workshops, through motivational lectures, through individual and group experiential activities such as

- Personal narratives and storytelling, life stories, group interactions, film reviews to help explore one's self and identity. Students teacher to engage in varied forms of self -expression such as poetry, painting and creative movements, hum our, aesthetic representations etc.
- Sharing of case studies by student's teacher, critical analysis of biographies and presentations, group readings and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation.

- Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/his potential.
- Development of reflective journals/diaries by the student's teacher.
- Introductions of Yoga, meditation as one of the important component to equip student-teacher to understand about body and mind.

Practicum

- Reflective, recording and sharing of critical moments in one's life (individual activity and presentations)
- Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis)
- Importance of Yoga and Meditation in one's life.

Course Learning Outcomes: After completion of this course Student teacher will be able:

- CO1: To explain the importance of understanding one self.
- CO2: To describe different ways of development of professional identity.
- CO3. To explain the benefits of yoga for self development.
- CO4: To develop self through emotions and developing well-being among teacher and learners.
- CO5: To Appreciate the role of teacher in promoting self and students' well being.
- CO6: To assess and improve him/herself.

Ability Enhancement Courses
Reading and Reflecting on Texts
Course Code: EDUEPC-301C (N)

Max. Marks: 50
Ext. Marks: 35
Int. Marks: 15

This course will serve as a foundation to enable students- teachers to read and respond to a variety of texts in different ways depending on the purposes of reading, like-personal or creative or critical or all of these.

Course Objectives:

To enable students -teachers to:

- Develop study - habits
- Develop skills of reading & writing
- Develop skill of summarization
- Develop skill of note-taking

Unit I: Introduction to Reading:

- Reading— Meaning and Process.
- Importance of Reading across curriculum.
- Characteristics of Reading.
- Levels of Reading— Literal, interpretative, critical and creative.
- Types of Reading—intensive and extensive reading, oral & silent Reading.
- Reading Techniques—Skimming and Scanning.

Unit II: Reading the Text:

- Types of Texts— Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field note.
- Importance of Different texts in curriculum.

Unit III: Developing Reading skills:

- Developing Critical Reading skills.
- Developing Reflective skills.
- Activities for Developing Reading skills.
- Developing Met cognition for Reading.

Unit IV: Reading Comprehension:

- Developing Reading comprehension.
- Developing Vocabulary for Reading.
- Problems of Reading.

Engagement with field/Practicum:

Any one of the following—

- Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text.

- Suitable title provides one text to students and suggests them to make different interpretations with a brief summary.
- Design vocabulary games to enhance vocabulary.
Read the text and provide a five words summary to each paragraph. **Activities:**

Students teacher are expected to sit in the library regularly and to review at least 10-books of different categories and write each review in about 500 words. These may be as follows:

- Review of text books related to core courses
- Review of Reference books related to core courses
- Review of text books related to pedagogy courses
- Review of reference to book related to pedagogy courses
- Review of policy Documents, Autobiography, commission reports, etc.
- Review of good literature, historical books etc

Course Learning Outcomes: After completion of this course Student teacher will be able:

- CO1. To understanding of language characteristics of learners, language usage.
- CO2. To Explain socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum.
- CO3. To analyze and reflect on variety of texts.
- CO4. To write with a sense of purpose.
- CO5. Enable student teachers to enhance their capacities as readers and writers.
- CO6. To develop the ability of critical thinking.

Ability Enhancement Courses
Art and Aesthetics
Course Code: EDUEPC-301D (N)

Max. Marks: 50
Ext. Marks: 35
Int. Marks: 15

The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness. The National Curriculum Framework (2005) reminds us that the school curriculum must integrate various domains of knowledge with a deep relationship between head, heart & hand so that the curriculum encompasses all and is not separated from the co-curricular or extracurricular activities.

Course Objectives:

To help student-teacher to:

- Gain direct experiences
- Develop motor skill
- Make students believe in the dignity of labor
- To nurture children's creativity and sensibilities.

Activities: An artist or artisan may be invited to organize a workshop on Art & Aesthetics. The student-teachers may be asked to prepare at least 5-items of different categories:

*Paper meshing *Pot Decoration *Wall hanging *Paper cutting *Flower making *Candle Making
*Stitching *Knitting *Embroidery *Soft toys making *Paper framing *Weaving or printing of textiles
*Making of poster *Making of Rangoli *Making of Puppets etc.

Course Learning Outcomes: After completion of this course Student teacher will be able:

- CO1: To develop on understanding of Arts and Aesthetics.
CO2: To enhance the ability to prepare different crafts.
CO3: To identify the beauty in different arts and expression.
CO4: To develop the ability to integrate different arts ability to integrate different arts form across secondary school curriculum.
CO5: To develop the skills of creativity among the secondary student.
CO6: To develop the ability of teaching for expressions of thoughts/ideas through the Arts and Craft.

Skill Enhancement based Practicum
Preparation to Function As A Teacher
Course Code: EDUEPC-302 N

Max. Marks: 200
Ext. Marks: 150
Int. Marks: 50

During the first year, the teacher-preparation programme will offer the training for minimum 5 weeks. This will include:

- **One week workshop on Lesson-Planning** based on constructivist approach (Covering different aspects like theory of lesson-planning, questioning, Defective Questions, Developing Questions, How to put Questions, How to receive Answers. Discipline, Role of Eye-control, etc.)
- **One week workshop on 'Micro-Teaching'** (at least 5 teaching skills will be mastered in each Pedagogy course like-Introduction. Reinforcement, Probing Question. Stimulus Variation, Explaining etc.)
- **One week Practice-Teaching in Simulated condition** in each Pedagogy course. During this phase every student-teacher will **teach at least 5 lessons**. These lessons will be observed by subject-supervisors.
- **Two week Practice-Teaching in Real-Class room situation in a school**. For it, the student-teachers will be attached to particular schools as 'School Attachment', where they will deliver their lessons. During this phase every student-teacher will **teach at least 25 lessons**. These lessons will be observed by peers as well as by subject-supervisors daily, which will provide them feedback for the modification of their behavior.

This training will provide the student-teachers adequate exposure to have a 'feel' of dealing with teaching-learning process. It will help him/her to develop the basic teaching skills required for effective classroom teaching.

Course Learning Outcomes: After completion of this course Student teacher will be able to:

- CO1. Write and demonstrate micro, macro, diary, ICT, test based and teaching model based lesson plans.
- CO2. Analyze the present position of Educational Administration and key features for a successful administration.
- CO3. Acquire classroom and school administration and management knowledge.
- CO4. Apply the application software such as excel, PowerPoint and word processing, Excel in the teaching.
- CO5. Learn classroom management and new teaching aids.
- CO6. Able create and evaluate the teaching strategies according to class room management.

**Syllabus for B.Ed. II
(YEAR 2022-2023 & onwards) Core Courses
Creating an Inclusive School
Course Code: EDUE-401N**

**Max. Marks: 100
Ext. Marks: 75
Int. Marks: 25**

Course Objectives:

To enable student-teachers to:

- Understand the concept and nature of inclusive education
- Understand the global and national commitments towards education of children with diverse needs
- Prepare conducive teaching learning environment in inclusive schools
- Identify and utilize existing resources for promoting inclusive practices

Course Contents

Unit I: Introduction to Inclusive Education

- Definition, concept needs and importance of inclusive education
- Historical perspectives on education of children with diverse needs
- Difference between special education, integrated education and inclusive education
- Policies and legislations for inclusive education and rehabilitation, government scheme and provisions

Unit II: Children with Diverse Needs

- Definition and characteristics of children with diverse needs
- Sensory (hearing, visual and physically challenged)
- Intellectual (gifted, talented and mentally challenged)
- Developmental disabilities (autism, cerebral palsy, learning disabilities)
- Social and emotional problems
- Scholastic backwardness, under achievers, slow learners
- Children with special health problems
- Environmental / ecological difficulties
- Children belonging to other marginal groups like SC, ST
- Role of teachers for meeting the diverse needs of learners

Unit III: Inclusive Education and its Practices

- Inclusive instructional design and collaborative instruction for inclusion.
- Differentiated instruction, Peer tutoring and peer mediated instruction and interventions, co-operative learning and co-operative teaching assignments, self regulated learning
- Inclusive instruction strategies at school level: remedial teaching, team teaching, collaborated teaching,
- Student assistance teams, Buddy system, circle of friends, Parents involvement
- E-learning, Web based learning and ICT in inclusive education

Unit IV: Inclusive Schools

- Infrastructural facilities for an inclusive school
- An ideal inclusive school
- Role of inclusive school in modern times.
- Inclusive classroom managements

Unit V: Teachers' Role in Inclusive Education

- Qualities of an inclusive teacher
- Teachers' role in shaping inclusive class room
- Inclusive teacher educators in facilitating inclusive education
- Guidance and Counseling for inclusive school teachers, students and principals
- Training programme for inclusive school teachers

Tasks and Assignments (any one)

- Preparing a case-study of an abnormal/deviant child/Delinquent child
- Visit to a inclusive school and prepare a report
- Design and evaluate an Inclusive education programme
- Draft a counseling program for special need child in secondary school
- Prepare a report of recent developments done in the field of inclusive education
- Prepare a research proposal related to problems of differently abled learners'
- A study of NGO promoting Inclusive education

Course Learning Outcomes: After completion of this course Student teacher will be able to:

- CO1 understand the concept and nature of inclusive education.
- CO2 identify and understand the problems of socially disadvantaged children.
- CO3 prepare conducive teaching learning environment in inclusive school.
- CO4 appreciate different inclusive tactics to promote inclusion in the classroom.
- CO5 develop the skills for making inclusive classroom.
- CO6 create new techniques and methods of teaching for socially disadvantaged children.

Suggested Readings:

Creating An Inclusive School - Dr. S. Vijayvardhan

शुक्ला एस० सी० – विशिष्ट शिक्षा का प्रारूप

समावेशी शिक्षा – डा० आशा शर्मा

Shukla S.C. - Fundamental of Special Education

GENDER, SCHOOL AND SOCIETY

Course Code: EDUE-402N

Course Hours: 120

Max. Marks: 100

Ext. Marks: 75

Int. Marks: 25

Course Objectives:

To enable students-teachers to:

- Sensitize the future teachers towards basic understanding of various key concepts of gender studies.
- Learn about gender issues in school, curriculum, and textual materials across disciplines, pedagogical process and its interaction with class, caste, religion and region.
- Help them understand the contribution of women in social, economic & political development of the society.
- Apply the conceptual tools learn regarding gender & sexuality to understand issues related to sexual harassment at the workplace and child sexual abuse.

Course Contents

UNIT I: Gender Issues: Key Concepts

- Gender, sex, sexuality, patriarchy, masculinity and feminism in cross cultural perspectives
- Gender Bias, Gender stereotyping and Empowerment
- Equity and equality in relation with caste, class, religion, ethnicity, disability and region

UNIT II: Gender Inequality in the Schools

- In terms of structure of knowledge/ In terms development of curriculum, gender and hidden curriculum.
- Gender in text and context (text books inter sectionalist with other disciplines, classroom processes including pedagogy); in the class room; in the management of school
- Teachers as agent of change

UNIT III: Women in Indian Society

- Situational analysis of women in India society (focus on sex ratio pattern, education, health, work participation, violence against women)
- Women's access to and participation in formal and non-formal education (Gender Bias in enrolment, curriculum, content, dropouts)
- Participation of women in planning and decision making
- Legal Literacy, Human rights and Empowerment of women

UNIT IV: Theories on Gender and Education in Indian Context

- Socialization theory
- Gender difference theory
- Structural theory
- Deconstructive theory

UNIT V: Gender, Sexuality, Sexual Harassment and Abuse

- Linkage and differences between reproductive rights and sexual rights.
- Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)
- Sites of conflict : social and emotional
- Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions.
- Agencies perpetuating violence : family, school, work place and media (print and electronic)
- Institutions redressing sexual harassment and abuse.

Tasks and Assignments (any one)

- Prepare an analytical report on portrayal of women in print and electronic media
- Analysis of textual material from the perspective of gender bias and stereotype
- Field visit to school to observe the schooling processes from a gender perspectives
- Critical analysis of any theme of the course content in about eight to ten pages

Course Learning Outcomes: After completion of this course Student teacher will be able to:

- CO1 understand various key concepts of gender studies.
- CO2 learn about gender issues in school, curriculum, and textual materials across disciplines, pedagogical process and its interaction with class, cast religion and region.
- CO3 apply the conceptual tools for learning regarding gender and sexuality to understand issues related to sexual harassment the work place and child sexual abuse..
- CO4 help them to understand the contribution of women in social, economic development of the society.
- CO5 teach the students at secondary level for identifying the gender issues, sexual harassment in society.
- CO6 teach the students at secondary level to cope the gender issues, sexual harassment in society.

Suggested Readings:

Gender, school and society - Dr Parul Sharma and Dr Nisha singh
 Gender school and society -Dr Sudheer kumar
 Gender school and society -Aparna mishra.
 Shukla S. C. -Gender, School and Society
 सिंह शिवपाल, चौहान कुमार पंकज – लिंग, विद्यालय एवं समाज

Knowledge, Language and Curriculum
Course Code: EDUE-403N

Max. Marks: 100
Ext. Marks: 75
Int. Marks: 25

Course Objectives:

To enable student-teachers to:

- Examine the Epistemological basic of education
- Understand the concept and principles of curriculum development
- Understand the formulation of new curriculum
- Develop the ability to read & comprehend
- Develop writing skills and communication skills

Course Contents

Unit I: Knowledge: Meaning, Nature and its sources

- Epistemology: meaning, philosophical basis of knowledge according to Indian and Western philosophy
- Knowledge: nature and sources, validity of knowledge
- Differences between knowledge and skill, teaching and training, knowledge and information, reason and belief.
- Chronological review on knowledge generation, myth based faith and logic based knowledge, various structures of society and knowledge patterns and their relationship

Unit II: Language and Reading Comprehension

- Need and importance
- Types of reading : skimming and scanning
- Strategies for effective reading, mechanism for reading, loud reading, silent reading
- Schema theory of reading

Unit III: Developing Writing skills

- Need and importance
- Making reading writing connection
- Process and strategies of writing for children, mechanism of writing, note making, summarizing
- Analyzing children's writing

Unit IV: Curriculum and Development

- Meaning and concept of curriculum, syllabus and units.
- Curriculum development: meaning, concept, stages in the process of curriculum development
- Fusion, Intervention & Inter-subject co-relation

Unit V: Determinants of Curriculum

- Philosophical Foundation of curriculum development in view of different schools of Philosophy

- Social and political forces, cultures and cultural roots of curriculum, sociology of curriculum.
- Model of curriculum development : Hilda Taba's Model
- Types of Curriculum: Core curriculum, Activity curriculum, Interdisciplinary curriculum

Tasks and Assignments (any one)

- Analysis of social myths in the light of scientific values and culture.
- Critical analysis of the existing curriculum at secondary level.
- A comparative study of two syllabus – State Government/ CBSE / ICSE
- Critical analysis on any theme of the course containing about eight to ten pages

Course Learning Outcomes: After completion of this course Student teacher will be able to:

- CO1: Examine the Epistemological basis of language and curriculum.
CO2: Understand the concept and principles of curriculum development.
CO3: Understand the formulation of new curriculum.
CO4: Develop the ability to read & comprehend.
CO5: Develop writing skills and communication skills.
CO6: Analyze and synthesize the principles of curriculum development and language proficiency.

Suggested Readings:

Gender, school and society -Dr Parul Sharma and Dr Nisha singh

Gender school and society - Dr Sudheer kumar

Gender school and society -Aparna mishra.

Shukla S. C. - Gender, School and Society

सिंह शिवपाल, चौहान कुमार पंकज – लिंग, विद्यालय एवं समाज

चौधरी अनिता, ममता –ज्ञान, भाषा एवं पाठ्यक्रम

Shukla S. C. - knowledge language and Curriculum

Assessment for Learning
Course Code: EDUE-404N

Max. Marks: 100
Ext. Marks: 75
Int. Marks: 25

Course Objectives

To enable student-teachers to:

- Understand the key concepts such as measurement and evaluation, assessment, tests, examination, formative and summative evaluation etc.
- Understand different kinds of assessment for feedback and for measuring students' achievements.
- Learn the different characteristics of standardized test: reliability, validity, objectivity, norms, etc.
- Make use of appropriate statistics in educational setting.

Course Contents

Unit I: Assessment and Evaluation

- Concept of assessment, measurement and evaluation, test, examination, formative & summative evaluation, open book examination, Choice Based Credit System (CBCS), Grading, Cumulative Grade Point (CGPA).
- Purposes of Assessment in a 'constructivist' paradigm, Difference between Assessment for Learning & Assessment of Learning
- Assessment as Feedback for furthering learning, progress and profile of learner

Unit II: Assessment tools

- Quantitative and qualitative Tools.
- Constructing an achievement test: writing objectives in behavioral terms, Content analysis, blue-print, item-analysis, try out, Preparation of Final Draft
- Standardization of test: Objectivity, Reliability Validity, Norms

Unit III: Techniques of Test Conduct

- Importance of establishment of rapport with the students
- Security of tests and testing material
- Administration of the test
- Technique of avoiding guessing in answering objective questions
- Introducing flexibility in examination
- Improving quality and range of questions including school-based credits
- Role of ICT in examination

Unit IV: Data and Measures of Central tendency

- Data: meaning and types, frequency distribution, graphic representation, percentage
- Central Tendency: Mean, Median, Mode

Unit V: Measures of Variability and Correlation

- Range, quartile deviation, mean deviation, standard deviation, percentile
- Rank Difference Method of Correlation, Pearson's Product Moment correlation

Unit VI: Normal Probability Curve

- Meaning, characteristics and use of NPC

Tasks and Assignments (any one)

- Determination of reliability and validity of any self made test
- Preparation of blue-print of an achievement test
- Construction of objective type test, unit test, and a annual examination paper of your teaching subjects

Course Learning Outcomes: After completion of this course Student teacher will be able:

- CO1: To make use of appropriate statistics in educational setting.
- CO2: To understand the meaning, concept, such as measurement and evaluation, assessment, tests, examination, formative and summative evaluation etc.
- CO3: To understand different kinds of assessment for feedback and for measuring students achievements.
- CO4: To learn the different characteristics of standardization of test: reliability, validity, objectivity, norms etc
- CO5: To identify the remedial on the basis of feedback assessment.
- CO6: To apply different type of tests to diagnose the problems in learning.

Suggested Readings:

- Assessment for learning - S.K Mandal , Shubhra Mandal
- Assessment for learning - Dr. Priyadarshni Gupta
- Assessment for learning - Dr. Vinay Kumar Sharma
- भटनागर बी० ए०— अधिगम संदर्भित आंकलन
- मंगल के० एस०, मंगल शुभ्रा — अधिगम हेतू आंकलन
- Manga K. S., Mangal Shubra - Assessment for Learning

Ability Enhancement Compulsory Course
Life skill Education for Teacher
Course Code: EDUE 501 N

Max. Mark: 100
Ext. Mark: 75
Int. Mark: 25

Objective of the Course:

Students will be able

- To understand the theoretical foundations of Life Skills Education.
- To train in applying Life Skills in various aspects.
- To develop professional competency in Life Skills Education and enhance the ability to contribute as youth workers specialized in the area of Life Skills Education.
- To foster the spirit of social responsibility among students and enhance their social and emotional well being.

Unit —I

Introduction to Life skills

- Life skills: concept, Genesis of the concept, UN Inter Agency Meeting, Hamburg Declaration, Dakar Framework WHO and life skills and implication for teachers.
- Life skill education: Concept, Approach Educational implications.
- Pillars of Education and life skill: learning to Know, learning to do learning to Live Together, learning to Be.

Unit —II

Social life skills for teacher

Concept, Nature, techniques, and factors affecting life skills education and Implication for teachers

- Skills of Self awareness
- Skills of Coping with stress and Emotion
- Skills of Building Interpersonal relationships
- Skills of Empathy and human values
- Effective communication skills.

Unit —III

Cognitive life skills for teachers:

Concept, Nature, factors affecting Integration with teaching learning process and Implication for teachers,

1. Skills of Goal setting
2. Skills of Critical thinking
3. Skills of Creative thinking
4. Skills of Problem solving
5. Skills of Decision making

Unit —IV

Methods of enhancing the life skills for teachers.

- Group Discussions.
- Classroom Discussions.

- Brainstorming and Role plays.
- Demonstration and Guided Practice.
- Audio and Visual activities, e.g. Art, Music, Theatre, Dance.
- Small Groups discussions followed by a presentation of group reports.
- Educational Games and simulation.
- Case studies, storytelling, Debates.
- Decision making and mapping of using problem tress.

Practical Assignments

- Objective test, short quiz, case study project, poster and exhibits.
- Role plays on core skills, workshops, tutorials organization of activities for leadership skill.

Course Outcome:

After studying this course, student teacher will be able:

1. To. Define concept and approaches of life skill Education.
2. To explain concept, nature and factors of social and cognitive life skill for teachers.
3. To apply life skill in various aspects.
4. To use different methods of enhancing the life skills for teachers.
5. To develop professional competency in life skills Education.
6. To identify their own and students strengths and weaknesses.

Suggested Readings:

- A life skills proram form Learner in Senior Phase. (2002). University of Pretoria. Chapter in Thesis Retrieved from:
<http://www2.edgov/offices/OVAE/AdultEd/OCE/SsuccessStories/success.pdf>
- Life skills Based Education. (2011). Wikipedia. Retrieved from:
http://sn.wikipedia.org/wiki/Life_skills-based_education
- Life Skills Based Education CCE (2009). CBSE. Retrieved from:
http://www.cbse.nic/cce/life_skills_cce.pdf
- Ministry of Education. (2006). Senior Secondary Phase. Republic of Namibia. Retrieved from: <http://www.nied.edu.na/publications>

Discipline Centric Elective Course
Educational Administrations and Management
Course Code: EDUE-601N

Max. Marks: 100
Ext. Marks: 75
Int. Marks: 25

Course Objectives:

To enable student-teachers to:

- Acquaint the student teachers with the concept and concerns of educational administration.
- Develop an understanding of the role of the headmaster and the teacher in school management.
- Enable the students to understand to concept at importance of communication and its possible barriers in educational administration.
- Enable the student teacher to critically analyze the administrative scenario in relation to the functioning of the other secondary schools of the area.
- Acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation.

Course Contents

Unit I: Concept of Educational Administration

- Concept of educational management human beings as inputs, process and product inputs
- Nature, objectives and scope of educational administration

Unit II: Basic Functions of Administration

- Planning, organizing, directing and controlling
- Maintenance of discipline, control management
- Co-ordination and growth development
- Supervision and inspection, defects in the present supervision and inspection.
- Scope of educational supervision, types of supervision, providing guidance, leadership function, crisis in management, decision making

Unit III: Communication in Educational Administration

- Role of communication in effective management and administration
- Methods of communication
- Barriers of communication in educational administration
- Overcoming barriers to communication and effective communication in educational administration

Unit IV: Management of Schools

- Role of headmaster in planning of school activities approaches to management-manpower approach, cost benefit approach, social demand approach, and social justice approach
- Involvement of other functionaries and agencies in the preparation of a plan
- Delegation of authority and accountability
- Role of the headmaster in monitoring, supervision and evaluation

- Role of headmaster in motivating the staff, in resolution of interpersonal conflicts
- Role of the headmaster in creating resources and managing financial matters
- Optimum use of available resources for growth and development of the school
- Staff development programmers.
- Role of teachers in school management and administration

Unit V: Educational Administration in the State

- The administrative structure in the field of education in the state
- Control of school education in the state, a critical analysis
- Functions of the state government in relation to secondary and higher secondary schools
- Functions of the board of secondary education in controlling secondary schools
- Problems of secondary school administration in government schools

Task and Assignments

- A study of leadership styles of headmaster of High School of the district
- A study of infra-structure facilities like Black Board, Furniture, Electricity, Drinking water, ICT in number of schools.-survey/project on any related problem
- Critical analysis of any theme of the course content in about eight to ten pages

Course Learning Outcomes: After completion of this course Student teacher will be able:

- CO1: To recognize the concept of School management.
- CO2: To recognize the concept of Educational administration.
- CO3: To Identify the concept of quality and enlists the dimensions of quality.
- CO4: To Apply knowledge regarding the concept and process of human resource management in school administration.
- CO5: To Recognize the administrative set up of government and functions of supportive authorities.
- CO6: To develop the skills of record keeping and work distribution among the teaching and non-teaching staff of school.

Suggested Readings:

भटनागर पी० आर० –शैक्षिक प्रशासन

Sharma A. R. - Educational Administration & Management

Guidance and Counseling
Course Code: EDUE-602N

Max. Marks: 100
Ext. Marks: 75
Int. Marks: 25

Course Objectives:

To enable student-teachers to:

- Develop an understanding of the need and importance of career information for the pupils.
- Identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils.
- Develop an understanding of how one's ability, interests and aptitudes are related to world of work.
- Know about the importance of developing the right attitude and values at every stage of education.

Course Contents

Unit I: Meaning and concept of Guidance

- Concepts, need and importance of guidance
- Principles of guidance, procedure of guidance
- Types of guidance: educational, vocational and personals
- Counseling: need, functions and types
- Observation, interview and Sociometry as techniques of guidance

Unit II: Meaning and concept Counseling

- Concepts, need and importance of counseling
- Principles of counseling, counseling process and its role
- Types of Counseling: Directive, non directive and elective counseling
- Lectures, discussions and dramatics as techniques of counseling

Unit III: Meaning and concept Career Information

- Meaning of career and career information, components of career information.
- Occupational information, information about education and opportunity; personal-social information.
- Aims to study career information at different levels
- Career information: sources, method of collection, classification and filling-up of information and evaluation of the information

Unit IV: Career Information and Training

- Information about education and training opportunities of primary, elementary and secondary levels of school

Unit V: Career Information and School

- Personal-social information at every school level

Tasks and Assignments

- Prepare a student profile in terms of intelligence, interests, aptitude, personality and self-concept and giving him/her proper vocational Guidance
- A survey /project on any related problem
- Critical analysis of any theme of the course content in about eight to ten pages

Course Learning Outcomes: After completion of this course Student teacher will be able:

- CO1: To explore ways of carrier development of all the different of all the different types of students.
- CO2: To develop capacity of applying the techniques and procedures of guidance and counselling.
- CO3: To appreciate the nature, need, principles for guidance and counseling.
- CO4: To sensitize student teachers to the problems faced by students in the contemporary world
- CO5: To develop an understanding of collection and dissemination of occupational guidance.
- CO6: To develop the ability to cope the problems of life.

Suggested Readings:

- R.A Sharma (R.Lal. Pub) - Guidance & Counselling
- Dr. K srinivas Reddy - Guidance & Counselling
- Dr. Ravindranath k. murthy - Guidance & Counselling
- ओबराय सी0एस0 – शैक्षिक तथा व्यावसायिक निर्देशन एवं परामर्श
- Oberio C. S - Educational & Vocational Guidance & Counseling

Environmental Education
Course Code: EDUE- 603N

Max. Marks: 100
Ext. Marks: 75
Int. Marks: 25

Course Objectives:-

To enable student-teachers to:

- Understand about the concept of environmental education.
- Develop in the student teacher a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.
- Develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
- Develop reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature.
- Enable the students to understand about the various measures available to conserve the environment for sustainable development.

Course Contents

Unit I: Basic Concept and Nature of Environment

- Meaning, scope and nature of environment; natural and man-made environment
- Ecosystem: structure, functions and components.
- Energy flow in ecosystem: food chains, food webs and ecological pyramids.
- Introduction and characteristic features of forest, grass land, desert and aquatic ecosystem.

Unit II: Natural Recourses and Associated Problems

- Forest resources: use and overexploitation; Deforestation: its cause, effects and remedy
- Water resources: use and overexploitation of surface and ground water, rain water harvesting and watershed management.
- Mineral resources: use, exploitation and conservation, Effect of mining on man and environment
- Food resources: world food problems, changes caused by agriculture and overgrazing, effect of modern agriculture, fertilizers, pesticides, water logging and salinity.
- Energy resources: growing energy need renewable and non-renewable energy sources, conservation and alternate energy sources.

Unit III: Biodiversity and its conservation

- Meaning and values of biodiversity, India as a mega diversity nation.
- Threats to biodiversity: habitat loss, poaching of wild life, man wildlife conflicts
- Conservation of genetic diversity, an important environment priority, learning to live inharmony with nature.

Unit IV: Environment Issues and Its Preventive Measures

- Causes and effects of environmental hazard, global and local environmental pollution and its remedies, Air, Water, Soil, Marine, Noise, Thermal and Nuclear Pollution
- Climate change- Global Warming, Acid Rain, Ozone layer depletion, Pillar Melting.

- Natural disasters-Flood, Earthquake, Cyclone and Landslides.

Unit V: Environment Management

- Salient features of environmental awareness through education, programmes of environmental education for secondary school children
- Programmers of environmental education for attitude changes among the children
- Environmental ethics and values
- Environmental acts, rule and regulations
- National efforts-Ministry of Forest and Environment, government plans, action and policies
- Role of school in environmental conservation and sustainable development

Task and Assignments (any one)

- To submit a report after surveying a typically degraded area and to suggest necessary remedial measures with latest statistical data. The area of this task is to include any one of the following topics:
 - Noise Pollution, Water Pollution, Air Pollution, Deforestation
 - Role of the pollution control boards
 - Role of voluntary organizations in pollution control
 - Critical analysis of any theme of the course content in about eight to ten pages

Course Learning Outcomes: After completion of this course Student teacher will be able:

- CO1: To Understand about the concept of environmental education.
- CO2: To develop a sense of awareness about the environmental pollution and possible hazards and its causes are remedies.
- CO3: To Identify environmental hazards affecting air, water and soil equality.
- CO4: To identify and create solution that conserve and health manage biodiversity for a long term.
- CO5: To Develop reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature.
- CO6: To teach about environment to the students at secondary level.

Suggested Readings:

1. Environment Education - A.Bhatnagar
2. Environment Education - M.K Goel
3. Environment Education K nay Aayam - Dr. A Brolliya
4. सिंह शिवपाल, जैन रूपम – पर्यावरण शिक्षा
5. Sharma A. R. - Environmental Studies

Computer Education
Course Code: EDUE-604N

Max. Marks: 100
Ext. Marks: 75
Int. Marks: 25

Course Objectives:

To enable student-teachers to:

- Acquire knowledge of computers, its accessories and software.
- Understand the basics (fundamentals) of preparing a computer.
- Acquire the skills of operating a computer in multifarious activities pertaining to teaching
- Understand features of MS Office and their operations
- Develop skill in using MS-Word, Power points and Spread sheets.
- Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.
- Appreciate the value of CAI/CML packages on optional subjects and use them in class room instruction.
- Acquire skill in accessing World Wide Web and Internet and global accessing of information. Integrate technology in to classroom teaching learning strategies
- Develop a broad understanding of the principles and procedures used in computer education.

Course Contents

Unit I: Meaning, Definition and Historical Perspectives of Computer

- Meaning and definition of computer
- Historical perspective
- Computer generations and its classification
- Block diagram of a computer Peripherals, and working of a computer

Unit II: Computer Hardware

- Input devices: keyboard, mouse, joystick, touch screen, touch pad, magnetic ink character reader, optical mark reader, bar code reader, scanner, web camera etc.
- Output devices: monitor printers (line, serial, dot matrix, inkjet, and laser).
- Primary storage devices: RAM ROM and its types.
- Secondary storage devices: FDD, HDD, CD, DVD, Pen Drive (USB).

Unit III: Binary Arithmetic and Data Representations:

- Decimal and binary number system
- Representation of characters
- Integers and fractions in computers
- Films point representation and floating point representation

Unit IV: Computer Programmes

- | | |
|---------------|---------------|
| • MS-WINDOWS | • POWER POINT |
| • MS-WORD | • INTERNET |
| • SPREADSHEET | |

Unit V: Computers in Education

- Computer application in educational institutions-
- Academic activities
- Administrative activities
- Co-curricular activities
- Examination work
- Research activities
- Library
- Class room teaching

Task and Assignments

- Develop computer based learning packages in Science/ mathematics/ social science/ language
- Survey /Project on any related problem
- Critical analysis of any theme of the course content in about eight to ten pages

Course Learning Outcomes: After completion of this course Student teacher will be able to:

CO1: Understand of computer hardware and software.

CO2: understand the functions of opening system.

CO3: Apply logical skills to programming in a variety of languages.

CO4: Develop the understanding towards the uses of computer in social and daily life.

CO5: Use the computer application for administrative activities.

CO6: Teach the computer education to students at secondary level.

Suggested Readings:

सिंह शिवपाल, कौशिक सचिन कम्प्यूटर शिक्षा

विशनाई कम्प्यूटर शिक्षा

Health, Physical Education & Yoga
Course Code: EDUE-605N

Max. Marks: 100
Ext. Marks: 75
Int. Marks: 25

Course Objectives:

To enable student-teachers to-

- Introduce the student teacher with the concept of holistic health and various dimension and determinants of health.
- Acquaint them to school health programmed and its importance.
- Sensitize the student teacher towards physical fitness & its importance.
- Help them acquire the skills for assessment of physical fitness.
- Introduce them to the philosophical bases of Yoga.
- Understand the process of stress management through Yoga education.
- Acquire the knowledge of techniques of performing yogasana and develop the skill for the same.

Course Contents

Unit I: Health

- Introduction, definition and meaning of health
- Dimension of health
- Determinants of health
- Importance of balance diet
- School health programme and role of teacher in development of health

Unit II: Physical Education

- Introduction, definition and meaning of physical education
- Objectives of physical education.
- Scope of physical education and allied areas in physical education
- Need and importance of physical education in different level of school

Unit III: Physical Fitness

- Definition, meaning type and factors of physical fitness
- Factors affecting physical fitness
- Benefits of physical fitness
- Importance of physical activities at school level
- Assessment of physical fitness

Unit IV: Concept of Yoga and AshtangYog

- Yoga meaning concept and importance
- Mis-concept of yog
- Eight disciplines of Yog-Ashtang Yog
- Precautions to keep in mind while performing Yogasan
- Different types of Yogassans & their techniques of practicing

Unit V: Meditation, Pranayam and Stress Management

- Pranayam: meaning, nature and relationship with mind
- Different types of Pranayam; kapalbhati; Bhastrika Pranayam, Surya Bhedan Pranayam, Chandrabhedan Pranayam, Anulomvilom Pranayam
- Meditation: nature, procedure and importance
- Stress: meaning, reasons, role of Yog in stress management

Tasks and Assignments (any one)

- Assessment of Health Related Physical-Fitness (HRPF)
- Body Composition : Body Mass Index (BMI) & waist Hip Ratio (W.H.R.)
- Cardio-Respiratory endurance
- Muscular strength and endurance
- Flexibility
- Yogasana, Pranayam and Shudhikriya organized at school level
- Critical analysis of any theme of the course content in about eight to ten pages

Course Learning Outcomes: After completion of this course Student teacher will be able to:

- CO1. Develop an understanding of aims, objectives and importance of phy.edu.in schools.
- CO2. Apply to concepts of yoga for a healthy life.
- CO3. Make the Teaching of Physical Education More interesting and innovative.
- CO4. Develop awareness regarding Physical fitness and organic efficiency in individual and social life.
- CO5. Promote Physical Education through means and methods of teaching.
- CO6. Describe the relationship of Physical Education with other subjects.

Suggested Readings:

तोमर सिंह गजेन्द्र –शारीरिक शिक्षा स्वास्थ्य एवं योग

Teacher Competencies and Accountability, Professional Commitment and Ethics
Course Code: EDUE - 606 N

Max. Marks: 100

Ext. Marks: 75

Int. Marks: 25

Course objectives:

To enable student-teachers to:

- Gain insight and reflect on the concept of teaching and the status of teaching as a profession.
- Development the positive attitude of teachers commitment, accountability and professional ethics
- Develop teaching competencies

Course Content

Unit: 1

- Teaching Competencies: Concepts, nature,
- Components of teaching competencies, characteristics.
- Types of teaching competencies,
- Teaching competencies and effectiveness of class room
- Instructional information technology Teaching Competencies, strategies to enhance teaching Competencies,
- Relationship between teaching competencies and student performance.

Unit: 2

- Teacher Accountability : Concept, relationship between responsibility evolution and control,
- Role of teacher accountability in management of class room teaching,
- Strategies for ensuring teaching accountability, methods of implementation of accountability in the class room.
- Characteristics of professionally accountable teacher, Accountability towards profession, student's community and values, Importance of teacher accountability.

Unit: 3

- Professional commitment: concept, nature,
- Teaching as a profession, teacher self efficiency in personal values and commitment,
- Professional beliefs, teacher empowerment application for teacher inclusion program.
- Strategies for enhancing professional commitment,
- Relationship between professional commitment and student learning.

Unit: 4

- Professional Ethics: Meaning, concept,
- Code of conduct : responsibilities,
- Professional and all around development of human personality, self esteem,
- Professional ethics and comminuting development dignity, respect, integrity and justice.

Task and Assignment:

Course Learning Outcomes: After completion of this course Student teacher will be able:

CO1: To develop a strong relationship between teaching competencies and student performance.

CO2: To Implement the professional accountability in their profession.

- CO3: To Acquire the basic strategies of commitment in their profession.
CO4: To Understand the ethics and code of conduct of their profession.
CO5: To develop the skills to cope the threats of his/her profession.
CO6: To enhance his/her potential towards the professional ethics and commitment of teaching.

Recommended Books:

- Mohammad Miyan (2004). Professionalization of Teacher Education. Mittal Publications. New Delhi.
- Kishan Ramnath, N (2010) Global Trends in Teacher Education. APH Publication Corporation, New Delhi.
- Jain Kavita (2004) Future of Teacher Education, Sumit Enterprise, New Delhi.
- Maheshwari Amrita (2008) Professional Teacher Education, Gagan Deep Publication, Delhi.
- Venkataiah N. (2011) Teacher Education, APH Publishing Corporation, New Delhi

Skill Enhancement Courses
Understanding of ICT
Course Code: EDUEPC-701A

Max. Marks: 50
Ext. Marks: 35
Int. Marks: 15

Course Objectives:

To enable student-teachers to:

- Preparing teachers to use technology in a classroom is an important step of ICT enabled education in the country. This course will focus on moving beyond computer literacy and ICT aided learning, to help student-teachers interpret and adapt ICTs in the teaching-learning process.
- Have a basic familiarity with computers
- Understand & appreciate ICT as an effective learning tool for learners
- Understand ICT as an enormous functional support to teachers.

Activities

- A workshop on ICT for 10-15 days may be organized or a provision of one period/week may be made daily in the time-table to learn and to practice in computer labs. Student-teachers are expected to learn the following:
- Use of radio and audio media in script writing, story-telling, etc.
- Use of TV & video in education
- Use of news paper in education
- Functional knowledge of operating computers- word processing, power point, excel, etc.
- Effective browsing of the internet for selecting relevant information.
- Downloading relevant material
- Competencies in developing software
- Developing PPT slide show for classroom use
- Use of available software or CDs with LCD projection for subject learning interactions
- Generating demonstrations using computer software.

Course content

Unit: 1 Perspective on ICT:

- The comprehensive nature of the term ICT, meaning and advantage of ICT in Education.
- Hardware & Software fundamental.
- ICT and teacher: Misconceptions and the Reality
- Significance of ICT in schooling with reference to new Generation routines.
- Factors to be considered when Using ICT in school.

Unit: 2 ICT use in Classroom (Practical Sessions Only):

- Major Software to be made use of in Daily Classroom Teaching and Related Guidelines
- PPT Presentations: Creation of standard and attractive PPT Presentations- Image, Audio & Video Inserting in PPT.
- You Tube Videos: Downloading, Editing and Effective Using of You Tube Videos.

- E – Collage Preparation: Training in Collage preparation by making use of latest software's, available
- Projector Handling: Training in LCD projector handling – possible technical failures - Cell phone projectors and other devices that can overcome power failures.

Unit: 3 ICT for Self Development:

- Online Searching keyword using- downloading word and PDF documents, editing and saving necessary parts – note making-summarizing-rewriting.
- Online chatting with educational Experts- Downloading and Using Skype and such video chatting software.
- Concept of Plagiarism and its Bad Effects
- Dangers of pornography, Immoral online chatting etc
- Consequences of Excessive Use of ICT- Mental Dryness, Autism, Indifference, Degeneration of teaching Skills etc.

Course Learning Outcomes: After completion of this course Student teacher will be able:

- CO1: To Apply effectively different ICT tools and digital sources.
- CO2: To Understand the features of M.S office and their option.
- CO3: To Acquire skills in accessing internet and global accessing of information.
- CO4: To Apply ICT tools and methodology to deal with classroom problems.
- CO5: To develop the skills to identify ICT hardwares and softwares can be used at secondary level education.
- CO6: To enhance the knowledge about teaching with practical knowledge of ICT at secondary level education.

Skill Enhancement Courses
Scouting and Guiding, Organization Of Curricular And Extra Curricular Activities
Course Code: EDUEPC-701B

Max. Marks: 50
Ext. Marks: 35
Int. Marks: 15

Course Objectives:

To enable student-teachers to:

- Develop the characteristics of good citizenship.
- Develop empathy, brotherhood, values, commitment and Peace.
- Develop feeling of dignity of labour.
- Make students self-reliant, self confident
- Develop the physical, mental & spiritual powers.

Activities

This can be achieved through organizing a scouting camp of 6-7 days to impart training in-

- First-aid against fracture, excessive bleeding, snake bite, electric current, etc.
- Using safety-measures against fire, chemicals, electrical equipments, etc.
- Using compass & maps.
- Using different types of knots
- Constructing a bridge, tents.
- Different types of physical exercise etc.
- Organizing camp fire

Course Content

Unit: 1 Scouting & Guiding:

Theory:

- Concept and meaning of scouting and guiding
- Brief history of scouting and guiding movement in India and abroad.
- Aims, policy and rules of scouting and guiding.
- Organization of scouting and guiding in India.
- The stages of scouting and guiding such as-clubs, Bulbul, Scout and guide, Rover4s and Rangers-their uniforms and badges.
- Flags- International Scout and guide flag, Indian scout and Guide flag. Rules of flag hoisting
- Methods of sending messages: signs-Road Signs, Hand indications, Signs through whistle
- Camp craft, First Aid & Civil Defense.
- Scout and Guide grouping method.
- Organization of scouting and guiding ceremonies such as Camp Fire and Imitation.

Unit: 2 Field Activities during 5 days camp as:-

Practical:

- Using different types of knots.
- Using different types Tent pitching & Hiking.
- Scouting and guiding slogans & camp fire.
- Cooking first aid demonstration.

- First-aid against fracture, snake bite poison, electric current, etc.
- Using safety-measures against fire, chemicals, electrical equipments, etc.
- Using compass & maps.
- Constructing a bridge, etc.
- Different types of physical exercise etc.

Course Learning Outcomes: After completion of this course Student teacher will be able to :

CO1: Develop sensibility towards society.

CO2: Develop leadership quality.

CO3: Develop a sense of group and patriotic feeling.

CO4: The concept of yoga and meditation.

CO5: acquire the knowledge of signs and services for emergency period.

CO6: acquire the skills of self-defence, public defence, medical aid, cooking without sufficient resources and national as well as social service.

Reference / Text Books:

जैन, विजय कुमार (2001), योगासन और स्वास्थ्य, साधना पॉकेटबुक्स, नई दिल्ली

दशोरा, नन्दलाल (2001), पातंजल योगसूत्र, रणधीरप्रकाशन, हरिद्वार

शुक्ल, रमेशचन्द्र (2001), योगासन और प्रणयाम, पुस्तकमहल, नई दिल्ली

Vas, S.R., (2001) Meditation, Pustak Mehal, New Delhi

Skill Enhancement Courses
Community Outreach Programme and Environmental Awareness Activities
Course Code: EDUEPC-701C

Max. Marks: 50
Ext. Marks: 35
Int. Marks: 15

Course Objectives:

This programme gives opportunity to attach with and to solve the problems of the community to make the student-teachers sensitive and aware about the society. This will help:

To enable student-teachers to:

- Develop social-sensitivity among student-teachers
- Develop sympathy with the poor and the people below-poverty-line.
- Develop awareness about the environment.
- To have the positive attitude toward the neglected class.

Activities:

- Through apprising pupil the harms of dropping out
- To make the people learn the importance of small family norm (chota pariwar sukhi pariwar)
- To make the people learn the importance of the girls-child & its education for the family and the society (Beti Bachao Beti Padhaov)
- To motivate the people to grow more plants (Green India)
- To motivate the people to keep the city, neighbourhood and the public places clean (clean India)
- To motivate the people to save river and ponds (Clean Water)and stop the wastage of water
- Organize a community blood drive
- Sending card to soldiers saving an border
- Collect baby clothes and supply them to poor parents and donate blanks to homeless.
- Donate children books to school library.
- Make birthday cards for elderly persons/old age.
- Manage medicines for an elderly neighbor Home.

Course Learning Outcomes: After completion of this course Student teacher will be able to:

- CO1: Understand and consider the idea and features of environmental education from many perspectives.
- CO2: Develop awareness understanding and concerned about environment and associated problems.
- CO3: Gain expertise in teaching environmental education that is done in, which, and for the environments.
- CO4: Develop the specialized abilities required to connect theoretical knowledge with applied or practical features.
- CO5: develop the skills for community welfare work.
- CO6: develop the sense of communal diseases, community awareness, and community education.

Skill Enhancement Based Practicum
Action Research
Course Code: EDUE-701D

Max. Marks: 50
Ext. Marks: 35
Int. Marks: 15

Course Objectives:

After completion of the course student teachers will:

- To understand the concept and types of research –applied basic and action research.
- Familiarize with the concept of Action research in Education.
- Identify the suitable problems for Action Research.
- Get acquainted with the various steps of conducting action Research.
- Understand and use descriptive statistical techniques in action Research
- Acquire the skills of planning, executing, evaluating and reporting action research.

Unit: 1.Introduction to Research

- **Concept of action research:** Meaning, definition, difference from fundamental / basic research, applied and action research.
- **Action research:** Identification of the problem, Need of action research objectives of action research, formulation of hypothesis, design of action plan (pr-test, treatment, post-test), implementation of action plan, analysis and interpretation of data, drawing conclusion, report writing.
- **Tools for action research:** Achievement test, diagnostic test, questionnaire, observation schedule and interviews.
- **Analyses of data:** Measures of central tendency-computation and interpretation of mean for grouped and ungrouped data, and t-test.
- **Report writing:** characteristics of a good research report.

Unit-2: Collection and analysis of data:

- Tools for collection of data-Achievement test, diagnostic test, questionnaire, observation schedule and interviews-meaning and their importance in Action Research.
- Measures of central tendency: computation and interpretation of mean for grouped and ungrouped data.
- Graphical representation of the data: Bar graph, Frequency polygon-meaning, construction and uses.
- Writing a proposal and Writing the report: need, significance and steps of writing a proposal, Report writing and its importance and Format: preface, acknowledgment, index, complete report, tables, graphs, Bibliography and
- Appendices.

Practical Activities: Carry out the following practical activities and submit a report. Prepare Action Research proposal for any one of the problem selecting from the following field:

- (a) Classroom problems
 - (b) Teaching strategies
 - (c) Children with special needs.
- Prepare any one of the following tool to conduct action research

- (a) Rating scale
- (b) Questionnaire
- (c) Inventory
- (d) Check List

Course Learning Outcomes: After completion of this course Student teacher will be able to:

- CO1: Give the Solution for an immediate problem.
- CO2: Apply action research in education.
- CO3: Understand various techniques and methods of research & communication.
- CO4: Acquire the knowledge of Collecting and Analyzing data.
- CO5: Develop skill of planning, executing, evaluating and reporting action research.
- CO6: Develop the skills to identify the problems that have need of action research.

Reference Books:

1. Agarwal, J.C. : Educational Research : an Introduction
2. John W. Best : Research in Education
3. Lokesh Kaul: Research Methodology
4. Lulla B.P : Essential of Educational Research
5. Sukhria S. P: Essentials of Educational Research
6. Tharayani : Action Research
7. Usha Rao: Action research
8. Usha Rao: Conducting Educational Research

Practicum
School Internship and Feedback (16 Week)
Course Code: EDUEPC-702N

Max. Marks: 200
Ext. Marks: 150
Int. Marks: 50

Course Objectives:

At the end of the internship, the student teachers will experience real class rooms' situation and will be able to:

- To develop competency in teaching skills
- To develop classroom management skills
- To develop social skills for class room management
- To develop guidance and counseling skills
- To be equipped with curricular and co-curricular skills
- To be able to construct a test, administer and score for measuring students' achievement.

Course content:

Unit: 1. School activity based course

- Observation of classrooms, morning assembly, daily school activities, Examinations and Evaluation system, Office management.
- Prepare teachers diary and students' records, proper teaching aids.
- Developing lesson plans and question papers and classroom texts.

Activities:

There shall be a minimum of 16 weeks of intensive engagement with the school in the form of School Internship. For this, the student-teachers will go for 'School Placement', during which their role in the school shall be something like an apprentice and they shall work as a regular teacher & participate in all the school activities including planning, teaching and assessment, interacting with school-teachers, & children to understand the school in totality, its philosophy, aims, organization and management, responsibilities and accountability in relation to physical, mental and emotional development of children. They will be engaged in school functioning in all its aspects in consultation with the School-mentor, like-

- Participating in various 'out-of-class room' activities in school.
- Organizing events eg., cultural activities, debates, games, quiz, essay-competition, drama etc.
- Preparation of School calendar, time-table, assessment schedule, evaluation tools etc.
- Preparing a suggested comprehensive plan of action for some aspect of school improvement.
- School-Internship shall be designed to lead to the development of 'Teaching Competence of a professional, teacher dispositions and sensitivity.
- During internship, student-teachers will be provided opportunities to teach in government and private schools with systematic support and feedback from the school faculty, principal and from the teacher educators.
- During this period, student-teachers will be actively engaged in teaching at school and will participate in day-to-day activities of school.
- It is important that the student-teachers will consolidate and reflect on their teaching experience during the school-internship.

- Student-teachers will maintain a Journal (A Diary) in which he/she records one's experiences and observations, etc. daily.
- Student-teachers will maintain a Portfolio of all the activities like-details of daily- teaching eg., topic, date, class, objectives of teaching, resources used, assessment tools, homework given, etc.
- Student-teachers will teach at least 30 lessons during internship period. These lessons will be observed by their mentors in the school.
- Student-teachers will work on an Action Research based Project on any Educational problem of School, which will be selected in consultation with the concerned faculty supervisor.

Final Presentation

At the end of School-Internship each student-teacher will be expected to prepare and present:

- The Journal – Containing day-to-day report about different activities like-teaching, curricular and co-curricular events, . Mentioned above.
- The Portfolio - Containing evidences (proof) of different activities and events in the form of different photographs, etc.
- The Project Report -Containing the data, analysis and interpretation based on Action Research conducted by him/her.
- Presentation of Teaching through ICT - on any topic of school subject.

Course Learning Outcomes: After completion of this course Student teacher will be able to:

CO1: Develop an understanding of school leadership and challenges to management.

CO2: Exploration in making over connections between field-based project work, educational leadership and change facilitation.

CO3: Develop a critical understanding of the of school organization.

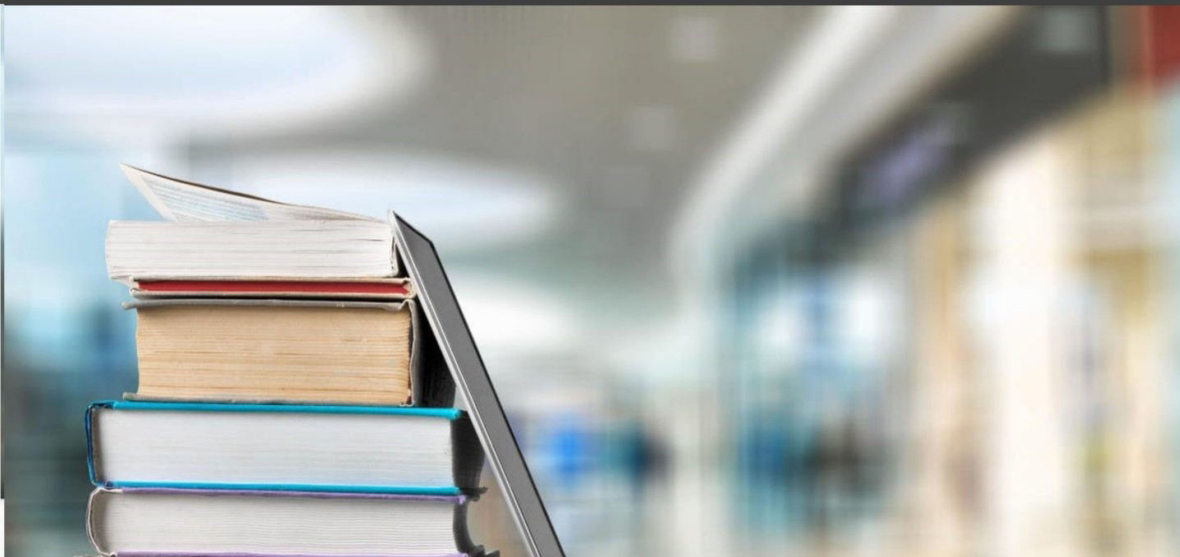
CO4: Develop a comprehensive understanding of context- specific notion in school administration.

CO5: recognize the issues and challenges of classroom organization and school environment.

CO6: acquire the skills of record keeping and preparation of report cards and work on feedback base environment.

College of Education

ACADEMIC HANDBOOK



Ordinance & Academic Regulations
College of Education
(Master of Education (Two years)
(Session 2021-2023 & Onwards)
(As per NCTE, UGC New Delhi, NEP 2020 Guidelines)
Master of Education (Two years)

Ordinance

1. Preamble:

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialization either in elementary education (upto class VIII) or in secondary education (Classes VI-XII).

2. Definitions and Nomenclatures:

TITLE AND COMMENCEMENT

This ordinance shall be called the ordinance for the Degree of Master of Education (M.Ed.)

DEFINITION & KEY WORDS

- (a) “University” means IIMT University Meerut.
- (b) “Student” means one who has been admitted in the two years programme of Master of Education (M.Ed.) in this University through the procedure notified by the University from time to time;
- (c) “Academic Year” means two consecutive (one odd and one even) semesters;
- (d) “Choice Based Credit System (CBCS)” means a program that provides choice for students to select from the prescribed courses (Core, Elective, Ability Enhancement courses and Skill enhancement courses. etc.) as per the guidelines issued by UGC/regulatory bodies where ever applicable and as approved by the appropriate bodies or the University;
- (e) “Course” means “papers” through different modes of delivery and is a component of M.Ed. programme as detailed out in the respective program structure;
- (f) “Credit Point” means the product of grade point and number of credits for a course;
- (g) “Credit” means a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to 15 hour of teaching (lecture, seminal or tutorial) or 30 hours of practical work/field work/project etc. The number or credits for each course shall be defined in the respective examination scheme;
- (h) “Cumulative Grade Point Average (CGPA)” means a measure of overall cumulative performance of a student in all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all semesters. It is expressed up to two decimal places;
- (i) “Grade Point” means a numerical weight allotted to each letter grade on a 10 point scale or as prescribed by the UGC/University from time to time;
- (j) “Letter Grade” means an index of the performance of students in a course. Grades are denoted by letters A+,A,B+,B,C+,C,D;
- (k) “Semester Grade Point Average (SGPA)” means a measure of performance of a student in a semester. It is the ration of total credit points secured by a student in various courses registered in a semester and the total credits of all courses during the semester. It shall be expressed up to two decimal places;
- (l) “Semester means an academic session spread over 15-18 weeks of teaching work with minimum 90 teaching days. The odd semester may normally be scheduled from August to December and even semester from January to June;
- (m) “Grade Card” means a certificate based on the grades earned. Grade certificate shall be issued to all registered students after every semester. The grade certificate will contain the course

- details (code, title, number of credits, grade secured) along with SGPA of the semester and CGPA earned till that semester. The final semester grade certificate shall also reflect the cumulative total of marks obtained by the student in all semesters out of maximum marks obtained by the student in all semesters out of maximum marks allocated for which the grades of the program were evaluated. However, the final result will be based on the grades/CGPA;
- (n) “Transcript” means a certificate issued to all enrolled students in a program after successful completion of the program. It contains the SGPA of all semesters and the CGPA;

2. **Vision:**

The College of Education, IIMT University Meerut is committed to provide quality teacher education to prepare prospective teachers, teacher educators imbuing with sustainable development, goals of education, meta-cognitive knowledge, professional attitude and skills the focus is on generating such a congenial and sportive environment that will make future teacher critical, innovative and creative thinkers not only to face the global challenges but to contribute in the various domains of knowledge of teacher education by quality research and enterprises. Hence the University, College of Education intends to promote excellence and to function as a catalyst to create and sustain learning community in the area of teacher education which shall promote equality and equity in education.

Mission:

1. To strive to promote excellence in teacher education by preparing creative professionals with 21st century skills, problem solving ability, digital competency for making teaching interesting and adaptive to students needs and to play a participatory role in generation and creation of new knowledge.
2. To prepare effective student teachers for future society by exposing them to innovative and effective teaching-learning Environment and work culture so that they may not treat the course as profession for the job of teacher but make teaching as a passion.
3. To produce motivated and dedicated student teachers empowered with high quality learning experiences, professional attitude and sprit of innovation and research.
4. To exercise a focus on exposing student- teachers to critical and creative pedagogies to make them well versed with reflective thinking, competences and problem solving skills for effective and efficient teaching and research.
5. To expose student teacher to curricular, extra-curricular and co-curricular activities such as organization of workshops, seminars and conferences for integrated development along with desirable value orientation.
6. To make future teachers inquisitive to undertake disciplinary/ interdisciplinary research and development activities in education.
7. To equip with professional ethics, responsibility, accountability, compassion and desire for updating their subject understanding with the spirit of lifelong learning.
8. To develop prospective teacher which stimulating environment that is both futuristic in outlook and holistic in perspective for the achievement of excellence to match the global slandered of teaching and research.

3. Program Educational objectives

- PEO1:** To develop Adequate knowledge of subject matter, presentation skills, reflective practices and attitude to carry out effective teaching learning and research innovations.
- PEO2:** To enable the prospective teachers to make use of teaching learning management system, pedagogical skills and ability to effectively transact curriculum by generating interactive learning environment.
- PEO3:** To develop understanding of and Skills in using of CBCS system of evaluation, various evaluation tools and qualitative strategies to evaluate all round performance of students.
- PEO4:** To promote the use of communication technology involving various innovative teaching learning processes and instructional facilities.
- PEO5:** To inculcate professional attitude, commitment, Self-discipline and professional ethics and in discharging the responsibility of educational practitioners and innovators.
- PEO6:** To train the students in use of innovative practices in planning and understanding research proposal successfully.
- PEO7:** To develop the habit for life long and continuing education for the up gradation of existing knowledge.

4. Program Outcome

- PO1:** Execute the professional capacity to acquire and apply the knowledge an attained in the area of curricular aspects of the course.
- PO2:** Widened understanding of the subjects that contribute in evolving the Comparative Teacher Education system and policies.
- PO3:** Become more innovative and creative to carry out quality researches for their continuous development and contribution to society.
- PO4:** Demonstrate deep insight as to how student's variations in class may be accommodated and be encouraged to undertake research proposals with academic integrity and professional ethics.
- PO5:** Become competent in the use of problem solving skills and reflective practices knowledge and skills of students.
- PO6:** Illustrate the capacity to make the best use of content knowledge and to set multifaceted professional goals to earn good employment and become professionally effective teacher educator and best researcher.
- PO7:** Capacity to provide educational leadership in the area of policy making, curriculum designing, experimentation, entrepreneurship and self-development.
- PO8:** Become efficient in use of digital technology for effective professional communication tool of learning and resources for carrying out research.
- PO9:** Demonstrate humanistic and compassionate attitude in dealing with issues related to environment, gender equality, yoga and health education etc. and reflect good self image.

5. Program Specific Outcome

- PSO1:** Understand the functional use of various theories of education drawn from disciplines, related to education that is Psychology, Sociology, Economics and Management etc and various philosophies with their roles in educational research.
- PSO2:** Understand the Epistemological, Axiological and Ontological perspective of a teacher education and insight into the process of research.
- PSO3:** Discriminate among the role of Inter disciplinary, intra disciplinary and multi-disciplinary approaches in teaching and research.

- PSO4:** Illustrate the ability to use information & communication technology for effective teaching learning (Blended mode).
- PSO5:** Project professional identity characterized by not only subject knowledge base and communication skills but professional ethics and values.
- PSO6:** Evaluate the various approaches for the development of curriculum framework, textbook instructional materials, evaluation and assessment tools in research.
- PSO7:** Develop research skills as analytical and interpretative for writing the research proposal.
- PSO8:** Comprehend the various method of designing research to prepare the research dissertation independently.
- PSO9:** Understand the social systems, able to think and suggest in revamping measures of teacher education, educational policies and practices.

6. Admission

In M.Ed. admission intake consists one unit of 50 students as per NCTE norms. Admission shall be made on total merit consisted of marks percentage in Eligibility Course and personal interview of the student, plus weight age permissible vide the order of State government.

7. Eligibility in all year as NEP (entry & exit) as per NEHQF and NSQF (if applicable)

Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programme;

1. B.Ed.
2. B.A., B.Ed. / B.Sc., B.Ed. (Integrated B.Ed.)
3. B.El.Ed.
4. D.El.Ed. with Graduation (50% marks minimum in each)

A relaxation of 5% marks will be applicable to SC/ST students. As per the U.P state Government reservation policy.

8. Curriculum

M.Ed. I (Odd) Semester

Courses offered as -

- 8.1 Core courses:** The core courses are divided into four semesters as shown in the evaluation scheme Table-1 (a to d). Transaction of courses shall be carried out through theory classes and practicum, which may include group discussion, workshops, seminar presentation, assignments, preparation of reports, participated in specified activities etc. to enhance professional skills and understanding of student(s). These shall be part of the teaching modality.
- 8.2 Discipline Centric Elective courses:** Discipline Centric Elective Courses are prescribed to enhance and develop the professional and administrative skills of scholars in their particular interest areas.
- 8.3 Practicum/skill enhancement cum School Observation and Internship Courses:** Specific course of school observation has been incorporated to provide opportunities to teacher- trainees before joining actual full-time internship. It is preparatory engagement with school functioning, requiring observation of various facets of school-life. These courses are prescribed to enhance and develop the managerial and research skills of the scholars.

9. **Medium of Instruction:** The medium of instruction is Hindi and/or English.
10. **Choice base Credit system (CBCS)/LOCF/OBF:** CBCS is followed.
11. **Registration for course in a semester**
A candidate in 1st semester will be registered after successfully enrolled as per norms of IIMT University Meerut. After that in 2nd semester onwards the candidate will be registered after successfully completion of previous semester however, if any candidate has carry over in a semester he/she may be allowed provisionally in next semester.
12. **Attendance:** The minimum attendance requirement of students shall be 80% in theory courses and 90% in practical courses as per NCTE norms.
- 12.1 **Condonation of medical cases:** Since M.Ed. is training and skills development based program, so no medical Condonation in attendance will be permitted.
- 12.2 **Additional Condonation:** If a candidate could not complete 80% in theory courses but not less than 50% such candidate has to complete his/her attendance in the form of extra classes schedule by the College of Education. No additional Condonation shall be considered in practical courses.
13. **Assessment procedure:**
Theory Assessment
Internal Assessment (IA): 25% of maximum marks, **External Assessment (EA):** 75% of maximum marks
Practical Assessment
Internal Assessment (IA): in practicum 1st, 2nd and 3rd semester will be 100%, in 4th semester 25% of maximum marks will be internal.
External Assessment (EA): In 4th Semester, 75% of maximum marks will be external.
14. **Research Project/Semester Project Assessment Criteria:**
In the First semester, students have to submit a project report of review of Research Studies in any area of Preference and writing Bibliography and the assessment will be 100% Internal.
In the Second Semester students have to submit a research proposal/ research synopsis under the guidance and supervision of the supervisor and the assessment will be 100% Internal.
In the Third semester students have to construct/develop a research tool and the assessment will be 100% Internal.
In the Fourth semester students have to complete their project work in the form of dissertation including viva-voce and presentation of report based on dissertation as a compulsory practical course. The assessment of this dissertation will be 25% Internal and 75% by external examiner.
15. **Internship – Research / Industrial Internship:**
In First semester, students will have to visit Secondary schools and submit comprehensive activity report (10 days).

In Second semester the students will have to go to class Room Observation (10 lessons) (Field Work)/ Reflective Seminar& Feedback Report (10 days).

In Third semester the students will have to go for Internship in a Teacher Education Institution followed by a report and its presentation (20 days).

16. For non – credit courses / audit courses: NA

17. Credit weightage:

Credit is a unit of academic input measured in terms of the study hours. It reflects the number of study hours in a particular period of time devoted to various aspects of the teaching learning process such as attending classes, engaging in assignment, projects, seminar, community activities & practical courses required for the courses etc.

The M.Ed. Course will be of 84 credits.

Credit weightage is as follows:

Each theory course in every semester has 4 credits and practical course in 1st to 3rd semester have 2 credits each while in 4th semester the practical course has 8 credits.

Theory courses 1 credit = 15 hours

Practical course 1 credit = 30 hours.

18. Maximum Duration of programme/promotion policy:

Minimum duration to Complete the programme:	3 years (with four semesters) under CBCS (Choice Based Credit System)
Maximum period to Complete the programme:	3 Years

Promotion policy:

- 1) For each theory course, 25% weight age shall be assigned for continuous internal assessment by course-teacher(s), and 75% for external, written examination on theoretical components covered in particular semester. This will be conducted by Controller of Examination, IIMT University Meerut at the end of each semester.
- 2) If a student does not fulfill 75% attendance, he/she will not be permitted to appear in the examination for that semester. However such a student will be permitted to appear in a subsequent turn of that semester as a regular student (i.e. for odd semester in odd and for even semester in even after paying the required fee of that year). Same rule shall be applicable for the candidate(s) who remain(s) absent in all the external written examination(s).
- 3) End term examinations shall be designated as semester examination for each semester.
- 4) The examination for all semesters shall normally be held on such dates as fixed by the Controller of Examination, IIMT University Meerut.
- 5) The examination for re-appearing in any subject(s) in the odd/Even semester shall be held in the respective semesters along with the regular students.
- 6) Such students whose first semester result declaration is delayed for no fault of his/her may attend classes of the next semester provisionally at his/her own risk and responsibility, subject to his/her passing the concerned first semester examination. She/he shall have to repeat that semester in the next academic session along with regular students by paying dues/fees as to be paid by the fresh candidate.
- 7) Any student who fails to participate in classes, seminars, term papers, test, viva voce, practical and dissertation work etc. will be debarred from appearing in the semester examination. His

- /her internal assessment marks will be awarded as and when he/she attends regular classes in courses in the next applicable year.
- 8) Examination for courses shall be conducted only in the respective odd and even semesters as per the scheme of examination issued by the Controller of Examination, IIMT University Meerut.
 - 9) If any student fails to complete the programme, there shall be a provision of carry over examination in each semester.
- 19. Maximum gaps between semester/Year:** Maximum 1 Years gap is permitted to complete a semester or year.
- 20. Credit system & grading CGPA/SGPA:**
Evaluation will contain internal as well as external evaluation. Under CBCS pattern semester grade point average (SGPA) and cumulative grade point average (CGPA) will be calculated for each student.
- The SGPA is the ratio of sum of the product of the number of credits with the grade points score by the students in all the papers / courses taken by a student and the sum of the number of credits of all the courses undergone by a student.
 - The CGPA is also calculated in similar manner taking into consideration all the course undergone by a student over the year of a programme.
 - Letter grade will be assigned to students as per their performances in courses. Letter grade is an index of performance of students and then denoted by letters such as:

Grade Table

Grading of Performance(As per Curriculum and Credit Framework UGC guidelines)		
Letter Grade	Grade Point	Percentage of Marks
O (outstanding)	10	85% & Above
A+ (Excellent)	9	80-84.99%
A (Very good)	8	75-79.99%
B+ (Good)	7	65-74.99%
B (Above average)	6	60-64.99%
C (Average)	5	50-59.99%
P (Pass)	4	40-49.99%
F (Fail)	0	<40%
Ab (Absent)	0	0

To pass and to complete the course, the student is supposed to secure 40% in each paper.

21. **Class / division:**
The division will be decided on the basis of performance of the student as shown in Grade Table. The First division will be awarded on obtaining 'B' or above grade.
22. **Transfer of credit /Academic Credit Bank:**
The transfer of credits will be permissible as per the policy of IIMT University Meerut in light of NEP/UGC guidelines.
23. **Change of discipline:** Not permitted/allowed.
24. **Use of technological intervention:** Every student is required to update him/herself with computer/ICT based knowledge as to be an expert modern teacher in present scenario of technology based education system.
25. **Student discipline:** Every student of M.Ed. Programme have to follow the discipline guidelines decided by the IIMT University Meerut time to time.
26. **Student Welfare:** During the M.Ed. programme following activities and facilities will provide for student welfare:
 - a. **Guest lectures,** group discussion, seminars, webinars, projects, field visits, online teaching and learning (whenever required) will be organized as per need and demand of the learner, time, course and curriculum.
 - b. Indoor and outdoor games and sport activities, Medical facilities, Pure drinking water facilities, Mess and canteen facilities, Wi-Fi, Computer lab, Central library and incubation center for research, Transportation, Radio IIMT and Lift facilities are available.
27. **Ragging:** Prohibited. The IIMT University Meerut has zero tolerance policy in the matter of ragging and an Anti-ragging squad is constituted to control and stop the ragging inside the IIMT University campus.
28. **Power to modify:** Any modification/removal/adding in the points/rules/regulations of this ordinance can be made by the Board of Studies (BOS) of the College of Education, IIMT University Meerut with the final approval of academic council of IIMT University Meerut. The Board of Studies of College of Education, IIMT University Meerut has approved the syllabus keeping in view the NCTE,UGC,NEP2020guidelines
29. **Exit Point:** Mark sheet and Degree will be awarded as Master of Education (M.Ed.) after the successful completion of the programme according to the rules mentioned above.

EVALUATION SCHEME

M.Ed. I (ODD) Semester

Course Code	Name of the Courses	Teaching Hours			Credits	IM	EM	Total
		L	T	P				
Core Courses								
EDUCC-101 N	Philosophical Foundation of Education	4	0	0	4	25	75	100
EDUCC-102 N	Psychological Foundation of Education	4	0	0	4	25	75	100
EDUCC-103 N	Introduction to Research methodology in Education	4	0	0	4	25	75	100
Discipline Centric Elective Courses (choose any one)								
EDUOC-104 N	Principles and Procedures of Guidance and Counseling	4	0	0	4	25	75	100
EDUOC-105 N	Measurement and Evaluation in Education	4	0	0	4	25	75	100
EDUOC-106 N	Environmental Education	4	0	0	4	25	75	100
Practicum/Skill Enhancement Courses								
EDUPC-101 N	Review of Research Studies in any area of Preference and writing Bibliography	0	0	4	2	50	–	50
EDUPC-102 N	Visit to Secondary Schools and Submission Activity Report (10days)	0	0	4	2	50	–	50
	Total	16	0	8	20	200	300	500

M.Ed. II (EVEN) Semester

Course Code	Name of the Courses	Teaching Hours			Credits	IM	EM	Total
		L	T	P				
Core Courses								
EDUCC-204 N	Sociological Foundation of Education	4	0	0	4	25	75	100
EDUCC-205 N	Advanced Statistical Analysis in Educational Research	4	0	0	4	25	75	100
EDUCC-206 N	Advanced Educational Technology and ICT in Education	4	0	0	4	25	75	100
Discipline Centric Elective Courses (Select any one of the following)								
EDUOC-207 N	Inclusive Education	4	0	0	4	25	75	100
EDUOC-208 N	Comparative Education	4	0	0	4	25	75	100
EDUOC-209 N	Personality Development	4	0	0	4	25	75	100
Practicum/Skill Enhancement Courses								
EDUPC-203 N	Preparation and Presentation of Synopsis for Dissertation	0	0	4	2	50	-	50
EDUPC-204 N	Class Room Observation (10 lessons) (Field Work)/ Reflective Seminar& Feedback Report (10 days)	0	0	4	2	50	-	50
	Total	16	0	08	20	200	300	500

M.Ed. III (ODD) Semester

Course Code	Name of the Courses	Teaching Hours			Credits	IM	EM	Total
		L	T	P				
Core Courses								
EDUCC - 307 N	History and Political Economy of Education	4	0	0	4	25	75	100
EDUCC - 308 N	Educational Management, Administration and Leadership	4	0	0	4	25	75	100
Discipline Centric Elective Course (Choose any Group: Group A or Group B)								
Group A: Elementary Education								
EDUSC-309 A N	Elementary Education in India : Administration and Management	4	0	0	4	25	75	100
EDUSC-309 B N	Issues and Curricular Concerns at Elementary Level	4	0	0	4	25	75	100
Group B: Secondary Education								
EDUSC-310 A N	Planning and Management at Secondary and Senior Secondary Education	4	0	0	4	25	75	100
EDUSC-310 B N	Issues and Curricular Concerns of Secondary and Senior Secondary Education	4	0	0	4	25	75	100
Practicum/skill Enhancement Courses								
EDUPC-305 N	Development of Research Tool and Data Collection	0	0	4	2	50	-	50
EDUPC-306 N	Internship in a Teacher Education Institution followed by a report and its presentation (20 days)	0	0	4	2	50	-	50
	Total	16	0	8	20	200	300	500

M.Ed. IV (EVEN) Semester

Course Code	Name of the Courses	Teaching Hours			Credits	IM	EM	Total
		L	T	P				
Core Courses								
EDUCC-409 N	Curriculum Design and Development	4	0	0	4	25	75	100
EDUCC-410 N	Teacher Education, History, Professional Issues and Global Trends	4	0	0	4	25	75	100
Ability Enhancement Compulsory Course								
EDUAEC-411 N	Life Skills Education	3	0	2	4	25	75	100
Discipline Centric Elective Course (Select any one)								
EDUOC-412 N	Peace and Human Right Education	3	0	2	4	25	75	100
EDUOC-413 N	Self-Development and Yoga Education	3	0	2	4	25	75	100
Practicum/Skill Enhancement Courses								
EDUPC-407 N	Dissertation and Viva Voce:	0	0	16	8	50	150	200
	Total	14	0	20	24	150	450	600

Grand Total of Credits of All Four Semesters of M.Ed.

Details Semesters	Teaching Hours			Credits	IM	EM	Total Marks
	Lecture	Tutorial	Practical				
Odd I Semester	16	0	8	20	200	300	500
Even II Semester	16	0	8	20	200	300	500
Odd III Semester	16	0	8	20	200	300	500
Even IV Semester	14	0	20	24	150	450	600
Grand Total	62	0	44	84	750	1350	2100



FORMAT-1

Academic Hand Book (College of Education)

Course name as per UGC	Cr.	Semester	Core Course/ Foundation Course CC/FC	Ability Enhancement Compulsory Course (AECC) AECC (Credit)	Skill Enhancement Course (SEC) SEC (Credit)	Discipline Specific Elective (any one) DSE(Credit)	Generic Elective (GE) (Credit)	Research Project (RP)	Prerequisite
Post Graduate degree (Master of Education)	20	I	CC1 = 4 CC2 = 4 CC3 = 4	NA	SEC-1= 2 SEC-2= 2	DSE 1 = 4	NA	1.Review of Research Studies in any area of Preference and writing Bibliography 2.Visit to Secondary Schools and Submission Activity Report(10days)	The minimum pass marks in each theory subject (including sessional marks) shall be 50% with a minimum of 40% marks in theory paper in the end semester examination
	20	II	CC4 = 4 CC5 = 4 CC6 = 4	NA	SEC-3= 2 SEC-4= 2	DSE 2 = 4	NA	1. Preparation and Presentation of Synopsis for Dissertation 2.Class Room Observation (10 lessons) (Field)	The minimum pass marks in each theory subject (including sessional marks) shall be 50% with a minimum of 40% marks in theory paper

								Work)/ Reflective Seminar& Feedback Report (10 days)	in the end semester examination	
	20	III	CC7 = 4 CC8 = 4	NA	SEC-5 = 2 SEC-6 = 2	DSE 3 = 4 DSE 4 = 4	NA	1.Development of Research Tool and Data Collection 2.Internship in a Teacher Education Institution followed by a report and its presentation (20 days)	The minimum pass marks in each theory subject (including sessional marks) shall be 50% with a minimum of 40% marks in theory paper in the end semester examination	
	24	IV	CC9 = 4 CC10 = 4	AECC-1=4	SEC-7 = 8	DSE 5 = 4	NA	Dissertation and Viva Voce:	The minimum pass marks in each theory subject (including sessional marks) shall be 50% with a minimum of 40% marks in theory paper in the end semester examination	
		Total Credits	40	04	20	20	00			
		Grand Total	84							



FORMAT-2

Academic Hand Book (College of Education)

Format-2

Program me	year	Semester (15 weeks)	Course	Credits	Periods per week	Periods (Hours) Per Semester	Course Title	Unit (Periods per Semester)	Prerequisite	Elective (For other Faculty)
Post Graduate degree (Master of Education)	First Year	Semester-1	1. CC1 (Th.4Cr.)	4	4	60	Philosophical Foundation of Education	Unit-1=14 Unit-2=10 Unit-3=18 Unit-4=18	The minimum pass marks in each theory subject (including sessional marks) shall be 50% with a minimum of 40% marks in theory paper in the end semester examination.	NA
			2. CC2 (Th.4Cr.)	4	4	60	Psychological Foundation of Education	Unit-1=08 Unit-2=20 Unit-3=08 Unit-4=08 Unit-5=06 Unit-6=05 Unit-7=05		
			3. CC3 (Th.4Cr.)	4	4	60	Introduction to Research methodology in Education	Unit-1=08 Unit-2=10 Unit-3=22 Unit-4=12 Unit-5=08		
			4. DSE 1 (Th.4Cr.)	4	4	60	Principles and Procedures of Guidance and Counseling OR	Unit-1=08 Unit-2=16 Unit-3=18 Unit-4=06 Unit-5=12		
	Measurement and Evaluation in Education OR	Unit-1=10 Unit-2=16 Unit-3=14 Unit-4=10 Unit-5=10								
	Environmental Education	Unit-1=12 Unit-2=14 Unit-3=10								

Semester-2						Unit-4=10 Unit-5=14		
	5. SEC-1(Pr.2 Cr.)	2	4	60	Review of Research Studies in any area of Preference and writing Bibliography	NA		
	6. SEC-2(Pr.2 Cr.)	2	4	60	Visit to Secondary Schools and Submission Activity Report (10 Days)	NA		
	7. CC4 (Th.4Cr.)	4	4	60	Sociological Foundation of Education	Unit-1=10 Unit-2=14 Unit-3=10 Unit-4=12 Unit-5=14	.The minimum pass marks in each theory subject (including sessional marks) shall be 50% with a minimum of 40% marks in theory paper in the end semester examination	
	8. CC5 (Th.4Cr.)	4	4	60	Advanced Statistical Analysis in Educational Research	Unit-1=14 Unit-2=10 Unit-3=14 Unit-4=22		
	9. CC6 (Th.4Cr.)	4	4	60	Advanced Educational Technology and ICT in Education	Unit-1=08 Unit-2=14 Unit-3=14 Unit-4=10 Unit-5=08 Unit-6=06		
	10. SEC-3(Pr.2 Cr.)	2	4	60	Preparation and Presentation of Synopsis for Dissertation	NA		
	11. SEC-4(Pr.2 Cr.)	2	4	60	Class Room Observation (10 lessons) (Field Work)/ Reflective Seminar& Feedback Report(10Days)	NA		
	12. DSE 2 (Th.4Cr.)	4	4	60	Inclusive Education	Unit-1=12		
						Unit-2=16		
						Unit-3=14		
						Unit-4=18		
OR Comparative Education					Unit-1=14			
					Unit-2=12			
					Unit-3=16			
OR Personality Development	Unit-4=18							
	Unit-1=14							
Unit-2=12								
Unit-3=18								
Unit-4=16								

Second Year	Semester-3	13. CC7 (Th.4Cr.)	4	4	60	History and Political Economy of Education	Unit-1=14 Unit-2=16 Unit-3=12 Unit-4=09 Unit-5=09	The minimum pass marks in each theory subject (including sessional marks) shall be 50% with a minimum of 40% marks in theory paper in the end semester examination.	
		14. CC8 (Th.4Cr.)	4	4	60	Educational Management, Administration and Leadership	Unit-1=16 Unit-2=14 Unit-3=18 Unit-4=12		
		15. SEC-5 (Pr.2 Cr.)	2	4	60	Development of Research Tool and Data Collection	NA		
		16. SEC-6 (Pr.2 Cr.)	2	4	60	Internship in a Teacher Education Institution followed by a report and its presentation (20 days)	NA		
		17. *DSE 3 (Th.4Cr.) & 18. *DSE 4 (Th.4Cr.)	4	4	60	Group A Elementary Education in India: Administration and Management	Unit-1=12 Unit-2=16 Unit-3=18 Unit-4=14		
					AND Issues and Curricular Concerns at Elementary Level OR	Unit-1=15 Unit-2=15 Unit-3=15 Unit-4=15			
					Group B Planning and Management at Secondary and Senior Secondary Education	Unit-1=15 Unit-2=15 Unit-3=15 Unit-4=15			
					AND Issues and Curricular Concerns of Secondary and Senior Secondary Education	Unit-1=14 Unit-2=16 Unit-3=14 Unit-4=16			
	Semester-4	19. CC9 (Th.4Cr.)	4	4	60	Curriculum Design and Development	Unit-1=15 Unit-2=15 Unit-3=15 Unit-4=15	The minimum pass marks in each theory subject (including sessional marks) shall	
		20. CC10 (Th.4Cr.)	4	4	60	Teacher Education, History, Professional Issues and Global Trends	Unit-1=12 Unit-2=12 Unit-3=12		

							Unit-4=12 Unit-5=12	be 50% with a minimum of 40% marks in theory paper in the end semester examination	
		21. AECC-1(Th.3Cr. P.1Cr.)	4	Th.=3 P.=2	75	Life Skills Education	Unit-1=16 Unit-2=14 Unit-3=15 Unit-4=18 Unit-5=12		
		22. SEC-7 (Pr.8 Cr.)	8	16	240	Dissertation and Viva Voce	NA		
		DSE (Th.3Cr. P.1Cr.) OR	4	Th.=3 P.=2	75	Peace and Human Right Education OR	Unit-1=18 Unit-2=18 Unit-3=19 Unit-4=20		
		DSE (Th.3Cr. P.1Cr.)		Th.=3 P.=2	75	Self-Development and Yoga Education	Unit-1=04 Unit-2=05 Unit-3=05 Unit-4=05 Unit-5=05 Unit-6=05 Unit-7=07 Unit-8=05 Unit-9=04 Unit-10=30		

IIMTU-NEP IMPLEMENTATION: EXIT POINTS

As per NCTE norms

*For DSE 3 & 4 Student has to opt. any one Group of Courses either Group A or Group B.

FORMAT-3

IIMTU-NEP IMPLEMENTATION
Year : I / Semester : I

Programme: PG Class: M.Ed.		Year : I Semester: I
Credits 4 Theory:4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUCC-101N	Title: PHILOSOPHICAL FOUNDATION OF EDUCATION	
Course Objectives: To enable the prospective teacher educators: <ul style="list-style-type: none"> • To understand the nature of education as a discipline • To examine the philosophical origin of educational theory and practice • To understand the nature and functions of philosophical approach of education. • To interpret and synthesize various concepts, philosophical assumptions and issues about educational phenomenon. • To know about various Indian schools of philosophy and their educational implications. • To appraise the contributions made by prominent Indian and western educational thinkers in education. • To enable the student to develop a philosophical point of view towards educational problems. 		
Nature of Paper: Core Course		
Minimum Passing Marks/Credits: 40% Marks		
L:4 (Hours/Week) T:0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	Philosophy <ul style="list-style-type: none"> • Philosophy, a directive doctrine and liberal discipline. • Normative, speculative and analytical functions of philosophy. • Branches of Philosophy – Metaphysics, Epistemology, Axiology, Aesthetics, Ethics, Logic 	14
II	Philosophy of Education <ul style="list-style-type: none"> • Philosophy of Education: its concept and significance for teachers; application of philosophy of education in teaching • Relationship between Philosophy and Education. 	10
III	Indian Schools of Philosophy <ul style="list-style-type: none"> • Indian schools of Philosophy: Sankhya, Vedanta, Buddhism, Jainism and Islamism. • Traditions, with special reference to the concepts of knowledge, reality and value, their educational implications for aims, contents and methods. • Contribution to Educational Thought and practice made by Great 	18

	<p>Indian thinkers:</p> <ul style="list-style-type: none"> J. Krishnamurti, Tagore, Vivekanand, Gandhiji and Radhakrishnan with special reference to the concept, aims, content and methods. Critical study of each of these thinkers in the present context of education). 	
IV	<p>Western Schools of Philosophy</p> <ul style="list-style-type: none"> Western schools of Philosophy: Idealism, Naturalism, Pragmatism and Existentialism, logical positivism with special reference to the concepts of knowledge, reality and value, their educational implications for aims contents and methods. Contribution made by Great Western thinkers: Plato, Rousseau, Dewey, Froebel and Bertrand Russell, Paulo fierier with special reference to the educational concept, aims, content and methods. 	18

Reference / Text Books:

- Agrawal, S. (2007). Philosophical Foundations of Education. Delhi: Authors Press.
- Aloni, N. (2007) Enhancing humanity: the philosophical foundations of humanities education. Dordrecht: Springer
- Brambeck, C. S. (1966). Social Foundation of Education - A Cross Cultural Approach. New York: John Willey.
- Brubacher, J. S. (1962) Eclectic Philosophy of Education. Prentice Hall, New Jercy: Englewood Cliffs.
- Brubacher, J. S. (1978). Philosophy of Higher Education. San Francisco: Jossey – Bass.
- Chau M., Kerry T. (2008). International Perspectives on Education. New York: Continuum

If the course is available as Generic Elective, then the students of following departments may opt it.
N/A

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	10
3) Assignments	05
4) ESE	75
Total:	100

Prerequisites for the course: Attendance minimum 75%

Course Learning Outcomes:

At the end of this course a student will be able to :

- Define the nature and function of philosophy of education.
- Describe the basic trends, principles and practices of the major school of Indian and western philosophy.
- Illustrate skill of logical analysis, interpretation and synthesis of various concept, proposition and philosophical assumptions about educational phenomena.
- Examine the contribution made to education by prominent educational thinkers.
- Assess the contributions made by prominent Indian and western educational thinkers in education.
- Develop a philosophical point of view towards educational problems.
- Make comparison between different philosophies and their approaches.

IIMTU-NEP IMPLEMENTATION
Year : I / Semester : I

Programme: PG		Year: 1
Class: M.Ed.		Semester: I
Credits 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUCC-102N	Title: PSYCHOLOGICAL FOUNDATION OF EDUCATION	
Course Objectives: To enable the prospective teacher educators: <ul style="list-style-type: none"> To understand psychology of development To develop understanding about school of psychology To develop understanding about theories of learning, motivation, development and their educational implications To understand individual differences and pupils' readiness towards learning 		
Nature of Paper: Core Course		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	Introduction to Psychological Basis of Education <ul style="list-style-type: none"> Educational Psychology: Concept; Concern and scope of Educational Psychology. Major schools of psychology and their contribution to education: Structuralism, Associations, Behaviorism, Gestalt, Psycho-analytic, Humanistic and Constructivist 	8
II	Child Development and Individual Differences <ul style="list-style-type: none"> Growth and Development – Concept, Principles, Sequential stages of Development Factors influencing development: genetic, biological, environmental and physical and their relative role Area of Development: Cognitive development : concepts and development of thinking and problem solving - Piaget and Vygotsky theories Affective development : concept and development of attitudes, interests and values, Erikson and Kohlberg's theories Psychomotor development : development of skills and objectives, 	20

	<p>Havighurst's Developmental Tasks</p> <ul style="list-style-type: none"> • Social Development - Albert Bandura • Language development with reference to syntax and structure : theory of Chomsky on language development • Individual Differences: Meaning, Concept and determinants of individual differences • Educational implication of individual difference 	
III	<p>Learning</p> <ul style="list-style-type: none"> • Learning : meaning, Concept and its Kinds • Correlates of learning- Maturation. Aptitude, Attitude and abilities • Factors influencing learning • Theories of Learning: Operant conditioning (Skinner), Hierarchy of Learning (Gagne), Information processing (Donald Norman), Mastery learning (Bloom), Hull's reinforcement theory, Tolman's theory of learning, Lewin's field theory, Constructivism & learning. - Brain base learning. • Educational implications of above theories of learning 	8
IV	<p>Intelligence</p> <ul style="list-style-type: none"> • Intelligence and cognitive abilities: Meaning, Definition, Nature • Theories of Intelligence-Guilford S I model, Howard Gardner' Theory of multiple intelligence • Measurement of Intelligence – Verbal, Non-Verbal, Paper Pencil-Performance, Individual and Group • Emotional Intelligence-concept and nature • Theories of Emotional Intelligence: Goleman's Theory of Emotional Intelligence and Triarchic Theory of Stenberg 	8
V	<p>Motivation and Creativity</p> <ul style="list-style-type: none"> • Motivation- concept and types • Theories of Motivation-Maslow, Herzberg • Role of Motivation in Learning • Creativity – Nature , Process, Identification and its measurement • Fostering and Guiding Creative Children • Techniques for development of Creativity- Brain-Storming, Attribute listing 	6
VI	<p>Mental Health</p> <ul style="list-style-type: none"> • Concepts and factors affecting mental health, ways of improving mental health • Adjustment and ways for reducing maladjustment, Defense Mechanism. 	5
VII	<p>Personality</p> <ul style="list-style-type: none"> • Concept, dimensions and theories of personality- psycho-analytic theory, trait theory, type theory • Measurement of personality-projective techniques 	5
<p>Reference / Text Books:</p> <ul style="list-style-type: none"> • Advanced educational psychology – R.N manav (Hindi/Eng.) 		

- Baron, R.A. (2002). Psychology, Fifth Edition. Singapore, Pearson Education Asia.
- Berk L. E. (2010): Child Development , Eighth Edition, PHI Learning Private Limited, New Delhi
- Carol S. Dweck. (2000). Self-theories: their role in motivation, personality, and development (essays in social psychology) Psychology Press capacity. New York: Harper and row, Publishers
- Mezirow, J. (2000). Learning as transformation: critical perspectives on a theory in progress. San Francisco: Jossey Bass.
- Ormrod, J.E. (2012). Essentials of educational psychology: big ideas to guide effective teaching. Boston, MA: Pearson Education Inc.
- Parmeshwaran, E.G and Beena, C (2002) An invitation to psychology, Hyderabad, India, Neel Kamal Publications Private Limited.
- Schunk, D. H. (2007). Learning theories: an educational perspective (5th Edition). New York: Prentice Hall.
- Gordon, William J.J. (1961) Synaptic: the development of creative

If the course is available as Generic Elective, then the students of following departments may opt it.
N/A

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	10
3) Assignments	05
4) ESE	75
Total:	100

Prerequisites for the course: Attendance min 75%

Course Learning Outcomes: Learner will be able to

- CO1 State the concept of human development and contribution of various school of psychology in education.
- CO2 Compare Child Development and Individual Differences.
- CO3 Explain conceptual background of learning theories and motivation.
- CO4 Assess personality development theories.
- CO5 Discuss the process of group dynamics.
- CO6 Prepare a list of direct and indirect mechanisms of adjustment and mental health.

IIMTU-NEP IMPLEMENTATION
Year : I / Semester : I

Programme: PG Class: M.Ed.		Year: I Semester: I
Credits 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUCC-103N	Title: INTRODUCTION TO RESEARCH METHODOLOGY IN EDUCATION	
<p>Course Objectives: To enable the prospective teacher educators:</p> <ul style="list-style-type: none"> To describe the nature, purpose, scope, areas and types of research in education. To explain the characteristics of quantitative, qualitative and mixed researches. To select and explain the method appropriate for a research study. To conduct a literature search and develop a research proposal. To explain a sampling design appropriate for a research study. To explain tool, design and procedure for collection of data. To explain the importance of documentation and dissemination of researches in education. 		
Nature of Paper: Core Course		
Minimum Passing Marks/Credits: 40% Marks		
L:4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	Research in Education: Conceptual Issues <ul style="list-style-type: none"> Sources of knowledge generation Meaning, nature scope and characteristics of educational research. Type of Educational Researches. Types of Educational Research. 	8
II	Research proposal <ul style="list-style-type: none"> Sources of research problems, identification and conceptualization of research problem: statement of the problem and research questions in qualitative and quantitative researches. Hypotheses: importance, characteristics, formulation and forms. Review of the literature: purpose, resource of renew of literature using databases, internet, library etc. Preparation of research proposal: framework of the research proposal and strategies for writing the research proposals. 	10

<p>III</p>	<p>Types of Research</p> <ul style="list-style-type: none"> • According to purpose : theoretical or fundamental research , applied research – its meaning, nature and characteristics • According to scope: exploratory research, descriptive research, explanatory research, correlation research,-its meaning, nature and characteristics. • According to the type of data used: qualitative research , Qualitative research • According to the degree of manipulation of variables: experimental research, observational studies, quasi- experimental research • According to the type of inference: deductive investigation ,inductive research, hypothetical deductive research - its meaning, nature, scope and characteristics • According to the time: longitudinal (Diachronic research) cross sectional study (synchronous research) - its meaning, nature and characteristics. • According to how data is obtained: documentary research, field survey, laboratory research, mixed method research 	<p>22</p>
<p>IV</p>	<p>Quantitative Methods of Research</p> <ul style="list-style-type: none"> • Experimental research: variables in experimental research: independent, dependent and confounding variable: ways to manipulate an independent variable, purpose and methods to control confounding variables. • Techniques of control: matching, holding the extraneous variable constant and statistical. • Experimental research design: single-group pre-test post-test design, pre-test post-test control-group design, post-test only control group design and factorial design • Quasi-experimental design: nonequivalent comparison group design, and time-series design • Internal and external validity of results in experimental research 	<p>12</p>
<p>V</p>	<p>Qualitative Methods of Research</p> <ul style="list-style-type: none"> • Qualitative research approaches: phenomenology, ethnography, naturalistic enquiry: case studies, grounded theory, narrative research. • Historical research: meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source. • Mixed research: meaning, fundamentals principles, strengths and weaknesses. 	<p>8</p>
<p>Reference / Text Books:</p> <ul style="list-style-type: none"> • Best, J. W., & Kahn, J. (1997). Research in education. New Delhi: Prentice -Hall of India Ltd. • Borg, B.L. (2004). Qualitative research methods. Boston: Pearson. • Bogdan, R.C., & Biklen, S. K. (1998) Qualitative research for education: an introduction to theory and methods. Boston MA: Allyn and Bacon. • Bryman, A. (1988). Quantity and quality in social science research. London: Routledge • Charles, C.M., & Merton, C.A.(2002). Introduction to educational research. Boston: Allyn and Bacon. 		

• Cohen, L., & Manion, L. (1994). Research methods in education. London	
If the course is available as Generic Elective, then the students of following departments may opt it. NA	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	10
3) Assignments	05
4) ESE	75
Total:	100
Prerequisites for the course: Attendance min 75%	
Course Learning Outcomes:	
Learner will be able to	
CO1: Define the sources of knowledge.	
CO2: Describe the concept of scientific method.	
CO3: Demonstrate research proposal.	
CO4: Compare different methods and types and research.	
CO5: Identify research problem along with its specification in terms of objectives, hypothesis, definitions, variables and delimitations.	
CO6: Design probability and non-probability sampling.	

IIMTU-NEP IMPLEMENTATION
Year : I / Semester : I

Programme: PG		Year: I
Class: M.Ed.		Semester: I
Credits 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUOC-104N	Title: PRINCIPLES AND PROCEDURES OF GUIDANCE AND COUNSELING	
<p>Course Objectives: To enable the learners to:</p> <ul style="list-style-type: none"> • Understand concept, need and principles of guidance • Understand Role of National and State Level Agencies in the guidance Programmes. • Understand principles, and problems of different types of guidance. • Become familiar in the use of testing and Non-Testing Techniques. • Understand the concept and process of counseling • Understand different approaches of counseling. • Develop counseling skills. • Understand different approaches to evaluate the guidance Programmes. 		
Nature of Paper: DSE		
Minimum Passing Marks/Credits: 40% Marks		
L:4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted /
I	<p>Meaning and Nature of Guidance</p> <ul style="list-style-type: none"> • Concept, Assumptions, Scope and Need for Guidance at different levels of Education. Limitations of Guidance. • Bases of guidance: Philosophical, Sociological, Pedagogical, Psychological • Types of Guidance: Educational, Vocational and Personal, Group Guidance • Major Guidance Areas: education, career, social, health, moral, marital • Agencies of guidance: National, State, District and Local Levels. • Role of Teachers and Headmasters/Principals in the school guidance programme. 	08
II	<p>Methods, Techniques and Appraisal of Guidance</p> <ul style="list-style-type: none"> • Organizing Guidance Services at Elementary and Secondary level. 	16

	<ul style="list-style-type: none"> Steps in the Guidance Process. Assessment in Guidance: Testing Devices-Intelligence tests, Achievement tests, Aptitude tests, Personality Inventories, Interest Inventories, Attitude Scale Assessment in Guidance: Non-Testing Devices-Cumulative record Card, Sociometric techniques, projective techniques, Rating Scale, Case Study, Personal account (diary entries), Autobiographies Presenting, analyzing, interpreting and reporting the data acquired through testing and non-testing devices Techniques of guidance- home visits, interview, observation 	
III	<p>Meaning and Nature of Counseling</p> <ul style="list-style-type: none"> Concept, Characteristics, and Principles of Counseling. Counseling Skills. Counseling Approaches – Directive, Non-directive and Eclectic. Individual and Group Counseling and Ethical issues in Counseling Difference between Guidance and Counseling Theories of counseling-Psychoanalytical theory (Freud, Jung), Self concept/actualization theory (Rogers, Maslow), Trait theory (Williamson, Cattell) and Behaviorist theory (Skinner, Pavlov). 	18
IV	<p>Guidance of Children with Special Needs</p> <ul style="list-style-type: none"> Needs and Problems Guidance of the Gifted and Creative Students Guidance of under achiever and first generation learners • Evaluation of Guidance Programme: Need, Approaches and Problems 	06
V	<p>Role of Teacher/ Head master in Guidance and Counseling</p> <ul style="list-style-type: none"> Role of teacher in organizing guidance services Teacher as a counselor Types of problems faced by students -Academic Problems, Class room problems, Personal, Vocational, Emotional/social problem (Adjustment) Reducing stress and problems, Role of relaxation strategies- yoga and meditation therapies 	12

Reference / Text Books:

- Aggarwal, J. C. (1989). Educational, Vocational Guidance and Counseling. New Delhi: Doaba House.
- Arther J. J., (1971). Principles of Guidance, New Delhi: Tata Mc Graw Hill.
- Bhatnagar, A., & Gupta N. (1999). Guidance & Counselling: Practical (Vol I & II) New Delhi: Vikas Publishing House.
- Gupta, S.K. (1985). Guidance and Counselling. New Delhi: Mittal. Publication
- Kochhar, S.K. (1984). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling. Publication
- Norton, K and Mcgauley, G (1998). Counselling Difficult Clients. New Delhi: Sage Publications,
- O'Leary, C.J (1999). Counselling Couples and Families. New Delhi: Sage Publications, Ponte Otto,

- D.B. Casas, J.M; Suzuki, L.A. And Alexander, C.M. .(2001). Handbook of Multicultural Counseling. New Delhi: Sage Publications,
- Rivers, P.C (1994) Alcoholic and Human Behaviour: Theory Research and Practice. New Delhi: New Jersey: Prentice Hall.
- Rao, S Narayana, (1995). Counselling and Guidance, New Delhi: Tata McGraw Hill Publishing Co.Pvt Ltd
- Sherry, J. (2004).Counselling Children, Adolescents and Families. New Delhi

If the course is available as Generic Elective, then the students of following departments may opt it.

1. N/A

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	10
3) Assignments	05
4) ESE	75
Total:	100

Prerequisites for the course: Attendance min 75%

Course Learning Outcomes:

Learner will be able to

- CO1: Define the concept, need, scope and necessity of guidance.
 CO2: Explain principles and problems of different types of guidance.
 CO3: Illustrate guidance for the children with special needs.
 CO4: Compare different approaches of counseling
 CO5: Assess the process of counseling.
 CO6: Organize the guidance Programmes.

IIMTU-NEP IMPLEMENTATION
Year : I / Semester : I

Programme: PG		Year: I
Class: M.Ed.		Semester: I
Credits 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUOC-105N	Title: MEASUREMENT AND EVALUATION IN EDUCATION	
Course Objectives: On completion of this course the students will be able to:		
<ul style="list-style-type: none"> • Understand the concepts of measurements, evaluation and examination. • Develop the skill of formulating instructional objectives, learning experiences and evaluation procedures. • Develop the skill to use evaluating tools. • Collect scientific data about learners by administering different types of tests. • Develop the familiarity with the teacher made and standardized achievement tests. • Understanding the problems of evaluation in the present system of education. • Understand the utility of continuous and comprehensive evaluation in education. 		
Nature of Paper: DSE		
Minimum Passing Marks/Credits: 40% Marks		
L:4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	Measurement and Evaluation: <ul style="list-style-type: none"> • Concept and meaning of measurement and evaluation, • Scales of measurement: nominal, ordinal, interval and ratio, • Types of evaluation techniques: Inventory, Questionnaire, Check list, Interview, Observation Schedule, Rating Scale • Types of Tests: Achievement, Interest, Creativity etc. / Objective, short answer type or Essay type Tests • Role of measurement and evaluation in education. 	10
II	Qualities of a test: <ul style="list-style-type: none"> • Validity: concept, determination, factors contributing to test validation. • Reliability: Concept, estimation, factors contributing to test reliability, while interpreting reliability coefficients • Objectivity and usability of the test • Norms: Meaning and Types –Age norms, Grade Norms, Percentile and 	16

	<p>percentile rank, stanine, Criterion referenced and norms referenced interpretation, raw score and standard, sigma score, T-score, standard - score.</p> <ul style="list-style-type: none"> • Standard error of measurement, 	
III	<p>Test construction</p> <ul style="list-style-type: none"> • Basic requirement in preparing a test • Table of specifications (Blue Print), writing objectives in behavioural terms • Item Analysis: Difficulty level, discriminating index. Distracter count and its computation. • Types of test items and general rules for writing better items. • Precautions in formulating essay type items and their scoring, • Advantages and limitations of objective and essay type tests; teacher made and standardized tests. 	14
IV	<p>Correlation in Measurement</p> <ul style="list-style-type: none"> • Correlation , its meaning and types; • How to estimate product moment correlation coefficient; Partial & multiple correlation; Biserial , Point Biserial Correlation, Phi – coefficient and Tetra choric Coefficient • Regression and Prediction(linear and multiple) 	10
V	<p>Testing of Statistical hypothesis</p> <ul style="list-style-type: none"> • Significance of various statistical measures:- Mean , SD , Percentile and Correlation • Significance of difference between two means: t-Test One Way and Two way Analysis of Variance (ANOVA) and Analysis of covariance (ANCOVA): F-Test • Scatter Diagram and Factor Analysis. 	10
<p>Reference / Text Books:</p> <ul style="list-style-type: none"> • Adams, G.S. (1964). Measurement and Evaluation in Education & Psychology. New York: Rinehart and Winston. • Aiken, L.R. & Gary Growth Marhant (2011). Psychological Testing and Assessment (12th edition). New Delhi: Pearson. • Anastasia, Anne and Urbina, Susana (2008). Psychological Testing. New Delhi: Prentice Hall of India Pvt. Ltd. • Creswell, J.W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. London: Sage Publications. • Garrett, H.E. (2004). Statistics in Psychology and Education (11th Indian print). New Delhi: Paragon International. • Jain, Tina (2015) Educational Measurement and Evaluation. New Delhi: APH Publishing Corporation. • Educational measurement and evaluation (Dr. Amar Jeet Parihar) R. Lal Book Depot. Meerut. 		
<p>If the course is available as Generic Elective, then the students of following departments may opt it. N/A</p>		

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	10
3) Assignments	05
4) ESE	75
Total:	100
Prerequisites for the course: Attendance min 75%	
Course Learning Outcomes:	
Learner will be able to	
CO1: Define the concepts of measurements, evaluation and examination	
CO2: Assess achievement test, intelligence test and personality test.	
CO3: Compare the importance of psychological tests.	
CO4: Explain the concept of measurement and evaluation.	
CO5: Evaluate various types of evaluation.	
CO6: Construct psychological tools.	

IIMTU-NEP IMPLEMENTATION
Year : I / Semester : I

Programme: PG		Year: I
Class: M.Ed.		Semester: I
Credits 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUOC-106N	Title: Environmental Education	
Course Objectives: The Students will be to: <ul style="list-style-type: none"> • Understand the relationship between humans being and their environment. • Develop sensitivity towards environment disaster management. • Acquire an understanding of the process of environment education. • Develop skills and competencies as teachers for management of environmental awareness programmers. 		
Nature of Paper: /DSE		
Minimum Passing Marks/Credits: 40% Marks		
L:4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	<ul style="list-style-type: none"> • Environment, Initiatives for Protection and Disaster Management • Environment: Meaning & Types: Natural, Social & Economic Environment: interdependence & interaction among them, Relationship between Man and Environment. • International Conference for Environment Protection: Stockholm Conference (1972), Rio Conference (1992) and Johannesburg Conference (2002). • United Nations Environment Programme (UNEP) - Objectives & Functions • Environment Disasters: meaning, natural & manmade disasters and their management, Natural Disasters and their Management; Earthquake, Volcano, Cyclones, Flood & Drought. • Management of Pollution as a Manmade Disaster: Causes, effects & control of - Air Pollution, Water Pollution, Land Pollution and Sound Pollution. 	12
II	Education for Conservation of Natural Resources and Sustainable Development <ul style="list-style-type: none"> • Natural Resources: Forest, water, minerals, Food, Energy-their use exploitation and conservation • Ways of Conservation of Natural Resources: Refuse, Reuse, Recycle, Reduce, 	14

	<p>Replace, Restore, Regenerate, and Reshape .</p> <ul style="list-style-type: none"> • Environment Movements: Chipko Andolan, Silent Valley, Narmada Bachaoetc and their role in Environmental conservation • Role of Education in Conservation of Natural Resources. • Sustainable Development: Meaning & dimensions (natural, social & economic). • Strategies for Sustainable Development; Guiding Principal for Sustainable Development. • Environmental Impact Assessments (EIA) - meaning, steps, principal & importance of EIA in Sustainable Development. • Role of Environment Education in Sustainable Development - Need of an Interdisciplinary Approach. 	
III	<p>Environment Education - Need and Scope</p> <ul style="list-style-type: none"> • Environmental Education: Meaning need and Scope. • Need of Environment Education for secondary school children, school teachers, student teachers and teacher Educators. • Environmental Awareness programmes for change in attitude and sensitization towards environment • Guiding Principles of Environment Education: Environmental ethics and values; Environmental Acts, Rules and Regulations; Role of Ministry of Forest and Environment; Government policies, plans and programmes. 	10
IV	<p>Environmental Issues and its Preventive measures: Unit V: Biodiversity and its Conservation:</p> <ul style="list-style-type: none"> • Causes and effects of environmental hazards • Environmental Pollution: Air, Water, Noise, Soil, Marine, Thermal, Nuclear : its causes and remedies • Climate Change: Global Warming, Pillar Melting, Acid Rain, Ozone Layer Depletion and its effects • Natural disasters: Flood, Earth Quakes, Cyclone, Landslides, Volcanic Eruptions • Meaning of Biodiversity; India as the Mega diversity nation • Threats to Biodiversity: Habitat loss, poaching of wild life, man –wildlife conflicts • Conservation of genetic diversity- an important environmental priority; learning to live in harmony with nature. 	10
V	<p>Biodiversity and its Conservation:</p> <ul style="list-style-type: none"> • Meaning of Biodiversity; India as the Mega diversity nation • Threats to Biodiversity: Habitat loss, poaching of wild life, man –wildlife conflicts • Conservation of genetic diversity- an important environmental priority; learning to live in harmony with nature 	14
Reference / Text Books:		
If the course is available as Generic Elective, then the students of following departments may opt it. N/A		

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	10
3) Assignments	05
4) ESE	75
Total:	100
Prerequisites for the course: Attendance min 75%	
<p>Course Learning Outcomes: Learner will be able to</p> <p>CO1: Define the meaning, scope and history of Environmental Education.</p> <p>CO2: Critically analyze the environmental Protection Acts.</p> <p>CO3: Explain the concept of natural hazards, disaster management and solid waste management.</p> <p>CO4: Develop sensitivity towards environment disaster management</p> <p>CO5: Justify the role of information technology in environmental education.</p> <p>CO6: Categorize the environmental ethics in their daily life activities.</p>	

IIMTU-NEP IMPLEMENTATION
Year : I / Semester : II

Programme: PG		Year: I
Class: M.Ed.		Semester: II
Credits: 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUCC-204N	Title: SOCIOLOGICAL FOUNDATION OF EDUCATION	
Course Objectives: To enable the prospective teacher educators: <ul style="list-style-type: none"> To develop adequate familiarity with social structure, class, caste and culture. To help students to make a critical analysis of the social structure. To enable them to realize the sale of education as an instrument of social, political, economic and technological change. 		
Nature of Paper: Core Course		
Minimum Passing Marks/Credits: 40% Marks		
L:4 (Hours/Week) T: 0 P: 0 Theory - 15Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	Sociology of Education and Educational Sociology: <ul style="list-style-type: none"> Sociology of education- concept, nature, scope, functions of sociology of education. Difference between educational sociology and sociology of education, need for a sociological approach in education. Education as a sub system of society interacting with other social institutions as family, community, economy, political system, and religion. Social institutions and their role in the development of attitude and values (with reference to family, community, school and youth organizations). Social Media: its role and significance in Education 	10
II	Social Organization and Socialization: <ul style="list-style-type: none"> Social organization- concepts, definition, characteristics, Social groups: Disorganization, differentiation and stratification- meaning, definition, characteristics and influencing factors. Social systems-functional and structural, education as a sub system of social system. Socialization-concept, mechanism and theories of socialization. Education 	14

	and socialization. Need of socialization.	
III	<p>Culture and Education:</p> <ul style="list-style-type: none"> • Culture and education- meaning, nature and types of culture, role of education in the cultural context, cultural change, cultural crisis, with special reference to Indian society. • Cultural unity and diversity in India, culture and society, culture and civilization. 	10
IV	<p>Social Change:</p> <ul style="list-style-type: none"> • Social change-concepts, patterns characteristics and theories of social change, education as an instrument, factors and reflection of social change and social mobility, concept, types of mobility. • Constraints of social change in India in the face of caste, class, language, religion, regionalism and ethnicity. 	12
V	<p>Social Thoughts:</p> <ul style="list-style-type: none"> • Study of social thoughts and contribution of Emile Durkheim, Tolcott Parsons, P.A.Sorokin and Charles Cooley • Human rights and value education, values and beliefs, social norms. 	14

Reference / Text Books:

- Aggarwal, J.C. (1985). Philosophical and sociological bases of education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhatia & Bhatia. (1992). Philosophical and sociological foundations of education. New Delhi: Doaba House.
- Brown, F.J. (1947). Educational sociology. New York: Prentice Hall Inc.
- Chattopadhyaya (Ed) (2002). The cultural heritage of India. Vedanta Press (RK Institute of Culture)
- Dewey, J. (1916). Democracy and education. New York: Macmillan & Co.
- Dhiman, O.P. (2008). Foundations of education. Lucknow: Atma Ram & Sons.
- Durkheim (1956). Education and sociology. The free Press
- Havinghurst, R.J., & Neugartn, B.L (1967). Society and education. Boston: Allyn and Bacon.
- Mathur S.S. (1968). A sociological approach to Indian education. Agra: Vinod Pustak Mandir.
- Maheshwari, V.K, (2017) Philosophical and Sociological Perspectives of Education, Meerut, DSA Books International.
- Ansari M.S. (2017) Principal of Education. Meerut: DSA Books International.
- Ruhela, S.P.(2017) Sociology of Education. Meerut: DSA Books International.
- Bourdieu, P., Chamboredon, J.C. and Passeron J.C (1991). The Craft of Sociology: Epistemological Preliminaries. Barlin: Walter de Gruyter.

If the course is available as Generic Elective, then the students of following departments may opt it.
NA

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	10
3) Assignments	05
4) ESE	05
Total:	100

Prerequisites for the course: Attendance min 75%

Course Learning Outcomes: At the end of this course a student will be able to :

- CO1 To define the meaning, concept and nature of Sociology of Education.
- CO2 To describe the concept, characteristics of social organization, socialization, social group and social system.
- CO3 Understand the role of new technologies in the changing social content
- CO4 To analyze social change and its theories, social mobility and constraint of social change
- CO5 Arrange issues of equality & excellence in education.
- CO6 Discuss certain Modern Trends in the social content.

IIMTU-NEP IMPLEMENTATION
Year : I / Semester : II

Programme: PG		Year: I
Class: M.Ed.		Semester: II
Credits 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUCC-205N	Title: Advanced Statistical Analysis in Educational Research	
Course Objectives: To enable the learners to: <ul style="list-style-type: none"> • Understand the concept and nature of educational data. • Understand and apply various statistical techniques to field-based educational data. • Appreciate the role of statistical tools / techniques in analysis of data for educational research. • Employ computer software for analyzing educational data. • Make interpretations of findings revealed through statistical data analysis. 		
Nature of Paper: /Core Course		
Minimum Passing Marks/Credits: 40% Marks		
L:4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	Basics of Descriptive Statistics: <ul style="list-style-type: none"> • Types of data (Continuous and Discrete Data), Frequency Distribution and its Graphic Representation (Histogram, Frequency Polygon, Line Graph, Ogive, Pie Chart). • Measures of Central Tendencies and Variability (Range, Quartile Deviation, SD, Variance), Percentile and Percentile Ranks. • Meaning and Importance of Normal Distribution Curve (NPC), Properties of NPC, Applications of NPC. • Measuring Divergence of Field-based Data from Normality (Skewness and Kurtosis). 	14
II	Descriptive Statistics: Correlation and standard scores <ul style="list-style-type: none"> • Concept of Correlation, Product Moment, Partial and multiple correlation Uses and Significance of Correlation Coefficient. • Standardized Scores (z-Scores and T-Scores) and their calculations. 	10
III	Basics of Inferential Statistics and Computer Data Analysis <ul style="list-style-type: none"> • Scales of Measurement, Variables and its Types (Independent, Dependent and Intervening). 	14

	<ul style="list-style-type: none"> • Difference between Parametric and Non Parametric Statistics and rationale for using them in the analysis of data, Type-I and Type-II Errors. • Concept of Degrees of Freedom, Levels of Significance and their Use in Interpretation of Results. • Uses of Computers in Data Analysis, Data Analysis Software (MS-Excel, SPSS) and their Use in Analysis of Data, Selection of an Appropriate Statistical Test. 	
IV	<p>Inferential Statistics: Parametric and Non-Parametric Tests</p> <ul style="list-style-type: none"> • Parametric Tests: Assumptions of t-test and Analysis of Variance (ANOVA), One-tailed and Two-tailed Tests of Significance, t-test and Significance of Difference between Means (for small and large samples, correlated and uncorrelated groups). • ANOVA for equal and unequal groups (up to two way factorial Designs). • Non-Parametric Tests: Chi-Square Test (Assumptions and Uses), Spearman Rank Difference Correlation Method, and Contingency Coefficient (C). • Significance of Difference between Percentage and Percentage Change, Margin of Errors in Percentage Analysis. 	22

Reference / Text Books:

- Best, John W. (1995) Research in Education. New Delhi: Prentice Hall.
- Cohen, Louis; Manion, Lawrence and Morrison, Keith. Research Methods in Education (7th Ed.). London: Routledge.
- Cornell. The Essentials of Educational Statistics.
- Garrette, Henry E., (1966) Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
- Guilford, J P (1965) Fundamental Statistics in Psychology and Education, New York: McGraw Hill Book Co.
- George, Darren and Mallery, Paul, SPSS for Windows: Step by Step. New Delhi: Pearson.
- Gupta, S. P. Statistical Methods. New Delhi: Sultan Chand and Sons.

If the course is available as Generic Elective, then the students of following departments may opt it.
N/A

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	10
3) Assignments	05
4) ESE	75
Total:	100

Prerequisites for the course: Attendance min 75%

Course Learning Outcomes: Learner will be able to

- CO1 Define the concept and learning process of Research
- CO2: Implement various statistical techniques to field-based educational data.
- CO3: Explain the role of statistical tools / techniques in analysis of data for educational research.
- CO4: Demonstrate computer software for analyzing educational data.
- CO5: Compose interpretations of findings revealed through statistical data analysis
- CO6: Compare qualitative and quantitative Research.

IIMTU-NEP IMPLEMENTATION
Year : I / Semester : II

Programme: PG		Year: I
Class: M.Ed.		Semester: II
Credits 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUCC-206N	Title: Advanced Educational Technology and ICT in Education	
<p>Course Objectives: To enable the prospective teacher educators:</p> <ul style="list-style-type: none"> • To develop an understanding of the nature and scope of educational technology. • To develop an awareness about the recent innovations and future perspectives of education technology. • To acquaint with the challenges and opportunities emerging in integrating new technology in educational processes. • To select, use and produce instructional material and media effectively. • To develop the ability for critical appraisal of the audio-visual media. • To become good practitioner of educational technology. 		
Nature of Paper: /Core Course		
Minimum Passing Marks/Credits: 40% Marks		
L:4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	<p>Understanding Educational Technology</p> <ul style="list-style-type: none"> • Educational technology: concept and approaches • Educational technology: present trends and futuristic vision. • Major institutions of educational technology in India – CIET, IGNOU, SIET, NIOS, • Consortium for educational Communication (CEC). 	08
II	<p>Educational Technology and Communication</p> <ul style="list-style-type: none"> • Concept, Scope and Importance of Educational Technology • Role of Technology in Various Educational Practices • Concept, Process and Components of Communication, Barriers to Effective Classroom Communication, Role of Multimedia Approaches in Educational Communication • Modern Trends in Educational Communication such as e-mail, teleconferencing and Interactive Video Conferencing, Wiki, Blogging 	14

	and Social Networking	
III	<p>Educational Technology for Teaching-Learning Purposes</p> <ul style="list-style-type: none"> • Modalities of teaching: teaching, training, instruction, conditioning, indoctrination. • Stages of teaching: pre- active, interactive and post- active. • Teaching at different levels: memory, understanding and reflective. • Organizing teaching and learning by using educational technology: Open Educational 	14
IV	<p>Technology for Classroom Instruction</p> <ul style="list-style-type: none"> • Components, Working and Uses of Over Head Projector (OHP), Movie Projector, Liquid Crystal Display (LCD) Projector, • Components, Working and Uses of Computer, Audio-Video Recording Instruments, Closed Circuit Television (CCTV) and Smart Board/Electronic Board • Programmed Learning (Linear and Branching), Personalizes System of Instruction, Computer Assisted Instruction (CAI) and Web Based Learning • Challenges in Integration of Technology for Classroom Instruction 	10
V	<p>Technology Enhanced Student-Centered Learning Environment</p> <ul style="list-style-type: none"> • Concept and Importance of E-Learning, M-Learning, Collaborative Learning, Blended Learning., flipped learning • Technology Aided Learning and Virtual Classroom for generating Student-Centered Learning Environment • Role of Central Institute Of Educational Technology(CIET) to Promote Utilization of Educational Technologies • Recent Trends of Research in Educational Technology 	08
VI	<p>Distance Education</p> <ul style="list-style-type: none"> • Distance education: concept, methods and techniques. • Offering distance education: student support services and evaluation strategies. 	06
<p>Reference / Text Books:</p> <ul style="list-style-type: none"> • Aggarwal, J.C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas • Allison, L.J. (2003): Refusing online resources. A sustainable approach to e-Learning. Kogan Page Limited • Bengalee, C. (1986). Introduction to educational technology: innovations in education. Mumbai: Saith. • Bhatia, K.K. (2001). Foundation of teaching learning process. Ludhiana: Tandon Publishers. • Bhatt, B. D., & Sharma, S. R.(1992). Educational technology: concept and technique. New Delhi: Kanishka Publishing House. • Dahiya, S.S. (2008). Educational technology: towards better teaches preference. Delhi: Shirpa Publication. • Dangwal, K.L (2010). Computers in teaching and learning. Agra: Vinod Pustak Mandir. • Das, R. C. (1993). Education technology: a basic text. New Delhi: Sterling. • Dasgupta, D. N. Communication and Education, Pointer Publishers • Heinich, R., Molenda, M., & Russell, J. D.(1989). Instructional media and the new technologies of instruction. New York: Macmillan. 		

- Jain, P. (2004). Educational technology. New Delhi: Dominant.
- Joyce, B. (2009). Models of teaching. New Delhi: PHI Learning.
- Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha.
- Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiana: Tandon Publishers.
- Mukhopadhyay, M. (1990). Educational technology: challenging issues. New York: Sterling.

If the course is available as Generic Elective, then the students of following departments may opt it.

N/A

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	10
3) Assignments	05
4) ESE	75
Total:	100

Prerequisites for the course: Attendance min 75%

Course Learning Outcomes:

Learner will be able to

- CO1 Define fundamental concepts, principles and processes, and scope of teaching technology.
- CO2 Analyze technological challenges and issues in teaching process and will able to develop new teaching strategies.
- CO3 Compare learner knowledge, understanding, skills and abilities related to organizing and managing an teaching learning process in class room teaching.
- CO4 Examine learner's academic knowledge, research skills and practical employ ability skills.
- CO5 Explain the scope of ICT and its applications in teaching learning.
- CO6: Prepare ICT tool and techniques for teaching learning

IIMTU-NEP IMPLEMENTATION
Year : I / Semester : II

Programme: PG Class: M.Ed.		Year: I Semester: II
Credits 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUOC -207 N	Title: INCLUSIVE EDUCATION	
<p>Course Objectives: On completion of this course the students will be able to:</p> <ul style="list-style-type: none"> Understand the global and national commitments towards the education of children with diverse needs, Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel, Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education, Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools, Analyses special education, integrated education, mainstream and inclusive education practices, Identify and utilize existing resources for promoting inclusive practice. Developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs, Appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned, Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners, Preparing a conducive teaching learning environment in varied school settings, 		
Nature of Paper: /DSE		
Minimum Passing Marks/Credits: 40% Marks		
L:4 (In Hours/Week) T: 0 P: 0 Theory - 1 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	<p>Introduction and Preparation for Inclusive Education</p> <ul style="list-style-type: none"> Difference between special education, integrated education and inclusive education. Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational 	12

	<p>situations</p> <ul style="list-style-type: none"> • National and International initiatives for inclusive education • Current Laws and Policy Perspectives supporting IE for children with diverse needs • Concept and meaning of diverse needs. • Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education. • Brief account of existing special, integrated and inclusive education services in India. Page 77 of 113 • Building inclusive learning friendly classrooms, overcoming barriers for inclusion. • Creating and sustaining inclusive practices. • Role of teachers, parents and other community members for supporting inclusion of children with diverse needs. 	
II	<p>Children with Diverse Needs and Utilization of Recourses</p> <ul style="list-style-type: none"> • Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backward ness, underachievement, slow • Learners, children with special health problems, environmental / ecological difficulties and children belonging to other marginal groups. • Importance of early detection, Functional assessment for development of compensatory skills. • Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning. • Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC, ST and linguistic and other minority groups. • Role of technology for meeting diverse needs of learners • Concept and importance of human and material resources. • Types of services approaches, strategies, personnel involved and their specific roles and responsibilities. • Creating conducive environment in inclusive schools: material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community. • Managerial skills for mobilizing appropriate resources. • Identifying the required resources for children with varied special needs 	16
III	<p>Curriculum adaptations and evaluation for children with diverse needs</p> <ul style="list-style-type: none"> • Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental 	14

	<p>disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backwardness, underachievement , slow learners, children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.</p> <ul style="list-style-type: none"> • Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings. • Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms. • Techniques and methods used for adaptation of content , laboratory skills and Page 78 of 113 play material 	
<p>IV</p>	<p>Teacher Preparation for Inclusive Education:</p> <ul style="list-style-type: none"> • Review existing educational programmes offered in secondary school (general, special education). • Skills and competencies of teachers and teacher educators for secondary education in inclusive settings. • N.C.F 2005 and curriculum for teacher preparation and transaction modes. • Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators. • Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes. • Role of different national and international agencies {institutions, universities} in promoting inclusive education. • Planning and conducting research activities :Selecting appropriate areas of research, types of research needed for enhancement of learning in children with diverse needs, steps involved in planning and supervising research activities, recent trends in research - national and international level with respect to children with diverse needs. • Supportive Services for inclusion and research Suggested Practical Work: • Observation of inclusive teaching strategies and discussion. • Planning and conducting multi level teaching in the DMS (two classes). • Critical analysis of N. C. F 2005 for planning quality teacher preparation programme • Identify suitable research areas in inclusive education. 	<p>18</p>
<p>Reference Books:</p> <ul style="list-style-type: none"> • Ainscow, M., Booth. Bristol: Center for Studies in Inclusive Education. • Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002. • Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press. • Jha. M. (2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India. • Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs NCERT 		

Publication.	
If the course is available as Generic Elective, then the students of following departments may opt it. N/A	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	10
3) Assignments	05
4) ESE	75
Total:	100
Prerequisites for the course: Attendance min 75%	
Course Learning Outcomes: Learner will be able to	
CO1: Discuss the global and national commitments towards the education of children with diverse needs.	
CO2: Explain the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.	
CO3: Analyze recommendations of various commissions and committees towards teacher preparation for inclusive education	
CO4: Prepare conducive teaching learning environment in inclusive schools.	
CO5: Analyze special education, integrated education, mainstream and inclusive education practices.	
CO6: Identify and utilize existing resources for promoting inclusive practice.	

IIMTU-NEP IMPLEMENTATION
Year : I / Semester : II

Programme: PG		Year: I
Class: M.Ed.		Semester: II
Credits 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUOC-208N	Title: Comparative Education	
Course Objectives:		
<ul style="list-style-type: none"> • On completion of this course the students will be able to: • Understand meaning of comparative education and its importance in development of national education systems. • Understand the approaches to development of educational system in different BRICS countries for different population groups. • Understand the growth and development of secondary education in BRICS countries. • Understand the challenges of universal schooling in India vis-à-vis other BRICS countries. • Understand role of educational programmes including special programmes in achieving the goals of universal schooling. 		
Nature of Paper: /DSE		
Minimum Passing Marks/Credits: 40% Marks		
L:4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
	SECTION –A	
I	<ul style="list-style-type: none"> • Comparative Education: meaning, need and scope; brief history of comparative education. • Determinants of a national education system: geographical, social, economic, political, cultural, linguistic, historical etc. • Approaches to comparative education: historical, sociological, philosophical and Scientific. 	14
II	<ul style="list-style-type: none"> • Human Development approach and education: meaning, components— income, health and education; significance of human development approach; status of BRICS countries in HDI rankings. • International agencies and comparative education: Role of UNESCO, the World Bank and BRICS bank in promoting education. 	12
	SECTION – B	
III	<ul style="list-style-type: none"> • Administrative structure 	16

	<ul style="list-style-type: none"> • Institutions of secondary education • Aims and objectives of education at secondary level • History and policies governing the elementary education- curriculum, teaching • Learning process, evaluation etc. • Rights based approach to secondary education 	
IV	<ul style="list-style-type: none"> • Issues and challenges in secondary education from the perspective of BRICS countries: girls' education, education of disadvantaged children with special reference to out-of-school children, teacher education, assessment and evaluation, vocationalization of education and brain drain; expenditure; and quality concerns in secondary education. 	18
Reference by:		
<ul style="list-style-type: none"> • Arove, Robers F., Altbach, Phillip G. and Kelly, Gail P (eds.) (1992). Emergent Issues in Education: Comparative Perspectives, New York: State University. • Baker, M.A (1976). Union and the States in Education. New Delhi: Shabd Sanchar. • Benn, M. (2011). Schools wars: The battle for Britain's education. London: Verso. • Bradshaw and York W (eds.) (1997). Education in Comparative Perspective: New Lessons From Around The World, New York: E.J. Brill. • Bray, M (2003). Comparative Education: Continuing Traditions, New Challenges and New Paradigms, London: Kluwere Academic Publishers. • Carnoy, M., D. Rhoten (2002). What Does Globalization Mean for Educational Change? A Comparative Approach, Comparative Education Review. 		
If the course is available as Generic Elective, then the students of following departments may opt it. N/A		
Evaluation/Assessment Methodology		
		Max. Marks
1. Class tasks/ Sessional Examination		10
2. Presentations /Seminar		10
3. Assignments		05
4. ESE		75
Total:		100
Prerequisites for the course: Attendance min 75%		
Course Learning Outcomes: Learner will be able to		
CO1: Define the concept of Comparative Education.		
CO2: Describe the need and importance of Comparative Education.		
CO3: Explain the factors influencing the educational system of a country.		
CO4: Compare the structure of educational system of different countries.		
CO5: Assess the efficacy of educational systems of different countries in terms of prevailing trends of those countries.		
CO6: Evaluate the role of educational and special programmes in achieving the goals of universal schooling		

IIMTU-NEP IMPLEMENTATION
Year : I / Semester : II

Programme: PG		Year: I
Class: M.Ed.		Semester: II
Credits 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUOC-209N	Title: PERSONALITY DEVELOPMENT	
Course Objectives:		
<ul style="list-style-type: none"> To develop critical appraisal and understanding about personality in terms of its Nature, Development and Assessment. To promote the strategies of the Personality Development among the Students. 		
Nature of Paper: / DSE		
Minimum Passing Marks/Credits: 40% Marks		
L:4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	<ul style="list-style-type: none"> Personality · Concept; · Determinants of Personality: Biological, Social, Environmental · Theories of Personality: a) Carl Rogers b) A. Maslow c) S. Freud d) G.W. Allport e) A. Bandura f) E. Erickson g) Elbert Ellis 	14
II	<ul style="list-style-type: none"> Personality Development · Introduction · Importance of Personality Development · Personality Development Tips · Importance of Character in PD Different Types of Personality- A practical approach · Personality Traits Personality Disorders. Dressing and Personality Development · Communication Skills and PD· Role of PD in Reducing Stress · Role of PD in Organizational Success 	12
III	<ul style="list-style-type: none"> Personality Assessment Subjective: Introspection & Interview · Objective: Personality Inventories and Scales · Projective: RIB, TAT & PF Study. 	18
IV	<ul style="list-style-type: none"> Indicators of successful Person · Creativity · Multiple Intelligence · Emotional Intelligence · Group Dynamics and Interpersonal Relations · Attitudes and Temperament, Social Responsibility and Community Work · Self Confidence · Life Style 	16
Reference by:		
<ol style="list-style-type: none"> De Bono, Edward. 1993. Serious Creativity. Re print. Harper Business. De Bono, Edward. 2000. Six Thinking Hats. 2nd Edition. Penguin Books. 		

3. Frey, D and Carlock, C. (1989). Enhancing Self Esteem. 2nd edition. Indiana: Accelerated Development INC.
4. Gardner, Howard. 1993. Multiple Intelligences: The Theory in Practice: A Reader Basic Book. New York.
5. John, Seely: The Oxford guide to writing and speaking. Oxford U P, 1998, Delhi.
6. Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon.
7. Minippally, Methukutty. M. 2001. Business Communication Strategies. 11th Reprint. Tata McGraw – Hill. New Delhi.
8. Pease, Allan. 1998. Body Language: How to Read Others Thoughts by their Gestures. Suda Publications. New Delhi.
9. Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning.
10. Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning.

If the course is available as Generic Elective, then the students of following departments may opt it.
N/A

Evaluation/Assessment Methodology

	Max. Marks
1. Class tasks/ Sessional Examination	10
2. Presentations /Seminar	10
3. Assignments	05
4. ESE	75
Total:	100

Prerequisites for the course: Attendance min 75%

Course Learning Outcomes:

Learner will be able to:

- CO1: Define the concepts and theories of personality developments.
- CO2: Asses the personality by subjective and projective techniques.
- CO3: Compare different theories of creativity and intelligence in personality development.
- CO4: Prepare responsibility towards society and community during personality development.
- CO5: Formulate the strategies of the Personality Development among the Students.
- CO6: Describe different Indicators of successful Person.

IIMTU-NEP IMPLEMENTATION
Year : II / Semester : III

Programme: PG		Year: II
Class: M.Ed.		Semester: III
Credits 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code:EDUCC-307N	Title: History and Political Economy of Education	
Course Objectives: On completion of this course the students will be able to:		
<ul style="list-style-type: none"> • Understand the philosophical, historical and contemporary thought on education. • Familiarize the key concepts of social change and human cultural perspectives. • Familiarize with key concept of economic and political developments in India. • Understand the development of education in India in comparative perspective. 		
Nature of Paper: /Course Code		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	<p>(i) Conceptualizing Education and Development, Philosophical, Historical and Contemporary Thoughts on Education related to:</p> <ul style="list-style-type: none"> • Education of the Poor: works of Paulo Friere, • Work Education and Swaraj: works of M.K. Gandhi • Education and Nature: works of Rabindara Nath Tagore. • Education and Holistic Development: works of Sri Eurobond. • Democracy and Education: works of John Dewey • Capability and Social Welfare Perspective: works of Amartya Sen. 	14
II	<ul style="list-style-type: none"> • Social change and cultural Perspective: Key concepts related to social change such as stratification, Inclusive Society and the Individual, Social Inequality, Gender issues, • (Special focus on Social Constructivist Approach to Learning), Motivation, Personality Education and Social Reproduction; ‘Education for Social Inclusion or Social • Reproduction’, issues related to ‘Gender’ and ‘Access and Achievement in Education’, • Role of culture and education in framework of socio-cultural perspectives; 	16

III	<ul style="list-style-type: none"> Human Development Perspective: Child Growth and Development, Learning Theories(Special focus on Social Constructivist Approach to Learning), Motivation, Personality Development and current research on Brain Development. 	12
IV	<ul style="list-style-type: none"> Economic Development: Key concepts such as Human Capital Formation, Quality of Life and Economic Growth, Poverty and Income Inequalities, Human Development Index, Development Planning Perspectives; Political Perspective: Political perspectives of education would reflect on the intricate relationship between education and political agendas such as Role of Education in Political Development, Democracy, Freedom, Human Rights (Right to Development) and Peace Education. 	09
V	<ul style="list-style-type: none"> The development of education in India in comparative perspective: Educational development across the states in India, Developed and developing countries with special focus on issues like Universalizing Elementary Education, Gender and Equity Role of state and private sectors, Decentralization planning and financing of education. 	09

Reference by:

- Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
- Aperyan, V. (1987). Population, Economic and Politics. Moscow: Progress Publishers.
- Basu, Aparna (1972). Essays in the History of Indian Education. New Delhi: Concept.
- Benn, M. (2011). Schools wars: The battle for Britain's education. London: Verso.
- Bhaduri, A. (2010). Essays in the Reconstruction of Political Economy. New Delhi: Aakar Books.
- Mukerji, S.N (1961). History of Education in India (Modern Period). Baroda: Acharya Book Depot.

If the course is available as Generic Elective, then the students of following departments may opt it.
N/A

Evaluation/Assessment Methodology

	Max. Marks
1. Class tasks/ Sessional Examination	10
2. Presentations /Seminar	10
3. Assignments	05
4. ESE	75
Total:	100

Prerequisites for the course: Attendance min 75%

Course Learning Outcomes: Learner will be able to

CO1: Explain historical development of the education system in India.

CO2: Analyze the reports of different commissions and committees.

CO3: Define conceptual theoretical aspect of economic policies of education in India.

CO4: Compare the historical, Economic and political perspective and transformative role of education.

CO5: Illustrate the source of economic growth and investment in education.

CO6: Describe the development of education in India in comparative perspective.

IIMTU-NEP IMPLEMENTATION
Year : II / Semester : III

Programme: PG		Year: II
Class: M.Ed.		Semester: III
Credits 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUCC-308N	Title: Educational Management, Administration and Leadership	
Course Objectives: <ul style="list-style-type: none"> • Develop an understanding of the concepts, techniques and practice of educational administration and management. • Recognize the importance of management of resources and effective use of ICT in the context of educational management. • Critically examine the core and contemporary management and leadership theories relevant to educational practice and settings. • Sensitize the students about new changes and challenges in administration and leadership of institutions. • Develop capacities for being effective educational administrators and leaders. • Sensitize the students with respect to emerging trends in educational administration, management and leadership. • Acquaint the students with the dynamics of total quality management in Education. 		
Nature of Paper: /Core Course		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	Educational Administration <ul style="list-style-type: none"> • Meaning, Nature and Scope of Educational Administration, Basic Principles of Educational Administration, Administrative Structure at Various Levels of Education. • Role of Different Agencies / Regulatory Bodies (NUEPA, NCERT, State Directorates of Education) in Educational Administration. • Recent Trends in Educational Administration: Decentralization, Delegation of Authority, Academic Freedom and Institutional Autonomy, Community Participation and Role of Local Bodies in Educational Administration. • Meaning and Concept of Educational Supervision, Means of Ensuring 	16

	<p>Accountability in Educational Processes.</p> <ul style="list-style-type: none"> Qualities of an Effective Educational Administrator. 	
II	<p>Educational Management:</p> <ul style="list-style-type: none"> Educational management in India: A Historical Perspective. Purpose, Processes, Principles and Stages of Educational Management. Relationship between Educational Management and Administration, Managerial Functions of Educational Administrator (Planning, Controlling and Directing), Role of Teachers in Educational Management 	14
III	<p>Management of Resources in Education:</p> <ul style="list-style-type: none"> Management of Physical Resources (School Plant, School Building, Furniture, Equipments, Playground, Laboratory and Library). Management of Human Resources (Functions of School Head and Schoolteachers and Staff. Management of Financial Resources (Identifying Sources of Income and Preparing School Development Plan). Office Management in Education (Office Functions, Purpose and Types of School Records), Meaning and Importance of Management Information System in Education. Concept and Techniques of Classroom Management, Total Quality Management (TQM) in Education: Concept and Principles, Application of ICT and Barriers in its Use in Educational Management. 	18
IV	<p>Leadership in Education</p> <ul style="list-style-type: none"> Concept and Functions of Leadership, Types of Leadership (Academic, Administrative, Community and Student-Centered Leadership), Importance of Group and Team Work, Leadership Skills. Leaders as Team Manager and Motivator, Developing Leadership and Management Skills. Current Trends in Educational Leadership in the context of Privatization, Public-Private Partnership in Education, Globalization and their Impact on Education. 	12
<p>Reference by: Davies, Brent and Burnham, J. W. (2003) Handbook of Educational Leadership and Management, New Delhi: Pearson Education Administration and management of education (Dr. S.R. Pandya) Himalya a Publishing House Administration management & Planning (Dr. S.S. Mathur</p>		
<p>If the course is available as Generic Elective, then the students of following departments may opt it. शैक्षिकनेतृत्व एवंप्रबंधन एस पी0 सुखिया, के0 पी0 माथुर N/A</p>		

Evaluation/Assessment Methodology	
	Max. Marks
1. Class tasks/ Sessional Examination	10
2. Presentations /Seminar	10
3. Assignments	05
4. ESE	75
Total:	100
Prerequisites for the course: Attendance min 75%	
Course Learning Outcomes: Learner will be able to CO1: Define conceptualize terms of administration, supervision, inspection and management. CO2: Explain the different aspects of administration and management in schools and colleges. CO3: Interpret the principles of effective management and leadership in institutions. CO4: Assess institutional management and comprehend the different 5-year planning of India along with budgeting. along with budgeting. CO5: Discuss Current Trends of Leadership in Education. CO6: Execute different techniques of total quality management in Education	

IIMTU-NEP IMPLEMENTATION
Year : II / Semester : III

Programme: PG Class: M.Ed.		Year: II Semester: III
Credits 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUSC-309A N	Title: Elementary Education in India: Administration and Management	
Course Objectives:		
<ul style="list-style-type: none"> To sensitize the student teachers with the need and relevance of Elementary Education as A basic foundation stage. To reflect on the various concerns of Elementary Education including Access, Enrolment, retention & Achievement To gain insight into factors promoting the Universalization of Elementary Education To develop a critical outlook towards measures taken for the achievement of quality at the Elementary Education stage To appreciate the significance of policies and programmers launched for Universalization of Elementary Education. 		
Nature of Paper: DSE		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	Elementary Education: Concept and Provisions <ul style="list-style-type: none"> Meaning and Scope of Elementary Education Constitutional Provisions to achieve UEE (Including RTE and its critique) Government Policies and Steps for UEE since Independence: Recommendations of Kothari Commission, NPE 1986, PoA 1992 Relevance of MDGs (Millennium Development Goods) with respect to UEE in India 	12
II	Programmers and Initiatives to achieve UEE in India <ul style="list-style-type: none"> District Primary Education Programme: Aim, Objectives, Strategies, Achievement Relevance of 73rd and 74th constitutional amendment w.r.t. empowerment of PRIs Sarva Shiksha Abhiyan: Programme, Objectives, Interventions with respect 	16

	<p>to Access,</p> <ul style="list-style-type: none"> • Enrolment, Retention and Achievement • Monitoring, Research, Evaluation of specific schemes like Mid- Day Meals, Operation Black board, • and Establishment of VECs in India • Recommendations of the 12th Five Year Plan on Elementary Education (Including the critiquing • of the same with respect to allocated budget and Programme Interventions) 	
III	<p>Elementary Education in School: Issues and Concerns</p> <ul style="list-style-type: none"> • Availability and Management of Resources: Physical Resource Management – • Management of the School plan • Human Resource Management – Management of the School Staff, Delegation of Roles • and Responsibilities (Need and Relevance) • Democratic Decision Making: Need and Purpose • Financial Resource Management : Process and Procedure including Zero Budgeting • and Performance Budgeting • School Effectiveness : Parameters and Quality concern – Role of the School • Head and Teachers in creating a Joyful learning environment Problems of Wastage and • Stagnation in School: Concept and Remedies • School Supervision: Need, Purpose; Role of Head, Teachers, Staff, PTAs, SMCs, MTAs and • Students in Supervision 	18
IV	<p>Elementary Education: Research and Innovation</p> <ul style="list-style-type: none"> • Launch of Innovative Programmes to strengthen Elementary Education: Hoshangabad Vigyan • Project, B. El. Ed. Programme, D. El. Ed. Laadli scheme • Financing of Education in India (Centre- State Relationship, Mobilisation of Resources): • Perspective from Research Findings • Critical Action Research Areas in School and the Classroom with respect to Elementary Education. 	14
<p>Reference by:</p> <ul style="list-style-type: none"> • Colin Richards (1984). The Study of Elementary Education and Resource Book. Vol. I. • Government of India (1986) National Policy on Education, New Delhi, MHRD. • Government of India (1987) Programme of Action, New Delhi: MHRD. • Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD. • Hayes, Denis (2008): Elementary Teaching Today: An Introduction. Routledge Publications, • K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration. 		

- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
- Mohanty, J. N. (2002): Elementary and Elementary Education. Deep & Deep Publications, New Delhi
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Tilak, J.B. (1992) Educational Planning at grass roots, New Delhi.
- NCERT (1987): In-service Teacher Education Package for Elementary School Teachers, New Delhi.
- NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
- NCERT (2005): National Curriculum Framework, New Delhi.
- NCTE, (2004): Teacher Education Curriculum, New Delhi.
- Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.
- The Study of Elementary Education – A Source Book, Volume I & II, 1984.
- Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

If the course is available as Generic Elective, then the students of following departments may opt it.
N/A

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	10
3) Assignments	05
4) ESE	75
Total:	100

Prerequisites for the course: Attendance min 75%

Course Learning Outcomes: Learner will be able to

- CO1: Define the concept and process of planning and management, and the emerging thrust areas in elementary education.
- CO2: Compare different agencies working in the field of elementary education and the current projects in elementary education.
- CO3: Give example of necessary competencies for planning and management,
- CO4: Formulate strategies to meet the emerging issues on elementary education.
- CO5: Develop research insight in the field of planning and management of elementary education.
- CO6: Discuss the significance of policies and programmers launched for Universalization of Elementary Education.

IIMTU-NEP IMPLEMENTATION
Year : II / Semester : III

Programme: PG Class : M.Ed.		Year: II Semester: III
Credits 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUSC-309B N	Title: Issues and Curricular Concerns at Elementary level	
<p>Course Objectives: The students will be able to:</p> <ul style="list-style-type: none"> • Understand various schemes & programmes of Govt. for elementary education. • Study effective practices with various curriculum transaction strategies. • Find out research trends in elementary education. • Select and use appropriate assessment practice to meet the needs of the students. • Practice continuous assessment of students for all round development. • Understand how various aspects of education are measured, evaluated interpreted and • Their results are recorded to help learners. • Understand the concept of quality education at elementary level. • understand different programmes and agencies for ensuring the quality of elementary education in India • develop an idea about the structure of elementary education in India • Reflect upon different issues, concerns and problems of elementary education in India. • Understand principles, aims and features of elementary school curriculum. 		
Nature of Paper: /DSE		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	<p>Issues & concerns of Elementary Education</p> <ul style="list-style-type: none"> • Major quality dimensions of elementary education and Quality monitoring tools. • Quality issues at upper elementary stage:- teacher qualification, competency, subject specific deployment in schools, training needs of Teachers, classroom based support and supervision issues. Minimum Level of Learning, Quality Assurance. • Alternative Strategies for achieving UEE and implementing RTE act. • Dialect, drop out, socio-economic issues, inclusive education. 	15

	<ul style="list-style-type: none"> Wastage, Stagnation, Culture, Capability Capacity, Reform Needs and improvement of the System; building accountability 	
II	Teachers and Curriculum Transaction Strategies	15
III	Type of schools & Pedagogy	15
IV	<p>Assessment Process</p> <ul style="list-style-type: none"> Pupil Assessment Techniques National Expert Group on Assessment in Elementary Education (NEGAE) Concept of Evaluation & CCE Types of evaluation Diagnostic & remedial teaching Student records Cumulative records Progress reports, grading system, class school, School Grading 	15
<p>Reference by:</p> <ul style="list-style-type: none"> Aggerwal, J.C, (2005) “The Progress of Education in free India, “Man Singh Arya book Depot, 30 Naiwala. Karol Bagh, New Delhi-110005 Chaube, Dr. S.P, (2011), “ History and Problems of Indian Education “Agrawal Publications, Jyoti Block Sanjay place, Agra-2 Ronald c. Doll, (1978) “ curriculum Improvement Decision Making and Process, Allyn and Bacon, Inc., 470, Atlantic Avenue, Boston, Massachusetts 02210 NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi. NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi. Report of the Education Commission (1964-66). Report of the National Commission on Teachers (1983-85). National Curriculum Framework on school education, NCERT (2005). Vallabi, J.E. (2016) Language across the Curriculum. New Delhi: APH Publishing Corporation. Arulsamy, S. (2016) Curriculum and educational Evaluation. New Delhi: APH Publishing Corporation. Kalaiyaran, G. (2016) Curriculum Development. New Delhi: APH Publishing Corporation. Sharma, P. (2016) Curriculum Research. New Delhi: APH Publishing Corporation. Wilks, Susan. (2017) Designing a Thinking Curriculum. Meerut: DSA Books International. Polotentsev, Belka (2017) Handbook of Curriculum design. Construction and critique Meerut: DSA Books International. Carlson, Gruff (2017) Technology, Curriculum and Material Development in Education Meerut: DSA Books International. . 		
<p>If the course is available as Generic Elective, then the students of following departments may opt it. N/A</p>		

Evaluation/Assessment Methodology	
	Max. Marks
1. Class tasks/ Sessional Examination	10
2. Presentations /Seminar	10
3. Assignments	05
4. ESE	75
Total:	100
Prerequisites for the course: Attendance min 75%	
<p>Course Learning Outcomes: Learner will be able to CO1: Describe the need and objectives of elementary teacher education; CO2: Discuss the development of elementary teacher education in post-independent India. CO3: Assess the status of elementary teachers and the problems and issues related to professional growth. CO4: Evaluate the trends of research in elementary teacher education. CO5: Arrange the needs, importance and existing practices of in-service education of teachers. CO6: Categorize research trends in elementary education</p>	

IIMTU-NEP IMPLEMENTATION
Year : II / Semester : III

Programme: PG Class : M.Ed.		Year: II Semester: III
Credits 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUSC-310A N	Title: Planning and Management at Secondary and Senior Secondary Education	
Course Objectives: The students will be able to: <ul style="list-style-type: none"> • Acquaint themselves with the need, scope and purpose of educational planning in terms of national and community needs. • Determine and implement objectives of planning on the basis of individual needs of the students. • Develop the skills in planning and implementing conventional administrative procedures. • Develop the skills and attitudes to utilize human energy in getting the maximum work done. • Understand the recommendations of different education commissions regarding secondary education commissions. • know different programmes and policies for realizing the constitutional • Obligations related to secondary education in India. • develop an idea about the structure of secondary education in India 		
Nature of Paper: DSE		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	Introduction to Secondary & Senior Secondary Education <ul style="list-style-type: none"> • Meaning, aims, objective of secondary & Senior Secondary education • Purpose, function & Indigenous system of Secondary education. • Secondary Education in India–Historical Perspective, pre and post independence. • Constitutional Provisions and centre-state relationship in India. • Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, Programme of Action, 1986, • NPE, Ramamurti Review Committee Janardhan Reddy Committee, Yashpal, 	15

	<ul style="list-style-type: none"> • Committee, RMSA and NCF-2005. • Constitutional provisions related to secondary education 	
II	<p>Institution Planning</p> <ul style="list-style-type: none"> • Concept, scope and nature of Institution Planning • Need and importance of Institution Planning • Types of Institution Planning • Evaluation of Institutional Planning. • Difference between inspection and supervision. 	15
III	<p>Principles and techniques of Educational Planning</p> <ul style="list-style-type: none"> • Formulation of aims and objectives. • Methods and techniques of planning. • Approaches to Educational Planning: Social demand approach, Man-power approach, Rate of Return of Investment approach. • Concepts: Optimal analysis, Input and output, Marginal analysis, Programming, Target and control figures, Tools for Planning, New approach to planning: Planning, Adoption, Execution 	15
IV	<p>Educational Management</p> <ul style="list-style-type: none"> • Meaning, Concept and need for management at secondary to senior secondary school level. • Management at Nation: MHRD, CABE, NCERT State, District, Sub-district level. • Management of educational Institution at secondary school level. • Type of Management, Effective management, Co-ordination, Supervision & Inspection. • TQM in Education and Educational Administration • Recent Trends in Research and Innovation in the field of Educational Management. 	15
<p>Reference by:</p> <ul style="list-style-type: none"> • Mudhopadyay, Sudesh and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi • Govt. of India (1953) Report of Secondary Education Commission, New Delhi • Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi • Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi • Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE. 		
<p>If the course is available as Generic Elective, then the students of following departments may opt it. N/A</p>		

Evaluation/Assessment Methodology	
	Max. Marks
1. Class tasks/ Sessional Examination	10
2. Presentations /Seminar	10
3. Assignments	05
4. ESE	75
Total:	100
Prerequisites for the course: Attendance min 75%	
Course Learning Outcomes:	
Learner will be able to	
CO1: Define the meaning and functions, different historical perspectives of secondary and senior secondary education in India.	
CO2: Differentiate role and recommendations of national education policies and different education commissions.	
CO3: Assess the planning and management of educational policies, infrastructural, financial system.	
CO4: Explain the role of different agencies i.e. NCERT, MHRD, CABE etc towards secondary education.	
CO5: Develop the TQM (total quality management) in secondary and senior secondary education.	
CO6: Discuss need, importance of Institution Planning.	

IIMTU-NEP IMPLEMENTATION
Year : II / Semester : III

Programme: PG Class: M.Ed.		Year: II Semester: III
Credits 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUSC-310B N	Title: Issues and Curricular Concerns of Secondary and Senior Secondary Education	
<p>Course Objectives: The student will be able to:</p> <ul style="list-style-type: none"> • Understand the problem and challenges related to secondary and senior secondary education. • Examine the status of development of secondary and senior secondary education in India after Independence. • Reflect on various issues related with secondary education • Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools. • Identify the problems issues of secondary school teachers and visualize the impact of Rights of children to free and Compulsory Education Act, 2009 for universalization of Secondary Education • Identify critical issues related to universalization of secondary education. • Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 for universalization of Secondary Education • Understand the concept of quality education at secondary school level. • understand different programmes and agencies for ensuring the quality of secondary education in India • Reflect upon different issues, concerns and problems of secondary education in India. • Understand principles, aims and features of secondary school curriculum. • Examine the present school curriculum. • Analyse the present evaluation system at secondary school level. 		
Nature of Paper: DSE		
Minimum Passing Marks/Credits: 40% Marks		
L:4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	<p>Quality in secondary Education</p> <ul style="list-style-type: none"> • Concepts, indicators of quality, setting standards for performance. • Continuous professional development of teachers. 	14

	<ul style="list-style-type: none"> • Teacher selection test CTAT,SAT etc. and in-service programme • Privatization of secondary education. • Present status of quality education in India (status and prospects) - Delor's - Commission Report regarding quality- Professional enrichment of secondary • teachers (different in-service programmes for ensuring quality, - different agencies - SCERT – NCERT – CIET – NUEPA – IASE etc. 	
II	<p>Issues & Concerns</p> <ul style="list-style-type: none"> • Challenges related to Universalization of Secondary Education, RMSA. • Problems and Strategies of Alternative Schooling at Secondary school Stage. • Challenges / strategies / intervention in relation to access, enrolment, dropout, achievement and equality of Educational opportunities • Problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problems • Type of schools and their contribution to society. Issues of quality in secondary and senior secondary education. • Management system of secondary education - role of Department of Education, Directorate, Inspectorate and NGO's. 	16
III	<p>Teachers and Curriculum Transaction Strategies</p> <ul style="list-style-type: none"> • Thematic & Constructivism base of curriculum • Joyful learning, Teachers and Pedagogical Attributes • Research in curriculum • Life skill education & creativity • Analysis of Elementary Education Curriculum Role of I.C.T. • Research Trends in Elementary Education. • Critical appraisal of present Secondary School curriculum in the state. • ICT, Blended learning. 	14
IV	<p>Assessment and evaluation in secondary school level. -Meaning</p> <ul style="list-style-type: none"> • Nature and functions of evaluation & assessment, difference between assessment and evaluation, testing, appraisal and examination, Types of assessment formative, diagnostic and summative assessment. • New trends in evaluation – grading, internal assessment, semester system, CCE, On Demand Examination System. • Critical appraisal of the present evaluation system at secondary school level. 	16
<p>Reference by:</p> <ul style="list-style-type: none"> • Aggerwal, J.C, (2005) “The Progress of Education in free India, “Man Singh Arya book Depot, 30 Naiwala. Karol bag, New Delhi-110005 • NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi. 		
<p>If the course is available as Generic Elective, then the students of following departments may opt it. N/A</p>		

Evaluation/Assessment Methodology	
	Max. Marks
1. Class tasks/ Sessional Examination	10
2. Presentations /Seminar	10
3. Assignments	05
4. ESE	75
Total:	100
Prerequisites for the course: Attendance min 75%	
<p>Course Learning Outcomes: Learner will be able to</p> <p>CO1: Evaluate critically the curriculum transaction modes and models for Secondary level.</p> <p>CO2: Explore Advanced Learning Strategies and Approaches to motivate the learner-Interactive Pedagogies for Secondary Education.</p> <p>CO3: Evaluate secondary school curriculum with reference to a particular class and subject.</p> <p>CO4: Explore and enlist learning experiences and activities for any subject and class of the secondary school.</p> <p>CO5: Formulate different classroom pedagogy and A-V aids used by the teachers.</p> <p>CO6: Assess different academic problems of students.</p>	

IIMTU-NEP IMPLEMENTATION
Year : II / Semester : IV

Programme: PG		Year: II
Class: M.Ed.		Semester: IV
Credits 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUCC-409 N	Title: CURRICULUM DESIGN AND DEVELOPMENT	
Course Objectives: To enable the learners to- <ul style="list-style-type: none"> • Understand the meaning and principles of curriculum. • Understand and appreciate curriculum as a means of development of the individual. • Understand the foundations and evaluation of curriculum. • Comprehend the different models of curriculum. • Compare the view point given by different commissions. 		
Nature of Paper: Core Course		
Minimum Passing Marks/Credits: 40% Marks		
L:4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	Curriculum development: Principles and Strategies <ul style="list-style-type: none"> • Meaning, Concept, Scope and Characteristics of a Good Curriculum. • Guiding Principles for Curriculum Development and Factors affecting Curriculum Development. • NCF 2002 and NCF 2005. 	15
II	Basis and Models of Curriculum <ul style="list-style-type: none"> • Philosophical Theories and their Implications to Curriculum. • Sociological Needs and their Implications for Curriculum. • Psychological Needs of the learners their Implications for Curriculum. • Models of Curriculum—Administrative Line Staff (Taxler), Grassroot-level Planning (Hilda Taba), Demonstration, System-analysis 	15
III	Selection of Materials and Procedure of Organizing Content <ul style="list-style-type: none"> • Formation of General Objectives at School Stage and their Specifications. • Formation of Instructional Objectives and their Specifications • Problems of Curriculum Reform. • Rationale for Revision of Curriculum 	15

IV	<p>Evaluation of Curriculum</p> <ul style="list-style-type: none"> • Need and Procedure of Curriculum Evaluation. • Evaluation of Curriculum in terms Content, Organization and Relevance. • Recommendations of University Education Commission (1948), Secondary Education Commission (1952-53), Education Commission (1964-66) and NPE (1986) regarding curriculum at elementary and secondary Level. 	15
<p>Reference by:</p> <ul style="list-style-type: none"> • Aggarwal, Deepak (2007): Curriculum Development: Concept, Methods and Techniques. New Delhi: Book Enclave. • Arora, G.L. (1984): Reflections on Curriculum. New Delhi: NCERT. • CIET (2006) The Process of Making National Curriculum Framework-2005: A Video Documentary Both in Hindi and English, New Delhi: CIET, NCERT, • Dewey, John (1966). The Child and the Curriculum. Chicago: The University of Chicago Press. • Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California: Jossey-Bass Inc. Publication. • Joseph, P.B. et al; (2000): Cultures of Curriculum (Studies in Curriculum Theory). New York: Teacher College Press. • Mc Kernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. U.K: Routledge. • NCERT (2000). National Curriculum Framework for School Education, New Delhi: NCERT, • NCERT (2005). National Curriculum Framework New Delhi: NCERT, • NCTE (2009) National Curriculum Framework for Teacher Education. New Delhi: • Vallabi, J.E. (2016) Language across the Curriculum. New Delhi: APH Publishing Corporation. • Arulsamy, S. (2016) Curriculum and educational Evaluation. New Delhi: APH Publishing Corporation. 		
<p>If the course is available as Generic Elective, then the students of following departments may opt it. N/A</p>		
Evaluation/Assessment Methodology		
		Max. Marks
1. Class tasks/ Sessional Examination		10
2. Presentations /Seminar		10
3. Assignments		05
4. ESE		75
Total:		100
<p>Prerequisites for the course: Attendance min. 75%</p>		
<p>Course Learning Outcomes: Learner will be able :</p> <p>CO1 Describe basic principles of curriculum design and instruction.</p> <p>CO2 Discuss the various levels of curriculum planning.</p> <p>CO3 Formulate different models of curriculum evaluation.</p> <p>CO4 Analyze latest issues, trends and researches in area of curriculum construction.</p> <p>CO5 Define basic concept of curricular content of various courses and its contribution to education.</p> <p>CO6 Compare the view point given by different commissions.</p>		

IMTU-NEP IMPLEMENTATION
Year : II / Semester : IV

Programme: PG		Year: II
Class: M.Ed.		Semester: IV
Credits 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUCC-410 N	Title: Teacher Education, History, Professional Issues and Global Trends	
<p>Course Objectives: After completion of course, the prospective teacher educators will be able to:</p> <ul style="list-style-type: none"> • Gain insight and reflect on the concept of teaching and the status of teaching as a profession • Understand the roles and responsibilities of teacher educators • Use various methods of teaching for transacting the curriculum in schools • Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education • Reflect on the issues and problems related to teacher education in the country 		
Nature of Paper: Core Course		
Minimum Passing Marks/Credits: 40% Marks		
L:4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	Concept and Meaning of Teacher Education <ul style="list-style-type: none"> • Meaning, nature and scope of teacher education • Distinguishing between teacher training and teacher education • The need and importance of teacher education • Aims and objectives of teacher education at various levels 	12
II	Teacher Education System in India <ul style="list-style-type: none"> • Historical development of teacher education in India • Types of Teacher Education Institutions in India • Recognition, assessment and accreditation of Teacher Education Institutions: Role of UGC, NCTE, NAAC, NCERT, SCERT and various other central and state regulating bodies • Recommendations of various commissions on Teacher Education: Hansa Mehta Committee, Kothari Commission, National Policy on Education, NKC, NCF, NCFTE etc. 	12

III	<p>Components of Teacher Education</p> <ul style="list-style-type: none"> • Components of Teacher Education- Common core (foundation courses), Specialization and pedagogy, school based practicum and internship, relationship and weightage given to theory and practical work • Evaluation—Internal Assessment, External Evaluation, New techniques of Evaluation, • Choice Based Credit System (CBCS) • Relationship of Teacher Education Institution with Practice Schools 	12
IV	<p>Pre- service and in-service Teacher Education</p> <ul style="list-style-type: none"> • Pre- service and in-service teacher education in India • Professional development of teachers- need and importance • Programmes for professional development of teachers • Continuing education of teacher educators: Institutional mechanism and provisions for the continuing education of teacher educators. 	12
V	<p>Pertinent Issues in Teacher Education</p> <ul style="list-style-type: none"> • Teacher Education in the global perspective • TQM in teacher education • Integrating technology in teacher education • Preparing teachers for inclusive classrooms • Research and innovations in teacher education • Challenges in teacher education 	12
<p>Reference by:</p> <ul style="list-style-type: none"> • UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal. • NCERT (2005): National Curriculum Framework. • NCERT (2006): Teacher Education for Curriculum renewal. • NCTE (1998): Perspectives in Teacher Ed • Vallabi, J.E. (2016) Language across the Curriculum. New Delhi: APH Publishing Corporation. • Arulsamy, S. (2016) Curriculum and educational Evaluation. New Delhi: APH Publishing Corporation. 		
<p>If the course is available as Generic Elective, then the students of following departments may opt it. N/A</p>		
Evaluation/Assessment Methodology		
		Max. Marks
1.	Class tasks/ Sessional Examination	10
2.	Presentations /Seminar	10
3.	Assignments	05
4.	ESE	75
Total:		100
Prerequisites for the course: Attendance min. 75%		

Course Learning Outcomes: Learner will be able to:

- CO1. Define meaning, concept, nature, scope of teacher education.
- CO2. Describe the system of teacher education in India.
- CO3. Evaluate Strengthen about professional issues of teacher education.
- CO4. Develop awareness about the challenges of teacher Education of global trends.
- CO5. Discuss various issues and innovations of teacher education.
- CO6. Analyze role and contribution of various regulating bodies and support institutions for improving quality of teacher's education

IIMTU-NEP IMPLEMENTATION
Year : II / Semester : IV

Programme: PG		Year: II
Class: M.Ed.		Semester: IV
Credits 4 Theory: 3 Practical: 1	Subject/Course M.Ed.	
Course Code: EDUOC-411 N	Title: Life Skills Education	
Course Objectives: To enable the Learners to: <ul style="list-style-type: none"> • Understand Concept, Process and Practice of Core life Skills. • Identify role of Life Skills for Positive Change and well being. • Understand social skills, thinking skills and emotional skills. • Communicate effectively, Cope with Stress and Emotions, Problem Solving and Decision Making. • Enhance Personality Development and Professional Skills. 		
Nature of Paper: AECC		
Minimum Passing Marks/Credits: 40% Marks		
L: 3 (Hours/Week) T: 0 P: 1 (Hours/Week) Theory - 15 Hrs. = 1 Credit Practical-30 Hrs. = 1 Credit		
Unit	Contents	No. of Lectures Allotted
I	Human values for Personality Development <ul style="list-style-type: none"> • Human values: Concept, Importance and Need • Skills needed for Personality Development • Importance of Human Values & Emotional Skills, Social Skills, Thinking Skills 	16
II	Life skill and Wellbeing <ul style="list-style-type: none"> • Life Skills in Social Context vis-à-vis media influence, Social Harmony and National Integration. • Life Skills to deal with Peer Pressure, Suicide Prevention and Substance Abuse. • Factors affecting Wellbeing of an Individual. • Role of Life skills for ensuring Wellbeing. 	14
III	Communication Skill <ul style="list-style-type: none"> • Essentials of Effective Communication - linguistic Skills, Vocabulary • Functions of Communication. 	15

	<ul style="list-style-type: none"> • Types of Communication-Digital / Social / Non Verbal. • Barriers to Communication. 	
IV	<p>Professional skill Enhancement</p> <ul style="list-style-type: none"> • Career Skills • Resume Skills • Interview Skills • Group Discussion Skills • Exploring Career opportunities. • Team Skills • Presentation Skills • Trust and Collaboration • Listening as a Team Skills • Brainstorming • Social and Cultural Etiquettes • Internal Communication 	18
V	<p>Leadership and Management Skill</p> <ul style="list-style-type: none"> • Leadership Skills • Entrepreneurial Skills • Innovative Leadership and Design Thinking • Ethics and Integrity 	12
	<p>Practicum Based on the above course:</p> <ul style="list-style-type: none"> • Write a report on the understanding of the cases for empathy. • Make mood posters • Communication and yoga Exercise. • Awareness activities on well being/ health issues 	
<p>Reference by:</p> <ul style="list-style-type: none"> • Baumgardner, R. Steve., Crothers. K. Marie. (2009). Positive Psychology. New Delhi: Dorling Kindersley India Pvt. Ltd. • Carr Alan, (2004). Positive Psychology: New York: Routledge. • Nair, A. Radha krishnan (2010). Life Skills Training for Positive Behaviour. • Sriperumbudur: Rajiv Gandhi National Institute of Youth Development. • UNESCO (2005). Quality Education and Life Skills: Unesco: Dakar Goals. Paris: • WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations • Geneva: Inter-Agency Meeting. WHO. • Life Skills Education and CCE, CBSE. (www.cbse.nic.in/cce/life skills cce pdf.) • Life SKills Education (www.lifeskillsed.com.) • Ohri, Neetu. (2016) Life Skills Education: Need of the Hour, New Delhi: APH Publishing Corporation. • Ohri, Neetu. (2016) Skill based Education. New Delhi: APH Publishing Corporation. • Svami O, Giri, (2015) Upnishads and Yoga. New Delhi: APH Publishing Corporation. • M.N. Vranda and M. chandrashekhar Rao (2011) Life Skills Education for Young Adolescent-Indian Experience. BangaloreNimhans. 		
<p>If the course is available as Generic Elective, then the students of following departments may opt it. N/A</p>		

Evaluation/Assessment Methodology	
	Max. Marks
1. Class tasks/ Sessional Examination	10
2. Presentations /Seminar	05
3. Assignment	05
4. Role playing of at least one life skill-Activity	05
5. ESE	75
Total:	100
Prerequisites for the course: Attendance min. 75%	
Course Learning Outcomes: Learner will be able to CO1. Define Concept, Process and Practice of Core life Skills. CO2. Identify role of Life Skills for Positive Change and well being. CO3. To assess social skills, thinking skills and emotional skills. CO4. Develop Communicate effectively; Cope with Stress and Emotions, Problem Solving and Decision Making. CO5. Give examples of Personality Development and Professional Skills. CO6. Illustrate to make stress free life and capable for easy living.	

IIMTU-NEP IMPLEMENTATION
Year : II / Semester : IV

Programme: PG		Year: II
Class: M.Ed.		Semester: IV
Credits 4 Theory: 4 Practical: 0	Subject/Course M.Ed.	
Course Code: EDUOC-412 N	Title: Peace and Human right Education	
Course Objectives: The students will be able to <ul style="list-style-type: none"> • Appreciate the current challenges of teacher education in context with the introduction to education for peace harmony. • Develop skills among teacher trainees in human values, harmonious living with co- existence. • Create awareness among student teachers for development of activities and programmes for peace and harmony education. • Understand concept of Human Rights Education • Understand correlative nature of Peace, Human Rights and international understanding • Reflect on the recommendations of Delor’s Commission report with respect to values to foster international Understanding. 		
Nature of Paper: / DSE		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	Peace Education- Concept, Scope and agencies <ul style="list-style-type: none"> • Peace: Meaning, nature and its relevance relating to the present global scenario. • Different sources of peace: Philosophical, Religious, Social, Secular and Psychological. • Role of different organizations like UNESCO in Peace Education. • Peace in the minds of men, culture of peace and non-violence, positive personality development. • Agencies of peace education Family, home, community, neighbor and co-existence. • Methods for peace education: introspection, imbibing values and application of principles in daily life. 	18

II	<p>Education for International Peace and Understanding</p> <ul style="list-style-type: none"> • Guiding principles for education for International Understanding and peace: non violence, conflict resolution, pacifism, international mediation and courts of justice and peace building. • Barrers for developing International Understanding and Peace: just warism and terrorism. • Recommendations of International Commission (Delor’s Commission) on International Understanding and Education for Peace • Schools programmes: United Nations programmes of peace in minds of men culture of peace and learning ways to peace. • Application of conflict resolution on individuals, society, national and international scenarios. • Co-curricular Activities- Drawing, Painting, Modeling, Handicrafts etc. • Role of Teacher with respect to transaction of Peace Education. 	18
III	<p>Human Rights Education-an introduction</p> <ul style="list-style-type: none"> • Human Rights Education: Meaning need and scope. • Agencies of Human rights Education- School, Family, Community, Teacher. • Teaching Learning Process in Human Rights Education through Curricular and co-curricular activities. • Role of different Government and non-government organizations in Human Right Education. • Role of different organizations like UESCO with reference to legal rights. 	19
IV	<p>Constitutional Provisions of Human Rights and Role of Education</p> <ul style="list-style-type: none"> • Constitutional Provisions as enshrined in part III of Indian Constitution. • Human Rights Education-Teaching. Objectives, scope and its relevance. • Methods for inculcating Human Rights. • Ongoing researches in the field of Human Right Education – present scenario and suggestions. • Study of the report of the International Commission on Education for the Twenty – first Century (known as the Delores Report) with respect to Human Rights. • Meaning and strategy to learning to live together (UNESCO). • Recommendations of NHRC and other Human Rights Bodies. 	20
<p>Practicum Based on above course:</p> <ul style="list-style-type: none"> • Report on Implication of human right in school. • Meditation for peace and harmony. • Report on human rights day celebration. <p>Reference by:</p> <ul style="list-style-type: none"> • Bagchi, Jyoti Prakash and vinodteckchandani, (2005), “Value Education” University book House (P)Ltd. Chaura Rasta, Jaipur – 302003 		

- Chitkara, M.G. (2009), “Education and Human values”, A.P.H. Publishing Corporation, Anrari Road, Darya Ganj, New Delhi – 110002.
- Delors J., Learning the Treasure within, UNESCO, 1997.
- Falk, Richard A., Johansen, Robert C.; Kim, Samuel S., editors. Constitutional.
- Foundations of World Peace. Albany: State University of new Yark Press, 1993.

If the course is available as Generic Elective, then the students of following departments may opt it.
 N/A

Evaluation/Assessment Methodology

	Max. Marks
1. Class tasks/ Sessional Examination	10
2. Presentations /Seminar	10
3. Assignments	05
4. ESE	75
Total	100

Prerequisites for the course: Attendance min 75%

Course Learning Outcomes: Learner will be able to

- CO1: Describe peace and peace education, their relevance in inner harmony as well as harmony in social relationships based on constitutional values.
- CO2: Explain the Critical pedagogy of peace education.
- CO3: Examine strengthening self by continual reflection leading to reduction in stereotypes and transcending barrier of identity and socialization.
- CO4: Assess the importance of skills and strategies of assessment of the peace-building processes
- CO5: Discuss on the recommendations of Delor’s Commission report with respect to values to foster international Understanding.
- CO6: develop different activities and programmes for peace and harmony education

IIMTU-NEP IMPLEMENTATION
Year : II / Semester : IV

Programme: PG		Year: II
Class: M.Ed.		Semester: IV
Credits 4 Theory: 3 Practical: 1	Subject/Course M.Ed.	
Course Code: EDUOC-413 N	Title: Self Development & Yoga Education	
Course Objectives: The Students will be able to <ul style="list-style-type: none"> • Introduce them to the philosophical bases of Yoga. • Understand the process of stress management through Yoga education. • Acquire the knowledge of techniques of performing yogasana and develop the skill for the same. • Understand what they are and what they want to be? • Take responsibility for self - development, self - exploration and self - evolution. • Know oneself and through that knowing surrounding (including human and other living) 		
Nature of Paper: DSE		
Minimum Passing Marks/Credits: 40% Marks		
L:3 (Hours/Week) T: 0 P: 2 (Hours/Week) Theory - 15 Hrs. = 1 Credit Practical- 30 Hrs. = 1 Credit		
Unit	Contents	No. of Lectures Allotted
I	Health <ul style="list-style-type: none"> • Introduction, definition and meaning of health • Dimension of health • Determinants of health • Importance of balance diet • School health programme and role of teacher in development of health 	08
II	Physical Education <ul style="list-style-type: none"> • Introduction, definition and meaning of physical education • Objectives of physical education. • Scope of physical education and allied areas in physical education • Need and importance of physical education in different level of school 	08
III	Physical Fitness <ul style="list-style-type: none"> • Definition, meaning type and factors of physical fitness • Factors affecting physical fitness • Benefits of physical fitness 	08

	<ul style="list-style-type: none"> • Importance of physical activities at school level • Assessment of physical fitness 	
IV	<p>Concept of Yoga and Ashtang Yog</p> <ul style="list-style-type: none"> • Yoga meaning concept and importance • Mis-concept of yog • Eight disciplines of Yog-Ashtang Yog • Precautions to keep in mind while performing Yogasan • Different types of Yogassans& their techniques of practicing 	10
V	<p>Meditation, Pranayam and Stress Management</p> <ul style="list-style-type: none"> • Pranayam: meaning, nature and relationship with mind • Different types of Pranayam; kapalbhati; Bhastrika Pranayam, Surya Bhedan Pranayam, Chandrabhedan Pranayam, Anulomvilom Pranayam • Meditation: nature, procedure and importance • Stress: meaning, reasons, role of Yog in stress management 	10
VI	<ul style="list-style-type: none"> • Themes such as gender, society and education, differently challenged abilities, psycho- social dimensions of exclusion and inclusive education. 	05
VII	<p>Concepts of integrated personality and processes of its harmonious development.</p> <ul style="list-style-type: none"> • Mental and physical well-being (through modalities such as Yoga workshops for at least once in a week), Life skills in our daily life. • Happiness, harmony: within me and with, others: society, nature, existence. • Realization, understanding, desiring, thinking, Shanti, Santosh, Anand, Prosperity, Human Values Swatantrata, Swarajya, Moksha, 	10
VIII	<p>Concepts of Self: concepts and self-esteem.</p> <ul style="list-style-type: none"> • Understanding and analysis of your own Strength, Scope for development, weakness, threats: constructive utilization towards self development. • Concepts of intelligence (multiple intelligence), emotional intelligence, spiritual intelligence. 	8
IX	<p>Prayer, Meditation (as antis dote to stress management) & Mental Piece.</p> <ul style="list-style-type: none"> • Interaction with theatre personality/musician/artist. • Conducting theatre workshop. • Maslow's Need Hierarchy Theory and Self - actualization. 	8
	<p>Practicum Based on above course:</p> <ul style="list-style-type: none"> • editation, Group play, report on International yoga day celebration. 	
Reference by:		
If the course is available as Generic Elective, then the students of following departments may opt it. N/A		

Evaluation/Assessment Methodology	
	Max. Marks
1. Class tasks/ Sessional Examination	10
2. Presentations /Seminar	05
3. Assignments	05
4. Quiz	05
5. ESE	75
Total:	100
Prerequisites for the course: Attendance min. 75%	
Course Learning Outcomes: Learner will be able to:	
CO1: Define the philosophical bases of Yoga.	
CO2: Explain the process of stress management through Yoga education.	
CO3: Analyze different techniques of performing yogasana and develop the skill for the same.	
CO4: Evaluate what they are and what they want to be?	
CO5: Create an understanding of responsibility for self - development, self - exploration and self - evolution.	
CO6: Prepare different practical task of prayer, meditation to know oneself and through that knowing surrounding (including human and other living)	

College of Education

ACADEMIC HAND BOOK



College of Education

(Established by Govt. of U.P. vide U.P. Act No. 32 of 2016)

CBCS Based Syllabus of

Pre-Ph.D. Course Work Education

Year 2020-21 Onwards

(As per NCTE, UGC and NEP2020)

Evaluation Scheme

**Pre-Ph.D. Course Work syllabus (Education)
Year-I / Semester - I (2021-22) Onwards**

S. No.	Course Code	Name of the Courses	Teaching Hours				Credit	IM	EM	Total
			L	T	P	Total				
Core Course										
1	PHE-111N	Educational Research Methodology and an Advanced Statistical Techniques	4	0	0	4	4	25	75	100
RAC (Oriented Paper)										
2	PHE - 112 N	Information and Communication Technology- Role in Educational Research	2	1	2	5	4	25	75	100
UGC (Oriented Paper)										
3	RPE - 111	Research and Publication Ethics	1	0	2	3	2	15	35	50
Optional Course (Theory Specialization) (Any One)										
4A	PHE - 113 (A)N	Philosophical and Sociological foundations of Education: An analytical reflection for research								
B	PHE 113 (B) N	Advanced Educational Psychology: Implication for research.	3	1	0	4	4	25	75	100
C	PHE 113 (C) N	Innovative Practices, Recent Trends and Challenges in Teacher Education								
5.	PHE-114 N	Seminar Presentation	0	1	2	3	2	50		50
	TOTAL		10	03	6	19	16	140	260	400

Format-3

Pre-Ph.D. Course Work Syllabus (Education)
Year – I / Semester - I (2021-22) Onwards

Programme: Ph.D	Year:1 st Year	
Class: Pre Ph.D. Course Work	Semester: I	
Credits : 4 Theory: 4 Practical: 0	Subject/Course : EDUCATION	
Course Code: PHE-111N	Title: Educational Research Methodology and An Advanced Statistics	
Course Objectives: To enable the prospective teacher educators: <ul style="list-style-type: none"> • Know about the research process and its various types. • Understand how to identify the problem and hypotheses formulation. • Know the sampling techniques, data collection devices and statistical analysis. • Understand the application of computers in educational research. • Understand how to write research proposal, synopsis, report or thesis writing. 		
Nature of Paper: Core Course		
Minimum Passing Marks/Credits: 40% Marks		
L:4 (Hours/Week) T:0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	Research Procedure <ul style="list-style-type: none"> • Educational research as a scientific process; meaning, need and nature of educational research. • Selection and formulation of research problem. • Review of related literature. • Hypothesis: Classifications, statement of hypothesis, characteristics of hypothesis. • Research design, population and sampling. • Research tool and data collection. • Statistical analysis of data. • Formulation of conclusion and generalization 	12
II	<ul style="list-style-type: none"> • Qualitative and quantitative research • Ex-post facto research • Research Designs • <i>Historical research</i> • Developmental Research • Ethnographical research • Philosophical research • <i>Descriptive research</i> 	10
III	Statistical Techniques for Data Analysis <ul style="list-style-type: none"> • Meaning and purpose of parametric statistics and non- parametric statistics 	14

	<ul style="list-style-type: none"> • Difference between parametric and non- parametric statistics • Simple statistical applications such as t Test, F Test, ANOVA, • Non- parametric statistics such as chi-square- its purpose and use • Median test and Sign test • Correlation techniques • Factor analysis 		
IV	<p>Application of Computer in Educational Research Uses of computer in:</p> <ul style="list-style-type: none"> • Data organization in SPSS and Excel • Graphical presentation 	<ul style="list-style-type: none"> • Data analysis • <i>Preparation of tables</i> 	12
V	<p>Research Report Writing</p> <ul style="list-style-type: none"> • Need for writing research report • Technical aspect of research report • Writing research abstract • Writing a review of papers 	<ul style="list-style-type: none"> • <i>Preparing research synopsis</i> • Writing research report • Writing research paper • Writing Bibliography 	12

Suggestive Reading:

- R.P. Mishra, Research Methodology, A Hand Book, Concept Publishing Company, 2002.
- J.M.D. Morton and S.W. Cook, Research Methods in Social Relations, New York, Dryden, 1951.
- Blaxter, L. Hughes, C & Tight, M., How to Research, Viva Books, Pvt. Ltd., New Delhi, 1999.
- De Vaus, D.A., Surveys in Social Research, Rawat Publications 2003.
- May, Tim Social Research: Issues, Methods and Process, Open University Press, 2001.
- Henn, M. Weinstein .M. & Foard, N., A Short Introduction to Social Research, Visitaar Publications 2006.
- Boyatzis, R.E., Transforming Qualitative Informing, SAGE, 1998.
- Thankur, D., Research Methodology in Social Sciences, Deep & Deep Pub. Pvt. Ltd., 2005.
- Mc Niff, J. & Whitehead J., Action Research: Principles and Practices, Rutledge Flamer, London, 2002.
- Broota, K.D., Experimental Desings in Bechavioural Research, New Age International Pub., 2006.
- Kanji, G.K. 100 Statistical Tests, SAGE 2006.
- Best, J.W.& Kahn, J.V., "Research in Education", Prentice Hall of India, 2000.
- Kumar, R. Research Methodology SAGE, New Delhi, 1999.
- Mohan, R. Research in Education, Neel Kamal Pub. Pvt. Ltd., 2003.
- Freeman, F.S. Theory and Practice of Psychological Testing, Oxford & IBH Pub. Co Ltd. New Delhi, 1955.
- Kothari, CR (1995) Research Methodology: Methods and Techniques, WishwaPrakashan, New Delhi.
- Mishra, S.K. and Binwal, J.C., Computer Applications in Social Science Research, Vikas

Publication Co. Delhi, 1991.

- Bhattacharya, D. K., Research Methodology Excel books New Delhi- 10028, 2006.
- Kapil, H.K., Research Methodology. Bargawa Book Deepo, Agra. MLA Handbook for Writers of Research Papers, Seventh edition New Delhi : Affiliated East- West Press, 2009.
- Statistical Design in Experimental Research. Winer (1971) Mc Graw Hill,
- Foundations of Behavioural Research. Kerlinger. F.N. (1978).
- An Introduction to Psychological Statistics DUBOIS, Philip M.V.
- Research Methodology : Methods and Techniques : Kothari, C.R. (1985).
- Research Methodology: Methods and Techniques by C. R. Kothari, New Age International Publishers, ISBN:81-224-1522-9
- Statistical Methods for Research Workers by Fisher R. A., Cosmo Publications, New Delhi ISBN:81-307-0128-6
- Methodology of Research in Social Sciences by O. R. Krishnaswamy and M. Rangnatham Himalaya publication House, 2005, ISBN: 8184880936
- Research Methodology-A Step-by-Step Guide for Beginners, Kumar, Ranjit. (2nd.ed), Pearson Education
- Research Methodology: Concepts and cases by Chawla and Sondhi, Vikas Publication
- SinhaP.K., Computer Fundamentals, BPB Publishing.
- Edwards, A.L.(1968). Experimental Design in Psychological Research, New York, American Publishing Co. Pvt. Ltd.
- Keeves, J.P.(1988). Educational Research, Methodology and Measurement. An international Handbook Oxford, Pergamon Press.
- Winner, B.J.(1962). Statistical Principles in Experimental Design. Newyork: Mc Graw Hill.
- BuchM.B. (1991) Surveys Research in Education, New Delhi: NCERT.
- Preparing research synopsis
- Writing research report
- Writing research paper
- Writing Bibliography

If the course is available as Generic Elective, then the students of following departments may opt it.
N/A

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks /Sessional Examination	00
2) Presentations /Seminar	10
3) Assignments	15
4) ESE	75
Total:	100

Prerequisites for the course: Attendance minimum 75%

Course Learning Outcomes:

At the end of this course a student will be able to:

CO-1. Define the concept & Learning Process of Research procedure.

CO-2. Describe the Concept of Methods of Educational Research.

CO-3. Explain the role of Statistical tools/Techniques in Analysis of data for Educational research.

CO-4. Implement Computer software in Educational Research.

CO-5. Compute Interpretations of finding revealed through statistical data Analysis.

CO-6. Compare qualitative & Quantitative Research.

CO-7. Write Different Research report.

**Pre-Ph.D. Course Work Syllabus (Education)
Year - I / Semester - I (2021-22) Onwards**

Programme: Ph.D.		Year: I
Class: Pre-Ph.D Course Work		Semester: I
Credits: 4 Theory: 3 Practical: 1		Subject/Course: EDUCATION
Course Code – PHE -112N		Title: Information and Communication Technology: Role in Educational Research
<p>Course Objectives: Students will be able to learn:</p> <ul style="list-style-type: none"> • Need and importance of ICT in education and research. • Basic knowledge about technological equipment, soft wares and their use in education and research • ICT skills and application in education and researches • To explore digital platforms for education and researches 		
Nature of Paper: RAC (Oriented Paper)		
Minimum Passing Marks/Credits: 40% Marks		
L:2 (Hours/Week) T:1 P: 2 Theory - 15 Hr. = 1 Credit Practical- 30 Hr.=1 Credit		
Unit	Contents	No. of Lectures Allotted
I	<p>Concept of Educational Technology and ICT</p> <ul style="list-style-type: none"> • Meaning, Concept, Need and Importance of Educational Technology. • Types of Educational Technology and their use in Educational Researches. 	10
II	<p>Basic Knowledge about computers</p> <ul style="list-style-type: none"> • Computer devices, Operating systems, communication tools, software • Internet and websites, search engines to reach out and bridge the divides • Basic Computer skills • Basic Application of Computer as online tutoring, online teaching, e-books, social media, 	15
III	<p>ICT: Its application in Educational Research</p> <ul style="list-style-type: none"> • In review of literature and deciding the problem and area of research • In developing and administrating tools of research • In data collection and data analysis using software 	18

IV	Operating System in Computers: MS Window <ul style="list-style-type: none"> • MS Office as a Computer Programme: MS Word, MS Excel, MS Power Point • Adobe Acrobat to read and make PDF files • Multimedia 	17
V	Digital Platforms for Educational Researches <ul style="list-style-type: none"> • Free and Open Source Software (FOSS), NROER (National Repository of Open Educational Research), • NDL National Digital Library, INFLIBNET • Shodhganga A reservoir of Indian Thesis • Shodh Gangotri – A repository of synopsis and research proposals • Shodh Shuddhi – Plagiarism Detection Software, • URKUND- A web based plagiarism Detection Software 	15

Suggested Readings

- Shrish Chavan' Rapidex Computer Course', Unicorn Books.
- Alexis Leon & Mathews Leon, 'Fundamentals of Information Technology', Vikas Publishing.
- Peter Norton 'Introduction to Computers', 6th International Edition (McGraw Hill).
- Williams Sawyer, 'Using Information Technology: A Practical Introduction to Computer & Communications' 6th International Edition (McGraw Hill).
- Sarah E. Hutchinson and Stacey C. Sawyer, 'Computer Communications & information: A user's introduction', MacGraw H.
- Preparing research synopsis.
- Writing research report.
- Writing research paper.
- Writing Bibliography.

If the course is available as Generic Elective, then the students of following departments may opt it.
N/A

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	00
2) Presentations /Seminar	10
3) Assignments	15
4) ESE	75
Total:	100

Prerequisites for the course: Attendance minimum 75%

Course Learning Outcomes:

At the end of this course a student will be able to:

- CO1- Operate computers and applications in ICT-enabled learning environment
- CO2- Knowledge about technological equipment, software's and their use in education and research.
- CO3- Represent tables of information in word processors and spreadsheets.
- CO4- Use digital platforms for educational research.
- CO5- Communicate effectively with teachers and other using Technology.
- CO6- Develop cognizance of critical perspectives of ICT.

Pre-Ph.D. Course Work Syllabus (Education)
Year - I Semester - I (2021-22) Onwards

Programme: Ph.D. Class: Pre-Ph.D. Course Work	Year: I Semester: I	
Credits: 2 Theory: 1 Practical: 1	Subject/Course : EDUCATION	
Course Code: RPE -111	Title: RESEARCH AND PUBLICATION ETHICS (RPE)	
Course Objectives: Students will be able to <ul style="list-style-type: none"> • To gain a better understanding of the ethics in researches. • To enable the student to analyze value of research ethics in conducting research in education. • Demonstrate and apply basic principles of ethics to research movement and implementation in various procedures of research. 		
Nature of Paper: UGC (Oriented Paper)		
Minimum Passing Marks/Credits: 40% Marks		
L: 1 (Hours/Week) T: 0 P: 2 Theory - 15 Hr. = 1 Credit Practical- 30 Hr. = 1 Credit		
Unit	Contents	No. of Lectures Allotted
I	PHILOSOPHY AND ETHICS: <ul style="list-style-type: none"> • Introduction to Philosophy: definition, nature and scope, concept and branches, • Ethics: Definition, Moral Philosophy, nature of moral judgments and reactions 	04
II	SCIENTIFIC CONDUCT: <ul style="list-style-type: none"> • Ethics with respect to science and research • Intellectual honesty and research integrity • Scientific misconduct: Falsification, Fabrication, and Plagiarism, • Redundant Publication: duplicate and overlapping publications, salami slicing, • Selective reporting and misrepresentation of data. 	04
III	PUBLICATION ETHICS: <ul style="list-style-type: none"> • Publication ethics: definition, introduction and importance. • Best Practices/ Standard settings initiatives and guidelines: COPE-Committee on Publication Ethics, WAME etc. • Publication Misconducts: Definitions, concepts, problem that lead to unethical behavior and vice-versa types. • Violation of publication ethics, authorship, and contributions. • Identification of publication misconduct, complaints and appeals, 	07

	<ul style="list-style-type: none"> • Predatory publishers and journals. 	
IV	<p>OPEN ACCESS PUBLISHING:</p> <ul style="list-style-type: none"> • Open access publications and initiatives, • SHERPA/RoMEO online resource to check publisher copyright and self-archiving policies. Software tool to identify predatory publications developed by SPPU. • Journal Finder/Journal Suggestion tools viz. JANE, Elsevier Journal Finder, and Springer journal suggested 	08
V	<p>PUBLICATION MISCONDUCT</p> <p>Group Discussion:</p> <ul style="list-style-type: none"> • Subject Special ethical issues, FFP, Authorship, • Conflicts of Interest, • Complain and Appeals: examples of fraud from India and abroad. • Software tool: • Use of plagiarism software like TRINITIN, URKAND and other open source software tools. 	08
VI	<p>DATABASE AND RESEARCH MATRICS:</p> <p>Database:</p> <ul style="list-style-type: none"> • Indexing databases, • Citation databases: Web of Science, Scopus etc. <p>Research Metrics:</p> <ul style="list-style-type: none"> • Impact factor of Journal as per journal citation report, SNIP. SJR, IIP, Cite Score. • Metrics: h-index, g-index, i10 index, altimetry's. 	14
<p>Suggested Readings</p> <ul style="list-style-type: none"> • Bird, A (2006) Philosophy of Science Routledge, • MacIntyre, Alasdair (1967) A Short History of Ethics, London. • P. Chaddah, (2018) Ethics in Competitive Research: Do not get scooped; do not get plagiarized, ISBN: 978-938748065 • National Academy of Sciences, National Academy of Engineering and Institute of Medicine, (2009), on being a Scientist: A Guide to Responsible Conduct in Research: Third Edition, National Academies press. • Resnik, D.B. (2011). What is ethics in research & why is it important, National Institute of Environmental Health Sciences, 1-10 Retrieved from https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfmBeall, J. (2012). Predatory publishers are corrupting open access Nature, 489(7415), 179-179. • https://doi.org/10.1038/489179a • Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019), • ISBN: 978-81-939482-1-7, http://www.insaindia.res.in/pd/Ethics Book.pdf • Preparing research synopsis • Writing research report • Writing research paper • Writing Bibliography 		
<p>If the course is available as Generic Elective, then the students of following departments may opt it. N/A</p>		

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	00
2) Presentations /Seminar	05
3) Assignments	10
4) ESE	35
Total:	50
Prerequisites for the course: Attendance minimum 75%	
<p>Course Learning Outcomes: At the end of this course a student will be able to :</p> <ol style="list-style-type: none"> 1. To recognize the interdisciplinary aspect of Philosophy, moral philosophy and research ethics. 2. Illustrate the Misconduct, Ethics, Integrity, of research and publication. 3. Implement intellectual honesty in research and publication. 4. Differentiate between predatory and actual publishers/journals. 5. Incorporate the plagiarism check in their research work. 6. Attain the indexing, citation, impact factor, SNIP etc. 	

**Pre-Ph.D. Course Work Syllabus (Education)
Semester - I (2021-22) Onwards**

Programme: Ph.D. Class: Pre Ph.D. Course Work	Year:1 st Year Semester: I	
Credits 4 Theory: 4 Practical: 0	Subject/Course : EDUCATION	
Course Code: PHE -113 (A)N	Title: Philosophical and Sociological Foundations of Education: An Analytical Reflection for Research	
Course Objectives: Students will be able to: <ul style="list-style-type: none"> • Understand philosophical concepts, its branches and functions. • Understand Indian and Western Schools of philosophy and their implication in education and research. • Know sociological aspects and their influence in education and research. • Understand the role of culture in education and research. 		
Nature of Paper: Optional Course (Theory Specialization) (Any One)		
Minimum Passing Marks/Credits: 40% Marks		
L:4 (Hours/Week) T:0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	Philosophy as a Discipline and its Role: <ul style="list-style-type: none"> • Philosophy, a directive doctrine and liberal discipline: Meaning and relevance. • Functions of philosophy: Normative, speculative and analytical. • Branches of Philosophy – Metaphysics, Epistemology, Axiology, Aesthetics, Ethics, Logic. • Philosophy of Education: its concept and significance for teachers; application of philosophy of education in teaching. Relationship between Philosophy and Education. • Philosophical Methods: Analysis, Synthesis, Induction, Deduction. 	10
II	Western and Indian Schools of Philosophy <ul style="list-style-type: none"> • Western philosophical Schools: Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism with special reference to the concepts of knowledge, reality and values, their educational implications for aims, contents and methods of education. • Indian Schools of Philosophy: Sankhya, Vedanta (Advaita and Vishistadvaita) Buddhism, Jainism, Islamism: traditions as Indian school of thought, with special reference to the concept of knowledge, reality and values and their educational implications. • Modern concept of Philosophy: Logical analysis. Logical empiricism and Positive relativism – (Morris L. Prigge). 	12

III	<p>Western and Indian Thinkers of Education.</p> <ul style="list-style-type: none"> • Contribution to educational thoughts and practices made by great thinkers like Vivekananda, Tagore, Gandhi, ShriAurobindo, Swami Dayanand, Sir Syed Ahmad Khan, J. Krishnamurti, Karl Marx, Paulo Freire, Plato, Dewey, Rousseau, Bertrand Russell, Jean Paul Sartre, Francis Bacon. Talcott Parsons, Emile Durkheim. 	10
IV	<p>Sociological Foundations of Education</p> <ul style="list-style-type: none"> • Sociology of Education- concept, nature, scope, functions of sociology of education. • Difference between educational sociology and sociology of education, need for a sociological approach in education. • Education as a sub system of society in relation to interaction with other social institutions, as family, community, economy, political system, and religion. • Social institutions and their role in development of attitude and inculcation of values (with reference to family, community, school and youth organizations). • Social organization: concept, definition, characteristics, social groups, Disorganization, Differentiation and Stratification: meaning, definition, characteristics and influencing factors. • Socialization: concept, mechanism and theories of socialization. Education and socialization. Need of socialization. 	14
V	<p>Culture and Education</p> <ul style="list-style-type: none"> • Culture and Education: meaning, nature and types of culture, role of education in the cultural context, cultural change, cultural crisis with special reference to Indian society. • Cultural unity and diversity in India, culture and society, culture and civilization. • Social Change: concepts, patterns, characteristics and theories of social change, education as an instrument for social change, Factors responsible for social change, Social Mobility: meaning and concept, types of mobility. • Constraints of Social Change: caste, class, language, religion, regionalism and ethnicity. • Study of social thoughts and contribution of Emile Durkheim, Tolcott Parsons, P.A. Sorokin and Charles Cooley • Human Rights and value education, values and beliefs, social norms. • Critical Reflection on the writings of the following thinkers: <ol style="list-style-type: none"> (a) Leaning without Burden: Prof. Yashpal (b) What is Worth Teaching: Prof. Krishna Kumar (c) Pedagogy of the Oppressed: Paul Freire. (d) Deschooling Society: Ivan Ilich (e) Role of following social thinkers on Society and Education – Jyotiba Phule, Savitri Bai Phule, Raja Ram Mohan Roy, Dr. B.R. Ambedkar, Gopal Krishna Gokhale, Mohan Das Karmchand Gandhi, Mother Teresa. 	14
<p>Suggested Readings</p> <ul style="list-style-type: none"> • Agrawal, S. (2007). Philosophical Foundations of Education. Delhi: Authors Press. • Aloni, N. (2007) Enhancing humanity: the philosophical foundations of humanities education. Dordrecht: Springer • Brambeck, C. S. (1966). Social Foundation of Education - A Cross Cultural Approach. New York: 		

John Willey.

- Brubacher, J. S. (1962) Eclectic Philosophy of Education. Prentice Hall, New Jersey: Engelwood Cliffs.
- Brubacher, J. S. (1978). Philosophy of Higher Education. San Francisco: Jossey – Bass.
- Chau M., Kerry T. (2008). International Perspectives on Education. New York: Continuum
- Curren, R. (2003). A companion to the philosophy of education. Malden Mass: Blackwell
- Curren, R. (2006). Philosophy of Education: An Anthology Paperback. Wiley Blackwell.
- Dewey, J. (1944). Democracy and Education. New York: The Free Press
- Dhavan, M. L. (2005). : Philosophy of Education, Delhi: Isha Books.
- Giroux, H.A., Penna, A.N., & Pinar, W.F. (1981). Curriculum and Instruction. Berkeley, CA: McCutchan.
- Mukharji, S. (2007). Contemporary issues in modern Indian education. Authors Press.
- Mukherjee, S.N. (1966). History of Education in India. Baroda: Acharya Book Depot.
- Naqi, M. (2005) Modern Philosophy of Education, New Delhi: Anmol Publication Pvt. Ltd.
- Pringe, R. (2004). Philosophy of education: Aims, theory, common sense and research. London: Continuum
- Singh, M.S.(2007). Value Education. Delhi : Adhyayan, Publication
- Aggarwal, J.C. (1985). Philosophical and sociological bases of education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhatia & Bhatia (1992) Philosophical and sociological foundations of education. N.Delhi: Doaba House.
- Brown, F.J. (1947). Educational sociology. New York: Prentice Hall Inc.
- Chattopadhyaya (Ed) (2002). The cultural heritage of India. Vedanta Press (RK Institute of Culture)
- Preparing research synopsis
- Writing research report
- Writing research paper
- Writing Bibliography

If the course is available as Generic Elective, then the students of following departments may opt it.
N/A

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	00
2) Presentations /Seminar	10
3) Assignments	15
4) ESE	75
Total:	100

Prerequisites for the course: Attendance minimum 75%

Course Learning Outcomes:

At the end of this course a student will be able to:

- Understand philosophical concepts, nature functions and its branches.
- Describe Indian and Western Schools of philosophy and their implication in education and research.
- Explain sociological aspects and their influence in education and research.
- Discuss the role of culture in education and research.
- Enumerate different concept of Social Institutions, Social Groups Social organization, and Disorganization.
- Critical Analyze role of different Indian and western thinkers.
- Apply Philosophical thinker's views and their Philosophy in Research.

Pre-Ph.D. Course Work Syllabus (Education)
Year – I / Semester - I (2021-22) Onwards

Programme: Ph.D. Class: Pre Ph.D.	Year: I Semester: I	
Credits 4 Theory: 4 Practical: 0	Subject/Course :EDUCATION	
Course Code - PHE - 113 (B) N	Title: Advanced Educational Psychology: Implication for Research	
Course Objectives: Students will be able to:		
<ul style="list-style-type: none"> • Understand the concept and relationship between education and psychology • Understand the concept and process of growth and development of learners at various stages • Understand the concept and theories of creativity and intelligence in education and researches • Understand the various types of Personality and their assessment in education and researches • Understand the meaning and types of learning theories 		
Nature of Paper: Optional Course (Theory Specialization) (Any One)		
Minimum Passing Marks/Credits: 40% Marks		
L:4 (Hours/Week) T:0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	Educational Psychology and its methods <ul style="list-style-type: none"> • Relationship of Education and psychology. • Scope of Educational Psychology • Methods of Educational Psychology: Experimental, Observational, Differential 	08
II	Growth and Development <ul style="list-style-type: none"> • Physical development during childhood and adolescent • Social development during childhood and adolescent • Emotional development during childhood and adolescent • intellectual development during childhood and adolescent • Development of concept formation, logical reasoning, problem solving and creative thinking, Language Development • Individual Difference: Meaning and Areas • Determinants: role of heredity and environment. • Implications of individual differences for organizing Educational programmes 	10
III	Creativity <ul style="list-style-type: none"> • Concept and characteristics of Creativity. • Measurement of creativity, • Role of Teachers in fostering Creativity. 	10

	<ul style="list-style-type: none"> • Importance of Creativity for research. • Meaning and purpose of parametric statistics and non- parametric statistics • Difference between parametric and non- parametric statistics • Simple statistical applications such as t Test, F Test, ANOVA, • Non- parametric statistics such as chi-square- its purpose and use • Median test and Sign test • Correlation techniques • Factor analysis 	
IV	<p>Intelligence</p> <ul style="list-style-type: none"> • Concept and nature. • Theories - Two Factor Theory (Spearman); Multi Factor Theory, Group Factor Theory, Guilford Model of Intellect, Hierarchical Theory, Measurement of Intelligence. (two verbal and two non-verbal tests) • Measurement of Intelligence : (Two verbal and two non-verbal tests) 	08
V	<p>Unit -V: Personality</p> <ul style="list-style-type: none"> • Meaning and Determinants, Theories of personality • Assessment of Personality: Subjective and Projective Methods. 	08
VI	<p>Learning</p> <ul style="list-style-type: none"> • Meaning, Concept of learning • Factors Influencing Learning. • Theories of learning - Thorndike's connectionism , Pavlov's classical conditioning and Skinner's operant conditioning learning by insight: Hull's reinforcement theory and Tolman's theory, Lewin's field theory , Gagne's hierarchy of learning 	08
VII	<p>Unit-VII : Motivation</p> <ul style="list-style-type: none"> • Concept of Motivation • Learning and motivation • Theories of Motivation: Physiological, Psycho- analytical theory, Murray's Need Theory, Maslow's Theory of Hierarchy of Needs. • Theory of achievement motivation. Role of motivation for research. 	08
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Rao, Usha 2008. Advanced Educational Psychology (First edition). Himalayan Publishing House. • Reddy, Y. Sudhakara and Rao, D. Bhaskara. 2007. Creativity in Adolescents. Discovery Publishing House. New Delhi • Saha, Kaberi. 2012. Statistics in Education and Psychology. Asian Books Pvt. Ltd. New Delhi. • Sarsani, Mahender. Reddy. 2006. Creativity in Schools (1st ed.) Sarup & Sons New Delhi. • Sharma, K. 1991. Creativity and Related Factors. National Psychological Corporation. Agra. • Sharma, R.A. 2008. Advanced Statistics in Education and Psychology. R. Lall Book Depot. Meerut • Singh, K.P., Chandra, Trilok. and Parihar, A.J.S. 2011. Advanced Educational Psychology. R. Lall Book Depot. Meerut. • Skinner, Charles. E. 2006. Elementary Educational Psychology (Second edition) Suijeet Publications. Delhi. 		

- Sternberg, R.J.(ed). 1988. The Nature of Creativity. Cambridge University Press. Cambridge.
- Stoddard, George. D. 1959. The Meaning of Intelligence (Tenth Printing). The Macmillan company. USA.
- Taylor, C.W. (Ed.) 1964. Creativity: Progress and Potential. Me. Graw Hill. New York.
- Davar, B. (2001). Mental Health from a Gender Perspective. New Delhi: Sage.
- Dusek, J. B. (1991). Adolescent Development and Behaviour. New Jersey: Prentice Hall
- Hariharan, M. and Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage
- Martin, G. L. and Osborne, G. J. (1989). Psychology, Adjustment and Everyday Living. New Jersey: Prentice Hall.
- Nayar, U.S. (Ed.) (2012). Child and Adolescent Mental Health. New Delhi: Sage.
- Patel, V. and Thara, R. (Ed).(2003). Meeting the Mental Health Needs of Developing Countries. New Delhi: Sage Publications
- Ranganathan, N. (Ed.) (2012). Education for Mental Health. New Delhi: Shipra.
- Preparing research synopsis
- Writing research report
- Writing research paper
- Writing Bibliography

If the course is available as Generic Elective, then the students of following departments may opt it.

N/A

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	00
2) Presentations /Seminar	10
3) Assignments	15
4) ESE	75
Total:	100

Prerequisites for the course: Attendance minimum 75%

Course Learning Outcomes:

At the end of this course a student will be able to:

- CO 1. Understand the Scope of Advanced Educational Psychology.
- CO 2. Describe Implication of individual differences for Organizing Educational Programs.
- CO 3. Explain the Importance of Creativity for Research.
- CO 4. Enumerate The Utility of intelligence, Learning Theories and measurement in research
- CO 5. Assess Personality Development theories.
- CO 6. Apply Theory of Achievement motivation and role of Researcher.

Pre-Ph.D. Course Work Syllabus (Education)
Year – I Semester - I (2021-22) Onwards

Programme: Ph.D. Class: Pre Ph.D.	Year: I Semester: I	
Credits : 4 Theory : 4 Practical : 0	Subject/Course : EDUCATION	
Course Code – PHE– 113 (C) N	Title: Innovative Practices and Research Trends in Teacher Education	
Course Objectives: Students will be able to: <ul style="list-style-type: none"> • learn the concept of Teacher Education with reference to various Commission and Committees • explore various programmes and their roles in Teacher Education • innovation and new trends in Teacher Education Programmes • know the impact of globalization on teacher education 		
Nature of Paper: Optional Course (Theory Specialization) (Any One)		
Minimum Passing Marks/Credits:40% Marks		
L:4 (Hours/Week) T:0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
Unit	Contents	No. of Lectures Allotted
I	Introduction of Teacher Education <ul style="list-style-type: none"> • Meaning of Teacher Education. Scope and Need of Teacher Education. • Teacher Education with special reference to Kothari Commission, NPE 1986, NCFTE-2009, Justice Verma Commission. (JVC) and NEP2020 • Role of Regulatory bodies: UGC, NCTE, NAAC, 	12
II	Various Programmes in Teacher Education and their role. <ul style="list-style-type: none"> • Sarva Shikha Abhiyan (SSA), Rashtriya Uchhtar Shikha Abhiyan (RUSA), Continuous Comprehensive Remedial Evaluation (CCRE) and Right to Education (RTE), CASE and UNESCO 	10
III	Professional Development and Innovation in Teacher Education Programme <ul style="list-style-type: none"> • Pre-service teacher education 4 year integrated programme. (ITEP) • Problems and issues in professional preparation of teacher. • Interactive Whiteboards and Smart Boards, Web Tools, Mobile learning and Digital Games in Education. • Massive Open Online Course (MOOC), Online Educational Resources, SWAYAM • Academic Performance indicators (API), Choice based credit system (CBCS) and Portfolio 	15

IV	<ul style="list-style-type: none"> • Inclusive Education • ICT in Education, • Life Skill Education • Multicultural Education • Lifelong learning • Open and distance learning • Media literacy and learning • Alternative Assessment 	<ul style="list-style-type: none"> • Co-operative and Collaborative learning • Blended learning, Flipped Learning • FlexSPACE • Reflective learning • Social Constructivism 	15
V	<p>UNIT V: Globalization and Teacher Education</p> <ul style="list-style-type: none"> • Differences between globalization, internationalization and internationalism • Paradoxes of globalization • Global policies in Education EFA- Education for all as a global movement by UNESCO, MDG- Millennium Development Goals and SDGs,- Sustainable Development Goals • Globalization and educational reforms. 		08
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Rao, Ravi Ranga & Rao, Digumarti Bhaskara (2004). Methods of Teacher Training. Discovery Publishing House, New Delhi. • Innovative Practices In Teacher Education http://www.mu.ac.in/myweb_test/MA%20Teacher%20Education/Chapter-8A%20&%208B.pdf. Retrieved on 04/05/2015 8) Innovation and Initiatives in Teacher Education in Asia and the Pacific region http://www.unesco.org/education/pdf/412_35a.pdf. Retrieved on 04/05/20 • Paul Newhouse, C.2002 The Impact of ICT on Learning and Teaching (Literature Review), published by Specialist Educational Services. Western Australia, • Singh, R.P. 2011 Teacher Education To-day, Shipra Publications, New Delhi, Vasudeva Rao, B.S. & Gupta, P.V. 2012, Changing paradigms of Education and Human Development, The Associated Publishers, Ambala Cantt. • Arora G. (2002). Globalization, Federalism and Decentralization Implications for India. Book Weel. Joshi R., Challenges to Teacher Education in 21st Century, University News 43(18) (2005). • Mumthas N. S. (2005). Professionalism among teacher educators, EDUTRACKS, Neelkamal Publication Pvt. Ltd., Hyderabad, A.P., India. • Taj H. (2004). Infor Gupta Arun (1984), Teacher Education: Current & Prospects New Delhi, Sterling Publications. • India, Ministry of Education: Report of the Education Commission (1964-66) Education National Development New Delhi Publication Division 1966. • Kochar S.k. (1985). Methods & techniques of teaching 2nd & rev & enlarged edition, Delhi, Sterling Publishers. • NCF (2000), NCERT Publication, New Delhi. • NCFTE (2009), NCTE Publication, New Delhi. • UNESCO (1976) Regional office for Education in Asia, Bangkok, Exploring, dimensions in Teacher Education, Bangkok. • UNESCO (1981), A System approach to teaching & learning procedures a guide teacher Educators, Paris, UNESCO. • Upasani N.K. (1988). Effective college teaching, Mumbai S.N.D.T. Women's University. 			

- Upasani N.K. (1988). Planning for better learning, Mumbai S.N.D.T. Women's University. Information Communication Technology and Teacher Education, EDUTRACKS, Neelkamal Public
- Preparing research synopsis
- Writing research report
- Writing research paper
- Writing Bibliography

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	00
2) Presentations /Seminar	10
3) Assignments	15
4) ESE	75
Total:	100

Prerequisites for the course: Attendance minimum 75%

Course Learning Outcomes:

At the end of this course a student will be able to:

1. Understand the meaning, scope and development of innovative practices of teacher education.
2. Compare different teacher Education Programme and their role in teacher Education.
3. Explain the research trends and their roles in teacher education.
4. Describe the professional development in teacher education.
5. Illustrate about different innovations and new trends in teacher education program.
6. Enumerate the impact of globalization on teacher education.

UGC Oriented Paper (Practicum)
Seminar Presentation
Course Code: PHE- 114 N

Max. Marks 50 (Internal Assessment)

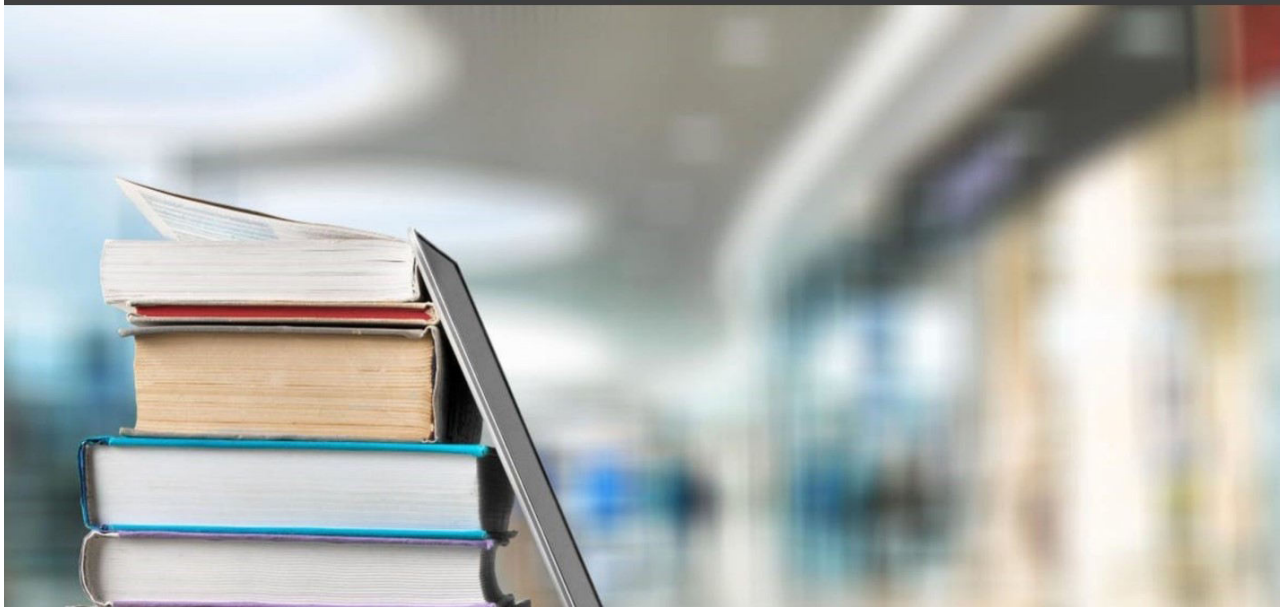
The candidates have to present a synopsis / proposal on the topic selected for the Ph.D. work or any topic selected from the whole syllabus in the seminar organized by the Department of Education. The presentation will be evaluated internally by the faculty members. All the candidates need to submit the hard copy of the synopsis / report / research paper within the time frame prescribed. For the presentation, they need to prepare a power point presentation.

Direction:

- Word limit of the synopsis / report/ research paper : Maximum 5000 words, Typed in Times New Roman, Font size 12
- Time for presentation through ppt: Maximum 8 – 10 minutes
- Language: Hindi / English
- Plagiarism has to be taken care off and checked.
- It should include references at the end of the synopsis/ report/ research paper.

College of Education

ACADEMIC HAND BOOK



ORDINANCE **Bachelor of Physical Education (Two year)**

1. Preamble:

This document contains the necessary guiding instruction that regulates the programme in various academic sessions. It covers the programme/course information's with different probable scenarios and also forwarded the line of action concerned to specific programme/course related scenarios.

The B.P.E.D. degree is **2-year course and is spread over 4 semesters**. Students pursuing Bachelor of Physical Education at IIMT University Meerut will get to teach subjects which strengthen the fundamentals of the physical education and its related aspects. This programme is designed for students to gain specialized knowledge in the areas of physical education and sports. The programme helps you chalk out your pathway to becoming an innovator in the exciting world of physical education and sports.

2. Definition and Nomenclatures:

A. Bachelor of Physical Education - Bachelor of physical education furnishes every understudy with the chance to partake in an exhaustive program comprising of expertise improvement, lead up games, group activities, and physical wellness exercises. The understudies get guidance in rules, abilities, and techniques related with the various games just as learning encounters including physical molding exercises. The understudies will likewise have chances to get associated with deep rooted physical exercises through individual game units. The program advances the soul of collaboration, authority, reasonable play, and inviting challenge. There is a well-prepared library and International standard games play fields for understudies seeking after this course.

To become instruction experts, physical training instructors may seek after a few degrees and certificates. When all is said in done, at the lone wolf's level, understudies may likewise decide to have practical experience in territories like instructing, open air amusement or physical training educating. Every one of these specializations incorporates distinctive coursework that will prompt an alternate vocation way.

3. Vision and Mission:

Mission- Our mission is to nurture future Physical Education Teachers by providing excellent Educational Environment and sports facilities for their overall personality development.

Vision-Our vision for the future includes providing opportunities to individuals to engage in Worthwhile and meaningful activities which promote active and healthy lifestyle.

4. Program Educational objectives:

- To improve physical competence and awareness related to body mechanics and to use these abilities to perform various physical activities.
- To prepare trained physical education teacher so that they can serve in various educational levels.
- To impart knowledge with latest and innovative teaching pedagogies.
- To provide learning friendly environment where students can excel theoretically and practically.
- To provide them exposure to latest trends in research.

- To give platform so that they can perform their skills national and internationally.
- To foster learning with various advance technologies.
- To prepare students for various government and private sectors as per the interest.

5. Program outcome:

Physical Education is the study, Practice and appreciation of the Art and Science of human movement. While movement is both innate and essential to an individual's growth and development, it is the role of physical education to provide instructional activities that not only promote skill development and proficiency but also enhance an individual over health. Physical education not only fulfills a unique role in education but is also an integrate part of the whole education process.

To develop a comprehensive outlook of an individual with a strong civic position moral quality, sense of responsibilities, an independent, initiative, tolerant person who is able to successfully socialize and to use different forms of physical education and sports in daily life to protect his or her own health and promote effective professional activities.

6. Program Specific outcome:

- i) To provide each student with the opportunity to participate in a comprehensive programme consisting of skill development, lead up games, team sports and physical fitness activities.
- ii) The students achieve skills, and strategies associated with different sports, and get learning experiences physical conditioning activities.
- iii) To inculcate in students the spirit of co-operation, leadership, fair play and sportsmanship.
- iv) To provide foundation of sport studies with the knowledge of various science viz exercise physiology, sport psychology etc.
- v) To promote mass participation in physical education and sports through intramural and extramural programmes.
- vi) To develop research attitude
- vii) Achieve a thorough knowledge and issues related to sports.
- viii) To enable students to apply knowledge, skills and expertise gained from the programme to sport events.

7. Admission Criteria:

- a) Bachelor degree in any discipline with 50% marks and having at least participation inter-collegiate/inter-zonal/district/school competition in sports and games as recognized by AIU/IOA/Govt. of India

or

- b) Bachelor's degree in physical education with 45% marks

or

- c) Bachelor degree in any discipline with 45% marks and studied physical education as compulsory/elective subject.

or

- d) Bachelor's degree with 45% marks and having participated in National/Inter University/State or secured I, 2nd or 3rd position in inter-collegiate/ inter-zonal/district/school competition in sports and games as recognized by AIU/IOA/Govt. of India

or

- e) Bachelor's degree with participation in Inter-national competitions or secured I, 2nd or 3rd position in national/inter university competition in sports and games as recognized by AIU/IOA/Govt. of India.

or

- f) Graduation with 45% marks and at least three years of teaching experience (for deputation in-service candidate i.e trained physical education teachers/coaches)

The relaxation in the percentage of marks in the qualifying examination and the reservation of seats for SC/ST/OBC and other categories shall be as per the rules of the central government/state government whichever is applicable.

Admission Procedure:

Admission shall be made on merit on the basis of marks obtained in the entrance examination (written test), sports proficiency test, and physical fitness test and marks obtained in the qualifying examination) or any other selection process as per the policy of the university/state government/UT administration.

NOTE: Though the candidate applying for BPED may choose any game/sport given above for the Proficiency Test at the time of admission, he/she shall only choose a game/sport that is being offered by the University, once she/he is admitted to the programme.

8. Eligibility in all year as NEP (entry & exit) as per NEHQF and NSQF (if applicable):

All (entry/exit) as per, NCTE/UGC/NEP, University Norms.

9. Curriculum:

Curriculum is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences.

10. Medium of Instruction

Dual language (Both -English &Hindi)

Department of Physical offer both language for instruction in theory & practical classes.

11. Choice base Credit system (CBCS)/LOCF/OBE

CBCS – FORMAT – 01 (Annexure – 02)

CBCS – FORMAT – 02 (Annexure – 03)

12. Registration for course in a semester

Registration in course through proper channel by filling up simple form assess the basic information like personal details, educational qualification, sports participation declaration of student and parents of candidate.

Followed by induction program by various facility and departments for student's support, Student welfare also introduced about the examination scheme, anti-raging and facilities to students.

13. Attendance

13.1 Condonation of medical cases

13.2 In case of medical condition of student, a relaxation of 50% of total attendance is provided by the department to effected student and allowed his/her to appear in the examination.

13.3 Additional Condo nation

In case of additional condition of student, a relaxation of 75% of total attendance is exempted in case of sports participation at International Championship from Indian team in a recognized sport, NCC/NSS for university and department.

14. Assessment procedure

14.1 Theory Assessment:

30% of maximum marks - Internal Assessment (IA)
70% of maximum marks - External Assessment (EA)

14.2 Practical Assessment

30% of maximum marks - Internal Assessment (IA)
70% of maximum marks - External Assessment (EA)

ANNEXURE-02

15. Research Project/Semester Project Assessment Criteria

NA (NOT APPLICABLE)

16. Internship – Research / Industrial Internship

In semester 3rd – the students will have to go for Internship in a Teacher Education Institution followed by a report and its presentation (20 days).

17. For non – credit courses / audit courses

NA (NOT APPLICABLE)

18. Credit Weightage

Credit is a unit of academic input measured in terms of the study hours. It reflects the number of study hours in a particular period of time devoted to various aspects of the teaching learning process such as attending classes, engaging in assignment, projects, seminar, community activities & practical courses required for the courses etc.

Total number of credits: 104 credits including research dissertation are prescribed for the B.P.Ed. programme and credit weightage is as following:

SEMESTER -1	SEMESTER -2	SEMESTER -3	SEMESTER -3	TOTAL
26	24	26	24	100

19. Maximum duration of programme/promotion policy

Minimum duration to Complete the programme:	2 years (with four semesters) under CBCS (Choice Based Credit System)
Maximum period to Complete the programme:	4 Years

Promotion policy:

- i. For each theory course, 30% weightage shall be assigned for continuous internal assessment by course-teacher(s), and 70% for external, written examination on theoretical components covered in particular semester. This will be conducted by Controller of Examination, IIMT University Meerut at the end of each semester.
- ii. If a student does not fulfill 75% attendance, he/she will not be permitted to appear in the examination for that semester. However, such a student will be permitted to appear in subsequent turn of that semester as a regular student (i.e., for odd semester in odd and for even semester in even after paying the required fee of that year). Same rule shall be applicable for the candidate(s) who remain(s) absent in all the external written examination(s).
- iii. End term examinations shall be designated as semester examination for each semester.
- iv. The examination for all semesters shall normally be held on such dates as fixed by the Controller of Examination, IIMT University Meerut.
- v. The examination for re-appearing in any subject(s) in the odd semester and that of in the even semester shall be held in the respective semesters along with the regular students.
- vi. Such students whose first semester result declaration is delayed for no fault of his/her may attend classes of the next semester provisionally at his/her own risk and responsibility, subject to his/her passing the concerned first semester examination. In case, the candidate fails to pass the concerned first semester examination as per rules mentioned in this ordinance, his/her, attendance and studies in the next semester in which he/she was allowed to attend classes provisionally, shall stand cancelled. Such candidate(s) shall have to repeat the relevant academic year in the next academic session along with regular students by paying dues/fees as to be paid by the fresh candidate.
- vii. Any student who fails to participate in classes, seminars, term papers, test, viva voce, practical and dissertation work etc. will be debarred from appearing in the semester examination. His /her internal assessment marks will be awarded as and when he/she attends regular classes in courses in the next applicable year.
- viii. Examination for courses shall be conducted only in the respective odd and even semesters as per the scheme of examination issued by the Controller of Examination, IIMT University Meerut.
- ix. If any student fails to complete the programme, there shall be a provision of carry over examination in each semester.

20. Maximum gaps between semester/year

Maximum 06-month gap is permitted to complete a semester.

21. Credit system & grading CGPA/SGPA

Evaluation will contain internal as well as external evaluation. Under CBCS pattern semester grade point average (SGPA) and cumulative grade point average (CGPA) will be calculated for each student.

- The SGPA is the ratio of sum of the product of the number of credits with the grade points score by the students in all the papers / courses taken by a student and the sum of the number of credits of all the courses undergone by a student.
- The CGPA is also calculated in similar manner taking into consideration all the course undergone by a student over the year of a programme.
- Letter grade will be assigned to students as per their performances in courses. Letter grade is an index of performance of students and then denoted by letters such as:

Grade Table

Level	Outstanding	Excellent	Very Good	Good	Average	Below Average	Fail
Letter Grade	A+	A	B+	B	C+	C	D
Grade Points	10	9	8	7	6	5	0
Score Range (%)	90	90<80	80<70	70<60	60<50	50<40	<40

To pass and to complete the course, the student is supposed to secure 30% in external and 50% marks in practical's including semester.

22. Class / division

The division will be decided on the basis of performance of the student as shown in Grade Table. The First division will be awarded on obtaining 'B' or above grade.

23. Transfer of credit /Academic Credit Bank

The transfer of credits will be permissible as per the policy of IIMT University Meerut in light of NEP/UGC guidelines.

24. Change of discipline

Not permitted/allowed.

25. Use of technological intervention

Every student is required to update him/her self with computer/ICT based knowledge as to be an expert modern teacher in present scenario of technology-based education system.

26. Student Discipline

Every student of B.P.Ed. Programme has to follow the discipline guidelines decided by the IIMT University Meerut time to time.

27. Student Welfare

During the B.P.Ed. programme following activities and facilities will provided for student welfare:

- a. **Guest** lectures, group discussion, seminars, webinars, projects, field visits, online teaching and learning (whenever required) as per need and demand of the learner, time, course and curriculum.
- b. **Indoor** and outdoor games and sport activities, medical facilities, Pure drinking water facilities, Mess and canteen facilities, Wi-Fi, Computer lab, Central library and incubation center for research, Transportation, Radio IIMT and Lift facilities.

28. Ragging

Prohibited. The IIMT University Meerut has zero tolerance policy in the matter of ragging and an Anti-ragging squad is constituted to control and stop the ragging inside the IIMT University campus.

29. Power of modify.

Any modification/removal/adding in the points/rules/regulations of this ordinance can be made by the Board of Studies (BOS) of the College of Education, IIMT University Meerut with the final approval of academic council of IIMT University Meerut.

30. Exit point

Mark sheet and Degree will be awarded as Bachelor of Physical Education (BPED) after the successful completion of the programme according to the rules mentioned above.

If a student leaves the programme after successful completion of I semester/ Year or 2nd semester a certificate/ Diploma will be provided to such candidate as per NEP 2020 guidelines decided by the IIMT University Meerut.

31. NC/ Credit Course: NA.

EVALUATION SCHEME

**BACHELOR OF PHYSICAL EDUCATION (2022-23 ONWARDS)
EVALUATION SCHEME:
SEMESTER- I**

S. No	Course Code	Course Name	Type of Course	Teaching Hours				Assessment			Credit
				L	T	P	Total	Int.	Ext.	Total	
1	BPED-CT-101	Foundations of Physical Education and Sports	Core Theory	4	0	0	4	30	70	100	4
2	BPED-CT-102	Professional Preparation in Physical Education	Core Theory	4	0	0	4	30	70	100	4
3	BPED-CT-103	Methods in Physical Education	Core Theory	4	0	0	4	30	70	100	4
4	BPED-EC-104	Sports Nutrition	Elective Course	3	0	0	3	15	35	50	3
5	BPED-EC-105	Olympic Movement	Elective Course								
6	BPED-AEC-106	Environmental Studies	Ability Enhancement Course	2	0	0	2	15	35	50	2
7	BPED-AEC-107	Disaster Management	Ability Enhancement Course								
8	BPED-PC-108	Track and Field (Running Events)	Core Practical	0	1	4	5	20	30	50	3
9	BPED-PC-109	Light Apparatus in Physical Education	Core Practical	0	0	2	2	20	30	50	1
10	BPED-PC-110	Kabaddi and Kho-Kho	Core Practical	0	0	2	2	30	70	100	1
11	BPED-PC-111	Gymnastics and Aerobics	Core Practical	0	0	2	2	30	70	100	1
12	BPED-PC-112	Intramural I	Core Practical	0	0	2	2	100	0	100	1
13	BPED-GE-113	Contemporary Issues in Physical Education	Generic Elective	2	0	0	2	15	35	50	2
Total				17	1	12	30	335	515	850	26

BACHELOR OF PHYSICAL EDUCATION (2022-23 ONWARDS)
EVALUATION SCHEME:
SEMESTER- II

S. No	Course Code	Course Name	Type of Course	Teaching Hours				Assessment			Credit
				L	T	P	Total	Int.	Ext.	Total	
1	BPED-CT-201	Basics of Sports Training	Core Theory	3	1	0	4	30	70	100	4
2	BPED-CT-202	Test, Measurement and Evaluation in	Core Theory	3	1	0	4	30	70	100	4
		Physical Education									
3	BPED-CT-203	Sport Psychology and Sociology	Core Theory	3	1	0	4	30	70	100	4
4	BPED-EC-204	Adapted Physical Education	Elective Course	3	0	0	3	15	35	50	3
5	BPED-EC-205	Sports Journalism and Mass Communication	Elective Course								
6	BPED-AEC-206	Communication Skills - English	Ability Enhancement Course	2	0	0	2	15	35	50	2
7	BPED-AEC-207	Communication Skills - Hindi	Ability Enhancement Course								
8	BPED-PC-208	Track and Field (Jumping Events)	Core Practical	0	1	4	5	20	30	50	3
9	BPED-PC-209	Judo and Wrestling	Core Practical	0	0	2	2	20	30	50	1
10	BPED-PC-210	Volleyball and Basketball	Core Practical	0	0	2	2	30	70	100	1
11	BPED-PC-211	Football and Cricket	Core Practical	0	0	2	2	30	70	100	1
12	BPED-PC-212	Intramural II	Core Practical	0	0	2	2	100	0	100	1
Total				14	4	12	30	320	480	800	24

BACHELOR OF PHYSICAL EDUCATION (2022-23 ONWARDS)
EVALUATION SCHEME:
SEMESTER- III

S. No	Course Code	Course Name	Type of Course	Teaching Hours				Assessment			Credit
				L	T	P	Total	Int.	Ext.	Total	
1	BPED-CT-301	Basics of Anatomy and Physiology	Core Theory	3	1	0	4	30	70	100	4
2	BPED-CT-302	Kinesiology and Biomechanics	Core Theory	3	1	0	4	30	70	100	4
3	BPED-CT-303	Health Education	Core Theory	3	1	0	4	30	70	100	4
4	BPED-EC-304	Contemporary Issues in Physical Education	Elective Course	3	0	0	3	15	35	50	3
5	BPED-EC-305	Theory of Games and Sports, Officiating and Coaching	Elective Course								
6	BPED-SEC-306	Fitness and Sports Skills Test	Skill Enhancement Course	2	0	0	2	15	35	50	2
7	BPED-SEC-307	Computer Application in Physical Education	Skill Enhancement Course								
8	BPED-PC-308	Track and Field (Throwing Events)	Core Practical	0	1	4	5	20	30	50	3
9	BPED-PC-309	Swimming and Badminton	Core Practical	0	0	2	2	20	30	50	1
10	BPED-PC-310	Table Tennis and Weight Lifting	Core Practical	0	0	2	2	30	70	100	1
11	BPED-PC-311	Internship-Teaching Practice	Core Practical	0	0	2	2	30	70	100	1
12	BPED-PC-312	Intramural III	Core Practical	0	0	2	2	100	0	100	1
13	BPED-GE-313	Yoga and Naturopathy	Generic Elective	2	0	0	2	15	35	50	2
Total				14	4	12	30	335	515	850	26

**BACHELOR OF PHYSICAL EDUCATION (2022-23 ONWARDS)
EVALUATION SCHEME:
SEMESTER- IV**

S. No	Course Code	Course Name	Type of Course	Teaching Hours				Assessment			Credit
				L	T	P	Total	Int.	Ext.	Total	
1	BPED-CT-401	Sports Medicine	Core Theory	3	0	2	5	30	70	100	4
2	BPED-CT-402	Sports Management	Core Theory	3	1	0	4	30	70	100	4
3	BPED-CT-403	Basics of Research and Statistics in Physical Education	Core Theory	3	1	0	4	30	70	100	4
4	BPED-LS-413	Life Skills	Ability Enhancement Course	2	0	0	2	15	35	50	2
5	BPED-EC-404	Sports Technology	Elective Course								
6	BPED-EC-405	Curriculum Design in Physical Education	Elective Course	3	0	0	3	15	35	50	3
7	BPED-SEC-406	Sports Exercise and Nutrition	Skill Enhancement Course								
8	BPED-SEC-407	Sports Industry and Marketing	Skill Enhancement Course	2	0	0	2	15	35	50	2
9	BPED-PC-408	Sports Specialization	Core Practical	0	0	4	4	30	70	100	2
11	BPED-PC-410	Yoga	Core Practical	0	0	2	2	20	30	50	1
12	BPED-PC-411	Handball and Boxing	Core Practical	0	0	2	2	30	70	100	1
13	BPED-PC-412	Intramural IV and Leadership Camp	Core Practical	0	0	2	2	100	0	100	1
Total				16	2	12	30	315	485	800	24

Sports Specialization Basket Offered			
BPED-PC-408 A	Sports Specialization - Archery	BPED-PC-408 L	Sports Specialization - Lawn Tennis
BPED-PC-408 B	Sports Specialization - Basketball	BPED-PC-408 M	Sports Specialization - Swimming
BPED-PC-408 C	Sports Specialization - Badminton	BPED-PC-408 N	Sports Specialization - Shooting
BPED-PC-408 D	Sports Specialization - Boxing	BPED-PC-408 O	Sports Specialization - Taekwondo
BPED-PC-408 E	Sports Specialization - Cricket	BPED-PC-408 P	Sports Specialization - Table Tennis
BPED-PC-408 F	Sports Specialization - Football	BPED-PC-408 Q	Sports Specialization - Track and Field
BPED-PC-408 G	Sports Specialization - Hockey	BPED-PC-408 R	Sports Specialization - Volleyball
BPED-PC-408 H	Sports Specialization - Handball	BPED-PC-408 S	Sports Specialization - Wrestling
BPED-PC-408 I	Sports Specialization - Judo	BPED-PC-408 T	Sports Specialization -Weight Lifting
BPED-PC-408 J	Sports Specialization - Kabaddi	BPED-PC-408 U	Sports Specialization -Yoga
BPED-PC-408 K	Sports Specialization - Kho Kho		

FORMAT-1

FORMAT-1
IIMTU-NEP IMPLEMENTATION
CBCF: Statement of Credit distribution 2022

College/School: Department of Physical Education (College of Education) Programme: Bachelor of Physical Education Duration: 2 Years Annual/Semester: Semester	Credit range: 100 Credits (Suggested by CBCF Committee)
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Attached guidelines to be followed:

	Cr.	Sem.	Core Course/ Foundation Course Th (6 cr) or	Ability Enhancement Compulsory Course (AECC)	Skill Enhancement Course (SEC)	Discipline Specific Elective (DSE)	Generic Elective (GE) (From other Faculty)	Research Project (RP)	Prerequisite
Course Names as per the UGC: BACHELOR OF PHYSICAL EDUCATION	100		C-1 (4 Credit): 12 P-1 (2 Credit)/T-1 (1 Cr.)19 FC-1 (3 Credit)3/4/5/6 Cr.- 0 NA	AECC-1 (Credit) 3 Cr./Each- 5	SEC-1 (Credit) 2 Cr./Each- 4	DSE-1 (Credit) 3 or 4/5/6 Cr.- 8	GE-1 (Credit) 3 or 4/5/6 Cr..-2	Industry Training/ Internship Survey (4Cr.):1	
Course Names as per Higher Education (HE): BACHELOR OF PHYSICAL EDUCATION			MAJOR-1 4/5/6 Cr.-NA	Vocational 3 Cr.	Co-Curricular 2 Cr.	MAJOR-2 4/5/6 Cr.-NA	MAJOR-3 4/5/6 Cr.NA	4 Cr.	
Decided Credits for implementation			4 Cr.	2 Cr.	2 Cr.	2 Cr.	4/6 Cr.	4 Cr.	
Certificate (51) NCTE PROGRM	(26 Cr)	I	C1 (Th. 4 Cr.) BPED-CT-101 Foundations of Physical Education and Sports C2 (Th. 4 Cr.) BPED-CT-102 Professional Preparation in Physical Education C3 (Th. 4 Cr.) BPED-CT-103 Methods in Physical Education	AECC-1: (2 Cr) BPED-AEC-106 Environmental Studies / BPED-AEC-107 Disaster Management	SEC-1: (0 Cr)	DSE1: (3 Cr) BPED-EC-104 Sports Nutrition/ BPED-EC-105 Olympic Movement	GE1: (1Cr) (Mandatory) BPED-GE-113: Contemporary issues in Physical Education		

	(24 Cr)	<p>C4 (P-3 Cr) BPED-PC-108 Track and Field (Running Events)</p> <p>C5 (P-1 Cr) BPED-PC-109 Light Apparatus in Physical Education</p> <p>C6 (P-1 Cr) BPED-PC-110 Kabaddi and Kho-Kho</p> <p>C7 (P-1 Cr) BPED-PC-111 Gymnastics and Aerobics</p> <p>C8 (P-1 Cr) BPED-PC-112 Intramural I</p>						
	II	<p>C9 (Th. 4Cr.) BPED-CT-201 Basics of Sports Training</p> <p>C10 (Th.4Cr.) BPED-CT-202 Test, Measurement and Evaluation in Physical Education</p> <p>C11 (Th.4Cr.) BPED-CT-203 Sport Psychology and Sociology</p> <p>C12 (P-3 Cr) BPED-PC-208 Track and Field (Jumping Events)</p> <p>C13 (P-1 Cr) BPED-PC-209 Judo and Wrestling</p> <p>C14 (P-1 Cr) BPED-PC-210 Volleyball and Basketball</p> <p>C15 (P-1 Cr) BPED-PC-211 Football and Cricket</p> <p>C16 (P-1 Cr) BPED-PC-212 Intramural II</p>		<p>AECC-2: (2Cr)</p> <p>BPED-AEC-206 Communication Skills – English / BPED-AEC-207 Communication Skills – Hindi</p>	SEC-2:(0 Cr)	<p>DSE2: (2Cr)</p> <p>BPED-EC-204 Adapted Physical Education/ BPED-EC-205/ Sports Journalism and Mass Communication</p>		

Provision to change the stream									
Diploma (106)	(26Cr)	III	C17 (Th. 4 Cr.) BPED-CT-301 Basics of Anatomy and Physiology C18 (Th. 4 Cr.) BPED-CT-302 Kinesiology and Biomechanics C19 (Th. 4 Cr.) BPED-CT-303 Health Education C20 (P-3 Cr) BPED-PC-308 Track and Field (Throwing Events) C21 (P-1 Cr) BPED-PC-309 Swimming and Badminton C22 (P-1 Cr) BPED-PC-310 Table Tennis and Weight Lifting C23 (P-1 Cr) BPED-PC-311 Internship/Teaching Practice C24 (P-1 Cr) BPED-PC-312 Intramural-III	AECC-3: (0Cr.)	SEC-3:(2Cr) BPED-SEC-306 Fitness and Sports Skills Test/ BPED-SEC-307/ Computer Application in Physical Education	DSE3: (3Cr) BPED-EC-304 Contemporary Issues in Physical Education/ BPED-EC-305 Theory of Games and Sports, Officiating and Coaching	GE2: (2Cr) (Mandatory) BPED -GE-313 Yoga & Naturopathy		
			IV	C25 (Th. 4 Cr.) BPED-CT-401 Sports Medicine C26 (Th. 4 Cr.) BPED-CT-402 Sports Management C27 (Th. 4 Cr.) BPED-CT-403 Basics of Research and Statistics in Physical Education C28 (P-2 Cr) BPED-PC-408 Sports Specialization-Theory C29 (P-1 Cr) BPED-PC-409 Sports Specialization-Practical C30 (P-1 Cr) BPED-PC-	AECC-4: (2Cr) BPED-LS-413 Life Skills	SEC-4:(2Cr) BPED-SEC-406 Sports Exercise and Nutrition/ BPED-SEC-407 Sports Industry and Marketing	DSE4: (3Cr) BPED-EC-404 Sports Technology/ BPED-EC-405/ Curriculum Design in Physical Education		

			410 Yoga C31 (P-1 Cr) BPED-PC- 411 Handball and Boxing C32 (P-1 Cr) BPED-PC- 412 Intramural IV						
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FORMAT-2

ACADEMIC SESSION-2022-23

IIMTU-NEP Implementation: BACHELOR IN PHYSICAL EDUCATION

Programme	Year	Semester(15 weeks)	Paper	Credit	Period per Week	Periods (Hour) per Semester	Paper Title	Unit (Periods per semester)	Prerequisite	Elective (For other faculty)
COURSES---43CREDITBPED----	FIRSTYEAR	SEMESTER-I	i) C1 (Th.4Cr):	4	4	60	BPED-CT-101:Foundations of Physical Education and Sports	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		DISASTER MANAGEMENT
			ii) AEC-2:	2	2	30	BPED-AEC-106:Environmental Studies	Unit-1-7 Unit-2-8 Unit-3-7 Unit-4-8		
							BPED-AEC-107:Disaster Management	Unit-1-7 Unit-2-8 Unit-3-7 Unit-4-8		
			iii) SEC-0	0	0	0				
			ii) DSE-3	3	3	45	BPED-EC-104:Sports Nutrition	Unit-1-13 Unit-2-11 Unit-3-10 Unit-4-11		
							BPED-EC-105:Olympic Movement	Unit-1-13 Unit-2-11 Unit-3-10 Unit-4-11		
			iii) GE-1 (Mandatory)	2	2	30	BPED-GE-113 Contemporary issues in physical education.	Unit-1-8 Unit-2-7 Unit-3-8 Unit-4-7		
			i) C2 (Th.4Cr.):	4	4	60	BPED-CT-102 Professional Preparation in Physical Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		

			ii) C3 (Th. 4Cr.):	4	4	60	BPED-CT-103:Methods in Physical Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			ii) C4 (P-3Cr):	3	3	45	BPED-PC-108: Track and Field (Running Events)	Unit-1-15 Unit-2-15 Unit-3-15		
			iv) C5 (P-1Cr):	1	2	30	BPED-PC-109 Light Apparatus in Physical Education	Unit-1-15 Unit-2-15		
			v) C6 (P-1Cr):	1	2	30	BPED-PC-110: Kabaddi and Kho-Kho	Unit-1-15 Unit-2-15		
			vi) C7 (P-1Cr):	1	2	30	BPED-PC-111 Gymnastics and Aerobics	Unit-1-15 Unit-2-15		
			vii) C8 (P-1Cr):	1	2	30	BPED-PC-112:Intramural-I	Unit-1-15 Unit-2-15		
			Research project/ Industry Training/ Internship	NA	NA	NA	NA	NA	NA	NA

SEMESTER-II	i) C9(Th.4Cr.):	4	4	60	BPED-CT-201:Basics of Sports Training	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15	CO NIC ON KII
	ii) AECC-2:	2	2	30	BPED-AEC-206:Communication Skills–English	Unit-1-8 Unit-2-7 Unit-3-8 Unit-4-7	
					BPED-AEC-207: Communication Skills–Hindi	Unit-1-8 Unit-2-7 Unit-3-8 Unit-4-7	
	iii) SEC-0	0	0	0			
	iv) DSE-2:	2	2	30	BPED-EC-204: Adapted Physical Education	Unit-1-8 Unit-2-7 Unit-3-8 Unit-4-7	
					BPED-EC-205:Sports Journalism and Mass Communication	Unit-1-8 Unit-2-7 Unit-3-8 Unit-4-7	
	i) C10 (Th.4Cr.):	4	4	60	BPED-CT-202:Test, Measurement and Evaluation in Physical Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15	
	ii) C11 (Th.4Cr.):	4	4	60	BPED-CT-203:Sport Psychology and Sociology	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15	
	iv) C12 (P-3Cr):	3	3	45	BPED-PC-208: Track and Field (Jumping Events)	Unit-1-15 Unit-2-15 Unit-3-15	

			v) C13 (P-1Cr):	1	2	30	BPED-PC-209: Judo and Wrestling	Unit-1-15 Unit-2-15		
			vi) C14(P-1Cr):	1	2	30	BPED-PC-210: Volleyball and Basketball	Unit-1-15 Unit-2-15		
			vii) C15(P-1Cr):	1	2	30	BPED-PC-211: Football and Cricket	Unit-1-15 Unit-2-15		
			viii) C16(P-1Cr):	1	2	30	BPED-PC-212: Intramural-II	Unit-1-15 Unit-2-15		
			Research project/ Industry Training/ Internship Survey	NA	NA	NA	NA	NA	NA	NA

Programme	Year	Semester (15 weeks)	Paper	Credit	Periods per Week	Periods (Hours) per Semester	Paper Title	Unit (Periods per semester)	Prerequisite	Elective (For other faculty)
BACHELOR COURSE(91Credits)---BPED---	SECOND YEAR	SEMESTER-III	i) C17(Th.4Cr.):	4	4	60	BPED-CT-301: Basics of Anatomy and Physiology	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15	CERTIFICATE COURSE MUST BE COMPLETED	COMPUTER APPLICATION
			ii) AEC-0:	0	0	0				
			iii) SEC-2:	2	2	30	BPED-SEC-306 Fitness and Sports Skills Test.	Unit-1-8 Unit-2-7 Unit-3-8 Unit-4-7		
							BPED-SEC-307: Computer Application in Physical Education	Unit-1-8 Unit-2-7 Unit-3-8 Unit-4-7		
			iv) DSE-3:	3	3	45	BPED-EC-304 Contemporary Issues in Physical Education	Unit-1-12 Unit-2-12 Unit-3-11 Unit-4-10		
							BPED-EC-305: Theory of Games and Sports, Officiating and Coaching	Unit-1-12 Unit-2-12 Unit-3-11 Unit-4-10		
			v) GE-2 (Mandatory)	2	2	30	BPED-GE-313 Yoga and Naturopathy	Unit-1-7 Unit-2-7 Unit-3-8 Unit-4-8		
			v) C18 (Th.4Cr.)	4	4	60	BPED-CT-302: Kinesiology and Biomechanics	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			vi) C19 (Th.4Cr.):	4	4	60	BPED-CT-303 Health Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		

			viii) C-20(P-3Cr):	3	3	45	BPED-PC-308: Track and Field (Throwing Events)	Unit-1-15 Unit-2-15 Unit-3-15		
			ix) C-21(P-1Cr):	1	2	30	BPED-PC-309: Swimming and Badminton	Unit-1-15 Unit-2-15		
			x) C-22(P-1Cr):	1	2	30	BPED-PC-310: Table Tennis and Weight Lifting	Unit-1-15 Unit-2-15		
			xi) C-23(P-1Cr):	1	2	30	BPED-PC-311: Internship / Teaching Practice	Unit-1-15 Unit-2-15		
			xii) C-24(P-1Cr):	1	2	30	BPED-PC-312:Intramural	Unit-1-15 Unit-2-15		
			Internship	1	2	30	III TEACHING PRACTICE	Unit-1-15 Unit-2-15		

SEMESTER-IV	i) C25(Th.4Cr.):	4	4	60	BPED-CT-401:Sports Medicine	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
	ii) SEC-2:	2	2	30	BPED-SEC-406: Sports Exercise and Nutrition	Unit-1-7 Unit-2-8 Unit-3-7 Unit-4-8		
					BPED-SEC-407:Sports Industry and Marketing	Unit-1-7 Unit-2-8 Unit-3-7 Unit-4-8		
	iii) DSE-3:	3	3	45	BPED-EC-404: Sports Technology	Unit-1-11 Unit-2-12 Unit-3-11 Unit-4-12		
					BPED-EC-405: Curriculum Design in Physical Education.	Unit-1-11 Unit-2-12 Unit-3-11 Unit-4-12		
	iv) AECC-2:	0	0	0				
	v) LS-2:	2	2	30	BPED-LS-413: Life Skills	Unit-1-7 Unit-2-8 Unit-3-7 Unit-4-8		
	vi) C26 (Th.4Cr.):	4	4	60	BPED-CT-402: Sports Management	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
	vii) C27 (Th.4Cr.):	4	4	60	BPED-CT-403: Basics of Research and Statistics in Physical Education.	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
	viii) C-28(P-2Cr):	2	2	30	BPED-PC-408:Sports Specialization	Unit-1-15 Unit-2-15		

			viii) C-29(P-1Cr):	1	2	30	BPED-PC-410:Yoga	Unit-1-15 Unit-2-15		
			ix) C-30(P-1Cr):	1	2	30	BPED-PC-411:Handball and Boxing	Unit-1-15 Unit-2-15		
			x) C-31(P-1Cr):	1	2	30	BPED-PC-412:Intramural IV & Leadership Camp	Unit-1-15 Unit-2-15		
			Research project / Industry Training / Internship Survey	NA	NA	NA	NA	NA	NA	NA

<p>Programme Outcome:</p> <p>PO1: Contextualize physical education with a set of attitudes and values that signify the importance of movement valued human practice.</p> <p>PO2: Educated in Health and Physical Education, would be able to make positive contributions to the Enhancement of Society</p> <p>PO3: Promote the learning of new skills. Enhance, extend, inform and critique the deliberate use of exercise, play, sports and other forms of physical activity within and individual and societal context.</p>	<p>Programme Specific Outcome:</p> <p>PSO1: To know and apply discipline specific scientific and theoretical concepts critical to development of physically educated person.</p> <p>PSO2: To plan, design and implement learning experiences that facilitate enhance the growth of learners of diverse needs from varying backgrounds.</p> <p>PSO3: To use effective communication and pedagogical skills and strategies to enhance student engagement & learning.</p>
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FORMAT-3

**IIMTU-NEP IMPLEMENTATION
Year-I/ Semester-I**

Programme: Degree Class: BPED		Year:I Semester:I
Credits Theory:04 Practical:00	Subject: Methods In Physical Education	
Course Code: BPED-CT-103	Title: Methods in Physical Education	
Course Objectives:		
<ol style="list-style-type: none"> 1. Demonstrate an understanding of the various sub disciplines that make up the field of Methods Physical Education 2. Demonstrate an understanding of the various Teaching Procedure in Physical Education 3. Explain the benefits of Whole Method, Whole part whole method, Part whole method, Stage whole method. 		
Nature of Paper: Core Theory		
Minimum Passing Marks/Credits:40% Marks		
L:04 T:00 P: 00 (In Hours/Week) Theory - 4 Hr. = 4 Credit Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Definitions– Scope and importance of method in Physical education: Teaching Techniques in Physical Education, Lecturer Method, Command Method Demonstration Method, Limitation Method, Project Method, Discussion Method, Group Directed Practice Method., Teaching Procedure in Physical Education: -Whole Method, Whole part whole method, Part whole method, Stage whole method	08
II	Classification of Students: Need for classification in Physical Education and sports. Factors influencing classification, advantages and disadvantages of classification, McCloy’s Classification and YMCA classification.	08
III	Lesson planning: - Types of lessons, Knowledge lesson, Drill& Marching lessons, skill lesson, Review lesson, Appreciation lesson, Planning and observation of Class-Room Teaching lesson, Planning and observation of field Activity, Teaching lesson, Teaching aids-importance, Types and uses, Audio-Visuals, Charts, Models, Films, Black board etc.	08
IV	Tournaments &competitions: - Group competitions and their importance, Methods of organizing, Types of tournaments, methods of conducting tournaments, Methods of conducting Intra-mural & extra- mural competitions, games of law, organization, organization of excursions, Construction and marking of play field for various games, laying out of running track, construction of jumping pits, preparing and markings of different play fields measurements and requirements.	08

Reference / Text Books:

Kamlesh, M.L. Methods in Physical Education; 2005, Friends Publications; New Delhi.

Jain, A. (2003). Adapted Physical Education. New Delhi: Friends Publications.

Singh, Ajmer. (2016). Essential of Physical Education. New Delhi: Kalyani

Evaluation/Assessment Methodology

		Max. Marks
1) Class tasks/ Sessional Examination	25	
2) Presentations /Seminar	0	
3) Assignments	5	
4) Research Project Report/Seminar on Research Project Report	0	
5) ESE	70	
Total:		100

Prerequisites for the course:

Course Learning Outcomes:

CO1: Learn about types of methods and its ways and means.

CO2: Learn about types of classification and its function.

CO3: Learn about lesson planning, class room teaching.

**IIMTU-NEP IMPLEMENTATION
Year-I / Semester-I**

Programme: Degree		Year: I
Class: BPED		Semester: I
Credits Theory: 03 Practical: 00	Subject: Sports Nutrition	
Course Code: BPED-EC-104	Title: – Sports Nutrition	
Course Objectives:		
<ol style="list-style-type: none"> 1. Students will learn how to inform and guide individual athletes about sports nutrition. 2. Students will learn how to inform and guide individual athletes about sports nutrition. 3. Explain consultations you will give advice about sports nutrition and help athletes to adjust their eating habits. 		
Nature of Paper: Elective course		
Minimum Passing Marks/Credits: 40% Marks		
L:03 T:00 P:00 (In Hours/Week) Theory –3 Hr. = 3 Credit Practical- 0 Hrs.=0 Credit (3Hrs./Week=3Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction to Sports Nutrition: - Meaning and Definition of Sports Nutrition, Basic Nutrition guidelines, Role of nutrition in sports, Factor to consider for developing nutrition plan.	06
II	Nutrients: Ingestion to energy metabolism: -Carbohydrates, Protein, Fat – Meaning, classification and its function, Role of carbohydrates, Fat and protein during exercise, Vitamins, Minerals, Water – Meaning, classification and its function, Role of hydration during exercise, water balance, Nutrition – daily caloric requirement and expenditure.	06
III	Nutrition and Weight Management: - Meaning of weight management Concept of weight management in modern era Factor affecting weight management and values of weight management, Concept of BMI (Body mass index), Obesity and its hazard, Myth of Spot reduction, dieting versus exercise for weight control, Common Myths about Weight Loss, Obesity – Definition, meaning and types of obesity, Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity.	06
IV	Weight Management planning: -Nutrition – steps, Daily calorie intake and expenditure, Determination of desirable body weight, Balanced diet for Indian School Children, 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.	06

Reference / Text Books:

- Bessesen, D. H. (2008). Update on obesity. J Clin Endocrinol Metab. 93(6), 2027-2034.
- Butryn, M.L., Phelan, S., & Hill, J. O. (2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance. Obesity (Silver Spring). 15(12), 3091-3096.
- Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a metaanalysis. Am J Obstet Gynecol, 197(3), 223-228.
- De Maria, E. J. (2007). Bariatric surgery for morbid obesity. N Engl J Med, 356(21), 2176-2183.
- Dixon, J.B., O'Brien, P.E., Playfair, J. (n.d.). Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. JAMA. 299(3), 316-323.

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	35
Total:	50

Prerequisites for the course:

Course Learning Outcomes

1. Students will learn how to inform and guide individual athletes about sports nutrition.
2. Explain consultations you will give advice about sports nutrition and help athletes to adjust their eating habits.
3. Learning about nutrition and its role in sports field.

IIMTU-NEP IMPLEMENTATION
Year-I / Semester-I

Programme: Degree Class: BPED		Year:I Semester:I
Credits Theory: 03 Practical: 00	Subject: -Olympic Movement	
Course Code: BPEDEC- 105	Title: –Olympic Movement	
Course Objectives:		
<ul style="list-style-type: none"> • Understand the concept of Olympic movement and its historical development. • Describe the different Olympic games and its committees. • Classify and identify the Olympic values and apply the same to the society. • Apply the concept of Olympics in organizing various sports activities. 		
Nature of Paper: Elective Course		
Minimum Passing Marks/Credits:40% Marks		
L: 03 T:00 P:00 (In Hours/Week) Theory - 3Hr. = 3 Credit Practical- 0 Hrs.=0 Credit (3Hrs./Week=3Credits)		
Unit	Contents	No. of Lectures Allotted
I	Origin of Olympic Movement: Philosophy of Olympic movement, Goals of Olympic Movement, The Olympic Spirit, Ancient Olympic Games: The early history of the Olympic movement, Significance of Ancient Olympics- Rules of Eligibility for Competition	06
II	Modern Olympic Games: Significance of Olympic Ideals, Olympic Rings, Olympic Flag, Olympic Protocol for member countries, Olympic Code of Ethics, Modern Olympic Games: The Renaissance and Beyond- Review of Modern Olympic Games-1986.	06
III	Different Olympic Games: The organizational structure, aim objectives and functions of Para Olympic Games, Summer Olympics, Winter Olympics, Youth Olympic Games, Committees of Olympic Games: Governing Body: International Olympic Committee - Structure and Functions, National Olympic association and their role in Olympic movement,	06
IV	Achievements of India in Olympics: Pre & Post Independence, Achievement of India in Team Games and Individual Sports- Achievements of India in Hockey, Olympic Medal winners of India, Indian Women in Olympics.	06
Reference / Text Books:		
<ul style="list-style-type: none"> • Burbank, J. M., Andranovich, G. D. & Heying Boulder, C. H. (2001). Olympic dreams: the impact of mega-events on local politics: Lynne Rienner, • Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education. ,Nixon, E. E. & Cozen, 		

- F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co. ,
- Osborne, M. P. (2004). Magictree house fact tracker: ancient greece and the olympics:,nonfiction companion to magic tree house: hour of the Olympics. New York: Ran House Books for Young Readers.
- Bucher, C.A., (2010). Foundation of Physical education (16thed.). New Delhi: Tata McGraw-Hill.

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	35
Total:	50

Prerequisites for the course:

Course Learning Outcomes:

- CO1: Its aim to learn objective of physical education.
 CO2: To learn philosophical foundation of physical education.
 CO3: Origin and development of modern Olympics.

IIMTU-NEP IMPLEMENTATION
Year-I / Semester: I

Programme: Degree Class: BPED		Year:I Semester: I
Credits Theory: 02 Practical: 00	Subject: Environmental Studies	
Course Code: BPED -AEC- 106	Title: –Environmental Studies	
Course Objectives:		
<ol style="list-style-type: none"> 1. Appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems. 2. Understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales 3. Apply systems concepts and methodologies to analyze and understand interactions between social and environmental processes 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 50 Marks		
L:02 T:00 P:00 (In Hours/Week) Theory - 02 Hr. = 02 Credit Practical-00 Hrs.=00Credit (2Hrs./Week=2Credits)		
Unit	Contents	No. of Lectures Allotted
I	Apply systems concepts and methodologies to analyze and understand interactions between social and environmental processes	04
II	Natural Resources: - Renewable and non-renewable resources, Natural resources and associated problems, Role of an individual in conservation of natural resources, Equitable use of resources for sustainable lifestyles.	04
III	Ecosystems:- Concept of an ecosystem, Structure and function of an ecosystem, Producers, consumers and decomposers, Energy flow in the ecosystem, Ecological succession, Food chains, food webs and ecological pyramids.	04
IV	Environmental Pollution Definition, Cause, effects and control measures of, Air pollution, Water pollution, Soil pollution. Marine pollution. Noise pollution. Thermal pollution, Nuclear hazards, Solid waste Management:- Causes, effects and control measures of urban and industrial wastes, Role of an individual in prevention of pollution, Pollution case studies.	04
Reference / Text Books:		
<ul style="list-style-type: none"> • Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner. B • Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, Email:mapin@icenet.net (R) • Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p d) Clark R.S., Marine 		

Pollution, Clarendon Press Oxford (TB)

- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p
- De A.K., Environmental Chemistry, Wiley Eastern Ltd.
- Down to Earth, Centre for Science and Environment (R)
- Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env.

Evaluation/Assessment Methodology

		Max. Marks
1) Class tasks/ Sessional Examination	10	
2) Presentations /Seminar	0	
3) Assignments	5	
4) Research Project Report/Seminar on Research Project Report	0	
5) ESE	35	
Total:	50	

Prerequisites for the course:

Course Learning Outcomes:

- CO1: Learn public awareness about environment.
 CO2 Nature conservation and resources availability
 CO3: Knowledge about ecosystem and its importance.

IIMTU-NEP IMPLEMENTATION
Year-I / Semester: I

Programme: Degree Class: BPED		Year:I Semester: I
Credits Theory:02 Practical:00	Subject: Disaster Management	
Course Code: AEC- 107	Title: –Disaster Management	
Course Objectives:		
<ul style="list-style-type: none"> • To create awareness on disasters through intensive public education; • To improve Human and Institutional Capacity. • To promote Disaster Risk Reduction (DRR) and Climate Change Risk Management through the establishment of National and Regional Platforms for all Stakeholders. • To strengthen Disaster Prevention and Response Mechanisms 		
Nature of Paper: Elective Course		
Minimum Passing Marks/Credits:40% Marks		
L:02 T:00 P: 00 (In Hours/Week) Theory - 2Hr. = 2 Credit Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction on Disaster Different Types of Disaster: - Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc. Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War and Terrorism etc. Causes, effects and practical examples for all disasters.	04
II	Disaster Preparedness and Response: Concept and Nature, Disaster Preparedness Plan Prediction, Early Warnings and Safety Measures of Disaster, Role of Information, Education, Communication, and Training, Role of Government, International and NGO Bodies, Role of IT in Disaster Preparedness, Role of Engineers on Disaster Management.	04
III	Disaster Response: Introduction, Disaster Response Plan, Communication, Participation, and Activation of Emergency Preparedness Plan, Search, Rescue, Evacuation and Logistic Management ,Role of Government, International and NGO Bodies, Psychological Response and Management (Trauma, Stress, Rumor and Panic) ,Relief and Recovery , Medical Health Response to Different Disasters	04

IV	Rehabilitation, Reconstruction and Recovery, Reconstruction and Rehabilitation as a Means of Development, Damage Assessment, Post Disaster effects and Remedial Measures, Creation of Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction, Sanitation and Hygiene, Education and Awareness, Dealing with Victims' Psychology, Long-term Counter Disaster Planning, Role of Educational Institute.	04
Reference / Text Books: <ul style="list-style-type: none"> • Dr. Mrinalini Pandey Disaster Management Wiley India Pvt. Ltd., • Tushar Bhattacharya Disaster Science and Management McGraw Hill Education (India) Pvt. Ltd., • Jagbir Singh Disaster Management: Future Challenges and Opportunities K W Publishers Pvt. Ltd., • J. P. Singhal Disaster Management Laxmi Publications. • Shailesh Shukla, Shamna Hussain Biodiversity, Environment and Disaster Management Unique Publications 		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	10	
2) Presentations /Seminar	0	
3) Assignments	5	
4) Research Project Report/Seminar on Research Project Report	0	
5) ESE	35	
Total:		50
Prerequisites for the course:		
Course Learning Outcomes: <ol style="list-style-type: none"> 1. Disaster and its types and prevention. 2. Disaster and its measuring and NGOs works. 3. Rehabilitation and recovery from diester. 		

**IIMTU-NEP IMPLEMENTATION
Year-I / Semester- I**

Programme: Degree Class: BPED		Year:I Semester: I
Credits Theory:01 Practical: 04	Subject: Track and Field (Running Events)	
Course Code: BPED-PC- 108	Title: –Track and Field (Running Events)	
Course Objectives:		
<ul style="list-style-type: none"> • Demonstrate and assess various techniques of starts and finish. • Understand the concept of skill. • Acquire the required motor skills. • Appraise the rule & regulation. • Interpret the rules, regulations and officiate in competition. 		
Nature of Paper: Practical Core		
Minimum Passing Marks/Credits: 50% Marks		
L: T:01 P:04 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 4 Hrs.=2 Credit (5Hrs./Week=3Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the running events at national and international levels, National and International Bodies controlling track and field and their affiliated units; Major National and International competitions.	08
II	FUNDAMENTAL SKILLS Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks. Finishing Techniques: Run, Through, forward lunging, Shoulder Shrug, Track Marking (running events), Rules and Officiating.	08
III	HURDLES- Starting , Clearance and Landing Techniques, Types of Hurdles, Track Marking and Officiating.	08
IV	RELAYS- Various patterns of Baton Exchange Understanding of Relay Zones, Marking of staggers and changing zones, Interpretation of Rules and Officiating.	08
Reference / Text Books:		
<ul style="list-style-type: none"> • <i>Gerhardt Schmolinsky (1978) Track & Field: Athletics Training in the G.D.R. (East Germany).1978 - 392 pages Sportverlag,</i> • <i>Doherty, J., Track and Field, Engle wood Cliffs: Prientice Hall Inc.</i> • <i>Dyoon and Geoffray, G.H., (1962) The Mechanics of Athletics London: University of London Press LTD.</i> • <i>Ken O Bosen, Track and Field Fundamental Techniques, Patiala: MS Publications.</i> 		

<i>Handbook, AAFI, New Delhi.</i>	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	30
Total:	50
Prerequisites for the course:	
Course Learning Outcomes:	
CO1: Establishment Track and field's events knowledge.	
CO2: Understanding of skill and its interpretation.	
CO3: Rules, regulation, and officiating.	

IIMTU-NEP IMPLEMENTATION
Year-I / Semester-I

Programme: Degree Class: BPED		Year:I Semester: I
Credits Theory:00 Practical:02	Subject: Kabaddi and Kho-Kho	
Course Code: BPED-PC-110	Title: – Kabaddi and Kho-Kho	
Course Objectives:		
<ol style="list-style-type: none"> To grab points by raiding into the opponent's court and touching as many opponent players as possible without getting caught on a single breath Each player, chanting “Kabaddi! Kabaddi! Kabaddi” enters into the opponent court and try to touch the defense players nearest to him, while the opponents make tactical coordinated efforts to catch that player. 		
Nature of Paper: Core Practical		
Minimum Passing Marks/Credits: 50% Marks		
L: 00 T: 00 P: 02 (In Hours/Week) Theory - 0 Hr. = 0 Credit Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the Kabaddi and Kho - Kho at national and international levels, National and International Bodies controlling table tennis and their affiliated units, Major National and International competitions.	02
II	Fundamental skills:-Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing, Skills of Holding the Raider-Variou formations, Catching from particular position, Different catches, Luring 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.	02
III	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. Ground Marking, Rules and their interpretations and duties of officials.	02

Reference / Text Books: https://www.tutorialspoint.com/kabaddi/kabaddi_quick_guide.htm	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	0
3) Assignments	10
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	70
Total:	100
Prerequisites for the course:	
Course Learning Outcomes:	
CO1: Learn historical and national development of kabaddi.	
CO2: Aim to learn fundamental skills.	
CO3: Rules and regulation of kabaddi.	

IIMTU-NEP IMPLEMENTATION
Year-I/ Semester-I

Programme: Degree Class: BPED		Year:I Semester: I
Credits Theory: 00 Practical:02	Subject: –Gymnastic and Aerobics	
Course Code: BPED-PC-111	Title: –Gymnastic and Aerobics	
Course Objectives:		
<ol style="list-style-type: none"> 1. Demonstrate the different positions covered in class (i.e. front support) at any time the skill is asked of them 2. Demonstrate proficiency in landing safely, as to teacher satisfaction before moving on to more complex skills 3. Setting Goals and Reaching Your Dream; Finding motivation, choosing an activity, measuring progress. Week Seven: Posture; Warm Up and Cool Down; Flexibility 		
Nature of Paper: Core Practical		
Minimum Passing Marks/Credits: 50% Marks		
L:00 T:00 P:02 (In Hours/Week) Theory - 00 Hr. = 00 Credit Practical- 02 Hrs.=01 Credit (2Hrs./Week=1Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the Gymnastic and aerobics at national and international levels, National and International Bodies controlling gymnastics and aerobics and their affiliated units, Major National and International competitions.	06
II	Floor exercise: -Forward Roll, Backward Roll, Dive Roll, Leg Split, Bridge, Dancing steps, Hand stand, Jumps-leap, scissors leap. Vaulting Table o Approach Run, Take off from the beat board, Cat Vault, between Vaults.	04
III	Introduction of aerobics: - Rhythmic Aerobics – dance, Low impact aerobics, high impact aerobics, Aerobics kick boxing,Postures – Warm up and cool down, THR Zone – Being successful in exercise and adaptation to aerobic workout	06

Evaluation/Assessment Methodology		Max. Marks
1) Class tasks/ Sessional Examination	20	
2) Presentations /Seminar	0	
3) Assignments	10	
4) Research Project Report/Seminar on Research Project Report	0	
5) ESE	70	
Total:	100	
Prerequisites for the course:		
Course Learning Outcomes: CO1: To Improve rhythmic ability. CO2: To Develop co-ordination and flexibility. CO3: To Develop good posture and efficiency.		

IIMTU-NEP IMPLEMENTATION
Year- I / Semester-I

Programme: Degree- Class: BPED		Year:I Semester: I
Credits Practical: 01 Practical: 02	Subject: INTRAMURAL	
Course Code: PC-112	Title: –INTRAMURAL	
Course Objectives: 1. To provide an opportunity to students within the institute that will be conducive to their overall development. 2. To display their skills in various physical activities. 3. To have exposure to the competition.		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L:00 T:00 P: 02 (In Hours/Week) Theory - 0 Hr. = 0 Credit Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credit)		
Unit	Contents	No. of Lectures Allotted
I	Sports competition will be organized so that student can enhance their performance, Learn organization skills, officiating etc.	02
II	Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department,	02
Reference / Text Books: C. Jensen & S. Overman. Administration and Management of Physical Education and Athletic Programs. 4 th edition. Waveland Press, 2003 (Chapter 14, "Intramural Recreation"). Louis Edgar Means. The Organization and Administration of Intramural Sports, Mosby, 1952 Kristine Setting Clark Sports for All: Creating an Intramural Sports Program for Middle and High School Students, Rowman& Littlefield, 2019		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		100
2) Presentations /Seminar		0
3) Assignments		0
4) Research Project Report/Seminar on Research Project Report		0
5) ESE		0
Total:		100

Prerequisites for the course:

Course Learning Outcomes:

CO1: Mass participation.

CO2: Group dynamics and team work.

CO3: Way to expose in competition

IIMTU-NEP IMPLEMENTATION
Year-I / Semester- II

Programme: Degree Class: BPED		Year: I Semester: II
Credits:04 Theory:04 Practical:00	Subject: Basics of Sports Training	
Course Code: CT- 201	Title: –Basics of Sports Training	
Course Objectives:		
<ul style="list-style-type: none"> • Describe the concept of sports training and recognize its implications for the improvement of sports performance. • Analyze the training demands of various sports and its adaptive process. • Prepare the training programs for the development of different motor abilities. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 50% Marks		
L:03 T:01 P: 00 (In Hours/Week) Theory - 3 Hr. = 3 Credit Practical- 1 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction to Sports Training, Meaning and Definition of Sports Training, Aim and Objective of Sports Training, Principles of Sports Training, System of Sports Training – Basic Performance, Intermediate Performance and High-Performance Training.	08
II	Training Process: - Training Load- Definition and Types of Training Load, Principles of Intensity and Volume of stimulus, Overload; meaning, causes, symptoms and tackling. Phases and means of recovery, Technical Training – Meaning and Methods of Technique Training, Tactical Training – Meaning and Methods of Tactical Training.	08
III	Training Components: -Strength – Meaning, Types and Methods for improvement, Speed – Meaning, Types and Methods for improvement, Endurance - Meaning, Types and Methods for improvement, Coordination – Meaning, Types and Methods for improvement, Flexibility – Meaning, Types and Methods for improvement.	08
IV	Training program in grand planning: -Talent Identification and Development, Periodization – Meaning and types of Periodization, Aim and Content of Periods – Preparatory, Competition, Transitional etc. Planning – principles of planning, types of training plan and training session.	08

Reference / Text Books:

- 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, 2ndEdn.
- 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

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	25
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	70
Total:	100

Prerequisites for the course:

Course Learning Outcomes:

- CO1: Aim to know about sports training.
 CO2: Aim to know various training methods.
 CO3: Aim to understand about training plan.

IIMTU-NEP IMPLEMENTATION
Year-I / Semester-II

Programme: Degree		Year: I
Class: BPED		Semester: II
Credits Theory:04 Practical:	Subject: Test, Measurement and Evaluation in Physical Education	
Course Code: CT- 202	Title: —Test, Measurement And Evaluation in Physical Education	
Course Objectives:		
<ol style="list-style-type: none"> 1. Summarize the ability to think critically about and analyze basic concepts of test and measurement. 2. Demonstrate the various tests applicable in the field of physical education 3. Evaluate and correlate sports performance with anthropometric measurements. 		
Nature of Paper: Core theory		
Minimum Passing Marks/Credits: 40% Marks		
L:04 T: P: (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction to Test & Measurement & Evaluation , Meaning of Test, Measurement and Evaluation in Physical Education , Need & Importance of Test, Measurement and Evaluation in Physical Education , Principles of Evaluation Criteria; Classification and Administration of test, Criteria of good Test , Criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms), Type and classification of Test, Administration of test, advance preparation – Duties during testing – Duties after testing.	08
II	Assessment of motor fitness/Physical Fitness, AAHPER youth fitness test, Cross Weber minimum muscular strength test, Harward’s step up test, Cooper’s 12 minute run walk test, Indiana Motor Fitness Test Health Coopers Health Related Physical Fitness Test, General Motor ability and capacity test.	08
III	Sports Skill Assessments, Badminton Tests – Lockhart and McPherson Badminton Test and Miller Wall Volley Test, Basketball Test – Johnson’s Basketball Test and Knock’s Basketball Test, Soccer Test – Johnson’s Soccer Test and McDonald Soccer Test, Hockey Test – Harbans Field Hockey Test, Volleyball Test – Brady Volleyball Test.	08
IV	Anthropometry Test, Girth Measurement: Upper Arm, Forearm, Calf, Chest, Width Measurement: Biacromial Chest, Illocrestol, Epicondyler (Femur and Humorous), Somato types assessment, IOWA Posture Test List of Practicum, Students have to practically perform all the above mentioned tests and prepare a report on the basis of obtain data.	08

Reference / Text Books:

- Bangsbo, J. (1994). Fitness training in football: A scientific approach. Bagsvaerd, Denmark: Ho Storm.
- Barron, H. M., & Mchee, R. (1997). A practical approach to measurement in physical education. Philadelphia: Lea and Febiger.
- Barron, H.M. & Mchee, R. (1997). A Practical approach to measurement in physical education. Philadelphia: Lea and Febiger.
- Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi: D.V.S. Publications. & Francis, New York. Phillips,
- D. A., & Hornak, J. E. (1979). Measurement and evaluation in physical education. New York: John Willey

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	25	
2) Presentations /Seminar	0	
3) Assignments	5	
4) Research Project Report/Seminar on Research Project Report	0	
5) ESE	70	
Total:	100	

Prerequisites for the course:

Course Learning Outcomes:

- CO1: To develop critical thinking about measurement and evaluation.
 CO2: To attain assessment of motor fitness and its health-related physical fitness.
 CO3: To know about various skill test and Anthropometry.

**IIMTU-NEP IMPLEMENTATION
Year-I / Semester- II**

Programme: Degree. Class: BPED		Year: I Semester: II
Credits Theory:04 Practical: 0	Subject: Sports Psychology And Sociology	
Course Code: CT- 203	Title: – Sports Psychology And Sociology	
Course Objectives:		
<ol style="list-style-type: none"> 1. Demonstrate the ability to think critically about and analyze basic psychology concepts. 2. Demonstrate reasoning to interpret psychological phenomena of various dimensions of psychology. 3. Develop ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 50% Marks		
L:4 T: P: (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction o Meaning, Importance and scope of Psychology, Educational Psychology and Sports rical perspectives of psychology and sports psychology o Methods of psychology, education psychology and sports psychology.	08
II	Developmental Psychology and Learning Process, Definition and meaning of Growth and Development, Stages of growth and development, Types and nature of individual differences; Factors responsible -Heredity and environment, Role of Physical Activities and Sports in solving the problems of adolescent, Definition and Meaning of Learning, Nature of learning, theories of learning, Laws of learning, Plateau and transfer of training.	08
III	Learners Personality, Motivation and Emotions, Meaning and definition of personality, characteristics of personality, Dimensions of personality, Personality and Sports performance. Meaning of Need, Drive and Motive, Nature of motivation: Theories of motivation: Factors influencing motivation; Motivational techniques and its impact on sports performance. Meaning and types of emotions – Positive and Negative. Meaning and nature of anxiety, effect of anxiety on sports performance	08
IV	Society and Sports, Meaning and definition of sociology of sports, Sports as a social occurrence, Socialization through games and sports, Relationship between family and sports participation, Cohesiveness and its effect of sports performance ,Group dynamics List of Practicum, Personality test (any two),	08

Motivation assessment (any two), Anxiety assessment (any two), Socio-metry scale, Social distance scale, Group environment questionnaire	
Reference / Text Books:	
<ul style="list-style-type: none"> • D. W. & Loy, J. W. (1975). Sport and social order; Contribution to the sociology of sport. London: Addison Wesley Publishing Co., Inc. • Blair, J. & Simpson, R. (1962). Educational psychology, New York: McMillan Co. • Cratty, B. J. (1968). Psychology and physical activity. Eaglewood Cliffs. Prentice Hall. • 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. Loy, J.. 	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	25
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	70
Total:	100
Prerequisites for the course:	
Course Learning Outcomes:	
CO1: Develop critical thinking among student.	
CO2: Develop responsible social behavior.	
CO3: Personality outcomes through the subject.	

IIMTU-NEP IMPLEMENTATION
Year-I / Semester-II

Programme: Degree Class: BPED		Year: I Semester: II
Credits Theory:03 Practical:	Subject: Adapted Physical Education	
Course Code: BPED-EC-204	Title: – Adapted Physical Education	
Course Objectives:		
<ol style="list-style-type: none"> 1. Discuss the meaning of adapted physical education and sport including the inclusive practices for individuals with different disabilities 2. Explain the causes and characteristics of different disabilities. 3. Identify appropriate tools for the assessment of motor skills and physical fitness for students with different disabilities. 		
Nature of Paper: Elective Course		
Minimum Passing Marks/Credits: 40% Marks		
L:03 T:00 P: 00 (In Hours/Week) Theory - 3 Hr. = 3 Credit Practical- 0 Hrs.=0 Credit (3Hrs./Week=3Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction to adapted physical education, Meaning, aim and objectives of adapted physical education, Brief historical review of adapted physical education, Need and importance of adapted physical education, Role of physical education in adapted physical education	06
II	Classification of differently abled, changing concept of differently abled people, physically challenged, mentally challenged, Speech and Hearing challenged and visually challenged. Other Differently abled Condition problems, Behavioral Problems-Adjustment Problem, learning disabilities, Emotional Problem, Social Problem -Social Determination, Social Rejection	06
III	Adapted physical education programme, Guiding Principles for Adapted Physical Education Programme (AAHPER Principle), Physical Education Programme for Differently abled school children: Co-Curricular activities for differently abled children, Aquatic activity programmes for differently abled, Rehabilitative role & importance of aquatic activity	06
IV	Governmental welfare programmes, Provisions of special rights and privileges for differently abled through legislations, Social welfare programmes for differently abled, Mass public educations/awareness programmes	06

Reference / Text Books: Anoop Jain, “Adapted Physical Education” Sports Publications, Ashok Vihar Delhi-52

Arthur G. Miller & James, “Teaching Physical Activities to impaired youth”

John Wilag & Sons Inc. Canada. Arthur S. Daniels & Emilia, “Adapted Physical Education”, Harpet& Row Publisher-

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	35
Total:	50

Prerequisites for the course:

Course Learning Outcomes:

CO1: Learn about various disabilities and their effect to human function.

CO2: Learn about children behavior problem.

CO3: Govt. welfare program and its implication.

IIMTU-NEP IMPLEMENTATION
Year-I / Semester-II

Programme: Degree		Year: I
Class: BPED		Semester: II
Credits Theory:03 Practical:0	Subject: Sports Journalism and Mass Communication	
Course Code: BPED-EC- 205	Title: Sports Journalism and Mass Communication	
Course Objectives:		
<ol style="list-style-type: none"> 1. To Understand the sports stories, in short form and long form 2. To gathering of sports information, at games, practice, through social media, and interviews 3. To understand reporting of sports stories, in all media forms: print, audio, visual, online, social media 4. The relationship between hard-news and opinion-based presentations in sports journalism, in print and in other media. 		
Nature of Paper: EC		
Minimum Passing Marks/Credits: 50% Marks		
L:03 T: P: (In Hours/Week) Theory - 3 Hr. = 3 Credit Practical- 0 Hrs.=0 Credit (3Hrs./Week=3Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction Definition of Sports Journalism, Characteristics of Sports Journalist, Sports Journalism: Trends.	06
II	Analysis of Sports News, Sports News for Doordarshan and Radio, Writing for magazines and cyber media	06
III	Heading of Sports News: Importance, Various Types of Sports Headings, reporting of current affairs related to various sports and events, National and international games, Olympics and Asian games etc,	06
IV	Sports Journalism: Print media tradition, Digital Age, Printing and Proof Reading, Various Aspects of Writing for Sports Journalism,	06
Reference / Text Books:		
<ul style="list-style-type: none"> • Chakraborty, S, (2002) Sports Management (Delhi : Khel Sahitya Kendra) 2, • Covey, S, (1989) 7 Habits of Highly Effective People, Covey Publications, USA 3, • Magill, R,A, (2004) Motor Learning and Control: Concepts and Applications, McGraw Hill, New York, USA, 4, Masteralaxis, L,P,, • C, Barr and M, Humms (2008) Principles and Practices of Sport Management, Jones and Bartlett Publisher, U,S,A, 5, • Sandhu, K,, (2006) Trends and Developments in Professional Preparation in Physical Education (New Delhi : Friends Publication), 6, 		
Evaluation/Assessment Methodology		

	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	35
Total:	50
Prerequisites for the course:	
Course Learning Outcomes:	
CO1: To learn about mass media.	
CO2: To learn about analysis of sports news and performance.	
CO3: To know about print media, digital age and writing sports news	

FORMAT-3

**IIMTU-NEP IMPLEMENTATION
Year-I / Semester: II**

Programme: Degree Class: BPED		Year:I Semester: II
Credits Theory: 02 Practical:	Subject: Communication Skills-English	
Course Code: AEC- 206	Title: – Communication Skills-English	
Course Objectives: 1. The objective of this subject is to acquire proficiency, both in spoken (oral) and written language. 2. The student will be able to develop comprehension skills, improve vocabulary, use proper grammar use proper grammar, acquire writing skills, correspond with others and enhance skills in spoken English.		
Nature of Paper: Core/DSE/SEC/GE/AECC: AEC		
Minimum Passing Marks/Credits: 50% Marks		
L:02 T: P: (In Hours/Week) Theory - 2 Hr. = 2 Credit Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction to Communication: Nature and Process of Communication, Levels of Communication, Language as a tool of Communication	04
II	Language of Communication: Verbal and Non-Verbal, Spoken and Written, Personal, Social and Business, Barriers to Communication (Intra-personal, Inter-personal and Organizational communication)	04
III	Speaking Skills: Monologue, Dialogue, Group Discussion (Methodology & Guidelines), Interview (Types & Frequently Asked Questions), Public Speaking (Do's & Don'ts)	04
IV	Reading and Understanding: Reading Comprehension, Difference between Abstract & Summary, Paraphrasing, Precise Writing. Writing Skills: Notices, Agenda, Minutes of Meeting, Letter writing (Formal & Informal), Email Writing, Report Writing (Kinds, Structure)	04
Reference / Text Books:		
<ul style="list-style-type: none"> English and Communication Skills, Book-I By Kuldeep Jaidka, Alwinder Dhillon and Parmod Kumar Singla, Prescribed by NITTTR, Chandigarh Published By Abhishek Publication, 57-59, Sector-17, Chandigarh Essentials of Business Communication by Pal and Roruailling; Sultan Chand and Sons The Essence of Effective Communication, Ludlow and Panthon; Prentice Hall of India New Design English Grammar, Reading and Writing Skills by AL Kohli (Course A and course B), Kohli Publishers, Industrial Area Phase-II, Chandigarh, 		

Evaluation/Assessment Methodology		Max. Marks
1) Class tasks/ Sessional Examination	10	
2) Presentations /Seminar	0	
3) Assignments	5	
4) Research Project Report/Seminar on Research Project Report	0	
5) ESE	35	
Total:	50	
Prerequisites for the course:		
Course Learning Outcomes:		
CO1: Its aim to learn about communication.		
CO2: Reading and Understanding skills.		
CO3: Improve speaking skills.		

IIMTU-NEP IMPLEMENTATION
Year-I / Semester-II

Programme: Degree		Year:I
Class: BPED		Semester: II
Credits Theory:02 Practical:0	Subject: Communication Skills-Hindi	
Course Code: AEC-207	Title: – Communication Skills-Hindi	
Course Objectives:		
<ol style="list-style-type: none"> 1. इस विषय का उद्देश्य प्रवीणता प्राप्त करना है, दोनों (मौखिक) और लिखित भाषा में। 2. छात्र समझ के कौशल को विकसित करने, शब्दावली में सुधार करने, उचित व्याकरण का उपयोग करने, लेखन कौशल हासिल करने, दूसरों के साथ संवाद करने और बोली जाने वाली हिंदी में कौशल बढ़ाने में सक्षम होगा। 		
Nature of Paper: AEC		
Minimum Passing Marks/Credits: 50% Marks		
L:02 T: P: (In Hours/Week) Theory - 2 Hr. = 2 Credit Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
Unit	Contents	No. of Lectures Allotted
I	सारलेखन, अनुच्छेद लेखन, विज्ञापन, विज्ञप्ति	04
II	पत्रलेखन, अनुवाद, पल्लवन, पुनरीक्षण, प्रतिवेदन कार्यालय-प्रशासनिक शब्दावली, कार्यालय अभिव्यक्तियाँ	04
III	मुहावरें और लोकोक्तियाँ, अनेक शब्दों के लिए एक शब्द	04
IV	पर्यायवाची विलोम शब्द, समानार्थक शब्द, आगत शब्द	04
Reference / Text Books:		
<ul style="list-style-type: none"> • Science of Speech (Hindi Edition) • LOKVYAVAHAR (Hindi) • Rapidex English Grammar Course (Hindi Edition) • Definitive Book of Body Language, The (Hindi) • Vaartalaap Ka Jaadu Communication Ke Behatarin Tarike: A Practical Guide to Effective Communication (Hindi Edition) 		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	10	
2) Presentations /Seminar	0	
3) Assignments	5	
4) Research Project Report/Seminar on Research Project Report	0	
5) ESE	35	
Total:	50	

Prerequisites for the course:

Course Learning Outcomes:

- CO1: Learn about Devanagari, lippy.
- CO2: Learn about Hindi as a administration language.
- CO3: Learn synonyms, antinomialism.

FORMAT-3

**IIMTU-NEP IMPLEMENTATION
Year-I / Semester-II**

Programme: Degree		Year:I
Class: BPED		Semester: II
Credits Theory: 01 Practical: 04 Core	Subject: Track and Field (Jumping Events)	
Course Code: BPED-AEC-208	Title: – Track and Field (Jumping Events)	
Course Objectives:		
<ul style="list-style-type: none"> • Demonstrate and assess various techniques of jumping events. • Acquire, analyze and interpret the required jumping techniques. • Interpret the rules, regulations and officiate in competitions. 		
Nature of Paper: Core/DSE/SEC/GE/AECC:AEC		
Minimum Passing Marks/Credits: 50% Marks		
L: T:01 P:04 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 04Hrs.=2Credit (5Hrs./Week=3Credits)		
Unit	Contents	No. of Lectures Allotted
I	BASIC SKILLS (INDIVIDUAL PERFORMANCE) JUMPING EVENTS (HIGH JUMP) HIGH JUMP - (Straddle roll) - Approach run, take off, clearance over the Bar and landing (Fosbury's Flop) - Approach run, take off, clearance over the Bar and landing.	12
II	BASIC SKILLS (INDIVIDUAL PERFORMANCE) JUMPING EVENTS (LONG JUMP) Long Jump (Sail Style & Hang Style) – Approach run, take off, flight in the air and landing.	12
III	Basic Skills (Individual performance) Jumping Events (Triple Jump) Triple Jump – Approach run, take off (Hop, Step, and Jump), flight in the air and landing.	08
Reference / Text Books: <i>Gerhardt Schmolinsky (1978) Track & Field: Athletics Training in the G.D.R. (East Germany).1978 - 392 pages Sportverlag,</i> <i>Doherty, J., Track and Field, Engle wood Cliffs: Prentice Hall Inc.</i> <i>Dyoon and Geoffray, G.H., (1962) The Mechanics of Athletics London: University of London Press LTD.</i> <i>Ken O Bosen, Track and Field Fundamental Techniques, Patiala: MS Publications.</i> <i>Handbook, AAFI, New Delhi.</i>		

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	35
Total:	50
Prerequisites for the course:	
Course Learning Outcomes:	
CO1:	To learn about Athletics and its events.
CO2:	Learn about training and its principles.
CO3:	Various events are introduced by curriculum.

IIMTU-NEP IMPLEMENTATION
Year-I / Semester-II

Programme: Degree		Year:I
Class: BPED		Semester: II
Credits:1 Theory:00 Practical:02	Subject: Judo and Wrestling	
Course Code: PC-209	Title: – Judo and Wrestling	
Course Objectives:		
1. Describe the historical development of the sport		
2. Describe the terminology of the sport		
3. Describe the rule concepts		
Nature of Paper: Core/DSE/SEC/GE/AECC: CORE PRACTICAL		
Minimum Passing Marks/Credits: 50% Marks		
L: T: P:02 (In Hours/Week) Theory - 0 Hr. = 0 Credit Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credits)		
Unit	Contents	No. of Lectures Allotted
I	<p>Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.</p> <p>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 mawari Ukemi (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), Nage Waze (Throwing techniques)-Hiza Guruma (Knee wheel), Sesae Twurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep), O Goshi (Major loinm), SeoiNage (Shoulder throw). Katamawaze (Grappling techniques)-Kesagatame (Scaff hold), Kata gatame (Shoulder hold), Kami shihogatama (Locking of upper four quarters), Method of escaping from each hold.</p> <p>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</p>	16

	and half Nelson. Escapes from pinning: Wing lock series, Dople arm lock roll, Cridge, Standing Wrestling-Head under arm series, whizzer series, Referees positions.	
Reference/Text Books: https://www.douglascollege.ca/programs-courses/catalogue/courses/SPSC/SPSC1314		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	15	
2) Presentations /Seminar	0	
3) Assignments	5	
4) Research Project Report/Seminar on Research Project Report	0	
5) ESE	30	
Total:		50
Prerequisites for the course:		
Course Learning Outcomes: CO1: Historical development of combat sport. CO2: Learn fundamental skills of game. CO3: Learn rules and regulation of games.		

IIMTU-NEP IMPLEMENTATION
Year-I / Semester: II

Programme: Degree		Year:I
Class: BPED		Semester: II
Credits Theory:00 Practical:02	Subject: Volleyball and Basketball	
Course Code: BPED-PC-210	Title: Volleyball and Basketball	
Course Objectives: 1. Describe the historical development of the sport. 2. Describe the terminology of the sport. 3. Describe the rule concepts.		
Nature of Paper: CORE PRACTICAL		
Minimum Passing Marks/Credits:50% Marks		
L: T: P:02 (In Hours/Week) Theory - 0 Hr. = 0 Credit Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the Volley ball and Basketball at national and international levels, National and International Bodies controlling volleyball and basketball and their affiliated units, Major National and International competitions.	08
II	Fundamental Skills- Players Stance-Receiving the ball and passing to the team mates, The Volley (Overhead pass), The Dig (Under hand pass), Service-Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service, Rules and their interpretations and duties of officials.	08
III	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. Rules and their interpretations and duties of the officials.	
Reference / Text Books: Dolph H, Grundman (2004). The golden age of amateur basketball: the AAU Tournament, 1921–1968. University of Nebraska Press. ISBN 0-8032-7117-4.		

Batchelor, Bob (2005). Basketball in America: from the playgrounds to Jordan & 39 game and beyond. Rout ledge. ISBN 978-0-7890-1613-3.

Volley ball " International Olympic Committee. Retrieved 2007-03-21.

The International Association Training School Notes (vol. 4 no. 8), October, 1895".

Evaluation/Assessment Methodology

		Max. Marks
1) Class tasks/ Sessional Examination	20	
2) Presentations /Seminar	0	
3) Assignments	10	
4) Research Project Report/Seminar on Research Project Report	0	
5) ESE	70	
Total:	100	

Prerequisites for the course:

Course Learning Outcomes:

CO1: Historical development of game and its origin.

CO2: Fundamental skills of game.

CO3: Basic rules and its interpretation.

IIMTU-NEP IMPLEMENTATION
Year-I/ Semester: II

Programme: Degree		Year:I
Class: BPED		Semester: II
Credits:01 Theory:00 Practical:02	Subject: Football and Cricket	
Course Code: BPED-PC-211	Title: – Football and Cricket	
Course Objectives: 1. Unable to perform the basic skills of Football and Cricket 2. Understand the rules and regulations that regulate Football and Cricket.		
Nature of Paper: CORE PRACTICAL		
Minimum Passing Marks/Credits:50% Marks		
L: T: P: (In Hours/Week) Theory - 0 Hr. = 0 Credit Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the Football at national and international levels, National and International Bodies controlling Football and their affiliated units, Major National and International competitions. Fundamental Skills, Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick, Trapping-trapping rolling the ball, trapping bouncing ball with sole, Dribbling-With instep, inside and outer instep of the foot, Heading-From 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 and deflecting, Rules and their interpretations and duties of officials.	08
II	CRICKET: Historical development of the Cricket at national and international levels, National and International Bodies controlling Cricket and their affiliated units, Major National and International competitions. 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 official.	08
Reference / Text Books:		
<ul style="list-style-type: none"> • Reilly, Thomas; Gilbourne, D. (2003). & quot; Science and football: a review of applied research in the football code & quot; Journal of Sports Sciences. 21 (9): 693 705. doi: 10.1080/0264041031000102105. • Editorial: Soccer – or should we say football – must change & quot;. 12 June 2014. Archived from the original on 9 August 		

- Barclays (1986). Swanton, E. W. (ed.). Barclays World of Cricket. London: Willow Books. ISBN 0-00-218193-2.
- Birley, Derek (1999). A Social History of English Cricket. London: Aurum Press Ltd. ISBN 1-85410-710-0.
- Bowen, Rowland (1970). Cricket: A History of its Growth and Development. London: Eyre & Spottiswoode. ISBN 0-413-27860-3.

Evaluation/Assessment Methodology		Max. Marks
1) Class tasks/ Sessional Examination	20	
2) Presentations /Seminar	0	
3) Assignments	10	
4) Research Project Report/Seminar on Research Project Report	0	
5) ESE	70	
Total:		100
Prerequisites for the course:		
Course Learning Outcomes:		
CO1: Learn about football and cricket.		
CO2: Their rules and regulations.		
CO3: Caching and officiating.		

**IIMTU-NEP IMPLEMENTATION
Year-I / Semester-II**

Programme: Degree		Year: I
Class: BPED		Semester: II
Credits:01 Theory: 0 Practical: 2	Subject: Intramural-II	
Course Code: BPED-PC-212	Title: – Intramural-II	
Course Objectives:		
1. To provide an opportunity to students within the institute that will be conducive to their overall development.		
2. To display their skills in various physical activities.		
Nature of Paper: Core/DSE/SEC/GE/AECC: CORE PRACTICAL		
Minimum Passing Marks/Credits: 50% Marks		
L: T:		
P: 02 (In Hours/Week)		
Theory –0		
Hr. = 0 Credit		
Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credits)		
Unit	Contents	No. of Lectures Allotted
I	INSTRUCTIONS: Sports competition will be organized so that student can enhance their performance, learn organization skills, officiating etc. Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department,	30
Reference / Text Books:		
C. Jensen & S. Overman. Administration and Management of Physical Education and Athletic Programs. 4th edition. Waveland Press, 2003 (Chapter 14, "Intramural Recreation").		
Louis Edgar Means. The Organization and Administration of Intramural Sports, Mosby, 1952		
Kristine Setting Clark Sports for All: Creating an Intramural Sports Program for Middle and High School Students, Rowman & Littlefield, 2019		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		100
2) Presentations /Seminar		0
3) Assignments		0
4) Research Project Report/Seminar on Research Project Report		0
5) ESE		0
Total:		100

Prerequisites for the course:

Course Learning Outcomes:

1. Mass participation, develop sports man spirit.
2. Develop group dynamics and cohesion.
3. Learn how to organized.

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III

Programme: Degree		Year: II
Class: Bachelor of physical education		Semester: III
Credits: 4	Subject: Basics of Anatomy and Physiology	
Theory:		
Practical:		
Course Code: BPed-CT-301	Title: Basics of Anatomy And Physiology	
Course Objectives:		
<ul style="list-style-type: none"> • Be able to identify the major body systems and understand what each body system does • Be able to relate how each body system works • Be able to identify and explain major cells, tissues, and organs • Be able to identify and explain functions of central muscles and bones 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4		
T: 0		
P:0 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 2 Hrs.=1Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Composition of the Human Body:- The Human Organism – Anatomy, Physiology, Structural and Functional Organization, Structure and Function of the Cell and Histology of Tissues – Epithelial, Connective, muscular, nervous	15
II	Different systems of the Human Body: -Skeletal System-Gross Anatomy, Axial Skeleton, Appendicle Skeleton Naming of bones Articulations, Classification of Joints, Types of Movements and Effect of Exercise Muscular System – Histology, Functional Characteristics of Muscles, Gross Anatomy of Skeletal Muscles, Types of Muscle Contraction, team action of muscles and Effect of Exercise	15
III	Integration and Control System: - Central Nervous System – Brain, Spinal Cord – Development Structure Reflexes, Autonomic Nervous System – Structure and Functions Functional Organization of the Endocrine System-General Characteristics, Pituitary Hypothalamus, Thyroid, Adrenal, Pancreas Digestive System	15
IV	Maintenance of Body: - Circulatory System- Blood, Functions, Plasma, Cardio-Vascular System- Size, Form and Location of Heart, Anatomy of the Heart, Cardiac Cycle, Blood Pressure, Circulation, Pulmonary Systemic and Systematic Circulation, Effect of Exercise Respiratory System – Anatomy, Ventilation and Lung Volumes, Pulmonary Volumes and Capacity, Effect of Exercise.	15
Reference / Text Books:		

- Guyton, A.C. (1996). *Textbook of Medical Physiology, 9th edition. Philadelphia: W.B. Saunders.*
- Lamb, G. S. (1982). *Essentials of exercise physiology. Delhi: Surjeet Publication.*
- Moorthy, A. M. (2014). *Anatomy physiology and health education. Karaikudi: Madalayam Publications*

If the course is available as Generic Elective then the students of following departments may opt it.
 NA

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	05
4) Research Project Report	05
5) Seminar On Research Project Report	
6) ESE	70
Total:	100

Prerequisites for the course:

Course Learning Outcomes:

- Explain the basic knowledge of human anatomy and physiology.
- Defines anatomy. Defines physiology.
- Compares living and lifeless organisms.
- Define the main structures composing human body.
- Tells chemical structure of human body. Explains structure and functions of cell.
- Relates structure and functions of tissue. explain structure of skeletal system.

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III

Programme: Degree		Year: II
Class: Bachelor of physical education		Semester: III
Credits: 4 Theory: Practical:	Subject: Kinesiology and Biomechanics	
Course Code: BPEd-CT-302	Title: Kinesiology and Biomechanics	
Course Objectives:		
<ul style="list-style-type: none"> • Apply the aforementioned physical concepts to human movement mechanics • Deconstruct movement mechanics via direct observation and video. • Communicate effectively regarding human movement mechanics. • Evaluate biomechanical scientific literature. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Meaning and Definition of Kinesiology and Sports Biomechanics, Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher, Athletes and Sports Coaches, Terminology of Fundamental Movements, Fundamental concepts of following terms – Axes and Planes, Centre of Gravity, Equilibrium, Line of Gravity	15
II	Classification of Joints and Muscles, Types of Muscle Contractions, Posture – Meaning, Types and Importance of good posture, Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal, Innervations	15
III	Meaning, definition, types and its application to sports activities, Lever - Meaning, definition, types and its application to human body, Newton’s Laws of Motion – Meaning, definition and its application to sports activities, Projectile – Factors influencing projectile trajectory.	15
IV	Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration, Angular kinematics–Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration. Linear Kinetics – Inertia, Mass, Momentum, Friction, Angular Kinetics–Moment of inertia, Couple, Stability.	15

Reference / Text Books:

- Bunn, J. W. (1972).Scientific principles of coaching. Englewood Cliffs, N.J.: Prentice Hall Inc.
- Hay, J. G. & Reid, J. G.(1982).The anatomical and mechanical basis of human motion.

If the course is available as Generic Elective then the students of following departments may opt it.
 NA

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	05
3) Assignments	
4) Research Project Report	05
5) Seminar On Research Project Report	
6) ESE	70
Total:	100

Prerequisites for the course:

Course Learning Outcomes:

- The purpose of this course is designed to enable the student to analyze human movement anatomically and mechanically.
- The student will understand the different types of skeletal muscle contractions, how they affect joint motion, and comprehend the importance of following the laws of physics when improving athletic skills

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III

Programme: Degree		Year: II
Class: BPED		Semester: III
Credits:4 Theory: Practical:	Subject: Health Education	
Course Code: BPED-CT-303	Title: Health Education	
Course Objectives:		
<ul style="list-style-type: none"> • Health Education provides students with the knowledge and skills they need to maintain health and wellness throughout their lifetime • The intent of a comprehensive health education program is to motivate students to improve their health • Prevent disease, and avoid or reduce health related risk behaviors. • Health literate youth have the ability to maintain and enhance personal health and fitness 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Concept, Aim, objective Dimensions, Spectrum and Determinants of Health, Definition of Health, Health Education, Health Instruction, Health Supervision	15
II	Concept of Health Education and its objectives, Approaches to health Education Contents of Health education, Principles of Health Education and Latest Trends in Health Education	15
III	Practice of Health Education, Communication Process in health Education, Types of Communication in health Education, Functions of health Communication and Barriers of health Communication.	15
IV	Concept of Genetics, Chromosomal Abnormalities, Chromosomal Disorders, Factor which influence gene frequencies, Preventive and Social Measures.	15
Reference / Text Books:		
<ul style="list-style-type: none"> • Albert E. Bedworth & David A. Bedworth, Health for human effectiveness in year (1982) by prentice Hall, Inc, Eglewood, published in the (USA) • 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". • Hanlon, John J. "Principles of Public Health Administration" 2003. Turner, C.E. "The School 		

Health and Health Education".	
If the course is available as Generic Elective then the students of following departments may opt it. NA	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	05
3) Assignments	
4) Research Project Report	05
5) Seminar On Research Project Report	
6) ESE	70
Total:	100
Prerequisites for the course:	
Course Learning Outcomes:	
<ul style="list-style-type: none"> • Demonstrate & understanding Environmental Hygiene& Mental Hygiene. • Demonstrate understanding of diseases. • Understand implications of personal and societal behavior on effect of Alcohol Behavior. • Demonstrate & understanding the concept of genetics 	

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III

Programme: Degree		Year: II
Class: BPED		Semester: III
Credits:3 Theory: Practical:	Subject: Contemporary Issues in Physical Education	
Course Code: BPED-EC--304	Title: Contemporary Issues in Physical Education	
Course Objectives:		
<ul style="list-style-type: none"> • This module offers teachers the opportunity to investigate and evaluate the impact of contemporary developments in PE • Its related fields and consider how these developments have influenced, or are likely to influence, practice in their schools. • This is particularly pertinent as developments within PE, youth sport and young people's health-related physical activity have been substantial in recent years • Particularly with the introduction of the national physical activity strategy and review of PE. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: EC		
Minimum Passing Marks/Credits: 50% Marks		
L: 3 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Definition, Aims and Objectives of Physical Education, fitness and Wellness, Importance and Scope of fitness and wellness, Modern concept of Physical fitness and Wellness, Physical Education and its Relevance in Inter Disciplinary Context.	12
II	Fitness – Types of Fitness and Components of Fitness, Understanding of Wellness, Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management, Physical Activity and Health Benefits	12
III	Means of Fitness development – aerobic and anaerobic exercises, Exercises and Heart rate Zones for various aerobic exercise intensities, Concept of free weight Vs Machine, Sets and Repetition etc, Concept of designing different fitness training program for different age group	11
IV	Health and Safety in Daily Life, First Aid and Emergency Care, Common Injuries and their Management.	11
Reference / Text Books:		
<ul style="list-style-type: none"> • <i>Difiore, J.(1998). Complete guide to postnatal fitness. London: A & C Black,.</i> • <i>Giam, C.K & The, K.C. (1994). Sport medicine exercise and fitness. Singapore: P.G. Medical</i> • <i>Mcglynn, G., (1993). Dynamics of fitness. Madison: W.C.B Brown.</i> • <i>Sharkey, B. J.(1990). Physiology of fitness, Human Kinetics Book.</i> 		

If the course is available as Generic Elective then the students of following departments may opt it.
 NA

Evaluation/Assessment Methodology		Max. Marks
1) Class tasks/ Sessional Examination		15
2) Presentations /Seminar		00
3) Assignments		05
4) Research Project Report Seminar On Research Project Report		00
5) ESE		30
Total:		50
Prerequisites for the course:		
Course Learning Outcomes:		
CO1 Students will be able to effectively apply knowledge and skills learned throughout the curriculum in real world settings.		
CO2 Students will be able to apply critical thinking and reasoning skills as sports management professionals.		
CO3 Students will be able to capably communicate, orally and in writing, as a sports management professional within various sport settings.		
CO4 Design and practice the new methods of technique of officiating.		

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III**

Programme: Degree		Year: II
Class: Bachelor of physical education		Semester: III
Credits: 3 Theory: Practical:	Subject: Theory of Games and Sports, Officiating and Coaching	
Course Code: BPED-EC-305	Title: Theory of Games and Sports, Officiating and Coaching	
Course Objectives: To train Physical Sports Teacher for conducting games/sports tournaments, organize in well manner by knowing organizing knowledge of Coaching and Officiating of different games/sports.		
Nature of Paper: Core/DSE/SEC/GE/AECC: EC		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Concept of officiating and coaching, Importance and principles of officiating, Relation of official and coach with management, players and spectators, Measures of improving the standards of officiating and coaching.	11
II	Duties of coach in general, pre, during and post-game, Philosophy of coaching, Responsibilities of a coach on and off the field, Psychology of competition and coaching.	11
III	Duties of official in general, pre, during and post-game, Philosophy of officiating, Mechanics of officiating – position, singles and movement etc, Ethics of officiating, Qualities and qualification of coach and official, General rules of games and sports, Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA, DA bills, Integrity and values of sports.	11
IV	Athletics, Badminton, Basketball, Cricket, Football, Gymnastic, Hockey, Handball, Kabaddi, Kho-Kho, Tennis, Volleyball and Yoga Each game or sports to be dealt under the following heads History and development of the Game and Sports Ground preparation, dimensions and marking, Standard equipment and their specifications. Ethics of sports and sportsmanship, Recreational and Lead up games, Strategy – Offence and defence, Principles of offence and defence. List of Practicum: Organization of Intramural competitions, Organization of Extramural competitions, Officiating in Intramural competitions, Officiating in Extramural competitions, Appearing in District / State Referees Examination.	15

Reference / Text Books:

Bunn, J. W. (1968). The art of officiating sports. Englewood cliffs N.J. Prentice Hall.
 Bunn, J. W. (1972). Scientific principles of coaching. Englewood cliffs N. J. Prentice Hall.
 Dyson, G. H. (1963). The mechanics of athletics. London: University of London Press Ltd.
 Lawther, J.D. (1965). Psychology of coaching. New York: Pre. Hall.
 Singer, R. N. (1972). Coaching, athletic & psychology. New York: M.C. GrawHil.

Gharote, M, L, &Ganguly, H, (1988), Teaching methods for yogic practices, Lonawala:
 Kaixydahmoe, Rajjan, S, M, (1985), Yoga strengthening of relaxation for sports man, New Delhi:
 Allied Publishers,

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	00
3) Assignments	05
4) Research Project Report	00
5) Seminar On Research Project Report	
6) ESE	30
Total:	50

Prerequisites for the course:

Course Learning Outcomes:

To train Physical Sports Teacher for conducting games/sports tournaments, organize in well manner by knowing organizing knowledge of Coaching and Officiating of different games/sports.

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III

Programme: Degree Class: BPED		Year: II Semester: III
Credits: 2 Theory: Practical:	Subject: Fitness and Sports Skill	
Course Code: BPED-SEC-506	Title: Fitness and Sports Skill	
Course Objectives:		
<ul style="list-style-type: none"> • Understand the need & importance of test, measurement and evaluation in physical education. • Describe the criteria, classification and administration of test. • Construct a strong basis in the evaluation techniques through the various test and measurements method used in physical education. • Explain different Physical fitness and skill tests. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: SEC		
Minimum Passing Marks/Credits: 40% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	AAHPER Youth Fitness Test, Indiana Motor Fitness Test, Fleishman Physical Fitness Test. JCR Test, Harvard Step Test, Cooper 12 minutes Run and Walk Test, Sit and Reach Test, Shoulder Flexibility Test, Rogers Strength Test, Kraus Weber Strength Test, Grip Strength, Leg Strength, Back Strength.	04
II	Measurement of Body Weight, Height and Sitting height, Anthropometric, Measurements: upper and lower arm circumference, chest circumference, thigh circumference, calf circumference, skin fold measurement for boys and girls. Procedure and calculation of Body Mass Index (BMI) as well as recommended norms and interpretation of BMI for different Sports Persons.	04
III	Measurement of Pulse Rate / Heart Rate at Radial Artery and Carotid Artery, Calculation of Target Heart Rate, Vo2Max, Blood Pressure measurement (pre and post training). Psychological Test Familiarizing and administration of various psychological tools and questionnaires. Development.	04
IV	Soccer – McDonald and Johnson soccer skill test, Badminton – Miller wall volley test, Johnson badminton test, Volleyball – Brady volleyball test, Hockey – Harbans Singh Field Hockey Test, Basketball – Johnson's	04

basketball test.	
Reference / Text Books: Kumari, Sheela, S., Rana, Amita and Kaushik, Seema (2008), Fitness, Aerobics and Gym Operations, Khel Sahitya, New Delhi. W.W.K. Hoeger and S.A. Hoeger (2004), Principles and Labs for Fitness and Wellness, Thomson Wadsworth, California, USA. Barrow & McGee's Practical Measurement and Assessment. Barrow H.M. and McGee R. (1979). A Practical Approach to Measurement in Physical Education. Lea &Febiger, Philadelphia. U.S.A.	
NA	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	00
3) Assignments	05
4) Research Project Report	00
5) Seminar On Research Project Report	
6) ESE	30
Total:	50
Prerequisites for the course:	
Course Learning Outcomes: CO1 Developing and maintaining a positive attitude and being assertive. CO2 KNOWLEDGE ABOUT TESTS. CO3 Improvement of confidence among SPORTS PERSON	

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III

Programme: Degree		Year: II
Class: BPED		Semester: III
Credits: 2 Theory: Practical:	Subject: Computer Applications in Physical Education	
Course Code: BPED – SEC- 307	Title: Computer Applications In Physical Education	
Course Objectives:		
<ul style="list-style-type: none"> • Understand what all the terms highlighted in bold in the text mean • Understand the fundamental hardware components that make up a computer's hardware and the role of each of these components • Understand the difference between an operating system and an application program, and what each is used for in a computer. 		
Nature of Paper: Core/DSE/SEC/GE/AECC:SEC		
Minimum Passing Marks/Credits: 40% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	I INTRODUCTION TO COMPUTER Meaning, need and importance of information and communication technology (ICT). Application of Computers in Physical Education, Components of computer: input and output device, Application software used in Physical Education and sports.	7
II	II MS WORD Introduction to MS Word, Creating, saving and opening a document, Formatting, page setup, paragraph, alignment, spelling and grammar check, printing, option, inserting: page number, graph, footnote and notes and Drawing table, Inserting row and column, deleting row and column.	7
III	Introduction to MS Excel, Inserting data in to excel sheet, Creating, saving and opening worksheet, Preparing bar Diagrams, Format and editing features adjusting columns width and row height understanding & charts.	8
IV	IV MS POWER POINT Introduction to MS Power Point, Creating, saving and opening a ppt. file, Format and editing features: design, inserting slide number, picture, graph and table. Stating slide show, Animations in the slides show and Preparation of Power point presentations.	8

Reference / Text Books:

Irtgov, D. (2004). Operating system fundamentals. Firewall Media.
Marilyn, M. & Roberta, B. (n.d.). Computers in your future. 2nd edition, India: Prentice Hall.
Milke, M. (2007). Absolute beginner's guide to computer basics. Pearson Education Asia.
Sinha, P. K. & Sinha, P. (n.d.). Computer fundamentals. 4th edition, BPB Publication

Evaluation/Assessment Methodology

		Max. Marks
1) Class tasks/ Sessional Examination	15	
2) Presentations /Seminar	00	
3) Assignments	05	
4) Research Project Report Seminar On Research Project Report	00	
5) ESE	30	
Total:	50	

Prerequisites for the course:

Course Learning Outcomes:

- CO1 Understand THE concepts of computer.
- CO2 Help in data storage and compare
- CO3 Understand the fundamental hardware components that make up a computer's hardware and the role of each of these components
- CO4 Understand the difference between an operating system and an application program, and what each is used for in a computer

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III

Programme: Degree		Year: II
Class: BPED		Semester: III
Credits: 2	Subject: Track and Field (Throwing Events)	
Theory:		
Practical:		
Course Code: BPED-PC-308	Title: Track and Field (Throwing Events)	
Course Objectives:		
<ul style="list-style-type: none"> • Acquire, analyze and interpret the required throwing techniques. • Demonstrate and assess various techniques of throwing events. • Interpret the rules, regulations and officiate in competitions 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 2		
T: 0		
P: 0 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	<p>COURSE CONTENTS</p> <p>Historical development of the throwing events at national and international levels.</p> <p>INTRODUCTION OF THROWING EVENTS</p> <p>Classification of Throwing Events in Track & Field</p> <p>Basic equipment required & their Measurement for Throwing Events</p> <p>Marking Area of throwing Events and its Measurements</p> <p>Rules, Officials Required & Officiating and Scoring in Throwing Event</p> <p>THROWING EVENTS: FUNDAMENTAL SKILLS</p> <p>Shot-put, Discus and Javelin throw</p> <p>Hammer throw (brief introduction)</p> <p>techniques of the Throwing events</p> <p>Circle / Runway and Sector Marking</p> <p>Grip, Stance, Release and follow through</p> <p>Rules and their interpretations and duties of officials</p> <p>Mechanical Analysis of Throwing Events</p>	30
Reference / Text Books:		
"Track and Field". Scholastic. Retrieved 22 July 2019.		
Rosenbaum, Mike. Introductions to Track and Field Events. About. Retrieved on 2014-09-28.		
Jump up to: ^{abc} Instone, Stephen (15 November 2009). The Olympics: Ancient versus Modern. BBC. Retrieved on 23 March 2010.		
"Ancient Olympic Events; Pentathlon". Perseus digital library. Retrieved 3 August 2009.		
Waldo E. Sweet, Erich Segal (1987). Sport and recreation in ancient Greece. Oxford University Press.		

p. 37. ISBN 0195041267.	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report Seminar On Research Project Report	05
5) ESE	30
Total:	50
Prerequisites for the course:	
Course Learning Outcomes:	
CO1 Able to mark Track and Field and Officiate.	
CO2 Able to understand the rules of the games and sports	
CO3 Able to give seeding and Heats in Track and Field. Combined Events.	
CO4 Design and practice the new methods of technique of officiating.	

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III

Programme: Degree		Year: II
Class: Bachelor of physical education		Semester: III
Credits: 1 Theory: Practical:	Subject:- Swimming and Badminton	
Course Code: BPED-PC-309	Title- Swimming and Badminton	
Course Objectives:		
<ul style="list-style-type: none"> • To develop the strategic understanding related to different skills. • To extend situation based understanding of effective court utilization. • Inculcate the tactical knowledge of the game. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 1 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the SWIMMING AND BADMINTON at national and international levels, National and International Bodies controlling table tennis and their affiliated units, Major National and International competitions. Swimming: - Fundamental Skills 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. Badminton: Fundamental Skills, Racket parts, Racket grips, Shuttle Grips, The basic stances. The basic Strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm, Drills and lead up games, Types of Games-Singles, doubles, including mixed doubles, Rules and their interpretations and duties of officials.	15

Reference / Text Books:

Talbot D. (1989): Top Coach Badminton. Queen Anne Press, Halbom, London.
 Jain D. (2004): Teaching and Coaching Badminton, Published by Khel Sahitya Kendra, New Delhi.
 Narang P. (2007): Play & Learn Badminton, KehlSahitya Kendra, New Delhi.
 The Badminton Bible (2008-13): www.badmintonbible.com assessed on 25.11.2013

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report	05
5) Seminar On Research Project Report	
6) ESE	30
Total:	50

Prerequisites for the course:

Course Learning Outcomes:

- CO1 Perform the basic swimming and badminton skill.
- CO2 Enjoy a range of skill-based practice routines and small sided –games.
- CO3 Perform the skills with coordination with team players.
- CO4 Perform all the skills under rules.

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III**

Programme: Degree		Year: II
Class: BPED		Semester: III
Credits: 1 Theory: Practical:	Subject: Table Tennis and Weight Lifting	
Course Code: BPED-PC-310	Title: Table Tennis and Weight Lifting	
Course Objectives:		
<ul style="list-style-type: none"> • To develop the strategic understanding related to different skills. • To extend situation based understanding of effective court utilization. • Inculcate the tactical knowledge of the game. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the table tennis and weight lifting at national and international levels, National and International Bodies controlling table tennis and their affiliated units, Major National and International competitions. 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 Shot, Loop Drive, Stance and Ready position and foot work, Rules and their interpretations and duties of official FUNDAMENTAL SKILL – clean & jerk, snatch (Stance, Grip, lows, shoulder shrug, thrust)	15
Reference / Text Books:		
Official ITTF website <u>Official website of USA Table Tennis</u>		

Evaluation/Assessment Methodology		Max. Marks
1) Class tasks/ Sessional Examination		15
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report Seminar On Research Project Report		05
5) ESE		30
Total:		50
Prerequisites for the course:		
Course Learning Outcomes:		
CO1 Perform the basic table tennis and weight lifting.		
CO2 Enjoy a range of skill-based practice routines and small sided –games.		
CO3 Perform the skills with coordination with team players.		
CO4 Perform all the skills under rules.		

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III**

Programme: Degree		Year: II
Class: BPED		Semester: III
Credits: 1 Theory: Practical:	Subject: Internship/Teaching Practice	
Course Code: BPED-PC-311	Title: Internship/Teaching Practice	
Course Objectives: To induce the science and art of teaching in students. To provide the hands-on experience related to cognitive and motor teaching. Establish student relationship Evaluate student potential		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	15 teaching practice lessons out of which 5 lessons internal and 10 lessons external at school, Field Lesson Plans 15 teaching lesson plans out of which 5 lessons internal and 10 lessons external at school on following pattern: i) Game lesson Plan ii) Athletic Lesson Plan iii) Lesson plan on Light apparatus activity iv) Lesson plan on marching	15
REFERENCES: Mangal, S.K. (200) Essentials of Educational Technology. Prentice-Hall of India Pvt. Limited, New Delhi. Haynes, A. (2010) The Complete Guide to Lesson Planning and Preparation. Continuum International Publishing Group, London. Jalongo, M. R.; Rieg, S.A. and Helterbran, V.R. (2007) Planning for Learning Collaborative Approaches to Lesson Design and Review. Teachers College Press, Columbia University, New York		

Evaluation/Assessment Methodology		Max. Marks
1) Class tasks/ Sessional Examination		15
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report		05
5) Seminar On Research Project Report		
6) ESE		30
Total:		50
Prerequisites for the course:		
Course Learning Outcomes:		
CO1	Pedagogical competence in student's own substance field.	
CO2	<i>The student teacher is able to guide the students' professional growth.</i>	
CO3	<i>The student teacher is able to work in purposeful interaction with students according to the situation.</i>	

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III**

Programme: Degree		Year: II
Class: BPED		Semester: III
Credits: 1 Theory: Practical:	Subject: –Intramural	
Course Code: BPED-PC- 312	Title: Intramural	
Course Objectives:		
<ul style="list-style-type: none"> To provide an opportunity to students within the institute that will be conducive to their overall development. To display their skills in various physical activities. To have exposure to the competition. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 1 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Sports competition will be organizing so that student can enhance their performance learn organization skills, officiating etc. Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department.	15
Suggested Readings:		
C. Jensen & S. Overman. Administration and Management of Physical Education and Athletic Programs. 4th edition. Waveland Press, 2003 (Chapter 14, "Intramural Recreation"). Louis Edgar Means. The Organization and Administration of Intramural Sports, Mosby, 1952 Kristine Setting Clark Sports for All: Creating an Intramural Sports Program for Middle and High School Students, Rowman & Little field, 2019.		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		100
2) Presentations /Seminar		
3) Assignments		00
4) Research Project Report		
5) Seminar On Research Project Report		00
6) ESE		00
Total:		100

Prerequisites for the course:

Course Learning Outcomes:

- CO1 Making social contacts and developing friendships that the camaraderie of recreating together affords.
- CO2 Developing a sense of teamwork and group spirit that recreating together produces.
- CO3 Further developing their leadership capabilities.
- CO4 Improving physical and mental health through the joy of participation in recreational activities.

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV

Programme: Degree		Year:II
Class: BPED		Semester: IV
Credits:4 Theory: Practical:	Subject: Sports Medicine	
Course Code: BPED-CT- 401	Title: Sports Medicine	
Course Objectives:		
<ul style="list-style-type: none"> • Describe the role of exercise in mental and physical health promotion. • Give oral and written presentations to attending in an organized, concise, accurate manner that include differential diagnoses and management plans • Discuss the role of sports physical therapy and rehabilitation. • Effectively communicate with attending and other healthcare members as a team in coordinating comprehensive healthcare 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Sports Medicine: Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance. Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches. Need and Importance of the study of sports injuries in the field of Physical Education Prevention of injuries in sports – Common sports injuries – Diagnosis	11
II	Physiotherapy: Definition – Guiding principles of physiotherapy, Importance of physiotherapy, Introduction and demonstration of treatments - Electrotherapy – infrared rays – Ultraviolet rays –short wave diathermy – ultrasonic rays.	11
III	Hydrotherapy: Introduction and demonstration of treatments of Cry therapy, Thermal therapy, Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot Water Fomentation – Massage: History of Massage – Classification of Manipulation (Swedish System) physiological Effect of Massage.	11
IV	Therapeutic Exercise: Definition and Scope – Principles of Therapeutic Exercise – Classification, Effects and uses of Therapeutic exercise – passive Movements (Relaxed, Forced and passive - stretching) – active movements (concentric, Eccentric and static) application of the therapeutic exercise: Free Mobility Exercise – Shoulder, Elbow – Wrist and Finger Joints – Hips, Knee,	11

ankle and Foot joints – Trunk. Head and Neck exercises		
Reference / Text Books:		
Christine, M. D., (1999). <i>Physiology of sports and exercise</i> . USA: Human Kinetics.		
Conley, M. (2000). <i>Bioenergetics of exercise training</i> . In T.R. Baechle, & R.W. Earle, (Eds.), <i>Essentials of Strength Training and Conditioning</i> (pp. 73-90). Champaign, IL: Human Kinetics.		
David, R. M. (2005). <i>Drugs in sports</i> , (4th Ed). Routledge Taylor and Francis Group.		
If the course is available as Generic Elective then the students of following departments may opt it. NA		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	20	
2) Presentations /Seminar	05	
3) Assignments		
4) Research Project Report	05	
5) Seminar On Research Project Report		
6) ESE	70	
Total:		100
Prerequisites for the course:		
Course Learning Outcomes:		
<ul style="list-style-type: none"> • Give oral and written presentations to attending in an organized, concise, accurate manner that include differential diagnoses and management plans • Discuss the role of sports physical therapy and rehabilitation. • Effectively communicate with attending and other healthcare members as a team in coordinating comprehensive healthcare. 		

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV**

Programme: Degree		Year: II
Class: BPED		Semester: IV
Credits:4 Theory: Practical:	Subject: Sports Management	
Course Code: BPED-CT- 402	Title: Sports Management	
Course Objectives:		
<ul style="list-style-type: none"> • Identify and analyze ethical, legal, and socio-cultural issues, and formulate responses for use in managerial decision making and policy determinations in sport. • Employ principles of strategic planning, and financial and human resource management. • Assess marketing and media needs and formulate short term and long term solutions. • Develop and apply critical thinking and abstract reasoning skills in analyzing sport management issues and in managerial planning and decision making.. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Nature and Concept of Sports Management, Progressive concept of Sports management, The purpose and scope of Sports Management., Essential skills of Sports Management., Qualities and competencies required for the Sports Manager., Event Management in physical education and sports.	08
II	Meaning and Definition of leadership, Leadership style and method, Elements of leadership., Forms of Leadership, Autocratic, Laissez-faire, Democratic, Benevolent Dictator Qualities of administrative leader, Preparation of administrative leader, Leadership and Organizational performance..	08
III	Sports Management in Schools, colleges and Universities, Factors affecting planning, planning a school or college sports programme, Directing of school or college sports programme. Controlling a school, college and university sports programme, Developing performance standard Establishing a reporting system Evaluation, The reward/punishment system.	08
IV	Financial management in Physical Education & sports in schools, Colleges and Universities. Budget – Importance, Criteria of good budget, Steps of Budget making Principles of budgeting	08

Reference / Text Books:

Ashton, D. (1968). Administration of physical education for women. New York: The Ronal Press Cl.
 Bucher, C.A. Administration of physical education and athletic programme. 7th Edition, St. Louis: The C.V. Mosby Co.
 Daughtrey, G. & Woods, J.B. (1976). Physical education and intramural programmes, organisation and administration. Philadelphia U.S.A. : W.B. Saunders Cp.
 Earl, F. Z,& Gary, W. B. (1963). Management competency development in sports and physical education. Philadelphia: W. Lea and Febiger.

If the course is available as Generic Elective then the students of following departments may opt it.
 NA

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	05
3) Assignments	
4) Research Project Report	05
5) Seminar On Research Project Report	
6) ESE	70
Total:	100

Prerequisites for the course:

Course Learning Outcomes:

- Employ principles of strategic planning, and financial and human resource management.
- Assess marketing and media needs and formulate short term and long term solutions.
- Develop and apply critical thinking and abstract reasoning skills in analyzing sport management issues and in managerial planning and decision making.

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV

Programme: Degree		Year: II
Class: BPED		Semester: IV
Credits:4 Theory: Practical:	Subject: Basics of Research and Statistics in Physical Education	
Course Code: BPED-EC- 403	Title: – Basics of Research And Statistics In Physical Education	
Course Objectives:		
<ul style="list-style-type: none"> • To orient the student to make an informed choice from the large number of alternative methods and experimental designs available. • To familiarize the student with the dimensions and methods of research • To analyze an event or process or phenomenon to identify the cause and effect relationship • To enable the student to present a good research proposal. • To familiarize the student with the nature of research and scientific writing 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction to Research Definition of Research, Need and importance of Research in Physical Education and Sports, Scope of Research in Physical Education & Sports, Classification of Research, Research Problem, Meaning of the term, Location and criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations. .	15
II	Survey of Related Literature Need for surveying related literature, Literature Sources, Library Reading ,Research Proposal, Meaning and Significance of Research Proposal, Preparation of Research proposal / project, 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.	15
III	Basics of Statistical Analysis Statistics: Meaning, Definition, Nature and Importance, Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables, Graphical Presentation of Class Distribution:	15

	Histogram, Frequency Polygon, Frequency, Curve. Cumulative Frequency Polygon, Ogive, Pie Diagram	
IV	Statistical Models in Physical Education and Sports Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data , Measures of Variability: Meaning, importance, computing from group and ungroup data, Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data.	15
Reference / Text Books:		
Best, J.W. (1963). Research in education. U.S.A.: Prentice Hall.		
Garrett, H.E. (1981). <i>Statistics in psychology and education</i> . New York: VakilsFeffer and Simon		
Thomas, J.R., & Nelson J.K. (2005). <i>Research method in physical activity</i> . U.S.A: Champaign, IL: Human Kinetics.		
Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). Research method in physical activity. U.S.A: Champaign, IL: Human Kinetics Books.		
Uppal, A. K. (1990). <i>Physical fitness: how to develop</i> . New Delhi: Friends Publication. Verma, J. P. (2000). <i>A text book on sports statistics</i> . Gwalior: Venus Publications.		
If the course is available as Generic Elective, then the students of following departments may opt it. NA		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	20	
2) Presentations /Seminar	05	
3) Assignments		
4) Research Project Report	05	
5) Seminar On Research Project Report		
6) ESE	70	
Total:		100
Prerequisites for the course:		
Course Learning Outcomes:		
<ul style="list-style-type: none"> • To analyze an event or process or phenomenon to identify the cause and effect relationship • To enable the student to present a good research proposal. • To familiarize the student with the nature of research and scientific writing 		

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV**

Programme: Degree/ Class: BPED		Year: II Semester: IV
Credits: 3 Theory: Practical:	Subject: Sports Technology	
Course Code: BPES-EC-604	Title: Sports Technology	
Course Objectives:		
<ol style="list-style-type: none"> 1. To: develop knowledge, skills and competencies necessary for imparting physical training and coaching. 2. To: enrich knowledge of personal and community health. 3. To: promote the capacity to organize games, sports and recreational activities. 4. To: foster interest in sports activity and appreciate its role in society. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: EC		
Minimum Passing Marks/Credits: 40% Marks		
L: 3 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	SPORTS TECHNOLOGY Meaning and definition of Sports Technology, Purpose, advantages and applications of Sports Technology, General Principle and purpose of instrumentation in sports, Work flow of instrumentation and business aspects and Technological impacts on sports	11
II	SCIENCE OF SPORTS MATERIALS- Adhesives - Nano glue, Nano molding, technology, Nano turf Foot, wear production, Factors and application in sports, constraints, Foams- Polyurethane, Polystyrene, Styrofoam, closed- cell and open-cell foams, Neoprene, Foam, Smart Materials – Shape Memory Alloy (SMA), Thermo chromic film, High-density modeling foam. Playing Equipment: Balls, Bat, and Stick, Racquets, Clothing and shoes: Types, Materials and Advantages.	12
III	SURFACES OF PLAYFIELDS Modern surfaces for playfields, construction and installation of sports surfaces Types of materials synthetic, wood, Polyurethane, Artificial turf Modern technology in the construction of indoor and outdoor facilities. Technology in manufacture of modern play equipment, Use of computer and software in Match Analysis and Coaching.	11
IV	MODERN EQUIPMENT AND TRAINING GADGETS Measuring equipment: Throwing and Jumping Events. Protective equipment: Types, Materials and Advantages. Sports equipment with	12

<p>Nano technology, Advantages. Basketball: Ball Feeder, Mechanism and Advantages. Cricket: Bowling Machine, Mechanism and Advantages, Tennis: Serving Machine, Mechanism and Advantages, Volleyball: Serving Machine Mechanism and Advantages. Lighting Facilities: Method of erecting Floodlit and measuring luminous. Video Coverage: Types, Size, Capacity, Place and Position of Camera in Live coverage of sporting events.</p>	
<p>Reference / Text Books: <i>Charles J.A. Crane, F.A.A. and Furness, J.A.G. (1987) "Selection of Engineering Materials" UK: Butterworth Heiremann.</i> <i>Finn, R.A. and Trojan P.K. (1999) "Engineering Materials and their Applications" UK: Jaico Publisher.</i></p>	
<p>If the course is available as Generic Elective then the students of following departments may opt it. NA</p>	
<p>Evaluation/Assessment Methodology</p>	
<p>Max. Marks</p>	
<p>1) Class tasks/ Sessional Examination 2) Presentations /Seminar 3) Assignments 4) Research Project Report 5) Seminar On Research Project Report 6) ESE</p>	<p>15 00 05 00 30</p>
<p>Total: 50</p>	
<p>Prerequisites for the course:</p> <ul style="list-style-type: none"> • Meaning, purpose, advantages and applications of Sports Technology. • The current application of advanced technology for better performance in sports. • Monitoring and training technology and materials technology to enhance sport performance. • The current and future impact of technology on sports materials ethics of using advanced technology in the fields of sports. 	

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV

Programme: Degree		Year: II
Class: BPED		Semester: IV
Credits:3 Theory: Practical:	Subject: Curriculum Design in Physical Education	
Course Code: BPED-EC- 405	Title: Curriculum Design in Physical Education	
Course Objectives:		
<ul style="list-style-type: none"> • Understanding the meaning of physical education for an individual development and improving general health for professional activity; • Fostering motivational attitude to the physical education, healthy lifestyle and regular exercising; • Learning special knowledge, practical skills, which provide health protection, form compensatory process, correct present health abnormalities, provide mental prosperity, development and improvement of psychophysical skills, form professional qualities of an individual. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: EC		
Minimum Passing Marks/Credits: 40% Marks		
L: 3 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Modern concept of the curriculum Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development, Factors affecting curriculum - Social factors - Personnel qualifications - Climatic consideration - Equipment and facilities -Time suitability of hours, National and Professional policies, Research finding .	6
II	Basic Guide line for curriculum construction; contest (selection and expansion). Focalization, Socialization, Individualization, Sequence and operation, Steps in curriculum construction.	6
III	Curriculum-Old and new concepts, Mechanics of curriculum planning. Basic principles of curriculum construction, Curriculum Design, Meaning, Importance and factors affecting curriculum design, Principles of Curriculum design according to the needs of the students and state and national level policies, Role of Teachers	6
IV	Under-graduate preparation of professional preparation. Areas of Health education, Physical education and Recreation, Curriculum Design-Experience of Education, Field and Laboratory, teaching practice, Professional Competencies to be Developed-Facilities and special resources	6

for library, laboratory and other facilities.		
Reference / Text Books:		
Barrow, H. M. (1983). Man and movement: principles of physical education. Philadelphia: Lea and Febiger.		
Larson, L.A. (n.d.). Curriculum foundation in physical education. Englewood Cliffs: N.J. Prentice Hall Inc.		
Underwood, G. L. (1983). The physical education curriculum in secondary school: planning and implementation. England: Taylor and Francis Ltd.		
Will goose, C.E. (1979). Curriculum in physical education. 3rd Ed. Englewood Cliffs.: N.J. Prentice Hall, Inc.		
If the course is available as Generic Elective, then the students of following departments may opt it. NA		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	15	
2) Presentations /Seminar	00	
3) Assignments		
4) Research Project Report	05	
5) Seminar On Research Project Report	00	
6) ESE	30	
Total:		50
Prerequisites for the course:		
Course Learning Outcomes		
<ul style="list-style-type: none"> • Fostering motivational attitude to the physical education, healthy lifestyle and regular exercising; • Learning special knowledge, practical skills, which provide health protection, form compensatory process, correct present health abnormalities, provide mental prosperity, development and improvement of psychophysical skills, form professional qualities of an individual 		

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV

Programme: Degree		Year: II
Class: BPED		Semester: IV
Credits:2 Theory: Practical:	Subject:- Sports Exercise and Nutrition	
Course Code: BPED-SEC-406	Title: Sports Exercise and Nutrition	
Course Objectives:		
<ul style="list-style-type: none"> • Enhancement of movement skills and movement knowledge-students will develop effective motor skills and understand the fundamentals of movement by practicing and analyzing purposeful movement. • Increased self-image and personal development-students develop and maintain a positive self-image and strive to become the best they can be through planned physical activities. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction to basic concepts in nutrition-Nutrients of physiological significance their sources & functions requirements in normal health conditions,	4
II	Energy metabolism-BMR, RMR, energy expended on physical activity and TEF, Energy requirements of specific sports groups, Energy cost of activities, Energy substrate for activities of different intensity and duration; aerobic Concept of energy balance in maintaining weight,	4
III	Basic food groups, Concept of balanced diet, General and specific dietary guidelines in planning meals for children, adolescents, adult men and women, elderly, Nutritional considerations for sports/exercising person (endurance and strength sports/exercise training) during training, pre event meal, during event and post event meal,	4
IV	Concept of Fluid in sports- Hypotonic, Isotonic and Hypertonic, Requirement of fluid for various activities, Fluid balance in sports and exercise- Importance, Symptoms and prevention of dehydration, Normal weight- concept, weight management skills, Eating disorders in Sports Persons, Female athletic triad and Sports anemia, Nutrients as ergogenic aids for sports and exercise, Supplements and their role in sports,	4
Reference / Text Books:		
Antoni, J, et al, Editors (2008), Essentials of Sports Nutrition and Supplements, Benardot, D, (2005),		

Humana Press, USA, Advanced Sports Nutrition, Caliendo
 Brown Judith E (2002), Nutrition Now, Canada Pub, Peter Marshal
 Human Kinetics, USA, Clark, N, (2008),
 Mang Alica (1981), Nutrition and Preventive Health Care Mcemillin Publication Co, Sports
 Nutrition, Eberle, S,G, (2007),
 4th Ed, Human Kinetics, USA, Endurance Sports Nutrition, Finic HH et al (2006), Practical
 Applications in Sports Nutrition J
 Human Kinetics, USA, & B Publisher, USA, Lal PR (2009) Handbook of Sports Nutrition, Friends
 Publication

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	00
3) Assignments	
4) Research Project Report	05
5) Seminar On Research Project Report	00
6) ESE	30
Total:	50

Prerequisites for the course:

Course Learning Outcomes:

- Improved self-control skills-Students will learn how to manage their minds and their weight through nutrition education and application of principal
- Goal setting and goal accomplishment skills-Students are given the opportunity to plan and accomplish achievable goals.

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV

Programme: Degree		Year: II
Class: BPED		Semester: IV
Credits:2 Theory: Practical:	Subject: Sports Industry and Marketing	
Course Code: BPED-SEC-407	Title: Sports Industry and Marketing	
Course Objectives:		
<ul style="list-style-type: none"> To understand the importance of sport marketing of Physical Education & sports To gain the knowledge regarding Sponsorship, Managing athlete brands, Globalization of Physical education & Sports 		
Nature of Paper: Core/DSE/SEC/GE/AECC: SEC		
Minimum Passing Marks/Credits: 40% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction and Overview of Sports Industry Definition of Marketing and Sports Marketing; Contingency Framework for Strategic Sports Marketing. Environment and Structure of the Sports Industry; Overview of the Strategic Sports Marketing Process ownership Structure, Major and Minor Pro League Sports; Amateur Sports; Unorganized Sports	4
II	Social Impact Of Sports, Sports And Culture Commercialization of Youth, High School, and College Sports: Legal and Ethical Issues; Competition and Aggressiveness as Dominant Social Values.	4
III	Economic Impact of Sports cities, Leagues and Teams; College Sports; Sponsorship. Managing athlete brands. Globalization and Sports, Implementing and Controlling the Strategic Sports Marketing Process.	4
IV	Marketing Career Pricing Concepts and Sales strategies in Sports Marketing Careers in Sports Marketing Management Sports Marketing : definition, factor effecting, positive and negative, influence of sports marketing on Indian sports, marketing information system and its concept, importance Sponsorship : definition, factor that stimulates, benefits, steps, Pricing Concepts and Sales strategies in Sports Marketing Careers in Sports Marketing /Management	4

Reference / Text Books:

T.B, (2014). Sponsorship in marketing: Effective communications through sports, arts and events. Rutledge Publishers, USA

De Garris, L., (2015) Sports Marketing: A Practical Approach. Rutledge Publishers, USA

Robinson, L. et al. (2012) The Rutledge Handbook of Sport Management, second edition, Rutledge Publishers, USA Mullin. B.J., et al. (2007) Sports Marketing, third edition, Human Kinetics

Fried, G. (2009) Managing Sport Facilities - 2nd Edition, Human Kinetics

If the course is available as Generic Elective, then the students of following departments may opt it.

NA

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	05
3) Assignments	
4) Research Project Report	05
5) Seminar On Research Project Report	
6) ESE	70
Total:	100

Prerequisites for the course:

Course Learning Outcomes:

- To understand the Dominant Social Values and Career in Sports Marketing through Physical education

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV

Programme: Degree		Year: II
Class BPED		Semester: IV
Credits:2 Theory: Practical:	Subject: Sports Specialization (Theory)	
Course Code: BPED-PC-408-	Title: Sports Specialization (Theory)	
Course Objectives:		
<ul style="list-style-type: none"> • Identify the goals of exercise and sports • Develop an understanding of the Mechanical analysis of Games & Sports. • To develop knowledge about in- service education. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 50% Marks		
L: T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical Development and Modern Trends (National and International Level) Organizational Structure (State, National and International Level)	4
II	Playfield Technology – Marking and Construction of the playfields. Rules and their interpretation.	4
III	General Warming up and Specific Warming up Physiological basis of Warming up and it's effect on performance and Cooling down and its effect.	4
IV	Basic skills and techniques of the Sports/Game., Skill/Technique Evaluation and Evaluation of Player's Performance	4
Reference / Text Books:		
<i>Aron Anisworth (2009) A-Z Sports and Games Centrum Press pages 253.</i>		
<i>Encyclopaedia-Sports-Games-R-G-Goel/dp/0706998227</i>		
If the course is available as Generic Elective, then the students of following departments may opt it. NA		

Evaluation/Assessment Methodology		Max. Marks
1) Class tasks/ Sessional Examination	15	
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report	05	
5) Seminar On Research Project Report		
6) ESE	30	
Total:		50
Prerequisites for the course:		
Course Learning Outcomes:		
<ul style="list-style-type: none"> Analyze sport movements and design movement-oriented exercise prescriptions. 		

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV

Programme: Degree		Year: II
Class: BPED		Semester: IV
Credits:1 Theory: Practical:	Subject: Sports Specialization (Practical)	
Course Code: BPED-PC-409	Title: Sports Specialization (Practical)	
Course Objectives: The objective of the game is for each team to send the ball over the net to ground it on the opponent's court. The objective to prevent the ball from being grounded on its own court. The player serves by hitting the ball, with one hand or arm, over the net to the opponent's court.		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Basic Steps of Qualitative & Quantities Analysis Qualitative Analysis, Basic Step, Observation Method, Identification of Faults and Instructions. Quantitative Analysis, Creation Of Model, Video Recording With Accuracy, Stick Figure.	8
II	Mechanical Analysis of track and Field Events Analysis Of Track Events: Start, Standing Start, Crouch Start (Bunch, Medium, And Elongated), Running, Analysis Of Techniques Of Field Events, Jumps, Long Jump, High Jump, Throws, Shot Put.	8
III	Analysis of Gymnastics skills Gymnastics: Hand Stand, Forward Roll, Cartwheel, Swimming: Starting, The Turn, Front Crawl And Back Crawl.	7
IV	Mechanical Analysis Of Selected Games & Sports-Basketball ,Set Shot, Lay-Up Shot And Pass, Cricket Forward Drive & Bowling Football Kicking, Heading & Throwing Hockey Hitting, Stopping & Dribbling Volleyball Serving, Passing & S piking	7
Reference / Text Books:		
If the course is available as Generic Elective then the students of following departments may opt it. NA		

Evaluation/Assessment Methodology

		Max. Marks
1) Class tasks/ Sessional Examination	15	
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report	05	
5) Seminar On Research Project Report		
6) ESE	30	
Total:	50	
Prerequisites for the course:		
Course Learning Outcomes:		
CO1: These courses provide is in-depth knowledge about rules & regulation of the games.		
CO2: Its aim to co-relate the past and feature development different techniques.		
CO3: Its aim to learn various histological concepts of the games.		
CO4: Its aim to provide knowledge about performance of the game		

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV

Programme: Degree		Year: II
Class: BPED		Semester: IV
Credits:1 Theory: Practical:	Subject: Yoga	
Course Code: BPED-PC-410	Title: Yoga	
Course Objectives:		
<ul style="list-style-type: none"> • Enable to perform the basic skills of Yoga • Understand the rules and regulations that regulate Yoga 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions, Asanas · Sitting · Standing · Laying Prone Position, · Laying Spine Position, Surya Namaskara, Pranayams, Corrective Asanas, Kriyas .	8
Reference / Text Books:		
Gharote, M. L. &Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala: Kaixydahmoe. Rajjan, S. M. (1985). Yoga strengthening of relaxation for sports man. New Delhi: Allied Publishers. Shankar, G. (1998). Holistic approach of yoga. New Delhi: Aditya Publishers. Shekar, K. C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra		
If the course is available as Generic Elective, then the students of following departments may opt it. NA		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	15	
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report	5	
5) Seminar On Research Project Report		
6) ESE	30	
Total:	50	

Prerequisites for the course:

Course Learning Outcomes:

- CO1 Able to perform the basic skills of yoga.
- CO2 Understand the rules and regulations that regulate YOGA sport.
- CO3 Perform the skills with coordination with team players.
- CO4 Perform all the skills under rules.

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV

Programme: Degree		Year: II
Class: Bachelor of physical education		Semester: IV
Credits:1 Theory: Practical:	Subject: Handball and Boxing	
Course Code: BPED-PC-411	Title: Handball and Boxing	
Course Objectives:		
<ul style="list-style-type: none"> • Enable to perform the basic skills of Handball • Understand the rules and regulations that regulate Handball • Enable to perform the basic skills of Boxing • Understand the rules and regulations that regulate Boxing 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	<p>Historical development of the Handball at national and international levels, National and International Bodies controlling Handball and their affiliated units, Major National and International competitions, Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.</p> <p>Skills Fundamental Skills-Catching, Throwing, Ball Control, Goal Throws-Jump Shot, Centre Shot, Dive Shot, Reverse Shot, Dribbling-High and Low, Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defence, Rules and their interpretations and duties of officials</p> <p>Boxing Fundamental Skills Player stance Stance - Right hand stance, left hand stance. Footwork – Attack, defence. Punches – Jab, cross, hook, upper cut, combinations. Defence slip – bob and weave, parry/block, cover up, clinch, counter attack</p>	8

Tactics – Toe to toe, counter attack, fighting in close, feinting Rules and their interpretations and duties of officials.		
Reference / Text Books: Reita, Clanton and Phyl, Dwight Mary (1997) Team Handball Steps to Success, Human. Latest Handball Rule book, Official website of the International Boxing		
If the course is available as Generic Elective then the students of following departments may opt it. NA		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	15	
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report	05	
5) Seminar On Research Project Report		
6) ESE	30	
Total:		50
Prerequisites for the course:		
Course Learning Outcomes: CO1 Able to perform the basic skills of hand ball, boxing CO2 Understand the rules and regulations that regulate boxing and handball. CO3 Perform the skills with coordination with team players CO4 Perform all the skills under rules.		

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV**

Programme: Degree		Year: II
Class: BPED		Semester: IV
Credits: 1 Theory: Practical:	Subject: Intramural	
Course Code: BPED-PC- 412	Title: Intramural	
Course Objectives:		
<ul style="list-style-type: none"> To provide an opportunity to students within the institute that will be conducive to their overall development. To display their skills in various physical activities. To have exposure to the competition. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 1 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Sports competition will be organizing so that student can enhance their performance, Learn organization skills, officiating etc. Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department.	4
Suggested Readings:		
C. Jensen & S. Overman. Administration and Management of Physical Education and Athletic Programs. 4th edition. Waveland Press, 2003 (Chapter 14, "Intramural Recreation"). Louis Edgar Means. The Organization and Administration of Intramural Sports, Mosby, 1952 Kristine Setting Clark Sports for All: Creating an Intramural Sports Program for Middle and High School Students, Rowman& Littlefield, 2019.		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		100
2) Presentations /Seminar		
3) Assignments		00
4) Research Project Report Seminar On Research Project Report		00
5) ESE		00
Total:		100

Prerequisites for the course:

Course Learning Outcomes:

- CO1 Making social contacts and developing friendships that the camaraderie of recreating together affords.
- CO2 Developing a sense of teamwork and group spirit that recreating together produces. Further
- CO3 developing their leadership capabilities.
- CO4 Improving physical and mental health through the joy of participation in recreational activities.

IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V

Programme: Degree		Year: III
Class: BPED		Semester: V
Credits: 4 Theory: Practical:	Subject: Professional Preparation in Physical Education and Sports.	
Course Code: BPES-CT-501	Title: Professional Preparation In Physical Education And Sports.	
Course Objectives:		
<ul style="list-style-type: none"> • To define and discuss professional preparation in physical education in India. • Appraise knowledge of the historical aspect, education policies and professional organization of physical education. • To design the structure, requirement and selection criteria of different courses of physical education • To develop knowledge about in- service education. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P:0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Foundation of Professional Preparation, Ideals for Indian Democracy for Physical Education, A Role of central government in Education and Professional Preparation,	11
II	Educational and Professional Preparation in Physical Education, History of Professional preparation in India, A comparison of professional preparation of India and other nations like: U,S,A and U,K,	11
III	Professional Preparation at: Under-graduate and Post-graduate level, Admission Procedure, Syllabus, Educational, laboratory, Library and Practical, Experience,	11
IV	Curriculum Design, Meaning, Importance and factors affecting curriculum design, Principles, Curriculum design according to the needs of the students and state and national level policies, Role of Teachers	11
Reference / Text Books:		
Bucher, C, A, (1983), Administration of Physical Education and Athletic—programme, St, Lolis: The C,V, Hos by Co, Patel, Rajnikant, P, (2016), Supervision in Physical Education— K, S, K, Publishers: New Delhi, Chakraborty, S, (2014) Sports Management, PernaPrakashan: New Delhi,—Dheer, S, Kamal, R, (2002), Organization—& Administration in Physical Education, Friends Publications: New Delhi,		

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/ Practical File	5
5) ESE	70
Total:	100
Prerequisites for the course:	
Course Learning Outcomes:	
CO1	Able to know the criteria about professional preparation in physical education in India.
CO2	Got the knowledge of the historical aspect, education policies and professional organization of physical education.
CO3	To know that how to design the structure, requirement and selection criteria of different courses of physical education
CO4	To enhance knowledge about in- service education.

IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V

Programme: Degree		Year: III
Class: BPED		Semester: V
Credits:4 Theory: Practical:	Subject: Educational Technology in Physical Education	
Course Code: BPES-CT-502	Title: Educational Technology in Physical Education	
Course Objectives:		
<ul style="list-style-type: none"> • Define educational technology • Explain the scopes and significance of educational technology • Differentiate Hardware and software • Identify hardware and software in educational technology. • Distinguish Educational Technology and Instructional technology. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Education and Education Technology- Meaning and Definitions, Types of Education- Formal, Informal and Non- Formal education, Educative Process, Importance of Devices and Methods of Teaching.	11
II	Teaching Technique- Lecture method, Command method, Demonstration method, Imitation method, project method etc, Teaching Procedure – Whole method, whole – part – whole method, part – whole method, Presentation Technique – Personal and technical preparation, Command- Meaning, Types and its uses in different situations,	11
III	Teaching Aids- Meaning, Importance and its criteria for selecting teaching aids, Teaching aids – Audio aids, Visual aids, Audio – visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture etc, Team Teaching – Meaning, Principles and advantage of team teaching, Difference between Teaching Methods and Teaching Aid.	11
IV	Lesson Planning – Meaning, Type and principles of lesson plan, General and specific lesson plan, Micro Teaching – Meaning, Types and steps of micro teaching, Simulation Teaching - Meaning, Types and steps of simulation teaching,	11
Reference / Text Books:		
Bhardwaj, A, (2003), New media of educational planning, New Delhi: Sarup of Sons, Bhatia, &		

Bhatia, (1959), The principles and methods of teaching, New Delhi: Doaba House, Kochar, S,K, (1982), Methods and techniques of teaching, New Delhi: Sterling Publishers Pvt, Ltd, Sampath, K, Pannirselvam, A, & Santhanam, S, (1981), Introduction to educational technology, New Delhi: Sterling Publishers Pvt, Ltd, Walia, J,S, (1999), Principles and methods of education, Jullandhar : Paul Publishers,

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/ Practical File	5
5) ESE	70
Total:	100

Prerequisites for the course:

Course Learning Outcomes:

- CO1 Understand concept of information and communication technology in physical education field.
Analyze sporting data of various types via astute use of statistical packages.
- CO2 Practice mathematics, statistics, information technology in sport technology related CO4
- CO3 problems.
Offer Hands on Knowledge in information and communication Technology.
- CO4

IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V

Programme: Degree Class: BPED		Year: III Semester: V
Credits:4 Theory: Practical:	Subject: Sports Psychology	
Course Code: BPES-CT-503	Title: Sports Psychology	
Course Objectives:		
<ul style="list-style-type: none"> • The study of the influence of sports activities on the psyche of athletes: • Development of psychological conditions for improving the effectiveness of sports training. • Development of the psychological foundations of pre-competitive training of athletes • The study of social and psychological phenomena in the sports team. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction: Meaning and definition Psychology, Importance and scope of Psychology, Meaning and definition Sports Psychology, Need for knowledge of Sports Psychology in the field of Physical Education,	11
II	Learning: Meaning and definition of learning, Theories of learning and Laws of learning, learning curve: Meaning and Types, Transfer of learning-Meaning, definition type and factors affecting transfer of learning,	11
III	Motivation- Meaning, definition, type and importance of Motivation in Physical Education and Sports, Emotion- Meaning, definition, type and importance of Emotion in Physical Education and Sports, Personality-Meaning, definition and type Personality traits, Role of physical activities in the development of personality,	11
IV	Stress- Meaning, definition and types of Stress, Causes of Stress, Anxiety-Meaning, definition and types of Anxiety, Management of Stress and Anxiety through physical activity and sports.	11
Reference / Text Books:		
<p>Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Tests, New Delhi: National Council of Educational Research and Training Publication, 2, Jain, (2002), Sports Sociology, Heal Sahety Kendre Publishers, 3, Jay Coakley, (2001) Sports in Society – Issues and Controversies in International Education, Mc-Craw Seventh Ed, 4, John D Lauther (2000) Psychology of Coaching, Ner Jersey: Prentice Hall Inc, 5, John D, Lauther (1998) Sports Psychology, Englewood, Prentice Hall Inc, 6,</p>		

Miroslaw Vauks& Bryant Cratty (1999), Psychology and the Superior Athlete, London: The Macmillan Co, 7,

If the course is available as Generic Elective, then the students of following departments may opt it.
 NA

Evaluation/Assessment Methodology		Max. Marks
1) Class tasks/ Sessional Examination	20	
2) Presentations /Seminar	0	
3) Assignments	5	
4) Research Project Report/ Practical File	5	
5) ESE	70	
Total:		100
Prerequisites for the course:		
Course Learning Outcomes:		
CO1 Effectively develop and apply health, physical activity, and psychological principles as they relate to human performance.		
CO2 Design, conduct, and evaluate research that address psychological questions.		
CO3 Demonstrate effective written and oral skills in various formats and for various purposes.		
CO4 Explain the major perspectives of psychology (e.g. biological, cognitive, behavioral, socio cultural, etc.).		

**IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V**

Programme: Degree		Year: III
Class: BPED		Semester: V
Credits: 3 Theory: Practical:	Subject: Theory of Games and Sports	
Course Code: BPES-EC--504	Title: Theory of Games and Sports	
Course Objectives:		
<ul style="list-style-type: none"> • To categorize each game, physical activity, sport, play or movement coordination setting. • To know the importance of each category of games, physical activities and sports. • To know the essentials about game theory, physical education and sports. • To know the all things about all games and sports. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: EC		
Minimum Passing Marks/Credits: 40% Marks		
L: 3 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction of Officiating and Coaching, Concept of officiating and coaching, Importance and principles of officiating, Relation of official and coach with management, players and spectators, Measures of improving the standards of officiating and coaching	8
II	Coach as a Mentor, Duties of coach in general, pre, during and post-game, Philosophy of coaching, Responsibilities of a coach on and off the field, Psychology of competition and coaching.	8
III	Duties, Qualities and Qualifications of Coach and Official, Duties of official in general, pre, during and post-game, Philosophy of officiating, Mechanics of officiating – position, singles and movement etc., Ethics of officiating, Qualities and qualification of coach and official General rules of games and sports, Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA, DA bills, Integrity and values of sports	9
IV	General Introduction of specialized games and sports (any two), Athletics, Badminton, Basketball, Cricket, Football, Gymnastic, Hockey, Handball, Kabaddi, Kho-Kho, Tennis, Volleyball and Yoga Each	8
Reference / Text Books:		
Bunn, J, W, (1968), The art of officiating sports, Englewood cliffs N,J, Prentice Hall, Bunn, J, W, (1972), Scientific principles of coaching, Englewood cliffs N, J, Prentice Hall, Dyson, G, H, (1963), The mechanics of athletics, London: University of London Press Ltd, Lawther, J,D, (1965), Psychology of coaching, New York: Pre, Hall,		

Singer, R, N, (1972), Coaching, athletic & psychology, New York: M,C, Graw Hill	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	05
4) Research Project Report/ Practical File	
5) ESE	30
Total:	50
Prerequisites for the course:	
<p>Course Learning Outcomes:</p> <ul style="list-style-type: none"> • Students will be able to effectively apply knowledge and skills learned throughout the curriculum in real world settings. • Students will be able to apply critical thinking and reasoning skills as sports management professionals. • Students will be able to capably communicate, orally and in writing, as a sports management professional within various sport settings. • Design and practice the new methods of technique of officiating. 	

IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V

Programme: Degree		Year: III
Class: BPED		Semester: V
Credits: 3	Subject: Yoga and Naturopathy	
Theory:		
Practical:		
Course Code: BPES-EC-505	Title: Yoga And Naturopathy	
Course Objectives:		
<ul style="list-style-type: none"> • Formulation of aims and patterns of research on scientific lines in Yoga & Naturopathy. • Undertake any education, training, research and other programmes in Yoga & Naturopathy. • Grant accreditation to organizations for conducting courses in Yoga and Naturopathy. • Grant registration to the practitioners of Yoga and Naturopathy. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: EC		
Minimum Passing Marks/Credits: 40% Marks		
L: 4		
T: 0		
P: 0 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	History of Indian Yoga and Yoga Methods , Meaning of Yoga, Yoga definition, Yoga's Aims and objectives, Importance of yoga in modern age and contribution of Yoga in Physical Education, Various types of Yoga and contribution of Yogasana in various fields, Wrong beliefs for yoga Sana and yoga philosophy.	8
II	Different paths of yoga, Raj yoga, Hath yoga, Ashtang Yoga, Bhakti Yoga, Mantra Yoga and different parts of Ashtang yoga, Various types of Asanas, Body growth Asana, Meditative Asana, Asana for rest, Things to be kept in mind before, during and after Asanas, Base of Pranayama and number of Pranayama, Body Nurse according to GourakhSanhita.	9
III	Importance of Surya Namaskara, 12 mantras of Suryanamaskara (according to 10 or 12 counts), Benefits of Surya Namaskara, Mudra Science, Rypes of Mudra, Elaboration and different types of Chakras, Kundlini Yoga and introduction to Shattakarma, Meditation and types of meditation, Massage by Yogasana.	8
IV	Importance of Surya Namaskara, 12 mantras of Suryanamaskara (according to 10 or 12 counts), Benefits of Surya Namaskara, Mudra Science, Rypes of Mudra, Elaboration and different types of Chakras, Kundlini Yoga and introduction to Shattakarma, Meditation and types of meditation, Massage by Yogasana.	8
Brown, F, Y, (2000), How to use yoga, Delhi: Sports Publication,		

Gharote, M, L, &Ganguly, H, (1988),Teaching methods for yogic practices, Lonawala: Kaixydahmoe,
 Rajjan, S, M, (1985), Yoga strengthening of relaxation for sports man, New Delhi: Allied Publishers,

Evaluation/Assessment Methodology		Max. Marks
1) Class tasks/ Sessional Examination	15	
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report/ Practical File	05	
5) ESE	30	
Total:		50
Prerequisites for the course:		
Course Learning Outcomes:		
CO1 Yoga asanas help improve blood circulation.		
CO2 Yoga can be done anywhere, anytime without any equipment.		
CO3 Yoga helps with posture.		
CO4 Yoga helps immunity system.		

IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V

Programme: Degree		Year: III
Class: BPED		Semester: V
Credits: 2 Theory: Practical:	Subject: BPES-GE-506–Generic Elective 1(Contemporary Issues in Physical Education)	
Course Code: BPES-GE-506	Title: 1(Contemporary Issues in Physical Education)	
Course Objectives:		
<ul style="list-style-type: none"> To make aware to the students about physical issues. To tell about to overcome from any kind of issues in field of physical education. To tell about the students current theoretical and methodological approaches to teaching and learning in physical education and school sport To make aware to the students about government policies in physical education. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: GE		
Minimum Passing Marks/Credits: 40% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Concept of Physical Education and Fitness, Definition, Aims and Objectives of Physical Education, fitness and Wellness, Importance and Scope of fitness and wellness o Modern concept of Physical fitness and Wellness, Physical Education and its Relevance in Inter Disciplinary Context.	8
II	Fitness, Wellness and Lifestyle, Fitness – Types of Fitness and Components of Fitness , Understanding of Wellness, Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management, Physical Activity and Health Benefits.	8
III	Principles of Exercise Program, Means of Fitness development – aerobic and anaerobic exercises, Exercises and Heart rate Zones for various aerobic exercise intensities o Concept of free weight Vs Machine, Sets and Repetition etc, Concept of designing different fitness training program for different age group.	7
IV	Safety Education and Fitness Promotion, Health and Safety in Daily Life o First Aid and Emergency Care, Common Injuries and their Management, Modern Life Style and Hypo-kinetic Disease –Prevention and Management.	7

Reference / Text Books:

Difiore, J, (1998), Complete guide to postnatal fitness, London: A & C Black,,Giam, C, K & The, K,C, (1994), Sport medicine exercise and fitness, Singapore: P,G, Medical Book, Mcglynn, G,, (1993), Dynamics of fitness, Madison: W,C,B Brown, Sharkey, B, J, (1990), Physiology of fitness, Human Kinetics Book,

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report/ Practical File	05
5) ESE	30
Total:	50

Prerequisites for the course:

Course Learning Outcomes:

- Articulate a critical response to contemporary political, social and philosophical debates impacting on the status and development of physical education and school sport
- Demonstrate an understanding of current theoretical and methodological approaches to teaching and learning in physical education and school sport
- Critically analyse policy at global, national and local levels in relation to physical education and school sport and contextualise policy impact on practice within their own professional setting
- Critically evaluate the role of government policy in managing decision making within physical education and school sports.

IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V

Programme: Degree		Year: III
Class: BPED		Semester: V
Credits: 2	Subject: BPES-GE-507-Generic Elective 11 (Yoga and Naturopathy)	
Theory:		
Practical:		
Course Code: BPES-GE-507	Title: 11 (Yoga and Naturopathy)	
Course Objectives:		
<ul style="list-style-type: none"> • Formulation of aims and patterns of research on scientific lines in Yoga & Naturopathy. • Undertake any education, training, research and other programmes in Yoga & Naturopathy. • Grant accreditation to organizations for conducting courses in Yoga and Naturopathy. • Grant registration to the practitioners of Yoga and Naturopathy. 		
Nature of Paper: Core/DSE/SEC/GE/AECC:GE		
Minimum Passing Marks/Credits: 40% Marks		
L: 2		
T: 0		
P: 0 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	History of Indian Yoga and Yoga Methods, Meaning of Yoga, Yoga definition, Yoga's Aims and objectives, Importance of yoga in modern age and contribution of Yoga in Physical Education, Various types of Yoga and contribution of Yogasana in various fields, Wrong beliefs for yogasana and yoga philosophy.	5
II	Different paths of yoga, Raj yoga, Hath yoga, Ashtang Yoga, Bhakti Yoga, Mantra Yoga and different parts of Ashtang yoga, Various types of Asanas, Body growth Asana, Meditative Asana, Asana for rest, Things to be kept in mind before, during and after Asanas, Base of Pranayama and number of Pranayama, Body Nurse according to Gourakh Sanhita.	6
III	Importance of Surya Namaskara, 12 mantras of Suryanamaskara (according to 10 or 12 counts), Benefits of Surya Namaskara, Mudra Science, Rypes of Mudra, Elaboration and different types of Chakras, Kundlini Yoga and introduction to Shattakarma, Meditation and types of meditation, Massage by Yogasana.	6
IV	Naturopathy: Meaning and definition, Short history of Naturopathy – Methods, Importance of Naturopathy, Principles of Naturopathy, Agency of Naturopathy	5
REFERENCE:		
Brown, F, Y, (2000), How to use yoga, Delhi: Sports Publication,		
Gharote, M, L, & Ganguly, H, (1988), Teaching methods for yogic practices, Lonawala:		

Kaixydhmoe, Rajjan, S, M, (1985), Yoga strengthening of relaxation for sports man, New Delhi: Allied Publishers,
 Shankar, G, (1998), Holistic approach of yoga, New Delhi: Aditya Publishers,
 Shekar, K, C, (2003), Yoga for health, Delhi: Khel Sahitya Kendra,

		Max. Marks
1) Class tasks/ Sessional Examination		15
2) Presentations /Seminar		
3) Assignments		05
4) Research Project Report/ Practical File		
5) ESE		30
Total:		50
Prerequisites for the course:		
Course Learning Outcomes:		
CO1 Yoga asanas help improve blood circulation.		
CO2 Yoga can be done anywhere, anytime without any equipment.		
CO3 Yoga helps with posture.		
CO4 Yoga helps immunity system.		

IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V

Programme: Degree		Year: III
Class: BPED		Semester: V
Credits: 2 Theory: Practical:	Subject: Track and Field (Jumping Events I)	
Course Code: BPES-PC-508	Title: Track and Field (Jumping Events I)	
Course Objectives:		
<ul style="list-style-type: none"> • To develop a sense of responsibility and accountability in all of our athletes • To develop a sense of responsibility and accountability in all of our athletes • To ensure that our athletes enjoy participating. • To develop the muscular strength. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions. Fundamental Skills of long and triple jump, Types of techniques, Ground Marking and Officiating,	30
Reference / Text Books:		
"Track and Field". Scholastic. Retrieved 22 July 2019.		
Rosenbaum, Mike. Introductions to Track and Field Events. About. Retrieved on 2014-09-28.		
Jump up to: ^{abc} Instone, Stephen (15 November 2009). The Olympics: Ancient versus Modern. BBC. Retrieved on 23 March 2010.		
"Ancient Olympic Events; Pentathlon". Perseus digital library. Retrieved 3 rd August 2009.		
Waldo E. Sweet, Erich Segal (1987). Sport and recreation in ancient Greece. Oxford University Press. p. 37. ISBN 0195041267.		

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report/ Practical File	05
5) ESE	30
Total:	50
Prerequisites for the course:	
Course Learning Outcomes:	
CO1 Able to mark Track and Field and Officiate.	
CO2 Able to understand the rules of the games and sports.	
CO3 Able to give seeding and Heats in Track and Field. Combined Events.	
CO4 Design and practice the new methods of technique of officiating.	

IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V

Programme: Degree Class: BPED		Year: III Semester: V
Credits: 1 Theory: Practical:	Subject: HOCKEY	
Course Code: BPES-PC-509	Title- HOCKEY	
Course Objectives:		
<ul style="list-style-type: none"> • To take the ball from the person on the other team. • Another one is to dribble the ball down the field without losing it to the other team. • One of the more major mini objectives, is to keep the ball out of your own goal • The ball should be under control. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 1 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions, Fundamental Skills, Grip, Skills-Rolling, the Ball, Dribbling, Push, Stopping, Hit, Flick, Scoop, Passing-Forward pass, Square pass, Triangular pass, Rules and their interpretations and duties of officials, Ground Marking.	15
Reference / Text Books:		
<ol style="list-style-type: none"> 1. Liebeck, Elaine; Pollard, Helen, eds. (1994). The Oxford Paperback Dictionary (4th ed.). Oxford, England: Oxford University Press. ISBN 0-19-280012-4. Gidén, Houda & Martel 2014, p. 50. 2. Guinness World Records 2015. Guinness World Records. 2014. p. 218. ISBN 9781908843821. 3. Rymer, Thomas (1740). Foedera, conventiones, literae, et cujuscumque generis actapublica, inter regesAngliae, et aliosquosvisimperatores, reges, pontifices ab anno 1101. Book 3, part 2, p. 79. 4. Scott, Sir James Sibbald David (1868). The British Army: Its Origin, Progress, and Equipment. Cassell, Petter, Galpin & Company. p. 86. 		

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report/ Practical File	05
5) ESE	30
Total:	50
Prerequisites for the course:	
Course Learning Outcomes:	
CO1 Perform the basic hockey skills.	
CO2 Enjoy a range of skill-based practice routines and small sided –games.	
CO3 Perform the skills with coordination with team players.	
CO4 Perform all the skills under rules.	

IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V

Programme: Degree		Year: III
Class: BPED		Semester: V
Credits: 1 Theory: Practical:	Subject: –Kabaddi	
Course Code: BPES-PC-510	Title: Kabaddi	
Course Objectives:		
<ul style="list-style-type: none"> • To grab points by raiding into the opponent's court • Touching as many opponent players as possible without getting caught on a single breath • Chanting “kabaddi! Kabaddi! Kabaddi!” enters into the opponent court • To give chance to raid to each players. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	<p>Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.</p> <p>Fundamental skills: Skills in Raiding-Touching with hand, Various kicks, Crossing of baulk line, Crossing of Bonus line, Luring the opponent to catch, Pursuing, Skills of Holding the Raider-Variations, Catching from particular position, Different catches, Luring 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.</p>	15
Reference / Text Books:		
<p>"A tale of kabaddi, Bangladesh's national sport". Dhaka Tribune. Retrieved 31 July 2017.</p> <p>Jump up to:^a ^b Faroqi, Gofran. "Kabadi". Banglapedia: National Encyclopedia of Bangladesh. Asiatic Society of Bangladesh.</p> <p>"The kabaddi question - whose game is it anyway?". ESPN.com. Retrieved 20 August 2018.</p> <p>Sen, Ronojoy (27 October 2015). Nation at Play: A History of Sport in India. Columbia University Press. ISBN 9780231539937.</p> <p>"A tale of kabaddi, Bangladesh's national sport". Dhaka Tribune. Retrieved 31 July 2017.</p> <p>Pioneer. "Kabaddi goes international". Retrieved 23 August 2018.</p>		

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report/ Practical File	05
5) ESE	30
Total:	50
Prerequisites for the course:	
Course Learning Outcomes: CO1 Perform the basic Kabaddi skills. CO2 Enjoy a range of skill-based practice routines and small sided –games. CO3 Perform the skills with coordination with team players. CO4 Perform all the skills under rules.	

**IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V**

Programme: Degree		Year: III
Class: BPED		Semester: V
Credits: 1 Theory: Practical:	Subject: Internship/Teaching Practice	
Course Code: BPES-PC-511	Title: Internship/Teaching Practice	
Course Objectives:		
<ul style="list-style-type: none"> • To induce the science and art of teaching in students. • To provide the hands-on experience related to cognitive and motor teaching. • Establish student relationship • Evaluate student potential 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	15 teaching practice lessons out of which 5 lessons internal and 10 lessons external at school, Field Lesson Plans 15 teaching lesson plans out of which 5 lessons internal and 10 lessons external at school on following pattern: i) Game lesson Plan ii) Athletic Lesson Plan iii) Lesson plan on Light apparatus activity iv) Lesson plan on marching	15
REFERENCES:		
Mangal, S.K. (200) Essentials of Educational Technology. Prentice-Hall of India Pvt. Limited, New Delhi. Haynes, A. (2010) The Complete Guide to Lesson Planning and Preparation. Continuum International Publishing Group, London. Jalongo, M. R.; Rieg, S.A. and Helterbran, V.R. (2007) Planning for Learning Collaborative Approaches to Lesson Design and Review. Teachers College Press, Columbia University, New York.		

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report/ Practical File	05
5) ESE	30
Total:	50
Prerequisites for the course:	
Course Learning Outcomes:	
CO1 Pedagogical competence in student's own substance field.	
CO2 <i>The student teacher is able to guide the students' professional growth.</i>	
CO3 <i>The student teacher is able to work in purposeful interaction with students according to the situation.</i>	
CO4 The student teacher is able to made understand to each student.	

IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V

Programme: Degree		Year: III
Class: BPED		Semester: V
Credits: 1 Theory: Practical:	Subject: Intramural	
Course Code: BPES-PC-512	Title: Intramural	
Course Objectives:		
<ul style="list-style-type: none"> • To provide an opportunity to students within the institute that will be conducive to their overall development. • To display their skills in various physical activities. • To have exposure to the competition. • To mass participation in each skills. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 1 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Sports competition will be organized so that student can enhance their performance, Learn organization skills, officiating etc. Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department.	15
Suggested Readings:		
C. Jensen & S. Overman. Administration and Management of Physical Education and Athletic Programs. 4th edition. Waveland Press, 2003 (Chapter 14, "Intramural Recreation"). Louis Edgar Means. The Organization and Administration of Intramural Sports, Mosby, 1952 Kristine Setting Clark Sports for All: Creating an Intramural Sports Program for Middle and High School Students, Rowman & Littlefield, 2019.		

Evaluation/Assessment Methodology		Max. Marks
1) Class tasks/ Sessional Examination	100	
2) Presentations /Seminar	00	
3) Assignments	00	
4) Research Project Report/ Practical File		
5) ESE	00	
Total:	100	
Prerequisites for the course:		
Course Learning Outcomes:		
CO1 Making social contacts and developing friendships that the camaraderie of recreating together affords.		
CO2 Developing a sense of teamwork and group spirit that recreating together produces.		
CO3 Further developing their leadership capabilities.		
CO4 Improving physical and mental health through the joy of participation in recreational activities.		

IIMTU-NEP IMPLEMENTATION
Year-III / Semester: VI

Programme: Degree		Year: III
Class: BPED		Semester: VI
Credits:4 Theory: Practical:	Subject: Test and Measurement in Physical	
Course Code: BPES-CT-601	Title: Test And Measurement in Physical Education and Sports	
Course Objectives:		
<ul style="list-style-type: none"> • The study will help to students to know the differences between measurement, evaluation and assessment for students' respective career area • The student will understand the impact of pre-service teacher attitudes on test and measurement protocols • Through this subject the student will explain the differences between physical (health related) fitness and motor (skill related) fitness and apply appropriate field tests for evaluating each of the components • The student will learn to describe models of evaluation in relation to specific measurement examples. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	History of measurement in physical education, meaning of test and measurement, Need for test and measurement in physical education, The use of test and measurement in physical education.	15
II	Criteria for selecting tests, Validity, Reliability, Objectivity, Norms, Standard norms, Accuracy and interpretability	15
III	Physical Fitness Test : Strength Test, Fleshman's battery on basic fitness test, Physical fitness index, Sargent test, Motor Fitness Tests -J,C,R, Test, National Physical efficiency test Cardiovascular test- Harvard's Step test, Foster test, Copper's Twelve minute Run and walk test	15
IV	Sport skills test, Application of skill test, Fundamental of measuring techniques in sports, Standard activity tests Miler Volley ball test, Johnson Basketball ability test, Goal shooting test in hockey.	15
Reference / Text Books:		
Clarks H : Application of measurement of health physical education, prentice Hall, inc, 1967. Larson L,A, &Yucom R,D, Measurement and Evaluation in Physical Health and Recreation Education.		

St, Luis C,V,Mosby Co, ·Mathew, Donald: Measurement in Physical Education London.
 W,B, Saunders & Co, ·Neilson, N,P,: An elementary Course in Statistics Test and Measurement in Physical, California National Test, Polo.
 Harbens Singh : Teaching Hockey Through Testing, Kamal, Laxmi Sports Industries, ·

Evaluation/Assessment Methodology

		Max. Marks
1) Class tasks/ Sessional Examination	20	
2) Presentations /Seminar	05	
3) Assignments		
4) Research Project Report/ Practical File	05	
5) ESE	70	
Total:		100

Prerequisites for the course:

Course Learning Outcomes:

- CO1 The student will identify differences between measurement, evaluation and assessment for students' respective career area.
- CO2 The student will understand the impact of pre-service teacher attitudes on test and measurement protocols.
- CO3 The student will explain the differences between physical (health related) fitness and motor (skill related) fitness and apply appropriate field tests for evaluating each of the components.
- CO4 The student will describe models of evaluation in relation to specific measurement examples.

College of Education

ACADEMIC HAND BOOK



ORDINANCE

Bachelor of Physical Education & Sports

Preamble:

This document contains the necessary guiding instruction that regulates the programme in various academic sessions. It covers the programme/course information's with different probable scenarios and also forwarded the line of action concerned to specific programme/course related scenarios.

The B.P.E.D. degree is **2-year course and is spread over 4 semesters**. Students pursuing IIMTU-NEP IMPLEMENTATION at IIMT University Meerut will get to teach subjects which strengthen the fundamentals of the physical education and its related aspects. This programme is designed for students to gain specialized knowledge in the areas of physical education and sports. The programme helps you chalk out your pathway to becoming an innovator in the exciting world of physical education and sports.

1. Definition and Nomenclatures:

A. IIMTU-NEP IMPLEMENTATION - IIMTU-NEP IMPLEMENTATION furnishes every understudy with the chance to partake in an exhaustive program comprising of expertise improvement, lead up games, group activities, and physical wellness exercises. The understudies get guidance in rules, abilities, and techniques related with the various games just as learning encounters including physical molding exercises. The understudies will likewise have chances to get associated with deep rooted physical exercises through individual game units. The program advances the soul of collaboration, authority, reasonable play, and inviting challenge. There is a well-prepared library and International standard games play fields for understudies seeking after this course.

To become instruction experts, physical training instructors may seek after a few degrees and certificates. When all is said in done, at the lone wolf's level, understudies may likewise decide to have practical experience in territories like instructing, open air amusement or physical training educating. Every one of these specializations incorporates distinctive coursework that will prompt an alternate vocation way.

2. Vision and Mission:

Mission- Our mission is to nurture future Physical Education Teachers by providing excellent Educational Environment and sports facilities for their overall personality development.

Vision-Our vision for the future includes providing opportunities to individuals to engage in Worthwhile and meaningful activities which promote active and healthy lifestyle.

3. Program Educational objectives:

- To improve physical competence and awareness related to body mechanics and to use these abilities to perform various physical activities.
- To prepare trained physical education teacher so that they can serve in various educational levels.
- To impart knowledge with latest and innovative teaching pedagogies.
- To provide learning friendly environment where students can excel theoretically and practically.
- To provide them exposure to latest trends in research.
- To give platform so that they can perform their skills national and internationally.
- To foster learning with various advance technologies.

- To prepare students for various government and private sectors as per the interest.

4. Program outcome:

Physical Education is the study, Practice and appreciation of the Art and Science of human movement. While movement is both innate and essential to an individual's growth and development, it is the role of physical education to provide instructional activities that not only promote skill development and proficiency but also enhance an individual over health. Physical education not only fulfills a unique role in education but is also an integrate part of the whole education process.

To develop a comprehensive outlook of an individual with a strong civic position moral quality, sense of responsibilities, an independent, initiative, tolerant person who is able to successfully socialize and to use different forms of physical education and sports in daily life to protect his or her own health and promote effective professional activities.

5. Program Specific outcome:

- To provide each student with the opportunity to participate in a comprehensive programme consisting of skill development, lead up games, team sports and physical fitness activities.
- The students achieve skills, and strategies associated with different sports, and get learning experiences physical conditioning activities.
- To inculcate in students the spirit of co-operation, leadership, fair play and sportsmanship.
- To provide foundation of sport studies with the knowledge of various science viz exercise physiology, sport psychology etc.
- To promote mass participation in physical education and sports through intramural and extramural programmes.
- To develop research attitude
- Achieve a thorough knowledge and issues related to sports.
- To enable students to apply knowledge, skills and expertise gained from the programme to sport events.

6. Admission Criteria:

- Bachelor degree in any discipline with 50% marks and having at least participation inter- collegiate/inter-zonal/district/school competition in sports and games as recognized by AIU/IOA/Govt. of India
- or**
- Bachelor's degree in physical education with 45% marks
- or**
- Bachelor degree in any discipline with 45% marks and studied physical education as compulsory/elective subject.
- or**
- Bachelor's degree with 45% marks and having participated in National/Inter University/State or secured 1st, 2nd or 3rd position in inter-collegiate/ inter-zonal/district/school competition in sports and games as recognized by AIU/IOA/Govt. of India
- or**
- Bachelor's degree with participation in Inter-national competitions or secured 1st, 2nd or 3rd position in national/inter university competition in sports and games as recognized by AIU/IOA/Govt. of India.

or

- f) Graduation with 45% marks and at least three years of teaching experience (for deputation in-service candidate i.e trained physical education teachers/coaches)

The relaxation in the percentage of marks in the qualifying examination and the reservation of seats for SC/ST/OBC and other categories shall be as per the rules of the central government/state government whichever is applicable.

Admission Procedure:

Admission shall be made on merit on the basis of marks obtained in the entrance examination (written test), sports proficiency test, and physical fitness test and marks obtained in the qualifying examination) or any other selection process as per the policy of the university/state government/UT administration.

NOTE: Though the candidate applying for BPES may choose any game/sport given above for the Proficiency Test at the time of admission, he/she shall only choose a game/sport that is being offered by the University, once she/he is admitted to the programme.

7. Eligibility in all year as NEP (entry & exit) as per NEHQF and NSQF (if applicable):

All (entry/exit) as per, NCTE/UGC/NEP, University Norms.

8. Curriculum:

Curriculum is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences.

9. Medium of Instruction

Dual language (Both -English &Hindi)

Department of Physical offer both language for instruction in theory & practical classes.

10. Choice base Credit system (CBCS)/LOCF/OBE

CBCS – FORMAT – 01 (Annexure – 02)

CBCS – FORMAT – 02 (Annexure – 03)

11. Registration for course in a semester

Registration in course through proper channel by filling up simple form assess the basic information like personal details, educational qualification, sports participation declaration of student and parents of candidate.

Followed by induction program by various facility and departments for student's support, Student welfare also introduced about the examination scheme, anti-raging and facilities to students.

12. Attendance

13.1 Condonation of medical cases

13.2 In case of medical condition of student, a relaxation of 50% of total attendance is provided by the department to effected student and allowed his/her to appear in the examination.

13.3 Additional Condo nation

In case of additional condition of student, a relaxation of 75% of total attendance is exempted in case of sports participation at International Championship from Indian team in a recognized sport, NCC/NSS for university and department.

13. Assessment procedure

14.1 Theory Assessment:

30% of maximum marks - Internal Assessment (IA)

70% of maximum marks - External Assessment (EA)

14.2 Practical Assessment

30% of maximum marks - Internal Assessment (IA)

70% of maximum marks - External Assessment (EA)

ANNEXURE-02

14. Research Project/Semester Project Assessment Criteria

NA (NOT APPLICABLE)

15. Internship – Research / Industrial Internship

In semester 3rd – the students will have to go for Internship in a Teacher Education Institution followed by a report and its presentation (20 days).

16. For non – credit courses / audit courses

NA (NOT APPLICABLE)

17. Credit Weightage

Credit is a unit of academic input measured in terms of the study hours. It reflects the number of study hours in a particular period of time devoted to various aspects of the teaching learning process such as attending classes, engaging in assignment, projects, seminar, community activities & practical courses required for the courses etc.

Total number of credits: 104 credits including research dissertation are prescribed for the B.P.Ed. programme and credit weightage is as following:

SEMESTER -1	SEMESTER -2	SEMESTER -3	SEMESTER -3	TOTAL
26	24	26	24	100

18. Maximum duration of programme/promotion policy

Minimum duration to Complete the programme:	2 years (with four semesters) under CBCS (Choice Based Credit System)
Maximum period to Complete the programme:	4 Years

Promotion policy:

- i. For each theory course, 30% weightage shall be assigned for continuous internal assessment by course-teacher(s), and 70% for external, written examination on theoretical components covered in particular semester. This will be conducted by Controller of Examination, IIMT University Meerut at the end of each semester.
- ii. If a student does not fulfill 75% attendance, he/she will not be permitted to appear in the examination for that semester. However, such a student will be permitted to appear in subsequent turn of that semester as a regular student (i.e., for odd semester in odd and for even semester in even after paying the required fee of that year). Same rule shall be applicable for the candidate(s) who remain(s) absent in all the external written examination(s).
- iii. End term examinations shall be designated as semester examination for each semester.
- iv. The examination for all semesters shall normally be held on such dates as fixed by the Controller of Examination, IIMT University Meerut.
- v. The examination for re-appearing in any subject(s) in the odd semester and that of in the even semester shall be held in the respective semesters along with the regular students.
- vi. Such students whose first semester result declaration is delayed for no fault of his/her may attend classes of the next semester provisionally at his/her own risk and responsibility, subject to his/her passing the concerned first semester examination. In case, the candidate fails to pass the concerned first semester examination as per rules mentioned in this ordinance, his/her, attendance and studies in the next semester in which he/she was allowed to attend classes provisionally, shall stand cancelled. Such candidate(s) shall have to repeat the relevant academic year in the next academic session along with regular students by paying dues/fees as to be paid by the fresh candidate.
- vii. Any student who fails to participate in classes, seminars, term papers, test, viva voce, practical and dissertation work etc. will be debarred from appearing in the semester examination. His /her internal assessment marks will be awarded as and when he/she attends regular classes in courses in the next applicable year.
- viii. Examination for courses shall be conducted only in the respective odd and even semesters as per the scheme of examination issued by the Controller of Examination, IIMT University Meerut.
- ix. If any student fails to complete the programme, there shall be a provision of carry over examination in each semester.

19. Maximum gaps between semester/year

Maximum 06-month gap is permitted to complete a semester.

20. Credit system & grading CGPA/SGPA

Evaluation will contain internal as well as external evaluation. Under CBCS pattern semester grade point average (SGPA) and cumulative grade point average (CGPA) will be calculated for each student.

- The SGPA is the ratio of sum of the product of the number of credits with the grade points score by the students in all the papers / courses taken by a student and the sum of the number of credits of all the courses undergone by a student.

- The CGPA is also calculated in similar manner taking into consideration all the course undergone by a student over the year of a programme.
- Letter grade will be assigned to students as per their performances in courses. Letter grade is an index of performance of students and then denoted by letters such as:

Grade Table

Level	Outstanding	Excellent	Very Good	Good	Average	Below Average	Fail
Letter Grade	A+	A	B+	B	C+	C	D
Grade Points	10	9	8	7	6	5	0
Score Range (%)	90	90<80	80<70	70<60	60<50	50<40	<40

To pass and to complete the course, the student is supposed to secure 30% in external and 50% marks in practical's including semester.

21. Class / division

The division will be decided on the basis of performance of the student as shown in Grade Table. The First division will be awarded on obtaining 'B' or above grade.

22. Transfer of credit /Academic Credit Bank

The transfer of credits will be permissible as per the policy of IIMT University Meerut in light of NEP/UGC guidelines.

23. Change of discipline

Not permitted/allowed.

24. Use of technological intervention

Every student is required to update him/her self with computer/ICT based knowledge as to be an expert modern teacher in present scenario of technology-based education system.

25. Student Discipline

Every student of B.P.Ed. Programme has to follow the discipline guidelines decided by the IIMT University Meerut time to time.

26. Student Welfare

During the B.P.Ed. programme following activities and facilities will provided for student welfare:

- Guest** lectures, group discussion, seminars, webinars, projects, field visits, online teaching and learning (whenever required) as per need and demand of the learner, time, course and curriculum.
- Indoor** and outdoor games and sport activities, medical facilities, Pure drinking water facilities, Mess and canteen facilities, Wi-Fi, Computer lab, Central library and incubation center for research, Transportation, Radio IIMT and Lift facilities.

27. Ragging

Prohibited The IIMT University Meerut has zero tolerance policy in the matter of ragging and an Anti-ragging squad is constituted to control and stop the ragging inside the IIMT University campus.

28. Power of modify.

Any modification/removal/adding in the points/rules/regulations of this ordinance can be made by the Board of Studies (BOS) of the College of Education, IIMT University Meerut with the final approval of academic council of IIMT University Meerut.

29. Exit point

Mark sheet and Degree will be awarded as IIMTU-NEP IMPLEMENTATION (BPES) after the successful completion of the programme according to the rules mentioned above.

If a student leaves the programme after successful completion of 1st semester/ Year or 2nd semester a certificate/ Diploma will be provided to such candidate as per NEP 2020 guidelines decided by the IIMT University Meerut.

31. NC/ Credit Course: NA.

EVALUATION SCHEME

**IIMTU-NEP IMPLEMENTATION (2022-23 ONWARDS)
EVALUATION SCHEME:**

SEMESTER- I

S. No	Course Code	Course Name	Type of Course	Teaching Hours				Assessment			Credit
				L	T	P	Total	Int.	Ext.	Total	
1	BPES-CT-101	Foundations of Physical Education and Sports	Core Theory	4	0	0	4	30	70	100	4
2	BPES-CT-102	Professional Preparation in Physical Education	Core Theory	4	0	0	4	30	70	100	4
3	BPES-CT-103	Methods in Physical Education	Core Theory	4	0	0	4	30	70	100	4
4	BPES-EC-104	Sports Nutrition	Elective Course	3	0	0	3	15	35	50	3
5	BPES-EC-105	Olympic Movement	Elective Course								
6	BPES-AEC-106	Environmental Studies	Ability Enhancement Course	2	0	0	2	15	35	50	2
7	BPES-AEC-107	Disaster Management	Ability Enhancement Course								
8	BPES-PC-108	Track and Field (Running Events)	Core Practical	0	1	4	5	20	30	50	3
9	BPES-PC-109	Light Apparatus in Physical Education	Core Practical	0	0	2	2	20	30	50	1
10	BPES-PC-110	Kabaddi and Kho-Kho	Core Practical	0	0	2	2	30	70	100	1
11	BPES-PC-111	Gymnastics and Aerobics	Core Practical	0	0	2	2	30	70	100	1
12	BPES-PC-112	Intramural I	Core Practical	0	0	2	2	100	0	100	1
13	BPES-GE-113	Contemporary Issues in Physical Education	Generic Elective	2	0	0	2	15	35	50	2
Total				17	1	12	30	335	515	850	26

**IIMTU-NEP IMPLEMENTATION (2022-23 ONWARDS)
EVALUATION SCHEME:**

SEMESTER- II

S. No	Course Code	Course Name	Type of Course	Teaching Hours				Assessment			Credit
				L	T	P	Total	Int.	Ext.	Total	
1	BPES-CT-201	Basics of Sports Training	Core Theory	3	1	0	4	30	70	100	4
2	BPES-CT-202	Test, Measurement and Evaluation in Physical Education	Core Theory	3	1	0	4	30	70	100	4
3	BPES-CT-203	Sport Psychology and Sociology	Core Theory	3	1	0	4	30	70	100	4
4	BPES-EC-204	Adapted Physical Education	Elective Course	3	0	0	3	15	35	50	3
5	BPES-EC-205	Sports Journalism and Mass Communication	Elective Course								
6	BPES-AEC-206	Communication Skills - English	Ability Enhancement Course	2	0	0	2	15	35	50	2
7	BPES-AEC-207	Communication Skills - Hindi	Ability Enhancement Course								
8	BPES-PC-208	Track and Field (Jumping Events)	Core Practical	0	1	4	5	20	30	50	3
9	BPES-PC-209	Judo and Wrestling	Core Practical	0	0	2	2	20	30	50	1
10	BPES-PC-210	Volleyball and Basketball	Core Practical	0	0	2	2	30	70	100	1
11	BPES-PC-211	Football and Cricket	Core Practical	0	0	2	2	30	70	100	1
12	BPES-PC-212	Intramural II	Core Practical	0	0	2	2	100	0	100	1
Total				14	4	12	30	320	480	800	24

**IIMTU-NEP IMPLEMENTATION (2022-23 ONWARDS)
EVALUATION SCHEME:**

SEMESTER- III

S. No	Course Code	Course Name	Type of Course	Teaching Hours				Assessment			Credit
				L	T	P	Total	Int.	Ext.	Total	
1	BPES-CT-301	Basics of Anatomy and Physiology	Core Theory	3	1	0	4	30	70	100	4
2	BPES-CT-302	Kinesiology and Biomechanics	Core Theory	3	1	0	4	30	70	100	4
3	BPES-CT-303	Health Education	Core Theory	3	1	0	4	30	70	100	4
4	BPES-EC-304	Contemporary Issues in Physical Education	Elective Course	3	0	0	3	15	35	50	3
5	BPES-EC-305	Theory of Games and Sports, Officiating and Coaching	Elective Course								
6	BPES-SEC-306	Fitness and Sports Skills Test	Skill Enhancement Course	2	0	0	2	15	35	50	2
7	BPES-SEC-307	Computer Application in Physical Education	Skill Enhancement Course								
8	BPES-PC-308	Track and Field (Throwing Events)	Core Practical	0	1	4	5	20	30	50	3
9	BPES-PC-309	Swimming and Badminton	Core Practical	0	0	2	2	20	30	50	1
10	BPES-PC-310	Table Tennis and Weight Lifting	Core Practical	0	0	2	2	30	70	100	1
11	BPES-PC-311	Internship-Teaching Practice	Core Practical	0	0	2	2	30	70	100	1
12	BPES-PC-312	Intramural III	Core Practical	0	0	2	2	100	0	100	1
13	BPES-GE-313	Yoga and Naturopathy	Generic Elective	2	0	0	2	15	35	50	2
Total				14	4	12	30	335	515	850	26

IIMTU-NEP IMPLEMENTATION (2022-23 ONWARDS)
EVALUATION SCHEME:

SEMESTER- IV

S. No	Course Code	Course Name	Type of Course	Teaching Hours				Assessment			Credit
				L	T	P	Total	Int.	Ext.	Total	
1	BPES-CT-401	Sports Medicine	Core Theory	3	0	2	5	30	70	100	4
2	BPES-CT-402	Sports Management	Core Theory	3	1	0	4	30	70	100	4
3	BPES-CT-403	Basics of Research and Statistics in Physical Education	Core Theory	3	1	0	4	30	70	100	4
4	BPES-LS-413	Life Skills	Ability Enhancement Course	2	0	0	2	15	35	50	2
5	BPES-EC-404	Sports Technology	Elective Course								
6	BPES-EC-405	Curriculum Design in Physical Education	Elective Course	3	0	0	3	15	35	50	3
7	BPES-SEC-406	Sports Exercise and Nutrition	Skill Enhancement Course								
8	BPES-SEC-407	Sports Industry and Marketing	Skill Enhancement Course	2	0	0	2	15	35	50	2
9	BPES-PC-408	Sports Specialization	Core Practical	0	0	4	4	30	70	100	2
11	BPES-PC-410	Yoga	Core Practical	0	0	2	2	20	30	50	1
12	BPES-PC-411	Handball and Boxing	Core Practical	0	0	2	2	30	70	100	1
13	BPES-PC-412	Intramural IV and Leadership Camp	Core Practical	0	0	2	2	100	0	100	1
Total				16	2	12	30	315	485	800	24

Sports Specialization Basket Offered			
BPES-PC-408 A	Sports Specialization - Archery	BPES-PC-408 L	Sports Specialization - Lawn Tennis
BPES-PC-408 B	Sports Specialization - Basketball	BPES-PC-408 M	Sports Specialization - Swimming
BPES-PC-408 C	Sports Specialization - Badminton	BPES-PC-408 N	Sports Specialization - Shooting
BPES-PC-408 D	Sports Specialization - Boxing	BPES-PC-408 O	Sports Specialization - Taekwondo
BPES-PC-408 E	Sports Specialization - Cricket	BPES-PC-408 P	Sports Specialization - Table Tennis
BPES-PC-408 F	Sports Specialization - Football	BPES-PC-408 Q	Sports Specialization - Track and Field
BPES-PC-408 G	Sports Specialization - Hockey	BPES-PC-408 R	Sports Specialization - Volleyball
BPES-PC-408 H	Sports Specialization - Handball	BPES-PC-408 S	Sports Specialization - Wrestling
BPES-PC-408 I	Sports Specialization - Judo	BPES-PC-408 T	Sports Specialization -Weight Lifting
BPES-PC-408 J	Sports Specialization - Kabaddi	BPES-PC-408 U	Sports Specialization -Yoga
BPES-PC-408 K	Sports Specialization - Kho Kho		

FORMAT-1

**IIMTU-NEP IMPLEMENTATION
CBCF: Statement of Credit distribution 2022**

College/School: Department of Physical Education (College of Education) Programme: IIMTU-NEP IMPLEMENTATION Duration: 2 Years Annual/Semester: Semester	Credit range: 100 Credits (Suggested by CBCF Committee)
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Attached guidelines to be followed:

	Cr.	Sem.	Core Course/ Foundation Course Th (6 cr) or	Ability Enhancement Compulsory Course (AECC)	Skill Enhancement Course (SEC)	Discipline Specific Elective (DSE)	Generic Elective (GE) (From other Faculty)	Research Project (RP)	Prerequisite
Course Names as per the UGC: IIMTU-NEP IMPLEMENTATION	100		C-1 (4 Credit): 12 P-1 (2 Credit)/T-1 (1 Cr.)19 FC-1 (3 Credit)3/4/5/6 Cr.- 0 NA	AECC-1 (Credit) 3 Cr./Each- 5	SEC-1 (Credit) 2 Cr./Each- 4	DSE-1 (Credit) 3 or 4/5/6 Cr.- 8	GE-1 (Credit) 3 or 4/5/6 Cr.-2	Industry Training/ Internship Survey (4Cr.):1	
Course Names as per Higher Education (HE): IIMTU-NEP IMPLEMENTATION			MAJOR-1 4/5/6 Cr.-NA	Vocational 3 Cr.	Co-Curricular 2 Cr.	MAJOR- 2 4/5/6 Cr.-NA	MAJOR-3 4/5/6 Cr.NA	4 Cr.	
Decided Credits for implementation			4 Cr.	2 Cr.	2 Cr.	2 Cr.	4/6 Cr.	4 Cr.	
Certificate (51) NCTE PROGRAM	(26 Cr)	I	C1 (Th. 4 Cr.) BPES-CT-101 Foundations of Physical Education and Sports C2 (Th. 4 Cr.) BPES-CT-102 Professional Preparation in Physical Education C3 (Th. 4 Cr.) BPES-	AECC-1: (2 Cr) BPES-AEC-106 Environmental Studies / BPES-AEC-107 Disaster Management	SEC-1: (0 Cr)	DSE1: (3 Cr) BPES-EC-104 Sports Nutrition/ BPES-EC-105 Olympic Movement	GE1: (1Cr) (Mandatory) BPES-GE-113: Contemporary issues in Physical Education		

	(24 Cr)	<p>CT-103 Methods in Physical Education C4 (P-3 Cr) BPES-PC-108 Track and Field (Running Events) C5 (P-1 Cr) BPES-PC-109 Light Apparatus in Physical Education C6 (P-1 Cr) BPES-PC-110 Kabaddi and Kho-Kho C7 (P-1 Cr) BPES-PC-111 Gymnastics and Aerobics C8 (P-1 Cr) BPES-PC-112 Intramural I</p>						
	II	<p>C9 (Th. 4Cr.) BPES-CT-201 Basics of Sports Training C10 (Th.4Cr.) BPES-CT-202 Test, Measurement and Evaluation in Physical Education C11 (Th.4Cr.) BPES-CT-203 Sport Psychology and Sociology C12 (P-3 Cr) BPES-PC-208 Track and Field (Jumping Events) C13 (P-1 Cr) BPES-PC-209 Judo and Wrestling C14 (P-1 Cr) BPES-PC-210 Volleyball and Basketball C15 (P-1 Cr) BPES-PC-211 Football and Cricket</p>		<p>AECC-2: (2Cr) BPES-AEC-206 Communication Skills – English / BPES-AEC-207 Communication Skills – Hindi</p>	SEC-2:(0 Cr)	<p>DSE2: (2Cr) BPES-EC-204 Adapted Physical Education/ BPES-EC-205/ Sports Journalism and Mass Communication</p>		

			C16 (P-1 Cr) BPES-PC-212 Intramural II					
Provision to change the stream								
Diploma (106)	(26Cr)	III	C17 (Th. 4 Cr.) BPES-CT-301 Basics of Anatomy and Physiology C18 (Th. 4 Cr.) BPES-CT-302 Kinesiology and Biomechanics C19 (Th. 4 Cr.) BPES-CT-303 Health Education C20 (P-3 Cr) BPES-PC-308 Track and Field (Throwing Events) C21 (P-1 Cr) BPES-PC-309 Swimming and Badminton C22 (P-1 Cr) BPES-PC-310 Table Tennis and Weight Lifting C23 (P-1 Cr) BPES-PC-311 Internship/Teaching Practice C24 (P-1 Cr) BPES-PC-312 Intramural-III	AECC-3: (0Cr.)	SEC-3:(2Cr) BPES-SEC-306 Fitness and Sports Skills Test/ BPES-SEC-307/ Computer Application in Physical Education	DSE3: (3Cr) BPES-EC-304 Contemporary Issues in Physical Education/ BPES-EC-305 Theory of Games and Sports, Officiating and Coaching	GE2: (2Cr) (Mandatory) BPES -GE-313 Yoga & Naturopathy	
			(24Cr)	IV	C25 (Th. 4 Cr.) BPES-CT-401 Sports Medicine C26 (Th. 4 Cr.) BPES-CT-402 Sports Management C27 (Th. 4 Cr.) BPES-CT-403 Basics of Research and Statistics in Physical Education C28 (P-2 Cr) BPES-PC-408 Sports Specialization-Theory C29 (P-1 Cr) BPES-PC-	AECC-4: (2Cr) BPES-LS-413 Life Skills	SEC-4:(2Cr) BPES-SEC-406 Sports Exercise and Nutrition/ BPES-SEC-407 Sports Industry and Marketing	DSE4: (3Cr) BPES-EC-404 Sports Technology/ BPES-EC-405/ Curriculum Design in Physical Education

		409 Sports Specialization- Practical C30 (P-1 Cr) BPES-PC- 410 Yoga C31 (P-1 Cr) BPES-PC- 411 Handball and Boxing C32 (P-1 Cr) BPES-PC- 412 Intramural IV						
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FORMAT-2

ACADEMIC SESSION-2022-23

IIMTU-NEP Implementation: BACHELOR IN PHYSICAL EDUCATION

Programme	Year	Semester(15 weeks)	Paper	Credit	Periods per Week	Periods (Hour) per Semester	Paper Title	Unit (Periods per semester)	Prerequisite	Elective (For other faculty)	
COURSES---43CREDITBPES----	FIRSTYEAR	SEMESTER-I	i) C1 (Th.4Cr):	4	4	60	BPES-CT-101: Foundations of Physical Education and Sports	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		DISASTER MANAGEMENT	
			ii) AEC-2:	2	2	30	BPES-AEC-106: Environmental Studies	Unit-1-7 Unit-2-8 Unit-3-7 Unit-4-8			
							BPES-AEC-107: Disaster Management	Unit-1-7 Unit-2-8 Unit-3-7 Unit-4-8			
			iii) SEC-0	0	0	0					
			ii) DSE-3	3	3	45	BPES-EC-104:Sports Nutrition	Unit-1-13 Unit-2-11 Unit-3-10 Unit-4-11			
							BPES-EC-105:Olympic Movement	Unit-1-13 Unit-2-11 Unit-3-10 Unit-4-11			
			iii) GE-1 (Mandatory)	2	2	30	BPES-GE-113 Contemporary issues in physical education.	Unit-1-8 Unit-2-7 Unit-3-8 Unit-4-7			
			i) C2 (Th.4Cr.):	4	4	60	BPES-CT-102 Professional Preparation in Physical Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15			

			ii) C3 (Th.4Cr.):	4	4	60	BPES-CT-103: Methods in Physical Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			ii) C4 (P-3Cr):	3	3	45	BPES-PC-108: Track and Field (Running Events)	Unit-1-15 Unit-2-15 Unit-3-15		
			iv) C5 (P-1Cr):	1	2	30	BPES-PC-109 Light Apparatus in Physical Education	Unit-1-15 Unit-2-15		
			v) C6 (P-1Cr):	1	2	30	BPES-PC-110: Kabaddi and Kho-Kho	Unit-1-15 Unit-2-15		
			vi) C7 (P-1Cr):	1	2	30	BPES-PC-111 Gymnastics and Aerobics	Unit-1-15 Unit-2-15		
			vii) C8 (P-1Cr):	1	2	30	BPES-PC-112: Intramural-I	Unit-1-15 Unit-2-15		
			Research project / Industry Training / Internship Survey	NA	NA	NA	NA	NA	NA	NA

SEMESTER-II	i) C9(Th.4Cr.):	4	4	60	BPES-CT-201: Basics of Sports Training	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15	COMMUNICATIONS SKILLS
	ii) AECC-2:	2	2	30	BPES-AEC-206: Communication Skills–English	Unit-1-8 Unit-2-7 Unit-3-8 Unit-4-7	
					BPES-AEC-207: Communication Skills–Hindi	Unit-1-8 Unit-2-7 Unit-3-8 Unit-4-7	
	iii) SEC-0	0	0	0			
	iv) DSE-2:	2	2	30	BPES-EC-204: Adapted Physical Education	Unit-1-8 Unit-2-7 Unit-3-8 Unit-4-7	
					BPES-EC-205: Sports Journalism and Mass Communication	Unit-1-8 Unit-2-7 Unit-3-8 Unit-4-7	
	i) C10(Th.4Cr.):	4	4	60	BPES-CT-202: Test, Measurement and Evaluation in Physical Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15	
	ii) C11(Th.4Cr.):	4	4	60	BPES-CT-203: Sport Psychology and Sociology	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15	
	iv) C12(P-3Cr):	3	3	45	BPES-PC-208: Track and Field (Jumping Events)	Unit-1-15 Unit-2-15 Unit-3-15	
	v) C13(P-1Cr):	1	2	30	BPES-PC-209: Judo and Wrestling	Unit-1-15 Unit-2-15	

			vi) C14(P-1Cr):	1	2	30	BPES-PC-210: Volleyball and Basketball	Unit-1-15 Unit-2-15	
			vii) C15(P-1Cr):	1	2	30	BPES-PC-211:Football and Cricket	Unit-1-15 Unit-2-15	
			viii) C16(P-1Cr):	1	2	30	BPES-PC-212:Intramural-II	Unit-1-15 Unit-2-15	
			Research project/I	NA	NA	NA	NA	NA	NA

Programme	Year	Semester (15 weeks)	Paper	Credit	Periods per Week	Periods (Hours) per Semester	Paper Title	Unit (Periods per semester)	Prerequisite	Elective (For other faculty)
BACHELOR COURSE(91Credits)---BPES--	SECOND YEAR	SEMESTER-III	i) C17(Th.4Cr.):	4	4	60	BPES-CT-301:Basics of Anatomy and Physiology	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15	CERTIFICATE COURSE MUST BE COMPLETED	COMPUTER APPLICATION
			ii) AEC-0:	0	0	0				
			iii) SEC-2:	2	2	30	BPES-SEC-306 Fitness and Sports Skills Test.	Unit-1-8 Unit-2-7 Unit-3-8 Unit-4-7		
							BPES-SEC-307: Computer Application in Physical Education	Unit-1-8 Unit-2-7 Unit-3-8 Unit-4-7		
			iv) DSE-3:	3	3	45	BPES-EC-304 Contemporary Issues in Physical Education	Unit-1-12 Unit-2-12 Unit-3-11 Unit-4-10		
							BPES-EC-305: Theory of Games and Sports, Officiating and Coaching	Unit-1-12 Unit-2-12 Unit-3-11 Unit-4-10		
			v) GE-2(Mandatory)	2	2	30	BPES-GE-313 Yoga and Naturopathy	Unit-1-7 Unit-2-7 Unit-3-8 Unit-4-8		
			v) C18(Th.4Cr.)	4	4	60	BPES-CT-302: Kinesiology and Biomechanics	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
vi) C19(Th.4Cr.):	4	4	60	BPES-CT-303 Health Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15					

			viii) C-20(P-3Cr):	3	3	45	BPES-PC-308: Track and Field (Throwing Events)	Unit-1-15 Unit-2-15 Unit-3-15		
			ix) C-21(P-1Cr):	1	2	30	BPES-PC-309: Swimming and Badminton	Unit-1-15 Unit-2-15		
			x) C-22(P-1Cr):	1	2	30	BPES-PC-310: Table Tennis and Weight Lifting	Unit-1-15 Unit-2-15		
			xi) C-23(P-1Cr):	1	2	30	BPES-PC-311: Internship / Teaching Practice	Unit-1-15 Unit-2-15		
			xii) C-24(P-1Cr):	1	2	30	BPES-PC-312:Intramural	Unit-1-15 Unit-2-15		
			Internship	1	2	30	III TEACHING PRACTICE	Unit-1-15 Unit-2-15		

SEMESTER-IV	i) C25 (Th.4Cr.):	4	4	60	BPES-CT-401: Sports Medicine	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
	ii) SEC-2:	2	2	30	BPES-SEC-406: Sports Exercise and Nutrition	Unit-1-7 Unit-2-8 Unit-3-7 Unit-4-8		
					BPES-SEC-407: Sports Industry and Marketing	Unit-1-7 Unit-2-8 Unit-3-7 Unit-4-8		
	iii) DSE-3:	3	3	45	BPES-EC-404: Sports Technology	Unit-1-11 Unit-2-12 Unit-3-11 Unit-4-12		
					BPES-EC-405: Curriculum Design in Physical Education.	Unit-1-11 Unit-2-12 Unit-3-11 Unit-4-12		
	iv) AECC-2:	0	0	0				
	v) LS-2:	2	2	30	BPES-LS-413: Life Skills	Unit-1-7 Unit-2-8 Unit-3-7 Unit-4-8		
	v) C26(Th.4Cr.):	4	4	60	BPES-CT-402: Sports Management	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
	vii) C27(Th.4Cr.):	4	4	60	BPES-CT-403: Basics of Research and Statistics in Physical Education.	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
	vii) C-28(P-2Cr):	2	2	30	BPES-PC-408: Sports Specialization	Unit-1-15 Unit-2-15		

			viii) C-29(P-1Cr):	1	2	30	BPES-PC-410:Yoga	Unit-1-15 Unit-2-15		
			ix) C-30(P-1Cr):	1	2	30	BPES-PC-411:Handball and Boxing	Unit-1-15 Unit-2-15		
			x) C-31(P-1Cr):	1	2	30	BPES-PC-412:Intramural IV & Leadership Camp	Unit-1-15 Unit-2-15		
			Research project / Industry Training / Internship Survey	NA	NA	NA	NA	NA	NA	NA

Programme Outcome:	Programme Specific Outcome:
PO1: Contextualize physical education with a set of attitudes and values signify the importance of movement valued human practice.	PSO1: To know and apply discipline specific scientific and theoretical concepts critical to development of physically educated person.
PO2: Educated in Health and Physical Education, would be able to make positive contributions to the Enhancement of Society	PSO2: To plan, design and implement learning experiences that facilitate enhance the growth of learners of diverse needs from varying backgrounds.
PO3: Promote the learning of new skills. Enhance, extend, inform critique the deliberate use of exercise, play, sports and other forms of physical activity within and individual and societal context.	PSO3: To use effective communication and pedagogical skills and strategies to enhance student engagement & learning.

FORMAT-3

IIMTU-NEP IMPLEMENTATION
Year-I/ Semester-I

Programme: Degree		Year:I
Class: BPES		Semester:I
Credits Theory:04 Practical:00	Subject: Methods In Physical Education	
Course Code: BPES-CT-103	Title: Methods in Physical Education	
Course Objectives:		
<ol style="list-style-type: none"> 1. Demonstrate an understanding of the various sub disciplines that make up the field of Methods Physical Education 2. Demonstrate an understanding of the various Teaching Procedure in Physical Education 3. Explain the benefits of Whole Method, Whole part whole method, Part whole method, Stage whole method. 		
Nature of Paper: Core Theory		
Minimum Passing Marks/Credits: 40% Marks		
L:04 T:00 P: 00 (In Hours/Week) Theory - 4 Hr. = 4 Credit Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Definitions– Scope and importance of method in Physical education: Teaching Techniques in Physical Education, Lecturer Method, Command Method Demonstration Method, Limitation Method, Project Method, Discussion Method, Group Directed Practice Method., Teaching Procedure in Physical Education:- Whole Method, Whole part whole method, Part whole method, Stage whole method	08
II	Classification of Students: Need for classification in Physical Education and sports. Factors influencing classification, advantages and disadvantages of classification, McCloy’s Classification and YMCA classification.	08
III	Lesson planning:- Types of lessons, Knowledge lesson, Drill& Marching lessons, skill lesson, Review lesson, Appreciation lesson, Planning and observation of Class-Room Teaching lesson, Planning and observation of field Activity, Teaching lesson, Teaching aids-importance, Types and uses, Audio-Visuals, Charts, Models, Films, Black board etc.	08

IV	Tournaments & competitions: - Group competitions and their importance, Methods of organizing, Types of tournaments, methods of conducting tournaments, Methods of conducting Intra-mural & extra-mural competitions, games of law, organization, organization of excursions, Construction and marking of play field for various games, laying out of running track, construction of jumping pits, preparing and markings of different play fields measurements and requirements.	08
Reference / Text Books:		
1. Kamlesh, M.L. Methods in Physical Education; 2005, Friends Publications; New Delhi. 2. Jain, A. (2003). Adapted Physical Education. New Delhi: Friends Publications. 3. Singh, Ajmer. (2016). Essential of Physical Education. New Delhi: Kalyani		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		25
2) Presentations /Seminar		0
3) Assignments		5
4) Research Project Report/Seminar on Research Project Report		0
5) ESE		70
Total:		100
Prerequisites for the course:		
Course Learning Outcomes:		
CO1: Learn about types of methods and its ways and means.		
CO2: Learn about types of classification and its function.		
CO3: Learn about lesson planning, class room teaching.		

IIMTU-NEP IMPLEMENTATION
Year-I / Semester-I

Programme: Degree		Year:I
Class: BPES		Semester: I
Credits Theory: 03 Practical: 00	Subject: Sports Nutrition	
Course Code: BPES-EC-104	Title: – Sports Nutrition	
Course Objectives:		
<ol style="list-style-type: none"> 1. Students will learn how to inform and guide individual athletes about sports nutrition. 2. Students will learn how to inform and guide individual athletes about sports nutrition. 3. Explain consultations you will give advice about sports nutrition and help athletes to adjust their eating habits. 		
Nature of Paper: Elective course		
Minimum Passing Marks/Credits: 40% Marks		
L:03 T:00 P:00 (In Hours/Week) Theory –3 Hr. = 3 Credit Practical- 0 Hrs.=0 Credit (3Hrs./Week=3Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction to Sports Nutrition: - Meaning and Definition of Sports Nutrition, Basic Nutrition guidelines, Role of nutrition in sports, Factor to consider for developing nutrition plan.	06
II	Nutrients: Ingestion to energy metabolism: -Carbohydrates, Protein, Fat – Meaning, classification and its function, Role of carbohydrates, Fat and protein during exercise, Vitamins, Minerals, Water – Meaning, classification and its function, Role of hydration during exercise, water balance, Nutrition – daily caloric requirement and expenditure.	06
III	Nutrition and Weight Management:- Meaning of weight management Concept of weight management in modern era Factor affecting weight management and values of weight management, Concept of BMI (Body mass index), Obesity and its hazard, Myth of Spot reduction, dieting versus exercise for weight control, Common Myths about Weight Loss, Obesity – Definition, meaning and types of obesity, Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity.	06
IV	Weight Management planning:- Nutrition – steps, Daily calorie intake and expenditure, Determination of desirable body weight, Balanced diet for Indian School Children, maintaining a Healthy Lifestyle, Weight management program for sporty child, Role of	06

diet and exercise in weight management, Design diet plan and exercise schedule for weight gain and loss.	
Reference / Text Books:	
<ul style="list-style-type: none"> • Bessesen, D. H. (2008). Update on obesity. J Clin Endocrinol Metab. 93(6), 2027-2034. • Butryn, M.L., Phelan, S., & Hill, J. O. (2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance. Obesity (Silver Spring). 15(12), 3091-3096. • Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a metaanalysis. Am J Obstet Gynecol, 197(3), 223-228. • DeMaria, E. J. (2007). Bariatric surgery for morbid obesity. N Engl J Med, 356(21), 2176-2183. • Dixon, J.B., O'Brien, P.E., Playfair, J. (n.d.). Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. JAMA. 299(3), 316-323. 	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	35
Total:	50
Prerequisites for the course:	
Course Learning Outcomes	
<ol style="list-style-type: none"> 1. Students will learn how to inform and guide individual athletes about sports nutrition. 2. Explain consultations you will give advice about sports nutrition and help athletes to adjust their eating habits. 3. Learning about nutrition and its role in sports field. 	

**IIMTU-NEP IMPLEMENTATION
Year-I / Semester-I**

Programme: Degree		Year:I
Class: BPES		Semester:I
Credits Theory: 03 Practical: 00	Subject: -Olympic Movement	
Course Code: BPESEC- 105	Title: –Olympic Movement	
Course Objectives:		
<ul style="list-style-type: none"> • Understand the concept of Olympic movement and its historical development. • Describe the different Olympic games and its committees. • Classify and identify the Olympic values and apply the same to the society. • Apply the concept of Olympics in organizing various sports activities. 		
Nature of Paper: Elective Course		
Minimum Passing Marks/Credits: 40% Marks		
L: 03 T:00 P:00 (In Hours/Week) Theory - 3Hr. = 3 Credit Practical- 0 Hrs.=0 Credit (3Hrs./Week=3Credits)		
Unit	Contents	No. of Lectures Allotted
I	Origin of Olympic Movement: Philosophy of Olympic movement, Goals of Olympic Movement, The Olympic Spirit, Ancient Olympic Games: The early history of the Olympic movement, Significance of Ancient Olympics- Rules of Eligibility for Competition	06
II	Modern Olympic Games: Significance of Olympic Ideals, Olympic Rings, Olympic Flag, Olympic Protocol for member countries, Olympic Code of Ethics, Modern Olympic Games: The Renaissance and Beyond- Review of Modern Olympic Games-1986.	06
III	Different Olympic Games: The organizational structure, aim objectives and functions of Para Olympic Games, Summer Olympics, Winter Olympics, Youth Olympic Games, Committees of Olympic Games: Governing Body: International Olympic Committee - Structure and Functions, National Olympic association and their role in Olympic movement,	06
IV	Achievements of India in Olympics: Pre & Post Independence, Achievement of India in Team Games and Individual Sports- Achievements of India in Hockey, Olympic Medal winners of India, Indian Women in Olympics.	06
Reference / Text Books:		
<ul style="list-style-type: none"> • Burbank, J. M., Andranovich, G. D. & Heying Boulder, C. H. (2001). Olympic dreams: the impact of mega-events on local politics: Lynne Rienner, 		

- Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education. ,Nixon, E. E. & Cozen,
- F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co. ,
- Osborne, M. P. (2004). Magictree house fact tracker: ancient greece and the olympics:, nonfiction companion to magic tree house: hour of the Olympics. New York: Ran House Books for Young Readers.
- Bucher, C.A., (2010). Foundation of Physical education (16th ed.). New Delhi: Tata McGraw-Hill.

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	35
Total:	50

Prerequisites for the course:

Course Learning Outcomes:

CO1: Its aim to learn objective of physical education.

CO2: To learn philosophical foundation of physical education.

CO3: Origin and development of modern Olympics.

IIMTU-NEP IMPLEMENTATION
Year-I/ Semester: I

Programme: Degree Class: BPES		Year:I Semester: I
Credits Theory: 02 Practical: 00	Subject: Environmental Studies	
Course Code: BPES -AEC- 106	Title: –Environmental Studies	
Course Objectives:		
<ol style="list-style-type: none"> 1. Appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems. 2. Understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales 3. Apply systems concepts and methodologies to analyze and understand interactions between social and environmental processes 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 50% Marks		
L:02 T:00 P:00 (In Hours/Week) Theory - 02 Hr. = 02 Credit Practical-00 Hrs.=00Credit (2Hrs./Week=2Credits)		
Unit	Contents	No. of Lectures Allotted
I	Apply systems concepts and methodologies to analyze and understand interactions between social and environmental processes	04
II	Natural Resources: - Renewable and non-renewable resources, Natural resources and associated problems, Role of an individual in conservation of natural resources, Equitable use of resources for sustainable lifestyles.	04
III	Ecosystems:- Concept of an ecosystem, Structure and function of an ecosystem, Producers, consumers and decomposers, Energy flow in the ecosystem, Ecological succession, Food chains, food webs and ecological pyramids.	04
IV	Environmental Pollution Definition, Cause, effects and control measures of, Air pollution, Water pollution, Soil pollution. Marine pollution. Noise pollution. Thermal pollution, Nuclear hazards, Solid waste Management:- Causes, effects and control measures of urban and industrial wastes, Role of an individual in prevention of pollution, Pollution case studies.	04
Reference / Text Books:		
<ul style="list-style-type: none"> • Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner. B • Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 		

380 013, India, Email:mapin@icenet.net (R)

- Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p d) Clark R.S., Marine Pollution, Clarendon Press Oxford (TB)
- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p
- De A.K., Environmental Chemistry, Wiley Eastern Ltd.
- Down to Earth, Centre for Science and Environment (R)
- Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env.

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	35
Total:	50

Prerequisites for the course:

Course Learning Outcomes:

- CO1: Learn public awareness about environment.
 CO2: Nature conservation and resources availability
 CO3: Knowledge about ecosystem and its importance.

**IIMTU-NEP IMPLEMENTATION
Year-I / Semester: I**

Programme: Degree Class: BPES		Year:I Semester: I
Credits Theory:02 Practical:00	Subject: Disaster Management	
Course Code: AEC- 107	Title: –Disaster Management	
Course Objectives:		
<ul style="list-style-type: none"> • To create awareness on disasters through intensive public education; • To improve Human and Institutional Capacity. • To promote Disaster Risk Reduction (DRR) and Climate Change Risk Management through the establishment of National and Regional Platforms for all Stakeholders. • To strengthen Disaster Prevention and Response Mechanisms 		
Nature of Paper: Elective Course		
Minimum Passing Marks/Credits: 40% Marks		
L:02 T:00 P: 00 (In Hours/Week) Theory - 2Hr. = 2 Credit Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction on Disaster Different Types of Disaster: - Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc. Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War and Terrorism etc. Causes, effects and practical examples for all disasters.	04
II	Disaster Preparedness and Response: Concept and Nature, Disaster Preparedness Plan Prediction, Early Warnings and Safety Measures of Disaster, Role of Information, Education, Communication, and Training, Role of Government, International and NGO Bodies, Role of IT in Disaster Preparedness, Role of Engineers on Disaster Management.	04
III	Disaster Response: Introduction, Disaster Response Plan, Communication, Participation, and Activation of Emergency Preparedness Plan, Search, Rescue, Evacuation and Logistic Management, Role of Government, International and NGO Bodies, Psychological Response and Management (Trauma, Stress, Rumor and Panic), Relief and Recovery, Medical Health Response to Different Disasters	04

IV	Rehabilitation, Reconstruction and Recovery, Reconstruction and Rehabilitation as a Means of Development, Damage Assessment, Post Disaster effects and Remedial Measures, Creation of Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction, Sanitation and Hygiene, Education and Awareness, Dealing with Victims' Psychology, Long-term Counter Disaster Planning, Role of Educational Institute.	04
Reference / Text Books: <ul style="list-style-type: none"> • Dr. Mrinalini Pandey Disaster Management Wiley India Pvt. Ltd., • Tushar Bhattacharya Disaster Science and Management McGraw Hill Education (India) Pvt. Ltd., • Jagbir Singh Disaster Management: Future Challenges and Opportunities K W Publishers Pvt. Ltd., • J. P. Singhal Disaster Management Laxmi Publications. • Shailesh Shukla, Shamna Hussain Biodiversity, Environment and Disaster Management Unique Publications 		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	10	
2) Presentations /Seminar	0	
3) Assignments	5	
4) Research Project Report/Seminar on Research Project Report	0	
5) ESE	35	
Total:	50	
Prerequisites for the course:		
Course Learning Outcomes: <ol style="list-style-type: none"> 1. Disaster and its types and prevention. 2. Disaster and its measuring and NGOs works. 3. Rehabilitation and recovery from diester. 		

IIMTU-NEP IMPLEMENTATION
Year-I / Semester- I

Programme: Degree Class: BPES		Year:I Semester: I
Credits Theory:01 Practical: 04	Subject: Track and Field (Running Events)	
Course Code: BPES-PC- 108	Title: –Track and Field (Running Events)	
Course Objectives:		
<ul style="list-style-type: none"> • Demonstrate and assess various techniques of starts and finish. • Understand the concept of skill. • Acquire the required motor skills. • Appraise the rule & regulation. • Interpret the rules, regulations and officiate in competition. 		
Nature of Paper: Practical Core		
Minimum Passing Marks/Credits: 50% Marks		
L: T:01 P:04 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 4 Hrs.=2 Credit (5Hrs./Week=3Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the running events at national and international levels, National and International Bodies controlling track and field and their affiliated units; Major National and International competitions.	08
II	FUNDAMENTAL SKILLS Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks. Finishing Techniques: Run, Through, forward lunging, Shoulder Shrug, Track Marking (running events), Rules and Officiating.	08
III	HURDLES- Starting , Clearance and Landing Techniques, Types of Hurdles, Track Marking and Officiating.	08
IV	RELAYS- Various patterns of Baton Exchange Understanding of Relay Zones, Marking of staggers and changing zones, Interpretation of Rules and Officiating.	08
Reference / Text Books:		
<i>Gerhardt Schmolinsky (1978) Track & Field: Athletics Training in the G.D.R. (East Germany). 1978 - 392 pages Sportverlag,</i> <i>Doherty, J., Track and Field, Engle wood Cliffs: Prientice Hall Inc.</i> <i>Dyoon and Geoffray, G.H., (1962) The Mechanics of Athletics London: University of London Press LTD.</i>		

*Ken O Bosen, Track and Field Fundamental Techniques, Patiala: MS Publications.
 Handbook, AAFI, New Delhi.*

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	30
Total:	50

Prerequisites for the course:

Course Learning Outcomes:

CO1: Establishment Track and field's events knowledge.

CO2: Understanding of skill and its interpretation.

CO3: Rules, regulation, and officiating.

**IIMTU-NEP IMPLEMENTATION
Year-I / Semester-I**

Programme: Degree Class: BPES		Year:I Semester: I
Credits Theory:00 Practical:02	Subject: Kabaddi and Kho-Kho	
Course Code: BPES-PC-110	Title: – Kabaddi and Kho-Kho	
Course Objectives:		
<ol style="list-style-type: none"> 1. To grab points by raiding into the opponent's court and touching as many opponent players as possible without getting caught on a single breath 2. Each player, chanting “Kabaddi! Kabaddi! Kabaddi” enters into the opponent court and try to touch the defense players nearest to him, while the opponents make tactical coordinated efforts to catch that player. 		
Nature of Paper: Core Practical		
Minimum Passing Marks/Credits: 50% Marks		
L: 00 T: 00 P: 02 (In Hours/Week) Theory - 0 Hr. = 0 Credit Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the Kabaddi and Kho - Kho at national and international levels, National and International Bodies controlling table tennis and their affiliated units, Major National and International competitions.	02
II	Fundamental skills:-Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing, Skills of Holding the Raider-Variou formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques, Additional skills in raiding-Bringing the artis 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.	02
III	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	02

	on the back, fakes on the pole, fake legs, body arm etc., Combination of different skills. Ground Marking, Rules and their interpretations and duties of officials.	
Reference / Text Books: https://www.tutorialspoint.com/kabaddi/kabaddi_quick_guide.htm		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	20	
2) Presentations /Seminar	0	
3) Assignments	10	
4) Research Project Report/Seminar on Research Project Report	0	
5) ESE	70	
	Total:	100
Prerequisites for the course:		
Course Learning Outcomes: CO1: Learn historical and national development of kabaddi. CO2: Aim to learn fundamental skills. CO3: Rules and regulation of kabaddi.		

**IIMTU-NEP IMPLEMENTATION
Year-I/ Semester-I**

Programme: Degree Class: BPES		Year:I Semester: I
Credits Theory: 00 Practical:02	Subject: –Gymnastic and Aerobics	
Course Code: BPES-PC-111	Title: –Gymnastic and Aerobics	
Course Objectives:		
<ol style="list-style-type: none"> 1. Demonstrate the different positions covered in class (i.e. front support) at any time the skill is asked of them 2. Demonstrate proficiency in landing safely, as to teacher satisfaction before moving on to more complex skills 3. Setting Goals and Reaching Your Dream; Finding motivation, choosing an activity, measuring progress. Week Seven: Posture; Warm Up and Cool Down; Flexibility 		
Nature of Paper: Core Practical		
Minimum Passing Marks/Credits: 50% Marks		
L:00 T:00 P:02 (In Hours/Week) Theory - 00 Hr. = 00 Credit Practical- 02 Hrs.=01 Credit (2Hrs./Week=1Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the Gymnastic and aerobics at national and international levels, National and International Bodies controlling gymnastics and aerobics and their affiliated units, Major National and International competitions.	06
II	Floor exercise: -Forward Roll, Backward Roll, Dive Roll, Leg Split, Bridge, Dancing steps, Hand stand, Jumps-leap, scissors leap. Vaulting Table o Approach Run, Take off from the beat board, Cat Vault, between Vaults.	04
III	Introduction of aerobics:- Rhythmic Aerobics – dance, Low impact aerobics, high impact aerobics, Aerobics kick boxing, Postures – Warm up and cool down, THR Zone – Being successful in exercise and adaptation to aerobic workout	06

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	0
3) Assignments	10
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	70
Total:	100
Prerequisites for the course:	
Course Learning Outcomes:	
CO1: To Improve rhythmic ability.	
CO2: To Develop co-ordination and flexibility.	
CO3: To Develop good posture and efficiency.	

**IIMTU-NEP IMPLEMENTATION
Year-I / Semester-I**

Programme: Degree- Class: BPES		Year:I Semester: I
Credits Practical: 01 Practical: 02	Subject: INTRAMURAL	
Course Code: PC-112	Title: –INTRAMURAL	
Course Objectives: 1. To provide an opportunity to students within the institute that will be conducive to their overall development. 2. To display their skills in various physical activities. 3. To have exposure to the competition.		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L:00 T:00 P: 02 (In Hours/Week) Theory - 0 Hr. = 0 Credit Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credit)		
Unit	Contents	No. of Lectures Allotted
I	Sports competition will be organized so that student can enhance their performance, Learn organization skills, officiating etc.	02
II	Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department,	02
Reference / Text Books: C. Jensen & S. Overman. Administration and Management of Physical Education and Athletic Programs. 4 th edition. Waveland Press, 2003 (Chapter 14, "Intramural Recreation"). Louis Edgar Means. The Organization and Administration of Intramural Sports, Mosby, 1952 Kristine Setting Clark Sports for All: Creating an Intramural Sports Program for Middle and High School Students, Rowman & Littlefield, 2019		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		100
2) Presentations /Seminar		0
3) Assignments		0
4) Research Project Report/Seminar on Research Project Report		0
5) ESE		0
Total:		100

Prerequisites for the course:

Course Learning Outcomes:

CO1: Mass participation.

CO2: Group dynamics and team work.

CO3: Way to expose in competition

**IIMTU-NEP IMPLEMENTATION
Year-I/ Semester- II**

Programme: Degree Class: BPES		Year: I Semester: II
Credits:04 Theory:04 Practical:00	Subject: Basics of Sports Training	
Course Code: CT- 201	Title: –Basics of Sports Training	
Course Objectives:		
<ul style="list-style-type: none"> • Describe the concept of sports training and recognize its implications for the improvement of sports performance. • Analyze the training demands of various sports and its adaptive process. • Prepare the training programs for the development of different motor abilities. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% Marks		
L:03 T:01 P: 00 (In Hours/Week) Theory - 3 Hr. = 3 Credit Practical- 1 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction to Sports Training, Meaning and Definition of Sports Training, Aim and Objective of Sports Training, Principles of Sports Training, System of Sports Training – Basic Performance, Intermediate Performance and High-Performance Training.	08
II	Training Process: - Training Load- Definition and Types of Training Load, Principles of Intensity and Volume of stimulus, Overload; meaning, causes, symptoms and tackling. Phases and means of recovery, Technical Training – Meaning and Methods of Technique Training, Tactical Training – Meaning and Methods of Tactical Training.	08
III	Training Components:- Strength – Meaning, Types and Methods for improvement, Speed – Meaning, Types and Methods for improvement, Endurance - Meaning, Types and Methods for improvement, Coordination – Meaning, Types and Methods for improvement, Flexibility – Meaning, Types and Methods for improvement.	08
IV	Training program ingrand planning: -Talent Identification and Development, Periodization – Meaning and types of Periodization, Aim and Content of Periods – Preparatory, Competition, Transitional etc. Planning – principles of planning, types of training plan and training session.	08

Reference / Text Books:

- 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, 2ndEdn.
- 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

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	25
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	70
Total:	100

Prerequisites for the course:

Course Learning Outcomes:

- CO1: Aim to know about sports training.
 CO2: Aim to know various training methods.
 CO3: Aim to understand about training plan.

**IIMTU-NEP IMPLEMENTATION
Year-I/ Semester-II**

Programme: Degree		Year: I
Class: BPES		Semester: II
Credits Theory:04 Practical:	Subject: Test, Measurement and Evaluation in Physical Education	
Course Code: CT- 202	Title: —Test, Measurement And Evaluation in Physical Education	
Course Objectives:		
1. Summarize the ability to think critically about and analyze basic concepts of test and measurement.		
2. Demonstrate the various tests applicable in the field of physical education		
3. Evaluate and correlate sports performance with anthropometric measurements.		
Nature of Paper: Core theory		
Minimum Passing Marks/Credits: 40% Marks		
L:04 T: P: (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction to Test & Measurement & Evaluation , Meaning of Test, Measurement and Evaluation in Physical Education, Need & Importance of Test, Measurement and Evaluation in Physical Education, Principles of Evaluation Criteria; Classification and Administration of test, Criteria of good Test, Criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms), Type and classification of Test, Administration of test, advance preparation – Duties during testing – Duties after testing.	08
II	Assessment of motor fitness/Physical Fitness, AAHPER youth fitness test, Cross Weber minimum muscular strength test, Harward’s step up test, Cooper’s 12 minute run walk test, Indiana Motor Fitness Test Health Coopers Health Related Physical Fitness Test, General Motor ability and capacity test.	08
III	Sports Skill Assessments, Badminton Tests – Lockhart and McPherson Badminton Test and Miller Wall Volley Test, Basketball Test – Johnson’s Basketball Test and Knock’s Basketball Test, Soccer Test – Johnson’s Soccer Test and McDonald Soccer Test, Hockey Test – Harbans Field Hockey Test, Volleyball Test – Brady Volleyball Test.	08
IV	Anthropometry Test, Girth Measurement: Upper Arm, Forearm, Calf, Chest, Width Measurement: Biacromial Chest, Illocrestol, Epicondyler (Femur and Humorous), Somato types assessment, IOWA Posture	08

Test List of Practicum, Students have to practically perform all the above mentioned tests and prepare a report on the basis of obtain data.	
Reference / Text Books: Bangsbo, J. (1994). Fitness training in football: A scientific approach. Bagsvaerd, Denmark: HoStorm. Barron, H. M., & Mchee, R. (1997). A practical approach to measurement in physical education. Philadelphia: Lea and Febiger. Barron, H.M. & Mchee, R. (1997). A Practical approach to measurement in physical education. Philadelphia: Lea and Febiger. Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi: D.V.S. Publications. & Francis, New York. Phillips, D. A., &Hornak, J. E. (1979). Measurement and evaluation in physical education. New York: John Willey	
Evaluation/Assessment Methodology	
Max. Marks	
1) Class tasks/ Sessional Examination	25
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	70
Total:	100
Prerequisites for the course:	
Course Learning Outcomes: CO1: To develop critical thinking about measurement and evaluation. CO2: To attain assessment of motor fitness and its health-related physical fitness. CO3: To know about various skill test and Anthropometry.	

IIMTU-NEP IMPLEMENTATION
Year-I/ Semester- II

Programme: Degree. Class: BPES		Year: I Semester: II
Credits Theory:04 Practical: 0	Subject: Sports Psychology And Sociology	
Course Code: CT- 203	Title: –Sports Psychology And Sociology	
Course Objectives: 1. Demonstrate the ability to think critically about and analyze basic psychology concepts. 2. Demonstrate reasoning to interpret psychological phenomena of various dimensions of psychology 3. Develop ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% Marks		
L:4 T: P: (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction o Meaning, Importance and scope of Psychology, Educational Psychology and Sportsrlical perspectives of psychology and sports psychology o Methods of psychology, education psychology and sports psychology.	08
II	Developmental Psychology and Learning Process, Definition and meaning of Growth and Development ,Stages of growth and development, Types and nature of individual differences; Factors responsible -Heredity and environment, Role of Physical Activities and Sports in solving the problems of adolescent, Definition and Meaning of Learning, Nature of learning, theories of learning, Laws of learning, Plateau and transfer of training.	08
III	Learners Personality, Motivation and Emotions, Meaning and definition of personality, characteristics of personality, Dimensions of personality, Personality and Sports performance. Meaning of Need, Drive and Motive, Nature of motivation: Theories of motivation: Factors influencing motivation; Motivational techniques and its impact on sports performance. Meaning and types of emotions – Positive and Negative. Meaning and nature of anxiety, effect of anxiety on sports performance	08

IV	Society and Sports, Meaning and definition of sociology of sports , Sports as a social occurrence, Socialization through games and sports ,Relationship between family and sports participation ,Cohesiveness and its effect of sports performance ,Group dynamics List of Practicum , Personality test (any two) , Motivation assessment (any two) ,Anxiety assessment (any two) ,Socio-metery scale, Social distance scale ,Group environment questionnaire	08
<p>Reference / Text Books: D. W. & Loy, J. W. (1975). Sport and social order; Contribution to the sociology of sport. London: Addison Wesley Publishing Co., Inc. Blair, J. & Simpson, R. (1962). Educational psychology, New York: McMillan Co. Cratty, B. J. (1968). Psychology and physical activity. Eaglewood Cliffs. Prentice Hall. Kamlesh, M. L. (1998). Psychology in physical education and sport. New Delhi: Metropolitan Book Co. Loy, J. W., Kenyon, G. S. & Mc Pherson, B. D. (1978). Sport and social system. London: Addison Wesley Publishing Company Inc. Loy, J..</p>		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	25	
2) Presentations /Seminar	0	
3) Assignments	5	
4) Research Project Report/Seminar on Research Project Report	0	
5) ESE	70	
Total:		100
Prerequisites for the course:		
<p>Course Learning Outcomes: CO1: Develop critical thinking among student. CO2: Develop responsible social behavior. CO3: Personality outcomes through the subject.</p>		

**IIMTU-NEP IMPLEMENTATION
Year-I/ Semester-II**

Programme: Degree Class: BPES		Year: I Semester: II
Credits Theory:03 Practical:	Subject: Adapted Physical Education	
Course Code: BPES-EC-204	Title: – Adapted Physical Education	
Course Objectives:		
<ol style="list-style-type: none"> 1. Discuss the meaning of adapted physical education and sport including the inclusive practices for individuals with different disabilities 2. Explain the causes and characteristics of different disabilities. 3. Identify appropriate tools for the assessment of motor skills and physical fitness for students with different disabilities. 		
Nature of Paper: Elective Course		
Minimum Passing Marks/Credits: 40% Marks		
L:03 T:00 P: 00 (In Hours/Week) Theory - 3 Hr. = 3 Credit Practical- 0 Hrs.=0 Credit (3Hrs./Week=3Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction to adapted physical education, Meaning, aim and objectives of adapted physical education, Brief historical review of adapted physical education, Need and importance of adapted physical education, Role of physical education in adapted physical education	06
II	Classification of differently abled, changing concept of differently abled people, physically challenged, mentally challenged, Speech and Hearing challenged and visually challenged. Other Differently abled Condition problems, Behavioral Problems -Adjustment Problem, learning disabilities, Emotional Problem, Social Problem -Social Determination, Social Rejection	06
III	Adapted physical education programme, Guiding Principles for Adapted Physical Education Programme (AAHPER Principle), Physical Education Programme for Differently abled school children: Co-Curricular activities for differently abled children, Aquatic activity programmes for differently abled, Rehabilitative role & importance of aquatic activity	06
IV	Governmental welfare programmes, Provisions of special rights and privileges for differently abled through legislations, Social welfare programmes for differently abled, Mass public educations/awareness	06

programmes.	
Reference / Text Books: Anoop Jain, “Adapted Physical Education” Sports Publications, Ashok Vihar Delhi-52 Arthur G. Miller & James, “Teaching Physical Activities to impaired youth” John Wilag & Sons Inc. Canada. Arthur S. Daniels & Emilia , “Adapted Physical Education”, Harpet& Row Publisher-	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	35
Total:	50
Prerequisites for the course:	
Course Learning Outcomes: CO1: Learn about various disabilities and their effect to human function. CO2: Learn about children behavior problem. CO3: Govt. welfare program and its implication.	

**IIMTU-NEP IMPLEMENTATION
Year-I/ Semester-II**

Programme: Degree		Year: I
Class: BPES		Semester: II
Credits Theory:03 Practical:0	Subject: Sports Journalism and Mass Communication	
Course Code: BPES-EC- 205	Title: Sports Journalism and Mass Communication	
Course Objectives:		
<ol style="list-style-type: none"> 1. To Understand the sports stories, in short form and long form 2. To gathering of sports information, at games, practice, through social media, and interviews 3. To understand reporting of sports stories, in all media forms: print, audio, visual, online, social media 4. The relationship between hard-news and opinion-based presentations in sports journalism, in print and in other media. 		
Nature of Paper: EC		
Minimum Passing Marks/Credits: 50% Marks		
L:03 T: P: (In Hours/Week) Theory - 3 Hr. = 3 Credit Practical- 0 Hrs.=0 Credit (3Hrs./Week=3Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction Definition of Sports Journalism, Characteristics of Sports Journalist, Sports Journalism: Trends.	06
II	Analysis of Sports News, Sports News for Doordarshan and Radio, Writing for magazines and cyber media	06
III	Heading of Sports News: Importance, Various Types of Sports Headings, reporting of current affairs related to various sports and events, National and international games, Olympics and Asian games etc,	06
IV	Sports Journalism: Print media tradition, Digital Age, Printing and Proof Reading, Various Aspects of Writing for Sports Journalism,	06
Reference / Text Books:		
<ul style="list-style-type: none"> • Chakraborty, S, (2002) Sports Management (Delhi : Khel Sahitya Kendra) 2, • Covey, S, (1989) 7 Habits of Highly Effective People, Covey Publications, USA 3, • Magill, R,A, (2004) Motor Learning and Control: Concepts and Applications, McGraw Hill, New York, USA, 4, Masterallexis, L,P,, • C, Barr and M, Humms (2008) Principles and Practices of Sport Management, Jones and Bartlett Publisher, U,S,A, 5, 		

- Sandhu, K., (2006) Trends and Developments in Professional Preparation in Physical Education (New Delhi : Friends Publication), 6,

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	35
Total:	50
Prerequisites for the course:	
Course Learning Outcomes:	
CO1:	To learn about mass media.
CO2:	To learn about analysis of sports news and performance.
CO3:	To know about print media, digital age and writing sports news

**IIMTU-NEP IMPLEMENTATION
Year-I / Semester: II**

Programme: Degree		Year: I
Class: BPES		Semester: II
Credits Theory: 02 Practical:	Subject: Communication Skills-English	
Course Code: AEC- 206	Title: – Communication Skills-English	
Course Objectives:		
<ol style="list-style-type: none"> 1. The objective of this subject is to acquire proficiency, both in spoken (oral) and written language. 2. The student will be able to develop comprehension skills, improve vocabulary, use proper grammar use proper grammar, acquire writing skills, correspond with others and enhance skills in spoken English. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: AEC		
Minimum Passing Marks/Credits: 50% Marks		
L:02 T: P: (In Hours/Week) Theory - 2 Hr. = 2 Credit Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction to Communication: Nature and Process of Communication, Levels of Communication, Language as a tool of Communication	04
II	Language of Communication: Verbal and Non-Verbal, Spoken and Written, Personal, Social and Business, Barriers to Communication (Intra-personal, Inter-personal and Organizational communication)	04
III	Speaking Skills: Monologue, Dialogue, Group Discussion (Methodology & Guidelines), Interview (Types & Frequently Asked Questions), Public Speaking (Do's & Don'ts)	04
IV	Reading and Understanding: Reading Comprehension, Difference between Abstract & Summary, Paraphrasing, Precise Writing. Writing Skills: Notices, Agenda, Minutes of Meeting, Letter writing (Formal & Informal), Email Writing, Report Writing (Kinds, Structure)	04
Reference / Text Books:		
<ul style="list-style-type: none"> • English and Communication Skills, Book-I By Kuldip Jaidka, Alwainder Dhillon and Parmod Kumar Singla, Prescribed by NITTTR, Chandigarh Published By Abhishek Publication, 57-59, Sector-17, Chandigarh • Essentials of Business Communication by Pal and Roruailling; Sultan Chand and Sons • The Essence of Effective Communication, Ludlow and Panthon; Prentice Hall of India. 		

New Design English Grammar, Reading and Writing Skills by AL Kohli (Course A and course B), Kohli Publishers, Industrial Area Phase-II, Chandigarh,	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	35
Total:	50
Prerequisites for the course:	
Course Learning Outcomes:	
CO1: Its aim to learn about communication.	
CO2: Reading and Understanding skills.	
CO3: Improve speaking skills.	

IIMTU-NEP IMPLEMENTATION
Year-I/ Semester-Second

Programme: Degree		Year:I
Class: BPES		Semester: II
Credits Theory:02 Practical:0	Subject: Communication Skills-Hindi	
Course Code: AEC-207	Title: – Communication Skills-Hindi	
Course Objectives:		
<ol style="list-style-type: none"> 1. इस विषय का उद्देश्य प्रवीणता प्राप्त करना है, दोनों (मौखिक) और लिखित भाषा में। 2. छात्र समझ के कौशल को विकसित करने, शब्दावली में सुधार करने, उचित व्याकरण का उपयोग करने, लेखन कौशल हासिल करने, दूसरों के साथ संवाद करने और बोली जाने वाली हिंदी में कौशल बढ़ाने में सक्षम होगा। 		
Nature of Paper: AEC		
Minimum Passing Marks/Credits: 50% Marks		
L:02 T: P: (In Hours/Week) Theory - 2 Hr. = 2 Credit Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
Unit	Contents	No. of Lectures Allotted
I	सारलेखन, अनुच्छेद लेखन, विज्ञापन, विज्ञप्ति	04
II	पत्रलेखन, अनुवाद, पल्लवन, पुनरीक्षण, प्रतिवेदन कार्यालय-प्रशासनिक शब्दावली, कार्यालय अभिव्यक्तियाँ	04
III	मुहावरें और लोकोक्तियाँ, अनेक शब्दों के लिए एक शब्द	04
IV	पर्यायवाची विलोम शब्द, समानार्थक शब्द, आगत शब्द	04
Reference / Text Books:		
Science of Speech (Hindi Edition)		
LOKVYAVAHAR (Hindi)		
Rapidex English Grammar Course (Hindi Edition)		
Definitive Book of Body Language, The (Hindi)		
Vaartalaap Ka Jaadu Communication Ke Behatarin Tarike: A Practical Guide to Effective Communication (Hindi Edition)		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		10
2) Presentations /Seminar		0
3) Assignments		5
4) Research Project Report/Seminar on Research Project Report		0
5) ESE		35

Total: 50	
Prerequisites for the course:	
Course Learning Outcomes: CO1: Learn about Devanagari, lippy. CO2: Learn about Hindi as a administration language. CO3: Learn synonyms, antinomialism.	

**IIMTU-NEP IMPLEMENTATION
Year-I/ Semester-II**

Programme: Degree		Year:I
Class: BPES		Semester: II
Credits Theory:01 Practical: 04 Core	Subject: Track and Field (Jumping Events)	
Course Code: BPES-AEC-208	Title: – Track and Field (Jumping Events)	
Course Objectives:		
<ul style="list-style-type: none"> • Demonstrate and assess various techniques of jumping events. • Acquire, analyze and interpret the required jumping techniques. • Interpret the rules, regulations and officiate in competitions. 		
Nature of Paper: Core/DSE/SEC/GE/AECC:AEC		
Minimum Passing Marks/Credits: 50% Marks		
L: T:01 P:04 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 04Hrs.=2Credit (5Hrs./Week=3Credits)		
Unit	Contents	No. of Lectures Allotted
I	BASIC SKILLS (INDIVIDUAL PERFORMANCE) JUMPING EVENTS (HIGH JUMP) HIGH JUMP - (Straddle roll) - Approach run, take off, clearance over the Bar and landing (Fosbury's Flop) - Approach run, take off, clearance over the Bar and landing.	12
II	BASIC SKILLS (INDIVIDUAL PERFORMANCE) JUMPING EVENTS (LONG JUMP) Long Jump (Sail Style & Hang Style) – Approach run, take off, flight in the air and landing.	12
III	Basic Skills (Individual performance) Jumping Events (Triple Jump) Triple Jump – Approach run, take off (Hop, Step, and Jump), flight in the air and landing.	08
Reference / Text Books: <i>Gerhardt Schmolinsky (1978) Track & Field: Athletics Training in the G.D.R. (East Germany).1978 - 392 pages Sportverlag,</i> <i>Doherty, J., Track and Field, Engle wood Cliffs: Prientice Hall Inc.</i> <i>Dyoon and Geoffray, G.H., (1962) The Mechanics of Athletics London: University of London Press LTD.</i> <i>Ken O Bosen, Track and Field Fundamental Techniques, Patiala: MS Publications.</i> <i>Handbook, AAFI, New Delhi.</i>		

Evaluation/Assessment Methodology		Max. Marks
1) Class tasks/ Sessional Examination	10	
2) Presentations /Seminar	0	
3) Assignments	5	
4) Research Project Report/Seminar on Research Project Report	0	
5) ESE	35	
Total:	50	
Prerequisites for the course:		
Course Learning Outcomes:		
CO1: To learn about Athletics and its events.		
CO2: Learn about training and its principles.		
CO3: Various events are introduced by curriculum.		

IIMTU-NEP IMPLEMENTATION
Year-I / Semester-II

Programme: Degree		Year:I
Class: BPES		Semester: II
Credits:1 Theory:00 Practical:02	Subject: Judo and Wrestling	
Course Code: PC-209	Title: – Judo and Wrestling	
Course Objectives: 1. Describe the historical development of the sport 2. Describe the terminology of the sport 3. Describe the rule concepts		
Nature of Paper: Core/DSE/SEC/GE/AECC: CORE PRACTICAL		
Minimum Passing Marks/Credits: 50% Marks		
L: T: P:02 (In Hours/Week) Theory - 0 Hr. = 0 Credit Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credits)		
Unit	Contents	No. of Lectures Allotted
I	<p>Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.</p> <p>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), Nage Waze (Throwing techniques)-HizaGuruma (Knee wheel), SesaeTwurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep), O Goshi (Major loinm), SeoiNage (Shoulder throw). Katamawaze(Grappling techniques)-Kesagatame (Scaff hold), Kata gatame (Shoulder hold), Kami shihogatama (Locking of upper four quarters), Method of escaping from each hold.</p> <p>Fundamental Skills Take downs, Leg tackles, Arm drag. Counters for take downs, Cross face, Whizzer series, Escapes from under-sit-out</p>	16

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 pinning: Wing lock series, Dopuble arm lock roll, Cridge, Standing Wrestling-Head under arm series, whizzer series, Referees positions.	
Reference/TextBooks: https://www.douglascollege.ca/programs-courses/catalogue/courses/SPSC/SPSC1314	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	30
Total:	50
Prerequisites for the course:	
Course Learning Outcomes: CO1: Historical development of combat sport. CO2: Learn fundamental skills of game. CO3: Learn rules and regulation of games.	

IIMTU-NEP IMPLEMENTATION
Year-I / Semester: II

Programme: Degree		Year:I
Class: BPES		Semester: II
Credits Theory:00 Practical:02	Subject: Volleyball and Basketball	
Course Code: BPES-PC-210	Title: Volleyball and Basketball	
Course Objectives:		
<ol style="list-style-type: none"> 1. Describe the historical development of the sport. 2. Describe the terminology of the sport. 3. Describe the rule concepts. 		
Nature of Paper: CORE PRACTICAL		
Minimum Passing Marks/Credits: 50% Marks		
L: T: P:02 (In Hours/Week) Theory - 0 Hr. = 0 Credit Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the Volley ball and Basketball at national and international levels, National and International Bodies controlling volleyball and basketball and their affiliated units, Major National and International competitions.	08
II	Fundamental Skills- Players Stance-Receiving the ball and passing to the team mates, The Volley (Overhead pass), The Dig (Under hand pass), Service-Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service, Rules and their interpretations and duties of officials.	08
III	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. Rules and their interpretations and duties of the officials.	

Reference / Text Books:

Dolph H, Grundman (2004). The golden age of amateur basketball: the AAU Tournament, 1921–1968. University of Nebraska Press. ISBN 0-8032-7117-4.
 Batchelor, Bob (2005). Basketball in America: from the playgrounds to Jordan & 39 game and beyond. Rout ledge. ISBN 978-0-7890-1613-3.
 Volley ball & quot; International Olympic Committee. Retrieved 2007-03-21.
 The International Association Training School Notes (vol. 4 no. 8), October, 1895 & quot;.

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	0
3) Assignments	10
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	70
Total:	100

Prerequisites for the course:

Course Learning Outcomes:

CO1: Historical development of game and its origin.
 CO2: Fundamental skills of game.
 CO3: Basic rules and its interpretation.

**IIMTU-NEP IMPLEMENTATION
Year-I / Semester: II**

Programme: Degree		Year:I
Class: BPES		Semester: II
Credits: 01 Theory: 00 Practical: 02	Subject: Football and Cricket	
Course Code: BPES-PC-211	Title: – Football and Cricket	
Course Objectives: 1. Unable to perform the basic skills of Football and Cricket 2. Understand the rules and regulations that regulate Football and Cricket.		
Nature of Paper: CORE PRACTICAL		
Minimum Passing Marks/Credits: 50% Marks		
L: T: P: (In Hours/Week) Theory - 0 Hr. = 0 Credit Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the Football at national and international levels, National and International Bodies controlling Football and their affiliated units, Major National and International competitions. Fundamental Skills, Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick, Trapping-trapping rolling the ball, trapping bouncing ball with sole, Dribbling-With instep, inside and outer instep of the foot, Heading-From 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 and deflecting, Rules and their interpretations and duties of officials.	08
II	CRICKET: Historical development of the Cricket at national and international levels, National and International Bodies controlling Cricket and their affiliated units, Major National and International competitions. 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 official.	08
Reference / Text Books: <ul style="list-style-type: none"> • Reilly, Thomas; Gilbourne, D. (2003). & quot; Science and football: a review of applied research in the football code & quot; Journal of Sports Sciences. 21 (9): 693 705. doi: 10.1080/0264041031000102105. 		

- Editorial: Soccer – or should we say football – must change & quot;. 12 June 2014. Archived from the original on 9 August
- Barclays (1986). Swanton, E. W. (ed.). Barclays World of Cricket. London: Willow Books. ISBN 0-00-218193-2.
- Birley, Derek (1999). A Social History of English Cricket. London: Aurum Press Ltd. ISBN 1-85410-710-0.
- Bowen, Rowland (1970). Cricket: A History of its Growth and Development. London: Eyre & amp; Spottiswoode. ISBN 0-413-27860-3.

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	0
3) Assignments	10
4) Research Project Report/Seminar on Research Project Report	0
5) ESE	70
Total:	100

Prerequisites for the course:

Course Learning Outcomes:

- CO1: Learn about football and cricket.
 CO2: Their rules and regulations.
 CO3: Caching and officiating.

**IIMTU-NEP IMPLEMENTATION
Year-I/ Semester: II**

Programme: Degree		Year:I
Class: BPES		Semester: II
Credits:01 Theory: 0 Practical: 2	Subject: Intramural-II	
Course Code: BPES-PC-212	Title: – Intramural-II	
Course Objectives:		
1. To provide an opportunity to students within the institute that will be conducive to their overall development.		
2. To display their skills in various physical activities.		
Nature of Paper: Core/DSE/SEC/GE/AECC: CORE PRACTICAL		
Minimum Passing Marks/Credits: 50% Marks		
L: T: P: 02 (In Hours/Week) Theory –0 Hr. = 0 Credit Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credits)		
Unit	Contents	No. of Lectures Allotted
I	INSTRUCTIONS: Sports competition will be organized so that student can enhance their performance, learn organization skills, officiating etc. Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department,	30
Reference / Text Books:		
C. Jensen & S. Overman. Administration and Management of Physical Education and Athletic Programs. 4th edition. Waveland Press, 2003 (Chapter 14, "Intramural Recreation").		
Louis Edgar Means. The Organization and Administration of Intramural Sports, Mosby, 1952		
Kristine Setting Clark Sports for All: Creating an Intramural Sports Program for Middle and High School Students, Rowman& Littlefield, 2019		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	100	
2) Presentations /Seminar	0	
3) Assignments	0	
4) Research Project Report/Seminar on Research Project Report	0	
5) ESE	0	
Total:	100	

Prerequisites for the course:

Course Learning Outcomes:

1. Mass participation, develop sports man spirit.
2. Develop group dynamics and cohesion.
3. Learn how to organized.

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III

Programme: Degree Class: IIMTU-NEP IMPLEMENTATION		Year: II Semester: III
Credits: 4 Theory: Practical:	Subject: Basics of Anatomy and Physiology	
Course Code: BPES-CT-301	Title: Basics of Anatomy And Physiology	
Course Objectives:		
<ul style="list-style-type: none"> • Be able to identify the major body systems and understand what each body system does • Be able to relate how each body system works • Be able to identify and explain major cells, tissues, and organs • Be able to identify and explain functions of central muscles and bones 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P:0(In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1Credit(4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Composition of the Human Body:- The Human Organism – Anatomy, Physiology, Structural and Functional Organization, Structure and Function of the Cell and Histology of Tissues – Epithelial, Connective, muscular, nervous	15
II	Different systems of the Human Body: - Skeletal System-Gross Anatomy, Axial Skeleton, Appendicle Skeleton Naming of bones Articulations, Classification of Joints, Types of Movements and Effect of Exercise Muscular System – Histology, Functional Characteristics of Muscles, Gross Anatomy of Skeletal Muscles, Types of Muscle Contraction, team action of muscles and Effect of Exercise	15
III	Integration and Control System: - Central Nervous System – Brain, Spinal Cord – Development Structure Reflexes, Autonomic Nervous System – Structure and Functions Functional Organization of the Endocrine System- General Characteristics, Pituitary Hypothalamus, Thyroid, Adrenal, Pancreas Digestive System	15
IV	Maintenance of Body: - Circulatory System- Blood, Functions, Plasma, Cardio-Vascular System- Size, Form and Location of Heart, Anatomy of the Heart, Cardiac Cycle, Blood Pressure, Circulation,	15

Pulmonary Systemic and Systematic Circulation, Effect of Exercise Respiratory System – Anatomy, Ventilation and Lung Volumes, Pulmonary Volumes and Capacity, Effect of Exercise.	
Reference / Text Books: <i>Guyton, A.C. (1996). Textbook of Medical Physiology, 9th edition. Philadelphia: W.B. Saunders.</i> <i>Lamb, G. S. (1982). Essentials of exercise physiology. Delhi: Surjeet Publication.</i> <i>Moorthy, A. M. (2014). Anatomy physiology and health education. Karaikudi: Madalayam Publications</i>	
If the course is available as Generic Elective then the students of following departments may opt it. NA	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	05
4) Research Project Report	05
5) Seminar On Research Project Report	
6) ESE	70
Total:	100
Prerequisites for the course:	
Course Learning Outcomes:	
<ul style="list-style-type: none"> • Explain the basic knowledge of human anatomy and physiology. • Defines anatomy. Defines physiology. • Compares living and lifeless organisms. • Define the main structures composing human body. • Tells chemical structure of human body. Explains structure and functions of cell. • Relates structure and functions of tissue. explain structure of skeletal system. 	

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III

Programme: Degree		Year: II
Class: IIMTU-NEP IMPLEMENTATION		Semester: III
Credits: 4 Theory: Practical:	Subject: Kinesiology and Biomechanics	
Course Code: BPES-CT-302	Title: Kinesiology and Biomechanics	
Course Objectives:		
<ul style="list-style-type: none"> • Apply the aforementioned physical concepts to human movement mechanics • Deconstruct movement mechanics via direct observation and video. • Communicate effectively regarding human movement mechanics. • Evaluate biomechanical scientific literature. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Meaning and Definition of Kinesiology and Sports Biomechanics, Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher, Athletes and Sports Coaches, Terminology of Fundamental Movements, Fundamental concepts of following terms – Axes and Planes, Centre of Gravity, Equilibrium, Line of Gravity	15
II	Classification of Joints and Muscles, Types of Muscle Contractions, Posture – Meaning, Types and Importance of good posture, Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal, Innervations	15
III	Meaning, definition, types and its application to sports activities, Lever - Meaning, definition, types and its application to human body, Newton's Laws of Motion – Meaning, definition and its application to sports activities, Projectile – Factors influencing projectile trajectory.	15
IV	Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration, Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration. Linear Kinetics – Inertia, Mass, Momentum, Friction, Angular Kinetics – Moment of inertia, Couple, Stability.	15
Reference / Text Books:		
Bunn, J. W. (1972).Scientific principles of coaching. Englewood Cliffs, N.J.: Prentice Hall Inc.		

Hay, J. G. & Reid, J. G.(1982).The anatomical and mechanical basis of human motion.	
If the course is available as Generic Elective then the students of following departments may opt it.	
NA	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	05
3) Assignments	
4) Research Project Report	05
5) Seminar On Research Project Report	
6) ESE	70
Total:	100
Prerequisites for the course:	
Course Learning Outcomes:	
<ul style="list-style-type: none"> • The purpose of this course is designed to enable the student to analyze human movement anatomically and mechanically. • The student will understand the different types of skeletal muscle contractions, how they affect joint motion, and comprehend the importance of following the laws of physics when improving athletic skills 	

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III**

Programme: Degree		Year: II
Class: BPES		Semester: III
Credits:4 Theory: Practical:	Subject: Health Education	
Course Code: BPES-CT-303	Title: Health Education	
Course Objectives:		
<ul style="list-style-type: none"> • Health Education provides students with the knowledge and skills they need to maintain health and wellness throughout their lifetime • The intent of a comprehensive health education program is to motivate students to improve their health • Prevent disease, and avoid or reduce health related risk behaviors. • Health literate youth have the ability to maintain and enhance personal health and fitness 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Concept, Aim, objective Dimensions, Spectrum and Determinants of Health, Definition of Health, Health Education, Health Instruction, Health Supervision	15
II	Concept of Health Education and its objectives, Approaches to health Education Contents of Health education, Principles of Health Education and Latest Trends in Health Education	15
III	Practice of Health Education, Communication Process in health Education, Types of Communication in health Education, Functions of health Communication and Barriers of health Communication.	15
IV	Concept of Genetics, Chromosomal Abnormalities, Chromosomal Disorders, Factor which influence gene frequencies, Preventive and Social Measures.	15
Reference / Text Books:		
Albert E. Bedworth & David A. Bedworth, Health for human effectiveness in year (1982) by prentice Hall, Inc, Engle wood, published in the (USA)		
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".		

Hanlon, John J. "Principles of Public Health Administration" 2003. Turner, C.E. "The School Health and Health Education".

If the course is available as Generic Elective then the students of following departments may opt it.

NA

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	05
3) Assignments	
4) Research Project Report	05
5) Seminar On Research Project Report	
6) ESE	70
Total:	100

Prerequisites for the course:

Course Learning Outcomes:

- Demonstrate & understanding Environmental Hygiene& Mental Hygiene.
- Demonstrate understanding of diseases.
- Understand implications of personal and societal behavior on effect of Alcohol Behavior.
- Demonstrate & understanding the concept of genetics

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III**

Programme: Degree		Year: II
Class: BPES		Semester: III
Credits:3 Theory: Practical:	Subject: Contemporary Issues in Physical Education	
Course Code: BPES-EC-304	Title: Contemporary Issues in Physical Education	
Course Objectives:		
<ul style="list-style-type: none"> • This module offers teachers the opportunity to investigate and evaluate the impact of contemporary developments in PE • Its related fields and consider how these developments have influenced, or are likely to influence, practice in their schools. • This is particularly pertinent as developments within PE, youth sport and young people's health-related physical activity have been substantial in recent years • Particularly with the introduction of the national physical activity strategy and review of PE. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: EC		
Minimum Passing Marks/Credits: 40% Marks		
L: 3 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Definition, Aims and Objectives of Physical Education, fitness and Wellness, Importance and Scope of fitness and wellness, Modern concept of Physical fitness and Wellness, Physical Education and its Relevance in Inter Disciplinary Context.	12
II	Fitness – Types of Fitness and Components of Fitness, Understanding of Wellness, Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management, Physical Activity and Health Benefits	12
III	Means of Fitness development – aerobic and anaerobic exercises, Exercises and Heart rate Zones for various aerobic exercise intensities, Concept of free weight Vs Machine, Sets and Repetition etc, Concept of designing different fitness training program for different age group	11
IV	Health and Safety in Daily Life, First Aid and Emergency Care, Common Injuries and their Management.	11
Reference / Text Books:		
<i>Difiore, J.(1998). Complete guide to postnatal fitness. London: A & C Black,.</i> <i>Giam, C.K & The, K.C. (1994). Sport medicine exercise and fitness. Singapore: P.G. Medical</i>		

<i>Mcglynn, G., (1993). Dynamics of fitness. Madison: W.C.B Brown.</i>	
<i>Sharkey, B. J.(1990). Physiology of fitness, Human Kinetics Book.</i>	
If the course is available as Generic Elective then the students of following departments may opt it. NA	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	00
3) Assignments	05
4) Research Project Report	
5) Seminar On Research Project Report	00
6) ESE	30
Total:	50
Prerequisites for the course:	
Course Learning Outcomes:	
CO1 Students will be able to effectively apply knowledge and skills learned throughout the curriculum in real world settings.	
CO2 Students will be able to apply critical thinking and reasoning skills as sports management professionals.	
CO3 Students will be able to capably communicate, orally and in writing, as a sports management professional within various sport settings.	
CO4 Design and practice the new methods of technique of officiating.	

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III**

Programme: Degree Class: IIMTU-NEP IMPLEMENTATION		Year: II Semester: III
Credits: 3 Theory: Practical:	Subject: Theory of Games and Sports, Officiating and Coaching	
Course Code: BPES-EC-305	Title: Theory of Games and Sports, Officiating and Coaching	
Course Objectives: To train Physical Sports Teacher for conducting games/sports tournaments, organize in well manner by knowing organizing knowledge of Coaching and Officiating of different games/sports.		
Nature of Paper: Core/DSE/SEC/GE/AECC: EC		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Concept of officiating and coaching, Importance and principles of officiating, Relation of official and coach with management, players and spectators, Measures of improving the standards of officiating and coaching.	11
II	Duties of coach in general, pre, during and post-game, Philosophy of coaching, Responsibilities of a coach on and off the field, Psychology of competition and coaching.	11
III	Duties of official in general, pre, during and post-game, Philosophy of officiating, Mechanics of officiating – position, singles and movement etc, Ethics of officiating, Qualities and qualification of coach and official, General rules of games and sports, Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA, DA bills ,Integrity and values of sports.	11
IV	Athletics, Badminton, Basketball, Cricket, Football, Gymnastic, Hockey, Handball, Kabaddi, Kho-Kho, Tennis, Volleyball and Yoga Each game or sports to be dealt under the following heads History and development of the Game and Sports Ground preparation, dimensions and marking, Standard equipment and their specifications.	15

	<p>Ethics of sports and sportsmanship, Recreational and Lead up games, Strategy – Offence and defence, Principles of offence and defence.</p> <p>List of Practicum: Organization of Intramural competitions, Organization of Extramural competitions, Officiating in Intramural competitions, Officiating in Extramural competitions, Appearing in District / State Referees Examination.</p>	
<p>Reference / Text Books: Bunn, J. W. (1968). The art of officiating sports. Englewood cliffs N.J. Prentice Hall. Bunn, J. W. (1972). Scientific principles of coaching. Englewood cliffs N. J. Prentice Hall. Dyson, G. H. (1963). The mechanics of athletics. London: University of London Press Ltd. Lawther, J.D. (1965). Psychology of coaching. New York: Pre. Hall. Singer, R. N. (1972). Coaching, athletic & psychology. New York: M.C. GrawHil.</p>		
<p>Gharote, M, L, &Ganguly, H, (1988), Teaching methods for yogic practices, Lonawala: Kaixydhmoe, Rajjan, S, M, (1985), Yoga strengthening of relaxation for sports man, New Delhi: Allied Publishers,</p>		
<p>Evaluation/Assessment Methodology</p>		
		<p>Max. Marks</p>
<p>1) Class tasks/ Sessional Examination 2) Presentations /Seminar 3) Assignments 4) Research Project Report 5) Seminar On Research Project Report 6) ESE</p>	<p>15 00 05 00 30</p>	
<p>Total:</p>		<p>50</p>
<p>Prerequisites for the course:</p>		
<p>Course Learning Outcomes: To train Physical Sports Teacher for conducting games/sports tournaments, organize in well manner by knowing organizing knowledge of Coaching and Officiating of different games/sports.</p>		

**IIMTU-NEP IMPLEMENTATION
YEAR-II / SEMESTER – III**

Programme: Degree		Year: II
Class: BPES		Semester: III
Credits: 2	Subject: Fitness and Sports Skill	
Theory:		
Practical:		
Course Code: BPES-SEC-506	Title: Fitness and Sports Skill	
Course Objectives:		
<ul style="list-style-type: none"> • Understand the need & importance of test, measurement and evaluation in physical education. • Describe the criteria, classification and administration of test. • Construct a strong basis in the evaluation techniques through the various test and measurements method used in physical education. • Explain different Physical fitness and skill tests. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: SEC		
Minimum Passing Marks/Credits: 40% Marks		
L: 2		
T: 0		
P: 0 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	AAHPER Youth Fitness Test, Indiana Motor Fitness Test, Fleishman Physical Fitness Test. JCR Test, Harvard Step Test, Cooper 12 minutes Run and Walk Test, Sit and Reach Test, Shoulder Flexibility Test, Rogers Strength Test, Kraus Weber Strength Test, Grip Strength, Leg Strength, Back Strength.	04
II	Measurement of Body Weight, Height and Sitting height, Anthropometric, Measurements: upper and lower arm circumference, chest circumference, thigh circumference, calf circumference, skin fold measurement for boys and girls. Procedure and calculation of Body Mass Index (BMI) as well as recommended norms and interpretation of BMI for different Sports Persons.	04
III	Measurement of Pulse Rate / Heart Rate at Radial Artery and Carotid Artery, Calculation of Target Heart Rate, Vo2Max, Blood Pressure measurement (pre and post training). Psychological Test Familiarizing and administration of various psychological tools and questionnaires. Development.	04

IV	Soccer – McDonald and Johnson soccer skill test, Badminton – Miller wall volley test, Johnson badminton test, Volleyball – Brady volleyball test, Hockey – Harbans Singh Field Hockey Test, Basketball – Johnson’s basketball test.	04
Reference / Text Books: Kumari, Sheela, S., Rana, Amita and Kaushik, Seema (2008), Fitness, Aerobics and Gym Operations, Khel Sahitya, New Delhi. W.W.K. Hoeger and S.A. Hoeger (2004), Principles and Labs for Fitness and Wellness, Thomson Wadsworth, California, USA. Barrow & McGee’s Practical Measurement and Assessment. Barrow H.M. and McGee R. (1979). A Practical Approach to Measurement in Physical Education. Lea &Febiger, Philadelphia. U.S.A.		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	15	
2) Presentations /Seminar	00	
3) Assignments	05	
4) Research Project Report	00	
5) Seminar On Research Project Report		
6) ESE	30	
Total:	50	
Prerequisites for the course:		
Course Learning Outcomes: CO1 Developing and maintaining a positive attitude and being assertive. CO2 KNOWLEDGE ABOUT TESTS. CO3 Improvement of confidence among SPORTS PERSON		

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III**

Programme: Degree		Year: II
Class: BPES		Semester: III
Credits: 2 Theory: Practical:	Subject: Computer Applications in Physical Education	
Course Code: BPES – SEC- 307	Title: Computer Applications In Physical Education	
Course Objectives:		
<ul style="list-style-type: none"> • Understand what all the terms highlighted in bold in the text mean • Understand the fundamental hardware components that make up a computer's hardware and the role of each of these components • Understand the difference between an operating system and an application program, and what each is used for in a computer. 		
Nature of Paper: Core/DSE/SEC/GE/AECC:SEC		
Minimum Passing Marks/Credits: 40% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	I INTRODUCTION TO COMPUTER Meaning, need and importance of information and communication technology (ICT). Application of Computers in Physical Education, Components of computer: input and output device, Application software used in Physical Education and sports.	7
II	II MS WORD Introduction to MS Word, Creating, saving and opening a document, Formatting, page setup, paragraph, alignment, spelling and grammar check, printing, option, inserting: page number, graph, footnote and notes and Drawing table, Inserting row and column, deleting row and column.	7
III	Introduction to MS Excel, Inserting data in to excel sheet, Creating, saving and opening worksheet, Preparing bar Diagrams, Format and editing features adjusting columns width and row height understanding & charts.	8
IV	IV MS POWER POINT Introduction to MS Power Point, Creating, saving and opening a ppt. file, Format and editing features: design, inserting slide number, picture, graph and table. Stating slide show, Animations in the slides	8

show and Preparation of Power point presentations.		
Reference / Text Books:		
<i>Irtegov, D. (2004). Operating system fundamentals. Firewall Media.</i>		
<i>Marilyn, M.& Roberta, B.(n.d.).Computers in your future. 2nd edition, India: Prentice Hall.</i>		
<i>Milke, M.(2007). Absolute beginner's guide to computer basics. Pearson Education Asia.</i>		
<i>Sinha, P. K. & Sinha, P. (n.d.).Computer fundamentals. 4th edition, BPB Publication</i>		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	15	
2) Presentations /Seminar	00	
3) Assignments	05	
4) Research Project Report Seminar On Research Project Report	00	
5) ESE	30	
Total:	50	
Prerequisites for the course:		
Course Learning Outcomes:		
CO1 Understand THE concepts of computer.		
CO2 Halp in data storage and compare		
CO3 Understand the fundamental hardware components that make up a computer's hardware and the role of each of these components		
CO4 Understand the difference between an operating system and an application program, and what each is used for in a computer		

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III**

Programme: Degree		Year: II
Class: BPES		Semester: III
Credits: 2	Subject: Track and Field (Throwing Events)	
Theory:		
Practical:		
Course Code: BPES-PC-308	Title: Track and Field (Throwing Events)	
Course Objectives:		
<ul style="list-style-type: none"> • Acquire, analyze and interpret the required throwing techniques. • Demonstrate and assess various techniques of throwing events. • Interpret the rules, regulations and officiate in competitions 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 2		
T: 0		
P: 0 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	<p>COURSE CONTENTS</p> <p>Historical development of the throwing events at national and international levels.</p> <p>INTRODUCTION OF THROWING EVENTS</p> <p>Classification of Throwing Events in Track & Field</p> <p>Basic equipment required & their Measurement for Throwing Events</p> <p>Marking Area of throwing Events and its Measurements</p> <p>Rules, Officials Required & Officiating and Scoring in Throwing Event</p> <p>THROWING EVENTS: FUNDAMENTAL SKILLS</p> <p>Shot-put, Discus and Javelin throw</p> <p>Hammer throw (brief introduction)</p> <p>techniques of the Throwing events</p> <p>Circle / Runway and Sector Marking</p> <p>Grip, Stance, Release and follow through</p> <p>Rules and their interpretations and duties of officials</p> <p>Mechanical Analysis of Throwing Events</p>	30
Reference / Text Books:		
"Track and Field". Scholastic. Retrieved 22 July 2019.		
Rosenbaum, Mike. Introductions to Track and Field Events. About. Retrieved on 2014-09-28.		
Jump up to: ^{abc} Instone, Stephen (15 November 2009). The Olympics: Ancient versus Modern. BBC. Retrieved on 23 March 2010.		
"Ancient Olympic Events; Pentathlon". Perseus digital library. Retrieved 3 August 2009.		

Waldo E. Sweet, Erich Segal (1987). Sport and recreation in ancient Greece. Oxford University Press. p. 37. ISBN 0195041267.

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report Seminar On Research Project Report	05
5) ESE	30
Total:	50

Prerequisites for the course:

Course Learning Outcomes:

- CO1 Able to mark Track and Field and Officiate.
- CO2 Able to understand the rules of the games and sports
- CO3 Able to give seeding and Heats in Track and Field. Combined Events.
- CO4 Design and practice the new methods of technique of officiating.

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III

Programme: Degree		Year: II
Class: IIMTU-NEP		Semester: III
IMPLEMENTATION		
Credits: 1	Subject:- Swimming and Badminton	
Theory:		
Practical:		
Course Code:	Title- Swimming and Badminton	
BPES-PC-309		
Course Objectives:		
<ul style="list-style-type: none"> • To develop the strategic understanding related to different skills. • To extend situation based understanding of effective court utilization. • Inculcate the tactical knowledge of the game. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 1		
T: 0		
P: 0 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	<p>Historical development of the SWIMMING AND BADMINTON at national and international levels, National and International Bodies controlling table tennis and their affiliated units, Major National and International competitions.</p> <p>Swimming: - Fundamental Skills 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.</p> <p>Badminton: Fundamental Skills, Racket parts, Racket grips, Shuttle Grips, The basic stances. The basic Strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm, Drills and lead up games, Types of Games-Singles, doubles, including mixed doubles, Rules and their interpretations and duties of officials.</p>	15
Reference / Text Books:		

Talbot D. (1989): Top Coach Badminton. Queen Anne Press, Halborn, London.
 Jain D. (2004): Teaching and Coaching Badminton, Published by Khel Sahitya Kendra, New Delhi.
 Narang P. (2007): Play & Learn Badminton, Kehl Sahitya Kendra, New Delhi.
 The Badminton Bible (2008-13): www.badmintonbible.com assessed on 25.11.2013

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report	05
5) Seminar On Research Project Report	
6) ESE	30
Total:	50

Prerequisites for the course:

Course Learning Outcomes:

- CO1 Perform the basic swimming and badminton skill.
- CO2 Enjoy a range of skill-based practice routines and small sided –games.
- CO3 Perform the skills with coordination with team players.
- CO4 Perform all the skills under rules.

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III

Programme: Degree		Year: II
Class: BPES		Semester: III
Credits: 1	Subject: Table Tennis and Weight Lifting	
Theory:		
Practical:		
Course Code: BPES-PC-310	Title: Table Tennis and Weight Lifting	
Course Objectives:		
<ul style="list-style-type: none"> • To develop the strategic understanding related to different skills. • To extend situation based understanding of effective court utilization. • Inculcate the tactical knowledge of the game. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 2		
T: 0		
P: 0 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	<p>Historical development of the table tennis and weight lifting at national and international levels, National and International Bodies controlling table tennis and their affiliated units, Major National and International competitions.</p> <p>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 Shot, Loop Drive, Stance and Ready position and foot work, Rules and their interpretations and duties of official</p> <p>FUNDAMENTAL SKILL – clean & jerk, snatch (Stance, Grip, lows, shoulder shrug, thrust)</p>	15
Reference / Text Books:		
Official ITTF website		
Official website of USA Table Tennis		

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report	05
5) Seminar On Research Project Report	
6) ESE	30
Total:	50
Prerequisites for the course:	
Course Learning Outcomes:	
CO1 Perform the basic table tennis and weight lifting.	
CO2 Enjoy a range of skill-based practice routines and small sided –games.	
CO3 Perform the skills with coordination with team players.	
CO4 Perform all the skills under rules.	

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III**

Programme: Degree		Year: II
Class: BPES		Semester: III
Credits: 1 Theory: Practical:	Subject: Internship/Teaching Practice	
Course Code: BPES-PC-311	Title: Internship/Teaching Practice	
Course Objectives: To induce the science and art of teaching in students. To provide the hands-on experience related to cognitive and motor teaching. Establish student relationship Evaluate student potential		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	15 teaching practice lessons out of which 5 lessons internal and 10 lessons external at school, Field Lesson Plans 15 teaching lesson plans out of which 5 lessons internal and 10 lessons external at school on following pattern: i) Game lesson Plan ii) Athletic Lesson Plan iii) Lesson plan on Light apparatus activity iv) Lesson plan on marching	15
REFERENCES: Mangal, S.K. (200) Essentials of Educational Technology. Prentice-Hall of India Pvt. Limited, New Delhi. Haynes, A. (2010) The Complete Guide to Lesson Planning and Preparation. Continuum International Publishing Group, London. Jalongo, M. R.; Rieg, S.A. and Helterbran, V.R. (2007) Planning for Learning Collaborative Approaches to Lesson Design and Review. Teachers College Press, Columbia University, New York		

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report	05
5) Seminar On Research Project Report	
6) ESE	30
Total:	50
Prerequisites for the course:	
Course Learning Outcomes:	
CO1 Pedagogical competence in student's own substance field.	
CO2 The student teacher is able to guide the students' professional growth.	
CO3 The student teacher is able to work in purposeful interaction with students according to the situation.	

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – III**

Programme: Degree		Year: II
Class: BPES		Semester: III
Credits: 1 Theory: Practical:	Subject: –Intramural	
Course Code: BPES-PC- 312	Title: Intramural	
Course Objectives:		
<ul style="list-style-type: none"> • To provide an opportunity to students within the institute that will be conducive to their overall development. • To display their skills in various physical activities. • To have exposure to the competition. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 1 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Sports competition will be organizing so that student can enhance their performance, learn organization skills, officiating etc. Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department.	15
Suggested Readings:		
C. Jensen & S. Overman. Administration and Management of Physical Education and Athletic Programs. 4th edition. Waveland Press, 2003 (Chapter 14, "Intramural Recreation"). Louis Edgar Means. The Organization and Administration of Intramural Sports, Mosby, 1952 Kristine Setting Clark Sports for All: Creating an Intramural Sports Program for Middle and High School Students, Rowman & Littlefield, 2019.		

Evaluation/Assessment Methodology	
Max. Marks	
1) Class tasks/ Sessional Examination	100
2) Presentations /Seminar	
3) Assignments	00
4) Research Project Report	
5) Seminar On Research Project Report	00
6) ESE	00
Total:	100
Prerequisites for the course:	
Course Learning Outcomes:	
CO1	Making social contacts and developing friendships that the camaraderie of recreating together affords.
CO2	Developing a sense of teamwork and group spirit that recreating together produces.
CO3	Further developing their leadership capabilities.
CO4	Improving physical and mental health through the joy of participation in recreational activities.

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV

Programme: Degree		Year:II
Class: BPES		Semester: IV
Credits:4 Theory: Practical:	Subject: Sports Medicine	
Course Code: BPES-CT- 401	Title: Sports Medicine	
Course Objectives:		
<ul style="list-style-type: none"> • Describe the role of exercise in mental and physical health promotion. • Give oral and written presentations to attending in an organized, concise, accurate manner that include differential diagnoses and management plans • Discuss the role of sports physical therapy and rehabilitation. • Effectively communicate with attending and other healthcare members as a team in coordinating comprehensive healthcare 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Sports Medicine: Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance. Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches. Need and Importance of the study of sports injuries in the field of Physical Education Prevention of injuries in sports – Common sports injuries – Diagnosis	11
II	Physiotherapy: Definition – Guiding principles of physiotherapy, Importance of physiotherapy, Introduction and demonstration of treatments - Electrotherapy – infrared rays – Ultraviolet rays –short wave diathermy – ultrasonic rays.	11
III	Hydrotherapy: Introduction and demonstration of treatments of Cry therapy, Thermal therapy, Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot Water Fomentation – Massage: History of Massage – Classification of Manipulation (Swedish System) physiological Effect of Massage.	11
IV	Therapeutic Exercise: Definition and Scope – Principles of Therapeutic Exercise – Classification, Effects and uses of Therapeutic exercise – passive Movements (Relaxed, Forced and passive - stretching) – active movements (concentric, Eccentric and static)	11

application of the therapeutic exercise: Free Mobility Exercise – Shoulder, Elbow – Wrist and Finger Joints – Hips, Knee, ankle and Foot joints – Trunk. Head and Neck exercises	
Reference / Text Books: Christine, M. D., (1999). <i>Physiology of sports and exercise</i> . USA: Human Kinetics. Conley, M. (2000). <i>Bioenergetics of exercise training</i> . In T.R. Baechle, & R.W. Earle, (Eds.), <i>Essentials of Strength Training and Conditioning</i> (pp. 73-90). Champaign, IL: Human Kinetics. David, R. M. (2005). <i>Drugs in sports</i> , (4th Ed). Routledge Taylor and Francis Group.	
If the course is available as Generic Elective then the students of following departments may opt it. NA	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	05
3) Assignments	
4) Research Project Report	05
5) Seminar On Research Project Report	
6) ESE	70
Total:	100
Prerequisites for the course:	
Course Learning Outcomes: <ul style="list-style-type: none"> • Give oral and written presentations to attending in an organized, concise, accurate manner that include differential diagnoses and management plans • Discuss the role of sports physical therapy and rehabilitation. • Effectively communicate with attending and other healthcare members as a team in coordinating comprehensive healthcare. 	

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV**

Programme: Degree		Year: II
Class: BPES		Semester:IV
Credits:4 Theory: Practical:	Subject: Sports Management	
Course Code: BPES-CT- 402	Title: Sports Management	
Course Objectives:		
<ul style="list-style-type: none"> • Identify and analyze ethical, legal, and socio-cultural issues, and formulate responses for use in managerial decision making and policy determinations in sport. • Employ principles of strategic planning, and financial and human resource management. • Assess marketing and media needs and formulate short term and long term solutions. • Develop and apply critical thinking and abstract reasoning skills in analyzing sport management issues and in managerial planning and decision making.. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Nature and Concept of Sports Management, Progressive concept of Sports management, The purpose and scope of Sports Management., Essential skills of Sports Management., Qualities and competencies required for the Sports Manager., Event Management in physical education and sports.	08
II	Meaning and Definition of leadership, Leadership style and method, Elements of leadership., Forms of Leadership, Autocratic, Laissez-faire, Democratic, Benevolent Dictator Qualities of administrative leader, Preparation of administrative leader, Leadership and Organizational performance..	08
III	Sports Management in Schools, colleges and Universities, Factors affecting planning, planning a school or college sports programme, Directing of school or college sports programme. Controlling a school, college and university sports programme, Developing performance standard Establishing a reporting system Evaluation, The reward/punishment system.	08

IV	Financial management in Physical Education & sports in schools, Colleges and Universities. Budget – Importance, Criteria of good budget, Steps of Budget making Principles of budgeting	08
Reference / Text Books:		
Ashton, D. (1968). Administration of physical education for women. New York: The Ronal Press Cl.		
Bucher, C.A. Administration of physical education and athletic programme. 7th Edition, St. Louis: The C.V. Mosby Co.		
Daughtrey, G. & Woods, J.B. (1976). Physical education and intramural programmes, organisation and administration. Philadelphia U.S.A. : W.B. Saunders Cp.		
Earl, F. Z,& Gary, W. B. (1963).Management competency development in sports and physical education. Philadelphia: W. Lea and Febiger.		
If the course is available as Generic Elective then the students of following departments may opt it. NA		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	20	
2) Presentations /Seminar	05	
3) Assignments		
4) Research Project Report	05	
5) Seminar On Research Project Report		
6) ESE	70	
Total:		100
Prerequisites for the course:		
Course Learning Outcomes:		
<ul style="list-style-type: none"> • Employ principles of strategic planning, and financial and human resource management. • Assess marketing and media needs and formulate short term and long term solutions. • Develop and apply critical thinking and abstract reasoning skills in analyzing sport management issues and in managerial planning and decision making. 		

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV**

Programme: Degree		Year: II
Class: BPES		Semester: IV
Credits:4 Theory: Practical:	Subject: Basics of Research and Statistics in Physical Education	
Course Code: BPES-EC- 403	Title: – Basics of Research And Statistics In Physical Education	
Course Objectives:		
<ul style="list-style-type: none"> • To orient the student to make an informed choice from the large number of alternative methods and experimental designs available. • To familiarize the student with the dimensions and methods of research • To analyze an event or process or phenomenon to identify the cause and effect relationship • To enable the student to present a good research proposal. • To familiarize the student with the nature of research and scientific writ in 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction to Research Definition of Research, Need and importance of Research in Physical Education and Sports, Scope of Research in Physical Education & Sports, Classification of Research, Research Problem, Meaning of the term, Location and criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations. .	15
II	Survey of Related Literature Need for surveying related literature, Literature Sources, Library Reading, Research Proposal, Meaning and Significance of Research Proposal, Preparation of Research proposal / project, 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.	15
III	Basics of Statistical Analysis Statistics: Meaning, Definition, Nature and Importance, Class Intervals: Raw Score, Continuous and Discrete Series, Class	15

	Distribution, Construction of Tables, Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency, Curve. Cumulative Frequency Polygon, Ogive, Pie Diagram	
IV	Statistical Models in Physical Education and Sports Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data, Measures of Variability: Meaning, importance, computing from group and ungroup data, Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data.	15
Reference / Text Books: Best, J.W. (1963). Research in education. U.S.A.: Prentice Hall. Garrett, H.E. (1981). <i>Statistics in psychology and education</i> . New York: Vakils Feffer and Simon Thomas, J.R., & Nelson J.K. (2005). <i>Research method in physical activity</i> . U.S.A: Champaign, IL: Human Kinetics. Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). Research method in physical activity. U.S.A: Champaign, IL: Human Kinetics Books. Uppal, A. K. (1990). <i>Physical fitness: how to develop</i> . New Delhi: Friends Publication. Verma, J. P. (2000). <i>A text book on sports statistics</i> . Gwalior: Venus Publications.		
If the course is available as Generic Elective, then the students of following departments may opt it. NA		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		05
3) Assignments		
4) Research Project Report		05
5) Seminar On Research Project Report		
6) ESE		70
Total:		100
Prerequisites for the course:		
Course Learning Outcomes:		
<ul style="list-style-type: none"> • To analyze an event or process or phenomenon to identify the cause and effect relationship • To enable the student to present a good research proposal. • To familiarize the student with the nature of research and scientific writing 		

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV**

Programme: Degree/ Class: BPES		Year: II Semester: IV
Credits:3 Theory: Practical:	Subject: Sports Technology	
Course Code: BPES-EC-604	Title: Sports Technology	
Course Objectives:		
<ol style="list-style-type: none"> 1. To: develop knowledge, skills and competencies necessary for imparting physical training and coaching. 2. To: enrich knowledge of personal and community health. 3. To: promote the capacity to organize games, sports and recreational activities. 4. To: foster interest in sports activity and appreciate its role in society. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: EC		
Minimum Passing Marks/Credits: 40% Marks		
L: 3 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	SPORTS TECHNOLOGY Meaning and definition of Sports Technology, Purpose, advantages and applications of Sports Technology, General Principle and purpose of instrumentation in sports, Work flow of instrumentation and business aspects and Technological impacts on sports	11
II	SCIENCE OF SPORTS MATERIALS- Adhesives - Nano glue, Nano molding, technology, Nano turf Foot, wear production, Factors and application in sports, constraints, Foams- Polyurethane, Polystyrene, Styrofoam, closed-cell and open-cell foams, Neoprene, Foam, Smart Materials – Shape Memory Alloy (SMA), Thermo chromic film, High-density modeling foam. Playing Equipment: Balls, Bat, and Stick, Racquets, Clothing and shoes: Types, Materials and Advantages.	12
III	SURFACES OF PLAYFIELDS Modern surfaces for playfields, construction and installation of sports surfaces Types of materials synthetic, wood, Polyurethane, Artificial turf Modern technology in the construction of indoor and outdoor facilities. Technology in manufacture of modern play	11

	equipment, Use of computer and software in Match Analysis and Coaching.	
IV	<p>MODERN EQUIPMENT AND TRAINING GADGETS</p> <p>Measuring equipment: Throwing and Jumping Events. Protective equipment: Types, Materials and Advantages. Sports equipment with Nano technology, Advantages.</p> <p>Basketball: Ball Feeder, Mechanism and Advantages. Cricket: Bowling Machine, Mechanism and Advantages, Tennis: Serving Machine, Mechanism and Advantages, Volleyball: Serving Machine Mechanism and Advantages.</p> <p>Lighting Facilities: Method of erecting Floodlit and measuring luminous. Video Coverage: Types, Size, Capacity, Place and Position of Camera in Live coverage of sporting events.</p>	12
<p>Reference / Text Books:</p> <p><i>Charles J.A. Crane, F.A.A. and Furness, J.A.G. (1987) "Selection of Engineering Materials" UK: Butterworth Heiremann.</i></p> <p><i>Finn, R.A. and Trojan P.K. (1999) "Engineering Materials and their Applications" UK: Jaico Publisher.</i></p>		
<p>If the course is available as Generic Elective then the students of following departments may opt it.</p> <p>NA</p>		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	15	
2) Presentations /Seminar	00	
3) Assignments		
4) Research Project Report	05	
5) Seminar On Research Project Report	00	
6) ESE	30	
Total:		50
<p>Prerequisites for the course:</p> <ul style="list-style-type: none"> • Meaning, purpose, advantages and applications of Sports Technology. • The current application of advanced technology for better performance in sports. • Monitoring and training technology and materials technology to enhance sport performance. • The current and future impact of technology on sports materials ethics of using advanced technology in the fields of sports. 		

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV

Programme: Degree		Year: II
Class: BPES		Semester: IV
Credits:3 Theory: Practical:	Subject: -Curriculum Design in Physical Education	
Course Code: BPES-EC- 405	Title: Curriculum Design in Physical Education	
Course Objectives:		
<ul style="list-style-type: none"> • Understanding the meaning of physical education for an individual development and improving general health for professional activity; • Fostering motivational attitude to the physical education, healthy lifestyle and regular exercising; • Learning special knowledge, practical skills, which provide health protection, form compensatory process, correct present health abnormalities, provide mental prosperity, development and improvement of psychophysical skills, form professional qualities of an individual. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: EC		
Minimum Passing Marks/Credits: 40% Marks		
L: 3 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Modern concept of the curriculum Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development, Factors affecting curriculum - Social factors - Personnel qualifications - Climatic consideration - Equipment and facilities - Time suitability of hours, National and Professional policies, Research finding .	6
II	Basic Guide line for curriculum construction; contest (selection and expansion). Focalization, Socialization, Individualization, Sequence and operation, Steps in curriculum construction.	6
III	Curriculum-Old and new concepts, Mechanics of curriculum planning. Basic principles of curriculum construction, Curriculum Design, Meaning, Importance and factors affecting curriculum design, Principles of Curriculum design according to the needs of the students and state and national level policies, Role of Teachers	6

IV	<p>Under-graduate preparation of professional preparation. Areas of Health education, Physical education and Recreation, Curriculum Design-Experience of Education, Field and Laboratory, teaching practice, Professional Competencies to be Developed-Facilities and special resources for library, laboratory and other facilities.</p>	6
<p>Reference / Text Books: Barrow, H. M. (1983). Man and movement: principles of physical education. Philadelphia: Lea and Febiger. Larson, L.A. (n.d.). Curriculum foundation in physical education. Englewood Cliffs: N.J. Prentice Hall Inc. Underwood, G. L. (1983). The physical education curriculum in secondary school: planning and implementation. England: Taylor and Francis Ltd. Willgoose, C.E. (1979). Curriculum in physical education. 3rd Ed. Englewood Cliffs.: N.J. Prentice Hall, Inc.</p>		
<p>If the course is available as Generic Elective, then the students of following departments may opt it. NA</p>		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	15	
2) Presentations /Seminar	00	
3) Assignments		
4) Research Project Report	05	
5) Seminar On Research Project Report	00	
6) ESE	30	
Total:		50
Prerequisites for the course:		
<p>Course Learning Outcomes</p> <ul style="list-style-type: none"> • Fostering motivational attitude to the physical education, healthy lifestyle and regular exercising; • Learning special knowledge, practical skills, which provide health protection, form compensatory process, correct present health abnormalities, provide mental prosperity, development and improvement of psychophysical skills, form professional qualities of an individual 		

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV**

Programme: Degree		Year: II
Class: BPES		Semester: IV
Credits:2 Theory: Practical:	Subject:- Sports Exercise and Nutrition	
Course Code: BPES-SEC-406	Title: Sports Exercise and Nutrition	
Course Objectives:		
<ul style="list-style-type: none"> • Enhancement of movement skills and movement knowledge-students will develop effective motor skills and understand the fundamentals of movement by practicing and analyzing purposeful movement. • Increased self-image and personal development-students develop and maintain a positive self-image and strive to become the best they can be through planned physical activities. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction to basic concepts in nutrition-Nutrients of physiological significance their sources & functions requirements in normal health conditions,	4
II	Energy metabolism-BMR, RMR, energy expended on physical activity and TEF, Energy requirements of specific sports groups, Energy cost of activities, Energy substrate for activities of different intensity and duration; aerobic Concept of energy balance in maintaining weight,	4
III	Basic food groups, Concept of balanced diet, General and specific dietary guidelines in planning meals for children, adolescents, adult men and women, elderly, Nutritional considerations for sports/exercising person (endurance and strength sports/exercise training) during training, pre event meal, during event and post event meal,	4
IV	Concept of Fluid in sports- Hypotonic, Isotonic and Hypertonic, Requirement of fluid for various activities, Fluid balance in sports and exercise- Importance, Symptoms and prevention of dehydration, Normal weight- concept, weight management skills, Eating disorders in Sports Persons, Female athletic triad and Sports anemia, Nutrients as ergogenic aids for sports and exercise, Supplements and	4

their role in sports,		
Reference / Text Books:		
Antoni, J, et al, Editors (2008), Essentials of Sports Nutrition and Supplements, Benardot, D, (2005), Humana Press, USA, Advanced Sports Nutrition, Caliendo Brown Judith E (2002), Nutrition Now, Canada Pub, Peter Marshal Human Kinetics, USA, Clark, N, (2008), Mang Alica (1981), Nutrition and Preventive Health Care Mcemillin Publication Co, Sports Nutrition, Eberle, S,G, (2007), 4th Ed, Human Kinetics, USA, Endurance Sports Nutrition, Finic HH et al (2006), Practical Applications in Sports Nutrition J Human Kinetics, USA, & B Publisher, USA, Lal PR (2009) Handbook of Sports Nutrition, Friends Publication		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	15	
2) Presentations /Seminar	00	
3) Assignments		
4) Research Project Report	05	
5) Seminar On Research Project Report	00	
6) ESE	30	
Total:		50
Prerequisites for the course:		
Course Learning Outcomes:		
<ul style="list-style-type: none"> Improved self-control skills-Students will learn how to manage their minds and their weight through nutrition education and application of principal Goal setting and goal accomplishment skills-Students are given the opportunity to plan and accomplish achievable goals. 		

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV**

Programme: Degree		Year: II
Class: BPES		Semester: IV
Credits:2 Theory: Practical:	Subject: Sports Industry and Marketing	
Course Code: BPES-SEC-407	Title: Sports Industry and Marketing	
Course Objectives:		
<ul style="list-style-type: none"> • To understand the importance of sport marketing of Physical Education & sports • To gain the knowledge regarding Sponsorship, Managing athlete brands, Globalization of Physical education & Sports 		
Nature of Paper: Core/DSE/SEC/GE/AECC: SEC		
Minimum Passing Marks/Credits: 40% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction and Overview of Sports Industry Definition of Marketing and Sports Marketing; Contingency Framework for Strategic Sports Marketing. Environment and Structure of the Sports Industry; Overview of the Strategic Sports Marketing Process ownership Structure, Major and Minor Pro League Sports; Amateur Sports; Unorganized Sports	4
II	Social Impact Of Sports, Sports And Culture Commercialization of Youth, High School, and College Sports: Legal and Ethical Issues; Competition and Aggressiveness as Dominant Social Values.	4
III	Economic Impact of Sports cities, Leagues and Teams; College Sports; Sponsorship. Managing athlete brands. Globalization and Sports, Implementing and Controlling the Strategic Sports Marketing Process.	4
IV	Marketing Career Pricing Concepts and Sales strategies in Sports Marketing Careers in Sports Marketing Management Sports Marketing : definition, factor effecting, positive and negative, influence of sports marketing on Indian sports, marketing information system and its concept, importance Sponsorship : definition, factor that stimulates, benefits, steps, Pricing Concepts and Sales strategies in Sports Marketing Careers in Sports Marketing /Management	4

Reference / Text Books:	
T.B, (2014). Sponsorship in marketing: Effective communications through sports, arts and events. Rutledge Publishers, USA	
De Garris, L., (2015) Sports Marketing: A Practical Approach. Rutledge Publishers, USA	
Robinson, L. et al. (2012) The Rutledge Handbook of Sport Management, second edition, Rutledge Publishers, USA	
Mullin. B.J., et al. (2007) Sports Marketing, third edition, Human Kinetics	
Fried, G. (2009) Managing Sport Facilities - 2nd Edition, Human Kinetics	
If the course is available as Generic Elective, then the students of following departments may opt it.	
NA	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	05
3) Assignments	
4) Research Project Report	05
5) Seminar On Research Project Report	
6) ESE	70
Total:	100
Prerequisites for the course:	
Course Learning Outcomes:	
<ul style="list-style-type: none"> To understand the Dominant Social Values and Career in Sports Marketing through Physical education 	

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV**

Programme: Degree		Year: II
Class: BPES		Semester: IV
Credits: 2 Theory: Practical:	Subject: Sports Specialization (Theory)	
Course Code: BPES-PC-408-	Title: Sports Specialization (Theory)	
Course Objectives:		
<ul style="list-style-type: none"> • Identify the goals of exercise and sports • Develop an understanding of the Mechanical analysis of Games & Sports. • To develop knowledge about in- service education. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 50% Marks		
L: T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical Development and Modern Trends (National and International Level) Organizational Structure (State, National and International Level)	4
II	Playfield Technology – Marking and Construction of the playfields. Rules and their interpretation.	4
III	General Warming up and Specific Warming up Physiological basis of Warming up and its effect on performance and Cooling down and its effect.	4
IV	Basic skills and techniques of the Sports/Game., Skill/Technique Evaluation and Evaluation of Player’s Performance	4
Reference / Text Books:		
<i>Aron Anisworth (2009) A-Z Sports and Games Centrum Press pages 253.</i>		
<i>Encyclopaedia-Sports-Games-R-G-Goel/dp/0706998227</i>		
If the course is available as Generic Elective, then the students of following departments may opt it. NA		

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report	05
5) Seminar On Research Project Report	
6) ESE	30
Total:	50
Prerequisites for the course:	
Course Learning Outcomes:	
<ul style="list-style-type: none"> Analyze sport movements and design movement-oriented exercise prescriptions. 	

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV**

Programme: Degree		Year: II
Class: BPES		Semester: IV
Credits:1 Theory: Practical:	Subject: Sports Specialization (Practical)	
Course Code: BPES-PC-409	Title: Sports Specialization (Practical)	
Course Objectives: The objective of the game is for each team to send the ball over the net to ground it on the opponent's court. The objective to prevent the ball from being grounded on its own court. The player serves by hitting the ball, with one hand or arm, over the net to the opponent's court.		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Basic Steps of Qualitative & Quantities Analysis Qualitative Analysis, Basic Step, Observation Method, Identification of Faults and Instructions. Quantitative Analysis, Creation Of Model, Video Recording With Accuracy, Stick Figure.	8
II	Mechanical Analysis of track and Field Events Analysis Of Track Events: Start, Standing Start, Crouch Start (Bunch, Medium, And Elongated), Running, Analysis Of Techniques Of Field Events, Jumps, Long Jump, High Jump, Throws, Shot Put.	8
III	Analysis of Gymnastics skills Gymnastics: Hand Stand, Forward Roll, Cartwheel, Swimming: Starting, The Turn, Front Crawl And Back Crawl.	7
IV	Mechanical Analysis Of Selected Games & Sports-Basketball, Set Shot, Lay-Up Shot And Pass, Cricket Forward Drive & Bowling Football Kicking, Heading & Throwing Hockey Hitting, Stopping & Dribbling Volleyball Serving, Passing & Spiking	7

Reference / Text Books:	
If the course is available as Generic Elective then the students of following departments may opt it. NA	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report	05
5) Seminar On Research Project Report	
6) ESE	30
Total:	50
Prerequisites for the course:	
Course Learning Outcomes:	
CO1: These courses provide is in-depth knowledge about rules & regulation of the games.	
CO2: Its aim to co-relate the past and feature development different techniques.	
CO3: Its aim to learn various histological concept of the games.	
CO4: Its aim to provide knowledge about performance of the game	

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV**

Programme: Degree		Year: II
Class: BPES		Semester: IV
Credits:1 Theory: Practical:	Subject: Yoga	
Course Code: BPES-PC-410	Title: Yoga	
Course Objectives:		
<ul style="list-style-type: none"> • Enable to perform the basic skills of Yoga • Understand the rules and regulations that regulate Yoga 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions, Asanas Sitting Standing Laying Prone Position, Laying Spine Position, Surya Namaskara, Pranayams, Corrective Asanas, Kriyas.	8
Reference / Text Books:		
Gharote, M. L. &Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala: Kaixydamoe. Rajjan, S. M. (1985). Yoga strengthening of relaxation for sports man. New Delhi: Allied Publishers. Shankar, G. (1998). Holistic approach of yoga. New Delhi: Aditya Publishers. Shekar, K. C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra		
If the course is available as Generic Elective, then the students of following departments may opt it. NA		

Evaluation/Assessment Methodology	
Max. Marks	
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report	5
5) Seminar On Research Project Report	
6) ESE	30
Total:	50
Prerequisites for the course:	
Course Learning Outcomes:	
CO1 Able to perform the basic skills of yoga.	
CO2 Understand the rules and regulations that regulate YOGA sport.	
CO3 Perform the skills with coordination with team players.	
CO4 Perform all the skills under rules.	

IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV

Programme: Degree		Year: II
Class: BPES		Semester: IV
Credits:1 Theory: Practical:	Subject: Handball and Boxing	
Course Code: BPES-PC-411	Title: Handball and Boxing	
Course Objectives:		
<ul style="list-style-type: none"> • Enable to perform the basic skills of Handball • Understand the rules and regulations that regulate Handball • Enable to perform the basic skills of Boxing • Understand the rules and regulations that regulate Boxing 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	<p>Historical development of the Handball at national and international levels, National and International Bodies controlling Handball and their affiliated units, Major National and International competitions, Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.</p> <p>Skills Fundamental Skills-Catching, Throwing, Ball Control, Goal Throws-Jump Shot, Centre Shot, Dive Shot, Reverse Shot, Dribbling-High and Low, Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defence, Rules and their interpretations and duties of officials</p> <p>Boxing Fundamental Skills Player stance Stance - Right hand stance, left hand stance. Footwork – Attack, defence. Punches – Jab, cross, hook, upper cut, combinations.</p>	8

	Defence slip – bob and weave, parry/block, cover up, clinch, counter attack Tactics – Toe to toe, counter attack, fighting in close, feinting Rules and their interpretations and duties of officials.	
Reference / Text Books:		
Reita, Clanton and Phyl, Dwight Mary (1997) Team Handball Steps to Success, Human. Latest Handball Rulebook Official website of the International Boxing		
If the course is available as Generic Elective then the students of following departments may opt it. NA		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		15
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report		05
5) Seminar On Research Project Report		
6) ESE		30
	Total:	50
Prerequisites for the course:		
Course Learning Outcomes:		
CO1 Able to perform the basic skills of hand ball, boxing		
CO2 Understand the rules and regulations that regulate boxing and handball.		
CO3 Perform the skills with coordination with team players		
CO4 Perform all the skills under rules.		

**IIMTU-NEP IMPLEMENTATION
Year-II / Semester – IV**

Programme: Degree		Year: II
Class: BPES		Semester: IV
Credits: 1	Subject: Intramural	
Theory:		
Practical:		
Course Code: BPES-PC- 412	Title: Intramural	
Course Objectives:		
<ul style="list-style-type: none"> To provide an opportunity to students within the institute that will be conducive to their overall development. To display their skills in various physical activities. To have exposure to the competition. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 1		
T: 0		
P: 0 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Sports competition will be organizing so that student can enhance their performance, Learn organization skills, officiating etc. Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department.	4
Suggested Readings:		
C. Jensen & S. Overman. Administration and Management of Physical Education and Athletic Programs. 4th edition. Waveland Press, 2003 (Chapter 14, "Intramural Recreation").		
Louis Edgar Means. The Organization and Administration of Intramural Sports, Mosby, 1952		
Kristine Setting Clark Sports for All: Creating an Intramural Sports Program for Middle and High School Students, Rowman & Littlefield, 2019.		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		100
2) Presentations /Seminar		
3) Assignments		00
4) Research Project Report		00
Seminar On Research Project Report		
5) ESE		00
Total:		100

Prerequisites for the course:

Course Learning Outcomes:

- CO1 Making social contacts and developing friendships that the camaraderie of recreating together affords.
- CO2 Developing a sense of teamwork and group spirit that recreating together produces.
- CO3 Further developing their leadership capabilities.
- CO4 Improving physical and mental health through the joy of participation in recreational activities.

**IIMTU-NEP IMPLEMENTATION
Year-III/ Semester: V**

Programme: Degree		Year: III
Class: BPES		Semester: V
Credits: 4 Theory: Practical:	Subject: Professional Preparation in Physical Education and Sports.	
Course Code: BPES-CT-501	Title: Professional Preparation In Physical Education And Sports.	
Course Objectives:		
<ul style="list-style-type: none"> • To define and discuss professional preparation in physical education in India. • Appraise knowledge of the historical aspect, education policies and professional organization of physical education. • To design the structure, requirement and selection criteria of different courses of physical education • To develop knowledge about in- service education. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P:0(In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1Credit(4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Foundation of Professional Preparation, Ideals for Indian Democracy for Physical Education, A Role of central government in Education and Professional Preparation,	11
II	Educational and Professional Preparation in Physical Education, History of Professional preparation in India, A comparison of professional preparation of India and other nations like: U,S,A and U,K,	11
III	Professional Preparation at: Under-graduate and Post-graduate level, Admission Procedure, Syllabus, Educational, laboratory, Library and Practical, Experience,	11
IV	Curriculum Design, Meaning, Importance and factors affecting curriculum design, Principles, Curriculum design according to the needs of the students and state and national level policies, Role of Teachers	11
Reference / Text Books:		
Bucher, C, A, (1983), Administration of Physical Education and Athletic-programme, St, Lolis: The C,V, Hos by Co, Patel, Rajnikant, P, (2016), Supervision in Physical Education- K, S, K, Publishers: New Delhi, Chakraborty, S, (2014) Sports Management, Prerna Prakashan: New Delhi, -Dheer, S, Kamal, R, (2002), Organization-& Administration in Physical Education, Friends Publications: New Delhi,		

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/ Practical File	5
5) ESE	70
Total:	100
Prerequisites for the course:	
Course Learning Outcomes:	
CO1 Able to know the criteria about professional preparation in physical education in India.	
CO2 Got the knowledge of the historical aspect, education policies and professional organization of physical education.	
CO3 To know that how to design the structure, requirement and selection criteria of different courses of physical education	
CO4 To enhance knowledge about in- service education.	

IIMTU-NEP IMPLEMENTATION
Year: III / Semester: V

Programme: Degree		Year: III
Class: BPES		Semester: V
Credits:4 Theory: Practical:	Subject: Educational Technology in Physical Education	
Course Code: BPES-CT-502	Title: Educational Technology in Physical Education	
Course Objectives:		
<ul style="list-style-type: none"> • Define educational technology • Explain the scopes and significance of educational technology • Differentiate Hardware and software • Identify hardware and software in educational technology. • Distinguish Educational Technology and Instructional technology. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Education and Education Technology- Meaning and Definitions, Types of Education- Formal, Informal and Non- Formal education, Educative Process, Importance of Devices and Methods of Teaching.	11
II	Teaching Technique- Lecture method, Command method, Demonstration method, Imitation method, project method etc, Teaching Procedure – Whole method, whole – part – whole method, part – whole method, Presentation Technique – Personal and technical preparation, Command- Meaning, Types and its uses in different situations,	11
III	Teaching Aids- Meaning, Importance and its criteria for selecting teaching aids, Teaching aids – Audio aids, Visual aids, Audio – visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture etc, Team Teaching – Meaning, Principles and advantage of team teaching, Difference between Teaching Methods and Teaching Aid.	11
IV	Lesson Planning – Meaning, Type and principles of lesson plan, General and specific lesson plan, Micro Teaching – Meaning, Types and steps of micro teaching, Simulation Teaching - Meaning, Types and steps of simulation teaching,	11

Reference / Text Books:

Bhardwaj, A, (2003), New media of educational planning, New Delhi: Sarup of Sons, Bhatia, & Bhatia, (1959), The principles and methods of teaching, New Delhi: Doaba House, Kochar, S,K, (1982), Methods and techniques of teaching, New Delhi: Sterling Publishers Pvt, Ltd, Sampath, K, Pannirselvam, A, & Santhanam, S, (1981), Introduction to educational technology, New Delhi: Sterling Publishers Pvt, Ltd, Walia, J,S, (1999), Principles and methods of education, Jullandhar : Paul Publishers,

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/ Practical File	5
5) ESE	70
Total:	100

Prerequisites for the course:

Course Learning Outcomes:

- CO1 Understand concept of information and communication technology in physical education field.
- CO2 Analyze sporting data of various types via astute use of statistical packages.
- CO3 Practice mathematics, statistics, information technology in sport technology related CO4 problems.
- CO4 Offer Hands on Knowledge in information and communication Technology.

IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V

Programme: Degree Class: BPES		Year: III Semester: V
Credits:4 Theory: Practical:	Subject: Sports Psychology	
Course Code: BPES-CT-503	Title: Sports Psychology	
Course Objectives:		
<ul style="list-style-type: none"> • The study of the influence of sports activities on the psyche of athletes: • Development of psychological conditions for improving the effectiveness of sports training. • Development of the psychological foundations of pre-competitive training of athletes • The study of social and psychological phenomena in the sports team. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% MARKS		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction: Meaning and definition Psychology, Importance and scope of Psychology, Meaning and definition Sports Psychology, Need for knowledge of Sports Psychology in the field of Physical Education,	11
II	Learning: Meaning and definition of learning, Theories of learning and Laws of learning, learning curve: Meaning and Types, Transfer of learning- Meaning, definition type and factors affecting transfer of learning,	11
III	Motivation- Meaning, definition, type and importance of Motivation in Physical Education and Sports, Emotion- Meaning, definition, type and importance of Emotion in Physical Education and Sports, Personality- Meaning, definition and type Personality traits, Role of physical activities in the development of personality,	11
IV	Stress- Meaning, definition and types of Stress, Causes of Stress, Anxiety- Meaning, definition and types of Anxiety, Management of Stress and Anxiety through physical activity and sports.	11
Reference / Text Books:		
Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Tests, New Delhi: National Council of Educational Research and Training Publication, 2,		

Jain, (2002), Sports Sociology, Heal Sahety Kendre Publishers, 3, Jay Coakley, (2001) Sports in Society – Issues and Controversies in International Education, Mc-Craw Seventh Ed, 4, John D Lauther (2000) Psychology of Coaching, Ner Jersey: Prenticce Hall Inc, 5, John D, Lauther (1998) Sports Psychology, Englewood, Prentice Hall Inc, 6, Mirosław Vauks & Bryant Cratty (1999), Psychology and the Superior Athlete, London: The Macmillan Co, 7,

If the course is available as Generic Elective, then the students of following departments may opt it.
 NA

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/ Practical File	5
5) ESE	70
Total:	100

Prerequisites for the course:

Course Learning Outcomes:

- CO1 Effectively develop and apply health, physical activity, and psychological principles as they relate to human performance.
- CO2 Design, conduct, and evaluate research that address psychological questions.
- CO3 Demonstrate effective written and oral skills in various formats and for various purposes.
- CO4 Explain the major perspectives of psychology (e.g. biological, cognitive, behavioural, socio cultural, etc.).

IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V

Programme: Degree		Year: III
Class: BPES		Semester: V
Credits:3 Theory: Practical:	Subject: Theory of Games and Sports	
Course Code: BPES-EC-504	Title: Theory of Games and Sports	
Course Objectives:		
<ul style="list-style-type: none"> • To categorize each game, physical activity, sport, play or movement coordination setting. • To know the importance of each category of games, physical activities and sports. • To know the essentials about game theory, physical education and sports. • To know the all things about all games and sports. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: EC		
Minimum Passing Marks/Credits: 40% Marks		
L: 3 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction of Officiating and Coaching, Concept of officiating and coaching, Importance and principles of officiating, Relation of official and coach with management, players and spectators, Measures of improving the standards of officiating and coaching	8
II	Coach as a Mentor, Duties of coach in general, pre, during and post-game, Philosophy of coaching, Responsibilities of a coach on and off the field, Psychology of competition and coaching.	8
III	Duties, Qualities and Qualifications of Coach and Official, Duties of official in general, pre, during and post-game, Philosophy of officiating, Mechanics of officiating – position, singles and movement etc., Ethics of officiating, Qualities and qualification of coach and official General rules of games and sports, Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA, DA bills, Integrity and values of sports	9
IV	General Introduction of specialized games and sports (any two), Athletics, Badminton, Basketball, Cricket, Football, Gymnastic, Hockey, Handball, Kabaddi, Kho-Kho, Tennis, Volleyball and Yoga Each	8
Reference / Text Books:		
Bunn, J, W, (1968), The art of officiating sports, Englewood cliffs N,J, Prentice Hall, Bunn, J, W, (1972), Scientific principles of coaching, Englewood cliffs N, J, Prentice Hall, Dyson, G, H, (1963), The mechanics of athletics, London: University of London Press Ltd, Lawther,		

J,D, (1965), Psychology of coaching, New York: Pre, Hall, Singer, R, N, (1972), Coaching, athletic & psychology, New York: M,C, Graw Hill	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	05
4) Research Project Report/ Practical File	
5) ESE	30
Total:	50
Prerequisites for the course:	
Course Learning Outcomes: <ul style="list-style-type: none"> • Students will be able to effectively apply knowledge and skills learned throughout the curriculum in real world settings. • Students will be able to apply critical thinking and reasoning skills as sports management professionals. • Students will be able to capably communicate, orally and in writing, as a sports management professional within various sport settings. • Design and practice the new methods of technique of officiating. 	

IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V

Programme: Degree		Year: III
Class: BPES		Semester: V
Credits: 3	Subject: Yoga and Naturopathy	
Theory:		
Practical:		
Course Code: BPES-EC-505	Title: Yoga And Naturopathy	
Course Objectives:		
<ul style="list-style-type: none"> • Formulation of aims and patterns of research on scientific lines in Yoga & Naturopathy. • Undertake any education, training, research and other programmes in Yoga & Naturopathy. • Grant accreditation to organizations for conducting courses in Yoga and Naturopathy. • Grant registration to the practitioners of Yoga and Naturopathy. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: EC		
Minimum Passing Marks/Credits: 40% Marks		
L: 4		
T: 0		
P: 0 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	History of Indian Yoga and Yoga Methods, Meaning of Yoga, Yoga definition, Yoga's Aims and objectives, Importance of yoga in modern age and contribution of Yoga in Physical Education, Various types of Yoga and contribution of Yogasana in various fields, Wrong beliefs for yoga Sana and yoga philosophy.	8
II	Different paths of yoga, Raj yoga, Hath yoga, Ashtang Yoga, Bhakti Yoga, Mantra Yoga and different parts of Ashtang yoga, Various types of Asanas, Body growth Asana, Meditative Asana, Asana for rest, Things to be kept in mind before, during and after Asanas, Base of Pranayama and number of Pranayama, Body Nurse according to Gourakh Sanhita.	9
III	Importance of Surya Namaskara, 12 mantras of Suryanamaskara (according to 10 or 12 counts), Benefits of Surya Namaskara, Mudra Science, Rypes of Mudra, Elaboration and different types of Chakras, Kundlini Yoga and introduction to Shattakarma, Meditation and types of meditation, Massage by Yogasana.	8
IV	Importance of Surya Namaskara, 12 mantras of Suryanamaskara (according to 10 or 12 counts), Benefits of Surya Namaskara, Mudra Science, Rypes of Mudra, Elaboration and different types of Chakras, Kundlini Yoga and introduction to Shattakarma,	8

Meditation and types of meditation, Massage by Yogasana.		
Brown, F, Y, (2000), How to use yoga, Delhi: Sports Publication,		
Gharote, M, L, & Ganguly, H, (1988), Teaching methods for yogic practices, Lonawala: Kaixydahmoe, Rajjan, S, M, (1985), Yoga strengthening of relaxation for sports man, New Delhi: Allied Publishers,		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		15
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report/ Practical File		05
5) ESE		30
Total:		50
Prerequisites for the course:		
Course Learning Outcomes:		
CO1 Yoga asanas help improve blood circulation.		
CO2 Yoga can be done anywhere, anytime without any equipment.		
CO3 Yoga helps with posture.		
CO4 Yoga helps immunity system.		

IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V

Programme: Degree		Year: III
Class: BPES		Semester: V
Credits: 2 Theory: Practical:	Subject: BPES-GE-506–Generic Elective 1(Contemporary Issues in Physical Education)	
Course Code: BPES-GE-506	Title: 1(Contemporary Issues in Physical Education)	
Course Objectives:		
<ul style="list-style-type: none"> • To make aware to the students about physical issues. • To tell about to overcome from any kind of issues in field of physical education. • To tell about the students current theoretical and methodological approaches to teaching and learning in physical education and school sport • To make aware to the students about government policies in physical education. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: GE		
Minimum Passing Marks/Credits: 40% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Concept of Physical Education and Fitness, Definition, Aims and Objectives of Physical Education, fitness and Wellness, Importance and Scope of fitness and wellness o Modern concept of Physical fitness and Wellness, Physical Education and its Relevance in Inter Disciplinary Context.	8
II	Fitness, Wellness and Lifestyle, Fitness – Types of Fitness and Components of Fitness, Understanding of Wellness, Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management, Physical Activity and Health Benefits.	8
III	Principles of Exercise Program, Means of Fitness development – aerobic and anaerobic exercises, Exercises and Heart rate Zones for various aerobic exercise intensities o Concept of free weight Vs Machine, Sets and Repetition etc, Concept of designing different fitness training program for different age group.	7
IV	Safety Education and Fitness Promotion, Health and Safety in Daily Life o First Aid and Emergency Care, Common Injuries and their Management, Modern Life Style and Hypo-kinetic Disease –Prevention and Management.	7

Reference / Text Books:

Difiore, J, (1998), Complete guide to postnatal fitness, London: A & C Black,, Giam, C, K & The, K,C, (1994), Sport medicine exercise and fitness, Singapore: P,G, Medical Book, Mcglynn, G,, (1993), Dynamics of fitness, Madison: W,C,B Brown, Sharkey, B, J, (1990), Physiology of fitness, Human Kinetics Book,

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report/ Practical File	05
5) ESE	30
Total:	50

Prerequisites for the course:

Course Learning Outcomes:

- Articulate a critical response to contemporary political, social and philosophical debates impacting on the status and development of physical education and school sport
- Demonstrate an understanding of current theoretical and methodological approaches to teaching and learning in physical education and school sport
- Critically analyse policy at global, national and local levels in relation to physical education and school sport and contextualise policy impact on practice within their own professional setting
- Critically evaluate the role of government policy in managing decision making within physical education and school sports.

**IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V**

Programme: Degree		Year: III
Class: BPES		Semester: V
Credits: 2 Theory: Practical:	Subject: BPES-GE-507-Generic Elective 11 (Yoga and Naturopathy)	
Course Code: BPES-GE-507	Title: 11 (Yoga and Naturopathy)	
Course Objectives:		
<ul style="list-style-type: none"> • Formulation of aims and patterns of research on scientific lines in Yoga & Naturopathy. • Undertake any education, training, research and other programmes in Yoga & Naturopathy. • Grant accreditation to organizations for conducting courses in Yoga and Naturopathy. • Grant registration to the practitioners of Yoga and Naturopathy. 		
Nature of Paper: Core/DSE/SEC/GE/AECC:GE		
Minimum Passing Marks/Credits: 40% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	History of Indian Yoga and Yoga Methods, Meaning of Yoga, Yoga definition, Yoga's Aims and objectives, Importance of yoga in modern age and contribution of Yoga in Physical Education, Various types of Yoga and contribution of Yogasana in various fields, Wrong beliefs for yogasana and yoga philosophy.	5
II	Different paths of yoga, Raj yoga, Hath yoga, Ashtang Yoga, Bhakti Yoga, Mantra Yoga and different parts of Ashtang yoga, Various types of Asanas, Body growth Asana, Meditative Asana, Asana for rest, Things to be kept in mind before, during and after Asanas, Base of Pranayama and number of Pranayama, Body Nurse according to Gourakh Sanhita.	6
III	Importance of Surya Namaskara, 12 mantras of Suryanamaskara (according to 10 or 12 counts), Benefits of Surya Namaskara, Mudra Science, Rypes of Mudra, Elaboration and different types of Chakras, Kundlani Yoga and introduction to Shattakarma, Meditation and types of meditation, Massage by Yogasana.	6
IV	Naturopathy: Meaning and definition, Short history of Naturopathy – Methods, Importance of Naturopathy, Principles of Naturopathy, Agency of Naturopathy	5

REFERENCE:

Brown, F, Y, (2000), How to use yoga, Delhi: Sports Publication,
 Gharote, M, L, &Ganguly, H, (1988), Teaching methods for yogic practices, Lonawala:
 Kaixyдахmoe, Rajjan, S, M, (1985), Yoga strengthening of relaxation for sports man, New
 Delhi: Allied Publishers,
 Shankar, G, (1998), Holistic approach of yoga, New Delhi: Aditya Publishers,
 Shekar, K, C, (2003), Yoga for health, Delhi: KhelSahitya Kendra,

		Max. Marks
1) Class tasks/ Sessional Examination	15	
2) Presentations /Seminar		
3) Assignments	05	
4) Research Project Report/ Practical File		
5) ESE	30	
Total:		50

Prerequisites for the course:

Course Learning Outcomes:

- CO1 Yoga asanas help improve blood circulation.
- CO2 Yoga can be done anywhere, anytime without any equipment.
- CO3 Yoga helps with posture.
- CO4 Yoga helps immunity system.

IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V

Programme: Degree Class: BPES		Year: III Semester: V
Credits: 2 Theory: Practical:	Subject: Track and Field (Jumping Events I)	
Course Code: BPES-PC-508	Title: Track and Field (Jumping Events I)	
Course Objectives:		
<ul style="list-style-type: none"> • To develop a sense of responsibility and accountability in all of our athletes • To develop a sense of responsibility and accountability in all of our athletes • To ensure that our athletes enjoy participating. • To develop the muscular strength. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions. Fundamental Skills of long and triple jump, Types of techniques, Ground Marking and Officiating,	30
Reference / Text Books:		
"Track and Field". Scholastic. Retrieved 22 July 2019.		
Rosenbaum, Mike. Introductions to Track and Field Events. About. Retrieved on 2014-09-28.		
Jump up to: ^{abc} Instone, Stephen (15 November 2009). The Olympics: Ancient versus Modern. BBC. Retrieved on 23 March 2010.		
"Ancient Olympic Events; Pentathlon". Perseus digital library. Retrieved 3 August 2009.		
Waldo E. Sweet, Erich Segal (1987). Sport and recreation in ancient Greece. Oxford University Press. p. 37. ISBN 0195041267.		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		15
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report/ Practical File		05
5) ESE		30

Total:	50
Prerequisites for the course:	
Course Learning Outcomes:	
CO1 Able to mark Track and Field and Officiate.	
CO2 Able to understand the rules of the games and sports.	
CO3 Able to give seeding and Heats in Track and Field. Combined Events.	
CO4 Design and practice the new methods of technique of officiating.	

IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V

Programme: Degree Class: BPES		Year: III Semester: V
Credits: 1 Theory: Practical:	Subject: HOCKEY	
Course Code: BPES-PC-509	Title: HOCKEY	
Course Objectives:		
<ul style="list-style-type: none"> • To take the ball from the person on the other team. • Another one is to dribble the ball down the field without losing it to the other team. • One of the more major mini objectives, is to keep the ball out of your own goal • The ball should be under control. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 1 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions, Fundamental Skills, Grip, Skills-Rolling, the Ball, Dribbling, Push, Stopping, Hit, Flick, Scoop, Passing-Forward pass, Square pass, Triangular pass, Rules and their interpretations and duties of officials, Ground Marking.	15
Reference / Text Books:		
Liebeck, Elaine; Pollard, Helen, eds. (1994). The Oxford Paperback Dictionary (4 th ed.). Oxford, England: Oxford University Press. ISBN 0-19-280012-4. Gidén, Houda & Martel 2014, p. 50.		
Guinness World Records 2015. Guinness World Records. 2014. p. 218. ISBN 9781908843821.		
Rymer, Thomas (1740). Foedera, conventiones, literae, et cujuscumque generis acta publica, inter reges Angliae, et alios quosvis imperatores, reges, pontifices ab anno 1101. Book 3, part 2, p. 79.		
Scott, Sir James Sibbald David (1868). The British Army: Its Origin, Progress, and Equipment. Cassell, Petter, Galpin & Company. p. 86.		

Evaluation/Assessment Methodology	
Max. Marks	
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report/ Practical File	05
5) ESE	30
Total:	50
Prerequisites for the course:	
Course Learning Outcomes:	
CO1 Perform the basic hockey skills.	
CO2 Enjoy a range of skill-based practice routines and small sided –games.	
CO3 Perform the skills with coordination with team players.	
CO4 Perform all the skills under rules.	

IIMTU-NEP IMPLEMENTATION
Year-III / Semester: V

Programme: Degree		Year: III
Class: BPES		Semester: V
Credits: 1	Subject: —Kabaddi	
Theory:		
Practical:		
Course Code: BPES-PC-510	Title: Kabaddi	
Course Objectives:		
<ul style="list-style-type: none"> • To grab points by raiding into the opponent's court • Touching as many opponent players as possible without getting caught on a single breath • Chanting “kabaddi! Kabaddi! Kabaddi” enters into the opponent court • To give chance to raid to each players. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 2		
T: 0		
P: 0 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	<p>Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.</p> <p>Fundamental skills: Skills in Raiding-Touching with hand, Various kicks, Crossing of baulk line, Crossing of Bonus line, Luring the opponent to catch, Pursuing, Skills of Holding the Raider-Variou formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques, Additional skills in raiding-Bringing the artis 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.</p>	15
Reference / Text Books:		
"A tale of kabaddi, Bangladesh's national sport". Dhaka Tribune. Retrieved 31 July 2017.		
Jump up to: ^a ^b Faroqi, Gofran. "Kabadi". Banglapedia: National Encyclopedia of Bangladesh. Asiatic Society of Bangladesh.		
"The kabaddi question - whose game is it anyway?". ESPN.com. Retrieved 20 August 2018.		
Sen, Ronojoy (27 October 2015). Nation at Play: A History of Sport in India. Columbia University Press. ISBN 9780231539937.		
"A tale of kabaddi, Bangladesh's national sport". Dhaka Tribune. Retrieved 31 July 2017.		

Pioneer. "Kabaddi goes international". Retrieved 23 August 2018.	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report/ Practical File	05
5) ESE	30
Total:	50
Prerequisites for the course:	
Course Learning Outcomes:	
CO1 Perform the basic Kabaddi skills.	
CO2 Enjoy a range of skill-based practice routines and small sided –games.	
CO3 Perform the skills with coordination with team players.	
CO4 Perform all the skills under rules.	

FORMAT-3

**IIMTU-NEP IMPLEMENTATION
Year-III / Semester – V**

Programme: Degree Class: BPES		Year: III Semester: V
Credits: 1 Theory: Practical:	Subject: Internship/Teaching Practice	
Course Code: BPES-PC-511	Title: Internship/Teaching Practice	
Course Objectives:		
<ul style="list-style-type: none"> • To induce the science and art of teaching in students. • To provide the hands-on experience related to cognitive and motor teaching. • Establish student relationship • Evaluate student potential 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	15 teaching practice lessons out of which 5 lessons internal and 10 lessons external at school, Field Lesson Plans 15 teaching lesson plans out of which 5 lessons internal and 10 lessons external at school on following pattern: i) Game lesson Plan ii) Athletic Lesson Plan iii) Lesson plan on Light apparatus activity iv) Lesson plan on marching	15
REFERENCES:		
Mangal, S.K. (200) Essentials of Educational Technology. Prentice-Hall of India Pvt. Limited, New Delhi.		
Haynes, A. (2010) The Complete Guide to Lesson Planning and Preparation. Continuum International Publishing Group, London.		
Jalongo, M. R.; Rieg, S.A. and Helterbran, V.R. (2007) Planning for Learning Collaborative Approaches to Lesson Design and Review. Teachers College Press, Columbia University, New York.		

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report/ Practical File	05
5) ESE	30
Total:	50
Prerequisites for the course:	
Course Learning Outcomes:	
CO1 Pedagogical competence in student's own substance field.	
CO2 <i>The student teacher is able to guide the students' professional growth.</i>	
CO3 <i>The student teacher is able to work in purposeful interaction with students according to the situation.</i>	
CO4 The student teacher is able to made understand to each student.	

IIMTU-NEP IMPLEMENTATION
Year-III / Semester – V

Programme: Degree Class: BPES		Year: III Semester: V
Credits: 1 Theory: Practical:	Subject: Intramural	
Course Code: BPES-PC-512	Title: Intramural	
Course Objectives:		
<ul style="list-style-type: none"> • To provide an opportunity to students within the institute that will be conducive to their overall development. • To display their skills in various physical activities. • To have exposure to the competition. • To mass participation in each skills. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: PC		
Minimum Passing Marks/Credits: 50% Marks		
L: 1 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Sports competition will be organize so that student can enhance their performance, Learn organization skills, officiating etc. Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department.	15
Suggested Readings:		
C. Jensen & S. Overman. Administration and Management of Physical Education and Athletic Programs. 4th edition. Waveland Press, 2003 (Chapter 14, "Intramural Recreation"). Louis Edgar Means. The Organization and Administration of Intramural Sports, Mosby, 1952 Kristine Setting Clark Sports for All: Creating an Intramural Sports Program for Middle and High School Students, Rowman & Little field, 2019.		

Evaluation/Assessment Methodology		Max. Marks
1) Class tasks/ Sessional Examination	100	
2) Presentations /Seminar	00	
3) Assignments	00	
4) Research Project Report/ Practical File		
5) ESE	00	
Total:	100	
Prerequisites for the course:		
Course Learning Outcomes:		
CO1 Making social contacts and developing friendships that the camaraderie of recreating together affords.		
CO2 Developing a sense of teamwork and group spirit that recreating together produces.		
CO3 Further developing their leadership capabilities.		
CO4 Improving physical and mental health through the joy of participation in recreational activities.		

**IIMTU-NEP IMPLEMENTATION
Year-III / Semester: VI**

Programme: Degree		Year: III
Class: BPES		Semester: VI
Credits: 4 Theory: Practical:	Subject: Test and Measurement in Physical	
Course Code: BPES-CT-601	Title: Test And Measurement in Physical Education and Sports	
Course Objectives:		
<ul style="list-style-type: none"> • The study will help to students to know the differences between measurement, evaluation and assessment for students’ respective career area • The student will understand the impact of pre-service teacher attitudes on test and measurement protocols • Through this subject the student will explain the differences between physical (health related) fitness and motor (skill related) fitness and apply appropriate field tests for evaluating each of the components • The student will learn to describe models of evaluation in relation to specific measurement examples. 		
Nature of Paper: Core/DSE/SEC/GE/AECC: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	History of measurement in physical education, meaning of test and measurement, Need for test and measurement in physical education, The use of test and measurement in physical education.	15
II	Criteria for selecting tests, Validity, Reliability, Objectivity, Norms, Standard norms, Accuracy and interpretability	15
III	Physical Fitness Test : Strength Test, Fleshman’s battery on basic fitness test, Physical fitness index, Sargen test, Motor Fitness Tests -J,C,R, Test, National Physical efficiency test Cardiovascular test- Harvard’s Step test, Foster test, Copper’s Twelve minute Run and walk test	15
IV	Sport skills test, Application of skill test, Fundamental of measuring techniques in sports, Standard activity tests Miler Volley ball test, Johnson Basketball ability test, Goal shooting test in hockey.	15
Reference / Text Books:		
Clarks H : Application of measurement of health physical education, prentice Hall, inc, 1967. Larson L,A, &Yucom R,D, Measurement and Evaluation in Physical Health and Recreation Education.		

St, Luis C,V,Mosby Co, · Mathew, Donald: Measurement in Physical Education London.
 W,B, Saunders & Co, · Neilson, N,P,: An elementary Course in Statistics Test and
 Measurement in Physical, California National Test, Polo.
 Harbens Singh : Teaching Hockey Through Testing, Kamal, Laxmi Sports Industries, ·

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	05
3) Assignments	
4) Research Project Report/ Practical File	05
5) ESE	70
Total:	100

Prerequisites for the course:

Course Learning Outcomes:

- CO1 The student will identify differences between measurement, evaluation and assessment for students' respective career area.
- CO2 The student will understand the impact of pre-service teacher attitudes on test and measurement protocols.
- CO3 The student will explain the differences between physical (health related) fitness and motor (skill related) fitness and apply appropriate field tests for evaluating each of the components.
- CO4 The student will describe models of evaluation in relation to specific measurement examples.

College of Education

ACADEMIC HAND BOOK



ORDINANCE

Master of Physical Education & Sports (Two Year Post Graduation Program)

1. Preamble:

Master of Physical Education and Sport (M.P.E.S.) two years (Four Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of physical education at higher education professional job sat university and sports industries.

M.P.E.S. programme is designed to integrate the study of subject knowledge, pedagogical knowledge, and the aim of Physical Education and communication of games and sports skills. The programme comprises of compulsory and optional theory as well as practical courses. This course of study specifically meant for College of Education Department of Physical Education, IIMT University, Meerut.

2. Definitions:

“Physical Education as an education of and through human movement where many of educational objectives are achieved by means of big muscle activities involving sports, games, gymnastic, dance and exercise”.

“Physical education is a part of education which gives instructions in the development and care of the body rending from simple callisthenic exercises to a course of study providing training in hygiene, gymnastics and the performance and management of athletics games”.

3. Vision and Mission of the School:

Vision: To give all students opportunities and experiences that leads to the achievement of total wellness and result in a longer and healthier life.

Mission:

- Physical Education is normally referred to as the science that aims to develop all-inclusive aspects of human personality through physical and sports activities. Physical education is a multidisciplinary subject that cannot be studied in seclusion under the scope of one or two subjects.
- The scope of Physical Education as a subject is very broad. It caters to the need for developing the capability of the students on physical, mental, and social aspects. Physical education also aims to develop activity as an alternate and prophylactic medicine. The key areas of study within Physical Education are ‘Exercise Physiology, Sports Psychology, Sports Sociology, Sports Management, Sports Journalism, Kinesiology- Biomechanics, Sports Training, Sports Medicine, etc.
- The degree program in Physical Education covers topics that overlap with the areas outlined above and that address the interfaces of Physical Education with other subjects such as Physiology, Bio-Chemistry, Physics, Physiotherapy, Psychology, Management, Sociology along with training pedagogy employed for enhancing the functional status of individuals with varied needs. As a part of the effort, to enhance the employability of graduates of Physical Education, programs include learning experiences that offer opportunities in various spheres of human existence.
- The aim of the course is to excel in sports culture which promotes an inescapable spiritual and ethical dimension that exists within sports and sportspersons.

4. Programme Educational Objectives:

The postgraduate programme in physical education acquaints students with the dynamics of sports activities and offers them professional training as well as knowledge about fitness in sports. The course also enables students enhance their skills in the respective field.

5. Programme Outcomes:

Define learning outcomes for Master of Physical Education and Sports which encourages a holistic approach based on a socio-ecological perspective. Promote greater integration and balance between the social and physical sciences. Contextualize physical education with a set of attitudes and values that signify the importance of movement as a valued human practice. Centralize and acknowledge that the individual, in his /her search for personal meaning, once Educated in Health and Physical Education, would be able to make positive contributions to the Enhancement of Society .Promote the learning of new skills. Enhance, extend, inform and critique the deliberate use of exercise, play, sport and other forms of physical activity within and individual and societal context.

6. Programme Specific Outcomes:

The programme specific outcomes are:

- i) To know and apply discipline specific scientific and theoretical concepts critical to development of physically educated person.
- ii) To plan, design and implement learning experiences that facilitate and enhance the growth of learners of diverse needs from varying backgrounds.
- iii) To use effective communication and pedagogical skills and strategies to enhance student engagement & learning.
- iv) To utilize assessments and reflection to foster student learning and to inform instructional decisions.
- v) To demonstrate dispositions essential to becoming effective professionals.
- vi) To understand the disciplinary content knowledge, application of content knowledge to teaching physical education. To be reflective practitioner who evaluates self and seek opportunities to grow professionally and humanistically.
- vii) To be informed about and use appropriate technology to enhance teaching and learning and to enhance personal and professional productivity.
- viii) To foster relationship with colleagues, parents, community and associated agencies to support student's growth & wellbeing.

7. Admission:

In M.P.E.S. Program 10 seats (One Unit) are available as intake for admissions. The eligibility for admission to the first year of M.P.E.S Courses shall have:

- (i) Passed B.Sc. (Physical Education, Health Education & Sports) with 55%.
- (ii) Passed B.P.E.S. (Bachelor of Physical Education & Sports) with 55%
- (iii) Passed B.P.Ed. (Bachelor in Physical Education) with 55%
- (iii) Passed B.A.Physical Education with 55%

8. Eligibility in all year as NEP (entry & Exit) as per NEHQF and NSQF (if applicable):

The eligibility for admission to the first year of M.P.E.S Courses shall have passed B.Sc. (Physical Education, Health Education & Sports) / B.P.Ed. / B.P.E.S. (subject to the notification from UGC / NCTE) or equivalent from any recognized University with

percentage marks as per NCTE guidelines. In addition, the University shall follow all the guidelines as given by the State / Central Government regarding admissions from time to time. Further, candidate appeared in the qualifying examination and awaiting the result may also apply and may be admitted provisionally. But, the admission shall be confirmed only after the declaration of the result and passing the examination and fulfilling the admission eligibility criteria within 30 days of admission. The University shall offer above program as per guidelines of the University Grants Commission (UGC) / State Govt. of Uttar Pradesh / Central Govt. issued from time to time. The Teaching and Examination Scheme shall be duly approved by the Board of Studies and Academic Council before execution and shall be according to the Ordinances, Rules and Regulations as specified, hereunder and elsewhere.

9. Curriculum: Please refer Evaluation scheme as follows:

10. Medium of Instruction:

The medium of examination/Instruction will be in English and Hindi only.

11. Choice base Credit Framework:

All Programmes shall run on Choice Based Credit System (CBCS).(Annexure-A) It is an instructional package developed to suit the need 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. Please refer Format 1 & 2 (Annexure-B)

12. Registration for Course in Semester:

13. Attendance:

All the students are required to register in each semester for the courses to be pursued by them, as per the programme, on the dates specified in the Academic Calendar. The students shall have to fulfill all the requirements of the Registration Process as specified by the Dean, Academic Affairs / Directors / Principals / concerned HODs / Officer In-charge of the Colleges / Schools. The students remain absent for a period of two/three or more weeks at a stretch during a semester, without intimation will get automatic cancellation of their registration from the course. ii) A student will be allowed to appear in the Semester Examination in those registered theory subjects, practical's and other components for which he / she has registered, subject to the fulfillment of attendance requirement

13.1. Every student is required to attend all the lectures, tutorials, practical's and other prescribed curricular and co-curricular activities. The attendance can be condoned up to 25% on medical grounds or for other genuine reasons beyond the control of students. A further relaxation of attendance up to **25%** for a student can be given by Dean of college provided that he / she has been absent with prior permission of the Dean of college for the reasons acceptable to him. No student shall be allowed to appear in University Semester/ Annual Examination(s) with an attendance below 75%.

13.2. In case of additional condoned of students, a relaxation of 75% of total attendants is accepted in case of on Sports events participation in Indian team in a recognize event such as Olympics/Commonwealth & Asian Championship/NCC/NSS grounds.

14. Assessment Procedure:

Each course will be assessed on the basis of 100 marks. The marks would be divided between internal and external assessment.

The University examination in Thesis for Semester IV shall consist of the examination of the thesis. One internal examiner shall evaluate the thesis out of maximum of 30 marks and one external examiner who shall evaluate the thesis out of maximum of 70 marks. There shall be a viva-voce at internal and external examination of 70 marks.

Every student will be required to pass the external examination and internal assessment separately in each course.

The minimum passing standard will be 40% for the external and internal component of each theory course, i.e. 28 marks out of 70 and 12 marks out of 30. In practical minimum passing standard will be 50% for the external exam and internal assessment for each practical course.

15. Research Project:

- a. Dissertation/ Project I (MPES-CT-302)
- b. Dissertation/ Project II (MPES-CT-302)

16. Internship: N/A

17. For non-credit courses/audit courses: N/A

18. Credit Weightage:

The term 'Credit' refers to a unity 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 a M.P.E.S. Programme is as below:

Semester	I	II	III	IV	TOTAL Credit
Credit	26	24	24	26	100

19. Maximum Duration of Programme/ Promotion Policy:

Duration of Programme:

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

Promotion policy:

- i. For each theory course, 30% weight age shall be assigned for continuous internal assessment by course-teacher(s), and 70% for external, written examination on theoretical components covered in particular semester. This will be conducted by Controller of Examination, IIMT University Meerut at the end of each semester.
- ii. If a student does not fulfill 75% attendance, he/she will not be permitted to appear in the examination for that semester. However, such a student will be permitted to appear in subsequent turn of that semester as a regular student (i.e. for odd semester

- in odd and for even semester in even after paying the required fee of that year). Same rule shall be applicable for the candidate(s) who remain(s) absent in all the external written examination(s).
- iii. End term examinations shall be designated as semester examination for each semester.
 - iv. The examination for all semesters shall normally be held on such dates as fixed by the Controller of Examination, IIMT University Meerut.
 - v. The examination for re-appearing in any subject(s) in the odd semester and that of in the even semester shall be held in the respective semesters along with the regular students.
 - vi. Such students whose first semester result declaration is delayed for no fault of his/her may attend classes of the next semester provisionally at his/her own risk and responsibility, subject to his/her passing the concerned first semester examination. In case, the candidate fails to pass the concerned first semester examination as per rules mentioned in this ordinance, his/her, attendance and studies in the next semester in which he/she was allowed to attend classes provisionally, shall stand cancelled. Such candidate(s) shall have to repeat the relevant academic year in the next academic session along with regular students by paying dues/fees as to be paid by the fresh candidate.
 - vii. Any student who fails to participate in classes, seminars, term papers, test, viva voce, practical and dissertation work etc. will be debarred from appearing in the semester examination. His /her internal assessment marks will be awarded as and when he/she attends regular classes in courses in the next applicable year.
 - viii. Examination for courses shall be conducted only in the respective odd and even semesters as per the scheme of examination issued by the Controller of Examination, IIMT University Meerut.
 - ix. If any student fails to complete the programme, there shall be a provision of carry over examination in each semester.

20. Maximum Gaps between Semester/Year:

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

21. Credit System & Grading CGPA/SGPA:

- a. The division shall be awarded on the basis of final year result.
- b. If a candidate passes all examinations and secures 50% or more marks but less than 60% marks, he/she shall be placed in SECOND DIVISION.
- c. If a candidate passes all examinations and secures 60% or more marks, he/she shall be placed in FIRST DIVISION.
- d. If a candidate passes all examinations in first attempt without grace and secures 75% or more marks, he/she shall be placed in FIRST DIVISION WITH HONOURS and the candidates at first two top positions amongst First Div. with Honours only will be awarded medals viz. Gold and Silver respectively in order of merit.

- i. Based on the Percentage of Marks obtained in subject, a Letter Grade is awarded. Each Letter Grade has the Performance Level and Grade Point as given in the Table.
- ii. Semester Grade Point Average (SGPA) is the weighted average of the grades for the subjects registered in a Semester and is computed as follows: C_i denotes the Credits (or Units) assigned to the subject and indicates the Grade Point Equivalent to the Letter Grade obtained for the subject.
- iii. Cumulative Grade Point Average (CGPA) is the weighted average of all the grades for the subjects registered in all Semesters.
- iv. Equivalent Percentage of Marks = $(10 \times \text{SGPA} / \text{CGPA})$ percent.

Each Letter Grade has the Performance Level and Grade Point as given in the following Table:

Marks Obtained (in Percent)	Letter Grade	Grade Point	Performance Level
≥ 90	A+	10	Outstanding
≥ 80 and < 90	A	9	Excellent
≥ 70 and < 80	B+	8	Very Good
≥ 60 and < 70	B	7	Good
≥ 50 and < 60	C+	6	Average
≥ 40 and < 50	C	5	Below Average
< 40	D	0	Fail
-	S	-	Satisfactory (Only for Dissertation)
-	U	-	Unsatisfactory (Only for Dissertation)

22. **Class/Division:**
The division will be decided on the basis of performance of the student as shown in Grade Table. The First division will be awarded on obtaining 'B' or above grade.
23. **Transfer of Credit/Academic Credit Bank:**
The transfer of credits will be permissible as per the policy of IIMT University Meerut in light of NEP/UGC guidelines.
24. **Change of Discipline:** Not permitted in MPES.
25. **Use of technological intervention:**
The teaching of following subjects is included to take the knowledge of technology.
 1. Computer Application in Physical Education (MPES-SEC-307)
 2. Introduction to MS Excel and R (MPES-SEC-406)
26. **Student Discipline:** Every student of MPES Programme have to follow the discipline guidelines decided by the IIMT University Meerut time to time.
27. **Student Welfare:** During the MPES programme following activities and facilities will provided for student welfare:

- a. Guest lectures, group discussion, seminars, webinars, projects, field visits, online teaching and learning (whenever required) as per need and demand of the learner, time, course and curriculum.
 - b. Indoor and outdoor games and sport activities, medical facilities, Pure drinking water facilities, Mess and canteen facilities, Wi-Fi, Computer lab, Central library and incubation center for research, Transportation, Radio IIMT and Lift facilities.
28. **Ragging:** Prohibited. The IIMT University Meerut has zero tolerance policy in the matter of ragging and an Anti-ragging squad is constituted to control and stop the ragging inside the IIMT University campus.
29. **Power of Modify:** Any modification/removal/adding in the points/rules/regulations of this ordinance can be made by the Board of Studies (BOS) of the College of Education, IIMT University Meerut with the final approval of academic council of IIMT University Meerut.
30. **Exit Point:** Mark sheet and Degree will be awarded as Master of Physical Education & Sports (MPES) after the successful completion of the programme according to the rules mentioned above.
- If a student leaves the programme after successful completion of 1st semester/ Year or 3rd semester a certificate/ Diploma will be provided to such candidate as per NEP 2020 guidelines decided by the IIMT University Meerut.
31. **NC/Credit Course:** Not Included.

EVALUATION SCHEME

Master of Physical Education and Sports (MPES) Semester-I											
S. No	Course Code	Course Name	Type of Course	Teaching Hours				Assessment			Credit
				L	T	P	Total	Int.	Ext.	Total	
1	MPES-CT-101	Research Methods in Physical Education	Core Theory	3	1	0	4	30	70	100	4
2	MPES-CT-102	Test, Measurement and Evaluation in Physical Education	Core Theory	3	1	0	4	30	70	100	4
	MPES-CT-103A	Theory Specialization- Sports Psychology I	Core Theory	3	1	0	4	30	70	100	4
	MPES-CT-103B	Theory Specialization- Sports Biomechanics I	Core Theory								
3	MPES-CT-103C	Theory Specialization- Health Education I	Core Theory								
4	MPES-EC-104	Physical Fitness and Wellness	Elective Course	3	0	0	3	15	35	50	3
5	MPES-EC-105	Sports Management	Elective Course								
6	MPES-AEC-106	Environmental Studies	Ability Enhancement Course	2	0	0	2	15	35	50	2
7	MPES-AEC-107	Disaster Management	Ability Enhancement Course								
8	MPES-PC-108	Track and Field (Running Event)	Core Practical	0	1	4	5	20	30	50	3
9	MPES-PC-109	Sports Specialization I	Core Practical	0	2	4	6	30	70	100	3
10	MPES-PC-110	Intramural I	Core Practical	0	0	2	2	100	0	100	1
11	MPES-GE-111	Contemporary Issues in Physical Education	Generic Elective	2	0	0	2	15	35	50	2
Total				14	6	10	30	305	445	750	26

Sports Specialization Basket MPES Semester I			
MPES-PC-109 A	Sports Specialization - Archery-I	MPES-PC-109 L	Sports Specialization - Lawn Tennis
MPES-PC-109 B	Sports Specialization - Basketball-I	MPES-PC-109 M	Sports Specialization - Swimming
MPES-PC-109 C	Sports Specialization - Badminton-I	MPES-PC-109N	Sports Specialization - Shooting
MPES-PC-109 D	Sports Specialization - Boxing-I	MPES-PC-109O	Sports Specialization - Taekwondo
MPES-PC-109 E	Sports Specialization - Cricket-I	MPES-PC-109 P	Sports Specialization - Table Tennis
MPES-PC-109 F	Sports Specialization - Football-I	MPES-PC-109Q	Sports Specialization - Track and Field
MPES-PC-109 G	Sports Specialization - Hockey-I	MPES-PC-109R	Sports Specialization - Volleyball
MPES-PC-109 H	Sports Specialization - Handball-I	MPES-PC-109S	Sports Specialization - Wrestling
MPES-PC-109 I	Sports Specialization - Judo-I	MPES-PC-109T	Sports Specialization -Weight Lifting
MPES-PC-109 J	Sports Specialization - Kabaddi-I	MPES-PC-109U	Sports Specialization -Yoga
MPES-PC-109 K	Sports Specialization - Kho Kho-I		

Master of Physical Education and Sports (MPES) Semester-II											
S. No	Course Code	Course Name	Type of Course	Teaching Hours				Assessment			Credit
				L	T	P	Total	Int.	Ext.	Total	
1	MPES-CT-201	Applied Statistics in Physical Education and Sports	Core Theory	3	1	0	4	30	70	100	4
2	MPES-CT-202	Athletics Care and Rehabilitation	Core Theory	4	0	0	4	30	70	100	4
	MPES-CT-203A	Theory Specialization- Sports Psychology II	Core Theory	3	1	0	4	30	70	100	4
	MPES-CT-203B	Theory Specialization- Sports Biomechanics II									
3	MPES-CT-203C	Theory Specialization- Health Education II									
4	MPES-EC-204	Sports Technology	Elective Course	3	0	0	3	15	35	50	3
5	MPES-EC-205	Sports Journalism and Mass Communication	Elective Course								
6	MPES-AEC-206	Communication Skills- English	Ability Enhancement Course	2	0	0	2	15	35	50	2
7	MPES-AEC-207	Communication Skills- Hindi	Ability Enhancement Course								
8	MPES-PC-208	Track and Field (Jumping Event)	Core Practical	0	1	4	5	20	30	50	3
9	MPES-PC-209	Sports Specialization II	Core Practical	0	1	4	5	30	70	100	3
10	MPES-PC-210	Intramural II	Core Practical	0	0	2	2	100	0	100	1
Total				14	4	12	30	290	410	700	24

Sports Specialization Basket MPES Semester II			
MPES-PC-209 A	Sports Specialization (Theory)- Archery II	MPES-PC-209 L	Sports Specialization (Theory)- Lawn Tennis II
MPES-PC-209 B	Sports Specialization (Theory)- Basketball II	MPES-PC-209 M	Sports Specialization (Theory)- Swimming II
MPES-PC-209 C	Sports Specialization (Theory)- Badminton II	MPES-PC-209 N	Sports Specialization (Theory)- Shooting II
MPES-PC-209 D	Sports Specialization (Theory)- Boxing II	MPES-PC-209 O	Sports Specialization (Theory)- Taekwondo II
MPES-PC-209 E	Sports Specialization (Theory)- Cricket II	MPES-PC-209 P	Sports Specialization (Theory)- Table Tennis II
MPES-PC-209 F	Sports Specialization (Theory)- Football II	MPES-PC-209 Q	Sports Specialization (Theory)- Track and Field II
MPES-PC-209 G	Sports Specialization (Theory)- Hockey II	MPES-PC-209 R	Sports Specialization (Theory)- Volleyball II
MPES-PC-209 H	Sports Specialization (Theory)- Handball II	MPES-PC-209 S	Sports Specialization (Theory)- Wrestling II
MPES-PC-209 I	Sports Specialization (Theory)- Judo II	MPES-PC-209 T	Sports Specialization (Theory) Weight Lifting II
MPES-PC-209 J	Sports Specialization (Theory)- Kabaddi II	MPES-PC-209 U	Sports Specialization (Theory) Yoga II
MPES-PC-209 K	Sports Specialization (Theory)- Kho Kho II		

MPES Semester-III											
S. No	Course Code	Course Name	Type of Course	Teaching Hours				Assessment			Credit
				L	T	P	Total	Int.	Ext.	Total	
1	MPES-CT-301	Scientific Principle of Sports Training	Core Theory	3	1	0	4	30	70	100	4
2	MPES-CT-302	Dissertation/ Project I	Core Theory	0	3	2	5	30	70	100	4
	MPES-CT-303A	Theory Specialization- Sports Psychology III	Core Theory	3	1	0	4	30	70	100	4
	MPES-CT-303B	Theory Specialization- Sports Biomechanics III									
3	MPES-CT-303C	Theory Specialization- Health Education III									
4	MPES-EC-304	Education Technology in Physical Education	Elective Course	3	0	0	3	15	35	50	3
5	MPES-EC-305	Yoga and Naturopathy	Elective Course								
6	MPES-SEC-306	Fitness and Sports Skill Test	Skill Enhancement Course	1	0	2	3	15	35	50	2
7	MPES-SEC-307	Computer Application in Physical Education	Skill Enhancement Course								
8	MPES-PC-308	Track and Field (Throwing Events)	Core Practical	0	1	4	5	20	30	50	3
9	MPES-PC-309	Sports Specialization III	Core Practical	0	1	4	5	30	70	100	3
10	MPES-PC-310	Intramural III	Core Practical	0	0	2	2	100	0	100	1
Total				8	7	14	29	290	410	700	24

Sports Specialization Basket MPES Semester III			
MPES-PC-309 A	Sports Specialization (Theory)- Archery III	MPES-PC-309 L	Sports Specialization (Theory)- Lawn Tennis III
MPES-PC-309 B	Sports Specialization (Theory)- Basketball III	MPES-PC-309 M	Sports Specialization (Theory)- Swimming III
MPES-PC-309 C	Sports Specialization (Theory)- Badminton III	MPES-PC-309 N	Sports Specialization (Theory)- Shooting III
MPES-PC-309 D	Sports Specialization (Theory)- Boxing III	MPES-PC-309 O	Sports Specialization (Theory)- Taekwondo III
MPES-PC-309 E	Sports Specialization (Theory)- Cricket III	MPES-PC-309 P	Sports Specialization (Theory)- Table Tennis III
MPES-PC-309 F	Sports Specialization (Theory)- Football III	MPES-PC-309 Q	Sports Specialization (Theory)- Track and Field III
MPES-PC-309 G	Sports Specialization (Theory)- Hockey III	MPES-PC-309 R	Sports Specialization (Theory)- Volleyball III
MPES-PC-309 H	Sports Specialization (Theory)- Handball III	MPES-PC-309 S	Sports Specialization (Theory)- Wrestling III
MPES-PC-309 I	Sports Specialization (Theory)- Judo III	MPES-PC-309 T	Sports Specialization (Theory) Weight Lifting III
MPES-PC-309 J	Sports Specialization (Theory)- Kabaddi III	MPES-PC-309 U	Sports Specialization (Theory) Yoga III
MPES-PC-309 K	Sports Specialization (Theory)- Kho Kho III		

MPES Semester-IV											
S. No	Course Code	Course Name	Type of Course	Teaching Hours				Assessment			Credit
				L	T	P	Total	Int.	Ext.	Total	
1	MPES-CT-401	Recreation	Core Theory	4	0	0	4	30	70	100	4
2	MPES-CT-402	Dissertation/ Project II	Core Theory	0	3	2	5	30	70	100	4
3	MPES-CT-403A	Theory Specialization- Sports Psychology IV	Core Theory	3	1	0	4	30	70	100	4
	MPES-CT-403B	Theory Specialization- Sports Biomechanics IV									
	MPES-CT-403C	Theory Specialization- Health Education IV									
4	MPES-LS-412	Life Skills	Ability Enhancement Course	2	0	0	2	15	35	50	2
5	MPES-EC-404	Curriculum Design in Physical Education	Elective Course	3	0	0	3	15	35	50	3
6	MPES-EC-405	Contemporary Issues in Physical Education	Elective Course								
7	MPES-SEC-406	Introduction to MS Excel and R	Skill Enhancement Course	1	0	2	3	15	35	50	2
8	MPES-SEC-407	Sports Industry and Marketing	Skill Enhancement Course								
9	MPES-PC-408	Track and Field (Combined Events)	Core Practical	0	0	4	4	20	30	50	2
10	MPES-PC-409	Sports Specialization IV	Core Practical	0	0	4	4	30	70	100	2
11	MPES-PC-410	Intramural IV and Educational Tour	Core Practical	0	0	2	2	100	0	100	1
Total				13	4	14	31	305	445	750	26

Sports Specialization Basket MPES Semester IV			
MPES-PC-409 A	Sports Specialization (Theory)- Archery IV	MPES-PC-409 L	Sports Specialization (Theory)- Lawn Tennis IV
MPES-PC-409 B	Sports Specialization (Theory)- Basketball IV	MPES-PC-409 M	Sports Specialization (Theory)- Swimming IV
MPES-PC-409 C	Sports Specialization (Theory)- Badminton I	MPES-PC-409 N	Sports Specialization (Theory)- Shooting IV
MPES-PC-409 D	Sports Specialization (Theory)- Boxing IV	MPES-PC-409 O	Sports Specialization (Theory)- Taekwondo IV
MPES-PC-409 E	Sports Specialization (Theory)- Cricket IV	MPES-PC-409 P	Sports Specialization (Theory)- Table Tennis IV
MPES-PC-409 F	Sports Specialization (Theory)- Football IV	MPES-PC-409 Q	Sports Specialization (Theory)- Track and Field IV
MPES-PC-409 G	Sports Specialization (Theory)- Hockey IV	MPES-PC-409 R	Sports Specialization (Theory)- Volleyball IV
MPES-PC-409 H	Sports Specialization (Theory)- Handball IV	MPES-PC-409 S	Sports Specialization (Theory)- Wrestling IV
MPES-PC-409 I	Sports Specialization (Theory)- Judo IV	MPES-PC-409 T	Sports Specialization (Theory) Weight Lifting IV
MPES-PC-409 J	Sports Specialization (Theory)- Kabaddi IV	MPES-PC-409 U	Sports Specialization (Theory) Yoga IV
MPES-PC-409 K	Sports Specialization (Theory)- Kho Kho IV		

FORMAT-1

**IIMTU-NEP IMPLEMENTATION
CBCF: Statement of Credit distribution 2022**

College/School: DEPARTMENT OF PHYSICAL EDUCATION (COLLEGE OF EDUCATION) Programme: MASTERS OF PHYSICAL EDUCATION AND SPORTS Duration: 2 YEARS Annual/Semester: SEMESTER	Credit range: 100 CREDITS (Suggested by CBCF Committee)
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Attached guidelines to be followed:

	Cr.	Sem.	Core Course/ Foundation Course Th (6 cr) or	Ability Enhancement Compulsory Course (AECC)	Skill Enhancement Course (SEC)	Discipline Specific Elective (DSE)	Generic Elective (GE) (From other Faculty)	Research Project (RP)	Prerequisite
Course Names as per the UGC: MASTERS OF PHYSICAL EDUCATION AND SPORTS	100		C-1 (4 Credit); P-1 (2 Credit)/T-1 (1 Cr.) FC-1 (3 Credit) 3/4/5/6 Cr.	AECC-1 (Credit) 3 Cr./Each	SEC-1 (Credit) 2 Cr./Each	DSE-1 (Credit) 3 or 4/5/6 Cr.	GE-1 (Credit) 3 or 4/5/6 Cr. 4 Cr./6 Cr.	Industry Training/ Internship Survey (4Cr.)	NA
Course Names as per Higher Education (HE): MASTERS OF PHYSICAL EDUCATION AND SPORTS			MAJOR-1 4/5/6 Cr.	Vocational 3 Cr.	Co-Curricular 2 Cr.	MAJOR-2 4/5/6 Cr.-NA	MAJOR-3 4/5/6 Cr.-NA		
Decided Credits for implementation			4Cr.	2 Cr.	2 Cr.	0 Cr.	4/6 Cr.	4 Cr.	
PG DIPLOMA (50)	26Cr.	I	C1 (Th. 4 Cr.) MPES-CT-101 Research Methods in Physical Education C2 (Th. 4 Cr.) MPES-CT-102 Test, Measurement and Evaluation in Physical Education	AECC-1:(2Cr) MPES-AEC-106 Environmental Studies /	SEC-1(0 Cr)	DSE1: (3Cr) MPES-EC-104 Physical Fitness and Wellness	GE1:(1Cr) (Mandatory) MPES-GE-112: Contemporary	N/A	

			C3 (Th. 4 Cr.) MPES-CT-103A/B/C Theory Specialization- I Sports Psychology / Sports Biomechanics / Health Education C4 (P-3 Cr) Field (Running Event) C5 (P-3 Cr) MPES-PC-109 Sports Specialization I C6 (P-1 Cr) MPES-PC-111Intramural I	MPES-AEC-107 Disaster Management		MPES-EC-105 Sports Management	issues in Physical Education			
	24Cr	II	C7 (Th. 4Cr.) MPES-CT-201 Applied Statistics in Physical Education and Sports C8 (Th.4Cr.) MPES-CT-202 Athletics Care and Rehabilitation C9 (Th.4Cr.) MPES-CT-203A/B/C - II Theory Specialization- Sports psychology / Sports Biomechanics / Health Education II C10 (P-3 Cr) MPES-PC-208 Track and Field (Jumping Event) C11 (P-3 Cr) MPES-PC-209 Sports Specialization II C12 (P-1 Cr) MPES-PC-211 Intramural II	AECC-2:(2Cr) MPES-AEC-206 Communication Skills- English/ MPES-AEC-207 Communication Skills- Hindi	SEC-(0Cr)	DSE2: (3Cr) MPES-EC-204 Sports Technology MPES-EC-205/ Sports Journalism and Mass Communication				
Provision to change the stream										
DEGREE (100)	(24 Cr)	III	C13 (Th. 4 Cr.) MPES-CT-301 Scientific Principle of Sports Training C15 (Th. 4 Cr.) MPES-CT-303A/B/C Theory Specialization- III Sports Psychology / Biomechanics / Health Education C16 (P-3 Cr) MPES-PC-308 Track and Field (Throwing Events) C17 (P-3 Cr) MPES-PC-309 Sports Specialization III C18 (P-1 Cr) MPES-PC-311 Intramural III	AECC-3: (0Cr)	SEC-3: (2Cr)	DSE3:(3Cr) MPES-EC-304 Education Technology in Physical Education/ MPES-EC-305 Sports Engineering	GE2: (2Cr) (Mandatory) MPES-GE-312: Yoga and Naturopathy	Research Project:(4Cr) C14 (Th. 4 Cr.) MPES-CT-302 Dissertation/ Project I		

	(26Cr)	IV	C21(Th. 4 Cr.) MPES-CT-401 Recreation C23 (Th. 4 Cr.) MPES-CT-403 A/B/C - Theory Specialization- IV Sports Psychology / Biomechanics/ Health Education C24 (P- 2 Cr) MPES-PC-408 Track and Field (Combined Events) C25 (P-2Cr) MPES-PC-109 Sports Specialization IV C26 (P-1 Cr) MPES-PC-411	AECC- 4:(2Cr) MPES- LS-412 Life Skills	SEC-4: (2Cr) MPES-SEC- 406 Introduction to MS Excel and R/ MPES-SEC- 407 Sports Industry and Marketing	DSE4: (3Cr) MPES-EC- 404 Curriculum Design in Physical Education/ MPES-EC- 405 Contemporary Issues in Physical Education		Research Project: (4Cr) C22 (Th. 4 Cr.) MPES- CT-402 Dissertation/ Project II	
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FORMAT-2

FORMAT-2

IIMTU-NEP Implementation: MASTERS IN PHYSICAL EDUCATION AND SPORTS

Programme	Year	Semester (15 week)	Paper	Credit	Periods per Week	Periods (Hours) per Semester	Paper Title	Unit (Periods per semester)	Prerequisite	Elective (For other)
MASTER COURSES (53 CREDIT) ----- MPES-----	FIRST YEAR	SEMESTER -I	i) C1 (Th. 4Cr)	4	4	60	MPES-CT-101: Research Methods in Physical Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15	BPS OR BPED	
			ii) AECC- 2:	2	2	30	MPES-AEC-106: Environmental Studies	Unit-1-7 Unit-2-8 Unit-3-8 Unit-4-7		
							MPES-AEC-107: Disaster Management	Unit-1-7 Unit-2-8 Unit-3-8 Unit-4-7		
			iii) SEC-0	0	0	0				
			iv) DSE-3	3	3	45	MPES-EC-104: Physical Fitness and Wellness/	Unit-1-12 Unit-2-10 Unit-3-11 Unit-4-12		
				MPES-EC-105: Sports Management	Unit-1-12 Unit-2-10 Unit-3-11 Unit-4-12					

		v) GE-1	2	1	30	MPES-GE-1(Mandatory): Contemporary issues in Physical Education	Unit-1-7 Unit-2-8 Unit-3-8 Unit-4-7		
		vi) C2 (Th.4 Cr.):	4	4	60	MPES-CT-102: Test, Measurement and Evaluation in Physical Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
		vii) C3 (Th.4 Cr.):	4	4	60	MPES-CT-103A: Theory Specialization- Sports Psychology I	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
						MPES-CT-103B: Theory Specialization- Sports Biomechanics I	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
						MPES-CT-103C: Theory Specialization- Health Education I	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
		viii) C4 (P-3 Cr):	3	3	45	MPES-EC-104: Physical Fitness and Wellness	Unit-1-15 Unit-2-10 Unit-3-10		
						MPES-EC-105: Sports Managment	Unit-1-15 Unit-2-10 Unit-3-10		
		ix) C5 (P-3 Cr):	3	3	90	MPES-PC-108: Track and Field (Running Event)	Unit-1-45 Unit-2-45		
		x) C6 (P-3 Cr):	3	3	90	MPES-PC-109: Sports Specialization I	Unit-1-45 Unit-2-45		
		xi) C7(P-1 Cr):	1	1	30	MPES-PC-110 Intramural I	Unit-1-15 Unit-2-15		

			xii) C8 (Th-GE-2Cr):	2	2	30	MPES-GE-111 Contemporary Issues in Physical Education	Unit-1-7 Unit-2-7 Unit-3-8 Unit-4-8			
			Research project/ Industry Training/ Internship Survey	NA	NA	NA	NA	NA	NA	NA	
		SEMESTER - II	i) C9 (Th. 4Cr.):	4	4	60	MPES-CT-201 Applied Statistics in Physical Education and Sports	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15			
			ii) AECC-2:	2	2	30	MPES-AEC-206 Communication Skills- English	Unit-1-6 Unit-2-8 Unit-3-8 Unit-4-8			
							MPES-AEC-207: Communication Skills- Hindi	Unit-1-8 Unit-2-6 Unit-3-8 Unit-4-8			
				iii) SEC-0	0	0	0				
				iv) DSE-3	3	3	45	MPES-EC-204: Sports Technology	Unit-1-13 Unit-2-11 Unit-3-10 Unit-4-11		
							MPES-EC-205 Sports Journalism and Mass Communication	Unit-1-13 Unit-2-11 Unit-3-10 Unit-4-11			
			v) C10 (Th.4 Cr.):	4	4	60	MPES-CT-202 Athletics Care and Rehabilitation	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15			

						MPES-CT-203A: Theory Specialization- Sports Psychology II	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
				4	4	60	MPES-CT-203B: Theory Specialization- Sports Biomechanics II	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15	
							MPES-CT-203C: Theory Specialization- Health Education II	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15	
							MPES-PC-208 Track and Field (Jumping Event)	Unit-1-45 Unit-2-45	
							MPES-PC-209: Sports Specialization II	Unit-1-30 Unit-2-30	
							MPES-PC-211 Intramural II	Unit-1-30	
							Research project/ Industry Training/ Internship Survey	NA	NA

Programme	Year	Semester (15 weeks)	Paper	Credit	Periods per Week	Periods (Hours) per Semester	Paper Title	Unit (Periods per semester)	Prerequisite	Elective (For other faculty)
MASTERS COURSE (100 Credits) ---MPES---	SECOND YEAR	SEMESTER -III	i) C15 (Th. 4 Cr.)	4	4	60	MPES-CT-301 Scientific Principle of Sports Training	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15	Qualify Ist	
			ii) C16 (Th. 4 Cr.)	4	4	60	MPES-CT-302 Dissertation Project I	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			iii) C17 (Th. 4 Cr.)	4	4	60	MPES-CT-303 A Theory Specialization -Sports Psychology III	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
							MPES-CT-303 B Theory Specialization - Bio-Mechanics III	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
							MPES-CT-303 C Theory Specialization - Health Education III	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			ii) AEC-0	0	0	0				
			iii) DSE-3	3	2	45	MPES-EC-304: Education Technology in Physical Education	Unit-1-10 Unit-2-11 Unit-3-12 Unit-4-12		
							MPES-EC-305: Sports Engineering	Unit-1-10 Unit-2-11		

							Unit-3-12 Unit-4-12		
		iv) SEC-2:	2	2	30	MPES-SEC-306 Fitness and Sports Skill Test/	Unit-1-7 Unit-2-8 Unit-3-7 Unit-4-8		
						MPES-SEC-307 Computer Application in Physical Education	Unit-1-7 Unit-2-8 Unit-3-7 Unit-4-8		
		v) C-18 (P-3 Cr):	3	6	90	MPES-PC-308 Track & Field (Throwing Event)	Unit-1-45 Unit-2-45		
		vi) C-19 (P- 3 Cr):	3	6	90	MPES-PC-309 Sports Specialization III	Unit-1-45 Unit-2-45		
		vii) C-20 (P- 1Cr)	1	1	30	MPES-PC-311 Intramural III	Unit-1-30		
	SEMESTER - IV	i) C21 (Th. 4 Cr):	4	4	60	MPES-CT-401: Recreation	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15	Must	
		ii) C22 (Th. 4 Cr.)	4	4	60	MPES-CT-402: Dissertation Project II	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
		iii) C23 (Th. 4 Cr):	4	4	60	MPES—CT-403A Theory Specialization Sports Psychology IV	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15	qualify Ist year	
						MPES—CT-403B Theory Specialization Bio-Mechanics IV	Unit-1-15 Unit-2-15 Unit-3-15		

						Unit-4-15		
						MPES—CT-403C Theory Specialization Health Education IV	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15	
			iv) AEC-0:	0	0	0		
			v) DSE-3:	3	3	45	MPES-EC-404: Curriculum Design in Physical	Unit-1-11 Unit-2-11 Unit-3-11 Unit-4-12
							Education/MPES-EC- 405: Contemporary Issues in Physical Education	Unit-1-11 Unit-2-11 Unit-3-11 Unit-4-12
			vi) SEC-2:	3	3	45	MPES-SEC-406: Introduction to MS Excel and R	Unit-1-11 Unit-2-11 Unit-3-11 Unit-4-12
							MPES-SEC-407Sports Industry and Marketing	Unit-1-11 Unit-2-11 Unit-3-11 Unit-4-12
			vii) LS-2	2	2	30	MPES-LS-412: Life Skills	Unit-1-7 Unit-2-8 Unit-3-8 Unit-4-7
			viii) LS-2	2	2	90	MPES-PC-408Track and Field (Combined Events)	Unit-1-45 Unit-2-45
							MPES-PC-109Sports Specialization IV	Unit-1-45 Unit-2-45
			ix) C-26 (P- 2Cr):	1	1	30	MPES-PC-411Intramural IV	Unit-1-30

<p>Programme Outcome:</p> <p>PO1 : Promote greater integration and balance between the social and physical education Programme Specific Outcome:</p> <p>PO2 : Contextualize physical education with a set of attitudes and values that signify the importance of movement as a valued human practice.</p> <p>PO3 : Promote the learning of new skills. Enhance, extend, inform and critique the deliberate use of exercise, play, sport and other forms of physical activity within and individual and societal context.</p>	<p>PSO1 : To know and apply discipline specific scientific and theoretical concepts critical to development of physically educated person.</p> <p>PSO2 : To plan, design and implement learning experiences that facilitate and enhance the growth of learners of diverse needs from varying backgrounds.</p> <p>PSO3 : To use effective communication and pedagogical skills and strategies to enhance student engagement & learning.</p>
<p>Programme Outcome:</p> <p>PO1: Promote greater integration and balance between the social and physical education</p> <p>PO2: Contextualize physical education with a set of attitudes and values that signify the importance of movement as a valued human practice.</p>	<p>Programme Specific Outcome:</p> <p>PSO1: To know and apply discipline specific scientific and theoretical concepts critical to development of physically educated person.</p> <p>PSO2: To plan, design and implement learning experiences that facilitate and enhance the growth of learners of diverse needs from varying backgrounds.</p>

FORMAT-3

IIMTU-NEP IMPLEMENTATION
Year-I / Semester-I

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: I
Credits Theory: Practical:	Subject: RESEARCH METHODS IN PHYSICAL EDUCATION	
Course Code: MPES-CT-101	Title: RESEARCH METHODS IN PHYSICAL EDUCATION	
Course Objectives:		
<ol style="list-style-type: none"> 1. To orient the student to make an informed choice from the large number of alternative methods and experimental designs available. 2. To familiarize the student with the dimensions and methods of research 3. To analyze an event or process or phenomenon to identify the cause and effect relationship 4. To enable the student to present a good research proposal. 5. To familiarize the student with the nature of research and scientific writing 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P:0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	INTRODUCTION: Meaning and Definition of Research–Need, Nature and Scope of research in Physical Education and Sports, Classification of Research, Defining Problem, Location of Research Problem, Criteria for selection of a problem, Qualities of a researcher. Locating Reference Materials, Procedure of review of related literature.	11
II	SAMPLING AND HYPOTHESIS Meaning and Definition of Population and Sample. Types of Sampling; Probability Methods; Systematic Sampling, Cluster sampling, Stratified Sampling. Area Sampling–Multistage Sampling. Non-Probability Methods; Convenience Sample, Judgment Sampling, Quota Sampling. 11, Meaning and Define 11tion of Hypothesis. Types of Hypothesis, Formulation and design of Hypothesis.	11
III	METHODS AND TOOLS OF RESEARCH Descriptive Methods of Research; Survey Study, Case study, Historical Research, Steps in Historical Research, Sources of Historical Research: Primary Data and Secondary Data, Historical Criticism, Philosophical Research. Experimental Research–Meaning, Nature and Importance, Meaning of Variable, Types of Variables. Experimental Design-Single Group Design, Reverse Group Design, Repeated Measure Design, Static Group Comparison Design, Equated Group Design, Factorial Design.	11

	Tools of Research–Questionnaire, Interviews, Schedules, Observation Techniques, Rating Scales, Electronic Media	
IV	<p>RESEARCH PROPOSAL AND REPORT</p> <p>Method of Writing Research proposal, Categorization of Thesis, Front Materials, Body of Thesis – Back materials, Method of writing abstract and full paper for presenting in a conference and to publish in journals, Mechanics of writing Research Report, Format of Footnote and Bibliography. Manuals, format of the research report, Main Body of the Report, References and Appendices: The Thesis or Dissertation, style of writing, reference form, pagination Tables, figures, The line graph, the Bar graph or chart, The circle chart or pie or sector chart, Maps, organization charts, evaluating or research report, summary.</p>	11
<p>Reference / Text Books:</p> <ul style="list-style-type: none"> • <i>Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc</i> • <i>Clarke David. H & Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc.</i> • <i>Craig Williams and Chris Wragg (2006) Data Analysis and Research for Sport and Exercise Science, Londonl Routledge Press</i> • <i>Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illonosis; Human Kinetics;</i> • <i>Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports, New DelhiMoses,A.K.(1995)ThesisWritingFormat, Chennai;PoompugarPathippagam Rothstein, A</i> 		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		
3) Assignments		10
4) Research Project Report Seminar On Research Project Report		
5) ESE		70
Total:		100
Prerequisites for the course: BPES/BPED		
<p>Course Learning Outcomes:</p> <p>CO1: Student will be able to understand about research, its types.</p> <p>CO2: Students will be able to write a research proposal.</p> <p>CO3: Student will be able to review research article/Paper.</p> <p>CO4: Student will be able to analyze data of the research.</p>		

IIMTU-NEP IMPLEMENTATION
Year-I/ Semester-I

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS Class: MPES-I YEAR		Year: I Semester: I
Credits Theory: 4 Practical: 0	Subject: TEST, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION	
Course Code: MPES-CT-102	Title: TEST, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION	
Course Objectives:		
<ul style="list-style-type: none"> • To determine strengths, weaknesses, difficulties and needs of students. • Placement in classes/programs or grouping based on ability • To determine what knowledge, skills, abilities, habits and attitudes have been acquired. • To determine what progress or extent of learning attained. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits:40% Marks		
L: 4 T:0 P:0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	INTRODUCTION Meaning, Definition and scope of Test, Measurement and Evaluation. Criteria for, Test Selection–Scientific Authenticity. Meaning, definition and establishing Validity, Reliability, Objectivity, Norms–Administrative Considerations, Construction of Physical fitness test, knowledge test, skilltests.	11
II	MOTOR FITNESS AND PHYSICAL FITNESS TESTS Meaning and Definition of Motor Fitness, Test for Motor Fitness; Oregon Motor Fitness Test (Separately for boys and girls)–Motor Ability; Barrow Motor Ability, Test–Muscular Fitness–Kraus Weber Minimum Muscular Fitness Test, Physical Fitness Tests - AAHPERD Health Related Fitness Battery (revised in 1984),, Roger’s Physical Fitness Index, Cardiovascular test; Harvard step test, 12 minutes run/walk test.	11
III	ANTHROPOMETRIC AND AEROBIC-ANAEROBIC TESTS Anthropometric Measurements: Method of Measuring Height: Standing Height, Sitting Height. Method of measuring Circumference: Arm, Waist, Hip, Thigh. Method of Measuring Skin folds: Triceps, Sub scapular, Suprailiac. Physiological Testing: Aerobic Capacity: The Bruce Treadmill Test Protocol, 1.5 Mile Run test for collegiate males and females.	11

IV	<p>SKILL TESTS Specific Sports Skill Test: Badminton: Miller Wall Volley Test. Basketball: Johnson Basketball Test, Harrison Basketball Ability Test. Cricket: Sutcliff Cricket test. Hockey: Friedel Field Hockey Test, Harban's Hockey Test, Volleyball: Russel Lange Volleyball Test, Brady Volleyball Test. Football: Johnson Soccer Test, Mc- Donald Volley Soccer Test. Tennis: Dyer Tennis Test. Handball: Cornish Handball Test.</p>	11
<p>Reference / Text Books: <i>Authors Guide (2013) ACSM's Health Related Physical Fitness Assessment Manual, USA: ACSM Publications</i> <i>Collins, R.D., & Hodges P.B.(2001) A Comprehensive Guide to Sports Skills Tests and Measurement (2nd edition) Lanham: Scarecrow Press</i> <i>Cureton T.K.(1947) Physical Fitness Appraisal and Guidance, St. Louis: The C.Mos by Company</i> <i>Kansal D.K. (1996), "Test and Measurement in Sports and Physical Education, NewDelhi: DVS Publications</i></p>		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report Seminar On Research Project Report		10
5) ESE		70
Total:		100
Prerequisites for the course:		
<p>Course Learning Outcomes: CO1: Student will be able to understand about TESTS, its types. CO2: Students will be able to conduct sports skill test. CO3: Student will be able to review utility of the tests. CO4: Student will be able to analyze data of the research.</p>		

**IIMTU-NEP IMPLEMENTATION
Year-I/ Semester-I**

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: I
Credits Theory: 4 Practical:	Subject: THEORY SPECILIZATION SPORTS PSYCHOLOGY I	
Course Code: MPES-CT-103A	Title: THEORY SPECILIZATION SPORTS PSYCHOLOGY I	
Course Objectives:		
<ul style="list-style-type: none"> • Demonstrate reasoning to interpret psychological phenomena of various dimensions of psychology. • Demonstrate the ability to think critically about and analyze basic psychology concepts. • Develop ethically and socially responsible behaviors for professional and personal settings in a land scape that involves increasing diversity. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T:0 P:0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Psychological functioning of brain, Mind body and brain, Sensation, Perception, Memory, Information is processing, Decision making, Thought Process and Cognitive training in sport.	15
II	Attention Processed concentration, Attention and it stypes, Theories of Attention, Nideffer's Attention Model, Role of Attention in Sports.	7
III	Intelligence and Sports, Meaning and Definition of Intelligence, Theories of Intelligence and Models (Charles Spearman - General Intelligence, Louis L. Thrust one - Primary Mental Abilities, Howard Gardner – Multiple, Intelligences), Measurement of Intelligence and Intelligence and Intellectual capabilities in Sport.	11
IV	Biological and Cognitive Psychology and The Relationship Between Biological and Cognitive Psychology and Brain scanning and imagine in techniques, Brain Mapping, relationships between the brain and behavior, Importance of Sport Psychology and Cognitive processes inPhysical Activity and Sports.	11
Reference / Text Books:		
<i>Ratty, B.J. (2000) Psychology of Contemporary sports, Human Kinetics Publishers, Champaign Illinois.</i> <i>Carron, A.V., Hausenlas, H.A. Mark Eys (2005). Group Dynamics in Sport. Morgantown,WV: Fitness Information Technology, INC, US.</i> <i>Cronbach J. Lec (1990) Essentials of Psychological Testing (Harper Colins Publishers).</i>		

4. Cratty, Braynat. J., (1973) *Movement Behaviour and Motor Learning* (Philadelphia: Leaand Febiger, 1973,), Edn.3

If the course is available as Generic Elective then the students of following departments may opt it.

Evaluation/Assessment Methodology		Max. Marks
1) Class tasks/ Sessional Examination	20	
2) Presentations /Seminar		
3) Assignments	10	
4) Research Project Report Seminar On Research Project Report		
5) ESE	70	
Total:		100
Prerequisites for the course:		
Course Learning Outcomes:		
CO1: Student will be able to understand about psychology, its types.		
CO2: Students will be able to utilize sports psychology in practical situations.		
CO3: Student will be able to teach psychology as chapter.		
CO4: Student will be able to conduct psychological test.		

**IIMTU-NEP IMPLEMENTATION
Year-I/ Semester-I**

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: I
Credits Theory: 3 Practical: 1	Subject: THEORY SPECILIZATION SPORTS BIOMECHANICS I	
Course Code: MPES-CT-103B	Title: THEORY SPECILIZATION SPORTS BIOMECHANICS I	
Course Objectives:		
<ul style="list-style-type: none"> • Explain mechanical concepts (force, lever, Newton's laws of motion and Projectile). • Develop an understanding of the fundamental connection between structure and basic functions for muscles and joints. • Identify the goals of exercise and Sports Biomechanics. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T:0 P :1 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	NEUROMUSCULAR BASIS OF HUMAN MOVEMENT Motor unit, Concept of motor unit, Types of motor unit, Gradation in the strength of muscular contraction, recruitment order Rate Coding Sensory receptors, Extroceptors and Interceptors.	11
II	MECHANICS OF BONE Structure of Bone, Growth and development of Bone, Types of Ossification, Calcium homeostasis, Bone response to stress, Bone modeling and remodeling.	11
III	MECHANICS OF SKELETAL MUSCLE Muscle size and its force production, relationship between force production and contraction velocity relationship between force production and fiber type, adaptation of muscle to prolonged length changes	8
IV	MECHANICAL PROPERTIES OF MATTER Elasticity, Stress, Strain Relation between longitudinal stress and strain PRACTICALS 1. Goniometry – measurement of joint ROM / Elgon 2. Manual testing of big muscles of the body 3. Basic anthropometric measurements (stature, sitting height, different body segment length, weight, BMI and skin fold measurements)	14

	4. Action of muscles of upper extremities by palpations method Action of Muscles of lower extremities by palpations method	
<p>Reference / Text Books: <i>The Biophysical Foundations of Human Movement, Bruce Abernethy human Human Kinetics 1997, USAAstrend, P.O. and Rodahl Karee, Text Book of Work Physiology, Tokye: McGraw – Hill Kogakusha Ltd.Bourne, Geoffery H. The Structure and Function of Muscles: London: Academic Press (1973)</i> <i>Caprovich, P.V. and Sinning. Wayne E. Physiology of Muscular Activity (Philadelphia: W.B. Saunders, 1976), 7thEdition.</i> <i>Chaurasia B.D. Human Anatomy Regional and Applied (CBS Publishr and Zdistributors, 1979</i></p>		
If the course is available as Generic Elective then the students of following departments may opt it.		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report		10
Seminar On Research Project Report		
5) ESE		70
Total:		100
Prerequisites for the course:		
<p>Course Learning Outcomes: CO1: Student will be able to understand about research, its types. CO2: Students will be able to write a research proposal. CO3: Student will be able to review research article/Paper. CO4: Student will be able to analyze data of the research.</p>		

**IIMTU-NEP IMPLEMENTATION
Year-I/ Semester-I**

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: I
Credits Theory: 4 Practical: 0	Subject: THEORY SPECILIZATION HEALTH EDUCATION I	
Course Code: MPES-CT-103C	Title: THEORY SPECILIZATION HEALTH EDUCATION I	
Course Objectives:		
<ul style="list-style-type: none"> • Describe different aspects of health and health education. • Handle school health program efficiently. • Describe different aspects of personal hygiene. • Provide a forum for discussion of contemporary issues related to Communication disease. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	CONCEPT OF HEALTH EDUCATION Concept, Aim, objective, 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.	12
II	LATEST TRENDS IN HEALTH EDUCATION Concept of Health Education and its objectives, Approaches to health Education Contents of Health education, Principles of Health Education and Latest Trends in Health Education	8
III	COMMUNICATION PROCESS Practice of Health Education, Communication Process in health Education, Types of Communication in health Education, Functions of health Communication and Barriers of Communication.	12
IV	CONCEPT OF GENETICS Concept of Genetics, Chromosomal Abnormalities, Chromosomal Disorders, Factor which influence gene frequencies, Preventive and Social Measures.	10
Reference / Text Books:		
<i>Albert E. Bed worth & David A. Bed worth, Health for human effectives in year (1982) by prentice Hall, Inc, Eglewood, published in the (USA)</i> <i>Bucher, Charles A. "Administration of Health and Physical Education Programme". Delbert, Oberteuffer, et. al." The School Health</i>		

<i>Education".</i> <i>Ghosh, B.N. "Treaties of Hygiene and Public Health".</i> <i>Hanlon, John J. "Principles of Public Health Administration" 2003.</i> <i>Turner, C.E.</i> <i>"The School Health and Health Education".</i>	
If the course is available as Generic Elective then the students of following departments may opt it.	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report Seminar On Research Project Report	10
5) ESE	70
Total:	100
Prerequisites for the course:	
Course Learning Outcomes:	
CO1: Student will be able to understand about research, its types.	
CO2: Students will be able to write a research proposal.	
CO3: Student will be able to review research article/Paper	
CO4: Student will be able to analyze data of the research.	

IIMTU-NEP IMPLEMENTATION
Year-I/ Semester-I

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: I
Credits Theory: 3 Practical: 0	Subject: PHYSICAL FITNESS AND WELLNESS	
Course Code: MPES-EC-104	Title: PHYSICAL FITNESS AND WELLNESS	
Course Objectives:		
<ul style="list-style-type: none"> • To development competencies, skill and knowledge required for the fitness and life style management • To understand the relationship between fitness and wellness • To acquire the knowledge regarding healthy life style approach. • To gain knowledge regarding various aspects and its practical implications fitness life style management 		
Nature of Paper: EC		
Minimum Passing Marks/Credits: 40% Marks		
L:3 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	FITNESS AND WELLNESS Concept of Fitness - Definition and meaning of Fitness, Different Kinds of Fitness – Physical Fitness, Skill Related and Health Related Physical Fitness, Relationship of fitness and health, Wellness revolution: Basic concept of wellness, Role of various factors in wellness, living a healthy life style; components of wellness, Physical fitness and wellness, Health benefits of Exercise.	9
II	HEALTH RELATED FITNESS Meaning of Health, Health related fitness components: Cardio Vascular Fitness, Muscular Endurance, strength, flexibility and Body composition, benefits of health related fitness. Exercise protocols for the health related fitness components, Concepts and components of body weight, Assessment of body composition, Over weight and Obesity and their health implications. Factors contributing to excess body fat. Approaches to overcome weight problem.	8
III	NUTRITION Basic Concepts innutrition; Nutritional requirements and components of a healthy diet. Nutritional Guidelines. Nutritional Planning, Balanced diet, Nutrition: Bases for human performance-Carbohydrates, Fats and Proteins. Recommended intake for Normal persons and exercising individuals. Vitamins, Minerals and Water. Osteoporosis and Calcium,	8

	Minerals and performance, Optimal nutrition for exercise, Energy value of different important foods, Food Pyramid, fluid replacement before, during and after exercise.	
IV	AGING, STRESS AND HEALTH BEHAVIOR. Fitness and Aging: Aging and cardiovascular health; Risk factors for cardio vascular disease, Forms of cardio vascular disease, Exercise and aging, Meeting the challenges of aging, Stress-meaning and types of stress, Physical and mental stress-Harmful effects of overtraining and excessive exercise on health.	8
Reference / Text Books: <i>William D Mc. Ardle, Frank I Katch and Vitor I Katch, Essential of Exercise Physiology, Second edition, New York: Lipincoff Williams and wilkins, 2000</i> <i>Arthar C. Guyton, Physiology of Human Body, Philadelphia: Saunders Company, 1972.</i> <i>Melwin Bradfird B, Strand and Others. Fitness Education Arizona Gorsuch Seani; sbrick Publishers, 1997.</i>		
If the course is available as Generic Elective then the students of following departments may opt it.		
Evaluation/Assessment Methodology		
1) Class tasks/ Sessional Examination		10
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report Seminar On Research Project Report		5
5) ESE		35
Total:		50
Prerequisites for the course: NA		
Course Learning Outcomes: CO1 Student will be able to understand about research, its types. CO2 Students will be able to write a research proposal. CO3 Student will be able to review research article/Paper. CO4 Student will be able to analyze data of the research.		

**IIMTU-NEP IMPLEMENTATION
Year-I/ Semester-I**

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: I
Credits Theory: 3 Practical: 0	Subject: SPORTS MANAGEMENT(ELECTIVE COURSE)	
Course Code: MPES-EC- 105	Title: SPORTS MANAGEMENT(ELECTIVE COURSE)	
Course Objectives: <ul style="list-style-type: none"> • To understand the importance of sport management of Physical Education sports • To gain the knowledge regarding planning and personal, facility. Budget .management. Sports Physical education • To understand the various aspects curriculum designing in professional preparation Physical education 		
Nature of Paper: DE		
Minimum Passing Marks/Credits: 40% Marks		
L: 3 T:0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	MANAGEMENT Meaning and Function, The skills of management, the universally nature of the management process, Management and Administration, principles and Theories of Management. Marketing agency function, sports agency. Classical principles, The constitution of national sports organization, office holders of an organization and their function meeting, tournament organization structure and athletic meet.	9
II	HUMAN RESOURCE MANAGEMENT Definition and aspect of HRM, job analysis and its process. Human resource is planning, Requirement, Manpower planning, Personal Management and its principles, Appraisals& Public Relation in Physical Education. Sales in the sports setting. sports agency firms, Sports Broad casting, Sports communication. Health and fitness industry, financial administration in sports and physical education, source funds in sports. Budgeting is sports and games, purpose and principal of budgeting material; improvisation and standardization of sports equipments and 8 materials. Scientific purchasing. Storekeeping, inventory control and value analysis Facility (outdoor & indoor) planning, constructions and maintenance of sports facilities.	8
III	MANAGEMENT OF PERFORMANCE, RECORDS AND REGISTERS Evaluations and its techniques in Physical Education. Sports competition and its	8

	Systems, Training structure and performance, Ethics of sports Records & registers: Maintenance of attendance. Stock, cash. Register, Physical efficiency, medical examination record, Care and maintenances. Event managements function. Planning for new event.	
IV	SPORTS MARKETING Meaning and definition of marketing and Sport Marketing, Strategic Market Management, Target Markets: Segmentation and Evaluation, Factors involved in the marketing of sport, Planning the marketing mix, The sports product, Price, Promotion, Place, Marketing, Marketing Plan outline. Applying the marketing concept, Sport marketers and their products, Consumers, Marketing challenges and opportunities, External Stakeholders.	8
Reference / Text Books:		
Bucher Carles, A. (1987) Administration of physical Education and athletic programs. London. The C.V. Mosby Co.		
Chellandurai P.(1985) Sports Management Macro Perspective. Canada Sports Dynamics		
Earle F. Zeigaler & Grary W Bowie (1993): Management Competency Development in sports and Physical Education philadephip: W. Leo and Febiger.		
Heph Bucher and Earnest Koerigeberg (1968): scientific Inventory Management. New Delhi: prentice Hall, In		
If the course is available as Generic Elective then the students of following departments may opt it.		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		10
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report Seminar On Research Project Report		5
5) ESE		35
Total:		50
Prerequisites for the course:		
Course Learning Outcomes:		
CO1	Student will be able to understand the importance of sport management of Physical Education sports.	
CO2	Students will be able to gain the knowledge regarding planning and personal, facility, Budget, management. Sports Physical education	
CO3	Student will be able to understand how to organize the events.	
CO4	Student will be able to understand the various aspects curriculum designing in professional preparation Physical education.	

IIMTU-NEP IMPLEMENTATION
Year-I/ Semester-I

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: I
Credits Theory: 3 Practical: 0	Subject: ENVIRONMENTAL STUDIES	
Course Code: MPES-AEC-106	Title: ENVIRONMENTAL STUDIES	
Course Objectives: <ul style="list-style-type: none"> • Acquire an attitude of concern for the environment. • Acquire the skills for identifying and solving environmental problems. • Participate in improvement and protection of environment. • Develop the ability to evaluate measures for the improvement and protection of environment. 		
Nature of Paper: AEC		
Minimum Passing Marks/Credits: 40% Marks		
L: 3 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Multidisciplinary nature of environmental studies, Definition, scope and importance Need for public awareness, Celebration of various days in relation with environment.	9
II	Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems, Role of an individual in conservation of natural resources, Equitable use of resources for sustainable lifestyles.	8
III	Ecosystems: Concept of an ecosystem, Structure and function of an ecosystem, Producers, consumers and decomposers, Energy flow in the ecosystem, Ecological succession, Food chains, food webs and ecological pyramids.	8
IV	Introduction – Definition: genetic, species and ecosystem diversity. Biogeographically classification of India Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values Bio diversity at global, National and local levels, India as a mega-diversity nation	8
Reference / Text Books: <i>Abbot, J. & Guijt, I. (1998) Changing views on change: participatory approaches to monitoring then vironment. Pp. 1-96 in SARL Discussion Paper No. 2, July 1998. London:</i>		

IIED (ISBN 1560-2192).

Abdalla, C.W. & Kelsey, T.W. (1996) Breaking the impasse: Helping communities cope with change at the rural-urban interface. Journal of Soil and Water Conservation 51: 462-466.

Ajzen, I. & Fishbein, M. (1980) Understanding attitudes and predicting social behavior. Englewood Cliffs, N. J, USA: Prentice-Hall

If the course is available as Generic Elective then the students of following departments may optit.

Evaluation/Assessment Methodology

Max. Marks

1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report Seminar On Research Project Report	5
5) ESE	35
Total:	50

Prerequisites for the course: NA

Course Learning Outcomes:

CO1: Master core concepts and methods from ecological and physical sciences and their application in environmental problem solving.

CO2: Master core concepts and methods from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions.

CO3: Appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.

CO4: Understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales

IIMTU-NEP IMPLEMENTATION
Year-I/ Semester-I

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: I
Credits Theory: 3 Practical: 0	Subject: DISASTER MANAGEMENT	
Course Code: MPES- AEC-107	Title: DISASTER MANAGEMENT	
Course Objectives:		
<ul style="list-style-type: none"> To create awareness on disasters through intensive public education; To improve Human and Institutional Capacity. To promote Disaster Risk Reduction (DRR) and Climate Change Risk Management through the establishment of National and Regional Platforms for all Stakeholders. To strengthen Disaster Prevention and Response Mechanisms. 		
Nature of Paper: AEC		
Minimum Passing Marks/Credits: 40% Marks		
L: 3 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	INTRODUCTION ON DISASTER DIFFERENT TYPES OFDISASTER Natural Disaster: such as Flood, Cyclone, Earth quakes, Landslides etc, Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War and Terrorism etc. Causes, effects and practical examples for all disasters. Risk and Vulnerability Analysis Risk: Its concept and analysis.	8
II	DISASTER PREPAREDNESS AND RESPONSE Concept and Nature Disaster Preparedness Plan, Prediction, Early warnings and Safety Measures of Disaster, Role of Information, Education, Communication, and Training, Role of Government, International and NGO Bodies, Role of IT in Disaster Preparedness, Role of Engineers on Disaster Management.	9
III	DISASTER RESPONSE Introduction Disaster Response Plan, Communication, Participation, and Activation of Emergency Preparedness Plan, Search, Rescue, Evacuation and Logistic Management, Disaster Response: Introduction, Disaster Response Plan, Communication, Participation, and Activation of Emergency Preparedness Plan, Search, Rescue, Evacuation and Logistic Management, Role of Government, International and NGO Bodies, Psychological Response and Management (Trauma, Stress, Rumor and	8

	Panic), Relief and Recovery, Medical Health Response to Different Disasters	
IV	REHABILITATION, RECONSTRUCTION AND RECOVERY Reconstruction and Rehabilitation as a Means of Development, Damage Assessment, Post Disaster effects and Remedial Measures, Creation of Long-term Job Opportunities and Live li hood Options, Disaster Resistant House Construction, Sanitation and Hygiene, Education and Awareness, Dealing with Victims' Psychology, Long-term Counter Disaster Planning, Role of Educational Institute.	8
Reference / Text Books:		
<ul style="list-style-type: none"> • <i>G. Bank off, G. Frerks, D. Hilhorst (eds.) (2003). Mapping Vulner ability: Disasters, Development and People .ISBNISBN 1-85383-964-7.</i> • <i>B. Wisner, P. Blaikie, T. Cannon, and I. Davis (2004). At Risk-Natural hazards, people's vulner ability and disasters. Wiltshire: Routledge. ISBNISBN 0-415-25216-4.</i> • <i>D. Alexander (2002). Principles of Emergency planning and Management. Harpended : Terrapublishing. I ISBNISBN 1-903544-10-6.</i> 		
If the course is available as Generic Elective then the students of following departments may opt it.		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		10
2) Presentations /Seminar		
3) Assignments		5
4) Research Project Report Seminar On Research Project Report		
5) ESE		35
Total:		50
Prerequisites for the course: NA		
Course Learning Outcomes:		
CO1 Student will be able to promote Disaster Risk Reduction Management through the establishment of National and Regional Platforms for all Stakeholders.		
CO2 Students will be able to create awareness on disasters through intensive public education.		
CO3 Student will be able to improve Human and Institutional Capacity.		
CO4 Student will be able to understand how they promote strengthen Disaster Prevention and Response Mechanisms.		

IIMTU-NEP IMPLEMENTATION
Year-I / Semester-I

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: I
Credits Theory: 0 Practical: 4	Subject: TRACK AND FIELDS (RUNNING EVENT)	
Course Code: MPES-PC-108	Title: TRACK AND FIELDS (RUNNING EVENT)	
Course Objectives:		
<ul style="list-style-type: none"> • Demonstrate and assess various techniques of starts and finish. • Understand the concept of skill. • Acquire the required motor skills. • Appraise the rule & regulation. • Interpret the rules, regulations and officiate in competition 		
Nature of Paper: P Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 0 T: 0 P: 4 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the running events at national and international levels, National And International Bodies controlling track and field and the iraffiliated units; Major National and International competitions.	5
II	FUNDAMENTAL SKILLS Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks. Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug, Track Marking(running events), Rules and Officiating Hurdles:- Fundamental Skills- Starting, Clearance and Landing Techniques. Types of Hurdles Track Marking and Officiating.	20
III	RELAYS: FUNDAMENTAL SKILLS Various patterns of Baton Exchange Understanding of Relay Zones Marking of staggers and changing zones	10
IV	Interpretation of Rules and Officiating	9
Reference / Text Books: <i>GerhardtSchmolinsky(1978) Track & Field: Athletics Training in the G.D.R. (East Germany). 1978 - 392 pages Sport verlag,</i>		
If the course is available as Generic Elective then the students of following departments may opt it.		

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report/ Seminar On Research Project Report	
5) ESE	30
Total:	50
Prerequisites for the course: NA	
Course Learning Outcomes:	
CO1 Student will be able to understand the concept of skill.	
CO2 Students will be able to Demonstrate and assess various techniques of starts and finish.	
CO3 Student will be able to understand Appraise the rule & regulation.	
CO4 Student will be able to understand Interpret the rules, regulations and officiate in competition.	

**IIMTU-NEP IMPLEMENTATION
Year-I/ Semester-I**

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: I
Credits Theory: 0 Practical: 2	Subject: SPORTS SPECILIZATION	
Course Code: MPES-PC-109	Title: SPORTS SPECILIZATION	
Course Objectives:		
<ul style="list-style-type: none"> The student attains knowledge, understanding, interpreting and analyzing proficiency in a game of one's choice. The Students will acquire knowledge and understanding of a specific sport in which an individual wishes to excel. 		
Nature of Paper: P Core		
Minimum Passing Marks/Credits: 50% Marks		
L: 0 T: 0 P: 2 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical Development and Modern Trends (National and International Level)Organizational Structure (State, National and International Level)	5
II	Playfield Technology – Marking and Construction of the playfields. Rules and their interpretation.	6
III	General Warming up and Specific Warming up Physiological basis of Warming up and its effect on performance and Cooling down and its effect.	5
IV	Basic skills and techniques of the Sports/Game., Skill/Technique Evaluation and Evaluation of Player's Performance	6
Reference / Text Books: <i>Aron Anisworth (2009) A-Z Sports and Games Centrum Press pages 253. Encyclopaedia-Sports-Games-R-G-Goel/dp/0706998227</i>		
If the course is available as Generic Elective then the students of following departments may opt it.		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/Sessional Examination		20
2) Presentations /Seminar		10
3) Assignments		10
4) Research Project Report/ Seminar On Research Project Report		70
5) ESE		70
Total:		100

Prerequisites for the course: NA

Course Learning Outcomes:

- CO1 Student will be able to understand the concept of skill.
- CO2 Students will be able to Demonstrate and assess various techniques of starts and finish.
- CO3 Student will be able to understand Appraise the rule & regulation.
- CO4 Student will be able to understand Interpret the rules, regulations and officiate in competition

**IIMTU-NEP IMPLEMENTATION
Year-I / Semester-I**

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: I
Credits Theory: 0 Practical: 1	Subject: INTRAMURAL-I	
Course Code: MPES-PC-108	Title: INTRAMURAL - I	
Course Objectives:		
<ul style="list-style-type: none"> • The students feel confidence in handling the group activities and able to cope up with problems arises during various organizational aspects. • In future students are ready to handle Student activity center of any institution. • Students are able to conduct various type of competition at all level successfully. • Students are getting a clear concept of officiating and organization different type of games. • Students will be able to demonstrate positive leadership skills that contribute to the organization a effectiveness of their respective sport. 		
Nature of Paper: P Core		
Minimum Passing Marks/Credits: 50% Marks		
L: 0 T: 0 P: 2 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Sports competition will be organizes o that student can enhance their performance. Learn organization skills, officiate in get Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department.	22
Reference / Text Books:		
If the course is available as Generic Elective then the students of following departments may op tit.		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		100
2) Presentations/Seminar3)Assignments		
3) Research Project Report Seminar On Research Project Report		0
4) ESE		
Total:		100

Prerequisites for the course: NA

Course Learning Outcomes:

- CO1 Student will be able to conduct various type of competition at all level successfully.
- CO2 Students will be able to feel confidence in handling the group activities and able to cope up with problems arises during various organizational aspects.
- CO3 Students are able to Students are getting a clear concept of officiating and organization different type of games.
- CO4 Student will be able to demonstrate positive leadership skills that contribute to the organizational effectiveness of their respective sport.

**IIMTU-NEP IMPLEMENTATION
Year-I/ Semester-I**

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: I
Credits Theory: 2 Practical: 0	Subject: CONTEMPORARY ISSUES IN PHYSICAL EDUCATION	
Course Code: MPES-GE-111	Title: CONTEMPORARY ISSUES IN PHYSICAL EDUCATION	
Course Objectives:		
<ul style="list-style-type: none"> • Articulate critical response to contemporary political, social and philosophical debates impacting on the status and development of physical education and school sport • Demonstrate an understanding of current theoretical and methodological approaches to teaching and learning in physical education and school sport • Critically analyze policy at global, national and local levels in relation to physical education and school sport and contextualize policy impact on practice within their own professional setting • Critically evaluate the role of government policy in managing decision making within physical education and school sports 		
Nature of Paper: GE		
Minimum Passing Marks/Credits: 40% Marks		
L: 0 T: 0 P: 4 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Concept of Physical Education and Fitness, Definition, Aims and Objectives of Physical Education, fitness and Wellness, Importance and Scope of fitness and wellness so Modern concept of Physical fitness and Wellness, Physical Education and its Relevance in Inter Disciplinary Context.	5
II	Fitness, Wellness and Lifestyle, Fitness – Types of Fitness and Components of Fitness, Understanding of Wellness, Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management, Physical Activity and Health Benefits.	5
III	Principles of Exercise Program, Means of Fitness development – aerobic and anaerobic exercises, Exercises and Heart rate Zones for various aerobic exercise intensities o Concept of free weight Vs Machine, Sets and Repetition etc, Concept of designing different fitness training program for different age group.	6
IV	Safety Education and Fitness Promotion, Health and Safety in Daily Life First Aid and Emergency Care, Common Injuries and their Management, Modern Life Style and Hypo-kinetic Disease–Prevention and Management	6

Reference / Text Books:

Difiore, J, (1998), Complete guide to postnatal fitness, London: A & C Black, Giam, C, K &The, K,C, (1994),Sport medicine exercise and fitness, Singapore: P,G, Medical Book, Mcglynn, G,, (1993), Dynamics of fitness, Madison: W,C,B Brown, Sharkey, B, J, (1990), Physiology of fitness, Human Kinetics Book

If the course is available as Generic Elective then the students of following departments may opt it. ANY

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	5
4) Research Project Report/ Seminar On Research Project Report	
5) ESE	35
Total:	50

Prerequisites for the course: NA

Course Learning Outcomes:

CO1: Student will be able to understand Critically analyze policy at global, national and local levels in relation to physical education and school sport and contextualize policy impact on practice within their own professional setting.

CO2: Students will be able to Demonstrate an understanding of current theoretical and methodological approaches to teaching and learning in physical education and school

CO3: sport.

Students are able to Critically evaluate the role of government policy in managing decision making within physical education and school sports.

CO4: Student will be able to Articulate a critical response to contemporary political, social and philosophical debates impacting on the status and development of physical education and school sport.

IIMTU-NEP IMPLEMENTATION
Year-I / Semester-II

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: II
Credits Theory: 4 Practical:0	Subject: APPLIED STATISTICS IN PHYSICAL EDUCATION ANDSPORTS	
Course Code: MPES-CT-201	Title: APPLIED STATISTICS IN PHYSICAL EDUCATION AND SPORTS	
Course Objectives:		
<ul style="list-style-type: none"> • The application of the most optimal, international, statistical principles, methods and proceedings. • A need for promoting the timely collection and publication of good quality statistical data. • A need for maintaining continuity and comparability in the data produced. • To use population mean, as an estimate of the sample mean. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	INTRODUCTION, DATA CLASSIFICATION, TABULATION AND MEASURES OF CENTRAL TENDENCY Meaning and Definition of Statistics and 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, Meaning, uses and construction of frequency table, Meaning, Purpose, Calculation and advantages of Measures of central tendency Mean, median and mode.	11
II	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, Mean Percentile Ranking, Computation of Percentile Ranking.	11
III	PROBABILITY DISTRIBUTIONS AND GRAPHS Normal Curve Meaning of probability- Principles of normal curve – Properties of normal curve. Divergence from normality–Skewness and Kurtosis, Graphical Representation in Statistics; Line diagram, bar diagram, Histogram, Frequency Polygon, Ogive Curve.	11
IV	INFERENCEAL AND COMPARATIVE STATISTICS Tests of significance; Independent “t” test, Dependent “t” test – chi –	11

	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., Factorial Analysis, SPSS System.	
Reference / Text Books:		
<i>Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc</i>		
<i>Clark D.H. (1999) Research Problem in Physical Education 2nd edition, Eaglewood Cliffs, Prentice Hall, Inc.</i>		
<i>Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illonosis; Human Kinetics;</i>		
<i>Kamlesh, M. L. (1999) Research Methodology in Physical Education and</i>		
		Max. Marks
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		
3) Assignments		10
4) Research Project Report Seminar On Research Project Report		
5) ESE		70
	Total:	100
Prerequisites for the course: BPES/BPED		
Course Learning Outcomes:		
CO1: Student will be able to use population mean, as an estimate of the sample mean.		
CO2: Students will be able to need for maintain in continuity and comparability in the data produced.		
CO3: Students are able to the application of the most optimal, international, statistical principles, methods and proceedings.		
CO4: Student will be able to need for promoting the timely collection and publication of good quality statistical data.		

IIMTU-NEP IMPLEMENTATION
Year-I / Semester- II

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: II
Credits Theory: 4 Practical: 0	Subject: ATHLETIC CARE AND REHABILITATION	
Course Code: MPES-CT-202	Title: ATHLETIC CARE AND REHABILITATION	
Course Objectives:		
<ul style="list-style-type: none"> • Identify components of a comprehensive plan of care for an injured athlete. • Describe the effects of therapeutic exercise on the inflammatory response, soft tissue and bony repair and return to athletic participation. • Discuss all aspects of rehabilitation in relation to goals and goal setting. • Describe the importance of case studies. . 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	CORRECTIVE PHYSICAL EDUCATION Definition and objectives of corrective Physical Education. Posture and body mechanics, Standards of Standing Posture, Value of good posture, Drawbacks and causes of bad posture. Posture test – Examination of the spine.	8
II	POSTURE Normal curve of the spine and its utility, Deviations in posture: Kyphosis, lordosis, flat back, Scoliosis, round shoulders, Knock Knee, Bowleg, Flatfoot, Causes for deviations and treatment including exercises.	10
III	REHABILITATION EXERCISES Passive, Active, Assisted, Resisted exercise for Rehabilitation, Stretching, PNF techniques and principles.	8
IV	MASSAGE Brief history of massage – Massage as an aid for relaxation – Points to be considered in giving massage – Physiological, Chemical, Psychological effects of massage – Indication/Contra indication of Massage – Classification of the manipulation used massage and their specific uses in the human body– Strok in manipulation: Effleurage – Pressure manipulation: Petri sage Kneading (Finger, Kneading, Circular) ironing Skin Rolling–Percussionmani- pulation: Tapotement, Hacking, Clapping, Beating, Pounding, Slapping, Cupping, Poking, Shaking Manipulation, Deep massage.	8

V	SPORTS INJURIES CARE, TREATMENT AND SUPPORT Principles pertaining to the prevention of Sports injuries – care and treatment of exposed and unexposed injuries in sports – Principles of apply cold and heat, infrared rays – Ultrasonic, Therapy–Short wave diathermy therapy. Principles and techniques of Strapping and Bandages.	10
Reference / Text Books: <i>Doherty. J. Meno. Wetb, Moder D (2000) Track & Field, Englewood Cliffs, Prentice Hal Inc.</i> <i>Lace, M. V.(1951) Massage and Medical Gymnastics, London: J&A Churchill Ltd.</i> <i>Mc. Ooyand Young (1954) Tests and Measurement, New York: Appleton Century.</i> Naro, C. L. (1967) <i>Manual of Massage and, Movement, London: Febra and Febra Ltd.</i> Rathbone, J.I. (1965) <i>Corrective Physical education, London: W.B. Saunders & Co.</i> Stafford and Kelly, (1968) <i>Preventive and Corrective Physical Education, New York.</i>		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		
3) Assignments		10
4) Research Project Report Seminar On Research Project Report		
5) ESE		70
Total:		100
Prerequisites for the course:		
Course Learning Outcomes: CO1: Student will be able to describe the importance of case studies. CO2: Students will be able to discuss all aspects of rehabilitation in relation to goals and goal setting. CO3: Students are able to Describe the effects of therapeutic exercise on the inflammatory response, soft tissue and bony repair and return to athletic participation. CO4: Student will be able to identify components of a comprehensive plan of care for an injured athlete.		

**IIMTU-NEP IMPLEMENTATION
Year-I/ Semester- II**

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: II
Credits Theory: 4 Practical: 0	Subject: THEORY SPECILIZATION SPORTS PSYCHOLOGY II	
Course Code: MPES-CT-203A	Title: THEORY SPECILIZATION SPORTS PSYCHOLOGY II	
Course Objectives:		
<ul style="list-style-type: none"> • Describe the role of sports Psychology for athletes and in their performance. • Apply psychological theories in the field of physical education and sports for enhanced Participation and optimal performance among children. • Describe the general characteristics of various stages of growth and development. • Describe the personality and its characteristics. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T:0 P:0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	PSYCHOLOGICAL CHARACTERISTIC OF PEAK PERFORMANCE Achievement Motivation, Self-regulation and Bio-feedback, Self Confidence and Self efficacy, Coping with stress and anxiety and Preparing athlete for major competition.	15
II	RELAXATION TECHNIQUES INSPORTS Imagery in Sport, Cognitive Technique for Building Confidence Concentration and Attention Control Training, PMR, Autogenic Training, Deep Breathing, Guided Imagery	7
III	ACTIVATION / ENERGIZINGTECHNIQUES Goal setting and Sports Performance, Imagery, Types of Imagery VMBR. Intervention strategies for activation techniques	11
IV	PSYCHOLOGICAL SKILLSTRAINING PST and Sports Performance, Designing and Implementing PST Programme and Common problems in Implementing PST Programme. Importance of Psychological Skill Training Programme. PRACTICAL <ul style="list-style-type: none"> • Assessment of Types of Athletes • Strategies for relaxation and activation 	11

	<ul style="list-style-type: none"> Schedule of psychological Preparation for coaches and officials Designing and implementing PST programme. 	
<p>Reference / Text Books: <i>Anshel, M.H.(2002). Sport Psychology: From Theory to Practice. Scottsolale, AZ: Gorsuch Scarbrick. Burton, Damon , Thomas D. Raedeke (2008) Sport Psychology For Coaches Human Kinetics Publishers, Chaampaign Iinois.</i> <i>Cox, Richard H (2006) Sport Psychology Concept and Application, 3rdedWm.C. Brown Publishers.</i> <i>Gill, Diana L (1986) Psychological Dynamics of Sport. Human Kinetics Publishers, Inc ChampaignIL.</i></p>		
<p>If the course is available as Generic Elective then the students of following departments may opt it.</p>		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		
3) Assignments		10
4) Research Project Report Seminar On Research Project Report		
5) ESE		70
	Total:	100
Prerequisites for the course:		
<p>Course Learning Outcomes: CO1: Student will be able to describe the personality and its characteristics. CO2: Students will be able to Apply psychological theories in the field of physical education and sports for enhanced Participation and optimal performance among children. CO3: Students are able to describe the general characteristics of various stages of growth and development. Response, soft tissue and bony repair and return to athletic participation. CO4: Student will be able to describe the role of sports Psychology for athletes and in their performance.</p>		

IIMTU-NEP IMPLEMENTATION
Year-I/ Semester- II

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: II
Credits Theory: 3 Practical:1	Subject: THEORY SPECILIZATION SPORTS BIOMECHANICS II	
Course Code: MPES-CT-203B	Title: THEORY SPECILIZATION SPORTS BIOMECHANICS II	
Course Objectives:		
<ul style="list-style-type: none"> Identify the goals of exercise and Sports Biomechanics. Explain mechanical concepts (Eccentric force, Couple, Moment of force, Moment of Inertia, Center of gravity). Develop an understanding of the fundamental connection between Angular Kinetics of Human Movement. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% Marks		
L: 4 T:0 P :1 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	INTRODUCTION OF FUNDAMENTALS OF BIOMECHANICS Definition of Biomechanics & Sports Biomechanics, Importance of Biomechanics for Physical Education Teacher, Coach & Athlete ,Goals of Sports Biomechanics–Performance Enhancement, Technique, Equipment, Training, Injury Prevention and Rehabilitation and Elementary Trigonometry, Definition of Trigonometry, Pythagoras Theorem, Trigonometric Ratios in right triangles, Problems related to skill, Basic Concepts: Forms of Motion, Linear Motion, Angular Motion and General Motion	11
II	LINEAR AND ANGULAR KINEMATICS Linear Kinematic, Quantities: Distance and Displacement, Speed and velocity, Acceleration, Vectors and scalars, Units, Angular Kinematics, Angular Distance and Displacement, Angular Speed and Velocity, Units in angular kinematics Angular Acceleration.	11
III	LINEAR KINETICS Inertia, Mass, Force (Internal and External), Momentum, Friction and its types Pressure Angular Kinetics of Human Movement, Eccentric force, Couple, Moment of force, Moment of Inertia, Center of gravity and its uses and Moment of Inertia.	8
IV	FLUID MECHANICS Flotation, Relative Motion, Fluid Resistance: Air & Water, Drag & Lift,	14

<p>Spin and Types of Spin PRACTICALS Manual calculations of various kinetic and kinematic parameters – distance, displacement, speed, velocity, acceleration, momentum, force, mass, weight, resultant vector, pressure, work, power, energy etc. Stick diagram (basic techniques; anatomical posture, walking, push up, sit ups etc.) Goniometry – measurement of joint ROM / Elgon</p>	
<p>Reference / Text Books: <i>Bunn, John W. Scientific Principles of Coaching, Second Edition. (Englewood cliffs, New Jersey : Prentice Hall, Inc. 1972)</i> <i>Hall, Susan J. Basic Biomechanics, Fourth Edition (Boston etc.: WCB/MC Graw-Hill Companies, 2004)</i> Hay, James G. <i>The Biomechanics of Sports Techniques, Fourth Edition (Englewood cliffs, New Jersey;Prentice Hall, 1993</i> <i>Hay, James G. and Raid J. Gavin, Anatomy, Mechanics and Human motion, Second Edition (Englewood cliffs,New Jersey: Prentice Hall, 1988).</i> <i>Kreighbaum, Ellen and Barthels. Biomechanics – A qualitative Approach for studying Human movement. Third edition (New York : MC millan publishing company, 1990)</i></p>	
<p>If the course is available as Generic Elective then the students of following departments may opt it.</p>	
<p>Evaluation/Assessment Methodology</p>	
<p>Max. Marks</p>	
<p>1) Class tasks/ Sessional Examination 2) Presentations /Seminar 3) Assignments 4) Research Project Report Seminar On Research Project Report 5) ESE</p>	<p>20 10 70</p>
<p>Total:</p>	<p>100</p>
<p>Prerequisites for the course:</p>	
<p>Course Learning Outcomes: CO1: Student will be able to explain mechanical concepts. CO2: Students will be able to develop an understanding of the fundamental connection between Angular Kinetics of Human Movement. CO3: Students are able to Identify the goals of exercise and Sports Biomechanics. CO4: Student will be able to describe fluid mechanics</p>	

IIMTU-NEP IMPLEMENTATION
Year-I/ Semester- II

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTSEDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: II
Credits Theory: 4 Practical: 0	Subject: THEORYSPECILIZATIONHEALTHEDUCATIONI	
Course Code: MPES-CT-203C	Title: THEORY SPECILIZATION HEALTH EDUCATION II	
Course Objectives:		
<ul style="list-style-type: none"> • Demonstrate understanding of health principles of Epidemiological methods wide variety of aspects from control disease. • Demonstrate understanding of Respiratory Infection. • Understand implications of personal and societal behavior on diseases and disease prevention. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	CONCEPT OF HEALTH EDUCATION Concept, , Aim, objective, 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.	12
II	LATEST TRENDS IN HEALTH EDUCATION Concept of Health Education and its objectives, Approaches to health Education Contents of Health education, Principles of Health Education and Latest Trends in Health Education	8
III	COMMUNICATION PROCESS Practice of Health Education, Communication Process in health Education, Types of Communication in health Education, Functions of health Communication and Barriers of Communication.	12
IV	CONCEPT OF GENETICS Concept of Genetics, Chromosomal Abnormalities, Chromosomal Disorders, Factor which influence gene frequencies, Preventive and Social Measures.	10
Reference / Text Books:		
<i>Albert E. Bedworth & David A. Bedworth, Health for human effectives in year (1982) by prentice Hall, Inc, Eglewood, published in the (USA) Bucher, Charles A. "Administration of Health and Physical Education Programme". Delbert,</i>		

<p><i>Oberteuffer, et. al.</i> "The School Health Education". <i>Ghosh, B.N.</i> "Treaties of Hygiene and Public Health". <i>Hanlon, John J.</i> "Principles of Public Health Administration" 2003. <i>Turner, C.E.</i> <i>"The School Health and Health Education".</i></p>	
<p>If the course is available as Generic Elective then the students of following departments may opt it.</p>	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report Seminar On Research Project Report	
5) ESE	70
Total:	100
Prerequisites for the course:	
<p>Course Learning Outcomes: CO1: Student will be able to understand of Respiratory Infection. CO2: Students will be able to demonstrate understanding of health principles of Epidemiological methods wide variety of aspects from control disease. CO3: Students are able to concept of Health Education and its objectives. CO4: Student will be able to understand implications of personal and societal behavior on diseases and disease prevention.</p>	

IIMTU-NEP IMPLEMENTATION
Year-I/ Semester- II

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: II
Credits Theory: 3 Practical: 0	Subject: SPORTS TECHNOLOGY	
Course Code: MPES-EC-204	Title: SPORTS TECHNOLOGY	
Course Objectives:		
<ul style="list-style-type: none"> • To development competencies, skill and knowledge required for the fitness and life style management. • To understand the relationship between fitness and wellness. • To acquire the knowledge regarding healthy life style approach. • To gain knowledge regarding various aspects and its practical implications fitness life style management. 		
Nature of Paper: EC		
Minimum Passing Marks/Credits: 40% Marks		
L:3 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	SPORTS TECHNOLOGY Meaning and definition of Sports Technology, Purpose, advantages and applications of Sports Technology, General Principles and purpose of instrumentation in sports, Work flow of instrumentation and business aspects and Technological impacts on sports.	9
II	SCIENCE OF SPORTS MATERIALS Adhesives-Nano glue, Nano molding, technology, Nano turf Foot, wear production, Factors and application in sports, constraints, Foams-Polyurethane, Polystyrene, Styrofoam, closed- cell and open-cell foams, Neoprene, Foam, Smart Materials – Shape Memory Alloy (SMA), Thermo chromic film, High-density modeling foam. Playing Equipment: Balls, Bat, and Stick, Racquets, Clothing and shoes: Types, Materials and Advantages.	8
III	SURFACES OF PLAYFIELDS Modern surfaces for play fields, construction and installation of sports surfaces Types of materials synthetic, wood, Polyurethane, Artificial turf Modern technology in the construction of indoor and outdoor facilities. Technology in manufacture of modern play equipment, Use of computer and software in Match Analysis and Coaching.	8

IV	MODERN EQUIPMENT AND TRAINING GADGETS	8
	Measuring equipment: Throwing and Jumping Events. Protective equipment : Types, Materials and Advantages. Sports equipment with Nano technology, Advantages. Basketball: Ball Feeder, Mechanism and Advantages. Cricket: Bowling Machine, Mechanism and Advantages, Tennis: Serving Machine, Mechanism and Advantages, Volleyball: Serving Machine Mechanism and Advantages. Lighting Facilities: Method of erecting Floodlit and measuring luminous. Video Coverage: Types, Size, Capacity, Place and Position of Camera in Live coverage of sporting events	
Reference / Text Books:		
<i>Charles J.A. Crane, F.A.A. and Furness, J.A.G. (1987) "Selection of Engineering Materials" UK: Butter worth Heiremann.</i>		
<i>Finn, R.A. and Trojan P.K. (1999) "Engineering Materials and their Applications" UK: Jaico Publisher.</i>		
If the course is available as Generic Elective then the students of following departments may opt it.		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/Sessional Examination	10	
2) Presentations/Seminar		
3) Assignments	5	
4) Research Project Report Seminar On Research Project Report		
5) ESE	35	
Total:		50
Prerequisites for the course: NA		
Course Learning Outcomes:		
CO1: Student will be able to gain knowledge regarding various aspects and its practical implications fitness life style management.		
CO2: Students will be able to acquire the knowledge regarding healthy life style approach.		
CO3: Students are able to understand the relationship between fitness and wellness.		
CO4: Student will be able to development competencies, skill and knowledge required for the fitness and life style management.		

IIMTU-NEP IMPLEMENTATION
Year-I/ Semester- II

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: II
Credits Theory: 3 Practical: 0	Subject: SPORTS JOURNALISM AND MASSCOMMUNICATION	
Course Code: MPES-EC- 205	Title: SPORTS JOURNALISM AND MASS COMMUNICATION	
Course Objectives:		
<ul style="list-style-type: none"> • Meaning, scope and changing trends of journalism in sports. • Role of journalism in sports promotion and vice-versa and Media. • To develop professional competencies, skills and knowledge regarding sports journalism. • To acquire the writing skills in the field of sports. 		
Nature of Paper: DE		
Minimum Passing Marks/Credits: 40% Marks		
L: 3 T:0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	AN INTRODUCTION AND ROLE OF SPORTS JOURNALISM Meaning and Definition of sports Journalism, Role of Journalism in the Field of Physical Education and sports, Ethics of Journalism–Canons of journalism-Sports Ethics and Sports man ship–Reporting Sports Events, Role of Advertisement in Journalism, Sports organization and sports journalism, Sports journalism awards and World famous sports journalist, Characteristics of news: importance of human factors in news Writing the newsstory lead and body reporting various games.	9
II	SPORTS BULLETIN AND ETHICS OF SPORTS WRITING Concept of Sports Bulletin: Journalism and sports education, Structure of sports bulletin. Compiling a bulletin. Types of bulletin–National and International Sports News Agencies, Sports as an integral part of Physical Education — General news reporting and sports reporting, Writing a news story and tips for news writing, Structure for your article, writing news releases, the dangers of sports journalism.	8
III	MASS MEDIA Introduction of Mass Media Organization of Press Meet. Purpose of Mass Media for the propagation of sports communication In daily newspapers general magazines and specialized sports magazines. Sports on radio, television and Internet or Web= running commentary on the radio–Sports expert’s comments, Women and media, Sports Photography: Equipment-Editing –Publishing.	8

IV	REPORT WRITING ON SPORTS AND JOURNALISM AND JOURNALISTIC TECHNIQUES Qualifications, Duties and Responsibilities of an editor, Preparing report of an Annual Sports Meet for Publication in Newspaper, Methods of editing a Sports report, Picture section and editing, Sports page makeup, Sports organization and sports Journalism—General news reporting and sports reporting. Evaluation of Reported News, Interview with elite Player and Coach, Types of sports features, Exclusive pictures, freelance writing in sports.	8
Reference / Text Books: <i>Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi :Surjeet Publications</i> <i>Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication.</i> <i>Bhatt S.C.(1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication</i> <i>Dhananjay Joshi (2010) Value Education in Global Perspective. New Delhi: Lotus Press.</i> <i>Kannan K (2009) Soft Skills, Madurai: Madurai: Yadava College Publication.</i>		
If the course is available as Generic Elective then the students of following departments may opt it.		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		10
2) Presentations /Seminar		
3) Assignments		5
4) Research Project Report Seminar On Research Project Report		
5) ESE		35
Total:		50
Prerequisites for the course:		
Course Learning Outcomes: CO1: Student will be able to role of journalism in sports promotion and vice-versa and Media. CO2: Students will be able to develop professional competencies, skills and knowledge regarding sports journalism. CO3: Students are able to acquire the writing skills in the field of sports. CO4: Student will be able to understand meaning, scope and changing trends of journalism in sports.		

IIMTU-NEP IMPLEMENTATION
Year-I/ Semester- II

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: II
Credits Theory: 3 Practical: 0	Subject: COMMUNICATION SKILLS (ENGLISH)	
Course Code: MPES- AEC-206	Title: COMMUNICATION SKILLS (ENGLISH)	
Course Objectives:		
<ul style="list-style-type: none"> • Listening comprehension skills; • Vocabulary beyond that of the subject matter; • Control of English grammar; • Paraphrasing and elaboration skills 		
Nature of Paper: AEC		
Minimum Passing Marks/Credits: 40% Marks		
L: 3 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit 4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	INTRODUCTION TO COMMUNICATION Nature and Process of Communication, Levels of Communication and Language as a tool of Communication	9
II	LANGUAGE OF COMMUNICATION Verbal and Non-Verbal, Spoken and Written, Personal, Social and Business, Barriers to Communication (Intra-personal, Inter-personal and Organizational communication)	8
III	SPEAKING SKILLS Monologue, Dialogue, Group Discussion (Methodology & Guidelines), Interview (Types & Frequently Asked Questions), Public Speaking (Dos & Don'ts)	8
IV	READING AND UNDERSTANDING Reading Comprehension, Difference between Abstract & Summary, Paraphrasing Precis Writing	8
V	WRITING SKILLS Notices, Agenda , Minutes of Meeting, Letter writing (Formal & Informal)Email Writing, Report Writing (Kinds, Structure)	

Reference / Text Books:

Fluency in English- Part II, Oxford University Press, 2006. Business English, Pearson, 2008.

Language, Literature and Creativity, Orient Black swan, 2013.

Language through Literature (forth coming) ed. Dr. Gauri Mishra, Dr. Ranjana Kaul, Dr. Brati Biswas Oxford Guide to writing and speaking, John Seely, O.U.P

Effective Technical Communication, M. Asraf Rizvi, Tata McGraw Hill English Grammar & composition, Wren & Martin

Technical Communication, Meenakshi Raman & Sangeeta Raman

If the course is available as Generic Elective then the students of following departments may opt it.

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	5
4) Research Project Report Seminar On Research Project Report	
5) ESE	35
Total:	50

Prerequisites for the course: NA

Course Learning Outcomes:

CO1: Student will be able to understand control of English grammar.

CO2: Students will be able to Paraphrasing and elaboration skills.

CO3: Students are able to understand vocabulary beyond that of the subject matter.

CO4: Student will be able to understand listening comprehension skills.

IIMTU-NEP IMPLEMENTATION
Year-I / Semester- II

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: II
Credits Theory: 3 Practical: 0	Subject: COMMUNICATION SKILLS (HINDI)	
Course Code: MPES- AEC-207	Title: COMMUNICATION SKILLS (HINDI)	
Course Objectives:		
<ul style="list-style-type: none"> • इस विषय का उद्देश्य वीणता करना है, दोनों (मौखिक) और लिखित भाषा में। • छास समझ के कौशल को विकसित करने, शब्दावली में सुधार करने उचित व्याकरण का उपयोग करने, लेखन कौशल हासिल करने, दूसरे के साथ संवाद करने और बोले जाने वाली हिन्दी में कौशल बढ़ाने में सहयोग होगा। 		
Nature of Paper: AEC		
Minimum Passing Marks/Credits: 40% Marks		
L: 3 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	सरलेखन, अनुच्छेद लेखन, विणपन	8
II	पत्र लेखन, अनुवाद, पलवन, पुनरीण, तिवेदनकाया पत्र लेखन, अनुवाद, पलवन, पुनरीण, तिवेदनकार्याय, शासनिकश-दावलीकार्याल अभिछियाँ	9
III	मुहावरे और लोकोछिया, अनेकश-दकेलिएएकश-द	8
IV	पर्यावाची विलोमश-द, समानार्थकश-द, आगतश-द	8
Reference / Text Books:		
Science of Speech (Hindi Edition) LOKVYAVAHAR (Hindi)		
Rapidex English Grammar Course (Hindi Edition) Definitive Book of Body Language, The (Hindi)		
Vaartalaap Ka Jaadu Communication Ke Behatarin Tarike: A Practical Guide to Effective Communication (Hindi Edition)		
If the course is available as Generic Elective then the students of following departments may opt it.		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	10	
2) Presentations /Seminar		
3) Assignments	5	
4) Research Project Report Seminar On Research Project Report		
5) ESE	35	
Total:	50	

Prerequisites for the course: NA

Course Learning Outcomes:

CO1: Student will be able to understand control of Hindi grammar.

CO2: Students will be able to Paraphrasing and elaboration skills.

CO3: Students are able to understand vocabulary beyond that of the subject matter.

CO4: Student will be able to understand listening comprehension skills.

IIMTU-NEP IMPLEMENTATION
Year-I / Semester- II

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: II
Credits Theory: 0 Practical: 4	Subject: TRACK AND FIELD (JUMPING EVENT)	
Course Code: MPES-PC-208	Title: TRACK AND FIELD (JUMPING EVENT)	
Course Objectives:		
<ul style="list-style-type: none"> • Demonstrate and assess various techniques of jumping events. • Acquire, analyze and interpret the required jumping techniques. • Interpret the rules, regulations and officiate in competitions. 		
Nature of Paper: P Core		
Minimum Passing Marks/Credits: 50% Marks		
L: 0 T: 0 P: 4 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	INTRODUCTION TO JUMPING EVENTS Classification of Jumping Events in Track & Field, Basic equipment required & their Measurement for Jumping Events Marking Area of Jumping Events and its Measurements Rules, Officials Required & Officiating and Scoring in Jumping Event	5
II	INTRODUCTION TO JUMPING EVENTS Classification of Jumping Events in Track & Field, Basic equipment required & their Measurement for Jumping Events, Marking Area of Jumping Events and its Measurements Rules, Officials Required & Officiating and Scoring in Jumping Event	20
III	BASIC SKILLS (INDIVIDUAL PERFORMANCE) JUMPING EVENTS (LONG JUMP) Long Jump (Sail Style & Hang Style)–Approach run, take off, flight in the air and landing.	10
IV	Basic Skills (Individual performance) Jumping Events (Triple Jump) Triple Jump – Approach run, take off (Hop, Step, and Jump), flight in the air and landing.	9
Reference / Text Books:		
<i>GerhardtSchmolinsky(1978) Track & Field: Athletics Training in the G.D.R. (East Germany). 1978 – 392 pages Sportver lag,</i> <i>Doherty, J., Track and Field, Engle wood Cliffs: Prientice Hall Inc.</i> <i>Dyoon and Geoffray, G.H., (1962) The Mechanics of Athletics London: University of London Press LTD.</i> <i>Ken O Bosen, Track and Field Fundamental Techniques, Patiala: MS Publications. Handbook, AAFI, New Delhi.</i>		

If the course is available as Generic Elective then the students of following departments may opt it.

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report/ Seminar On Research Project Report	
5) ESE	30
Total:	50
Prerequisites for the course: NA	
Course Learning Outcomes:	
CO1: Student will be able to demonstrate and assess various techniques of jumping events.	
CO2: Students will be able to understand Acquire, analyze and interpret the required jumping techniques.	
CO3: Students are able to understand Interpret the rules, regulations and officiate in competitions.	
CO4: Student will be able to understand the coaching skills.	

**IIMTU-NEP IMPLEMENTATION
Year-I / Semester- II**

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: II
Credits Theory: 0 Practical: 2	Subject: SPORTS SPECILIZATION II	
Course Code: MPES-PC-209	Title: SPORTS SPECILIZATION-II	
Course Objectives:		
<ul style="list-style-type: none"> The student attains knowledge, understanding, interpreting and analyzing proficiency in a game of one's choice. The Students will acquire knowledge and understanding of a specific sport in which an individual wishes to excel. 		
Nature of Paper: P Core		
Minimum Passing Marks/Credits: 50% Marks		
L: 0 T: 0 P: 2 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Fundamental skill related to game, Techniques of Coaching–Peptalk, Pre, during and Post match coaching	5
II	Talent Identification and Development Programmes in Sport, The constitution of national sports organization.	6
III	Officials, signals and their interpretational penalty related to game. Official code and conducts. Qualities of officials.	5
IV	Introduction to Physical and Motor Fitness components: Strength, Speed, Endurance, Coordinative Abilities and Flexibility. Motor Fitness Components Testing of above components.	6
Reference / Text Books:		
<i>Aron Anisworth (2009) A-Z Sports and Games Centrum Press pages 253. Encyclopaedia-Sports-Games-R-G-Goel/dp/0706998227 Retrieved on https://www.semanticscholar.org/paper/Talent-Identification-and-Development-Programmes-in-Vaeyens-Lenoir/1be29602d23a36cb08 Dated: 06/08/2019</i>		
<i>AronAnisworth (2009) A-Z Sports and Games Centrum Press pages 253.Encyclopaedia-Sports-Games-R-G-Goel/dp/0706998227</i>		
If the course is available as Generic Elective then the students of following departments may optit.		

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations Seminar	
3) Assignments	10
4) Research Project Report Seminar On Research Project Report	70
5) ESE	
Total:	100
Prerequisites for the course: NA	
Course Learning Outcomes:	
CO1: Student will be able to attain knowledge, understanding, interpreting and analyzing	
CO2: proficiency in a game of one's choice.	
CO3: Students will be able acquire knowledge and understanding of a specific sport Students are able to understand Interpret the rules, regulations and officiate in competitions.	
CO4: Student will be able to understand the coaching skills.	

**IIMTU-NEP IMPLEMENTATION
Year-I / Semester- II**

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: I
Class: MPES-I YEAR		Semester: II
Credits Theory: 0 Practical: 1	Subject: INTRAMURAL- II	
Course Code: MPES-PC-210	Title: INTRAMURAL - II	
Course Objectives:		
<ul style="list-style-type: none"> • The students feel confidence in handling the group activities and able to cope up with problems arises during various organizational aspects. • In future students are ready to handle Student activity center of any institution. • Students are able to conduct various type of competition at all level successfully. • Students are getting a clear concept of officiating and organization different type of games. • Students will be able to demonstrate positive leadership skills that contribute to the organizational effectiveness of their respective sport. 		
Nature of Paper: P Core		
Minimum Passing Marks/Credits: 50% Marks		
L: 0 T: 0 P: 2 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Sports competition will be organize so that student can enhance their performance. Learn organization skills, officiating etc Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department.	22
Reference / Text Books:		
If the course is available as Generic Elective then the students of following departments may opt it.		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		100
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report Seminar On Research Project Report		0
5) ESE		
Total:		100

Prerequisites for the course: NA

Course Learning Outcomes:

- CO1: Student will be able to demonstrate positive leadership skills that contribute to the organizational effectiveness of their respective sport.
- CO2: Students will be able ready to handle Student activity center of any institution.
- CO3: Students are able to understand Interpret the rules, regulations and officiate in competitions.
- CO4: Student will be able to feel confidence in handling the group activities and able to cope up with problems arises during various organizational aspects.

IIMTU-NEP IMPLEMENTATION
Year: II / Semester: III

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year:II
Class: MPES		Semester: III
Credits Theory:04	Subject: SCIENTIFIC PRINCIPLES OF SPORTS TRAINING	
Course Code: MPES-CT-301	Title:- SCIENTIFIC PRINCIPLES OF SPORTS TRAINING	
Course Objectives:		
<ul style="list-style-type: none"> • To train athletes and teams appropriately to their age in the selected sports discipline. • To work as physical education teachers and coaches with greater efficiency. • To apply the acquired and in-depth knowledge as well as their methodical competences in practical sports training under different conditions. • To analyze development tendencies in their selected sports discipline and to take this into consideration when planning their own training process. 		
Nature of Paper: Core Theory		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 03 T: 01 P: 0 (In Hours/Week) Theory - 4Hr. = 4 Credit Practical- 0 Hrs.=0Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	MEANING OF SPORTS TRAINING AND CONCEPT OF LOAD: Sports training: Definition – Aim, Characteristics, Principles of Sports Training Load - Definition, Characteristics of load, Overload – Meaning, Causes of Over Load, Symptoms of Overload, Remedial Measures, Means of recovery and Super Compensation.	08
II	COMPONENTS OF PHYSICAL FITNESS AND TALENT IDENTIFICATION: Strength: Types of strength, Methods to improve Strength, Speed: Types of speed and methods to develop speed, Endurance: Types of endurance and methods to develop endurance, Flexibility: Types of flexibility and methods to develop flexibility, Agility and coordinative ability: Types of coordinative abilities and methods to develop them, Talent Identification through Physical, Psychological, Physiological and Sociological aspects.	08
III	METHODS AND MEANS OF TRAINING: Continuous method – Meaning, characteristics, types - Slow continuous, fast continuous, Interval method – Meaning, characteristics, types – intensive interval, extensive interval, Repetition method – Meaning and characteristics, Circuit training – Meaning and types. Fart lek training, sand training, Plyometrics, resistance training, Means of training – Principle means – Physical Exercises: General, Specific and Competition.	08

IV	<p>PERIODIZATION, TRAINING PLAN AND COMPETITION PREPARATION: Periodization – Meaning, types - Single, Double and Multiple Periodization, Preparatory Period, Competition Period and Transition Period. Training Plan: Short Term and Long Term Plans, Cycles - Macro Cycle, Meso- Cycle, Micro cycle, training session, Competition types, Technical and Tactical Preparation - Concept of Techniques, Tactics and Strategy. Methods of developing Techniques and Tactics training, Control and evaluation of Tactical Knowledge.</p>	08
<p>Reference / Text Books: <i>Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc.</i> <i>Cart, E. Klafs & Daniel, D. Arnheim (1999) Modern Principles of Athletic Training St. Louis C.V. Mosby Company</i> <i>Daniel, D. Arnheim (1991) Principles of Athletic Training, St. Luis, Mosby Year Book</i> <i>David R. Mottram (1996) Drugs in Sport, School of Pharmacy, Liverpool: John Moore university</i></p>		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		20 for theory
2) Presentations /Seminar		0
3) Assignments		10
4) Research Project Report/ (Practical File)		0
5) ESE		70
Total:		100
Prerequisites for the course: (It must match with course objectives)		
<p>Course Learning Outcomes: CO1: This course provides is in-depth knowledge about aim and objective of sports training. CO2: Its aim to understand the principal of sports training. CO3: Its aim to learn various methods of sorts training. CO4: Its aim to provide knowledge about different cycles of sports training.</p>		

IIMTU-NEP IMPLEMENTATION
Year: II / Semester: III

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: II
Class: MPES		Semester: III
Credits Theory:04	Subject: DISSERTATION/ PROJECT I	
Course Code: MPES-CT-302	Title:- DISSERTATION/ PROJECT I	
Course Objectives:		
1. To help the researcher to define the contents and to plan and execute a research project.		
2. To inform potential collaborators and supporters about the topic.		
Nature of Paper: Core Theory		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 0		
T: 03		
P: 02 (In Hours/Week)		
Theory - 3Hr. = 4 Credit		
Practical- 2 Hrs.=0Credit (3Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	A candidate shall have dissertation for MPES. –III 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). The candidate has to face the Viva-Voce conducted by DRC and select the topic.	08
Evaluation/Assessment Methodology		
Max. Marks		
1) Class tasks/ Sessional Examination		10
2) Presentations /Seminar		10
3) Assignments		10
4) Research Project Report/ (Practical File)		70
5) ESE		0
Total:		100
Prerequisites for the course: (It must match with course objectives)		
Course Learning Outcomes:		
CO1:	Be able to develop research questions and hypotheses.	
CO2:	Be able to carry out a critical literature review, using well developed analytical and synthesis skills.	
CO3:	Understand research design, and be able to choose rigorous and practical research methods to address a problem focused research question(s)	
CO4:	Be able to structure, present and write a research proposal, using high level written and verbal communication skills.	

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: III

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: II
Class: MPES		Semester: III
Credits Theory:04 Practical:	Subject: THEORY SPECIALIZATION- SPORTS PSYCHOLOGY III	
Course Code: MPES-CT-303A	Title:- THEORY SPECIALIZATION- SPORTS PSYCHOLOGY III	
Course Objectives:		
<ul style="list-style-type: none"> Effectively develop and apply health, physical activity, and psychological principles as they relate to human performance Design, conduct, and evaluate research that address psychological questions Demonstrate effective written and oral skills in various formats and for various purposes Explain the major perspectives of psychology (e.g. biological, cognitive, behavioral, socio cultural, etc.) 		
Nature of Paper: Core Theory		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 03 T: 01 P: 0 (In Hours/Week) Theory - 4Hr. = 4 Credit Practical- 0 Hrs.=0Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	INTRODUCTION OF PSYCHOMETRICS Meaning and Definition of Psychometrics, Use of Sport Psychology measurement Tools, Administration, Scoring, Interpretation, Reporting and Providing Feedback Norm and Criteria based ,measurement, Data-base Development and Technical advancement in Sport Psychology.	08
II	INTRODUCTION OF PSYCHO-DIAGNOSTICS Meaning and Definition of Psycho-diagnosis, Different stages of Psycho-Diagnostics, Methods of Behavioral Assessment, Construction of a Psychological Test / Batteries	08
III	ETHICS AND PSYCHOMETRICS Measurement and Assessment Limitations in Sport and Exercise Psychology, Use, Misuse and Disuse of Psychometrics, Professional and Ethical Issues in Sport Psychology (Confidentiality, Record Keeping Ethical & Confidentiality in Computer based service provision	08
IV	STATISTICAL SOFTWARE Statistical software for Quantitative method (SPSS) Descriptive Statistics, Comparative Statistics (t-test, ANOVA), Correlation, Background to qualitative methods in Sport psychology, Qualitative data collection, Qualitative data analysis, Planning and writing up qualitative data research	08

PRACTICAL	Test Construction and preparation of Batteries in personality/motivation/social facilitation. Application of statistical software for Quantitative and Qualitative Measurement.	
Reference / Text Books: <i>Nideffer, R. M. (1992). Psyched to Win. Champaign, IL: Leisure Press</i> <i>Magill, Richard A (1993) Motor Learning Concepts and Application, 4th ed WCB Brown and Benchmark Publishers.</i> <i>Mark R. Beauchamp, Mark A. Eys (2008) Group Dynamics In Exercise and Sport Psychology: Contemporary Themes Routledge Publisher</i> <i>Richard M. Suinn, (2002) Psychology in Sports, Methods & Application, Surjeet Publication, Kolhapur Road, Kamla Nagar, New Delhi-07</i>		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		20 for theory
2) Presentations /Seminar		0
3) Assignments		10
4) Research Project Report/ (Practical File)		0
5) ESE		70
Total:		100
Prerequisites for the course: (It must match with course objectives)		
Course Learning Outcomes:		
CO1:	Effectively develop and apply health, physical activity, and psychological principles as they relate to human performance.	
CO2:	Its aim to co-relate the past and feature development of Psychology.	
CO3:	Demonstrate effective written and oral skills in various formats and for various purposes.	
CO4:	Explain the major perspectives of psychology (e.g. biological, cognitive, behavioral, socio cultural, etc.)	

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: III

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: II
Class: MPES		Semester: III
Credits Theory:04 Practical:	Subject: THEORY	SPECIALIZATION-SPORTS
	BIOMECHNICS III	
Course Code: MPES-CT-303B	Title:-THEORY	SPECIALIZATION-SPORTS
	BIOMECHNICS III	
Course Objectives:		
<ul style="list-style-type: none"> • Develop an understanding of the fundamental connection between structure and basic functions for muscles and joints. • Identify the goals of exercise and sports biomechanics. • Describe the methods used to achieve the goals of exercise and sports biomechanics. • Analyze sport movements and design movement-oriented exercise prescriptions. 		
Nature of Paper: Core Theory		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 03 T: 01 P: 0 (In Hours/Week) Theory - 4Hr. = 4 Credit Practical- 0 Hrs.=0Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	INTRODUCTION TO KINESIOLOGY AND STRUCTURAL KINESIOLOGY Concept of kinesiology and structural Kinesiology, Planes of motion & Axes of rotation, Reference positions of musculoskeletal system, Features of Bones, Bone Properties, Bone Growth & Bone Markings.	08
II	MUSCLE MECHANICS Muscle terminology, Determination of Muscle action, Neural control of voluntary movement, neuromuscular concepts, Muscle length tension relationship, All or None Law, Reciprocal Innervations and Active and Passive insufficiency	08
III	MUSCULAR ANALYSIS OF UPPER EXTREMITIES Origin and Insertion of Major Muscles of upper extremities, Shoulder Joint, Elbow Joint, Wrist Joint, Analysis of upper body exercises, Shoulder Pull, Arm curl, Triceps extension, Bench press, Latissimus Pull.	08
IV	MUSCLES ANALYSIS OF LOWER EXTREMITIES Origin and insertion of Major Muscles of Lower extremities Hip Joint, Knee Joint, Angle Joint, Analysis of Lower body exercises: Squat, Dead Lift, Rowing exercises, Bert knee sit up	08

PRACTICAL	Classification of different movement according axes in plane Classification of segmental movements Marking of origin and insertion of big muscles of the body Videography method cinematography method and sequential photography Segmentation method and Goniometry (Complex skills)	
Reference / Text Books: Broer, M.R. Efficiency of Human Movement (Philadelphia: W.B. Saunders Co., 1966) Bunn, John W. Scientific Principles of Coaching (Engle wood cliffs: N.J. Prentice Hall Inc., 1966) Cooper, john M. and Glasgow, R.B. Kinesiology (St. Louis: C.V. Mosby Co., 1963) Duvall, E.N. Kinesiology (Engle wood cliffs: N.J. Prentice Hall Inc., 1956) Hamiston, Nancy (2002), “Scientific Basis of Human Motion” Human Kinetics, New York.		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		20 for theory
2) Presentations /Seminar		0
3) Assignments		5
4) Research Project Report/ (Practical File)		5
5) ESE		70
Total:		100
Prerequisites for the course: (It must match with course objectives)		
Course Learning Outcomes: CO1: This course provides is in-depth knowledge about aim and objective of CO2: Biomechanics. CO3: Its aim to co-relate the past and feature development of Biomechanics. CO4: Its aim to learn various philosophical concept of Biomechanics. Its aim to provide knowledge about the different movement of Biomechanics		

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: III

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: II
Class: MPES		Semester: III
Credits Theory:04	Subject: THEORY SPECIALIZATION- HEALTH EDUCATION III	
Course Code: MPES-CT-303C	Title:- THEORY SPECIALIZATION- HEALTH EDUCATION III	
Course Objectives:		
<ul style="list-style-type: none"> • Demonstrate & understanding Environmental Hygiene& Mental Hygiene. • Demonstrate understanding of consequences drugs use. • Understand implications of personal and societal behavior on effect of Alcohol Behavior. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 03 T: 01 P: 0 (In Hours/Week) Theory – 4 Hr. = 4 Credit Practical- 0 Hrs.=0 Credit (4Hrs./Week=4 Credits)		
Unit	Contents	No. of Lectures Allotted
I	MEANING AND IMPORTANCE OF HYGIENE Meaning and Importance of Hygiene, Environmental Hygiene, Mental Hygiene, its nature Function, Hygiene and health.	08
II	CONSEQUENCES DRUGS USE Meaning of Drugs, how Drug Works, Route and administration of Drugs, effectiveness and consequences drugs use. Stimulants (Type and their effect) Depression (Type and their effect) Anabolic Steroids (Type and their effect)	08
III	PHYSIOLOGICAL EFFECT OF TOBACCO What is Tobacco? Why People Smoke, Physiological effect of Tobacco, Smokers Tobacco, Smoking and Disease and Quitting Smoking	08
IV	ALCOHOL ADDICTION AND ALCOHOL ABUSE Prevalence of drinking, types of drinking and reasons for drinking. How alcohol is absorbed in the body? Effect of Alcohol Behavior Long term effect of alcohol Alcohol addiction and alcohol abuse	08
Reference / Text Books:		
<i>K Park , Textbook Of Preventive And Social Medicine 25th 2019 By K Park, Publisher: Banarsidas Bhanot, 450 Pages.</i> <i>Bucher, Charles A. "Administration of Health and Physical Education Programme". Delbert, Oberteuffer, et. al." The School Health Education".</i> <i>Ghosh, B.N. "Treaties of Hygiene and Public Health".</i>		

Hanlon, John J. "Principles of Public Health Administration" 2003. Turner, C.E. "The School Health and Health Education".

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	20 for theory
2) Presentations /Seminar	0
3) Assignments	10
4) Research Project Report/ (Practical File)	0
5) ESE	70
Total:	100
Prerequisites for the course: (It must match with course objectives)	
Course Learning Outcomes:	
CO1: This course provides is in-depth knowledge about aim and objective of Health	
CO2: Education.	
CO3: Its aim to co-relate the past and feature development of Health Education	
CO4: Apply at least one health behavior theory to a real-world health program.	
Describe at least three fundamental skills in managing a health-related program.	

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: III

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year:II
Class: MPES		Semester: III
Credits Theory:03 Practical:	Subject: EDUCATION TECHNOLOGY IN PHYSICAL EDUCATION (ELECTIVE COURSE)	
Course Code: MPES-EC-304	Title:- EDUCATION TECHNOLOGY IN PHYSICAL EDUCATION (ELECTIVE COURSE)	
Course Objectives:		
<ul style="list-style-type: none"> • To identify educational needs and aspirations of the community. • To determine the aims of education, broad strategies and structure of education. • To develop a suitable curriculum with interaction of science, art and human values. • To identify man-material resources and strategies for achieving the stipulated aims of education. 		
Nature of Paper: Elective Course		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 03 T: 0 P: 0 (In Hours/Week) Theory - 3Hr. = 3 Credit Practical- 0 Hrs.=0Credit (3Hrs./Week=3Credits)		
Unit	Contents	No. of Lectures Allotted
I	NATURE AND SCOPE Educational technology-concept, Nature and Scope. Forms of educational technology: teaching technology, instructional technology and behavior technology; Transactional usage of educational technology: integrated, complementary, supplementary stand-alone (independent); programmed learning stage; media application stage and computer application stage.	06
II	SYSTEMS APPROACH TO PHYSICAL EDUCATION AND COMMUNICATION Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, CONTEXT Analysis and Evaluation Strategies; Instructional Strategies and Media for Instruction. Effectiveness of Communication in instructional system; Communication - Modes, Barriers and Process of Communication.	06
III	INSTRUCTIONAL DESIGN Instructional Design: Concept, Views. Process and stages of Development of Instructional Design. Overview of Models of Instructional Design; Instructional Design for Competency Based Teaching; Models for Development of Self Learning Material.	06
IV	AUDIO VISUAL MEDIA IN PHYSICAL EDUCATION Audio-visual media - meaning, importance and various forms Audio/Radio: Broadcast and audio recordings-strengths and	06

<p>Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, Audio Conferencing and Interactive Radio Conference. Video/Educational Television: Telecast and Video recordings Strengths and limitations, Use of Television and CCTV in instruction and Training, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions. Use of animation films for the development of children's imagination.</p>	
<p>Reference / Text Books: <i>Amita Bhardwaj, New Media of Educational Planning”. Sarup of Sons, New Delhi-2003</i> <i>Bhatia and Bhatia. The Principles and Methods of Teaching (New Delhi :Doaba House), 1959.</i> <i>Communication and Education, D. N. Dasgupta, Pointer Publishers</i> <i>Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxford</i> <i>Page 6 of 71 IBH Publishing company, New Delhi</i> <i>Essentials of Educational Technology, Madan Lal, Anmol Publications</i> <i>K. Sampath, A. Pannirselvam and S. Santhanam. Introduction to Educational Technology (New Delhi: Sterling Publishers Pvt. Ltd.) :1981</i></p>	
<p>Evaluation/Assessment Methodology</p>	
	<p>Max. Marks</p>
<p>1) Class tasks/ Sessional Examination</p>	<p>10 for theory</p>
<p>2) Presentations /Seminar</p>	<p>0</p>
<p>3) Assignments</p>	<p>5</p>
<p>4) Research Project Report/ (Practical File)</p>	<p>0</p>
<p>5) ESE</p>	<p>35</p>
<p>Total:</p>	<p>50</p>
<p>Prerequisites for the course: (It must match with course objectives)</p>	
<p>Course Learning Outcomes: CO1: This course provides is in-depth knowledge about aim and objective of Education Technology in physical education. CO2: Its aim to co-relate the past and feature development of Education Technology in physical education. CO3: Its aim to learn various philosophical concept of Education Technology in physical education. CO4: Its aim to provide knowledge about Education Technology used in physical education.</p>	

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: III

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: II
Class: MPES		Semester: III
Credits Theory:02 Practical:	Subject: SPORTS ENGINEERING(ELECTIVE COURSE)	
Course Code: MPES-EC-305	Title:- SPORTS ENGINEERING(ELECTIVE COURSE)	
Course Objectives:		
<ol style="list-style-type: none"> 1. Define the relationship between sports and engineering. 2. Assess and understand the Mechanical Analysis of games & Sports 3. Relate the non-engineering sports world to the knowledge and technologies that engineering has developed. 		
Nature of Paper: Elective Course		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 03 T: 0 P: 0 (In Hours/Week) Theory - 3Hr. = 3Credit Practical- 0 Hrs.=0Credit (3Hrs./Week=3Credits)		
Unit	Contents	No. of Lectures Allotted
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.	06
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.	06
III	SPORTS DYNAMICS Introduction to Dynamics, Kinematics to particles – rectilinear and plane curvilinear motion coordinate system. Kinetics of particles – Newton’s laws of Motion, Work, Energy, Impulse and momentum.	06
IV	BUILDING AND MAINTENANCE Sports Infrastructure-Gymnasium, Pavilion, Swimming Pool, Indoor Stadium, Out-door Stadium, Play Park, Academic Block, Administrative Block, Research Block, Library, Sports Hostels, etc.	06
Reference / Text Books:		
<i>Franz K. F. et. al., Editor, Routledge Handbook of Sports Technology and Engineering (Routledge, 2013)</i>		
<i>Steve Hake, Editor, The Engineering of Sport (CRC Press, 1996)</i>		
<i>Franz K. F. et. al., Editor The Impact of Technology on Sports II (CRC Press, 2007)</i>		

Helge N., Sports Aerodynamics (Springer Science & Business Media, 2009)
Youlin Hong, Editor Rout ledge Handbook of Ergonomics in Sport and Exercise (Routledge, 2013)
Jenkins M., Editor Materials in Sports Equipment, Volume I (Elsevier, 2003)
Colin White, Projectile Dynamics in Sport: Principles and Applications
Eric C. et al., Editor Sports Facility Operations Management (Routledge, 2010)

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	10 for theory
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/ (Practical File)	0
5) ESE	35
Total:	50

Prerequisites for the course: (It must match with course objectives)

Course Learning Outcomes:

- CO1: This course provide is in-depth knowledge about aim and objective of Sports Engineering
 CO2: Its aim to co-relate the past and feature development of Sports Engineering
 CO3: Its aim to learn various concept of Sports Engineering in Physical Education.
 CO4: Its aim to provide knowledge about ground maintenance.

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: III

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year:II
Class: MPES		Semester: III
Credits Theory:01 Practical: 02	Subject: FITNESS AND SPORTS SKILL TEST	
Course Code: MPES-SEC-306	Title:- FITNESS AND SPORTS SKILL TEST	
Course Objectives:		
<ol style="list-style-type: none"> 1. Understand the need & importance of test, measurement and evaluation in physical education. 2. Describe the criteria, classification and administration of test. 3. Construct a strong basis in the evaluation techniques through the various test and measurements method used in physical education. 4. Explain different Physical fitness and skill tests. 		
Nature of Paper: Skill Enhancement Course		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 01 T: 0 P: 2 (In Hours/Week) Theory - 1Hr. = 1Credit Practical- 2 Hrs.=2Credit (2Hrs./Week=2Credits)		
Unit	Contents	No. of Lectures Allotted
I	FITNESS TESTS AAHPER Youth Fitness Test, Indiana Motor Fitness Test, Fleishman Physical Fitness Test. JCR Test, Harvard Step Test, Cooper 12 minutes Run and Walk Test, Sit and Reach Test, Shoulder Flexibility Test, Rogers Strength Test, Kraus Weber Strength Test, Grip Strength, Leg Strength, Back Strength.	06
II	ANTHROPOMETRIC TESTS Measurement of Body Weight, Height and Sitting height, Anthropometric, Measurements: upper and lower arm circumference, chest circumference, thigh circumference, calf circumference, skin fold measurement for boys and girls. Procedure and calculation of Body Mass Index (BMI) as well as recommended norms and interpretation of BMI for different Sports Persons.	06
III	PHYSIOLOGICAL TESTS Measurement of Pulse Rate / Heart Rate at Radial Artery and Carotid Artery, Calculation of Target Heart Rate, Vo2Max, Blood Pressure measurement (pre and post training). Psychological Test Familiarizing and administration of various psychological tools and questionnaires.	06

IV	SPORTS SKILL TESTS Soccer – McDonald skill test, Badminton – Miller wall volley test, Volleyball – Brady volleyball test, Hockey – Harbans Singh Field Hockey Test, Basketball – Johnson’s basketball test.	06
Reference / Text Books: <i>Kumari, Sheela, S., Rana, Amita and Kaushik, Seema (2008), Fitness, Aerobics and Gym Operations, KhelSahitya, New Delhi.</i> <i>W.W.K. Hoeger and S.A. Hoeger (2004), Principles and Labs for Fitness and Wellness, Thomson Wadsworth, California, USA.</i> <i>Barrow & McGee’s Practical Measurement and Assessment.</i> <i>Barrow H.M. and McGee R. (1979). A Practical Approach to Measurement in Physical Education. Lea &Febiger, Philadelphia. U.S.A.</i>		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		10 for theory
2) Presentations /Seminar		0
3) Assignments		0
4) Research Project Report/ (Practical File)		5
5) ESE		35
Total:		50
Prerequisites for the course: (It must match with course objectives)		
Course Learning Outcomes: CO1: This course provide is in-depth knowledge about aim and objective of Sports Skill Test. CO2: Its aim to development of sports performance with the help of skill test. CO3: Its aim to learn various methods of test the performance efficiency. CO4: Its aim to provide knowledge about different skill improvement.		

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: III

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year:II
Class: MPES		Semester: III
Credits Theory:01 Practical:02	Subject: COMPUTER APPLICATION IN PHYSICAL EDUCATION	
Course Code: MPES-SEC-307	Title:- COMPUTER APPLICATION IN PHYSICAL EDUCATION	
Course Objectives:		
<ol style="list-style-type: none"> 1. Understand the application of computers in Physical Education. 2. Describe the importance of information and communication technology (ICT). 3. Understand the components of computer. 4. Recognize and use application software used in Physical Education and sports. 5. Create, format and edit features of MS word, MS excel and MS power point. 		
Nature of Paper: Skill Enhancement Course		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 01 T: 0 P: 02 (In Hours/Week) Theory - 1Hr. = 1Credit Practical- 2 Hrs.=2Credit (2Hrs./Week=2Credits)		
Unit	Contents	No. of Lectures Allotted
I	INTRODUCTION TO COMPUTER Meaning, need and importance of information and communication technology (ICT). Application of Computers in Physical Education, Components of computer: input and output device, Application software used in Physical Education and sports.	06
II	MS WORD Introduction to MS Word, Creating, saving and opening a document, Formatting, page setup, paragraph, alignment, spelling and grammar check, printing, option, inserting: page number, graph, footnote and notes and Drawing table, Inserting row and column, deleting row and column.	06
III	MS EXCEL Introduction to MS Excel, Inserting data in to excel sheet, Creating, saving and opening worksheet, Preparing bar Diagrams, Format and editing features adjusting columns width and row height understanding & charts.	06
IV	MS POWER POINT Introduction to MS Power Point, Creating, saving and opening a ppt. file, Format and editing features: design, inserting slide number, picture, graph and table. Stating slide show, Animations in the slides show and Preparation of Power point presentations.	06

Reference / Text Books:

Irtegov, D. (2004). Operating system fundamentals. Firewall Media.
Marilyn, M. & Roberta, B.(n.d.).Computers in your future. 2nd edition, India: Prentice Hall.
Milke, M.(2007). Absolute beginner's guide to computer basics. Pearson Education Asia.
Sinha, P. K. &Sinha, P. (n.d.).Computer fundamentals. 4th edition, BPB Publication

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	10 for theory
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/ (Practical File)	0
5) ESE	35
Total:	50

Prerequisites for the course: (It must match with course objectives)

Course Learning Outcomes:

- CO1: This course provides is in-depth knowledge about aim and objective of Computer Application in Physical Education.
- CO2: Its aim to co-relate the past and feature development of Computer Application in physical education
- CO3: Its aim to learn various techniques latest skills development in physical education
- CO4: Its aim to provide knowledge about performance development.

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: III

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year: II
Class: MPES		Semester: III
Credits Theory:00 Practical:	Subject: TRACK AND FIELD (THROWING EVENTS)	
Course Code: MPES-PC-308	Title:- TRACK AND FIELD (THROWING EVENTS)	
Course Objectives: 1. Acquire, analyze and interpret the required throwing techniques. 2. Demonstrate and assess various techniques of throwing events. 3. Interpret the rules, regulations and officiate in competitions.		
Nature of Paper: Core Practical		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 00 T: 01 P: 04 (In Hours/Week) Theory - 1Hr. = 1Credit Practical- 04Hrs.=04Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Historical development of the throwing events at national and international levels.	10
II	INTRODUCTION OF THROWING EVENTS Classification of Throwing Events in Track & Field Basic equipment required & their Measurement for Throwing Events Marking Area of throwing Events and its Measurements Rules, Officials Required & Officiating and Scoring in Throwing Event	10
III	THROWING EVENTS: FUNDAMENTAL SKILLS Shot-put, Discus and Javelin throw Hammer throw (brief introduction) Techniques of the Throwing events Circle / Runway and Sector Marking Grip, Stance, Release and follow through Rules and their interpretations and duties of officials Mechanical Analysis of Throwing Events	10
Reference / Text Books: <i>Retrieved on https://www.semanticscholar.org/paper/Talent-Identification-and-Development-Programmes-in-Vaeyens-Lenoir/1be29602d23a36cb08 Dated: 06/08/2019</i> <i>AronAnisworth (2009) A-Z Sports and Games Centrum Press pages 253.</i> <i>Encyclopaedia-Sports-Games-R-G-Goel/dp/0706998227</i>		

Evaluation/Assessment Methodology		Max. Marks
1) Class tasks/ Sessional Examination	10	
2) Presentations /Seminar	0	
3) Assignments	10	
4) Research Project Report/ (Practical File)	30	
5) ESE	0	
Total:		50
Prerequisites for the course: (It must match with course objectives)		
Course Learning Outcomes:		
CO1: This course provide is in-depth knowledge about analyze and interpret the required Combined Events techniques.		
CO2: Its aim to co-relate the past and feature development of various events of Decathlon.		
CO3: Its aim to Demonstrate and assess various events of heptathlon.		
CO4: Its aim to provide knowledge how to interpret the rules, regulations and officiate in competitions.		

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: III

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year:II
Class: MPES		Semester: III
Credits Theory:00 Practical:03	Subject: SPORTS SPECIALIZATION (THEORY) III	
Course Code: MPES-PC-309	Title:- SPORTS SPECIALIZATION (THEORY) III	
Course Objectives:		
<ol style="list-style-type: none"> 1. Understand the modern concept of sports training. 2. Describe the principles of sports training. 3. Evaluate and develop system of sports training – basic performance, intermediate Performance and high performance training. . 4. Realize and apply the Methods of Technique Training. 		
Nature of Paper: Core Practical		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 00 T: 01 P: 04 (In Hours/Week) Theory - 1Hr. = 1Credit Practical- 4Hrs.=3Credit(4Hrs./Week=3Credits)		
UNIT	Contents	No. of Lectures Allotted
I	INTRODUCTION TO SPORTS TRAINING Meaning and Definition of Sports Training, Aim and Objective of Sports Training Principles of Sports Training, System of Sports Training – Basic Performance, Intermediate Performance and High-Performance Training.	06
II	TRAINING PROCESS Training Load- Definition and Types of Training Load, Principles of Intensity and Volume of stimulus, Overload; meaning, causes, symptoms and tackling. Phases and means of recovery, Technical Training – Meaning and Methods of Technique Training, Tactical Training – Meaning and Methods of Tactical Training.	06
III	TRAINING COMPONENTS Strength – Meaning, Types and Methods for improvement, Speed – Meaning, Types and Methods for improvement, Endurance - Meaning, Types and Methods for improvement Coordination – Meaning, Types and Methods for improvement and Flexibility – Meaning, Types and Methods for improvement.	06
IV	TRAINING PROGRAMMING AND PLANNING Periodization – Meaning and types of Periodization, Aim and Content of Periods – Preparatory, Competition, Transitional etc. and Planning – principles of planning, types of training plan and training session.	06

Reference / Text Books:

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.

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	0
3) Assignments	10
4) Research Project Report/ (Practical File)	10
5) ESE	70
Total:	100

Prerequisites for the course: (It must match with course objectives)

Course Learning Outcomes:

CO1: This course provide is in-depth knowledge about rules & regulation of the games.

CO2: Its aim to co-relate the past and feature development different techniques.

CO3: Its aim to learn various histological concepts of the games.

CO4: Its aim to provide knowledge about performance of the game.

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: III

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year:II
Class: MPES		Semester: III
Credits Theory: Practical: 02	Subject: INTRAMURAL III	
Course Code: MPES-PC-311	Title:- INTRAMURAL III	
Course Objectives:		
<ol style="list-style-type: none"> 1. The students feel confidence in handling the group activities and able to cope up with problems arises during various organizational aspects. 2. In future students are ready to handle Student activity centre of any institution. 3. Students are able to conduct various type of competition at all level successfully. 4. Students are getting a clear concept of officiating and organization different type of games. 5. Students will be able to demonstrate positive leadership skills that contribute to the organizational effectiveness of their respective sport. 		
Nature of Paper: Core Practical		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 0 T: 0 P: 2 (In Hours/Week) Theory - 0Hr. = 0Credit Practical- 2Hrs.=1Credit (2Hrs./Week=1Credits)		
Unit	Course Content	No. of Lectures Allotted
I	Sports competition will be organize so that student can enhance their performance. Learn organization skills, officiating etc Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department.	02
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		10
2) Presentations /Seminar		0
3) Assignments		10
4) Research Project Report/ (Practical File)		10
5) ESE		70
Total:		100
Course Learning Outcomes:		
CO1: This course provide is in-depth knowledge about aim and objective of Intramurals		
CO2: Its aim to development the leadership quality among the students.		
CO3: Its aim to learn various management concept to organized the competition		
CO4: Its aim to provide knowledge about group dynamics.		

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: IV

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year:II
Class: MPES		Semester: IV
Credits Theory:04 Practical:	Subject: RECREATION	
Course Code: MPES-CT-401	Title:- RECREATION	
Course Objectives:		
<ol style="list-style-type: none"> 1. Understand leisure, recreation, and tourism management. 2. Are able to apply basic concepts and skills to leisure, recreation and tourism management. 3. Demonstrate the ability to identify and solve problems. 4. Are able to conduct effective oral and written communication. 5. Understand business ethics and social responsibility. 		
Nature of Paper: Core Theory		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 04 T: 0 P: 0 (In Hours/Week) Theory - 4Hr. = 4 Credit Practical- 0 Hrs.=0Credit (0Hrs./Week=0Credits)		
Unit	Contents	No. of Lectures Allotted
I	INTRODUCTION OF RECRATION Introduction Meaning, Definitions and characteristics of recreation Importance of Recreation. Misconceptions about Recreation Scope of Recreation	08
II	RECREATIONAL ACTIVITIES Influence of recreation in social institutions family Education institutions Community/Cultural Religious organization, Programmers in recreation Classification of Recreational Activities Indoor and outdoor activities water activities and Cultural activities Literary activities Nature and outing Social events Adventure activities Hobbies-Introduction to hobbies and types of hobbies Agencies providing Recreation.	08
III	PLANNING FOR RECREATIONAL CRITERIA Planning for recreation Planning criteria and objectives of recreation facilities. Different types of indoor and outdoor recreation for urban and rural population. Operation and maintenance of different recreation area and facilities. Sources of funding of recreational activities.	08
IV	CAMPING AND LEADERSHIP Camping and leadership, Aim, objectives and importance of camping. Organization and types of camp. Selection and layout of camp site. Camping leadership Types and functions of recreation leaders Qualification, qualities and training and recreation leaders.	08

Reference / Text Books:

Bright Charles K. and Herold C. Meyer. Recreational test and readings, Eaglewood cliff, New Jersey Prentice Hall, Inc. 1953. Ness wed, M.H. and New Meyer E.s. Leisure and Recreation, New Yourk, Ronald Press. Vannier Maryhalen, Methods and Material in Recreation leadership Philadelphia, W. B. Sounders company, 1959 Planning Facilities for Health Physical Education and recreation, Chicago, the Athletic institute, 1936. Recreation areas : Their Design and equipments, New York

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	20 for theory
2) Presentations /Seminar	0
3) Assignments	10
4) Research Project Report/ (Practical File)	0
5) ESE	70
Total:	100

Prerequisites for the course: (It must match with course objectives)

Course Learning Outcomes:

- CO1: Are able to Understand leisure, recreation, and tourism management.
- CO2: Its aim to apply basic concepts and skills to leisure and recreation management.
- CO3: Its aim to develop the ability to identify and solve problems.
- CO4: Its aim to provide knowledge to understand business ethics and social responsibility.

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: IV

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year:II
Class: MPES		Semester: IV
Credits Theory:04 Practical:	Subject: DISSERTATION/ PROJECT II	
Course Code: MPES-CT-402	Title:- DISSERTATION/ PROJECT II	
Course Objectives:		
Nature of Paper: Core Theory		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 0 T: 03 P: 02 (In Hours/Week) Theory - 3Hr. = 4 Credit Practical- 2 Hrs.=0Credit (3Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	A candidate shall have dissertation for MPES – IV Semester and must submit His/her Final thesis and get it approved by the Head of Department on the Recommendation of D.R.C. (Departmental Research Committee) and candidate has to face the final Viva-Voce conducted by DRC.	08
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		10
2) Presentations /Seminar		10
3) Assignments		10
4) Research Project Report/ (Practical File)		70
5) ESE		0
Total:		100
Prerequisites for the course: (It must match with course objectives)		
Course Learning Outcomes:		
CO1: Be able to develop research questions and hypotheses.		
CO2: Be able to carry out a critical literature review, using well developed analytical and synthesis skills.		
CO3: Understand research design, and be able to choose rigorous and practical research methods to address a problem focused research question(s).		
CO4: Be able to structure, present and write a research proposal, using high level written and verbal communication skills.		

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: IV

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year:II
Class: MPES		Semester: IV
Credits Theory:04 Practical:	Subject: THEORY SPECIALIZATION- SPORTS PSYCHOLOGY IV	
Course Code: MPES-CT-403A	Title:- THEORY SPECIALIZATION- SPORTS PSYCHOLOGY IV	
Course Objectives:		
<ol style="list-style-type: none"> 1. Identify principles of sport psychology in sporting events, athletes, and various personalities. 2. Demonstrate competency in relating course concepts to peer-reviewed, empirical literature. 3. Demonstrate an understanding of the use of psychological methods in enhancing personal development and human performance in sport and physical activity. 		
Nature of Paper: Core Theory		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 03 T: 01 P: 0 (In Hours/Week) Theory - 4Hr. = 4 Credit Practical- 0 Hrs.=0Credit(4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	INDIVIDUAL ASPECTS OF SPORT PERFORMANCE (Personality, Attitudes, Motivation, Learning and Performance) Personality: Knowledge of theories of personality ,Structure of personality (Hollander), Trait perspectives (including the characteristics of extroversion/introversion, neuroticism/stability, type A/type B), Social learning perspective, Integrationist approaches, Limitations of personality profiling in sport f. Personality tests.	08
II	LEARNING AND PERFORMANCE Definition and characteristics of motor and perceptual skills Classification of skills Learning– definition and theories The performance of movement skills –memory, reaction time, movement control, motivation and control.	08
III	MENTAL PREPARATION FOR SPORT PERFORMANCE: Awareness of the use of the NCF’s four Cs: Commitment, Confidence (self), concentration, and Control (emotional) Commitment: Knowledge of goal setting, importance and relevance to sport (related to anxiety management), Identify factors affecting the setting of goals (“SMARTER” principle) Confidence: a. Defining confidence in sport (Vealey), Assessing and Developing confidence.	08
IV	EMOTIONAL CONTROL Definition of activation and arousal, Awareness of their relationship to	08

	<p>personality, ability level and complexity of task, Knowledge of the peak flow experience, the zone of optimum functioning theory (Hanin) and the definition of anxiety, Trait anxiety tests Knowledge of the nature and influences of anxiety, multidimensional theory (cognitive anxiety and somatic anxiety) and sports competition anxiety, Knowledge of anxiety management to improve performance.</p>	
<p>Reference / Text Books:</p>		
<p>1. <i>Advances in Motivation in Sport & Exercise</i> by Glyn Roberts, <i>Human Kinetics</i>. 2. <i>Motivation and Emotion in Sport: Reversal Theory</i> by John H. Kerr, <i>Psychology Press</i>. 3. <i>Human Motivation</i> by David C. McClelland, <i>Cambridge University Press</i>. 4. <i>Psychology of Motivation</i> by Denis Waitley, <i>Nova Publishers</i>. 5. <i>Personality, Individual Differences and Intelligence</i> by John Maltby, Liz Day, Ann Macaskill, <i>Pearson Education limited</i> 6. <i>Theories of Personality</i> by Jess Feist, Gregory J Feist, <i>Irwin/McGraw–Hill</i></p>		
<p>Evaluation/Assessment Methodology</p>		
		<p>Max. Marks</p>
<p>1) Class tasks/ Sessional Examination</p>		<p>20 for theory</p>
<p>2) Presentations /Seminar</p>		<p>0</p>
<p>3) Assignments</p>		<p>10</p>
<p>4) Research Project Report/ (Practical File)</p>		<p>0</p>
<p>5) ESE</p>		<p>70</p>
<p>Total:</p>		<p>100</p>
<p>Prerequisites for the course: (It must match with course objectives)</p>		
<p>Course Learning Outcomes:</p>		
<p>CO1: Effectively develop and apply health, physical activity, and psychological principles as they relate to human performance.</p>		
<p>CO2: Its aim to co-relate the past and feature development of Psychology.</p>		
<p>CO3: Demonstrate effective written and oral skills in various formats and for various purposes</p>		
<p>CO4: Explain the major perspectives of psychology (e.g. biological, cognitive, behavioral, socio cultural, etc.)</p>		

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: IV

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year:II
Class: MPES		Semester: IV
Credits Theory:04 Practical:	Subject:THEORY SPECIALIZATION- SPORTS BIOMECHANICS IV	
Course Code: MPES-CT-403B	Title:-THEORY SPECIALIZATION- SPORTS BIOMECHANICS IV	
Course Objectives: 1. Develop an understanding of the Mechanical analysis of Human movements. 2. Identify the goals of exercise and sports biomechanics. 3. Analyze sport movements and design movement-oriented exercise prescriptions.		
Nature of Paper: Core Theory		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 03 T: 01 P: 0 (In Hours/Week) Theory - 4Hr. = 4 Credit Practical- 0 Hrs.=0Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	METHODS OF ANALYSIS OF HUMAN MOVEMENTS Qualitative Analysis, Pre Requisite Information, Basic Step, Observation Method, Identification of Faults and Instructions. Quantitative Analysis, Creation of Model, Video Recording with accuracy, Vertex Digitization, Draw Trajectory of Vertex, Stick Figure.	08
II	MECHANICAL ANALYSIS OF TECHNIQUES OF TRACK AND FIELD EVENTS Analysis of Track Events: Start, Standing Start,Crouch Start (Bunch,Medium, and Elongated), Running, Hurdling, High Hurdles, Analysis of Techniques of Field Events, Jumps, Long Jump, High Jump, Throws, Shot put and Javelin throw.	08
III	ANALYSIS OF SPORTS SKILL Gymnastics: Hand stand, Forward roll, Cartwheel, Swimming: Starting, The turn, Front crawl and Back Crawl.	08
IV	MECHANICAL ANALYSIS OF SELECTED GAMES & SPORTS Basketball : Set shot, Lay-up shot and Pass Cricket : Forward drive & Bowling Football : Kicking, Heading & Throwing Hockey : Hitting, Stopping & Dribbling Volleyball : Serving, Passing & Spiking	08
Practical	Use of software's (kinovea, dartfish and maxtraq) Use of computer programme for determining length of throw in jump	

	or shot put. Use of computer programme for determining optimum angle of a projection in throw or jump and trajectory of the object/athlete.	
Reference / Text Books:		
<i>Bunn, John W. Scientific Principles of Coaching, Second Edition. (Englewood cliffs, New Jersey : Prentice Hall, Inc. 1972)</i>		
<i>Hall, Susan J. Basic Biomechanics, Fourth Edition (Boston etc. : WCB/MC Graw-Hill Companies, 2004)</i>		
<i>Hay, James G. The Biomechanics of Sports Techniques, Fourth Edition (Englewood cliffs, New Jersey; Prentice Hall, 1993)</i>		
<i>Hay, James G. and Raid J. Gavin, Anatomy, Mechanics and Human motion, Second Edition (Englewood cliffs, New Jersey: Prentice Hall, 1988).</i>		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		20 for theory
2) Presentations /Seminar		0
3) Assignments		10
4) Research Project Report/ (Practical File)		0
5) ESE		70
	Total:	100
Prerequisites for the course: (It must match with course objectives)		
Course Learning Outcomes:		
CO1: This course provide is in-depth knowledge about aim and objective of Biomechanics.		
CO2: Its aim to co-relate the past and feature development of Biomechanics.		
CO3: Its aim to learn various philosophical concept of Biomechanics.		
CO4: Its aim to provide knowledge about the different movement of Biomechanics.		

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: IV

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year:II
Class: MPES		Semester: IV
Credits Theory:04 Practical:	Subject: THEORY SPECIALIZATION-HEALTH EDUCATION IV	
Course Code: MPES-CT-403C	Title:- THEORY SPECIALIZATION- HEALTH EDUCATION IV	
Course Objectives:		
<ol style="list-style-type: none"> 1. Demonstrate understanding of concept and dimension of Health 2. Understanding of School Health Programme. 3. Understand implications of personal and societal behavior on Social Goal of Housing. 		
Nature of Paper: Core Theory		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 03 T: 01 P: 0 (In Hours/Week) Theory - 4Hr. = 4 Credit Practical- 0 Hrs.=0Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	HEALTH EDUCATION Meaning, Concept and Dimensions of Health, Definition of Health, Health Education, Health Instruction and Health Supervision, Aim, objective and principles of Health Education, First- aid and emergency care, Health Service and guidance instruction in personal hygiene.	08
II	SCHOOL HEALTH PROGRAMME School Health Programme and Health Environment - Academic Programme and Healthy Programme - Health Insurance - Factors Affecting Health and Wellness.	08
III	SOURCES OF RADIATION Requirement of good Light and Natural Light, Artificial Lighting and its method. Biological Effect of Light Sources and Type of Radiation Biological effect and Control of Radiation	08
IV	SOCIAL GOAL OF HOUSING Social Goal of Housing and criteria for healthful housing, Housing Standards and housing and health. Refuse- Sources of Method of Disposal Excreta – Public health importance, Sewage – Meaning and Health aspect, Modern Sewage Treatment.	08
Reference / Text Books:		
<i>K Park , Textbook Of Preventive And Social Medicine 25th 2019 By K Park, Publisher: Banarsidas Bhanot, 450 Pages.</i>		

Ghosh, B.N. "Treaties of Hygiene and Public Health".
Hanlon, John J. "Principles of Public Health Administration" 2003.
Bucher, Charles A. "Administration of Health and Physical Education Programme".
Delbert, Oberteuffer, et. al. "The School Health Education".
Turner, C.E. "The School Health and Health Education".

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	20 for theory
2) Presentations /Seminar	0
3) Assignments	10
4) Research Project Report/ (Practical File)	0
5) ESE	70
Total:	100
Prerequisites for the course: (It must match with course objectives)	
Course Learning Outcomes:	
CO1: This course provide is in-depth knowledge about aim and objective of Health Education.	
CO2: Its aim to co-relate the past and feature development of Health Education.	
CO3: Apply at least one health behavior theory to a real-world health program.	
CO4: Describe at least three fundamental skills in managing a health-related program.	

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: IV

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year:II
Class: MPES		Semester: IV
Credits Theory:03 Practical:	Subject: CURRICULUM DESIGN IN PHYSICAL EDUCATION	
Course Code: MPES-EC-404	Title:- CURRICULUM DESIGN IN PHYSICAL EDUCATION	
Course Objectives: 1. To develop knowledge about concept of the curriculum 2. To understand significance of curriculum construction 3. To understand the principle of curriculum planning. 4. To understand the professional preparation.		
Nature of Paper: Elective Course		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 03 T: 0 P: 0 (In Hours/Week) Theory - 3Hr. = 3 Credit Practical- 0 Hrs.=0Credit (3Hrs./Week=3Credits)		
Unit	Contents	No. of Lectures Allotted
I	MODERN CONCEPT OF THE CURRICULUM Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development, □Factors affecting curriculum - Social factors - Personnel qualifications – Climatic consideration Equipment and facilities -Time suitability of hours, National and Professional policies, Research finding.	06
II	BASIC GUIDE LINE FOR CURRICULUM CONSTRUCTION; CONTEST (SELECTION AND EXPANSION). Focalization Socialization Individualization Sequence and operation Steps in curriculum construction.	06
III	CURRICULUM-OLD AND NEW CONCEPTS, MECHANICS OF CURRICULUM PLANNING Basic principles of curriculum construction, Curriculum Design, Meaning, Importance and factors affecting curriculum design, Principles of Curriculum design according to the needs of the students and state and national level policies and □Role of Teachers.	06
IV	UNDER-GRADUATE PROFESSIONAL PREPARATION Areas of Health education, Physical education and Recreation, Curriculum design-Experience of Education, Field and Laboratory, Teaching practice, Professional Competencies to be developed-	06

	Facilities and special resources for library, laboratory and other facilities.	
Reference / Text Books:		
<i>Barrow, H. M. (1983). Man and movement: principles of physical education. Philadelphia: Lea And Febiger.</i>		
<i>Bucher, C. A. (1986). Foundation of physical education: St. Louis: The C. V. Mosby & Company.</i>		
<i>Cassidy, R. (1986). Curriculum development in physical education. New York: Harper & Company.</i>		
<i>Cowell, C.C. & Hazelton, H.W. (1965). Curriculum designs in physical education, Englewood</i>		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		5
2) Presentations /Seminar		0
3) Assignments		10
4) Research Project Report/ (Practical File)		0
5) ESE		35
	Total:	50
Prerequisites for the course: (It must match with course objectives)		
Course Learning Outcomes:		
CO1: This course provide is in-depth knowledge about concept of the curriculum.		
CO2: Its aim to understand significance of curriculum construction.		
CO3: Its aim to understand the principle of curriculum planning.		
CO4: Its aim to understand the professional preparation in physical education.		

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: IV

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year:II
Class: MPES		Semester: IV
Credits Theory:03 Practical:	Subject: CONTEMPORARY ISSUES IN PHYSICAL EDUCATION	
Course Code: MPES-EC-405	Title:- CONTEMPORARY ISSUES IN PHYSICAL EDUCATION	
Course Objectives:		
<ol style="list-style-type: none"> 1. Understand the Aims and Objectives of Physical Education 2. Describe and use various component of Fitness 3. Construct the lesson plans for various physical education activities. 4. Classify the types of Fitness and Prevention & Management. 5. Effectively utilize various First Aid and Emergency. 		
Nature of Paper: Elective Course		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 03 T: 0 P: 0 (In Hours/Week) Theory - 3Hr. = 3 Credit Practical- 0 Hrs.=0Credit(3Hrs./Week=3Credits)		
Unit	Contents	No. of Lectures Allotted
I	CONCEPT OF PHYSICAL EDUCATION AND FITNESS Definition, Aims and Objectives of Physical Education, fitness and Wellness, Importance and Scope of fitness and wellness, Modern concept of Physical fitness and Wellness ,Physical Education and its Relevance in Inter Disciplinary Context.	06
II	FITNESS, WELLNESS AND LIFESTYLE Fitness – Types of Fitness and Components of Fitness, Understanding of Wellness Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management , Physical Activity and Health Benefits	06
III	PRINCIPLES OF EXERCISE PROGRAM Means of Fitness development – aerobic and anaerobic exercises, Exercises and Heart rate Zones for various aerobic exercise intensities, Concept of free weight Vs Machine, Sets and Repetition etc, Concept of designing different fitness training program for different age group.	06
IV	SAFETY EDUCATION AND FITNESS PROMOTION Health and Safety in Daily Life, First Aid and Emergency Care, Common Injuries and their Management, Modern Life Style and Hypo-kinetic Disease –Prevention and Management	06

Reference / Text Books:

Difiore, J.(1998). *Complete guide to postnatal fitness*. London: A & C Black,.
 Giam, C.K & The, K.C. (1994). *Sport medicine exercise and fitness*. Singapore: P.G. Medical Book.
 McGlynn, G., (1993). *Dynamics of fitness*. Madison: W.C.B Brown.
 Sharkey, B. J.(1990). *Physiology of fitness*, Human Kinetics Book.

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	5 for theory
2) Presentations /Seminar	0
3) Assignments	10
4) Research Project Report/ (Practical File)	0
5) ESE	35
Total:	50

Prerequisites for the course: (It must match with course objectives)

Course Learning Outcomes:

CO1: This course provide is in-depth knowledge about aim and objective of fitness &
 CO2: wellness.
 CO3: Its aim to co-relate the skills & health related component of Fitness.
 CO4: Its aim to Construct the lesson plans for various physical education activities &
 exercises.
 Its aim to provide knowledge about Prevention & Management of sports injuries & First Aid.

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: IV

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year:II
Class: MPES		Semester: IV
Credits Theory:02 Practical:	Subject: INTRODUCTION TO MS EXCEL AND R	
Course Code: MPES-SEC-406	Title:- INTRODUCTION TO MS EXCEL AND R	
Course Objectives: 1. The student will develop and gain knowledge about MS-Excel and SPSS. 2. Construct formulas, including the use of built-in functions, and relative and absolute references.		
Nature of Paper: Skill Enhancement Course		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 01 T: 0 P: 02 (In Hours/Week) Theory - 2Hr. = 2 Credit Practical- 1 Hrs.=0Credit (2Hrs./Week=2Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction to Excel Introduction, Entering, Editing and Formatting of Data and Formatting Number. Understanding Formulas, Autosum, mean, median, mode, average, sort, Auto fill and custom list.	04
II	Introduction of Analysis tool in Excel Table, pivot table, Data Tool, Referencing Formula, lookups, Conditional Logics, Outline, sort, Filter and subtotal, pivot Table, Protecting Data and collaboration. Analysis Toolkit Hands on Practice	04
III	Exploring Data with Graph in Excel and SPSS Introductions to Graph & charts, Chart Type, Instant Chart, Update Chart, Column Chart, Picture B.Sc. (PE, HE, & Sports) PROGRAMME (CBCS) - 2019 Fill, Adjust Chart Size, Line Chart, Scatter Chart Histogram, Box plots, Graphing Means (Bar Charts and error bars), Line Charts, Scatter plot Editing Graph Hand on Practice	04
IV	Introduction of SPSS Introduction of SPSS Statistics Environment Entering Data into the data editor The variable View Missing values	04

	Importing data SPSS viewer Exporting SPSS output Syntax Editor Saving Files Retrieving a File. Introduction of Non-parametric Model: General Procedure of Non parametric tests in SPSS, Comparing two independent conditions and Comparing two related conditions. Data Analysis in SPSS: Descriptive Statistics Compare Means	
Reference / Text Books:		
Andy Field (2013), <i>Discovering Statistics Using IBM SPSS STATISTICS</i> , Sage Publication ISBN978-1-4462-4917		
American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington DC: APA Books.		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination		10 for theory
2) Presentations /Seminar		0
3) Assignments		5
4) Research Project Report/ (Practical File)		0
5) ESE		35
Total:		50
Prerequisites for the course: (It must match with course objectives)		
Course Learning Outcomes:		
CO1: This course provide is in-depth knowledge about MS-Excel.		
CO2: This course provide is in-depth knowledge about SPSS.		
CO3: Its aim to learn various relative and absolute references about the MS office.		
CO4: Its aim to Construct formulas, including the use of built-in functions.		

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: IV

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year:II
Class: MPES		Semester: IV
Credits Theory:02 Practical:	Subject: SPORTS INDUSTRY AND MARKETING	
Course Code: MPES-SEC-407	Title:- SPORTS INDUSTRY AND MARKETING	
Course Objectives:		
<ol style="list-style-type: none"> 1. To understand the importance of sport marketing of Physical Education & sports 2. To gain the knowledge regarding Sponsorship, Managing athlete brands, Globalization of Physical education & Sports 3. To understand the Dominant Social Values and Career in Sports Marketing through Physical education 		
Nature of Paper: Skill Enhancement Course		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 01 T: 2 P: 0 (In Hours/Week) Theory - 3Hr. = 2 Credit Practical- 0 Hrs.=0Credit (3Hrs./Week=2Credits)		
Unit	Contents	No. of Lectures Allotted
I	INTRODUCTION AND OVERVIEW OF PORTSINDUSTRY Definition of Marketing and Sports Marketing; Contingency Framework for Strategic Sports Marketing. Environment and Structure of the Sports Industry; Overview of the Strategic Sports Marketing Process ownership Structure, Major and Minor Pro League Sports; Amateur Sports; Unorganized Sports	04
II	SOCIAL IMPACT OF SPORTS, SPORTS AND CULTURE Commercialization of Youth, High School, and College Sports: Legal and Ethical Issues; Competition and Aggressiveness as Dominant Social Values.	04
III	ECONOMIC IMPACT OF SPORTS Cities, Leagues and Teams; College Sports; Sponsorship. Managing athlete brands. Globalization and Sports, Implementing and Controlling the Strategic Sports Marketing Process	04
IV	MARKETING CAREER Pricing Concepts and Sales strategies in Sports Marketing Careers in Sports Marketing Management Sports Marketing : definition, factor effecting, positive and negative, influence of sports marketing on Indian sports, marketing information system and its concept, importance Sponsorship : definition, factor that stimulates, benefits, steps, Pricing Concepts and Sales strategies in Sports Marketing Careers in Sports Marketing /Management	04

Reference / Text Books:

T.B, (2014). Sponsorship in marketing: Effective communications through sports, arts and events. Rutledge Publishers, USA

De Garris, L., (2015) Sports Marketing: A Practical Approach. Rutledge Publishers, USA

Robinson, L. et al. (2012) The Rutledge Handbook of Sport Management, second edition, Rutledge Publishers, USA

Mullin. B.J., et al. (2007) Sports Marketing, third edition, Human Kinetics

Fried, G. (2009) Managing Sport Facilities - 2nd Edition, Human Kinetics

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	10 for theory
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/ (Practical File)	0
5) ESE	35
Total:	50

Prerequisites for the course: (It must match with course objectives)

Course Learning Outcomes:

CO1: This course provide is in-depth knowledge about importance of sport marketing of Physical Education & sports.

CO2: Its aim to gain the knowledge regarding Sponsorship, Managing athlete brands, Globalization of Physical education & Sports.

CO3: Its aim to learn various Marketing approach through physical education.

CO4: Its aim to provide knowledge about understands the Dominant Social Values and Career in Sports Marketing through Physical education.

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: IV

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year:II
Class: MPES		Semester: IV
Credits Theory: 0 Practical: 2	Subject: TRACK AND FIELD (COMBINED EVENTS)	
Course Code: MPES-PC-408	Title:- TRACK AND FIELD (COMBINED EVENTS)	
Course Objectives: 1. Acquire, analyze and interpret the required Combined Events techniques. 2. Demonstrate and assess various combined events of Decathlon and heptathlon. 3. Interpret the rules, regulations and officiate in competitions.		
Nature of Paper: Core Practical		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 0 T: 0 P: 4 (In Hours/Week) Theory - 0Hr. = 0Credit Practical- 4Hrs.=2Credit (4Hrs./Week=2Credits)		
Unit	COURSE CONTENT	No. of Lectures Allotted
I	Historical development of the Combined Events at national and international levels.	04
II	INTRODUCTION OF COMBINED EVENTS Classification of Combined Events in Track & Field Basic equipment required & their Measurement for Throwing Events Marking Area of Combined Events and its Measurements Rules, Officials Required & Officiating and Scoring in Combined Events Rules and their interpretations and duties of officials	04
III	COMBINED EVENTS Characteristics of athletes Role of decathlon tables Training of combined events Competitions and its kits General tips and tactics Psychological preparation for competition. Mechanical Analysis of Combined Events	04
SUGGESTED READINGS: <i>Retrieved on https://www.semanticscholar.org/paper/Talent-Identification-and-Development-Programmes-in-Vaeyens-Lenoir/1be29602d23a36cb08 Dated: 06/08/2019</i> <i>AronAnisworth (2009) A-Z Sports and Games Centrum Press pages 253.</i> <i>Encyclopaedia-Sports-Games-R-G-Goel/dp/0706998227</i>		

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	0 for theory
2) Presentations /Seminar	0
3) Assignments	10
4) Research Project Report/ (Practical File)	5
ESE	35
Total:	50
Prerequisites for the course: (It must match with course objectives)	
Course Learning Outcomes:	
CO1: This course provide is in-depth knowledge about analyze and interpret the required Combined Events techniques.	
CO2: Its aim to co-relate the past and feature development of various events of Decathlon.	
CO3: Its aim to Demonstrate and assess various events of heptathlon.	
CO4: Its aim to provide knowledge how to Interpret the rules, regulations and officiate in competitions.	

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: IV

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year:II
Class: MPES		Semester: IV
Credits Theory:1 Practical:	Subject: SPORTS SPECIALIZATION (THEORY) IV	
Course Code: MPES-PC-409	Title:- SPORTS SPECIALIZATION (THEORY) IV	
Course Objectives:		
<ol style="list-style-type: none"> 1. Identify the goals of exercise and sports biomechanics 2. Develop an understanding of the Mechanical analysis of Games & Sports. 3. Analyze sport movements and design movement-oriented exercise prescriptions. 		
Nature of Paper: Core Practical		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 2Hr. = 1Credit Practical- 0Hrs.=0Credit (2Hrs./Week=1Credits)		
Unit	Contents	No. of Lectures Allotted
I	BASIC STEPS OF QUALTATIVE & QUANTATIVE ANALYSIS Qualitative Analysis, , Basic Step, Observation Method, Identification of Faults and Instructions. Quantitative Analysis, Creation of Model, Video Recording with accuracy, Stick Figure.	02
II	MECHANICAL ANALYSIS OFTRACK AND FIELD EVENTS Analysis of Track Events: Start, Standing Start, Crouch Start (Bunch, Medium, and Elongated), Running, Analysis of Techniques of Field Events, Jumps, Long Jump, High Jump, Throws, Shot put.	02
III	ANALYSIS OF GYMNASTICKILLS Gymnastics: Hand stand, Forward roll, Cartwheel, Swimming: Starting, The turn, Front crawl and Back Crawl.	02
IV	MECHANICAL ANALYSIS OF SELECTED GAMES & SPORTS Basketball : Set shot, Lay-up shot and Pass Cricket : Forward drive & Bowling Football : Kicking, Heading & Throwing Hockey : Hitting, Stopping & Dribbling Volleyball : Serving, Passing & Spiking	02
Reference / Text Books:		
<i>Bunn, John W. Scientific Principles of Coaching, Second Edition. (Englewood cliffs, New Jersey : Prentice Hall, Inc. 1972)</i>		
<i>Hall, Susan J. Basic Biomechanics, Fourth Edition (Boston etc. : WCB/MC Graw-Hill Companies, 2004)</i>		
<i>Hay, James G. The Biomechanics of Sports Techniques, Fourth Edition (Englewood cliffs, New Jersey; Prentice Hall, 1993</i>		
<i>Hay, James G. and Raid J. Gavin, Anatomy, Mechanics and Human motion, Second Edition</i>		

(Englewood cliffs, New Jersey: Prentice Hall, 1988).

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	0 for theory
2) Presentations /Seminar	0
3) Assignments	10
4) Research Project Report/ (Practical File)	10
5) ESE	30
Total:	50
Course Learning Outcomes:	
CO1: This course provides is in-depth knowledge about rules & regulation of the games.	
CO2: Its aim to co-relate the past and feature development different techniques.	
CO3: Its aim to learn various histological concept of the games.	
CO4: Its aim to provide knowledge about performance of the game.	

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: IV

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year:II
Class: MPES		Semester: IV
Credits Theory:0 Practical:2	Subject: SPORTS SPECIALIZATION (PRACTICAL) IV	
Course Code: MPES-PC-410	Title:- SPORTS SPECIALIZATION (PRACTICAL) IV	
Course Objectives:		
<ol style="list-style-type: none"> 1. The students feel confidence in handling the group activities and able to cope up with problems arises during various organizational aspects. 2. In future students are ready to handle Student activity centre of any institution. 3. Students are able to conduct various type of competition at all level successfully. 4. Students are getting a clear concept of officiating and organization different type of games. 5. Students will be able to demonstrate positive leadership skills that contribute to the organizational effectiveness of their respective sport. 		
Nature of Paper: Practical		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 0		
T: 0		
P: 4 (In Hours/Week)		
Theory - 0Hr. = 0 Credit		
Practical- 4Hrs.=2Credit (4Hrs./Week=2Credits)		
The Candidate has choice to select any one of the following games as the Specialization:		
COURSE CONTENT		No. of Lectures Allotted
Sports Specialization Basket MPES Semester IV		04
MPES-PC-409 A	Sports Specialization (Theory)- Archery IV	BPED-PC-410 A
MPES -PC-409 B	Sports Specialization (Theory)- Basketball IV	BPED-PC-410 B
MPES -PC-409 C	Sports Specialization (Theory)- Badminton I	BPED-PC-410 C
MPES -PC-409 D	Sports Specialization (Theory)- Boxing IV	BPED-PC-410 D
MPES -PC-409 E	Sports Specialization (Theory)- Cricket IV	BPED-PC-410 E
MPES -PC-409 F	Sports Specialization (Theory)- Football IV	BPED-PC-410 F
MPES -PC-409 G	Sports Specialization (Theory)- Hockey IV	BPED-PC-410 G
MPES -PC-409 H	Sports Specialization (Theory)- Handball IV	BPED-PC-410 H
MPES -PC-	Sports Specialization	BPED-PC-

409 I	(Theory)- Judo IV	410 I	(Practical)- Judo IV	
MPES PC-409 J	Sports Specialization (Theory)- Kabaddi IV	BPED-PC-410 J	Sports Specialization (Practical)- Kabaddi IV	
MPES -PC-409 K	Sports Specialization (Theory)- KhoKho IV	BPED-PC-410 K	Sports Specialization (Practical)- KhoKho IV	
MPES -PC-409 L	Sports Specialization (Theory)- Lawn Tennis IV	BPED-PC-410 L	Sports Specialization (Practical)- Lawn Tennis IV	
MPES -PC-409 M	Sports Specialization (Theory)- Swimming IV	BPED-PC-410 M	Sports Specialization (Practical)- Swimming IV	
MPES -PC-409 N	Sports Specialization (Theory)- Shooting IV	BPED-PC-410 N	Sports Specialization (Practical)- Shooting IV	
MPES -PC-409 O	Sports Specialization (Theory)- Taekwondo IV	BPED-PC-410 O	Sports Specialization (Practical)- Taekwondo IV	
MPES -PC-409 P	Sports Specialization (Theory)- Table Tennis IV	BPED-PC-410 P	Sports Specialization (Practical)- Table Tennis IV	
MPES -PC-409 Q	Sports Specialization (Theory)- Track and Field IV	BPED-PC-410 Q	Sports Specialization (Practical)- Track and Field IV	
MPES -PC-409 R	Sports Specialization (Theory)- Volleyball IV	BPED-PC-410 R	Sports Specialization (Practical)- Volleyball IV	
MPES -PC-409 S	Sports Specialization (Theory)- Wrestling IV	BPED-PC-410 S	Sports Specialization (Practical)- Wrestling IV	
MPES -PC-409 T	Sports Specialization (Theory) Weight Lifting IV	BPED-PC-410 T	Sports Specialization (Practical) Weight Lifting IV	
MPES -PC-409 U	Sports Specialization (Theory) Yoga IV	BPED-PC-410 U	Sports Specialization (Practical) Yoga IV	
Evaluation/Assessment Methodology				
				Max. Marks
1) Class tasks/ Sessional Examination				10 for theory
2) Presentations /Seminar				0
3) Assignments				10
4) Research Project Report/ (Practical File)				10
5) ESE				70
Total:				100
Prerequisites for the course: (It must match with course objectives)				
Course Learning Outcomes:				
CO1: This course provide is in-depth knowledge about rules & regulation of the games.				
CO2: Its aim to co-relate the past and feature development different techniques.				
CO3: Its aim to learn various histological concept of the games.				
CO4: Its aim to provide knowledge about performance of the game.				

IIMTU-NEP IMPLEMENTATION
Year: II/ Semester: IV

Programme: MASTERS OF PHYSICAL EDUCATION & SPORTS		Year:II
Class: MPES		Semester: IV
Credits Theory:0 Practical:1	Subject: INTRAMURAL IV	
Course Code: MPES-PC-411	Title:- INTRAMURAL IV	
Course Objectives:		
<ol style="list-style-type: none"> 1. The students feel confidence in handling the group activities and able to cope up with problems arises during various organizational aspects. 2. In future students are ready to handle Student activity centre of any institution. 3. Students are able to conduct various type of competition at all level successfully. 4. Students are getting a clear concept of officiating and organization different type of games. 5. Students will be able to demonstrate positive leadership skills that contribute to the organizational effectiveness of their respective sport. 		
Nature of Paper: Core Practical		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 0 T: 0 P: 2 (In Hours/Week) Theory - 0Hr. = 0 Credit Practical- 2Hrs.=1Credit (1Hrs./Week=1Credits)		
Unit	COURSE CONTENT	No. of Lectures Allotted
I	Sports competition will be organize so that student can enhance their performance Learn organization skills, officiating etc. Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department.	02
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/Sessional Examination		70 for theory
2) Presentations /Seminar		0
3) Assignments		30
4) Research Project Report/ (Practical File)		0
5) ESE		0
Total:		100
Course Learning Outcomes:		
CO1: This course provide is in-depth knowledge about aim and objective of Intramurals.		
CO2: Its aim to development the leadership quality among the students.		
CO3: Its aim to learn various management concept to organized the competition.		
CO4: Its aim to provide knowledge about group dynamics.		

College of Education

ACADEMIC HAND BOOK



ORDINANCE

**Post Graduate Diploma in Yoga Education (PGDYED)
(One Year)**

Academic Hand Book (College of Education)

1. Preamble:

The Post-Graduation Diploma in Yoga Education Programme is a one-year professional programme in the field of Yoga Education which aims at preparing yoga educators, Instructors and researchers. The completion of the programme shall lead to PGYDED diploma with specialization in yogic Science.

2. Definitions and Nomenclatures: TITLE AND COMMENCEMENT

This ordinance shall be called the ordinance for the Degree of Master of Education (M.Ed.)

Definition & Key Words

- (a) “University” means IIMT University Meerut.
- (b) “Student” means one who has been admitted in the one years programme of Post Graduate Diploma in Yoga Education this University through the procedure notified by the University from time to time;
- (c) “Academic Year” means two consecutive (one odd and one even) semesters;
- (d) “Choice Based Credit System (CBCS)” means a program that provides choice for students to select from the prescribed courses (Core, Elective, Ability Enhancement courses. etc.) as per the guidelines issued by UGC/regulatory bodies where ever applicable and as approved by the appropriate bodies or the University;
- (e) “Course” means “papers” through different modes of delivery and is a component of Post Graduate Diploma in Yoga Education programme as detailed out in the respective program structure;
- (f) “Credit Point” means the product of grade point and number of credits for a course;
- (g) “Credit” means a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to 15 hour of teaching (lecture, seminal or tutorial) or 30 hours of practical work/field work/project etc. The number or credits for each course shall be defined in the respective examination scheme;
- (h) “Cumulative Grade Point Average (CGPA)” means a measure of overall cumulative performance of a student in all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all semesters. It is expressed up to two decimal places;
- (i) “Grade Point” means a numerical weight allotted to each letter grade on a 10 point scale or as prescribed by the UGC/University from time to time;
- (j) “Letter Grade” means an index of the performance of students in a course. Grades are denoted by letters A+,A,B+,B,C+,C,D;
- (k) “Semester Grade Point Average (SGPA)” means a measure of performance of a student in a semester. It is the ration of total credit points secured by a student in various courses registered in a semester and the total credits of all courses during the semester. It shall be expressed up to two decimal places;
- (l) “Semester means an academic session spread over 15-18 weeks of teaching work with minimum 90 teaching days. The odd semester may normally be scheduled from August to December and even semester from January to June;
- (m) “Grade Card” means a certificate based on the grades earned. Grade certificate shall be issued to all registered students after every semester. The grade certificate will contain the course details (code, title, number of credits, grade secured) along with SGPA of the semester and CGPA earned till that semester. The final semester grade certificate shall also reflect the cumulative total of marks obtained by the student in

all semesters out of maximum marks obtained by the student in all semesters out of maximum marks allocated for which the grades of the program were evaluated. However, the final result will be based on the grades/CGPA;

- (n) “Transcript” means a certificate issued to all enrolled students in a program after successful completion of the program. It contains the SGPA of all semesters and the CGPA;
- (o) “Ex-student” means a student failing to clear the backlog paper/s of I/II Semester/s after appearing in the full-length special examination conducted after second semester.

3. **Vision and mission of the school-**

Vision: The Department of Physical Education, College of Education, IIMT University Meerut is committed to provide quality teacher education to prepare prospective Physical teachers, Yoga teacher educators imbuing with sustainable development, goals of education met cognitive knowledge professional attitude and skills to make them critical, innovative and creative thinkers not only to face the global challenges but to contribute in the various domains of knowledge of teacher education by quality research and enterprises. Hence the University, the College of Education intends to function as a catalyst to create and sustain learning community in the area of teacher education which shall promote equality and equity in education.

Mission:

1. To strive to promote excellence in teacher education by preparing creative professionals with 21st century skills, problem solving ability, digital competency in communication, generation and creation of new knowledge.
2. To prepare effective student teachers for future society by exposing them to innovative and effective teaching-learning Environment and work culture so that they may emerge as professional personality for life time profession as a passion rather than a job.
3. To produce motivated and dedicated student teachers empowered with high quality learning experiences, professional attitude and sprit of innovation and research along with 21st century skills.
4. To exercise a focus on exposing student- teachers to critical and creative pedagogies to make them well versed with reflective thinking, competences and problem-solving skills for effective and efficient teaching and research.
5. To expose student teacher to curricular, extra-curricular and co-curricular activities such as organization of workshops, seminars and conferences for integrated development along with ethical and value orientation.
6. To make future teacher inquisitive to undertake disciplinary, interdisciplinary future research and development activities in education.
7. To equip with professional ethics, responsibility, accountability, compassion and desire for updating their subject understanding with the spirit of lifelong learning.

4. **Program Educational objectives:**

- i) At the end of the course the students will be able to understand traditional Indian yoga systems.
- ii) The philosophy of the Yoga systems and the new thought in Yoga movement in the Country.

- iii) The students will be able to understand the principles of Hatha Yoga and the texts in this field.
- iv) The programme will develop basic understanding of the human anatomy, the human physiology and a deeper understanding of the human systems.
- v) The students will be introduced to the essential elements of a yogic life style, the concept of health and disease and their remedies through yoga practice. They will also learn the overview of the five-sheath human existence.
- vi) The students will be introduced to regular and rigorous practice (sadhana) of yoga practices that would make them disciplined and knowledgeable Yoga teachers.

5. Program Outcomes:

The aim of the programme is to propagate and promote yoga for positive health. This programme will

- i) Introduce basic concepts of preventive health and health promotion through yoga
- ii) Introduce concepts of Human Body to the students so as to making them acquainted with yoga.
- iii) Develop clear understanding about the benefit and contraindication of Yoga practice and to train teachers on preventive health and promotion of positive health through yoga and personality development.

6. Program Specific outcome:

- i) It is designed to develop a yoga teacher in two semester/one year program.
- ii) A teacher after successfully completing PGDYED can be especially able to teach, guide and instruct commoner practioners for various yogic practices.
- iii) A teacher after successfully completing PGDYED can also be able to guide basic meditation classes for beginners.
- iv) A teacher after successfully completing PGDYED can also be able to open and run yoga center for the common peoples but he will not be able to give yoga therapy classes.

7. Admission

- i) Applicant must be passed graduation in any discipline.
- ii) He or She must possess good health and free from critical health disorder, medical certificate must be produced.
- iii) He/she must have knowledge of Hindi and English, knowledge of Sanskrit would be preferred.

8. Eligibility in all year as NEP (entry & exit) as per NEHQF and NSQF:

Not applicable

9. Medium of Instruction:

Hindi and English both languages will be the instruction of

10. Choice base Credit system

(CBCS)/LOCF/OBE- CBCF

11. Registration for course in a semester:

Each and Every Student admitted in this program have to fill mentorship form and paid 60% semester fees.

12. Attendance:

The minimum attendance requirement of students shall be 80% in theory courses and 90% in practical courses as per university norms.

12.1 Condonation of medical cases- 25% attendance will be considered

12.2 **Additional Condonation:** If a candidate could not complete 80% in theory courses but not less than 50% such candidate have to complete his/her attendance in the form of extra classes schedule by the College of Education. No additional Condonation shall be considered in particle courses.

13. Assessment procedure

13.1 Internal Assessment (IA)- Internal Assessment will be given on the basis of class assignments and performance of sessional exams.

13.2 (External Assessment (EA): External Assessment will be awarded on the basis of evaluation of End Semester Exams.

13.3 Practical Assessment: All practical courses will be evaluated internally by concern teacher on the basis of skill performance during regular classes and externally evaluated by External Examiner appointed by the university authorities.

14. Research Project/Semester Project Assessment Criteria

Not applicable.

15. Internship – Research / Industrial Internship

There is teaching internship course in Second Semester

16. For non – credit courses / audit courses-

Not Applicable

17. Credit weightage-

Grand Total of Credits of All Four Semesters of PGDYED

Details Semesters	Teaching Hours			Credits	IM	EM	Total Marks
	Lecture	Tutorial	Practical				
Odd I Semester	16	0	7	22	170	380	550
Even II Semester	16	0	17	25	180	420	600

18. Maximum duration of programme/promotion policy:

A student who for whatever reasons is not able to complete the programme within the normal period or the minimum duration prescribed for the programme, may be allowed one year's period beyond the normal period to clear the backlog to be qualified for the degree.

19. Maximum gaps between semester/year:

20.

Minimum duration to Complete the programme:	01 years (with four semesters) under CBCS (Choice Based Credit System)
Maximum period to Complete the programme:	01 Years

Credit system & grading CGPA/SGPA: Evaluation will contain internal as well as external evaluation. Under CBCS pattern semester grade point average (SGPA) and cumulative grade point average (CGPA) will be calculated for each student.

- The SGPA is the ratio of sum of the product of the number of credits with the grade points score by the students in all the papers / courses taken by a student and the sum of the number of credits of all the courses undergone by a student.
- The CGPA is also calculated in similar manner taking into consideration all the course undergone by a student over the year of a programme.
- Letter grade will be assigned to students as per their performances in courses. Letter grade is an index of performance of students and then denoted by letters such as:

Grade Table

Level	Outstanding	Excellent	Very Good	Good	Average	Below Average	Fail
Letter Grade	A+	A	B+	B	C+	C	D
Grade Points	10	9	8	7	6	5	0
Score Range (%)	90	90<80	80<70	70<60	60<50	50<40	<40

To pass and to complete the course, the student is supposed to secure 30% in external and 50% marks in practical's including semester.

21. Class / division:

The division will be decided on the basis of performance of the student as shown in Grade Table. The First division will be awarded on obtaining 'B' or above grade.

22. Transfer of credit /Academic Credit Bank:

The transfer of credits will be permissible as per the policy of IIMT University Meerut in light of NEP/UGC guidelines.

23. Change of discipline: Not permitted/allowed.

24. Use of technological intervention: Every student is required to update him/her self with computer/ICT based knowledge as to be an expert modern teacher in present scenario of technology-based education system.

25. Student discipline: Every student of PGDYED Programme have to follow the discipline guidelines decided by the IIMT University Meerut time to time.

26. **Student Welfare:** During the PGDYED programme following activities and facilities will be provided for student welfare:
- Guest lectures, group discussion, seminars, webinars, projects, field visits, online teaching and learning (whenever required) as per need and demand of the learner, time, course and curriculum.
 - Indoor and outdoor games and sport activities, Medical facilities, Pure drinking water facilities, Mess and canteen facilities, Wi-Fi, Computer lab, Central library and incubation center for research, Transportation, Radio IIMT and Lift facilities.
27. **Ragging:** Prohibited. The IIMT University Meerut has zero tolerance policy in the matter of ragging and an Anti-ragging squad is constituted to control and stop the ragging inside the IIMT University campus.
28. **Power of modify:** Any modification/removal/adding in the points/rules/regulations of this ordinance can be made by the Board of Studies (BOS) of the College of Education, IIMT University Meerut with the final approval of academic council of IIMT University Meerut.
29. **Exit Point:** Mark sheet and Degree will be awarded as Post Graduation Diploma in Yoga Education (PGDYED) after the successful completion of the programme according to the rules mentioned above. Certificate will be given on the completion of First semester only. If a student leaves the programme after successful completion of 1st semester certificate will be provided to such candidate as per NEP 2020 guidelines decided by the IIMT University Meerut.
30. **NC/Credit Course:** Not Included. NC/Credit Course- There is no any non-credit course.

EVALUATION SCHEME

Post Graduate DIPLOMA IN YOGA EDUCATION											
Semester-I											
S. No	Course Code	Course Name	Type of Course	Teaching Hours				Assessment			Credit
				L	T	P	Total	Int.	Ext.	Total	
1	PGDYEd-T-101	Foundation of Yoga	Theory	4	0	0	4	30	70	100	4
2	PGDYEd-T-102	Human Anatomy and Physiology of Yogic Practices	Theory	3	1	0	4	30	70	100	4
3	PGDYEd-T-103	Introduction to Ayurveda and Naturopathy	Theory	4	0	0	4	30	70	100	4
4	PGDYEd-T-104	Yoga Therapy	Theory	3	1	0	4	30	70	100	4
5	PGDYEd-P-105	Yoga Practical I	Practical	0	1	6	7	30	70	100	4
6	PGDYED-P-106	Yoga Camp	Practical	0	0	30	30	50	0	50	2
Total				14	3	6	23	170	380	550	22

Post Graduate DIPLOMA IN YOGA EDUCATION											
Semester-II											
S. No	Course Code	Course Name	Type of Course	Teaching Hours				Assessment			Credit
				L	T	P	Total	Int.	Ext.	Total	
1	PGDYEd-T-201	Patanjali Yoga Sutra	Theory	4	0	0	4	30	70	100	4
2	PGDYEd-T-202	Yoga for Health and Wellness	Theory	4	0	0	4	30	70	100	4
3	PGDYEd-T-203	Teaching Techniques in Yogic Practice	Theory	3	1	0	4	30	70	100	4
4	PGDYEd-T-204	Yogic Philosophy and Mental Health	Theory	3	1	0	4	30	70	100	4
5	PGDYEd-P-205	Yoga Practical II	Practical	0	1	6	7	30	70	100	4
6	PGDYEd-P-206	Teaching Practice & Internship	Practical	0	0	10	10	30	70	100	5
Total				14	3	16	33	180	420	600	25



FORMAT-1

Academic Hand Book (College of Education)

FORMAT-1

**IIMTU-NEP IMPLEMENTATION
CBCF: Statement of Credit Distribution 2022**

College/School: DEPARTMENT OF PHYSICAL EDUCATION (COLLEGE OF EDUCATION) Programme: POST GRADUATE DIPLOMA IN YOGA EDUCATION Duration: 1 YEARS Annual/Semester: SEMESTER	Credit range: 50 CREDITS (Suggested by CBCF Committee)
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Attached guidelines to be followed:

	Cr.	Sem.	Core Course/ Foundation Course Th (6 cr)	Ability Enhancement Compulsory Course(AECC)	Skill Enhancemen t Course (SEC)	Discipline Specific Elective (DSE)	Generic Elective (GE) (From other Faculty)	Research Project (RP)	Prerequisite
Course Names as per the UGC: PG DIPLOMA IN YOGA EDUCATION	47		C-1 (4 Credit): 8 P-1 (2 Credit)/T-1 (1 Cr.)-4 FC-1 (3 Credit)-3/4/5/6 Cr.-NA	AECC-1 (Credit) 3 Cr./Each-0	SEC-1 (Credit) 2 Cr./Each-0	DSE-1 (Credit) 3 or 4/5/6 Cr.-0	GE-1 (Credit) 3 or 4/5/6 Cr.-0	Industry Training/I nternship Survey (4Cr.)	
Course Names as per Higher Education (HE): PG DIPLOMA IN YOGA EDUCATION			MAJOR-1 4/5/6 Cr.	Vocational 3 Cr.	Co- Curricular 2 Cr.	MAJOR- 2 4/5/6 Cr.	MAJOR-3 4/5/6 Cr.	4 Cr.	
Decided Credits for implementation			6 Cr.	3 Cr.	2 Cr.	6 Cr.	4/6 Cr.	4 Cr.	
Certificate (22)	22	I	C1 (Th. 4 Cr.) -PGDYEd-T-101 Foundation of Yoga C2(Th.4Cr) -PGDYEd-T-102 Human Anatomy and Physiology of Yogic Practices C3(Th 4Cr) -PGDYEd-T-103 Introduction to Ayurveda and Naturopathy C4(Th 4Cr) -PGDYEd-T-104 Yoga Therapy C5 (P-4Cr) - PGDYEd-P-105 Yoga Practical I	AECC-1:(0 Cr)	SEC-1:(0 Cr)	DSE1:(0 Cr)			

Diploma (47)	25		C6 (P-2Cr) -PGDYED-T-106 Yoga Camp						
		II	C7 (Th. 4 Cr) PGDYEd-T-201 Patanjali Yoga Sutra C8 (Th. 4Cr) PGDYEd-T-202 Yoga for Health and Wellness C9 (Th. 4 Cr.) PGDYEd-T-203 Teaching Techniques in Yogic Practice C10 (Th. 4 Cr.) PGDYEd-T-204 Yogic Philosophy and Mental Health C11(P-4 Cr) PGDYEd-P-205 Yoga Practical II C12 (P-5 Cr) PGDYEd-P-206 Teaching Practice	AECC-2:(0Cr)	SEC-2: 0Cr)	DSE2:(0Cr)			

FORMAT-2

ACADEMIC SESSION-2022-23
IIMTU-NEP Implementation: POST GRADUATE DIPLOLMA IN YOGA EDUCATION

Programme	Year	Semester (15 weeks)	Paper	Credit	Periods per Week	Periods (Hours) per Semester	Paper Title	Unit (Periods per semester)	Prerequisite	Elective (For other faculty)
PGDCOURSES (47 CREDIT) -----PGDYED-----	FIRST YEAR	SEMESTER-I	i) C1 (Th. 4Cr): ii) AECC- 0 iii) SEC-0 iv) DSE-0	4	4	60	PGDYEd-T-101 Foundation of Yoga	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		NA
			v) C2 (Th.4 Cr.):	4	4	60	PGDYEd-T-102 Human Anatomy and Physiology of Yogic Practices	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			vi) C3 (Th.4 Cr.):	4	4	60	PGDYEd-T-103 Introduction to Ayurveda and Naturopathy	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
							PGDYEd-T-103 Introduction to Ayurveda and Naturopathy	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			vii) C4 (Th.4 Cr.):	4	4	60	PGDYEd-T-104 Yoga Therapy	Unit-1-30 Unit-2-30		
			viii) C5 (P-4 Cr):	1	2	30	PGDYEd-P-105 Yoga Practical-I	Unit-1-15 Unit-2-15		
			ix) Research project/ Industry Training/ Internship Survey:	2	2	30	PGDYED-T-106 Yoga Camp	NA	NA	NA

SEMESTER - II	i)	C7 (Th. 4Cr.):	4	4	60	PGDYEd-T-201 Patanjali Yoga Sutra	Unit-1-15	NA	NA
	ii)	AECC-0					Unit-2-15		
	iii)	SEC-0					Unit-3-15		
	iv)	DSE-0					Unit-4-15		
	v)	C8 (Th.4 Cr.):	4	4	60	viii) PGDYEd-T-202 Yoga for Health and Wellness	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
	vi)	C9 (Th.4Cr.):	4	4	60	ix) PGDYEd - T- 203 Teaching Techniques	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
	vii)	C10 (Th.4Cr.):	4	4	60	x) PGDYEd-T-204 Yogic Philosophy and Mental Health	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
	viii)	C11 (P- 4 Cr):	4	4	60	xii)PGDYEd-P- 205Yoga Practical II	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
	ix)	Internship Survey: C12 (P- 5 Cr):	5	5	75	PGDYEd-P- 206: Teaching Practice	NA		

Programme: Outcome:

PO1: The students will be able to understand the principles of Hatha Yoga and the texts in this field.
 PO2 The Programme will develop basic understanding of the human anatomy, the human physiology and a deeper understanding of the human systems.
 PO3: The students will be introduced to the essential elements of a yogic life style, the concept of health and disease and their remedies through yoga practice. They will also learn the overview of the five-sheath human existence.

Programme: Specific Outcome:

PSO1 Introduce basic concepts of preventive health and health promotion through yoga.
 PSO2: To utilize assessments and reflection to foster student learning and to inform instructional decisions.
 PSO3: To be informed about and use appropriate technology to enhance teaching and learning and to enhance personal and professional productivity.

FORMAT-3

IIMTU-NEP IMPLEMENTATION
Year I / Semester-I

Programme: Diploma		Year: I
Class: PG DIPLOMA IN YOGA EDUCATION		Semester: I
Credits Theory: 04 Practical: 0	Subject: FOUNDATION OF YOGA	
Course Code: PGDYED-T-101	Title: FOUNDATION OF YOGA	
Course Objectives:		
<ul style="list-style-type: none"> • Students will have to understanding about origin, history and development of Yoga. • Introduction about Yoga according to various yogic texts. • To possess emotional stability. • To enable the student to have good health. • To practice mental hygiene. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L: 4 T: 0 P:0(In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1Credit(4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Brief about origin of Yoga: Psychological aspects and Mythological concepts; History and Development of Yoga: prior to the Vedic period, Vedic period, Medieval period, modern era; Etymology and Definitions of Yoga, Aim and Objectives of Yoga, Misconceptions of Yoga; Brief about Streams of Yoga; Principles of Yoga, Importance of Yoga	12
II	Classification of Yoga/Types of Yoga) Hatha Yoga, Raja Yoga, Laya Yoga, Bhakti Yoga, Gyan Yoga, Karma Yoga and Ashtanga Yoga.	6
III	Principles of Yogic Practices, Meaning of Asana, its types and principles, Meaning of Pranayama, its types and principles, Meaning of Kriya its types and principles.	6
IV	Introduction of Hatha Yoga, Bhagvat Geeta, Veda and Upanishad, Meaning and importance of prayer, Psychology of mantras and different mudras during prayers.	8
Reference / Text Books:		
<ul style="list-style-type: none"> • Lal Basant Kumar: <i>Contemporary Indian Philosophy</i>, Motilal Banarsidas Publishers Pvt. Ltd, Delhi, 2013 • Das gupta S. N: <i>History of Indian Philosophy</i>, Motilal Banarsidas, Delhi, 2012 • Singh S. P: <i>History of Yoga</i>, PHISPC, Centre for Studies in Civilization F^t, 2010 • Singh S. P & Yogi Mukesh: <i>Foundation of Yoga</i>, Standard Publication, New Delhi, 2010 		
If the course is available as Generic Elective then the students of following departments may opt it. NA		

Evaluation/Assessment Methodology		Max. Marks
1) Class tasks/ Sessional Examination	20	
2) Presentations /Seminar		
3) Assignments	10	
4) Research Project Report/(Practical File) Seminar On Research Project Report		
5) ESE	70	
Total:		100
Prerequisites for the course:		
Course Learning Outcomes:		
CO1: This course provides understanding about origin, history and development of Yoga. Introduction about Yoga according to various yogic texts.		
CO2: It's aim to possess the emotional stability.		
CO3: Its aim to maintain the mental hygiene.		
CO4: Its aim to provide the depth knowledge of yoga fundamental concept.		

IIMTU-NEP IMPLEMENTATION
Year I / Semester: I

Programme: Diploma Class: PG DIPLOMA IN YOGA EDUCATION		Year: I Semester: I
Credits Theory:4 Practical:0	Subject: HUMAN ANATOMY AND PHYSIOLOGY OF YOGIC PRACTICES	
Course Code: PGDYED-T- 102	Title: HUMAN ANATOMY AND PHYSIOLOGY OF YOGIC PRACTICES	
Course Objectives:		
<ul style="list-style-type: none"> To know about the structure of the body To know about the necessary functions of the body To give brief idea about the diseases related to each system To throw light on anatomy so that student can experience the involvement of their body parts while practicing various postures of yoga 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% (for practical courses it is 50%)		
L:3 T:1 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction of human body and its systems, Definition of Anatomy and Physiology and importance in Yogic Practices iii) Respiratory System, Digestive System and Endocrine System.	8
II	Classification of Asanas and its Mechanism. ii) Cultural Asana (standing, sitting, supinline, praline position & topsy-turvy) iii) Meditative Asana and Relaxative Asana vi) Nervous System vi) Circulatory System	8
III	Introduction of Kriya, Bandha and Mudra, Importance of Kriya and its scientific approach, Importance of BANDHA and its scientific approach, Importance of MUDRA and its scientific approach.	6
IV	Effect of Asanas on various Systems, Difference between Asana and Exercise, Difference between Pranayama and deep breathing and Yogic Diet.	10
Reference / Text Books:		
<ul style="list-style-type: none"> Gore M. M. (2003). <i>Anatomy and Physiology of Yogic practices</i>. Kanchan Prakashan, Lonavla, India. LanPeate and Muralidharan Nayar(2011) <i>Fundamental of Anatomy and Physiology for students nurses</i>. Evelyn, C. Pearce(1968) <i>Anatomy and Physiology for Nurses</i> 		

If the course is available as Generic Elective then the students of following departments may opt it.
 NA

Evaluation/Assessment Methodology		Max. Marks
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report/(Practical File) Seminar On Research Project Report		10
5) ESE		70
Total:		100
Prerequisites for the course: (It must with course objectives)		
Course Learning Outcomes:		
CO1: To know about the structure of the body.		
CO2: Its aim to know about the necessary functions of the body.		
CO3: Its aim to give brief idea about the diseases related to each system.		
CO4: Its aim to provide knowledge about the involvement of their body parts while practicing various postures of yoga.		

IIMTU-NEP IMPLEMENTATION
Year I / Semester: I

Programme: Diploma		Year: I
Class: PG DIPLOMA IN YOGA EDUCATION		Semester: I
Credits Theory:4 Practical:0	Subject: INTRODUCTION TO AYURVEDA AND NATUROPATHY	
Course Code: PGDYED -T-103	Title: INTRODUCTION TO AYURVEDA AND NATUROPATHY	
Course Objectives:		
<ul style="list-style-type: none"> • To develop a facility with international standards, which shall provide a comprehensive, traditional and modern set-up for the diagnosis and treatment of all types of diseases by Ayurvedic System of medicine including Yoga and Naturopathy; • Brief understanding of Ayurveda and Naturopathy. • To understand the Yogic Concept of Diet & Nutrition. • To strengthen the implementation of national and community health programmers. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L:4 T:0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	General introduction, definition, history and principles of Ayurveda; Concept, role and importance of – Dosha, Dhatu, Mala, Updhatu, Srotas, Indriya, Agni, Prana, Pranayatna, Prakriti, Deha Prakriti and Manasa Prakrit.	6
II	Concept, role and importance of Swasthavrita, Dinacharya, Ritucharya, Sadvrita, Achararasayana; Elementary knowledge of concept of health, disease and management of common diseases in Ayurveda; Relationship between Yoga and Ayurveda, Importance & utility of basic concepts of Ayurveda in Yogic Therapy.	8
III	General introduction, definition, history and principles of Nisargopachar; Concept, role, qualities, Relationships of five elements with seasons, body and mind; Philosophy of Nisargopachar- Western and Indian Concept of health and disease in Nisargopachar. Main principles of Naturopathy (Nisargopachar); Relationship between Yoga and Nisargopachar. Yoga & Nisargopachar as a system of medicine in disease prevention, health promotion and management of diseases.	12
IV	General introduction, definition, history and principles of Nisargopachar; Concept, role, qualities, Relationships of five elements with seasons, body and mind; Philosophy of Nisargopachar-Western and Indian Concept of health and disease in Nisargopachar. Main principles of Naturopathy (Nisargopachar); Relationship between Yoga and Nisargopachar. Yoga &	6

Nisargopachar as a system of medicine in disease prevention, health promotion and management of diseases.	
Reference / Text Books: <i>Randolph Stone: A Purifying Diet, Lilawati Bhargav Charitable Trust, Delhi, Revised Edition</i> <i>Carroll A Lutz: Nutrition & Diet Therapy, Evidence Based Application, Japee Brother New Delhi, 2009</i> <i>Swami Maheshanandaji and Others: Shiva Samhita (Kaivalyadhama, S.M.Y.M. Samiti, Lonavala, 1999)</i> <i>Ghatore, M.L and others.: Hatharaonavali of Srinivasayogi (The Lonavala Yoga Institute, Lonavala, 2002)</i>	
If the course is available as Generic Elective then the students of following departments may opt it. NA	
Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report/ (Practical File) Seminar On Research Project Report	
5) ESE	70
Total:	100
Prerequisites for the course:	
Course Learning Outcomes: CO1: This course provide the brief understanding of Ayurveda and Naturopathy. CO2: To understand the Yogic Concept of Diet & Nutrition. CO3: Its aim to strengthen the implementation of national and community health programmers. CO4: Its aim to provide the traditional and modern set-up for the diagnosis and treatment of all types of diseases.	

IIMTU-NEP IMPLEMENTATION
Year I / Semester - I

Programme: Diploma		Year: I
Class: PG DIPLOMA IN YOGA EDUCATION		Semester: I
Credits Theory:4 Practical:0	Subject: YOGA THERAPY	
Course Code: PGDYED-T- 104	Title: YOGA THERAPY	
Course Objectives:		
<ul style="list-style-type: none"> • To enable the student to have Yoga therapy is a type of therapy that uses yoga postures, breathing exercises, meditation, and guided imagery to improve mental and physical health. • To student will learn the holistic focus of yoga therapy encourages the integration of mind, body, and spirit. • Modern yoga therapy covers a broad range of therapeutic modalities, incorporating elements from both physical therapy and psychotherapy. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L:3 T:1 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Yoga Therapy: Meaning, Definition, Principles, Discipline, Areas and Boundaries of Yoga therapy, Role of Diet and Lifestyle in Yoga Therapy.	10
II	Yogic Management: Gouts, Neck Pain, Sciatica, Hernia, Obesity, Diabetes, Asthama, Heart Disease.	6
III	Yoga therapy: Mental Stress, Depression, Tension, insomnia, Hyper Tension and High Blood Pressure, conflict.	8
IV	Yoga Therapy: Jalneti, Sutraneti, Kapal Bhati, Enema,Asanas, Pranayama, Meditation.	8
Reference / Text Books:		
<ol style="list-style-type: none"> 1. <i>Yogic Management of Common Disease - Swami Satyanand Saraswati</i> 2. <i>Yoga & Arthritis - Dr. Nagendra</i> 3. <i>Yoga for Hypertension - Swami Satyananad Saraswati</i> 4. <i>Yoga & Pregnancy - Dr. Nagendra & Nagratna</i> 5. <i>Nav Yogini Tantra - Swami Satyananda Saraswati</i> 6. <i>Yoga for Children & Adolescent - Swami Satyananda Saraswati</i> 		
If the course is available as Generic Elective then the students of following departments may opt it. NA		

Evaluation/Assessment Methodology	
	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report/(Practical Report) Seminar On Research Project Report	10
5) ESE	70
Total:	100
Prerequisites for the course:	
Course Learning Outcomes:	
CO1: This course aim to provide the holistic focus of yoga therapy encourages the integration of mind, body, and spirit.	
CO2: Its aim to improve mental and physical health.	
CO3: Its aim to student will learn the yoga management of diseases.	
CO4: Its aim to provide the knowledge about the modern yoga therapy.	

IIMTU-NEP IMPLEMENTATION
Year I / Semester: I

Programme: Diploma		Year:I
Class: PG DIPLOMA IN YOGA EDUCATION		Semester: I
Credits Theory:0 Practical:6	Subject: YOGA PRACTICAL –I	
Course Code: PGDYED-P- 105	Title: YOGA PRACTICAL –I	
Course Objectives:		
<ul style="list-style-type: none"> • To teach class management and how to conduct the classes of Advanced and beginners group. • To state techniques, health benefits, applications, precautions of under mentioned yogic practices • To demonstrate and instruct yogic practices. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L:0 T:1 P: 6 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Surya namaskara Sukshamavyayama Meditative asanas: Padmasan, Siddhasan, Swastikasan Relaxation asanas: Shavasana, Makarasan	13
II	Supine lying asanas: Naukasan, Kandharasan, Pavanmuktasan, Vipareetkaraniasan Prolineasanas: Bhujangasan, Shalabhasan Sitting asanas: Paschimottanasan, Ardhamatsyendrasan, Ardhashchandrasan, Ushtrasan Standing asanas: Tadasan, Natarajasan, Garudaasan	7
III	Advanced group asanas: Poornamatsyasan, Padmasarvangasan, Karnpedasan, Suptvajrasan, Poornashalabhasan, Vrischikasan, Poornabhujangasan Pranayam: Nadishodhanpranayama, Surya bhedpranayama, Chandra bhedpranayama, Ujjayipranayama	5
IV	Bandh: Jalandharbandh, Uddiyanbandh Mudra: Maha mudra, Mahabhed mudra Shatkarm: Neti- Jalneti, Sutra neti, Dhauti- Kunjalkriya, Agnisarkriya	15
Reference / Text Books:		
If the course is available as Generic Elective then the students of following departments may opt it. NA		

Evaluation/Assessment Methodology	
Max. Marks	
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report/ (Practical Report)	
5) Seminar On Research Project Report	
6) ESE	70
Total:	100
Prerequisites for the course:	
Course Learning Outcomes:	
CO1: To teach class management and how to conduct the classes of Advanced and beginners group.	
CO2: To state techniques, health benefits, applications, precautions of under mentioned yogic	
CO3: practices.	
CO4: To demonstrate and instruct yogic practices	
Its aim to improve the proper techniques of yogic practices.	

IIMTU-NEP IMPLEMENTATION
Year I / Semester II

Programme: Diploma		Year:I
Class: PG DIPLOMA IN YOGA EDUCATION		Semester: II
Credits Theory:4 Practical:0	Subject: PATANJALI YOGA SUTRA	
Course Code: PGDYED-T-201	Title: PATANJALI YOGA SUTRA	
Course Objectives:		
<ul style="list-style-type: none"> • Patanjali's teachings help us to understand how our thoughts get in the way of our own happiness. They also show that the process of “misidentification” with our thoughts, aided by yoga practices, is the path to ending suffering • To remind yourself of the true purpose of your practice • To connect with the lineage of yoga • To understand your barriers to happiness 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L:4 T:0 P:0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Introduction of maharishi Patanjali, Brief introduction of Pantanjali yoga sutras, Historical background of Pantanjali yoga sutras, Significance of Pantanjali yoga sutras in modern era Sadham Pada (Brief Introduction): Kriya Yoga:-Tapa, Sawadhaya, Ishwarparanidha, Introduction of AshtangYoga,Yama, Niyam, Asana, Pranayam, Pratyahar, Dhyana, Dharana, Samadhi	10
II	Brief introduction of Samadhi Pada, Brief introduction of Sadhan Pada, Brief introduction of Vibhooti Pada, Brief introduction of Kevalaya Pada, Sadham (Brief Introduction): Samyama, Yoga Vibhootis, Vivek-khyati, Shayam and Kaivalya	8
III	Definition of Yoga, Concept of Chitta, Chitt-Vritti, Chitt-Bhumi, Abhyasa-Vairagya, Yogantaraya, Ishwar Swaroop, Introduction of Physical Excellence: Shaucha and Tapa, Practice of Asana &Pranayam, Brahmacharya	6
IV	Panch Klesha:- Avidhya, Asmita, Raag, Devasha, Abhinivesha, Chitt Vikshep & Chitt Prasadhan & Ritambhara Pragra, Introduction to Samadhi, Sampragyaat Samadhi, Asampragyat Samadhi, Introduction of Mental Excellence: Swadhyaya, Pratyahar, Dhyana and Dharana.	8

Reference / Text Books:

1. Iyengar, B. K. S. (1993). *Light on the yoga sutras of Patanjali*. Aquarian/Thorsons.
2. *Yoga sutras of patanjali*. Weiser Books, 2001.
3. *The yoga sutras of Patanjali*. Harmony, 2002.
4. Bailey, A. (2012). *The Light of the Soul: Paraphrase of the Yoga Sutras of Pantanjali*. Lucis Publishing Companies.
 - Yoga, A. (1978). THE YOGA SUTRA OF PATANJALI. *Trans. and commentary by Swami Satchidananda. Pomfret Center, Conn.: Integral Yoga Publications.*
 - Shankar, S. S. R. (2014). *Patanjali Yoga Sutras*. Arktos.

If the course is available as Generic Elective then the students of following departments may opt it.
 NA

Evaluation/Assessment Methodology

	Max. Marks
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report Seminar On Research Project Report	
5) ESE	70
Total:	100

Prerequisites for the course:

Course Learning Outcomes:

NA

IIMTU-NEP IMPLEMENTATION
Year I/ Semester -II

Programme: Diploma		Year:I
Class: PG DIPLOMA IN YOGA EDUCATION		Semester: II
Credits Theory:4 Practical:0	Subject: YOGA FOR HEALTH AND WELLNESS	
Course Code: PGDYED-T- 202	Title: YOGA FOR HEALTH AND WELLNESS	
Course Objectives:		
<ul style="list-style-type: none"> • Understand the concept of diet and the medical value of nutrition. • Advice appropriate diet to different age group and indifferent diseases. • Understand health definition according to season. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% (for practical courses it is 50%)		
L:4 T:0 P:0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Definition & Importance of Health According to WHO; Dimensions of Health: Physical, Mental, Social and Spiritual; Concept of Body, Yogic Concept of Health and Disease: Meaning and definitions, Concept of Adhi and Vyadhi according Yoga Vasistha and remedial measures; Holistic health care through Yoga.	8
II	General introduction to human body and nine major systems of human body, Introductions to sensory organs (Eyes, Nose, Ears, Tongue and Skin), Basic functions of nine major systems of human body and homeostasis, Yogic concept of health and wellness	8
III	Concept of stress according to modern science and Yoga; Stress as the cause for illness; Role of Yoga in Stress management: Holistic approach of catering to moderation in eating (Yogic Diet), sleeping (rhythm of the nature), working (the sense of duty as per BG), entertainment (moderation), change in life style.	8
IV	Symptoms and Solution according to yoga in different Disease-(Eyes problem, Obesity, Heart disease, Diabetes, Tension (Stress and Depression), Meaning and definition of diet, the purpose of diet, Balance diet and Concept of Nutrition, mitahar-(Moderate diet).	8
Reference / Text Books:		
<ul style="list-style-type: none"> • Singh Pro. Ramharsh (2017), <i>Yog and yogic therapy</i> • kulvlayanandswami (1963)<i>Yogic therapy-</i> • sarswati swami satyan and (2013)<i>Yog and rog</i> • Gore Dr .M.M (2016) <i>Sharir kirya and yoga abhyas</i> 		

If the course is available as Generic Elective then the students of following departments may opt it.
 NA

Evaluation/Assessment Methodology		Max. Marks
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report Seminar On Research Project Report		10
5) ESE		70
Total:		100
Prerequisites for the course:		
Course Learning Outcomes:		
CO1: It is aim to understand the concept of diet and the medical value of nutrition.		
CO2: Its aim to advice the appropriate diet to different age group and indifferent diseases.		
CO3: It is to underst and health definition according to season.		
CO4: Its aim to provide the understanding the concept of health and diseases.		

IIMTU-NEP IMPLEMENTATION
Year - I / Semester - II

Programme: Diploma		Year:I
Class: PG DIPLOMA IN YOGA EDUCATION		Semester: II
Credits Theory:4 Practical:0	Subject: TEACHING TECHNIQUE IN YOGIC PRACTICE	
Course Code: PGDYED -T-203	Title: TEACHING TECHNIQUE IN YOGIC PRACTICE	
Course Objectives:		
<ul style="list-style-type: none"> • To enable the student to have good health. • To teach teaching techniques to the students • To teach class management and lesson planning • To introduce educational tools of yoga teaching • To teach the concept of yoga education and values 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L:3 T:1 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Teaching and Learning: Concepts and Relationship between the two; Principles of Teaching: Levels and Phases of Teaching, Quality of perfect Yoga Guru; Yogic levels of learning, Vidyarthi, Shishya, Mumuksha; Meaning and scope of Teaching methods, and factors influencing them; Sources of Teaching methods; Role of Yoga Teachers and Teacher training, Eligibility rules of Inter –University of Yoga, Organisation and administration of Yoga competition	10
II	Practice of Yoga at different levels (Beginners, Advanced, School Children, Youth, Women and Special attention group); Techniques of Individualized; Teaching Techniques of group teaching; Techniques of mass instructions; Organization of teaching (Time Management, Discipline etc.), Prepare training Schedule.	8
III	Essentials of Good Lesson Plan: concepts, needs, planning of teaching Yoga (Shatkriya, Asana, Mudra, Pranayama & Meditation); Models of Lesson Plan; Action Research of Yoga: Meaning, Roles, Steps in action research in Yoga Teaching; Effective use of Library and other resources; Lesson Plan and its Practical applications	6
IV	Yoga classroom: Essential features, Area, sitting arrangement in Yoga class etc; Class room problems: Types and Solutions, Characteristics and essentials of good Yoga teaching; Time table: Need, Types, Principles of Time table construction; Time Table for Yoga teaching; Meaning, Importance and Types of Educational technology; Role of Educational	8

Technology in Yoga.		
Reference / Text Books:		
<ul style="list-style-type: none"> • <i>Dr. S.K. Ganguly: Yoga Practices</i> • <i>Dr. Gharote M L: Teaching methods for Yogic practices, Kaivalyadhama, Lonavala, 2007</i> • <i>Dr. Shri Krishna: Notes on basic principles & methods of teaching as applied to yogic practices and a ready reckoner of yogic practices, Kaivalyadhama, Lonavala, 2009</i> • <i>Dr. Raj Kumar : Principles & methods of Teaching, Printo graphics, Delhi</i> • <i>Duggal, Satyapad : Teaching Yoga, The Yoga Institute, Santacruz, Bombay, 1985</i> 		
If the course is available as Generic Elective then the students of following departments may opt it. NA		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	20	
2) Presentations /Seminar		
3) Assignments	10	
4) Research Project Report Seminar On Research Project Report		
5) ESE	70	
Total:		100
Prerequisites for the course:		
Course Learning Outcomes:		
CO1: It is aim to enable the student to have good health.		
CO2: Its aim to provide the teaching techniques to the students.		
CO3: Its aim to teach class management and lesson planning.		
CO4: It is to introduce educational tools of yoga teaching and values.		

IIMTU-NEP IMPLEMENTATION
Year I / Semester - II

Programme: Diploma		Year:I
Class: PG DIPLOMA IN YOGA EDUCATION		Semester: II
Credits Theory:4 Practical:0	Subject: YOGIC PHILOSOPHY AND MENTAL HEALTH	
Course Code: PGDYED -T-204	Title: YOGIC PHILOSOPHY AND MENTAL HEALTH	
Course Objectives:		
<ul style="list-style-type: none"> • Anticipate what they will gain from an educational experience • Track their progress and know where they stand • Know in advance how they'll be assessed. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% (for practical courses it is 50%)		
L:3 T:1 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Concept of Indian, Philosophy, Characteristics of Indian Philosophy, Purpose of Religion-Meaning and definition of religion, Interrelationship between philosophy and Religion.	6
II	Brief Introduction of Raj Yoga, Gita Philosophy:- Janana Yoga- Types of Janana Yoga, Bhakti Yoga- Types of Bhakti Yoga, Karma Yoga- Types of Karma Yoga, Concept of Maya- Meaning and definition of Maya, Concept of Mukti/ Moksha- Meaning and definition of Mukti/ Moksha.	10
III	Concept of MuktaJiwan- Meaning and definition of MuktaJiwan, Concept of Chittashuddhi and its Technique, Concept of PanchaKhosha, Concept of Prayers	8
IV	Application of Yoga in Mental Health, Characteristics of Mental Health, Concept of Normality and its importance, Attitude formations through Yama & Niyama.	8
Reference / Text Books:		
<ul style="list-style-type: none"> • <i>Text book of Natural Medicine-Joseph E. Pizzorno & Michael T. Murray</i> • <i>Nature Cure treatments-Jindal</i> • <i>Complete handbook of Nature cure-H. K. Bakhru</i> • <i>Return to Nature- Adolf Just</i> • <i>My Nature Cure or Practical Naturopathy- S.J. Singh</i> • <i>Everybody's Guide to Nature Cure-Harry Benjamin</i> 		
If the course is available as Generic Elective then the students of following departments may opt it. NA		
Evaluation/Assessment Methodology		

		Max. Marks
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		
3) Assignments		10
4) Research Project Report Seminar On Research Project Report		
5) ESE		70
Total:		100
Prerequisites for the course:		
Course Learning Outcomes:		
CO1: It is aim to anticipate what they will gain from an educational experience. T		
CO2: This course provides to track their progress and know where they stand.		
CO3: It is aim to know in advance how they'll be assessed.		
CO4: This subject is to provide the depth knowledge of Indian Philosophies.		

IIMTU-NEP IMPLEMENTATION
Year I / Semester II

Programme: Diploma		Year: I
Class: PG DIPLOMA IN YOGA EDUCATION		Semester: II
Credits Theory:0 Practical:6	Subject: YOGA PRACTICAL- II	
Course Code: PGDYED -P-205	Title: YOGA PRACTICAL- II	
Course Objectives:		
<ul style="list-style-type: none"> • To teach class management and how to conduct the classes of Advanced and Begginers group. • To state techniques, health benefits, applications , precautions of under mentioned yogic practices • To demonstrate and instruct yogic practices. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% (for practical courses it is 50%)		
L:0 T:1 P: 6 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Unit	Contents	No. of Lectures Allotted
I	Surya namaskara Sukshamavyayama Meditative asanas: guptasan,vajrasan Relaxation asanas: balasan, shashankasan	12
II	Supine lying asanas: sarvangasan,halasan, chakrasan, markatasan Prolineasanas: vipreetnaukasan, dhanurasan, sarpasan Sitting asanas: vyaghrasan, mandukasan, bakdhyanasan, gomukhasan Standing asanas: vrakshasan, Trikonasan, Ardha Kati Chakrasan	12
III	Advanced group asanas: vatyanasan, padaangusthasan, garbhasan, baddhpadmasan, sirshasan, kukkutasan, hanumanasan, kurmasan Pranayam: sheetalipranayam, seetkaripranayam, bharamaripranayam, bhastrikapranayam Bandh: mool Bandh, Maha Bandh	12
IV	Mudra: vipareetkarani mudra, khechhari mudra, shaktichalani mudra Shatkarm: kapalbhati three types (vyutkarma, sheetkarma & vaatkarma), nauli, tratak, basti Meditation techniques.	12
Reference / Text Books:		
If the course is available as Generic Elective then the students of following departments may opt it. NA		

Evaluation/Assessment Methodology	
Max. Marks	
1) Class tasks/ Sessional Examination	30
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report Seminar On Research Project Report	
5) ESE	70
Total:	100
Prerequisites for the course:	
Course Learning Outcomes:	
CO1: This course helps to learn the class management and how to conduct the classes of Advanced and Begginers group. Its aim to provide the knowledge of state techniques, health benefits, applications,	
CO2: precautions of under mentioned yogic practices.	
CO3: Its aim to demonstarate and instruct yogic practices.	
CO4: Its aim to provide the knowledge of Aasan, Pranayama, Mudra and Bandha.	

IIMTU-NEP IMPLEMENTATION
Year I / Semester II

Programme: Diploma		Year: I
Class: PG DIPLOMA IN YOGA EDUCATION		Semester: II
Credits Theory: 0 Practical: 10	Subject: TEACHING PRACTICE & INTERNSHIP	
Course Code: PGDYED -P-206	Title: TEACHING PRACTICE & INTERNSHIP	
Course Objectives		
<ul style="list-style-type: none"> • Lesson plan helps in clearly identify the learning goals for your students during a lesson • It enables learner so succeed in their teaching and learning environment. • To enable learner so they can teach in real world situation • To induce the science and art of teaching in students. • To provide the hands on experience related to cognitive and motor teaching. 		
Nature of Paper: Core		
Minimum Passing Marks/Credits: 40% Marks (for practical courses it is 50%)		
L:0 T:1 P:10 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
Reference / Text Books: NA		
If the course is available as Generic Elective then the students of following departments may opt it. NA		
Evaluation/Assessment Methodology		
		Max. Marks
1) Class tasks/ Sessional Examination	20	
2) Presentations /Seminar		
3) Assignments	10	
4) Research Project Report Seminar On Research Project Report		
5) ESE	70	
Total:		100
Prerequisites for the course:		
Course Learning Outcomes:		
CO1: Lesson plan helps in clearly identify the learning goals for your students during a lesson.		
CO2: It enables learner so succeed in their teaching and learning environment.		
CO3: To induce the science and art of teaching in students		
CO4: To enable learner so they can teach in real world situation.		