

# College of Education

## ACADEMIC HAND BOOK



**Ordinance & Academic Regulations**  
**College of Education**  
**(Bachelor of Education (Two years))**  
**(As per NCTE, UGC New Delhi, and Guidelines)**  
**(Established by Govt. of U.P. vide U.P. Act No. 32 of 2016)**  
**(Academic Session 2024-2025)**

## 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 imbuing 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 21<sup>st</sup> 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 spirit of innovation and research.
4. To lay 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, co-curricular and extra-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 in innovative teaching with professional ethics, responsibility, accountability, compassion and desire for updating their subject understanding with the spirit of lifelong learning.
8. To develop prospective teacher with 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 subject sinter wovenwith 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, and 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 provide the conceptual understanding of theoretical knowledge interwoven with repertoire of pedagogical practices, effective teaching experience and the inclusion of technology as a learning resources.

**PO2:** To understand the intricacies of teaching learning process and adopt suitable strategies coordinating with technological resources to maximize the learning output.

**PO3:** To unable student teachers to acquire expertise knowledge of different pedagogical methods and skills to enhance teaching competency

**PO4:** To provide prospective teachers with a stimulating and catalytic environment for futuristic outlook and holistic perspective for achieving excellence.

**PO5:** To help the student teachers to imbibe the teaching not as a profession but as a mission and act not only as a teacher but as a mentor, facilitator and guide.

**PO6:** To draw out the latent talent and creativity through various co-curricular programmes.

**PO7:** To understand the use of self-directed environment and integrate ICT for teaching competency and effective communication skills to facilitate learning.

**PO8:** Differentiate among the various approaches of lesson planning for respective subjects and become efficient in planning action research project to promote student learning.

#### **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. 1<sup>st</sup> 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 2<sup>nd</sup> Year in B.Ed. programme will be permitted only successful completion of 1<sup>st</sup> Year However, the students who has carryover exam in 1<sup>st</sup> 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. 1<sup>st</sup> 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. 2<sup>nd</sup> 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. 2<sup>nd</sup> Year programme will be permitted only after the successfully completion of 1<sup>st</sup> Year. However, the students who have carryover exam in 1<sup>st</sup> Year might be permitted provisionally as per policy of IIMT University Meerut.
- 20. Maximum gaps between semester/Year:** Maximum 1<sup>st</sup>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, NEP 2020 guidelines.
30. **Exit Point:** On successful 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. I YEAR**

Course Code	Name of the Courses	Teaching Hours			IM	EM	Total
		L	T	P			
<b>Core Course</b>							
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
<b>Discipline Centric Elective Courses (Select Any Two Pedagogy Courses)</b>							
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
<b>Practicum- Ability Enhancement Compulsory Courses</b>							
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
<b>Practicum-Skills Enhancement Courses</b>							
EDUEPC-302N	Preparation to Function as a Teacher (4 Weeks for Practice teaching)	0	0	16	50	150	200
<b>Value Added Course ( Non-credit Audit)</b>							
VAC-COE-005	Professional Ethics for Teaching Profession	0	0	0	0	00	00
<b>TOTAL</b>		<b>30</b>	<b>00</b>	<b>32</b>	<b>260</b>	<b>740</b>	<b>1000</b>

**B.Ed. II Year**

Course Code	Name of the Courses	Teaching Hours			IM	EM	Total
		L	T	P			
<b>Core Course</b>							
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
<b>Ability Enhancement Compulsory Course</b>							
EDUE - 501 N	Life Skill Education for Teacher	5	0	0	25	75	100
<b>Discipline Centric Elective Courses (Any one of the following)</b>							
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
<b>Practicum-Skill Enhancement Courses</b>							
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
<b>Practicum</b>							
EDUEPC-702N	School Internship & Feedback (16 Week)	0	0	16	50	150	200
<b>Value Added Course (Non-credit Audit)</b>							
VAC-COE-006	Soft Skills and Teachers	0	0	0	0	00	00
<b>TOTAL of B.Ed. II Year</b>		<b>30</b>	<b>00</b>	<b>32</b>	<b>260</b>	<b>740</b>	<b>1000</b>
<b>Grand Total of B.Ed. I and B.Ed. II Year</b>		<b>60</b>	<b>00</b>	<b>64</b>	<b>520</b>	<b>1480</b>	<b>2000</b>

**SYLLABUS FOR B.ED. 1<sup>ST</sup> YEAR  
(YEAR 2024-2025 & ONWARDS) CORE COURSES  
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 the 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), Gokhle 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) EECE(NEP 2020, 01.01.2015)

**Unit V: Secondary Education**

- Expansion, differentiation of curricula between boys and girls, discrimination of curricula, vocationalization of education (NEP 2020) Rashtriya Madhyamik Shiksha Abhiyan (RAMSA)

#### **Unit VI: Current Issues**

- University autonomy, globalization, liberalization privatization of education, Education of marginalized groups-women, scheduled caste, tribes, minorities
- Agencies of Indian education UGC, NCERT, NAAC, CBSE, RCI.

#### **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 to:**

CO1: Understand ancient system of education different period.

CO2: Describe the policy of education in the pre-independent India.

CO3: Describe the commission and policies of education in the different perspective of education.

CO4: Identify the different problems of elementary education and provisions for students to increase the enrollment retention and success of school.

CO5: Understand the various aspects of vocationalization of education and doing of differentiating curriculum for boys and girls.

CO6: Able to describe the contemporary issues at different level of education.

#### **Suggested Readings:**

- सिंह, शिवपाल और केसरी, राकेश कुमार, समकालीन भारत और शिक्षाशुक्ला, एस0 सी0, समकालीन भारत और शिक्षासुनिता 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:

- To understand the philosophical basis of Education
- Develop an understanding of contribution of Indian and Western philosophers.
- Describe the role of education in value in education and national understanding.
- 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 social context of a classroom

**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, national & 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, relationship between philosophy and Education.
- Major schools of thoughts and their impact on education—(i) Idealism, Naturalism, Realism, Pragmatism and Humanism and Indian perspective of philosophy (ii) Sankhya, Yog and Advaita philosophy, Bhagva geeta.

**Unit III: Education and Society**

- Educational sociology: meaning, nature and socialization of the child
- Education as a means of social change and social welfare, socio-cultural influence on education.
- Education as a means of human resource development and economic development.
- Meaning of a new social order and modernization of education issues of equity, equality, quality and education. (NEP 2020 & SDGH)

**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 a way 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 to:

CO1: Understand the concept of relationship between knowledge and education with emphasis on concept notes and different font of education.

CO2: Analyze the differential features of major schools of Indian thought and philosophy with their impact on education.

CO3: Identify the relationship between socialization, modernization of education and human resource development leading to economy focus.

CO4: Differentiate the educational thoughts of Indian and western thinkers.

CO5: Describe the various types of values and their role in harmonizing and maintain global peace.

CO6: Understand the role of the characteristic of Indian cultural heritage in national integration.

### 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. शर्मा, ए० आर०, चतुर्वेदी, शिखा – शिक्षा के दार्शनिक एवं समाजशास्त्रीय परिदृश्य
4. 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:

- Comprehend the role of psychology in teaching learning.
- Understand the personality activities in the context of development and learning.
- Understand learner's mental health problems and choose appropriate strategies to cope with such problems.
- Apply various psychological principles and approaches to learning.
- 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 and vygotsky, Erickson's theory of social development, Kohlberg's theory of moral development.

#### **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, its educational implications.

#### **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, types and theories of personality- psycho-analytic, trait and type theories.
- Measurement of personality- projective and non 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
- Measurement of intelligence
- Creativity – meaning, nature and measurement, techniques for fostering creativity, intelligence and creativity measurement of creativity.

**Tasks and Assignments (any one)**

- Observation of adolescent behavior 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: Comprehend at apply the whole of individual difference to promote learning.

CO2: Apply the potential characteristic of different type of development among children in respect of different stages of development.

CO3: Understand the relationship between the theories of learning and motivation.

CO4: Explain the concept of mental health and adjustment and also ways to maintain good health and adjustment.

CO5: Differentiate the different theories of personality and projective technique to major personality.

CO6: Recognize the role of different types of Intelligence and creativity to improve learning.

**Suggested Readings:**

- Mathur, S. S : Shiksha Manovigyan
- Pandey, R. S : Shiksha Manovigyan
- Gupta S.P : Adhunik Shiksha Manovigyan
- 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 Behavioral technology, information communication technology, teaching training.
- Teaching and doctrine.
- Policy perspective on ICT technology use and integration NEP 2020 interties as a learning resource.

**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.
- ICT based teaching learning approaches in schools.
- Use of teaching-learning technologies: video conferencing, Tele-conferencing (Face to Face Distance mode of Education), language laboratory, e-mail, internet, smart classes, CAI, Open Educational Resources (OER) mobile learning, LMS, MOOCS.

**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, blended approach, cooperative approach.

**Unit V: Modification of Teacher Behavior**

- 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 as per NEP 2020.

#### **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: Apprised of various teaching aids digital device to make teaching effective

CO4: Understand the need of modifying the teacher behavior and various techniques for behavior modification.

CO5: Evaluate the management of resource and assessment of Multimedia techniques in teaching learning process

CO6: Elaborate different mechanism for professional development for teacher and evaluation of teachers.

#### **Suggested Readings:**

- मंगल के० एस०, मंगल शुभ्रा, शिक्षक, शिक्षण एवं तकनीक
- शर्मा ए० आर०, चतुर्वेदी शिखा, शैक्षिक तकनीकी के मूल 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 importance of a language specially. The mother tongue 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 (स) व्याख्या कौशल  
(ब) प्रश्न 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: भाषा का स्वरूप, प्रकार, उद्देश्यों का बोधात्मक विश्लेषण करना।

CO2: भाषा विज्ञान की दृष्टि से हिन्दी के विभिन्न आयाम जैसे—ध्वनि, रूप, वाक्य आदि की विशेषताओं की व्याख्या करना।

CO3: विभिन्न भाषायी कौशलों का वर्णन तथा प्रयोग पर प्रकाश डालना।

CO4: हिन्दी की विभिन्न विधाओं की पाठ योजना के पदों के विवरण का बोध।

CO5: हिन्दी भाषा की दक्षता में अभिवृद्धि हेतु विभिन्न तकनीकी उपकरणों, पत्रिकाओं, लेखन व अन्य पाठ्य सहगामी क्रियाओं की भूमिका का विश्लेषण करना।

CO6: हिन्दी भाषा के मूल्यांकन हेतु सतत एवं समग्रित क्रियाओं का अध्ययन।

#### Suggested Readings:

1. हिन्दी शिक्षण — रमण बिहारी
2. हिन्दी शिक्षण — डा० योगेन्द्र वर्मा
3. हिन्दी शिक्षण — सिंह सावित्री
4. हिन्दी शिक्षण — मित्तल एल० एम० 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 and constructive 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 to:**

CO1: Analyze the role of English as a second language with its objectives.

CO2: Competence in preparing lesson plan for different aspects of language along with relevant teaching skills.

CO3: Compare the relevance of different method and skills of teaching and the role of ICT.

CO4: Make effective use of different audio visual aids for teaching in English.

CO5: Understand the use of Action research method for improving the verbal and non- verbal communication in English.

CO6: Capability in preparing achievement and diagnostic test for remediation

#### **Reference / Text Books:**

- Sharma, R.A - Pedagogy of English
- Chadha, S.C - Teaching of English
- Percy, R Hyderabad: Neelkamal - Teaching of English
- Chaddha C. S. - Pedagogy of School Subject English
- 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, वर्तनी से सम्बन्धित छात्रों 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।
- परीक्षणों/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 विशेषताएं।
- 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 to:**

- CO1 संस्कृत भाषा प्रकृति, रूप एवं महत्व का बोध।  
CO2 संस्कृत भाषा समझने हेतु व्याकरण एवं भाषायी कौशलों का वर्णन करना।  
CO3 संस्कृत भाषा के विभिन्न आयामों के शिक्षण हेतु पाठ योजना।  
CO4 संस्कृत भाषा पाठ्यक्रम एवं पाठपुस्तकों निर्माण के सिद्धान्तों की समीक्षा करना।  
CO5 संस्कृत भाषा गद्य, पद्य, व्याकरण के मूल्यांकन हेतु परीक्षणों का निर्माण।  
CO6 संस्कृत शिक्षण में आदर्श शिक्षक के गुणों को विकसित करना तथा उन्हें सृजनशील बनाना।

**Suggested Readings:**

- Sanskrit Shikshan Dr. Renu Singh
- Sanskrit Shikshan K Nye Aayam Shree Krisshan 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 device 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, difference between social science and social studies.
- Rationale for including these areas in school curriculum
- Instructional objectives of teaching social sciences at secondary level

**Unit II: Methodology for Social Science transactional Pedagogies**

- 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, concept mapping, instructional strategies for concept learning and mind mapping.
- 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 to:**

CO1: To acquire a conceptual understanding & cope of social studies.

CO2: To understand the methodology and skills of teaching in social studies.

CO3: To acquire knowledge and skills to plan lessons, unit based on different approaches to facilitate.

CO4: To illustrate the principle of preparing curriculum and text books in social studies.

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 of preparing in social studies.

#### **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. (Taxonomy of education objective).

**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.
- 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 programmes, skill-development in answering puzzles riddles, magic squares, word search etc.
- Learning about the short cuts mentioned in Vedic mathematics

**Unit V: Evaluation in Mathematics and professional development of Mathematics teacher.**

- Meaning and needs of evaluation.
- Comprehensive and continuous evaluation (C.C.E.) in mathematics
- Development of test items (short answer and objective type) for achievement test.
- Diagnostic testing and remedial teaching

**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 methods techniques and skills for teaching mathematics.

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:**

- Dr. C. S. Shukla (International Publication House)
- Dr. Madhu Sahni (Vikas Publication Delhi)
- TARO YAMANE –(PHI Delhi)
- Pedagogy of mathematics Prof. Arun Kumar Kulshresthr (Agr. Publication Agra) R.lal book depot.
- गणित शिक्षण – शुक्ला एस0 सी0,
- 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 – textbooks, journals, handbooks, 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: Understand the nature and importance of Physical science in teaching.

CO2: Define the objective of physical science keeping in view the entering terminal behavior and bloom taxonomy.

CO3: Make analytical use of different methodology in teaching of physical science and ICT to enhance students learning curriculum instructional material.

CO4: Discuss the principles of curriculum of pedagogy in physical science and preparing instructional material in co-operating current teaching trends and audio visual aids.

CO5: Ability to prepare lesson plan for teaching in physical science.

CO6: Understand the use of formative summative evaluation and making diagnostic testing for remedial teaching.

#### **Suggested Readings:**

- मंगल के0 एस0, 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-RCM 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 textbooks 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 to:**

CO1: Understand the concept and importance of pedagogy of biological science.

CO2: Write behavioral objectives according to RCEM approach.

CO3: Make appropriate use of different approaches of teaching and ICT for teaching in biological science.

CO4: Explain the importance of Learner centered curriculum and use audio visual aids accordingly.

CO5: Understand the difference between measurement and evaluation and their role in evaluating learning in biological science.

CO6: Construct achievement test (formative/summative) to evaluate students learning in biological Science.

### **Suggested Readings:**

- Teaching of Biological science, A.B Bhatnagar, R.Lal Book Depot. Meerut.
- Teaching of Biological Science, S.P. Kulshrestha, Agarwal Pub. Agra
- जीवविज्ञान शिक्षण अनुराग भटनागर आर० लाल बुक डिपो मेरठ
- जीवविज्ञान शिक्षण एस० पी० कुलश्रेष्ठ, अग्रवाल प्रकाशन आगरा
- भटनागर बी० एस०, भटनागर अनुराग ,जैविक विज्ञान शिक्षण
- 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.
- Textbook 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
- Microteaching 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: Comprehended the concept writing behavioral objectives for teaching in computer science.  
CO2: Ability to design the curriculum and text book in computer science.  
CO3: Use different method technique and skills relatively to teach in computer science.  
CO4: Prepare lesson plan to teach computer science with audio visual aids.  
CO5. Elaborate various basic process in computer science.  
CO6: Prepare Achievement test (formative/summative test) for evaluating in computer science

### **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
- Aims and objectives of teaching of home Science
- Scope of home science in school curriculum.
- Correlation of home science with other school subjects.
- SUDW related to home science.
- 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 nature, aims and scope of Home Science.

CO2: Analyze the pedagogical issues of various components relate to home Science.

CO3. Apply different methods for teaching home science.

CO4: Use various microteaching skills and ICT in teaching home science.

CO5: Understand the approaches of curriculum designing and also demonstrate the preparation of unit lesson plan.

CO6: Apply various technique and evaluation for continuous evaluation and for remedial teaching

#### **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: social networking, blog, moocs, swayam and diksha.

#### **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 to:**

CO1: Define the scope of commerce a subject and prepare instructional objectives and as per bloom's Taxonomy.

CO2: Apply different methods and skills of teaching for teaching commerce integrating ICT.

CO3: Implement different types of teaching aid during teaching learning process and organize co curriculum activities.

CO4: Describe the steps of lesson planning for commerce teaching as a good commerce teacher.

CO5: Explain the principle of curriculum construct and evaluation of syllabus of commerce.

CO6: Discuss the different types of evaluation technique and the process of constructing achievement Test.

#### **Suggested Readings:**

- Commerce Teaching –Dr. Shiv pal Singh, Dr. Bansal
- मित्तल एल0 एम0, रखेजा उदीता, वाणिज्य शिक्षण
- सिंह शिवपाल, वाणिज्य शिक्षण

**ABILITY ENHANCEMENT COURSES**  
**LANGUAGE PROFICIENCY**  
**Course Code: EDUEPC-301 N (A)**

**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:

**हिन्दी भाषा**

- वर्ण-स्वर व व्यंजन ध्वनि, मात्राएं
- शब्द-पर्यायवाची व विलोम शब्द
- शब्द रचना-सन्धि, समास, उपसर्ग, प्रत्यय
- रूप विचार-संज्ञा, सर्वनाम, विशेषण, क्रिया क्रिया विशेषण आदि
- वाक्य विचार-विराम चिन्ह आदि
- रचना-पत्र, प्रार्थना पत्र, निबन्ध कहानी आदि।

**English Language –**

- Alphabet -vowel & Consonant sounds
- Word -Synonym & Antonym
- Word Formation
- Parts of speech - Noun, Pronoun, Adjective, Verb, Adverb, etc.
- Sentence -Punctuation & Analysis
- Composition -Letter, Application, Essays, Story, etc.

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

- CO1: Understand to use of grammar (Hindi and English Language) in writing.  
CO2: Describe the importance enroll synonym and antonym in reading and writing Hindi/English.  
CO3: Differentiate behavior the use of vowel and components in Hindi and English language.  
CO4: Use Different parts of speech in reading and writing Hindi/English Language.  
CO5: Construct sentences in Hindi/English Language according it respective rules of grammar.  
CO6: Write down the letter application essay and stories in Hindi/English Language.

**ABILITY ENHANCEMENT COURSES**  
**UNDERSTANDING THE SELF**  
**Course Code: EDUEPC-301 N (B)**

**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, defense 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. Student's teacher to engage in varied forms of self-expression such as poetry, painting and creative movements, humour, 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 to:**

CO1: Understand the concept of self-identity.

CO2: Describe the factors such as philosophical and cultural to understand the self.

CO3: Understand the role of yoga for self control and development.

CO4: Categories the levels of mind and their functions.

CO5: Role of defense mechanism and teaching in maintaining well being.

CO6: Understand the effect of different emotions and their balanced use in facilitating well being among.

**ABILITY ENHANCEMENT COURSES**  
**READING AND REFLECTING ON TEXTS**

**Course Code: EDUEPC-301N(C)**

**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 to:**

CO1: Describe the concept levels and types of reading.

CO2: Differentiates among the various types of text. .

CO3. Explain the reflecting and critical skills to understanding text.

CO4: Perform different activities for developing reading skills.

CO5: Describe the relationship between Meta cognition and reading.

CO6: Develop reading comprehensive identity problem to reading the text.

**ABILITY ENHANCEMENT COURSES**

**ART AND AESTHETICS**

**Course Code: EDUEPC-301N (D)**

**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 the understanding of Arts and Aesthetics.

CO2: To enhanced the ability to prepare different types of crafts.

CO3: To identify the beauty in different arts and expression

CO4: To develop the ability to integrate different arts ability to secondary school curriculum.

CO5: To develop the skill of creativity among the secondary student.

CO6: Prepare arts and craft items expressing the creative efforts of thoughts and feelings

**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: Develop understanding to prepare lesson plan following constructivist approach.

CO2: Make use of different teaching skills in teaching.

CO3: Develop the understanding of intrinsic of real class-room in teaching.

CO4: Capable of responding to the feedback analysis by supervisors and team successfully.

CO5: Apply ICT tool for teaching.

CO6: Understand the process of administration of school.

**SYLLABUS FOR B.ED. II<sup>ND</sup> YEAR (YEAR 2024-2025 & 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 of inclusive education and the good provision for it.

CO2: Identify the various needs of learner and plan teaching accordingly

CO3: Learn to apply various practice and instructions strategies for inclusive education.

CO4: Understand the use of e-learning web-learning and ICT for teaching students of various need in inclusive classes.

CO5: Describe infrastructure facilities and classroom management in an ideal inclusive school.

CO6: Explain the role of teacher in inclusive education and also organize guidance and counseling programs for student teachers and principals.

#### **Suggested Readings:**

- Creating An Inclusive School - Dr. S. Vijayvardhan
- शुक्ला एस0 सी0 – विशिष्ट शिक्षा का प्रारूप
- समावेशी शिक्षा –डा0 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: Identify the gender in equality in school and demonstrate as how in equalities may be overcome through curriculum, text and teacher as agent of change.

CO3: Associate the role of women in decision-making human rights protection and empowerment of women.

CO4: Describe the role of different theories on gender in Indian context.

CO5: Present the analysis of causes and remedies of sexual harassment and abuse of women.

CO6: Understand the social educational and economic, and political decisions guidelines and legal provisions to maintain gender equality.

### **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 use of language in different of effective reading comprehensive.

CO3: Develop writing Skills.

CO4: Develop the ability to read & comprehend.

CO5: Provide analysis of social, political, cultural determinate of curriculum planning.

CO6: Describe Hilda Taba model of curriculum development and different kinds of curriculum.

### **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 to:

CO1: Describe the concept and types of evaluation.

CO2: Understand the use of CBCS and CGPA for assessment of learning.

CO3: Construct achievement Test and describe the process of standardization of the test.

CO4: Explain the technique in administration the test.

CO5: Analyze the process of assessment by using graphical and Statistic methods of central tendency.

CO6: Understand the relative use of statistical majors of variability and correlation, product moment correlation and application of N.P.C in classifying achievement

### 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 संदभित 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 to:**

CO1: Understand the concept of life skills in view of various Land marks in involving life skills and implication of life skill education.

CO2: Describe various types of social skills and implication for teacher.

CO3: Elaborate the concept of and types of cognitive skills with their implications of teacher.

CO4: Describe the use of various methods for enhancing life skills for teachers.

CO5: Organize different co- curricular and extra curricular activities for imbibing cognitive and social life skills for among students.

CO6: Analyze the implication of life skills for teachers as suggested by WHO and delor's report

### **Suggested Readings:**

- A life skills program 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](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](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 ADMINISTRATION 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 to:**

CO1: Understand the concept of Educational Administration and Objective.

CO2: Elaborate the functions of administration and role of supervision for effective leadership and decision making.

CO3: Describe the concept of communication with its barriers and methods of communication to effective management.

CO4: Discuss the role of different approaches for managing manpower, cost benefit analysis, social justice approach and social demand analysis in education of school.

CO5: Explain the role of Headmaster and teachers in school management and administration.

CO6: Describe the role and functions of boards of school education and problem of secondary school administration of government schools.

#### **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: Understand the concept of various types of guidance and counseling and techniques.

CO2: Explain the principles and types of counseling along with their implication.

CO3: Understand the importance and methods of collecting carrier information.

CO4: Comprehend nature and role of education and carrier opportunities the different level of secondary schools.

CO5: Understand the use of personal social information to provide guidance and counseling in school.

CO6: Understand the role and use of intelligence aptitude and personality tests for educational guidance and counseling to Student.

### 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, grassland, 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 in harmony 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, programmers 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 to:**

CO1: Understand the concept of environment and eco- system with it component and function.

CO2: Identify where is natural recourses and their usefulness to students.

CO3: Discuss biodiversity its concepts, conservation to threats.

CO4: Show sensitivity about environment, climate change, natural disaster and major to event them.

CO5: Describe the salient features of an environmental awareness through education.

CO6: Comprehend the efforts of ministry of forest and environment, also the role of school an environmental conservation.

#### **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 Spreadsheets.
- 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 classroom 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 Program**

- MS-WINDOWS
- MS-WORD
- SPREAD SHEET
- POWER POINT

- INTERNET

### **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 the concept of computer education and the role of computer in it.

CO2: Identify the various parts of computer hardware and various devices.

CO3: Understand the process of data interpretation in binary form.

CO4: Identify and use different program of computer M.S word window and PowerPoint etc.

CO5: Understand the role and use of computer in organizing different activities.

CO6: Develop computer based learning in subject of once choice.

### **Suggested Readings:**

- सिंह शिवपाल, कौशिक सचिन कम्प्यूटर शिक्षा
- विश्नाई 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 Ashtang Yog**

- Yoga meaning concept and importance
- Mis-concept of yoga
- Eight disciplines of Yoga-Ashtang Yog
- Precautions to keep in mind while performing Yogasana

- Different types of Yogasana & their techniques of practicing

#### **Unit V: Meditation, Pranayam and Stress Management**

- Pranayam: meaning, nature and relationship with mind
- Different types of Pranayam; kapalbhathi; 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: Describe different dimension of health and role of teacher in organizing health program.

CO2: Understand the objective and scope of physical education and allied areas.

CO3: Explain the factors that affect the Physical fitness and the method of evaluating of physical activities and fitness.

CO4: Identify the eight discipline of yoga-Astang yoga and understand the benefits of their different types of yogaasan.

CO5: Understand the meaning of Pranayam, types of and use of (Kapalbhati, Surya Namaskar) etc.

CO6: Describe the process of meditation and its role in stress management.

#### **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 classroom.
- 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 to:**

- CO1: Discuss the component types of teaching competencies and strategies to promote competencies.
- CO2: Understand the concept, nature of teacher accountability and its role in management.
- CO3: Describe professional commitment for teaching as a professional and its impact on student's life.
- CO4: Understand the concept of professional ethics role of conduct and responsibilities of teaching.
- CO5: Describe the factors that shape professional personality of teaching.
- CO6: Understand the relationship between teaching competencies and accountability and teacher professional commitment and ethics.

**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-701N (A)**

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

**Course Objectives:**

- 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 to interpret and adapt ICTs in the teaching-learning process.
- To have a basic familiarity with computers
- To appreciate ICT as an effective learning tool for learners
- To 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-teacher 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 to:**

CO1: Apply the knowledge of technology (ICT) and classrooms.

CO2: Prepare audio visual aids and make use of functional knowledge of computer in teaching e-content.

CO3: Explain the factors while using ICT response.

CO4: Capable of preparing PPT presentation and videos.

CO5: Understand the role of hardware and software technology (ICT) and teaching.

CO6: Understand the process of downloading, editing and making effective use of you-tube videos for teaching

**SKILL ENHANCEMENT COURSES**  
**SCOUTING AND GUIDING, ORGANIZATION OF CURRICULAR AND**  
**EXTRACURRICULAR ACTIVITIES**

**Course Code: EDUEPC-701N (B)**

**Max. Marks: 50**

**Ext. Marks: 35**

**Int. Marks: 15**

**Course Objectives:**

**To enable student teachers to:**

- Develop the characteristics of good citizenship.
- Develop empathy, brother hood, values, commitment and Peace.
- Develop feeling of dignity of labor.
- 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, Roverand 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: Describe the history of Scout and guiding.

CO2: Identify different activities associated scouting and guiding

CO3: Classify the patriotic and social activities of scouting and guiding.

CO4: Organize curricular and extracurricular activities associated with scouting and guiding.

CO5: Understand the role of scouting and guiding for developing social, moral and national values.

CO6: Develop consciousness about the dignity of labour.

**Reference / Text Books:**

- जैन, विजय कुमार (2001), योगासन और स्वास्थ्य, साधना पॉकेट बुक्स, नई दिल्ली
- दशोरा, नन्दलाल (2001), पातंजल योगसूत्र, रणधीर प्रकाशन, 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-701N(C)**

**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, neighborhood 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 the concept of commonly out- reach programme and environmental awareness.

CO2: Describe the importance of small family, gender equality, cleanliness and growing plants for greener society.

CO3: Develop interest in blood denotation and organizing blood donation camp.

CO4: Sensitized about the problems of poor and homeless and manage donation supply of cloths etc.

CO5: Demonstrate interest in caring olding sick people.

CO6: Become aware of government policies that facilitate the various approaches of community outreach programme and environmental awareness.

**SKILL ENHANCEMENT BASED PRACTICUM**  
**ACTION RESEARCH**  
**Course Code: EDUE-701N (D)**

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

**Course Objectives:**

**After completion of the course student teachers will be able:**

- To understand the concept and types of research –applied basic and action research.
- To familiarize with the concept of Action research in Education.
- To identify the suitable problems for Action Research.
- To get acquainted with the various steps of conducting action Research.
- To understand and use descriptive statistical techniques in action Research
- To 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: Understand the concept and purpose of action research with differentiating from fundamental/basic research.

CO2: Identify the problem and steps of the action research.

CO3: Classify different types of tools that are used in action research.

CO4: Collect the data by using different tools, types of statistics as needed.

CO5: Prepare a binet report of bindings in 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 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 e.g., 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: Conceptualize the purpose of internship as to empower with the awareness of becoming self-competent teachers.

CO2: Describe the various activities of school to be performed by a teacher right from morning till evening.

CO3: Develop teaching competence, the use of various strategies, skills and ICT.

CO4: Prepare the subject specific teaching aids, teacher's diary etc.

CO5: Organize curricular, co-curricular and extracurricular activities and keep a record.

CO6: Prepare formative and summative test for assessing student's achievement.

# College of Education

## ACADEMIC HAND BOOK



**Ordinance & Academic Regulations**  
**College of Education**  
**(Master of Education (Two years))**  
**(Academic Session 2024-2025)**  
**(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 offering choices.

### 2. Definitions and Nomenclatures:

#### TITLE AND COMMENCEMENT

This ordinance shall be called as 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” constitutes the structure of learning experiences in respect of different papers of M.Ed. programme.
- (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 which should not be less than 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;

**Vision:**

The College of Education, IIMT University Meerut is committed to provide quality teacher education to prepare prospective teachers, teacher educators imbining 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 student’s 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 spirit of innovation and research.
4. To lay 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, co-curricular and extra-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 innovative teachers 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 process 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 CBCS system of evaluation, expertise in the use of 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 process and instructional facilities.
- PEO5:** To inculcate professional attitude, commitment, Self-discipline and professional ethics in discharging the responsibility of as an 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 and for the up gradation of existing knowledge.

### 4. Program Outcome

- PO1:** Executes the professional capacity to acquire and apply the knowledge as attained in the area of curricular aspects of the course.
- PO2:** Widens understandings of subjects that may help in developing compatible Teacher Education system and policies.
- PO3:** Becomes more innovative and creative to carry out quality researches for their continuous development and contribution to society.
- PO4:** Demonstrates 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:** Becomes competent in the use of problem solving skills and reflective practices, knowledge and skills for the benefits 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:** Becomes efficient in the use of digital technology to become expert in the use of ICT communication tools of learning and resources for carrying out teaching and research.
- PO9:** Demonstrate humanistic and compassionate attitude in dealing with issues related to environment, gender equality, yoga and health education reflecting 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 on a (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, and 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 the revamping measures of teacher education programme educational policies and practices.

## 6. Admission

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

## 7. Eligibility in all years 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. 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 to enhance professional skills and understanding of students.
- 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 courses of school observation have 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 systems (CBCS/LOCF/OBF):** CBSC is followed.
11. **Registration for course in a semester**  
A candidate in 1<sup>st</sup> semester will be registered after successfully enrolled with IIMT University Meerut. After that in 2<sup>nd</sup> semester onwards the candidate will be registered after the successful 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 Condo nation 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 will have to complete his/her attendance in extra classes to be scheduled 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 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> semester Practical assessment will be 100% internal, in 4<sup>th</sup> semester 25% of maximum marks will be internal (**Dissertation**).  
**External Assessment (EA):** In 4th Semester, 75% of maximum marks will be external. (**Dissertation**).
- 13.1. **Research Project/Semester Project Assessment Criteria:**  
**In the First** semester, students are expected to submit a project report i.e, of review of Research Studies in any area of their preference and writing Bibliography. The assessment of it 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 of it.

**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.

**14. Internship – Internship: School and Teacher training institution internship:**

In First semester, students will have to visit in 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).

**15. Non – credit courses / audit courses-**A certificate course for value added course of 30 hours will be offered and the assessment of which shall be totally internal. The maximum marks allotted to the course will be 50 and minimum qualifying marks shall be 50%.

**16. 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 1<sup>st</sup> to 3<sup>rd</sup> semester have 2 credits each while in 4<sup>th</sup> semester the practical course has 8 credits.

Theory courses 1 credit = 15 hours

Practical course 1 credit = 30 hours.

**17. 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.

**18. Maximum gaps between semester/Year:** Maximum 1 Years gap is permitted to complete a semester or year.

**19. 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**

<b>Grading of Performance( As per Curriculum and Credit Framework UGC guidelines)</b>		
<b>Letter Grade</b>	<b>Grade Point</b>	<b>Percentage of Marks</b>
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.

- 20. 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.
- 21. 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.
- 22. Change of discipline:** Not permitted/allowed.
- 23. 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.
- 24. Student discipline:** Every student of M.Ed. Programme have to follow the discipline guidelines decided by the IIMT University Meerut time to time.
- 25. 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.**
- 26. 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.
- 27. 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
- 28. 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				
<b>Core Courses</b>								
EDUCC-101N	Philosophical Foundation of Education	4	0	0	4	25	75	100
EDUCC-102N	Psychological Foundation of Education	4	0	0	4	25	75	100
EDUCC-103N	Introduction to Research Methodology in Education	4	0	0	4	25	75	100
<b>Discipline Centric Elective Courses (Choose Any One)</b>								
EDUOC-104N	Principles and Procedures of Guidance and Counseling	4	0	0	4	25	75	100
EDUOC-105N	Measurement and Evaluation in Education	4	0	0	4	25	75	100
EDUOC-106N	Environmental Education	4	0	0	4	25	75	100
<b>Practicum/Skill Enhancement Courses</b>								
EDUPC-101N	Review of Research Studies in any area of Preference and writing Bibliography	0	0	4	2	50	–	50
EDUPC-102N	Visit to Secondary Schools and Submission Activity Report (10 days)	0	0	4	2	50	–	50
<b>Value Added Course ( Non Credit Audit)</b>								
VAC-COE-005	Professional Ethics for Teaching Profession	0	0	0	0	00	00	00
	<b>Total</b>	<b>16</b>	<b>0</b>	<b>8</b>	<b>20</b>	<b>200</b>	<b>300</b>	<b>500</b>

**M.Ed. II (Even) Semester**

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

**M.Ed. III (Odd) Semester**

Course Code	Name of the Courses	Teaching Hours			Credits	IM	EM	Total
		L	T	P				
<b>Core Courses</b>								
EDUCC-307N	History and Political Economy of Education	4	0	0	4	25	75	100
EDUCC-308N	Educational Management, Administration and Leadership	4	0	0	4	25	75	100
<b>Discipline Centric Elective Course (Choose any Group: Group A or Group B)</b>								
<b>Group A: Elementary Education</b>								
EDUSC-309AN	Elementary Education in India : Administration and Management	4	0	0	4	25	75	100
EDUSC-309BN	Issues and Curricular Concerns at Elementary Level	4	0	0	4	25	75	100
<b>Group B: Secondary Education</b>								
EDUSC-310AN	Planning and Management at Secondary and Senior Secondary Education	4	0	0	4	25	75	100
EDUSC-310BN	Issues and Curricular Concerns of Secondary and Senior Secondary Education	4	0	0	4	25	75	100
<b>Practicum/skill Enhancement Courses</b>								
EDUPC-305N	Development of Research Tool and Data Collection	0	0	4	2	50	-	50
EDUPC-306N	Internship in a Teacher Education Institution followed by a report and its presentation (20 days)	0	0	4	2	50	-	50
<b>Value Added Course (Non Credit Audit)</b>								
VAC-COE-006	Soft Skills and Teachers	0	0	0	0	00	00	00
	<b>Total</b>	<b>16</b>	<b>0</b>	<b>8</b>	<b>20</b>	<b>200</b>	<b>300</b>	<b>500</b>

**M.Ed. Even IV Semester**

Course Code	Name of the Courses	Teaching Hours			Credits	IM	EM	Total
		L	T	P				
<b>Core Courses</b>								
EDUCC-409N	Curriculum Design and Development	4	0	0	4	25	75	100
EDUCC-410N	Teacher Education, History, Professional Issues and Global Trends	4	0	0	4	25	75	100
<b>Ability Enhancement Compulsory Course</b>								
EDUAEC-411N	Life Skills Education	3	0	2	4	25	75	100
<b>Discipline Centric Elective Course (Select any one )</b>								
EDUOC-412N	Peace and Human Right Education	3	0	2	4	25	75	100
EDUOC-413N	Self-Development and Yoga Education	3	1	0	4	25	75	100
EDUOC-414N	Education for sustainable Development	3	1	0	4	25	75	100
<b>Practicum/Skill Enhancement Courses</b>								
EDUPC-407N	Dissertation and Viva Voce:	0	0	16	8	50	150	200
	<b>Total</b>	<b>14</b>	<b>0</b>	<b>20</b>	<b>24</b>	<b>150</b>	<b>450</b>	<b>600</b>

**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
<b>Grand Total</b>	<b>62</b>	<b>0</b>	<b>44</b>	<b>84</b>	<b>750</b>	<b>1350</b>	<b>2100</b>

# Format-3

**IIMTU-NEP IMPLEMENTATION  
M.Ed. Semester - I (2024-25) Onwards**

<b>Programme: PG</b>		<b>Year: I</b>
<b>Class: M.Ed.</b>		<b>Semester: I</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject/Course M.Ed.</b>	
<b>Course Code: EDUCC-101N</b>	<b>Title: PHILOSOPHICAL FOUNDATION OF EDUCATION</b>	
<b>Course Objectives:</b>		
<b>To enable the prospective teacher educators:</b>		
<ul style="list-style-type: none"> <li>To understand the nature of teacher education as a discipline</li> <li>To examine the philosophical bases of educational theory and practice</li> <li>To understand the nature and functions of philosophical approach of education.</li> <li>To interpret and synthesize various concepts, philosophical assumptions and issues about educational phenomenon.</li> <li>To comprehend the various Indian schools of philosophy and their educational implications.</li> <li>To appraise the contributions made by prominent Indian and western educational thinkers in education.</li> <li>To enable the student to develop a philosophical point of view towards educational problems.</li> </ul>		
<b>Nature of Paper: Core Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks</b>		
L: 4 (Hours/Week)		
T: 0		
P: 0		
Theory - 15 Hr. = 1 Credit		
Practical-		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<b>Introduction to Philosophy</b> <ul style="list-style-type: none"> <li>Philosophy as a directive doctrine and liberal discipline: concept, nature, scope.</li> <li>Functions of philosophy: Normative, speculative and analytical</li> <li>Branches of Philosophy: Metaphysics, Epistemology, Axiology, Aesthetics, Ethics, Logic</li> <li>Philosophical methods: analysis, syntheses, induction, deduction and dialectical, scientific method.</li> <li>Meaning of educational philosophy and relationship between philosophy and education.</li> </ul>	<b>15</b>
<b>II</b>	<b>Indian Schools of Philosophy</b> <ul style="list-style-type: none"> <li>Ancient philosophical traditions: Vedic, Upanishad and nature of Pauranic system with special reference to the concepts of as reality knowledge. Value and their educational implications.</li> <li>Orthodox system of Sankhya, Yoga, Nyaya, Vedanta, School of</li> </ul>	<b>15</b>

	<p>Advaita and Vishistadvaita with special reference to the nature of reality knowledge, ethics and their educational implications.</p> <ul style="list-style-type: none"> <li>Heterodox system of Chavarka, Buddhism, Jainism and Islamic philosophies with special reference to the nature of reality knowledge, ethics and their educational implications.</li> </ul>	
<b>III</b>	<p><b>Western Schools of Philosophy</b></p> <ul style="list-style-type: none"> <li>Idealism</li> <li>Naturalism</li> <li>Realism</li> <li>Pragmatism</li> <li>Existentialism</li> </ul> <p>With reference to the nature of reality, knowledge, axiology and ethics with their educational implications</p> <p><b>Modern trends in philosophy:</b> Logical positivism: with special reference to the concept of knowledge, reality, value, their educational implications for aims contents and methods.</p> <p><b>Humanism:</b> with special reference to the concept of knowledge, reality and value and their educational implications for aim contents and methods.</p>	<b>15</b>
<b>IV</b>	<p><b>Indian &amp; Western Thinkers' Contribution to Education: Reflection and Critique:</b></p> <ul style="list-style-type: none"> <li><b>Contribution made by great Indian thinkers:</b> J. Krishnamurti, Tagore, Vivekanand, Aurbindo, M.K. Gandhi and Radhakrishnan philosophy reference to educational system in the present global context.</li> <li><b>Contribution made by great Western thinkers:</b> Plato, Rousseau, Dewey, Froebel, Montessori and Bertrand Russell, Paulo Fierier philosophy with special reference educational system in the present global context.</li> </ul>	<b>15</b>
<p><b>Reference / Text Books:</b></p> <ul style="list-style-type: none"> <li>Agrawal, S. (2007). Philosophical Foundations of Education. Delhi: Authors Press.</li> <li>Ahluwalia S.P., (2008) Philosophical Foundations of Education, Ludhiyana Publication.</li> <li>Aloni, N. (2007) Enhancing humanity: the philosophical foundations of humanities education. Dordrecht: Springer.</li> <li>Saxena N.R. Swaroop (1998), Philosophical Theories of Education, Loyal Book Depot, Meerut</li> <li>Brambeck, C. S. (1966). Social Foundation of Education - A Cross Cultural Approach. New York: John Willey.</li> <li>Brubacher, J. S. (1962) Eclectic Philosophy of Education. Prentice Hall, New Jercy: Englewood Cliffs.</li> <li>Brubacher, J. S. (1978). Philosophy of Higher Education. San Francisco: Jossey – Bass.</li> <li>Chau M., Kerry T. (2008). International Perspectives on Education. New York: Continuum</li> <li>Lal R.B. (2009), Philosophical Foundations of Education, Rastogi Publication Meerut.</li> <li>Sharma R.A. (2010), Philosophical Foundations of Education, R.Lal. Distributors Meerut.</li> </ul>		
<p>If the course is available as Generic Elective, then the students of following departments may opt it. N/A</p>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ SESSIONAL Examination	10
2) Presentations /Seminar	10
3) Assignments	05
4) ESE	75
<b>Total:</b>	<b>100</b>
Prerequisites for the course: Attendance minimum 75%	
<p><b>Course Learning Outcomes:</b>            At the end of this course a student will be able to :</p> <p>CO1: Define the nature and functions of philosophy of education.            CO2: Describe the basic trends, principles and practices of the major school of Indian and western philosophy.            CO3: Illustrate skills of logical analysis, interpretation and synthesis of various concept, proposition and philosophical assumptions about educational phenomena.            CO4: Examine the contribution made to education by prominent educational thinkers.            CO5: Assess the contributions made by prominent Indian and western thinkers in education.            CO6: Develop a philosophical point of view towards educational problems.            CO7: Make comparison between different philosophies and their approaches.</p>	

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - I (2024-25) Onwards**

<b>Programme: PG</b>		<b>Year: I</b>
<b>Class: M.Ed.</b>		<b>Semester: I</b>
<b>Credits: 4</b>	<b>Subject/Course: M.Ed.</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: EDUCC-102N</b>	<b>Title: PSYCHOLOGICAL FOUNDATION OF EDUCATION</b>	
<b>Course Objectives:</b>		
<b>To enable the prospective teacher educators:</b>		
<ul style="list-style-type: none"> <li>• To understand psychology of development</li> <li>• To develop understanding about school of psychology</li> <li>• To develop understanding about theories of learning, motivation, development and their educational implications</li> <li>• To understand individual differences and pupils' readiness towards learning</li> </ul>		
<b>Nature of Paper: Core Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks</b>		
L: 4 (Hours/Week)		
T: 0		
P: 0		
Theory - 15 Hr. = 1 Credit		
Practical-		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<b>Introduction to Psychological Foundations of Education:</b> <ul style="list-style-type: none"> <li>• Psychology: Concept, Nature and Relationship between Psychology and Education.</li> <li>• Educational Psychology: Concept; Nature and Scope of Educational Psychology</li> <li>• Methods of Educational Psychology: Observation, Experimental, Differential: Longitudinal and Cross sectional.</li> <li>• Major Schools of Psychology: Structuralism, Associationism, Behaviorism, Gestaltism, Psycho-analytic, Humanistic and Constructivist.</li> </ul>	<b>15</b>
<b>II</b>	<b>Psychology of Development</b> <ul style="list-style-type: none"> <li>• Human Growth and Development – Concept, Principles, Sequential stages of Development, difference between growth and development.</li> <li>• Factors Influencing Development: Genetic, Biological, Environment (family; community-neighborhood) to adulthood, physical and their relative role.</li> <li>• Theories of Development:</li> <li>• Piaget and Vygotsky theories: Cognitive development, its concept and</li> </ul>	<b>15</b>

	<p>development of thinking and problem solving.</p> <ul style="list-style-type: none"> <li>• Erikson and Kohlberg's theories: Affective development, its Concept and development of attitudes, interests and values.</li> <li>• Havighurst's theories: Psychomotor development, its skills and objectives.</li> <li>• Albert Bandura theories: Social Development</li> <li>• Theory of Chomsky for language development.</li> </ul>	
<b>III</b>	<p><b>Learning and Motivation</b></p> <ul style="list-style-type: none"> <li>• Learning: Meaning, Concept, Nature and its Kinds</li> <li>• <b>Theories of learning:</b> Behaviouristic Theories: Pavlov's Classical Conditioning, Skinner's Operant conditioning, Thorndike's Connectionism, Hull's Reinforcement Theory, Tolman's Sign Theory of learning, Cognitive theories of learning: Piaget, Lev Vygotsky's, Kurt Lewin's field Theory, Constructivism &amp; learning. - Brain base learning. Kohler's Gestalt theory of learning, Educational Implications of above theories.</li> <li>• Motivation: nature, concept and types</li> <li>• Maslow, Herzberg: theories of Motivation with their education implication.</li> </ul>	<b>15</b>
<b>IV</b>	<p><b>Intelligence, Personality, Mental Health &amp; Creativity</b></p> <p><b>Intelligence:</b> Concept, nature types of intelligence. 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.</p> <p><b>Personality:</b> Concept, dimensions and nature, Types of Personality Theories of personality-psycho-analytic theory, trait theory, type theory Measurement of personality-projective and non- projective test.</p> <p><b>Mental Health:</b> Concepts and factors affecting mental health, ways of improving mental health. Adjustment and ways for reducing mal adjustment.</p> <p><b>Creativity:</b> nature, process, identification and its measurement. Techniques for development of creativity: brain storming, attribute listing.</p>	<b>15</b>
<p><b>Reference / Text Books:</b></p> <ul style="list-style-type: none"> <li>• Advanced Educational Psychology – R.N manav (Hindi/Eng.)</li> <li>• Baron, R.A. (2002). Psychology, Fifth Edition. Singapore, Pearson Education Asia.</li> <li>• Berk L. E. (2010): Child Development , Eighth Edition, PHI Learning Private Limited, New Delhi</li> <li>• 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</li> <li>• Gordon, William J.J. (1961) Synaptic: the development of creative</li> <li>• Gupta S.P. Advance Educational Psychology, Prayag Publication, Prayagraj.</li> </ul>		

- Gupta S.P. & Alka Gupta Uchehtar Shaikshanik Manovigyan, Prayag Publication, Prayagraj.
- 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.

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

**Evaluation/Assessment Methodology**

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

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 schools of psychology in education.
- CO2: Assimilate teaching according to development and individual differences.
- CO3: Explain conceptual background of learning theories and motivation and mechanism to use them in classroom teaching.
- CO4: Understanding and develop assessment procedure to test the personality.
- CO5: Discuss the process of group dynamic.
- CO6: Prepare a list of direct and indirect mechanisms of adjustment and mental health.
- CO7: To adopt the creative teaching.

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - I (2024-25) Onwards**

<b>Programme: PG</b>		<b>Year: I</b>
<b>Class: M.Ed.</b>		<b>Semester: I</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject/Course M.Ed.</b>	
<b>Course Code: EDUCC-103N</b>	<b>Title: INTRODUCTION TO RESEARCH METHODOLOGY IN EDUCATION</b>	
<p><b>Course Objectives:</b>  <b>To enable the prospective teacher educators:</b></p> <ul style="list-style-type: none"> <li>• To describe the nature, purpose, scope, areas and types of research in education.</li> <li>• To explain the characteristics of quantitative, qualitative and mixed researches.</li> <li>• To select and explain the method appropriate for a research study.</li> <li>• To conduct a literature search and develop a research proposal.</li> <li>• To explain a sampling design appropriate for a research study.</li> <li>• To explain tool, design and procedure for collection of data.</li> <li>• To explain the importance of documentation and dissemination of researches in education.</li> </ul>		
<b>Nature of Paper: Core Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks</b>		
L: 4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<b>Research in Education: Conceptual Issues</b> <ul style="list-style-type: none"> <li>• Research: Meaning, Nature and Significance in Education.</li> <li>• Scientific Research: Meaning, Steps and Importance in Educational research.</li> <li>• Educational Research: Concept &amp; Significance.</li> <li>• Sources of Knowledge Generation.</li> <li>• Classification of Educational Research: Fundamental, Applied and Action Research.</li> <li>• Research Paradigms in Education: Quantitative, Qualitative, Hybrid and Their characteristics.</li> </ul>	<b>15</b>
<b>II</b>	<ul style="list-style-type: none"> <li>• Review of Related Literature: Purpose and Resources. Procedure of Review of Literature.</li> <li>• Research Gap: Concept and Role in Research</li> <li>• Research Problem: Identification, Conceptualization, Formalization and</li> </ul>	<b>15</b>

	<p>Statement of the Research Problem, Deciding the Objectives of a Research Work.</p> <ul style="list-style-type: none"> <li>• Writing Styles of References and Citation: APA Style and MLA Style.</li> <li>• Research Questions in Qualitative and Quantitative research</li> <li>• Variables in research: Meaning Definition and their types. Controlling the intervening variables.</li> <li>• Hypothesis: Concept, Nature, Need and Types of Hypotheses: Directional, and non- Directional. Role and Characteristics of Good Hypothesis.</li> <li>• Formulation of Hypothesis</li> <li>• Testing of Hypothesis, Type I &amp; Type II error.</li> </ul>	
<b>III</b>	<p><b>Types of Research</b></p> <ul style="list-style-type: none"> <li>• Types of Educational Research and Types of Educational Research Design: Survey Studies, Descriptive Studies, Co-relational Studies, Developmental Studies, Comparative Studies, Casual Comparative and Correlation research &amp; Action Research.</li> <li>• Experimental research: Nature and principles.</li> <li>• Experimental research design: single-group pre-test post-test design, pre-test post-test control-group design, post-test only, control group design and Ex-post-facto factorial designs, Quasi-experimental design: Non-equivalent Comparison Group Design, and Time-series Design, Internal and External validity of results in experimental research.</li> <li>• Qualitative Research: Meaning, Characteristics, Approaches of Qualitative Research,             <ol style="list-style-type: none"> <li>1. Phenomenology,</li> <li>2. Ethno-methodology,</li> <li>3. Naturalistic enquiry,</li> <li>4. Case studies,</li> <li>5. Grounded theory</li> </ol> </li> </ul>	<b>15</b>
<b>IV</b>	<ul style="list-style-type: none"> <li>• Population and Sample in Research: Concept and Definition.</li> <li>• Sampling-Nature, Characteristics, Sample size, Selection of Sample. Sampling Error(s).</li> <li>• Types and Methods of Sampling: Probability and non-probability- their advantage and limitation.</li> <li>• Preparation of a Research Proposal (Synopsis): Framework of Research Proposal and Strategies for Writing the Research Proposal.</li> <li>• Bibliography: Importance and writing of bibliography</li> <li>• Research Tools: Meaning, Concept and Types of Research Tools, Preparation of Research Tools, Standardization of Research Tools: Reliability, validity, standard scores.</li> </ul>	<b>15</b>
<p><b>Reference / Text Books:</b></p> <ul style="list-style-type: none"> <li>• Best, J. W., &amp; Kahn, J. (1997). Research in education. New Delhi: Prentice -Hall of India Ltd.</li> <li>• Borg, B.L. (2004). Qualitative research methods. Boston: Pearson.</li> <li>• Bogdan, R.C., &amp; Biklen, S. K. (1998) Qualitative research for education: an introduction to theory and methods. Boston MA: Allyn and Bacon.</li> </ul>		

- Bryman, A. (1988). Quantity and quality in social science research. London: Routledge
- Bhatnagar A.K. Advance Education Research, R. Lal Book Depot Meerut
- 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
- Kaul Lokesh (20109), Research Methodology, Vikas Publication Delhi.
- Sharma R.A., Fundamentals of Educational Research, R. Lal Book Depot Meerut.

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

1. NA

**Evaluation/Assessment Methodology**

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

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 of research.

CO3: Choose of the suitable type of research according to the research topic.

CO4: Compare different methods under quantitative and qualitative researches.

CO5: Identify research problems along with its specification in terms of objectives. Hypothesis, definitions, variables and delimitations.

CO6: Understand and select the appropriate of probability and non-probability sampling and research tools.

**IIIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - I (2024-25) Onwards**

<b>Programme: PG</b>		<b>Year: I</b>
<b>Class: M.Ed.</b>		<b>Semester: I</b>
<b>Credits: 4</b>	<b>Subject/Course: M.Ed.</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: EDUOC-104N</b>	<b>Title: PRINCIPLES AND PROCEDURES OF GUIDANCE AND COUNSELING</b>	
<p><b>Course Objectives:</b>  <b>To enable the learners to:</b></p> <ul style="list-style-type: none"> <li>• Understand to concept, need and principles of guidance</li> <li>• Understand Role of National and State Level Agencies in the guidance Programmers.</li> <li>• Understand principles, and problems of different types of guidance.</li> <li>• Become efficient in the use of testing and Non-Testing Techniques for identifying the personality attitude and skills.</li> <li>• Understand the concept and process of counseling</li> <li>• Understand different approaches of counseling.</li> <li>• Develop counseling skills.</li> <li>• Understand different approaches to evaluate the guidance Programmes.</li> </ul>		
<b>Nature of Paper: DSE</b>		
<b>Minimum Passing Marks/Credits: 40% Marks</b>		
L: 4 (Hours/Week)		
T: 0		
P: 0		
Theory - 15 Hr. = 1 Credit		
Practical-		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<p><b>Meaning and Nature of Guidance</b></p> <ul style="list-style-type: none"> <li>• Concept, Assumptions, Scope and Need for Guidance at different levels of Education, Limitations of Guidance.</li> <li>• Bases of Guidance: Philosophical, Sociological, Pedagogical and Psychological</li> <li>• Types of Guidance: Educational, Vocational/Career, Personal and Group</li> <li>• Thrust Areas of Guidance: Personal Education, Career, Social, Health, Moral and Marital</li> <li>• Agencies of guidance: National, State, District and Local Levels.</li> <li>• Role of Teachers and Headmasters/Principals in the School Guidance Programme.</li> </ul>	<b>15</b>

<p><b>II</b></p>	<p><b>Methods, Techniques and Appraisal of Guidance</b></p> <ul style="list-style-type: none"> <li>• Organizing Guidance Services at Elementary and Secondary level.</li> <li>• Steps in the Guidance Process.</li> <li>• Assessment in Guidance: Testing Devices-Intelligence tests, Achievement tests, Aptitude tests, Personality Inventories, Interest Inventories, and Attitude Scale.</li> <li>• Assessment in Guidance: Non-Testing Devices- Cumulative record Card, Socio metric techniques, projective techniques, Rating Scale, Case Study, Personal account (diary entries), Autobiographies.</li> <li>• Presenting, analyzing, interpreting and reporting the data acquired through testing and non-testing devices.</li> <li>• Techniques of guidance- home visits, interview, observation.</li> </ul>	<p><b>15</b></p>
<p><b>III</b></p>	<p><b>Meaning and Nature of Counseling</b></p> <ul style="list-style-type: none"> <li>• Concept, Characteristics, and Principles of Counseling. Counseling Skills.</li> <li>• Counseling Approaches – Directive, Non-directive and Eclectic.</li> <li>• Individual and Group Counseling , Ethical issues in Counseling</li> <li>• Difference between Guidance and Counseling</li> <li>• Theories of counseling-Psychoanalytical theory (Freud, Jung), Self-concept/actualization theory (Rogers, Maslow), Trait theory (Williamson, Cattell) and Behaviouristic theory (Skinner, Pavlov).</li> </ul>	<p><b>15</b></p>
<p><b>IV</b></p>	<p><b>Guidance of Children With Special Needs</b></p> <ul style="list-style-type: none"> <li>• Guidance of the Gifted and Creative Students</li> <li>• Guidance of under achiever and first generation learners</li> <li>• Social, emotional, behavioral and academic problems.</li> <li>• Role of relaxation strategies and therapies for reducing stress, personal management skills.</li> </ul>	<p><b>15</b></p>
<p><b>Reference / Text Books:</b></p> <ul style="list-style-type: none"> <li>• Aggarwal, J. C. (1989). Educational, Vocational Guidance and Counseling. New Delhi: Doaba House.</li> <li>• Arther J. J., (1971). Principles of Guidance, New Delhi: Tata Mc Graw Hill.</li> <li>• Bhatnagar, A., &amp; Gupta N. (1999). Guidance &amp; Counselling: Practical (Vol I &amp; II) New Delhi: Vikas Publishing House.</li> <li>• Gupta, S.K. (1985). Guidance and Counselling. New Delhi: Mittal. Publication</li> <li>• Kochhar, S.K. (1984). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling. Publication</li> <li>• Norton, K and Mcgauley, G (1998). Counselling Difficult Clients. New Delhi: Sage Publications,</li> <li>• O’Leary, C.J (1999). Counselling Couples and Families. New Delhi: Sage Publications, Ponte Otto,</li> <li>• D.B. Casas, J.M; Suzuki, L.A. and Alexander, C.M. (2001). Handbook of Multicultural Counseling. New Delhi: Sage Publications,</li> <li>• Rivers, P.C (1994) Alcoholic and Human Behaviour: Theory Research and Practice. New Delhi: New Jersey: Prentice Hall.</li> <li>• Rao, S Narayana, (1995). Counselling and Guidance, New Delhi: Tata McGraw Hill Publishing Co. Pvt Ltd/</li> </ul>		

- 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**

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

Prerequisites for the course: Attendance min 75%

**Course Learning Outcomes:**

**Learner will be able to**

- CO1: Define the concept, need, scope of guidance.
- CO2: Explain principles and programs of different types of guidance.
- CO3: Provide guidance for the children with special needs.
- CO4. Apply the role of different approaches of counseling in solving students emotional problems.
- CO5: Organize the counseling session for different purpose to help the students.
- CO6: Organize the guidance programs.

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - I (2024-25) Onwards**

<b>Programme: PG</b>		<b>Year: I</b>
<b>Class: M.Ed.</b>		<b>Semester: I</b>
<b>Credits: 4</b>	<b>Subject/Course: M.Ed.</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: EDUOC-105N</b>	<b>Title: MEASUREMENT AND EVALUATION IN EDUCATION</b>	
<p><b>Course Objectives:</b>  <b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the concepts of measurements, evaluation and examination.</li> <li>• Develop the skill of formulating instructional objectives, learning experiences and evaluation procedures.</li> <li>• Develop the skill to use evaluating tools.</li> <li>• To understand the method of administering different types of tests.</li> <li>• Develop the familiarity with the teacher made and standardized achievement tests.</li> <li>• Understanding the problems of evaluation in the present system of education.</li> <li>• Plan and use the Formative and Summative tests' conduction for continuous and comprehensive evaluation in education.</li> </ul>		
<b>Nature of Paper: DSE</b>		
<b>Minimum Passing Marks/Credits: 40% Marks</b>		
L: 4 (Hours/Week)		
T: 0		
P: 0		
Theory - 15 Hr. = 1 Credit		
Practical-		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<p><b>Measurement and Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Concept of Measurement and Evaluation, difference among assessment, appraisal, evaluation and measurement.</li> <li>• Functions of Measurement and Evaluation.</li> <li>• Scales of Measurement.</li> <li>• Scaling and Grading, CBCS system of evaluation.</li> <li>• CCE (Continuous and Comprehensive Evaluation) Formative, Summative and Diagnostic test, Criterion reference test, Norm reference test</li> <li>• Measurement of different aspect of an individual, Attitude, Intelligence, Interest, Aptitude, motivation, personality, values and creativity.</li> <li>• Role of Measurement and Evaluation in education.</li> </ul>	<b>15</b>
<b>II</b>	<p><b>Test Construction/ Standardization of the test.</b></p> <ul style="list-style-type: none"> <li>• Planning: decision about number of items and types of items.</li> <li>• Table of specifications (blue print); for achievement test</li> </ul>	<b>15</b>

	<ul style="list-style-type: none"> <li>• Writing of the items: objective type test and essay type test.</li> <li>• Pre Try out.</li> <li>• Item Analysis: item difficulty level, Item discriminating Item selection.</li> </ul>	
<b>III</b>	<b>Reliability and validity</b> <ul style="list-style-type: none"> <li>• Reliability: Concept, types of reliability and methods of determination, factors contributing to test reliability, interpreting reliability coefficients</li> <li>• Validity: concept, types, determination of validity, factors contributing to test validation, relationship between validity and reliability.</li> </ul>	<b>15</b>
<b>IV</b>	<b>Norms</b> <ul style="list-style-type: none"> <li>• Meaning and Types –Age norms, Grade Norms, Percentile and percentile rank, Criterion reference and norms reference. Interpretation of raw score and standard score sigma score, T-score, and stained score, standard error of measurement.</li> </ul>	<b>15</b>

**Reference / Text Books:**

- 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. Amarjeet Parihar) R. Lal Book Depot. Meerut.

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

**Evaluation/Assessment Methodology**

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

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: Differentiate the role of essay type and objectives type test.  
 CO3: Understand the process of preparing and validating.  
 CO4: Select the suitable method of fundamental, reliability, efficient and validity of the test.  
 CO5: Understand the use of various kinds of norms.  
 CO6: Understand the apply the different types of static tools to interpret the score.

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - I (2024-25) Onwards**

<b>Programme: PG</b> <b>Class: M.Ed.</b>		<b>Year: I</b> <b>Semester: I</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject/Course M.Ed.</b>	
<b>Course Code: EDUOC-106N</b>	<b>Title: Environmental Education</b>	
<p><b>Course Objectives:</b> <b>The Students will be to:</b></p> <ol style="list-style-type: none"> <li>1. Understand the relationship between humans being and their environment.</li> <li>2. Develop sensitivity towards environment disaster management.</li> <li>3. Acquire an understanding of the process of environment education.</li> <li>4. Develop skills and competencies as teachers for management of environmental awareness programmers.</li> </ol>		
<b>Nature of Paper: DSE</b>		
<b>Minimum Passing Marks/Credits: 40% Marks</b>		
<p>L: 4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-</p>		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<p><b>Environment:</b></p> <ul style="list-style-type: none"> <li>• Environment: Meaning, Types and Cultural Determinates.</li> <li>• Human ecology: concept, environment and adaptation.</li> <li>• Relationship between man and environment.</li> <li>• Sustainable development: meaning need, guiding principle and implication.</li> </ul>	<b>15</b>
<b>II</b>	<p><b>Environment Education - Need and Scope</b></p> <ul style="list-style-type: none"> <li>• Environmental Education: Meaning, Need and Scope, UNO-SDGs Goals regarding environmental conservation.</li> <li>• Need of Environmental Education for secondary school children, school teachers, student teachers and teacher Educators.</li> <li>• Environmental Awareness programmes for change in attitude and sensitization towards environment</li> <li>• Guiding Principles of Environmental Education: Environmental ethics and values; Environmental Acts, Rules and Regulations; Role of Ministry of Forest and Environment; Government policies, plans and programmes.</li> </ul>	<b>15</b>
<b>III</b>	<p><b>Environmental Education for Conservation of Natural Resources.</b></p> <ul style="list-style-type: none"> <li>• <b>Natural Resources:</b> Forest, Marine, Water, Minerals, Food, Energy and</li> </ul>	<b>15</b>

	<p>Their use for exploitation and for conservation</p> <ul style="list-style-type: none"> <li>• Ways of Conservation of Natural Resources: Use, Reuse, Recycle, Reduce, Replace, and Restore, Regenerate, and Reshape and role of education.</li> <li>• Environment Movements: Chipko Andolan, Silent Valley, Narmada Bachao etc and their role in Environmental conservation, international innovations.</li> </ul>	
<b>IV</b>	<p><b>Environmental Issues and Preventive measures: Biodiversity and its Conservation:</b></p> <ul style="list-style-type: none"> <li>• Environmental Pollution, Types (Air, Water, Noise, Soil, Radioactive, e-garbage) Causes, effects and controls.</li> <li>• Climate Change: Global Warming, Ozone Layer Depletion, Pillar Melting, Acid Rain, Impact of all these on Human, Animals and Forest communities.</li> <li>• Natural Disasters: Flood, Earth Quakes, Cyclone, Landslides, Volcanic Eruptions</li> <li>• Meaning of Biodiversity; India as the Mega diversity nation.</li> <li>• Threats to Biodiversity: Habitat loss, poaching of wild life, man-wildlife conflicts.</li> <li>• Conservation of genetic diversity- an important environmental priority; learning to live in harmony with nature.</li> </ul>	<b>15</b>
<b>Reference / Text Books:</b>		
If the course is available as Generic Elective, then the students of following departments may opt it. N/A		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		10
2) Presentations /Seminar		10
3) Assignments		05
4) ESE		75
<b>Total:</b>		<b>100</b>
Prerequisites for the course: Attendance min 75%		
<b>Course Learning Outcomes:</b>		
<b>Learner will be able to</b>		
CO1: Gives the definition of environment and its types.		
CO2: Use explains the methods of disaster management.		
CO3: Explain the role of natural resources for sustainable development.		
CO4: Discuss the movement for environmental conservation.		
CO5: Explains the role of education in an environmental protection.		
CO6: Understand the effect of climate change.		
CO7: Analysis the various biodiversity associates environmental priorities with harmony in life.		

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - II (2024-25) Onwards**

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

	<p>education in the cultural change, cultural crisis with special reference to Indian society.</p> <ul style="list-style-type: none"> <li>• Cultural unity and diversity in India, culture and society, culture and civilization, cultural lag.</li> </ul> <p><b>Social Change:</b></p> <ul style="list-style-type: none"> <li>• Social change-concepts, theories of social change, factors influence social change.</li> <li>• Constraints of social change in India.</li> </ul> <p><b>Social Mobility:</b></p> <ul style="list-style-type: none"> <li>• Concept, types of factors affecting social mobility, social change.</li> </ul>	
<b>IV</b>	<ul style="list-style-type: none"> <li>• Cauterization, Westernization and Modernization: meaning, concept and implication for education.</li> <li>• Social stratification: concept and types, role of education in social stratification.</li> <li>• Social equity and equalization of educational opportunities.</li> <li>• Equity and Equality in education; inequality equalization in Indian social system with special reference to caste, class, religion, disability and gender. Concept of secularism in India.</li> <li>• Social equity and equalization of educational opportunities.</li> <li>• Contribution of great social thinkers in education (Emile Durkheim, Tolcott Parsons, P.A. Sorokin, Charles Cooley, Raja Raj Mohan Roy and Madan Mohan Malvy, Ivan Illich and Alvin Toffler.</li> </ul>	<b>15</b>
<p><b>Reference / Text Books:</b></p> <ul style="list-style-type: none"> <li>• Aggarwal, J.C. (1985). Philosophical and sociological bases of education. New Delhi: Vikas Publishing House Pvt. Ltd.</li> <li>• Bhatia &amp; Bhatia. (1992). Philosophical and sociological foundations of education. New Delhi: Doaba House.</li> <li>• Brown, F.J. (1947). Educational sociology. New York: Prentice Hall Inc.</li> <li>• Chattopadhyaya (Ed) (2002). The cultural heritage of India. Vedanta Press (RK Institute of Culture)</li> <li>• Dewey, J. (1916). Democracy and education. New York: Macmillan &amp; Co.</li> <li>• Dhiman, O.P. (2008). Foundations of education. Lucknow: Atma Ram &amp; Sons.</li> <li>• Durkheim (1956). Education and sociology. The free Press</li> <li>• Havinghurst, R.J., &amp; Neugarton, B.L (1967). Society and education. Boston: Allyn and Bacon.</li> <li>• Mathur S.S. (1968). A sociological approach to Indian education. Agra: Vinod Pustak Mandir.</li> <li>• Maheshwari, V.K, (2017) Philosophical and Sociological Perspectives of Education, Meerut, DSA Books International.</li> <li>• Ansari M.S. (2017) Principal of Education. Meerut: DSA Books International.</li> <li>• Ruhela, S.P. (2017) Sociology of Education. Meerut: DSA Books International.</li> <li>• Bourdieu, P., Chambored. J.C. and Passeron J.C (1991). The Craft of Sociology: Epistemological Preliminaries. Barlin: Walter de Grayter.</li> </ul>		
<p>If the course is available as Generic Elective, then the students of following departments may opt it.          NA</p>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	10
3) Assignments	05
4) ESE	75
<b>Total:</b>	<b>100</b>
Prerequisites for the course: Attendance min 75%	
<b>Course Learning Outcomes:</b> At the end of this course a student will be able to :	
CO1: Describe the difference between education sociology and sociology of education CO2: Explain different social organization, satisfaction and how education as a subject system of social system influence socialization. CO3: Apply the understanding of social media for developing attitude and values in education. CO4: Understand the cultural unity and diversity in India and role of education in promoting cultural sensitivity. CO5: Understand the relationship between social change and social mobility along with the role of education in India. CO6: Explain the contribution of sociology and shaping norms, value and believes.	

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - II (2024-25) Onwards**

<b>Programme: PG</b> <b>Class: M.Ed.</b>		<b>Year: I</b> <b>Semester: II</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject/Course: M.Ed.</b>	
<b>Course Code: EDUCC-205N</b>	<b>Title: Advanced Statistical Analysis in Educational Research</b>	
<b>Course Objectives:</b> <b>To enable the learners to:</b>		
<ul style="list-style-type: none"> <li>• Understand the concept and nature of educational data.</li> <li>• Understand and apply various statistical techniques to field-based educational data.</li> <li>• Appreciate the role of statistical tools / techniques in analysis of data for educational research.</li> <li>• Employ computer software for analyzing educational data.</li> <li>• Make interpretations of findings revealed through statistical data analysis.</li> </ul>		
<b>Nature of Paper: Core Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks</b>		
L: 4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Data Analysis and Statistics:</b> <ul style="list-style-type: none"> <li>• Meaning and Importance of statistics</li> <li>• Nature of Educational Data: quantitative and qualitative, tabulation and graphical representation of data.</li> <li>• <b>Descriptive statistics (A):</b> <ul style="list-style-type: none"> <li>➤ Measures of Central Tendencies and Variability's. (Range, Quartile Deviation, SD, Variance), Percentile and Percentile Ranks.</li> <li>➤ Meaning and Importance of Normal Distribution Curve (NPC), Properties of NPC, Applications of NPC. Skewness and Kurtosis.</li> </ul> </li> </ul>	15
II	<b>Descriptive Statistics (B): Correlation</b> <ul style="list-style-type: none"> <li>• Concept of Correlation, Product Moment, Partial and multiple correlations bi-serial Uses and Significance of Correlation Coefficient.</li> <li>• Significance of Difference between Percentage and Percentage Change, Margin of Errors in Percentage Analysis.</li> </ul>	15
III	<ul style="list-style-type: none"> <li>• <b>Basics of Inferential Statistics and Computer Data Analysis</b></li> <li>• Types of statistics: parametric and non-parametric</li> <li>• Difference between Parametric and Non Parametric Statistics and rational for using them in the analysis of data.</li> </ul>	15

	<ul style="list-style-type: none"> <li>Type-I and Type-II Errors in making inferences.</li> <li>Concept of Degrees of Freedom, Levels of Significance and one tailed and two tailed test.</li> <li>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.</li> </ul>	
IV	<ul style="list-style-type: none"> <li><b>Inferential Statistics: Parametric and Non-Parametric Tests</b></li> <li>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).</li> <li>ANOVA for equal and unequal groups (up to two way factorial Designs).</li> <li>Non-Parametric Tests: Chi-Square Test (Assumptions and Uses), Spearman Rank Difference Correlation Method, and Contingency Coefficient (C) median test.</li> </ul>	15
<b>Reference / Text Books:</b>		
<ul style="list-style-type: none"> <li>Best, John W. (1995) Research in Education. New Delhi: Prentice Hall.</li> <li>Cohen, Louis; Manion, Lawrence and Morrison, Keith. Research Methods in Education (7<sup>th</sup>Ed.). London: Routledge.</li> <li>Cornell. The Essentials of Educational Statistics.</li> <li>Garrette, Henry E., (1966) Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.</li> <li>Guilford, J P (1965) Fundamental Statistics in Psychology and Education, Newyork McGraw Hill Book Co.</li> <li>George, Darren and Mallery, Paul, SPSS for Windows: Step by Step. New Delhi: Pearson.</li> <li>Gupta, S. P. Statistical Methods. New Delhi: Sultan Chand and Sons.</li> </ul>		
If the course is available as Generic Elective, then the students of following departments may opt it. N/A		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		10
2) Presentations /Seminar		10
3) Assignments		05
4) ESE		75
<b>Total:</b>		<b>100</b>
Prerequisites for the course: Attendance min 75%		
<b>Course Learning Outcomes: Learner will be able to</b>		
CO1: Categorized the different types of data according to the use of types of Statistics.		
CO2: Apply normal distribution curve in research to find out the skewness and kurtosis as well as for interpreting the data.		
CO3: Understanding the role of co-relation (Product moment, partial or multiple) interpreting data.		
CO4: Differentiate between parametric and non-parametric statistics in research respectively.		
CO5: Apply SPSS to analysis the data.		
CO6: Differentiate between the use of T-test, Anova, Chi- Square and correlation in analysis data for valid conclusion.		

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - II (2024-25) Onwards**

<b>Programme: PG</b> <b>Class: M.Ed.</b>		<b>Year: I</b> <b>Semester: II</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject/Course M.Ed.</b>	
<b>Course Code: EDUCC-206N</b>	<b>Title: Advanced Educational Technology and ICT in Education</b>	
<b>Course Objectives:</b> <b>To enable the prospective teacher educators:</b>		
<ul style="list-style-type: none"> <li>• To develop an understanding of the nature and scope of educational technology.</li> <li>• To develop an awareness about the recent innovations and future perspectives of education technology.</li> <li>• To acquaint with the challenges and opportunities emerging in integrating new technology in educational processes.</li> <li>• To select, use and produce instructional material and media effectively.</li> <li>• To develop the ability for critical appraisal of the audio-visual media.</li> <li>• To become good practitioner of educational technology.</li> </ul>		
<b>Nature of Paper: Core Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks</b>		
L: 4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<b>Understanding Educational Technology</b> <ul style="list-style-type: none"> <li>• Educational Technology and ICT: Meaning, Nature, Concept and Scope.</li> <li>• Educational Technology: Recent Trends and Futuristic Vision.</li> <li>• Forms of Educational Technology: Teaching Technology, Instructional Technology, and Behavioral Technology.</li> <li>• Approaches of Educational Technology: Hardware, Software, System Approach.</li> <li>• Major Institutions of Educational Technology in India – CIET, IGNOU, SIET, NIOS, OER. Consortium for Educational Communication (CEC).</li> <li>• Communication: Meaning and Nature of Communication, Role of Communication, Types of Communication (Verbal-Non Verbal), Barriers and Effective Classroom Communication.</li> <li>• Modern Trends in Educational Communication such as E-Mail, Teleconferencing and Interactive Video Conferencing, Wiki, Blogging and Social Networking</li> </ul>	<b>15</b>

<b>II</b>	<p><b>Educational Technology for Teaching-Learning Purposes</b></p> <ul style="list-style-type: none"> <li>• Modalities of Teaching: Teaching, Training, Instruction, Conditioning, Indoctrination.</li> <li>• Stages of Teaching: Pre-active, Interactive and Post-active.</li> <li>• Teaching at different levels: Memory Level, Understanding Level and Reflective Level.</li> <li>• Emerging Education Technology: Blended Learning, Flipped Learning, Mobile Learning and Web-based learning.</li> </ul>	<b>15</b>
<b>III</b>	<p><b>Technology for Classroom Instruction</b></p> <ul style="list-style-type: none"> <li>• Components, Working and Uses of Over-Head Projector (OHP), Movie Projector, Liquid Crystal Display (LCD) Projector.</li> <li>• Components, Working and Uses of Computer, Audio-Video Recording Instruments, Closed Circuit Television (CCTV) and Smart Board/Electronic Board</li> <li>• Personalizes System of Instruction, Computer Assisted Instruction (CAI) Challenges in Integration of Technology for Classroom Instruction</li> </ul>	<b>15</b>
<b>IV</b>	<p><b>Technology Enhanced Student-Centered Learning And Distance Education</b></p> <ul style="list-style-type: none"> <li>• Concept and Importance of E-Learning, M-Learning, Collaborative Learning, Blended Learning., flipped learning</li> <li>• Technology Aided Learning and Virtual Classroom for generating Student-Centered Learning Environment</li> <li>• Role of Central Institute of Educational Technology(CIET) to Promote mood, swan Utilization of Educational Technologies</li> <li>• Role of Distance Education: Concept and Methods of Providing Distance Education.</li> </ul>	<b>15</b>
<p><b>Reference / Text Books:</b></p> <ul style="list-style-type: none"> <li>• Aggarwal, J.C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas</li> <li>• Allison, L.J. (2003): Refusing online resources. a sustainable approach to e-Learning. Kogan Page Limited</li> <li>• Bengalee, C. (1986). Introduction to educational technology: innovations in education. Mumbai: Saith.</li> <li>• Bhatia, K.K. (2001). Foundation of teaching learning process. Ludhiyana: Tandon Publishers.</li> <li>• Bhatt, B. D., &amp; Sharma, S. R. (1992). Educational technology: concept and technique. New Delhi: Kanishka Publishing House.</li> <li>• Dahiya, S.S. (2008). Educational technology: towards better teaches preference. Delhi: Shirpa Publication.</li> <li>• Dangwal, K.L (2010). Computers in teaching and learning. Agra: Vinod Pustak Mandir.</li> <li>• Das, R. C. (1993). Education technology: a basic text. New Delhi: Sterling.</li> <li>• Dasgupta, D. N. Communication and Education, Pointer Publishers</li> <li>• Heinich, R., Molenda, M., &amp; Russell, J. D. (1989). Instructional media and the new technologies of instruction. New York: Macmillan.</li> <li>• Jain, P. (2004). Educational technology. New Delhi: Dominant.</li> <li>• Joyce, B. (2009). Models of teaching. New Delhi: PHI Learning.</li> <li>• Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha.</li> </ul>		

- Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: 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**

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

Prerequisites for the course: Attendance min 75%

**Course Learning Outcomes: Learner will be able to:-**

CO1: Understand the concept of educational technology and school education.

CO2: Describe and apply the concept of multimedia approaches (digital conference, tally conferencing, and social network)

CO3: Difference among teacher's training instruction conditioning and indoctrination, along with the understanding of organizing teaching at different levels of cognition (memory understanding and reflective).

CO4: Explain the role of different digital gadgets in classroom learning.

CO5: Describe recent trends in educational technology Web learning, virtual learning e-learning, flipped learning and make their efficient use in teaching learning.

CO6: Elucidate the concept of distance education and the techniques organizing distance learning.

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - II (2024-25) Onwards**

<b>Programme: PG</b>		<b>Year: I</b>
<b>Class: M.Ed.</b>		<b>Semester: II</b>
<b>Credits: 4</b>	<b>Subject/Course M.Ed.</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: EDUOC-207 N</b>	<b>Title: INCLUSIVE EDUCATION</b>	
<b>Course Objectives:</b>		
<b>To enable the students to:</b>		
<ul style="list-style-type: none"> <li>• Understand the global and national commitments towards the education of children with diverse needs,</li> <li>• Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,</li> <li>• Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,</li> <li>• Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,</li> <li>• Analyses special education, integrated education, mainstream and inclusive education practices,</li> <li>• Identify and utilize existing resources for promoting inclusive practice.</li> <li>• Developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,</li> <li>• Appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,</li> <li>• Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,</li> <li>• Preparing a conducive teaching learning environment in varied school settings.</li> </ul>		
<b>Nature of Paper: DSE</b>		
<b>Minimum Passing Marks/Credits: 40% Marks</b>		
L: 4 (In Hours/Week)		
T: 0		
P: 0		
Theory - 1 Hr. = 1 Credit		
Practical-		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<b>Concept, Principles and Scope of Inclusive Education</b> <ul style="list-style-type: none"> <li>• Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities)</li> <li>• Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education. Legal Provisions: Policies and Legislations</li> </ul>	<b>15</b>

	(National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992). Inclusive Education under SarvaShikshaAbhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication, Persons with Disabilities Act (2016).	
<b>II</b>	<p><b>Concept, Types and Identification of Disabilities</b></p> <ul style="list-style-type: none"> <li>• Concept and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, underachievement, slow learners.</li> <li>• Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities. Social and enhance problem, schedule back ward under achievement, slow learner.</li> <li>• Methods and approaches in identifying children with disabilities.</li> </ul>	<b>15</b>
<b>III</b>	<p><b>Planning and Management of Inclusive Classrooms</b></p> <ul style="list-style-type: none"> <li>• Infrastructure, Human Resource and Instructional Practices.</li> <li>• Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive technology for diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent- Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School, and Universal Design of Learning.</li> </ul>	<b>15</b>
<b>IV</b>	<p><b>Barriers and Facilitators in Inclusive Education</b></p> <ul style="list-style-type: none"> <li>• Barriers and Facilitators in Inclusive Education, Social and Educational Attitudes, Current Status and Ethical Issues of inclusive education in India, Research Trends in Inclusive Education in India.</li> </ul>	<b>15</b>
<p><b>Reference Books:</b></p> <ul style="list-style-type: none"> <li>• Ainscow, M., Booth. Bristol: Center for Studies in Inclusive Education.</li> <li>• Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.</li> <li>• Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.</li> <li>• Jha. M.( 2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.</li> <li>• Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs NCERT Publication.</li> </ul>		
<p>If the course is available as Generic Elective, then the students of following departments may opt it. N/A</p>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	10
3) Assignments	05
4) ESE	75
<b>Total:</b>	<b>100</b>
Prerequisites for the course: Attendance min 75%	
<p><b>Course Learning Outcomes: On completion of this course the learner will be able to:</b></p> <p>CO1: Elaborate the concept of inclusive education with its genesis development and purpose.</p> <p>CO2: Identify the children with special needs and choose additive strategies for teaching.</p> <p>CO3: Manage material and human resources and organize various curricular and co- curricular activities to meet the various kind of need of special child.</p> <p>CO4: Uses various assessment techniques to major the achievement of student with diverse needs.</p> <p>CO5: Apply different competencies as recommended in NCF-2005 for teachers to teaching in inclusive classes.</p> <p>CO6: Incorporate and cooperative suggestion, guideline and strategies by international agency supportive license and NCF-2005.</p>	

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - II (2024-25) Onwards**

<b>Programme: PG</b>		<b>Year: I</b>
<b>Class: M.Ed.</b>		<b>Semester: II</b>
<b>Credits: 4</b>	<b>Subject/Course: M.Ed.</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: EDUOC-208N</b>	<b>Title: Comparative Education</b>	
<b>Course Objectives:</b>		
On completion of this course the students will be able to:		
<ul style="list-style-type: none"> <li>• Understand meaning of comparative education and its importance in development of national education systems.</li> <li>• Understand the approaches to development of educational system in different BRICS countries for different population groups.</li> <li>• Understand the growth and development of secondary education in BRICS countries.</li> <li>• Understand the challenges of universal schooling in India vis-à-vis other BRICS countries.</li> <li>• Understand role of educational programmes including special programmes in achieving the goals of universal schooling.</li> </ul>		
<b>Nature of Paper: DSE</b>		
<b>Minimum Passing Marks/Credits: 40% Marks</b>		
L: 4 (Hours/Week)		
T: 0		
P: 0		
Theory - 15 Hr. = 1 Credit		
Practical-		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<p style="text-align: center;"><b>SECTION –A</b></p> <ul style="list-style-type: none"> <li>• Concept, Purpose &amp; Aims, scope and Methods of study of comparative education. Factors influencing the educational system of a country- Political, Social, Linguistic, Geographical and Economic.</li> <li>• Role of comparative education – need and importance of studying comparative education.</li> </ul>	<b>15</b>
<b>II</b>	<p><b>Methods in Comparative Education:</b> Description, Interpretation, Juxtaposition, Scientific method Noah and Eckstein</p> <p><b>Approaches of comparative education:</b></p> <ul style="list-style-type: none"> <li>• Systematic Area studies approach George ZF Bereday, Problem approach Brain Holmes</li> </ul>	<b>15</b>
<b>III</b>	<p style="text-align: center;"><b>SECTION – B</b></p> <ul style="list-style-type: none"> <li>• Primary Education System: England, America, Australia, Russia and India with respect to control of education, educational administration and</li> </ul>	<b>15</b>

	<p>finance.</p> <ul style="list-style-type: none"> <li>• Secondary education system: England, Australia, America and Russia and India with respect to control of education, educational administration and finance.</li> </ul>	
<b>IV</b>	<ul style="list-style-type: none"> <li>• Higher Education System: England, America, Australia, Russia and India with respect to control of education, educational administration and finance.</li> <li>• Teacher Education System: England, Australia, America, Russia and India with respect to control of education, Educational Administration and Finance.</li> </ul>	<b>15</b>

**Reference by:**

- 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.
- Hans, Nicholas: Comparative Education Routeledge and Kagan Paul, London, 1990.
- Human Development Report in South Asia 2000-the Gender Question OUP, 2002.
- International and Comparative Education (Ice Magazine): Issue 1: Volume 1 by Stephen Griffin (27 January 2011)
- International Hand book of Comparative Education (Springer International Hand books of Education) by Robert Cowen and Andreas M. Kazamias (26 August 2009) ISBN: 9781402064036.
- Public Report on basic Education in India—ProbeTeam OUP, 1999.
- T S Sodhi, Text book of Comparative Education, sixth Edition, ISBN 9780706985252, Vikas Publishing House.
- Teaching Comparative Education: trends and issues informing practice, Patricia K. Kubow (Oxford Studies in Comparative Education), ISBN: 9781873927823.
- The Impact of Comparative Education Research on Institutional Theory (International Perspectives on Education...by David P. Baker and Alex Wiseman PhD (19 May 2006).

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

**Evaluation/Assessment Methodology**

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

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 in an international context.

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 programs in achieving the goals of universal schooling.

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - II (2024-25) Onwards**

<b>Programme: PG</b>		<b>Year: I</b>
<b>Class: M.Ed.</b>		<b>Semester: II</b>
<b>Credits: 4</b>	<b>Subject/Course: M.Ed.</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: EDUOC-209N</b>	<b>Title: PERSONALITY DEVELOPMENT</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To develop critical appraisal and understanding about personality in terms of its Nature, Development and Assessment.</li> <li>• To promote the strategies of the Personality Development among the Students.</li> </ul>		
<b>Nature of Paper: / DSE</b>		
<b>Minimum Passing Marks/Credits: 40% Marks</b>		
L: 4 (Hours/Week)		
T: 0		
P: 0		
Theory - 15 Hr. = 1 Credit		
Practical-		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<ul style="list-style-type: none"> <li>• Personality: Concept; Determinants of Personality: Biological, Social, Environmental.</li> <li>• Theories of Personality:                             <ol style="list-style-type: none"> <li>a) Carl Rogers</li> <li>b) A. Maslow</li> <li>c) S. Freud</li> <li>d) G.W. Allport</li> <li>e) A. Bandura</li> <li>f) E. Erickson</li> <li>g) Elbert Ellis</li> </ol> </li> </ul>	<b>15</b>
<b>II</b>	<ul style="list-style-type: none"> <li>• Understanding the Relationship of Self and Happiness by Recognizing and Accepting the Need for Sharing, Joy, Grief and other Experiences with Family, Friends and Community.</li> <li>• Empathy and Care in Action as Values for Peaceful Co-existence.</li> <li>• Compassion, Forgiveness, Courage, Justice, Liberty, Freedom and Equality: Understanding the Relevance and Interrelationship with Harmonious Development of Self and others.</li> <li>• Problem Solving, Critical Thinking and Communication as Life Skills to Negotiate Life with Happiness and Contentment.</li> <li>• SWOT Analysis: Need and Relevance for Self-Development</li> </ul>	<b>15</b>
<b>III</b>	<ul style="list-style-type: none"> <li>• Indicators of successful Person Creativity Multiple Intelligence Emotional Intelligence · Group Dynamics and Interpersonal Relations ·</li> </ul>	<b>15</b>

	Attitudes and Temperament, Social Responsibility and Community Work Self Confidence Life Style. Stress management, self-development and peace understand the interrelationship defense mechanism, yoga, meditation, reality expression.	
<b>IV</b>	<ul style="list-style-type: none"> <li>Personality Assessment Subjective: Introspection &amp; Interview Objective: Personality Inventories and Scales · Projective: RIB, TAT &amp; PF Study.</li> </ul>	<b>15</b>

**Suggestive Readings:**

- De Bono, Edward. 1993. Serious Creativity. Re print. Harper Business.
- De Bono, Edward. 2000. Six Thinking Hats. 2nd Edition. Penguin Books.
- Frey, D and Carlock, C. (1989). Enhancing Self Esteem. 2nd edition. Indiana: Accelerated Development INC.
- Gardner, Howard. 1993. Multiple Intelligences: The Theory in Practice: A Reader Basic Book. New York.
- John, Seely: The Oxford guide to writing and speaking. Oxford U P, 1998, Delhi.
- Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self-Actualization. 6<sup>th</sup>ed. Boston: Allyn and Bacon.
- Minippally, Methukutty. M. 2001. Business Communication Strategies. 11<sup>th</sup>Reprint. Tata McGraw – Hill. New Delhi.
- Pease, Allan. 1998. Body Language: How to Read Others Thoughts by their Gestures. Sudha Publications. New Delhi.
- Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5<sup>th</sup>ed. New Delhi: PHI Learning.
- Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5<sup>th</sup>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**

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

Prerequisites for the course: Attendance min 75%

**Course Learning Outcomes:**

**Learner will be able to:**

- CO1: Describe the concept, determines and importance of personality  
 CO2: Explains different theories of personality to understand human behavior.  
 CO3: Signifies the role of personality development and mechanism in promoting communication skills and reduce stress.  
 CO4: Understand the role of creativity multiple intelligence dynamics attitude etc. in develops of healthy personality.  
 CO5: Describe the use of subjective and objective methods of assessing personality.  
 CO6: Understand the process of preparing and interpreting the projective test of student's personality.

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - III (2024-25) Onwards**

<b>Programme: PG</b>		<b>Year: II</b>
<b>Class: M.Ed.</b>		<b>Semester: III</b>
<b>Credits: 4</b>	<b>Subject/Course M.Ed.</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: EDUCC-307N</b>	<b>Title: History and Political Economy of Education</b>	
<b>Course Objectives:</b>		
<b>On completion of this course the students will be able to:</b>		
<ul style="list-style-type: none"> <li>• Understand the philosophical, historical and contemporary thought on education.</li> <li>• Familiarize the key concepts of social change and human cultural perspectives.</li> <li>• Familiarize with key concept of economic and political developments in India.</li> <li>• Understand the development of education in India in comparative perspective.</li> </ul>		
<b>Nature of Paper: /Course Code</b>		
<b>Minimum Passing Marks/Credits: 40% Marks</b>		
L: 4 (Hours/Week)		
T: 0		
P: 0		
Theory - 15 Hr. = 1 Credit		
Practical-		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<b>Conceptualizing Education and Development, Philosophical, Historical and Contemporary Thoughts on Education related to:</b> <ul style="list-style-type: none"> <li>• Education of the Poor: works of Paulo Friere,</li> <li>• Work Education and Swaraj: works of M.K. Gandhi</li> <li>• Education and Nature: works of Rabindaranath Tagore.</li> <li>• Education and Holistic Development: works of Sri Eurobond.</li> <li>• Democracy and Education: works of John Dewey</li> <li>• Capability and Social Welfare Perspective: works of Amartya Sen.</li> </ul>	<b>14</b>
<b>II</b>	<ul style="list-style-type: none"> <li>• Social change and cultural Perspective: Key concepts related to social change such as stratification, Inclusive Society and the Individual, Social Inequality, Gender issues,</li> <li>• (Special focus on Social Constructivist Approach to Learning), Motivation, Personality Education and Social Reproduction; ‘Education for Social Inclusion or Social</li> <li>• Reproduction’, issues related to ‘Gender’ and ‘Access and Achievement in Education’,</li> <li>• Role of culture and education in framework of socio-cultural perspectives;</li> </ul>	<b>16</b>
<b>III</b>	<ul style="list-style-type: none"> <li>• Human Development Perspective: Child Growth and Development, Learning</li> </ul>	<b>12</b>

	Theories(Special focus on Social Constructivist Approach to Learning), Motivation, Personality	
	<ul style="list-style-type: none"> <li>Development and current research on Brain Development.</li> </ul>	
<b>IV</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>09</b>
<b>V</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>09</b>

**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**

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

Prerequisites for the course: Attendance min 75%

**Course Learning Outcomes: Learner will be able to**

- CO1: Conceptualize the historical each from and role of India this about political Economy.  
 CO2: Explain psychosocial and cultural perspective of political Economy.  
 CO3: Analyze the human Development approaches to understand Describe and use of political economy of Education.  
 CO4: Understand the relationship between the role of human capital. Poverty inequality human development index and economy growth and political as factor for economic development.  
 CO5: Elaborate the role of Education in political Development Democracy freedom human rights and Peace Education.  
 CO6: Explain the importance of universalization of education, gender equality for political Economical growth.

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - III (2024-25) Onwards**

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

	<p>Ensuring Accountability in Educational Processes.</p> <ul style="list-style-type: none"> <li>Qualities of an Effective Educational Administrator.</li> </ul>	
<b>II</b>	<p><b>Educational Management:</b></p> <ul style="list-style-type: none"> <li>Educational management in India: A Historical Perspective.</li> <li>Purpose, Processes, Principles and Stages of Educational Management.</li> <li>Relationship between Educational Management and Administration, Managerial Functions of Educational Administrator (Planning, Controlling and Directing),</li> <li>Role of Teachers in Educational Management</li> </ul>	<b>14</b>
<b>III</b>	<p><b>Management of Resources in Education:</b></p> <ul style="list-style-type: none"> <li>Management of Physical Resources (School Plant, School Building, Furniture, Equipments, Playground, Laboratory and Library).</li> <li>Management of Human Resources (Functions of School Head and Schoolteachers and Staff.</li> <li>Management of Financial Resources (Identifying Sources of Income and Preparing School Development Plan).</li> <li>Office Management in Education (Office Functions, Purpose and Types of School Records), Meaning and Importance of Management Information System in Education.</li> <li>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.</li> </ul>	<b>18</b>
<b>IV</b>	<p><b>Leadership in Education</b></p> <ul style="list-style-type: none"> <li>Concept and Functions of Leadership, Types of Leadership (Academic, Administrative, Community and Student-Centered Leadership), Importance of Group and Team Work, Leadership Skills.</li> <li>Leaders as Team Manager and Motivator, Developing Leadership and Management Skills.</li> <li>Current Trends in Educational Leadership in the context of Privatization, Public-Private Partnership in Education, Globalization and their Impact on Education.</li> </ul>	<b>12</b>
<p><b>Reference by:</b> 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 &amp; Planning (Dr. S.S. Mathur)</p>		
<p>If the course is available as Generic Elective, then the students of following departments may opt it. शैक्षिक नेतृत्व एवं प्रबंधन एस पी 0 सुखिया, के 0 पी 0 माथुर। N/A</p>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1. Class tasks/ Sessional Examination		10
2. Presentations /Seminar		10

3. Assignments	05
4. ESE	75
<b>Total:</b>	<b>100</b>
Prerequisites for the course: Attendance min 75%	
<p><b>Course Learning Outcomes: Learner will be able to</b></p> <p>CO1: Explain the nature educational administration and basic principles.</p> <p>CO2: Understand the role of recent trends in educational administration.</p> <p>CO3: Differentiate between administration and management along with the role of teacher, a planning, controlling and directing the process of administration.</p> <p>CO4: Understand the dynamic and respective views of physical and human resources.</p> <p>CO5: Associates the financial resources of institution for Total Quality Management.</p> <p>CO6: Discuss the current trends in the area of educational leadership to manage the contemporary challenges.</p>	

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - III (2024-25) Onwards**

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

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

- 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 crossroad. 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, Mc Millan 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**

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

Prerequisites for the course: Attendance min 75%

**Course Learning Outcomes: Learner will be able to**

CO1: Understand the concept of Elementary education in respect of constitutional Provision government Policies and education commission.

CO2: Planned the educational Programs according to the aims Strategies, Surva Shiksha Abhiyan and mid day meals.

CO3: Comprehend of 12<sup>th</sup>, 5 year plan elementary Education.

CO4: Applied the available Physical human in financial resources who make elementary education a success.

CO5: Adopt the Qualitative concern of elementary education make affords to control the wastage and stagnation.

CO6: Develops research insight planning the education of Elementary education.

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - III (2024-25) Onwards**

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

	improvement of the System; building accountability	
<b>II</b>	<b>Teachers and Curriculum Transaction Strategies</b>	<b>15</b>
<b>III</b>	<b>Type of schools &amp; Pedagogy</b>	<b>15</b>
<b>IV</b>	<b>Assessment Process</b> <ul style="list-style-type: none"> <li>• Pupil Assessment Techniques</li> <li>• National Expert Group on Assessment in Elementary Education (NEGAEI)</li> <li>• Concept of Evaluation &amp; CCE</li> <li>• Types of evaluation</li> <li>• Diagnostic &amp; remedial teaching</li> <li>• Student records</li> <li>• Cumulative records</li> <li>• Progress reports, grading system, class school, School Grading</li> </ul>	<b>15</b>

**Reference by:**

- 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. .

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

<b>Evaluation/Assessment Methodology</b>		<b>Max. Marks</b>
1. Class tasks/ Sessional Examination		10
2. Presentations /Seminar		10
3. Assignments		05
4. ESE		75
<b>Total:</b>		<b>100</b>
<b>Prerequisites for the course: Attendance min 75%</b>		

**Course Learning Outcomes: Learner will be able to:**

CO1: Discuss the various quality issues for making effective education.

CO2: Discuss the role of teacher to teach in inclusive classes with different kind of variability.

CO3: Describe and use the various strategies to teach curriculum.

CO4: Evaluate the effective use of different pedagogies of teaching and assessment.

CO5: Describe the process of diagnosis of student learning and alternate the remedial teaching accordingly.

CO6: Understand the process of preparing program because and the process of grading system.

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - III (2024-25) Onwards**

<b>Programme: PG</b>		<b>Year: II</b>
<b>Class: M.Ed.</b>		<b>Semester: III</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject/Course M.Ed.</b>	
<b>Course Code: EDUSC-310A N</b>	<b>Title: Planning and Management at Secondary and Senior Secondary Education</b>	
<p><b>Course Objectives:</b> <b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Acquaint themselves with the need, scope and purpose of educational planning in terms of national and community needs.</li> <li>• Determine and implement objectives of planning on the basis of individual needs of the students.</li> <li>• Develop the skills in planning and implementing conventional administrative procedures.</li> <li>• Develop the skills and attitudes to utilize human energy in getting the maximum work done.</li> <li>• Understand the recommendations of different education commissions regarding secondary education commissions.</li> <li>• know different programmes and policies for realizing the constitutional</li> <li>• Obligations related to secondary education in India.</li> <li>• develop an idea about the structure of secondary education in India</li> </ul>		
<b>Nature of Paper: / DSE</b>		
<b>Minimum Passing Marks/Credits: 40% Marks</b>		
L: 4 (Hours/Week) T: 0 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<p><b>Introduction to Secondary &amp; Senior Secondary Education</b></p> <ul style="list-style-type: none"> <li>• Meaning, aims, objective of secondary &amp; Senior Secondary education</li> <li>• Purpose, function &amp; Indigenous system of Secondary education.</li> <li>• Secondary Education in India–Historical Perspective, pre and post-independence.</li> <li>• Constitutional Provisions and centre-state relationship in India.</li> <li>• Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, Programme of Action, 1986,</li> <li>• NPE, Ramamurti Review Committee Janardhan Reddy Committee, Yashpal,</li> <li>• Committee, RMSA and NCF-2005.</li> </ul>	<b>15</b>

	<ul style="list-style-type: none"> <li>Constitutional provisions related to secondary education</li> </ul>	
<b>II</b>	<p><b>Institution Planning</b></p> <ul style="list-style-type: none"> <li>Concept, scope and nature of Institution Planning</li> <li>Need and importance of Institution Planning</li> <li>Types of Institution Planning</li> <li>Evaluation of Institutional Planning.</li> <li>Difference between inspection and supervision.</li> </ul>	<b>15</b>
<b>III</b>	<p><b>Principles and techniques of Educational Planning</b></p> <ul style="list-style-type: none"> <li>Formulation of aims and objectives.</li> <li>Methods and techniques of planning.</li> <li>Approaches to Educational Planning: Social demand approach, Man-power approach, Rate of Return of Investment approach.</li> <li>Concepts: Optimal analysis, Input and output, Marginal analysis, Programming, Target and control figures, Tools for Planning, New approach to planning: Planning, Adoption, Execution</li> </ul>	<b>15</b>
<b>IV</b>	<p><b>Educational Management</b></p> <ul style="list-style-type: none"> <li>Meaning, Concept and need for management at secondary to senior secondary school level.</li> <li>Management at Nation: MHRD, CABE, NCERT State, District, Sub-district level.</li> <li>Management of educational Institution at secondary school level.</li> <li>Type of Management, Effective management, Co-ordination, Supervision &amp; Inspection.</li> <li>TQM in Education and Educational Administration</li> <li>Recent Trends in Research and Innovation in the field of Educational Management.</li> </ul>	<b>15</b>
<p><b>Reference by:</b></p> <ul style="list-style-type: none"> <li>Mudhopadyay, Sudesh and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi.</li> <li>Govt. of India (1953) Report of Secondary Education Commission, New Delhi.</li> <li>Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi.</li> <li>Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education.</li> <li>Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi</li> <li>Yadav, M.S. &amp; Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.</li> </ul>		
<p>If the course is available as Generic Elective, then the students of following departments may opt it. N/A</p>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1. Class tasks/ Sessional Examination		10
2. Presentations /Seminar		10
3. Assignments		05
4. ESE		75
<b>Total:</b>		<b>100</b>

**Prerequisites for the course: Attendance min 75%**

**Course Learning Outcomes:**

**Learner will be able to**

CO1: Describe the role of planning and management for seniors and senior secondary education.

CO2: Explains the recommendation of different education commission, committee and policies such as Kothari commission program of action, RAMSA, NCF-2005 etc.

CO3: Differentiate between institutional planning and educational planning with respect to objectives pedagogy and evaluation techniques.

CO4: Describe the various approaches for educational planning and various related concept such as marginal analysis input and output analysis programming etc.

CO5: Explain the definition of education management in secondary school and give examples of other organization in this record.

CO6: Evaluate the relative merit of different effective management and whole of T.Q.M. in educational administration.

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - III (2024-25) Onwards**

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

	<ul style="list-style-type: none"> <li>Privatization of secondary education.</li> <li>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.</li> </ul>	
<b>II</b>	<p><b>Issues &amp; Concerns</b></p> <ul style="list-style-type: none"> <li>Challenges related to Universalization of Secondary Education, RMSA.</li> <li>Problems and Strategies of Alternative Schooling at Secondary school Stage.</li> <li>Challenges/strategies/intervention in relation to access, enrolment, dropout, achievement and equality of Educational opportunities</li> <li>Problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problems</li> <li>Type of schools and their contribution to society. Issues of quality in secondary and senior secondary education.</li> <li>Management system of secondary education - role of Department of Education, Directorate, Inspectorate and NGO's.</li> </ul>	<b>16</b>
<b>III</b>	<p><b>Teachers and Curriculum Transaction Strategies</b></p> <ul style="list-style-type: none"> <li>Thematic &amp; Constructivism base of curriculum</li> <li>Joyful learning, Teachers and Pedagogical Attributes</li> <li>Research in curriculum</li> <li>Life skill education &amp; creativity</li> <li>Analysis of Elementary Education Curriculum Role of I.C.T.</li> <li>Research Trends in Elementary Education.</li> <li>Critical appraisal of present Secondary School curriculum in the state.</li> <li>ICT, Blended learning.</li> </ul>	<b>14</b>
<b>IV</b>	<ul style="list-style-type: none"> <li><b>Assessment and evaluation in secondary school level. -Meaning</b></li> <li>Nature and functions of evaluation &amp; assessment, difference between assessment and evaluation, testing, appraisal and examination, Types of assessment formative, diagnostic and summative assessment.</li> <li>New trends in evaluation – grading, internal assessment, semester system, CCE, On Demand Examination System.</li> <li>Critical appraisal of the present evaluation system at secondary school level.</li> </ul>	<b>16</b>
<p><b>Reference by:</b></p> <ul style="list-style-type: none"> <li>Aggerwal, J.C, (2005) “The Progress of Education in free India, “Man Singh Arya book Depot, 30 Naiwala. Karol bag, New Delhi-110005</li> <li>NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.</li> </ul>		
<p>If the course is available as Generic Elective, then the students of following departments may opt it. N/A</p>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1. Class tasks/ Sessional Examination		10
2. Presentations /Seminar		10
3. Assignments		05
4. ESE		75
<b>Total:</b>		<b>100</b>

Prerequisites for the course: Attendance min 75%

**Course Learning Outcomes: Learner will be able to**

CO1: Explore the dimension of professional enrichment of secondary school teachers.

CO2: Describe the role of SCERT, NCERT, CIET, NUPEA and IAS'E'S for quality enhancement of Secondary education.

CO3: Discuss the challenges and studies for alternative schooling of secondary school.

CO4: Analyze the various kinds of problems and solutions to maintain quality of the process of education.

CO5: Adopts Different pedagogies skills ICT and the blended learning for quality teaching.

CO6: Explain and use the different new trends in evaluation.

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - IV (2024-25) Onwards**

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

	<ul style="list-style-type: none"> <li>• Need and Procedure of Curriculum Evaluation.</li> <li>• Evaluation of Curriculum in terms Content, Organization and Relevance.</li> <li>• 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.</li> </ul>	
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**Reference by:**

- 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.

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

**Evaluation/Assessment Methodology**

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

Prerequisites for the course: Attendance min. 75%

**Course Learning Outcomes:** Learner will be able to :

- CO1: Describe basic principle of curriculum development in view of NCF- 2002 and NCF-2005.  
 CO2: Discuss the various things and models of designing curriculum.  
 CO3: Give example of our general objective and specific objective are define to design the curriculum.  
 CO4: Understand the need and rational of curriculum research.  
 CO5: Compare the existing strategies of the evaluation of curriculum in reference to the organization of content and relevance.  
 CO6: Develop efficiency to understanding and incorporative recommendation of different commission on NEP 1986.

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - IV (2024-25) Onwards**

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

	<p>relationship and weightage given to theory and practical work</p> <ul style="list-style-type: none"> <li>• Evaluation—Internal Assessment, External Evaluation, New techniques of Evaluation,</li> <li>• Choice Based Credit System (CBCS)</li> <li>• Relationship of Teacher Education Institution with Practice Schools</li> </ul>	
<b>IV</b>	<p><b>Pre- service and in-service Teacher Education</b></p> <ul style="list-style-type: none"> <li>• Pre- service and in-service teacher education in India</li> <li>• Professional development of teachers- need and importance</li> <li>• Programmes for professional development of teachers</li> <li>• Continuing education of teacher educators: Institutional mechanism and provisions for the continuing education of teacher educators.</li> </ul>	<b>12</b>
<b>V</b>	<p><b>Pertinent Issues in Teacher Education</b></p> <ul style="list-style-type: none"> <li>• Teacher Education in the global perspective</li> <li>• TQM in teacher education</li> <li>• Integrating technology in teacher education</li> <li>• Preparing teachers for inclusive classrooms</li> <li>• Research and innovations in teacher education</li> <li>• Challenges in teacher education</li> </ul>	<b>12</b>

**Reference by:**

- 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.

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

**Evaluation/Assessment Methodology**

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

Prerequisites for the course: Attendance min. 75%

**Course Learning Outcomes: Learner will be able to**

- CO1: Define meaning, concept, nature and the scope of teacher education.  
 CO2: Study the develop of teacher education system in India.  
 CO3: Evaluate the recommendation of different bodies, education commission, teacher education, national policy on education and NCF for quality teach education in India.  
 CO4: Use pedagogy with innovative mindset during internship program and use CBCS to evaluate the efficiency of teacher education program.  
 CO5: Understand the need and importance of teacher’s professional development of teachers during in service program.  
 CO6: Analyze the contemporary issues in teacher education for its Total Quality Management with innovative mindsets.

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - IV (2024-25) Onwards**

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

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

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1. Class tasks/ Sessional Examination	10
2. Presentations /Seminar	05
3. Assignments	05
4. Role playing of at least one life skill-Activity	05
5. ESE	75
<b>Total:</b>	<b>100</b>
Prerequisites for the course: Attendance min. 75%	
<b>Course Learning Outcomes: Learner will be able to</b>	
CO1: Understand the concept of human values and skills for personality development.	
CO2: Explain various life skills for valuing of education.	
CO3: Describe communication skills and understand the concept communication skills in communicate and effective meaningful use of communication skills.	
CO4. Describe the role of professional percepts for successful career.	
CO5. Give examples of how entrepreneurial skills they used.	
CO6: Identify the significance of design thinking and apply in problem solving.	

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - IV (2024-25) Onwards**

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

	<p>peace: non violence, conflict resolution, pacifism, international mediation and courts of justice and peace building.</p> <ul style="list-style-type: none"> <li>• Barriers for developing International Understanding and Peace: just warism and terrorism.</li> <li>• Recommendations of International Commission (Delor’s Commission) on International Understanding and Education for Peace</li> <li>• Schools programmes: United Nations programmes of peace in minds of men culture of peace and learning ways to peace.</li> <li>• Application of conflict resolution on individuals, society, national and international scenarios.</li> <li>• Co-curricular Activities- Drawing, Painting, Modeling, Handicrafts etc.</li> <li>• Role of Teacher with respect to transaction of Peace Education.</li> </ul>	
<b>III</b>	<p><b>Human Rights Education-an introduction</b></p> <ul style="list-style-type: none"> <li>• Human Rights Education: Meaning, need and scope.</li> <li>• Agencies of Human rights Education- School, Family, Community, Teacher.</li> <li>• Teaching Learning Process in Human Rights Education through Curricular and co-curricular activities.</li> <li>• Role of different Government and non-government organizations in Human Right Education.</li> <li>• Role of different organizations like UESCO with reference to legal rights.</li> </ul>	<b>19</b>
<b>IV</b>	<p><b>Constitutional Provisions of Human Rights and Role of Education</b></p> <ul style="list-style-type: none"> <li>• Constitutional Provisions as enshrined in part III of Indian Constitution.</li> <li>• Human Rights Education-Teaching. Objectives, scope and its relevance.</li> <li>• Methods for inculcating Human Rights.</li> <li>• Ongoing researches in the field of Human Right Education – present scenario and suggestions.</li> <li>• 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.</li> <li>• Meaning and strategy to learning to live together (UNESCO).</li> <li>• Recommendations of NHRC and other Human Rights Bodies.</li> </ul>	<b>20</b>
<p><b>Practicum Based on above course:</b></p> <ul style="list-style-type: none"> <li>• Report on Implication of human right in school.</li> <li>• Meditation for peace and harmony.</li> <li>• Report on human rights day celebration.</li> </ul> <p><b>Reference by:</b></p> <ul style="list-style-type: none"> <li>• Bagchi, Jyoti Prakash and vinod teck chandani, (2005), “Value Education” University book House (P)Ltd. Chaura Rasta, Jaipur – 302003</li> <li>• Chitkara, M.G. (2009), “Education and Human values”, A.P.H. Publishing Corporation, Anrari Road, Darya Ganj, New Delhi – 110002.</li> <li>• Delors J., Learning the Treasure within, UNESCO, 1997.</li> <li>• Falk, Richard A., Johansen, Robert C.; Kim, Samuel S., editors. Constitutional.</li> <li>• Foundations of World Peace. Albany: State University of new Yark Press, 1993.</li> </ul>		
<p>If the course is available as Generic Elective, then the students of following departments may opt it.</p>		

N/A	
<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1. Class tasks/ Sessional Examination	10
2. Presentations /Seminar	10
3. Assignments	05
4. ESE	75
<b>Total:</b>	<b>100</b>
Prerequisites for the course: Attendance min 75%	
<p><b>Course Learning Outcomes: Learner will be able to</b></p> <p>CO1: Describe the concept and methods of peace education for developing positive personality.</p> <p>CO2: Examine the role of various national and international bodies schools program and role of teachers for peace education.</p> <p>CO3: Explain the meaning need of human right education and understand the role of different bodies government and non-government and UNESCO.</p> <p>CO4: Understand analyze the constitutional provision for human right education.</p> <p>CO5: Understand use of different skills methods and strategies of teaching and accessing the process of peace educational.</p> <p>CO6: Discuss the role of the recommendation of Dalor's commission NPRC and UNESCO for global peace and harmony.</p>	

**IIMTU-NEP IMPLEMENTATION**  
**M.Ed. Semester - IV (2024-25) Onwards**

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

	<ul style="list-style-type: none"> <li>Assessment of physical fitness</li> </ul>	
IV	<p><b>Concept of Yoga and Ashtang Yog</b></p> <ul style="list-style-type: none"> <li>Yoga meaning concept and importance</li> <li>Mis-concept of yog</li> <li>Eight disciplines of Yog-Ashtang Yog</li> <li>Precautions to keep in mind while performing Yogasan</li> <li>Different types of Yogassans &amp; their techniques of practicing</li> </ul>	10
V	<p><b>Meditation, Pranayam and Stress Management</b></p> <ul style="list-style-type: none"> <li>Pranayam: meaning, nature and relationship with mind</li> <li>Different types of Pranayam; kapalbhati; Bhastrika Pranayam, Surya Bhedan Pranayam, Chandrabhedan Pranayam, Anulomvilom Pranayam</li> <li>Meditation: nature, procedure and importance</li> <li>Stress: meaning, reasons, role of Yog in stress management</li> </ul>	10
VI	<ul style="list-style-type: none"> <li>Themes such as gender, society and education, differently challenged abilities, psycho- social dimensions of exclusion and inclusive education.</li> </ul>	05
VII	<p><b>Concepts of integrated personality and processes of its harmonious development.</b></p> <ul style="list-style-type: none"> <li>Mental and physical well-being (though modalities such as Yoga workshops for at least once in a week), Life skills in our daily life.</li> <li>Happiness, harmony: within me and with, others: society, nature, existence.</li> <li>Realization, understanding, desiring, thinking, Shanti, Santosh, Anand, Prosperity, Human Values Swatantrata, Swarajya, Moksha,</li> </ul>	10
VIII	<p><b>Concepts of Self: concepts and self-esteem.</b></p> <ul style="list-style-type: none"> <li>Understanding and analysis of your own Strength, Scope for development, weakness, threats: constructive utilization towards self-development.</li> <li>Concepts of intelligence (multiple intelligences), emotional intelligence, spiritual intelligence.</li> </ul>	8
IX	<p><b>Prayer, Meditation (as antis dote to stress management) &amp; Mental Piece.</b></p> <ul style="list-style-type: none"> <li>Interaction with theatre personality/musician/artist.</li> <li>Conducting theatre workshop.</li> <li>Maslow's Need Hierarchy Theory and Self - actualization.</li> </ul>	8
	<p><b>Practicum Based on above course:</b></p> <ul style="list-style-type: none"> <li>Meditation, Group play, report on International yoga day celebration.</li> </ul>	
<b>Reference by:</b>		
If the course is available as Generic Elective, then the students of following departments may opt it. N/A		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1. Class tasks/ Sessional Examination		10
2. Presentations /Seminar		05
3. Assignments		05
4. Quiz		05
5. ESE		75
<b>Total:</b>		<b>100</b>

Prerequisites for the course: Attendance min. 75%

**Course Learning Outcomes:** Learner will be able to

CO1: Differentiate between health and physical fitness.

CO2: Understand the concept and role of Astanga Yoga for all-round value personality.

CO3: Use different types of pranayama meditation and techniques of stress management.

CO4: Analyze the various aspects of mental realization understanding thinking and physical value to build up harmony with one self-others society and nature.

CO5: Describe the concept of self-concept i.e., self-development self-exploration self-innovation and self-esteem

CO6: Understand the role of Maslow's need theory for self-fulfillment in self-actualization self for internal activities.

# College of Education

## ACADEMIC HANDBOOK



**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**  
**(As per UGC Norms)**  
**(Session 2024-2025 & Onwards)**

# Evaluation Scheme

**Pre-Ph.D Course Work (Education)  
 Semester - I**

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

# Format-3

**Pre-Ph.D Course Work (Education)**  
**Semester - I**

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

<b>III</b>	<p><b>Statistical Techniques for Data Analysis</b></p> <ul style="list-style-type: none"> <li>• Meaning and purpose of parametric statistics and non- parametric statistics</li> <li>• Difference between parametric and non- parametric statistics</li> <li>• Simple statistical applications such as t Test, F Test, ANOVA,</li> <li>• Non- parametric statistics such as chi-square-its purpose and use</li> <li>• Median test and Sign test</li> <li>• Correlation techniques</li> <li>• Factor analysis</li> </ul>	<b>14</b>
<b>IV</b>	<p><b>Application of Computer in Educational Research</b></p> <ul style="list-style-type: none"> <li>• Uses of computer in:</li> <li>• Data organization in SPSS and Excel Graphical presentation</li> <li>• Data analysis</li> <li>• Preparation of tables</li> </ul>	<b>12</b>
<b>V</b>	<p><b>Research Report Writing</b></p> <ul style="list-style-type: none"> <li>• Need for writing research report</li> <li>• Technical aspect of research report</li> <li>• Writing research abstract</li> <li>• Writing a review of papers</li> <li>• Preparing research synopsis</li> <li>• Writing research report</li> <li>• Writing research paper</li> <li>• Writing Bibliography</li> </ul>	<b>12</b>
<p><b>Suggestive Reading:</b></p> <ul style="list-style-type: none"> <li>• R.P. Mishra, Research Methodology, A Hand Book, Concept Publishing Company, 2002.</li> <li>• J.M.D. Morton and S.W. Cook, Research Methods in Social Relations, New York, Dryden, 1951.</li> <li>• Blaxter, L. Hughes, C &amp; Tight, M., How to Research, Viva Books, Pvt. Ltd., New Delhi, 1999.</li> <li>• De Vaus, D.A., Surveys in Social Research, Rawat Publications 2003.</li> <li>• May, Tim Social Research: Issues, Methods and Process, Open University Press, 2001.</li> <li>• Henn, M. Weinstein .M. &amp; Foard, N., A Short Introduction to Social Research, Visitaar Publications 2006.</li> <li>• Boyatzis, R.E., Transforming Qualitative Informing, SAGE, 1998.</li> <li>• Thankur, D., Research Methodology in Social Sciences, Deep &amp; Deep Pub. Pvt. Ltd., 2005.</li> <li>• Mc Niff, J. &amp; Whitehead J., Action Research: Principles and Practices, Rutledge Flamer, London, 2002.</li> <li>• Broota, K.D., Experimental Desings in Bechavioural Research, New Age International Pub., 2006.</li> <li>• Kanji, G.K. 100 Statistical Tests, SAGE 2006.</li> <li>• Best, J.W. &amp; Kahn, J.V., "Research in Education", Prentice Hall of India, 2000.</li> <li>• Kumar, R. Research Methodology SAGE, New Delhi, 1999.</li> <li>• Mohan, R. Research in Education, Neel Kamal Pub. Pvt. Ltd., 2003.</li> <li>• Freeman, F.S. Theory and Practice of Psychological Testing, Oxford &amp; IBH Pub. Co Ltd. New Delhi, 1955.</li> <li>• Kothari, CR (1995) Research Methodology: Methods and Techniques, Wishwa Prakashan, New Delhi.</li> <li>• Mishra, S.K. and Binwal, J.C., Computer Applications in Social Science Research, Vikas Publication Co. Delhi, 1991.</li> <li>• Bhattacharya, D. K., Research Methodology Excel books New Delhi- 10028, 2006.</li> </ul>		

- 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. (2<sup>nd</sup>ed), Pearson Education
- Research Methodology: Concepts and cases by Chawla and Sondhi, Vikas Publication
- Sinha P.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. New York: Mc Graw Hill.
- Buch M.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
<b>Total:</b>	<b>100</b>

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 (Education)  
 Semester - I**

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

<b>IV</b>	<b>Operating System in Computers: MS Window</b> <ul style="list-style-type: none"> <li>• MS Office as a Computer Programme: MS Word, MS Excel, MS Power Point</li> <li>• Adobe Acrobat to read and make PDF files</li> <li>• Multimedia</li> </ul>	<b>17</b>
<b>V</b>	<b>Digital Platforms for Educational Researches</b> <ul style="list-style-type: none"> <li>• Free and Open Source Software (FOSS), NROER (National Repository of Open Educational Research),</li> <li>• NDL National Digital Library, INFLIBNET</li> <li>• Shodhganga A reservoir of Indian Thesis</li> <li>• Shodh Gangotri – A repository of synopsis and research proposals</li> <li>• Shodh Shuddhi – Plagiarism Detection Software,</li> <li>• URKUND- A web based plagiarism Detection Software</li> </ul>	<b>15</b>
<b>Suggested Readings</b> <ul style="list-style-type: none"> <li>• Shrish Chavan' Rapidex Computer Course', Unicorn Books.</li> <li>• Alexis Leon &amp; Mathews Leon, 'Fundamentals of Information Technology', Vikas Publishing.</li> <li>• Peter Norton 'Introduction to Computers', 6<sup>th</sup> International Edition (McGraw Hill)</li> <li>• Williams Sawyer, 'Using Information Technology: A Practical Introduction to Computer &amp; Communications' 6th International Edition (McGraw Hill).</li> <li>• Sarah E. Hutchinson and Stacey C. Sawyer, 'Computer Communications &amp; information: A user's introduction', Mac Graw H</li> <li>• Preparing research synopsis</li> <li>• Writing research report</li> <li>• Writing research paper</li> <li>• Writing Bibliography</li> </ul>		
If the course is available as Generic Elective, then the students of following departments may opt it. N/A		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		00
2) Presentations /Seminar		10
3) Assignments		15
4) ESE		75
<b>Total:</b>		<b>100</b>
Prerequisites for the course: Attendance minimum 75%		
<b>Course Learning Outcomes:</b> 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 others using Technology. CO6- Develop cognizance of critical perspectives of ICT.		

**Pre-Ph.D Course Work (Education)**  
**Semester - I**

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

<b>IV</b>	<b>OPEN ACCESS PUBLISHING:</b> <ul style="list-style-type: none"> <li>• Open access publications and initiatives,</li> <li>• SHERPA/RoMEO online resource to check publisher copyright and self-archiving policies. Software tool to identify predatory publications developed by SPPU.</li> <li>• Journal Finder/Journal Suggestion tools viz. JANE, Elsevier Journal Finder, and Springer journal suggested</li> </ul>	<b>08</b>
<b>V</b>	<b>PUBLICATION MISCONDUCT</b> <b>Group Discussion:</b> <ul style="list-style-type: none"> <li>• Subject Special ethical issues, FFP, Authorship,</li> <li>• Conflicts of Interest,</li> <li>• Complain and Appeals: examples of fraud from India and abroad.</li> <li>• Software tool:</li> <li>• Use of plagiarism software like TRINITIN, URKAND and other open source software tools.</li> </ul>	<b>08</b>
<b>VI</b>	<b>DATABASE AND RESEARCH MATRICS:</b> <b>Database:</b> <ul style="list-style-type: none"> <li>• Indexing databases,</li> <li>• Citation databases: Web of Science, Scopus etc.</li> </ul> <b>Research Metrics:</b> <ul style="list-style-type: none"> <li>• Impact factor of Journal as per journal citation report, SNIP. SJR, IIP, Cite Score.</li> <li>• Metrics: h-index, g-index, i10 index, altimetry's.</li> </ul>	<b>14</b>

**Suggested Readings**

- Bird, A (2006) Philosophy of Science Routedge,
- 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.cfm>
- Beall, 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

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

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

**Pre-Ph.D Course Work (Education)  
Semester - I**

<b>Programme: Ph.D</b>		<b>Year: I</b>
<b>Class: Pre Ph.D Course Work</b>		<b>Semester: I</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject/Course :EDUCATION</b>	
<b>Course Code: PHE -113 (A)N</b>	<b>Title: Philosophical and Sociological Foundations of Education: An Analytical Reflection for Research</b>	
<p><b>Course Objectives:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand philosophical concepts, its branches and functions.</li> <li>• Understand Indian and Western Schools of philosophy and their implication in education and research.</li> <li>• Know sociological aspects and their influence in education and research.</li> <li>• Understand the role of culture in education and research.</li> </ul>		
<b>Nature of Paper: Optional Course (Theory Specialization) (Any One)</b>		
<b>Minimum Passing Marks/Credits: 40% Marks</b>		
L:3 (Hours/Week) T:1 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<p><b>Philosophy as a Discipline and its Role:</b></p> <ul style="list-style-type: none"> <li>• Philosophy, a directive doctrine and liberal discipline: Meaning and relevance.</li> <li>• Functions of philosophy: Normative, speculative and analytical.</li> <li>• Branches of Philosophy – Metaphysics, Epistemology, Axiology, Aesthetics, Ethics, Logic.</li> <li>• Philosophy of Education: its concept and significance for teachers; application of philosophy of education in teaching. Relationship between Philosophy and Education.</li> <li>• Philosophical Methods: Analysis, Synthesis, Induction, Deduction.</li> </ul>	<b>10</b>
<b>II</b>	<p><b>Western and Indian Schools of Philosophy</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>	<b>12</b>

	<p>values and their educational implications.</p> <ul style="list-style-type: none"> <li>• Modern concept of Philosophy: Logical analysis. Logical empiricism and Positive relativism – (Morris L. Prigge).</li> </ul>	
<b>III</b>	<p><b>Western and Indian Thinkers of Education.</b></p> <ul style="list-style-type: none"> <li>• Contribution to educational thoughts and practices made by great thinkers like Vivekananda, Tagore, Gandhi, Shri Aurobindo, 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.</li> </ul>	<b>10</b>
<b>IV</b>	<p><b>Sociological Foundations of Education</b></p> <ul style="list-style-type: none"> <li>• Sociology of Education- concept, nature, scope, functions of sociology of education.</li> <li>• Difference between educational sociology and sociology of education, need for a sociological approach in education.</li> <li>• Education as a sub system of society in relation to interaction with other social institutions, as family, community, economy, political system, and religion.</li> <li>• Social institutions and their role in development of attitude and inculcation of values (with reference to family, community, school and youth organizations).</li> <li>• Social organization: concept, definition, characteristics, social groups, Disorganization, Differentiation and Stratification: meaning, definition, characteristics and influencing factors.</li> <li>• Socialization: concept, mechanism and theories of socialization. Education and socialization. Need of socialization.</li> </ul>	<b>14</b>
<b>V</b>	<p><b>Culture and Education</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Cultural unity and diversity in India, culture and society, culture and civilization.</li> <li>• 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.</li> <li>• Constraints of Social Change: caste, class, language, religion, regionalism and ethnicity.</li> <li>• Study of social thoughts and contribution of Emile Durkheim, Tolcott Parsons, P.A. Sorokin and Charles Cooley</li> <li>• Human Rights and value education, values and beliefs, social norms.</li> <li>• Critical Reflection on the writings of the following thinkers: <ul style="list-style-type: none"> <li>(a) Learning without Burden: Prof. Yashpal</li> <li>(b) What is Worth Teaching: Prof. Krishna Kumar</li> <li>(c) Pedagogy of the Oppressed: Paul Freire.</li> <li>(d) De schooling Society: Ivan Ilich</li> <li>(e) Role of following social thinkers on Society and Education – Jyotiba</li> </ul> </li> </ul>	<b>14</b>

	Phule, Savitri Bai Phule, Raja Ram Mohan Roy, Dr. B.R. Ambedkar, Gopal Krishna Gokhale, Mohan Das Karmchand Gandhi, Mother Teresa.	
<p><b>Suggested Readings</b></p> <ul style="list-style-type: none"> <li>• Agrawal, S. (2007). Philosophical Foundations of Education. Delhi: Authors Press.</li> <li>• Aloni, N. (2007) Enhancing humanity: the philosophical foundations of humanities education. Dordrecht: Springer</li> <li>• Brambeck, C. S. (1966). Social Foundation of Education - A Cross Cultural Approach. New York: John Willey.</li> <li>• Brubacher, J. S. (1962) Eclectic Philosophy of Education. Prentice Hall, New Jersey: Engelwood Cliffs.</li> <li>• Brubacher, J. S. (1978). Philosophy of Higher Education. San Francisco: Jossey – Bass.</li> <li>• Chau M., Kerry T. (2008). International Perspectives on Education. New York: Continuum</li> <li>• Curren, R. (2003). A companion to the philosophy of education. Malden Mass: Blackwell</li> <li>• Curren, R. (2006). Philosophy of Education: An Anthology Paperback. Wiley Blackwell.</li> <li>• Dewey, J. (1944). Democracy and Education. New York: The Free Press</li> <li>• Dhavan, M. L. (2005). : Philosophy of Education, Delhi: Isha Books.</li> <li>• Giroux, H.A., Penna, A.N., &amp; Pinar, W.F. (1981). Curriculum and Instruction. Berkeley, CA: Mc Cutchan.</li> <li>• Mukharji, S. (2007). Contemporary issues in modern Indian education. Authors Press.</li> <li>• Mukherjee, S.N. (1966). History of Education in India. Baroda: Acharya Book Depot.</li> <li>• Naqi, M. (2005) Modern Philosophy of Education, New Delhi: Anmol Publication Pvt. Ltd.</li> <li>• Pringe, R. (2004). Philosophy of education: Aims, theory, common sense and research. London: Continuum</li> <li>• Singh, M.S. (2007). Value Education. Delhi : Adhyayan, Publication</li> <li>• Aggarwal, J.C. (1985). Philosophical and sociological bases of education. New Delhi: Vikas Publishing House Pvt. Ltd.</li> <li>• Bhatia &amp; Bhatia (1992) Philosophical and sociological foundations of education. N. Delhi: Doaba House.</li> <li>• Brown, F.J. (1947). Educational sociology. New York: Prentice Hall Inc.</li> <li>• Chattopadhyaya (Ed) (2002). The cultural heritage of India. Vedanta Press (RK Institute of Culture)</li> <li>• Preparing research synopsis</li> <li>• Writing research report</li> <li>• Writing research paper</li> <li>• Writing Bibliography</li> </ul>		
If the course is available as Generic Elective, then the students of following departments may opt it. N/A		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		00
2) Presentations /Seminar		10
3) Assignments		15
4) ESE		75

<b>Total:</b>	<b>100</b>
Prerequisites for the course: Attendance minimum 75%	
<p><b>Course Learning Outcomes:</b>          At the end of this course a student will be able to:</p> <ul style="list-style-type: none"> <li>• Understand philosophical concepts, nature functions and its branches.</li> <li>• Describe Indian and Western Schools of philosophy and their implication in education and research.</li> <li>• Explain sociological aspects and their influence in education and research.</li> <li>• Discuss the role of culture in education and research.</li> <li>• Enumerate different concept of Social Institutions, Social Groups Social organization, and Disorganization.</li> <li>• Critical Analyze role of different Indian and western thinkers.</li> <li>• Apply Philosophical thinker’s views and their Philosophy in Research.</li> </ul>	

**Pre-Ph.D Course Work (Education)  
Semester - I**

<b>Programme: Ph.D</b>		<b>Year: I</b>
<b>Class: Pre Ph.D course work</b>		<b>Semester: I</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject/Course :EDUCATION</b>	
<b>Course Code - PHE - 113(B)N</b>	<b>Title: Advanced Educational Psychology: Implication for Research</b>	
<p><b>Course Objectives:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concept and relationship between education and psychology</li> <li>• Understand the concept and process of growth and development of learners at various stages</li> <li>• Understand the concept and theories of creativity and intelligence in education and researches</li> <li>• Understand the various types of Personality and their assessment in education and researches</li> <li>• Understand the meaning and types of learning theories</li> </ul>		
<b>Nature of Paper: Optional Course (Theory Specialization) (Any One)</b>		
<b>Minimum Passing Marks/Credits: 40% Marks</b>		
L:3 (Hours/Week) T:1 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<p><b>Educational Psychology and its methods</b></p> <ul style="list-style-type: none"> <li>• Relationship of Education and psychology.</li> <li>• Scope of Educational Psychology</li> <li>• Methods of Educational Psychology: Experimental, Observational, Differential</li> </ul>	<b>08</b>
<b>II</b>	<p><b>Growth and Development</b></p> <ul style="list-style-type: none"> <li>• Physical development during childhood and adolescent</li> <li>• Social development during childhood and adolescent</li> <li>• Emotional development during childhood and adolescent</li> <li>• intellectual development during childhood and adolescent</li> <li>• Development of concept formation, logical reasoning, problem solving and creative thinking, Language Development</li> <li>• Individual Difference: Meaning and Areas</li> <li>• Determinants: role of heredity and environment.</li> <li>• Implications of individual differences for organizing Educational programmes</li> </ul>	<b>10</b>
<b>III</b>	<p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Concept and characteristics of Creativity.</li> <li>• Measurement of creativity,</li> </ul>	<b>10</b>

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

- 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**

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

Prerequisites for the course: Attendance minimum 75%

**Course Learning Outcomes:**

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

- CO1. Understand the Scope of Advanced Educational Psychology.
- CO2. Describe Implication of individual differences for Organizing Educational Programs.
- CO3. Explain the Importance of Creativity for Research.
- CO4. Enumerate The Utility of intelligence, Learning Theories and measurement in research
- CO5. Assess Personality Development theories.
- CO6. Apply Theory of Achievement motivation and role of Researcher.

**Pre-Ph.D Course Work (Education)**  
**Semester - I**

<b>Programme: Ph.D</b>		<b>Year: I</b>
<b>Class: Pre Ph.D course work</b>		<b>Semester: I</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject/Course: EDUCATION</b>	
<b>Course Code – PHE– 113(C)N</b>	<b>Title: Innovative Practices, Recent Trends and Challenges in Teacher Education</b>	
<p><b>Course Objectives:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• learn the concept of Teacher Education with reference to various Commission and Committees</li> <li>• explore various programmes and their roles in Teacher Education</li> <li>• innovation and new trends in Teacher Education Programmes</li> <li>• know the impact of globalization on teacher education</li> </ul>		
<b>Nature of Paper: Optional Course (Theory Specialization) (Any One)</b>		
<b>Minimum Passing Marks/Credits: 40% Marks</b>		
L:3 (Hours/Week) T:1 P: 0 Theory - 15 Hr. = 1 Credit Practical-		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<p><b>Introduction of Teacher Education</b></p> <ul style="list-style-type: none"> <li>• Meaning of Teacher Education. Scope and Need of Teacher Education.</li> <li>• Teacher Education with special reference to Kothari Commission, NPE 1986, NCFTE-2009, Justice Verma Commission. (JVC) and NEP2020</li> <li>• Role of Regulatory bodies: UGC, NCTE, NAAC,</li> </ul>	<b>12</b>
<b>II</b>	<p><b>Various Programmes in Teacher Education and their role.</b></p> <ul style="list-style-type: none"> <li>• Sarva Shikha Abhiyan (SSA), Rashtriya Uchhtar Shikha Abhiyan (RUSA), Continuous Comprehensive Remedial Evaluation (CCRE) and Right to Education (RTE), CASE and UNESCO</li> </ul>	<b>10</b>
<b>III</b>	<p><b>Professional Development and Innovation in Teacher Education Programme</b></p> <ul style="list-style-type: none"> <li>• Pre-service teacher education 4 year integrated programme. (ITEP)</li> <li>• Problems and issues in professional preparation of teacher.</li> <li>• Interactive Whiteboards and Smart Boards, Web Tools, Mobile learning and Digital Games in Education.</li> <li>• Massive Open Online Course (MOOC), Online Educational Resources, SWAYAM</li> <li>• Academic Performance indicators (API), Choice based credit system (CBCS) and Portfolio</li> </ul>	<b>15</b>

IV	<ul style="list-style-type: none"> <li>• Inclusive Education</li> <li>• ICT in Education,</li> <li>• Life Skill Education</li> <li>• Multicultural Education</li> <li>• Lifelong learning</li> <li>• Open and distance learning</li> <li>• Media literacy and learning</li> <li>• Alternative Assessment</li> <li>• Co-operative and Collaborative learning</li> <li>• Blended learning, Flipped Learning</li> <li>• Flex SPACE</li> <li>• Reflective learning</li> <li>• Social Constructivism</li> </ul>	15
V	<p><b>UNIT V: Globalization and Teacher Education</b></p> <ul style="list-style-type: none"> <li>• Differences between globalization, internationalization and internationalism</li> <li>• Paradoxes of globalization</li> <li>• Global policies in Education EFA- Education for all as a global movement by UNESCO, MDG- Millennium Development Goals and SDGs,- Sustainable Development Goals</li> <li>• Globalization and educational reforms.</li> </ul>	08

**Suggested Readings:**

- 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](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](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 2<sup>nd</sup> & 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**

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

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 of and checked.
- It should include references at the end of the synopsis/ report/ research paper.

# College of Education

## ACADEMIC HANDBOOK



**ACADMEMIC HANDBOOK**  
**Bachelor of Physical Education and Sports (Three 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.S. degree is **3-year course and is spread over 6 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.

**2. 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.

**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:**

- 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.

- 7. Admission Criteria:** The programme is open for the candidates who have earned their 10+2 with physical education as an elective subject with fifty-five percent marks or Diploma in physical Education or 10+2 and participated in National/ State / Intersarsity competitions in Sports/ Games or Athletics recognized by AIU/IOA or Bachelor's degree with fifty percent marks and participated in National/ State / Intersarsity or Sports/ Games or Athletics or for deputed in-service candidates (i.e. trained physical education teachers/coaches) graduate with Forty-five percent marks and at least three years of teaching experience or an examination recognized by the University.

**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.

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 3<sup>rd</sup> – 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.

Semester -1	Semester -2	Semester -3	Semester -4	Semester -5	Semester -6	Total
26	24	26	24	24	24	148

19. **Maximum duration of programme/promotion policy**

Minimum duration to Complete the programme:	3 years (with Six semesters) under CBCS (Choice Based Credit System)
Maximum period to Complete the programme:	5 Years

**Promotion policy:**

- 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.
- 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).
- End term examinations shall be designated as semester examination for each semester.
- The examination for all semesters shall normally be held on such dates as fixed by the Controller of Examination, IIMT University Meerut.
- 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.
- 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.

- g) 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.
  - h) 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.
  - i) 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
<b>Letter Grade</b>	A+	A	B+	B	C+	C	D
<b>Grade Points</b>	10	9	8	7	6	5	0
<b>Score Range (%)</b>	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.E.S Programme has to follow the discipline guidelines decided by the IIMT University Meerut time to time.
27. **Student Welfare:** During the B.P.E.S. 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 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 1<sup>st</sup> Year, certificate/ or 2<sup>nd</sup> Year a 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

EVALUATION SCHEME: SEMESTER - I											
S. No	Course Code	Course Name	Type of Course	Teaching Hours				Credit	Assessment		
				L	T	P	Total		Int.	Ext.	Total
1	BPES-CT-101R	Introduction and History of Physical Education	Core Theory	4	0	0	4	4	30	70	100
2	BPES-CT-102	Health Education	Core Theory	4	0	0	4	4	30	70	100
3	BPES-CT-103	Olympic Movement	Core Theory	4	0	0	4	4	30	70	100
4	BPES-EC-104RN	Sports Nutrition	Elective Course	2	0	0	2	2	15	35	50
	BPES-EC-105RN	Ethical Values in Physical Education									
5	BPES-AEC-106	Environmental Studies	Ability Enhancement Course	2	0	0	2	2	15	35	50
	BPES-AEC-107	Disaster Management									
6	BPES-PC-108RN	Track and Field (Running Events)- Short, Middle Long Races	Core Practical	0	1	2	3	2	20	30	50
7	BPES-PC-109R	Light Apparatus in Physical Education	Core Practical	0	1	2	3	2	20	30	50
8	BPES-PC-110R	Aerobics	Core Practical	0	1	2	3	2	20	30	50
9	BPES-PC-111R	Gymnastics	Core Practical	0	1	2	3	2	20	30	50
10	BPES-VAC-112	Soft Skills	Value Added Course	2	0	0	2	2	15	35	50
<b>Total</b>				<b>18</b>	<b>4</b>	<b>8</b>	<b>30</b>	<b>26</b>	<b>215</b>	<b>435</b>	<b>650</b>

EVALUATION SCHEME: SEMESTER - II											
S. No	Course Code	Course Name	Type of Course	Teaching Hours				Credit	Assessment		
				L	T	P	Total		Int.	Ext.	Total
1	BPES-CT-201	Anatomy and Physiology	Core Theory	3	0	2	5	4	30	70	100
2	BPES-CT-202R	Recreation & Camping	Core Theory	4	0	0	4	4	30	70	100
3	BPES-CT-203	Fundamentals of Computer and its use in Physical Education	Core Theory	3	0	2	5	4	30	70	100
4	BPES-EC-204RN	Sports Medicine	Elective Course	2	0	0	2	2	15	35	50
	BPES-EC-205RN	Sports Injuries and Rehabilitation									
5	BPES-SEC-206R	Fitness and Sports Skills Test	Skill Enhancement Course	2	0	0	2	2	15	35	50
	BPES-SEC-207RN	Sports Law									
6	BPES-PC-208RN	Track and Field (Jumping Events)- Long, High Jump and Triple Jump	Core Practical	0	1	2	3	2	20	30	50
7	BPES-PC-209R	Judo and Wrestling	Core Practical	0	1	2	3	2	20	30	50
8	BPES-PC-210R	Basketball	Core Practical	0	1	2	3	2	20	30	50
9	BPES-PC-211RN	Educational Tour (Leadership/Adventure Camp)	Core Practical	0	0	4	4	2	20	30	50
<b>Total</b>				<b>14</b>	<b>3</b>	<b>14</b>	<b>31</b>	<b>24</b>	<b>200</b>	<b>400</b>	<b>600</b>

EVALUATION SCHEME: SEMESTER - III											
S. No	Course Code	Course Name	Type of Course	Teaching Hours				Credit	Assessment		
				L	T	P	Total		Int.	Ext.	Total
1	BPES-CT-301	Basics of Kinesiology	Core Theory	4	0	0	4	4	30	70	100
2	BPES-CT-302	Sports Management	Core Theory	4	0	0	4	4	30	70	100
3	BPES-CT-303	Methods in Physical Education	Core Theory	4	0	0	4	4	30	70	100
4	BPES-EC-304RN	Contemporary Issues in Physical Education	Elective Course	2	0	0	2	2	15	35	50
	BPES-EC-305RN	Fitness and Wellness									
5	BPES-GE-306RN	Generic Elective I:	Generic Elective	2	0	0	2	2	15	35	50
	BPES-GE-307RN	Generic Elective II:									
6	BPES-PC-308RN	Track and Field (Throwing Events- Shot-Put, Javelin, Hammer, and Discuss Throw)	Core Practical	0	1	2	3	2	20	30	50
7	BPES-PC-309R	Cricket	Core Practical	0	1	2	3	2	20	30	50
8	BPES-PC-310R	Table Tennis and Weight Lifting	Core Practical	0	1	2	3	2	20	30	50
9	BPES-PC-311R	Kho-Kho	Core Practical	0	1	2	3	2	20	30	50
10	BPES-VAC-312	Stress Management & Life Skills	Value Added Course	2	0	0	2	2	15	35	50
<b>Total</b>				<b>18</b>	<b>4</b>	<b>8</b>	<b>30</b>	<b>26</b>	<b>215</b>	<b>435</b>	<b>650</b>

EVALUATION SCHEME: SEMESTER - IV											
S. No	Course Code	Course Name	Type of Course	Teaching Hours				Credit	Assessment		
				L	T	P	Total		Int.	Ext.	Total
1	BPES-CT-401	Sports Training	Core Theory	3	1	0	4	4	30	70	100
2	BPES-CT-402	Sports Biomechanics	Core Theory	3	1	0	4	4	30	70	100
3	BPES-CT-403	Corrective Exercises and Rehabilitation	Core Theory	3	1	0	4	4	30	70	100
4	BPES-EC-404RN	Media and Careers in Physical Education	Elective Course	2	0	0	2	2	15	35	50
	BPES-EC-405RN	Sports Journalism and Mass Communication									
5	BPES-SEC-406	Sports Exercise and Nutrition	Skill Enhancement Course	2	0	0	2	2	15	35	50
	BPES-SEC-407	Sports Industry and Marketing									
6	BPES-PC-408RN	Track and Field (Combined Events)- Mixed Events- Pentathlon, Heptathlon & Decathlon	Core Practical	0	1	2	3	2	20	30	50
7	BPES-PC-409R	Handball	Core Practical	0	1	2	3	2	20	30	50
8	BPES-PC-410R	Yoga	Core Practical	0	1	2	3	2	20	30	50
9	BPES-PC-411R	Tennis	Core Practical	0	1	2	3	2	20	30	50
<b>Total</b>				<b>13</b>	<b>7</b>	<b>8</b>	<b>28</b>	<b>24</b>	<b>200</b>	<b>400</b>	<b>600</b>

EVALUATION SCHEME: SEMESTER - V											
S. No	Course Code	Course Name	Type of Course	Teaching Hours				Credit	Assessment		
				L	T	P	Total		Int.	Ext.	Total
1	BPES-CT-501	Professional Preparation in Physical Education and Sports	Core Theory	4	0	0	4	4	30	70	100
2	BPES-CT-502	Education Technology in Physical Education	Core Theory	4	0	0	4	4	30	70	100
3	BPES-CT-503	Sports Psychology	Core Theory	3	1	0	4	4	30	70	100
4	BPES-EC-504RN	Officiating and Coaching	Elective Course	2	0	0	2	2	15	35	50
	BPES-EC-505RN	Yoga & Naturopathy									
5	BPES-GE-506RN	Generic Elective III:	Generic Elective	2	0	0	2	2	15	35	50
	BPES-GE-607RN	Generic Elective IV:									
6	BPES-PC-508RN	Sports Specialization (Basket Course)	Core Practical	0	1	2	3	2	20	30	50
7	BPES-PC-509R	Hockey	Core Practical	0	1	2	3	2	20	30	50
8	BPES-PC-510R	Kabaddi	Core Practical	0	1	2	3	2	20	30	50
9	BPES-PC-511R	Teaching Practice (General Lesson Plan)	Core Practical	0	1	2	3	2	20	30	50
<b>Total</b>				<b>15</b>	<b>5</b>	<b>8</b>	<b>28</b>	<b>24</b>	<b>200</b>	<b>400</b>	<b>600</b>

<b>Sports Specialization Basket</b>			
BPES-PC-508 A	Sports Specialization – Archery	BPES-PC-508 L	Sports Specialization - Lawn Tennis
BPES-PC-508 B	Sports Specialization – Basketball	BPES-PC-508 M	Sports Specialization - Swimming
BPES-PC-508 C	Sports Specialization – Badminton	BPES-PC-508 N	Sports Specialization - Shooting
BPES-PC-508 D	Sports Specialization – Boxing	BPES-PC-508 O	Sports Specialization - Taekwondo
BPES-PC-508 E	Sports Specialization – Cricket	BPES-PC-508 P	Sports Specialization - Table Tennis
BPES-PC-508 F	Sports Specialization – Football	BPES-PC-508 Q	Sports Specialization - Track and Field
BPES-PC-508 G	Sports Specialization –Hockey	BPES-PC-508 R	Sports Specialization - Volleyball
BPES-PC-508 H	Sports Specialization – Handball	BPES-PC-508 S	Sports Specialization - Wrestling
BPES-PC-508 I	Sports Specialization – Judo	BPES-PC-508 T	Sports Specialization - Weight Lifting
BPES-PC-508 J	Sports Specialization – Kabaddi	BPES-PC-508 U	Sports Specialization - Yoga
BPES-PC-508 K	Sports Specialization - Kho Kho		

**EVALUATION SCHEME: SEMESTER - VI**

S. No	Course Code	Course Name	Type of Course	Teaching Hours				Credit	Assessment		
				L	T	P	Total		Int.	Ext.	Total
1	BPES-CT-601R	Test, Measurement & Evaluation in Physical Education and Sports	Core Theory	3	0	2	5	4	30	70	100
2	BPES-CT-602	Adapted Physical Education	Core Theory	3	1	0	4	4	30	70	100
3	BPES-CT-603	Sports Sociology	Core Theory	3	1	0	4	4	30	70	100
4	BPES-EC-604RN	Sports Technology	Elective Course	1	0	2	3	2	15	35	50
	BPES-EC-605RN	Fundamental of ICT in Physical Education									
5	BPES-AEC-606RN	Communication Skills- English	Ability Enhancement Course	2	0	0	2	2	15	35	50
	BPES-AEC-607RN	Communication Skills-Hindi									
6	BPES-PC-608RN	Teaching Practice (Sports Specialization):(5 Internal & 5 External Lesson based on Sports Specialization in practicing school)	Core Practical	0	1	2	3	2	20	30	50
7	BPES-PC-609R	Volleyball	Core Practical	0	1	2	3	2	20	30	50
8	BPES-PC-610R	Football	Core Practical	0	1	2	3	2	20	30	50
9	BPES-PC-611R	Badminton	Core Practical	0	1	2	3	2	20	30	50
<b>Total</b>				<b>12</b>	<b>6</b>	<b>12</b>	<b>30</b>	<b>24</b>	<b>200</b>	<b>400</b>	<b>600</b>

# Format-1

**NEP-2020 IMPLEMENTATION 3 STEPS PLAN (FORMAT-1,2 & 3)**  
**CBCS: Statement of Credits Distribution**

<b>College/School: College of Education</b> <b>Programme: Bachelor of Physical Education and Sports</b> <b>Duration: UG (6 Sem.), UG (Hons. /Research) 8 Sem., PG (4 Sem.)</b>	<b>Credit range: Minimum 120 for UG</b> <b>160 for UG (Hons.), 80 for PG</b> <b>(Suggested by CBCS-NEP Committee)</b>
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COURSE	CREDI T	SEMES TER	CORE (Th 4+P 2) Major	DSE (Th 4+P 2) Minor	AECC (Th 3)	SEC **	GE (Th 4) Interdisciplina ry	Gene ral Elect ive (2)	Value Added Course (VAC) (2)	Industrial Training/ Survey / Research Project (4)	Total Credits
Certificate Course in Physical Education	148	Ist	C1 (Th. 4 Cr.) BPES-CT-101R Introduction and History of Physical Education  C2 (Th. 4 Cr.) BPES-CT-102 Health Education  C3 (Th. 4 Cr.) BPES-CT-103 Olympic Movement  C4 (P-2 Cr) BPES-PC- 108RN Track and Field (Running Events)	DSE-1: 2 Cr  BPES-EC- 104RN Sports Nutrition/BPES- EC-105RN Ethical Values in Physical Education	AECC-1: 2Cr.  BPES-AEC-106 Environmental Studies/BPES- AEC-107 Disaster Management			NCC	VAC-1 BPES-VAC- 112: Soft Skills		26

			<p>I)- Short Middle and Long Races</p> <p>C5 (P-2 Cr) BPES-PC-109R Light Apparatus in Physical Education</p> <p>C6 (P-2 Cr) BPES-PC-110R Aerobics</p> <p>C7 (P-2 Cr) BPES-PC-111R Gymnastics</p>							
	2nd	<p>C8 (Th. 4Cr.) BPES-CT-201 Anatomy and Physiology</p> <p>C9 (Th.4Cr.) BPES-CT-202R Recreation &amp; Camping</p> <p>C10 (Th.4Cr.) BPES-CT-203 Fundamentals of Computer and its use in Physical Education</p> <p>C11 (P-2 Cr) BPES-PC-208RN Track</p>	<p>DSE-2: 2Cr</p> <p>BPES-EC-204RN Sports Medicine /BPES-EC-205RN Sports Injuries and Rehabilitation</p>		<p>SEC-1: 2Cr</p> <p>BPES-SEC-206R Fitness and Sports Skills Test /BPES-SEC-207RN Sports Laws</p>	GE-1			<p>Industrial Training (P-2 Cr) BPES-PC-211RN Educational Tour (Leadership/Adventure Camp)</p>	24

			and Field (Jumping Events)- Long, High Jump and Triple Jump							
			C12 (P-2 Cr) BPES-PC-209R Judo and Wrestling							
			C13 (P-2 Cr) BPES-PC-210R Basketball							
<b>Entry and Exit point</b>										
<b>Diploma in Physical Education</b>		3 rd	C14 (Th. 4 Cr.) BPES-CT-301 Basics of Kinesiology	DSE3: 2Cr BPES-EC-304RN Contemporary	AECC 3-		GE-1 (2Cr) BPES-GE-306RN Generic Elective I:		VAC-2 BPES-VAC-312: Stress Management & Life Skills	26
			C15 (Th. 4 Cr.) BPES-CT-302 Sports Management	Issues in Physical Education/BPE S-EC-305RN Fitness and Wellness		/BPES-GE-307RN Generic Elective II:				
			C16 (Th. 4 Cr.) BPES-CT-303 Methods in Physical Education							
			C17 (P-2Cr) BPES-PC-308RN Track and Field (Throwing							

			<p>Events- Shot-Put, Javelin, Hammer, and Discuss Throw</p> <p>C18 (P-2 Cr) BPES-PC-309R Cricket</p> <p>C19 (P-2 Cr) BPES-PC-310R Table Tennis and Weight Lifting</p> <p>C20 (P-2 Cr) BPES-PC-311R Kho- Kho</p>							
	4 th	<p>C21 (Th. 4 Cr.) BPES-CT-401 Sports Training</p> <p>C22 (Th. 4 Cr.) BPES-CT-402 Sports Biomechanics</p> <p>C23 (Th. 4 Cr.) BPES-CT-403 Corrective Exercises and Rehabilitation</p> <p>C24 (P- 2 Cr) BPES-PC-408RN Track and Field</p>	<p>DSE4: (2Cr) BPES-EC-404RN Media and Careers in Physical Education/BPE S-EC-405RN Sports Journalism and Mass Communication</p>	AECC 4- 0	SEC-2: (2Cr)	<p>BPES-SEC-406 Sports Exercise and Nutrition /BPES-SEC-407 Sports Industry and Marketing</p>				24

			(Combined Events)- Mixed Events- Pentathlon, Heptathlon & Decathlon  C25 (P-2 Cr) BPES-PC-409R Handball  C26 (P-2 Cr) BPES-PC-410R Yoga  C27 (P-2 Cr) BPES-PC-411R Tennis								
<b>Entry and Exit point</b>											
		5th	C28 (Th. 4 Cr.) BPES-CT-501 Professional Preparation in Physical Education and Sports C29 (Th. 4 Cr.)	DSE 5-(2Cr)  BPES-EC-504RN Officiating and Coaching /  BPES-EC-505RN Yoga & Naturopathy			GE-2-2Cr.  BPES-GE-506RN Generic Elective III:  BPES-GE-507RN Generic Elective IV:				24

B.P.E.S		BPES-CT-502 Education Technology in Physical Education C30 (Th. 4 Cr.) BPES-CT-503 Sports Psychology C31 (P-2 Cr) BPES-PC- 508RN Sports Specialization (Basket Course) C32 (P-2 Cr) BPES-PC-509R Hockey C33 (P-2 Cr) BPES-PC-510R Kabaddi C34 (P-2 Cr) BPES-PC-511R Teaching Practice (General Lesson Plan)								
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		6th	<p><b>C35 (Th. 4 Cr.)</b>          BPES-CT-601R          Test, Measurement &amp; Evaluation in Physical Education and Sports</p> <p><b>C36 (Th. 3 Cr.)</b>          BPES-CT-602          Adapted Physical Education</p> <p><b>C37 (Th. 3 Cr.)</b>          BPES-CT-603          Sports Sociology</p> <p><b>C43 (P-2 Cr)</b>          BPES-PC-608RN Teaching Practice- Sports Specialization (5 Internal &amp; 5 External Lesson)</p> <p><b>C38 (P-2 Cr)</b>          BPES-PC-609R          Volleyball</p> <p><b>C39 (P-2 Cr)</b>          BPES-PC-610R          Football</p>	<p>DSE6: (2Cr)</p> <p>BPES-EC-604RN Sports Technology/          BPES-EC-605RN          Fundamental of ICT in Physical Education</p>	<p>AECC-2: 2Cr</p> <p>BPES-AEC-206RN          Communication Skills-English/BPES-AEC-207RN          Communication Skills-Hindi</p>	SEC 3-0				<p>Summer Internship in between 5<sup>th</sup> and 6<sup>th</sup> Sem. During session break (6-8 weeks) (Credit-2)</p>	24
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			C40 (P-2 Cr) BPES-PC-611R Badminton								
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*Note: For 04 years undergraduate programmes, research projects will be of 6 credits each in last 02 semesters.*

\*General Elective: Certificate will be provided to the students opted for NCC apart from degree.

\*\* One SEC must be E&I and IPR (Can be through NPTEL or IPR can be from TIFAC, DST)

# Format-2

**ACADEMIC SESSION-2024-25**  
**IIMTU-NEP IMPLEMENTATION**  
**BACHELOR IN PHYSICAL EDUCATION & SPORTS**

Program me	Year	Semester (15 weeks)	Paper	Credit	Periods per Week	Periods (Hours) per Semester	Paper Title	Unit (Periods per semester)	Prerequisite	Elective (For other faculty)	
CERTIFICATE COURSES --(44 Credits) --CPEd---	FIRST YEAR	SEMESTER -I	i) C1 (Th.4 Cr):	4	4	60	BPES-CT-101R: Introduction and History of Physical Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		NA	
			ii) AECC- 1: 2Cr.	2	2	30	BPES-AEC-106: Environmental Studies/	Unit-1-8 Unit-2-7 Unit-3-8 Unit-4-7			
			iii) SEC-0:	0	0	0					
			iv) DSE- 1: 2 Cr	2	2	30	BPES-AEC-107: Disaster Management	Unit-1-7 Unit-2-8 Unit-3-8 Unit-4-7			
			v) VAC-1: 2 Cr.	2	2	30	BPES-EC-104RN: Sports Nutrition/BPES-EC-105RN: Value Physical Education	Unit-1-7 Unit-2-8 Unit-3-8 Unit-4-7			
							BPES-VAC-112 Soft Skills	Unit-1-8 Unit-2-8 Unit-3-7 Unit-4-7			

			i) C2 (Th.4 Cr.):	4	4	60	BPES-CT-102: Health Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			ii) C3 (Th.4 Cr.):	4	4	60	BPES-CT-103: Olympic Movement	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			iii) C4 (P-2 Cr):	2	4	45	BPES-PC-108RN: Track and Field (Running Events)- Short, Middle & Long Races	Unit-1-12 Unit-2-11 Unit-3-12 Unit-4-10		
			iv) C5 (P-2 Cr)	2	3	45	BPES-PC-109R Light Apparatus in Physical Education	Unit-1-12 Unit-2-11 Unit-3-12 Unit-4-10		
			v) C6 (P-2 Cr):	2	3	45	BPES-PC-110R Aerobics	Unit-1-12 Unit-2-11 Unit-3-12 Unit-4-10		
			vi) C7 (P-2 Cr):	2	3	45	BPES-PC-111R: Gymnastics	Unit-1-12 Unit-2-11 Unit-3-12 Unit-4-10		
			Research project/ Industry Training/ Internship Survey	NA	NA	NA	NA	NA	NA	NA

		SEMESTER - II	i)	<b>C8 (Th. 4Cr.)</b>	4	4	60	BPES-CT-201: Anatomy and Physiology	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			ii)	AECC-2: 0 Cr	0	0	0	BPES-SEC-206R Fitness & Sports Skill Test/BPES-SEC-207RN: Sports Law	Unit-1-7 Unit-2-8 Unit-3-8 Unit-4-7		
			iii)	SEC-0	2	2	30				
			iv)	DSE-2: 2 Cr	2	2	30	BPES-EC-204RN: Sports Medicine/ BPES-EC-205RN: Sports Injuries and Rehabilitation	Unit-1-7 Unit-2-8 Unit-3-8 Unit-4-7		

			i) <b>C9 (Th.4Cr.):</b>	4	4	60	BPES-CT-202R: Recreation & Camping	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			ii) <b>C10 (Th.4Cr.):</b>	4	4	60	BPES-CT-203: Fundamentals of Computer and its use in Physical Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			iii) C11 (P-2 Cr):	2	3	45	BPES-PC-208RN: Track and Field (Jumping Events)- Long, High Jump and Triple Jump	Unit-1-15 Unit-2-15 Unit-3-15		
			iv) C12 (P-2 Cr):	2	3	45	BPES-PC-209RJudo and Wrestling	Unit-1-25 Unit-2-20		
			v) C13 (P-2 Cr):	2	3	45	BPES-PC-210R Basketball	Unit-1-25 Unit-2-20		
			vi) C14 (P-2 Cr):	2	3	45	BPES-PC-211RN Educational Tour (Leadership/Adventure Camp)	Unit-1-60		
			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 91 Credits) ---DPED---	SECOND YEAR	SEMESTER -III	i) C15 (Th. 4 Cr.):	4	4	60	BPES-CT-301: Basics of Kinesiology	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		BPES-GE-306RN: Generic Elective-I/BPES-GE-307RN: Generic Electives-II
			ii) GE- 1:2 Cr.	2	2	30	BPES-EC-304RN: Contemporary Issues in Physical Education/	Unit-1-7 Unit-2-8 Unit-3-7 Unit-4-8		
			iii) SEC-1: 0	0	0	0				
			iv) DSE-2: 2 Cr	2	2	30	BPES-EC-305RN: Fitness and Wellness.	Unit-1-8 Unit-2-7 Unit-3-8 Unit-4-7		
			v) VAC-2: 2Cr.	2	2	30	BPES-VAC-312 Stress Management & Life Skills	Unit-1-8 Unit-2-8 Unit-3-7 Unit-4-7		
			i) C16 (Th. 4 Cr.):	4	4	60	BPES-CT-302: Sports Management	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			ii) C17 (Th. 4 Cr.):	4	4	60	BPES-CT-303: Methods in Physical Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			iii) C-18 (P- 2 Cr):	2	3	45	BPES-PC-308RN: Track and Field (Throwing Events- Shot-Put, Javelin,	Unit-1-25 Unit-2-20		

		iv) C-19 (P- 2 Cr):	2	3	45	Hammer, and Discuss Throw	Unit-1-25 Unit-2-20		
		v) C-20 (P- 2 Cr):	2	3	45	BPES-PC-309R: Cricket	Unit-1-25 Unit-2-20		
		vi) C-21 (P- 2 Cr):	2	3	45	BPES-PC-310R: Table Tennis and Weight Lifting BPES-PC-311R: Kho-Kho	Unit-1-25 Unit-2-20		
		Research project/ Industry Training/ Internship Survey	NA	NA	NA	NA	NA	NA	NA
	SEMESTER - IV	<b>C22 (Th. 4 Cr.):</b>	4	4	60	BPES-CT-401: Sports Training	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
		ii) AECC-0:	0	0	0				
		iii) SEC-2: 2 Cr	2	2	30	BPES-SEC-406: Sports Exercise and Nutrition/ BPES-SEC-407: Sports Industry and Marketing	Unit-1-7 Unit-2-7 Unit-3-8 Unit-4-8		
		iv) DSE-4: 2 Cr	2	2	30	BPES-EC-404RN: Media and Careers in Physical Education/BPES-EC-405RN Sports Journalism and Mass Communication	Unit-1-7 Unit-2-8 Unit-3-7 Unit-4-8		

			i) C23 (Th. 4 Cr.):	4	4	60	BPES-CT-402: Sports Biomechanics	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		NA
			ii) C24 (Th. 4 Cr.):	4	4	60	BPES-CT-403: Corrective Exercises and Rehabilitation	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			iii) C-25 (P- 2 Cr):	2	3	45	BPES-PC-408RN: Track and Field (Combined Events)- Mixed Events- Pentathlon, Heptathlon & Decathlon	Unit-1-5 Unit-2-20 Unit-3-20		
			iv) C-26 (P- 2 Cr):	2	3	45				
			v) C-27 (P- 2 Cr):	2	3	45	BPES-PC-409R: Handball	Unit-1-25 Unit-2-20		
							BPES-PC-410R: Yoga	Unit-1-25 Unit-2-20		
			vi) C-28 (P- 2 Cr):	2	3	45	BPES-PC-411R: Tennis	Unit-1-25 Unit-2-20		
			Research project/ Industry Training/ Internship Survey	NA	NA	NA	NA	NA	NA	NA

**Programme Outcome:**

PO<sub>1</sub> To provide instructional activities that not only promote skill development and proficiency but also enhance an individual over health.

PO<sub>2</sub> 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

PO<sub>3</sub> to use different forms of physical education and sports in daily life to protect his or her own health and promote effective professional activities.

**Exit Points-2**

**Programme Specific Outcome:**

PSO<sub>1</sub> 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.

PSO<sub>2</sub> The students achieve skills, and strategies associated with different sports, and get learning experiences physical conditioning activities.

PSO<sub>3</sub> To inculcate in students the spirit of co-operation, leadership, fair play and sportsmanship.

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)
UNDER GRADUATE DEGREE (133 Credits)	THIRD YEAR	SEMESTER -V	i) C29 (Th. 4 Cr.):	4	4	60	BPES-CT-501: Professional Preparation in Physical Education and Sports	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		BPES-GE-506RN Generic Elective III:  /BPES-GE-507RN: Generic Elective IV:
			ii) SEC-0	0	0	0				
			iii) DSE:5: 2 Cr	2	2	30	BPES-EC-504RN: Officiating and Coaching/	Unit-1-8 Unit-2-7 Unit-3-8 Unit-4-7		
			iv) GE-2: 2 Cr	2	2	30	BPES-EC-505RN: Yoga & Naturopathy	Unit-1-8 Unit-2-7 Unit-3-8 Unit-4-7		
			i) C30 (Th. 4 Cr.):	4	4	60	BPES-CT-502 Education Technology in Physical Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			ii) C31 (Th. 4 Cr):	4	4	60	BPES-CT-503 Sports Psychology	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			iii) C32 (P- 2 Cr):	2	3	45	BPES-PC-508RN: Sports Specialization	Unit-1-12 Unit-2-11 Unit-3-12 Unit-4-10		

		iv) C33 (P- 2 Cr):	2	3	45	BPES-PC-509R: Hockey	Unit-1-25 Unit-2-20		
		v) C34 (P- 2 Cr):	2	3	45	BPES-PC-510R Kabaddi	Unit-1-25 Unit-2-20		
		vi) C35 (P- 2 Cr):	2	3	45	BPES-PC-511R: Teaching Practice	Unit-1-25 Unit-2-20		
		*Research project/ Industry Training/ Internship Survey	NA	NA	NA	NA	NA	NA	
	SEMESTER - VI	i) C36 (Th. 4 Cr.):	4	4	60	BPES-CT-601R: Test, Measurement & Evaluation in Physical Education and Sports	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
		ii) AEC-2: 2 Cr 0	2	2	30	BPES-AECC-606RN: Communication Skill-- English/ BPES-AECC- 607RN: Communication Skill Hindi	Unit-1-7 Unit-2-7 Unit-3-8 Unit-4-8		
		iii) DSE-6: 2 Cr	2	2	30	BPES-EC-604RN: Sports	Unit-1-8 Unit-2-7		
		iii) RP-2 (NC Audit)-NA	0	0	0	Technology/BPES-EC- 605RN: Fundamental Of ICT in Physical Education	Unit-3-8 Unit-4-7		

			i)	C37 (Th. 4 Cr.):	4	4	60	BPES-CT-602 Adapted Physical Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			ii)	C38 (Th. 4 Cr.):	4	4	40	BPES-CT-603: Sports Sociology	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			iii)	C39 (P- 3 Cr):	2	4	45	BPES-PC-608RN: Teaching Practice (5 Internal & 1 External Lesson based on Sports Specialization)	Unit-1-25 Unit-2-20		
			iv)	C40 (P- 2 Cr):	2	3	45	BPES-PC-609R: Volleyball	Unit-1-25 Unit-2-20		
			v)	C41 (P- 2 Cr):	2	3	45	BPES-PC-610R: Football	Unit-1-25 Unit-2-20		
			vi)	C42 (P- 2 Cr):	2	3	45	BPES-PC-611R: Badminton	Unit-1-25 Unit-2-20		
			*Research project/ Industry Training/ Internship Survey		NA	NA	NA	NA	NA	NA	

**Programme Outcome:**

**PO1:** Contextualize physical education with a set of attitudes and values that signify the importance of movement valued human practice.

**PO2:** Educated in Health and Physical Education, would be able to make positive contributions to the Enhancement of Society

**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.

**Programme Specific Outcome:**

**PSO1:** To know and apply discipline specific scientific and theoretical concepts critical to development of physically educated person.

**PSO2:** To plan, design and implement learning experiences that facilitate and enhance the growth of learners of diverse needs from varying backgrounds.

**PSO3:** To use effective communication and pedagogical skills and strategies to enhance student engagement & learning.

# Format-3

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: I</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: INTRODUCTION AND HISTORY OF PHYSICAL EDUCATION</b>	
<b>Course Code: BPES-CT-101R</b>	<b>Title: INTRODUCTION AND HISTORY OF PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b> Understand the concept of Physical Education. Understand the historical development of Physical Education in India and abroad. Describe the different Olympic games and its committees. Recognize and distinguish the functional operations of national and international Olympic federations.		
<b>Nature of Paper: Core Theory</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 04 T: 0 P:0 (In Hours/Week) Theory - 4Hr. = 4 Credit, Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Introduction to physical education: Meaning, Definitions and Scope of Physical Education, Aim and Objectives of Physical Education, Importance of Physical Education in the present era, Philosophical foundation: - Idealism, Pragmatism, Naturalism, Realism, Humanism and Existentialism.	15
II	Historical Development of Physical Education in India: Indus Valley Civilization Period, (3250 BC – 2500 BC), Vedic Period (2500 BC – 600 BC), Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD).	15
III	Medieval Period (1000 AD – 1757 AD), British Period (Before 1947), Physical Education in India (After 1947), contribution of Akhadas and Vyayamshalas in physical education. Sports awards in India: Rajiv Gandhi Khel Ratna award, Arjun Award, Maulana Abdul Kalam Azad trophy, Dronacharya award.	15
IV	Sociological basis of physical education: Socialization process, sports as cultural heritage of mankind, competition and cooperation, sports and society, sports and violence, traditions and sports, group dynamics, leadership qualities Biological basis of physical education: Growth and development, effect of heredity and environment, principles of use, disuse and over use, exercise and well-being, Body types: endomorph, mesomorph and	15

	ectomorph, chronological, anatomical, physiological and mental ages in individuals.	
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**Reference / Text Books:**

1. Burbank, J. M. Andranovich, G, D, & Heying Boulder, C, H, (2001), Olympic dreams: the impact of mega-events on local politics: Lynne Rienner
2. Deshpande, S, H, (2014), Physical Education in Ancient India, Amravati: Degree college of Physical education,
3. Nixon, E, E, & Cozen, F,W, (1969), An introduction to physical education, Philadelphia: W,B, Saunders Co,
4. Osborne, M, P, (2004), Magictree house fact tracker: ancient greece and the olympics: a nonfiction companion to magic tree house: hour of the Olympics, New York: Random House Books for Young Readers,
5. Bucher, C,A,, (2010), Foundation of Physical education (16thed,), New Delhi: Tata Mc ,
6. Barrow, H,M, (1983), Man and Movement: Principles and Physical Education, Phi: Lea and Febiger
7. Bucher &Wuest (1987), Foundations of Phy, Edu & Sports, Missouri: C,V, Mos by.

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. The pass out would be able to compare the relationship between general education and physical education.
2. He would be able to identify and relate with the History of Physical Education.
3. He would be able to comprehend the relationship between Philosophy, Education and Physical Education.
4. He would able to identify the works of Philosophers of Education and Physical Education.

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: I</b>
<b>Credits: 4</b>	<b>Subject: HEALTH EDUCATION</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: BPES-CT-102</b>	<b>Title: HEALTH EDUCATION</b>	
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. Understand about the concept of health and health education.</li> <li>2. Understand the health problems in India.</li> <li>3. Understand about hygiene, nutritional aspects and prevention and control of communicable and non-communicable diseases.</li> <li>4. Apply the comprehensive knowledge of the concept of health education, school health services and prevention of the environment related problems.</li> </ol>		
<b>Nature of Paper: Core Theory</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 4 Hr. = 4 Credit, Practical- 0Hrs.= 0 Credit (4Hrs./Week=4 Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Health Education: Concept and meaning of Health, and Health Education, Physical and mental health, scope of health education, Principles and Practice of health education, Role of health education programs in the developments of healthy habits, Factors affecting Health Education, Health Education services in India.	15
II	Hygiene: The concept of hygiene and personal hygiene, Care of skin, mouth, teeth, nose, eyes, hands, feet, nails, hair clothing, vital genital organs etc., Importance of rest, sleep, diet and exercise, School Health Programmes: School Health Service: History, School Health Problems, Health appraisal, healthy school environment nutritional services, mental health, school health programmes/services, school health records, Safety measures in the playfields – first aid and emergency care.	15
III	Disease: Meaning of a disease, diseases cycle, epidemiological trials, modes of disease transmission and immunity, Health related Problem in India: communicable diseases: (HIV- AIDs, Hepatitis, Malaria, Rabies and Tetanus) nutrition, environmental sanitation, medical care and population, eating disorders - Anorexia Nervosa, Bulimia Nervosa and Binge Eating Disorders.	15
IV	Sex Education: Concept and meaning of sex education, need of sex education to the students, Family Planning, Meaning and concept of family planning, Methods to control child birth, National family welfare programme, Mother and child health care.	15

**Reference / Text Books:**

1. Singh Ajmer and et al, “Essential of physical Education” (2007) 3rd edition, Kalyani Publisher B-1/292, Rajinder Nagar Ludhiana Punjab,
2. Pandey, P,K, and Gongopadhay, S, R, “Health Education for School Children”, Friends Publication, 6, Mukerjee Tower, Dr, Mukerjee Nagar-Delhi,
3. Park, J,E, and Park , K, “Text Book of Preventive and Social Medicine”, (1985) Bnasidar 91 Bhanot , Publisher,Jabalpur-1985.

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. Identify, assess, and implement personal wellness behaviors and individual health promotion strategies.
2. Identify the factors influencing the multi-dimensional aspects of the health of all populations.
3. Explore transfer and career opportunities in health-related professions.

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: I**

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: I</b>
<b>Credits: 4</b>	<b>Subject: OLYMPIC MOVEMENT</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: BPES-CT-103</b>	<b>Title: OLYMPIC MOVEMENT</b>	
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. Understand the concept of Olympic movement and its historical development.</li> <li>2. Describe the different Olympic games and its committees.</li> <li>3. Classify and identify the Olympic values and apply the same to the society.</li> <li>4. Apply the concept of Olympism in organizing various sports activities.</li> <li>5. Recognize and distinguish the functional operations of national and international Olympic federations.</li> </ol>		
<b>Nature of Paper: Core Theory</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 04 T: 0 P: 0 (In Hours/Week) Theory - 4 Hr. = 4 Credit Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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- Conduct of Games, Awards Decline and termination of the ancient Olympics, Educational and cultural values of Olympic movement.	15
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- Rules of Eligibility for Competition-Conduct of Games.	15
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, Olympic commission and their functions, Rights and Eligibility for Competitors.	15
IV	Achievements of India in Olympics: Pre-Independence Period- After Independence, Achievement of India in Team Games and Individual Sports-Achievements of India in Hockey, Olympic Medal winners of India, Indian Women in Olympics.	15

**Reference / Text Books:**

1. Osim Mohamond (2015) Olympic Movement, Sports Publication, New Delhi,
2. Ajmer Singh, Jagdish Baiet (2008) , Essentials of Physical Education, Kalyani Publication, Ludhiana
3. Osborne, M, P, (2004), Magictree House Fact Tracker: Ancient Greece and the Olympics: A Nonfiction Companion to Magic Tree House: Hour of the Olympics, New York: random house books for young readers,
4. Burbank, J, M,, Andranovich, G, D, & Heying Boulder, C, H, (2001), Olympic dreams: the impact of megaevents on local politics: Lynne Rienner

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. Apply the knowledge of Olympism in organizing various sport activities.
2. Distinguish the functional operations on National and International Olympic Federations.
3. Analyze the concepts and issues pertaining to Olympic movement
4. Understand the concept of Olympic movement and its historical development.

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: I**

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: I</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: SPORTS NUTRITION</b>	
<b>Course Code: BPES-EC-104RN</b>	<b>Title: SPORTS NUTRITION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Improved self-control skills-Students will learn how to manage their minds and their weight through nutrition education and application of principal</li> <li>• Goal setting and goal accomplishment skills-Students are given the opportunity to plan and accomplish achievable goals.</li> </ul>		
<b>Nature of Paper: Elective Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 02 T: 0 P: 0 (In Hours/Week) Theory –2 Hr. = 2 Credit Practical- 0Hrs.=0 Credit (2Hrs./Week = 2 Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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.	7
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.	8
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.	8
IV	Steps of planning of weight management: nutrition – daily calorie intake and expenditure, determination of desirable body weight, balanced diet for Indian	7

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.	
<b>Reference / Text Books:</b>	
<ol style="list-style-type: none"> <li>1. Bessesen, D, H, (2008), Update on obesity, J Clin Endocrinol Metab,93(6), 2027-2034,</li> <li>2. Butryn, M,L,, Phelan, S,, &amp; Hill, J, O,(2007), Consistent self-monitoring of weight: a key component of successful weight loss maintenance ,</li> <li>3. Obesity (Silver Spring), 15(12), 3091- 3096,</li> <li>4. Chu, S,Y, &amp; Kim, L, J, (2007), Maternal obesity and risk of stillbirth: a metanalysis, Am J Obstet Gynecol, 197(3), 223-228,</li> <li>5. 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.</li> </ol>	
<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
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
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Restate the role of nutrients and caloric requirements</li> <li>2. Sketch the basic classification, functions and utilization of nutrients.</li> <li>3. Point out diet for various competitions and nutrient supplements for performance.</li> <li>4. Evaluate the factors affects weight management and solutions for obesity.</li> <li>5. Design caloric requirements for various sports and age groups.</li> </ol>	

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: I</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: ETHICAL VALUE OF PHYSICAL EDUCATION</b>	
<b>Course Code: BPES-EC-105RN</b>	<b>Title: ETHICAL VALUE OF PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. Understand the need of values and its classification in contemporary society.</li> <li>2. Appreciate the values needed for peaceful society like democratic, secular, and socialist etc.</li> <li>3. Become aware of role of education in building value as dynamic social reality.</li> <li>4. Know the importance of value education towards personal, national and global development.</li> </ol>		
<b>Nature of Paper: Elective Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 02 T: 0 P: 0 (In Hours/Week) Theory –2 Hr. = 2 Credit Practical- 0 Hrs.=0 Credit (2Hrs./Week= 2 Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Physical Education and Values: Definition, Concept, Aims and objectives of value Physical education, Classification, Role and Need for value education in the contemporary society, Role of education in transformation of values in society, Role of parents, teachers, society, peer group and mass media in fostering values, Teaching approaches and strategies to inculcate values through curricular and co-curricular activities.	7
II	Value in Physical Education and Personal Development, Human Values: Truthfulness, Constructively, Sacrifice, Sincerity, Self-Control, Altruism, Scientific Vision, relevancy of human values to good life, Character Formation towards Positive Personality.	8
III	Value in Physical Education towards National and Global Development, Constitutional Values: Sovereign, Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, Fraternity, Social Values: Pity and Probity, Self-Control, Universal Brotherhood, Professional Values: Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality, Faith.	7
IV	Religious and Moral Values: Tolerance, Wisdom, character, Aesthetic Values: Love and Appreciation of literature, fine arts and respect for the same, Environmental Ethical Values, National Integration and international understanding, Need of Humanistic value for espouse peace in the society, Conflict of cross-cultural influences, cross-border education.	8

**Reference / Text Books:**

1. Sharma, S,P, Moral and Value Education; Principles and Practices, Kanishka publishers, 2013.
2. Kiruba Charles & V, Arul Selvi, Value Education: Neelkamal Publications, New Delhi, 2012.  
 Passi, B,K, and Singh, P, Value Education, National Psychological Corporation, Agra, 2004.
3. Chitakra, M, G,; Education and Human Values, A,P,H, Publishing Corporation, New Delhi, 2003,
4. Monica J, Taylor, Values in Education and Education in Value, Routledge, 1996.
5. Neil Postman, The End of Education: Redefining the Value of School, Vintage publisher, 1996.

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>50</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. Know the origin and development of Physical Education
2. Apply the knowledge of Physical Education and its values.
3. Distinguish the Character Formation towards Positive Personality.
4. Analyze the concepts and issues pertaining to religious and moral Values.

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: I**

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: I</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: ENVIRONMENTAL STUDIES</b>	
<b>Course Code: BPES-AEC-106</b>	<b>Title: ENVIRONMENTAL STUDIES</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To train children to locate and comprehend relationships between the natural, social and cultural environment.</li> <li>• To create cognitive capacity and resourcefulness to make the child curious about social phenomena, starting with the family and moving on to wider spaces.</li> <li>• To nurture the curiosity and creativity of the child particularly in relation to the natural environment (including artifacts and people).</li> <li>• To develop an awareness about environmental issues.</li> </ul>		
<b>Nature of Paper: Ability Enhancement Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 2 T: 0 P: 0 (In Hours/Week) Theory – 2 Hr. = 2 Credit Practical- 0 Hrs.= 0 Credit (2 Hrs./Week= 2 Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Multidisciplinary nature of environmental studies, Definition, scope and importance Need for public awareness, Celebration of various days in relation with environment.	8
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.	7
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	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.	7
<b>Reference / Text Books:</b>		
1. Agarwal, K,C, 2001 Environmental Biology, Nidi Publ, Ltd, Bikaner, 2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt, Ltd., Ahmedabad – 380 013, India. 3. Brunner R,C,, 1989, Hazardous Waste Incineration, Mc Graw Hill Inc, 480p 4. Clark R,S,, Marine Pollution, Clanderson Press Oxford (TB)		

5. Cunningham, W,P, Cooper, T,H, Gorhani, E & Hepworth, M,T, 2001, Environmental Encyclopedia, Jaico Publ, House, Mumbai, 1196p
6. De A,K,, Environmental Chemistry, Wiley Eastern Ltd, Down to Earth, Centre for Science and Environment (R)

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>50</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. Understand the Multidisciplinary nature of environmental studies
2. Apply the knowledge in the field of Natural Resources related to Environment.
3. Analyze the knowledge about the Structure and function of an ecosystem.
4. Promote the awareness of Environmental Pollution.

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: I</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: DISASTER MANAGEMENT</b>	
<b>Course Code: BPES AEC-107</b>	<b>Title: DISASTER MANAGEMENT</b>	
<b>Course Objectives:</b> The course is intended to provide a general concept in the dimensions of disasters caused by nature beyond the human control as well as the disasters and environmental hazards induced by human activities with emphasis on disaster preparedness, response and recovery.		
<b>Nature of Paper: Ability Enhancement Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 02 T: 0 P: 0 (In Hours/Week) Theory - 2 Hr. = 2 Credit Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Introduction on Disaster Different Types of Disaster: A) Natural Disaster: Flood, Cyclone, Earthquakes and Landslides etc. B) 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, Risk Reduction.	7
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.	8
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.	7
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.	8

**Reference / Text Books:**

1. Dr, Mrinalini Pandey Disaster Management Wiley India Pvt, Ltd,
2. Tushar Bhattacharya Disaster Science and Management McGraw Hill Education (India) Pvt, Ltd,
3. Jagbir Singh Disaster Management: Future Challenges and Opportunities K W Publishers Pvt, Ltd,
4. J, P, Singhal Disaster Management Laxmi Publications,
5. Shailesh Shukla, Shamna Hussain Biodiversity, Environment and Disaster Management Unique Publications.

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>50</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. Understand the Multidisciplinary nature of Disaster Management.
2. To understand the Concept and Nature, Disaster Preparedness Plan.
3. Analyze the knowledge about the Medical Health Response to different Disasters.
5. Promote the awareness of Sanitation and Hygiene, Education and Awareness.

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: I</b>
<b>Credits: 2</b> <b>Theory: 0</b> <b>Practical: 2</b>	<b>Subject: TRACK AND FIELD (RUNNING EVENTS)</b>	
<b>Course Code: BPES-PC-108RN</b>	<b>Title: TRACK AND FIELD (RUNNING EVENTS)</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Enable to perform the basic skills of Track and Field (Running Events).</li> <li>• Understand the rules and regulations that regulate Track and Field (Running Events).</li> </ul>		
<b>Nature of Paper: Core practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0 T: 1 P: 2 (In Hours/Week) Theory - 0Hr. = 0 Credit, Practical- 4 Hrs.= 02 Credit (4Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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.	12
II	Running Event: Starting techniques- Standing start, Crouch start and its variations, Proper use of blocks, Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug o Ground Marking, Officiating, Rules and their interpretation.	11
III	Hurdles: Fundamental Skills- Starting, Clearance and Landing Techniques, Types of Hurdles, Ground Marking, Officiating, Rules and their interpretation.	12
IV	Relays: Fundamental Skills, Various patterns of Baton Exchange, Understanding of Relay Zones, Ground Marking, Officiating, Rules and their interpretation.	10
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. Doherty, J., Track and Field, Engle wood Cliffs: Prientice Hall Inc.</li> <li>2. Dyoon and Geoffray, G.H., (1962) The Mechanics of Athletics London: University of London Press Ltd.</li> <li>3. Ken O Bosen, Track and Field Fundamental Techniques, Patiala: MS Publications.</li> <li>4. Handbook, AAFI Rules, New Delhi.</li> <li>5. Rogres, L. Joseph., Track &amp; Field Coaching Manual, USA: Herman Kinetics.</li> <li>6. Johnson L. Barry and Jack K. Nelson, (1982) Practical Measurements for Evaluation in Physical Education, Delhi: Surjeet Publications, 1982.</li> <li>7. Narayanan N.C. (1993) A Hand Book of Weight lifting, Tiruneveli, TWDWC Association.</li> </ol>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
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
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ul style="list-style-type: none"> <li>➤ Able to mark Track and Field and Officiate</li> <li>➤ Able to understand the rules of Track &amp; Fields</li> <li>➤ Able to give seeding and Heats in Track Events.</li> <li>➤ Design and practice the new methods of technique of officiating.</li> </ul>	

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: I</b>
<b>Credits: 2</b>	<b>Subject: LIGHT APPARATUS IN PHYSICAL EDUCATION</b>	
<b>Theory: 0</b>		
<b>Practical: 2</b>		
<b>Course Code: BPES-PC-109R</b>	<b>Title: LIGHT APPARATUS IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Demonstrate and understand the value of command, formation, Rhythm during the mass demonstration activities.</li> <li>• Student will learn and practice various exercises and their combinations with or without light apparatus equipment.</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0		
T: 1		
P: 02 (In Hours/Week)		
Theory - 0 Hr. = 0 Credit		
Practical- 2 Hrs.=1 Credit (2 Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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.	12
II	Free Hand Exercises-Two count, four count and eight count exercises.	11
III	Exercise with equipment (Wand, Lezium, Ball, Hoops, Dumbbells) -Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.	12
IV	Drill and Marching- command, stand-at-ease, attention, turns, quick march, salute, Group activity.	10
<b>Reference / Text Books:</b>		
1. <a href="https://www.youtube.com/watch?v=KUvSVha5Qtg">https://www.youtube.com/watch?v=KUvSVha5Qtg</a>		
2. <a href="https://www.youtube.com/watch?v=eFIIuFAMsyw">https://www.youtube.com/watch?v=eFIIuFAMsyw</a>		
3. <a href="https://www.youtube.com/watch?v=vdLoXKmvA0">https://www.youtube.com/watch?v=vdLoXKmvA0</a>		
4. <a href="https://www.youtube.com/watch?v=vRtG79Asvic">https://www.youtube.com/watch?v=vRtG79Asvic</a>		
5. <a href="https://www.youtube.com/watch?v=DtBybccaAC4">https://www.youtube.com/watch?v=DtBybccaAC4</a>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
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
<b>Total:</b>		<b>50</b>

Prerequisites for the course:

**Course Learning Outcomes:**

- To learn about the light Apparatus and recreational games in Physical Education
- Know to Summarize the various Free hand exercise
- Understand and apply the basics of Exercise with equipment.
- To understand about the Drill and Marching and Mass Demonstration.

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: I</b>
<b>Credits: 2</b>	<b>Subject: AEROBICS</b>	
<b>Theory: 0</b>		
<b>Practical: 2</b>		
<b>Course Code: BPES-PC-110R</b>	<b>Title: AEROBICS</b>	
<b>Course Objectives:</b> The objectives of Aerobics class are to provide each student the knowledge of why it is important to be physically fit and to give them an opportunity to improve their fitness level through daily exercise and activities.		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: T: 1 P: 02 (In Hours/Week) Theory - 0 Hr. = 0 Credit Practical- 2 Hrs.=1 Credit (2Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units.	12
II	International Bodies controlling sports and their affiliated units and Major National and International competitions.	11
III	Rhythmic Aerobics – dance, Low impact aerobics, High impact aerobics, Aerobics kick boxing, Postures – Warm up and cool down.	12
IV	THR Zone – Being successful in exercise and adaptation to aerobic workout.	10
<b>Reference / Text Books:</b>		
1. Bishop, J.G., Fitness Through Aerobics, Benjamin Cummings, USA, 2004.		
2. Cooper, K. and W. Proctor, Controlling Cholesterol the Natural Way, Banton Doubly Dell, USA, 1999.		
3. Cooper, K., Aerobics Program for Total Well Being, Banton Doubly Dell Publishers, USA, 2001		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
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
<b>Total:</b>		<b>50</b>
Prerequisites for the course:		

**Course Learning Outcomes:**

1. Know the fundamental of Rhythmic Aerobics.
2. Understand about the High impact aerobics.
3. Preparing the students for the Aerobics competition.
4. To learn the students for various THR Zone, exercise and adaptation to aerobic workout.

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: I**

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: I</b>
<b>Credits: 2</b>	<b>Subject: GYMNASTICS</b>	
<b>Theory: 0</b>		
<b>Practical: 2</b>		
<b>Course Code: BPES-PC-111R</b>	<b>Title: GYMNASTICS</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Enable to perform the basic skills of Gymnastics</li> <li>• Understand the rules and regulations that regulates Gymnastics</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0		
T: 1		
P: 02 (In Hours/Week)		
Theory - 0Hr. = 0 Credit		
Practical- 2 Hrs.=1 Credit (2Hrs./Week = 2 Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Historical development of the Gymnastics at national and international levels, National Bodies controlling sports and their affiliated units.	12
II	International Bodies controlling sports and their affiliated units and Major National and International competitions.	11
III	Floor Exercise, Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jumps-leap, scissors leap.	12
IV	Vaulting Horse -Approach Run, Take off from the beat board, Cat Vault, Squat Vault, Dimensions of various gymnastic apparatus, Interpretation of Various rules of Gymnastics.	10
<b>Reference / Text Books:</b>		
1. Loken, Newton C.; Willoughby, Robert J. (1977). The Complete Book of Gymnastics (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc. ISBN 0-13-157172-9.		
2. <u>About the FIG</u> ". FIG. Retrieved 31 May 2019.		
3. Henry George Liddell, Robert Scott, A Greek-English Lexicon, on Perseus project		
4. Henry George Liddell, Robert Scott, A Greek-English Lexicon, on Perseus project		
5. Judd, Leslie; De Carlo, Thomas; Kern, René (1969). Exhibition Gymnastics. New York: Association Press. p. 17.		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
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

<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ol style="list-style-type: none"><li>1. Know the fundamental of Gymnastics.</li><li>2. Understand about the Floor Exercises.</li><li>3. To learn the students for various Vaulting Horse exercises.</li><li>4. Preparing the students for the Gymnastics competition.</li></ol>	

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: I</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: Soft Skills</b>	
<b>Course Code: BPES-VAC-112</b>	<b>Title: Soft Skills</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>To inculcate positive attitude among the learners</li> <li>To introduce goal setting to the learners</li> <li>To instill effective communicative skills in the learners</li> <li>To enrich the vocabulary of the learners</li> <li>To teach how to write resume.</li> </ul>		
<b>Nature of Paper: VAC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L:02, T:00, P:00 (In Hours/Week) Theory - 01Hrs. = 1Credit, Practical - 2Hrs.=1 Credit (2Hrs./Week=2 Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	POSITIVE ATTITUDE: attitude --- features of attitudes ---formation of attitudes— psychological factors --- change of attitudes –ways of changing attitude in a person – the power of positive attitude ---the benefits of positive attitude --- developing positive attitude --- obstacles in developing positive attitude -- negative attitude --- the causes of negative attitude ---the consequences of negative attitude ---how to change negative attitude.	8
II	GOAL SETTING: introduction –importance of goal setting – goal definition --- types of goals ---what exactly goal setting --- why people don't set goals ---how to choose the right goals –SMART GOALS ---Career goals --- benefits of career goal setting ---- goal setting tips	8
III	COMMUNICATION SKILLS – communication process –types of communication --- barriers to effective communication --- listening skills -- - importance of tone of voice ---voice clarity-verbal expressiveness –tips to develop communication skills --- government initiatives – job roles	7
IV	RESUME WRITING: Definition --- Resume development ---how does a resume work for you information that appears on most resumes, resume writing tips, online resumes --- guidelines for submitting resumes on the web ---computer friendly resume tips,	7
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>“Soft Skills Development in Physical Education: A Global Perspective”, Authors: World Health Organization, Publisher: WHO Press, Publication Year: 2019</li> </ul>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
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
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ul style="list-style-type: none"> <li>➤ Develop positive attitude</li> <li>➤ Know how to set goals</li> <li>➤ Develop effective communicative skills</li> <li>➤ Enrich their vocabulary</li> <li>➤ Learn to write resume</li> </ul>	

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: II</b>
<b>Credits: 4</b>	<b>Subject: ANATOMY AND PHYSIOLOGY</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: BPES-CT-201</b>	<b>Title: ANATOMY AND PHYSIOLOGY</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Learner will be able to identify the major body systems and understand what each body system does.</li> <li>• Learner will be able to relate how each body system works.</li> <li>• To identify and explain major cells, tissues, and organs.</li> <li>• To identify and explain functions of central muscles and bones.</li> </ul>		
<b>Nature of Paper: Core Theory</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 03		
T: 0		
P: 02 (In Hours/Week)		
Theory - 3 Hr. = 4 Credit		
Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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
<b>Reference / Text Books:</b>		
1. Introduction to anatomy & physiology - Dr, Shemsher Singh,		
2. Lawrence, Thomas Gordan; Your health and Safety, Har Schiver, Alics; Powers, Courts, Braco & World, inc, Douglas F; and Vorhana Levis J, New York, 1969.		

3. Bauer, WAV, (Editor), TODAY'S Health Guide, American Medical Association, Revised Edition 1968,
4. Guyton, A, C, (1996), Textbook of Medical Physiology, 9th edition.
5. Philadelphia: W, B, Saunders, Lamb, G, S, (1982), Essentials of exercise physiology, Delhi: Surjeet Publication.
6. Moorthy, A, M, (2014), Anatomy physiology and health education, Karaikudi: Madalayam Publications.

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. Understand the basic principles of Anatomy and Physiology
2. Apply the knowledge in the field of physical education and movement activity.
3. Analyze the practical knowledge during the practical situation.
4. Remember and recall the definition of anatomy and physiology and co-relate the principles of physiology.

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: II</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: RECREATION &amp; CAMPING</b>	
<b>Course Code: BPES-CT-202R</b>	<b>Title: RECREATION &amp; CAMPING</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Student will understand about recreation and its importance in various social institutions.</li> <li>• To understand the various misconception about recreation.</li> <li>• Student will be able to understand various organization and administration aspects of recreational activities.</li> </ul>		
<b>Nature of Paper: Core Theory</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 04 T: 0 P: 0 (In Hours/Week) Theory: 4 Hr. = 4 Credit Practical: 0Hrs.= 0Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Introduction- Meaning, Definitions and characteristics of recreation Importance of Recreation, Misconceptions about Recreation Scope of Recreation.	15
II	Influence of recreation in social institutions- family Education institutions Community/Cultural Religious organization, Programmer in recreation Classification of Recreational Activities Indoor and outdoor activities water activities Cultural activities Literary activities Nature and outing Social events Adventure activities Hobbies-Introduction to hobbies and types of hobbies Agencies providing Recreation.	15
III	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.	15
IV	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.	15
<b>Reference / Text Books:</b>		
1. 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 2. Planning Facilities for Health Physical Education and recreation, Chicago, the Athletic institute, 1936,		

3. Recreation areas : Their Design and equipments, New York : Ronal Press 1958,
4. Kran, R,G, Recreation and the schools : New York : Mac melon company, Shivers J,S,, Principles and practices of recreational services, London : Mac Melon Company 1964,
5. Kledienst V, K, & Weston A the recreational sports programme prentice hall international Ic, London 1978,
6. Butler George introduction to community recreation (Mc Gram Hill Book Company 1976)
7. Dubey and Nayak Recreation Reston AP publishers, Jalandhar, Marrow GS Therapuetic Recreation Reston Publishing company 1976, Kelly JR Leisure Prentice Hall Inc, Englwood Cliffs N,J, (1982).

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. Know the Meaning, Definitions and characteristics of recreation.
2. Assess and Influence of recreation in social institutions.
3. Develop critical thinking in analyzing Planning for recreation.
4. Able to organize recreational camp and activities.

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: II</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: FUNDAMENTALS OF COMPUTER AND ITS USE IN PHYSICAL EDUCATION</b>	
<b>Course Code: BPES-CT-203</b>	<b>Title: FUNDAMENTALS OF COMPUTER AND ITS USE IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Learner will understand about the history and development of computers.</li> <li>• Will learn how to use mouse and moving icons on the screen while working on Windows.</li> <li>• Student will able to learn MS Office and Word Processor.</li> <li>• Student will understand the usage of ICT in the field of Physical Education.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 04 T: 0 P: 0 (In Hours/Week) Theory - 4Hr. = 4 Credit Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Introduction to Computers Brief history of development of computers Generations of computers Types of components of a computer system Basic components of a computer system Memory RAM – ROM, and other types of memory, Operating system Need of software, types of software Types of viruses, virus detection and prevention Binary number system.	15
II	Introduction to Windows Using mouse and moving icons on the screen, my computer, recycle bin, status bar, Start menu selection, running an application Window explorer to view files, folders and directories, creating and renaming of files and folders, Operating and closing of different windows, minimize, restore and maximize forms of windows, Basic components of a window: Desktop, frame, Title bar, menu bar, status bar, scroll bars, using right button of the mouse, Creating shortcut.	15
III	Introduction to Ms-office and word processor Types of word processor Creating and saving a document, editing and formatting document including changing Colour, size font, alignment of text, Formatting paragraphs with line or paragraph spacing adding headers and footers, numbering pages, Using grammar and spell check utilities.	15
IV	Introduction to information and communication technology Concept, importance, meaning and nature of information and communication technology, Need of information and communication technology in physical education Scope of ICT in education and physical education.	15
<b>Reference / Text Books:</b>		

1. IITL Education solution ltd, Introduction to information technology research and development wing-2006.
2. Simmons lan, computer dictionary BPB publications-2005.
3. Pradeep K, Sinha and Prit; Sinha foundations computing BFB publications-2006.
4. Douglas E, Comer, The internet Book, Purduce University, West Lafayette in 2005.
5. V, Rajarman, fundamentals of computers, prentice hall of India, New Delhi-2000.
6. B, Ram, Computer fundamentals, New age international publishers 2006.

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. To understand about the history and development of computers.
2. Know the uses mouse and moving icons on the screen while working on Windows.
3. Able to learn MS Office and Word Processor.
4. To understand the usage of ICT in the field of Physical Education.

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: II</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: SPORTS MEDICINE</b>	
<b>Course Code: BPES-EC-204RN</b>	<b>Title: SPORTS MEDICINE</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To analyse, synthesize, and think critically to solve problems as they relate to the field of athletic training.</li> <li>• To communicate and use information appropriately in the clinical setting with patients.</li> <li>• To collaborate with a variety of healthcare providers to help in the decision-making process for patient care.</li> <li>• To prepare students to practice effectively as healthcare providers.</li> </ul>		
<b>Nature of Paper: Elective Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 02 T:0 P: 0 (In Hours/Week) Theory - 2 Hr. = 2 Credit Practical- 0 Hrs.= 0 Credit (2 Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	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.	7
II	Definition – guiding principles of physiotherapy, importance of physiotherapy, Introduction and demonstration of treatments - electrotherapy – infrared rays – ultraviolet rays –short wave diathermy – ultrasonic rays.	8
III	Introduction and demonstration of treatments of cry therapy, thermo 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.	8
IV	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, ankle and foot joints – trunk, Head and neck exercises.	7
<b>Reference / Text Books:</b>		
1. Conley, M, (2000), <i>Bioenergetics of exercise training</i> , In T,R, Baechle, & R,W, Earle, (Eds,), Essentials of Strength Training and Conditioning (pp, 73-90), Champaign, IL: Human Kinetics, 2. David, R, M, (2005), <i>Drugs in sports</i> , (4th Ed), Routledge Taylor and Francis Group,		

3. Jeyaprakash, C, S., Sports Medicine, J,P, Brothers Pub., New Delhi, 2003,
4. Karad, P,L, (2011), Prevention & Treatment of Sports Injuries, K,S,K, Publishers: New Delhi,
5. Sunder, P, (2017) Handbook of First aid, K,S,K Publishers: New Delhi.

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>50</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. Understand the primary responsibilities the sports trainer has in preventing sports injuries and providing initial care for injured athletes.
2. Demonstrate the basics of sport first aid during and after game situation.
3. Recognize and appropriately treat common sports injuries and conditions from onset through rehabilitation.
4. Identify and apply knowledge of anatomy to the design and execution of research studies.

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: II**

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: II</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: SPORTS INJURIES AND REHABILITATION</b>	
<b>Course Code: BPES-EC-205RN</b>	<b>Title: SPORTS INJURIES AND REHABILITATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• An introduction to the practical and theoretical study of the prevention and care of athletic injuries.</li> <li>• To learn the fundamental knowledge necessary in handling injury problems which may occur in physical education and athletics.</li> <li>• To learn the procedures necessary in handling emergencies in athletic injury situations.</li> <li>• To gain insight into the role of the athletic trainer, the team physician and other sports medicine professionals.</li> </ul>		
<b>Nature of Paper: Elective Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L:02 T: 0 P: 0 (In Hours/Week) Theory –2 Hr. = 2 Credit Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Sports Injuries: meaning, reasons, prevention of injuries in sports, common sports injuries, diagnosis, first aid treatment of laceration, blisters, contusion, strain, sprain, fracture, dislocation and cramps, bandages, types of bandages, trapping and supports.	7
II	Meaning, Definition and Importance of Rehabilitation, Steps of Rehabilitation, Types of Rehabilitation, Guiding Principles of Rehabilitation, Objectives and Principles of rehabilitation.	8
III	Basic Rehabilitation Definition, Principles Precaution, Indication and Contraindication of Strapping/Tapping, Rehabilitation Techniques: Proprioceptive Neuromuscular Facilitation (PNF), Isotonic, Isometric, Isokinetic Stretching, Rehabilitation exercises: Passive, Active, Assisted and Resisted, Continuous Passive Movement (CPM).	8
IV	Definition scope and 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, ankle and foot joints – trunk, Head and neck exercises.	7
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. Corrective physical education by Rathbone (J,I,H,B, Saunders and Co,)</li> <li>2. Manual of message and movement by Prof, E,M, Naro (Faber &amp; Faber)</li> </ol>		

3. Therapeutic exercises for body alignment and function by William Maclimond, Catherine Worthingw (W,B, Saunders & Co,)
4. Message and Medical Gymnastics by M,V,Lace (J & A Churchhill Ltd,
5. Preventive and Corrective Physical Education by Stafford and Kelly (Ronald Press Co, New York)
6. Tests and Measurements by Mc Coly and Young,

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>50</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. Understand the primary responsibilities the sports trainer has in preventing sports injuries and providing initial care for injured athletes.
2. Demonstrate the basics of sport first aid during and after game situation.
3. Recognize and appropriately treat common sports injuries and conditions from onset through rehabilitation.
4. Identify and apply knowledge of effects and uses of therapeutic exercise.

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

<b>Programme: Degree</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: II</b>
<b>Credits: 2</b>	<b>Subject: FITNESS AND SPORTS SKILLS TEST</b>	
<b>Theory: 2</b>		
<b>Practical: 0</b>		
<b>Course Code: BPES- SEC-206R</b>	<b>Title: FITNESS AND SPORTS SKILLS TEST</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Student will able to learn various sports skills and fitness test.</li> <li>• Student will able to understand various Anthropometric tests.</li> <li>• Student will understand the concept of fitness.</li> <li>• Student will be able to conduct various tests.</li> </ul>		
<b>Nature of Paper: Skill Enhancement Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L:2 T:0 P:0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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.	08
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.	08
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.	07
IV	Sports Skill Tests: 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.	07
<b>Reference / Textbooks:</b>		
<ol style="list-style-type: none"> <li>1. Kumari, Sheela, S, Rana, Amita and Kaushik, Seema (2008), Fitness, Aerobics and Gym Operations, Khel Sahitya, New Delhi.</li> <li>2. W.W.K. Hoeger and S.A. Hoeger (2004), Principles and Labs for Fitness and Wellness, Thomson Wadsworth, California, USA. Barrow &amp; Mc Gee’s Practical Measurement and Assessment.</li> </ol>		

3. Barrow H,M, and McGee R, (1979), A Practical Approach to Measurement in Physical Education, Lea & Febiger, Philadelphia, U,S,A, 5, D,K, Kansal (2008), Textbook of Applied Measurement Evaluation & Sports Selection, SSA Publication, New Delhi.

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	00
3) Assignments	05
4) Research Project Report Seminar on Research Project Report	00
5) ESE	35
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b>	
CO1: Student will able to learn various sports skills and fitness test.	
CO2: Student will able to understand various Anthropometric tests	
CO3: Student will understand the concept of fitness.	
CO4: Student will be able to conduct various tests.	

**Bachelor of Physical Education & Sports**  
**Year: I / Semester: II**

<b>Programme: Degree</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: II</b>
<b>Credits: 2</b>	<b>Subject: SPORTS LAW</b>	
<b>Theory: 2</b>		
<b>Practical: 0</b>		
<b>Course Code: BPES- SEC-207RN</b>	<b>Title: SPORTS LAW</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Student will able to learn various sports laws.</li> <li>• Student will able to understand various cases.</li> <li>• Student will understand the concept legal aspect in sports.</li> <li>• Student will be able to fight law suits.</li> </ul>		
<b>Nature of Paper: Skill Enhancement Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L:2 T:0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Introduction to Sports Law:</b> Definition and scope of sports law, Historical development of sports law, Sources of sports law (statutes, regulations, case law). <b>Contracts in Sports:</b> Elements of a contract, Types of contracts in sports (player contracts, sponsorship agreements, broadcasting rights), Case studies on contract disputes in sports.	08
II	<b>Intellectual Property Rights in Sports:</b> Trademarks, copyrights, and patents in sports, Protection of sports logos, merchandise, and broadcasting rights, Case studies on intellectual property issues in sports.	08
III	<b>Doping and Anti-Doping Regulations:</b> Overview of doping and its impact on sports, World Anti-Doping Agency (WADA) and anti-doping regulations, Legal and ethical considerations in doping cases.	07
IV	<b>Dispute Resolution in Sports:</b> Mechanisms for resolving sports disputes (arbitration, mediation, litigation), Role of the Court of Arbitration for Sport (CAS), Case studies on sports dispute resolution. <b>Governance and Regulation of Sports;</b> Role of national and international governing bodies (IOC, FIFA, ICC), Regulatory frameworks and compliance, Governance challenges and reforms in sports.	07
<b>Reference / Textbooks:</b>		
<ul style="list-style-type: none"> <li>• Mukul Mudgal &amp; Vidhuspat Singhania (2016), “Law and Sports in India-Issues and Challenges”, Second Edition, Vol-1, Lexis Nexis.</li> <li>• Anujaya Krishna (2014) ‘Sports Law’, First Edition, Vol-1, Universal Law Publishing Company.</li> </ul>		
<b>Evaluation/Assessment Methodology</b>		

	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	00
3) Assignments	05
4) Research Project Report Seminar on Research Project Report	00
5) ESE	35
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> CO1: Understand the legal framework governing sports. CO2: Analyze contracts and agreements in the sports industry. CO3: Examine intellectual property rights related to sports. CO4: Discuss the legal and ethical implications of doping and performance-enhancing drugs.	

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: II</b>
<b>Credits: 2</b> <b>Theory: 0</b> <b>Practical: 2</b>	<b>Subject: TRACK AND FIELD (JUMPING EVENTS)-LONG, HIGH JUMP AND TRIPLE JUMP</b>	
<b>Course Code: BPES-PC-208RN</b>	<b>Title: TRACK AND FIELD (JUMPING EVENTS)-LONG, HIGH JUMP AND TRIPLE JUMP</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Enable to perform the basic skills of Track and Field (Running Events).</li> <li>• Understand the rules and regulations that regulate Track and Field (Running Events).</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0 T: 1 P: 02 (In Hours/Week) Theory - 0 Hr. = 2 Credit Practical- 4 Hrs.=2 Credit (4Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	High Jump (Straddle Roll), Approach Run, Take off, Clearance over the bar, Landing	15
II	Long Jump, Approach Run, Take off, Landing	15
III	Triple Jump, Approach Run, Take off, Landing	15
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. Doherty, J., Track and Field, Engle wood Cliffs: Prentice Hall Inc.</li> <li>2. Dyoon and Geoffray, G.H., (1962) The Mechanics of Athletics London: University of London Press Ltd.</li> <li>3. Ken O Bosen, Track and Field Fundamental Techniques, Patiala: MS Publications.</li> <li>4. Handbook, AAFI Rules, New Delhi.</li> <li>5. Rogres, L. Joseph., Track &amp; Field Coaching Manual, USA: Herman Kinetics.</li> <li>6. Johnson L. Barry and Jack K. Nelson, (1982) Practical Measurements for Evaluation in Physical Education, Delhi: Surjeet Publications, 1982.</li> <li>7. Narayanan N.C. (1993) A Hand Book of Weight lifting, Tiruneveli, TWDWC Association.</li> </ol>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
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
<b>Total:</b>		<b>50</b>
Prerequisites for the course:		

**Course Learning Outcomes:**

1. Able to mark Track and Field and Officiate
2. Able to understand the rules of Track & Fields
3. Able to give seeding and Heats in Track Events.
4. Design and practice the new methods of technique of officiating.

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: II**

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: II</b>
<b>Credits: 2</b>	<b>Subject: JUDO AND WRESTLING</b>	
<b>Theory: 0</b>		
<b>Practical: 2</b>		
<b>Course Code: BPES-PC-209R</b>	<b>Title: JUDO AND WRESTLING</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Enable to perform the basic skills of Judo and Wrestling</li> <li>• Understand the rules and regulations that regulate Judo and Wrestling.</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0		
T: 1		
P: 02 (In Hours/Week)		
Theory - 0 Hr. = 0Credit		
Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<p><b>JUDO</b>-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)-Urhiro Ukemi (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 ashi hari (Advance foot sweep), O Goshi (Major loim), Seoi Nage (Shoulder throw), Katama waze (Grappling techniques)-Kesa gatame (Scaff hold), Kata gatame (Shoulder hold), Kami shiho gatama (Locking of upper four quarters), Method of escaping from each hold.</p>	25
II	<p><b>WRESTLING</b>--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: 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</p>	20

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, Doppable arm lock roll, Cridge, Standing Wrestling-Head under arm series, whizzer series Referees positions.	
<b>Reference / Text Books:</b>	
1. Judo Rule Book by JFI 2. Wrestling Rule Book by WFI	
<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
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
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b>	
1. Able to mark JUDO AND WRESTLING and Officiate	
2. Able to understand the rules of the JUDO and Wrestling.	
3. Able to give the Fundamental Skills Judo and Wrestling.	
4. Design and practice the new methods of technique of officiating.	

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: II**

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: II</b>
<b>Credits: 2</b>	<b>Subject: BASKETBALL</b>	
<b>Theory: 0</b>		
<b>Practical: 2</b>		
<b>Course Code: BPES-PC-210R</b>	<b>Title: BASKETBALL</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Enable to perform the basic skills of Basketball</li> <li>• Understand the rules and regulations that regulate Basketball</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0		
T: 1		
P: 02 (In Hours/Week)		
Theory - 0 Hr. = 0 Credit		
Practical- 2 Hrs.=1 Credit, (2Hrs./Week=1Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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: Player stance and ball handling, Passing-Two Hand chest pass, two hands Bounce Pass, One Hand Baseball pass, Side Arm Pass, Over Head pass, Hook Pass, o Receiving-Two Hand receiving, one hand receiving, receiving in stationary position, receiving while jumping, receiving while running,</p>	25
II	<p>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, and Free throw, Rebounding-Defensive rebound, Offensive rebound, knock out, Rebound Organization, o Individual Defense-Guarding the man with the ball and without the ball, Pivoting, Rules and their interpretations and duties of the officials.</p>	20
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. Dolph H, Grundman (2004). <u>The golden age of amateur basketball: the AAU Tournament, 1921–1968</u>. University of Nebraska Press. ISBN 0-8032-7117-4.</li> <li>2. Batchelor, Bob (2005). <u>Basketball in America: from the playgrounds to Jordan's game and beyond</u>. Routledge. ISBN 978-0-7890-1613-3.</li> <li>3. Brown, Donald H (2007). <u>A Basketball Handbook</u>. Author House. ISBN 978-1-4259-6190-9.</li> <li>4. Forrest C, Allen (1991). <u>All you wanted to know about Basketball</u>. Sterling publishing. ISBN 81-207-2576-X.</li> <li>5. Grundy, Pamela; Susan Shackelford (2005). <u>Shattering the glass: the remarkable history of women's basketball</u>. New Press. ISBN 1-56584-822-5.</li> </ol>		

6. Herzog, Brad (2003). Hoopmania: The Book of Basketball History and Trivia. Rosen Pub. Group. ISBN 0-8239-3697-X.
7. Simmons, Bill (2009). The book of basketball: the NBA according to the sports guy. Ballantine/ESPN Books. ISBN 978-0-345-51176-8.

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
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
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Able to mark Basketball and Officiate</li> <li>2. Able to understand the rules of the Basketball.</li> <li>3. Able to give the Fundamental Skills Basketball.</li> <li>4. Design and practice the new methods of technique of officiating.</li> </ol>	

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: II</b>
<b>Credits: 2</b> <b>Theory: 0</b> <b>Practical: 2</b>	<b>Subject: EDUCATIONAL TOUR (LEADERSHIP /ADVENTURE CAMP)</b>	
<b>Course Code: BPES-PC-211RN</b>	<b>Title: EDUCATIONAL TOUR (LEADERSHIP /ADVENTURE CAMP)</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Enable to perform the basic skills of adventure camp activities.</li> <li>• Understand the rules and regulations of adventure activities.</li> <li>• Developing leadership skills in students.</li> </ul>		
<b>Nature of Paper: Core practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: T: 0 P: 04 (In Hours/Week) Theory - 0 Hr. = 0 Credit Practical- 2 Hrs.=1 Credit (60 Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	One week Adventure camp activities such as trekking, rock climbing and basic survival skills workshops. The afternoon continues with leadership tasks and challenges and the day ends with group presentations on the day's learning's.	60
<b>Reference / Text Books:</b>		
1. According to Bharat Scout & Guide		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		30
2) Presentations /Seminar		0
3) Assignments		0
4) Research Project Report/Seminar on Research Project Report		0
5) ESE		70
<b>Total:</b>		<b>100</b>
Prerequisites for the course:		
<b>Course Learning Outcomes:</b>		
<ol style="list-style-type: none"> <li>1. To understand the adventure camp activities.</li> <li>2. Able to understand the rules of the adventure activities.</li> <li>3. Able to give the Fundamental Skills of adventure activities.</li> <li>4. Design and practice the new methods of technique of leadership.</li> </ol>		

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

<b>Programme: Bachelor of Physical Education &amp; Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: III</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: BASICS OF KINESIOLOGY</b>	
<b>Course Code: BPES-CT-301</b>	<b>Title: BASICS OF KINESIOLOGY</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Demonstrate the strong foundation in exercise science necessary to effectively work in the exercise science field/profession</li> <li>• Apply knowledge and skills required to assess human performance related characteristics of individuals from diverse populations</li> <li>• Evaluate the behavioural and cultural factors that influence the adoption and maintenance of a physically active lifestyle.</li> <li>• Apply knowledge of exercise science in a real-world setting.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 4 T: 0 P: 0 (In Hours/Week) Theory -4 Hr. = 4 Credit Practical- 0 Hrs.= 0Credit (4Hrs./Week = 4 Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Introduction to Kinesiology, Definition, Objectives of Kinesiology, Role of Kinesiology in Physical education, Fundamental concepts of following terms with their application to the human body, Axes and planes, Center of Gravity, Line of Gravity.	15
II	Anatomical and Physiological fundamentals, Classification of joints and muscles, Terminology of fundamental movements, Types of Muscle contractions, Angle of Pull, Kinesiology of Joints, two joints' muscles, Roles in which muscles may act.	15
III	Upper Extremity, Major characteristics of joints, Location and action of major muscles acting at the following joints, Shoulder, Elbow, Wrist, Lower Extremity, Major characteristics of joints, Location and action of major muscles acting at the following joints, Hip, Knee, Ankle and Foot.	15
IV	Application of Mechanical Concepts, Motion: Definition, Newton's Laws of Motion, Application to sports activities, Force: Definition, Magnitude of force, Direction of application of force, Application to sports activities, Equilibrium: Definition, Major factors affecting equilibrium, Role of equilibrium in sports, Lever: Definition Lever, Types of Levers, Application of Human body.	15
<b>Reference / Textbooks:</b>		
1. Bunn. J. W. (1972), Scientific principles of coaching, Englewood Cliffs, N.J.: Prentice Hall Inc.		

2. Hay. J. G. & Reid. J. G. (1988) Anatomy, mechanics and human motion, Englewood Cliffs. N.J.: prentice Hall Inc.
3. Hay. J. G. (1970). The biomechanics of sports techniques, Englewood Cliffs. N.J.: Prentice Hall, Inc.
4. Simonian. C. (1911), Fundamentals of sport biomechanics, Englewood Cliffs, N.J.: Prentice Hall Inc.

**Evaluation/Assessment Methodology**

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

Prerequisites for the course:

**Course Learning Outcomes:**

1. Demonstrate the strong foundation in exercise science necessary to effectively work in the exercise science field/profession
2. Apply knowledge and skills required to assess human performance related characteristics of individuals from diverse populations
3. Evaluate the behavioural and cultural factors that influence the adoption and maintenance of a physically active lifestyle.
4. Apply knowledge of exercise science in a real-world setting.

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: III</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: SPORTS MANAGEMENT</b>	
<b>Course Code: BPES-CT-302</b>	<b>Title: SPORTS MANAGEMENT</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Students will be able to demonstrate adequate knowledge and competencies needed to be successful sports management professionals in a variety of settings.</li> <li>• Students will be able to apply critical thinking and reasoning skills as sport management professionals.</li> <li>• Students will be able to capably communicate, orally and in writing, as a sports management professional within various sport settings.</li> <li>• Students will be able to analyse situations and apply the principles of appropriate leadership skills and behaviours related to sport management and sport leadership responsibilities.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 4 T: 0 P: 0 (In Hours/Week) Theory: 1 Hr. = 1 Credit Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Management and Organizational Structure: Meaning and Definition of the Terms – Administration and Management, Elements/Phases of Management (Planning; Organizing; staffing; Directing and Coordination; Supervision and Control/ Evaluation; Re-adjustments and Improvement/ Follow-up) Importance/Significance of the Subject Management in Physical Education and Sports, Principles of Management.	15
II	Facilities and Equipment's : The Need for Out-door Facilities: Principles for their Location and the Recommended Area, Selection/Types of Surfaces, Drainage System, Fencing (Protection), Seating Arrangements and Parking, Guidelines/Principles for the Lay-out of outdoor Facilities, Care and Maintenance of Out-door Facilities Gymnasium: The need, Location, Dimensions, Sample Floor Plans, Swimming Pool: The Need, Construction, Maintenance and Supervision, The need for Equipment's and their Types, Procedure for the Purchase of Equipment's, Principles to be followed for the Purchase.	15
III	Staff and Leadership Head of the Institute/Department and his Role in Imbibing the Spirit of Discipline among his Staff and Students, Qualifications of Physical Educators for Different Level Assignments, Qualities of a Good Physical Education Teacher.	15

IV	Class Management and Office Management Teacher’s Preparation before Class (Lesson Plan, Markings of the Courts, Necessary Equipment’s Suitable Uniform), Students Preparation Handling and Controlling the Class, Attendance System, Grading the Student, Preparing Reports, The Need for Office, It’s Location and Set up, Office Function and Practice,	15
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**Reference / Textbooks:**

1. Joseph P,M, Organization of physical Education, The old students Association, IPE, Candiwali, Bombay 1963
2. Voltmar, B,P, et, al, The Organization and Administration of Physical Education, Prentice Hall Inc, New Jersey,1979.
3. Bucher, C,H, Administration of Physical Education and Athletic programmes, The C,V, Mosby Company, London,1983.
4. Zigler, E,M, and Dewie, G,W, Management Competency Development in Sports and Physical Education, Lea and Fibiger, Philadelphia, 1983.

**Evaluation/Assessment Methodology**

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

Prerequisites for the course:

**Course Learning Outcomes:**

1. Students will be able to demonstrate adequate knowledge and competencies needed to be successful sports management professionals in a variety of settings.
2. Students will be able to apply critical thinking and reasoning skills as sport management professionals.
3. Students will be able to capably communicate, orally and in writing, as a sports management professional within various sport settings.
4. Students will be able to analyse situations and apply the principles of appropriate leadership skills and behaviours related to sport management and sport leadership responsibilities.

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: III</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: METHODS IN PHYSICAL EDUCATION</b>	
<b>Course Code: BPES-CT-303</b>	<b>Title: METHODS IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Describe and use various teaching methods according to suitability</li> <li>• Construct the lesson plans for various physical education activities.</li> <li>• Classify the types of presentation, techniques and technical preparations required for physical education lessons.</li> <li>• Understand the principles of class management and factors affecting class management.</li> <li>• Effectively utilize various teaching aids for conduct of physical education program.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 0 Hrs.= 0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Physical Educational Method: 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.	15
II	Classification: Classification of pupils for routine physical Education activities and competitions, various methods of classification, Advantage and disadvantage of classification.	15
III	Lesson Planning: Types of lessons, Teaching aids-importance, Types and uses, Audio-Visuals, Charts, Models, Films, Black Board, etc.	15
IV	Tournaments and competitions: Group competitions and their importance, Methods of organizing competitions, types of tournaments, methods of conducting tournaments, Methods of conducting intra- mural and Extramural completions, Construction and marking of play field for various games.	15
<b>Reference / Textbooks:</b>		
1. Park J.E. & Park K. (2002). Textbook of preventive and social medicine. Jabalpur: Banarasi Das Bhanot Publication. 2. K. Tones, Y.K. Robinson's, S. Tilfor (2013). Health Education, Springer. 3. UGC (2005). Textbook of Environmental Studies, University Press.		

4. A.C. Pandey (2013). "Ozone" Academic Excellence, New Delhi.
5. L.B. Lave, E.P. Seskin (2013). Air Pollution and Human Health, Ref. Press, New York.
6. P.K. Gupta (2001) Methods in Environmental Analysis, Water, Soil and Air, AGROBIOS (India).
7. WHO (2006). Preventing diseases through healthy environment. P. Elliot, J.C. Wakefield, N.G. Best, D.J. Biggs (2000). Spatial Epidemiology: Methods and Application. W.P.

**Evaluation/Assessment Methodology**

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

Prerequisites for the course:

**Course Learning Outcomes:**

1. Describe and use various teaching methods according to suitability
2. Construct the lesson plans for various physical education activities.
3. Classify the types of presentation, techniques and technical preparations required for physical education lessons.
4. Understand the principles of class management and factors affecting class management.
5. Effectively utilize various teaching aids for conduct of physical education program.

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: III**

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: III</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: CONTEMPORARY ISSUES IN PHYSICAL EDUCATION</b>	
<b>Course Code: BPES-EC-304RN</b>	<b>Title: CONTEMPORARY ISSUES IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• Articulate a critical response to contemporary political, social and philosophical debates impacting on the status and development of physical education and school sport</li> <li>• Demonstrate an understanding of current theoretical and methodological approaches to teaching and learning in physical education and school sport</li> <li>• 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</li> <li>• Critically evaluate the role of government policy in managing decision making within physical education and school sports.</li> </ul>		
<b>Nature of Paper: Elective Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 0 Hrs.= 0 Credit (2 Hrs./Week = 2 Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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.	7
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, First Aid and Emergency Care, Common Injuries and their Management, Modern Life Style and Hypo-kinetic Disease –Prevention and Management.	8
<b>Reference / Textbooks:</b> 1. Difiore J. (1998), Complete guide to postnatal fitness, London.		

2. A & C Black, Giam. C. K. & The K. C. ( 1994), Sport medicine exercise and fitness, Singapore: P,G, Medical Boo
3. Mcglynn, G,, (1993), Dynamics of fitness, Madison: W,C,B Brown.
4. Sharkey B. J. (1990), Physiology of fitness, Human Kinetics Book.

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	00
3) Assignments	05
4) Research Project Report Seminar on Research Project Report	00
5) ESE	35
<b>Total:</b>	<b>50</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. Articulate a critical response to contemporary political, social and philosophical debates impacting on the status and development of physical education and school sport.
2. Demonstrate an understanding of current theoretical and methodological approaches to teaching and learning in physical education and school sport.
3. Critically analyse 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
4. Critically evaluate the role of government policy in managing decision making within physical education and school sports.

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: III</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: FITNESS AND WELLNESS</b>	
<b>Course Code: BPES- EC-305RN</b>	<b>Title: FITNESS AND WELLNESS</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Understand the modern concept of physical fitness and wellness.</li> <li>• Employ the knowledge about concept of holistic health through fitness and wellness.</li> <li>• Orient students toward the approach of positive life style.</li> <li>• Develop competencies for profile development, exercise guidelines adherence.</li> </ul>		
<b>Nature of Paper: Elective Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 2 T:0 P:0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 0 Hrs.= 0 Credit (2Hrs./Week = 2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Meaning and importance of fitness, Meaning and importance of exercise, misconception about exercise, Relationship among fitness, wellness and health.	8
II	Components of performance related fitness, strength-endurance-Power-Agility-Co-ordination, speed, Components of health - related fitness, muscular strength endurance-flexibility- body composition-cardiorespiratory endurance.	7
III	Types of exercises, Aerobic and Anaerobic exercises, Isometric- Isotonic and Iso-kinetic exercises, Stretching exercises.	8
IV	Dietary guidelines for Indians, Carbohydrates, Proteins, Fat, Minerals, Vitamins, Water, Vitamin, Supplements, Balance Diet, Pre-Exercise Meal.	7
<b>Reference / Textbooks:</b>		
1. Difiore J. (1998), Complete guide to postnatal fitness, London. 2. A & C Black, Giam C. (1994), Sport medicine exercise and fitness, Singapore: P,G, Medical Book. 3. McGlynn G. (1993), Dynamics of fitness, Madison: W.C.B. Brown. 4. Sharkey B. J. (1990), Physiology of fitness, Human Kinetics Book.		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		10
2) Presentations /Seminar		00
3) Assignments		05
4) Research Project Report		00

5) ESE	35
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ol style="list-style-type: none"> <li>1. Understand the modern concept of physical fitness and wellness.</li> <li>2. Employ the knowledge about concept of holistic health through fitness and wellness.</li> <li>3. Orient students toward the approach of positive lifestyle.</li> <li>4. Develop competencies for profile development, exercise guidelines adherence.</li> <li>5. Apply the holistic concept of health and wellness.</li> </ol>	

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: III</b>
<b>Credits: 2</b> <b>Theory: 0</b> <b>Practical: 2</b>	<b>SUBJECT: TRACK AND FIELD (THROWING EVENTS- SHOT-PUT, JAVELIN, HAMMER, AND DISCUSS THROW</b>	
<b>Course Code: BPES-PC-308RN</b>	<b>TITLE: TRACK AND FIELD (THROWING EVENTS- SHOT-PUT, JAVELIN, HAMMER, AND DISCUSS THROW.</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Will be Able to learn the various events of Track and Field.</li> <li>• Understand the organization of the events.</li> <li>• Will be able to perform the basic skill of Throwing Events.</li> <li>• Understand the rules and regulations that regulate Track and Field (Throwing event)</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0 T:1 P: 2 (In Hours/Week) Theory - 0 Hr. = 0 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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.	25
II	Fundamental skills of shotput and discuss throw, types of techniques, ground marking and officiating etc.	20
<b>Reference / Textbooks:</b>		
<ol style="list-style-type: none"> <li>1. Doherty, J., Track and Field, Engle wood Cliffs: Prientice Hall Inc.</li> <li>2. Dyoon and Geoffray, G.H., (1962) The Mechanics of Athletics London: University of London Press Ltd.</li> <li>3. Ken O Bosen, Track and Field Fundamental Techniques, Patiala: MS Publications.</li> <li>4. Handbook, AAFI Rules, New Delhi.</li> <li>5. Rogres, L. Joseph., Track &amp; Field Coaching Manual, USA: Herman Kinetics.</li> <li>6. Johnson L. Barry and Jack K. Nelson, (1982) Practical Measurements for Evaluation in Physical Education, Delhi: Surjeet Publications, 1982.</li> <li>7. Narayanan N.C. (1993) A Hand Book of Weight lifting, Tiruneveli, TWDWC Association.</li> </ol>		
<b>Evaluation/Assessment Methodology</b>		
<b>Max. Marks</b>		

1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	00
3) Assignments/ Practical Files	05
4) Research Project Report	00
5) ESE	30
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Will be Able to learn the various events of Track and Field.</li> <li>2. Understand the organization of the events.</li> <li>3. Will be able to perform the basic skill of Throwing Events.</li> <li>4. Understand the rules and regulations that regulate Track and Field (Throwing event)</li> </ol>	

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: III</b>
<b>Credits: 2</b>	<b>Subject: CRICKET</b>	
<b>Theory: 0</b>		
<b>Practical: 2</b>		
<b>Course Code: BPES-PC-309R</b>	<b>Title: CRICKET</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Enable to perform the basic skills of Cricket</li> <li>• Understand the rules and regulations that regulate Cricket</li> </ul>		
<b>Nature of Paper: Core practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: T:1 P: 02 (In Hours/Week) Theory - 0 Hr. = Credit Practical- 2 Hrs.= 1 Credit (2Hrs./Week=1Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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: Batting: Batting stance, Batting techniques, Coaching aids.	25
II	Fielding: Collection, throwing, and catching, Fielding drills. Match preparation: Match simulations: Players can practice match simulations to prepare for competitive scenarios. Fitness maintenance: Players can maintain their fitness levels to perform their best.	20
<b>Reference / Text Books:</b>		
1. Bob Wolmer (2009): The Art & Science of Cricket, 2. Jhon Hotten (2022): Bat, Ball & Field, 3. David Fraser & Guy Osborn (2005): Cricket and the Law,		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
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
<b>Total:</b>		<b>50</b>
Prerequisites for the course:		

**Course Learning Outcomes:**

1. To understand the Cricket and Officiate
2. Able to understand the rules of the Cricket.
3. Able to give the Fundamental Skills of Cricket.
4. Design and practice the new methods of technique of officiating.

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: III</b>
<b>Credits: 2</b> <b>Theory: 0</b> <b>Practical: 2</b>	<b>Subject: TABLE TENNIS AND WEIGHTLIFTING</b>	
<b>Course Code: BPES- PC-310R</b>	<b>Title: TABLE TENNIS AND WEIGHTLIFTING</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Will be able to perform the basic skills of Table Tennis</li> <li>• Will be able to perform the basic skills of Weightlifting</li> <li>• Understand the rules and regulations that regulate Table Tennis</li> <li>• Understand the rules and regulations that regulate Weightlifting</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0 T: 1 P: 2 (In Hours/Week) Theory - 0 Hr. = 0 Credit Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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: 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 officials,	25
II	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: Isometric and Isotonic muscle contraction-Two arms curls, Front press, Press behind the neck, Dead lift, Quarter Squat, Half squat, Full squat, Rise on toes, Straight arm pull over, Bent over, rowing, Bench press, Leg press, Wrist rolling, Pronation and Supination, Trunk twisting, Good morning exercise, Sit ups with weight, Alternate press.	20
<b>Reference / Textbooks:</b>		
1. Geske, K.M. and Mueller, J. (2010) Table Tennis Tactics – Your Path to Success. Maidenhead, Meyer & Meyer Sport. 2. Hodges, L. (1993) Table tennis-Steps to success. Champaign, Human Kinetics. 3. McAfee, R. (2009) Table tennis-Steps to success. Champaign, Human Kinetics.		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	00
3) Assignments/ Practical Files	05
4) Research Project Report Seminar on Research Project Report	00
5) ESE	30
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Will be able to perform the basic skills of Table Tennis</li> <li>2. Will be able to perform the basic skills of Weightlifting</li> <li>3. Understand the rules and regulations that regulate Table Tennis</li> <li>4. Understand the rules and regulations that regulate Weightlifting</li> </ol>	

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: III</b>
<b>Credits: 2</b>	<b>Subject: KHO-KHO</b>	
<b>Theory: 0</b>		
<b>Practical: 2</b>		
<b>Course Code: BPES- PC-311R</b>	<b>Title: KHO-KHO</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• This game will allow students the opportunity to work as a team.</li> <li>• Understand the rules and regulations of the game.</li> <li>• Students will develop strategies to help their team be successful.</li> <li>• This game will provide students with an excellent cardiovascular workout.</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0		
T: 1		
P: 2(In Hours/Week)		
Theory - 0 Hr. = 0 Credit		
Practical- 2 Hrs.=1 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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: General skills of the game-Running, chasing, Dodging, Faking etc. Skills in chasing-Correct Kho, moving on the lanes, Pursuing the runner, Trapping the inactive runner, Trapping the runner on heels, trapping on the pole, Diving, Judgement in giving Kho.	25
II	Rectification of Foul, Skills in Running-Zig zag 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.	20
<b>Reference / Textbooks:</b>		
Student-Designed Games: Strategies for Promoting Creativity, Cooperation, and Skill Development.		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		15
2) Presentations /Seminar		00
3) Assignments/ Practical Files		05
4) Research Project Report Seminar on Research Project Report		00
5) ESE		30
<b>Total:</b>		<b>50</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. This game will allow students the opportunity to work as a team.
2. Understand the rules and regulations of the game.
3. Students will develop strategies to help their team be successful.
4. This game will provide students with an excellent cardiovascular workout.

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: III</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: STRESS MANAGEMENT &amp; LIFE SKILL</b>	
<b>Course Code: BPES- VAC-312</b>	<b>Title: STRESS MANAGEMENT &amp; LIFE SKILL</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• A better understanding of what is stress.</li> <li>• More awareness of how it affects them, their colleagues and the organisation.</li> <li>• Strategies for handling stress more effectively, whether it's coming from work or home.</li> <li>• Will be able to contribute the healthy way to handle stress in society.</li> </ul>		
<b>Nature of Paper: Skill Enhancement Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L:2 T:0 P :0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Definition of stress and anger, Causes and effects of stress and anger, two main emotions of stress-fear and anger, Daily life stressors, Process of stress and anger- Psycho Physiology of stress,	08
II	Adaptation to stress-Reframing of habitual stress resistance, types of stress-personal and social stress Occupational stress, Peer stress / Students stress, Family stress, Stress & elderly and Stress & drug abuse, Stress related diseases- i) sleep disorder, ii) eating disorder, iii) Sexual and emotional disorder, iv) Other stress related diseases, v) Stress & Spirituality.	08
III	Self-awareness and stress management, Muscular tension reduction, Emotional tension reduction, Stress free-living, Stress-free examination, Stress management through physical activity, Stress management through recreation.	07
IV	Anger management-Redford William's 12 steps of anger management Stress management-behavior modification, time management, coping strategy& intervention skills, Relaxation technique- i) Diaphragmatic breathing, ii) Meditation, iii) Progressive muscle relaxation, iv) Yoga, v) Mental imagery, vi) Music therapy, vii) Massage therapy	07
<b>Reference / Textbooks:</b>		
1. Adrain F & Herrick E, and Sharp P (1998), Anger Management, Routledge Publishing, Florence, Kentucky, U.S.A. 2. Allen E (2008), Stress Management for Dummies, For Dummies Publishers, U.S.A. 3. Davis M, et al (2008), The Relaxation and Stress Reduction workbook, Harbinger Publications, USA.		

4. Greenberg J,S, (2008), Comprehensive stress management, McGraw Hill, U.S.A.
5. Hipp E, (2008), Fighting Invisible Tigers: Stress Management for Teens, Free Spirit Publishing, USA.
6. Mac W, (2007), Anger and Stress Management, God's Way, Calvary Press, USA.

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	00
3) Assignments	05
4) Research Project Report Seminar on Research Project Report	00
5) ESE	35
<b>Total:</b>	<b>50</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. Better understanding of what stress is exactly.
2. More awareness of how it affects them, their colleagues and the organisation.
3. Strategies for handling stress more effectively, whether it's coming from work or home.
4. Will be able to contribute the healthy way to handle stress in society.

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: IV</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: SPORTS TRAINING</b>	
<b>Course Code: BPES-CT-401</b>	<b>Title: SPORTS TRAINING</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Understand the modern concept of sports training.</li> <li>• Describe the principles of sports training.</li> <li>• Evaluate and develop system of sports training – basic performance, intermediate performance and high-performance training.</li> <li>• Plan training sessions.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 3 T: 1 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Introduction, Meaning and Definitions of sports training, meaning of terms: coaching, teaching, conditioning and training, Aims and Tasks of sports training, Systematization of sports training, Basic Training, Intermediate Training, High performance training.	15
II	Training Load: Definition and Types of training load, Features/Factors of Training Load, Over Load, Meaning and types of over load, Causes of over load, Symptoms of over load.	15
III	Strength: Concept and types of strength, Methods of strength training, Endurance: Concept and types of endurance, Methods of endurance training, Speed: Concepts and classification of speed, Methods of developing speed abilities, Reaction speed, Speed of movement, Acceleration speed, Sprinting speed, Speed endurance.	15
IV	Technical Training, Definition of Technique and skill, Importance of Technique, Tactical Training, Concept of Tactics and Strategy, Methods of Tactical Training, Planning, Concept of Training Plan, Types of Training plan, Periodization, Meaning and Importance of Periodization, Aim and Contents of Periods, Types of Periodization.	15
<b>Reference / Textbooks:</b>		
1. Dick W, Frank, Sports Training Principles 4th Ed, (London: A & C Black Ltd.), 2002. 2. Harre, D, Principles of Sports Training (Berlin: Sport Veulag), 1982. 3. Matveyev, L, P, Fundamentals of Sports Training (Moscow: Progress Publishers),1977.		

4. Singh, Hardayal, Science of Sports Training (New Delhi: DVS Publications),1991.
5. Uppal, A, K, Principles of Sports Training (Delhi: Friends Publication), 2001.

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>

Prerequisites for the course:

**Course Learning Outcomes:**

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. They will be able to Plan training sessions.

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: IV**

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: IV</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: SPORTS BIOMECHANICS</b>	
<b>Course Code: BPES-CT-402</b>	<b>Title: SPORTS BIOMECHANICS</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Describe motion with precise, well-defined mechanical and anatomical terminology.</li> <li>• Understand and quantify linear and angular characteristics of motion.</li> <li>• Understand the quantitative relationships between angular and linear motion characteristics of a rotating body.</li> <li>• Understand and quantify the cause-and-effect relationship between force and linear and angular motion.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L :3 T:1 P:0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 0 Hrs.= 0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Introduction of Fundamentals of Biomechanics: Definition of Biomechanics & Sports Biomechanics, Importance of Biomechanics for Physical Education Teacher, Coach & Athlete, Basic Concepts: Forms of Motion, Linear Motion, Angular Motion, General Motion	15
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	15
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 use, Moment of Inertia,.	15
IV	Fluid Mechanics: Flotation, Relative Motion, Fluid Resistance: Air & Water, Drag & Lift, Spin, Types of Spin.	15
<b>Reference / Textbooks:</b>		
1. Bunn, John W, Scientific Principles of Coaching, Second Edition, (Englewood cliffs, New Jersey: Prentice Hall, Inc, 1972) 2. Hall, Susan J, Basic Biomechanics, Fourth Edition (Boston etc.: WCB/MC Graw-Hill Companies, 2004)		

3. Hay, James G, The Biomechanics of Sports Techniques, Fourth Edition (Englewood cliffs, New Jersey; Prentice Hall, 1993)
4. Hay, James G, and Raid J, Gavin, Anatomy, Mechanics and Human motion, Second Edition (Englewood cliffs, New Jersey: Prentice Hall, 1988),
5. Kreighbaum, Ellen and Barthels, Biomechanics – A qualitative Approach for studying Human movement, Third edition (New York : MC millan publishing company, 1990)
6. Mc, Ginnis, Peter M, Biomechanics of Sport and Exercise, Second Edition (Champaign: Human kinetics publishers, 2005)

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. Describe motion with precise, well-defined mechanical and anatomical terminology.
2. Understand and quantify linear and angular characteristics of motion.
3. Understand the quantitative relationships between angular and linear motion characteristics of a rotating body.
4. Understand and quantify the cause-and-effect relationship between force and linear and angular motion.

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: IV**

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: IV</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: CORRECTIVE EXERCISES AND REHABILITATION</b>	
<b>Course Code: BPES-CT-403</b>	<b>Title: CORRECTIVE EXERCISES AND REHABILITATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Investigate common injuries that occur in sport and with physical activity.</li> <li>• Able to conceptually map the initial and ongoing management of these injuries.</li> <li>• Critique and reflect on the role and scope of practice of the exercise professional in the prevention and management of a diverse range of sport- and physical activity-acquired injuries.</li> <li>• Will be able to discriminate the roles of other health professionals in the diagnosis and treatment of such injuries.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 3 T: 1 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Meaning, importance and scope of posture education, concept and classification of posture- Correct and incorrect posture- Static and dynamic posture- Body type and posture	15
II	Postural Deformities: A study of Physical defects in posture and the corrections to be arrived at – Kyphosis Lordosis Scoliosis Flat foot, Bowed legs Knocked knees Corrective exercise Assessment of posture-posture test, Therapeutic exercise and their classification.	15
III	Sports Injuries: Introduction to sports injuries, Role of trained personnel in the management of the sports injuries, Prevention injuries: Factors causing sports injuries, Factors sports injuries, Complications of incomplete treatment.	15
IV	Common sport injuries and their immediate treatment: Sprain, Strain, Contusion and hematoma, Dislocation, Fracture, Rehabilitation : Definition objectives and scope, Effects and uses of the therapeutic modalities in Cold therapy, Hot: Infra-Red, Contrast bath, Wax bath therapy, Massage: Brief history of massage, Principles of application of Massage, Classification of the manipulations used in massage and the effects of each such type on different systems of human body, Stroking manipulation, Pressure manipulation, Percussion Manipulation.	15
<b>Reference / Textbooks:</b>		
<ol style="list-style-type: none"> <li>1. Corrective physical education by Rathbone (J,I,H,B, Saunders and Co.) .</li> <li>2. Manual of message and movement by Prof, E,M,Naro (Faber &amp; Faber).</li> </ol>		

3. Therapeutic exercises for body alignment and function by William Maclimond, Catherine Worthingw
4. Massage and Medical Gymnastics by M,V, Lace (J & A Churchhill Ltd.
5. Preventive and Corrective Physical Education by Stafford and Kelly (Ronald Press Co, New York).
6. Tests and Measurements by Mc Coly and Young,

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. Investigate common injuries that occur in sport and with physical activity.
2. Able to conceptually map the initial and ongoing management of these injuries.
3. Critique and reflect on the role and scope of practice of the exercise professional in the prevention and management of a diverse range of sport- and physical activity-acquired injuries.
4. Will be able to discriminate the roles of other health professionals in the diagnosis and treatment of such injuries.

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: IV</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: MEDIA AND CAREERS IN PHYSICAL EDUCATION</b>	
<b>Course Code: BPES- EC-404RN</b>	<b>Title: MEDIA AND CAREERS IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Know how to seek accreditation to sporting events and to report on such events.</li> <li>• Demonstrate analytic skills in relation to reporting sporting events</li> <li>• Produce a number of assignments that demonstrate their own style and perception of events.</li> <li>• Steps in the Organization of Intramural / Extramural Competitions</li> </ul>		
<b>Nature of Paper: Elective Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L:2 T:0 P:0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Audio-Visual Aids, Use of Audio-Visual Aids in Physical Education, Role of Media and Public Relations in Physical Education.	7
II	Media and Careers in Physical Education, Professional Courses in Physical Education and Sports in India, Careers in Fitness, Health, Physical Education, Sports Management and Sports Journalism.	8
III	Steps in the Organization of Intramural / Extramural Competitions (Formation of Committees and their Specific Roles, Publicity, Fixtures, Actual Competition, Prize Distribution Function, Report), Organization of other Physical Education and Sports Events (Seminar, Clinic, Lecture)	7
IV	Practical: Organize an event / intramural / tournament in your college, prepare a News Report of an observed Sports competition, create a presentation on any topic from Physical Education using an audio-visual aid.	8
<b>Reference / Textbooks:</b>		
<ol style="list-style-type: none"> <li>1. Chakraborty, S, (2002) Sports Management (Delhi: Khel Sahitya Kendra) 2.</li> <li>2. Covey, S, (1989) 7 Habits of Highly Effective People, Covey Publications, USA 3,</li> <li>3. Magill, R,A, (2004) Motor Learning and Control: Concepts and Applications, McGraw Hill, New York, USA, 4, Masteralexis.</li> <li>4. C, Barr and M, Humms (2008) Principles and Practices of Sport Management, Jones and Bartlett Publisher, U,S,A, 5.</li> <li>5. Sandhu, K,, (2006) Trends and Developments in Professional Preparation in Physical Education (New Delhi : Friends Publication), 6.</li> </ol>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
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
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ol style="list-style-type: none"> <li>1. Know how to seek accreditation to sporting events and to report on such events.</li> <li>2. Demonstrate analytic skills in relation to reporting sporting events.</li> <li>3. Produce a number of assignments that demonstrate their own style and perception of events</li> <li>4. Steps in the Organization of Intramural / Extramural Competitions.</li> </ol>	

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

<b>Programme: Degree</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: IV</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: SPORTS JOURNALISM AND MASS COMMUNICATION</b>	
<b>Course Code: BPES- EC-405RN</b>	<b>Title: SPORTS JOURNALISM AND MASS COMMUNICATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Know how to seek accreditation to sporting events and to report on such events.</li> <li>• Demonstrate analytic skills in relation to reporting sporting events</li> <li>• Produce a number of assignments that demonstrate their own style and perception of events.</li> <li>• Will learn Various Aspects of Writing for Sports Journalism.</li> </ul>		
<b>Nature of Paper: Elective Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Definition of Sports News, Characteristics of Sports Journalist, Sports Journalism: Trends and Theories	7
II	Analysis of Sports News, Sports News for Door darshan and Radio, Writing for magazines and cyber media.	8
III	Heading of Sports News: Theories and 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.	7
IV	Sports Journalism: Print media tradition, Digital Age, Printing and Proof Reading, Various Aspects of Writing for Sports Journalism.	8
<b>Reference / Textbooks:</b>		
<ol style="list-style-type: none"> <li>1. Chakraborty, S,(2002) Sports Management (Delhi : Khel Sahitya Kendra) 2,</li> <li>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, Masteralexis, L,P,,</li> <li>3. C, Barr and M, Humms (2008) Principles and Practices of Sport Management, Jones and Bartlett Publisher, U,S,A,</li> <li>4. 5, Sandhu, K,,(2006) Trends and Developments in Professional Preparation in Physical Education (New Delhi : Friends Publication), 6,</li> <li>5. Sandhu, K,, (1993), Sports Dynamics-Psychology, Sociology and Management, Delhi: Galgotia Publishers, 7,</li> <li>6. Shaw, and Kaushik, (2001) Lesson-Planning, Teaching Methods and Class-Management in Physical Education (New Delhi : Khel Sahitya Kendra), 8,</li> </ol>		

7. Siendentop, P, (2003) Introduction to Physical Education, Fitness & Sports, Mc Graw Hill, New York, USA,,

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>50</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. Know how to seek accreditation to sporting events and to report on such events.
2. Demonstrate analytic skills in relation to reporting sporting events
3. Produce a number of assignments that demonstrate their own style and perception of events
4. Will learn Various Aspects of Writing for Sports Journalism.

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: IV</b>
<b>Credits: 2</b>	<b>Subject: SPORTS EXERCISE AND NUTRITION</b>	
<b>Theory: 2</b>		
<b>Practical: 0</b>		
<b>Course Code: BPES- SEC-406</b>	<b>Title: SPORTS EXERCISE AND NUTRITION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Describe the physiological functions of vitamins, minerals and major nutrients and explain how and why micronutrient requirements might be altered in athletes compared with non-exercising individuals.</li> <li>• Describe the composition of common sports drinks and ergogenic aids and discuss how these can be used appropriately and safely before, during and after exercise.</li> <li>• Outline evidence based nutritional strategies to enhance recovery and adaptation after exercise training.</li> <li>• Explain the relationship between exercise, nutrition and energy balance for the control of body composition and chronic disease risk factors</li> </ul>		
<b>Nature of Paper: Skill Enhancement Course</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L:2 T:0 P:0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Introduction to basic concepts in nutrition-Nutrients of physiological significance their sources & functions requirements in normal health conditions.	07
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.	07
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.	08
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.	08
<b>Reference / Textbooks:</b>		

1. Kumari, Sheela, S., Rana, Amita and Kaushik, Seema (2008), Fitness, Aerobics and Gym Operations, Khel Sahitya, New Delhi.
2. W,W,K, Hoeger and S,A, Hoeger (2004), Principles and Labs for Fitness and Wellness, Thomson Wadsworth, California, USA.
3. Barrow H,M, and McGee R, (1979), A Practical Approach to Measurement in Physical Education, Lea & Febiger, Philadelphia, U,S,A,

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>50</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. Describe the physiological functions of vitamins, minerals and major nutrients and explain how and why micronutrient requirements might be altered in athletes compared with non-exercising individuals.
2. Describe the composition of common sports drinks and ergogenic aids and discuss how these can be used appropriately and safely before, during and after exercise.
3. Outline evidence based nutritional strategies to enhance recovery and adaptation after exercise training.
4. Explain the relationship between exercise, nutrition and energy balance for the control of body composition and chronic disease risk factors.

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: IV**

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: IV</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: SPORTS INDUSTRY AND MARKETING</b>	
<b>Course Code: BPES- SEC-407</b>	<b>Title: SPORTS INDUSTRY AND MARKETING</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Understand the sports marketing environment and trends influencing marketers.</li> <li>• Evaluate sports sponsorship decisions.</li> <li>• Understand the process and structure in sporting events</li> <li>• Understand the Social Impact of Sports</li> </ul>		
<b>Nature of Paper: Skill Enhancement Course</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 2 T:0 P:0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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.	08
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.	07
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.	08
IV	Pricing Concepts and Sales strategies in Sports Marketing Careers in Sports Marketing /Management.	07
<b>Reference / Textbooks:</b>		
<ol style="list-style-type: none"> <li>1. Cornwell, T,B, (2014), Sponsorship in marketing: Effective communications through sports, arts and events, Routledge Publishers, USA.</li> <li>2. De Garris, L., (2015) Sports Marketing: A Practical Approach, Routledge Publishers, USA Robinson, L, et al, (2012) The Routledge Handbook of Sport Management, second edition, Routledge Publishers, USA</li> <li>3. Mullin, B,J., et al, (2007) Sports Marketing, third edition, Human Kinetics</li> <li>4. Fried, G, (2009) Managing Sport Facilities - 2nd Edition, Human Kinetics</li> </ol>		
<b>Evaluation/Assessment Methodology</b>		

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Understand the sports marketing environment and trends influencing marketers.</li> <li>2. Evaluate sports sponsorship decisions.</li> <li>3. Understand the process and structure in sporting events</li> <li>4. Understand the Social Impact of Sports.</li> </ol>	

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: IV</b>
<b>Credits: 2</b>	<b>Subject: TRACK AND FIELD (COMBINED EVENTS)-</b>	
<b>Theory: 0</b>	<b>MIXED EVENTS- PENTATHLON, HEPTATHLON &amp;</b>	
<b>Practical: 2</b>	<b>DECATHLON</b>	
<b>Course Code: BPES- PC-408RN</b>	<b>Title: TRACK AND FIELD (COMBINED EVENTS)-</b>	
	<b>MIXED EVENTS- PENTATHLON, HEPTATHLON &amp;</b>	
	<b>DECATHLON</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Will be Able to learn the various events of Track and Field (Combined Events)</li> <li>• Understand the organization of the events.</li> <li>• Will be able to perform the basic skill of combined events.</li> <li>• Understand the rules and regulations that regulate Track and Field (Combined Events).</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L:0		
T:1		
P:2 (In Hours/Week)		
Theory - 0 Hr. = 0 Credit		
Practical- 2 Hrs.=1 Credit (4Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Historical development of the game/sport at national and international levels. National Bodies controlling game/sport and their affiliated units. International Bodies controlling game/sport and their affiliated units. Major National and International competitions in Game/Sport. Layout and marking of play field/ground/courts and measurement of equipment's used in Game/Sport.	5
II	Classification of techniques/skills. Technique/skill training: Preparatory, Basic, Supplementary exercises. Identification & Correction of faults. Training for mastery in technique/skill. Recreational and lead-up activities. Warm-up and cool down for game/sports.	20
III	Mechanics of officiating. Qualities of good official. Duties of official (pre, during and post-game) Rules & their interpretations	20
<b>Reference / Textbooks:</b>		
1. Doherty, J., Track and Field, Engle wood Cliffs: Prientice Hall Inc.		
2. Dyoon and Geoffray, G.H., (1962) The Mechanics of Athletics London: University of London Press Ltd.		
3. Ken O Bosen, Track and Field Fundamental Techniques, Patiala: MS Publications.		
4. Handbook, AAFI Rules, New Delhi.		
5. Rogres, L. Joseph., Track & Field Coaching Manual, USA: Herman Kinetics.		
6. Johnson L. Barry and Jack K. Nelson, (1982) Practical Measurements for Evaluation in Physical Education, Delhi: Surjeet Publications, 1982.		
7. Narayanan N.C. (1993) A Hand Book of Weight lifting, Tiruneveli, TWDWC Association		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	0
3) Assignments/ Practical Files	5
4) Research Project Report Seminar on Research Project Report	0
5) ESE	30
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ol style="list-style-type: none"> <li>1. Will be Able to learn the various events of Track and Field (Combined Events).</li> <li>2. Understand the organization of the events.</li> <li>3. Will be able to perform the basic skill of Combined Events.</li> <li>4. Understand the rules and regulations that regulate Track and Field (Combined Events)</li> </ol>	

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: IV</b>
<b>Credits: 2</b> <b>Theory: 0</b> <b>Practical:2</b>	<b>Subject: HANDBALL</b>	
<b>Course Code: BPES- PC-409R</b>	<b>Title: HANDBALL</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Will be able to perform the basic skills of Handball</li> <li>• Understand the rules and regulations that regulate Handball</li> <li>• Will be able to learn the officiating and coaching in the game.</li> <li>• Know about various tournaments in Handball</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0 T:1 P:2 (In Hours/Week) Theory – 0 Hr. = 0 Credit Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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-Catching, Throwing, Ball Control, Goal Throws-Jump Shot, Centre Shot, Dive Shot, Reverse Shot, Dribbling-High and Low,	25
II	Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defense, Rules and their interpretations and duties of officials.	20
<b>Reference / Textbooks:</b>		
1. Reita, Clanton and Phyl, Dwight Mary (1997) Team Handball Steps to Success, Human. 2. Latest Handball Rulebook		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		15
2) Presentations /Seminar		0
3) Assignments/ Practical Files		5
4) Research Project Report Seminar on Research Project Report		0
5) ESE		30
<b>Total:</b>		<b>50</b>
Prerequisites for the course:		

**Course Learning Outcomes:**

1. Will be able to perform the basic skills of Handball
2. Understand the rules and regulations that regulate Handball
3. Will be able to learn the officiating and coaching in the game.
4. Know about various tournaments in Handball

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: IV</b>
<b>Credits: 2</b> <b>Theory: 0</b> <b>Practical: 2</b>	<b>Subject: YOGA</b>	
<b>Course Code: BPES- PC-410R</b>	<b>Title: YOGA</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Will be able to perform the basic skills of Yoga</li> <li>• Understand the rules and regulations that regulate Yoga</li> <li>• Perform Variations of yogic exercises</li> <li>• Knowledge about perfect posture and its effects.</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0 T:1 P:2 (In Hours/Week) Theory - 0 Hr. = 0 Credit Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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, Surya Namaskar, Asanas: Sitting, Standing, Laying Prone Position, Laying Supine Position	25
II	Pranayama, Corrective Asanas, Shuddhi Kriyas.	20
<b>Reference / Textbooks:</b>		
<ol style="list-style-type: none"> <li>1. Gharote, M. L. &amp; Ganguly, H. (1988). Teaching methods for yogic practices. Lona Wala: Kaixydahmoe.</li> <li>2. Rajjan, S. M. (1985). Yoga strengthening of relaxation for sports man. New Delhi: Allied Publishers.</li> <li>3. Shankar, G. (1998). Holistic approach of yoga. New Delhi: Aditya Publishers.</li> <li>4. Shekar, K. C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra.</li> </ol>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		15
2) Presentations /Seminar		0
3) Assignments/ Practical Files		5
4) Research Project Report Seminar on Research Project Report		0
5) ESE		30
<b>Total:</b>		<b>50</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. Enable to perform the basic skills of Yoga.
2. Understand the rules and regulations that regulate Yoga.
3. Perform Variations of yogic exercises.
4. Knowledge about perfect posture and its effects.

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: BPES</b>		<b>Semester: IV</b>
<b>Credits: 2</b> <b>Theory: 0</b> <b>Practical: 2</b>	<b>Subject: TENNIS</b>	
<b>Course Code: BPES- PC-411R</b>	<b>Title: TENNIS</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Will be Able to perform the basic skills of Tennis</li> <li>• Understand the rules and regulations that regulate Tennis</li> <li>• Gain knowledge about officiating and coaching in Tennis.</li> <li>• Will be able to explore various competitions in Tennis.</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L:0 T:1 P:2 (In Hours/Week) Theory - 0 Hr. = 0 Credit Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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: Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip, Stance and Footwork, Basic Ground Strokes-Forehand drive.	25
II	Backhand drive, Basic service, Basic Volley, Over-head Volley, Chop Tactics – Defensive, attacking in game, Rules and their interpretations and duties of officials.	20
<b>Reference / Textbooks:</b>		
1. Barrett, John Wimbledon: The Official History of the Championships (HarperCollins, 2001) ISBN 978-0-00-711707-9		
2. Collins, Bud History of Tennis – An Authoritative Encyclopedia and Record Book (New Chapter Press, 2010) ISBN 978-0-942257-70-0		
3. Danzig, Allison and Peter Schwed (ed.) The Fireside Book of Tennis (Simon & Schuster, 1972) ISBN 978-0-671-21128-8		
4. Doherty, Reginald Frank R.F. and H.L. Doherty – On Lawn Tennis (Kessinger Publishing, 2010) ISBN 978-1-167-08589-5\		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	0
3) Assignments/ Practical Files	5
4) Research Project Report Seminar on Research Project Report	0
5) ESE	30
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ol style="list-style-type: none"> <li>1. Enable to perform the basic skills of Tennis</li> <li>2. Understand the rules and regulations that regulate Tennis.</li> <li>3. Gain a knowledge about officiating and coaching in Tennis.</li> <li>4. Will be able to explore various competitions in Tennis.</li> </ol>	

**IIMTU-NEP IMPLEMENTATION**  
**Year: III / Semester: V**

<b>Programme: Bachelor of physical education and sports</b>		<b>Year: III</b>
<b>Class: BPES</b>		<b>Semester: V</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION AND SPORTS</b>	
<b>Course Code: BPES-CT-501</b>	<b>Title: PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION AND SPORTS</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To define and discuss professional preparation in physical education in India.</li> <li>• Appraise knowledge of the historical aspect, education policies and professional organization of physical education.</li> <li>• To design the structure, requirement and selection criteria of different courses of physical education</li> <li>• To develop knowledge about in- service education.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 4 T: 0 P: 0(In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Foundation of Professional Preparation, Ideals for Indian Democracy for Physical Education, A Role of central government in Education and Professional Preparation,	15
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,	15
III	Professional Preparation at: Under-graduate and Post-graduate level, Admission Procedure, Syllabus, Educational, laboratory, Library and Practical, Experience,	15
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	15
<b>Reference / Text Books:</b>		
1. Bucher, C, A, (1983), Administration of Physical Education and Athletic, programme, St, Lolis: The C,V, Hosby Co, 2. Patel, Rajnikant, P, (2016), Supervision in Physical Education, K,S,K, Publishers: New Delhi, 3. Chakraborty, S,(2014) Sports Management, Prerna Prakashan: New Delhi, 4. Dheer, S, Kamal, R, (2002), Organization & Administration in Physical Education, Friends Publications: New Delhi,		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	25
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/ Practical File	0
5) ESE	70
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ol style="list-style-type: none"> <li>1. Able to know the criteria about professional preparation in physical education in India.</li> <li>2. Got the knowledge of the historical aspect, education policies and professional organization of physical education.</li> <li>3. To know that how to design the structure, requirement and selection criteria of different courses of physical education</li> <li>4. To enhance knowledge about in- service education.</li> </ol>	

**IIMTU-NEP IMPLEMENTATION**

**Year: III / Semester: V**

<b>Programme: Bachelor of physical education and sports</b>		<b>Year: III</b>
<b>Class: BPES</b>		<b>Semester: V</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: EDUCATIONAL TECHNOLOGY IN PHYSICAL EDUCATION</b>	
<b>Course Code: BPES-CT-502</b>	<b>Title: EDUCATIONAL TECHNOLOGY IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Define educational technology</li> <li>• Explain the scopes and significance of educational technology</li> <li>• Differentiate Hardware and software</li> <li>• Identify hardware and software in educational technology.</li> <li>• Distinguish Educational Technology and Instructional technology.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 4 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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.	15
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,	15
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.	15
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,	15
<b>Reference / Text Books:</b>		
1. Bhardwaj, A, (2003), New media of educational planning, New Delhi: Arup of Sons, 2. Bhatia, & Bhatia, (1959), The principles and methods of teaching, New Delhi: Doaba House,		

3. Kochar, S, K, (1982), Methods and techniques of teaching, New Delhi: Sterling Publishers Pvt, Ltd,
4. Sampath, K., Pannirselvam, A, & Santhanam, S, (1981), Introduction to educational technology, New Delhi: Sterling Publishers Pvt, Ltd,
5. Walia, J, S, (1999), Principles and methods of education, Jalandhar, Paul Publishers,

**Evaluation/Assessment Methodology**

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

Prerequisites for the course:

**Course Learning Outcomes:**

1. Understand concept of information and communication technology in physical education field
2. Analyse sporting data of various types via astute use of statistical packages.
3. Practice mathematics, statistics, information technology in sport technology related problems.
4. Offer Hands on Knowledge in information and communication Technology

**IIMTU-NEP IMPLEMENTATION**  
**Year: III / Semester: V**

<b>Programme: Bachelor in physical education and sports</b>		<b>Year: III</b>
<b>Class: BPES</b>		<b>Semester: V</b>
<b>Credits: 4</b>	<b>Subject: SPORTS PSYCHOLOGY</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: BPES-CT-503</b>	<b>Title: SPORTS PSYCHOLOGY</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• The study of the influence of sports activities on the psyche of athletes:</li> <li>• Development of psychological conditions for improving the effectiveness of sports training.</li> <li>• Development of the psychological foundations of pre-competitive training of athletes</li> <li>• The study of social and psychological phenomena in the sports team.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 4		
T: 0		
P: 0 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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.	15
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,	15
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,	15
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.	15
<b>Reference / Text Books:</b>		
1. 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,		
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 Jersy: Prentice Hall Inc, 5,		
3. John D, Lauther (1998) Sports Psychology, Englewood, Prentice Hall Inc, 6,		

4. MiroslawVauks & Bryant Cratty (1999), Psychology and the Superior Athlete, London: The Macmillan Co, 7,

**Evaluation/Assessment Methodology**

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

Prerequisites for the course:

**Course Learning Outcomes:**

1. Effectively develop and apply health, physical activity, and psychological principles as they relate to human performance
2. Design, conduct, and evaluate research that address psychological questions
3. Demonstrate effective written and oral skills in various formats and for various purposes
4. Explain the major perspectives of psychology (e.g. biological, cognitive, behavioural, sociocultural, etc.)

**IIMTU-NEP IMPLEMENTATION**

**Year: III / Semester: V**

<b>Programme: Bachelor in physical education and sports</b>		<b>Year: III</b>
<b>Class: BPES</b>		<b>Semester: V</b>
<b>Credits: 2</b>	<b>Subject: OFFICIATING AND COACHING</b>	
<b>Theory: 2</b>		
<b>Practical: 0</b>		
<b>Course Code: BPES-EC-504RN</b>	<b>Title: OFFICIATING AND COACHING</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To categorize each game, physical activity, sport, play or movement coordination setting.</li> <li>• To know the importance of each category of games, physical activities and sports.</li> <li>• To know the essentials about game theory, physical education and sports.</li> <li>• To know the all things about all games and sports.</li> </ul>		
<b>Nature of Paper:</b> Elective Course		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 2		
T: 0		
P: 0 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 0 Hrs.= 0 Credit (2Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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.	7
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.	8
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.	7
<b>Reference / Text Books:</b>		
1. Bunn, J, W, (1968), The art of officiating sports, Englewood cliffs N.J. Prentice Hall.		
2. Bunn J, W, (1972), Scientific principles of coaching, Englewood cliffs N, J, Prentice Hall.		
3. Dyson, G, H, (1963), The mechanics of athletics, London: University of London Press Ltd,		
4. Lawther, J,D, (1965), Psychology of coaching, New York: Pre, Hall,		
5. Singer, R, N, (1972), Coaching, athletic & psychology, New York: M,C, Graw Hill		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	05
4) Research Project Report/ Practical File	
5) ESE	30
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Students will be able to effectively apply knowledge and skills learned throughout the curriculum in real world settings.</li> <li>• Students will be able to apply critical thinking and reasoning skills as sports management professionals.</li> <li>• Students will be able to capably communicate, orally and in writing, as a sports management professional within various sport settings.</li> <li>• Design and practice the new methods of technique of officiating.</li> </ul>	

**IIMTU-NEP IMPLEMENTATION**

**Year: III / Semester: V**

<b>Programme: Bachelor of physical education and sports</b>		<b>Year: III</b>
<b>Class: BPES</b>		<b>Semester: V</b>
<b>Credits: 2</b>	<b>Subject: YOGA AND NATUROPATHY</b>	
<b>Theory: 2</b>		
<b>Practical: 0</b>		
<b>Course Code: BPES-EC-505RN</b>	<b>Title: YOGA AND NATUROPATHY</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Formulation of aims and patterns of research on scientific lines in Yoga &amp; Naturopathy.</li> <li>• Undertake any education, training, research and other programmes in Yoga &amp; Naturopathy.</li> <li>• Grant accreditation to organizations for conducting courses in Yoga and Naturopathy.</li> <li>• Grant registration to the practitioners of Yoga and Naturopathy.</li> </ul>		
<b>Nature of Paper: Elective Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 0 Hrs.= 0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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, Ashtanga 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.	7
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.	7
<b>Reference Books:</b>		
<ol style="list-style-type: none"> <li>1. Brown, F, Y, (2000), How to use yoga, Delhi: Sports Publication.</li> <li>2. Gharote, M, L, &amp; Ganguly, H, (1988), Teaching methods for yogic practices, Lonawala: Kaixy dahmoe.</li> <li>3. Rajjan, S, M, (1985), Yoga strengthening of relaxation for sports man, New Delhi: Allied Publishers.</li> </ol>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	05
4) Research Project Report/ Practical File	
5) ESE	30
<b>Total:</b>	<b>50</b>
<b>Course Learning Outcomes:</b> <ol style="list-style-type: none"> <li>1. Yoga asana help improve blood circulation.</li> <li>2. Yoga can be done anywhere, anytime without any equipment.</li> <li>3. Yoga helps with posture.</li> <li>4. Yoga helps immunity system.</li> </ol>	

**IIMTU-NEP IMPLEMENTATION**

**Year: III / Semester: V**

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: III</b>
<b>Class: BPES</b>		<b>Semester: V</b>
<b>Credits: 2</b>	<b>Subject: SPORTS SPECIALIZATION</b>	
<b>Theory: 0</b>		
<b>Practical: 2</b>		
<b>Course Code: BPES-PC-508RN</b>	<b>Title: SPORTS SPECIALIZATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To develop a sense of responsibility and accountability in all of our athletes.</li> <li>• To develop a sense of responsibility and accountability in all of our athletes.</li> <li>• To ensure that our athletes enjoy participating.</li> <li>• To develop the muscular strength.</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0		
T: 1		
P: 2 (In Hours/Week)		
Theory - 0 Hr. = 0 Credit		
Practical- 2 Hrs.=1 Credit (4Hrs./Week = 2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Historical Development and Modern Trends (National and International Level) Organizational Structure (State, National and International Level)	12
II	Playfield Technology – Marking and Construction of the playfields. Rules and their interpretation.	11
III	General Warming up and Specific Warming up Physiological basis of Warming up and its effect on performance and cooling down and its effect.	12
IV	Basic skills and techniques of the Sports/Game., Skill/Technique Evaluation and Evaluation of Player’s Performance	10
<b>Reference / Text Books:</b>		
1. <u>Aron Ainsworth</u> (2009) A-Z Sports and Games Centrum Press pages 253.		
2. Encyclopedia-Sports-Games-R-G-Goel/dp/0706998227		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		15
2) Presentations /Seminar		
3) Assignments		05
4) Research Project Report/ Practical File		
5) ESE		30
<b>Total:</b>		<b>50</b>
1. Prerequisites for the course:		

**Course Learning Outcomes:**

1. Able to mark Track and Field and Officiate.
2. Able to understand the rules of the games and sports
3. Able to give seeding and Heats in Track and Field. Combined Events.
4. Design and practice the new methods of technique of officiating.

**IIMTU-NEP IMPLEMENTATION**

**Year: III / Semester: V**

<b>Programme: Bachelor of physical Education and Sports</b>		<b>Year: III</b>
<b>Class: BPES</b>		<b>Semester: V</b>
<b>Credits: 2</b>	<b>Subject: HOCKEY</b>	
<b>Theory: 0</b>		
<b>Practical: 2</b>		
<b>Course Code: BPES-PC-509R</b>	<b>Title- HOCKEY</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To take the ball from the person on the other team.</li> <li>• Another one is to dribble the ball down the field without losing it to the other team.</li> <li>• One of the more major mini objectives, is to keep the ball out of your own goal</li> <li>• The ball should be under control.</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0 T: 1 P: 2 In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (2Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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,	25
II	Passing-Forward pass, square pass, Triangular pass, Rules and their interpretations and duties of officials, Ground Marking.	20
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. Liebeck, Elaine; Pollard, Helen, eds. (1994). The Oxford Paperback Dictionary (4th ed.). Oxford, England: Oxford University Press. ISBN 0-19-280012-4.</li> <li>2. <u>Gidén, Houda &amp; Martel 2014, p. 50.</u></li> <li>3. <u>Guinness World Records 2015.</u> Guinness World Records. 2014. p. 218. ISBN 9781908843821.</li> <li>4. Rymer, Thomas (1740). Foedera, conventions, literae, et cujuscumque generis acta publica, inter reges Angliae, et alios quosvis imperatores, reges, pontifices ab anno 1101. Book 3, part 2, p. 79.</li> <li>5. Scott, Sir James Sibbald David (1868). <u>The British Army: Its Origin, Progress, and Equipment.</u> Cassell, Petter, Galpin &amp; Company. p. 86.</li> </ol>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	05
4) Research Project Report/ Practical File	
5) ESE	30
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ol style="list-style-type: none"> <li>1. Perform the basic hockey skills.</li> <li>2. Enjoy a range of skill-based practice routines and small sided -games</li> <li>3. Perform the skills with coordination with team players</li> <li>4. Perform all the skills under rules</li> </ol>	

**IIMTU-NEP IMPLEMENTATION**

**Year: III / Semester: V**

<b>Programme: Bachelor of physical education and sports</b>		<b>Year: III</b>
<b>Class: BPES</b>		<b>Semester: V</b>
<b>Credits: 2</b>	<b>Subject: KABADDI</b>	
<b>Theory: 0</b>		
<b>Practical: 2</b>		
<b>Course Code: BPES-PC-510R</b>	<b>Title: KABADDI</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To grab points by raiding into the opponent's court</li> <li>• Touching as many opponent players as possible without getting caught on a single breath</li> <li>• Chanting “kabaddi! Kabaddi! Kabaddi” enters into the opponent court</li> <li>• To give chance to raid to each player.</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0		
T: 1		
P: 2 (In Hours/Week)		
Theory - 0 Hr. = 0 Credit		
Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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: 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,	25
II	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.	20
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. "A tale of kabaddi, Bangladesh's national sport". Dhaka Tribune. Retrieved 31 July 2017.</li> <li>2. <u>Jump up to:</u> <sup>a</sup> <sup>b</sup> Faroqi, Gofran. "Kabadi". Banglapedia: National Encyclopedia of Bangladesh. Asiatic Society of Bangladesh.</li> <li>3. "The kabaddi question - whose game is it anyway?". ESPN.com. Retrieved 20 August 2018.</li> <li>4. Sen, Ronojoy (27 October 2015). <u>Nation at Play: A History of Sport in India</u>. Columbia University Press. ISBN 9780231539937.</li> <li>5. "A tale of kabaddi, Bangladesh's national sport". Dhaka Tribune. Retrieved 31 July 2017.</li> <li>6. Pioneer. "Kabaddi goes international". Retrieved 23 August 2018.</li> </ol>		
<b>Evaluation/Assessment Methodology</b>		

	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	15
2) Presentations /Seminar	
3) Assignments	05
4) Research Project Report/ Practical File	
5) ESE	30
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Perform the basic Kabaddi skills.</li> <li>2. Enjoy a range of skill-based practice routines and small sided -games</li> <li>3. Perform the skills with coordination with team players</li> <li>4. Perform all the skills under rules</li> </ol>	

**IIMTU-NEP IMPLEMENTATION**

Year: III / Semester: V

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: III</b>
<b>Class: BPES</b>		<b>Semester: V</b>
<b>Credits: 2</b> <b>Theory: 0</b> <b>Practical: 2</b>	<b>Subject: TEACHING PRACTICE (GENERAL LESSON PLAN)</b>	
<b>Course Code: BPES-PC-511R</b>	<b>Title: TEACHING PRACTICE (GENERAL LESSON PLAN)</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To induce the science and art of teaching in students.</li> <li>• To provide the hands-on experience related to cognitive and motor teaching.</li> <li>• Establish student relationship</li> <li>• Evaluate student potential</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0 T: 1 P: 2 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
1	15 teaching lesson plans out of which 5 lessons internal and 10 lessons external at school on following pattern Game lesson Plan Athletic Lesson Plan	25
2	Lesson plan on Light apparatus activity. Lesson plan on Marching.	20
<b>REFERENCES:</b>		
<ol style="list-style-type: none"> <li>1. Mangal, S.K. (200) Essentials of Educational Technology. Prentice-Hall of India Pvt. Limited, New Delhi.</li> <li>2. Haynes, A. (2010) The Complete Guide to Lesson Planning and Preparation. Continuum International Publishing Group, London.</li> <li>3. 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.</li> </ol>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		15
2) Presentations /Seminar		05
3) Assignments		05
4) Research Project Report/ Practical File		30
5) ESE		30
<b>Total:</b>		<b>50</b>
Prerequisites for the course:		

**Course Learning Outcomes:**

1. Pedagogical competence in student's own substance field:
2. The student teacher is able to guide the students' professional growth.
3. The student teacher is able to work in purposeful interaction with students according to the situation.
4. The student teacher is able to make understand to each student.

**IIMTU-NEP IMPLEMENTATION**  
**Year: III / Semester: VI**

<b>Programme: Bachelor of physical education and sports</b>		<b>Year: III</b>
<b>Class: BPES</b>		<b>Semester: VI</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: TEST AND MEASUREMENT IN PHYSICAL EDUCATION AND SPORTS</b>	
<b>Course Code: BPES-CT-601R</b>	<b>Title: TEST AND MEASUREMENT IN PHYSICAL EDUCATION AND SPORTS</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• The study will help to students to know the differences between measurement, evaluation and assessment for students' respective career area</li> <li>• The student will understand the impact of pre-service teacher attitudes on test and measurement protocols</li> <li>• 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</li> <li>• The student will learn to describe models of evaluation in relation to specific measurement examples</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 3 T: 0 P: 2 In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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
<b>Reference / Text Books:</b>		
1. Clarks H: Application of measurement of health physical education, prentice Hall, inc, 1967. 2. Larson L, A, & Yucom R, D, Measurement and Evaluation in Physical Health and Recreation Education. 3. St, Luis C,V, Mos by Co, · Mathew, Donald: Measurement in Physical Education London.		

4. W, B, Saunders & Co, · Neilson, N, P, An elementary Course in Statistics Test and Measurement in Physical, California National Test, Polo.
5. Harbens Singh: Teaching Hockey Through Testing, Kamal, Laxmi Sports Industries.

**Evaluation/Assessment Methodology**

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

**Course Learning Outcomes:**

1. The student will identify differences between measurement, evaluation and assessment for students' respective career area.
2. The student will understand the impact of pre-service teacher attitudes on test and measurement protocols.
3. 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.
4. The student will describe models of evaluation in relation to specific measurement examples.

**IIMTU-NEP IMPLEMENTATION**  
**Year: III / Semester: VI**

<b>Programme: Bachelor of physical education and sports</b>		<b>Year: III</b>
<b>Class: BPES</b>		<b>Semester: VI</b>
<b>Credits: 4</b>	<b>Subject: ADAPTED PHYSICAL EDUCATION</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: BPES-CT-602</b>	<b>Title: ADAPTED PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>To develop a healthy level of balance, flexibility, muscular strength, body composition, and cardio-respiratory endurance.</li> <li>To learn new games and their rules and to demonstrate it correctly in the game settings.</li> <li>To learn and demonstrate appropriate social skills during physical activities.</li> <li>To develop motor skills and to learn the benefits of regular physical activity.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 3		
T: 1		
P: 0 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Introduction to Adapted Physical Education Meaning and definitions Aims, goals, and objectives Need and importance of adapted physical education.	15
II	Classification of Disability Physical disabilities Causes Functional Limitations Characteristics Mental Retardation Causes Characteristics Functional Limitations Visual Impairment Causes Characteristics Functional Limitations Hearing Impairment Causes Characteristics Functional Limitations Behavioral Disorders Adjustment Problems Personality Disorder Modifications for teaching and programming in physical education and sports.	15
III	Adapted physical education programme Guiding principles for adapted physical education programme (AAPHER Principles) Physical Education program for disabled for Elementary school, Middle school High School College and University level.	15
IV	Co-curricular Activities for disabled outdoor programme for the disabled Adventure based outdoor programme Rhythm and dance activities, Rehabilitation, Aims and objectives of rehabilitation council of India, Meaning of functional and occupational rehabilitation, Governmental Welfare Programme, Provision of Special rights and privilege for disabled through legislations, Social welfare programme for disabled, Mass public education /Awareness programme, Education approach, Service approach, Legislative approach.	15

**Reference / Text Books:**

1. Auxter, Byler, Howtting, Adapted Physical Education and Reactions.
2. Morbey-St, Laus Mirrauri, Arthur G, Miller and James, Teaching Physical Activities to Impaired Youth.
3. John Wilage & Sons Inc, Canada, Ronal W, French, & Paul J, Special Physical Education.
4. Charles E, Merrics Publishing Co, Edinburgh, Ohio, Arthur S, Daniles and Euily, Adapted Physical Education.
5. Harpet & R,W, Publisher-New York, Anoop Jain, Adapted physical Education, sports publications, Ashok Vihar, Delhi-52.

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	05
3) Assignments	05
4) Research Project Report/ Practical File	
5) ESE	70
<b>Total:</b>	<b>100</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. Students will be able to recognize and apply the developmental patterns and motor movement as they relate to the performance of the basic skills.
2. Students will understand physical fitness concepts and be able to make adaptations to meet the Fitness needs of individuals with disabilities.
3. Students will recognize and appreciate the importance of a positive self-concept and emotional wellbeing related to the diversity of special populations.

**IIMTU-NEP IMPLEMENTATION**  
**Year: III / Semester: VI**

<b>Programme: Bachelor of physical education and sports</b>		<b>Year: III</b>
<b>Class: BPES</b>		<b>Semester: VI</b>
<b>Credits: 4</b>	<b>Subject: SPORTS SOCIOLOGY</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: BPES-CT-603</b>	<b>Title: SPORTS SOCIOLOGY</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Students will become familiar with basic information on the sociology of sports.</li> <li>• They will also learn to apply general principles of sociology to the analysis and 2 understanding of particular types of sports issues (e.g., leisure sports vs. organized sports).</li> <li>• Acquire the ability to evaluate public policies and ethical issues about sport and leisure.</li> <li>• Learn to use library and computer resources to enhance your knowledge of sport/leisure.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 3		
T: 1		
P: 0 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 0 Hrs.=0 Credit (4Hrs./Week = 4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Concept of Sociology, Meaning, nature and scope of sociology, Methods of sociology and their relationship with other social sciences, Effect of various social forces on personality development, Sport – medium of socio-cultural change.	15
II	Introduction to sports sociology, Meaning and scope of sports sociology, Sports sociology as a discipline, Sports as a social occurrence, Effect of appearance, sociability and specialization on sport participation.	15
III	Sports and society, Socialization through games and sports, Recreation and its scope through games and sports, Sport as an element of society, Sport as an element of cultural development Sport as an art.	15
IV	Social factors concerning sports in society, social stratification in sports, Demonstration in sports, Sport and women, Sport and children, Sport and older adults.	15
<b>Reference / Text Books:</b>		
1. S, R., Sociological foundation in physical education and sports, friends publication, New Delhi,		
2. Singh Bhupinder, Sports sociology- An Indian perspective, Friends publication, New Delhi,		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>

1) Class tasks/ Sessional Examination	25
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/ Practical File	0
5) ESE	70
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Learn different approaches to the study of sport and leisure.</li> <li>2. Learn to conduct and interpret research about sport and leisure</li> <li>3. Understand how sport and leisure interact with other social forces, both local and global</li> </ol>	

**IIMTU-NEP IMPLEMENTATION**  
**Year: III / Semester: VI**

<b>Programme: Degree/</b>		<b>Year: III</b>
<b>Class: Bachelor of Physical Education and Sports</b>		<b>Semester: VI</b>
<b>Credits: 2</b>	<b>Subject: SPORTS TECHNOLOGY</b>	
<b>Theory: 2</b>		
<b>Practical: 0</b>		
<b>Course Code: BPES-EC-604RN</b>	<b>Title: SPORTS TECHNOLOGY</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To develop knowledge, skills and competencies necessary for imparting Physical training and coaching.</li> <li>• To enrich knowledge of personal and community health.</li> <li>• To promote the capacity to organize games, sports and recreational activities.</li> <li>• To foster interest in sports activity and appreciate its role in society.</li> </ul>		
<b>Nature of Paper: Elective Course</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 2		
T: 0		
P: 0 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 0 Hrs.=0 Credit (2 Hrs./Week = 2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Sports Technology, Meaning and definition of Sports Technology, Purpose, advantages and applications of Sports Technology, General Principles and purpose of instrumentation in sports, Workflow of instrumentation and business aspects, Technological impacts on sports,	8
II	Science of Sports Materials, Adhesives - Nano glue, Nano mounding, 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, Stick, Racquets, Clothing and shoes: Types, Materials and Advantages.	7
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.	8
IV	Modern equipment and Training Gadgets, 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.	7

**Reference / Text Books:**

1. Charles J, A, Crane, F,A,A, and Furness, J,A,G, (1987) “Selection of Engineering Materials” UK.
2. Butterworth Heiremann, Finn, R, A, and Trojan P,K, (1999) “Engineering Materials and their Applications” UK: Jaico Publisher.
3. John Mongilo, (2001), “Nano Technology 101 “New York: Green wood publishing group.
4. Walia, J,S, Principles and Methods of Education (Paul Publishers, Jalandhar), 1999.

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	05
4) Research Project Report/ Practical File	
5) ESE	35
<b>Total:</b>	<b>50</b>

**Course Learning Outcomes:**

1. To introduce the fundamental concepts imparting Physical training and coaching.
2. To provide general knowledge of personal and community health.
3. To familiarize the students regarding capacity to organize games, sports and recreational activities.
4. To create awareness and interest in sports activity and appreciate its role in society.

**IIMTU-NEP IMPLEMENTATION**  
**Year: III / Semester: VI**

<b>Programme: Bachelor of physical education and sports</b>		<b>Year: III</b>
<b>Class: BPES</b>		<b>Semester: VI</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: FUNDAMENTAL OF ICT IN PHYSICAL EDUCATION</b>	
<b>Course Code: BPES-EC-605RN</b>	<b>Title: FUNDAMENTAL OF ICT IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To define and discuss professional preparation in physical education in India.</li> <li>• Appraise knowledge of the historical aspect, education policies and professional organization of physical education.</li> <li>• To design the structure, requirement and selection criteria of different courses of physical education</li> <li>• To develop knowledge about in- service education.</li> </ul>		
<b>Nature of Paper: Elective Course</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 2 T: 0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 0 Hrs.=0 Credit (2Hrs./Week = 2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Introduction To Computers, what is a computer, need for computer literacy, Characteristics of computers and Evolution of computers, Types of computers, Uses and limitations of computer.	7
II	Memory & Introduction to MS Office, RAM, ROM, PROM & EPROM, CACHE Memory, Memory storage devices, Mass storage devices, Types, Uses, Advantages and Limitations of Various storage devices, Basic Concepts of Ms, Office, Introduction to MS, Word, MS, Excel.	8
III	Multimedia And Introduction to Networking, Multimedia – Meaning, Components and Applications, Introduction to MS, PowerPoint, Basic concepts of Networking, Network types (LAN, WAN, MAN), LAN components, Network topologies (Bus, Star, Ring, Hybrid).	7
IV	Internet, Brief history, electronic mail, file transfer protocol, Telnet, Usenet, The world wide web, WWW browsers, Uses of the internet, Search engines.	8
<b>Reference / Text Books:</b>		
1. Irtegov, D, (2004), Operating system fundamentals, Firewall Media. 2. Marilyn, M, & Roberta, B, (n,d,),Computers in your future, 2nd edition, India: Prentice Hall. 3. 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.		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	05
4) Research Project Report/ Practical File	
5) ESE	35
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ol style="list-style-type: none"> <li>1. To introduce the fundamental concepts of physical education, health and wellness.</li> <li>2. To provide a general understanding on nutrition, first aid and stress management.</li> <li>3. To familiarize the students regarding yoga and other activities for developing fitness.</li> <li>4. To create awareness regarding hypo-kinetic diseases and various measures of fitness and health assessment.</li> </ol>	

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

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: II</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: COMMUNICATION SKILLS- ENGLISH</b>	
<b>Course Code: BPES-AEC-606RN</b>	<b>Title: COMMUNICATION SKILLS- ENGLISH</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• The objective of this subject is to acquire proficiency, both in spoken (oral) and written language.</li> <li>• The student will be able to develop comprehension skills, improve vocabulary, use proper grammar, acquire writing skills, correspond with others and enhance skills in spoken English.</li> </ul>		
<b>Nature of Paper: Ability Enhancement Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 02 T:0 P: 0 (In Hours/Week) Theory - 2 Hr. = 2 Credit Practical- 0 Hrs.=0 Credit (2Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Introduction to Communication: Nature and Process of Communication, Levels of Communication, Language as a tool of Communication.	7
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).	7
IV	Reading and Understanding: Reading Comprehension, Difference between Abstract & Summary, Paraphrasing, Precis Writing. Writing Skills: Notices, Agenda, Minutes of Meeting, Letter writing (Formal & Informal), Email Writing, Report Writing (Kinds, Structure).	8
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. 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</li> <li>2. Essentials of Business Communication by Pal and Rorualling; Sultan Chand and Sons</li> <li>3. The Essence of Effective Communication, Ludlow and Panthon; Prentice Hall of India</li> <li>4. .New Design English Grammar, Reading and Writing Skills by AL Kohli (Course A and course B), Kohli Publishers,</li> <li>5. Industrial Area Phase-II, Chandigarh.</li> </ol>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>

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
<b>Total:</b>	<b>50</b>

Prerequisites for the course:

**Course Learning Outcomes:**

- To learn the objectives of this subject is to acquire proficiency, both in spoken (oral) and written language.
- Able to develop comprehension skills, improve vocabulary, use proper grammar, acquire writing skills and correspond.
- To know about the Language of Communication.
- To enhance skills in spoken English.

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: II**

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: BPES</b>		<b>Semester: II</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: COMMUNICATION SKILLS- HINDI</b>	
<b>Course Code: BPES-AEC-607RN</b>	<b>Title: COMMUNICATION SKILLS- HINDI</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• इस विषय का उद्देश्य प्रवीणता प्राप्त करना है, दोनों (मौखिक) और लिखित भाषा में।</li> <li>• 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।</li> </ul>		
<b>Nature of Paper: Ability Enhancement Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 02 T: 0 P: 0 (In Hours/Week) Theory - 2 Hr. = 2 Credit Practical- 0Hrs.= 0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	संचार का परिचय: संचार की प्रकृति और प्रक्रिया, संचार के स्तर, संचार के एक उपकरण के रूप में भाषा	8
II	संचार की भाषा: मौखिक और गैर-मौखिक, मौखिक और लिखित, व्यक्तिगत, सामाजिक और व्यावसायिक, संचार में बाधाएं (अंतर-व्यक्तिगत, अंतर-व्यक्तिगत और संगठनात्मक संचार।	7
III	बोलने का कौशल: एकालाप, संवाद, समूह चर्चा (कार्यप्रणाली और दिशानिर्देश), साक्षात्कार (प्रकार और अक्सर पूछे जाने वाले प्रश्न), सार्वजनिक भाषण (क्या करें और क्या न करें)।	8
IV	पढ़ना और समझना: समझ को पढ़ना, सार और सारांश के बीच अंतर, व्याख्या, संक्षिप्त लेखन। लेखन कौशल: नोटिस, एजेंडा, बैठक के कार्यवृत्त, पत्र लेखन (औपचारिक और अनौपचारिक), ईमेल लेखन, रिपोर्ट लेखन (प्रकार, संरचना)।	7
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. Science of Speech (Hindi Edition)</li> <li>2. LOKVYAVAHAR (Hindi)</li> <li>3. Rapidex English Grammar Course (Hindi Edition)</li> <li>4. Definitive Book of Body Language, The (Hindi)</li> <li>5. Vaartalaap Ka Jaadu Communication Ke Behatarin Tarike: A Practical Guide to Effective Communication (Hindi Edition)</li> </ol>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
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
<b>Total:</b>	<b>50</b>
<b>Course Learning Outcomes:</b>	
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।	

**IIMTU-NEP IMPLEMENTATION**  
**Year: III / Semester: VI**

<b>Programme: Bachelor of physical education and sports</b>		<b>Year: III</b>
<b>Class: BPES</b>		<b>Semester: VI</b>
<b>Credits: 2</b>	<b>Subject: TEACHING PRACTICE</b>	
<b>Theory: 0</b>		
<b>Practical: 2</b>		
<b>Course Code: BPES-PC-608 RN</b>	<b>Title: TEACHING PRACTICE</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To induce the science and art of teaching in students.</li> <li>• To provide the hands-on experience related to cognitive and motor teaching.</li> <li>• Establish student relationship</li> <li>• Evaluate student potential</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0		
T: 1		
P: 2 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	6 teaching practice lessons out of which 5 lessons internal and 1 lesson external at school, Specific lesson plan- Athletic lesson plan.	25
II	Lesson plan on deferent skill for game/sports.	20
<b>REFERENCES:</b>		
1. Mangal, S.K. (200) Essentials of Educational Technology. Prentice-Hall of India Pvt. Limited, New Delhi.		
2. Haynes, A. (2010) The Complete Guide to Lesson Planning and Preparation. Continuum International Publishing Group, London.		
3. 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.		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		15
2) Presentations /Seminar		05
3) Assignments		05
4) Research Project Report/ Practical File		30
5) ESE		30
<b>Total:</b>		<b>50</b>
Prerequisites for the course:		

**Course Learning Outcomes:**

1. Pedagogical competence in student's own substance field.
2. The student teacher is able to guide the students' professional growth.
3. The student teacher is able to work in purposeful interaction with students according to the situation.
4. The student teacher is able to made understand to each student.

**IIMTU-NEP IMPLEMENTATION**  
**Year: III / Semester: VI**

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: III</b>
<b>Class: BPES</b>		<b>Semester: VI</b>
<b>Credits: 2</b>	<b>Subject: VOLLEYBALL</b>	
<b>Theory: 0</b>		
<b>Practical: 2</b>		
<b>Course Code: BPES-PC-609R</b>	<b>Title: VOLLEYBALL</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• The objective of the game is for each team to send the ball over the net to ground it on the opponent's court.</li> <li>• The objective to prevent the ball from being grounded on its own court.</li> <li>• The player serves by hitting the ball, with one hand or arm, over the net to the opponent's court.</li> <li>• The players must control the ball in every situation.</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0		
T: 1		
P: 2 (Hours/Week)		
Theory - 0 Hr. = 0 Credit		
Practical- 2 Hrs.=1 Credit (2 Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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. <b>Fundamental Skills:</b> 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,	25
II	Tennis Service, Round Arm Service, Lead Up Games-Three Volleys, Three digs, Spike-Straight Arm Spike, Round Arm Spike, Block-Single block, Ground Marking, Rules and Officiating.	20
<b>Reference / Text Books:</b>		
1. Volleyball". International Olympic Committee. Retrieved 2007-03-21.		
2. "Official Volleyball Rules, 2017–2020" (PDF). 35th FIVB World Congress, Buenos Aires, Argentina, 2016. Retrieved 2019-01-11.		
3. Joel., Dearing, (2003). Volleyball fundamentals. Champaign, IL: Human Kinetics. ISBN 0736045082. OCLC 50643900..		
4. New England Historical Society. Retrieved 2 January 2018.		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report/ Practical File	5
5) ESE	35
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Able to perform the basic skills of Volleyball</li> <li>2. Understand the rules and regulations that regulate Volleyball</li> <li>3. Perform the skills with coordination with team players</li> <li>4. Perform all the skills under rules</li> </ol>	

**IIMTU-NEP IMPLEMENTATION**  
**Year: III / Semester: VI**

<b>Programme: Bachelor of physical Education and Sports</b>		<b>Year: III</b>
<b>Class: BPES</b>		<b>Semester: VI</b>
<b>Credits: 2</b>	<b>Subject: FOOTBALL</b>	
<b>Theory: 0</b>		
<b>Practical: 2</b>		
<b>Course Code: BPES-PC-610R</b>	<b>Title: FOOTBALL</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• The objective is for the offense (the team with the football) to get the ball across the opponent's goal line.</li> <li>• A team's defensive objectives are the tactical objectives that it has in the defensive phases.</li> <li>• The main defensive objectives that a team typically has are: To win possession.</li> <li>• The objective of football is also to develop leg strength.</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0		
T: 1		
P: 2 (In Hours/Week)		
Theory - 0 Hr. = 0 Credit		
Practical- 2 Hrs.=1 Credit (2Hrs./Week=1Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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><b>Fundamental Skills:</b> 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.</p>	45
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. Reilly, Thomas; Gilbourne, D. (2003). "Science and football: a review of applied research in the football code". Journal of Sports Sciences. 21 (9): 693–705. doi:10.1080/0264041031000102105.</li> <li>2. "Editorial: Soccer – or should we say football – must change". 12 June 2014. Archived from the original on 9 August 2014. Retrieved 17 November 2014. New Zealanders on the way to their local rugby grounds should still be talking of "going to the football"</li> <li>3. "History of Football - Britain, the home of Football". FIFA.com. Archived from the original on 22 September 2013. Retrieved 15 June 2018.</li> <li>4. Post Publishing PCL. "Bangkok Post article". bangkokpost.com.</li> <li>5. "History of Football - The Origins". FIFA. Archived from the original on 24 April 2013. Retrieved 29 April 2013</li> </ol>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report/ Practical File	5
5) ESE	35
<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ol style="list-style-type: none"> <li>1. Able to perform the basic skills of Football</li> <li>2. Understand the rules and regulations that regulate Football</li> <li>3. Perform the skills with coordination with team players</li> <li>4. Perform all the skills under rules</li> </ol>	

**IIMTU-NEP IMPLEMENTATION**  
**Year: III / Semester: VI**

<b>Programme: Bachelor of Physical Education and Sports</b>		<b>Year: III</b>
<b>Class: BPES</b>		<b>Semester: VI</b>
<b>Credits: 2</b>	<b>Subject: BADMINTON</b>	
<b>Theory: 0</b>		
<b>Practical: 2</b>		
<b>Course Code: BPES-PC-611R</b>	<b>Title: BADMINTON</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Each player tries to land the shuttle cock on the opposite teams while intercepting it on their side.</li> <li>• The cock has to fly over the net and reach the other side once a player hits it.</li> <li>• Will be able to play game in proper way.</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0		
T: 0		
P: 1 (In Hours/Week)		
Theory - 0 Hr. = 0 Credit		
Practical- 2 Hrs.=1 Credit (2Hrs./Week = 1 Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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. <b>Fundamental Skills:</b> 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.	45
<b>Reference / Text Books:</b>		
1. "Badminton second most played sport in India". sportskeeda. 12 April 2012. 2. "Saina becomes World No. 1". The Hindu. Retrieved 13 July 2018. 3. "Jwala Gutta". Tournament Software. Retrieved 24 March 2016. 4. <a href="http://www.ibnlive.com/news/india/jwala-gutta-ashwini-ponnappa-ousted-from-world-championships-710154.html">http://www.ibnlive.com/news/india/jwala-gutta-ashwini-ponnappa-ousted-from-world-championships-710154.html</a> 5. "Saina Nehwal". london2012.com. Archived from the original on 3 January 2013. Retrieved 2 September 2012..		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		10
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report/ Practical File		5
5) ESE		35

<b>Total:</b>	<b>50</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ol style="list-style-type: none"><li>1. Able to perform the basic skills of badminton.</li><li>2. Understand the rules and regulations that regulate badminton.</li><li>3. Perform the skills with coordination with team players</li><li>4. Perform all the skills under rules.</li></ol>	

# 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.Ed. degree is **2-year NCTE Teacher Training Program and divided 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.
5. **Program outcomes:** 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.
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 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> 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 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> 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):** Exit option not available
9. **Curriculum:** NCTE Approved curriculum with less than 10% modification applied.
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 25% of total attendance is provided by the department to effected student and allowed his/her to appear in the examination.
  - 13.3 Additional Condition: 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 3<sup>rd</sup> – 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.

**19. Total number of credits:** 110 credits are prescribed for the B.P.E.D. programme and credit weightage is as following:

SEMESTER -1	SEMESTER -2	SEMESTER -3	SEMESTER -3	TOTAL
27	29	27	27	110

**20. 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.
- 21. Maximum gaps between semester/year:** Maximum one year gap is permitted to complete a semester.
- 22. 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:

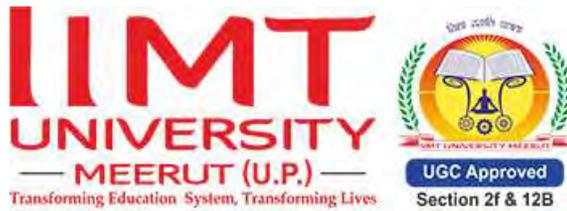
**Grade Table**

Level	Outstanding	Excellent	Very Good	Good	Average	Below Average	Fail
<b>Letter Grade</b>	A+	A	B+	B	C+	C	D
<b>Grade Points</b>	10	9	8	7	6	5	0
<b>Score Range (%)</b>	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 40% in external and 50% marks in practical's including semester.

- 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.
- 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.
- Change of discipline:** Not permitted/allowed.
- 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.
- Student Discipline:** Every student of B.P.Ed. Programme has to follow the discipline guidelines decided by the IIMT University Meerut time to time.
- Student Welfare-** During the B.P.Ed. 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.
- 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.

30. **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.
31. **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.
31. **NC/ Credit Course:** NA.



# Evaluation Scheme

(AS PER NCTE RECOMMENDATIONS)  
Of  
BACHELOR OF PHYSICAL EDUCATION  
SESSION 2024-2025 ONWARDS

**BACHELOR OF PHYSICAL EDUCATION**  
**(2024-2025)**

Abbreviation Used
CT- Core Theory
EC- Elective Course
PC- Practical Course

**EVALUATION SCHEME: SEMESTER - I**

S. No	Course Code	Course Name	Type of Course	Teaching Hours				Credit	Assessment		
				L	T	P	Total		Int.	Ext.	Total
1	BPED-CT-101N	History, Principles & Foundation of Physical Education	Core Theory	3	1	0	4	4	30	70	100
2	BPED-CT-102N	Anatomy & Physiology	Core Theory	3	0	1	4	4	30	70	100
3	BPED-CT-103N	Health Education & Environmental Studies	Core Theory	3	1	0	4	4	30	70	100
4	BPED-EC-104NR	Olympic Movement	Elective Course	2	1	0	3	3	30	70	100
	BPED-EC-105NR	Officiating & Coaching									
5	BPED-PC-106N	Track and Field (Running Events)	Core Practical	0	1	4	5	3	30	70	100
6	BPED-PC-107NR	Gymnastics	Core Practical	0	1	4	5	3	30	70	100
7	BPED-PC-108NR	Indigenous Sports: Kabaddi & March Past	Core Practical	0	1	4	5	3	30	70	100
8	BPED-PC-109NR	Mass Demonstration Activities: Dumbbell/Wands/Hoops	Core Practical	0	1	4	5	3	30	70	100
<b>Total</b>				<b>11</b>	<b>7</b>	<b>17</b>	<b>35</b>	<b>27</b>	<b>240</b>	<b>560</b>	<b>800</b>

**BACHELOR OF PHYSICAL EDUCATION**  
**(2024-2025)**

<b>EVALUATION SCHEME: SEMESTER - II</b>											
S. No	Course Code	Course Name	Type of Course	Teaching Hours				Credit	Assessment		
				L	T	P	Total		Int.	Ext.	Total
1	BPED-CT-201N	Yoga Education	Core Theory	3	1	0	4	4	30	70	100
2	BPED-CT-202N	Educational Technology and Methods of teaching in Physical Education	Core Theory	3	1	0	4	4	30	70	100
3	BPED-CT-203N	Organization and Administration	Core Theory	3	1	0	4	4	30	70	100
4	BPED-EC-204NR	Contemporary Issues in Physical Education, Fitness & Wellness	Elective Course	2	1	0	3	3	30	70	100
	BPED-EC-205NR	Sports Nutrition & Weight Management									
5	BPED-PC-206N	Track and Field (Jumping Events)	Core Practical	0	1	4	5	3	30	70	100
6	BPED-PC-207NR	Yoga	Core Practical	0	1	4	5	3	30	70	100
7	BPED-PC-208NR	Racket Sports: Badminton / Table Tennis	Core Practical	0	1	4	5	3	30	70	100
8	BPED-PC-209N	Teaching Practice (5 Lessons in classroom teaching and lessons in outdoor activities)	Core Practical	0	1	4	5	3	30	70	100
9	BPED-PC-210NR	Educational Tour (Leadership/Adventure Camp)	Core Practical	0	0	4	4	2	30	70	100
<b>Total</b>				<b>11</b>	<b>8</b>	<b>20</b>	<b>39</b>	<b>29</b>	<b>270</b>	<b>630</b>	<b>900</b>

**BACHELOR OF PHYSICAL EDUCATION**  
**(2024-2025)**

<b>EVALUATION SCHEME: SEMESTER - III</b>											
S. No	Course Code	Course Name	Type of Course	Teaching Hours				Credit	Assessment		
				L	T	P	Total		Int.	Ext.	Total
1	BPED-CT-301N	Sports Training	Core Theory	3	1	0	4	4	30	70	100
2	BPED-CT-302N	Computer Application in Physical Education	Core Theory	3	1	0	4	4	30	70	100
3	BPED-CT-303N	Sports Psychology and Sociology	Core Theory	3	1	0	4	4	30	70	100
4	BPED-EC-304NR	Sports Medicine, Physiotherapy and Rehabilitation	Elective Course	2	1	0	3	3	30	70	100
	BPED-EC-305NR	Curriculum Design									
5	BPED-PC-306N	Track and Field (Throwing Events)	Core Practical	0	1	4	5	3	30	70	100
6	BPED-PC-307NR	Combative Sports: Judo & Wrestling	Core Practical	0	1	4	5	3	30	70	100
7	BPED-PC-308NR	Team Games: Football & Volleyball	Core Practical	0	1	4	5	3	30	70	100
8	BPED-PC-309N	Teaching Practice (Teaching Lesson Plans for racket sports/Team Games /Indigenous sports (5 Internal & 5 Lessons in External at practicing school)	Core Practical	0	1	4	5	3	30	70	100
<b>Total</b>				<b>11</b>	<b>8</b>	<b>16</b>	<b>35</b>	<b>27</b>	<b>240</b>	<b>560</b>	<b>800</b>

**BACHELOR OF PHYSICAL EDUCATION**  
**(2024-2025)**

**EVALUATION SCHEME: SEMESTER – IV**

S. No	Course Code	Course Name	Type of Course	Teaching Hours				Credit	Assessment		
				L	T	P	Total		Int.	Ext.	Total
				1	BPED-CT-401N	Measurement and Evaluation in Physical Education	Core Theory		3	0	2
2	BPED-CT-402N	Kinesiology & Biomechanics	Core Theory	3	1	0	4	4	30	70	100
3	BPED-CT-403N	Research and Statistics in Physical Education	Core Theory	3	1	0	4	4	30	70	100
4	BPED-EC-404NR	Theory of Games & Sports	Elective Course	2	1	0	3	3	30	70	100
	BPED-EC-405NR	Sports Management									
5	BPED-PC-406NR	Track & Field- Decathlon, Heptathlon & Pentathlon	Core Practical	0	1	4	5	3	30	70	100
6	BPED-PC-407NR	Hockey & Basketball	Core Practical	0	1	4	5	3	30	70	100
7	BPED-PC-408N	Sports Specialization: Coaching Lessons Plans-Track & Field/Gymnastics (5 lessons from any one out of these).	Core Practical	0	1	4	5	3	30	70	100
8	BPED-PC-409N	Game Specialization: Coaching Lesson Plans- Kabaddi/Kho-Kho/ Cricket/ Football/ Hockey/Volleyball/Handball/ Basketball/ Badminton /Table-Tennis (5 lessons from any one out of these).	Core Practical	0	1	4	5	3	30	70	100
<b>Total</b>				<b>11</b>	<b>7</b>	<b>18</b>	<b>36</b>	<b>27</b>	<b>240</b>	<b>560</b>	<b>800</b>



# Format-1

**IIMTU-NEP IMPLEMENTATION**  
**Bachelor of Physical Education**  
**CBCF: Statement of Credit distribution 2024-25**

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

	Cr.	Sem.	Core Course/ Foundation Course	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	110		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.	
	(27Cr )	I	<b>C1 (Th. 4 Cr.) BPED-CT-101N</b> History, Principles & Foundation of Physical Education <b>C2 (Th. 4 Cr.) BPED-CT-102N</b> Anatomy & Physiology <b>C3 (Th. 4 Cr.) BPED-CT-103N</b> Health Education &			<b>DSE1: (3 Cr)</b> <b>BPED-EC-104NR</b> Olympic Movement <b>BPED-EC-105NR</b> Officiating &			

		Environmental Studies <b>C4 (P-3 Cr) BPED-PC-106N</b> Track and Field (Running Events) <b>C5 (P-3Cr) BPED-PC-107NR</b> Gymnastics <b>C6 (P-3Cr) BPED-PC-108NR</b> Indigenous Sports: Kabaddi & March Past <b>C7 (P-3Cr) BPED-PC-109NR</b> Mass Demonstration Activities: Dumbbells/Wands/Hoops			Coaching			
(29 Cr)	II	<b>C9 (Th. 4Cr.) BPED-CT-201N</b> Yoga Education <b>C10 (Th.4Cr.) BPED-CT-202N</b> Educational Technology and Methods of teaching in Physical Education <b>C11 (Th.4Cr.) BPED-CT-203N</b> Organization and Administration <b>C12 (P-3 Cr) BPED-PC-206N</b> Track and Field (Jumping Events) <b>C13 (P-3Cr) BPED-PC-207NR</b> Yoga <b>C14 (P-3 Cr) BPED-PC-208NR</b> Racket Sports: Badminton/Table Tennis <b>C15 (P-3 Cr) BPED-PC-209N</b> Teaching Practice (5 Lessons in classroom teaching and 5 lessons in outdoor activities)			<b>DSE-2: (3 Cr)</b> <b>BPED-EC-204NR</b> Contemporary Issues in Physical Education, Fitness & Wellness/ <b>BPED-EC-205NR</b> Sports Nutrition & Weight Management			

			<b>C16 (P-2 Cr) BPED-PC-210NR</b> Educational Tour (Leadership/Adventure Camp)					
<b>Provision to Change the Stream</b>								
Degree (128)	(27Cr)	III	<b>C17 (Th. 4 Cr.) BPED-CT-301N</b> Sports Training <b>C18 (Th. 4 Cr.) BPED-CT-302N</b> Computer Application in Physical Education <b>C19 (Th. 4 Cr.) BPED-CT-303N</b> Sports Psychology and Sociology <b>C20 (P-3Cr) BPED-PC-306N</b> Track and Field (Throwing Events) <b>C21 (P-3 Cr) BPED-PC-307NR</b> Combative Sports: Judo & Wrestling <b>C22 (P-3 Cr) BPED-PC-308NR</b> Team Games: Cricket Football & Volleyball <b>C23 (P-3 Cr) BPED-PC-309N</b> Teaching Practice (Teaching Lesson Plans for racket sports/Team Games/Indigenous sports 5 Internal & 5 Lessons in External at practicing school)	AECC-3: (0Cr.) NA	SEC-3:(2Cr) NA	<b>DSE3: 3 Cr</b> <b>BPED-EC-304NR</b> Sports Medicine Physiotherapy and Rehabilitation/ <b>BPED-EC-305NR</b> Curriculum Design	GE2: (2Cr) NA	
		IV	<b>C25 (Th. 4 Cr.) BPED-CT-401N</b> Measurement and Evaluation in Physical Education <b>C26 (Th. 4 Cr.) BPED-CT-402N</b> Kinesiology & Biomechanics <b>C27 (Th. 4 Cr.) BPED-CT-</b>	AECC-4: (2Cr)	SEC-4:(2Cr)	<b>DSE4: (3 Cr)</b> <b>BPED-EC-404NR</b> Theory of Games & Sports /  <b>BPED-EC-405NR</b> Sports		

	(27Cr)	<p>403N Research and Statistics in Physical Education  <b>C28 (P-3 Cr)</b> BPED-PC-406NR Track &amp; Field-Mixed Events  <b>C29 (P-3 Cr)</b> BPED-PC-407NR Hockey &amp; Basketball  <b>C30 (P-3 Cr)</b> BPED-PC-408N Sports Specialization: Coaching Lessons Plans-Track &amp; Field/Gymnastics (5 lessons from any one out of these).  <b>C31 (P-3 Cr)</b> BPED-PC-409N Game Specialization: Coaching Lesson Plans-Kabaddi/Kho-Kho/Cricket/Football/Hockey / Volleyball/Handball/Basketball/Badminton/Table-Tennis (5 lessons from any one out of these).</p>			Management			
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# Format-2

**ACADEMIC SESSION-2024-25**  
**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)
<b>COURSES---56 CREDITBPED----</b>	<b>FIRST YEAR</b>	<b>SEMESTER-I</b>	i) <b>C1 (Th.4Cr)</b>	4	4	60	BPED-CT-101N: History, Principles & Foundation of Physical Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			ii) <b>DSE-1: 3Cr.</b>	3	3	45	BPED-EC-104NR: Olympic Movement	Unit-1-13 Unit-2-11 Unit-3-10 Unit-4-11		
							BPED-EC-105NR: Officiating & Coaching	Unit-1-13 Unit-2-11 Unit-3-10 Unit-4-11		
			i) <b>C2(Th.4Cr.):</b>	4	4	60	BPED-CT-102N Anatomy & Physiology	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			ii) <b>C3(Th.4Cr.):</b>	4	4	60	BPED-CT-103N: Health Education & Environmental Studies	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			ii) <b>C4(P-3Cr):</b>	3	5	75	BPED-PC-106N: Track and Field Running Events)	Unit-1-18 Unit-2-19 Unit-3-19 Unit-4-19 Unit-4 20		

			iv) C5(P-3 Cr):	3	5	75	BPED-PC-107NR Gymnastics	Unit-1-18 Unit-2-19 Unit-3-19 Unit-4-19		
			v) C6(P-4Cr):	3	5	75	BPED-PC-108NR: Indigenous Sports: Kabaddi/March Past	Unit-1-18 Unit-2-19 Unit-3-19 Unit-4-19		
			vi) C7(P-4Cr):	3	5	75	BPED-PC-109NR Mass Demonstration Activities: Dumbbells/Wands/Hoops	Unit-1-18 Unit-2-19 Unit-3-19 Unit-4-19		
		<b>SEMESTER-II</b>	C9(Th.4Cr.)	4	4	60	BPED-CT-201N Yoga Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			iv) DSE-2: 3Cr.	3	3	45	BPED-EC-204NR: Contemporary Issues in Physical Education, Fitness & Wellness	Unit-1-13 Unit-2-11 Unit-3-10 Unit-4-11		
							BPED-EC-205NR: Sports Nutrition & Weight Management	Unit-1-13 Unit-2-11 Unit-3-10 Unit-4-11		
			i) C10(Th.4Cr.):	4	4	60	BPED-CT-202N: Educational Technology and Methods of teaching in Physical Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			ii) C11 (Th.4Cr.):	4	4	60	BPED-CT-203N Organization and Administration	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		

			<b>C12 (P-4Cr):</b>	3	5	75	BPED-PC-206N: Track & Field (Jumping Events)	Unit-1-18 Unit-2-19 Unit-3-19 Unit-4-19		
			<b>ii) C13 (P-4Cr):</b>	3	5	75	BPED-PC-207NR: Yoga	Unit-1-18 Unit-2-19 Unit-3-19 Unit-4-19		
			<b>iii) C14 (P-4Cr):</b>	3	5	75	BPED-PC-208NR: Racket Sports: Badminton/ Table Tennis	Unit-1-18 Unit-2-19 Unit-3-19 Unit-4-19		
			<b>iv) C15(P-4Cr): v)</b>	3	5	75	BPED-PC-209N: Teaching Practice (5 Lessons in classroom teaching and 5 lessons in outdoor activities)	Unit-1-18 Unit-2-19 Unit-3-19 Unit-4-19		
			<b>vi) C16(P-4Cr):</b>	3	5	75	BPED-PC-212NR: Educational Tour (Leadership/Adventure Camp)	Unit-1-18 Unit-2-19 Unit-3-19 Unit-4-19		

Programme	Year	Semester (15 weeks)	Paper	Credit	Periods per Week	Periods (Hours) per Semester	Paper Title	Unit (Periods per semester)	Prerequisites	Elective (For other faculty)
BACHELORCOURSE (54 Credits) --- BPED--	SECONDYEAR	SEMESTER-III	<b>i) C17(Th.4Cr.)</b>	4	4	60	BPED-CT-301N: Sports Training	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15	CERTIFICATE COURSE MUST BE COMPLETED	COMPUTER APPLICATION
			<b>iii) DSE-3: 3Cr.</b>	3	3	45	BPED-EC-304NR: Sports Medicine Physiotherapy and Rehabilitation	Unit-1-12 Unit-2-12 Unit-3-11 Unit-4-10		

						BPED-EC-305NR: Curriculum Design	Unit-1-12 Unit-2-12 Unit-3-11 Unit-4-10						
						iv) C18(Th.4Cr.)	4	4	60	BPED-CT-302N Computer Application in Physical Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
						v) C19(Th.4Cr.):	4	4	60	BPED-CT-303N: Sports Psychology and Sociology	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
						viii) C-20 (P-3Cr):	3	3	45	BPED-PC-306N: Track and Field (Throwing Events)	Unit-1-15 Unit-2-15 Unit-3-15		
						ix) C-21(P-3Cr):	3	5	75	BPED-PC-307NR: Combative Sports: Judo & Wrestling	Unit-1-18 Unit-2-19 Unit-3-19 Unit-4-19		
						x) C-22(P-3Cr):	3	5	75	BPED-PC-308NR: Team Games: Football & Volleyball	Unit-1-18 Unit-2-19 Unit-3-19 Unit-4-19		
						xi) C-23(P-3 Cr):	3	5	75	BPED-PC-309N: Teaching Practice (Teaching Lesson Plans for racket sports/Team Games/Indigenous sports 5 Internal & 5 Lessons in External at practicing school)	Unit-1-18 Unit-2-19 Unit-3-19 Unit-4-19		
		SEMESTER-IV				i) C25(Th.4Cr.):	4	4	60	BPED-CT-401N: Measurement and Evaluation in Physical Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
						ii) DSE-4: 3Cr.	3	3	45	BPED-EC-404NR: Theory of Games & Sports	Unit-1-11 Unit-2-12 Unit-3-11		

						BPED-EC-405NR: Sports Management	Unit-1-11 Unit-2-12 Unit-3-11 Unit-4-12					
					iii) C26(Th.4Cr.)	4	4	60	BPED-CT-402N: Kinesiology & Biomechanics	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
					iv) C27(Th.4Cr.)	4	4	60	BPED-CT-403N: Research and Statistics in Physical Education	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
					vi) C-28(P-3Cr)	3	3	45	BPED-PC-406NR: Track & Field-Mixed Events	Unit-1-15 Unit-2-15		
					vii) C-29(P-3Cr)	3	5	75	BPED-PC-407NR: Hockey & Basketball	Unit-1-18 Unit-2-19 Unit-3-19 Unit-4-19		
					viii) C-30 (P-3Cr)	3	5	75	BPED-PC-408N: Sports Specialization: Coaching Lessons Plans-Track & Field/Gymnastics (5 lessons from any one out of these).	Unit-1-18 Unit-2-19 Unit-3-19 Unit-4-19		
					ix) C-31(P-3 Cr)	3	5	75	BPED-PC-409N: Game Specialization: Coaching Lesson Plans-Kabaddi/ Kho-Kho/Cricket/Football/ Hockey/ Volleyball/ Handball/ Basketball/ Badminton / Table-Tennis (5 lessons from any one out of these).	Unit-1-18 Unit-2-19 Unit-3-19 Unit-4-19		

**Programme Specific Outcome:**

**PSO1:** To know and apply discipline specific scientific and theoretical concepts critical to development of physically educated person.

**PSO2:** To plan, design and implement learning experiences that facilitate and enhance the growth of learners of diverse needs from varying backgrounds.

**PSO3:** To use effective communication and pedagogical skills and strategies to enhance student engagement & learning.

# Format-3

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: I</b>
<b>Class: BPED</b>		<b>Semester: I</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION</b>	
<b>Course Code: BPED-CT-101N</b>	<b>Title: HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• Understand the basic concepts and significance of physical education.</li> <li>• Explore the historical development of physical education in India.</li> <li>• Learn and apply fundamental principles of physical education.</li> <li>• Examine the foundational elements supporting physical education.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L:03 T:01 P:00 (In Hours/Week) Theory - 01Hrs. = 1Credit, Practical - 2Hrs.=1 Credit (4Hrs./Week=4 Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Introduction:</b> Meaning, Definition and Scope of Physical Education, Aims and Objective of Physical Education, Importance of Physical Education in present era., Misconceptions about Physical Education. Relationship of Physical Education with General Education., Physical Education as an Art and Science.	15
II	<b>Historical Development of Physical Education in India:</b> Indus Valley Civilization Period. (3250 BC – 2500 BC), Vedic Period (2500 BC – 600 BC), Early Hindu Period (600 BC – 320 AD) and, Later Hindu Period (320 AD – 1000 AD), Medieval Period (1000 AD – 1757 AD), British Period (Before 1947), Physical Education in India (After 1947), Contribution of Akharas and Vyayamshals Y.M.C.A. and its contributions.	15
III	<b>Foundation of Physical Education;</b> Philosophical foundation: Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism and Indian Philosophy and Culture, Fitness and wellness movement in the contemporary perspectives, Sports for all and its role in the maintenance and promotion of fitness.	15
IV	<b>Principles of Physical Education,</b> Biological, Growth and development, Age and gender characteristics, Body Types, Anthropometric differences, Psychological, learning types, learning curve, Laws and principles of learning, Attitude, interest, cognition, emotions and sentiments, Sociological, Society and culture, social acceptance and recognition, Leadership, Social integration and cohesiveness	15

**Suggested Readings:**

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

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>

Prerequisites for the course:

**Course Learning Outcomes:**

- Understand the nature and scope of physical education and sports
- Understand the historical development of physical education in India and abroad.
- Illustrate the history of physical education and sport from earlier times to the present.
- Understand the meaning of philosophy, the general philosophies, the philosophy of well-known physical educators and their influence on educational thinking.

**BACHELOR OF PHYSICAL EDUCATION**

**Year: I / Semester: I**

<b>Programme: Bachelor of Physical Education</b>		<b>Year: I</b>
<b>Class: BPED</b>		<b>Semester: I</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: ANATOMY AND PHYSIOLOGY</b>	
<b>Course Code: BPED-CT-102N</b>	<b>Title: ANATOMY AND PHYSIOLOGY</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Understand the structural aspects of the human body.</li> <li>• Comprehend the functional aspects of the human body.</li> <li>• Learn about the organization and regulation of the human body.</li> <li>• Explore the support and movement systems of the human body.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 3, T: 0 P:1 (In Hours/Week) Theory - 01Hrs. = 1Credit, Practical - 2Hrs.=1 Credit (4Hrs./Week=4 Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Brief Introduction of Anatomy and physiology in the field of Physical Education Introduction of Cell and Tissue, The arrangement of the skeleton – Function of the skeleton – Ribs and Vertebral column and the extremities – joints of the body and their types , Gender differences in the skeleton, Types of muscles Blood and circulatory system: Constituents of blood and their function –Blood groups and blood transfusion, clotting of blood, the structure of the heart-properties of the heart muscle, circulation of blood, cardiac cycle, blood pressure, Lymph and Lymphatic circulation. Cardiac output. The Respiratory system	15
II	The Respiratory passage – the lungs and their structure and exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume. The Digestive system: structure and functions of the digestive system, Digestive organs, Metabolism, The Excretory system: Structure and functions of the kidneys and the skin. The Endocrine glands: Functions of glands Pituitary, Thyroid, Parathyroid. Adrenal, Pancreatic and the sex glands. Nervous systems: Function of the Autonomic nervous system and Central nervous system. Reflex Action, Sense organs: A brief account of the structure and functions of the Eye and Ear.	15
III	Definition of physiology and its importance in the field of physical education and sports. Structure, Composition, Properties and functions of skeletal muscles. Nerve control of muscular activity: Neuromuscular junction	15

	Transmission of nerve impulse across it. Fuel for muscular activity Role of oxygen- physical training, oxygen debt, second wind, vital capacity.	
IV	Effect of exercise and training on cardiovascular system., Effect of exercise and training on respiratory system., Effect of exercise and training on muscular system. Physiological concept of physical fitness, warming up, conditioning and fatigue. Basic concept of balanced diet – Diet before, during and after competition.	15
<b>Suggested Readings:</b>		
❖ Gupta, A. P. (2015). <i>Anatomy and physiology</i> . Agra: Sumit Prakashan.		
❖ Gupta, M. and Gupta, M. C. (1980). <i>Body and anatomical science</i> . Delhi: Swaran Printing Press.		
❖ Guyton, A.C. (1996). <i>Textbook of Medical Physiology</i> , 9th edition. Philadelphia: W.B. Saunders.		
❖ Karpovich, P. V. (n.d.). <i>Philosophy of muscular activity</i> . London: W.B. Saunders Co.		
❖ Lamb, G. S. (1982). <i>Essentials of exercise physiology</i> . Delhi: Surjeet Publication.		
❖ Moorthy, A. M. (2014). <i>Anatomy physiology and health education</i> . Karaikudi: Madalayam Publications.		
❖ Morehouse, L. E. & Miller, J. (1967). <i>Physiology of exercise</i> . St. Louis: The C.V. Mosby Co.		
❖ Pearce, E. C. (1962). <i>Anatomy and physiology for nurses</i> . London: Faber & Faber Ltd.		
❖ Sharma, R. D. (1979). <i>Health and physical education</i> , Gupta Prakashan.		
❖ Singh, S. (1979). <i>Anatomy of physiology and health education</i> . Ropar: Jeet Publications.		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
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
<b>Total:</b>		<b>100</b>
<b>Prerequisites for the course:</b>		
<b>Course Learning Outcomes:</b>		
<ul style="list-style-type: none"> <li>• Describe organization of the human body and its regulation.</li> <li>• Understand the support and movement of systems of the body.</li> <li>• Describe the integration and control system.</li> <li>• Discuss the human body and its function.</li> </ul>		

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: I</b>
<b>Class: BPED</b>		<b>Semester: I</b>
<b>Credits: 4</b>	<b>Subject: HEALTH EDUCATION AND ENVIRONMENTAL STUDIES</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: BPED-CT-103N</b>	<b>Title: HEALTH EDUCATION AND ENVIRONMENTAL STUDIES</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Understand the concept and dimensions of health and health education.</li> <li>• Explore the spectrum and determinants of health.</li> <li>• Gain knowledge of major health problems in India.</li> <li>• Study the basics of environmental science.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 3, T: 1, P: 0 (In Hours/Week) Theory - 01Hrs. = 1Credit, Practical - 2Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Health Education: Concept, Dimensions, Spectrum and Determinants of Health, Definition of Health, Health Education, Health Instruction, Health Supervision, Aim, objective and Principles of Health Education, Health Service and guidance instruction in personal hygiene.	15
II	<b>Health Problems in India:</b> Communicable and Non-Communicable Diseases, Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population, <b>Personal</b> and Environmental Hygiene for schools, Objective of school health service, Role of health education in schools, Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first-aid and emergency care etc.	15
III	<b>Environmental Science:</b> Definition, Scope, Need and Importance of environmental studies. Concept of environmental education, Historical background of environmental education, Celebration of various days in relation with environment. Plastic recycling & probation of plastic bag / cover. Role of school in environmental conservation and sustainable development.	15
IV	<b>Natural Resources and related environmental issues:</b> Water resources, food resources and Land resources, Definition, effects and control measures of Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal	15

Pollution, Management of environment and Govt. policies, Role of pollution control board.	
<b>Suggested Readings:</b>	
❖ Agrawal, K.C. (2001). <i>Environmental biology</i> . Bikaner: Nidhi publishers Ltd.	
❖ Frank, H. & Walter, H., (1976). <i>Turners school health education</i> . Saint Louis: The C.V. Mosby Company.	
❖ Nemir, A. (n.d.). <i>The school health education</i> . New York: Harber and Brothers.	
<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b>	
<ul style="list-style-type: none"> <li>• Understand about the concept of health and health education.</li> <li>• Understand about hygiene, nutritional aspects and prevention and control of communicable and non-communicable diseases.</li> <li>• Apply the comprehensive knowledge of the concept of health education, school health services and prevention of the environment related problems.</li> <li>• To look at the natural resources and related environmental issues. Develop an understanding about the environment.</li> </ul>	

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: I**

<b>Programme: Bachelor of Physical Education</b>		<b>Year: I</b>
<b>Class: BPED</b>		<b>Semester: I</b>
<b>Credits: 3</b>	<b>Subject: OLYMPIC MOVEMENT (Elective)</b>	
<b>Theory: 3</b>		
<b>Practical: 0</b>		
<b>Course Code: BPED-EC-104NR</b>	<b>Title: OLYMPIC MOVEMENT (Elective)</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Understand the origin and historical background of the Olympic movement.</li> <li>• Explore the development and evolution of the modern Olympic Games.</li> <li>• Learn about different Olympic Games, including Summer, Winter, and Paralympic Games.</li> <li>• Study the roles and functions of various Olympic committees.</li> </ul>		
<b>Nature of Paper: Elective Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 3 Credits</b>		
L: 2, T: 1, P: 0 (In Hours/Week) Theory - 01Hrs. = 1Credit, Practical - 2Hrs.=1 Credit (3Hrs./Week=3 Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Origin of Olympic Movement:</b> Philosophy of Olympic movement, The early history of the Olympic movement, The significant stages in the development of the modern Olympic movement, Educational and cultural values of Olympic movement.	12
II	<b>Modern Olympic Games:</b> Significance of Olympic Ideals, Olympic Rings, Olympic Flag , Olympic Protocol for member countries, Olympic Code of Ethics , Olympics in action, Sports for All Modern Olympic Games: The Renaissance and Beyond- Review of Modern Olympic Games-1986	12
III	<b>Different Olympic Games:</b> Para Olympic Games, Summer Olympics, Winter Olympics Youth Olympic Games.	10
IV	<b>Committees of Olympic Games:</b> International Olympic Committee - Structure and Functions, National Olympic committees and their role in Olympic movement, Olympic commission and their functions, Olympic medal winners of India	11
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>❖ Osborne, M. P. (2004). <i>Magictree house fact tracker: ancient Greece and the Olympics: a nonfiction companion to magic tree house: hour of the Olympics</i>. New York: Random House Books for Young Readers.</li> <li>❖ Burbank, J. M., And ranovich, G. D. &amp; Heying Boulder, C. H. (2001). <i>Olympic dreams: the impact of mega-events on local politics</i>: Lynne Rienner</li> </ul>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max Marks</b>
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
<b>Total:</b>	<b>100</b>
<p><b>Course Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• To understand the philosophy and to gain knowledge of early history of Olympic Movements.</li> <li>• To gain the knowledge of Olympic Ideals, Code, Ethics, protocol etc.</li> <li>• To gain the knowledge about history of different Olympic Games and committees.</li> <li>• To understand the Classification and identification of the Olympic values and to apply the same to the society.</li> </ul>	

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: I**

<b>Programme: Bachelor of Physical Education</b>		<b>Year: I</b>
<b>Class: BPED</b>		<b>Semester: I</b>
<b>Credits: 3</b>	<b>Subject: OFFICIATING AND COACHING (Elective)</b>	
<b>Theory: 3</b>		
<b>Practical: 0</b>		
<b>Course Code: BPED-EC-105NR</b>	<b>Title: OFFICIATING AND COACHING (Elective)</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Understand the basic concepts of officiating and coaching in sports.</li> <li>• Learn the duties and responsibilities of sports officials.</li> <li>• Explore the role of a coach as a mentor and leader.</li> <li>• Identify the essential qualities of an effective coach.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: EC</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 3 Credits</b>		
L: 2, T: 1, P: 0 (In Hours/Week) Theory - 01Hrs. = 1Credit, Practical - 2Hrs.=1 Credit (3Hrs./Week=3 Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Introduction of Officiating and coaching:</b> 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	12
II	<b>Coach as a Mentor:</b> 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	12
III	<b>Duties of Official:</b> Duties of official in general, pre, during and post game. Philosophy of officiating Mechanics of officiating – position, singles and movement etc. Ethics of officiating	10
IV	<b>Qualities and Qualifications of Coach and Official:</b> 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
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>❖ Bunn, J. W. (1968). <i>The art of officiating sports</i>. Englewood cliffs N.J. Prentice Hall.</li> <li>❖ Bunn, J. W. (1972). <i>Scientific principles of coaching</i>. Englewood cliffs N. J. Prentice Hall.</li> <li>❖ Dyson, G. H. (1963). <i>The mechanics of athletics</i>. London: University of London Press Ltd.</li> <li>❖ Dyson, G. H. (1963). <i>The mechanics of Athletics</i>. London: University of London Press Ltd.</li> <li>❖ Lawther, J.D. (1965). <i>Psychology of coaching</i>. New York: Pre. Hall.</li> </ul>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• To understand the concept of officiating and coaching.</li> <li>• Classify the duties of official during, before and after match.</li> <li>• To understand the need and Importance of coach for sports performance.</li> <li>• Classify and identify the qualities and qualification of a coach and manager.</li> <li>• To understand the psychology of a player.</li> </ul>	

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: I**

<b>Programme: Bachelor of Physical Education</b>		<b>Year: I</b>
<b>Class: BPED</b>		<b>Semester: I</b>
<b>Credits: 3</b>	<b>Subject: Track and Field (Running Event)</b>	
<b>Theory: 0</b>		
<b>Practical: 3</b>		
<b>Course Code: BPED-PC-106N</b>	<b>Title: Track and Field (Running Event)</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Understand the starting techniques for running events.</li> <li>• Learn the mechanical analysis of running.</li> <li>• Study the layout and design of a standard track.</li> <li>• Master the fundamental skills of a relay race.</li> </ul>		
<b>Nature of Paper: Practical Core</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L:0, T:01, P:04 (In Hours/Week), Theory - 01Hrs. = 1Credit, Practical - 2Hrs.=1 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Running Event</b> -Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks. Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug Ground Marking, Rules and Officiating Hurdles: Fundamental Skills- Starting, Clearance and Landing Techniques. Types of Hurdles, Ground Marking and Officiating.	35
II	<b>Relays:</b> Fundamental Skills, Various patterns of Baton Exchange, Understanding of Relay Zones, Ground Marking, Interpretation of Rules and Officiating. 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.	40
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• <u>Gerhardt Schmolinsky</u> (1978) Track &amp; Field: Athletics Training in the G.D.R. (East Germany).1978 - 392 pages Sportverlag.</li> <li>• Doherty, J., Track and Field, Engle wood Cliffs: Prentice Hall Inc.</li> <li>• Dyoon and Geoffray, G.H., (1962) The Mechanics of Athletics London: University of London Press LTD.</li> <li>• Ken O Bosen, Track and Field Fundamental Techniques, Patiala: MS Publications.</li> <li>• Handbook, AAFI, New Delhi.</li> </ul>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>
<b>Course Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Perform various running starts.</li> <li>• Identify the specific fitness qualities required for each event.</li> <li>• To understand the rule and regulation of baton exchange.</li> <li>• Able to understand the marking of various events.</li> <li>• To understand the psychology of a player.</li> </ul>	

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: I</b>
<b>Class: BPED</b>		<b>Semester: I</b>
<b>Credits: 3</b>		<b>Subject: Gymnastics</b>
<b>Theory: 0</b>		
<b>Practical: 3</b>		
<b>Course Code: BPED-PC-107NR</b>		<b>Title: Gymnastics</b>
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Understand the techniques of the game.</li> <li>• Learn about the equipment used in the game and their specifications.</li> <li>• Study the marking and layout of the game field or court.</li> <li>• Gain knowledge of the rules and regulations of the game.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: PC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L:0, T:01, P:04 (In Hours/Week), Theory - 01Hrs. = 1Credit, Practical - 2Hrs.=1 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Floor Exercise:</b> Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, a Dancing steps, Headstand, Jumps-leap, scissors leap.	40
II	Vaulting Horse, Approach Run, Take off from the beat board, Cat Vault, Squat Vault.	35
<b>Suggested Readings:</b>		
Jenkins, L. & Williams, R. (2020). <i>The Art of Gymnastics: Techniques and Training</i> . Sports Publishing Inc.		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
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
<b>Total:</b>		<b>100</b>
Prerequisites for the course:		
<b>Course Learning Outcomes:</b>		
<ul style="list-style-type: none"> <li>• Gain knowledge of the particular sports.</li> <li>• Knowledge about the layout and marking for the particular sports.</li> <li>• Demonstrate various skills &amp; lead up activities related to particular sports.</li> <li>• Able to understand the rule and regulation of the particular sports.</li> <li>• Develop the skills, fundamentals and strategies of particular sports.</li> <li>• Able to understand the organization and officiating in the tournament.</li> </ul>		

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: I**

<b>Programme: Bachelor of Physical Education</b>		<b>Year: I</b>
<b>Class: BPED</b>		<b>Semester: I</b>
<b>Credits: 3</b>	<b>Subject: INDIGENOUS SPORTS (Kabaddi &amp; March Past)</b>	
<b>Theory: 0</b>		
<b>Practical: 3</b>		
<b>Course Code: BPED-PC-108NR</b>	<b>Title: INDIGENOUS SPORTS (Kabaddi &amp; March Past)</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To define and acquaint training preparation of Game/Sport</li> <li>• To employ the rules and regulation of Game/Sport</li> <li>• To emphasis on preparation for the Game/Sport.</li> <li>• To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.</li> <li>• To orient &amp; employ the rules and regulation in organization of competition in Game/Sport.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: PC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L: 0, T:01, P:04 (In Hours/Week), Theory - 01Hrs. = 1Credit, Practical - 2Hrs.=1 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Kabaddi Fundamental Skills:</b> <ul style="list-style-type: none"> <li>• Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing.</li> <li>• 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.</li> <li>• Additional skills in raiding-Bringing the antis in to particular position, escaping from various hold, Techniques of escaping from chain formation, Combined formations in offence and defense.</li> <li>• Ground Marking, Rules and Officiating</li> </ul>	40
II	<b>Introduction to March-past</b> <ul style="list-style-type: none"> <li>• Understanding the importance of March past.</li> <li>• Introduction to basic commands: Attention, Stand at Ease.</li> <li>• Explanation of posture, alignment, and discipline.</li> <li>• Introduction to basic foot movements: Right Turn, Left Turn, About Turn.</li> <li>• Introduction to forward march in slow and quick time.</li> <li>• Proper halting techniques and turning while marching</li> <li>• Introduction to different formations: Single File, Double File, Platoon Formation. Marching in groups, focusing on uniformity and spacing.</li> </ul>	35
<b>Suggested Readings:</b>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• After Completion of the course the students shall be able to:</li> <li>• Gain knowledge of the Game/Sport.</li> <li>• Learn the layout and marking for the Game/Sport.</li> <li>• Demonstrate various drills &amp; lead up activities related to Game/Sport.</li> <li>• Develop the skills to teach rules, fundamentals and strategies of Game/Sport.</li> </ul>	

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: I</b>
<b>Class: BPED</b>		<b>Semester: I</b>
<b>Credits: 3</b>	<b>Subject: Mass Demonstration Activities (Dumbbells / Wands / Hoop)</b>	
<b>Theory: 0</b>		
<b>Practical: 3</b>		
<b>Course Code: BPED-PC-109NR</b>	<b>Title: Mass Demonstration Activities (Dumbbells / Wands / Hoop)</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Comprehend diverse movement techniques using different apparatus.</li> <li>• Master fundamental movements essential for physical activities.</li> <li>• Learn precision and synchronization in executing march past drills.</li> <li>• Gain proficiency in using various apparatus for exercise routines.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: PC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L:0, T:01 P:04 (In Hours/Week), Theory - 01Hrs. = 1Credit, Practical - 2Hrs.=1 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Fundamental's skills:</b> <ul style="list-style-type: none"> <li>• Apparatus/ Light apparatus Grip</li> <li>• Attention with apparatus/ Light apparatus</li> <li>• Stand – at – ease with apparatus/ light apparatus</li> <li>• Exercise with verbal command, drum, whistle and music – Two count, four count, eight count and sixteen count.</li> </ul>	40
II	<ul style="list-style-type: none"> <li>• Standing Exercise</li> <li>• Jumping Exercise</li> <li>• Moving Exercise</li> <li>• Combination of above all</li> </ul>	35
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
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
<b>Total:</b>		<b>100</b>

Prerequisites for the course:	
<b>Suggested Readings:</b>	
❖ Brown, F.Y. (2000). <i>How to use yoga</i> . Delhi: Sports Publication.	
❖ Gharote, M. L. & Ganguly, H. (1988). <i>Teaching methods for yogic practices</i> . Lonawala: Kaixydamoe.	
❖ Rajjan, S. M. (1985). <i>Yoga strengthening of relaxation for sports man</i> . New Delhi: Allied Publishers.	
❖ Shankar, G. (1998). <i>Holistic approach of yoga</i> . New Delhi: Aditya Publishers. Shekar, K. C. (2003). <i>Yoga for health</i> . Delhi: Khel Sahitya Kendra.	
<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b>	
<ul style="list-style-type: none"> <li>• Gain knowledge about the various apparatus.</li> <li>• To develop neuro muscular co-ordination.</li> <li>• Demonstrate various fundamental movements with apparatus.</li> <li>• Perform various rhythmic exercise.</li> <li>• Perform mass demonstration activities.</li> </ul>	

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: I</b>
<b>Class: BPED</b>		<b>Semester: II</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: YOGA EDUCATION</b>	
<b>Course Code: BPED-CT-201N</b>	<b>Title: YOGA EDUCATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Grasp the concept of yoga, including its philosophical and practical aspects.</li> <li>• Understand the foundational principles of yoga practice.</li> <li>• Recognize the significance of yoga in physical education and contemporary lifestyles.</li> <li>• Explore the therapeutic benefits of yoga for physical and mental well-being.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: EC</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 4, T: 0, P: 0 (In Hours/Week), Theory - 1 Hr. = 1 Credit, Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Introduction</b> Meaning and Definition of Yoga, Aims and Objectives of Yoga, Yoga in Early Upanisads, The Yoga Sutra: General Consideration, Need and Importance of Yoga in Physical Education and Sports	15
II	<b>Foundation of Yoga</b> The Ashtanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga	15
III	<b>Asanas</b> Effect of Asanas and Pranayama on various system of the body, Classification of asanas with special reference to physical education and sports Influences of relaxtive, meditative posture on various system of the body Types of Bandhas and mudras, Type of kriyas	15
IV	<b>Yoga Education</b> Basic, applied and action research in Yoga, Difference between yogic practices and physical exercises, Yoga education centers in India and abroad, Competitions in Yogasanas.	15
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• Bhardwaj, A, (2003), New media of educational planning, New Delhi: Sarup of Sons, Bhatia, &amp; 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,</li> </ul>		

- 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**

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

Prerequisites for the course:

**Course Learning Outcomes:**

- Grasp basic principles of educational technology in physical education and sports.
- Investigate various teaching methods for physical education and sports.
- Understand the importance of educational devices in improving teaching.
- Gain skills in creating detailed lesson plans for physical education and sports.

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: I</b>
<b>Class: BPED</b>		<b>Semester: II</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION</b>	
<b>Course Code- BPED-CT-202N</b>	<b>Title: EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Understand the foundational principles of educational technology within the context of physical education and sports.</li> <li>• Explore various teaching methods applicable to physical education and sports instruction.</li> <li>• Recognize the significance of utilizing educational devices in enhancing teaching effectiveness.</li> <li>• Develop proficiency in designing comprehensive lesson plans tailored for physical education and sports instruction</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 3, T: 1, P: 0 (In Hours/Week), Theory - 1 Hr. = 1 Credit, Practical- 2 Hrs.=1 Credit (4Hrs./Week=4 Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Introduction-</b> 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.	15
II	<b>Teaching Technique</b> 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.	15
III	<b>Teaching Aids</b> 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.	15
IV	<b>Lesson Planning and Teaching Innovations</b>	15

	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.	
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• Bhardwaj, A, (2003), New media of educational planning, New Delhi: Sarup of Sons, Bhatia, &amp; 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,</li> <li>• Sampath, K, Pannirselvam, A, &amp; Santhanam, S, (1981), Introduction to educational technology, New Delhi: Sterling Publishers Pvt, Ltd,</li> <li>• Walia, J,S, (1999), Principles and methods of education, Jullandhar: Paul Publishers,</li> </ul>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		05
3) Assignments		
4) Research Project Report		05
Seminar On Research Project Report		
5) ESE		70
<b>Total:</b>		<b>100</b>
<b>Course Learning Outcomes:</b>		
<ul style="list-style-type: none"> <li>• Grasp basic principles of educational technology in physical education and sports.</li> <li>• Investigate various teaching methods for physical education and sports.</li> <li>• Understand the importance of educational devices in improving teaching.</li> <li>• Gain skills in creating detailed lesson plans for physical education and sports.</li> </ul>		

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: I</b>
<b>Class: BPED</b>		<b>Semester: II</b>
<b>Credits: 4</b>	<b>Subject: ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: BPED-CT-203N</b>	<b>Title: ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To understand the concept and basic principles of management.</li> <li>• To understand the Office Management, Record, Register &amp; Budget.</li> <li>• To understand the care and maintenance of equipment's.</li> <li>• Understand the systems of tournaments and organization of sports</li> <li>• Understand the importance and process of Organization and Administration.</li> <li>• Learn to develop various Budgets &amp; Understand basic concepts of organizational structure.</li> <li>• Able to Organize and administer various tournaments at national and international level.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 3, T: 1, P: 0 (In Hours/Week), Theory - 1 Hr. = 1 Credit, Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Organization and administration</b> --Meaning, Concept and importance of Organization and Administration in physical education, Qualification and Responsibilities of Physical Education teacher and pupil leader, Planning and their basic principles, Program planning: Meaning, Importance, Principles of program planning in physical education., Functions of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.	15
II	<b>Office Management, Record, Register &amp; Budget-</b> Office Management: Meaning, definition, functions and kinds of office management, Records and Registers: Maintenance of attendance, Register, stock register, cash register, physical, efficiency record, Medical examination Record., Budget: Meaning, Importance of Budget making,, Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.	15
III	<b>Facilities, &amp; Time-Table Management</b> -Facilities and equipment management: Types of facilities, Infrastructure-indoor, out door., Care of school building, Gymnasium, swimming pool, Play fields, Play grounds, Equipment: Need, importance, purchase, care and maintenance., Time Table Management: Meaning, Need, Importance and Factor affecting time table.	15

IV	<b>Competition Organization</b> -Importance of Tournament, Types of Tournaments and its organization structure - Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and challenge Tournament. Organization structure of Athletic Meet Sports Event Intramurals & Extramural Tournament planning	15
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>❖ Broyles, F. J. &amp; Rober, H. D. (1979). <i>Administration of sports, Athletic programme: A Managerial Approach</i>. New York: Prentice hall Inc.</li> <li>❖ Bucher, C. A. (1983). <i>Administration of Physical Education and Athletic programme</i>. St. Lolis: The C.V. Hosby Co.</li> <li>❖ Kozman, H.C. Cassidy, R. &amp; Jackson, C. (1960). <i>Methods in Physical Education</i>. London: W.B. Saunders Co.</li> <li>❖ Pandy, L.K. (1977). <i>Methods in Physical Education</i>. Delhe: Metropolitan Book Depo.</li> <li>❖ Sharma, V.M. &amp; Tiwari, R.H.: (1979). <i>Teaching Methods in Physical Education</i>. Amaravati: Shakti Publication.</li> <li>❖ Thomas, J. P. (1967). <i>Organization &amp; administration of Physical Education</i>. Madras: Gyanodayal Press.</li> <li>❖ Tirunarayanan, C. &amp; Hariharan, S. (1969). <i>Methods in Physical Education</i>. Karaikudi: South India Press.</li> <li>❖ Voltmer, E. F. &amp; Esslinger, A. A. (1979). <i>The organization and administration of Physical Education</i>. New York: Prentice Hall Inc.</li> </ul>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		05
3) Assignments		
4) Research Project Report Seminar On Research Project Report		05
5) ESE		70
<b>Total:</b>		<b>100</b>
Prerequisites for the course:		
<b>Course Learning Outcomes:</b>		
<ul style="list-style-type: none"> <li>• To understand the concept and basic principles of management.</li> <li>• To understand the Office Management, Record, Register &amp; Budget</li> <li>• To understand the care and maintenance of equipment's</li> <li>• Understand the systems of tournaments and organization of sports</li> </ul>		

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: II**

<b>Programme: Bachelor of Physical Education</b>		<b>Year: I</b>
<b>Class: BPED</b>		<b>Semester: II</b>
<b>Credits: 3</b> <b>Theory: 3</b> <b>Practical: 0</b>	<b>Subject: CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS AND WELLNESS (ELECTIVE)</b>	
<b>Course Code: BPED- EC-204NR</b>	<b>Title: CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS AND WELLNESS (ELECTIVE)</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Gain a comprehensive understanding of contemporary concepts surrounding physical fitness and wellness.</li> <li>• Explore the principles underlying effective exercise programs for enhancing physical health and well-being.</li> <li>• Develop skills in safety education and promoting fitness within various settings.</li> <li>• Analyze the relationship between modern lifestyle choices and their impact on physical health and wellness.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: GE</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 3 Credits</b>		
L: 2, T: 1, P: 0 (In Hours/Week), Theory - 1 Hr. = 1 Credit, Practical- 2 Hrs.=1 Credit (3Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Concept of Physical Education and Fitness-</b> 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	<b>Fitness, Wellness and Lifestyle-</b> 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	<b>Principles of Exercise Program-</b> 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	<b>Safety Education and Fitness Promotion-</b> 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	10
<b>Suggested Readings:</b>		
❖ Difiore, J. (1998). <i>Complete guide to postnatal fitness</i> . London: A & C Black.		
❖ Giam, C.K & The, K.C. (1994). <i>Sport medicine exercise and fitness</i> . Singapore: P.G. Medical		

Book. ❖ Mcglynn, G., (1993). <i>Dynamics of fitness</i> . Madison: W.C.B Brown. ❖ Sharkey, B.J. (1990). <i>Physiology of fitness</i> , Human Kinetics Book.	
<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	05
3) Assignments	
4) Research Project Report Seminar On Research Project Report	05
5) ESE	70
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Understand the modern concept of physical fitness and wellness.</li> <li>• Employ the knowledge about concept of holistic health through fitness and wellness.</li> <li>• Orient students toward the approach of positive life style.</li> <li>• Develop competencies for profile development, exercise guidelines adherence.</li> <li>• Apply the holistic concept of health and wellness.</li> </ul>	

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: I</b>
<b>Class: BPED</b>		<b>Semester: II</b>
<b>Credits: 3</b> <b>Theory: 3</b> <b>Practical: 0</b>	<b>Subject: SPORTS NUTRITION AND WEIGHT MANAGEMENT (ELECTIVE)</b>	
<b>Course Code: BPED- EC-205NR</b>	<b>Title: SPORTS NUTRITION AND WEIGHT MANAGEMENT (ELECTIVE)</b>	
<b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• Grasp the modern principles and concepts underlying sports nutrition.</li> <li>• Comprehend the specific aims and objectives of sports nutrition in relation to athletic performance and health.</li> <li>• Learn the essential steps involved in planning and implementing effective weight management strategies within the context of sports nutrition.</li> <li>• Evaluate the role of nutrition in optimizing athletic performance and supporting overall well-being.</li> </ul>		
<b>Nature of Paper: Elective course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 3 Credits</b>		
L: 2, T: 1, P: 0 (In Hours/Week), Theory - 1 Hr. = 1 Credit, Practical- 2 Hrs.=1 Credit (3Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Introduction to Sports Nutrition-</b> Meaning and Definition of Sports Nutrition, Basic Nutrition Guidelines, Role of nutrition in sports, Factor to consider for developing nutrition plan	10
II	<b>Nutrients: Ingestion to energy metabolism-</b> 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.	12
III	<b>Nutrition and Weight Management-</b> 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.	12

IV	<b>Steps of planning of Weight Management-</b> Nutrition – 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	11
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**Suggested Readings:**

- ❖ 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(15), 3091-3096
- ❖ Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a meta-analysis. *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**

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

Prerequisites for the course:

**Course Learning Outcomes:**

- Understand the modern concept of weight management.
- Describe the steps of weight management.
- Realize the value of sports nutrients.
- Realize and apply the Methods of Technique Training.
- Design different training program for reduces the weight.

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: I</b>
<b>Class: BPED</b>		<b>Semester: II</b>
<b>Credits: 3</b> <b>Theory: 0</b> <b>Practical: 3</b>	<b>Subject: Track and Field (Jumping Events)</b>	
<b>Course Code: BPED- PC–206N</b>	<b>Title: Track and Field (Jumping Events)</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• This course enables students to comprehend the starting technique of jumping events.</li> <li>• Students will learn the mechanical analysis of jumps.</li> <li>• The layout of the jumping area will be covered in this course.</li> <li>• Students will understand the fundamental skills, rules, and officiating of jumping event</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: AEC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L:0, T:01, P:04 (In Hours/Week), Theory - 01Hrs. = 1Credit, Practical - 2Hrs.=1 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Jumping Events:</b> High Jump (Straddle Roll), Approach Run, Take off, Clearance over the bar, Landing	35
II	<b>Long Jump</b> Long Jump (Sail Style & Hang Style) – Approach run, Take off, Flight in the air and landing. <b>Triple Jump-</b> Triple Jump, Approach run, Take off (Hop, Step, and Jump), Flight in the air and landing	40
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• "Track and Field". Scholastic. Retrieved 22 July 2019.</li> <li>• Rosenbaum, Mike. Introductions to Track and Field Events. About. Retrieved on 2014-09-28.</li> <li>• Jump up to: <sup>abc</sup> Instone, Stephen (15 November 2009). The Olympics: Ancient versus Modern. BBC. Retrieved on 23 March 2015.</li> <li>• "Ancient Olympic Events; Pentathlon". Perseus digital library. Retrieved 3 August 2009.</li> <li>• Waldo E. Sweet, Erich Segal (1987). Sport and recreation in ancient Greece. Oxford University Press. p. 37. ISBN 0195041567.</li> </ul>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		05
3) Assignments		
4) Research Project Report		05
Seminar On Research Project Report		

5) ESE	70
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Perform various jumps.</li> <li>• Identify the specific fitness qualities required for each event.</li> <li>• To understand the rule and regulation of jumping event.</li> <li>• Able to understand the marking of various jumping events.</li> </ul>	

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: II**

<b>Programme: Bachelor of Physical Education</b>		<b>Year: I</b>
<b>Class: BPED</b>		<b>Semester: II</b>
<b>Credits: 3</b> <b>Theory: 0</b> <b>Practical: 3</b>	<b>Subject: Yoga</b>	
<b>Course Code: BPED- PC – 207NR</b>	<b>Title: Yoga</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To define and acquaint training preparation of Game/Sport</li> <li>• To employ the rules and regulation of Game/Sport</li> <li>• To emphasis on preparation for the Game/Sport.</li> <li>• To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.</li> <li>• To orient &amp; employ the rules and regulation in organization of competition in Game/Sport.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: PC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L:0, T:01, P:04 (In Hours/Week), Theory – 01Hrs. = 1Credit, Practical – 2Hrs.=1 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Yoga</b> <ul style="list-style-type: none"> <li>• Surya Namaskara,</li> <li>• Pranayams</li> <li>• Corrective Asanas</li> <li>• Kriyas</li> </ul>	45
II	<ul style="list-style-type: none"> <li>• Asanas</li> <li>• Sitting</li> <li>• Standing</li> <li>• Laying Prone Position,</li> <li>• Laying Spine Position</li> </ul>	45
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• Gharote, M. L. &amp; Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala: Kaixydamoe. Rajjan, S. M. (1985).</li> <li>• Yoga strengthening of relaxation for sports man. New Delhi: Allied Publishers. Shankar, G. (1998). Holistic approach of yoga. New Delhi: Aditya Publishers.</li> <li>• Shekar, K. C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra</li> </ul>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		05
3) Assignments		

4) Research Project Report Seminar On Research Project Report	05
5) ESE	70
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Gain knowledge of the Game/Sport.</li> <li>• Learn the layout and marking for the Game/Sport.</li> <li>• Demonstrate various drills &amp; lead up activities related to Game/Sport.</li> <li>• Develop the skills to teach rules, fundamentals and strategies of Game/Sport</li> </ul>	

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: I</b>
<b>Class: BPED</b>		<b>Semester: II</b>
<b>Credits: 3</b> <b>Theory: 0</b> <b>Practical: 3</b>	<b>Subject: Racket Sports (Badminton/ Table Tennis)</b>	
<b>Course Code: BPED- PC – 208NR</b>	<b>Title: Racket Sports (Badminton/ Table Tennis)</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To define and acquaint training preparation of Game/Sport</li> <li>• To employ the rules and regulation of Game/Sport</li> <li>• To emphasis on preparation for the Game/Sport.</li> <li>• To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: PC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L:0, T:01, P:04 (In Hours/Week), Theory - 01Hrs. = 1Credit, Practical - 2Hrs.=1 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Badminton- Fundamental Skills:</b> <ul style="list-style-type: none"> <li>• Racket parts, Racket grips, Shuttle Grips</li> <li>• The basic stances</li> <li>• The basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm</li> <li>• Drills and lead up games</li> <li>• Types of games-Singles, doubles, including mixed doubles</li> <li>• Rules and their interpretations and duties of officials</li> </ul>	35
II	<b>Table Tennis- Fundamental Skills:</b> <ul style="list-style-type: none"> <li>• The Grip-The Tennis Grip, Pen Holder Grip</li> <li>• Service-Forehand, Backhand, Side Spin, High Toss.</li> <li>• Strokes-Push, Chop, Drive, Half Volley, Smash, Drop shot, Balloon, Flick Shot, Loop Drive.</li> <li>• Stance and Ready position and foot work.</li> <li>• Rules and their interpretations and duties of officials</li> </ul>	40
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• Anand O P (2001), Yog Dawra Kaya Kalp, Sewasth Sahitya Perkashan, Kanpur.</li> <li>• Sarin N (2003) Yoga Dawara Rogon Ka Upchhar, Khel Sahitya Kendra.</li> <li>• Sri Swami Ramas (2001), Breathing, Sadhana Mandir Trust,Rishikesh.</li> <li>• Swami Ram (2000) Yoga &amp; Married Life Sadhana Mandir Trust, Rishikesh.</li> </ul>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	05
3) Assignments	
4) Research Project Report Seminar On Research Project Report	05
5) ESE	70
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• After Completion of the course the students shall be able to:</li> <li>• Gain knowledge of the Game/Sport.</li> <li>• Learn the layout and marking for the Game/Sport.</li> <li>• Demonstrate various drills &amp; lead up activities related to Game/Sport.</li> </ul>	

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: II**

<b>Programme :- Bachelor of Physical Education</b>		<b>Year: I</b>
<b>Class: BPED</b>		<b>Semester: II</b>
<b>Credits: 3</b>	<b>Subject: Teaching practices</b>	
<b>Theory: 0</b>		
<b>Practical: 3</b>		
<b>Course Code: BPED- PC – 209N</b>	<b>Title: Teaching practices</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To observe children and the teaching learning process in a systematic manner.</li> <li>• To learn to relate to and communicate with children during physical education activity.</li> <li>• To evaluate physical education curriculum in the schools.</li> <li>• To experience the school in its totality; activities in addition to classroom teaching include school</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: PC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L:0, T:01, P:04 (In Hours/Week), Theory - 01Hrs. = 1Credit, Practical - 2Hrs.=1 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Teaching Practice (5 Lessons in classroom teaching)	40
II	Teaching Practice (5 lessons in outdoor activities)	35
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• Mangal, S.K. (200) Essentials of Educational Technology. Prentice-Hall of India Pvt. Limited, New Delhi.</li> <li>• Haynes, A. (2015) The Complete Guide to Lesson Planning and Preparation. Continuum International Publishing Group, London.</li> <li>• 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</li> </ul>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		05
3) Assignments		05
4) Research Project Report Seminar On Research Project Report		70
5) ESE		70
<b>Total:</b>		<b>100</b>
Prerequisites for the course:		

**Course Learning Outcomes:**

- Demonstrate the practical concepts of teaching practice.
- Develop teaching proficiency for outdoor and indoor activities.
- Organize and compose mass demonstration /displays.
- Develop the knowledge of equipment that can be used for different indigenous activities.
- Develop the knowledge of free hand exercises emphasizing on physical fitness, rhythmic sense

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: I</b>
<b>Class: BPED</b>		<b>Semester: II</b>
<b>Credits: 3</b> <b>Theory: 0</b> <b>Practical: 3</b>	<b>Subject: Educational Tour (Leadership/Adventure Camp)</b>	
<b>Course Code: BPED- PC – 210NR</b>	<b>Title: Educational Tour (Leadership/Adventure Camp)</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Develop leadership and teamwork skills.</li> <li>• Enhance problem-solving and decision-making abilities.</li> <li>• Build confidence through adventure activities.</li> <li>• Learn and practice survival and safety techniques.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: PC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L:0, T: 0, P: 4 (In Hours/Week), Theory - 1 Hr. = 1 Credit, Practical- 2 Hrs.=1 Credit (6Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<p><b>EDUCATIONAL TOUR / LEADERSHIP CAMP- 7 DAYS TOUR OR CAMP WILL BE ORGNSED BY THE DEPARTMENT AND STUDENTS HAVE TO PARTICIPATE IN THIS FULL TIME RESIDENTIAL CAMP.</b></p> <p><b>Activities' during the are Camp Orientation:</b> Introduction to the camp schedule, guidelines, and expectations.</p> <p><b>Team-Building Games:</b> Form small groups and conduct challenges like a <b>Scavenger Hunt. Trekking or Hiking:</b> Explore a nearby area while encouraging students to lead different segments of the trek.</p> <p><b>Survival Challenge:</b> Divide students into teams and give them limited resources to solve a problem <b>Yoga and Meditation:</b> Early morning yoga session focusing on mental relaxation and concentration</p> <p><b>Cultural Evening:</b> Each group represents a different culture, showcasing traditions, music, and dance Etc.</p>	60
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• Mangal, S.K. (200) Essentials of Educational Technology. Prentice-Hall of India Pvt. Limited, New Delhi.</li> <li>• Haynes, A. (2015) The Complete Guide to Lesson Planning and Preparation. Continuum International Publishing Group, London.</li> <li>• 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</li> </ul>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	00
2) Presentations /Seminar	00
3) Assignments	
4) Camp Report	30
5) ESE	70
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Enhanced leadership and teamwork skills.</li> <li>• Improved problem-solving and decision-making abilities.</li> <li>• Increased confidence and self-reliance.</li> <li>• Practical knowledge of survival and safety techniques.</li> <li>• Strengthened sense of responsibility and community.</li> </ul>	

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

<b>Programme:- Bachelor of Physical Education</b>		<b>Year: II</b>
<b>Class: BPED</b>		<b>Semester: III</b>
<b>Credits: 4</b>	<b>Subject: SPORTS TRAINING</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: BPED- CT 301N</b>	<b>Title: SPORTS TRAINING</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Understand modern concepts of sports training.</li> <li>• Learn the aims and objectives of sports training.</li> <li>• Comprehend the principles of sports training.</li> <li>• Explore the systems of sports training.</li> <li>• Identify key components of sports training.</li> <li>• Understand the training process.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L:03, T:01, P: 00 (In Hours/Week), Theory - 1 Hr. = 1 Credits, Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Introduction to Sports Training</b> <ul style="list-style-type: none"> <li>• Meaning and Definition of Sports Training</li> <li>• Aim and Objective of Sports Training</li> <li>• Principles of Sports Training</li> <li>• System of Sports Training – Basic Performance, Good Performance and High Performance Training</li> </ul>	15
II	<b>Training Components</b> <ul style="list-style-type: none"> <li>• Strength – Mean and Methods of Strength Development</li> <li>• Speed – Mean and Methods of Speed Development</li> <li>• Endurance - Mean and Methods of Endurance Development</li> <li>• Coordination – Mean and Methods of coordination Development</li> <li>• Flexibility – Mean and Methods of Flexibility Development</li> </ul>	15
III	<b>Training Process</b> <ul style="list-style-type: none"> <li>• Training Load- Definition and Types of Training Load</li> <li>• Principles of Intensity and Volume of stimulus</li> <li>• Technical Training – Meaning and Methods of Technique Training</li> <li>• Tactical Training – Meaning and Methods of Tactical Training</li> </ul>	15
IV	<b>Training programming and planning</b> <ul style="list-style-type: none"> <li>• Periodization – Meaning and types of Periodization</li> <li>• Aim and Content of Periods – Preparatory, Competition, Transitional</li> </ul>	15

	etc. <ul style="list-style-type: none"> <li>• Planning – Training session</li> <li>• Talent Identification and Development</li> </ul>	
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>❖ Dick, W. F. (1980). <i>Sports training principles</i>. London: Lepus Books.</li> <li>❖ Harre, D. (1982). <i>Principles of sports training</i>. Berlin: Sporulated.</li> <li>❖ Jensen, R. C. &amp; Fisher, A.G. (1979). <i>Scientific basis of athletic conditioning</i>. Philadelphia: Lea and Fibiger, 2<sup>nd</sup>Edn.</li> <li>❖ Matvyew, L.P. (1981). <i>Fundamental of sports training</i>. Moscow: Progress Publishers.</li> <li>❖ Singh, H. (1984). <i>Sports training, general theory and methods</i>. Patials: NSNIS.</li> <li>❖ Uppal, A.K., (1999). <i>Sports Training</i>. New Delhi: Friends Publication.</li> </ul>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
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
<b>Total:</b>		<b>100</b>
Prerequisites for the course:		
<b>Course Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Understand the modern concept of sports training.</li> <li>• Describe the principles of sports training.</li> <li>• Evaluate and develop system of sports training – basic performance, intermediate performance and high-performance training.</li> <li>• Plan training sessions.</li> </ul>		

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: II</b>
<b>Class: BPED</b>		<b>Semester: III</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: COMPUTER APPLICATIONS IN PHYSICAL EDUCATION</b>	
<b>Course Code: BPED- CT-302N</b>	<b>Title: COMPUTER APPLICATIONS IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• To develop knowledge about Computer Application</li> <li>• To develop knowledge of Office Word and Office excel</li> <li>• To understand the MS Power Point</li> <li>• To develop knowledge about internet</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: SEC</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L:03, T:01, P: 00 (In Hours/Week), Theory - 1 Hr. = 1 Credits Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Introduction to Computer-</b> Meaning, need and importance of information & communication technology (ICT). Application of Computers in Physical Education, Components of computer, input and output device, Application software used in Physical Education and sports	15
II	<b>MS Word-</b> Introduction to MS Word, Creating, saving and opening a document, Formatting Editing features Drawing table, page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes	15
III	<b>MS Excel-</b> Introduction to MS Excel, Creating, saving and opening spreadsheet, creating formulas, Format and editing features adjusting columns width and row height understanding charts.	15
IV	<b>MS Power Point-</b> Introduction to MS Power Point, Creating, saving and opening a ppt. file format and editing features slide show , design , inserting slide number picture, graph, table Preparation of Power point presentations	15
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>❖ Irtegov, D. (2004). <i>Operating system fundamentals</i>. Firewall Media.</li> <li>❖ Marilyn, M.&amp; Roberta, B.(n.d.). <i>Computers in your future</i>. 2nd edition, India: Prentice Hall.</li> <li>❖ Milke, M. (2007). <i>Absolute beginner's guide to computer basics</i>. Pearson Education Asia.</li> <li>❖ Sinha, P. K. &amp; Sinha, P. (n.d.). <i>Computer fundamentals</i>. 4th edition, BPB Publication.</li> </ul>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>
<b>Course Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• To develop knowledge about Computer Application</li> <li>• To develop knowledge of Office Word and Office excel</li> <li>• To understand the MS Power Point</li> <li>• To develop knowledge about internet</li> </ul>	

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: II</b>
<b>Class: BPED</b>		<b>Semester: III</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: SPORTS PSYCHOLOGY AND SOCIOLOGY</b>	
<b>Course Code: BPED- CT-303N</b>	<b>Title: SPORTS PSYCHOLOGY AND SOCIOLOGY</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Understand psycho-sociological aspects of human behavior in physical education and sports.</li> <li>• Learn the general characteristics of various stages of growth and development.</li> <li>• Comprehend the types and nature of individual differences.</li> <li>• Explore the nature of learning.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L:03, T:01, P: 00 (In Hours/Week), Theory - 1 Hr. = 1 Credits, Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Introduction</b> Meaning, Importance and scope of Educational and Sports Psychology General characteristics of Various Stages of growth and development Types and nature of individual differences; Factors responsible -Heredity And environment, Psycho-sociological aspects of Human behavior in relation to physical education and sports	15
II	<b>Sports Psychology</b> Nature of learning, theories of learning, Laws of learning, Plateau in Learning; & transfer of training, Meaning and definition of personality, characteristics of personality, Dimension of personality, Personality and Sports performance, Nature of motivation: Factors influencing motivation; Motivation and techniques and its impact on sports performance. Mental Preparation Strategies: Attention focus, Self-talk, Relaxation, Imaginary. Aggression and Sports, Meaning and nature of anxiety, Kinds of anxiety, Meaning and nature of stress; Types of stress, Anxiety, Stress, Arousal and their effects on sports performance	20
III	<b>Relation between Social Science and Physical Education.</b> Orthodoxy, customs, Tradition and Physical Education. Festivals and Physical Education. Socialization through Physical Education. Social Group life, Social conglomeration and Social group, Primary group and Remote group.	15
IV	<b>Culture: Meaning and Importance.</b>	10

Features of culture, Importance of culture. Effects of culture on people life style. Different methods of studying Observation/ Inspection method, Questionnaire method, Interview method	
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>❖ Ball, D. W. &amp; Loy, J. W. (1975). <i>Sport and social order; Contribution to the sociology of sport</i>. London: Addison Wesley Publishing Co., Inc.</li> <li>❖ Blair, J. &amp; Simpson, R. (1962). <i>Educational psychology</i>, New York: Mc Millan Co.</li> <li>❖ Cratty, B. J. (1968). <i>Psychology and physical activity</i>. Eaglewood Cliffs. Prentice Hall.</li> <li>❖ Kamlesh, M.L. (1998). <i>Psychology in physical education and sport</i>. New Delhi: Metropolitan Book Co.</li> <li>❖ Loy, J. W., Kenyon, G. S. &amp; McPherson, B. D. (1978). <i>Sport and social system</i>. London: Addison Wesley Publishing Company Inc.</li> <li>❖ William, F. O. &amp; Meyer, F. N. (1979). <i>A handbook of sociology</i>. New Delhi: Eurasia Publishing House Pvt. Ltd.</li> </ul>	
<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/ Practical File	5
5) ESE	70
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<p><b>Course Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Describe the role of sports psychology for athletes and in their performance.</li> <li>• Apply psychological theories in the field of physical education and sports for enhanced participation and optimal performance among children.</li> <li>• Describe the general characteristics of various stages of growth and development.</li> <li>• To understand the personality and its characteristics</li> <li>• Develop skill proficiency in psychological assessment.</li> </ul>	

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

<b>Programme :- Bachelor of Physical Education</b>		<b>Year: II</b>
<b>Class: BPED</b>		<b>Semester: IV</b>
<b>Credits: 3</b> <b>Theory: 3</b> <b>Practical: 0</b>	<b>Subject: SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION (ELECTIVE)</b>	
<b>Course Code: BPED- EC – 304NR</b>	<b>Title: SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION (ELECTIVE)</b>	
<b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• To analyse, synthesize, and think critically to solve problems as they relate to the field of athletic training.</li> <li>• To communicate and use information appropriately in the clinical setting with patients.</li> <li>• To collaborate with a variety of healthcare providers to help in the decision-making process for patient care.</li> <li>• To prepare students to practice effectively as healthcare providers.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 3 Credits</b>		
L:02, T:01, P: 00 (In Hours/Week), Theory - 1 Hr. = 1 Credits, Practical- 2 Hrs.=1 Credit (3Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<b>Sports Medicine:</b> 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 o Prevention of injuries in sports - Common sports injuries - Diagnosis -First Aid - Treatment - Laceration - Blisters - Contusion - Strain - Sprain - Fracture - Dislocation and Cramps - Bandages - Types of Bandages - trapping and supports.	<b>12</b>
<b>II</b>	<b>Physiotherapy:</b> Definition - Guiding principles of physiotherapy, Importance of physiotherapy, Introduction and demonstration of treatments - Electrotherapy - infrared rays - Ultraviolet rays -short wave diathermy - ultrasonic rays.	<b>12</b>
<b>III</b>	<b>Hydrotherapy:</b> Introduction and demonstration of treatments of Cry therapy, Thermo 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.	<b>10</b>
<b>IV</b>	<b>Therapeutic Exercise:</b> Definition and Scope - Principles of Therapeutic Exercise - Classification, Effects and uses of Therapeutic exercise - passive Movements (Relaxed,	<b>11</b>

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, ankle and Foot joints - Trunk. Head and Neck exercises.	
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**Reference / Text Book:**

- Christine, M. D., (1999). *Physiology of sports and exercise*. USA: Human Kinetics.
- Conley, M. (2000). *Bioenergetics of exercise training*. In T.R. Baechle, & R.W. Earle, (Eds.), *Essentials of Strength Training and Conditioning* (pp. 73-90). Champaign, IL: Human Kinetics.
- David, R. M. (2005). *Drugs in sports*, (4th Ed). Routledge Taylor and Francis Group.
- Hunter, M. D. (1979). *A dictionary for physical educators*. In H. M. Borrow & R. McGee, (Eds.), *A Practical approach to measurement in Physical Education* (pp. 573-74). Philadelphia: Lea & Febiger. Philadelphia: W.B. Saunders Co.
- Pandey, P.K., (1987). *Outline of sports medicine*, New Delhi: J.P. Brothers Pub. Williams, J. G. P. (1962). *Sports medicine*. London: Edward Arnold Ltd.

**Evaluation/Assessment Methodology**

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

**Prerequisites for the course:**

**Course Learning Outcomes:**

After Completion of the course the students shall be able to:

- To analyse, synthesize, and think critically to solve problems as they relate to the field of athletic training.
- To communicate and use information appropriately in the clinical setting with patients.
- To collaborate with a variety of healthcare providers to help in the decision-making process for patient care.
- To prepare students to practice effectively as healthcare providers.

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: II</b>
<b>Class: BPED</b>		<b>Semester: III</b>
<b>Credits: 3</b> <b>Theory: 3</b> <b>Practical: 0</b>	<b>Subject: CURRICULUM DESIGN (Elective)</b>	
<b>Course Code: BPED- EC-305NR</b>	<b>Title: CURRICULUM DESIGN (Elective)</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Understand the modern concept of curriculum.</li> <li>• Recognize the need for curriculum development.</li> <li>• Appreciate the importance of curriculum development.</li> <li>• Identify factors affecting curriculum.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: EC</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 3 Credits</b>		
L:02 T:01 P: 00 (In Hours/Week), Theory - 1 Hr. = 1 Credits, Practical- 2 Hrs.=1 Credit (3Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Modern concept of the curriculum</b> 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	10
II	<b>Basic Guide line for curriculum construction; contest (selection and expansion).</b> Focalization, Socialization, Individualization, Sequence and operation, Steps in curriculum construction.	10
III	<b>Curriculum-Old and new concepts, Mechanics of curriculum planning.</b> 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	12
IV	<b>Under-graduate preparation of professional preparation.</b> 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.	13
<b>Suggested Readings:</b>		
❖ Barrow, H. M. (1983). <i>Man, and movement: principles of physical education</i> . Philadelphia: Lea and Febiger.		

- ❖ Bucher, C. A. (1986). *Foundation of physical education*: St. Louis: The C. V. Mosby & Company.
- ❖ Cassidy, R. (1986). *Curriculum development in physical education*. New York: Harper & Company.
- ❖ Cowell, C.C. & Hazelton, H.W. (1965). *Curriculum designs in physical education*. Englewood Cliffs: N.J. prentice Hall Inc.
- ❖ 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*. 3<sup>rd</sup> Ed. Englewood Cliffs.: N.J. Prentice Hall, Inc.

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/ Practical File	5
5) ESE	70
<b>Total:</b>	<b>100</b>

Prerequisites for the course:

**Course Learning Outcomes:**

- Appraise the understanding of the concept of the curriculum.
- Explain the need and importance of curriculum development.
- Understand the old and new concepts and Mechanics of Curriculum planning.
- Realize and apply Basic principles of curriculum construction.
- Understand the different design Curriculum.

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: II</b>
<b>Class: BPED</b>		<b>Semester: III</b>
<b>Credits: 3</b> <b>Theory: 0</b> <b>Practical: 3</b>	<b>Subject: Track and field (Throwing Events)</b>	
<b>Course Code: BPED- PC – 306N</b>	<b>Title: Track and field (Throwing Events)</b>	
<b>Course Objectives:</b> <ul style="list-style-type: none"> <li>➤ Understand the techniques of throwing events.</li> <li>➤ Conduct mechanical analysis of throwing events.</li> <li>➤ Learn the layout of the throwing sector.</li> <li>➤ Master fundamental skills of throwing.</li> <li>➤ Know the rules of throwing events.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: PC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L: 0, T: 1, P: 4(In Hours/Week), Theory - 1 Hr. = 1 Credits, Practical- 2 Hrs.=1 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Throwing Events:</b> Discus Throw, Javelin, Hammer throw, shot-put, Basic Skills and techniques of the Throwing event, Ground Marking / Sector Marking, Interpretation of Rules and Officiating	35
II	Grip, Stance, Release Reserve/ (Follow through action), Rules and their interpretations and duties of officials	40
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>➤ "Track and Field". Scholastic. Retrieved 22 July 2019.</li> <li>➤ Rosenbaum, Mike. Introductions to Track and Field Events. About. Retrieved on 2014-09-28.</li> <li>➤ Jump up to: <sup>a</sup>Instone, Stephen (15 November 2009). The Olympics: Ancient versus Modern. BBC. Retrieved on 23 March 2015.</li> <li>➤ "Ancient Olympic Events; Pentathlon". Perseus digital library. Retrieved 3 August 2009.</li> <li>➤ Waldo E. Sweet, Erich Segal (1987). Sport and recreation in ancient Greece. Oxford University Press. p. 37. ISBN 0195041567</li> </ul>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		0
3) Assignments		5
4) Research Project Report/ Practical File		5
5) ESE		70
<b>Total:</b>		<b>100</b>

Prerequisites for the course:

**Course Learning Outcomes:**

- Perform various throws.
- Identify the specific fitness qualities required for each event.
- To understand the rule and regulation of throwing event.
- Able to understand the marking of various throwing sector.

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: III**

<b>Programme: Bachelor of Physical Education</b>		<b>Year: II</b>
<b>Class: BPED</b>		<b>Semester: III</b>
<b>Credits: 3</b>	<b>Subject: Combative Sports: Judo &amp; Wrestling</b>	
<b>Theory: 0</b>		
<b>Practical: 3</b>		
<b>Course Code: BPED- PC – 307NR</b>	<b>Title: Combative Sports: Judo &amp; Wrestling</b>	
<b>COURSE OBJECTIVES:</b>		
<ul style="list-style-type: none"> <li>• To Define and Acquaint Training Preparation of Game/Sport</li> <li>• To Employ the Rules and Regulation of Game/Sport</li> <li>• To Emphasis on Preparation for The Game/Sport.</li> <li>• To Acquaint the Student with Progressive Teaching Stages of Fundamentals Skills of Game/Sport.</li> <li>• To Orient &amp; Employ the Rules and Regulation in Organization of Competition in Game/Sport.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: PC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L: 0, T: 1, P: 4 (In Hours/Week), Theory - 1 Hr. = 1 Credits, Practical- 2 Hrs.=1 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Judo- Fundamental skills:</b> 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)-Urhiro Ukemi (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), Goshi (Major loinn), Seoi Nage (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.	75
II	<b>Wrestling- Fundamental Skills:</b> Take downs, Leg tackles, Arm drag. Counters for take downs, Cross face, Whizzer series. Escapes from under-sit-out turn in tripped. Counters for escapes from under-Basic control back drop, Counters for stand up. Pinning combination-Nelson series (Half Nelson, Half Nelson and Bar arm), Leg lift series, Leg cradle series, Reverse double bar arm, chicken wing and half Nelson. Escapes from pinning: Wing lock series, Double arm lock roll, Cridge. Standing Wrestling-Head under arm series,	

whizzer series, Referees' positions	
<b>Suggested Readings:</b>	
<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	0
3) Assignments	5
4) Research Project Report/Practical File	5
5) ESE	70
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• After Completion of the course the students shall be able to:</li> <li>• Gain knowledge of the Game/Sport.</li> <li>• Learn the layout and marking for the Game/Sport.</li> <li>• Demonstrate various drills &amp; lead up activities related to Game/Sport.</li> <li>• Develop the skills to teach rules, fundamentals and strategies of Game/Sport</li> </ul>	

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: III**

<b>Programme: Bachelor of Physical Education</b>		<b>Year: II</b>
<b>Class: BPED</b>		<b>Semester: III</b>
<b>Credits: 3</b>	<b>Subject: Team Games: Team Games: Team Games:</b>	
<b>Theory: 0</b>	<b>Football &amp; Volleyball</b>	
<b>Practical: 3</b>		
<b>Course Code: BPED- PC – 308NR</b>	<b>Title: Team Games: Team Games: Football &amp; Volleyball</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To define and acquaint training preparation of Game/Sport</li> <li>• To employ the rules and regulation of Game/Sport</li> <li>• To emphasis on preparation for the Game/Sport.</li> <li>• To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.</li> <li>• To orient &amp; employ the rules and regulation in organization of competition in Game/Sport.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: PC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L: 0, T: 1, P: 4(In Hours/Week), Theory - 1 Hr. = 1 Credits, Practical- 2 Hrs.=1 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<b>Football- Fundamental Skills:</b> 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. o Throw in Feinting-With the lower limb and upper part of the body. o Tackling-Simple tackling, Slide tackling. Goal Keeping-Collection of balls, Ball clearance-kicking, throwing and deflecting.	<b>35</b>
<b>II</b>	<b>Volleyball-Fundamental Skills:</b> 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	<b>40</b>
<b>Suggested Readings:</b>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		0
3) Assignments		15
4) Research Project Report/Seminar on Research Project Report		0

5) ESE	70
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• After Completion of the course the students shall be able to:</li> <li>• Gain knowledge of the Game/Sport.</li> <li>• Learn the layout and marking for the Game/Sport.</li> <li>• Demonstrate various drills &amp; lead up activities related to Game/Sport.</li> <li>• Develop the skills to teach rules, fundamentals and strategies of Game/Sport</li> </ul>	

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: II</b>
<b>Class: BPED</b>		<b>Semester: III</b>
<b>Credits: 3</b> <b>Theory: 0</b> <b>Practical: 3</b>	<b>Subject: Teaching practices (ADD COMPLETE TITLE)</b>	
<b>Course Code: BPED- PC – 309N</b>	<b>Title: Teaching practices</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To observe children and the teaching learning process in a systematic manner.</li> <li>• To learn to relate to and communicate with children during physical education activity.</li> <li>• To evaluate physical education curriculum in the schools.</li> <li>• To experience the school in its totality; activities in addition to classroom teaching include school Activities and interaction with parents.</li> <li>• To assume the role of a regular physical education teacher with appropriate planning taking into.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: PC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L: 0, T: 1, P: 4(In Hours/Week), Theory - 1 Hr. = 1 Credits Practical- 2 Hrs.=1 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Teaching Practice (5 Lessons in classroom teaching)	35
II	Teaching Practice (5 lessons in outdoor activities)	40
<b>Suggested Readings:</b>		
<b>Evaluation/Assessment Methodology</b>		
15 teaching lesson plans for Racket Sport/ Team Games/ Indigenous Sports out of which 5 lessons internal and 5 lessons external at school.		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		0
3) Assignments		15
4) Research Project Report/Seminar on Research Project Report		0
5) ESE		70
<b>Total:</b>		<b>100</b>
Prerequisites for the course:		
<b>Course Learning Outcomes:</b>		
<ul style="list-style-type: none"> <li>• Demonstrate the practical concepts of teaching practice.</li> <li>• Develop teaching proficiency for outdoor and indoor activities.</li> <li>• Organize and compose mass demonstration /displays.</li> <li>• Develop the knowledge of equipment that can be used for different indigenous activities.</li> </ul>		

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: II</b>
<b>Class: BPED</b>		<b>Semester: IV</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION</b>	
<b>Course Code: BPED- CT- 401N</b>	<b>Title: MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• Understand Key Concepts: Students will be able to explain the concepts of test, measurement, and evaluation in Physical Education.</li> <li>• Selection Criteria: Students will identify and apply criteria for selecting appropriate tests for various physical fitness and sports skills.</li> <li>• Test Administration: Students will demonstrate knowledge of proper test administration procedures in a Physical Education context.</li> <li>• Physical Fitness Tests: Students will learn and conduct various physical fitness tests, understanding their purposes and methodologies.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L:03, T:0, P:2 (In Hours/Week), Theory - 1 Hr. = 1 Credits Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Introduction to Test &amp; Measurement &amp; Evaluation</b> Meaning of Test & Measurement & Evaluation in Physical Education, Need & Importance of Test & Measurement & Evaluation in Physical Education, Principles of Evaluation	15
II	<b>Criteria; Classification and Administration of test</b> 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.	15
III	<b>Physical Fitness Tests</b> AAHPER youth fitness test, National physical Fitness Test. Indiana Motor Fitness Test. JCR test. U.S Army Physical Fitness Test	15
IV	<b>Sports Skill Tests</b> Lockhart and McPherson badminton test, Johnson basketball test, McDonald soccer test, S.A.I volleyball test S.A.I Hockey test	15
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>❖ Bangsbo, J. (1994). <i>Fitness training in football: A scientific approach</i>. Bagsvaerd, Denmark: Ho+Storm.</li> </ul>		

- ❖ 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.

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>

Prerequisites for the course:

**Course Learning Outcomes:**

- Understand the need & importance of test, measurement and evaluation in physical education.
- Describe the criteria, classification and administration of test.
- Develop concepts related to test, measurement & evaluation.
- Construct a strong basis in the evaluation techniques through the various test and measurements method used in physical education.

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: IV**

<b>Programme: Bachelor of Physical Education</b>		<b>Year: II</b>
<b>Class: BPED</b>		<b>Semester: IV</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: KINESIOLOGY AND BIOMECHANICS</b>	
<b>Course Code: BPED- CT – 402N</b>	<b>Title: KINESIOLOGY AND BIOMECHANICS</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>● Overview Comprehension: Understand the basics of Kinesiology and Sports Biomechanics.</li> <li>● Fundamental Concepts: Learn key anatomical and movement terminology.</li> <li>● Mechanical Principles: Apply mechanical concepts like force and leverage.</li> <li>● Kinematics Analysis: Describe human movement in terms of motion.</li> <li>● Kinetics Exploration: Study forces influencing human movement.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 3, T: 1, P: 0 (In Hours/Week), Theory - 1 Hr. = 1 Credit, Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Introduction to Kinesiology and Sports Biomechanics</b> 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	<b>Fundamental Concept of Anatomy and Physiology</b> 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 Innovation	15
III	<b>Mechanical Concepts</b> Force - 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	<b>Kinematics and Kinetics of Human Movement</b> Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular, Acceleration. Linear Kinetics –	15

	Inertia, Mass, Momentum, Friction. Angular Kinetics – Moment of inertia, Couple, Stability.	
<b>Suggested Readings:</b>		
❖ Bunn, J. W. (1972). <i>Scientific principles of coaching</i> . Englewood Cliffs, N.J.: Prentice Hall Inc.		
❖ Hay, J. G. & Reid, J. G. (1982). <i>The anatomical and mechanical basis of human motion</i> . Englewood Cliffs, N.J.: prentice Hall Inc.		
❖ Hay, J. G. & Reid, J. G. (1988). <i>Anatomy, mechanics and human motion</i> . Englewood Cliffs, N.J.: prentice Hall Inc.		
❖ Hay, J. G. (1970). <i>The biomechanics of sports techniques</i> . Englewood Cliffs, N.J.: Prentice Hall, Inc.		
❖ Simonian, C. (1915). <i>Fundamentals of sport biomechanics</i> . Englewood Cliffs, N.J.: Prentice Hall Inc.		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		0
3) Assignments		15
4) Research Project Report/Seminar on Research Project Report		0
5) ESE		70
<b>Total:</b>		<b>100</b>
Prerequisites for the course:		
<b>Course Learning Outcomes:</b>		
<ul style="list-style-type: none"> <li>● Define and describe the term kinesiology and biomechanics.</li> <li>● Explain mechanical concepts (force, lever, Newton’s laws of motion and Projectile).</li> <li>● Develop the knowledge and appreciation of the importance of the study of kinesiology as a foundation for further studies in biomechanics and performance analysis.</li> <li>● Develop an understanding of the fundamental connection between structure and basic functions for muscles and joints.</li> </ul>		

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: II</b>
<b>Class: BPED</b>		<b>Semester: IV</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: RESEARCH AND STATISTICS IN PHYSICAL EDUCATION</b>	
<b>Course Code: BPED- CT- 403N</b>	<b>Title: RESEARCH AND STATISTICS IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• Modern Research Concepts: Understand contemporary research methodologies in physical education and sports.</li> <li>• Importance of Research: Recognize the need and significance of research in the field.</li> <li>• Research Problem Identification: Identify and formulate research problems.</li> <li>• Literature Review: Conduct surveys of related literature effectively.</li> <li>• Statistical Basics: Learn the fundamentals of statistical analysis and apply statistical models to physical education and sports research.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 3, T: 1, P: 0 (In Hours/Week), Theory - 1 Hr. = 1 Credit, Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Introduction to Research</b> 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	<b>Survey of Related Literature</b> Need for surveying related literature. o 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	<b>Basics of Statistical Analysis</b> 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	<b>Statistical Models in Physical Education and Sports</b> 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
<b>Suggested Readings:</b>		
❖ Best, J.W. (1963). <i>Research in education</i> . U.S.A.: Prentice Hall.		
❖ Bompa, T. O. & Haff, G. G. (2009). <i>Periodization: theory and methodology of training, 5<sup>th</sup> ed</i> Champaign, IL: Human Kinetics.		
❖ Brown, L. E., & Ferrigno, V. A. (2005). <i>Training for speed, agility and quickness, 2<sup>nd</sup> ed.</i> Champaign, IL: Human Kinetics.		
❖ Brown, L.E. & Miller, J., (2005). <i>How the training work</i> . In: <i>Training Speed, Agility, and Quickness</i> .		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		05
3) Assignments		
4) Research Project Report Seminar On Research Project Report		05
5) ESE		70
<b>Total</b>		<b>100</b>
Prerequisites for the course:		
<b>Course Learning Outcomes:</b>		
<ul style="list-style-type: none"> <li>• Understand the basic framework of research process.</li> <li>• Classify of research.</li> <li>• Describe the research process and research methods.</li> <li>• Identify various sources of information for literature review and data collection.</li> <li>• know how to organize, manage, and present data.</li> <li>• Use and apply a wide variety of specific statistical methods.</li> </ul>		

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: IV**

<b>Programme: Bachelor of Physical Education</b>		<b>Year: II</b>
<b>Class: BPED</b>		<b>Semester: IV</b>
<b>Credits: 3</b> <b>Theory: 3</b> <b>Practical: 0</b>	<b>Subject: THEORY OF SPORTS AND GAMES (Elective)</b>	
<b>Course Code: BPED- EC – 404NR</b>	<b>Title: THEORY OF SPORTS AND GAMES (Elective)</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Game History: Understand the development history of various games.</li> <li>• Game Dimensions: Learn the dimensions and layouts of different games.</li> <li>• Rules and Regulations: Know the rules and regulations governing various games.</li> <li>• Coaching Principles: Comprehend the scientific principles behind effective coaching.</li> <li>• Physical Fitness Components: Identify key components of physical fitness relevant to sports</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: Practical</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 3 Credits</b>		
L: 2, T: 1, P: 0 (In Hours/Week), Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (3Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<b>Introduction-General Introduction of specialized games and sports–</b> <ul style="list-style-type: none"> <li>• Athletics, Badminton, Basketball, Cricket, Football, Gymnastic,</li> <li>• Hockey, Handball, Kabaddi, Kho-Kho, Tennis, Volleyball and Yoga</li> <li>• Each game or sports to be dealt under the following heads</li> <li>• History and development of the Game and Sports</li> <li>• Ground preparation, dimensions and marking</li> <li>• Standard equipment and their specifications</li> <li>• Ethics of sports and sportsmanship</li> </ul>	<b>20</b>
<b>II</b>	<b>Scientific Principles of coaching: (particular sports and game specific)</b> <ul style="list-style-type: none"> <li>• Motion –Types of motion and Displacement, Speed, Velocity, Acceleration, Distance and Newton’s Law of motions.</li> <li>• Force – Friction, Centripetal and Centrifugal force, Principles of force.</li> <li>• Equilibrium and its types</li> <li>• Lever and its types</li> <li>• Sports Training – Aims, Principles and characteristics.</li> <li>• Training load – Components, Principles of load, Over Load (causes and symptoms).</li> </ul>	<b>20</b>
<b>III</b>	<b>Physical fitness components: (particular sports and game specific)</b> <ul style="list-style-type: none"> <li>• Speed and its types</li> <li>• Strength and its types</li> <li>• Endurance and its types</li> </ul>	<b>20</b>

	<ul style="list-style-type: none"> <li>• Flexibility and its types</li> <li>• Coordinative ability and its types</li> <li>• Training methods: - Development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek /speed play and weight training).</li> </ul>	
<b>IV</b>	<p><b>Conditioning exercises and warming up.</b></p> <ul style="list-style-type: none"> <li>• Concept of Conditioning and warming up.</li> <li>• Role of weight training in games and sports.</li> <li>• Teaching of fundamental skill &amp; their mastery (technique, tactic and different phases of skill acquisition). Recreational and lead up games</li> <li>• Strategy – Offence and defense, Principles of offence and defense.</li> </ul>	<b>15</b>
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>❖ Bunn, J. W. (1968). <i>The art of officiating sports</i>. Englewood cliffs N.J. Prentice Hall. Bunn.</li> <li>❖ J. W. (1972). <i>Scientific principles of coaching</i>. Englewood cliffs N. J. Prentice Hall.</li> <li>❖ Dyson, G. H. (1963). <i>The mechanics of athletics</i>. London: University of London Press Ltd.</li> <li>❖ Lawther, J.D. (1965). <i>Psychology of coaching</i>. New York: Pre. Hall.</li> <li>❖ Singer, R. N. (1972). <i>Coaching, athletic &amp; psychology</i>. New York: M.C. Graw Hill.</li> </ul>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		05
3) Assignments		05
4) Research Project Report / Seminar On Research Project Report		70
5) ESE		70
<b>Total:</b>		<b>100</b>
Prerequisites for the course:		
<b>Course Learning Outcomes:</b>		
<ul style="list-style-type: none"> <li>• Explain the historical development of the Game.</li> <li>• To know about the dimension and rule and regulation of the Game.</li> <li>• To understand scientific principles of coaching.</li> <li>• Describe the Physical Fitness component and their methods.</li> </ul>		

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: II</b>
<b>Class: BPED</b>		<b>Semester: IV</b>
<b>Credits: 3</b> <b>Theory: 3</b> <b>Practical: 0</b>	<b>Subject: SPORTS MANAGEMENT</b>	
<b>Course Code: BPED- EC – 405NR</b>	<b>Title: SPORTS MANAGEMENT</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Sports Management Concepts: Understand the fundamental concepts of sports management.</li> <li>• Managerial Qualities: Identify key qualities and competencies of effective sports managers.</li> <li>• Leadership Styles: Learn about different leadership styles in sports.</li> <li>• Leadership Qualities: Recognize essential leadership qualities for sports managers.</li> <li>• Tournament Organization: Develop skills to organize sports tournaments.</li> <li>• Event Management: Gain knowledge in managing sports events efficiently.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 3 Credits</b>		
L: 2, T: 1, P: 0 (In Hours/Week), Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (3Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	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	<b>10</b>
<b>II</b>	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.	<b>12</b>
<b>III</b>	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	<b>13</b>
<b>IV</b>	Financial management in Physical Education & sports in schools, Colleges and Universities. Budget – Importance, Criteria of good budget, Steps of Budget making & Principles of budgeting	<b>10</b>

**Suggested Readings:**

- ❖ 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*. 7<sup>th</sup> Edition, St. Louis: The C.V. Mosby Co.
- ❖ Daughtrey, G. & Woods, J.B. (1976). *Physical education and intramural programmes, organization and administration*. Philadelphia U.S.A. : W.B. Saunders Cp.

**Evaluation/Assessment Methodology**

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

**Prerequisites for the course:**

**Course Learning Outcomes:**

- To understand the concept and basic principles of management.
- To understand the types of leadership.
- To understand the qualities and competences of sports leader.
- Understand the systems of organization of tournaments.

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: II</b>
<b>Class: BPED</b>		<b>Semester: IV</b>
<b>Credits: 3</b> <b>Theory: 0</b> <b>Practical: 3</b>	<b>Subject: Track &amp; Field- Mixed Events</b>	
<b>Course Code: BPED- PC – 406NR</b>	<b>Title: Subject: Track &amp; Field- Mixed Events</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To define and acquaint training preparation of Game/Sport</li> <li>• To employ the rules and regulation of Game/Sport</li> <li>• To emphasis on preparation for the Game/Sport.</li> <li>• To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: Core</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L: 0 T: 1 P: 4 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<b>Introduction</b> Historical development of the game/sport at national and international levels. National Bodies controlling game/sport and their affiliated units. International Bodies controlling game/sport and their affiliated units. Major National and International competitions in Game/Sport. Layout and marking of play filed/ground/courts and measurement of equipment's used in Game/Sport.	<b>40</b>
<b>II</b>	<b>Techniques/Skills development:</b> Classification of techniques/skills. Technique/skill training: Preparatory, Basic, Supplementary exercises. Identification & Correction of faults. Training for mastery in technique/skill. Recreational and lead-up activities. Warm-up and cool down for game/sports. <b>Officiating:</b> Mechanics of officiating. Qualities of good official. Duties of official (during and post-game) Rules & their interpretations	<b>35</b>
<b>Suggested Readings:</b>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		05
3) Assignments		05
4) Research Project Report Seminar On Research Project Report		05
5) ESE		70

<b>Total:</b>	<b>100</b>
<b>Prerequisites for the course:</b>	
<b>Course Learning Outcomes:</b>	
<ul style="list-style-type: none"><li>• After Completion of the course the students shall be able to:</li><li>• Gain knowledge of the Game/Sport.</li><li>• Learn the layout and marking for the Game/Sport.</li><li>• Demonstrate various drills &amp; lead up activities related to Game/Sport.</li></ul>	

**BACHELOR OF PHYSICAL EDUCATION**  
**Year: II / Semester: IV**

<b>Programme: Bachelor of Physical Education</b>		<b>Year: II</b>
<b>Class: BPED</b>		<b>Semester: IV</b>
<b>Credits: 3</b> <b>Theory: 0</b> <b>Practical: 3</b>	<b>Subject: Hockey &amp; Basketball</b>	
<b>Course Code: BPED- PC – 407NR</b>	<b>Title: Hockey &amp; Basketball</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To define and acquaint training preparation of Game/Sport</li> <li>• To employ the rules and regulation of Game/Sport</li> <li>• To emphasis on preparation for the Game/Sport.</li> <li>• To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.</li> <li>• To orient &amp; employ the rules and regulation in organization of competition in Game/Sport.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: PC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L: 0 T: 1 P: 4 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<b>Introduction</b> Historical development of the game/sport at national and international levels. National Bodies controlling game/sport and their affiliated units. International Bodies controlling game/sport and their affiliated units. Major National and International competitions in Game/Sport. Layout and marking of play filed/ground/courts and measurement of equipment's used in Game/Sport.	<b>40</b>
<b>II</b>	<b>Techniques/Skills development:</b> Classification of techniques/skills. Technique/skill training: Preparatory, Basic, Supplementary exercises. Identification & Correction of faults. Training for mastery in technique/skill. Recreational and lead-up activities. Warm-up and cool down for game/sports. <b>Officiating:</b> Mechanics of officiating. Qualities of good official. Duties of official (pre, during and post-game) Rules & their interpretations.	<b>35</b>
<b>Suggested Readings:</b>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		05
3) Assignments		05
4) Research Project Report Seminar On Research Project Report		05
5) ESE		70

<b>Total:</b>	<b>100</b>
<b>Prerequisites for the course:</b>	
<b>Course Learning Outcomes:</b> After Completion of the course the students shall be able to:	
<ul style="list-style-type: none"><li>• Gain knowledge of the Game/Sport.</li><li>• Learn the layout and marking for the Game/Sport.</li><li>• Demonstrate various drills &amp; lead up activities related to Game/Sport.</li><li>• Develop the skills to teach rules, fundamentals and strategies of Game/Sport</li></ul>	

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

<b>Programme: Bachelor of Physical Education</b>		<b>Year: II</b>
<b>Class: BPED</b>		<b>Semester: IV</b>
<b>Credits: 3</b> <b>Theory: 0</b> <b>Practical: 3</b>	<b>Subject: Sports Specialization: Coaching Lesson-Track &amp; Field/Gymnastics</b>	
<b>Course Code: BPED- PC – 408N</b>	<b>Title: Sports Specialization: Coaching Lesson-Track &amp; Field/Gymnastics</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To assume the role of a regular physical education teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process in physical education.</li> <li>• To be able to innovate within teaching &amp; coaching of game / sport skills.</li> <li>• To learn to conduct meaningful classroom activities by careful selection and</li> <li>• Organization of such activities.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: PC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L: 0 T: 1 P: 4 (In Hours/Week) Theory - 1 Hr. = 1 Credit, Practical- 2 Hrs.=1 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	5 teaching practice lessons out of which 5 lessons internal and 10 lessons external at school. <b>FIELD LESSON PLANS</b> 15 teaching lesson plans out of which 5 lessons internal and 10 lessons external at school on following pattern: <ul style="list-style-type: none"> <li>• Game lesson Plan</li> <li>• Athletic Lesson Plan</li> <li>• Lesson plan on Light apparatus activity</li> <li>• Lesson plan on marching</li> </ul>	<b>75</b>
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		05
3) Assignments		05
4) Research Project Report Seminar On Research Project Report		05
5) ESE		70
<b>Total:</b>		<b>100</b>
<b>Prerequisites for the course:</b>		

**Course Learning Outcomes:**

- Demonstrate the practical concepts of teaching practice.
- Develop teaching proficiency for outdoor and indoor activities.
- Organize and compose mass demonstration /displays.
- Develop the knowledge of equipment that can be used for different indigenous activities.
- Develop the knowledge of free hand exercises emphasizing on physical fitness, rhythmic sense.

**IIMTU-NEP IMPLEMENTATION**

Year: II / Semester: IV

<b>Programme: Bachelor of Physical Education</b>		<b>Year: II</b>
<b>Class: BPED</b>		<b>Semester: IV</b>
<b>Credits: 3</b> <b>Theory: 0</b> <b>Practical: 3</b>	<b>Subject: GAME SPECIALIZATION (Kabaddi / Kho-Kho / Cricket / Football / Hockey/ Volleyball / Handball / Basketball / Netball / Badminton / Table Tennis) (Five Lessons Plan from Any One Out of These)</b>	
<b>Course Code: BPED- PC – 409N</b>	<b>Title: GAME SPECIALIZATION (Kabaddi / Kho-Kho / Cricket / Football / Hockey/ Volleyball / Handball / Basketball / Netball / Badminton / Table Tennis) (Five Lessons Plan from Any One Out Of These)</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To define and acquaint training preparation of Game/Sport</li> <li>• To employ the rules and regulation of Game/Sport</li> <li>• To emphasis on preparation for the Game/Sport.</li> <li>• To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.</li> </ul>		
<b>Nature of Paper: Core/DSE/SEC/GE/AECC: PC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L: 0 T: 1 P: 4 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<b>Introduction</b> Historical development of the game/sport at national and international levels. National Bodies controlling game/sport and their affiliated units. International Bodies controlling game/sport and their affiliated units. Major National and International competitions in Game/Sport. Layout and marking of play field/ground/courts and measurement of equipment's used in Game/Sport.	<b>40</b>
<b>II</b>	<b>Techniques/Skills development:</b> Classification of techniques/skills. Technique/skill training: Preparatory, Basic, Supplementary exercises. Identification & Correction of faults. Training for mastery in technique/skill. Recreational and lead-up activities. Warm-up and cool down for game/sports. <b>Officiating:</b> Mechanics of officiating. Qualities of good official. Duties of official (pre, during and post-game) Rules & their interpretations	<b>35</b>
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		05
3) Assignments		05
4) Research Project Report Seminar on Research Project Report		05

5) ESE	70
<b>Total:</b>	<b>100</b>
<b>Prerequisites for the course:</b>	
<b>Course Learning Outcomes:</b>	
<ul style="list-style-type: none"> <li>• After Completion of the course the students shall be able to:</li> <li>• Gain knowledge of the Game/Sport.</li> <li>• Learn the layout and marking for the Game/Sport.</li> <li>• Demonstrate various drills &amp; lead up activities related to Game/Sport.</li> </ul>	

# 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.) 2 years (Four Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of physical education at higher education professional job at 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 rendering 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 sports perspective. Promote greater integration and balance between the education and sports. 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:**

- To know and apply discipline specific scientific and theoretical concepts critical to development of physically educated person.
- To plan, design and implement learning experiences that facilitate and enhance the growth of learners of diverse needs from varying backgrounds.
- To use effective communication and pedagogical skills and strategies to enhance student engagement & learning.
- To utilize assessments and reflection to foster student learning and to inform instructional decisions.
- To demonstrate dispositions essential to becoming effective professionals.
- 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.

**7. Admission:** In M.P.E.S. Program 20 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:

- Passed B.Sc. (Physical Education, Health Education & Sports) with 55%.
- Passed B.P.E.S. (Bachelor of Physical Education & Sports) with 55%
- Passed B.P.Ed. (Bachelor in Physical Education) with 55%
- 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 schemes.
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

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%.

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. 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 (MPES-EC-404N)
- b. Research Project (MPES-RP-311)

**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 total 15 hour of teaching (lecture or tutorial) and one credit in practical is equivalent to 30 hours of teaching in semester. 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	24	26	28	24	102

**19. Maximum Duration of Programme/ Promotion Policy:** 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 fulfil 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 Honors only will be awarded medals viz. Gold and Silver respectively in order of merit.
  - 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.
  - 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.
  - Cumulative Grade Point Average (CGPA) is the weighted average of all the grades for the subjects registered in all Semesters.
  - 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. Introduction to MS Excel and R (MPES-SEC--110)
  2. Sports Technology (MPES-EC-204)
  3. Computer Application in Physical Education (MPES-SEC-307)
- 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 centre 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 1<sup>st</sup> semester/Year or 3<sup>rd</sup> 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 SCHEMES

OF  
MASTER OF PHYSICAL EDUCATION AND SPORTS  
(TWO-YEAR POST GRADUATION PROGRAM)  
2024-25 ONWARDS

**Master of Physical Education and Sports (MPES) 2024-25**

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	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
3	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								
	MPES-CT-103C	Theory Specialization- Health Education I	Core Theory								
4	MPES-EC-104R	Physical Fitness and Wellness	Elective Course	2	0	0	2	15	35	50	2
5	MPES-EC-105R	Sports Management									
6	MPES-AEC-106	Environmental Studies	Ability Enhancement Course	2	0	0	2	15	35	50	2
7	MPES-AEC-107	Disaster Management									
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	1	4	5	20	30	50	3
10	MPES-SEC-110	Introduction to MS Excel and R	Skill Enhancement Course	2	0	0	2	15	35	50	2
11	MPES-SEC-111	Sports Industry and Marketing									
<b>Total</b>				<b>15</b>	<b>5</b>	<b>4</b>	<b>24</b>	<b>175</b>	<b>375</b>	<b>550</b>	<b>24</b>

Sports Specialization Basket MPES Semester I			
MPES-PC-109 A	Sports Specialization - Archery-I	MPES-PC-109 L	Sports Specialization - Lawn Tennis-I
MPES-PC-109 B	Sports Specialization - Basketball-I	MPES-PC-109 M	Sports Specialization - Swimming-I
MPES-PC-109 C	Sports Specialization - Badminton-I	MPES-PC-109N	Sports Specialization - Shooting-I
MPES-PC-109 D	Sports Specialization - Boxing-I	MPES-PC-109O	Sports Specialization - Taekwondo-I
MPES-PC-109 E	Sports Specialization - Cricket-I	MPES-PC-109 P	Sports Specialization - Table Tennis -I
MPES-PC-109 F	Sports Specialization - Football-I	MPES-PC-109Q	Sports Specialization - Track and Field-I
MPES-PC-109 G	Sports Specialization - Hockey-I	MPES-PC-109R	Sports Specialization - Volleyball-I
MPES-PC-109 H	Sports Specialization - Handball-I	MPES-PC-109S	Sports Specialization - Wrestling-I
MPES-PC-109 I	Sports Specialization - Judo-I	MPES-PC-109T	Sports Specialization -Weight Lifting-I
MPES-PC-109 J	Sports Specialization - Kabaddi-I	MPES-PC-109U	Sports Specialization -Yoga-I
MPES-PC-109 K	Sports Specialization - Kho Kho-I		

**Master of Physical Education and Sports (MPES) 2024-25  
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	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
3	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									
	MPES-CT-203C	Theory Specialization- Health Education II									
4	MPES-EC-204R	Sports Technology	Elective Course	2	0	0	2	15	35	50	2
5	MPES-EC-205R	Sports Journalism and Mass Communication									
6	MPES-AEC-206	Communication Skills- English	Ability Enhancement Course	2	0	0	2	15	35	50	2
7	MPES-AEC-207N	Research & Publication Ethics									
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	20	30	50	3
10	MPES-PC-210N	Educational Tour/Leadership Camp	Practical	0	0	4	4	50	0	50	2
11	MPES-GE-211RN	Generic Elective -I	Generic Elective	2	0	2	2	15	35	50	2
12	MPES-GE-212RN	Generic Elective -II									
<b>Total</b>				<b>14</b>	<b>4</b>	<b>12</b>	<b>28</b>	<b>225</b>	<b>375</b>	<b>600</b>	<b>26</b>

**Sports Specialization Basket MPES Semester II**

MPES-PC-209 A	Sports Specialization- Archery II	MPES-PC-209 L	Sports Specialization - Lawn Tennis II
MPES-PC-209 B	Sports Specialization- Basketball II	MPES-PC-209 M	Sports Specialization - Swimming II
MPES-PC-209 C	Sports Specialization- Badminton II	MPES-PC-209 N	Sports Specialization - Shooting II
MPES-PC-209 D	Sports Specialization - Boxing II	MPES-PC-209 O	Sports Specialization - Taekwondo II
MPES-PC-209 E	Sports Specialization - Cricket II	MPES-PC-209 P	Sports Specialization - Table Tennis II
MPES-PC-209 F	Sports Specialization - Football II	MPES-PC-209 Q	Sports Specialization - Track and Field II
MPES-PC-209 G	Sports Specialization - Hockey II	MPES-PC-209 R	Sports Specialization - Volleyball II
MPES-PC-209 H	Sports Specialization - Handball II	MPES-PC-209 S	Sports Specialization - Wrestling II
MPES-PC-209 I	Sports Specialization - Judo II	MPES-PC-209 T	Sports Specialization - Weight Lifting II
MPES-PC-209 J	Sports Specialization - Kabaddi II	MPES-PC-209 U	Sports Specialization -Yoga II
MPES-PC-209 K	Sports Specialization - Kho Kho II		

**Master of Physical Education and Sports (MPES) 2024-25**

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	MPES-CT-301	Scientific Principle of Sports Training	Core Theory	3	1	0	4	30	70	100	4
2	MPES-CT-302N	Professional Preparation & Curriculum Design	Core Theory	3	1	0	4	30	70	100	4
3	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									
	MPES-CT-303C	Theory Specialization- Health Education III									
4	MPES-EC-304R	Education Technology in Physical Education	Elective Course	2	0	0	2	15	35	50	2
5	MPES-EC-305R	Yoga and Naturopathy	Elective Course								
6	MPES-SEC-306	Fitness and Sports Skill Test	Skill Enhancement Course	2	0	0	2	15	35	50	2
7	MPES-SEC-307	Computer Application in Physical Education									
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	20	30	50	3
10	MPES-VAC-310N	Soft Skills	Value Added Course	2	0	0	2	15	35	50	2
11	MPES-RP-311	Research Project	Research Project	0	2	4	6	30	70	100	4
<b>Total</b>				<b>15</b>	<b>7</b>	<b>8</b>	<b>30</b>	<b>205</b>	<b>445</b>	<b>650</b>	<b>28</b>
<b>Sports Specialization Basket MPES Semester III</b>											
MPES-PC-309 A	Sports Specialization - Archery III	MPES-PC-309 L	Sports Specialization - Lawn Tennis III								
MPES-PC-309 B	Sports Specialization - Basketball III	MPES-PC-309 M	Sports Specialization - Swimming III								
MPES-PC-309 C	Sports Specialization - Badminton III	MPES-PC-309 N	Sports Specialization - Shooting III								
MPES-PC-309 D	Sports Specialization - Boxing III	MPES-PC-309 O	Sports Specialization - Taekwondo III								
MPES-PC-309 E	Sports Specialization - Cricket III	MPES-PC-309 P	Sports Specialization - Table Tennis III								
MPES-PC-309 F	Sports Specialization - Football III	MPES-PC-309 Q	Sports Specialization- Track and Field III								
MPES-PC-309 G	Sports Specialization - Hockey III	MPES-PC-309 R	Sports Specialization - Volleyball III								
MPES-PC-309 H	Sports Specialization - Handball III	MPES-PC-309 S	Sports Specialization - Wrestling III								
MPES-PC-309 I	Sports Specialization (- Judo III	MPES-PC-309 T	Sports Specialization - Weight Lifting III								
MPES-PC-309 J	Sports Specialization - Kabaddi III	MPES-PC-309 U	Sports Specialization-Yoga III								
MPES-PC-309 K	Sports Specialization – Kho-Kho III										

**Master of Physical Education and Sports (MPES) 2024-25**

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	MPES-CT-401	Recreation	Core Theory	4	0	0	4	30	70	100	4
2	MPES-CT-402	Sports Medicine	Core Theory	3	1	0	4	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-EC-404NR	Dissertation	Elective Course	2	0	0	2	15	35	50	2
5	MPES-EC-405R	Contemporary Issues in Physical Education									
6	MPES-GE-406RN	Generic Elective -III-	Generic Elective	2	0	0	2	15	35	50	2
7	MPES-GE-407RN	Generic Elective -IV-									
8	MPES-PC-408	Track and Field (Combined Events)	Core Practical	0	1	4	5	20	30	50	3
9	MPES-PC-409	Sports Specialization IV	Core Practical	0	1	4	5	20	30	50	3
10	MPES-VAC-410R	Life Skills	Value Added Course	2	0	0	2	15	35	50	2
<b>Total</b>				<b>16</b>	<b>4</b>	<b>4</b>	<b>24</b>	<b>175</b>	<b>375</b>	<b>550</b>	<b>24</b>

Sports Specialization Basket MPES Semester IV			
MPES-PC-409 A	Sports Specialization - Archery IV	MPES-PC-409 L	Sports Specialization - Lawn Tennis IV
MPES-PC-409 B	Sports Specialization - Basketball IV	MPES-PC-409 M	Sports Specialization - Swimming IV
MPES-PC-409 C	Sports Specialization - Badminton I	MPES-PC-409 N	Sports Specialization - Shooting IV
MPES-PC-409 D	Sports Specialization - Boxing IV	MPES-PC-409 O	Sports Specialization - Taekwondo IV
MPES-PC-409 E	Sports Specialization - Cricket IV	MPES-PC-409 P	Sports Specialization - Table Tennis IV
MPES-PC-409 F	Sports Specialization - Football IV	MPES-PC-409 Q	Sports Specialization - Track and Field IV
MPES-PC-409 G	Sports Specialization - Hockey IV	MPES-PC-409 R	Sports Specialization - Volleyball IV
MPES-PC-409 H	Sports Specialization - Handball IV	MPES-PC-409 S	Sports Specialization - Wrestling IV
MPES-PC-409 I	Sports Specialization - Judo IV	MPES-PC-409 T	Sports Specialization Weight Lifting IV
MPES-PC-409 J	Sports Specialization - Kabaddi IV	MPES-PC-409 U	Sports Specialization - Yoga IV
MPES-PC-409 K	Sports Specialization - Kho Kho IV		

# FORMAT-1

**NEP-2020 IMPLEMENTATION 3 STEPS PLAN (FORMAT-1, 2 & 3)**  
**CBCS: Statement of Credits distribution**  
**MASTERS OF PHYSICAL EDUCATION AND SPORTS**

**Format -1**

<b>College/School:</b> College of Education <b>Programme:</b> Masters of Physical Education and Sports <b>Duration:</b> UG (6 Sem.), UG (Hons./Research) 8 Sem., PG (4 Sem.)	<b>Credit range:</b> Minimum 120 for UG 160 for UG (Hons.), 80 for PG (Suggested by CBCS-NEP Committee)
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COURSE	CREDIT	SEMESTER	CORE (Th 4+P 2) Major	DSE (Th 4+P 2) Minor	AECC (Th 3)	SEC **	GE (Th 4) Inter disciplinary	General Elective (2)	Value Added Course (VAC) (2)	Industrial Training/ Survey / Research Project (4)	Total Credits
P G Diploma in Physical Education & Sports (50)	102	Ist	<b>C1 (Th. 4 Cr.)</b> MPES-CT-101 Research Methods in Physical Education  <b>C2 (Th. 4 Cr.)</b> MPES-CT-102 Test, Measurement and Evaluation in Physical Education  <b>C3 (Th. 4 Cr.)</b>	DSE 1- 2Cr MPES-EC-104R Physical Fitness and Wellness MPES-EC-105R Sports Management	AECC-1: 2Cr MPES-AEC-106 Environmental Studies / MPES-AEC-107 Disaster Management	SEC-1: 2Cr MPES-SEC-110- Introduction to MS Excel  MPES-SEC-111 Sports Industry & Marketing	NA	GE-- NA	VAC-1 NIL		22 (Excluding NCC)

			MPES-CT-103A/B/C Theory Specialization- I Sports Psychology / Sports Biomechanics / Health Education  <b>C4 (P-3Cr.)</b> MPES-PC-108 Track and <b>C5 (P-3 Cr)</b> Field (Running Event) <b>C6 (P-3 Cr)</b> MPES-PC-109 Sports Specialization I							
	2nd	<b>C7 (Th. 4Cr.)</b> MPES-CT-201 Applied Statistics in Physical Education and Sports <b>C8 (Th.4Cr.)</b> MPES-CT-202 Athletics Care and Rehabilitation <b>C9 (Th.4Cr.)</b>	<b>DSE -2: 2Cr</b>  MPES-EC-204R Sports Technology  /MPES-EC- 205R Sports Journalism and Mass Communication	<b>AECC-2: 2Cr</b>  MPES-AEC-206 Communication Skills- English/ MPES-AEC-207N Research & Publication Ethics	<b>SEC 2 – NA</b>	<b>GE-1: 2Cr</b>  MPES-GE- 211N: Generic Elective-I  MPES-GE- 212N: Generic Elective-II				26

		MPES-CT-203A/B/C - II Theory Specialization- Sports psychology / Sports Biomechanics / Health Education II <b>C10 (P-3 Cr)</b> MPES-PC-208 Track and Field (Jumping Event) <b>C11 (P-3 Cr)</b> MPES-PC-209 Sports Specialization II <b>C12 (P-2 Cr)</b> MPES-PC-210N Educational Tour/Leadership Camp								
<b>Entry and Exit point</b>										

P G in Physical Education & Sports	3 rd	<b>C13 (Th. 4 Cr.)</b> MPES-CT-301 Scientific Principle of Sports Training <b>C14 (Th. 4 Cr.)</b> MPES-CT-302N Professional Preparation & Curriculum Design <b>C15 (Th. 4 Cr.)</b> MPES-CT- 303A/B/C Theory Specialization- III Sports Psychology / Biomechanics / Health Education <b>C16 (P-3Cr)</b> MPES-PC-308 Track and Field (Throwing Events) <b>C17 (P-3 Cr)</b> MPES-PC-309 Sports Specialization III	<b>DSE 3: -2Cr</b>  MPES-EC-304R Education Technology in Physical Education/MPE S-EC-305R Yogic & Naturopathy	<b>AECC 3: - NA</b>	<b>SEC -3 : 2Cr</b>  MPES-SEC-306 Fitness and Sports Skill Test/ MPES-SEC-307 Computer Application in Physical Education			<b>VAC-1- 2Cr</b>  MPES-VAC- 310N Soft Skills	Research Project- 4 Cr.  MPES-RP- 311- Research Project	28
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		4th	<b>C18 (Th. 4 Cr.)</b> MPES-CT-401 Recreation  <b>C19 (Th. 4 Cr.)</b> MPES-CT-402N Sports Medicine  <b>C20 (Th. 4 Cr.)</b> MPES-CT-403 A/B/C - Theory Specialization- IV Sports Psychology / Biomechanics/ Health Education  <b>C21 (P- 3 Cr)</b> MPES-PC-408 Track and Field (Combined Events)  <b>C22 (P-3Cr)</b> MPES-PC-409 Sports Specialization IV	<b>DSE 4- 2Cr</b>  MPES-EC-404R Dissertation /  MPES-EC-405R Contemporary Issues in Physical Education	<b>AECC 4- NIL</b>	<b>SEC 2- 2Cr.</b> N/A	<b>GE-2: 2Cr</b> MPES-GE-2 406RN: Generic Elective-III  MPES-GE- 407RN: Generic Elective-IV	<b>VAC-2: 2Cr</b> MPES-VAC- 410R Life Skills	24
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**Note: For 04 years undergraduate programmes, research projects will be of 6 credits each in last 02 semesters.**

\*General Elective: Certificate will be provided to the students opted for NCC apart from degree.

\*\* One SEC must be E&I and IPR (Can be through NPTEL or IPR can be from TIFAC, DST)

# FORMAT-2

IIMTU-NEP Implementation: MASTERS OF PHYSICAL EDUCATION AND SPORTS

Program me	Year	Semester (15 week)	Paper	Credit	Periods per Week	Periods (Hours) per Semester	Paper Title	Unit (Periods per semester)	Pre-requisite	Elective (For other faculty)
MASTER COURSES (102 CREDIT)	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	Bpes Or Bped Or B.Sc (Physical Education) Or B.A (Physical Education)	
			ii) AECC- 1:	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) DSE-1	2	2	30	MPES-EC-104R: Physical Fitness and Wellness/	Unit-1-7 Unit-2-8 Unit-3-8 Unit-4-7		
							MPES-EC-105R: Sports Management	Unit-1-7 Unit-2-8 Unit-3-8 Unit-4-7		
			iv) 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		

						MPES-CT-103A: Theory Specialization- Sports Psychology I	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
		v)	<b>C3 (Th.4 Cr.)</b>	4	4	60	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	
		vi)	<b>C4 (Ch-2 Cr)</b>	2	2	30	MPES-EC-104R: Physical Fitness and Wellness	Unit-1-7 Unit-2-7 Unit-3-8 Unit-4-8 Unit-4-10	
							MPES-EC-105R: Sports Management	Unit-1-7 Unit-2-7 Unit-3-8 Unit-4-8 Unit-4-10	
		vii)	<b>C5 (P-3 Cr)</b>	3	5	75	MPES-PC-108: Track and Field (Running Event)	Unit-1-37 Unit-2-38	
		viii)	<b>C6 (P-3 Cr)</b>	3	5	75	MPES-PC-109: Sports Specialization I	Unit-1-37 Unit-2-38	
			Research project/ Industry Training/ Internship Survey	NA	NA	NA	NA	NA	NA
		SEMESTER - II	i) <b>C9 (Th. 4Cr.)</b>	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-207N: Research & Publication Ethics	Unit-1-8 Unit-2-6 Unit-3-8 Unit-4-8		
			iii) GE-1:2Cr.	2	2	30	MPES-GE-211RN Generic Elective-I	Unit-1-7 Unit-2-8 Unit-3-8 Unit-4-7		
							MPES-GE-212RN Generic Elective-I	Unit-1-7 Unit-2-8 Unit-3-8 Unit-4-7		
			iv) DSE-2	2	2	30	MPES-EC-204R: Sports Technology	Unit-1-7 Unit-2-7 Unit-3-8 Unit-4-8		
							MPES-EC-205R Sports Journalism and Mass Communication	Unit-1-7 Unit-2-7 Unit-3-8 Unit-4-8		
			v) <b>C10 (Th.4 Cr.)</b>	4	4	60	MPES-CT-202 Athletics Care and Rehabilitation	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			ix) <b>C12(Th.4Cr.)</b>	4	4	60	MPES-CT-203A: Theory Specialization- Sports Psychology II	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		

						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					
					x) <b>C13 (Th.4Cr.3:</b>	3	5	75	MPES-PC-208Track and Field (Jumping Event)	Unit-1-25 Unit-2-50		
					xi) <b>C14(P. 3Cr.)</b>	3	5	75	MPES-PC-209: Sports Specialization II	Unit-1-35 Unit-2-40		
					xii) <b>C15(P. 2Cr.):</b>	2	4	60	MPES-PC-210N Educational Tour /Leadership Camp	Unit-1-30 Unit-2-30		
					Research project/ Industry Training/ Internship Survey					NA	NA	NA

Format- 2Programme	Year	Semester (15 weeks)	Paper	Credit	Periods per Week	Periods (Hours) per Semester	Paper Title	Unit (Periods per semester)	Pre- requisit e	Elective (For other faculty)
MASTERS COURSE (94 Credits) ---MPES---	SECOND YEAR	SEMESTER -III	i) C16 (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 Year	
			ii) C17 (Th. 4 Cr.)	4	4	60	MPES-CT-302N Professional Preparation & Curriculum Design	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15		
			iii) C18 (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		
			iv) AEC-0	0	0	0				
			v) DSE-3	2	2	30	MPES-EC-304R: Education Technology in Physical Education	Unit-1-7 Unit-2-8 Unit-3-7 Unit-4-8		
							MPES-EC-305R: Yogic Sciences	Unit-1-7 Unit-2-8 Unit-3-7 Unit-4-8		

			vi) SEC-2: 2Cr	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) VAC-1: 2Cr	2	2	30	MPES-310N-Soft Skills	Unit-1-7 Unit-2-8 Unit-3-7 Unit-4-8			
			vi) C-19 (P-3 Cr)	3	5	75	MPES-PC-308 Track & Field (Throwing Event)	Unit-1-37 Unit-2-38			
			vii) C-20 (P- 3 Cr)	3	5	75	MPES-PC-309 Sports Specialization III	Unit-1-37 Unit-2-38			
			viii) C-21 (P-4 Cr)	4	6	90	MPES-RP—311 Research Project	Unit-1-45 Unit-2-45			
			SEMESTER - IV	i) C22 (Th. 4 Cr):	4	4	60	MPES-CT-401: Recreation			Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15
				ii) C23 (Th. 4 Cr.)	4	4	60	MPES-CT-402N: Sports Medicine			Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15
				iii) C24 (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
								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) C25 (VAC-2:	2	2	30	MPES-LS-410R: Life Skills	Unit-1-7 Unit-2-8 Unit-3-8 Unit-4-7		
		v) C26 (DSE-3)	2	2	30	MPES-EC-404NR: Dissertation	Unit-1-30 Unit-2-30		
						MPES-EC-405R: Contemporary Issues in Physical Education	Unit-1-7 Unit-2-8 Unit-3-8 Unit-4-7		
		vi) C27 GE-2	2	2	30	MPES-GE-406RN: Generic Elective-III-	Unit-1-7 Unit-2-8 Unit-3-8 Unit-4-7		
						MPES-GE-407RN: Generic Electives IV-	Unit-1-7 Unit-2-8 Unit-3-8 Unit-4-7		
		vii) C28 P-3 Cr	3	5	75	MPES-PC-408Track and Field (Combined Events)	Unit-1-37 Unit-2-38		
		viii) C29: P-3Cr	3	5	75	MPES-PC-409Sports Specialization IV	Unit-1-37 Unit-2-38		

<p><b>Programme Outcome:</b>  <b>PO1:</b> Promote greater integration and balance between the social and physical education.          Programme Specific Outcome:  <b>PO2:</b> Contextualize physical education with a set of attitudes and values that signify the importance of movement as a valued human practice.  <b>PO3:</b> 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><b>Program Specific Outcomes:</b>  <b>PSO1:</b> To know and apply discipline specific scientific and theoretical concepts critical to development of physically educated person.  <b>PSO2:</b> To plan, design and implement learning experiences that facilitate and enhance the growth of learners of diverse needs from varying backgrounds.  <b>PSO3:</b> To use effective communication and pedagogical skills and strategies to enhance student engagement &amp; learning.</p>
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# Format-3

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: I**

<b>Programme: Master of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: I</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: RESEARCH METHODS IN PHYSICAL EDUCATION</b>	
<b>Course Code: MPES-CT-101</b>	<b>Title: RESEARCH METHODS IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To orient the student to make an informed choice from the large number of alternative methods and experimental designs available.</li> <li>• To familiarize the student with the dimensions and methods of research</li> <li>• To analyze an event or process or phenomenon to identify the cause-and-effect relationship</li> <li>• To enable the student to present a good research proposal.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 3, T: 1, P: 0 (In Hours/Week) Theory - 4 Hr. = 4 Credit Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>INTRODUCTION:</b> 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.	15
II	<b>SAMPLING AND HYPOTHESIS:</b> 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 11ition of Hypothesis. Types of Hypotheses, Formulation and design of Hypothesis.	15
III	<b>METHODS AND TOOLS OF RESEARCH:</b> 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. Tools of Research–Questionnaire, Interviews,	15

	Schedules, Observation Techniques, Rating Scales, Electronic Media	
IV	<p><b>RESEARCH PROPOSAL AND REPORT:</b> 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>	15
<p><b>Reference / Text Books:</b></p> <ul style="list-style-type: none"> <li>• Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc.</li> <li>• Clarke David. H &amp; Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc.</li> <li>• Craig Williams and Chris Wragg (2006) Data Analysis and Research for Sport and Exercise Science, London; Routledge Press</li> <li>• Jerry R Thomas &amp; Jack K Nelson (2000) Research Methods in Physical Activities; Illinois; Human Kinetics;</li> <li>• Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports, New Delhi</li> <li>• Moses, A.K.(1995) Thesis Writing Format, Chennai; Poompugar Pathippagam Rothstein, A</li> </ul>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		
3) Assignments		10
4) Research Project Report Seminar On Research Project Report		
5) ESE		70
<b>Total:</b>		<b>100</b>
<p><b>Course Learning Outcomes:</b> 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**

<b>Programme: Master of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: I</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: TEST, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION</b>	
<b>Course Code: MPES-CT-102</b>	<b>Title: TEST, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To determine strengths, weaknesses, difficulties and needs of students.</li> <li>• Placement in classes/programs or grouping based on ability</li> <li>• To determine what knowledge, skills, abilities, habits and attitudes have been acquired.</li> <li>• To determine what progress or extent of learning attained.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 3 T: 1 P:0 (In Hours/Week) Theory - 4 Hr. = 4 Credit, Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>INTRODUCTION:</b> 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, skill tests.	15
II	<b>MOTOR FITNESS AND PHYSICAL FITNESS TESTS:</b> 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.	15
III	<b>ANTHROPOMETRIC AND AEROBIC-ANAEROBIC TESTS</b> 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.	15

IV	<p><b>SKILL TESTS</b></p> <p>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>	15
<p><b>Reference / Text Books:</b></p> <ol style="list-style-type: none"> <li>1. Authors Guide (2013) ACSM’s Health Related Physical Fitness Assessment Manual, USA: ACSM Publications</li> <li>2. Collins, R.D., &amp; Hodges P.B. (2001) A Comprehensive Guide to Sports Skills Tests and Measurement (2ndedition) Lanham: Scarecrow Press</li> <li>3. Cureton T.K. (1947) Physical Fitness Appraisal and Guidance, St. Louis: The C.Mos by Company</li> <li>4. Kansal D.K. (1996),“Test and Measurement in Sports and Physical Education, New Delhi: DVS Publications</li> </ol>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report Seminar On Research Project Report		10
5) ESE		70
<b>Total:</b>		<b>100</b>
<p><b>Course Learning Outcomes:</b></p> <p>CO1: Student will be able to understand about TESTS, its types.</p> <p>CO2: Students will be able to conduct sports skill test.</p> <p>CO3: Student will be able to review utility of the tests.</p> <p>CO4: Student will be able to analyze data of the research.</p>		

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: I**

<b>Programme: Master of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: I</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: THEORY SPECILIZATION-SPORTS PSYCHOLOGY I</b>	
<b>Course Code: MPES-CT-103A</b>	<b>Title: THEORY SPECILIZATION-SPORTS PSYCHOLOGY I</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Demonstrate reasoning to interpret psychological phenomena of various dimensions of psychology.</li> <li>• Demonstrate the ability to think critically about and analyze basic psychology concepts.</li> <li>• Develop ethically and socially responsible behaviors for professional and personal settings in a land scape that involves increasing diversity.</li> <li>• Describe the role of sports Psychology for athletes and in their performance.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 3, T:1, P:0 (In Hours/Week) Theory - 4 Hr. = 4 Credit, Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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 its types, Theories of Attention, Nideffer's Attention Model, Role of Attention in Sports.	15
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.	15
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 in Physical Activity and Sports.	15
<b>Reference / Text Books:</b>		
1. Ratty, B.J. (2000) Psychology of Contemporary sports, Human Kinetics Publishers, Champaign Illinois.		
2. Carron, A.V., Hausenlas, H.A. Mark Eys (2005). Group Dynamics in Sport. Morgantown, WV:		

Fitness Information Technology, INC, US.  
 3. Cronbach J. Lec (1990) Essentials of Psychological Testing (Harper Colins Publishers).  
 4. Cratty, Braynat. J., (1973) Movement Behavior 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.**

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report Seminar On Research Project Report	
5) ESE	70
<b>Total:</b>	<b>100</b>

**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**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: I</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: THEORY SPECILIZATION SPORTS-BIOMECHANICS I</b>	
<b>Course Code: MPES-CT-103B</b>	<b>Title: THEORY SPECILIZATION SPORTS-BIOMECHANICS I</b>	
<b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• Explain mechanical concepts (force, lever, Newton’s laws of motion and Projectile).</li> <li>• Develop an understanding of the fundamental connection between structure and basic functions for muscles and joints.</li> <li>• Identify the goals of exercise and Sports Biomechanics.</li> <li>• Explain mechanical properties (Eccentric force, Couple, Moment of force, Moment of Inertia, Center of gravity).</li> </ul>		
<b>Nature of Paper: CT</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L:3, T:1, P :0 (In Hours/Week) Theory - 4 Hr. = 4 Credit, Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>NEUROMUSCULAR BASIS OF HUMAN MOVEMENT</b> Motor unit, Concept of motor unit, Types of motor unit, Gradation in the strength of muscular contraction, recruitment order Rate Coding Sensory receptors, Exteroceptors and Interceptors.	15
II	<b>MECHANICS OF BONE</b> Structure of Bone, Growth and development of Bone, Types of Ossification, Calcium homeostasis, Bone response to stress, Bone modeling and remodeling.	15
III	<b>MECHANICS OF SKELETAL MUSCLE</b> 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	15
IV	<b>MECHANICAL PROPERTIES OF MATTER</b> Elasticity, Stress, Strain Relation between longitudinal stress and strain <b>PRACTICALS</b> <ol style="list-style-type: none"> <li>1. Goniometry – measurement of joint ROM / Elgon</li> <li>2. Manual testing of big muscles of the body</li> <li>3. Basic anthropometric measurements (stature, sitting height, different body segment length, weight, BMI and skin fold measurements)</li> </ol>	15

	4. Action of muscles of upper extremities by palpations method Action of Muscles of lower extremities by palpations method	
<b>Reference / Text Books:</b> 1. The Biophysical Foundations of Human Movement, Bruce Abernethy human Human Kinetics 1997, USA Astrend, P.O. and Rodahl Karee, Text Book of Work Physiology, Tokye: Mc Graw – Hill Kogakusha Ltd. Bourne, Geoffery H. The Structure and Function of Muscles: London: Academic Press (1973) 2. Caprovich, P.V. and Sinning. Wayne E. Physiology of Muscular Activity (Philadelphia: W.B. Saunders, 1976), 7 <sup>th</sup> Edition. 3. Chaurasia B.D. Human Anatomy Regional and Applied (CBS Publisher and Z distributors, 1979)		
<b>If the course is available as Generic Elective, then the students of following departments may opt it.</b>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20	
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report Seminar On Research Project Report	10	
5) ESE	70	
<b>Total:</b>	<b>100</b>	
<b>Course Learning Outcomes:</b> 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**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: I</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: THEORY SPECILIZATION-HEALTH EDUCATION I</b>	
<b>Course Code: MPES-CT-103C</b>	<b>Title: THEORY SPECILIZATION-HEALTH EDUCATION I</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Describe different aspects of health and health education.</li> <li>• Handle school health program efficiently.</li> <li>• Describe different aspects of personal hygiene.</li> <li>• Provide a forum for discussion of contemporary issues related to Communication disease.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 3, T: 1, P: 0 (In Hours/Week) Theory - 4 Hr. = 4 Credit, Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>CONCEPT OF HEALTH EDUCATION:</b> 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.	15
II	<b>LATEST TRENDS IN HEALTH EDUCATION:</b> 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	<b>COMMUNICATION PROCESS:</b> Practice of Health Education, Communication Process in health Education, Types of Communication in health Education, Functions of health Communication and Barriers of Communication.	15
IV	<b>CONCEPT OF GENETICS:</b> Concept of Genetics, Chromosomal Abnormalities, Chromosomal Disorders, Factor which influence gene frequencies, Preventive and Social Measures.	15
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. Albert E. Bed worth &amp; David A. Bed worth, Health for human effectives in year (1982) by prentice Hall, Inc, Egle wood, published in the (USA)</li> <li>2. Bucher, Charles A. "Administration of Health and Physical Education Programme". Delbert,</li> </ol>		

Oberteuffer, et. al." The School Health Education".  
 3. Ghosh, B.N. "Treaties of Hygiene and Public Health".  
 4. 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.

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report Seminar On Research Project Report	10
5) ESE	70
<b>Total:</b>	<b>100</b>
<b>Course Learning Outcomes:</b>	
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**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: I</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: PHYSICAL FITNESS AND WELLNESS</b>	
<b>Course Code: MPES-EC-104R</b>	<b>Title: PHYSICAL FITNESS AND WELLNESS</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To development competencies, skill and knowledge required for the fitness and life style management</li> <li>• To understand the relationship between fitness and wellness</li> <li>• To acquire the knowledge regarding healthy lifestyle approach.</li> <li>• To gain knowledge regarding various aspects and its practical implications fitness life style management</li> </ul>		
<b>Nature of Paper: EC</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L:2, T: 0, P: 0 (In Hours/Week) Theory - 2 Hr. = 2 Credit, Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>FITNESS AND WELLNESS:</b> 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.	7
II	<b>HEALTH RELATED FITNESS:</b> 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	<b>NUTRITION:</b> 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.	8

	Vitamins, Minerals and Water. Osteoporosis and Calcium, Minerals and performance, Optimal nutrition for exercise, Energy value of different important foods, Food Pyramid, fluid replacement before, during and after exercise.	
<b>IV</b>	<b>AGING, STRESS AND HEALTH BEHAVIOR:</b> Fitness and Aging: Aging and cardiovascular health; Risk factors for cardiovascular disease, Forms of cardiovascular 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.	7
<b>Reference / Text Books:</b>		
1. William D Mc. Ardle, Frank I Katch and Vitor I Katch, Essential of Exercise Physiology, Second edition, New York: Lipinc off Williams and wilkins, 2000. 2. Arthar C. Guyton, Physiology of Human Body, Philadelphia: Saunders Company, 1972.Melwin 3. Bradfird B, Strand and Others. Fitness Education Arizona Gorsuch Seani; sbrick Publishers,1997. 4. Dr. Lalita Ishwarn Punnya, “Physical Fitness and Wellness” Khel Sahitya Kendra, 2017.		
<b>If the course is available as Generic Elective, then the students of following departments may opt it.</b>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		10
2) Presentations /Seminar		
3) Assignments		5
4) Research Project Report Seminar On Research Project Report		
5) ESE		35
<b>Total:</b>		<b>50</b>
<b>Course Learning Outcomes:</b>		
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: II**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: I</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: SPORTS MANAGEMENT</b>	
<b>Course Code: MPES-EC- 105R</b>	<b>Title: SPORTS MANAGEMENT</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>To understand the importance of sport management of Physical Education sports</li> <li>To gain the knowledge regarding planning and personal, facility. Budget. Management. Sports Physical education</li> <li>To understand the various aspects curriculum designing in professional preparation Physical education</li> <li>Develop Practical Marketing Plans for Sports Organizations</li> </ul>		
<b>Nature of Paper: EC</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 2, T: 0, P: 0 (In Hours/Week) Theory - 2 Hr. = 2 Credit, Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>MANAGEMENT:</b> 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.	7
II	<b>HUMAN RESOURCE MANAGEMENT:</b> 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 equipment's and 8 materials. Scientific purchasing. Storekeeping, inventory control and value analysis Facility (outdoor & indoor) planning, constructions and maintenance of sports facilities.	8
III	<b>MANAGEMENT OF PERFORMANCE, RECORDS AND REGISTERS:</b> Evaluations and its techniques in Physical Education. Sports competition and	7

	its 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 management's function. Planning for new event.	
IV	<b>SPORTS MARKETING:</b> 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
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. Bucher Carles, A. (1987) Administration of physical Education and athletic programs. London. The C.V. Mosby Co.</li> <li>2. Chellandurai P. (1985) Sports Management Macro Perspective. Canada Sports Dynamics</li> <li>3. Earle F. Zeigaler &amp; Grary W Bowie (1993): Management Competency Development in sports and Physical Education philadephip: W. Leo and Febiger.</li> <li>4. Heph Bucher and Earnest Koerigeberg (1968): scientific Inventory Management. New Delhi: prentice Hall, In</li> </ol>		
<b>If the course is available as Generic Elective, then the students of following departments may opt it.</b>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		10
2) Presentations /Seminar		
3) Assignments		5
4) Research Project Report Seminar On Research Project Report		
5) ESE		35
<b>Total:</b>		<b>50</b>
<b>Course Learning Outcomes:</b>		
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**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: I</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: ENVIRONMENTAL STUDIES</b>	
<b>Course Code: MPES-AEC-106</b>	<b>Title: ENVIRONMENTAL STUDIES</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Acquire an attitude of concern for the environment.</li> <li>• Acquire the skills for identifying and solving environmental problems.</li> <li>• Participate in improvement and protection of environment.</li> <li>• Develop the ability to evaluate measures for the improvement and protection of environment.</li> </ul>		
<b>Nature of Paper: AEC</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 2, T: 0, P: 0 (In Hours/Week) Theory - 2 Hr. = 2 Credit, Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Multidisciplinary nature of environmental studies, Definition, scope and importance Need for public awareness, Celebration of various days in relation with environment.	7
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.	7
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	7
<b>Reference / Text Books:</b>		
1. Abbot, J. & Guijt, I. (1998) Changing views on change: participatory approaches to monitoring then environment. Pp. 1-96 in SARL Discussion Paper No. 2, July 1998. London: IIED (ISBN 1560-2192). 2. 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. 3. Ajzen, I. & Fishbein, M. (1980) Understanding attitudes and predicting social behavior.		

Englewood Cliffs, N. J, USA: Prentice-Hall

4. Groom, M. J., Meffe, G. K., & Carroll, C. R. (2006). Principles of Conservation Biology (3rd ed.). Sinauer Associates.

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

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	5
4) Research Project Report Seminar On Research Project Report	
5) ESE	35
<b>Total:</b>	<b>50</b>
<b>Course Learning Outcomes:</b>	
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**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: I</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: DISASTER MANAGEMENT</b>	
<b>Course Code: MPES- AEC-107</b>	<b>Title: DISASTER MANAGEMENT</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To create awareness on disasters through intensive public education;</li> <li>• To improve Human and Institutional Capacity.</li> <li>• To promote Disaster Risk Reduction (DRR) and Climate Change Risk Management through the establishment of National and Regional Platforms for all Stakeholders.</li> <li>• To strengthen Disaster Prevention and Response Mechanisms.</li> </ul>		
<b>Nature of Paper: AEC</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 2, T: 0, P: 0 (In Hours/Week) Theory - 2 Hr. = 2 Credit, Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>INTRODUCTION ON DISASTER DIFFERENT TYPES OFDISASTER</b> 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.	7
II	<b>DISASTER PREPAREDNESS AND RESPONSE</b> 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.	8
III	<b>DISASTER RESPONSE</b> 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 Panic), Relief and Recovery, Medical Health Response to Different Disasters	7

IV	<b>REHABILITATION, RECONSTRUCTION AND RECOVERY</b> 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
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**Reference / Text Books:**

- G. Bank off, G. Frerks, D. Hilhorst (eds.) (2003). Mapping Vulner ability: Disasters, Development and People. ISBN ISBN 1-85383-964-7.
- B. Wisner, P. Blaikie, T. Cannon, and I. Davis (2004). At Risk-Natural hazards, people's vulnerability and disasters. Wiltshire: Routledge. ISBN ISBN 0-415-25216-4.
- D. Alexander (2002). Principles of Emergency planning and Management. Harpended: Terra publishing. ISBN ISBN 1-903544-10-6.

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
<b>Total:</b>	<b>50</b>

**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: II**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: I</b>
<b>Credits: 3</b> <b>Theory: 1</b> <b>Practical: 2</b>	<b>Subject: TRACK AND FIELDS (RUNNING EVENT)</b>	
<b>Course Code: MPES-PC-108</b>	<b>Title: TRACK AND FIELDS (RUNNING EVENT)</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Demonstrate and assess various techniques of starts and finish.</li> <li>• Understand the concept of skill.</li> <li>• Acquire the required motor skills.</li> <li>• Appraise the rule &amp; regulation.</li> </ul>		
<b>Nature of Paper: PC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L: 0, T: 1, P: 4 (In Hours/Week) Theory - 1 Hr. = 1 Credit, Practical- 4 Hrs.=3 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>HISTORY:</b> Historical development of the running events at national and international levels, National and International Bodies controlling track and field and the affiliated units; Major National and International competitions.	18
II	<b>FUNDAMENTAL SKILLS:</b> 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 <b>Hurdles:</b> - Fundamental Skills- Starting, Clearance and Landing Techniques. Types of Hurdles, Track Marking and Officiating.	19
III	<b>RELAYS: FUNDAMENTAL SKILLS:</b> Various patterns of Baton Exchange Understanding of Relay Zones Marking of staggers and changing zones.	19
IV	<b>Interpretation of Rules and Officiating:</b> Rules and their interpretations and duties of officials, Mechanical Analysis of Running Events.	19
<b>Reference / Text Books:</b>		
1. Gerhardt Schmolin sky(1978) Track & Field: Athletics Training in the G.D.R. (East Germany). 1978 - 392 pages Sport verlag, 2. McNab, R. (2019). Track and Field Coaching Essentials. Human Kinetics. 3. Fisher, D. (2008). Track and Field: The Essential Athletes Guide. Chelsea House Publishers. 4. Freeman, W. H. (2011). Physical Education, Exercise, and Sport Science in a Changing Society (8th ed.). Jones & Bartlett Learning.		
If the course is available as Generic Elective, then the students of following departments may opt it.		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report/ Seminar on Research Project Report	
5) ESE	30
<b>Total:</b>	<b>50</b>
<p><b>Course Learning Outcomes:</b>            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 &amp; regulation.            CO4: Student will be able to understand Interpret the rules, regulations and officiate in competition.</p>	

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: I**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: I</b>
<b>Credits: 3</b> <b>Theory: 1</b> <b>Practical: 2</b>	<b>Subject: SPORTS SPECILIZATION-I</b>	
<b>Course Code: MPES-PC-109</b>	<b>Title: SPORTS SPECILIZATION-I</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• The student attains knowledge, understanding, interpreting and analyzing proficiency in a game of one's choice.</li> <li>• The students will acquire knowledge and understanding of a specific sport in which an individual wishes to excel.</li> <li>• Understand the Historical and Structural Evolution of Sports Organizations.</li> <li>• Enhance Athletic Performance through Physiological Training.</li> </ul>		
<b>Nature of Paper: PC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits (for practical courses it is 50% Marks)</b>		
L: 0, T: 1, P: 4 (In Hours/Week) Theory - 1 Hr. = 1 Credit, Practical- 4 Hrs.=2 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Historical Development and Modern Trends (National and International Level) Organizational Structure (State, National and International Level)	18
II	Playfield Technology – Marking and Construction of the playfields. Rules and their interpretation.	19
III	General Warming up and Specific Warming up Physiological basis of Warming up and its effect on performance and cooling down and its effect.	19
IV	Basic skills and techniques of the Sports/Game., Skill/Technique Evaluation and Evaluation of Player's Performance	19
<b>Reference / Text Books:</b>		
1. Aron Anisworth (2009) A-Z Sports and Games Centrum Press pages 253. Encyclopaedia-Sports-Games-R-G-Goel/dp/0706998227 2. Carr, G. A. (1997). Sports Mechanics for Coaches. Human Kinetics. 3. Bompa, T. O., & Carrera, M. (2015). Periodization Training for Sports (3 <sup>rd</sup> ed.). Human Kinetics. 4. Martens, R. (2012). Successful Coaching (4th ed.). Human Kinetics.		
If the course is available as Generic Elective, then the students of following departments may opt it.		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/Sessional Examination		10
2) Presentations /Seminar		
3) Assignments		10

4) Research Project Report/ Seminar on Research Project Report	
5) ESE	30
<b>Total:</b>	<b>50</b>
<b>Course Learning Outcomes:</b> 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**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: I</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: INTRODUCTION TO MS EXCEL AND R</b>	
<b>Course Code: MPES-SEC-110</b>	<b>Title: INTRODUCTION TO MS EXCEL AND R</b>	
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. The student will develop and gain knowledge about MS-Excel.</li> <li>2. Construct formulas, including the use of built-in functions, and relative and absolute references.</li> <li>3. Introduction to SPSS for Statistical Analysis.</li> <li>4. Data Entry and Formatting.</li> </ol>		
<b>Nature of Paper: Skill Enhancement Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 01, T: 0, P: 02 (In Hours/Week) Theory – 2 Hr. = 2 Credit, Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Introduction to Excel:</b> Introduction, Entering, Editing and Formatting of Data and Formatting Number. Understanding Formulas, Auto sum, mean, median, mode, average, sort, Auto fill and custom list.	7
II	<b>Introduction of Analysis tool in Excel:</b> 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	8
III	<b>Exploring Data with Graph in Excel and SPSS</b> 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	7
IV	<b>Introduction of SPSS:</b> Introduction of SPSS Statistics Environment, Entering Data into the data editor, the variable View, missing values, 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	8
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. Walkenbach, J. (2018). Excel 2019 Bible. Indianapolis, IN: Wiley.</li> <li>2. Pallant, J. (2020). SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM</li> </ol>		

SPSS (7th ed.). London, UK: Routledge.

3. Mc Fedries, P. (2019). Excel Data Analysis for Dummies (3rd ed.). Hoboken, NJ: John Wiley & Sons.
4. Field, A. (2018). Discovering Statistics Using IBM SPSS Statistics (5th ed.). Thousand Oaks, CA: Sage Publications.

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	5
4) Research Project Report/ (Practical File)	
5) ESE	35
<b>Total:</b>	<b>50</b>
<b>Course Learning Outcomes:</b>	
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: I / Semester: I**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: I</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: SPORTS INDUSTRY AND MARKETING</b>	
<b>Course Code: MPES-SEC-111</b>	<b>Title: - SPORTS INDUSTRY AND MARKETING</b>	
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. To understand the importance of sport marketing of Physical Education &amp; sports</li> <li>2. To gain the knowledge regarding Sponsorship, Managing athlete brands, Globalization of Physical education &amp; Sports</li> <li>3. To understand the Dominant Social Values and Career in Sports Marketing through Physical education</li> <li>4. Examine the impact of commercialization on youth.</li> </ol>		
<b>Nature of Paper: Skill Enhancement Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 02 T: 0 P: 0 (In Hours/Week) Theory - 2Hr. = 2 Credit, Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>INTRODUCTION AND OVERVIEW OF PORTSINDUSTRY-</b> 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	7
II	<b>SOCIAL IMPACT OF SPORTS, SPORTS AND CULTURE-</b> Commercialization of Youth, High School, and College Sports: Legal and Ethical Issues; Competition and Aggressiveness as Dominant Social Values.	8
III	<b>ECONOMIC IMPACT OF SPORTS--</b> Cities, Leagues and Teams; College Sports; Sponsorship. Managing athlete brands. Globalization and Sports, Implementing and Controlling the Strategic Sports Marketing Process	7
IV	<b>MARKETING CAREER-</b> 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	8

Careers in Sports Marketing /Management.	
<b>Reference / Text Books:</b>	
<ol style="list-style-type: none"> <li>1. T.B, (2014). Sponsorship in marketing: Effective communications through sports, arts and events. Rutledge Publishers, USA</li> <li>2. De Garris, L., (2015) Sports Marketing: A Practical Approach. Rutledge Publishers, USA</li> <li>3. Robinson, L. et al. (2012) The Rutledge Handbook of Sport Management, second edition, Routledge Publishers, USA Mullin.</li> <li>4. B.J., et al. (2007) Sports Marketing, third edition, Human Kinetics Fried, G. (2009) Managing Sport Facilities - 2<sup>nd</sup> Edition, Human Kinetics</li> </ol>	
<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	5
4) Research Project Report/ (Practical File)	
5) ESE	35
<b>Total:</b>	<b>50</b>
<b>Course Learning Outcomes:</b>	
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: I / Semester: II**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: II</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: APPLIED STATISTICS IN PHYSICAL EDUCATION AND SPORTS</b>	
<b>Course Code: MPES-CT-201</b>	<b>Title: APPLIED STATISTICS IN PHYSICAL EDUCATION AND SPORTS</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• The application of the most optimal, international, statistical principles, methods and proceedings.</li> <li>• A need for promoting the timely collection and publication of good quality statistical data.</li> <li>• A need for maintaining continuity and comparability in the data produced.</li> <li>• To use population, mean, as an estimate of the sample mean.</li> </ul>		
<b>Nature of Paper: Core Theory</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 3, T: 1, P: 0 In Hours/Week) Theory -4 Hr. = 4 Credit, Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>INTRODUCTION, DATA CLASSIFICATION, TABULATION AND MEASURES OF CENTRAL TENDENCY</b> -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.	15
II	<b>MEASURES OF DISPERSIONS AND SCALES</b> - 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.	15
III	<b>PROBABILITY DISTRIBUTIONS AND GRAPHS</b> -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.	15
IV	<b>INFERENCEAL AND COMPARATIVE STATISTICS</b> -Tests of significance; Independent “t” test, Dependent “t” test – chi –square test,	15

	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.	
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc</li> <li>2. Clark D.H. (1999) Research Problem in Physical Education 2ndedition, Eaglewood Cliffs, Prentice Hall, Inc.</li> <li>3. Jerry R Thomas &amp; Jack K Nelson (2000) Research Methods in Physical Activities; Illonosis; Human Kinetics;</li> <li>4. Kamlesh, M. L. (1999) Research Methodology in Physical Education and sports.</li> </ol>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		10
3) Assignments		70
4) Research Project Report Seminar on Research Project Report		70
5) ESE		100
<b>Total:</b>		<b>100</b>
<b>Course Learning Outcomes:</b>		
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**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: II</b>
<b>Credits: 4</b>	<b>Subject: ATHLETIC CARE AND REHABILITATION</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: MPES-CT-202</b>	<b>Title: ATHLETIC CARE AND REHABILITATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>Identify components of a comprehensive plan of care for an injured athlete.</li> <li>Describe the effects of therapeutic exercise on the inflammatory response, soft tissue and bony repair and return to athletic participation.</li> <li>Discuss all aspects of rehabilitation in relation to goals and goal setting.</li> <li>Describe the importance of case studies.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 4, T: 0, P: 0 (In Hours/Week) Theory - 4 Hr. = 4 Credit, Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>CORRECTIVE PHYSICAL EDUCATION-</b> 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.	15
II	<b>POSTURE:</b> 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. <b>REHABILITATION EXERCISES-</b> Passive, Active, Assisted, resisted exercise for Rehabilitation, Stretching, PNF techniques and principles.	15
III	<b>MASSAGE:</b> 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–Stroke in manipulation: Effleurage – Pressure manipulation: Petri sage Kneading (Finger, Kneading, Circular) ironing Skin Rolling– Percussion manipulation: Tapotement, Hacking, Clapping, Beating, Pounding, Slapping, Cupping, Poking, Shaking Manipulation, Deep massage.	15
IV	<b>SPORTS INJURIES CARE, TREATMENT AND SUPPORT:</b> Principles pertaining to the prevention of Sports injuries – care and treatment of	15

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.	
<b>Reference / Text Books:</b>	
1. Dohenty. J. Meno. Wetb, Moder D (2000) Track & Field, Englewood Cliffs, Prentice Hal Inc. Lace, M. V. (1951) Massage and Medical Gymnastics, London: J & A Churchill Ltd. 2. Mc. Ooyand Young (1954) Tests and Measurement, New York: Appleton Century. Naro, C. L. (1967). 3. Manual of Massage and, Movement, London: Febra and Febra Ltd. Rathbone, J.I. (1965) Corrective Physical education, London: W.B. Saunders & Co. Stafford and Kelly, (1968) Preventive and Corrective Physical Education, New York.	
<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report Seminar On Research Project Report	
5) ESE	70
<b>Total:</b>	<b>100</b>
<b>Course Learning Outcomes:</b>	
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**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: II</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: THEORY SPECILIZATION-SPORTS PSYCHOLOGY II</b>	
<b>Course Code: MPES-CT-203A</b>	<b>Title: THEORY SPECILIZATION-SPORTS PSYCHOLOGY II</b>	
<b>Course Objectives:</b> <ul style="list-style-type: none"> <li>Describe the role of sports Psychology for athletes and in their performance.</li> <li>Apply psychological theories in the field of physical education and sports for enhanced Participation and optimal performance among children.</li> <li>Describe the general characteristics of various stages of growth and development.</li> <li>Describe the personality and its characteristics.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 3, T: 1, P: 0 (In Hours/Week) Theory - 4 Hr. = 4 Credit, Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>PSYCHOLOGICAL CHARACTERISTIC OF PEAK PERFORMANCE</b> 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	<b>RELAXATION TECHNIQUES INSPORTS</b> Imagery in Sport, Cognitive Technique for Building Confidence Concentration and Attention Control Training, PMR, Autogenic Training, Deep Breathing, Guided Imagery	15
III	<b>ACTIVATION/ENERGIZINGTECHNIQUES</b> Goal setting and Sports Performance, Imagery, Types of Imagery VMBR. Intervention strategies for activation techniques	15
IV	<b>PSYCHOLOGICAL SKILLSTRAINING</b> PST and Sports Performance, Designing and Implementing PST Programme and Common problems in Implementing PST Programme. Importance of Psychological Skill Training Programme. <b>PRACTICAL</b> -Assessment of Types of Athletes, Strategies for relaxation and activation, Schedule of psychological Preparation for coaches and officials, Designing and implementing PST Programme.	15

**Reference / Text Books:**

1. Anshel, M.H. (2002). Sport Psychology: From Theory to Practice. Scottsdale, AZ: Gorsuch Scarbrick. Burton, Damon, Thomas D. Raedeke (2008) Sport Psychology for Coaches Human Kinetics Publishers, Champaign Illinois.
2. Cox, Richard H (2006) Sport Psychology Concept and Application, 3<sup>rd</sup> ed Wm.C. Brown Publishers.
3. Gill, Diana L (1986) Psychological Dynamics of Sport. Human Kinetics Publishers, Inc Champaign IL.

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report, Seminar On Research Project Report	
5) ESE	70
<b>Total:</b>	<b>100</b>

**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.

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: II**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: II</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: THEORY SPECILIZATION SPORTS</b> <b>BIOMECHANICS II</b>	
<b>Course Code: MPES-CT-203B</b>	<b>Title: THEORY SPECILIZATION SPORTS-</b> <b>BIOMECHANICS II</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Identify the goals of exercise and Sports Biomechanics.</li> <li>• Understanding Biomechanics and its Application in Sports.</li> <li>• Explain mechanical concepts (Eccentric force, Couple, Moment of force, Moment of Inertia, Center of gravity).</li> <li>• Develop an understanding of the fundamental connection between Angular Kinetics of Human Movement.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 3, T: 1, P: 0 (In Hours/Week) Theory - 4 Hr. = 4 Credit, Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>INTRODUCTION OF FUNDAMENTALS OF BIOMECHANICS</b> 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	15
II	<b>LINEAR AND ANGULAR KINEMATICS</b> 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.	15
III	<b>LINEAR KINETICS</b> 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.	15
IV	<b>FLUID MECHANICS</b> Flotation, Relative Motion, Fluid Resistance: Air & Water, Drag & Lift, Spin and Types of Spin <b>PRACTICALS</b> Manual calculations of various kinetic and kinematic parameters	15

– 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	
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**Reference / Text Books:**

1. Bunn, John W. **Scientific Principles of Coaching**, Second Edition. (Englewood cliffs, New Jersey: Prentice Hall, Inc. 1972)
2. Hall, Susan J. **Basic Biomechanics**, Fourth Edition (Boston etc.: WCB/MC Graw-Hill Companies, 2004) Hay, James G. **The Biomechanics of Sports Techniques**, Fourth Edition (Englewood cliffs, New Jersey; Prentice Hall, 1993)
3. Hay, James G. and Raid J. Gavin, **Anatomy, Mechanics and Human motion**, Second Edition (Englewood cliffs, New Jersey: Prentice Hall, 1988).
4. Kreighbaum, Ellen and Barthels. **Biomechanics – A qualitative Approach for studying Human movement.**
5. Third edition (New York : MC Millan publishing company, 1990)

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

**Evaluation/Assessment Methodology**

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

**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

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: II**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: II</b>
<b>Credits:4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: THEORY SPECILIZATION HEALTH EDUCATION-III</b>	
<b>Course Code: MPES-CT-303C</b>	<b>Title: THEORY SPECILIZATION HEALTH EDUCATION III</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Understanding Health and Healthcare Systems</li> <li>• Analyzing Drug Effects and Prevention Strategies</li> <li>• Applying Nutritional Knowledge for Health Promotion</li> <li>• Managing School Health Services and Disease Prevention</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 4, T: 0, P: 0 (In Hours/Week) Theory - 4 Hr. = 4 Credit, Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Introduction to Health Education:</b> Core Principles and Concepts, Meaning and Importance of Hygiene, Mental Hygiene, Overview of Health Education, Health Service and guidance instruction in personal hygiene.	15
II	<b>PHYSIOLOGICAL EFFECT OF TOBACCO</b> What is Tabacco? Why People Smoke, Physiological effect of Tobacco, Smokers Tobacco, Smoking and Disease and Quitting Smoking, treatment & rehabilitation	15
III	<b>SCHOOL HEALTH PROGRAMME</b> School Health Programme and Health Environment - Academic Programme and Healthy Programme - Health Insurance - Factors Affecting Health and Wellness.	15
IV	<b>LATEST TRENDS IN HEALTH EDUCATION:</b> 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
<b>Reference / Text Books:</b>		
1. Greene, W.H., Simon-Morton, B.G. (1984). Introduction to Health Education. NY: Macmillan Publishing Company 2. Anspaugh, D.J., Ezell, G. (1995)/ Teaching today's health (4th Ed). Boston: Allyn & Bacon 3. Park, K. (2007). Park's textbook of Preventive & social medicine (19 th Ed). India: Banarasidas Bhanot Publishers		

4. Williams (2005). Nutrition for Health, Fitness, & Sport (7edn) Mc Graw Hill Publication. New York.

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

**Evaluation/Assessment Methodology**

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

**Course Learning Outcomes:**

CO1: Student will be able to understand about Health and Healthcare.

CO2: Students will be able to understand Drug Effects and Prevention Strategies

CO3: Student will be able to understand Nutritional Knowledge for Health Promotion.

CO4: Student will be able to understand Health Services and Disease Prevention.

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: II**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: II</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: SPORTS TECHNOLOGY</b>	
<b>Course Code: MPES-EC-204R</b>	<b>Title: SPORTS TECHNOLOGY</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To development competencies, skill and knowledge required for the fitness and life style management.</li> <li>• To understand the relationship between fitness and wellness.</li> <li>• To acquire the knowledge regarding healthy life-style approach.</li> <li>• To gain knowledge regarding various aspects and its practical implications fitness life style management.</li> </ul>		
<b>Nature of Paper: EC</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L:2, T: 0, P: 0 (In Hours/Week) Theory - 2 Hr. = 2 Credit, Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>SPORTS TECHNOLOGY</b> 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.	7
II	<b>SCIENCE OF SPORTS MATERIALS</b> 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	<b>SURFACES OF PLAY FIELDS</b> Modern surfaces for play fields, construction and installation of sports surfaces Types of materials synthetics, 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.	7
IV	<b>MODERN EQUIPMENT AND TRAINING GADGETS</b> 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:	8

	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	
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**Reference / Text Books:**

1. Charles J.A. Crane, F.A.A. and Furness, J.A.G. (1987) “Selection of Engineering Materials” UK: Butter worth Heiremann.
2. Finn, R.A. and Trojan P.K. (1999) “Engineering Materials and their Applications” UK: Jaico Publisher.
3. Bartlett, R. (2007). Introduction to Sports Biomechanics: Analysing Human Movement Patterns (2nd ed.). Routledge.
4. Grimshaw, P., Lees, A., Fowler, N., & Burden, A. (2006). Sport and Exercise Biomechanics (2nd ed.). Taylor & Francis.

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

**Evaluation/Assessment Methodology**

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

**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**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: II</b>
<b>Credits: 2</b>	<b>Subject: SPORTS JOURNALISM AND MASSCOMMUNICATION</b>	
<b>Theory: 2</b>		
<b>Practical: 0</b>		
<b>Course Code: MPES-EC- 205R</b>	<b>Title: SPORTS JOURNALISM AND MASS COMMUNICATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Meaning, scope and changing trends of journalism in sports.</li> <li>• Role of journalism in sports promotion and vice-versa and Media.</li> <li>• To develop professional competencies, skills and knowledge regarding sports journalism.</li> <li>• To acquire the writing skills in the field of sports.</li> </ul>		
<b>Nature of Paper: EC</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L:2, T: 0, P: 0 (In Hours/Week) Theory - 2 Hr. = 2 Credit, Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>AN INTRODUCTION AND ROLE OF SPORTS JOURNALISM:</b> 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 news story lead and body reporting various games.	8
II	<b>SPORTS BULLETIN AND ETHICS OF SPORTS WRITING: Concept</b> of Sports Bulletin: Journalism and sports education, Structure of sports bulletin. Compiling a bulletin. Types of bulletins–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.	7
III	<b>MASS MEDIA:</b> 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.	7

IV	<b>REPORT WRITING ON SPORTS AND JOURNALISM AND JOURNALISTIC TECHNIQUES:</b> 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
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**Reference / Text Books:**

1. Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi: Surjeet Publications
- Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication.
2. Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication
- Dhananjay Joshi (2010) Value Education in Global Perspective. New Delhi: Lotus Press.
- Kannan K (2009) Soft Skills, Madurai: Madurai: Yadava College Publication.
3. Ahuja, B. N. (2015). Sports Journalism. Surjeet Publications.
4. Sharma, V. (2012). Sports Journalism and Mass Media. Khel Sahitya Kendra.

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

**Evaluation/Assessment Methodology**

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

**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**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: II</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: COMMUNICATION SKILLS -ENGLISH</b>	
<b>Course Code: MPES- AEC-206</b>	<b>Title: COMMUNICATION SKILLS -ENGLISH</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Listening comprehension skills;</li> <li>• Vocabulary beyond that of the subject matter;</li> <li>• Control of English grammar;</li> <li>• Paraphrasing and elaboration skills</li> </ul>		
<b>Nature of Paper: AEC</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 2, T: 0, P: 0 (In Hours/Week) Theory - 2 Hr. = 2 Credit, Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>INTRODUCTION TO COMMUNICATION:</b> Nature and Process of Communication, Levels of Communication and Language as a tool of Communication	7
II	<b>LANGUAGE OF COMMUNICATION:</b> Verbal and Non-Verbal, Spoken and Written, Personal, Social and Business, Barriers to Communication (Intra-personal, Inter-personal and Organizational communication)	8
III	<b>SPEAKING SKILLS:</b> Monologue, Dialogue, Group Discussion (Methodology & Guidelines), Interview (Types & Frequently Asked Questions), Public Speaking (Dos & Don'ts)	7
IV	<b>READING AND WRITING SKILLS:</b> Reading Comprehension, Difference between Abstract & Summary, Paraphrasing Precis Writing: Notices, Agenda, Minutes of Meeting, Letter writing (Formal & Informal) Email Writing, Report Writing (Kinds, Structure).	8
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. Fluency in English- Part II, Oxford University Press, 2006. Business English, Pearson, 2008.</li> <li>2. Language, Literature and Creativity, Orient Black swan, 2013.</li> <li>3. 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</li> <li>4. Effective Technical Communication, M. Asraf Rizvi, Tata McGraw Hill English Grammar &amp; composition, Wren &amp; Martin</li> <li>5. Technical Communication, Meenakshi Raman &amp; Sangeeta Raman</li> </ol>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	5
4) Research Project Report Seminar On Research Project Report	
5) ESE	35
<b>Total:</b>	<b>50</b>
<p><b>Course Learning Outcomes:</b>            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.</p>	

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: II**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: II</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: RESEARCH &amp; PUBLICATION ETHICS</b>	
<b>Course Code: MPES- AEC-207N</b>	<b>Title: RESEARCH &amp; PUBLICATION ETHICS</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To gain a better understanding of the ethics in research</li> <li>• To enable the student to analyse value of research ethics in conducting research in physical education.</li> <li>• Demonstrate and apply basic principles of ethics to research movement and implements used in various sports.</li> </ul>		
<b>Nature of Paper: AEC</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 2, T: 0, P: 0 (In Hours/Week) Theory - 2 Hr. = 2 Credit, Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<b>PHILOSOPHY AND ETHICS:</b> Introduction to philosophy, definition, nature and scope, concept and branches, Ethics: Definition, Moral Philosophy, nature of moral judgments and reactions	7
<b>II</b>	<b>SCIENTIFIC CONDUCT:</b> Ethics with respect to science and research, Intellectual honesty and research integrity. Scientific misconduct: Fabrication, and Plagiarism, Redundant Publication: duplicate and overlapping publications. Selective reporting and misrepresentation of data.	8
<b>III</b>	<b>PUBLICATION ETHICS:</b> Publication ethics: definition, introduction and importance. Best Practices/ Standard settings initiatives and guidelines: COPE, WAME etc. Publication Misconducts: Definitions, concepts, problem that led to unethical behavior and vice-versa types. Identification of publication misconduct, Predatory publishers and journals.	8
<b>IV</b>	<b>OPEN ACCESS PUBLISHING:</b> Open access publications and initiatives, SHERPA/RoMEO online resource to check publisher copyright and self-archiving policies.	7
<b>Reference / Text Books:</b>		
1. Sobel, D. (2007). Logic and Philosophy: A Modern Introduction (2nd ed.). Routledge. 2. Resnik, D. B. (2021). Ethics of Research with Human Subjects: Selected Policies and Guidelines (3rd ed.). Springer.		

3. Bero, L., & Rennie, D. (2017). Publication Ethics: Issues and Practices. Wiley-Blackwell.
4. Suber, P. (2012). Open Access. MIT Press.

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

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1. Class tasks/ Sessional Examination	10
2. Presentations /Seminar	
3. Assignments	5
4. Research Project Report Seminar On Research Project Report	
5. ESE	35
<b>Total:</b>	<b>50</b>

**Course Learning Outcomes:**

CO1: Students will be able to define key philosophical concepts and branches of ethics.

CO2: Students will be equipped to assess the principles of intellectual honesty and research integrity in scientific research.

CO3: Students will gain a thorough understanding of publication ethics.

CO4: Students will be familiar with the principles and initiatives of open access publishing.

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: II**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: II</b>
<b>Credits: 3</b> <b>Theory: 1</b> <b>Practical: 2</b>	<b>Subject: TRACK AND FIELD (JUMPING EVENT)</b>	
<b>Course Code: MPES-PC-208</b>	<b>Title: TRACK AND FIELD (JUMPING EVENT)</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Demonstrate and assess various techniques of jumping events.</li> <li>• Acquire, analyze and interpret the required jumping techniques.</li> <li>• Interpret the rules, regulations and officiate in competitions.</li> </ul>		
<b>Nature of Paper: PC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L: 0, T: 1, P: 4 (In Hours/Week) Theory - 1 Hr. = 1 Credit, Practical- 4 Hrs.=2 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>INTRODUCTION TO JUMPING EVENTS</b> -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	18
II	<b>INTRODUCTION TO JUMPING EVENTS</b> 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	19
III	<b>BASIC SKILLS (INDIVIDUAL PERFORMANCE) JUMPING EVENTS (LONG JUMP)</b> Long Jump (Sail Style & Hang Style)–Approach run, take off, flight in the air and landing.	19
IV	<b>Basic Skills (Individual performance) Jumping Events (Triple Jump)</b> Triple Jump – Approach run, take off (Hop, Step, and Jump), flight in the air and landing.	19
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. <u>Gerhardt Schmolinsky</u>(1978) Track &amp; Field: Athletics Training in the G.D.R. (East Germany). 1978 – 392 pages Sportver lag,</li> <li>2. Doherty, J., Track and Field, Engle wood Cliffs: Prentice Hall Inc.</li> <li>3. Dyoon and Geoffray, G.H., (1962) the Mechanics of Athletics London: University of London Press LTD.</li> <li>4. Ken O Bosen, Track and Field Fundamental Techniques, Patiala: MS Publications. Handbook, AAFI, New Delhi.</li> </ol>		

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

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report/ Seminar on Research Project Report	
5) ESE	30
<b>Total:</b>	<b>50</b>
<p><b>Course Learning Outcomes:</b>            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.</p>	

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: II**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: II</b>
<b>Credits: 3</b> <b>Theory: 1</b> <b>Practical: 2</b>	<b>Subject: SPORTS SPECILIZATION II</b>	
<b>Course Code: MPES-PC-209</b>	<b>Title: SPORTS SPECILIZATION-II</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• The student attains knowledge, understanding, interpreting and analyzing proficiency in a game of one's choice.</li> <li>• The students will acquire knowledge and understanding of a specific sport in which an individual wishes to excel.</li> <li>• Mastery of Fundamental Skills and Coaching Techniques.</li> <li>• Proficiency in Physical and Motor Fitness Components.</li> </ul>		
<b>Nature of Paper: PC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L: 0, T: 1, P: 4 (In Hours/Week) Theory - 1 Hr. = 1 Credit, Practical- 4 Hrs.=2 Credit (5Hrs./Week=3Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Fundamental skill related to game, Techniques of Coaching–Pep talk, Pre, during and Post-match coaching	18
II	Talent Identification and Development Programmes in Sport, The constitution of national sports organization.	19
III	Officials, signals and their interpretational penalty related to game. Official code and conducts. Qualities of officials.	19
IV	Introduction to Physical and Motor Fitness components: Strength, Speed, Endurance, Coordinative Abilities and Flexibility. Motor Fitness Components Testing of above components.	19
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. <u>Aron Anisworth</u> (2009) A-Z Sports and Games Centrum Press pages 253. Encyclopaedia-Sports-Games-R-G-Goel/dp/0706998227 Retrieved on<a href="https://www.semanticscholar.org/paper/Talent-Identification-and-Development-Programmes-in-Vaeyens-Lenoir/1be29602d23a36cb08">https://www.semanticscholar.org/paper/Talent-Identification-and-Development-Programmes-in-Vaeyens-Lenoir/1be29602d23a36cb08</a> Dated: 06/08/2019</li> <li>2. <u>Aron Anisworth</u> (2009) A-Z Sports and Games Centrum Press pages 253. Encyclopaedia-Sports-Games-R-G-Goel/dp/0706998227</li> <li>3. Bompa, T. O., &amp; Buzzichelli, C. A. (2018). Periodization: Theory and Methodology of Training (6th ed.). Human Kinetics.</li> <li>4. Martens, R. (2012). Successful Coaching (4th ed.). Human Kinetics.</li> </ol>		
If the course is available as Generic Elective, then the students of following departments may opt it.		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations Seminar	
3) Assignments	10
4) Research Project Report Seminar On Research Project Report	
5) ESE	30
<b>Total:</b>	<b>50</b>
<p><b>Course Learning Outcomes:</b></p> <p>CO1: Student will be able to attain knowledge, understanding, interpreting and analyzing proficiency in a game of one's choice.</p> <p>CO2: Students will be able acquire knowledge and understanding of a specific sport</p> <p>CO3: Students are able to understand Interpret the rules, regulations and officiate in competitions.</p> <p>CO4: Student will be able to understand the coaching skills.</p>	

**IIMTU-NEP IMPLEMENTATION**

**Year: I / Semester: II**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: I</b>
<b>Class: MPES</b>		<b>Semester: II</b>
<b>Credits: 2</b> <b>Theory: 0</b> <b>Practical: 2</b>	<b>Subject: EDUCATIONAL TOUR / LEADERSHIP CAMP</b>	
<b>Course Code: MPES-PC-210N</b>	<b>Title: EDUCATIONAL TOUR / LEADERSHIP CAMP</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• The students feel confidence in handling the group activities and able to cope up with problems arises during various organizational aspects.</li> <li>• In future students are ready to handle Student activity center of any institution.</li> <li>• Students are able to conduct various type of competition at all level successfully.</li> <li>• Students will get the skills of organizing tour or camp.</li> </ul>		
<b>Nature of Paper: PC</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0, T: 0, P: 1 (2 Hours/Week) Theory - 0 Hr. = 0 Credit, Practical- 4 Hrs.=2 Credit (4Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Educational Tour / Leadership Camp- 7 Days Tour Or Camp Will Be Orgnsed By The Department</b> Students Have To Participate In This Full Time Residential Camp.	60
<b>Reference / Text Books:</b>		
1. According to Bharat Scout & Guide		
If the course is available as Generic Elective, then the students of following departments may opt it.		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		50
2) Presentations /Seminar		
3) Assignments		
4) Research Project Report Seminar On Research Project Report		
5) ESE		0
<b>Total:</b>		<b>50</b>
<b>Course Learning Outcomes:</b>		
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.		

**GENERIC ELECTIVES COURSES OPTED BY PHYSICAL EDUCATION DEPARTMENT**  
**2024-25**  
**Even Semester**  
**GENERIC ELECTIVE-I**

<b>Programme: BPES/MPES</b>		<b>Year: 2024—25 onwards</b>
<b>Class: Offered by Ministry of youth affairs and sports, School of Sports, Exercise &amp; Nutrition Sciences, NADA.</b>		<b>Semester: As applicable</b>
<b>Credits: 2</b>	<b>Subject: Anti-doping Awareness in Sports</b>	
<b>Theory: 2</b>		
<b>Practical: 0</b>		
<b>Course Code:</b> <b>BPES-GE-306RN/MPES-GE-211N</b>	<b>Title: Anti-doping Awareness in Sports</b>	
<p><b>ABOUT THE COURSE:</b> A unique, comprehensive program which explores the fascinating field of Anti-doping, delving into the intricate mechanisms behind human performance, athletic excellence, and the role of anti-doping. The student will gain a deep understanding of the science behind doping, the laws governing doping/ anti-doping and the legal ramifications of being an athlete support personnel. If you are an athlete, coach, doctor, physiotherapist or fitness enthusiast, this course will equip you with valuable knowledge and strategies about the fight against doping in sports. Do join us on this enlightening journey and help maximize the contribution of athlete support personnel towards clean sports.</p> <p><b>INTENDED AUDIENCE:</b> The course is designed to cater to athlete support personnel and active sporting population with an interest in knowing the process of anti-doping and the science behind it. The intended population includes but is not limited to Athletes, Doctors, Coaches, Strength &amp; Conditioning specialists, Sports Science professionals, Physiotherapists, Physical trainers, Paramedical Staff etc.</p> <p><b>PREREQUISITES:</b> 12 Pass or equivalent Sports players, athletes, coaches, physical education background staffs &amp; students, athlete supports staff and anybody interested in sports.</p> <p><b>INDUSTRY SUPPORT:</b> Sports Authority of India, National Federations &amp; their Affiliated State Associations, Various Clubs, Khelo India Academies, Private Academies, etc.</p>		
<b>Nature of Paper: GE</b>		
<b>Minimum Passing Marks/Credits: As per the NEPTEL COURSE</b>		
L: 2, T: 0, P: 0 (In Hours/Week) Theory – 2 Hr. = 2 Credit, Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>Week-1 &amp; Week-2</b>	A. History of Doping in Sports B. The WADA code and Anti-Doping Organizations C. The WADA prohibited list D. The prohibited drugs and side effects	8
<b>Week-3 &amp;</b>	A. Anti-doping rule violations B. Athletes and support personnel: rights and responsibilities C. The doping control process	7

<b>Week-4</b>	D. ADAMS and ADEL	
<b>Week-5 &amp; Week-6</b>	A. Result management as per the WADA code B. Therapeutic Use Exemptions (TUE) C. Sanctions as per the WADA code D. Intelligence gathering and Investigations in antidoping	8
<b>Week-7 &amp; Week-8</b>	A. Athlete biological passport B. Arbitration in Anti-doping C. Supplements in Sports D. National anti-doping act 2022	7
<b>Reference / Text Books:</b>		
1. World Anti-Doping Code, 2021 2. World anti-doping code, international standard prohibited list, 2024 3. World anti-doping code, international standards, 2021 4. National anti-doping rules, 2021 5. The National anti-doping act, 2022		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
<b>CRITERIA TO GET A CERTIFICATE</b>		As per Course Scheme
Average assignment score = 25% of average of best 6 assignments out of the total 8 assignments given in the course. Exam score = 75% of the proctored certification exam score out of 100 Final score = Average assignment score + Exam score <b>Please note that assignments encompass all types (including quizzes, programming tasks, and essay submissions) available in the specific week.</b> <b>YOU WILL BE ELIGIBLE FOR A CERTIFICATE ONLY IF AVERAGE ASSIGNMENT SCORE <math>\geq 10/25</math> AND EXAM SCORE <math>\geq 30/75</math>. If one of the 2 criteria is not met, you will not get the certificate even if the Final score <math>\geq 40/100</math>.</b>		
<b>Total:</b>		<b>50</b>
<b>Course Learning Outcomes:</b>		
CO1: Awareness about drug abuse will increase. CO2: Chances of drug abuse will decrease due to awareness. CO3: Clean and Fair Sports CO4: Prevent students and athletes from health hazards.		

**GENERIC ELECTIVES COURSES OPTED BY PHYSICAL EDUCATION DEPARTMENT**  
**2024-25**  
**Even Semester**  
**GENERIC ELECTIVE-II**

<b>Programme: BPES/MPES</b>		<b>Year: 2024—25 onwards</b>
<b>Class: Offered by IIT Madras</b>		<b>Semester: As applicable</b>
<b>Credits: 2</b>	<b>Subject: Essential of Sports Injury Prevention and Rehabilitation.</b>	
<b>Theory: 2</b>		
<b>Practical: 0</b>		
<b>Course Code:</b> <b>BPES-GE-307RN/MPES-GE-212N</b>	<b>Title: Essentials of Sports Injury Prevention and Rehabilitation.</b>	
<p><b>ABOUT THE COURSE:</b> This extensive course covering major aspects of Sports Injury Prevention &amp; Rehabilitation is designed for health professionals, athletes, coaches, trainers, and sports enthusiasts. The trainees will discover latest techniques and evidence-based strategies to prevent injuries, manage injuries and optimize performance. Designed and led by renowned experts in Sports Medicine, this comprehensive program empowers you to understand and prevent sports injuries thereby helping you and your athlete to reach full potential. The advanced injury prevention protocols and advanced rehabilitation methodologies taught in this course equips you with the knowledge and skills needed to stay injury-free, enhance performance, and excel in the world of sports. Join us to embark on a transformative learning experience that will shape your athletic and training career.</p> <p><b>INTENDED AUDIENCE:</b> The course caters to active individuals who are involved in sports and fitness, providing them with knowledge and skills to improve performance, design and monitor training loads and formulate recovery programs. The intended population includes but not limited to Athletes, Coaches, Strength &amp; Conditioning specialists, Sports Science professionals, Physiotherapists, Physical trainers etc.</p> <p><b>PREREQUISITES:</b> 12 Pass or equivalent.</p> <p><b>INDUSTRY SUPPORT:</b> Sports Authority of India, National Federations &amp; their affiliated State Associations, Universities, Sports Clubs, Khelo India academies, Private academies, Gyms, Schools etc.</p>		
<b>Nature of Paper: GE</b>		
<b>Minimum Passing Marks/Credits: As per the NEPTEL COURSE</b>		
<p>L: 2, T: 0, P: 0 (In Hours/Week) Theory – 2 Hr. = 2 Credit, Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)</p>		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>Week-1 &amp; Week-2</b>	A. Introduction to Sports Injuries and Rehabilitation B. Anatomy and Biomechanics of major joints C. Pre-participation Physical evaluation D. Warm-up, Conditioning and cool down	8
<b>Week-3 &amp; Week-4</b>	A. Lower limb injuries and prevention strategies B. B. Upper limb injuries and prevention strategies C. Head, Neck and Spine injuries D. Sports concussion	7

<b>Week-5 &amp; Week-6</b>	A. Prevention and Rehabilitation B. Periodisation of Rehabilitation C. Sport-Specific Rehabilitation, Principles and Techniques. D. Management of common sports injuries.	8
<b>Week-7 &amp; Week-8</b>	A. Injury prevention in adolescent athletes. B. Injuries in Women athletes. C. Psychological aspects of Injury and Rehabilitation. D. Return-to-Sport and Long-Term Injury Prevention.	7

**Reference / Text Books:**

1. Sports Injury Prevention and Rehabilitation by David Joyce and Daniel Lewindon
2. Therapeutic Modalities for Musculoskeletal Injuries by Craig R. Denegar and Ethan Saliba
3. Sports Injury Prevention and Rehabilitation: Integrating Medicine and Science for Performance Solutions by David Opar, Kevin Cross, and Julie Hides
4. Return to Play in Football: An Evidence-based Approach by Volker Musahl, Jón Karlsson, and Jonny Andersson

**Evaluation/Assessment Methodology**

		<b>Max. Marks</b>
<b>CRITERIA TO GET A CERTIFICATE</b>		As per Course Scheme
Average assignment score = 25% of average of best 6 assignments out of the total 8 assignments given in the course. Exam score = 75% of the proctored certification exam score out of 100 Final score = Average assignment score + Exam score <b>Please note that assignments encompass all types (including quizzes, programming tasks, and essay submissions) available in the specific week. YOU WILL BE ELIGIBLE FOR A CERTIFICATE ONLY IF AVERAGE ASSIGNMENT SCORE <math>\geq 10/25</math> AND EXAM SCORE <math>\geq 30/75</math>. If one of the 2 criteria is not met, you will not get the certificate even if the Final score <math>\geq 40/100</math>.</b>		
<b>Total:</b>		<b>50</b>

**Course Learning Outcomes:**

- CO1: Student or Athletes will be aware about role of warm up, conditioning and cooling down.  
 CO2: Student or Athletes will be able to take precautionary measures to prevent injury.  
 CO3: Student or Athletes will be able to take care of rehabilitation process after Treatment.  
 CO4: Student or Athletes will Mentally Prepared post injury.

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: III**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: III</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: SCIENTIFIC PRINCIPLES OF SPORTS TRAINING</b>	
<b>Course Code: MPES-CT-301</b>	<b>Title: - SCIENTIFIC PRINCIPLES OF SPORTS TRAINING</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To train athletes and teams appropriately to their age in the selected sports discipline.</li> <li>• To work as physical education teachers and coaches with greater efficiency.</li> <li>• To apply the acquired and in-depth knowledge as well as their methodical competences in practical sports training under different conditions.</li> <li>• To analyze development tendencies in their selected sports discipline and to take this into consideration when planning their own training process.</li> </ul>		
<b>Nature of Paper: Core Theory</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 03, T: 01, P: 0 (In Hours/Week) Theory - 4Hr. = 4 Credit, Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>MEANING OF SPORTS TRAINING AND CONCEPT OF LOAD:</b> 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.	15
II	<b>COMPONENTS OF PHYSICAL FITNESS AND TALENT IDENTIFICATION:</b> 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.	15
III	<b>METHODS AND MEANS OF TRAINING:</b> 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.	15

<b>IV</b>	<b>PERIODIZATION, TRAINING PLAN AND COMPETITION PREPARATION:</b> 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.	15
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**Reference / Text Books:**

1. Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc.
2. Cart, E. Klafs & Daniel, D. Arnheim (1999) Modern Principles of Athletic Training St. Louis C.V. Mosby Company
3. Daniel, D. Arnheim (1991) Principles of Athletic Training, St. Luis, Mosby Year Book
4. David R. Mottram (1996) Drugs in Sport, School of Pharmacy, Liverpool: John Moore university

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	10
3) Assignments	70
4) Research Project Report/ (Practical File)	70
5) ESE	70
<b>Total:</b>	<b>100</b>

**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.

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: III**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: III</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: PROFESSIONAL PREPARATION &amp; CURRICULUM DESIGN</b>	
<b>Course Code: MPES-CT-302N</b>	<b>Title: PROFESSIONAL PREPARATION &amp; CURRICULUM DESIGN</b>	
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>To help the students to know about profession.</li> <li>To understand the best way, prepare for profession.</li> <li>To understand the key features of curriculum</li> <li>To understand the process of curriculum development</li> </ol>		
<b>Nature of Paper: Core Theory</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 03, T: 01, P: 0 (In Hours/Week) Theory - 4Hr. = 4 Credit, Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>UNDER-GRADUATE PROFESSIONAL PREPARATION</b> 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.	15
II	<b>MODERN CONCEPT OF THE CURRICULUM</b> 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.	15
III	<b>BASIC GUIDE LINE FOR CURRICULUM CONSTRUCTION; CONTEST (SELECTION AND EXPANSION).</b> Focalization, Socialization, Individualization, Sequence and operation, Steps in curriculum construction.	15
IV	<b>CURRICULUM-OLD AND NEW CONCEPTS, MECHANICS OF CURRICULUM PLANNING</b> Basic principles of curriculum construction, Curriculum Design, Meaning, Importance and factors affecting curriculum design,	15

Principles of Curriculum design according to the needs of the students and state and national level policies and Role of Teachers.	
<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report/ (Practical File)	
5) ESE	70
<b>Total:</b>	<b>100</b>
<p><b>Course Learning Outcomes:</b>          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.</p>	

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: III**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>	
<b>Class: MPES</b>		<b>Semester: III</b>	
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: THEORY</b>	<b>SPECIALIZATION-</b>	<b>SPORTS</b>
	<b>PSYCHOLOGY III</b>		
<b>Course Code: MPES-CT-303A</b>	<b>Title: THEORY</b>	<b>SPECIALIZATION-</b>	<b>SPORTS</b>
	<b>PSYCHOLOGY III</b>		
<b>Course Objectives:</b>			
<ul style="list-style-type: none"> <li>• Effectively develop and apply health, physical activity, and psychological principles as they relate to human performance</li> <li>• Design, conduct, and evaluate research that address psychological questions</li> <li>• Demonstrate effective written and oral skills in various formats and for various purposes</li> <li>• Explain the major perspectives of psychology (e.g. biological, cognitive, behavioral, socio cultural, etc.)</li> </ul>			
<b>Nature of Paper: Theory</b>			
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>			
L: 03 T: 01 P: 0 (In Hours/Week) Theory - 4Hr. = 4 Credit, Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)			
<b>Unit</b>	<b>Contents</b>		<b>No. of Lectures Allotted</b>
I	<b>INTRODUCTION OF PSYCHOMETRICS</b> Meaning and Definition of Psychometrics, Use of Sport Psychology measurement Tools, Administration, Scoring, Interpretation, Reporting and Providing Feedback Norm and Criteria based, measurement, Database Development and Technical advancement in Sport Psychology.		15
II	<b>INTRODUCTION OF PSYCHO-DIAGNOSTICS</b> Meaning and Definition of Psycho-diagnosis, Different stages of Psycho-Diagnostics, Methods of Behavioral Assessment, Construction of a Psychological Test / Batteries		15
III	<b>ETHICS AND PSYCHOMETRICS</b> 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		15
IV	<b>STATISTICAL SOFTWARE-</b> 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		15

<b>PRACTICAL:</b> Test Construction and preparation of Batteries in personality/motivation/social facilitation. Application of statistical software for Quantitative and Qualitative Measurement.	
<b>Reference / Text Books:</b>	
<ol style="list-style-type: none"> <li>1. Nideffer, R. M. (1992). Psyched to Win. Champaign, IL: Leisure Press</li> <li>2. Magill, Richard A (1993) Motor Learning Concepts and Application, 4<sup>th</sup> ed WCB Brown and Benchmark Publishers.</li> <li>3. Mark R. Beauchamp, Mark A. Eys (2008) Group Dynamics In Exercise and Sport Psychology: Contemporary Themes Routledge Publisher</li> <li>4. Richard M. Suinn, (2002) Psychology in Sports, Methods &amp; Application, Surjeet Publication, Kolhapur Road, Kamla Nagar, New Delhi-07</li> </ol>	
<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report/ (Practical File)	
5) ESE	70
<b>Total:</b>	<b>100</b>
<b>Course Learning Outcomes:</b>	
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 future 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**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: III</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: THEORY SPECIALIZATION-SPORTS BIOMECHANICS III</b>	
<b>Course Code: MPES-CT-303B</b>	<b>Title: THEORY SPECIALIZATION-SPORTS BIOMECHANICS III</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Develop an understanding of the fundamental connection between structure and basic functions for muscles and joints.</li> <li>• Identify the goals of exercise and sports biomechanics.</li> <li>• Describe the methods used to achieve the goals of exercise and sports biomechanics.</li> <li>• Analyze sport movements and design movement-oriented exercise prescriptions.</li> </ul>		
<b>Nature of Paper: CT</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 03, T: 01, P: 0 (In Hours/Week) Theory - 4Hr. = 4 Credit, Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>INTRODUCTION TO KINESIOLOGY AND STRUCTURAL KINESIOLOGY</b> 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.	15
II	<b>MUSCLE MECHANICS</b> 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	15
III	<b>MUSCULAR ANALYSIS OF UPPER EXTREMITIES</b> 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.	15
IV	<b>MUSCLES ANALYSIS OF LOWER EXTREMITIES</b> Origin and insertion of Major Muscles of Lower extremities, Hip Joint, Knee Joint, Ankle Joint, Analysis of Lower body exercises: Squat, Dead Lift, Rowing exercises, Bert knee sit up. <b>PRACTICAL:</b> Classification of different movement according axes in plane Classification of segmental movements, Marking of origin and	15

	insertion of big muscles of the body, Videography method cinematography method and sequential photography, Segmentation method and Goniometry (Complex skills)	
<b>Reference / Text Books:</b> 1. Broer, M.R. Efficiency of Human Movement (Philadelphia: W.B. Saunders Co., 1966) 2. Bunn, John W. Scientific Principles of Coaching (Engle wood cliffs: N.J. Prentice Hall Inc., 1966) 3. Cooper, john M. and Glasgow, R.B. Kinesiology (St. Louis: C.V. Mosby Co., 1963) 4. Duvall, E.N. Kinesiology (Engle wood cliffs: N.J. Prentice Hall Inc., 1956) 5. Hamiston, Nancy (2002), “Scientific Basis of Human Motion” Human Kinetics, New York.		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		
3) Assignments		10
4) Research Project Report/ (Practical File)		
5) ESE		70
<b>Total:</b>		<b>100</b>
<b>Course Learning Outcomes:</b> CO1: This course provides 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: III**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: III</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: THEORY SPECIALIZATION-HEALTH EDUCATION III</b>	
<b>Course Code: MPES-CT-303C</b>	<b>Title: THEORY SPECIALIZATION-HEALTH EDUCATION III</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Demonstrate &amp; understanding Environmental Hygiene&amp; Mental Hygiene.</li> <li>• Demonstrate understanding of consequences drugs use.</li> <li>• Understand implications of personal and societal behavior on effect of Alcohol Behavior.</li> <li>• Understanding the Impact and Mechanisms of Alcohol Use.</li> </ul>		
<b>Nature of Paper: CT</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 03, T: 01, P: 0 (In Hours/Week) Theory - 4Hr. = 4 Credit, Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>MEANING AND IMPORTANCE OF HYGIENE</b> Meaning and Importance of Hygiene, Environmental Hygiene, Mental Hygiene, its nature Function, Hygiene and health.	15
II	<b>CONSEQUENCES DRUGS USE</b> 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)	15
III	<b>PHYSIOLOGICAL EFFECT OF TOBACCO</b> What is Tobacco? Why People Smoke, Physiological effect of Tobacco, Smokers Tobacco, Smoking and Disease and Quitting Smoking	15
IV	<b>ALCOHOL ADDICTION AND ALCOHOL ABUSE</b> 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	15
<b>Reference / Text Books:</b>		
1. K Park, Textbook of Preventive and Social Medicine 25 <sup>th</sup> 2019 By K Park, Publisher: Banarsidas Bhanot, 450 Pages. 2. Bucher, Charles A. "Administration of Health and Physical Education Programme". 3. Delbert, Oberteuffer, et. al." The School Health Education".		

4. Ghosh, B.N. "Treaties of Hygiene and Public Health".
5. Hanlon, John J. "Principles of Public Health Administration" 2003. Turner, C.E. "The School Health and Health Education".

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report/ (Practical File)	
5) ESE	70
<b>Total:</b>	<b>100</b>
<b>Course Learning Outcomes:</b> CO1: This course provides 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: III**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: III</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: EDUCATION TECHNOLOGY IN PHYSICAL EDUCATION</b>	
<b>Course Code: MPES-EC-304R</b>	<b>Title: EDUCATION TECHNOLOGY IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>To identify educational needs and aspirations of the community.</li> <li>To determine the aims of education, broad strategies and structure of education.</li> <li>To develop a suitable curriculum with interaction of science, art and human values.</li> <li>To identify man-material resources and strategies for achieving the stipulated aims of education.</li> </ul>		
<b>Nature of Paper: Elective Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 02, T: 0 P: 0 (In Hours/Week) Theory - 2Hr. = 2 Credit, Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>NATURE AND SCOPE</b> 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.	7
II	<b>SYSTEMS APPROACH TO PHYSICAL EDUCATION AND COMMUNICATION</b> 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.	8
III	<b>INSTRUCTIONAL DESIGN</b> 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.	7
IV	<b>AUDIO VISUAL MEDIA IN PHYSICAL EDUCATION</b> Audio-visual media - meaning, importance and various forms Audio/Radio: Broadcast and audio recordings-strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, Audio Conferencing and Interactive Radio Conference. Video/Educational Television:	8

<p>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><b>Reference / Text Books:</b></p>	
<ol style="list-style-type: none"> <li>1. Amita Bhardwaj, New Media of Educational Planning”. Sarup of Sons, New Delhi-2003 Bhatia and Bhatia. The Principles and Methods of Teaching (New Delhi: Doaba House), 1959.</li> <li>2. Communication and Education, D. N. Dasgupta, Pointer Publishers</li> <li>3. Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxford Page 6 of 71 IBH Publishing company, New Delhi</li> <li>4. Essentials of Educational Technology, Madan Lal, Anmol Publications</li> <li>5. K. Sampath, A. Pannirselvam and S. Santhanam. Introduction to Educational Technology (New Delhi: Sterling Publishers Pvt. Ltd.) :1981</li> </ol>	
<p><b>Evaluation/Assessment Methodology</b></p>	
<p><b>Max. Marks</b></p>	
<p>1) Class tasks/ Sessional Examination</p>	<p>10</p>
<p>2) Presentations /Seminar</p>	
<p>3) Assignments</p>	<p>5</p>
<p>4) Research Project Report/ (Practical File)</p>	
<p>5) ESE</p>	<p>35</p>
<p><b>Total:</b></p>	<p>50</p>
<p><b>Course Learning Outcomes:</b></p>	
<p>CO1: This course provides is in-depth knowledge about aim and objective of Education Technology in physical education.</p>	
<p>CO2: Its aim to co-relate the past and feature development of Education Technology in physical education.</p>	
<p>CO3: Its aim to learn various philosophical concept of Education Technology in physical education.</p>	
<p>CO4: Its aim to provide knowledge about Education Technology used in physical education.</p>	

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: III**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: III</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: YOGA AND NATUROPATHY</b>	
<b>Course Code: MPES-EC-305R</b>	<b>Title: YOGA AND NATUROPATHY</b>	
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. Define the relationship between Yoga &amp; Science.</li> <li>2. Assess and understand the skills of Yoga.</li> <li>3. Relate the Yoga and Life</li> <li>4. Understand the wellness through Yoga</li> </ol>		
<b>Nature of Paper: Elective Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 02, T: 0 P: 0 (In Hours/Week) Theory - 2Hr. = 2Credit, Practical- 0 Hrs.=0Credit (2Hrs./Week=2 Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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.	7
II	Classification of Yoga/Types of Yoga) Hatha Yoga, Raja Yoga, Laya Yoga, Bhakti Yoga, Gyan Yoga, Karma Yoga and Asthang Yoga. 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.	8
III	General introduction, definition, history and principles of Nisaropachar; Concept, role, qualities, Relationships of five elements with seasons, body and mind; Philosophy of Nisaropachar- Western and Indian Concept of health and disease in Nisaropachar.	7
IV	Main principles of Naturopathy (Nisaropachar); Relationship between Yoga and Nisaropachar. as a system of medicine in disease, prevention, health promotion and management of diseases.	8
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. Lal Basant Kumar: Contemporary Indian Philosophy, Motilal Banarsidas Publishers Pvt. Ltd, Delhi, 2013</li> <li>2. Dasgupta S. N: History of Indian Philosophy, Motilal Banarsidas, Delhi, 2012</li> <li>3. Singh S. P: History of Yoga, PHISPC, Centre for Studies in Civilization Ist, 2010</li> </ol>		

4. Singh S. P & Yogi Mukesh: Foundation of Yoga, Standard Publication, New Delhi, 2010	
<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	5
4) Research Project Report/ (Practical File)	
5) ESE	35
<b>Total:</b>	<b>50</b>
<b>Course Learning Outcomes:</b>	
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**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: III</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: FITNESS AND SPORTS SKILL TEST</b>	
<b>Course Code: MPES-SEC-306</b>	<b>Title: FITNESS AND SPORTS SKILL TEST</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Understand the need &amp; importance of test, measurement and evaluation in physical education.</li> <li>• Describe the criteria, classification and administration of test.</li> <li>• Construct a strong basis in the evaluation techniques through the various test and measurements method used in physical education.</li> <li>• Explain different Physical fitness and skill tests.</li> </ul>		
<b>Nature of Paper: Skill Enhancement Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 02, T: 0, P: 0 (In Hours/Week) Theory - 2Hr. = 2Credit, Practical- 0 Hrs.=0Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>FITNESS TESTS-AAHPER</b> 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.	7
II	<b>ANTHROPOMETRIC TESTS</b> -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.	8
III	<b>PHYSIOLOGICAL TESTS</b> -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.	7
IV	<b>SPORTS SKILL TESTS</b> - Soccer – McDonald skill test, Badminton – Miller wall volley test, Volleyball – Brady volleyball test, Hockey – Harbans Singh Field Hockey Test, Basketball – Johnson’s basketball test.	8
<b>Reference / Text Books:</b>		
1. Kumari, Sheela, S., Rana, Amita and Kaushik, Seema (2008), Fitness, Aerobics and Gym		

Operations, KhelSahitya, New Delhi.

2. W.W.K. Hoeger and S.A. Hoeger (2004), Principles and Labs for Fitness and Wellness, Thomson Wadsworth, California, USA.
3. Barrow & McGee's Practical Measurement and Assessment.
4. Barrow H.M. and McGee R. (1979). A Practical Approach to Measurement in Physical Education. Lea & Febiger, Philadelphia. U.S.A.

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	5
4) Research Project Report/ (Practical File)	
5) ESE	35
<b>Total:</b>	<b>50</b>

**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**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: III</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: COMPUTER APPLICATION IN PHYSICAL EDUCATION</b>	
<b>Course Code: MPES-SEC-307</b>	<b>Title: COMPUTER APPLICATION IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Understand the application of computers in Physical Education.</li> <li>• Describe the importance of information and communication technology (ICT).</li> <li>• Understand the components of computer.</li> <li>• Recognize and use application software used in Physical Education and sports.</li> <li>• Create, format and edit features of MS word, MS excel and MS power point.</li> </ul>		
<b>Nature of Paper: Skill Enhancement Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 02, T: 0, P: 0 (In Hours/Week) Theory - 2Hr. = 2Credit, Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>INTRODUCTION TO COMPUTER</b> 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	<b>MS WORD</b> 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.	8
III	<b>MS EXCEL</b> 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.	7
IV	<b>MS POWER POINT</b> 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:**

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

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	5
4) Research Project Report/ (Practical File)	
5) ESE	35
<b>Total:</b>	<b>50</b>

**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**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: III</b>
<b>Credits: 3</b> <b>Theory: 1</b> <b>Practical: 2</b>	<b>Subject: TRACK AND FIELD (THROWING EVENTS)</b>	
<b>Course Code: MPES-PC-308</b>	<b>Title: - TRACK AND FIELD (THROWING EVENTS)</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Historical and Technical Understanding.</li> <li>• Acquire, analyze and interpret the required throwing techniques.</li> <li>• Demonstrate and assess various techniques of throwing events.</li> <li>• Interpret the rules, regulations and officiate in competitions.</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L: 0, T: 01, P: 04 (In Hours/Week) Theory - 1Hr. = 1 Credit, Practical- 04 Hrs.=02 Credit (5Hrs./Week=3 Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>History-</b> Historical development of the throwing events at national and international levels.	18
II	<b>INTRODUCTION OF THROWING EVENTS-</b> 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	19
III	<b>THROWING EVENTS: FUNDAMENTAL SKILLS-</b> 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	19
IV	<b>Rules and their interpretations-</b> Rules and their interpretations and duties of officials, Mechanical Analysis of Throwing Events	19
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. Gerhardt Schmolinsky(1978) Track &amp; Field: Athletics Training in the G.D.R. (East Germany). 1978 - 392 pages Sport verlag,</li> <li>2. Mc Nab, R. (2019). Track and Field Coaching Essentials. Human Kinetics.</li> <li>3. Fisher, D. (2008). Track and Field: The Essential Athletes Guide. Chelsea House Publishers.</li> <li>4. Freeman, W. H. (2011). Physical Education, Exercise, and Sport Science in a Changing Society (8th ed.). Jones &amp; Bartlett Learning.</li> </ol>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report/ (Practical File)	
5) ESE	30
<b>Total:</b>	<b>50</b>
<p><b>Course Learning Outcomes:</b>            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.</p>	

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: III**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: III</b>
<b>Credits: 3</b> <b>Theory: 1</b> <b>Practical: 2</b>	<b>Subject: SPORTS SPECIALIZATION III</b>	
<b>Course Code: MPES-PC-309</b>	<b>Title: SPORTS SPECIALIZATION III</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Understand the modern concept of sports training.</li> <li>• Describe the principles of sports training.</li> <li>• Evaluate and develop system of sports training – basic performance, intermediate Performance and high-performance training.</li> <li>• Realize and apply the Methods of Technique Training.</li> </ul>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L: 0, T: 01 P: 02 (In Hours/Week) Theory - 1Hr. = 1 Credit, Practical- 4 Hrs.=2Credit (5Hrs./Week=3 Credits)		
<b>UNIT</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
<b>I</b>	<b>INTRODUCTION TO SPORTS</b> -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.	<b>18</b>
<b>II</b>	<b>TRAINING PROCESS</b> - 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.	<b>19</b>
<b>III</b>	<b>TRAINING COMPONENTS</b> -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.	<b>19</b>
<b>IV</b>	<b>TRAINING PROGRAMMING AND PLANNING</b> -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.	<b>19</b>
<b>Reference / Text Books:</b>		
1. Dick, W. F. (1980). Sports training principles. London: Lepus Books. 2. Harre, D. (1982). Principles of sports training. Berlin: Sporulated.		

3. Jensen, R. C. & Fisher, A. G. (1979). Scientific basis of athletic conditioning. Philadelphia: Lea and Fibiger, 2<sup>nd</sup> Edn.
4. Matvyew, L. P. (1981). Fundamental of sports training. Moscow: Progress Publishers.

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report/ (Practical File)	10
5) ESE	30
<b>Total:</b>	<b>50</b>
<b>Course Learning Outcomes:</b>	
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**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: III</b>
<b>Credits: 2</b>	<b>Subject: SOFT SKILLS</b>	
<b>Theory: 2</b>		
<b>Practical: 0</b>		
<b>Course Code: MPES-VAC-310N</b>	<b>Title: SOFT SKILLS</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To inculcate positive attitude among the learners.</li> <li>• To introduce goal setting to the learners.</li> <li>• To instill effective communicative skills in the learners.</li> <li>• To enrich the vocabulary of the learners.</li> <li>• To teach how to write resume.</li> </ul>		
<b>Nature of Paper: VAC</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 2, T: 0, P: 0 (In Hours/Week) Theory – 2 Hr. = 2 Credit, Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>UNIT</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>POSITIVE ATTITUDE:</b> Attitude, Features of Attitudes, Formation of Attitudes, Psychological Factors, Change of Attitudes, Ways of Changing Attitude in A Person, The Power of Positive Attitude, The Benefits of Positive Attitude, Developing Positive Attitude, Negative Attitude, The Causes of Negative Attitude, How to Change Negative Attitude	8
II	<b>GOAL SETTING:</b> Introduction, Importance of Goal Setting, Definition & Types of Goals, What Exactly Goal Setting, Why People Don't Set Goals, How to Choose the Right Goals, Benefits of Career Goal Setting, Goal Setting Tips	7
III	<b>COMMUNICATION SKILLS:</b> Communication Process, Types of Communication, Barriers to Effective Communication, Importance of Tone of Voice, Voice Clarity, Verbal Expressiveness, Tips to Develop Communication Skills, Government Initiatives, Job Roles	8
IV	<b>RESUME WRITING:</b> Definition, Resume Development, how does a Resume Work for you, Information that Appears on Most Resumes, Resume Writing Tips, Online Resumes, Guidelines for Submitting Resumes on the Web.	7
<b>Reference / Text Books:</b>		
1. Seligman, M. E. P. (2006). Learned optimism: How to change your mind and your life. Vintage Books.		

2. Locke, E. A., & Latham, G. P. (2013). New developments in goal setting and task performance. Routledge.
3. Adler, R. B., Elmhorst, J. M., & Lucas, K. (2016). Communicating at work: Principles and practices for business and the professions (11th ed.). McGraw-Hill Education.
4. Smith, M. (2020). Resumes that work: How to write effective resumes and cover letters. CreateSpace Independent Publishing Platform.

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1. Class tasks/ Sessional Examination	10
2. Presentations /Seminar	
3. Assignments	
4. Research Project Report/ (Practical File)	05
5. ESE	35
<b>Total:</b>	<b>50</b>
<b>Course Learning Outcomes:</b> CO1: Develop positive attitude. CO2: Know how to set goals. CO3: Enrich their vocabulary. CO4: Learn to write resume.	

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: III**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: III</b>
<b>Credits: 6</b> <b>Theory: 2</b> <b>Practical: 4</b>	<b>Subject: RESEARCH PROJECT</b>	
<b>Course Code: MPES-RP-311</b>	<b>Title: RESEARCH PROJECT</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Developing Research Skills.</li> <li>• Applying Research Methodologies.</li> <li>• Conducting a Comprehensive Literature Review.</li> <li>• Analyzing and Presenting Research Data</li> </ul>		
<b>Nature of Paper: RP</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b> <b>50% Marks / 4 Credits</b>		
L:00, T:02, P:04 (In Hours/Week) Theory – 2 Hr. = 2 Credit, Practical- 04 Hrs.=02 Credit (06Hrs./Week=04Credits)		
<b>UNIT</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Introduction to research project, definition, principles and types of research project, process of selecting research project title and writing proposal	24
II	Submission of project proposal	22
III	Parts of project, methods of study, report writing skills	22
IV	Submission of project report	22
<b>Reference / Text Books:</b>		
1. Sobel, D. (2007). Logic and Philosophy: A Modern Introduction (2nd ed.). Routledge. 2. Resnik, D. B. (2021). Ethics of Research with Human Subjects: Selected Policies and Guidelines (3rd ed.). Springer. 3. Bero, L., & Rennie, D. (2017). Publication Ethics: Issues and Practices. Wiley-Blackwell. 4. Suber, P. (2012). Open Access. MIT Press.		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1. Class tasks/ Sessional Examination		20
2. Presentations /Seminar		
3. Assignments		
4. Research Project Report/ (Practical File)		10
5. ESE		70
<b>Total:</b>		<b>100</b>

**Course Learning Outcomes:**

CO1: Students will be able to articulate a clear and concise research topic

CO2: Students will be proficient in defining research objectives, formulating hypotheses

CO3: Students will demonstrate the ability to conduct a comprehensive review of relevant literature

CO4: Students will be skilled in analyzing and interpreting research data, presenting findings clearly and accurately.

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: IV**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: IV</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: RECREATION</b>	
<b>Course Code: MPES-CT-401</b>	<b>Title: RECREATION</b>	
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. Understand leisure, recreation, and tourism management.</li> <li>2. Are able to apply basic concepts and skills to leisure, recreation and tourism management.</li> <li>3. Demonstrate the ability to identify and solve problems.</li> <li>4. Are able to conduct effective oral and written communication.</li> <li>5. Understand business ethics and social responsibility.</li> </ol>		
<b>Nature of Paper: Core Theory</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 04, T: 0, P: 0 (In Hours/Week) Theory - 4Hr. = 4 Credit, Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>INTRODUCTION OF RECRATION</b> -Introduction Meaning, Definitions and characteristics of recreation Importance of Recreation. Misconceptions about Recreation Scope of Recreation	15
II	<b>RECREATIONAL ACTIVITIES</b> -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.	15
III	<b>PLANNING FOR RECREATIONAL CRITERIA</b> -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.	15
IV	<b>CAMPING AND LEADERSHIP</b> - Camping and leadership, Aim, objectives and importance of camping. Organization and types of camp. Selection and layout of campsite. Camping leadership Types and functions of recreation leaders Qualification, qualities and training and recreation leaders.	15

**Reference / Text Books:**

1. Bright Charles K. and Herold C. Meyer. Recreational test and readings, Eaglewood cliff, New Jersey Prentice Hall, Inc. 1953.
2. Nesswed, 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
3. Planning Facilities for Health Physical Education and recreation, Chicago, the Athletic institute, 1936. Recreation areas: Their Design and equipment's, New York.
4. Roberts, N. S., & Outley, C. W. (2005). Outdoor Leadership: Theory and Practice. Champaign, IL: Human Kinetics.

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report/ (Practical File)	
5) ESE	70
<b>Total:</b>	<b>100</b>

**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**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: IV</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: SPORTS MEDICINE</b>	
<b>Course Code: MPES-CT-402N</b>	<b>Title: SPORTS MEDICINE</b>	
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. To understand the fundamentals of Sports Medicine.</li> <li>2. To learn to analyses sports with technical aspect of physiology.</li> <li>3. To learn impact and effect of sports movement of physical organism.</li> <li>4. To learn skills of first aid athletic care &amp; rehabilitation.</li> </ol>		
<b>Nature of Paper: Core Theory</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 03, T: 01, P: 0 (In Hours/Week) Theory - 4Hr. = 4 Credit, Practical- 0 Hrs.=0Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Sports Medicine:</b> Definition, objectives, importance and Scope. Reaction to injury: Kubler and Ross model of athletic reaction to injury and psychological management of injured athlete. <b>Sports Injuries:</b> Causes, Prevention, management and pre-participation evaluation.	15
II	<b>Sports Emergencies:</b> management of cardio-pulmonary resuscitation (CPR), shock, bleeding, frost-bite & heat stroke. <b>First Aid &amp; Bandage:</b> Meaning, Function, Classification, indication & contra-indication, principles and application. <b>Exercise Therapy:</b> For Healing of chronic injuries, Bronchial Obstruction, heart disease and diabetic patient.	15
III	<b>Cryotherapy &amp; Hydro-therapy:</b> Advantage, Method, Indication, and contra-indication modalities of rehabilitation, modalities of rehabilitation of sports injuries. <b>Electrotherapies and Heat Modalities:</b> Advantage, Method, Indication, and contra-indication modalities of rehabilitation, modalities of rehabilitation of sports injuries.	15
IV	<b>Sports Rehabilitation:</b> Definition, aim, objective scope & principles. Sports Exercise Prescription: Definition, aim, objectives, need and importance. Principles of diagnostics & exercise prescription in sports recovery of sports fitness post therapy.	15
<b>References:</b>		
1. R.P. & Mangus, B.C. (2005) Concepts of Athletic Training ed.) Suattry. Massachusetts: Jones and		

Barden Publishers.

2. Jain. R. (2002). Sports Medicine.: Khel Sahitya Kendra, Darya Ganj, New Delhi
3. Pande, P.k. (N.D.) know How Sports Medicine Jalandhar A P Publishers.
4. Tripathi. R. (2012). Sports Medicine & Exercise Physiology. Khel Sahitya Kendra., Darya Ganj, New Delhi

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report/ (Practical File)	
5) ESE	70
<b>Total:</b>	<b>100</b>

**Course Learning Outcomes:**

- CO1: He/She will be able to handle first aid in the injury condition.  
 CO2: He/She will be able to identify injuries and its severity and prevent handing damages.  
 CO3: He/She will be able to do bandage to the injured athletes.  
 CO4: He/She will be able to prescribe exercise for strength recovery for sports performance.

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: IV**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: IV</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: THEORY</b>	<b>SPECIALIZATION-SPORTS</b>
	<b>PSYCHOLOGY IV</b>	
<b>Course Code: MPES-CT-403A</b>	<b>Title: THEORY</b>	<b>SPECIALIZATION-SPORTS</b>
	<b>PSYCHOLOGY IV</b>	
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. Identify principles of sport psychology in sporting events, athletes, and various personalities.</li> <li>2. Demonstrate competency in relating course concepts to peer-reviewed, empirical literature.</li> <li>3. Demonstrate an understanding of the use of psychological methods in enhancing personal development and human performance in sport and physical activity.</li> <li>4. Describe the role of sports Psychology for athletes and in their performance.</li> </ol>		
<b>Nature of Paper: Core Theory</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
<b>L: 03,</b> <b>T: 01,</b> <b>P: 0(In Hours/Week)</b> <b>Theory - 4Hr. = 4 Credit,</b> <b>Practical- 0 Hrs.=0Credit (4Hrs./Week=4Credits)</b>		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>INDIVIDUAL ASPECTS OF SPORT PERFORMANCE</b> (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.	15
II	<b>LEARNING AND PERFORMANCE</b> -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.	15
III	<b>MENTAL PREPARATION FOR SPORT PERFORMANCE:</b> 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.	15
IV	<b>EMOTIONAL CONTROL:</b> Definition of activation and arousal, Awareness of their relationship to personality, ability level and complexity	15

	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.	
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. Advances in Motivation in Sport &amp; Exercise by Glyn Roberts, Human Kinetics.</li> <li>2. Motivation and Emotion in Sport: Reversal Theory by John H. Kerr, Psychology Press.</li> <li>3. Human Motivation by David C. McClelland, Cambridge University Press.</li> <li>4. Psychology of Motivation by Denis Waitley, Nova Publishers.</li> <li>5. Personality, Individual Differences and Intelligence by John Maltby, Liz Day, Ann Macaskill, Pearson Education limited.</li> </ol>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		10
3) Assignments		70
4) Research Project Report/ (Practical File)		70
5) ESE		70
<b>Total:</b>		<b>100</b>
<b>Course Learning Outcomes:</b>		
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: IV**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: IV</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: THEORY SPECIALIZATION- SPORTS BIOMECHANICS IV</b>	
<b>Course Code: MPES-CT-403B</b>	<b>Title: THEORY SPECIALIZATION- SPORTS BIOMECHANICS IV</b>	
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. Develop an understanding of the Mechanical analysis of Human movements.</li> <li>2. Identify the goals of exercise and sports biomechanics.</li> <li>3. Analyze sport movements and design movement-oriented exercise prescriptions.</li> <li>4. Identify the goals of exercise and Sports Biomechanics.</li> </ol>		
<b>Nature of Paper: Core Theory</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
<b>L: 03,</b> <b>T: 01,</b> <b>P: 0 (In Hours/Week)</b> <b>Theory - 4Hr. = 4 Credit,</b> <b>Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)</b>		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>METHODS OF ANALYSIS OF HUMAN MOVEMENTS</b> -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.	15
II	<b>MECHANICAL ANALYSIS OF TECHNIQUES OF TRACK AND FIELD EVENTS</b> -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.	15
III	<b>ANALYSIS OF SPORTS SKILL</b> -Gymnastics: Hand stand, Forward roll, Cartwheel, Swimming: Starting, The turn, Front crawl and Back Crawl.	15
IV	<b>MECHANICAL ANALYSIS OF SELECTED GAMES &amp; SPORTS</b> Basketball : Set shot, Lay-up shot and Pass Cricket : Forward drive & Bowling Football : Kicking, Heading & Throwing Hockey : Hitting, Stopping & Dribbling Volleyball : Serving, Passing & Spiking <b>Practical;</b> Use of software's (Kenova, 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	15

in throw or jump and trajectory of the object/athlete.	
<b>Reference / Text Books:</b>	
<ol style="list-style-type: none"> <li>1. Bunn, John W. Scientific Principles of Coaching, Second Edition. (Englewood cliffs, New Jersey : Prentice Hall, Inc. 1972)</li> <li>2. Hall, Susan J. Basic Biomechanics, Fourth Edition (Boston etc. : WCB/MC Graw-Hill Companies, 2004)</li> <li>3. Hay, James G. The Biomechanics of Sports Techniques, Fourth Edition (Englewood cliffs, New Jersey; Prentice Hall, 1993)</li> <li>4. Hay, James G. and Raid J. Gavin, Anatomy, Mechanics and Human motion, Second Edition (Englewood cliffs, New Jersey: Prentice Hall, 1988).</li> </ol>	
<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report/ (Practical File)	
5) ESE	70
<b>Total:</b>	<b>100</b>
<b>Course Learning Outcomes:</b>	
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**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: IV</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: THEORY SPECIALIZATION-HEALTH EDUCATION IV</b>	
<b>Course Code: MPES-CT-403C</b>	<b>Title: THEORY SPECIALIZATION- HEALTH EDUCATION IV</b>	
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. Demonstrate understanding of concept and dimension of Health</li> <li>2. Understanding of School Health Programme.</li> <li>3. Understand implications of personal and societal behavior on Social Goal of Housing.</li> </ol>		
<b>Nature of Paper: Core Theory</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 03, T: 01, P: 0 (In Hours/Week) Theory - 4Hr. = 4 Credit, Practical- 0 Hrs.=0 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>HEALTH EDUCATION</b> -Concept of Health: Meaning, Definition and its Different Dimensions - Characteristics of Healthy Individual - Concept of Health Education - Meaning, Need & Importance - Health Education its Relation with General Education - Method and Medium of Health Education - Health during Camp & Traveling	15
II	<b>SCHOOL HEALTH PROGRAMME</b> -School Health Programme and Health Environment - Academic Programme and Healthy Programme - Health Insurance - Factors Affecting Health and Wellness.	15
III	<b>SOURCES OF RADIATION</b> -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	15
IV	<b>SOCIAL GOAL OF HOUSING</b> -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.	15
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. K. Par, Textbook of Preventive and Social Medicine 25<sup>th</sup> 2019 By K Park, Publisher: Banarsidas Bhanot, 450 Pages.</li> <li>2. Ghosh, B.N. "Treaties of Hygiene and Public Health".</li> <li>3. Hanlon, John J. "Principles of Public Health Administration" 2003.</li> <li>4. Bucher, Charles A. "Administration of Health and Physical Education Programme".</li> <li>5. Delbert, Oberteuffer, et. al." The School Health Education".</li> </ol>		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report/ (Practical File)	
5) ESE	70
<b>Total:</b>	<b>100</b>
<p><b>Course Learning Outcomes:</b>            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.</p>	

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: IV**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: IV</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: DISSERTATION</b>	
<b>Course Code: MPES-EC-404NR</b>	<b>Title: DISSERTATION</b>	
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. To understand practical aspect of research.</li> <li>2. To learn about the preparation of dissertation.</li> <li>3. To learn to draft proposal.</li> <li>4. To learn to prepare thesis based on proposal.</li> </ol>		
<b>Nature of Paper: Elective Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 02, T: 0, P: 0 (In Hours/Week) Theory - 2Hr. = 2 Credit, Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Submission of Synopsis	10
II	Submission of Dissertation Report	20
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc</li> <li>2. Clarke David. H &amp; Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc.</li> <li>3. Craig Williams and Chris Wragg (2006) Data Analysis and Research for Sport and Exercise Science, London Routledge Press</li> <li>4. Jerry R Thomas &amp; Jack K Nelson (2000) Research Methods in Physical Activities; Illonosis; Human Kinetics;</li> <li>5. Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports, New Delhi Moses,</li> </ol>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		5
2) Presentations /Seminar		
3) Assignments		10
4) Research Project Report/ (Practical File)		
5) ESE		35
<b>Total:</b>		<b>50</b>

**Prerequisites for the course:**

**Course Learning Outcomes:**

CO1: He/She will be able to understand practical aspect of research.

CO2: He/She will be able to preparation of dissertation.

CO3: He/She will be able to draft proposal.

CO4: He/She will be able to complete research work.

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: IV**

<b>Programme: MASTERS OF PHYSICAL EDUCATION &amp; SPORTS</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: IV</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: CONTEMPORARY ISSUES IN PHYSICAL EDUCATION</b>	
<b>Course Code: MPES-EC-405</b>	<b>Title: CONTEMPORARY ISSUES IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. Understand the Aims and Objectives of Physical Education</li> <li>2. Describe and use various component of Fitness</li> <li>3. Construct the lesson plans for various physical education activities.</li> <li>4. Classify the types of Fitness and Prevention &amp; Management.</li> </ol>		
<b>Nature of Paper: Elective Course</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 02, T: 0, P: 0 (In Hours/Week) Theory – 2 Hr. = 2 Credit, Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Overview of the decline in physical activity levels:</b> causes and consequences. Strategies to promote physical activity among youth and adults. Importance of inclusivity in PE: addressing diversity in terms of disability, culture, and fitness levels.	7
II	<b>Technological Integration and Curriculum Relevance in PE</b> The role of technology in modern physical education: benefits and challenges. Use of fitness trackers, virtual reality, and other tools in PE. Balancing traditional PE with technological advancements. Revising PE curricula to align with current trends and student interests. Integration of non-traditional activities (yoga, dance, martial arts).	8
III	<b>Mental Health, Gender Equity, and Safety in PE</b> -Stress management, anxiety, and the benefits of physical activity. Promoting gender equity in sports: understanding and overcoming barriers. Implementing child safety and safeguarding measures in physical education. Developing a positive, inclusive environment that encourages participation.	7
IV	<b>Environmental Sustainability and Advocacy in PE</b> -Understanding the relationship between sports, physical education, and environmental sustainability. Eco-friendly practices in sports: sustainable equipment, waste reduction, and outdoor activities. Policy-making and advocacy in physical education: funding, program support, and community engagement.	8

**Reference / Text Books:**

1. Armour, K. (2014). Pedagogical Cases in Physical Education and Youth Sport.
2. Penney, D. (2018). Gender and Physical Education: Contemporary Issues and Future Directions.
3. Bailey, R. (2020). Contemporary Issues in Physical Education: Policy, Practice, and Pedagogy.
4. Bowers, C. A., & Flinders, D. J. (2019). Sustainable physical education: Green practices and principles for educators. Routledge.

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report/ (Practical File)	05
5) ESE	35
<b>Total:</b>	<b>50</b>

**Prerequisites for the course:**

**Course Learning Outcomes:**

- CO1: This course provide is in-depth knowledge about aim and objective of fitness & wellness.  
 CO2: Its aim to co-relate the skills & health related component of Fitness.  
 CO3: Its aim to Construct the lesson plans for various physical education activities & exercises.  
 CO4: Its aim to provide knowledge about Prevention & Management of sports injuries & First Aid.

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: IV**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: IV</b>
<b>Credits: 3</b> <b>Theory: 1</b> <b>Practical: 2</b>	<b>Subject: TRACK AND FIELD (COMBINED EVENTS)</b>	
<b>Course Code: MPES-PC-408</b>	<b>Title: TRACK AND FIELD (COMBINED EVENTS)</b>	
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. Acquire, analyze and interpret the required Combined Events techniques.</li> <li>2. Demonstrate and assess various combined events of Decathlon and heptathlon.</li> <li>3. Interpret the rules, regulations and officiate in competitions.</li> </ol>		
<b>Nature of Paper: Core Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L: 0 T: 1 P: 4 (In Hours/Week) Theory – 1 Hr. = 1 Credit, Practical- 4 Hrs.=2 Credit (5 Hrs./Week=3 Credits)		
<b>Unit</b>	<b>Content</b>	<b>No. of Lectures Allotted</b>
I	<b>History:</b> Historical development of the Combined Events at national and international levels.	18
II	<b>INTRODUCTION OF COMBINED EVENTS:</b> Classification of Combined Events in Track & Field, Basic equipment required & their Measurement for Throwing Events, Marking Area of Combined Events and its Measurements	19
III	<b>COMBINED EVENTS:</b> 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.	19
IV	<b>Rules:</b> Officials Required & Officiating and Scoring in Combined Events Rules and their interpretations and duties of officials	19
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. <u>Gerhardt Schmolin sky</u> (1978) Track &amp; Field: Athletics Training in the G.D.R. (East Germany). 1978 - 392 pages Sport verlag,</li> <li>2. McNab, R. (2019). Track and Field Coaching Essentials. Human Kinetics.</li> <li>3. Fisher, D. (2008). Track and Field: The Essential Athletes Guide. Chelsea House Publishers.</li> <li>4. Freeman, W. H. (2011). Physical Education, Exercise, and Sport Science in a Changing Society (8th ed.). Jones &amp; Bartlett Learning.</li> </ol>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		15
2) Presentations /Seminar		
3) Assignments		5

4) Research Project Report/ (Practical File)	
5) ESE	30
<b>Total:</b>	<b>50</b>
<p><b>Course Learning Outcomes:</b>          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.</p>	

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: IV**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: IV</b>
<b>Credits: 3</b> <b>Theory: 1</b> <b>Practical: 2</b>	<b>Subject: SPORTS SPECIALIZATION- IV</b>	
<b>Course Code: MPES-PC-409</b>	<b>Title: SPORTS SPECIALIZATION-IV</b>	
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. The students feel confidence in handling the group activities and able to cope up with problems arises during various organizational aspects.</li> <li>2. In future students are ready to handle Student activity center of any institution.</li> <li>3. Students are able to conduct various type of competition at all level successfully.</li> <li>4. Students are getting a clear concept of officiating and organization different type of games.</li> </ol>		
<b>Nature of Paper: Practical</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>		
L: 0, T: 1, P: 4 (In Hours/Week) Theory – 1 Hr. = 1 Credit, Practical- 4 Hrs.=2 Credit (5 Hrs./Week=3 Credits)		
<b>The Candidate has choice to select any one of the following games as the Specialization:</b>		
<b>COURSE CONTENT</b>		<b>No. of Lectures Allotted</b>
MPES-PC-409 A	Sports Specialization - Archery IV	75
MPES -PC-409 B	Sports Specialization - Basketball IV	
MPES -PC-409 C	Sports Specialization - Badminton I	
MPES -PC-409 D	Sports Specialization - Boxing IV	
MPES -PC-409 E	Sports Specialization - Cricket IV	
MPES -PC-409 F	Sports Specialization - Football IV	
MPES -PC-409 G	Sports Specialization - Hockey IV	
MPES -PC-409 H	Sports Specialization - Handball IV	
MPES -PC-409 I	Sports Specialization - Judo IV	
MPES- PC-409 J	Sports Specialization - Kabaddi IV	
MPES -PC-409 K	Sports Specialization - Kho-Kho IV	
MPES -PC-409 L	Sports Specialization - Lawn Tennis IV	
MPES -PC-409 M	Sports Specialization - Swimming IV	
MPES -PC-409 N	Sports Specialization - Shooting IV	
MPES -PC-409 O	Sports Specialization - Taekwondo IV	
MPES -PC-409 P	Sports Specialization - Table Tennis IV	
MPES -PC-409 Q	Sports Specialization - Track and Field IV	
MPES -PC-409 R	Sports Specialization - Volleyball IV	
MPES -PC-409 S	Sports Specialization - Wrestling IV	
MPES -PC-409 T	Sports Specialization- Weight Lifting IV	
MPES -PC-409 U	Sports Specialization - Yoga IV	

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report/ (Practical File)	05
5) ESE	35
<b>Total:</b>	<b>50</b>
<p><b>Course Learning Outcomes:</b></p> <p>CO1: This course provide is in-depth knowledge about rules &amp; regulation of the games.</p> <p>CO2: Its aim to co-relate the past and feature development different techniques.</p> <p>CO3: Its aim to learn various histological concept of the games.</p> <p>CO4: Its aim to provide knowledge about performance of the game.</p>	

**IIMTU-NEP IMPLEMENTATION**

**Year: II / Semester: IV**

<b>Programme: Masters of Physical Education and Sports</b>		<b>Year: II</b>
<b>Class: MPES</b>		<b>Semester: IV</b>
<b>Credits: 2</b> <b>Theory: 2</b> <b>Practical: 0</b>	<b>Subject: LIFE SKILLS</b>	
<b>Course Code: MPES-VAC-410R</b>	<b>Title: LIFE SKILLS</b>	
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. Understand the Aims and Objectives of Physical Education</li> <li>2. Describe and use various component of Fitness</li> <li>3. Construct the lesson plans for various physical education activities.</li> <li>4. Classify the types of Fitness and Prevention &amp; Management.</li> </ol>		
<b>Nature of Paper: VAC</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L: 02 T: 0 P: 0 (In Hours/Week) Theory – 2 Hr. = 2 Credit, Practical- 0 Hrs.=0 Credit (2Hrs./Week=2Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Human values for Personality Development</b> Human values: Concept, Importance and Need, Skills needed for Personality Development, Importance of Human Values & Emotional Skills, Social Skills, Thinking Skills	7
II	<b>Life skill and Wellbeing</b> -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	8
III	<b>Professional skill Enhancement-Career Skills:</b> Resume Skills, Interview Skills Group Discussion Skills Exploring Career opportunities. <b>Team Skills:</b> Presentation Skills, Trust and Collaboration, Listening as a Team Skills, Brainstorming, Social and Cultural Etiquettes, Internal Communication.	7
IV	<b>Leadership and Management Skill:</b> Leadership Skills, Entrepreneurial Skills, Innovative Leadership and Design Thinking, Ethics and Integrity <b>Practicum:</b> Developing C.V in soft & Hard Copy, Mock Interview / GD, Report writing on any five school activities related to management & administrative work.	8
<b>Reference / Text Books:</b>		
1. Carr Alan, (2004). Positive Psychology: New York: Routledge.		

2. Nair, A. Radhakrishnan (2010). Life Skills Training for Positive Behavior. 3. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development. 4. UNESCO (2005). Quality Education and Life Skills: UNESCO: Dakar Goals. Paris:	
<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	10
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report/ (Practical File)	05
5) ESE	35
<b>Total:</b>	<b>50</b>
<b>Course Learning Outcomes:</b> CO1: This course provide is in-depth knowledge about aim and objective of life skills. CO2: Its aim to co-relate the life and life skills. CO3: Its aim to enhance various necessary life skills in students. CO4: Its aim to provide knowledge about career and team skills.	

# College of Education

## ACADEMIC HAND BOOK



### **ORDINANCE**

**Post Graduate Diploma in Yoga Education (PGDYED)  
(One Year)  
(Academic Session 2024-25)**

**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:**

This ordinance shall be called the ordinance for the Post Graduate Diploma in Yoga Education (PGDYED)

**Definition & Key Words**

- (a) “University” means IIMT University Meerut.
- (b) “Student” means one who has been admitted in the one year 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 yoga 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:**

The medium of examination/Instruction will be in English and Hindi only.

**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 partice 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	14	3	6	20	180	420	600
Even II Semester	14	3	12	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:**

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
<b>Letter Grade</b>	A+	A	B+	B	C+	C	D
<b>Grade Points</b>	10	9	8	7	6	5	0
<b>Score Range (%)</b>	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.

**20. 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.

**21. 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.

**22. Change of discipline:** Not permitted/allowed.

**23. 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.

24. **Student discipline:** Every student of PGDYED Programme have to follow the discipline guidelines decided by the IIMT University Meerut time to time.
25. **Student Welfare:** During the PGDYED 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.
26. **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.
27. **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.
28. **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 1<sup>st</sup> semester certificate will be provided to such candidate as per NEP 2020 guidelines decided by the IIMT University Meerut.
29. **NC/Credit Course:** Not Included. NC/Credit Course-There is no any non-credit course.

# Evaluation Schemes

**Post Graduate Diploma in Yoga Education (PGDYED)**  
**(One Year)**  
**2024-25 onwards**

**POST GRADUATE DIPLOMA IN YOGA EDUCATION**  
**2024-25 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	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	4	5	30	70	100	3
6	PGDYED-P-106R	Teaching Practice & Internship	Practical	0	1	4	5	30	70	100	3
<b>Total</b>				<b>14</b>	<b>3</b>	<b>10</b>	<b>26</b>	<b>180</b>	<b>420</b>	<b>600</b>	<b>22</b>

**POST GRADUATE DIPLOMA IN YOGA EDUCATION**  
**2024-25 Onwards**

Evaluation Schemes 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	4	5	30	70	100	3
6	PGDYEd-P-206R	Yoga Camp	Practical	0	0	4	4	30	70	100	2
<b>Total</b>				<b>14</b>	<b>4</b>	<b>8</b>	<b>25</b>	<b>180</b>	<b>420</b>	<b>600</b>	<b>21</b>

# FORMAT-1

NEP-2020 IMPLEMENTATION 3 STEPS PLAN (FORMAT-1,2 & 3)  
 CBCS: Statement of Credits distribution  
 POST GRADUATE DIPLOMA IN YOGA EDUCATION

College/School: College of Education Programme: Post Graduate Diploma In Yoga Education Duration: UG (6 Sem.), UG (Hons./Research) 8 Sem., PG (4 Sem.)	Credit range: Minimum 120 for UG 160 for UG (Hons.), 80 for PG (Suggested by CBCS-NEP Committee)
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COURSE	CREDIT	SEMESTER	CORE (Th 4+P 2) Major	DSE (Th 4+P 2) Minor	AECC (Th 3)	SEC **	GE (Th 4) Interdisciplinary	General Elective (2)	Value Added Course (VAC) (2)	Industrial Training/ Survey / Research Project (4)	Total Credits
Certificate Course in Yoga Education	43	I Semester	C1 (Th. 4 Cr.)- PGDYEd-T- 101 Foundation of Yoga C2(Th.4Cr)- PGDYEd-T- 102 Human Anatomy and Physiology of Yogic	DSE 1-	AECC 1			NCC	VAC-1		22

			Practices <b>C3(Th 4Cr)-</b> PGDYEd-T-103 Introduction to Ayurveda and Naturopathy <b>C4(Th 4Cr)-</b> PGDYEd-T-104 Yoga Therapy <b>C5 (P-3 Cr)-</b> PGDYEd-P-105 Yoga Practical I <b>C6 (P-3Cr)-</b> PGDYED-T-106 Teaching Practice							
<b>Entry and Exit point</b>										
		2 Semester	<b>C7 (Th. 4 Cr)</b> PGDYEd-T-201 Patanjali Yoga Sutra <b>C8 (Th. 4Cr)</b> PGDYEd-T-202 Yoga for Health and Wellness <b>C9 (Th. 4</b>	DSE 3	AECC 3-		GE 2	NCC	VAC-2	21 (Excluding NCC)

<b>Diploma in Yoga Education</b>			<b>Cr.)</b> PGDYEd-T-203 Teaching Techniques in Yogic Practice <b>C10 (Th. 4 Cr.)</b> PGDYEd-T-204 Yogic Philosophy and Mental Health <b>C11(P-3 Cr)</b> PGDYEd-P-205 Yoga Practical II <b>C12 (P-3 Cr)</b> PGDYEd-P-206 Yoga Camp								

# FORMAT-2

ACADEMIC SESSION-2024-25  
 IIMTU-NEP Implementation: POST GRADUATE DIPLOMA 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 (44 CREDIT) -----PGDYED-----	FIRST YEAR	SEMESTER -I	i) <b>C1 (Th. 4Cr):</b> 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) <b>C2 (Th.4 Cr.):</b>	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) <b>C3 (Th.4 Cr.):</b>	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) <b>C4 (Th.4 Cr.):</b>	4	4	60	PGDYEd-T-104 Yoga Therapy	Unit-1-30 Unit-2-30		
			viii) <b>C5 (P-2 Cr):</b>	2	4	60	PGDYEd-P-105 Yoga Practical-I	Unit-1-30 Unit-2-30		
			ix) Research project/ Industry Training/ Internship Survey:	2	4	60	PGDYED-T-106 Teaching Practice	NA	NA	NA

SEMESTER - II	i) C7 (Th. 4Cr.): ii) AECC-0 iii) SEC-0 iv) DSE-0	4	4	60	PGDYEd-T-201 Patanjali Yoga Sutra	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15			
	i) 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			
	ii) C9 (Th.4Cr.):	4	4	60	ix) PGDYEd -T- 203 Teaching Techniques in Yogic Practice	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15			
	iii) 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			
	iv) C11 (P- 4 Cr):	2	4	60	xii) PGDYEd-P- 205Yoga Practical II	Unit-1-15 Unit-2-15 Unit-3-15 Unit-4-15			
	v) Internship Survey:C12 (P-2 Cr):	2	4	60	xiii) PGDYEd-P-206: Yoga Camp	NA	NA	NA	
<b>Programme: Outcome:</b> 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.					<b>Programme: Specific Outcome:</b> 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**

<b>Programme: Diploma</b>		<b>Year: I</b>
<b>Class: PG DIPLOMA IN YOGA EDUCATION</b>		<b>Semester: I</b>
<b>Credits: 4</b>	<b>Subject: -FOUNDATION OF YOGA</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: PGDYED-T-101</b>	<b>Title: FOUNDATION OF YOGA</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Students will have to understanding about origin, history and development of Yoga.</li> <li>• Introduction about Yoga according to various yogic texts.</li> <li>• To possess emotional stability.</li> <li>• To enable the student to have good health.</li> <li>• To practice mental hygiene.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 4		
T: 0		
P: 0 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 2 Hrs.=1Credit (4Hrs./Week= 4 Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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, Bhagwat Geeta, Veda and Upanishad, Meaning and importance of prayer, Psychology of mantras and different mudras during prayers.	8
<b>Reference / Text Books:</b>		
<ul style="list-style-type: none"> <li>• Lal Basant Kumar: Contemporary Indian Philosophy, Motilal Banarsidas Publishers Pvt. Ltd, Delhi, 2013</li> <li>• Das Gupta S. N: History of Indian Philosophy, Motilal Banarsidas, Delhi, 2012</li> <li>• Singh S. P: History of Yoga, PHISPC, Centre for Studies in Civilization I<sup>st</sup>, 2010</li> <li>• Singh S. P &amp; Yogi Mukesh: Foundation of Yoga, Standard Publication, New Delhi, 2010</li> </ul>		
If the course is available as Generic Elective, then the students of following departments may opt it. NA		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>

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
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> 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**

<b>Programme: Diploma</b>		<b>Year: I</b>
<b>Class: PG DIPLOMA IN YOGA EDUCATION</b>		<b>Semester: I</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: HUMAN ANATOMY AND PHYSIOLOGY OF YOGIC PRACTICES</b>	
<b>Course Code: PGDYED-T- 102</b>	<b>Title: HUMAN ANATOMY AND PHYSIOLOGY OF YOGIC PRACTICES</b>	
<b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• To know about the structure of the body</li> <li>• To know about the necessary functions of the body</li> <li>• To give brief idea about the diseases related to each system</li> <li>• To throw light on anatomy so that student can experience the involvement of their body parts while practicing various postures of yoga</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L:3 T:1 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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, sup inline, praline position & topsy-turvy) iii) Meditative Asana and Relaxtive 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
<b>Reference / Text Books:</b> <ul style="list-style-type: none"> <li>• Gore M. M. (2003). Anatomy and Physiology of Yogic practices. Kanchan Prakashan, Lonavla, India.</li> <li>• Lan Peate and Muralidharan Nayar (2011) Fundamental of Anatomy and Physiology for students nurses.</li> <li>• Evelyn, C. Pearce (1968) Anatomy and Physiology for Nurses.</li> </ul>		
If the course is available as Generic Elective then the students of following departments may opt it. NA		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>

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
<b>Total:</b>	<b>100</b>
Prerequisites for the course: (It must with course objectives)	
<b>Course Learning Outcomes:</b> 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**

<b>Programme: Diploma</b>		<b>Year: I</b>
<b>Class: PG DIPLOMA IN YOGA EDUCATION</b>		<b>Semester: I</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: INTRODUCTION TO AYURVEDA AND NATUROPATHY</b>	
<b>Course Code: PGDYED -T-103</b>	<b>Title: INTRODUCTION TO AYURVEDA AND NATUROPATHY</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>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;</li> <li>Brief understanding of Ayurveda and Naturopathy.</li> <li>To understand the Yogic Concept of Diet &amp; Nutrition.</li> <li>To strengthen the implementation of national and community health programmers.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 4 T:0 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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	6

Nisargopachar. Yoga & Nisargopachar as a system of medicine in disease prevention, health promotion and management of diseases.	
<b>Reference / Text Books:</b>	
<ol style="list-style-type: none"> <li>1. Randolph Stone: A Purifying Diet, Lilawati Bhargav Charitable Trust, Delhi, Revised Edition</li> <li>2. Carroll A Lutz: Nutrition &amp; Diet Therapy, Evidence Based Application, Japee Brother New Delhi, 2009</li> <li>3. Swami Maheshanandaji and Others: Shiva Samhita (Kaivalyadhama, S.M.Y.M. Samiti, Lonavala,1999)</li> <li>4. Ghatore, M.L and others.: Hatharaonavali of Srinivas ayogi (The Lonavala Yoga Institute, Lonavala, 2002)</li> </ol>	
If the course is available as Generic Elective, then the students of following departments may opt it. NA	
<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>
<b>Course Learning Outcomes:</b>	
CO1: This course provides 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**

<b>Programme: Diploma</b>		<b>Year: I</b>
<b>Class: PG DIPLOMA IN YOGA EDUCATION</b>		<b>Semester: I</b>
<b>Credits: 4</b>	<b>Subject: YOGA THERAPY</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: PGDYED-T- 104</b>	<b>Title: YOGA THERAPY</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To enable the student to have <b>Yoga therapy</b> is a type of therapy that uses yoga postures, breathing exercises, meditation, and guided imagery to improve mental and physical health.</li> <li>• To student will learn the holistic focus of yoga therapy encourages the integration of mind, body, and spirit.</li> <li>• Modern yoga therapy covers a broad range of therapeutic modalities, incorporating elements from both physical therapy and psychotherapy.</li> <li>• To enable the student to know about the Yoga therapy Management according to the diseases.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L:3 T:1 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit, Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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
<b>Reference / Text Books:</b>		
<ol style="list-style-type: none"> <li>1. Yogic Management of Common Disease - Swami Satyanand Saraswati</li> <li>2. Yoga &amp; Arthritis - Dr. Nagendra</li> <li>3. Yoga for Hypertension - Swami Satyananad Saraswati</li> <li>4. Yoga &amp; Pregnancy - Dr. Nagendra &amp; Nagratna</li> <li>5. Nav Yogini Tantra - Swami Satyananda Saraswati</li> <li>6. Yoga for Children &amp; Adolescent - Swami Satyananda Saraswati</li> </ol>		
If the course is available as Generic Elective then the students of following departments may opt it. NA		
<b>Evaluation/Assessment Methodology</b>		
<b>Max. Marks</b>		

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
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b>	
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**

<b>Programme: Diploma</b>		<b>Year: I</b>
<b>Class: PG DIPLOMA IN YOGA EDUCATION</b>		<b>Semester: I</b>
<b>Credits: 3</b>	<b>Subject: YOGA PRACTICAL –I</b>	
<b>Theory: 1</b>		
<b>Practical: 3</b>		
<b>Course Code: PGDYED-P- 105</b>	<b>Title: YOGA PRACTICAL –I</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To teach class management and how to conduct the classes of Advanced and beginners' group.</li> <li>• To state techniques, health benefits, applications, precautions of under mentioned yogic practices</li> <li>• To demonstrate and instruct yogic practices.</li> <li>• To know about the Yoga management according to the disease.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L:0		
T:1		
P: 6 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Surya namaskara, Sukshamavyayama, Meditative asanas: Padmasan, Siddhasan, Swastikasan Relaxation asanas: Shavasana, Makarasana	13
II	Supine lying asanas:Naukasana, Kandharasana, Pavanmuktasana, Vipareetkaranasana Prolineasana: Bhujangasana, Shalabhasana, Sitting asanas: Paschimottanasana, Ardhamatsyendrasana, Ardhashandrasana, Ushtrasana Standing asanas:Tadasana, Natarajasana, Garudasana	7
III	Advanced group asanas: Poornamatsyana, Padmasarvangasana, Karnpedasana, Suptvajasana, Poornashalabhasana, Vrischikana, Poornabhujangasana, Pranayama: 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
<b>Reference / Text Books:</b>		
<ul style="list-style-type: none"> <li>• Gharote, M. L. &amp; Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala: Kaixydahmoe. Rajjan, S. M. (1985).</li> <li>• Yoga strengthening of relaxation for sports man. New Delhi: Allied Publishers. Shankar, G. (1998). Holistic approach of yoga. New Delhi: Aditya Publishers.</li> <li>• Shekar, K. C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra</li> </ul>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>

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
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> 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 practices. CO3: To demonstrate and instruct yogic practices. CO4: Its aim to improve the proper techniques of yogic practices.	

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

<b>Programme: Diploma</b>		<b>Year: I</b>
<b>Class: PG DIPLOMA IN YOGA EDUCATION</b>		<b>Semester: II</b>
<b>Credits: 3</b>	<b>Subject: TEACHING PRACTICE &amp; INTERNSHIP</b>	
<b>Theory: 1</b>		
<b>Practical: 3</b>		
<b>Course Code: PGDYED-P-106</b>	<b>Title: TEACHING PRACTICE &amp; INTERNSHIP</b>	
<b>Course Objectives</b>		
<ul style="list-style-type: none"> <li>• Lesson plan helps in clearly identify the learning goals for your students during a lesson</li> <li>• It enables learner so succeed in their teaching and learning environment.</li> <li>• To enable learner so they can teach in real world situation</li> <li>• To induce the science and art of teaching in students.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L:0		
T:1		
P:4 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
UNIT-I	Student will prepare total 10 lesson plan on yogic practices in including asanas pranayama, mudras & Shatkarma. 5 lessons should be taught in class room & 5 Lessons should be taught during Internship.	
Reference / Text Books:		
1. Teaching Methods of Yogic Practices by Dr. M I Gharote by Kaviyadham Publications.		
2. Teaching Yoga beyond the Poses.		
3. Prana and Pranayama, by Swami Nirjananda Saraswati, 2009 Yoga Publication Trust, Bihar, Munger, India.		
4. Practical Yoga Psychology by Dr. Rishi Vivekananda Yoga Publication Trust, Bihar, Munger. 2012		
If the course is available as Generic Elective, then the students of following departments may opt it. NA		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		20
2) Presentations /Seminar		
3) Assignments		10
4) Research Project Report Seminar On Research Project Report		
5) ESE		70
<b>Total:</b>		<b>100</b>
Prerequisites for the course:		
<b>Course Learning Outcomes:</b>		
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.

**PG DIPLOMA IN YOGA EDUCATION**

**Year: I / Semester: II**

<b>Programme: Diploma</b>		<b>Year: I</b>
<b>Class: PG DIPLOMA IN YOGA EDUCATION</b>		<b>Semester: II</b>
<b>Credits: 4</b>	<b>Subject: PATANJALI YOGA SUTRA</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: PGDYED-T-201</b>	<b>Title: PATANJALI YOGA SUTRA</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• 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</li> <li>• To remind yourself of the true purpose of your practice</li> <li>• To connect with the lineage of yoga</li> <li>• To understand your barriers to happiness</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 4		
T: 0		
P: 0 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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 Ashtang Yoga, 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 Pragy, Introduction to Samadhi, Sampragyaat Samadhi, Asampragyat Samadhi, Introduction of Mental Excellence: Swadhyaya, Pratyahar, Dhyana and Dharana.	8
<b>Reference / Text Books:</b>		
<ul style="list-style-type: none"> <li>• Iyengar, B. K. S. (1993). <i>Light on the yoga sutras of Patanjali</i>. Aquarian/Thorsons.</li> </ul>		

- *Yoga sutras of patanjali*. Weiser Books, 2001.
- *The yoga sutras of Patanjali*. Harmony, 2002.
- 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**

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

Prerequisites for the course:

**Course Learning Outcomes:**

- CO1- Learn the meaning, history, and purpose of yoga, and how it's practiced in different traditions  
 CO2- Learn the philosophy of yoga, including the concepts of yoga darshan, pranayama, asana, and meditation.  
 CO3- Learn different yogic techniques, including Pratyahara, Dharana, and Dhyana  
 CO4- Learn how to pronounce the yoga sutras correctly.

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

<b>Programme: Diploma</b>		<b>Year: I</b>
<b>Class: PG DIPLOMA IN YOGA EDUCATION</b>		<b>Semester: II</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: YOGA FOR HEALTH AND WELLNESS</b>	
<b>Course Code: PGDYED-T- 202</b>	<b>Title: YOGA FOR HEALTH AND WELLNESS</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Understand the concept of diet and the medical value of nutrition.</li> <li>• Advice appropriate diet to different age group and indifferent diseases.</li> <li>• Understand health definition according to season.</li> <li>• To know about the role of Yoga management.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L: 4, T: 0, P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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
<b>Reference / Text Books:</b>		
<ul style="list-style-type: none"> <li>• Singh Pro. Ramharsh (2017), <i>Yog and yogic therapy</i></li> <li>• Kulvlayanandswami (1963)<i>Yogic therapy-</i></li> <li>• Sarswati Swami Satyan and (2013) <i>Yog and Rog</i></li> <li>• Gore Dr .M.M (2016) <i>Sharir kirya and yoga abhyas</i></li> </ul>		

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

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report Seminar On Research Project Report	10
5) ESE	70
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<p><b>Course Learning Outcomes:</b>            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 understand and health definition according to season.            CO4: Its aim to provide the understanding the concept of health and diseases.</p>	

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

<b>Programme: Diploma</b>		<b>Year: I</b>
<b>Class: PG DIPLOMA IN YOGA EDUCATION</b>		<b>Semester: II</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: TEACHING TECHNIQUE IN YOGIC PRACTICE</b>	
<b>Course Code: PGDYED -T-203</b>	<b>Title: TEACHING TECHNIQUE IN YOGIC PRACTICE</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To enable the student to have good health.</li> <li>• To teach teaching techniques to the students</li> <li>• To teach class management and lesson planning</li> <li>• To introduce educational tools of yoga teaching</li> <li>• To teach the concept of yoga education and values</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L:3 T:1 P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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, Organization 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,	8

Importance and Types of Educational technology; Role of Educational Technology in Yoga.	
<b>Reference / Text Books:</b> <ul style="list-style-type: none"> <li>• <i>Dr. S.K. Ganguly: Yoga Practices</i></li> <li>• <i>Dr. Gharote M L: Teaching methods for Yogic practices, Kaivalyadhama, Lonavala, 2007</i></li> <li>• <i>Dr. Shri Krishna: Notes on basic principles &amp; methods of teaching as applied to yogic practices and a ready reckoner of yogic practices, Kaivalyadhama, Lonavala, 2009</i></li> <li>• <i>Dr. Raj Kumar: Principles &amp; methods of Teaching, Printo graphics, Delhi</i></li> <li>• <i>Duggal, Satyapad : Teaching Yoga, The Yoga Institute, Santacruz, Bombay, 1985</i></li> </ul>	
If the course is available as Generic Elective then the students of following departments may opt it. NA	
<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report Seminar On Research Project Report	
5) ESE	70
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b> 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**

<b>Programme: Diploma</b>		<b>Year: I</b>
<b>Class: PG DIPLOMA IN YOGA EDUCATION</b>		<b>Semester: II</b>
<b>Credits: 4</b>	<b>Subject: YOGIC PHILOSOPHY AND MENTAL HEALTH</b>	
<b>Theory: 4</b>		
<b>Practical: 0</b>		
<b>Course Code: PGDYED-T-204</b>	<b>Title: YOGIC PHILOSOPHY AND MENTAL HEALTH</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• Anticipate what they will gain from an educational experience</li> <li>• Track their progress and know where they stand</li> <li>• Know in advance how they'll be assessed.</li> <li>• To know about the Yoga Philosophy and their benefits.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L:3, T:1, P: 0 (In Hours/Week) Theory - 1 Hr. = 1 Credit Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
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 Mukta Jiwan- Meaning and definition of MuktaJiwan, Concept of Chitta shuddhi and its Technique, Concept of Pancha Khosha, 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
<b>Reference / Text Books:</b>		
<ul style="list-style-type: none"> <li>• <i>Text book of Natural Medicine-Joseph E. Pizzorno &amp; Michael T. Murray</i></li> <li>• <i>Nature Cure treatments-Jindal</i></li> <li>• <i>Complete handbook of Nature cure-H. K. Bakhru</i></li> <li>• <i>Return to Nature- Adolf Just</i></li> <li>• <i>My Nature Cure or Practical Naturopathy- S.J. Singh</i></li> <li>• <i>Everybody 's Guide to Nature Cure-Harry Benjamin</i></li> </ul>		
If the course is available as Generic Elective then the students of following departments may opt it. NA		

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	20
2) Presentations /Seminar	
3) Assignments	10
4) Research Project Report Seminar On Research Project Report	
5) ESE	70
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<p><b>Course Learning Outcomes:</b>            CO1: It is aim to anticipate what they will gain from an educational experience.            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.</p>	

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

<b>Programme: Diploma</b>		<b>Year: I</b>
<b>Class: PG DIPLOMA IN YOGA EDUCATION</b>		<b>Semester: II</b>
<b>Credits: 3</b>	<b>Subject: YOGA PRACTICAL- II</b>	
<b>Theory: 1</b>		
<b>Practical: 2</b>		
<b>Course Code: PGDYED -P-205</b>	<b>Title: YOGA PRACTICAL- II</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>To teach class management and how to conduct the classes of Advanced and Beginners group.</li> <li>To state techniques, health benefits, applications, precautions of under mentioned yogic practices</li> <li>To demonstrate and instruct yogic practices.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L: 0		
T:1		
P: 4 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Surya namaskara, Sukshamavyayama, Meditative asanas: guptasan,vajras an, 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: vrakhasan, 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, khechari mudra, shaktichalani mudra Shatkarm: kapalbhatithree types (vyutkarma, sheetkarma & vaatkarma), nauli, tratak, basti Meditation techniques.	12
<b>Reference / Text Books:</b>		
<ul style="list-style-type: none"> <li>Gharote, M. L. &amp; Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala: Kaixydahmoe. Rajjan, S. M. (1985).</li> <li>Yoga strengthening of relaxation for sports man. New Delhi: Allied Publishers. Shankar, G. (1998). Holistic approach of yoga. New Delhi: Aditya Publishers.</li> <li>Shekar, K. C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra</li> </ul>		
If the course is available as Generic Elective, then the students of following departments may opt it. NA		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>

1) Class tasks/ Sessional Examination	30
2) Presentations /Seminar	
3) Assignments	
4) Research Project Report Seminar On Research Project Report	
5) ESE	70
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<p><b>Course Learning Outcomes:</b></p> <p>CO1: This course helps to learn the class management and how to conduct the classes of Advanced and beginners.</p> <p>CO2: Its aim to provide the knowledge of state techniques, health benefits, applications, precautions of under mentioned yogic practices.</p> <p>CO3: Its aim to demonstrate and instruct yogic practices.</p> <p>CO4: Its aim to provide the knowledge of Aasan, Pranayama, Mudra and Bandha.</p>	

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

<b>Programme: Diploma</b>		<b>Year: I</b>
<b>Class: PG DIPLOMA IN YOGA EDUCATION</b>		<b>Semester: I</b>
<b>Credits: 3</b>	<b>Subject: YOGA CAMP</b>	
<b>Theory: 1</b>		
<b>Practical: 2</b>		
<b>Course Code: PGDYED-P- 206</b>	<b>Title: YOGA CAMP</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To teach class management and how to conduct the classes of Advanced and beginners group.</li> <li>• To state techniques, health benefits, applications, precautions of under mentioned yogic practices</li> <li>• To demonstrate and instruct yogic practices.</li> <li>• To teach the class about challenges and leadership, skills throughout the camp.</li> </ul>		
<b>Nature of Paper: Core</b>		
<b>Minimum Passing Marks/Credits: 50% Marks / 3 Credits</b>		
L: 0		
T: 1		
P: 6 (In Hours/Week)		
Theory - 1 Hr. = 1 Credit		
Practical- 2 Hrs.=1 Credit (4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Day 1: Introduction to Yoga &amp; Basic Asanas</b> <b>Theme:</b> Understanding the Fundamentals <ul style="list-style-type: none"> <li>• Introduction to Yoga: Meaning, history, and benefits</li> <li>• Basic warm-up and stretching exercises</li> <li>• Introduction to <b>Standing Asanas</b> (e.g., Tadasana, Trikonasana, Vrikshasana)</li> <li>• Guided relaxation and breathing awareness</li> <li>• Interactive discussion: Importance of yoga in daily life</li> </ul>	
II	<b>Day 2: Pranayama &amp; Seated Asanas</b> <b>Theme:</b> The Power of Breath Control <ul style="list-style-type: none"> <li>• Recap of Day 1</li> <li>• Introduction to Pranayama (Anulom Vilom, Bhastrika, Kapalbhati)</li> <li>• Seated Asanas: Sukhasana, Padmasana, Vajrasana, Paschimottanasana</li> <li>• Mindfulness practice with breath awareness</li> <li>• Discussion: Scientific benefits of pranayama</li> </ul>	
III	<b>Day 3: Flexibility &amp; Backward Bending Asanas</b> <b>Theme:</b> Enhancing Mobility and Strength <ul style="list-style-type: none"> <li>• Surya Namaskar (detailed breakdown and practice)</li> <li>• Backward bending asanas: Bhujangasana, Dhanurasana, Ustrasana</li> <li>• Deep relaxation with Yoga Nidra</li> <li>• Guided meditation for stress relief</li> <li>• Q&amp;A session</li> </ul>	

IV	<p><b>Day 4: Core Strength &amp; Forward Bending Asanas</b> <b>Theme:</b> Strengthening the Body &amp; Mind</p> <ul style="list-style-type: none"> <li>• Recap of previous sessions</li> <li>• Core strengthening asanas: Naukasana, Chakrasana, Halasana</li> <li>• Forward bending poses: Janu Sirsasana, Uttanasana</li> <li>• Concentration techniques: Trataka (Candle Gazing)</li> <li>• Discussion: Yogic diet and lifestyle</li> </ul>	
V	<p><b>Day 5: Balance, Twists &amp; Advanced Techniques</b> <b>Theme:</b> Achieving Stability &amp; Detoxification</p> <ul style="list-style-type: none"> <li>• Introduction to balancing poses: Bakasana, Garudasana, Natarajasana</li> <li>• Twisting poses: Ardha Matsyendrasana, Vakrasana</li> <li>• Introduction to Mudras and Bandhas</li> <li>• Silent meditation practice</li> <li>• Discussion: Role of yoga in managing lifestyle diseases</li> </ul>	
VI	<p><b>Day 6: Meditation, Relaxation &amp; Practical Evaluation</b> <b>Theme:</b> Integration &amp; Self-Practice</p> <ul style="list-style-type: none"> <li>• Full-body warm-up and Surya Namaskar</li> <li>• Meditation techniques (guided, mantra, or mindfulness)</li> <li>• Complete relaxation with Yoga Nidra</li> <li>• Practical assessment &amp; feedback session</li> <li>• Certificate distribution and closing ceremony</li> </ul>	

**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**

	<b>Max. Marks</b>
1) Class tasks/ Sessional Examination	
2) Presentations /Seminar	30
3) Assignments	
4) Research Project Report/ (Practical Report) Seminar On Research Project Report	0 70
5) ESE	
<b>Total:</b>	<b>100</b>

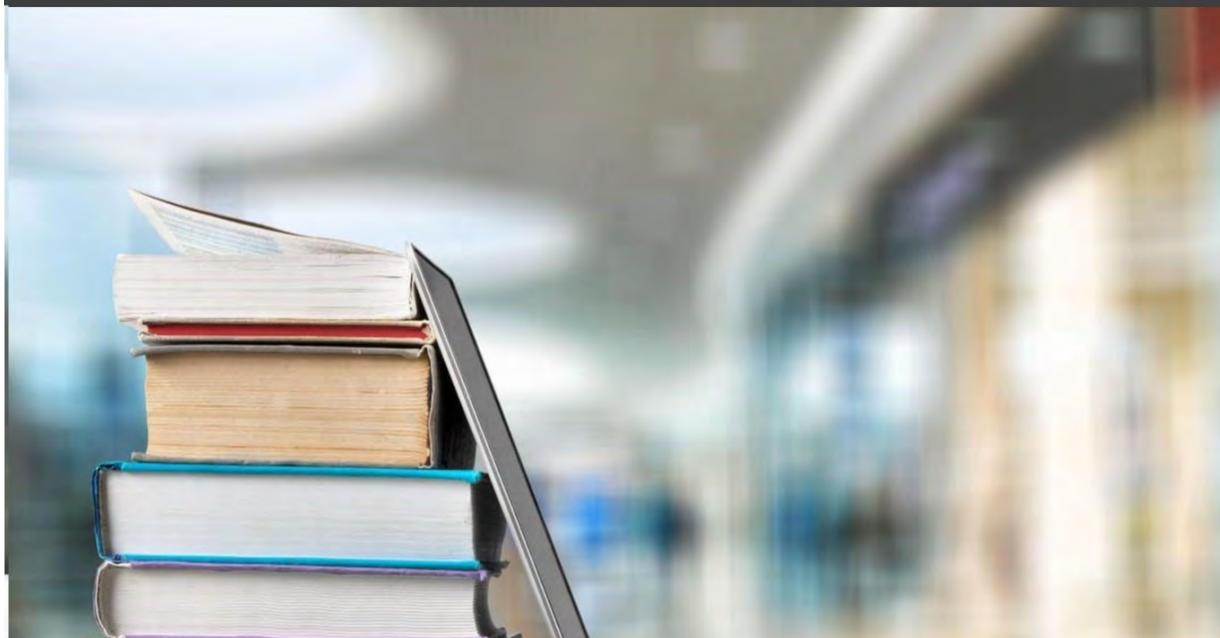
Prerequisites for the course:

**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 practices.  
CO3: To demonstrate and instruct yogic practices  
CO4: Its aim to improve the proper techniques of yogic practices.

# College of Education

## ACADEMIC HANDBOOK



**College of Education**  
**CBCF Based Syllabus of**  
**Pre-Ph.D. Course Work Physical Education**  
**(As per NCTE, UGC and NEP 2020)**

# Evaluation Scheme

**Pre-Ph.D. Course Work Syllabus (Physical Education)**

S. No	Course Code	Course Name	Type of Course	Teaching Hours				Credit	Assessment		
				L	T	P	Total		Int	Ext.	Total
1	PHD-CT-101N	Research Methodology in Physical Education	Core Paper	3	0	2	5	4	30	70	100
2	PHD-RAC-102N	Applied statistics in Physical Education	RAC (Oriented Paper)	3	0	2	5	4	30	70	100
3	PHD-UGC-103	Research and Publication Ethics	UGC Oriented Paper	1	0	2	3	2	15	35	50
4	PHD- PC-104N	Computer Application in Physical Education	Practical Core	0	1	2	3	2	15	35	50
<b>Department Elective Course (Any One)</b>											
5	PHD-DE-105A	Sports Biomechanics	Department Elective	3	0	2	5	4	30	70	100
	PHD-DE-105B	Sports Psychology	Department Elective								
	PHD-DE-105C	Technology in e-learning in Physical Education	Department Elective								
	PHD-DE-105D	Sports Nutrition	Department Elective								
<b>G. Total</b>				<b>10</b>	<b>1</b>	<b>10</b>	<b>21</b>	<b>16</b>	<b>120</b>	<b>280</b>	<b>400</b>

# Format-3

**PRE-PH. D COURSE WORK**  
**DOCTORATE OF PHILOSOPHY IN PHYSICAL EDUCATION**

<b>Programme: Ph.D.</b>		<b>Year: Course Work</b>
<b>Class: Ph.D</b>		<b>Semester: I</b>
<b>Credits : 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: RESEARCH METHODOLOGY IN PHYSICAL EDUCATION</b>	
<b>Course Code: PHD-CT-101N</b>	<b>Title: RESEARCH METHODOLOGY IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To develop an understanding of various research designs and techniques.</li> <li>• To develop an understanding of the ethical dimensions of conducting applied research.</li> <li>• To explain the logic and application of hypothesis testing.</li> </ul>		
<b>Nature of Paper: Core Theory</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L:3 T: 0 P:2 (In Hours/Week) Theory - 1Hr. = 1 Credit Practical- 2 Hrs.=1Credit(4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Identifying Research Problem-</b> Identifying the problem, purpose of literature review, writing the literature review, Formulation of hypothesis, assumptions, limitation, delimitation and criteria of choosing problem, Methods of research design, research sampling, and sampling techniques.	15
II	<b>Development of Tools</b> - rating scales, preparation and standardization of tools, reliability and validity (meaning and types). Data collection & its organization (observation, schedule, interview, questionnaire and inventories).	10
III	<b>Descriptive Techniques of Data Analysis-</b> Meaning of scaling and important scaling techniques, Classification and tabulation of data, Diagrammatic and graphic presentation, Measures of central tendency, Measures of variability.	10
IV	<b>Inferential Statistics-</b> Parametric tests: Analysis of variance, non-parametric tests: chi-square and median test, Correlation: Spearman & Pearson, Biserial, Point Biserial, Tetra choric	10
V	<b>Report/Thesis/ Proposal Writing-</b> Quality proposal, salient features of proposal, basic guidelines of research report, parts of research report, pre-writing consideration, format of progress report, program review report., presentation of research report, steps to write thesis. <b>Ethics of Research-</b> Area of scientific dishonesty, copyright, scientific misconduct, Protecting Human, Animal Subjects & Plagiarism.	15
<b>Reference / Text Books:</b>		

- Kutty, Suresh K. Research Methods in Physical Education, Sports Publication New Delhi 2007
- Sharma, Kalpana, Research Methods in Health & Physical Education, Friends Publications, ND 2011
- Best, John. W: Research in Education, New Delhi, Prentice Hall of India (P) Ltd., 2006
- Research Methods in Physical Activity (2005) by Thomas & Silverman, Human Kinetics, USA.
- Moorthy A.M: Research Methods In Physical Education Sports & Exercise Science; Friends Publication, 2000
- Steel, Robbert G.D. and Torrie, James A: Principles and Procedures of Statistics, New York, Gram Hill Books Co., 1997
- Graziano A.M.; Raulin M.L.: Research Methods 3<sup>rd</sup>Edn; Wesley Education Publication, 1997
- Test Your *Statistical Concepts in Physical Education – J.P. Verma, Sports Publication 2007*

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. To interpret the results of an inferential test and understand the limitations of each procedure.
2. To provide a foundation and motivation for exposure to statistical ideas subsequent to the course.
3. Scholar will be able to pursue his Ph.D. after completing course work.

**PRE-PH. D COURSE WORK**  
**DOCTORATE OF PHILOSOPHY IN PHYSICAL EDUCATION**

<b>Programme: Ph.D.</b>		<b>Year: Course Work</b>	
<b>Class: Ph.D.</b>		<b>Semester: I</b>	
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>		<b>Subject: APPLIED STATISTICS IN PHYSICAL EDUCATION</b>	
<b>Course Code: PHD-RAC-102N</b>		<b>Title: APPLIED STATISTICS IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b>			
<ul style="list-style-type: none"> <li>• To understand measurement and evaluation in context to Physical Education.</li> <li>• To explore various measuring methods related to cognitive and affective domain.</li> <li>• To understand various test related to performance, motor fitness and skills.</li> </ul>			
<b>Nature of Paper: Core Theory</b>			
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>			
L:3 T: 0 P:2 (In Hours/Week) Theory - 1Hr. = 1 Credit Practical- 2 Hrs.=1Credit(4Hrs./Week=4Credits)			
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>	
I	Introduction Meaning and Definition of Statistics. Function, need and importance of Statistics. Types of Statistics. Meaning of the terms, Population, Sample, Data, types of data. Variables; Discrete, Continuous. Parametric and non-parametric statistics.	15	
II	Data Classification, Tabulation and Measures of Central Tendency Meaning, uses and construction of frequency table. Meaning, Purpose, Calculation, and advantages of Measures of central tendency Mean, median and mode.	10	
III	Measures of Dispersions and Scales Meaning, Purpose, Calculation and advances of Range, Quartile, Deviation, Mean Deviation Standard Deviation, Probable Error. Meaning, Purpose, Calculation and advantages of scoring scales; Sigma scale, Z Scale, Hull scale	10	
IV	Probability Distributions and Graphs Normal Curve. Meaning of probability- Principles of normal curve Properties of normal curve. Divergence form normality Skewness - and Kurtosis. Graphical" Representation; -in-. Statistics: Line diagram, Bar diagram, Histogram, Frequency Polygon, 0 give Curve.	10	
V	Inferential and Comparative Statistics Tests of significance; Independent "t" test, Dependent "t" test chi square test, level of confidence and interpretation of data. Meaning of correlation coefficient of correlation - calculation of coefficient of correlation by the product moment method and rank difference method. Concept of ANOVA and ANCOVA. Note: It is recommended that the theory topics be accompanied with practical, based on computer software of	15	

statistics.	
<b>Reference / Text Books:</b>	
<ul style="list-style-type: none"> <li>➤ Best J. W (1 971) Research in Education, New Jersey; Prentice Hall, Inc</li> <li>➤ Clark D.H. (1999) Research Problem in Physical Education 2nd edition, Eaglewood Cliffs, Prentice Hall, Inc.</li> <li>➤ Jerry R Thomas and Jack K Nelson (2000) Research Methods in Physical Activities; Illinois; Human Kinetics.</li> <li>➤ Roth stain A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc</li> </ul>	
<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b>	
<ol style="list-style-type: none"> <li>1. The pass out would be able to compare the relationship between general education and physical education.</li> <li>2. He would be able to identify and relate with the History of Physical Education.</li> <li>3. He would be able to comprehend the relationship between Philosophy, Education and Physical Education.</li> <li>4. He would able to identify the works of Philosophers of Education and Physical Education.</li> </ol>	

**PRE-PH. D COURSE WORK**  
**DOCTORATE OF PHILOSOPHY IN PHYSICAL EDUCATION**

<b>Programme: Ph.D.</b>		<b>Year: Course Work</b>
<b>Class: Ph.D.</b>		<b>Semester: I</b>
<b>Credits: 2</b>	<b>Subject: RESEARCH AND PUBLICATION ETHICS (RPE)</b>	
<b>Theory: 2</b>		
<b>Practical: 0</b>		
<b>Course Code: PHD-UGC-103</b>	<b>Title: RESEARCH AND PUBLICATION ETHICS (RPE)</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To develop an understanding of various research designs and techniques.</li> <li>• To develop an understanding of the ethical dimensions of conducting applied research.</li> <li>• To explain the logic and application of hypothesis testing.</li> <li>• To interpret the results of an inferential test and understand the limitations of each procedure.</li> </ul>		
<b>Nature of Paper: Core Theory</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 2 Credits</b>		
L:1		
T: 0		
P:2 (In Hours/Week)		
Theory - 1Hr. = 1 Credit,		
Practical- 2 Hrs.=1Credit(4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>PHILOSOPHY AND ETHICS:</b> Introduction to philosophy, definition, nature and scope, concept and branches, Ethics: Definition, Moral Philosophy, nature of moral judgments and reactions.	5
II	<b>SCIENTIFIC CONDUCT:</b> 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.	5
III	<b>PUBLICATION ETHICS:</b> Publication ethics: definition, introduction and importance. Best Practices/ Standard settings initiatives and guidelines: COPE, WAME etc. Publication Misconducts: Definitions, concepts, problem that led to unethical behavior and vice-versa types. Violation of publication ethics, authorship, and contributions. Identification of publication misconduct, complaints and appeals, Predatory publishers and journals.	5
IV	<b>OPEN ACCESS PUBLISHING:</b> 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.	5
V	<b>PUBLICATION MISCONDUCT:</b> Group Discussion: Subject Special ethical issues, FFP, Authorship, Conflicts of Interest, Complain and Appeals: examples of fraud from India and abroad. Software tool: Use of plagiarism	5

	software like TRINITIN, URKAND and other open-source software tools.	
VI	<b>DATABASE AND RESEARCH MATRICS:</b> Database: Indexing databases, Citation databases: Web of Science, Scopus etc. Research Metrics: Impact factor of Journal as per journal citation report, SNIP. SJR, IIP, Cite Score. Metrics: h-index, g-index, i10 index, altimetric.	5
<b>Reference / Text Books:</b>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
1) Class tasks/ Sessional Examination		10
2) Presentations /Seminar		0
3) Assignments		5
4) Research Project Report/Seminar on Research Project Report		35
5) ESE		35
<b>Total:</b>		<b>100</b>
Prerequisites for the course:		
<b>Course Learning Outcomes:</b>		
1. Scholar will be able to write his own content and complete his research work with plagiarism.		
2. Scholar will be able to pursue his Ph.D. after qualifying this course.		

**PRE-PH. D COURSE WORK**  
**DOCTORATE OF PHILOSOPHY IN PHYSICAL EDUCATION**

<b>Programme: Ph.D.</b>		<b>Year: Course Work</b>	
<b>Class: Ph.D.</b>		<b>Semester: I</b>	
<b>Credits: 2</b> <b>Theory: 0</b> <b>Practical: 2</b>		<b>Subject: COMPUTER APPLICATION IN PHYSICAL EDUCATION</b>	
<b>Course Code: PHD-PC-104N</b>		<b>Title: COMPUTER APPLICATION IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b>			
<ul style="list-style-type: none"> <li>• To understand the use of computer application.</li> <li>• To acquaint with the use of computer software's for research purpose.</li> <li>• To understand the basic concept of excel &amp; PowerPoint.</li> <li>• To understand the techniques in SPSS.</li> </ul>			
<b>Nature of Paper: Core Theory</b>			
<b>Minimum Passing Marks/Credits: 50% Marks / 2 Credits</b>			
L:0 T: 1 P:2 (In Hours/Week) Theory – 1Hr. = 1 Credit, Practical- 2 Hrs.=1Credit(4Hrs./Week=4Credits)			
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>	
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.	15	
II	MS Word Introduction to MS Word. Creating, saving and opening a document. Formatting Editing features Drawing table. Page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes.	15	
III	MS Excel Introduction to MS Excel. Creating, saving and opening spreadsheet. Creating formulas. Format and editing features adjusting columns width and row height understanding charts. MS Power Point Introduction to MS Power Point. Creating, saving and opening a ppt. File. Format and editing features slide show, design, inserting slide number, picture, graph, table. Preparation of Power point presentations	15	
IV	<b>STATITICAL APPLICATION-</b> Introduction to various Computer Applications and software available for Statistical Computation, Interpretation of Software Outputs, Construction of Charts, Categorizing of Data. SPSS- Introduction to statistical package for social sciences, Tabulation and Interpretation of software finding.	15	

**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**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>

Prerequisites for the course:

**Course Learning Outcomes:**

- He/She will be able to use of computer for research work.
- He/She will be able to use of computer software's for research purpose.
- He/She will be able to know basic concept of excel & PowerPoint.
- He/She will be able to apply techniques in SPSS.

**PRE-PH. D COURSE WORK**  
**DOCTORATE OF PHILOSOPHY IN PHYSICAL EDUCATION**

<b>Programme: Ph.D.</b>		<b>Year: Course Work</b>
<b>Class: Ph.D.</b>		<b>Semester: I</b>
<b>Credits : 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: SPORTS BIOMECHANICS</b>	
<b>Course Code: PHD-DE-105A</b>	<b>Title: SPORTS BIOMECHANICS</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To gain a better understanding of the cause-effect mechanisms of sports motions</li> <li>• To enable the student to analyze human movement anatomically and mechanically.</li> </ul>		
<b>Nature of Paper: Core Theory</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L:03 T: 0 P:2(In Hours/Week) Theory - 1Hr. = 1 Credit, Practical- 2 Hrs.=1Credit(4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Nature and scope of Biomechanics in Physical Education, Technique in sport and biomechanical characteristic curves (the structure of movement). Analysis of Track and Field Events- Running, Introduction sprint start Sprinting position and movement of legs, Arms & trunk: Middle and Long-Distance running. Hurdling – High Hurdles (Approach, take off flight and Landing) Jumping – Introduction, Long Jump techniques (Run up, take off, Flight & Landing) Triple Jump- Techniques – (Run up, Hop, Step & Jump) High Jump – Techniques – Straddle style & Fosbury’s FloP (Run up, Take off Bar clearance and Landing) Pole vault – Techniques – Carry, run up, plant, take off, Bar clearance and landing. Throwing – Introduction. Shot –put Techniques (Initial stance, Glider/Turn Delivery/Release, Reverse) Discus Throw-Techniques (Preliminary swings, Turn Delivery / Release, Reverse) Javelin Throw – Techniques (Grip, Carry, Run, Throw/Release and Recovery/reverse. Hammer Throw – Techniques (Grip, Preliminary swing, Turns, Release, Reverse).	12
II	Gymnastic activities, Introduction- Floor exercise – Techniques Headstand, Handstand, Forward Roll, Backward Roll, Forward somersault. Backward somersault: Long Horse Vault – Run up, Take off, Pre-flight, support, Flight, Landing Straddle, Squat through vault, Handspring Horizontal Bar – under Swing, Forward kip/upstart, Back start, Back hip circle, Front hip circle, Giant swing Back ward, Giant swing Forward, Parallel Bars, Uneven Bars side Horse, rings, beam – Introduction only.	12

III	Analysis of Swimming and Diving techniques- Introduction, Starting time, Stroking time, stroke length, Propulsive forces, stroke frequency Turning time, Techniques of start and turns-.Front Crawl (Body position, leg action, Arms action Breathing) Butter fly stroke (Body position, Leg action, Arms action, Breathing) Back Crawl (Body position, Leg action, Arms, action Breathing) Breast stroke (Body Position, Leg action, Arms action Breathing) Analysis of Diving Techniques in general.	12
IV	Description of Human movement – Planes, Axes, Classification of fore systems (Linear force system parallel force system, concurrent force system, General forcer System, Composition and resolution of force). Methods of investigation (Photo Instrumentation-Camera, Films, Exposure Meters, Calibration of Camera, Speed, Filming Fundamentals, Films analysis, Fundamentals of film analysis), Other methods of investigation (Goniometry Accelerometers Dynamometry, Electromyography). Location of Center of Gravity – Mannikin Methods Segmentation methods, Reaction board method.	12
V	Methods of analysis of sports skills (Qualitative Method and Quantitative method), Basic Steps-Development of Model, observation of performance, identification of fault Evaluation of faults, Instruction to performer, Qualitative analysis model of Running (Diving, Serving in Tennis).Analysis of Basketball Techniques (Passing – Chest pass, Overhead pass, Bonner Baseball Pass. Velocity at Release, Height at Release, Air Resistance Dribbling, Shooting – Distance Angle of Entry, Body position and Footwork Jumping Layup shot stopping).Analysis of Volleyball Techniques (The serve, The pass, overhead and under hand, the spike).Analysis of Tennis techniques (Grip, Striking, Serve, Spin direction of fight of Ball).	12
<b>Reference / Text Books:</b>		
<ul style="list-style-type: none"> <li>➤ Bunn. John W. Scientific Principles of Coaching (Englewood Cliffs, N. J. Prentice Hall Inc. 1972)</li> <li>➤ Dyson Geoffrey H. G. The Mechanics of Athletics. (London University of London Press Ltd. 1968)</li> <li>➤ Hay James G. The Biomechanics of Sports Techniques (Englewood Cliffs, N. J. Prentice Hall, 1985)</li> <li>➤ Hay, James, G. and Reid J. G. The Anatomical and Mechanical Bases of Human Motion, (Englewood Cliffs, N. J. Prentice Hall 1982)</li> <li>➤ Hay James G. and Reid J. C Avin Anatomy, Mechanics and Human Motion, (Englewood Cliffs, N. J. Prentice Hall Inc. 1988)</li> <li>➤ Hochmuth, Gerinard, Biomechanics of Athletic movement (Berlin: Sportive lag, 1984)</li> <li>➤ Miller Doris I. And Nelson Richard C. Biomechanics of Sport-A Research Approach: (Philadelphia: Lea Febiger 1976)</li> <li>➤ Simonian Charles, Fundamentals of Sports Biomechanics (Philadelphia: Lea and Febiger (1976)</li> <li>➤ Williams and Lissner, Biomechanics of Human Motion, (London: W. B Saunders Company, 1977).</li> </ul>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>

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
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b>	
1. Demonstrate and apply basic mechanical and Physics principles to human movements and implements used in various sports.	
2. To view the performance of physical activity skills critically and evaluate performance in terms of principles of efficient movement.	

**PRE-PH. D COURSE WORK**  
**DOCTORATE OF PHILOSOPHY IN PHYSICAL EDUCATION**

<b>Programme: Ph.D.</b>		<b>Year: Course Work</b>
<b>Class: Ph.D.</b>		<b>Semester: I</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: SPORTS PSYCHOLOGY</b>	
<b>Course Code: PHD-DE-105B</b>	<b>Title: SPORTS PSYCHOLOGY</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• The course will provide an overview of the field of sports psychology and exercise, which involves applying psychology topics to exercise, sports, competition and health.</li> <li>• Develop skills in common psychological interventions for achieving goals and maintaining gains.</li> <li>• To understand how psychological variables, influence participation and performance in sport and physical activity.</li> <li>• To understand how participation in sport influences the psychological characteristics of the individual athlete.</li> <li>• To acquire skills and knowledge about sport psychology that you can apply as a coach, athlete, or other practitioner.</li> </ul>		
<b>Nature of Paper: Core Theory</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L:03 T: 0 P:2(In Hours/Week) Theory - 1Hr. = 1 Credit, Practical- 2 Hrs.=1Credit(4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	<b>Gender and Sport-</b> Current Concern in Sport Psychology, Future of Sport Psychology, Gender Role Orientation in Sports and Resultant Behavior Difference, Sports Women and Role Conflict, Gender Differences in Achievement <b>Moral Development through Sports-</b> Theory and approaches in Sport, Meaning of Sportsmanship, Sports as a facilitator for Moral Development.	12
II	<b>Ethical Crisis in Sports and their Causes-</b> Drug Menace, Institutionalization of Aggression, Strategies for controlling Drug abuse, Burnout, Aggression etc. <b>Psychology of Rehabilitation-</b> Psychological Trauma associated with Injury, Psychological Rehabilitation strategy for injured athlete, psychological rehabilitation strategy for sports dropouts and burnouts.	12
III	<b>Casual Attribution in Sports-</b> Attribution Theory and its Meaning, Internal and External Attribution, Attribution pattern among Sportsmen, Attribution, its effect and training implication <b>Personality and Sports-</b> Methods and techniques of Personality Assessment, Problems with Personality Research, Conceptual Problems, Methodological Problems, Interpretive Problems, Effect of exercise and	12

	Sports on Personality. <b>Mental Rehearsal / Imagery / Visualization Training and Sport Performance-</b> Meaning and Conceptual Base of Imagery, Imagery Training and Sport Performance, Modalities for Imagery Training, Principles associated with the use of Imagery training in sport.	
IV	<b>Anxiety / Arousal Adjustment Strategies-</b> Anxiety and Performance, Anxiety / Arousal management Methods, Relaxation Techniques (Progressive Relaxation, Autogenic Training, Meditation, Bio-feedback, Hypnosis), Arousal, Energizing / Activation Techniques (Goal Setting, Pep Talk, Self-verbalization / Auto Suggestion, Mental Rehearsal etc. <b>Group Dynamics-</b> Team Cohesion and its measurement, Determinants of Team Cohesion, Team Cohesion and Sports Performance, Team Cohesion and Training Implications <b>Psychological Skill Training-</b> Goal Setting and Peak Performance, Confidence Development, Concentration and attention Control.	12
V	<b>Sport, Exercise and Psychological Wellbeing-</b> Exercise and Psychological benefits, Reduction of Anxiety and depression, Therapeutic Effect, Feel better phenomenon, Runner's High, Transcendence of Self. <b>Psychological Hazards of Sports and Exercise-</b> Exercise Addiction, Sports Burnouts, Sports Dropouts.	12
<b>Reference / Text Books:</b>		
<ul style="list-style-type: none"> <li>➤ Berger, G. G., Pargman, D, &amp; Weinberg, R. S. (200) Foundations of Exercise Psychology. Morgantown, WV: Fitness Information Technology.</li> <li>➤ Carron, A. V., Hausenlas, H.A. (1998). Group Dynamics in Sport. Morgantown, WV: Fitness Information Technology.</li> <li>➤ Cox, Richard H (2007) Sport Psychology Concept and Application, (7<sup>th</sup>ed): McGraw-Hill College Publishers.</li> <li>➤ Gill, Diana L (1986) Psychological Dynamics of Sport. Human Kinetics Publishers, Inc Champaign IL.</li> <li>➤ Kamlesh, M.L. (2002) Psychology in Physical Education and Sport, 3<sup>rd</sup> ed. Metropolitan Book Co. Pvt. Ltd Delhi.</li> <li>➤ Martens, Rainer (2000) Coaching Guide to Sport Psychology, Human kinetics Publishers, Inc Champaign IL.</li> </ul>		
<b>Evaluation/Assessment Methodology</b>		
		<b>Max. Marks</b>
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
<b>Total:</b>		<b>100</b>
Prerequisites for the course:		
<b>Course Learning Outcomes:</b>		
1. Scholar will be able to choose research title from this area of specialization.		
2. Scholar will be able to pursue his Ph.D. after qualifying this course.		

**PRE-PH. D COURSE WORK**  
**DOCTORATE OF PHILOSOPHY IN PHYSICAL EDUCATION**

<b>Programme: Ph.D.</b>		<b>Year: Course Work</b>	
<b>Class: Ph.D.</b>		<b>Semester: I</b>	
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>		<b>Subject: TECHNOLOGY AND E-LEARNING IN PHYSICAL EDUCATION</b>	
<b>Course Code: PHD-DE-105C</b>		<b>Title: TECHNOLOGY AND E-LEARNING IN PHYSICAL EDUCATION</b>	
<b>Course Objectives:</b>			
<ul style="list-style-type: none"> <li>• To enable the learner to become effective user of technology in Physical Education.</li> <li>• To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Physical Education process.</li> <li>• To make the student familiar with new trends, techniques in Physical Education along with e-learning.</li> <li>• To enable the student to become good user to technology and e-learning in Physical Education.</li> </ul>			
<b>Nature of Paper: Core Theory</b>			
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>			
L:03 T: 0 P:2(In Hours/Week) Theory - 1Hr. = 1 Credit, Practical- 2 Hrs.=1Credit(4Hrs./Week=4Credits)			
<b>Unit</b>	<b>Contents</b>		<b>No. of Lectures Allotted</b>
I	<b>Meaning, Scope &amp; kinds of Technology in Physical Education:</b> Meaning, importance and scope of technology, In physical education, Components of Technology in Physical Education, software and hardware, System approach in technology in Physical Education and its characteristics.		12
II	<b>Modalities of Teaching:</b> Difference between teaching and Instruction, conditioning & training, Stages of teaching pre-active, interactive and post – active, teaching at different levels memory, understanding and reflective, Modification of teaching behavior simulated teaching, Real practice teaching microteaching.		12
III	<b>E-learning-</b> E-learning definitions, scope, attributes & opportunities, Pedagogical designs & e-learning, Assessments, feedback and e-moderation, Online learning management system.		12
IV	<b>Research Reviews (Minimum Eight)</b> Related to Teaching, E-Learning, Teacher and Learner Behavior		12
V	Course Related Practical Work, Field Work, Ph.D in Physical Education Course Work		12

**Reference / Text Books:**

- Integrating Technology in the classroom shelly, Cashman, Gunter and Gunter, publication by Thomson course technology.
- Essentials of Technology in Physical Education, Madan Lal, Anmol Publications
- Online Teaching Tools and Methods, Mahesh Verma, MurariLal& Sons
- Education and Communication for development, O.P. Dahama, O.P. Bhatnagar, Oxford & IBH Publishing company, New Delhi.
- Information and Communication Technology, N. Sareen, Anmol Publication
- Communication and Education, D.N. Dasgupta, Pointer Publishers

**Evaluation/Assessment Methodology**

	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>

Prerequisites for the course:

**Course Learning Outcomes:**

1. Scholar will be able to choose research title from this area of specialization.
2. Scholar will be able to pursue his Ph.D. after qualifying this course.

**PRE-PH. D COURSE WORK**  
**DOCTORATE OF PHILOSOPHY IN PHYSICAL EDUCATION**

<b>Programme: Ph.D.</b>		<b>Year: Course Work</b>
<b>Class: Ph.D.</b>		<b>Semester: I</b>
<b>Credits: 4</b> <b>Theory: 4</b> <b>Practical: 0</b>	<b>Subject: SPORTS NUTRITION</b>	
<b>Course Code: PHD-DE-105D</b>	<b>Title: SPORTS NUTRITION</b>	
<b>Course Objectives:</b>		
<ul style="list-style-type: none"> <li>• To understand the guidelines of nutrition &amp; performance enhancements.</li> <li>• To acquaint with the principles of sports nutrition.</li> <li>• To understand the basic concept of body fuels &amp; suggest basic practices.</li> <li>• To understand the techniques in nutrition assessment &amp; give suggestions.</li> </ul>		
<b>Nature of Paper: Core Theory</b>		
<b>Minimum Passing Marks/Credits: 40% Marks / 4 Credits</b>		
L:03 T: 0 P:2(In Hours/Week) Theory - 1Hr. = 1 Credit, Practical- 2 Hrs.=1Credit(4Hrs./Week=4Credits)		
<b>Unit</b>	<b>Contents</b>	<b>No. of Lectures Allotted</b>
I	Introduction & Scope of Sports Nutrition, Concept of Sports Nutrition, Trends in Sports Nutrition.	12
II	Content of Nutrition, Proportion of carbohydrates, fat & protein, Principles of Sports Nutrition, Recommendation for fat & protein, Water, exercise & dehydration	12
III	Diet prescription & ergogenic aids, Sports supplement, Nutrition according to Body composition & for special population, Pre meal, exercise & energy expenditure, Doping & its classification.	12
IV	Research Reviews (Minimum Eight) Related to Proportion of diet content, Sports supplement, Intake & energy expenditure, Ergogenic aids.	12
V	Course Related Practical Work, Field Work	12
<b>Reference / Text Books:</b>		
<ul style="list-style-type: none"> <li>➤ Burbank, J. M. Andranovich, G, D, &amp; Heying Boulder, C, H, (2001), Olympic dreams: the impact of mega-events on local politics: Lynne Rienner</li> <li>➤ Deshpande, S, H, (2014), Physical Education in Ancient India, Amravati: Degree college of Physical education,</li> <li>➤ Nixon, E, E, &amp; Cozen, F,W, (1969), An introduction to physical education, Philadelphia: W,B, Saunders Co,</li> <li>➤ Osborne, M, P, (2004), Magictree house fact tracker: ancient greece and the olympics: a nonfiction companion to magic tree house: hour of the Olympics, New York: Random House Books for Young Readers,</li> <li>➤ Bucher, C,A,, (2010), Foundation of Physical education (16thed,), New Delhi: Tata McGraw Hill,</li> </ul>		

- Barrow, H,M, (1983), Man and Movement: Principles and Physical Education, Phi: Lea and Febiger
- Bucher &Wuest (1987), Foundations of Phy, Edu & Sports, Missouri: C,V, Mosby.

<b>Evaluation/Assessment Methodology</b>	
	<b>Max. Marks</b>
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
<b>Total:</b>	<b>100</b>
Prerequisites for the course:	
<b>Course Learning Outcomes:</b>	
1. Scholar will be able to choose research title from this area of specialization.	
2. Scholar will be able to pursue his Ph.D. after qualifying this course.	