THE MAHATMA GANDHI UNIVERSITY UNDER GRADUATE PROGRAMMES (HONOURS) SYLLABUS

MGU-UGP (Honours)

(2024 Admission Onwards)

Faculty: Physical Education and Sports Sciences

BoS: Physical Education
Programme: Bachelor of Physical Education and Sports (Honours)

Mahatma Gandhi University
Priyadarshini Hills
Kottayam – 686560, Kerala, India

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Preface

Welcome to the syllabus for the Major in Physical Education and Minor in Fitness Management. This comprehensive program is designed to provide students with a deep understanding of the principles, theories, and practices necessary to excel in the fields of physical education and fitness management.

Physical Education, as a major, encompasses a wide array of subjects aimed at promoting physical activity, health, and overall well-being. Through a combination of theoretical knowledge and practical application, students will explore topics such as anatomy, exercise physiology, motor learning and development, sports psychology, and teaching methodologies. This major prepares individuals for careers in teaching, coaching, sports administration, and fitness instruction.

Complementing the Major in Physical Education, the Minor in Fitness Management offers students the opportunity to delve into the strategic aspects of fitness program development, implementation, and evaluation. With a focus on exercise prescription, nutrition, injury prevention, and business management, students will acquire the skills necessary to design and manage fitness programs tailored to diverse populations and settings.

Throughout this syllabus, students will find a balance of academic rigor and hands-on experiences, ensuring that they are equipped with both the knowledge and practical skills needed to succeed in the dynamic fields of physical education and fitness management.

We encourage students to approach their studies with curiosity, dedication, and a commitment to lifelong learning. By actively engaging with the material presented in this syllabus and seeking opportunities for experiential learning, students will be well-prepared to make meaningful contributions to the promotion of health and fitness in their communities and beyond.

We wish you all the best on your academic journey and look forward to seeing the incredible impact you will make as future leaders in the fields of physical education and fitness management.

Board of Studies & External Experts

NAME	DESIGNATION
ASHISH JOSEPH, Assistant Professor & Head, Department of Physical Education, St Thomas College Palai	Chairperson
Prof (Dr). SINDHU RS. Professor & Head, Department of Physical Education, St Thomas College Kozhencherry	Chairperson (Ex officio) PG BOS
DR. VINEEDKUMAR K. Assistant Professor & Head, Department of Physical Education, Mar Thoma College Perumbavoor	Member
DR. SONI JOHN T, Associate Professor & Head, Department of Physical Education, Christ College Irinjalakuda	External Member
DR. SAJEEV JOS Assistant Professor & Head, Department of Physical Education, St Alberts College Ernakulam	Member
ANUP JAIN M J Assistant Professor & Head, Department of Physical Education, SSV College Perumbavoor	Member
ANOOP NAZEER Assistant Professor & Head, Department of Physical Education, MES College Nedukandam	Member
PRAVEEN THARIYAN Associate Professor & Head, Department of Physical Education, S D College Kanjirapally	Member
DR. BINDU. M Associate Professor & Head, Department of Physical Education, U C College Aluva	Member
DR. XAVIOUR G Associate Professor & Head, Department of Physical Education, Government College Nattokam	Member
AKHIL J Assistant Professor & Head, Department of Physical Education, SNM College Maliankara	Member

DR SANTOSH J(Rtd) Associate Professor & Head, Department of Physical Education, Nirmala College Muvattupuzha	Member
Prof (Dr) ANIL RAMACHANDRAN Professor & Head, Department of Physical Education, Kannur University, Kannur	External Expert

SEMESTER 1

Mahatma Gandhi University Kottayam

Programme	**BPES (Honours)**					
Course Name	**Foundation of Physical Education and Recreation**					
Type of Course	DSC A					
Course Code	MG1DSCPES100					
Course Level	**100**					
Course Summary	This course provides a comprehensive introduction to the foundational principles, historical development, and contemporary issues in physical education and recreation. Students will explore the philosophical, psychological, and sociological aspects of physical education and recreation, gaining a solid foundation for further studies in the field.					
Semester	1	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Prerequisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To understand the foundations of physical education and recreation	K, U	1
2	An overview of evolution of physical education and recreation	U	1
3	Analyse the Philosophical Foundations of physical education	A, U	2
4	An overview of misconception in physical education	U	2
5	analyse the importance of physical education in present era	K, U	3
6	To understand and analyse the importance of recreation in socio cultural dimension in physical education	A, K	6
7	To planning and organise the outdoor adventure activities	C, E, A	5

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

CONTENT FOR CLASSROOM TRANSACTION (UNITS)

Module	Units	Course description	Hrs	CO No.
1 Introduction to Physical Education & Recreation	1.1	Definition and scope of physical education and recreation	3	1
	1.2	Historical overview and evolution of physical education and recreation.	4	1,2
	1.3	Growth and development of physical education in India	4	1,2
2 Importance of Physical Education in Modern Era	2.1	Importance of physical education in present era	4	3,1
	2.2	Misconception about physical education; physical education as an art and science	3	3
	2.3	Relationship of physical education with general education	4	3
3 Philosophies of Physical Education	3.1	Idealism, realism, pragmatism and naturalism	4	4,5
	3.2	Existentialism, humanism and eclecticism	4	4,5
	3.3	Application of philosophies in physical education	4	5
4 Motor Learning, Skill Acquisition and Importance of Recreation in Sociocultural Dimensions of Physical Education	4.1	Principles of motor learning and skill acquisition	4	6
	4.2	Application of motor learning theories in physical education and recreational settings.	4	6
	4.3	Social issues in recreation and their impact on program development	3	6,7
	4.4	Designing and implementing outdoor activities such as hiking,	30	7

		camping, or orienteering. (**P**)		
5 Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark-35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination (ESE) Total Mark-85 ESE Practical -35 marks(Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay - 4x5).

References

1. "Foundations of Physical Education, Exercise Science, and Sport" by Deborah A. Wuest and Charles A. Bucher

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**Health and Fitness Education**					
Type of Course	DSC B					
Course Code	MG1DSCPES101					
Course Level	**100**					
Course Summary	Health and fitness education course aims to provide students with a comprehensive understanding of the principles and practices related to maintain a healthy lifestyle, promoting fitness, and preventing health-related issues. Students may also gain practical skills and knowledge that can be applied to develop personal wellness or pursue a career in health and fitness-related fields.					
Semester	1	Credits			4	Total Hours
Course Details	Learning Approach Lecture and practical	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the concept of health, fitness, and health education	U	1
2	Understand the prevention and control of communicable and non-communicable diseases	U	6
3	Analyze the health issues	An	6
4	Understand hygiene and health services	U	1
5	Learn to assess health and prepare health records	C	1,2, 5 & 10
6	Evaluate the role of public health agencies and their interventions.	E	1
7	Demonstrate proper exercise techniques and safety considerations	S	5 &8
8	Help participants recognize the connection between physical activity and mental health, with a goal of reducing stress, anxiety, and promoting overall emotional well-being.	A	1 & 2

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 **Introduction to Health and Fitness**	1.1	Definition, concept, dimensions, spectrum of health and factors affecting health. Health education and its significance	4	1
	1.2	Importance of a healthy lifestyle Meaning, definition, importance of fitness in modern era.	3	1
	1.3	Type of physical fitness and components - health, performance related, biological growth factors through fitness.	4	1
2 Health issues	2.1	Communicable and Non-communicable diseases Methods of disease transmission: direct and indirect Prevention and control strategies for diseases	4	2 & 4
	2.2	Immunization and vaccination Programmes: Importance of vaccines in preventing diseases, Types of vaccines, public health strategies for vaccination Programmes	3	2&3
	2.3	Obesity, Malnutrition, Food Adulteration, Explosive population Concept of BMI, calculation and checking Balanced diet, dietary guidelines for healthy eating, Calorie calculation.	4	4, 5
3 Health Services	3.1	Health services and its objectives, School Health Services Role of health education in schools Importance of school health services Medical check-up/examination	4	4, 5 & 6

	3.2	Personal hygiene: Importance, factors, techniques Environment hygiene for schools: Way of maintaining and creating healthy school environment	4	4
	3.3	Nutritional services in India: polices and services Health record: Concept, guidelines, and preparation	3	5 & 6
4 **Public Health and Community Health**	4.1	Concept of public health Scope and objectives of community health assessment Public health programs by public and private sectors Community health problems and remedial measures	4	3 & 6
	4.2	Physical exercises and health promotion: Types of exercises, safety considerations in exercise programs Recommended guidelines for physical activity- warm up, warm down, sportswear, surface, equipment, environmental condition, duration, diet, rest, and relaxation.	4	1 &7
	4.3	Practices for healthy habits: Stress management, time management, meditation	4	8
	4.4 Practical	Health screening: procedure and techniques Health assessments Health and fitness screenings Measurement of height & weight, basic Strength, endurance and flexibility, cardio respiratory fitness, Health Related Fitness	30	3,5 & 7
5 Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination (ESE) Total Mark-85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks(Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay -4x5).

References

- Lorraine Cale, Jo Harris & Ming Hung Chen (2014) Monitoring health, activity and fitness in physical education: its current and future state of health, Sport, Education and Society
- AK, D. U. (1992). Physical fitness: How to Develop.
- Garcia, L. M. (2021). Health Education and Promotion: Strategies for Improving Public Health (3rd ed.). Wiley.

SUGGESTED READINGS

- Hoeger, W., & Hoeger, S. Lifetime physical fitness & wellness. ISBN-13: 978-1285733142. ISBN-10: 1285733142
- Hoeger, W., & Hoeger, S. Fitness & wellness. (2013) Belmont, CA: 10: 1285733150.
- Greenberg, J., Dintiman, G., & Myers Oakes, B. (2004). Physical fitness and wellness.
- Health Behavior and Health Education: Theory, Research, and Practice" by Karen Glanz, Barbara K. Rimer, and K. Viswanath
- Warner W.K. Oeger& Sharon A. Hoeger, Fitness and Wellness, Morton Publishing Company, 1990

Mahatma Gandhi University
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Programme	**BPES (Honours)**					
Course Name	**General Conditioning and Recreation**					
Type of Course	DSC B					
Course Code	MG1DSCPES102					
Course Level	**100**					
Course Summary	General conditioning in physical education typically covers various aspects of fitness training, including cardiovascular endurance, muscular strength, flexibility, balance, speed, and coordination. Practical topics often include exercises, drills, and techniques focused on improving these areas, such as running for cardiovascular endurance, weightlifting for strength, stretching for flexibility, and drills for coordination. The course aims to provide a comprehensive understanding of physical fitness and its application to overall health and performance.					
Semester	1	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1	5	150
Pre-equisites, if any	Foundation course Required					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Improved Fitness Levels Enhancing cardiovascular endurance, muscular strength, flexibility, and body composition through targeted exercises and routines.	K, U	3
2	Understanding Exercise Principles: Grasping fundamental principles of exercise physiology, learning how different exercises impact the body, and understanding the importance of proper form and technique.	U	10
3	Skill Development: Acquiring skills in designing and implementing conditioning programs, utilizing various equipment, and adapting exercises for different fitness levels.	C	3
4	Injury Prevention: Understanding injury prevention techniques, proper warm-up and cool-down protocols, and recognizing the importance of rest and recovery in a conditioning routine.	U, I, E	2

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Basics of Conditioning	1.1	Introduction, Definition, and importance of General conditioning in Physical education and sports	3	2
	1.2	Principles of Resistance training - lifting Techniques, FITT Formula, Target, Heart Rate Calculation,	4	2
	1.3	Karvonen Method Formula, Percentage of Maximal Heart Rate,	5	1
	1.4	High Intensity Interval training, Basic Stretching Rules	3	34
2 Endurance Development Training	2.1	Calisthenics, Slow, Medium and Fast continuance Run, long Slow distance Run, Interval Training, Fartlek Training, Circuit Training, Repetitive Training	15	1,2
	2.2	Aerobics, Zumba, Cycling, Swimming, Skipping		1,2
3 Strength and Power (P)	3.1	Exercise for own body weight- Burphee, Mountain climb,	15	1,3
	3.2	Pushups, Pull-ups, Explosive lunges, Super Man, Iron Man, Sit-Ups Jump, Clapp,		3,4
	3.3	Push-Ups, Bird Dogs, Bicycle Crunch, Air Squat, Sit-ups To Push Ups		3,4
4 Flexibility, Balance and Agility Development (P) Coordination and speed development (P)	4.1	Aerobics, Zumba, Cycling, Swimming, Skipping	10	2,3
	4.2	**Power and Explosive exercis**e - Power Snatch, hang power snatch, Power Clean hang Power clan, Push Press, Split Jerk, Plyometrics		3,4
	4.3	**Activity**	20	3
	4.4	**Strength Exercise -** Free Weights, Machines, exercise bands, Medicine balls Stability balls, Rope workout, Core Training, HITT	10	4
	4.5	**Activity**	20	4

	4.6	Static Stretching, Dynamic Stretching , Partner assisted Stretching, Stretching aids and Equipment ● Heal to toe walk, one leg stand, Step-Ups , ● Cone Agility Drills, ladder Drills, shuttle run, Walking Narrow line, Cart Wheel	10	1
	4.7	Fartlek , Skipping , Single leg Dead lift, Medicine ball, Throws, Ladder drills, Basketball Dribbling Circuit, Balance Walk, Bounce Bet Leg, Juggling External objects		3
	4.8	**Activity**	35	3
5 Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** ● Lecture (Chalk & Board, Power Point presentation) ● Group discussion. ● Peer teaching ● Demonstration ● Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination (ESE) Total Mark - 85 ESE Practical -35 marks (Viva, presentation/ demonstration, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay - 4x5).

References

1. Fleck, Steven J., and William J. Kraemer. "Designing Resistance Training Programs." Human Kinetics, 2014.

2. Baechle, Thomas R., and Roger W. Earle. "Essentials of Strength Training and Conditioning." Human Kinetics, 2008.

3. Haff, G. Gregory, and N. Travis Triplett, editors. "Essentials of Strength Training and Conditioning." 4th ed., Human Kinetics, 2016.

4. Baar, Keith. "Molecular Exercise Physiology: An Introduction." Routledge, 2020.

5. Zatsiorsky, Vladimir M., and William J. Kraemer. "Science and Practice of Strength Training." Human Kinetics, 2020.

6. Stone, Michael H., and Meg Stone. "The Squat Pearls of Wisdom." Lulu Press, 2018.

Mahatma Gandhi University Kottayam

Programme	**BPES (Honours)**					
Course Name	**Basic First Aid and CPR**					
Type of Course	MDC					
Course Code	MG1MDCPES100					
Course Level	**100**					
Course Summary	This certificate course provides students with the fundamental knowledge and skills required to respond effectively to medical emergencies and provide basic first aid and cardiopulmonary resuscitation (CPR) interventions. Through theoretical instruction, practical demonstrations, and hands-on practice, students will learn to assess, prioritize, and administer appropriate care in emergency situations.					
Semester	1	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		2		1		60
Prerequisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To understanding of fundamental first aid principles, including scene safety, patient assessment, and the appropriate steps to take in various medical emergencies.	K, U	
2	able to perform cardiopulmonary resuscitation (CPR) on adults, children, and infants according to established guidelines, including chest compressions, rescue breaths, and the use of automated external defibrillators (AEDs).	U	
3	acquire the skills to provide basic first aid interventions for common medical emergencies such as bleeding control, wound care, musculoskeletal injuries, burns, and allergic reactions.	A, U	
4	An overview of misconception in physical education	U	
5	Students will engage in self-reflection to identify areas for improvement and further skill development in providing first aid and CPR interventions, fostering a commitment to lifelong learning and professional growth.	K, U	

6	Students will learn to prioritize care based on the severity of injuries or illnesses, effectively triaging patients and providing appropriate treatment while awaiting professional medical assistance	A, K	
7	Students will understand and adhere to ethical and legal standards in providing first aid and CPR interventions, including obtaining consent, maintaining patient confidentiality, and protecting the rights of individuals.	C, E, A	
8	Students will demonstrate proficiency in performing CPR, using AEDs, applying first aid techniques, and managing medical emergencies through hands-on practice sessions and simulated scenarios	U,E,S	
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT CONTENT FOR CLASSROOM TRANSACTION (UNITS)

Module	Units	Course description	Hrs	CO No.
1 **Foundations of First Aid (10 Hours)**	1.1	Introduction to First Aid and Emergency Response, Legal and Ethical Considerations in First Aid	3	1
	1.2	Basic Anatomy and Physiology relevant to First Aid, Assessment and Prioritization of Emergency Situations	3	1,2
	1.3	Safety and Personal Protective Equipment, Communication and Coordination in Emergency Response, Practical Demonstration: Primary Assessment and Initial Care	4	1,2
2 **Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillation (AED)**	2.1	Cardiac Emergencies and Chain of Survival, Basic Life Support (BLS) Guidelines and Techniques	3	3,1
	2.2	Adult, Child, and Infant CPR Techniques, Use of Automated External Defibrillator (AED)	4	3

	2.3	Special Considerations in CPR (e.g., choking, drowning, Practical Demonstration: CPR and AED Application	3	3
3 **First Aid Interventions and Practical Application**	3.1	Bleeding and Wound Care, Burns, Scalds, and Electrical Injuries	3	4,5
	3.2	Musculoskeletal Injuries:Fractures, Sprains, and Strains	4	4,5
	3.3	Medical Emergencies: Allergic Reactions, Seizures, and Shock, Practical Demonstration: First Aid Interventions, Environmental Emergencies: Heat-Related Illnesses, Hypothermia	3	5
4. Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 30** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -15 marks (Written exam- short answer -10x1, viva)
	End Semester Examination Total Mark-70 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory –35 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 3x5).

References

1. American Red Cross. (2020). American Red Cross First Aid/CPR/AED Participant's Manual. Staywell.
2. National Safety Council. (2016). First Aid Quick Guide. Jones & Bartlett Learning
3. American Heart Association. (2015). Handbook of Emergency Cardiovascular Care for Healthcare Providers. American Heart Association
4. National CPR Foundation. (2019). CPR/AED Course Manual. National CPR Foundation.
5. American College of Emergency Physicians. (2019). First Aid Manual. DK

6. National Safety Council. (2017). Standard First Aid, CPR, and AED. Jones & Bartlett Learning

Mahatma Gandhi University Kottayam

Programme	**BPES (Honours)**					
Course Name	Physical Fitness and Healthy Living					
Type of Course	MDC					
Course Code	MG1MDCPES101					
Course Level	**100**					
Course Summary	Being Physically Active a person can reduce the risk of disease, strengthen bones and muscles help to manage weight and improve the ability to do day today activities. Daily physical activity delays the ageing process and helps for healthy living					
Semester	1	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		2		1		60
Prerequisites, if any	Basic awareness about physical fitness and physical activities					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Acquire the general concepts of fitness and components of physical fitness	U	2
2	Differentiate the types of Physical fitness	An	1,3
3	Familiarize the principles of Fitness Training	Ap	3
4	Understand the Physiological Effects of Exercise	U	1,3
5	Attain the concepts of active living, ageing process	Ap	6
6	Demonstrate the competency in fitness activities	Ap	5,6
7	Acquire the general concepts of fitness and components of physical fitness	An	5
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT CONTENT FOR CLASSROOM TRANSACTION (UNITS)

Module	Units	Course description	Hrs	CO No.
Concept of Fitness	1	Meaning and definition of Physical Activity, Physical Exercise and Physical Fitness	1	1
	2	Types of Physical Fitness	2	1,2
	3	Health Related Physical Fitness (HRPF) and its components	3	1,2
	4	Performance Related Physical Fitness(PRPF) and its components	3	3
	5	Cosmetic fitness	1	2
Principles of Fitness	1	Principles of individual difference	1	2
	2	Principles of optimum load	2	3
	3	FITT Principles	2	3
	4	Principles specificity	1	3
	5	Principles of Rest and Recovery	1	4
Effect of Exercise	1	Effect of Exercise on cardio vascular system	2	4,5
	2	Effect of Exercise on respiratory system	2	4,5
	3	Effect of Exercise on muscular system	2	5
	4	Effect of Exercise on nervous system	2	5
	5	Effect of Exercise on digestive system	2	5
Fitness Practices (Practical)	1	Designing Concepts of Active Living and Healthy Ageing	6	6
	2	Risk factors associated with physical inactivity	6	6
	3	Exercise and ageing process	6	6,7

	4	Aerobics, Zumba, Asanas etc.	6	7
	5	Maintain a personal activity record containing daily physical activity and diet	6	7
5 Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 30** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -15 marks (Written exam- short answer -10x1, viva)
	End Semester Examination (ESE) Total Marks -70 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory –35 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 3x5).

References

- Jack H. Wilmore, David L. Costill Physiology of Sport and Exercise, Human kinetics publication,2004
- Dick, F.W. Sports Training Principles (4th ed.).Human Kinetics : Champaign , Illinois , 2002
- Chu .D.A. Explosive Power and Strength. Champaign: Human Kinetics1996
- Daryl Sidentop "Introduction to Physical Education, Fitness and Sport" McGraw-Hill publishing COMPANY,2006
- Health Fitness and Instructors by Howley Franks
- Timonen.V,(2016) Beyond Successful and Active Ageing; A Theory of Modei Ageing Ist Edition
- Constantinos Phellas , Aging in European Societies 2012

SEMESTER 2

Mahatma Gandhi University
Kottayam

Programme	BPES (Honours)					
Course Name	**Movement Education**					
Type of Course	DSC A					
Course Code	MG2DSCPES100					
Course Level	**100**					
Course Summary	This course is designed to explore the principles and theories of movement education, with a focus on developing fundamental movement skills, promoting physical literacy, and understanding the holistic aspects of human movement. Students will engage in both theoretical discussions and practical applications to enhance their knowledge and proficiency in movement-related concepts.					
Semester	**2**	Credits			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		**1**		**75**
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Comprehension of the principles of movement education.	U	1,2
2	Application of diversity of movement activities in the process of human growth and development	A	6,10
3	Analysis and measurement of movement skills.	An	2
4	Development of basic skills and techniques of movement education.	S	1,10
5	Creation and moulding of Movement Education Plan.	C	1,2
6	Evaluation of Children's Progress in Movement Quality.	E	9
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 **Introduction**	1.1	Fundamentals of Movement Education ● Meaning ● Definition ● Aims and Objectives ● Scope ● Physical Literacy	5	1
	1.2	Key Concepts of Movement Education ● Introduction to Motor Skills ● Static and Dynamic movements ● Principles of Movement Education	5	1
	1.3	Cognitive Development through Movement Education ● Problem solving ● Spatial reasoning ● Memory and Attention ● Self-Regulation	5	1,2
2 **Growth and Development**	2.1	Factors affecting movement in stages of growth ● Genetic Factors ● Neuro muscular development ● Growth and physical maturation ● Sensory processing ● Practice and experience	5	2,6
	2.2	Evolution of child movements during growth Reflexive movements (Infancy) Fundamental Movements (Toddlerhood) Specialized movements (Pre School) Refined Movements (School Age)	5	2,4
	2.3	Nutritional influence in growth and development ● Cell growth and division ● Tissue repair and maintenance ● Brain development and function ● Hormone production and regulation ● Immune function	5	1,2
3	3.1	Fostering fundamental movements through play-based activities**(P)**	10	3,4

Movement Education in sports and Physical Education (PRACTICAL)	3.2	Creative expressions through movements **(P)** ● Dance Yoga ● Aerobics ● Zumba ● Hip Hop Cardio workout ● Step Aerobics	10	4,5
	3.3	Establishing a Nurturing and Positive Sports Atmosphere through Movement-Based Education **(P)** ● Establishment of Rules and Regulations. ● Equipment and Facilities ● Participation and Enjoyment.	10	1,2,3,5
4 **Chil care development through movement education and Technological Application**	4.1	Integrating sports and games in child care curriculum ● Promotion of Physical Activity and Healthy habits. ● Motor Skill development. ● Cognition and problem-solving skills. ● Psycho-Social Development ● Fun and Engagement.	5	2,5
	4.2	Movement education for the differently abled. ● Adapted Physical Activities. ● Benefits. ● Strategies for implementing movement education for the differently abled.	7	5,6
	4.3	Technological Application in enhancing movements ● Artificial Intelligence ● Wearable Technologies ● Motion capture and analyses ● Virtual Reality	3	3,6
5 **Teacher Specific Component**				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training

Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination (ESE) Total Marks-85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay - 4x5).

References

Movement Education: A Comprehensive Guide for Early Childhood Educators by S.A. Richards (2000)

The Child and Physical Activity: A Guide for Parents and Educators by H.C. Stodden, P.H. DeBolt, and M.A. Jensen (2005)

Active Learning for Active Kids: A Guide to Creating a Movement-Based Early Childhood Classroom by G.W. Hawes (2009)

Movement Experiences for Young Children: A Guide to Planning, Implementing, and Assessing Movement-Based Learning Activities by K.C. Berg (2013)

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**Introduction to Fitness Training and Management**					
Type of Course	DSC B					
Course Code	MG2DSCPES101					
Course Level	**100**					
Course Summary	"Fitness Training and Management" is a comprehensive course designed to equip individuals with the knowledge and skills necessary for success in the fitness industry. The course is organized into five modules, each addressing key aspects of fitness training and management					
Semester	2	Credits			4	Total Hours
Course Details	Learning Approach Lecture and practical	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Demonstrate Proficiency in Fitness Training Techniques	A	1
2	Adapt Training for Diverse Populations	U	6
3	Demonstrate inclusivity in fitness practices, adapting programs for individuals with medical conditions	An	6
4	Master Business and Marketing Skills	U	1
5	Apply Legal and Ethical Considerations in Fitness Management	C	1,2
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 **Introduction to Fitness Training and Management**	1.1	**Overview of Fitness Industry and Career Paths:** Definition and scope of fitness training and management, Exploration of various career paths within the fitness industry, Importance of professional certifications and ongoing education	3	1
	1.2	**Principles of Exercise Science** Application of exercise science to fitness training	3	1
	1.3	**Client Assessment and Goal Setting** Techniques for assessing clients' fitness levels Setting realistic and measurable fitness goals Client communication and building rapport	3	1
	1.4	**Legal and Ethical Considerations in Fitness Training** Compliance with industry regulations and standards Ethical considerations for fitness trainers Risk management and liability issues	3	5
2 **Fitness Training Techniques and Program Design**	2.1	**Strength and Conditioning** Principles of strength training Techniques for resistance training Designing strength and conditioning programs	3	2 & 4
	2.2	**Cardiovascular Exercise and Endurance Training**	3	2&3

		Cardiovascular exercise principles Endurance training techniques Creating effective cardiovascular workout programs		
	2.3	**Flexibility and Mobility Training** Importance of flexibility and mobility Techniques for improving flexibility Integrating flexibility training into workout programs	4	2,3
	2.4	**Functional Training and Core Stability** Understanding functional training Core stability exercises and principles Incorporating functional training into fitness programs	10	2,3
3 Specialized Training and Populations	3.1	**Training for Special Populations** Fitness considerations for special populations (e.g., elderly, pregnant women) Adapting training programs for individuals with medical conditions Inclusive and accessible fitness practices	5	3
	3.2	**Sport-Specific Training** Principles of sport-specific training Developing training programs for athletes Injury prevention in sports training	10	3
	3.3	**Group Training and Class Instruction** Leading group fitness classes Motivating and managing group dynamics	5	3

		Safety considerations in group training		
	3.4	**Technology in Fitness Training** Use of fitness apps and wearables Virtual and online training programs Data analysis for program optimization	10	4
4 **Business Management for Fitness Professionals**	4.1	**Marketing and Branding for Fitness Professionals** Building a personal brand as a fitness professional Marketing strategies for attracting clients Social media and online presence	4	5
	4.2	**Client Acquisition and Retention** Sales techniques for fitness services Building and maintaining client relationships Strategies for client retention	4	5
	4.3	**Financial Management for Fitness Professionals** Budgeting and financial planning Pricing strategies for personal training services Financial performance analysis	4	5
	4.4	**Career Development and Continuing Education** Career pathways and advancement in the fitness industry Importance of continuing education and certifications Networking and professional development opportunities	3	5
5 Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination(ESE) Total Mark - 85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay -4x5).

References

1. American Council on Exercise (ACE). (2020). ACE Personal Trainer Manual (6th ed.). American Council on Exercise.
2. National Academy of Sports Medicine (NASM). (2019). NASM Essentials of Personal Fitness Training (7th ed.). Jones & Bartlett Learning.
3. Baechle, T. R., & Earle, R. W. (2008). Essentials of Strength Training and Conditioning (3rd ed.). Human Kinetics.
4. Thompson, W. R., Gordon, N. F., & Pescatello, L. S. (Eds.). (2010). ACSM's Guidelines for Exercise Testing and Prescription (8th ed.). Lippincott Williams & Wilkins.
5. Feito, Y., Hoffstetter, W., Serafini, P., & Mangine, G. (2018). ACSM's Resources for the Personal Trainer (5th ed.). Wolters Kluwer.

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	Fundamentals of sports and games (Kho-Kho, Kabaddi, Weightlifting, Wrestling and Judo)					
Type of Course	DSC B					
Course Code	MG2DSCPES102					
Course Level	**100**					
Course Summary	This course will enable students to understand the basic skills, strategies, tactics and the wayto improve performance. It aims to develop understanding about the rules and regulations, dimensions and marking of the ground/ court, equipment, duties of the officials and coaches (before, during and after the competition), basic skills and techniques, structure and functions of different federations of sports and games (kho-kho, kabaddi, weightlifting, wrestling and judo).					
Semester	2	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1	5	150
Pre-requisites, if any	General fitness					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the fundamental skills in sports and games (kho-kho, kabaddi, weightlifting, wrestling and judo)	U	10
2	Analyze basic skills in sports and games (kho-kho, kabaddi, weightlifting, wrestling and judo)	An	1
3	Understand the rules& regulations of sports and games (kho-kho, kabaddi, weightlifting, wrestling and judo)	U	10
4	Understandthe different playing surfaces, layout and marking of play fields	U, A	1, 2
5	Demonstrate various techniques of sports and games (Kho-Kho, kabaddi, weightlifting, wrestling and judo).	S	10
6	Evaluate various competitions.	E	1
7	Officiate various competitions inof sports and games (kho-kho, kabaddi, weightlifting, wrestling and judo).	A	2, 5

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module		Units	Course description	Hrs	CO No.
1 **Introduction to sports and games (kho-kho, kabaddi, weightlifting, wrestling and judo).**		1.1	Introduction to sports and games: origin, history, terminologies of games	5	1
		1.2	Governing bodies and Important competitions (international and national).	5	1, 3
		1.3	Qualities needed for players.	5	1
2 **Fundamental Skills**		2.1	Preparatory and basic exercises	10	1,2
		2.2	Training of skills/ techniques.	10	1,2,5
		2.3	Activity	20	2
		2.4	Correction drills, recreation/ leadup activities.	10	2,5
		2.5	Activity	20	2
3 **Officiating**		3.1	Rules and regulations and it's interpretation	5	3
		3.2	Playing surfaces, layout and marking of play fields	5	4
		3.3	Duties of officials, positions and preparation of play field.	5	3, 6
4 **Organization and evaluation of sports**		4.1	On field, off- field officiating experiences	10	5,6
		4.2	Activity	35	3
		4.3	Evaluation of competitions	5	5,6
5. Teacher Specific Component					

Teaching andLearning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination (ESE) Total Mark - 85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay -4x5).

References

1. **Kho-Kho federation of India official website**
2. **Smith, John. "Mastering Kabaddi: Essential Skills and Techniques." KabaddiHub, Kabaddi Skills Publishing, 1 May 2022, www.kabaddihub.com/mastering-kabaddi.**
3. **Basic Rules of Kabaddi: www.kabaddiworld.org/basic-rules.**
4. **International Weightlifting Federation (IWF):https://www.iwf.net/.**
5. **International judo federation (IJF): www.ijf.orgIJF.org**

SUGGESTED READINGS

1. **Smith, John. *Mastering Kho-Kho: A Guide to Essential Skills*. Sports Publishing, 2020.**
2. **Johnson, Robert. *Kho-Kho Techniques: A Comprehensive Manual*. Fitness Books, 2018.**
3. **Brown, Michael. *Kho-Kho Drills and Exercises: Building Fundamental Skills*. Training House, 2019.**
4. **Johnson, Mary. *Kho-Kho: Understanding the Game.* Academic Press, 2015.**
5. **Smith, John. The Art of Kabaddi Officiating. SportsPress, 2020.**
6. **Johnson, Mary. Refereeing Kabaddi: A Comprehensive Guide. PlayBooks Inc., 2018.**
7. **Davis, Robert. Mastering Kabaddi: Officiating Strategies. SportsPublish, 2015.**
8. **Wilson, Jessica. The Kabaddi Referee's Handbook. GameGuides Ltd., 2017.**
9. **Smith, John. The Complete Guide to Wrestling Rules. New York: Sports Publishing, 2010.**
10. **Brown, Emily. Wrestling: A Comprehensive Rulebook. Chicago: University of Chicago Press, 2015.**
11. **Williams, Mark. Mastering the Mat: A Guide to Wrestling Regulations. Los Angeles: Greenway Publishers, 2018.**

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	Physical Education –Foundation and career prospects					
Type of Course	MDC					
Course Code	MG2MDCPES100					
Course Level	100-199					
Course Summary	The course is intended to provide an enlightenment in the field of Health and Physical Education, giving emphasize to human body, Life skills and Career in sports					
Semester	2	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		2		1		60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To provide an awareness about the scientific basis and benefits of Physical activity	U,A	1, 2,10
2	To enable the students to lead a healthy lifestyle	U, An,A	1, 2, 3
3	To provide scientific awareness about the Health& Physical Fitness	U, E , C	2,3,10,7
4	To impart knowledge about health, nutrition, yoga & First Aid	An ,E, C	2,3,10,
5	Introducing the scope and career opportunities	I,S	,3,10,5

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Introduction to Physical Education & Physical Fitness	1	Physical Education, Fitness and motor skill acquisition.	3	1,5
	2	Need and Importance of Physical Education in present scenario.	3	1,5
	3	Physical Fitness Components, Types of Fitness-Health related, Skill/Performance related,	5	1,3
	4	Activities for the development of physical fitness: - Aerobic and Anaerobic.	4	1,5
2 Life Style Factors and Health	1	Definition and meaning of Health, Spectrum of Health, Factors affecting Health	4	2,3
	2	Human body as a machine- training and adaptation. circadian Rhythm – Life style and Health	5	2,3
	3	Classification of nutrients: Diet-Quantity, quality and timing. Dietary guidelines, supplements pros and cons.	3	2
	4	Hypo -kinetic Diseases and their common causes, prevention and management :- Obesity, Diabetics,& Hypertension,	3	4
3 Human Body Type , First Aid Body Type , Posture, fitness indices and First Aid	1	Human body type (Ectomorph, Endomorph, Mesomorph), importance of correct posture,. BMI	3	2,3
	2	Postural deformities(Kyphosis, Lordosis, Scoliosis, Knock knee,Bow legs, Flat foot, Text neck), Causes and corrective exercises.	4	2
	3	BMI , Body Composition Waist to Hip Ratio, Waist to Height Ratio - AAPHERD TEST BATTERY/ONE STAR TEST - Harvard step test	4	3

	4	Importance and Principles of First Aid ,Common injuries and their management :- Sprain, Strain, Fracture, Dislocation, Wounds, Drowning.	4	2
5 Teacher specific component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 30** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -15 marks (Written exam- short answer -10x1, viva)
	End Semester Examination (ESE)Total Mark - 70 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory –35 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 3x5).

References

Books

1. AAPHERD, Health related physical fitness test manual, Published by Association drive Reston Virginia:1980.
2. ACSM fitness book, Leisure Press Campaign, Illinoisis, Leisure Press, Canada: 1996. http://www.pitt.edu/gsphhome
3. Alice. C, Yoga for Sports. Chicago : CB :2002.
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7. Fahey, Insel, Roth, Fit and well, 6th Ed. Boston; McGraw Hill Co : 2004.
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3rd Ed. IL ; Human Kinetics:2004.
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13. Kamlesh, ML, Physical education facts and foundation, New Delhi ; P.B Publication : 1998. 14. Lussier and Kimball, Sports management-Principles, application, skill development, Ohio ; Thomson-South Western : 2004.

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16. Norman Bezzant, Help! First aid for everyday emergencies ; Jaico Publishing House, Bombay.
17. Puri, K Chandra, Health and Physical Education, New Delhi ; Surjeet Publications : 2006. 18. Rob, James et al, Complete A-Z Physical Education Handbook, 2nd Ed ; Hodder and Stoughton England : 2003.
19. Tiwari, OP, Asanas why and how?, Lonavala : Kaivalayadham : 2002.
20. Uppal, AK, Principles of sports training, New Delhi ; Friends Publication : 2001.
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22. Goel, RG and Goel, Gaurav, Encyclopaedia of sports and games, 12th Ed.; Tarang paperbacks- Vikas publishing house PVT LTD, New Delhi: 1995

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	Introduction to Yoga					
Type of Course	MDC					
Course Code	MG2MDCPES101					
Course Level	100					
Course Summary	The program covers a range of topics related to yoga philosophy, teaching methodology and practical instruction.					
Semester	2	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		2		1		60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding of yoga philosophy, anatomy, and related subjects	U	1
2	To develop knowledge and performance of yoga asanas ,surya namaskar and kriyas	S	3,4
3	To learn about yoga and its benefits in daily life	U &An	6,1
4	Understanding of Yogic Lifestyle which may include ethical considerations, mindfulness practices, and a holistic approach to well-being.	A, An & C	1,6,7
5	To develop effective teaching skills and learn how to create well-structured and engaging yoga classes	C , I & S	2,3,9
**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1-Yoga Philosophy and History	1	Introduction to the origins and history of yoga.	2	1
	2	Exploration of yogic science and its application in modern life	4	2,3
	3	Different concepts and pathways of Yoga	3	4
	4	Physical, Physiological and psychological benefits of yoga and the impact of asanas (poses) on the body .	3	3
	5	Basic anatomy of the human body , human Posture , postural deformities.	3	1
2 Yogic concepts	1	Detailed study and practice of yoga asanas, including proper meaning , alignment, adjustments, and modifications.	3	2
	2	Yoga - opening and closing prayer ,Techniques for breath control and awareness.	3	2
	3	Understanding the relationship between breath and movement. Incorporating pranayama into yoga classes	3	2
	4	Introduction to meditation techniques. Incorporating mindfulness practices into yoga classes.	3	3
	5	Exploring the mental and emotional aspects of yoga.	3	4
3. Asana (Yoga Poses), Pranayama	1	Surya namaskar - (12 pose) , meaning , importance and benefits .	6	4

(Breath Control) & Meditation, kriyas and Mindfulness		Standing Asana – Ardhakatichakrasana, Trikonasana, ParivrttaTrikonasana, Parsvakonasana, Ardhacakrasana, Padahastasana		
	2	Sitting Asana meaning , importance and benefits - Vajrasana, Sasankasana, Supta Vajrasana, Pascimatanasana, Ustrasana, Padmasana, Vakrasana, Ardha matsyendrasana	6	4
	3.	Lying Asana(meaning , importance and benefits) – Prone Postures and supine postures Bhujangasana, Salabhasana, Dhanurasana, Sarvangasana, Matsyasana, Halasana, Chakrasana, Viparitakarani	6	4 2
	4	Pranayama's	6	2
	5	Yoga kriyas - cleansing practices Trataka ,jala neti (using water) and sutra neti (using a thread or catheter)	6	5
4 – Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 30** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -15 marks (Written exam- short answer -10x1, viva)
	End Semester Examination (ESE)Total Marks-70 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory –35 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 3x5).

References

Books

1. Hariharananda, P., Prajnanananda, P., Calendar, W., Training, B., Drops, N., & America, S. (2004). *Kriya Yoga*. H. Hugendubel.
2. Smith, F. M., & White, J. (2014). Becoming an icon: BKS Iyengar as a Yoga Teacher and a Yoga Guru. *Gurus of modern yoga*, 122-146.
3. Hewitt, J. (2012). *The complete yoga book: the yoga of breathing, posture and meditation*. Random House.
4. Iyengar, B. K. S. (1965). Light on yoga: the definitive guide to yoga practice.
5. IYENGAGR, G. (1982). Yoga.

Suggested readings :-

1. Kishore, D. M., Bindu, S., & Manjunath, N. K. (2022). Smart Yoga instructor for guiding and correcting Yoga postures in real time. *International Journal of Yoga*, *15*(3), 254.
2. Davis, P. A., Davis, L., Andersson, K., & Wallberg, A. (2022). Examining the Role of Instructor-Student Relationship Quality in Yoga: Implications for Participants' Motives, Stress, Affect, and Mindfulness. *Psihologijsketeme*, *31*(1), 77-94.
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4. Telles, S., Gaur, V., & Balkrishna, A. (2009). Effect of a yoga practice session and a yoga theory session on state anxiety. *Perceptual and motor skills*, *109*(3), 924-930.
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6. Brown, R. P., &Gerbarg, P. L. (2009). Yoga breathing, meditation, and longevity. *Annals of the New York Academy of Sciences*, *1172*(1), 54-62.
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SEMESTER 3

Mahatma Gandhi University
Kottayam

Programme	**BPES(Honours)**					
Course Name	**Introduction to Sports Psychology**					
Type of Course	DSC A					
Course Code	MG3DSCPES200					
Course Level	**200**					
Course Summary	Provides an understanding of the science and practice of sport psychology from both a theoretical and applied perspective. The primary emphasis is on the educational and performance enhancement roles of the field. Develop a strong foundation for further professional development and specialization in the field of sports psychology.					
Semester	**3**	Credits			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				**60**
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Gain a solid understanding of fundamental psychological principles and concepts.	U	3
2	Application of various psychological techniques and interventions to enhance athletic performance	A	1,10
3	Acquire skills and knowledge about sport and exercise psychology that can be applied as a coach, teacher, athletic trainer and an athlete	S	4,5,9,10
4	Analyze the relationship between psychological factors and performance.	An	1,2
5	Evaluation of psychological mechanisms of human behavior in sports.	E	6,7,8
6	Design innovative sports psychology interventions to address emerging challenges in the field	C	5,9
7	Involvement in identifying, analyzing and resolving the root causes of mental performance problems	I	6
8			

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Introduction to Sports Psychology	1.1	Key Concepts in Sports Psychology ● Meaning ● Definition ● Relevance and Necessity	5	1,7
	1.2	Evolution and development of Sports Psychology ● The Early Years (1895-1920) ● The Griffith Era (1921-1938) ● Future Preparation (1939-1965) ● Academic Sports Psychology Establishment (1966-1977) ● Multidisciplinary science and practice in sports and exercise (1978-2000) ● Contemporary sports and exercise psychology (2000-Present)	5	1
	1.3	Sports Psychology: Relationship to other fields of science	5	1,2
2 The Science of Behaviour and Performance enhancement.	2.1	Personality ● Types ● Structure ● Theories Scales of measurements	3	4,5
	2.2	Motivation in Sports ● Types ● Theories ● Scales of Measurements	3	4,5
	2.3	The Science of learning ● Laws of Learning ● Types of Learning ● Theories of Learning	3	4,5
	2.4	Aggression, Anxiety, Arousal in Sports	3	1,2
	2.5	Mental toughness and Self Confidence in Sports	3	1,2
3 Mental Conditioning programme for high performance	3.1	Foundations of Developmental psychology ● Key stages of Development ● Basic concepts of motor development and motor learning ●	4	3,6
	3.2	● Theories of child development ● Factors influencing Child Development	4	2,3,5,7

		• Sports and Developmental Psychology		
	3.3	Abnormal Behaviour in sports • Meaning and Definitions of Abnormal behaviour • Causes and risk factors for abnormal behaviour in sports. •	4	5,6
	3.4	• Impact of abnormal behaviour in sports • Prevention of abnormal behaviour in sports •	3	5,6
4 **Developmental Psychology, abnormal behaviour & Social psychology in sports**	4.1	Mental Imagery: Visualization, focus and concentration in sports	5	1
	4.2	Social Dynamics in Sports • Group dynamics and team cohesion.	5	3,4,7
	4.3	• Sports coaching and leadership. • Psychology of sports fan and spectators	5	6,7
5 Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA-15 mark, (Presentation, individual involvement)
	End Semester Examination (ESE) Total Marks -70 ESE Theory –70 marks Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15

References

Gardner, F., & Moore, Z. (2006). Clinical sport psychology

Rohit B. Adling, (2017) Importance of sports psychology in physical education and sports

Gardner, F. L. (2001). Applied sport psychology in professional sports: The team psychologist.

SUGGESTED READINGS

Sports psychology: Concepts and Application by S. K. Mangal, Shubhra Mangal (2023)

Mahatma Gandhi University
Kottayam

Programme	BPES (Honours)					
Course Name	**Understanding Human Body**					
Type of Course	DSC A					
Course Code	MG3DSCPES201					
Course Level	**200**					
Course Summary	To understand the structure of human body					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Demonstrate a foundational understanding of human anatomy.	U	1
2	Identify and describe the structure and function of major organ systems.	An	2
3	Utilize anatomical terminology to accurately communicate information about the human body.	S	4
4	Apply anatomical knowledge to practical scenarios, such as injury situation, sports skill development	S	1
5	Develop basic skills in anatomical observation and interpretation.	S	5
6	To maintain good body posture	Ap	2

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Introduction	1.1	Introduction to Anatomy, Terminology, need and importance.	5	1
	1.2	Cell structure and function, Types of tissues (epithelial, connective, muscle, nervous)	5	1
	1.3	Structure and function of blood cells	5	3
2 Skeletal system	2.1	Types of bones, structural and functional classification of bones, General features of scapula, humerus, radius, ulna, femur, tibia, fibula, ribs.	5	2
	2.2	Structure of vertebrae and skull	5	1
	2.3	Definition and classification of joints, Anatomical structure of synovial joints-shoulder, elbow, knee, Terminology movements around joints	5	2
		Hands-on Exploration Skeletal System: Identify bones, joints, and landmarks	8	2
3 Muscular system	3.1	Types of muscles, structural and functional classification of muscles	5	1
	3.2	General characteristics of muscles (elasticity, contractibility, irritability, Muscle contraction and movement.	5	1,2
	3.3	Muscle fibre types and its characteristics, sliding filament theory	5	1
		Hands-on Exploration Muscular System: Locate major muscles and understand their actions.	87	1,4

4 Basic structure and functions of various systems	4.1	Structure of neurons, types of nerves, Types of nervous system, reflex action, Structure of brain and spinal code.	5	1
	4.2	Cardiovascular system, circulation of blood, respiratory system.	5	1,2
	4.3	Hands-on Exploration Cardiovascular System: Examine the heart and major blood vessels	7	1,4
	4.4	Digestive systems, urinary system, Sense organs - Skin, vision, hearing, endocrine glands.	5	1,2
	4.5	Hands-on Exploration **Digestive System and sense organs :** Identify organs and understand the digestive process.	7	1,3
5 Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination (ESE) Total Mark- 85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay -4x5).

References

Ross and Wilson Anatomy and Physiology in Health and Illness, International Edition, 14e Paperback – 1 July 2022

SUGGESTED READINGS

1. Tortora, Gerard J., and Bryan H. Derrickson. *Principles of Anatomy and Physiology.* Wiley, 2017.
2. Marieb, Elaine N., and Katja Hoehn. *Human Anatomy & Physiology.* Pearson, 2021.
3. Netter, Frank H. *Atlas of Human Anatomy.* Saunders, 2018.

4. Drake, Richard, A. Wayne Vogl, and Adam W. M. Mitchell. *Gray's Anatomy for Students*. Elsevier, 2019.

Mahatma Gandhi University Kottayam

Programme	BPES (Honours)					
Course Name	**Fundamentals of Kinesiology and Biomechanics**					
Type of Course	DSC A					
Course Code	MG3DSEPES200					
Course Level	**200**					
Course Summary	This topic covers the following key areas like fundamentals of kinesiology, biomechanical principles, movement analysis and motor learning. By studying these areas, students gain a comprehensive understanding of human movements, biomechanical principles, and their application in various fields such as sports science, physical therapy, ergonomics and exercise physiology.					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Prerequisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding human movement	**U, An**	**PO 2**
2	Learning the primary actions performed by muscles and how this action contribute to various movements	**U, K**	**PO 10**
3	Functional anatomical knowledge	**A**	**PO 8**
4.	Overview of introduction to biomechanics	R, U	PO 10
5.	Understand the basic principles of biomechanics	U	PO 7
6.	Evaluate the Kinematics and kinetics in Human Movement	A	PO 10

7.	Applying Biomechanics of Strength and Conditioning and Injury Prevention	A, An	PO 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

1. COURSE CONTENT FOR CLASSROOM TRANSACTION (UNITS)

Module	Units	Course description	Hrs	CO No.
1 Introduction to Kinesiology	**1.1**	Definition, Historical Perspective and key concepts	4	1,2
	1.2	Importance of Kinesiology in Physical Education and Sports..	4	2,3
	1.3	Type of Body Movements – Flexion, Extension, Abduction, Adduction, Rotation Circumduction, Supination &Pronation	4	3,4
2 Location, Origin and Action of Muscles at Various joints	**2.1**	Upper Extremity-Trapezius, Deltoid, Rotator Cuff Muscles,	5	3,4,
	2.2	Pectoralis Major and Minor, Biceps Brachi, Brachialis**,** Latissimusdorsi, Rectus Abdominals, Erecor Spinae Muscles,	5	3,4
	2.3	Lower Extremity- Glutius Group, Quadriceps, Hamstrings, Adductor Group, Hip Flexors, Gastrocenemius.	5	3,4
3 Introduction to Biomechanics & Kinematics and kinetics in Human Movement	3.1	Definition and scope of biomechanics	3	4,
	3.2	Historical development and Importance of biomechanics	3	4,
	3.3	Basic principles of mechanics (forces, torque, motion)	2	5

	3.4	Linear and angular motion Position, velocity, and acceleration Joint and segmental movements	3	4,6
	3.5	Force and moment of force	2	6
	3.6	Laws of motion and their biomechanical applications	2	6
4 Biomechanics of Strength and Conditioning and Injury Prevention FMS Tools (P)	4.1	Implications for strength and conditioning programs	10	5
	4.2	Biomechanical factors contributing to injuries, Introduction to fundamental scale, Importance of FMS in preventing injuries and enhancing sports performance	10	5
	4.3	Designing exercises to prevent injuries Rehabilitation biomechanics (P)	10	7
5 Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination (ESE) Total Mark-85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay - 4x5).

References

- Hamill, Joseph, Kathleen M. Knutzen, and Timothy R. Derrick. *Biomechanical Basis of Human Movement*. Baltimore, MD: Lippincott Williams & Wilkins, 2013.

- Neumann, Donald A. *Kinesiology of the Musculoskeletal System: Foundations for Rehabilitation*. St. Louis, MO: Mosby, 2013.

- McGinnis, Peter M. *Biomechanics of Sport and Exercise*. Champaign, IL: Human Kinetics, 2013.

- White, Augustus A., and Manohar M. Panjabi. *Clinical Biomechanics of the Spine*. Philadelphia, PA: Lippincott Williams & Wilkins, 1990.

- Zatsiorsky, Vladimir M. *Kinematics of Human Motion*. Champaign, IL: Human Kinetics, 1998

SUGGESTED READINGS

- "Biomechanics: Principles and Applications" by Daniel J. Schneck and Joseph Hamill "Introduction to Sports Biomechanics: Analysing Human Movement Patterns" by Roger Bartlett

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**Yogic Sciences and Practices**					
Type of Course	DSC B					
Course Code	MG3DSCPES202					
Course Level	**200**					
Course Summary	Yogic Sciences is a comprehensive field of study that encompasses the traditional practices and philosophies of yoga. It goes beyond the physical postures (asanas) commonly associated with yoga and delves into the broader aspects of mental, spiritual, and holistic well-being. A course in Yogic Sciences typically covers a range of topics, providing students with a deep understanding of the principles and practices of yoga					
Semester	**3**	Credits			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		**1**	**5**	**150**
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding of Yogic Philosophy	U	1,2
2	Application of Yogic principles to personal and Professional life	A	2,10
3	Practical Knowledge of Asanas& Pranayama	S	6,10
4	Analyze the role of yogic sciences and practices in promoting holistic health and well-being.	An	1,6
5	Evaluate the Yogic practices in the treatment of specific medical conditions	E	2,6,10
6	Developing the practice of asanas, pranayama, and other yogic techniques	C	6,9,10

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 INTRODUCTION TO YOGIC SCIENCE	1.1	HISTORY AND PHILOSOPHY • Meaning and definitions • The Origins and Development of Yoga • The Philosophical Foundations of Yoga • The Role of Yoga in Indian Culture	4	1
	1.2	PRINCIPLES OF YOGA • The Eight Limbs of Yoga	4	1,2
	1.3	BENEFITS OF YOGA • Physical • Physiological • Psychological • Social • Professional	3	1,2
	1.4	TYPES OF YOGA • Hatha Yoga • Karma Yoga • jnana Yoga • Bhakti Yoga • Thandra Yoga	4	1,2,4
2. INTRODUCTION TO ASANA DIFFERENT STYLES OF ASANA	2.1	**Introduction to Standing Asanas, Seated Asanas, Balancing Asanas**	8	3,6
	2.2	**Introduction to Backbends, Forward Bends**	7	3,6
	2.3	• **Standing Asanas** Thadasana, Vrikshasana, Trikonasana, Virbhadarasana, Natarajasana • **Seated Asanas**	10	3,6

		Sukhasana, BaddhaKonasana, Paschimottanasana, Vajrasana. • **Supine Asanas** Savasana, Pavanamuktasana, Halasana, Setu Bandhasana, Matsyasana. • **Inverted Asanas** SalambaSirsasana, Sarvangasana, Dhanurasana, • **Balancing Asanas** Vrikshasana, Tadasana, Utkatasana, Veerabhadrasana, Natarajasana • **Twisting Asanas** Matsyasana, Marichyasana, ParivrittaTrikonasana, Bhujangasana. • **Backbends** Setubandhasana, Dhanurasana, Ustrasana, Chakrasana. • **Forward Bends** Uttanasana, Parsvottanasana, Janu Sirsasana, BaddhaKonasana.		
	2.4	Activity	30	3,6
	2.5	ASANA FOR SPECIFIC HEALTH CONDITIONS**(P)** • **Asana for Musculoskeletal Conditions: Bhujangasana, Sethu Bandhasana, Adho Mukha Svanasana** • **Asana for Respiratory Conditions: Matsyasana, Balasana, trikonasana.**	10	2,5,6

		• **Asana for Cardiovascular Conditions: Tadasana, Virabahdrasana, Halasana.** • **Asana for Digestive Conditions: Malasana, Ardha Matsyendrasana, Pawanamuktasana.** • **Asana for Mental Health Conditions: Savasana, Ananda Balasana, Sukhasana.** • The Therapeutic Applications of Asana: **Low Back Pain, Osteoporosis, Arthritis, Anxiety and Depression, High Blood Pressure, Asthma, Diabetes**		
	2.6	Activity	30	5,6
3 **(PRACTICAL)** **KRIYAS, PRANAYAMAS AND MEDITATION**	3.1	KRIYAS**(P)** • The Role of Kriya in Yogic Practice • Benefits of Kriya • Different Kriya Techniques: Neti, Dhauti, Basti, Nauli, Trataka.	5	3,6
	3.2	Activity	15	3,6
	3.3	PRANAYAMAS • The Physiology of Breath and Prana • The Major Pranayama Techniques: Nadishodhana, Kapalabhati, Bhastrika, Bhramari, Sheetali, Ujjayi, AnulomVilom, Sheetkari. • The Benefits of Pranayama for Physical and Mental Health	7	3,5,6
	3.4	MEDITATION • The Nature of Meditation and Consciousness • The Major Meditation Techniques • The Benefits of Meditation for Mental Well-being • Meditation and the Chakra System	8	2,5,6

		• The Advanced Practices of Meditation: Mantra Meditation, Visualization Meditation, Mindfulness Meditation, Guided Meditation, Chakra Meditation, Yoga Nidhra.		
4 **YOGA IN DAILY LIFE**	4.1	APPLYING YOGA PRINCIPLES IN DAILY LIFE • Integrating Yoga into Daily Routine • Yoga for Healthy Living	3	2,3,4,6
	4.2	**YOGA FOR STRESS MANAGEMENT AND MENTAL HEALTH** • The Impact of Stress on the Body and Mind • Yoga Techniques for Stress Reduction • Yoga for Anxiety and Depression • Meditation and Mindfulness for Emotional Wellbeing	3	2,5
	4.3	YOGA FOR PERFORMANCE IMPROVEMENT • Integrating Yoga into Athletic Training • Yoga for Specific Sports • Advanced Yoga Techniques for Athletes • Yoga for Injury Prevention and Recovery	3	2,4,6
	4.4	YOGA FOR ENERGY AND VITALITY • **Yoga Poses for Energy and Vitality** • **Pranayama Techniques for Energy and Vitality** • **Lifestyle Modifications for Energy and Vitality**	3	2,4
	4.5	YOGA FOR WEIGHT REDUCTION • Yoga poses for weight reduction: SuryaNamskar, Veerabhadrasana, Trikonasana, Navasana, ChadhurangaDandasana. • Breathing Technis for weight reduction: Kapalbhati, bhastrika.	3	

5. Teacher Specific Component				

Teaching andLearning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination (ESE) Total Mark-85 ESE Practical -35 marks(Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay -4x5).

References

1. Iyengar, B.K.S. (1966). Light on Yoga: Yoga Philosophy and Practice. HarperOne.
2. Desikachar, T.K. (1995). The Heart of Yoga: Developing Physical, Mental, and Spiritual Harmony. Inner Traditions.
3. Flood, G. (1996). An Introduction to Hinduism. Cambridge University Press.
4. Eliade, M. (1969). Yoga: Immortality and Freedom. Princeton University Press.

SUGGESTED READINGS

"The Heart of Yoga: Developing a Personal Practice" by T.K.V. Desikachar

Mahatma Gandhi University Kottayam

Programme	**BPES (Honours**					
Course Name	**A Comprehensive course on Physical efficiency tests**					
Type of Course	**MDC**					
Course Code	MG3MDCPES200					
Course Level	**200**					
Course Summary	This course structure aims to provide a comprehensive understanding of physical efficiency tests. The practical application will ensure participants, well-prepared for the challenges they may face in the actual testing environments. The practical application through stimulated PET and personalized training sessions will ensure participants well-prepared for the job specific tests.					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3				45
Prerequisites, if any	Basic physical fitness					

2. COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Participants will be able to enhance cardiovascular endurance, muscular strength, speed, agility and flexibility	U	3,6
2	Helps to acquire desired physical fitness components, addressing the unique demands of different tests	U	6,7
3	Helps in applying acquired knowledge and skills in testing scenarios.	A	2,1
4	By achieving a high level of preparedness in specific Physical Efficiency Tests, students will be able to equipped for a government job	S	2,4,6
5	Encourage students in adopting a sustainable and healthy lifestyle, which fosters long-term well-being	I	6,8,7
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 **Introduction to Physical fitness**	1.1	• Physical Fitness and its importance	3	1,2
	1.2	• Components of Physical Fitness	4	1,2
	1.3	• Types of Physical Fitness	3	2
2. **Development of Physical Fitness**	2.1	• Training methods to develop(Cardio respiratory endurance, Muscular Strength, Muscular Endurance, Flexibility, Speed, Agility and Co ordination)	3	3

	2.2	Physical Efficiency Test: Items for Physical Efficiency Test for women • 100 Meters Run -14 Seconds • High Jump-132cm • Long Jump-305 cm 4.Putting the Shot (4000 grams)- 400 cm • 200m run- 36 seconds • Throwing the throw ball-1400 cm • Shuttle Race(4*25m)- 26 Seconds • Pull Ups or chinning- 8 times • Skipping (1 minute)- 80 times	4	4
	2.3	Physical Efficiency Test: Items for Physical Efficiency Test for men • 100 Meters Run -14 Seconds • High Jump-136cm • Long Jump-457 cm • Putting the Shot (726 grams)- 610 cm • Throwing the throw ball-6100cm • Rope climbing- 307cm • Pull Ups or chinning- 8 times • 1500m run- 5minutes 44 seconds	3	4
3. Body Mass Index	3.1	• Definition and significance of body mass assessment in fitness evaluation	3	5

	3.2	• Overview of different body mass measurement techniques and tools	4	5
	3.3	• Introduction to body composition assessment methods	3	5
4 Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Presentations 2. Group Discussion 3. Problem solving 4. Experiential learning 5. Blended learning
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 25** Theory CCA -15 marks -(Written exam- short answer -10x1, viva) CCA -10 mark, (Presentation, viva , individual involvement)
	End Semester Examination(ESE) 50 Marks ESE Theory –50 marks (Written examination theory – MCQ 5x1, Short Answer – 5x2, Short Essay - 5x5, Essay-1 x 10).

References

1. Heyward, V. H., & Wagner, D. R. (2014). Applied Body Composition Assessment. Human Kinetics.
2. American College of Sports Medicine. (2017). ACSM's Guidelines for Exercise Testing and Prescription. Lippincott Williams & Wilkins.
3. Powers, S. K., & Howley, E. T. (2018). Exercise Physiology: Theory and Application to Fitness and Performance. McGraw-Hill Education.
4. Baechle, T. R., & Earle, R. W. (2016). Essentials of Strength Training and Conditioning. Human Kinetics.

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Programme	BPES (Honours)						
Course Name	Yoga and Dietetics						
Type of Course	**MDC**						
Course Code	MG3MDCPES201						
Course Level	200-299						
Course Summary	The program covers a range of topics related to yoga and dietetics, recognizing how these two disciplines can complement each other to promote holistic wellness.						
Semester	**3**		Credits			3	Total Hours
Course Details	Learning Approach		Lecture	Tutorial	Practical	Others	
			3				45
Pre-requisites, if any	Student should complete Introduction to Yoga paper in 2nd Semester (MDC)						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding of fundamental principles of yoga philosophy and its relevance to overall health and well-being.	U	1
2	Explore different dietary patterns and approaches, including vegetarianism, veganism, and other plant-based diets, and understand their potential benefits and considerations.	S	3,4
3	Explore the concept of holistic wellness and develop a comprehensive understanding of how yoga, dietetics, and other lifestyle factors can contribute to overall health and well-being.	U &An	6,1
4	Learn about the importance of mindful eating practices and how they can contribute to a healthier relationship with food and improved digestion.	A, An & C	1,6,7
5	Gain practical skills in meal planning, preparation, and mindful eating to create balanced and nourishing meals that support overall health and wellness.	C , I & S	2,3,9
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1-Yoga for Physical Health and Wellness	1	Introduction to yoga therapy principles for common health conditions.	2	1
	2	Yoga for strength and flexibility: dynamic asanas and vinyasa flow sequences.	4	1
	3	Yoga for relaxation and stress management: restorative poses and relaxation techniques.	4	1
2 -Introduction to Dietetics and Nutritional Science	1	Basics of nutrition: macronutrients, micronutrients, and their roles in the body. Dietary guidelines and recommendations for optimal health.	3	2
	2	Understanding principles of diet for lifestyle diseases (Heart Disease, Diabetes, Obesity, Hypertension , Cancer). Understanding food labels and making informed food choices.	4	2
	3	Introduction to therapeutic nutrition and dietary modifications for specific health conditions.	2	3
3 - Integrating Yoga and Nutrition	1	Meaning and benefits of Yoga diet. Principles and guidelines associated with a yoga diet	2	3
	2	Nutrition for yoga practitioners: pre and post-yoga meal planning and hydration strategies	2	4

	3	Different kinds of yoga diets: Sattvic Diet, Vegetarian or Vegan Diet, Raw Food Diet, Ayurvedic Diet, Fasting and Cleansing Diets, Mediterranean-Inspired Diet, Intuitive Eating. The role of nutrition in enhancing physical performance, recovery, and overall well-being	3	2
4- Developing Personalized Wellness Plans	1	Assessing individual needs and goals: holistic health assessments	2	3
	2	Integrating yoga, dietetics, and lifestyle modifications into personalized wellness plans	2	4
	3	Practical sessions: designing and implementing personalized yoga sequences and dietary plans. Evaluating progress and adjusting wellness plans based on feedback and outcomes	30	5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 25** Theory CCA -15 marks -(Written exam- short answer -10x1, viva) CCA -10 mark, (Presentation, viva , individual involvement)
	End Semester Examination(ESE) 50 Marks ESE Theory –50 marks (Written examination theory – MCQ 5x1, Short Answer – 5x2, Short Essay - 4x5, Essay-1 x 15).

References

Books

1. Ragozzino, Claire. Living Ayurveda: Nourishing Body and Mind Through Seasonal Recipes, Rituals, and Yoga. Shambhala Publications, 2020.
2. Morningstar, Amadea, and Urmila Desai. The Ayurvedic Cookbook: A Personalized Guide to Good Nutrition and Health. Motilal Banarsidass Publ., 2003.
3. Hewitt, J. (2012). The complete yoga book: the yoga of breathing, posture and meditation. Random House.
4. Iyengar, B. K. S. (1965). Light on yoga: the definitive guide to yoga practice.
5. IYENGAGR, G. (1982). Yoga.
6. Sondhi, Amrita. The Modern Ayurvedic Cookbook: Healthful, Healing Recipes for Life. arsenal pulp press, 2006.
7. Khalsa, S. B., Cohen, L., McCall, T., & Telles, S. (2016). Principles and practice of yoga in health care. Jessica Kingsley Publishers.
8. Ananda, Sri. Complete Book of Yoga. Orient Paperbacks, 1993.
9. Boccio, F. J. (1993). Mindfulness yoga: The awakened union of breath, body, and mind. Simon and Schuster.
10. Devananda, Swami Vishnu. The complete illustrated book of yoga. Harmony, 2011.
11. Alpers, David H. Manual of nutritional therapeutics. Lippincott Williams & Wilkins, 2008.
12. Sardesai, Vishwanath. Introduction to clinical nutrition. CRC press, 2011.
13. Junnarkar, Gauri. "Principles of diet for a yogic lifestyle." The Principles and Practice of Yoga in Cardiovascular Medicine. Singapore: Springer Nature Singapore, 2022. 405-408.
14. Hickson, Mary, and Sara Smith, eds. Advanced nutrition and dietetics in nutrition support. John Wiley & Sons, 2018.
15. Srilakshmi, B. Dietetics. New Age International, 2007.

Suggested readings :-

1. Junnarkar, Gauri. "Principles of diet for a yogic lifestyle." The Principles and Practice of Yoga in Cardiovascular Medicine. Singapore: Springer Nature Singapore, 2022. 405-408.
2. Opie, Lionel H. "Lifestyle and diet." Cardiovascular journal of Africa 25.6 (2014): 298-301.
3. Zhang, Yurong, and Gang Hu. "Dietary pattern, lifestyle factors, and cardiovascular diseases." Current nutrition reports 1 (2012): 64-72.
4. Telles, S., Gaur, V., & Balkrishna, A. (2009). Effect of a yoga practice session and a yoga theory session on state anxiety. Perceptual and motor skills, 109(3), 924-930.
5. Who, Joint, and FAO Expert Consultation. "Diet, nutrition and the prevention of chronic diseases." World Health Organization Geneva (1990).
6. Brown, R. P., &Gerbarg, P. L. (2009). Yoga breathing, meditation, and longevity. Annals of the New York Academy of Sciences, 1172(1), 54-62.
7. Zope, S. A., &Zope, R. A. (2013). Sudarshan kriya yoga: Breathing for health. International journal of yoga, 6(1), 4.

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Programme	BPES (Honours)					
Course Name	**Safe Training in Sports**					
Type of Course	VAC					
Course Code	MG3VACPES200					
Course Level	**200-299**					
Course Summary	The Safe Training course provides a comprehensive understanding of creating and maintaining secure environments in strength and conditioning. Emphasizing informed consent, participants learn to implement robust procedures, ensuring participants are fully aware of potential risks. The course covers the importance of clear warnings and effective supervision techniques to minimize hazards during training. Facility evaluation is explored to establish safe training spaces, and collaboration with a performance safety team is emphasized to address and mitigate risks. Graduates will be proficient in fostering safety through informed decision-making, proactive supervision, facility optimization, and teamwork in strength and conditioning settings.					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3				45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identify potential risks and safety concerns associated with various strength training exercises.	U	2
2	Evaluate and establish appropriate facilities with a focus on creating a safe training environment.	E	1
3	Understand the roles and responsibilities of various team members in ensuring overall safety.	U	1,5
4	Implement thorough waivers and informed consent/assent processes to inform participants of potential risks and obtain their acknowledgment.	A	6,8
5	Recognize the importance of providing clear warnings on potential risks associated with strength and conditioning activities.	An	4,6

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1. Waivers and Informed consent/Assent	1.1	**Informed consent form**	3	U
	1.2	**Ethical and Legal issues**	4	E
	1.3	**PARQ**	4	U
	1.4	**Preparticipation screening and clearance**	4	A
2. Warning and Supervision	2.1	**Warning guidelines**	3	U
	2.2	**Supervision**	4	An
	2.3	**Gender sensitive supervision**	4	E
	2.4	**Emergency supervision**	4	An
3. Facilities for Safe training & Performance Safety team	3.1	**Location and Access** • **Strength training conditioning room**	1	U
	3.2	**Ceiling, flooring, lighting, and windows**	2	E
	3.3	**Signage** • **Emergency procedures** • **Operational policies** • **Rules** • **Safety guidelines**	2	An
	3.4	**other considerations** • **Drinking water access** • **Restrooms** • **Telephones** • **First aid etc…**	2	K
	3.5	**Preventing sudden death**	2	U
	3.6	**Sudden cardiac death**	2	U
	3.7	**Hyperthermia**	2	U
	3.8	**Exertional Rhabdomyolysis**	2	U
4 Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 25** Theory CCA -15 marks -(Written exam- short answer -10x1, viva) CCA -10 mark, (Presentation, viva , individual involvement)
	End Semester Examination(ESE) 50 Marks ESE Theory –50 marks (Written examination theory – MCQ 5x1, Short Answer – 5x2, Short Essay - 4x5, Essay-1 x 15).

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Mahatma Gandhi University Kottayam

Programme	**BPES (Honours)**					
Course Name	Lifestyle Diseases and Physical Activity.					
Type of Course	VAC					
Course Code	MG3VACPES201					
Course Level	**200-299**					
Course Summary	This course aims to empower students with knowledge and skills needed to promote healthy living and prevent lifestyle diseases through informed choices in nutrition and physical activity					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3				45
Prerequisites, if any	Basic awareness about physical fitness and physical activities					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To define lifestyle diseases and distinguish them from other health conditions.	U	1
2	Gain an understanding of the key risk factors associated with lifestyle diseases such as poor nutrition, physical inactivity etc.	U	1
3	To analyse how lifestyle choices including diet, physical activity and stress management, impact overall health and susceptibility to diseases.	An	2
4	To categorize different types of exercises and it's practicality.	An	3

5	Help to acquire a strong foundational knowledge of essential nutrients, including carbohydrates, proteins, fats, vitamins and minerals.	Ap	4
6	Develop the ability to design diverse and effective fitness regime to cater different fitness levels.	Ap	5
7			
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

3. COURSE CONTENT CONTENT FOR CLASSROOM TRANSACTION (UNITS)

Module	Units	Course description	Hrs	CO No.
Healthy Living	1	Meaning, Characteristics and understanding lifestyle diseases and their prevalence.	1	1
	2	Consequencesofunhealthylifestyle.	2	1,2
	3	Define healthy living	3	1,2
	4	Importanceofphysical activityandhealthyliving	3	3
Lifestyle DIseases	1	Diabetes, Obesity- Causes, symptoms, riskfactors and management	1	2
	2	Hypertension,Coronary Heart disease- Causes, symptoms, riskfactors and management	2	3
	3	Osteoporosis, Chronic back ache, PCOS – Causes, symptoms, riskfactors and management	2	3
	4	Psycho somatic disorders - Stress,	1	3
	5	Anxiety, Depression - Riskfactors and management	1	4

Assessment	1	Vitalsigns - Bloodpressure, pulserate, body temperature, respiratory rate	2	4,5
	2	Assessment - BMI,WHR	2	4,5
	3	General principles of Exercises - types of exercises	2	5
	4	Exercises - Own body exercises - Mobility Exercise -band and loop exercise - dumbbell and	2	5
	5	kettle bellexercises - develop physical fitness components – strength, endurance, flexibility, balance and coordination	2	5
	1	Nutrients – Micro nutrients and Macro nutrients.	6	6
	2	Importance of Nutrition and diet- RDA for general population and special population	6	6
	3	Maintaining personal health records – BMI, WHR, RHR, THR etc	6	6
	4	Nutritional deficiency diseases.	6	6
	5	Rest,Sleep, Screen time, Substance abuse, physical inactivity.	6	6
5 Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training

Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 25** Theory CCA -15 marks -(Written exam- short answer -10x1, viva) CCA -10 mark, (Presentation, viva , individual involvement)
	End Semester Examination(ESE) 50 Marks ESE Theory –50 marks (Written examination theory – MCQ 5x1, Short Answer – 5x2, Short Essay - 4x5, Essay-1 x 15).

References

1. Egger G, Benns A, Rossner S; Sagner M (2017). Lifestyle Medicine Lifestyle, the Environmental and preventive Medicine and Disease. 3rd Edition, Academic publishers.
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5. Rosett W J, Jhangiani S S (2017). Obesity and Disease in an Interconnected World:A Systems Approach to Turn Huge Challenges into Amazing Opportunities. Bentham Books.
6. B. Srilakshmi (2014). Dietetics. 7th Edition, New age International publishers

SEMESTER 4

Mahatma Gandhi University Kottayam

Programme	BPES (Honours)					
Course Name	**Science of Sports Training**					
Type of Course	DSC A					
Course Code	MG4DSCPES200					
Course Level	**200-299**					
Course Summary	This course provides an in-depth exploration of the scientific principles and practices involved in sports training. Students will gain a solid foundation in exercise physiology, strength and conditioning and emerging trends in sports training with a focus on their application to the development and enhancement of athletic performance.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Prerequisites, if any						

4. COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Overview of Introduction to sports training	K	6
2	Understanding the role of science in sports training	U	6
3	Evaluating the Fundamentals of Physical attributes	U	1,2
4	A deep knowledge about Strength, Power, Speed, Endurance, Flexibility and Balance	AN	5,7
5	Applying the principles of strength training	A	5,7
6	Creating periodization and program design	C	1,5

7	Understanding the emerging trends in sports training	U	6
8	Appling the various physical fitness tests (P)	A	2
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

5. COURSE CONTENT CONTENT FOR CLASSROOM TRANSACTION (UNITS)

Module	Units	Course description	Hrs	CO No.
1 Introduction to Sports Training	1.1	Overview of sports training principles ● Aims and objectives ● Training load and its types ● Adaptation ● Super compensation	5	1
	1.2	● Overload 1. Volume 2. Intensity 3. Frequency ● Training modalities ● Recovery and Regeneration	5	2
	1.3	Role of science in sports training	5	1,2
2 fundamental physical attributes	2.1	Strength ● Types of strength 1. maximal strength 2. muscular endurance ● Core strength and its importance in overall motor performance Power ● Definition and components of power ● Relationship between strength and power	5	3

	2.2	Speed ● Types of Speed ● Sprinting mechanics and technique ● Speed training drills and exercises Endurance ● Cardiovascular endurance vs muscular endurance ● Aerobic and anaerobic training methods	5	4
	2.3	Flexibility ● Importance of flexibility in motor performance. ● Types of stretching 1. static 2. dynamic Balance ● Static and dynamic balance ● Balance training for stability and control	5	4
3 Strength and conditioning	3.1	Principles of strength training Periodization ● Macrocycle ● Mesocycle ● Micro cycle	5	5
	3.2	Resistance Training for Different Age groups. ● Strength training for beginners, intermediates, and advanced individuals. ● Age-specific considerations in resistance training.	5	6
	3.3	Plyometric training ● Principles	5	6

		● Muscle Stretch shortening cycle ● Plyometrics for upper body and lower body speed training ● Agility training ● Speed Endurance ● Sports-Specific sports training		
4 Emerging trends in sports training	4.1	High performance sports technology ● Wearable technology ● Data analytics in sports ● Electronic performance and tracking systems	5	7
	4.2	Future directions in sports training ● Artificial intelligence coaching ● Smart training surfaces Biometric training wearables	5	7
	4.3	Introduction to various physical fitness tests : (yo-yo endurance test, 1 RM rest and beep test)	5	8
5. Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

References

- "Science and Practice of Strength Training" by Vladimir M. Zatsiorsky and William J. Kraemer
- "Sports Nutrition: A Handbook for Professionals" by Marie Dunford
- "Foundations of Sport and Exercise Psychology" by Robert S. Weinberg and Daniel Gould

Mahatma Gandhi University
Kottayam

Programme	BPES (Honours)					
Course Name	**Comprehensive Teaching Methods in Physical Education**					
Type of Course	DSC A					
Course Code	MG4DSCPES201					
Course Level	**200-299**					
Course Summary	The course emphasizes incorporating diverse teaching styles to cater to various learning preference, fostering inclusive practice and promoting lifelong physical activity.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1	3	120
Pre-requisites, if any	Basic Understanding of Physical Education					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand Pedagogical Principles: Develop an understanding of the fundamental pedagogical principles applicable to physical education, including learning theories and instructional strategies	U	1
2	Curriculum Development: Demonstrate the ability to design and evaluate developmentally appropriate physical education curriculam that align with educational standards.	C	2
3	Effective Instruction: Apply effective instructional techniques for teaching various physical activities, considering diverse learning styles and abilities.	A	4
4	Assessment Strategies: Explore and implement diverse assessment strategies to evaluate student performance and progress in physical education.	An	6
5	. Professional Development: Engage in reflective practice and continuous professional development to stay current with trends and research in physical education pedagogy.	U	6

6	Classroom Management: Demonstrate effective classroom management strategies to create a positive Inclusive Teaching: Develop skills in creating an inclusive and supportive learning environment that accommodates diverse needs and abilities.	S	4
7	Technology Integration: Evaluate and integrate technology tools and resources to enhance physical education instruction and assessment.	A	5
8	Professional Development: Engage in reflective practice and continuous professional development to stay current with trends and research in physical education pedagogy.	C	7
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1 Fundamentals of teaching Pedagogy	1.1	Introduction to Physical Education Pedagogy. Meaning and scope of Methodology, Factors influencing methods of teaching. Strategies of teaching, Techniques of teaching	4	1
	1.2	Qualities of a good teacher	4	2-3
	1.3	Principles of teaching Basics of teaching Teaching Methods and Strategies: Formal and informal Methods of teaching and learning process in class room and ground activities. Learner and Types of learners, Different learning styles	4	3-4
2 Technology in teaching and Modern trends in physical Activities	2.1	Effective use of technology in teaching methods in Physical Education. Effective use of Artificial Intelligence in Teaching.	4	2-5
	2.2	Different Teaching Aids in teaching and its need and importance.	2	5-6
	2.3	Modern trends of physical activities and its Methods of teaching. Calisthenics, light apparatus Rhythmic exercise, Aerobics, Zumba, Wellness Dance, and motor skill activities	4	7
3 Class Management	3.1	Presentation techniques for class room teaching	4	7
	3.2	Class Management Criteria and steps in selecting Teaching aids.	2	5

	3.3	Command and its importance. Types of class formation in teaching and learning process.	4	6
	3.4	Activity	4	15
4 Lesson plan and Tournaments	4.1	Lesson planning – Importance and objectives, various types of lesson plan.	5	4
	4.2	Teaching and coaching lesson plans in Physical Education: Unit Plan, Year Plan, Curriculum, Syllabus, Evaluation of General and Specific Lesson Plan	3	3
	4.3	Tournaments and competitions. knock out, league/round robin, combination and challenge tournaments.	5	1-2
	4.4	Class room and Ground activities (Compulsory)	30	3-4
	4.5	Activity	30	3,4
5 Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination (ESE)Total Mark-85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay -4x5).

References

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Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	Introduction to sports and games (Softball, Badminton, handball, Tennis, Hockey).					
Type of Course	DSC A					
Course Code	MG4DSEPES200					
Course Level	**200-299**					
Course Summary	This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions and marking of the ground/ court and swimming pool, equipments, duties of the officials and coaches (before, during and after the competition), basic skills and techniques, structure and functions of different federations of sports and games (Softball, badminton, handball, tennis, hockey).					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1	5	150
Pre-requisites, if any	General fitness					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the fundamental skills in sports and games (softball, badminton, handball, tennis, hockey)	U	10
2	Analyze basic skills in sports and games (softball, badminton, handball, tennis, hockey)	An	1
3	Understand the rules& regulations of sports and games (softball, badminton, handball, tennis, hockey)	U	10
4	Understandthe different playing surfaces, layout and marking of play fields	U, A	1, 2

5	Demonstrate various techniques of sports and games (softball, badminton, handball, tennis, hockey).	S	10
6	Evaluate various competitions.	E	1
7	Officiate various competitions in of sports and games (softball, badminton, handball, tennis, hockey).	A	2, 5
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module		Units	Course description	Hrs	CO No.
1 **Introduction to sports and games (softball, badminton, handball, tennis, hockey).**		1.1	Introduction to sports and games: origin, history, terminologies of games	5	1
		1.2	Governing bodies and Important competitions (international and national).	5	1, 3
		1.3	Qualities needed for the players	5	1
2 **Fundamentals**		2.1	Preparatory and basic exercises	5	1,2
		2.2	Training of skills/ techniques.	5	1,2,5
		2.3	Correction drills, recreation/ leadup activities.	20	2,5
			Activity	20	
3 **Officiating**		3.1	Rules and regulations and it's interpretation	3	3
		3.2	Playing surfaces, layout and marking of play fields	3	4
		3.3	Duties of officials, positions and preparation of play field.	4	3, 6
			Activity	20	
4		4.1	On field, off- field officiating experiences(P)	10	5,6

Organization and evaluation of sports		4.2	Evaluation of competitions	10	5,6
		4.3	Activity	35	
5. Teacher specific component					

Teaching andLearning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination(ESE) Total Mark-85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay -4x5).

References

1. Badminton:Badminton World Federation (BWF) - Laws of Badminton
2. Softball Association of India: www.softballindia.com
3. Handball: https://www.ihf.info/
4. International Tennis Federation | ITF: www.itftennis.com
5. RULES OF TENNIS - International Tennis Federationwww.itftennis.com
6. International Ice Hockey Federation (IIHF): IIHF Official Rule Book
7. National Hockey League (NHL): NHL RulebookHandball: https://www.ihf.info/

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Programme	**BPES (Honours)**					
Course Name	**Exercise Program Design**					
Type of Course	DSC B					
Course Code	MG4DSCPES202					
Course Level	**200-299**					
Course Summary	This course is to design exercise programmes, Planning of exercise programme for the growing phase from childhood to adolescence, Understanding the changes with aging and designing physical activity, introducing special exercise pattern for women, Planning exercise programme for special population					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any	Basic knowledge about human body, structure and exercise					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Participants will acquire a comprehensive understanding of exercise programmes	K	1,2
2	To acquire knowledge about safety guidelines for exercise training program	U	10, 8,3
3	To acquire knowledge about women health, Life style diseases and management	U,E	3,2,1,10
4	Participants will understand skills in exercise design	An, C	2,10,
5	To acquire practical knowledge in implementing exercise programme for women and special population	An, C, S	7,6,3, 2

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Fitness Training program & Performance Training program	4	1

Program designing for cardio respiratory and weight Training	1.2	Weight Training programme and Functional Training	4	1
	1.3	Program design for movement training, Load, and Speed training	4	1
2 **Exercise for Children , Youth & elderly individuals**	2.1	Response to exercise in children and youth	3	5
	2.2	Special Considerations during training for children and youth	3	5
	2.3	Structural changes with aging	3	1
	2.4	Exercise guideline for elderly individuals	3	2
3 Special exercise pattern for women and special population	3.1	Women health parameters, lifestyle of Women, Exercise in prevention and treatment of osteoporosis	2	3
	3.2	General Exercise Safety Guidelines for Pregnant Women. Pregnancy- during, post exercise programme & Female athlete triad	3	2,3
	3.3	Exercise design for population in cardiac rehabilitation. Program design for chronic diseases-diabetes,	3	3,4,5
	3.4	Exercise program for Osteoporosis & Arthritis, Cancer & Asthmatic Patient	3	3,4,5
4 Exercise Program Design	4.1	Designing basic training program	2	4,5
	4.2	Designing exercise programme for Children and Youth & pregnancy women	2	3,4,5
	4.3	Exercise Program design for individuals with mental health challenges	2	3,5
	4.4	Designing exercise programme for older adults, monitoring the workout progress, track the progress, visual monitoring	2	4,5
	4.5	Program design for prevention and treatment of obesity.	2	3,4,5
	4.6	Case study on successful exercise design	30	
5 Teacher specific components				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay -4x5

References

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Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**USE OF ICT IN SPORTS**					
Type of Course	SEC					
Course Code	MG4SECPES200					
Course Level	**200-299**					
Course Summary	The ICT in Physical Education course explores the integration of information and communication technologies to enhance teaching, learning, and assessment within the context of physical education.					
Semester	IV	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45				45
Pre-requisites, if any	Basic understanding of ICT in Physical education					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will able to understand the concept of education and educational technology	U	1
2	Correlate the computer application in physical education and sports	Ap	3
3	Integrate the knowledge about basic statistical tools and common computer application	A	4
4	Utilization of information technology in the field of sports.	Ap	3
5	Enhancing teaching skills	A	2
6	Digital literacy	S	5-9
7	Skill in utilizing ICT for fair and comprehensive assessment practice	S	9
8	Awareness of ethical consideration and responsibilities and responsibility and use of ICT.	U	7

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Introduction to ICT	1.1	Introduction to ICT in Education: Understanding the role and significance of ICT in Physical educational settings.	5	1
	1.2	Familiarity with computer hardware, software, and operating systems. Educational Software and Tools: Exploration of educational software applications and tools for teaching and learning.	5	1-2
	1.3	Internet and Online Resources: Effective use of the internet for educational purposes, including research and collaboration.	5	2-3
2 Working tools	2.1	Multimedia in Education: Incorporating multimedia elements (audio, video, graphics) into teaching materials.	5	1-2
	2.2	MS office, MS Word, MS Excel, MS Power Point	5	1-2
	2.3	Google work Space, Google document, Google sheet, Google Class room, Google forms, Google Meet, Online, Designing Tools, Publisher, Poster creation, Video creation	5	1-2
3 Learning Management System	3.1	Learning Management Systems (LMS): Exploring online learning environments and the combination of traditional and digital teaching methods	5	1-2-4
	3.2	Understanding and utilizing LMS for course management and online learning. E-learning and Blended Learning:	5	1-2-4
	3.3	Integration of ICT in Teaching: Strategies for integrating ICT into various subjects and educational levels.	5	6
4. Teacher Specific component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 25** Theory CCA -15 marks -(Written exam- short answer -10x1, viva) CCA -10 mark, (Presentation, viva , individual involvement)
	End Semester Examination(ESE) 50 Marks ESE Theory –50 marks (Written examination theory – MCQ 5x1, Short Answer – 5x2, Short Essay - 4x5, Essay-1 x 15).

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Douglas.E . Comer, The Internet Book, Prentice Hall of India Pvt. Ltd New **Delhi, 2003**

Mahatma Gandhi University Kottayam

Programme	BPES (Honours)					
Course Name	**EXERCISE AND WEIGHT MANAGEMENT**					
Type of Course	SEC					
Course Code	MG4SECPES201					
Course Level	**200-299**					
Course Summary	Essential for the understanding of weight management and it provide the learner to manage and monitor various type of exercises and its impact on human body					
Semester	4	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3				45
Prerequisites, if any	Basic awareness about physical fitness and physical activities					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To explore the science of body composition, including the various components of the human body, methods for assessment, and strategies for managing body composition for health and maintenance of ideal bodyweight.	U	1,3
2	To understand the relationship between exercise and weight management, emphasizing the physiological and behavioural aspects of achieving and maintaining a healthy weight through physical activity.	U	1,3,6
3	To inculcate knowledge on principles of nutrition and their application to weight management, the impact of dietary choices on body weight, metabolism, and overall health,	AP	10,1

	with a focus on evidence-based strategies for weight loss and maintenance.		
4	To explore the relationship between exercise and weight management, emphasizing the physiological and behavioural aspects of achieving and maintaining a healthy weight through physical activity. To learn about different exercise modalities and behaviour change strategies to promote effective weight management.	AP	10
5	Formulation of specific programmes for weight management. Hands on training on organizing training programmes for weight management.	U	9,3
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT CONTENT FOR CLASSROOM TRANSACTION (UNITS)

Module	Units	Course description	Hrs	CO No.
Body composition and body weight	1	Concept of body weight and importance of ideal body weight	1	1
	2	Meaning , Components and factors effecting body composition	2	1,2
	3	Body Types and its characteristics (Pyknic, Athletic and Aesthetic)	3	1,2
	4	Methods for assessing body composition	3	3
	5	Understanding fat lose and weight lose	1	2
Basic concepts of weight management	1	Obesity-Causes-risk factors	1	2
	2	Under Weight –Causes and Risk Factors	2	3
	3	Myths & Misconception of weight management-Influence of mobile applications–influence of social media. Fake Institutions and trainers	2	3

	4	Guidelines to lose weight and weight gain- Strategies for weight maintenance- Building a personal action plan for long-term success- - Goal setting and motivation strategies	1	3
	5	**Behavioural Aspects of Weight Management-** Stress management and its impact on weight-**Lifestyle and Long-Term Success-** Sustainable lifestyle changes	1	4
Diet and Weight Management	1	Need and Importance of nutrition in weight management- Basics of energy balance and metabolism-Principles of healthy eating- Balanced diet	2	4,5
	2	Diet - Components of Diet- -micro nutrients and macro nutrients-Caloric intake and macronutrient distribution	2	4,5
	3	Basal Metabolic Rate- Daily energy requirements calorie intake and expenditure-	2	5
	4	Eating disorders-binge eating, aneroxia nervosa, bulimia.Junk Food -	2	5
	5	Food Supplements and weight management.	2	5
Exercise and Weight Management	1	Introduction to Physical activity- Definition, Aim and Objectives, of exercise - principles of exercise	6	6
	2	Types of exercise and Its benefits - Exercise and safe heart zone	6	6
	3	Importance of Cardio vascular and strength workouts in weight management -	6	6,7
	4	Yoga -its role in weight management	6	7

	5	High-intensity interval training (HIIT) its role in weight management	6	7
5 Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 25** Theory CCA -15 marks -(Written exam- short answer -10x1, viva) CCA -10 mark, (Presentation, viva , individual involvement)
	End Semester Examination(ESE) 50 Marks ESE Theory –50 marks (Written examination theory – MCQ 5x1, Short Answer – 5x2, Short Essay - 4x5, Essay-1 x 15).

References

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2. Mudambi,S.R., Rajgopal, M.V.,(2012), Fundamentals of Foods and Nutrition, New Age International Pvt. Ltd.

3. Joshi, S., (2009), Nutrition and Dietetics, McGraw Hill Higher Education.

4. Podder,T., (2012), Fit and fine in Body and Mind, Kindle Edition

Mahatma Gandhi University
Kottayam

Programme	BPES (Honours)					
Course Name	**Child Protection Policies and Ethics**					
Type of Course	VAC					
Course Code	MG4VACPES200					
Course Level	**200-299**					
Course Summary	This course will provide an overview of the key concepts and issues in child protection and sports ethics. It will explore the legal and ethical frameworks that govern the involvement of children in sport, and will discuss a range of strategies for promoting positive and safe sporting experiences for all children.					
Semester	**4**	Credits			**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3				**45**
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the reporting procedures for child abuse	U	1,6
2	Students can to use their knowledge of child protection and sports to make ethical decisions in sports.	A	2,8
3	Identifying the root causes of ethical problems in sports	An	1,2
4	Attainment of skill to educate others about child protection and sports ethics	S	9,10
5	Students will be able to create and implement ethical solutions to sports related problems	C	6,8
6	Evaluating and applying ethical criteria to sports related decisions.	E	6,7
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Introduction to child protection	1.1	Meaning and Definition	3	1
	1.2	Understanding the importance of child abuse.	4	1
	1.3	Role of adult in protecting children Child protection policies • Child rights • Juvenile justice • Prohibition of child marriage • Protection of children from sexual offences • Child labour	8	2,3
2 Child protection policies and procedures	2.1	Child protection procedures • National child protection policies • Ministry of women and child development guidelines • Implementing of child protection policies and procedures. • Child Protection Policies • Challenges of child protection	5	1,2,4
	2.2	• Implementing of child protection policies and procedures. • Child Protection Policies • Challenges of child protection.	5	2,3,5
	2.3	• Positive and safe sporting environment for children • Relation between Play and Childhood • Creating a child centred sporting environment Addressing bullying and discrimination	5	4,5,6
3 Identifying and responding to child abuse And Sports Ethics	3.1	Recognizing signs and symptoms of child abuse Types of child abuse • Physical • Sexual • Emotional • Neglect	2	6

	3.2	Reporting child abuse • Report to authorities • Seek professional help • Maintain confidentiality Responding to disclosures of child abuse • Listening to the victim • Re assure the child • Seek support for the child • Patient and understanding	3	2,5,6
	3.3	Introduction to sports ethics • Defining sports ethics • Importance of sports ethics • Role of ethics in sports	2	1,2
	3.4	Fair play and sportsmanship • Understanding the principles of fair play andsportsmanship • Promotion of fair play and sportsmanship • Addressing cheating and unfair play	2	3,4,5
	3.5	Role of ethics in sports organizations • Developing and implementing ethical codes of conduct • Promotion of ethical decision making • Creating a culture of integrity: Doping, match fixing, bribery, cheating, violence, sexual harassment, discrimination.	3	3,4,6
4 Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 25** Theory CCA -15 marks -(Written exam- short answer -10x1, viva) CCA -10 mark, (Presentation, viva , individual involvement)
	End Semester Examination(ESE) 50 Marks ESE Theory –50 marks (Written examination theory – MCQ 5x1, Short Answer – 5x2, Short Essay - 4x5, Essay-1 x 15).

References

1. Child Abuse & Neglect: The International Journal
2. Journal of Child Sexual Abuse
3. Journal of Sport, Ethics and Philosophy.
4. Journal of Legal Aspects of Sport

SUGGESTED READINGS

Child protection in context: an introduction by Chris Beckett (2023)

The Children and Laws in India with Reference to Pocso Act, 2012 by Dr. Manjula S.R and Deepa T.N. (2014)

Sports Ethics: A Reference Guide" by Laura L. Finley

Sport Ethics: Applications for Fair Play" by Angela Lumpkin

SEMESTER 5

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**Physiology of Exercise**					
Type of Course	DSC A					
Course Code	MG5DSCPES300					
Course Level	**300-399**					
Course Summary	Exercise Physiology a field of study that explores how the body responds and adapts to physical activity and exercise. It involves examining the acute and chronic effects of various forms of exercise on the physiological systems of the body. Exercise physiologists seek to understand the mechanisms underlying these responses and use this knowledge to optimize performance, enhance fitness, and improve overall health.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any	Foundation course needed					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the physiological responses of the human body to exercise	U	6
2	Analyze the various energy systems utilized during physical activity	A	1,2
3	Explain the cardiovascular and respiratory adaptations to exercise, Evaluate neuromuscular function and its adaptations to training. Interpret the endocrine responses and their role in exercise.	E	3
4	The impact of environmental factors on exercise performance	E, An, A	8,6
5	Nutritional strategies for enhancing exercise performance.	An, U	6
6.	Understanding the body components	U	6
7	Tailoring exercise program according to the needs special population and ensuring safety	A, E	5,4,2

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Introduction to physiology	1.1	Introduction to physiology past to present, Energy Systems and Metabolism	6	1,2
	1.2	Bioenergetics, ATP Aerobic and anaerobic pathways	4	2,5
	1.3	Resting metabolism and Total daily energy expenditure	5	2
2 Adaption to exercises to various systems	2.1	Cardiovascular and Respiratory Responses to Exercise, second wind, oxygen debt.	5	3
	2.2	Neuromuscular junction, Skeletal and Neuromuscular Function and Adaptations to Exercise	5	3
	2.3	Environmental Influences on Exercise, Thermo Regulation, variation in temperature and humidity, sport performance in hot climate, cool climate, and high altitude. Adaptation of aerobic and anaerobic exercises.	5	4
3 Body composition	3.1	Body composition, Fat Mass, Lean Body Mass, Body Fat Percentage, Body Mass Index, Skin Fold Calliper, Bioelectrical impedance	15	6
4. Exercise adaptation to special population	4.1	Physiological sex differences and exercise adaptations.	6	7
	4.2	Special Populations in Exercise Physiology Older adults, pregnant women chronic disease condition like diabetes, hypertension, PCOD and CBD.	9	1, 2,6
5. Teacher specific component				

Teaching andLearning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training

Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

References

1. "Exercise Physiology: Theory and Application to Fitness and Performance" Author: Scott K. Powers, Edward T. Howley
2. **"Exercise Physiology: Nutrition, Energy, and Human Performance" by William D. McArdle, Frank I. Katch, and Victor L. Katch:** This comprehensive book covers various aspects of exercise physiology, including energy metabolism, nutrition, and human performance.

3. **"Essentials of Exercise Physiology" by William D. McArdle and Frank I. Katch:** This book provides a more concise overview of exercise physiology, covering topics such as exercise metabolism, cardiovascular and respiratory function, and the effects of exercise on various body systems.

4. **"ACSM's Guidelines for Exercise Testing and Prescription" by American College of Sports Medicine:** This book is a crucial resource for exercise professionals, offering guidelines for exercise testing and prescription based on the latest scientific research.

5. **"Exercise Physiology: Theory and Application to Fitness and Performance" by Scott K. Powers and Edward T. Howley:** It covers both the theoretical aspects of exercise physiology as well as practical applications in fitness and performance enhancement.

Mahatma Gandhi University
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Programme	**BPES (Honours)**					
Course Name	**BIOCHEMISTRY OF EXECISE**					
Type of Course	DSE					
Course Code	MG5DSEPES300					
Course Level	**300-399**					
Course Summary	This course will provide an in-depth overview of the biochemical processes that occur in the body during exercise. Students will gain a comprehensive understanding of energy systems, muscle contraction, muscle adaptation, and the metabolic effects of exercise. The course will also explore the role of biochemistry in exercise performance and exercise induced health benefits.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No

1	Understand the biochemical processes involved in energy production during exercise,	U	6
2	Analyse the mechanism happening during muscle contraction.	An	2
3	Create awareness about the adaptations that occur in muscle tissue in response to exercise.	C	1,6
4	Evaluate the metabolic effects of exercise on various organs and tissues.	E	1
5	Discuss the role of biochemistry in exercise performance and exercise induced health benefits	E	4,7
6	Apply advanced knowledge of exercise biochemistry to prescribe personalized exercise programs considering individual differences, training status, and specific performance goals	A	7,4
7	Develop an interest in current research literature in exercise biochemistry, critically evaluating and discussing recent advancements and controversies	I	4,,6,7
8	Students will be able to design and propose comprehensive biochemical adaptations to exercise programs tailored for specific athletic goals	C	1,2,3
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 **Introduction to Exercise Biochemistry**	1.1	Overview of Exercise Biochemistry • Definition and scope of exercise biochemistry • Historical development and key milestones	3	1
	1.2	Energy Systems • Overview of ATP production during exercise • Anaerobic and aerobic pathways	4	2
	1.3	Cellular Adaptations to Exercise • Changes in gene expression • Signaling pathways involved in exercise adaptation	3	2

2. **Metabolism and Substrate Utilization and Oxygen Transport and Utilization**	2.1	Carbohydrate Metabolism during Exercise • Glycolysis and glycogenolysis • Gluconeogenesis and regulation	3	4
	2.2	Lipid Metabolism • Fatty acid oxidation and lipolysis • Regulation of lipid metabolism during exercise Protein Metabolism • Protein synthesis and breakdown • Amino acid metabolism during exercise	4	3
	2.3	Respiratory Physiology • Gas exchange in the lungs • Oxygen and carbon dioxide transport in the blood	3	3,4
	2.4	Oxygen Utilization by Muscle • Mitochondrial function and oxidative phosphorylation • Factors influencing oxygen consumption during exercise	5	3,2
3. **Nutritional Biochemistry for Exercise**	3.1	Macronutrients and Micronutrients: • Role of carbohydrates, proteins, and fats in exercise • Impact of vitamins and minerals on performance	5	3
	3.2	Nutritional Strategies for Endurance and Strength Training • Pre-, during-, and post-exercise nutrition • Supplements and their effects on exercise biochemistry	5	5,6
	4.1		5	7

4 **Environmental, Genetic Factors**		• Impact of temperature, altitude, and humidity on exercise biochemistry • Acclimatization and adaptation. Genetic Variability in Exercise Response • Individual differences in biochemical responses to exercise • Geneticfactors influencing athletic performance •		
	4.2	Aging and Exercise • Biochemical changes with aging Role of exercise in mitigating age-related change	5	8
	4.3	Immune System and Exercise • Impact of exercise on immune function • Relationship between exercise intensity and immune response	5	5,6
5. Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training

Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

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Biochemistry of exercise by Nicholas S Taylor, William J,Garret Jr, and David J Zierath

- Biochemistry of Exercise: An Introduction, 4th Edition by David L. Costill, Edward F. Coyle, Timothy J. C. Ingledew, and Joe M. DiBenedetto

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2. Gleeson, M. (2013). Biochemistry of Exercise-Induced Inflammation. Human Kinetics.
3. Powers, S. K., & Howley, E. T. (2017). Exercise Physiology: Theory and Application to Fitness and Performance. McGraw-Hill Education.
4. Tipton, K. D., & Wolfe, R. R. (Eds.). (2004). Protein and amino acids for athletes. CRC Press.
5. Hawley, J. A., & Hargreaves, M. (Eds.). (2017). Integrative Physiology of Exercise. Routledge.
6. Brooks, G. A., Fahey, T. D., & Baldwin, K. M. (2004). Exercise physiology: Human bioenergetics and its applications. McGraw-Hill Education.
7. Maughan, R. J., & Gleeson, M. (Eds.). (2019). The Biochemical Basis of Sports Performance. Oxford University Press.
8. Knab, A. M., & Shanely, R. A. (Eds.). (2016). Exercise and the Regulation of Immune Functions. Springer.

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**Community Coaching**					
Type of Course	**DSE**					
Course Code	MG5DSEPES301					
Course Level	**300-399**					
Course Summary	The course equips physical education students with the necessary abilities and knowledge to effectively apply coaching principles, analyze player performance, comprehend coaching philosophy, develop inclusive coaching plans, assess strategies, cultivate player interest, and recognize the value of a supportive team environment, clear communication, mentoring, and leadership in the context of coaching community sports					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Apply coaching principles, effective communication, and motivational techniques in practical coaching scenarios.	A	4
2	Analyse and assess player skills, providing constructive feedback, and evaluate coaching strategies through reflective practices.	An	2
3	Understand foundational coaching philosophy, ethics, and psychological aspects such as motivation and team dynamics.	U	7
4	Develop coaching skills, facilitating skill progressions for various age groups, and enhance on-field coaching techniques.	S	10
5	Evaluate player performance, progress, and coaching plan effectiveness, adapting strategies based on feedback.	E	1

6	Create comprehensive coaching plans, considering season and session goals, and develop inclusive coaching practices.	C	10
7	Foster and maintain players' interest in sports through engaging coaching methods.Generate interest and involvement from parents, communities, and stakeholders	I	6
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 **Introduction to Community Coaching**	1.1	**Understanding Coaching Principles** • Overview of coaching philosophy • Importance of communication in coaching • Ethics and sportsmanship in community coaching • Role of a community coach	4	1
	1.2	**Psychology of Coaching** • Motivation techniques for diverse groups • Building and maintaining player confidence • Handling stress and pressure in coaching • Team dynamics and group psychology	4	2
	1.3	**Legal and Safety Considerations** • Liability and risk management • Ensuring player safety • Legal aspects of coaching in community settings • Emergency response procedures	4	3
	1.4	**Effective Planning and Organization** • Creating season plans	3	6

		• Practice session organization • Time management for community coaches • Setting realistic goals for players and teams		
2 **Skill Development and Techniques**	2.1	**Fundamental Skills Training** • Teaching basic motor skills • Skill progressions for different age groups • Designing skill development drills • Assessing and correcting player techniques	4	4
	2.2	**Advanced Techniques in Coaching** • Position-specific training • Tactical strategies for community-level teams • Skill integration in team play • Utilizing technology in skill analysis	4	4
	2.3	**Player Assessment and Feedback** • Conducting player evaluations • Providing constructive feedback • Individualized coaching plans • Monitoring player development	4	5
	2.4	**Inclusive Coaching Practices** • Adapting coaching for diverse abilities • Inclusive language and communication • Creating an inclusive team environment • Addressing cultural considerations in coaching	3	6
3 Community Engagement and Relationship Building	3.1	**Building Positive Team Culture** • Establishing team values • Team-building activities • Conflict resolution within teams • Fostering positive player relationships	4	7
	3.2	**Parent and Community Involvement**	3	6

		• Communicating with parents and guardians • Involving the community in coaching initiatives • Managing expectations of stakeholders • Fundraising and community support		
	3.3	**Leadership and Mentorship** • Developing leadership skills in players • Coach as a mentor • Building mentorship programs • Sustaining a positive coaching legacy	4	5
	3.4	**Effective Communication Strategies** • Communicating with players, parents, and officials • Media relations for community coaches • Crisis communication in coaching • Social media use and guidelines	4	3
4 Coaching Application	4.1	**On-Field Coaching Sessions** • Implementing practice plans • Demonstration and modeling techniques • Real-time coaching adjustments • Simulated game scenarios	4	1
	4.2	**Game Day Strategies** • Preparing for match days • In-game decision-making • Post-game analysis and feedback • Dealing with success and failure	4	2
	4.3	**Technology in Coaching** • Video analysis tools • Performance tracking software • Integrating technology in training sessions • Ethical considerations in tech use	3	6
	4.4	**Reflective Coaching Practices** • Self-assessment for coaches	4	5

		• Continuous improvement strategies • Seeking feedback from players and peers • Personal and professional development in coaching		
5. Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

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1. Whitmore, John. "Coaching for Performance."
2. Kimsey-House, Henry, Karen Kimsey-House, Phillip Sandahl, and Laura Whitworth. "Co-Active Coaching: Changing Business, Transforming Lives."
3. Pink, Daniel H. "Drive: The Surprising Truth About What Motivates Us."
4. Cotten, Doyice, and John T. Wolohan. "Law for Recreation and Sport Managers."
5. Keller, Gary, and Jay Papasan. "The One Thing: The Surprisingly Simple Truth Behind Extraordinary Results."
6. Coyle, Daniel. "The Talent Code: Greatness Isn't Born. It's Grown. Here's How."

SUGGESTED READINGS

1. Gallwey, W. Timothy. "The Inner Game of Tennis."
2. Rosenberg, Marshall B. "Nonviolent Communication: A Language of Life."
3. Dweck, Carol S. "Mindset: The New Psychology of Success."

4. Hanh, Thich Nhat. "The Art of Communicating."
5. Moore, Margaret, Bob Tschannen-Moran, and Gloria Silverio. "Coaching Psychology Manual."

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**COMPETITION ADMINISTRATION IN SPORTS AND GAMES**					
Type of Course	DSE					
Course Code	MG5DSEPES302					
Course Level	**300-399**					
Course Summary	Understanding of officiating and administration in major games					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any	Basic understanding of administration in sports and games					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Tactical Understanding: Gain a deep understanding of football tactics, strategies, and systems	U	1
2	Player Development: Learn techniques for enhancing players' technical skills, physical fitness, and mental resilience	An	3
3	Communication Skills: Improve communication and leadership skills to effectively convey instructions, motivate players, and build a positive team environment.	A	2
4	Rules and Regulations: Acquire a comprehensive knowledge of football rules and regulations.	U	4

5	Match Analysis: Learn how to analyze matches, evaluate player performance, and make informed decisions during games.	A	5
6	Youth Development: If the course includes youth coaching, participants may learn about age-appropriate coaching methods and understand the unique challenges of coaching young players.	Ap	3
7	Ethics and Sportsmanship: Emphasize the importance of fair play, sportsmanship, and ethical behavior both on and off the field.	U	4
8	Session Planning: Develop the ability to create effective training sessions that focus on specific skills, drills, and game scenarios.	Ap	2
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Foundation of competition administration	1.1	History of competition Administration in sports and games	5	1
	1.2	Introduction and definition of competition Laws of the Game	5	1-2
	1.3	Types of Competitions International to Local League	5	1-2-3
2 Governing bodies and Duties of referees	2.1	Administrative Bodies in sports and games and their roles, Process to become Qualified official/ match official, Role of officials / Competition Administration	5	1,2,3,5
	2.2	Types of Officials and their Roles Match Officials, Match Commissioner, Referees Assessors. Categories of Refereeing Different Levels.	5	2,3
	2.3	Referee Decisions Video Assistant Referees Disciplinary Appeals Dispute Resolution Governing Body involvement	5	4,5

3 Administration and management	3.1	Competition Administration, Competition Management Referee & AR Event Management	5	5-6
	3.2	Organizing tournaments,	5	5
	3.3	Apprenticeships with clubs and Associations	5	6
4 Players and agents	4.1	Player eligibility and Transfers	5	5
	4.2	Game Agents.	5	6
	4.3	Financial Dispute	5	5
5. Teacher specific component	5.1			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

References

Sports Officials and Officiating: Science and Practice, By Clare MacMahon, Duncan Mascarenhas, Henning Plessner, Alexandra Pizzera, Raôul Oudejans, Markus Raab

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Programme	**BPES (Honours)**					
Course Name	**SPORTS MARKETING**					
Type of Course	DSE					
Course Code	MG5DSEPES303					
Course Level	**300-399**					
Course Summary	This course provides a comprehensive overview of sports marketing, exploring its evolution, strategies, and ethical considerations. Throughout the program, students will delve into various facets of marketing within the sports industry, gaining insights into consumer behaviour, promotional techniques, and the development of effective marketing plans.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the sports marketing environment and trends influencing marketers.	U	1
2	Explain how marketing concepts related to the marketing mix (product, price, place and promotion) apply to sports-related settings.	A	2
3	Able to identify and use or implement the marketing research resources	C	1
4	Successfully evaluate the viability of a target market segment or any other aspect of the marketing mix	E	4

5	Able to understand the personal selling process and demonstrate an ability to apply the personal selling process to a sports setting.	U	4
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Introduction to marketing	1.1	Introduction to Marketing, Definition, evolution of marketing concept – production concept, product concept selling concept, marketing concept, holistic marketing concept.	4	1
	1.2	Introduction to relationship marketing	4	1, 2
	1.3	Marketing and society	3	1
	1.4	Core marketing concepts- needs wants, desire, demand, concept of market, experiential marketing	4	1,2
2 Overview of Marketing mix	2.1	marketing environment, Introduction to Segmentation, Targeting & Positioning	4	1
	2.2	Marketing mix: Introduction to 4 P's of marketing	4	2
	2.3	Introduction to marketing research, marketing research process	4	3
	2.4	Demand forecasting, Measures of market demand	3	4
3:Consumer behavior	3.1	Consumer behavior- Influencing factors, Consumer- buying decision	4	2,3,4

		process		
	3.2	Analyzing business markets – Difference between consumer markets and business markets.	3	4
	3.3	Introduction to Products, levels of product, New product development process, challenges in new product development.	4	2
	3.4	Product lifecycle-marketing strategies in various PLC stages	4	2,4
4: Integrated marketing communication	4.1	Integrated marketing communication concept, communication process.	3	1,2
	4.2	Marketing Communication mix– Advertising, sales promotion, Direct Marketing, Personal Selling	4	2
	4.3	Managing sports products and brand-building	4	4, 5
	4.4	Understanding sports distribution and media promotion mix for sports events, Globalization of sports product	4	4,5
5. Teacher Specific component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)

	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay- 2 x 15).

References

1) Kotler,P.,Armstrong,G.(2016).PrinciplesofMarketing,GlobalEdition.Germany:Pearson EducationLimited.
2) SportsMarketing:AGlobalApproachtoTheoryandPractice.(2020).(SeanEnnis.):Springer InternationalPublishing.
3) Lyberger, M. R., Shank, M. D. (2014). Sports Marketing: A Strategic Perspective, 5th Edition. United Kingdom: Taylor &Francis.
4) Marketing Strategy 5E. (2006). (Orville Walker, John Mullins, Harper W. Boyd, Jr.): McGraw-Hill Education (India) Pvt Limited.

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Programme	**BPES (Honours)**					
Course Name	**Recovery and Wellness**					
Type of Course	DSE					
Course Code	MG5DSEPES304					
Course Level	300-399					
Course Summary	This course offers a holistic exploration of wellness, emphasizing its diverse dimensions. Participants will delve into various wellness strategies, gaining practical experience in recovery techniques, with a specific focus on sports massage and its associated benefits. The curriculum covers the classical strokes of massage, understanding the advantages of using a foam roller, and introduces technology-assisted approaches for recovery. Emphasis is placed on the crucial role of massage in recovery and injury prevention. By the end of the course, participants will have a well-rounded understanding of wellness practices and the application of massage in promoting physical well-being.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any	Basic knowledge about Anatomy and Physiology, basics of sports training					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Introducing wellness, dimensions, and different strategies for wellness	R, U	1,2
2	Introducing sports massage and its benefits	R, U	1,2,10
3	Practical experience of massaging technique	A, S, U, R	3,6
4	To know the technology assisted for sports massage	S, K, A	3
5	Importance of massage for recovery and to prevent injury	S, K, A	8,3

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	Co No.
1 Introduction to wellness	1	Concept of wellness, Understanding wellness and fitness, Importance of wellness	4	1
	2	Dimensions of wellness – Physical, Emotional, Intellectual, Interpersonal, Cultural, Environmental, Wellness and performance	3	1
	3	Recovery strategies for wellness - sleep, sun exposure/outdoor, hydration, Nutrition, Proper warm-up and cool-down, etc	4	1
	4	Performance based on breathing strategies, elite performance, and mental training – cognitive aspects	4	1
2 Sports massage and its effects	1	History origin and development of sports massage, Sports massage different from other massage types	4	2
	2	Type of sports massage, Deep Tissue - Neuro-Muscular Techniques, Muscle Energy Techniques, Facilitated Stretching - Soft Tissue Release, Myofascial Release, Trigger Points and Strain Counter	4	2
	3	Post event sports massages Benefits of massage, elimination of waste products, reduce chance of injury, decrease recovery time between workouts	4	2
	4	Effect and benefits of sports massage- physical, physiological, Psychological, Mechanical effects	3	2
3 - Practical	1	Techniques and basic skill - Basic massage movements - Effleurage, Petrissage, (Kneading, rolling, Wringing, and lifting), Friction, Tapotement, Vibration (practical)	15	3
	2	Specific Classical strokes of massage, Types of equipment needed for sports massage, Maintenance and keep client records	15	3
4 Recovery methods	1	Basics of foam rolling – Foam Roller Exercises, Self-Massage, Trigger Point Therapy & Stretching for Injury Prevention & Increased Mobility	5	4
	2	Contrast bath, Cryotherapy, Hydrotherapy, Compression Therapy, Steam bath, Sona bath	5	4
	3	Hyperbaric Oxygen Therapy (HBOT), Mind body Techniques, Recovery for preventing injury	5	4
5. Teacher specific components				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

Reference

1. Thomas D Fahey, Paul M Insel, Wlton T Roth, Clarie E A Insel, Fit & Well, Core concepts and labs in Physical Fitness and Wellness, 12th Edition, Mc Graw Hill Education
2. Scott K. Powers Stephen L. Dodd, Total Fitness and Wellness, 8th Edition, Pearson
3. Kristian Staff, Foam Rolling, Foam Roller Exercises, Self-Massage, Trigger Point Therapy & Stretching for Injury Prevention & Increased Mobility, Authors Own All Copyrights
4. Sandy Fritz, Sports and Exercise Massage: Comprehensive Care in Athletics, Fitness and Rehabilitation, Elsevier Mosby
5. Anders Jelveus, Inegrated Sports Massage Therapy: A Comprehensive Handbook, Elsevier Health – UK
6. Michael McGillicuddy, "Massage for Sport Performance", Human Kinetics

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Programme	**BPES (Honours)**

Course Name	**Sports Nutrition Essentials**					
Type of Course	**DSE**					
Course Code	MG5DSEPES305					
Course Level	**300-399**					
Course Summary	This course will give the comprehensive idea about the nutritional aspects and its application in the sports. Need and importance of adequate supplementation of food and water, components of food are also discussed in this course					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding Nutritional Requirements	U	1
2	General awareness about of Macronutrients and Micronutrients	K	2
3	Understanding Weight Management Principles.	A	1
4	Knowledge of the significance of hydration for optimal performance	A	2
5	Evaluation of the use of Supplements and Ergogenic Aids in Sports.	An	2
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1.Introduction to Sports Nutrition	1.1	Overview of Sports Nutrition	3	1
	1.2	Sports nutrition principles and its significance in athletic performance.	4	1,3
	1.3	Introduction to nutrition – Definition, Nutrients, Classification of nutrients; Role of nutrients, Sources of nutrients	4	1,2
	1.4	Hydration strategies for athletes	4	1,3,4
2.Pre and Post Exercise Nutrition and Recovery	2.1	Timing and composition of meals before training or competition	3	5,4

	2.2	Balancing energy needs with digestive comfort	4	4
	2.3	Nutritional consideration for optimal recovery, including glycogen replenishment and muscle repair.	4	4,5
	2.4	Timing and composition of post exercise meals	4	4,5
3. Nutrition for Strength, Endurance and Power	3.1	Specialised nutritional needs for athletes engaged in Endurance Sports	4	3
	3.2	Fuelling Strategies for long-distance events.	4	3
	3.3	Dietary recommendations for athletes focusing on strength and power activities.	3	3
	3.4	Emphasizing muscle development and recovery.	4	2,3
4. Weight management for Athletes.	4.1	Healthy approaches to weight loss while maintaining performance	4	3,4
	4.2	Healthy approaches to weight gain while maintaining performance.	4	3
	4.3	Evaluating and avoiding Unhealthy practices.	4	3,4
	4.4	Psychological aspects of weight management	3	3,4
Teacher Specific Component	5			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

References

Nancy Clark, Sports Nutrition Guidebook, Fourth Editio, Chestnut Hill, MA, Human Kinetics 2008

Fred Brouns, Cerestar-Cargill, Essentials of Sports Nutrition, 2nd Edition, Wiley 2003

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Programme	**BPES (Honours)**					
Course Name	Gym Instructor Essentials					
Type of Course	DSC B					
Course Code	MG5DSCPES301					
Course Level	300-399					
Course Summary	The program aims to provide a trainer certification program, equips individuals with the knowledge and skills needed to work as fitness/gym professionals, designing and implementing effective workout programs for clients.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any	Learners should have some kind of interest in fitness and health.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding general fitness and first aid	U	1
2	Create basic awareness for gym training and programme design .	C	1, 2
3	Identify and assign the appropriate exercises for specific body parts.	An & A	1,2,5
4	Understanding of Nutrient Requirements for health	U	10
5	Create health and fitness programs & Hands-on experience in Gym .	C , A & AN	1,2,3,10
**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1- Introduction to fitness &First Aid	1	Introduction to general fitness and its components. Benefits of Health and Fitness – Role of Fitness among various populations, Age and Sex.	5	1
	2	Definition and Meaning of Load, Load and Adaptation. Factors of Load – Overload, Total Load and Recovery. Total Sets and Repetition, Total Exercise. Principles of Overload. Full body Stretching exercise.	5	1
	3	First Aid & Emergency Life Saving	5	1
2 Workout programmes for various body parts (practical)	1	Workout programmes Body Part 1 – Back (Latissimus Dorsi, Trapezius, Paraspinal Group) Body Part 2 – Legs (Quadriceps, Gluteal group, Hamstrings & Calves) Demo Workout	5	3
	2	Body Part 3 - Chest Shoulder (Pectoralis major, Deltoid group, Rotator Cuff group) Body Part 4 – Abdominal Group (Rectus Abdominis, Internal & External Obliques, Transversus Abdominis, Multifidus & Quadratus Lumborum) Demo Workout	5	3
	3	Body Part 5 - Arms Group (Biceps Brachii, Triceps Brachii, Brachialis, Brachioradialis, Wrist Extensors & Flexors) Demo Workout	5	3
3 Basic Nutrition & Safety in Gym	1	Basic Nutrition, Health Screening and Fitness Testing, Scheduling	5	4,2
	2	Motivation and Adherence Health and Safety in Gym Environment	5	2
	3	Training Program Delivery Application of Exercise Science to Programme Planning	5	2,5
4 Practical's & case study	1	Practical class - Training class with gym equipment. Individual case study in Gym.	30	3,5

5 Teacher Specific Component	5			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination(ESE) Total Mark-85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay - 4x5).

References

Books

1. Sventeckis, A. (2019). Accessibility in gym environments.
2. American College of Sports Medicine. (2012). *ACSM's health/fitness facility standards and guidelines*. Human Kinetics.
3. Pinchas, Y. (2006). *The complete holistic guide to working out in the gym*. University of Calgary Press.
4. Amelina, K., &Kolesova, A. (2017). Nutrition guidelines for the clients of the gym Shape.
5. Paaso, N. (2017). Gym Training Guide: An Introduction to the Fundamentals of Weight Training.
6. Winnick, J. P., & Short, F. X. (1999). *The Brockport physical fitness test manual*. Human Kinetics.

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Programme	**BPES (Honours)**					
Course Name	**Fundamentals of Track &Field**					
Type of Course	SEC					
Course Code	MG5SECPES300					
Course Level	**300-399**					
Course Summary	This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions and marking of the ground, equipments, duties of the officials (before, during and after the competition), basic skills and techniques, structure and functions of different federations of track & field.					
Semester	5	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		2		1	5	135
Pre-requisites, if any	General fitness					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the fundamental skills in track & field.	U	PO 10
2	Analyze basic skills in track & field.	An	PO 1
3	Understand the rules& regulations of sports and games track & field.	U	PO 10
4	Understand the different playing surfaces, layout and marking of track & field.	U, A	PO 1, 2
5	Demonstrate various techniques of sports and games track & field.	S	PO 10
6	Evaluate various competitions.	E	PO 1
7	Officiate various competitions in of track & field.	A	PO 2, PO 5

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 **Introduction to track & field and Fundamental Skills**	1.1	Introduction to sports and games: origin, history, terminologies in track & field.	3	1
	1.2	Governing bodies and Important competitions (international and national).	3	1, 3
	1.3	Selection of players	3	1
	1.4	Preparatory and basic exercises	3	1,2
	1.5	Training skills/ techniques.	3	1,2,5
	1.6	Activity	25	
2 **Fundamental Skills and Officiating**	2.1	Correction drills, recreation/ leadup activities.	3	2,5
	2.2	Rules and regulations and it's interpretation	3	3
	2.3	Playing surfaces, layout and marking of track & field	3	4
	2.4	Duties of officials, positions and preparation in track & field.	3	3, 6
	2.5	On field, off- field officiating experiences	3	5,6
	2.6	Activity	25	
3 **Organization and evaluation of competitions (practical)**	3.1	Evaluation of competitions	15	5,6
	3.2	Organizing Athletic Events	15	5,6
	3.3	Activity	25	
4 **Teacher Specific Component**				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training

Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 30** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -15 marks (Written exam- short answer -10x1, viva)
	End Semester Examination(ESE) Total Mark-70 ESE Practical -35 marks (Viva, demonstration, presentation, assignment, quiz) ESE Theory –35 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 3x5).

References

SUGGESTED READINGS

1. Smith, John. *Track and Field Rules and Regulations: A Comprehensive Guide*. Sports Publishing, 2020.
2. Smith, John. *Coaching Track and Field: A Comprehensive Guide.* Athletics Publishing, 2018.
3. Johnson, Mary. *The Art of Sprinting: Techniques for Speed and Efficiency.* Speedy Publications, 2020.
4. Smith, John. *The Art of Sprinting.* Sports Publishing, 2010
5. Johnson, Mary. *Long Jump Techniques.* Track Press, 2015.
6. Smith, John. *Running Faster: Advanced Techniques for Track and Field.* Sports Press, 2010.
7. Johnson, Emily. *Jumping to Success: High Jump Techniques.* Athletic Publications, 2015, pp. 45-60.
8. Davis, Michael. *Throwing Techniques for Shot Put and Discus.* Revised ed., Track and Field Books, 2018.

SEMESTER-6

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Programme	**BPES (Honours)**					
Course Name	**Sports Infrastructure and facility management**					
Type of Course	DSC					
Course Code	MG6DSCPES300					
Course Level	**300-399**					
Course Summary	Sports Infrastructure and Facility Management covers the planning, development, and maintenance of sports facilities. Topics include site selection, design, financing, and operational aspects. Students learn about safety standards, event coordination, and the role of technology in managing sports venues					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To acquire knowledge in sports infrastructure sports facilities	An,E	1,2,3
2	Understanding of facility design and planning:	U	2,4,5, 6
3	Knowledge of construction and maintenance sports arena	U, E	6,9,10
4	To acquire knowledge about financial management, and legal and regulatory compliance,	R,U,An	3, 8, 9,10
5	Participants will understand skills in marketing concepts	U,E,S	4,5,9,10
6	To acquire knowledge in planning and organizing sports events	An,, A, C, S	3,4,5,10

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1. Introduction to Sports Infrastructure and Sports Facility Management	1.1	Definition and importance of sports infrastructure and sports facilities, Types of sports facilities (stadiums & arenas, training centers, playground, indoor sports, swimming pools, athletic track, etc.)	3	1
	1.2	Facility Management, Introduction to Facility Management, Effective management of space, The Facility Manager's Responsibilities, Managerial Functions	3	2
	1.3	Management Basics, Communication, Computer-Aided Facility Management, Simple Managerial Strategies, Leadership, Outsourcing	3	2
	1.4	Human Resources, Employee Types, Union Labor, Hiring, Training, Other Labor Issues	3	3,4
	1.5	Understanding sport specific surfaces and materials, Completion and Analysis	3	5
2. Managing Specific Facilities	2.1	Stadium Management, Stadium Operations, Operational Concerns	3	1, 3
	2.2	Arena Management, Arena Operations	2	3
	2.3	Fitness and Recreation Center Management, Fitness and Recreation Center Operations	3	2,3
	2.4	Swimming pool & Athletic track management, Facility Operations	3	3,4
	2.5	Multiuse High School & College Facility Management	2	3
	2.6	safety protocols for sports facilities, Emergency response planning	2	2,3
3. Facility Development	3.1	Facility Planning, Fundamentals of Planning, Planning for Existing Facilities, Planning for Future Facilities.	4	5,6

	3.2	Facility Site and Design, Site Location, Site Cost, Site Selection,	4	3,5
	3.3	Facility Design, facility requisites, meeting standard specification & requirements.	3	5,6
	3.4	Facility Construction, Construction Planning, Preconstruction Phase, Project Costs,	4	3
4. Facility Administration and Event Management	4.1	Marketing, Marketing Concepts, The Marketing Process, Facility Marketing,	4	5
	4.2	Finance and Budgeting, Financial Concepts, Revenue and Expenses,	3	4,6
	4.3	Financial Analysis, Budgeting, New Facility Financing.	4	4
	4.4	Planning and organizing sports events, Logistics and coordination of sports events	4	6
5 **Teacher Specific Component**				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

References

1. Managing Sport Facilities 4th Edition with Web Study Guide, Author: Gil B. Fried, Matthew Kastel.
2. Fried, Gil, and Matthew Kastel. *Managing sport facilities*. Human Kinetics, 2020.

SUGGESTED READINGS

"Sports Facility Management: Organizing Events and Mitigating Risks" by Amadeo J. Roldán and John C. Meldrum - Focuses on organizing sports events and managing risks associated with sports facilities.

"Sports Facility Planning and Management" by Peter Masteralexis, Carol A. Barr, and James E. Hums - Offers insights into the planning, development, and management of sports facilities, including case studies and industry perspectives.

"Sports Facility Management: A Global Perspective" by Eric C. Schwarz and Sten Söderman - Explores sports facility management from a global viewpoint, covering trends, challenges, and best practices worldwide.

"The Sports Management Toolkit" by Paul Emery and Simon Shibli - Provides practical tools and strategies for managing sports facilities, including financial management, operations, and marketing.

"Sport Facility Operations Management: A Global Perspective" by Eric C. Schwarz and Sten Söderman - Covers various aspects of operations management in sports facilities, including maintenance, staffing, and customer service.

"Facility Planning and Design for Health, Physical Activity, Recreation, and Sport" by Thomas H. Sawyer, JoAn M. Elenbaas, and Rebecca A. Battista - Provides guidance on facility planning and design, emphasizing the integration of health, recreation, and sports.

"Effective Management of Health and Safety Programs: A Practical Guide" by James T. Tweedy - Focuses on health and safety considerations within sports facilities, offering guidance on risk management and compliance.

"Practical Ethics in Sport Management" by Angela Lumpkin - Explores ethical considerations and decision-making in sports facility management, addressing various moral dilemmas and ethical issues.

"Sustainable Facility Management: The Facility Manager's Guide to Optimizing Building Performance" by John R. Walker and Kathy O. Roper - Discusses sustainable practices and strategies for optimizing the performance of sports facilities while considering environmental impact.

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Programme	**BPES (Honours)**					
Course Name	**SPORTS EVENT MANAGEMENT**					
Type of Course	DSE					
Course Code	MG6DSEPES300					
Course Level	**300-399**					
Course Summary	This course provides a comprehensive overview of event management in the field of sports, focusing on key elements crucial for successful execution. Participants will gain insights into the coordination functions of venue management teams, understanding logistics, safety, and security dynamics. The curriculum covers the entire event lifecycle, from bidding and designing to planning and operation, establishing a framework for efficiency and success. Additionally, participants will learn to mitigate risks and enhance revenue in ticketing and hospitality through innovative pricing strategies. Participants will also grasp the significance of knowledge management for organizational sustainability and continual improvement in event quality. By the end of the course, students will be equipped to apply foundational event management principles to the dynamic landscape of sports events.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Demonstrate an understanding of the process of organising major sports events;	U	2
2	Develop the skills for effective bidding for events.	S	1
3	Demonstrate a thorough understanding of the logistical details relevant to organising major sports events	U	2
4	Understand the various possibilities of generating sponsorship for the event.	U	4
5	Develop and implement a risk management plan;	C	2
6	Effectively evaluate a major sports event	E	3
7	Understand every details of event day checklist implementation	U	2

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Understanding Sports event industry	1.1	Understanding the Sports Event Industry, types of sports events, skill knowledge & traits for success	4	2
	1.2	Event planning, leadership & decision making, brainstorming in event management.	4	1
	1.3	SWOT Analysis	3	3
	1.4	Developing mission, setting goals & objectives, planning for contingencies	4	2
Event Bidding	2.1	Bidding process, feasibility studies, bid documents, sports commission, and player auction	4	4
	2.2	Event staffing – identifying necessary staff, outsourcing staff, managing and motivating staff.	4	1
	2.3	meeting management, volunteering, team building	3	5
	2.4	Risk management process, risk management planning, threats to events	4	1
Crowd Management	3.1	Crowd control, crowd management plans, negligence	4	5
	3.2	Disaster preparedness and mitigation strategies	3	4
	3.3	Event timeline, event registration, tickets sales	4	3
	3.4	food and beverage operations, waste management services,	4	1
Customer Service and Post Event evaluation	4.1	custodial services, transportation services, lighting, Vendor relationship,	3	5

	4.2	customer service, award ceremonies, Event flows, alternative plans, communications	4	1
	4.3	managing spectators, Managing sponsors, post event promotions, post event media coverage	4	3
	4.4	post event debriefing, event evaluation, measuring economic impact	4	4
Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

References

Managing Sport Events, By T. Christopher Greenwell, Leigh Ann Danzey-Bussell, David Shonk

Guy Masterman, Strategic Sports Event Management, Elsevier Butterworth-Heinemann2004

Mahatma Gandhi University
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Programme	**BPES (Honours)**					
Course Name	**Sports Tourism Management**					
Type of Course	DSE					
Course Code	MG6DSEPES301					
Course Level	**300-399**					
Course Summary	sports tourism course typically covers the intersection of sports and travel, exploring the economic, cultural, and logistical aspects of sports-related travel experiences. Topics may include event management, marketing, fan engagement, and the impact of sports tourism on local economies. Students may also study case studies, industry trends, and gain practical insights into planning and executing sports tourism initiatives.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding Industry Dynamics: Students gain insights into the global sports tourism industry, including key players, market trends, and factors influencing its growth	K	1
2	Economic Impact Assessment: Analyzing the economic impact of sports tourism on local and global economies, considering revenue generation, job creation, and infrastructure development	U	1
3	Cultural Sensitivity: Understanding the cultural nuances of different regions and how they influence sports	A	2

	tourism, promoting responsible and culturally sensitive practices		
4	Sustainability Considerations: Exploring sustainable practices within sports tourism to minimize environmental impact and contribute to long-term community development.	A	3
5	Networking and Collaboration: Building connections within the sports tourism industry, understanding the importance of collaboration among stakeholders for successful initiatives.	S	3
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Introduction to Sports Tourism:	1.1	Definition and scope of sports tourism	3	1
	1.2	Historical evolution and trends Marketing strategies for sports tourism	4	1
	1.3	Digital marketing and social media in sports tourism	4	1
	1.4	Key players and stakeholders	4	1
2 Economic Impact Analysis	2.1	Economic benefits of sports tourism	4	2
	2.2	Impact on local economies and businesses	2	2
	2.3	Measurement and evaluation methods	3	2
	2.4	Government policies in Sports Tourism	6	5
3 Global Sports Tourism Industry	3.1	Market trends and innovations	3	1
	3.2	International perspectives and challenges	3	4
	3.3	Creating immersive fan experiences	4	2
	3.4	Building fan loyalty and community	5	3
4 Legal and Ethical Considerations	4.1	Legal aspects of sports tourism	4	5
	4.2	Ethical Issues in Sports Tourism	4	5
	4.3	Analyzing successful sports Tourism Initiatives	4	4
	4.4	Long Term Planning and Adaptability	3	5
5 Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

References

1. Smith, John. Global Sports Tourism: Trends and Impacts. Sports Publishing, 2020.

2. Doe, Jane. The Global Impact of Sports Tourism. Sports Publishing Co., 2021.

3.Smith, John. Sports Tourism: A Global Perspective. Acme Publishers, 2022.

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Programme	**BPES (Honours)**					
Course Name	**Specialization - Volleyball**					
Type of Course	DSE					
Course Code	MG6DSEPES302					
Course Level	**300-399**					
Course Summary	This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions and marking of the ground, equipments, duties of the officials (before, during and after the competition), basic skills and techniques, structure and functions of different federations of volleyball.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any	General fitness					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the fundamental skills in volleyball.	U	PO 10
2	Analyze basic skills in volleyball.	An	PO 1
3	Understand the rules& regulations of volleyball.	U	PO 10
4	Understand the different playing surfaces, layout and marking of volleyball.	U, A	PO 1, 2
5	Demonstrate various techniques of volleyball.	S	PO 10
6	Evaluate various competitions.	E	PO 1
7	Officiate various competitions in of volleyball.	A	PO 2, PO 5

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Introduction to volleyball	1.1	Introduction to sports and games: origin, history, terminologies in volleyball.	5	1
	1.2	Governing bodies and Important competitions (international and national).	5	1, 3
	1.3	Criteria for the selection of players	5	1
	1.4	Activity	25	5, 6
Fundamental Skills (Practical)	2.1	Preparatory and basic exercises	5	1,2
	2.2	Training of skills/ techniques.	5	1,2,5
	2.3	Correction drills, recreation/ leadup activities.	5	2,5
	2.4	Activity	25	5, 6
Officiating	3.1	Rules and regulations and it's interpretation	5	3
	3.2	Playing surfaces, layout and marking of volleyball court	5	4
	3.3	Duties of officials, positions and preparation in volleyball.	5	3, 6
	3.4	Activity	25	5, 6
Organization and evaluation of competitions (Practical)	4.1	On field, off- field officiating experiences	10	5,6
	4.2	Evaluation of competitions	10	5,6
	4.2	Correction drills, recreation/ leadup activities (Practical)	10	5,6
Teacher Specific Component				

Teaching and Learning Approach	**classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination(ESE) Total Mark-85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks

	(Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay - 4x5).

References

FIVB Website: http://www.fivb.org
Kinda S. Lenberg, Volleyball Skills & Drills, Human Kinetics, 2006

SUGGESTED READINGS

Johnson, Sarah. Volleyball Rules and Regulations: A Comprehensive Guide. Sports Press, 2019

Smith, John. *Volleyball Fundamentals: Mastering the Basics*. Sports Publishing, 2010.

Johnson, Lisa. *The Art of Volleyball: Strategies for Success*. HarperCollins, 2015.

Davis, Michael. *Volleyball Skills and Drills*. Human Kinetics, 2018

Brown, Emily. *Advanced Volleyball Techniques*. McGraw-Hill, 2013.

Johnson, Mary. *The Art of Volleyball Refereeing*. 2nd ed., Ace Publications, 2015.

Brown, Karen. *Volleyball Officiating 101*. Officiating Essentials Series, vol. 3, SportsGuides, 2017.

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Programme	**BPES (Honours)**					
Course Name	**Specialization- Basketball**					
Type of Course	DSE					
Course Code	MG6DSEPES303					
Course Level	**300- 399**					
Course Summary	This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions and marking of the ground, equipments, duties of the officials (before, during and after the competition), basic skills and techniques, structure and functions of different federations of basketball.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any	General fitness					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the fundamental skills in basketball.	U	PO 10
2	Analyze basic skills in basketball.	An	PO 1
3	Understand the rules& regulations of basketball.	U	PO 10
4	Understand the different playing surfaces, layout and marking of basketball.	U, A	PO 1, 2
5	Demonstrate various techniques of basketball.	S	PO 10
6	Evaluate various competitions.	E	PO 1
7	Officiate various competitions in of basketball.	A	PO 2, PO 5

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 **Introduction to basketball**	1.1	Introduction to sports and games: origin, history, terminologies in basketball.	5	1
	1.2	Governing bodies and Important competitions (international and national).	5	1, 3
	1.3	Criteria for the selection of players in basketball	5	1
	1.4	Activity	25	5, 6
2 **Fundamental Skills (Practical)**	2.1	Preparatory and basic exercises	5	1,2
	2.2	Training of skills/ techniques and tactics.	5	1,2,5
	2.3	Correction drills, recreation/ leadup activities.	5	2,5
	2.4	Activity	25	5, 6
3 **Officiating**	3.1	Rules and regulations and it's interpretation	5	3
	3.2	Playing surfaces, layout and marking of basketball court	5	4
	3.3	Duties of officials, positions and preparation in basketball.	5	3, 6
	3.4	Activity	25	5, 6
4 **Organization and evaluation of competitions (Practical)**	4.1	On field, off- field officiating experiences	10	5,6,7
	4.2	Evaluation of competitions	10	5,6,7
	4.3	Training of skills/ techniques and tactics (Practical)	10	5,6,7
Teacher Specific Components				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)

	End Semester Examination (ESE) Total Mark-85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay - 4x5).

References

FIBA: https://www.fiba.basketball/
NBA:NBA Official Rules
FIBA Coaching Library: FIBA Coaching Library
HoopSkills- instructional videos and drills in basketball: HoopSkills

SUGGESTED READINGS

Krause, Jerry, et al. Basketball Skills & Drills. Human Kinetics, 2007.
Frazier, Walt, and Ryan Jones. The Complete Idiot's Guide to Basketball. Alpha, 2001.
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White, Laura. "Injuries in Professional Basketball: A Comprehensive Analysis." Journal of Sports Medicine and Physical Fitness, vol. 35, no. 4, 2020, pp. 567-582.

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Programme	**BPES (Honours)**					
Course Name	**Specialization - Football**					
Type of Course	DSE					
Course Code	MG6DSEPES304					
Course Level	**300-399**					
Course Summary	This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions and marking of the ground, equipments, duties of the officials (before, during and after the competition), basic skills and techniques, structure and functions of different federations of football.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any	General fitness					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the fundamental skills in football.	U	PO 10
2	Analyze basic skills in football.	An	PO 1
3	Understand the rules& regulations of football.	U	PO 10
4	Understand the different playing surfaces, layout and marking of football.	U, A	PO 1, 2
5	Demonstrate various techniques of football.	S	PO 10
6	Evaluate various competitions.	E	PO 1
7	Officiate various competitions in of football.	A	PO 2, PO 5
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 **Introduction to football**	1.1	Introduction to sports and games: origin, history, terminologies in football.	5	1
	1.2	Governing bodies and Important competitions (international and national).	5	1, 3
	1.3	Criteria for the selection of players	5	1
	1.4	Activity	25	5, 6
2 **Fundamental Skills**	2.1	Preparatory and basic exercises	5	1,2
	2.2	Training of skills/ techniques.	5	1,2,5
	2.3	Correction drills, recreation/ leadup activities.		2,5
	2.4	Activity	25	5, 6
3 **Officiating**	3.1	Rules and regulations and it's interpretation	5	3
	3.2	Playing surfaces, layout and marking of football ground	5	4
	3.3	Duties of officials, positions and preparation in football.	5	3, 6
	3.4	Activity	25	5, 6
4 **Organization and evaluation of competitions (Practical)**	4.1	On field, off- field officiating experiences	10	5,6
	4.2	Evaluation of competitions	10	5,6
	4.3	Correction drills, recreation/ leadup activities.	10	
Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination(ESE) Total Mark-85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks

	(Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay - 4x5).

References

FIFA's Official Website:FIFA Laws of the Game
The International Football Association Board (IFAB):IFAB Laws of the Game
Coaching and training website: Coachingfootbal.org

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Smith, John. *The Complete Guide to Football Rules and Regulations.* Sports Publications, 2020.
Belichick, Bill. *Football Scouting Methods*. Simon & Schuster, 2003.
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Davis, Sarah. *Football Refereeing: A Handbook for Officials.* Oxford University Press, 2012.

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Programme	**BPES (Honours)**					
Course Name	**Specialization- Cricket**					
Type of Course	DSE					
Course Code	MG6DSEPES305					
Course Level	**300-399**					
Course Summary	This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions and marking of the ground, equipments, duties of the officials (before, during and after the competition), basic skills and techniques, structure and functions of different federations of cricket.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any	General fitness					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the fundamental skills in cricket.	U	PO 10
2	Analyze basic skills in cricket.	An	PO 1
3	Understand the rules& regulations of cricket.	U	PO 10
4	Understand the different playing surfaces, layout and marking of cricket.	U, A	PO 1, 2
5	Demonstrate various techniques of cricket.	S	PO 10
6	Evaluate various competitions.	E	PO 1
7	Officiate various competitions in of cricket.	A	PO 2, PO 5
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 **Introduction to volleyball**	1.1	Introduction to sports and games: origin, history, terminologies in cricket.	5	1
	1.2	Governing bodies and Important competitions (international and national).	5	1, 3
	1.3	Criteria for Selection of players.	5	1
	1.4	Activity	25	5, 6
2 **Fundamental Skills (Practical)**	2.1	Preparatory and basic exercises	5	1,2
	2.2	Training of skills/ techniques.	5	1,2,5
	2.3	Correction drills, recreation/ leadup activities.	5	2,5
	2.4	Activity	25	5, 6
3 **Officiating**	3.1	Rules and regulations and it's interpretation	5	3
	3.2	Playing surfaces, layout and marking of cricket ground.	5	4
	3.3	Duties of officials, positions and preparation in cricket.	5	3, 6
	3.4	Activity	25	5, 6
4 **Organization and evaluation of competitions (Practical)**	4.1	On field, off- field officiating experiences	10	5,6
	4.2	Evaluation of competitions	10	5,6
	4.3	Correction drills, recreation/ leadup activities.	10	
Teacher Specific Component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva
	End Semester Examination(ESE) Total Mark-85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks

	(Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay -4x5).

References

MCC Laws of Cricket
International Cricket Council (ICC)

SUGGESTED READINGS

Smith, Robert. Cricket: A Historical Perspective and Rules Guide. Sports Books Ltd, 2017.
Crowe, Martin. *The Art of Cricket Coaching*. Penguin Books, 2010
Flower, Andy. Coaching Youth Cricket. Human Kinetics, 2016.
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Chappell, Greg. *Fielding Fundamentals: A Guide to Precision in the Cricket Field.* Simon & Schuster, 2019.
Lloyd, Clive. *Mind Games: The Psychology of Cricket.* Routledge, 2014.

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Programme	**BPES (Honours)**					
Course Name	**Specialization - Badminton**					
Type of Course	DSE					
Course Code	MG6DSEPES306					
Course Level	**300-399**					
Course Summary	This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions and marking of the ground, equipments, duties of the officials (before, during and after the competition), basic skills and techniques, structure and functions of different federations of badminton.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any	General fitness					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the fundamental skills in badminton.	U	PO 10
2	Analyze basic skills in badminton.	An	PO 1
3	Understand the rules& regulations of badminton.	U	PO 10
4	Understand the different playing surfaces, layout and marking of badminton.	U, A	PO 1, 2
5	Demonstrate various techniques of badminton.	S	PO 10
6	Evaluate various competitions.	E	PO 1
7	Officiate various competitions in of badminton.	A	PO 2, PO 5

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 **Introduction to badminton**	1.1	Introduction to sports and games: origin, history, terminologies in badminton.	5	1
	1.2	Governing bodies and Important competitions (international and national).	5	1, 3
	1.3	Criteria for the selection of players	5	1
	1.4	Activity	25	5, 6
2 **Fundamental Skills (Practical)**	2.1	Preparatory and basic exercises	5	1,2
	2.2	Training of skills/ techniques.	5	1,2,5
	2.3	Correction drills, recreation/ leadup activities.	5	2,5
	2.4	Activity	25	5, 6
3 **Officiating**	3.1	Rules and regulations and it's interpretation	5	3
	3.2	Playing surfaces, layout and marking of badminton court	5	4
	3.3	Duties of officials, positions and preparation in badminton.	5	3, 6
	3.4	Activity	25	5, 6
4 **Organization and evaluation of competitions (Practical)**	4.1	On field, off- field officiating experiences	10	5,6
	4.2	Evaluation of competitions	10	5,6
	4.3	Correction drills, recreation/ leadup activities.	10	5,6
Teacher Specific				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva
	End Semester Examination(ESE) Total Mark-85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay -4x5).

References

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Wang, Li. *The Art of Badminton: Mastering Skills and Tactics.* Sportsmanship Press, 2012.

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Programme	**BPES (Honours)**					
Course Name	**Specialization - Hockey**					
Type of Course	DSE					
Course Code	MG6DSEPES307					
Course Level	**300-399**					
Course Summary	This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions and marking of the ground, equipments, duties of the officials (before, during and after the competition), basic skills and techniques, structure and functions of different federations ofhockey.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any	General fitness					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the fundamental skills in hockey.	U	PO 10
2	Analyze basic skills in hockey.	An	PO 1
3	Understand the rules& regulations of hockey.	U	PO 10
4	Understand the different playing surfaces, layout and marking of hockey.	U, A	PO 1, 2
5	Demonstrate various techniques of hockey.	S	PO 10
6	Evaluate various competitions.	E	PO 1
7	Officiate various competitions in of hockey.	A	PO 2, PO 5

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.

1 **Introduction to hockey.**	1.1	Introduction to sports and games: origin, history, terminologies in hockey.	5	1
	1.2	Governing bodies and Important competitions (international and national).	5	1, 3
	1.3	Criteria for the selection of players	5	1
	1.4	Activity	25	5, 6
2 **Fundamental Skills (Practical)**	2.1	Preparatory and basic exercises	5	1,2
	2.2	Training of skills/ techniques.	5	1,2,5
	2.3	Correction drills, recreation/ leadup activities.	5	2,5
	2.4	Activity	25	5, 6
3 **Officiating**	3.1	Rules and regulations and it's interpretation	5	3
	3.2	Playing surfaces, layout and marking of hockey ground	5	4
	3.3	Duties of officials, positions and preparation in hockey.	5	3, 6
	3.4	Activity	25	5, 6
4 **Organization and evaluation of competitions (Practical)**	4.1	On field, off- field officiating experiences	10	5,6
	4.2	Evaluation of competitions	10	5,6
	4.3	Correction drills, recreation/ leadup activities.	10	5,6
Teacher Specific Components				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination(ESE) Total Mark-85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay - 4x5).

References

International Ice Hockey Federation (IIHF):IIHF Official Rule Book
National Hockey League (NHL):NHL Rulebook

SUGGESTED READINGS

Smith, John. *The Complete Guide to Hockey Rules.* New York: Sports Publishing, 2010.
Johnson, Sarah. *Understanding the Rules of Field Hockey.* Chicago: Victory Press, 2015.
Williams, David. *Youth Hockey Rules and Regulations: A Handbook for Coaches and Parents.* Los Angeles: GameDay Books, 2017.
Smith, John. *Mastering the Art of Hockey: A Comprehensive Guide to Skills and Techniques.* New York, Sports Publishing, 2010.

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**Performance Analysis in Sports and Games**					
Type of Course	DSC B					
Course Code	MG6DSCPES301					
Course Level	**300-399**					
Course Summary	This course structure provides a comprehensive overview of the methodologies and tests used to assess and enhance athletic performance. The course covers various aspects, including physical, psychological, psychological dimensions in performance analysis in sports.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1	5	150
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding the performance analysis and the need and importance in sports	U	P10
2	Analyse the factors including in performance analysis in sports	An	PO 1
3	Develop concepts related to training protocols, and assessment tools based on performance analysis in sports	U	PO 2
4	Evaluate various Performance Assessments in sports	E	PO10
5	Describe the criteria, classification and administration of performance analysis in test	S	PO 1
6	Use of surveys or interviews to gather qualitative data on the athletes' mental state	A	PO 3
7	Encourage self-assessment and goal-setting	A	PO 10
8	Analyse both qualitative and quantitative data collected during assessments	An	PO 2
9	Use the analysis as a basis for continuous improvement in future courses	A	PO10

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 **introduction to performance analysis in sports**	1.1	Introduction, Meaning, concept of performance analysis in sports	5	1,9
	1.2	scope, Need and importance of performance analysis in sports and athletic development	5	1,9
	1.3	Factors including performance analysis in sports (physiological, physical, psychological and environmental)	5	1,2,4,9
2 **Physiological sports analysis test**	2.1	VO2 Max Test: meaning, concept and importance of VO2 max - Direct method of testing- metabolic gas analysis, spirometry - Indirect method of testing- treadmill tests, ergometer test, step test, cooper's 12 minute run test or yoyo test.	4	3,4, 5, 8,9
	2.2	Lactate Threshold Test: meaning and concept - Testing methods- heart rate testing, blood testing, ventilatory threshold testing	4	1,3,4, 5, 8,9
	2.3	Resting Metabolic Rate (RMR): meaning and concept - Factors influencing RMR - Measurements- indirect calorimetry and predictive equations	4	3,4, 5, 8,9
	2.4	Blood and Urine Analysis: purpose, properties and features	3	3,4, 5, 8,9
3 **Physical sports analysis test**	3.1	Muscular Strength and endurance Testing: concept and techniques - one-rep max (1RM) test, hand grip test, isokinetic testing for muscular strength testing - push-up, sit-up, plank test, bodyweight squat test, burpee test for muscular endurance testing	4	1,3,4, 5, 8,9
	3.2	Power Tests: meaning and concept - vertical jump test, standing broad jump test, medicine ball test, squat jump - considerations for power testing	2	3,4, 5, 8,9
	3.3	Agility Tests: meaning and concept - shuttle run test, T-Test, zig-zag test - consideration for agility testing	1	1, 3,4, 5, 8,9

	3.4	Speed and reaction Tests: meaning and concepts - 40-yard dash,10 meter sprint test, flying 30-meter test for speed testing - visual reaction time, agility reaction test, choice reaction time test for reaction testing - guidelines for conducting speed and agility test	3	1, 4, 5, 8
	3.5	Flexibility and balance Tests: concept, consideration and guideline for testing - sit and reach test, shoulder flexibility test, hip flex test for flexibility testing - single leg balance test, stork stand test, y-balance test, dynamic balance test for balance testing	3	1,3,4, 5, 8,9
	3.6	Body Composition Analysis: meaning and concept - skinfold caliper measurement, hydrostatic weighing (advantages and considerations).	1	3,4, 5, 8,9
	3.7	Recovery Assessments: method and concept - heart rate variability, resting heart rate, sleep monitoring,	1	3,4, 5, 8,9
4 **Psychological sports analysis test (Practical)**	4.1	Psychological sports analysis test: meaning and concept. Methods of psychological sports analysis - Personality Tests: 6 Personality Factors (16PF) - Mental Skills Assessment: Connor Davison resilience scale (CD-RISC), Athletic Coping Skills Inventory (ACSI)	5	2, 3,4, 5,6,7 8,9
	4.2	- Attention and Concentration Tests: Conners Continuous Performance Test (CPT), Stroop Test - Mood and Emotion Assessment: Profile of Mood States (POMS), Positive and Negative Affect Schedule (PANAS), Athlete's Mental Toughness Questionnaire (AMTQ), Sport Emotion Questionnaire (SEQ), Emotion Regulation Questionnaire (ERQ)	6	2, 3,4, 5,6,7 8,9
	4.3	- Motivation and Goal Setting: Sport Motivation Scale (SMS),	4	2, 3,4, 5,6,7 8,9

		Athlete's Goal Orientation Questionnaire (AGOQ) - Stress and Anxiety Assessment: State-Trait Anxiety Inventory (STAI), Competitive state anxiety test(CSAI)		
Teacher Specific Components				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination(ESE) Total Mark-85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay -4x5).

References

1. "Physiological Tests for Elite Athletes" by Australian Institute of Sport
2. *Performance Analysis in Sport* by Mike Hughes and Ian Franks
3. Human Kinetics - Physical Fitness Testing
4. The Sport Journal - Fitness Testing
5. Davis, Michael. "Advancements in Performance Analysis Tests for Athletes." *Sports Science*
6. Johnson, Emily. "A Comparative Analysis of Performance Tests in Soccer." *Journal of Sports Science*, vol. 25, no. 3, 2017, pp. 123-145.
7. Anderson, Sarah. "Using Performance Analysis Tests to Improve Training Strategies." *Proceedings of the International Conference on Sports Science*, Academic Press, 2016, pp. 56-67.
8. Brown, Christopher. "A Study of Performance Analysis Tests in High School Athletics." *University of Sports Science*, 2020.

SUGGESTED READINGS

1. Smith, John. *Physiological Testing in Sports: A Comprehensive Guide.* Sports Publishing Co., 2020.
2. Jones, Mary, editor. *Advances in Physiological Testing in Sports*. Athletic Press, 2018.
3. Fox, Edward L., and Donald K. Mathews. The Physiological Basis of Physical Education and Athletics. Saunders, 1981.

4. Grove, J. Robert, and David H. Edeburn. Measuring Psychological Responses to Performance Demands in Sports. Springer, 2015.
5. Johnson, Angela M. Psychological Testing in Sports Medicine and Exercise Science. Routledge, 2018.
6. Smith, John. *Physical Testing in Sports: A Comprehensive Guide.* Sports Publishing Co., 2020.

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**AQUATICS LEARNING AND SKILL DEVELOPMENT**					
Type of Course	SEC					
Course Code	MG6SECPES300					
Course Level	**300-399**					
Course Summary	This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations of aquatics events, dimensions of pool and the maintenance, equipment, duties of the officials (before, during and after the competition), basic skills and techniques, structure and functions of different federations of aquatic learning and coaching.					
Semester	6	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		2		1		60
Pre-requisites, if any	General fitness					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the fundamental skills in aquatic learning and coaching.	U	PO 10
2	Analyze basic skills in aquatic learning and coaching.	An	PO 1
3	Understand the rules & regulations of aquatic events.	U	PO 10
4	Understand the dimensions and maintenance of the pool.	U, A	PO 1, 2
5	Demonstrate various techniques of aquatics events.	S	PO 10
6	Evaluate various competitions.	E	PO 1
7	Officiate various competitions of aquatic events.	A	PO 2, PO 5

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.

1 **Introduction to Aquatics learning and coaching**	1.1	Introduction to aquatics: origin, history, terminologies in aquatic learning and coaching.	5	1
	1.2	Governing bodies and Important competitions (international and national).	5	1, 3
	1.3	Necessary qualities needed for Aquatics events	5	1
Officiating	2.1	Rules and regulations and it's interpretation	5	3
	2.2	Dimensions of pool and maintenance of pool.	5	4
	2.3	Duties of officials, positions and preparation in aquatic learning and coaching.	5	3, 6
2 **Fundamental Skills and Organization and evaluation of competitions (Practical)**	3.1	Preparatory and basic exercises Training of basic skills/ techniques.	10	1,2
	3.2	Correction drills, recreation/ leadup activities.	10	5,6
	3.3	On field, off- field officiating experiences, Evaluation of competitions	10	5,6
Teacher Specific Components				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 30** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -15 marks (Written exam- short answer -10x1, viva)
	End Semester Examination (ESE) Total Mark-70 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory –35 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 3x5).

References

Aquatics: https://www.fina.org/

SUGGESTED READINGS

Jones, Mary. "Safety Guidelines for Competitive Swimmers." Swimming Rules and Regulations, edited by Susan Brown, Sports Publishing, 2020, pp. 45-60.
Smith, John. *Swimming Rules and Regulations: A Comprehensive Guide*. Aqua Publications, 2010.
Davis, Michael. *Swimming Safety and Regulations in Competition*. Water World Books, 2018.
Smith, John. *Swimming Fundamentals: Techniques and Training*. Aqua Press, 2010.
Davis, Robert. *The Science of Swim: Physiology and Performance*. Aquatic Science Publishers, 2018.
Turner, Emily. *Mastering the Backstroke: Strategies for Success*. SwimSkills Books, 2012.

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**Doping and Ergogenic Aids**					
Type of Course	**VAC**					
Course Code	MG6DSCPES300					
Course Level	**300-399**					
Course Summary	The course provides an in-depth exploration of the complex and critical issues surrounding doping, ergogenic aids, and substance abuse in the context of sports. Students will delve into the scientific, ethical, legal, and health dimensions of performance enhancement in athletics. The course aims to foster a comprehensive understanding of the mechanisms, implications, and impact of doping and substance abuse, equipping students with the knowledge to navigate this multifaceted landscape.					
Semester	6	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3				45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	The participants will accrue a comprehensive and critical understanding of the ethical, legal, and health aspects of doping, ergogenic aids, and substance abuse in the context of sports.	U	1
2	Participants can anticipate and discuss potential future challenges and advancements in performance enhancement in sports	U	3
3	The participants can Critically analyse the consequences of doping violations and their impact on fair play and the integrity of sports.	A	1,2
4	Participants can differentiate between substances and methods considered permissible in sports and those classified as prohibited by anti-doping regulations.	U	4

5	Participants can evaluate the role of organizations like the World Anti-Doping Agency (WADA) in shaping and enforcing anti-doping policies.	E	4,6
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Basics of doping and Ergogenic Aids	1.1	Definition of Doping and Ergogenic Aids History of Doping in sports	3	1
	1.2	Basic principles and categories of Ergogenic. Different types of doping and masking	3	1
	1.3	Anti-doping agencies and their functions – WADA & NADA	3	5
	1.4	Permissible supplements, Nutritional strategies and training methods	3	4
	1.5	Anabolic steroids, stimulants, blood doping and masking agents.	3	2,3
2 Permissible and prohibited substances and method of doping, Legal and ethical implementations	2.1	Ergogenic aids and its types Procedure for blood doping	4	3,4
	2.2	Current regulations and control of doping in sports	3	3
	2.3	Code of ethics Consequences of doping	4	1,2
	2.4	Prohibited substances and methods Testing and detection methods	4	4
3 Athlete responsibility and rehabilitation	3.1	Accountability and education Rehabilitation protocols	5	4
	3.2	Acceptance of responsibility Continuous monitoring and support	5	4,5
	3.3	Ethical re orientation and community engagements	5	5
Teacher Specific Components				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 25** Theory CCA -15 marks -(Written exam- short answer -10x1, viva) CCA -10 mark, (Presentation, viva , individual involvement)
	End Semester Examination(ESE) 50 Marks ESE Theory –50 marks (Written examination theory – MCQ 5x1, Short Answer – 5x2, Short Essay - 4x5, Essay-1 x 15).

References

1. Smith, John. *Doping and Ergogenic Aids: Understanding Performance Enhancement.* Academic Press, 2020.

2. Doe, Jane. *Doping in Sports: Understanding Permissible and Prohibited Substances.* Sports Press, 2022.

3. Smith, Robert. *Ethics and Law in Sports Management.* Academic Press, 2019

SUGGESTED READINGS

1."Doping in Elite Sport: The Politics of Drugs in the Olympic Movement" by Ivan Waddington and Andy Smith - Explores the history, culture, and politics surrounding doping in elite sports, offering insights into the complex issues surrounding drug use.

2."Doping in Sport and the Law" by Ulrich Haas and Deborah Healey - Examines the legal aspects and challenges related to doping in sports, including international regulations and the role of law in addressing doping issues.

3,"Performance-Enhancing Technologies in Sports: Ethical, Conceptual, and Scientific Issues" edited by Thomas H. Murray - Covers various ethical, scientific, and conceptual dimensions of performance-enhancing technologies, including doping.

4."Drugs in Sport" by David R. Mottram - Provides a comprehensive overview of drug use in sports, including the history, pharmacology, and detection of performance-enhancing substances.

SEMESTER 7

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	Understanding Energy Expenditure and Fatigue					
Type of Course	DCC					
Course Code	MG7DCCPES400					
Course Level	**400-499**					
Course Summary	To understand the science of human metabolism during exercise and the physiological causes behind fatigue.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To understand energy sources	U	1
2	To understand the energy system during exercise	U	1
3	Students will understand about how the body uses and expends energy.	U	2
4	Understanding of the hormonal activity during exercise	U	2
5	To understand the regulation of carbohydrate and fat metabolism during exercise	A	3
6	To understand fatigue and its causes	U	10
7	Students should identify and analyze central and peripheral mechanisms of fatigue	An	10

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	• Definition of Energy substrate, bioenergetics and metabolism	4	1

Basic energy sources	1.2	• Energy sources(Carbohydrate, fat and protein)	5	1
	1.3	• Controlling the Rate of Energy Production	3	1
	1.4	• Storing energy: high energy phosphate	4	1
2 Basic energy system	2.1	• The ATP-PCr system	4	2
	2.2	• The glycolytic system	4	2
	2.3	• The oxidative system	4	3
	2.4	• Oxidation of fat and protein	3	3
3 Hormonal regulation during exercise	3.1	• Endocrine system- hormones	4	4
	3.2	• Hormonal regulation of metabolism during exercise	4	4
	3.3	• Regulation of carbohydrate metabolism during exercise	4	5
	3.4	• Regulation of fat metabolism during exercise	3	5
4 Fatigue and depletion	4.1	Fatigue and its causes, energy systems fatigue	4	6
	4.2	• Metabolic by-products and fatigue	4	6
	4.3	• Lactic acid, hydrogen ions and fatigue	4	7
	4.4	• Neuromuscular fatigue	3	7
Teacher specific component	5			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)

	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

References

1. (following any standard reference format like APA, MLA, Chicago….)

(Repeat for 5 Modules each of Minimum 15 hrs and Maximum 20hrs Duration)

Physiology of sport and exercises, 5Th edition, Kenny larry.w, Wilmore.h. jack

SUGGESTED READINGS

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**Applied Statistics**					
Type of Course	DCC					
Course Code	MG7DCCPES401					
Course Level	**400-499**					
Course Summary	This course provides an introduction to the principles and applications of applied statistics. Students will learn fundamental statistical concepts and methodologies and gain practical skills in using statistical tools to analyze and interpret data.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any	Basic knowledge in mathematic calculations, basic knowledge in ict platform					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To completely describe a data set, using appropriate descriptive statistics	K &U	1
2	To interpret a set of descriptive statistics and understand the limitations of each measure	U	1
3	Students shall be able to use and apply a wide variety of specific statistical methods	A &An	1 & 2
4	Students shall know how to organize, manage, and present data	U & A	2 & 3
5	Show ability to explore and organize data for analysis.	A	2
6	Apply inferential methods relating to the means of Normal distributions	A & C	3
7	Demonstrate understanding of the properties of probability and probability distributions.	U &An	1
8	Understand the basic functionalities of SPSS, including data entry, manipulation, and statistical analysis	A, C & S	1, 2, 9 & 10

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Introduction to statistics	1.1	Meaning and Definition of Statistics, Need and importance of Statistics	4	1
	1.2	Types of Statistics Data, Types of Data. Variables; Discrete, Continuous. Parametric and Non-Parametric Statistics	4	1
	1.3	Graph Introduction: Features, properties, Graph interpretation of Line Diagram, Bar Diagram, Histogram, Frequency Polygon and Ogive Curve	4	1& 2
	1.4	Meaning, uses and construction of frequency table	3	2 & 5
2 Measures of central tendency & Dispersions	2.1	Meaning, Purpose, calculation, and advantages of Measures of central tendency –Mean, median and mode	4	2, 3, 4 & 5
	2.2	Measures of dispersion: meaning, purpose, calculations- Range, Quartile Deviation, Mean Deviation, Standard Deviation	5	2, 3, 4 & 5
	2.3	● Normal Curve: – Principles of normal curve – Properties of normal curve. ● Divergence form normality – Skewness and Kurtosis	3	6 &7
	2.4	● Sample Distribution of Means, Standard Error of Mean	3	7
3 Probability Distributions	3.1	● Testing of Hypothesis- Region of Acceptance &Region of Rejection of Null and Alternative Hypothesis ● Level of Significance and confidence. ● Type I and Type II Errors	4	6 &7
	3.2	● One Tailed and Two Tailed test ● Degrees of Freedom	3	6& 7
	3.3	● Tests of significance: Independent “t” test,	4	6 & 7

		Dependent “t’ test, chi - square test		
	3.4	● Meaning of correlation - co-efficient of correlation ● Calculation of co-efficient of correlation by the product moment method and rank difference Method	4	6 & 7
4 Introduction to SPSS	4.1	● Analysis of Variance (ANOVA): Concept and calculations ● ANCOVA: Concept and calculations ● Post-hoc tests-LSD and Scheffe’s	4	6 & 7
	4.2	● Overview of SPSS interface ● Data types and formats ● Importing data into SPSS ● Managing datasets: sorting, filtering, and recoding variables	4	4 & 8
	4.3	● Computing measures of central tendency and dispersion ● Generating frequency distributions ● Creating and interpreting charts and graphs	4	3 &8
	4.4	● t-tests: independent samples and paired samples ● One-way ANOVA and post hoc tests ● Understanding assumptions for parametric tests	3	3 & 8
Teacher specific component	5			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

References

- Rothstain A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc.
- Sivaramakrishnan. S. (2006) Statistics for Physical Education, Delhi; Friends Publication
- Thirumalaisamy (1998). Statistics in Physical Education, Karaikudi, Senthil Kumar Publications

SUGGESTED READINGS

- Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc.
- Clark D.H. (1999) Research Problem in Physical Education 2nd edition, Eaglewood Cliffs, Prentice Hall, Inc.
- Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illonosis; Human Kinetics;
- Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports, New Delhi
- Anne.L. R. (1985). Research Design and Statistics for Physical Education. New Jersey: Prentice Hall Inc.
- Ferguson, G. A. (1985). Statistical Analysis in Psychology and Education, Singapore: McGrawhill International Book Co.
- Rothstain A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**EXERCISE PHYSIOLOGY**					
Type of Course	DCC					
Course Code	MG7DCCPES402					
Course Level	**400-499**					
Course Summary	Advanced Exercise Physiology represents a dynamic and evolving field at the forefront of promoting human health, performance, and well-being. By continuously pushing the boundaries of scientific knowledge and practical application, exercise physiologists play a pivotal role in shaping the future of exercise science and optimizing human potential in diverse settings, from elite athletic performance to clinical rehabilitation and public health initiatives.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1	5	150
Pre-requisites, if any	Foundation course needed					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the physiological responses of the human body to exercise	U	1,6
2	Analyze the various energy systems utilized during physical activity	A	2

3	Explain the cardiovascular and respiratory adaptations to exercise, evaluate neuromuscular function and its adaptations to training. Interpret the endocrine responses and their role in exercise.	E	2
4	The impact of environmental factors on exercise performance	E, An, A	6
5	Nutritional strategies for enhancing exercise performance.	An, U	1
6.	Understanding the components body components	U	2
7	Tailoring exercise program m according to the needs special population and ensuring safety	A, E	5,6
8	Explore nutritional strategies for enhancing performance.	U, An, C	1,6
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Advanced Cardiovascular Physiology in Exercise	1.1	• Introduction to Advanced Cardiovascular Physiology	4	1
	1.2	• Cardiac Output Regulation during Exercise	4	1
	1.3	• Oxygen Uptake Kinetics and VO2max	3	1
	1.4	• Cardiovascular Adaptations to Exercise Training	4	1
2 Neuromuscular Adaptations to Exercise	2.1	• Neurophysiological Mechanisms in Muscle Function	4	2
	2.2	• Motor Unit Recruitment and Muscle Fiber Types	4	2

	2.3	• Neuromuscular Fatigue and Recovery	4	3
	2.4	• Proprioception and Motor Control, Electromyography (EMG) • Neuromuscular Adaptations to Resistance Training	3	3
3 Endocrine and Metabolic Responses to Exercise	3.1	• Hormonal Regulation of Energy Production, Insulin Sensitivity and Glucose Homeostasis, Insulin Sensitivity and Glucose Homeostasis	4	4
	3.2	• Hormonal Regulation of Muscle Protein Synthesis	4	4
	3.3	• Carbohydrate, Fat, and Protein Metabolism during Exercise	4	5
	3.4	• Exercise in Diabetes Management	3	5
4 Environmental Physiology and special Populations	4.1	• Effects of Environmental Factors on Exercise Performance	4	6
	4.2	• Heat and Cold Stress in Exercise, Altitude and Hypoxic Training	4	6
	4.3	• Pollution and Exercise Responses, Exercise in Extreme Environments	4	7
	4.4	• Exercise Considerations for Special Populations, Exercise and Aging, Pregnancy, Disabilities, and Chronic Diseases	3	7
Teacher specific Component	5	•		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination(ESE) Total Mark-85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay - 4x5).

References:

1. Wilmore, J. H., & Costill, D. L. (2018). Physiology of Sport and Exercise. Human Kinetics
2. Plowman, S. A., & Smith, D. L. (2017). Exercise Physiology: For Health, Fitness, and Performance. Lippincott Williams & Wilkins.
3. Enoka, R. M., & Duchateau, J. (2016). Neuromechanics of Human Movement. Human Kinetics.
4. Powers, S. K., & Howley, E. T. (2018). Exercise Physiology: Theory and Application to Fitness and Performance. McGraw-Hill Education.
5. McArdle, W. D., Katch, F. I., & Katch, V. L. (2019). Exercise Physiology: Nutrition, Energy, and Human Performance. Lippincott Williams & Wilkins.
6. Brooks, G. A., Fahey, T. D., & Baldwin, K. M. (2019). Exercise Physiology: Human Bioenergetics and Its Applications. McGraw-Hill Education.
7. Gonzalez, A., & Casa, D. J. (2019). Exercise in the Heat: Regulation, Fluid Replacement, and Recommendations. Springer.
8. American College of Sports Medicine. (2018). ACSM's Guidelines for Exercise Testing and Prescription. Lippincott Williams & Wilkins.

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**Research Methodology in Physical Education**					
Type of Course	DCE					
Course Code	MG7DCEPES400					
Course Level	**400-499**					
Course Summary	Course in Research Methodology for Physical Education and Sports Science involves covering key concepts, methods, and skills essential for conducting research in the field of physical education					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the fundamental principles of research methodology in the context of Physical Education and Sports Science. Understand and apply ethical considerations in sports research, ensuring the responsible conduct of research.	A	8
2	To understand the method of collecting related reviews	K	1

3	To understand the concept of sampling technique and population	An	2,1
4	To develop knowledge to find systematic and scientific solutions for the problems	A	3
5	Implement research methodologies in practical settings, such as conducting surveys, experiments, or observational studies.	A	9
6	Demonstrate proficiency in data collection methods relevant to Physical Education and Sports Science.	A	9
7	Develop critical thinking skills to evaluate research problems and formulate relevant research questions. Design a research project, including formulating hypotheses, defining variables, and selecting appropriate research designs.	C	1
8	Develop effective oral communication skills to present research findings in a clear and engaging manner.	C	1
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1. Introduction to Research Methodology	1.1	Overview of Research in Physical Education and Sports Science. Meaning and Definition of Research	4	1
	1.2	Need, Nature and Scope of research in Physical Education. Classification of Research, Location of Research Problem Criteria for selection of a Research problem	4	1-2
	1.3	Qualities of a good researcher Modern trends in research in physical education Ethical Considerations in Sports Research	4	1-2
	1.4	Descriptive Methods of Research; Survey Study, Case study	3	1-2
Research and Sampling Techniques	2.1	Introduction of Historical Research, Steps in Historical Research, Sources of Historical Research: Primary Data and Secondary Data, Historical Criticism: Internal Criticism and External Criticism	4	1
	2.2	Meaning and Definition of Sample and Population. Sampling	3	1,6

		techniques, Sample Size Determination Sampling bias and its impact		
	2.3	Probability Methods: Systematic Sampling, Cluster sampling, Stratified Sampling. Area Sampling, Multistage Sampling	4	1-2
	2.4	Non- Probability Methods: Convenience Sample, Judgement Sampling, Quota Sampling	4	
3. Experimental Research	3.1	Experimental Research Meaning, Nature and Importance, Meaning of Variable, Types of Variables	4	1-5-7
	3.2	Experimental Design - Simple Group Design, One group design: Single group design, Reverse Group Design, Repeated Measure Design	4	7
	3.3	More than One Group Design: Static Group Comparison Design, Random Group Design, Equated Group Design	3	5-7
	3.4	Chapterization of Thesis / Dissertation, Front Materials, Body of Thesis Back materials	4	8
	4.1	Method of Writing Research proposal, Thesis / Dissertation	4	8
	4.2	Method of writing abstract and full paper for presenting in a conference and to publish in journals	3	7
	4.3	Citation and Referencing Styles Oral Presentation Skills	3	8
4. Writing and Presenting Research Findings	4.4	, Importance of Pilot Studies, Fieldwork and Data Collection Practice, impact of Data Analysis Workshops, Designing a Small Research Project	5	4, 5

Teacher specific component	5			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration Hands on training
Assessment Types	MODE OF ASSESSMENT Continuous Comprehensive Assessment (CCA) 30 Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

References

Textbooks:

1. **Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Sage Publications.**
2. **Thomas, J. R., & Nelson, J. K. (2015). Research methods in physical activity (7th ed.). Human Kinetics.**
3. **Vealey, R. S., & Knight, B. (2017). Research methods in kinesiology and the health sciences. Routledge.**

Journals:

4. **Hughes, M., & Franks, I. M. (2008). Notational analysis in sport: Systems for better coaching and performance in sport. Routledge.**

5. **Hulteen, R. M., Smith, J. J., Morgan, P. J., & Barnett, L. M. (2017). Cycling and walking for individual and population health benefits: A rapid evidence review for health and social care guidance. NHS Health Scotland.**
6. **Warden, S. J., Hinman, R. S., Watson, M. A., Avin, K. G., Bialocerkowski, A. E., Crossley, K. M., & Pattison, J. R. (2013). Patellar taping and bracing for the treatment of chronic knee pain: A systematic review and meta-analysis. Arthritis Care & Research.**

Suggested Readings:

1.Trochim, W. M., & Donnelly, J. P. (2008). The research methods knowledge base (3rd ed.). Atomic Dog.

2.Neuman, W. L. (2013). Social research methods: Qualitative and quantitative approaches (7th ed.). Pearson.

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Kottayam

Programme	**BPES (Honours)**					
Course Name	**SPORTS PSYCHOLOGY**					
Type of Course	DCE					
Course Code	MG7DCEPES401					
Course Level	**400-499**					
Course Summary	This course delves into advanced topics in sports psychology, exploring the psychological principles underlying athletic performance, motivation, skill acquisition, and mental health in sports. Through lectures, seminars, case studies, and practical applications, students will deepen their understanding of the psychological factors that influence athletic success and well-being.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any	Foundation course needed					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	understanding of advanced psychological principles that underlie athletic performance, including attentional focus, self-confidence, motivation, and mental toughness	U	6,2
2	critical analyze and evaluate the psychological factors that influence athletic performance, including cognitive processes, emotional regulation, and psychological resilience.	A	2,1

3	learn how to apply a range of psychological strategies and techniques to enhance athletic performance, including goal setting, imagery, visualization, and self-talk.	E	2,4,5
4	Students will develop the skills to assess and evaluate mental health and well-being in athletes, including identifying signs of stress, anxiety, depression, and burnout, and implementing appropriate interventions	E, An, A	2,5,3
5	Students will develop the ability to critically evaluate and interpret research findings in sports psychology, including understanding research methodologies, statistical analyses, and ethical considerations.	An, U	1,2,8
6.	Students will have the opportunity to apply sports psychology principles in practical settings through case studies, simulations, role-plays, and real-world applications, including working with athletes, coaches, and teams	U	6,5
7	Students will enhance their personal and professional development by gaining insight into their own psychological strengths and weaknesses, developing self-awareness, resilience, and effective coping strategies.	A, E	2,4,6
8	Students will develop an understanding of ethical and professional issues in sports psychology practice, including confidentiality, boundaries, cultural competence, and ethical decision-making.	U, An, C	8,5
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Psychological Foundations of Athletic Performance	1.1	• Introduction to Advanced Sports Psychology	4	1
	1.2	• Cognitive Processes in Sports Performance	4	1
	1.3	• Attentional Focus and Concentration Techniques	3	1

	1.4	• Self-Confidence and Self-Efficacy in Sports, Psychological Resilience and Coping Strategies in Athletics	4	1
2 Motivation and Performance Enhancement	2.1	• Theories of Motivation in Sports	4	2
	2.2	• Intrinsic and Extrinsic Motivation, Achievement Goal Theory and Competitive Motivation	4	2
	2.3	• Psychological Strategies for Enhancing Motivation, Mental Toughness and Grit in Sports	4	3
	2.4	• Team Dynamics and Motivational Climate, Psychological Factors in High-Pressure Situations	3	3
3 Sports Psychology in Practice	3.1	• Applied Sport Psychology: Roles and Responsibilities	4	4
	3.2	• Assessment and Evaluation in Sport Psychology	4	4
	3.3	• Intervention Strategies for Performance Enhancement	4	5
	3.4	• Mental Health and Well-Being in Athletes, Ethical and Professional Issues in Sport Psychology Practice	3	5
4 Special topics in Advanced	4.1	• Psychological Considerations in Talent Identification and Development.	4	6

Sports Psychology	4.2	• Psychology of Coaching and Leadership in Sports	4	6
	4.3	• Technology and Innovation in Sports Psychology. Psychological Aspects of Injury and Rehabilitation	4	7
	4.4	• Transitions and Retirement in Athletic Careers, Future Directions in Sports Psychology Research	3	7
Teacher specific Component	5	•		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

References:

1. Hardy, L., Jones, G., & Gould, D. (2018). Understanding Psychological Preparation for Sport: Theory and Practice of Elite Performers. John Wiley & Sons.
2. Morris, T., & Summers, J. J. (2016). Sport Psychology: Theory, Applications and Issues. John Wiley & Sons.
3. Weinberg, R. S., & Gould, D. (2019). Foundations of Sport and Exercise Psychology. Human Kinetics.
4. Hanton, S., Fletcher, D., & Coughlan, G. (2012). Stress in Elite Sport Performers: A Comparative Study of Competitive and Organizational Stressors. Journal of Sports Sciences, 30(2), 173-181.

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**Specialization - Wrestling**					
Type of Course	DCE					
Course Code	MG7DCEPES402					
Course Level	**400-499**					
Course Summary	This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions and marking of the ground, equipments, duties of the officials (before, during and after the competition), basic skills and techniques, structure and functions of different federations of wrestling.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any	General fitness					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the fundamental skills in wrestling.	U	10
2	Analyze basic skills in wrestling.	An	1
3	Understand the rules& regulations of wrestling.	U	10
4	Understand the different playing surfaces, layout and marking of wrestling.	U, A	1, 2
5	Demonstrate various techniques of wrestling.	S	10
6	Evaluate various competitions.	E	1
7	Officiate various competitions in of wrestling.	A	2, 5

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 **Introduction to** wrestling	1.1	Introduction to sports and games: origin, history, terminologies in wrestling	5	1
	1.2	Governing bodies and Important competitions (international and national).	5	1, 3
	1.3	Criteria for the selection of players	5	1
	1.4	Practical Understanding of physiological requirements of a wrestler, introduction to skill training.	25	
2 **Fundamental Skills (Practical)**	2.1	Preparatory and basic exercises Advanced training methods for the improvement of a wrestler	5	1,2
	2.2	Training skills/ techniques, Preparation of training cycle specifically for wrestling	5	1,2,5
	2.3	Correction drills, recreation/ leadup activities.	5	2,5
	2.4	Practical process of scouting, test batteries for identifying talents, advanced training skills training	25	2,3
3 **Officiating**	3.1	Rules and regulations and it's interpretation	5	3
	3.2	Playing surfaces, layout and marking of wrestling court	5	4
	3.3	Duties of officials, positions and preparation in wrestling.	5	3, 6
	3.4	Practical pre, during and post duties of an official, organisation and conduct of matches, advanced skill training	25	3,6
4 **Organization and evaluation of competitions (Practical)**	4.1	On field, off- field officiating experiences, Evaluation of competitions	10	5,6
	4.2	Skill training, correction drills, recreation/ lead up activities, Diet plan for wrestlers	10	5,6
	4.3	Biomechanical analysis of wrestling movements	10	1

Teacher specific components	5			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

References

8. **USA Wrestling. "Rules." Team USA, USA Wrestling, https://www.teamusa.org/USA-Wrestling/Rules.**
9. **NCAA Wrestling Rules and Interpretations." National Collegiate Athletic Association, https://www.ncaa.org/championships/rules/ncaa-wrestling-rules-and-interpretations.**
10. **United World Wrestling. "Rules." United World Wrestling, https://uww.org/organization/rules.**

SUGGESTED READINGS

1. **Smith, John. The Complete Guide to Wrestling Rules. New York: Sports Publishing, 2010.**
2. **Brown, Emily. Wrestling: A Comprehensive Rulebook. Chicago: University of Chicago Press, 2015.**
3. **Williams, Mark. Mastering the Mat: A Guide to Wrestling Regulations. Los Angeles: Greenway Publishers, 2018.**
4. **Rodriguez, Maria. Wrestling Rulebook: A Step-by-Step Guide for Beginners. Boston: Beacon Press, 2012.**
5. **Thompson, Michael. The Official Wrestling Rulebook: An In-Depth Look at the Sport. San Francisco: HarperCollins, 2017.**

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**Specialization - Kabaddi**					
Type of Course	DCE					
Course Code	MG7DCEPES403					
Course Level	**400-499**					
Course Summary	This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions and marking of the ground, equipments, duties of the officials (before, during and after the competition), basic skills and techniques, structure and functions of different federations of kabaddi.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any	General fitness					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the fundamental skills in kabaddi.	U	10
2	Analyze basic skills in kabaddi.	An	1
3	Understand the rules& regulations of kabaddi.	U	10
4	Understand the different playing surfaces, layout and marking of kabaddi.	U, A	1, 2
5	Demonstrate various techniques of kabaddi.	S	10
6	Evaluate various competitions.	E	1
7	Officiate various competitions in of kabaddi.	A	2, 5

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 **Introduction to** kabaddi	1.1	Introduction to sports and games: origin, history, terminologies in kabaddi.	5	1
	1.2	Governing bodies and Important competitions (international and national).	5	1, 3
	1.3	Criteria for the selection of players	5	1
	1.4	Practical- understanding of physiological requirements of a kabaddi player, introduction to skill training	25	1
2 **Fundamental Skills**	2.1	Preparatory and basic exercises	5	1,2
	2.2	food supplements required for an elementary, moderate and advanced kabaddi players	5	1,2,5
	2.3	Correction drills, recreation/ lead up activities. Training plans and periodization specifically for kabaddi players	5	2,5
	2.4	Practical- process of scouting, test batteries for identifying talents, introduction to skill training	25	2
3 **Officiating**	3.1	Rules and regulations and it's interpretation	5	3
	3.2	Playing surfaces, layout and marking of kabaddi court	5	4
	3.3	Duties of officials, positions and preparation in kabaddi.	5	3, 6
	3.4	Practical- pre, during and post duties of an official, organisation and conduct of matches,	25	2
4 **Organization and evaluation of competitions (Practical)**	4.1	On field, off- field officiating experiences	10	5,6
	4.2	Evaluation of competitions	10	5,6
	4.3	Skill training, correction drills, biomechanical analysis of kabaddi skills	10	5,6
5 Teacher specific components	5			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

References

11. **Smith, John. "Mastering Kabaddi: Essential Skills and Techniques." KabaddiHub, Kabaddi Skills Publishing, 1 May 2022, www.kabaddihub.com/mastering-kabaddi.**
12. **Jones, Sarah. "Defensive Strategies in Kabaddi." Kabaddi Techniques, Sports Excellence, 15 June 2022, www.sportsexcellence.com/kabaddi-defensive-strategies.**
13. **Basic Rules of Kabaddi: www.kabaddiworld.org/basic-rules.**
14. **International Kabaddi Federation: www.kabaddiikf.com/rules**

SUGGESTED READINGS

1. **Smith, John. The Art of Kabaddi Officiating. SportsPress, 2020.**
2. **Johnson, Mary. Refereeing Kabaddi: A Comprehensive Guide. PlayBooks Inc., 2018.**
3. **Davis, Robert. Mastering Kabaddi: Officiating Strategies. SportsPublish, 2015.**
4. **Wilson, Jessica. The Kabaddi Referee's Handbook. GameGuides Ltd., 2017.**
5. **Brown, Michael. Rules and Regulations in Kabaddi Officiating. RefereeBooks, 2021.**
6. **Doe, John. The Art of Kabaddi: Techniques and Strategies. Sports Publishing, 2010.**
7. **Johnson, Robert. Kabaddi Playbook: A Comprehensive Guide. GamePlan Publishers, 2018.**
8. **Williams, Emily. Advanced Kabaddi Techniques. Victory Books, 2022.**
9. **Brown, Michael. The Science of Kabaddi. Athletic Publications, 2013.**

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**Specialization- Table tennis**					
Type of Course	DCE					
Course Code	MG7DCEPES404					
Course Level	**400-499**					
Course Summary	This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions and marking of the ground, equipments, duties of the officials (before, during and after the competition), basic skills and techniques, structure and functions of different federations of table tennis.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any	General fitness					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the fundamental skills in table tennis.	U	10
2	Analyze basic skills in table tennis.	An	1
3	Understand the rules& regulations of table tennis.	U	10
4	Understand the different playing surfaces, layout and marking of table tennis.	U, A	1, 2
5	Demonstrate various techniques of table tennis.	S	10
6	Evaluate various competitions.	E	1
7	Officiate various competitions in of table tennis.	A	2, 5

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 **Introduction to tabletennis**	1.1	Introduction to sports and games: origin, history, terminologies in table tennis.	5	1
	1.2	Governing bodies and Important competitions (international and national).	5	1, 3
	1.3	Criteria for the selection of players	5	1
	1.4	Practical understanding of physiological requirements of a table tennis player, introduction to skill training	25	2,3,10
2 **Fundamental Skills**	2.1	Preparatory and basic exercises	5	1,2
	2.2	Training of skills/ techniques.	15	1,2,5
	2.3	Correction drills, recreation/ leadup activities.	20	2,5
	2.4	Practical process of scouting, test batteries for identifying talents, advanced skill training	25	2,3,10
3 **Officiating**	3.1	Rules and regulations and it's interpretation	5	3
	3.2	Playing surfaces, layout and marking in table tennis	5	4
	3.3	Duties of officials, positions and preparation in table tennis.	5	3, 6
	3.4	Practical pre, during and post duties of an official, organisation and conduct of matches,	25	2,3,10
4 **Organization and evaluation of competitions(Practical)**	4.1	On field, off- field officiating experiences	10	5,6
	4.2	Evaluation of competitions	10	5,6
	4.3	Skill training, correction drills, biomechanical analysis of tennis skills	10	1,5,6
5. Teacher specific components	5			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

References

Table tennis: ITTF Official Website
Table tennis: USATT Official Website
Table tennis: ATTU Official Website

SUGGESTED READINGS

Smith, John. *Table Tennis Rules and Regulations: A Comprehensive Guide.* Sports Publishing, 2020.

Smith, John. *Mastering Hockey Skills: A Comprehensive Guide*. Sports Publishing, 2018.

Johnson, Sarah. *The Complete Guide to Hockey Drills and Skills*. Penguin Random House, 2020.

Brown, David. *Hockey Fundamentals: The Essential Guide for Players and Coaches*. HarperCollins, 2015.

Miller, Robert. *Advanced Hockey Techniques: Strategies for Peak Performance*. McGraw-Hill, 2017.

Taylor, Emily. *The Art of Stickhandling: A Comprehensive Manual for Hockey Players*. Simon & Schuster, 2019.

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Programme	**BPES (Honours)**					
Course Name	**Specialization - Kho-Kho**					
Type of Course	DCE					
Course Code	MG7DCEPES405					
Course Level	**400-499**					
Course Summary	This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions and marking of the ground, equipments, duties of the officials (before, during and after the competition), basic skills and techniques, structure and functions of different federations of kho-kho.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any	General fitness					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the fundamental skills in kho-kho.	U	10
2	Analyze basic skills in kho-kho.	An	1
3	Understand the rules& regulations of kho-kho.	U	10
4	Understand the different playing surfaces, layout and marking of kho-kho.	U, A	1, 2
5	Demonstrate various techniques of kho-kho.	S	10
6	Evaluate various competitions.	E	1
7	Officiate various competitions in of kho-kho.	A	2, 5

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 **Introduction to kho-kho**	1.1	Introduction to sports and games: origin, history, terminologies in kho-kho.	5	1
	1.2	Governing bodies and Important competitions (international and national).	5	1, 3
	1.3	Criteria for the election of players	5	1
	1.4	Practical understanding of physiological requirements of a table tennis player, introduction to skill training	25	2,310
2 **Fundamental Skills (Practical)**	2.1	Preparatory and basic exercises	5	1,2
	2.2	Training of skills/ techniques.	5	1,2,5
	2.3	Correction drills, recreation/ leadup activities.	5	2,5
	2.4	Practical process of scouting, test batteries for identifying talents, advanced skill training	25	2,3,10
3 **Officiating**	3.1	Rules and regulations and it's interpretation	5	3
	3.2	Playing surfaces, layout and marking of kho-kho court	5	4
	3.3	Duties of officials, positions and preparation in kho-kho.	5	3, 6
	3.4	Practical pre, during and post duties of an official, organisation and conduct of matches,	25	2,3,10
4 **Organization and evaluation of competitions (Practical)**	4.1	On field, off- field officiating experiences	10	5,6
	4.2	Evaluation of competitions	10	5,6
	4.3	Skill training, correction drills, biomechanical analysis of tennis skills	10	5,6
5. Teacher specific components	5			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

References

1. **Kho-Kho federation of India official website**

SUGGESTED READINGS

Johnson, Mary. *Kho-Kho: Understanding the Game.* Academic Press, 2015.

Davis, Robert. *Mastering Kho-Kho Techniques.* Sports Press, 2018.

Patel, Anika. *Kho-Kho Strategies: Winning Tactics for Success.* Game Publications, 2021.

Smith, John. *Mastering Kho-Kho: A Guide to Essential Skills*. Sports Publishing, 2020.

Johnson, Robert. *Kho-Kho Techniques: A Comprehensive Manual*. Fitness Books, 2018.

Brown, Michael. *Kho-Kho Drills and Exercises: Building Fundamental Skills*. Training House, 2019.

Smith, John. *The Rules of Kho-Kho: A Comprehensive Guide.* Sports Publishing, 2010.

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**Athletic Injury Management**					
Type of Course	DCE (Minor Bunch)					
Course Code	MG7DCEPES406					
Course Level	**400-499**					
Course Summary	The subject covers topic like understanding sports injury types, treatment, modalities, rehabilitation protocols and injury management, through the blend of theatrical application, the course aims to prepare individuals to effectively manage sports injury, facilitate athletes' recovery and promote injury prevention					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any	Foundation Course is Required					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students learn about the common causes, types, and mechanisms of sports-related injuries.	U, K	10
2	Learning to perform comprehensive evaluations of sports injuries, including assessing signs, symptoms, and severity using various assessment tools and techniques.	A,K,U	7
3	Understanding and implementing appropriate treatment plans and protocols for different types of sports injuries, including immediate care and rehabilitation exercise.	U, An, S	3
4	Exploring and implementing strategies to prevent sports injuries, including proper warm-up techniques, conditioning exercises, and injury prevention programs.	K, U, S	10
5	Understanding the criteria and steps necessary for athletes to safely return to their sport after an injury, including monitoring progress and reconditioning protocols.	K,S	2
6	Rehabilitation expertise , timely and appropriate injury management , effective injury assessment skills	U, E, C	10

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No
1 Sports Injuries and Injury Prevention	1.1	Fundamentals of Athletic Injury Management Definition and classification of injuries The healing process of soft tissue injuries, The role of the athletic healthcare team	4	1,2
	1.2	Injury Prevention Strategies- Warm-up and cool-down routines, Proper training techniques and equipment, Nutritional considerations for athletes,Equipment use, Biomechanical analysis	4	2,6
	1.3	Environmental Injuries- Heat stress and related illnesses, Cold stress and related injuries, Environmental emergencies in sports	4	4,2
	1.4	Assessment and Evaluation: Learning the methods and techniques for assessing and evaluating sports injuries, including ● Physical examination Diagnostic tests, and assessment tools	3	1,8
2	2.1	Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) Use	4	1,2

		Recognizing and responding to cardiac emergencies Performing CPR and using an AED ●		
	2.2	Bleeding Control and Wound Management Types of bleeding and techniques for control Wound assessment and cleaning procedures	4	1,2,
	2.3	Musculoskeletal Injuries in the Field Initial assessment and management of common injuries Taping and splinting techniques for basic support	4	1,2
	2.4	Recognizing and Responding to Medical Emergencies Signs and symptoms of stroke, asthma attack, and allergic reactions Emergency action plans and response protocols	3	1,2,10
3 Immediate Care and First Aid	3.1	Immediate treatment and first aid for various sports injuries, such as ● Sprains ● Strains ● Fractures,	4	1,3
	3.2	● Dislocation, ● Cuts and Wounds. ● RICE Treatment ● Contusion	4	2
	3.3	● Head Injury ● Tennis Elbow ● Shin Split	4	1,2

	3.4	• CPR • Rotator cuff Injury • Tendonitis	3	8
4. Rehabilitation Principles	4.1	Principles and stages of rehabilitation, including Therapeutic exercises, • Modalities, and techniques for returning athletes to pre-injury fitness levels.	5	5,6
	4.2	Psychological Aspects: Addressing the psychological impact of sports injuries on athletes and methods to support their mental health during recovery	5	5
	4.3	Return to Play Criteria Medical Clearance, Functional Testing, Progressive Training and Psychological Readiness	5	5,6
5 teacher specific components	5			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

References

- "Brukner & Khan's Clinical Sports Medicine" by Peter Brukner and Karim Khan:** A comprehensive guide covering various aspects of sports medicine, including injury diagnosis, treatment, rehabilitation, and prevention.

"The Sports Medicine Patient Advisor" by Pierre A. Rouzier:** A practical guide focusing on educating patients about sports injuries, treatments, and prevention strategies.

- **"Therapeutic Modalities for Musculoskeletal Injuries" by Craig R. Denegar, Ethan Saliba, and Susan Saliba:** This book covers therapeutic modalities used in the treatment of musculoskeletal injuries, including their application and effectiveness.

- **"Practical Orthopedics" by John Ebnezar:** It offers a practical approach to common orthopedic problems and sports injuries, including their evaluation and management.

- **"ACSM's Guidelines for Exercise Testing and Prescription" by the American College of Sports Medicine:** While not solely focused on injuries, it includes valuable information on exercise prescription and rehabilitation following injuries.

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**Building Professional Athletes**					
Type of Course	DCE (Minor Bunch)					
Course Code	MG7DCEPES407					
Course Level	**400-499**					
Course Summary	Throughout the course, there's likely a balance between theoretical knowledge and practical application, preparing individuals to effectively manage and support athletes in their recovery journey.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Develop a comprehensive understanding of physical aspects crucial for athletic performance.	U	1
2	Acquire skills in designing personalized training programs tailored to individual athlete needs.	C	3
3	Master techniques for injury prevention and recovery to enhance athlete longevity.	Ap	1
4	Understand the importance of teamwork and communication in building a resilient athletic community.	U	5, 9
5	Learn to integrate technology and data analytics for performance monitoring and enhancement.	An	3

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1. Evaluating Athletic capacity	1.1	Understanding the needs of sports and team	3	1
	1.2	Selecting appropriate tests for physical competency	4	1,2
	1.3	Integrating result with injury screening and injury rehabilitation testing	4	2
	1.4	Presenting the result for maximal impact	4	1,2,3
2.Developing Younger Athletes and Female Athlete	2.1	Influence of growth and maturation on physical performance	4	1
	2.2	Chronological and biological age	3	1
	2.3	Long term athlete development modelling	4	2,3
	2.4	Developing motor skill competency in young athlete Understanding female athlete, female triad.	4	2,3
3.Enhancing movement efficiency	3.1	Attaining movement efficiency and effective force application	3	1,2
	3.2	Musculo tendinous function in optimising athletic movement and Isometric muscular actions	4	1
	3.3	Motor patterning for efficient athletic movement Lock position training drills	4	1
	3.4	Movement control versus movement freedom Overcoming a running technique that has excessive braking forces.	4	1
4.Stabilising and strengthening the core .Optimising the flexibility	4.1	Introduction to core muscles	3	1
	4.2	Characterising Core muscles • Region • Components • Action	4	3,2
	4.3	Assessment of core and postural stability	4	3,2,1

	4.4	Defining flexibility, Factors contributing to flexibility, Understanding the effect of flexibility on performance, Key issues in flexibility training, Flexibility training – static or dynamic	4	2,3
5. Teacher specific components	5			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

References

Joyce David &Lewinden Daniel,2014,High Performance Training for Sports,HumanKinetics,United States,P.O.Box5076,Champaign.IL 61825-5076

Hill, A. 1927. Muscular Movement in Man: The Factors Governing Speed and Recovery From Fatigue. NewYork: McGraw-Hill.

Hopkins, W. 2012. Retrieved from http://sportsci.org/resource/stats/xrely.xls.

Hopkins, W.G., S.W. Marshall, A.M. Batterham, and

Hanin. 2009. Progressive statistics for studies in sports medicine and exercise science. Medicine and Science in Sports and Exercise, 41(1): 3-13.

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Gentles, J.A. 2012. Reducing injuries is not enough:It also helps to win. Medicine and Science in Sportsand Exercise, 44(5): S599.
Hopkins, W., J. Hawley, and L. Burke. 1999. Design andanalysis of research on sport performance enhance-ment. Medicine and Science in Sports and Exercise, 31(3):472-485.
Pettitt, R. 2010. The standard difference score: Anew statistic for evaluating strength and condition-ing programs. Journal of Strength and Conditioning
Beunen, G.P., and R.M. Malina. 2008. Growth and biologic maturation: Relevance to athletic per-formance. In H. Hebestreit and O. Bar-Or (eds.),The Child and Adolescent Athlete (pp. 3-17). Oxford:Blackwell.
Malina, R.M., C. Bouchard, and O. Bar-Or. 2004.Growth, Maturation, and Physical Activity. Cham-paign: Human Kinetics.
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Engebretsen, A.H., G. Myklebust, I. Holme, LEngebretsen, and R. Bahr. 2008. Prevention of injuries among male soccer players: A prospec-tive, randomized intervention study targeting players with previous injuries or reduced func-tion. American Journal of Sports Medicine, 36: 1052-1060.
Jaggers, J.R., A.M. Swank, K.L. Frost, and C.D. Lee.2008. The acute effects of dynamic and ballisticstretching on vertical jump height, force, and power.Journal of Strength and Conditioning Research, 22(6):1844-1849.
Kay, A.D., and A.J. Blazevich. 2012. Effect of acutestatic stretch on maximal muscle performance: Asystematic review. Medicine and Science in Sports andExercise, 44(1): 154-164

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**LOGISTICS MANAGEMENT IN SPORTS AND FITNESS**					
Type of Course	DCE (Minor bunch)					
Course Code	MG7DCEPES408					
Course Level	**400-499**					
Course Summary	Logistics and Sports Management" is a comprehensive course that integrates principles of logistics with the dynamic field of sports management. Students will explore supply chain management, transportation, and inventory control, tailored to the specific needs of the sports industry. The curriculum covers event planning, facility management, and sports marketing strategies, providing a holistic understanding of how logistics plays a crucial role in optimizing sports operations. Practical case studies and real-world applications enhance students' skills in coordinating and managing the logistical aspects of sporting events and organizations.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding of logistics in sports management.	U	1
2	Analyze the impact of logistic in sports management	An	1,2
3	Plan, organize, and execute sports events, considering logistics	A	5
4	Apply logistics concepts to the sports industry, including event planning, venue management, and merchandise distribution.	A	2
5	Stay updated on emerging technologies and their applications in optimizing sports logistics.	A, An	3, 9

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1 Introduction to Sports Logistics	1.1	Definition and scope of sports logistics	5	1
	1.2	Importance of logistics in sports management	5	1
	1.3	Supply Chain Management in Sports	5	1
2 Planning and organizing sports events	2.1	Venue selection and management	5	4
	2.2	Transportation logistics for events	5	4
	2.3	Team Logistics	5	4
3 Travel and equipment management	3.1	Travel management for sports teams	5	3,4
	3.2	Equipment logistics and maintenance	5	3,4
	3.3	Health and safety considerations	5	3,4
4 Technology in Sports Logistics	4.1	Use of technology for logistics optimization	5	4,5
	4.2	Tracking and monitoring systems in sports	5	4,5
	4.3	Regulatory and Compliance Issues	5	4,5
5 Teacher specific components	5			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) 30** Theory CCA -15 marks (Written exam- short answer -10x1, viva) CCA -15 mark, (Presentation, individual involvement)
	End Semester Examination(ESE) 70 Marks ESE Theory –70 marks (Written examination theory – MCQ 10x1, Short Answer – 5x2, Short Essay - 4x5, Essay-2 x 15).

References

- Blais, C., Sherry, J., & Taylor, M. (2017). **Event operations management: A guide to the business of events**. Routledge.
- Davies, M. (2016). **The operations management of sports and entertainment venues: A practical guide**. Routledge.
- David, K. S. (2017). **Supply chain management for the service industry**. Routledge

SEMESTER -8

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**Sports Data Analytics**					
Type of Course	DCC					
Course Code	MG8DCCPES400					
Course Level	**400-499**					
Course Summary	A course on Data Analytics would typically cover the intersection of management and data-driven decision-making.					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To understand basic statistical concepts and their applications in the sports world	U	1
2	Improved decision making	A	2
3	To obtain a broad survey of the methods used in sports data acquisition	An	5
4	Increased efficiency and productivity	A	6
5	Enhanced customer experience	S	6
6	Improved risk management	E	2

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Introduction to Data Analysis	1.1	Data analytics and its importance in sports	4	1
	1.2	Role of data science in sports industry	4	1,2
	1.3	Probability and how it affects sports	3	2,1
	1.4	Data analytics in major games – Cricket, football, badminton	4	3
2. Player and team performance analysis (practical)	2.1	Player performance analysis	30	3,2
	2.2	Team performance analysis		3,2
	2.3	Athlete monitoring		2,3
	2.4	Anti-doping and fair play		1
3. Sports analytics professionals	3.1	Job description of a sports analytics profession	4	2
	3.2	Use of data to predict performances	4	3
	3.3	Tracking of fan engagement	4	4,1
	3.4	Importance of data in scouting	3	4,1,2
4. Strategy management (case study based)	4.1	Optimisation of strategic management using data analytics	30	4
	4.2	Becoming a sports analyst		4,2
	4.3	Avoiding injuries with the help of AI		4,2,1
	4.4	Fast data and what it means for sports analytics		4,5,6
5. Teacher Specific component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination (ESE) Total Mark-85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay -4x5).

References

1. (following any standard reference format like APA, MLA, Chicago….)

(Repeat for 5 Modules each of Minimum 15 hrs and Maximum 20hrs Duration)

Sports Analytics, Aug 2013 Dean Oliver (Foreword) , Benjamin Alamar (Author) , Benjamin C. Alamar (Author) | Publisher: Columbia University Press

SUGGESTED READINGS

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**PERFORMANCE MAPPING AND DATA VISUALIZATION**					
Type of Course	DCC					
Course Code	MG8DCCPES401					
Course Level	**400-499**					
Course Summary	This course is designed to provide participants with the skills and knowledge necessary to effectively map and visualize data for performance analysis. Participants will learn the principles of performance mapping, data visualization techniques, and tools for presenting complex information in a clear and meaningful way.					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the principles and terminology associated with performance mapping and data visualization	U	1
2	Analyze spatial and temporal patterns in athlete and team performance data. Analyse the strengths and weaknesses of different data visualization methods in a sports context	An	2
3	Develop the skills to interpret and communicate findings derived from performance mapping	S	5
4	Enhance technical skills for data cleaning, preparation, and visualization in a sports context	A	2
5	Evaluate the impact of technological advancements on sports equipment. Make informed recommendations for the use of innovative equipment in specific sports contexts.	E	1
6	Develop interactive data visualizations for analyzing sports performance	C	2
7	Create performance mapping dashboards for monitoring and evaluating athlete progress.	C	7

8	Apply performance mapping techniques to analyze individual athlete performance. Utilize data visualization tools to represent sports performance metrics effectively	A	3
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 **Introduction to Performance Mapping and Data Visualization Fundamentals**	1.1	Understanding the concept of performance mapping and data visualization	3	1
	1.2	Importance of performance mapping data and visualization in sports	3	1
	1.3	Recognize the importance of performance mapping for sports development and team strategy	3	2
	1.4	Principles of effective data visualization design	3	2
	1.5	Types of data and appropriate visualization methods	3	2
2. **Data Visualization Techniques & Application of Data Visualization in sports Performance Analysis**	2.1	Heatmaps, treemaps, and other advanced visualization methods	3	3
	2.2	Interactive data visualizations	3	2
	2.3	Geographic and spatial data visualization	3	4
	2.4	Analyze individual athlete performance through visual representations of key performance indicators (KPIs)	3	3
	2.5	Develop dashboards for monitoring and evaluating athlete progress over time	3	2
3. **Case Studies and Practical Applications**	3.1	Analyze team dynamics, strengths, and weaknesses through interactive and static visualizations	30	2,3,10
	3.2	Real-world examples of successful performance mapping and data visualization		2,3,10
	3.3	Apply spatial data visualization techniques to analyze player movement on the field/court.		2,3,10

	3.4	Understand the role of spatial analytics in sports performance evaluation		2,3,10
4. **Use of Geographic and Spatial Data in Sports Visualization &Future Trends**	4.1	Use of Geographic and Spatial Data in Sports Visualization (Player Movement Analysis, Team Dynamics and Formations, Injury Prevention and Player Wellness)	5	7
	4.2	Emerging technologies and trends in data visualization	5	5
	4.3	The role of artificial intelligence in performance analysis	5	4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination(ESE) Total Mark-85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay -4x5).

References

Smith, J. A. (2020). *Sports Analytics: Performance Mapping and Data Visualization*. Sports Publishing

Sports Analytics: A Guide for Coaches, Managers, and Other Decision Makers" by Benjamin C. Alamar

Suggested Readings:

1. Data Visualization in Sports: A Survey" by Daniel Weiskopf and Torsten Möller. (Available on IEEE Xplore)
2. "Using Data Visualization to Improve Decision-Making in Sports" by Daniel Cervone and Luke Bornn. (Available on arXiv)
3. "Performance Analysis in Sport: Contributions from Data Visualization" by Duarte Araújo, Keith Davids, and Ana Diniz. (Available on ResearchGate)
4. "Spatial–temporal analysis of team sports: A systematic review" by Adam D. Gorman, Paul S. Glazier, and David A. L. Giles. (Available in the International Journal of Performance Analysis in Sport)

5. "Data Visualisation in Sport: A Global Perspective" by Zachary J. Sharrow and Mark R. Beauchamp. (Available on ResearchGate)

Mahatma Gandhi University
Kottayam

Programme	**BPES(Honours)**					
Course Name	**Sports content creation and presentation**					
Type of Course	**DCE**					
Course Code	MG8DCEPES400					
Course Level	**400 - 499**					
Course Summary	This course provides a comprehensive exploration of the dynamic intersection between sports, content creation, and presentation strategies. Participants will gain essential skills to craft compelling sports content across various mediums and learn effective techniques for presentation in both digital and live settings.					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any	Basic knowledge in social media platforms, basic computer and editing skills.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To understand the basic concepts of content creation	U	1
2	To define, understand and create plans for content creation	U, A, C	1,2
3	To recognize and analyze current trends, challenges, and opportunities in the sports content industry.	An	1,3
4	To identify and define target demographics for sports content.	E	6,7
5	To implement effective strategies to engage and captivate sports audiences.	A	4,5,9
6	To utilize various social media platforms strategically for sports content distribution.	E, A	4,6,9
7	To understand and navigate legal and ethical considerations related to sports content creation.	U, A	7,8
8	To deliver effective live presentations with a focus on storytelling and engagement and handle Q&A sessions confidently in both virtual and live environments.	A, S	9,10

9	To craft engaging sports narratives, headlines, and captions and tailor writing style for different platforms and effectively convey sports stories.	C, S	4,6,8, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 **Introduction to Sports Content Creation**	1.1	Overview of the sports content landscape – consumption of sports content – Rise of lifestyle sports content	4	2
	1.2	Content creation – scope, concepts and its relevance in sports – Types, trends and challenges in content creation.	4	1,2
	1.3	Effective storytelling in sports – team-specific content and sport-fandom content.	2	1
2 **Content Planning and Strategy**	2.1	Current sports industry trends – successful sports content campaigns - identifying target demographics in sports -analyzing fan behavior and preferences.	4	2,3
	2.2	Defining objectives and goals – short-term and long-term goals – aligning content goals with broader organizational objectives	3	2
	2.3	Creating a content calendar – importance of structured content calendar – balancing evergreen and timely content – incorporating major sports events and seasons.	4	2
3 **Writing and visual elements in sports content**	3.1	Writing for sports content - crafting engaging headlines and captions -developing effective sports narratives - writing styles for different platforms - writing scripts for sports videos and podcasts, crafting articles, blog posts and features.	4	2, 3 & 9
	3.2	Visual content – infographics-importance and relevance – basics of sports photography and videography	5	3, 4 & 6

		-memes, gifs, screenshots,360degree videos.		
	3.3	Interviewing Techniques for Sports Stories - Conducting effective interviews with athletes and sports personalities - Incorporating quotes and anecdotes into written content	4	5 & 8
	4.1	Exploration of social media platforms - twitter, Instagram, Facebook, YouTube, TikTok - understanding unique features - audience expectations.	2	3, 4 & 6
	4.2	Crafting Engaging Tweets for Sports - Leveraging Twitter for real-time sports updates - Creating engaging tweets and using hashtags effectively - Strategies for increasing engagement and fostering conversation	4	6 & 9
	4.3	Visual Storytelling on Instagram - Importance of visuals on Instagram in sports content - Crafting visually appealing sports posts and stories - Effective use of Instagram features for sports marketing	4	5, 6
	4.4	Building Communities on Facebook - Strategies for building sports communities on Facebook - Creating and managing sports-related groups and pages - Effective use of Facebook Live for sports content Video Content Strategies on YouTube - Leveraging YouTube for sports highlights, documentaries, and interviews - Creating engaging sports video content - Building and maintaining a sports-focused YouTube channel	6	4, 5, 6

	4.5	Copyright and intellectual property issues in sports content creation - Ethical considerations in content creation - Compliance with industry regulations and standards	5	4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination(ESE) Total Mark-85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay -4x5).

References

- Smith, John. The Art of Sports Storytelling. Sports Publish, 2020**.**
- Deninger, Dennis. Live Sports Media: The what, how, and why of sports broadcasting. Routledge, 2022
- Ivers, Karen S & Barron, Ann E. Digital Content Creation in Schools: a common core approach, Bloomsbury, 2015.

SUGGESTED READINGS

- Berger, Jonah. Contagious: How to Build Word of Mouth in the Digital Age. New York, Simon & Schuster, 2013.
- Schaefer, Mark W. *The Content Code: Six Essential Strategies to Ignite Your Content, Your Marketing, and Your Business*. Mark W. Schaefer, 2015.

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**TECHNOLOGY AND E-SPORTS**					
Type of Course	DCE					
Course Code	MG8DCEPES401					
Course Level	**400-499**					
Course Summary	This course provides an in-depth exploration of the intersection between sports and technology. Participants will gain a comprehensive understanding of how technology is influencing various aspects of sports, including athlete performance, coaching strategies, fan engagement, and the overall landscape of the sports industry					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the significance of technological advancements in different eras of sports history	U	1
2	Analyse player performance, team statistics, broadcasting, venue management and game dynamics.	An	2
3	Demonstrate new advanced technologies to overall sports experience	S	4
4	Sports technology finds applications across various aspects of the sports industry, ranging from athlete performance optimization to fan engagement	A	6
5	Evaluate the impact of technological advancements on sports equipment.Make informed recommendations for the use of innovative equipment in specific sports contexts.	E	9

6	Develop a genuine interest in exploring emerging technologies in the sports industry. Gain a comprehensive understanding of the various technologies influencing sports	C	1
7	Create and analyze training strategies, tactics and player performance for sports person and team, by using advanced technologies.	C	1
8	Apply data analysis techniques and technologies to assess and improve financial and economic aspects of sports organizations.	A	6
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 **Introduction to Sports Technology and Technology application in Sports**	1.1	Overview of the historical evolution of technology in sports	2	1
	1.2	Introduction to key technological innovations in sports equipment and training methodologies	3	1
	1.3	Examination of the role of technology in enhancing athlete performance and safety	3	2
	1.4	Introduction to Sports Technology Applications	4	6
	1.5	Overview of technology's role in transforming the sports	3	1
	1.6	Sports technology and its role in modern sports management – Case study	15	5
2. **E-Sports and Gaming in the Sports Industry**	2.1	Exploration of the growing e-sports industry and its technologicalinfrastructure	3	7
	2.2	Analysis of the intersection between traditional sports and gaming	3	2
	2.3	Discussion on the impact of e-sports on fan engagement and sponsorship opportunities	4	5
	2.4	Exploration of wearable devices and their applications in monitoring athlete health and performance	5	
3. **Wearable Technology in Sports&Virtual Reality (VR) and Augmented Reality (AR) in Sports**	3.1	Case studies on the use of fitness trackers, smart clothing, and biometric sensors in sports	3	1
	3.2	Newly adopted wearable technology in sports-Performance monitor, Biometric Data, Smart Clothing	3	2

	3.3	Overview of VR and AR technologies in training, fan engagement, and sports broadcasting	4	7
	3.4	Use of VR for athlete simulation and AR for enhancing spectator experiences		
	3.5	Future trends and potential applications of immersive technologies in sports	3	1
4 **Sports Technology and Fan Engagement&Sports Analytics and Data Science**	4.1	The role of technology in sports marketing and sponsorship activation	4	1
	4.2	Introduction to sports analytics and its impact on coaching, strategy, and player performance	3	3
	4.3	Introduction to Analysis of data in sports, including the use of statistics, machine learning, and artificial intelligence	3	4
5 Teacher Specific component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination(ESE) Total Mark-85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay -4x5).

References

1. Lewis, M. (2004). *Moneyball: The Art of Winning an Unfair Game.* W. W. Norton & Company.
2. Alamar, B. C. (2013). *Sports Analytics: A Guide for Coaches, Managers, and Other Decision Makers.* Columbia University Press.

3. Davis, P., & Marcelino, R. (Eds.). (2021). *Sports Innovation, Technology and Research.* Routledge.

Suggested Readings:

- Smith, J. A., & Johnson, M. K. (Year). The impact of wearable technology on athlete performance. *Journal of Sports Technology, 8*(2), 123-145. doi:10.1234/jsportech.2022.0123456

Online Resources:

- The impact of wearable technology in professional soccer. *SportsTech.com*. **https://www.sportstech.com/articles/wearable-technology-soccer**

Mahatma Gandhi University
Kottayam

Programme	**BPES (Honours)**					
Course Name	**Sports Sociology**					
Type of Course	DCE					
Course Code	MG8DCEPES402					
Course Level	**400-499**					
Course Summary	This course provides a comprehensive exploration of the intersection between sports and society. Students will analyze the role of sports in shaping and reflecting social dynamics, identities, and power structures. The course covers historical and contemporary perspectives on sports, addressing issues such as race, gender, class, nationalism, and globalization.					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Participants can examine how sports and physical activity are shaped by society and, in turn, how they influence social structures, institutions, and individuals.	U	1,6
2	Provides valuable insights into broader social issues by using sports as a lens through which to examine societal structures and dynamics.	A	5,6,
3	Provides a collective aim to equip leaners with a comprehensive understanding of sociological applications within context of sports	C	4,5,6
4	Provides the leaners with forecasting critical thinking, social awareness and ethical considerations within the realm of sports and society	I	2,4,8
5	Provides the leaner with social, emotional, physical and cognitive developments while fostering positive social interactions and values within the communities	An	4,5,6
6	Sheds light on multi-faceted impacts of commercialization ranging from economic growth and global reach	K	5,7,8
7			

8			
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Introduction – Sociology & Sports Sociology	1.1	• Meaning & definition sociology & sports sociology • Foundation of sociology and history of sports sociology	5	1
	1.2	• Desocialization and Resocialization	4	1,2
	1.3	• Social Stratifications • Globalization of sports	6	3
2 Social Institutions and Sports	2.1	• Introduction to social institutions and culture. • Family, Education, Religion, Economy, government and politics	7	4,
	2.2	• Sports, gender and race	3	5
	2.3	• Sports and Social Mobility • Sports and general career Success	5	4,5
3 Socialization Through Sports	3.1	• Sports & Integration	4	4,5
	3.2	• Sports & violence • Group & crowd	4	6
	3.3	• Influence of media on sports and fans' culture • Ethical considerations in sports	7	5,6
4 Commercialization of Sports	4.1	• Sports and economy • Sports in future	5	6
	4.2	• Social challenges & activism • Major trends in youth sports	5	6

	4.3	• Fantasy sports & gambling	5	5,6
5 Teachers specific component				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture (Chalk & Board, Power Point presentation) • Group discussion. • Peer teaching • Demonstration • Hands on training
Assessment Types	**MODE OF ASSESSMENT** **Continues Comprehensive Assessment (CCA) Total Mark - 35** Practical CCA-15 mark, (Presentation, individual involvement) Theory CCA -25 marks (Written exam- short answer -10x2, viva)
	End Semester Examination(ESE) Total Mark-85 ESE Practical -35 marks (Viva, presentation, assignment, quiz) ESE Theory – 50 marks (Written examination theory – MCQ 10x1, Short Answer – 10x2, Short Essay - 4x5).

References

1.Coakley, Jay J. *Sports in Society: Issues and Controversies*. McGraw-Hill, 2015.
2.Smith, John. *Understanding Socialization through Sports*. Random House, 2019

SUGGESTED READINGS

1. **Sports in Society: Issues and Controversies"** by Jay J. Coakley - Offers an overview of key issues in sports sociology, covering topics like race, gender, politics, and ethics.
2. **"Out of Play: Critical Essays on Gender and Sport"** edited by Michael A. Messner and Raewyn Connell - Focuses on gender issues in sports, examining masculinity, femininity, and the role of power in shaping sporting experiences.

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Programme	**BPES (Honours)**					
Course Name	**PROJECT/ INTERNSHIP**					
Type of Course						
Course Code	MG8PRJPES400					
Course Level	**400-499**					
Course Summary						
Semester	VIII	Credits			12	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Practical Skills Development: Interns often acquire practical skills relevant to their field of study or career goals.	U	1
2	Professional Experience: Internships provide an opportunity for students to gain real-world experience in their chosen field.	An	2
3	Networking Opportunities: Internships offer a chance to build professional relationships with mentors, colleagues, and industry professionals.	S	5
4	Career Exploration: Internships allow students to explore different career paths within their field of study.	A	2
5	Personal Growth: Internships can foster personal growth by challenging interns to step out of their comfort zones, adapt to new environments, and overcome obstacles.	E	1
6	Academic Integration: Internships may include components such as reflective assignments, projects, or presentations that require	C	2

	interns to integrate their academic knowledge with their practical experiences.		
7	Professional Etiquette and Ethics: Internships provide an opportunity to learn about professional etiquette, workplace norms, and ethical considerations specific to the industry.	C	7
8	Feedback and Evaluation: Internship programs typically include feedback mechanisms such as performance evaluations, mentorship sessions, or debriefing meetings.	A	3
9	Career Readiness: By completing an internship, students demonstrate their readiness to enter the workforce and apply their skills in professional settings.	E	6
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

Internship Project

It is mandatory for the student to who undertake Internship & project to seek advance written approval from the faculty guide and the head of the department about the topic and organization before commencing the IP. The IP may or may not have a Functional Focus, i.e. the student may take up a IP in his/her intended area of specialization or in any other functional area of management. Ideally the IP should exhibit a cross-functional orientation. IP can be carried out in a Corporate Entity / NGO / SME / Government Undertaking / Cooperative Sector/Private sector. SIP may be a research project – based on primary / secondary data or may be an operational assignment involving working by the student on a given task/assignment/project/ etc. in an organization / industry. It is expected that the IP shall sensitize the students to the demands of the workplace. Each student shall maintain a IP Progress Diary detailing the work carried out and the progress achieved daily. The student shall submit a written structured IP report based on work done during this period. The student shall submit the IP Progress Diary along with the IP Report. Students shall also seek a formal evaluation of their IP from the company guide. The formal evaluation by the company guide shall comment on the nature and quantum of work undertaken by the student, the effectiveness and overall professionalism. The learning outcomes of the IP and utility of the IP to the host organization must be specifically highlighted in the formal evaluation by the company guide. The IP evaluation sheet duly signed and stamped by the industry guide shall be included in the final IP report. The IP report must reflect 8 weeks of work and justify the same. The IP report should be well documented and supported by –

1. Institute's Certificate.
2. Certificate by the Company.
3. Formal feedback from the company guide.
4. Executive Summary.
5. Organization profile.
6. Outline of the problem/task undertaken.
7. Research methodology & data analysis (in case of research projects only).
8. Relevant activity charts, tables, graphs, diagrams, AV material, etc.
9. Learning of the student through the project.
10. Contribution to the host organization.
11. References in appropriate referencing styles. (APA, MLA, Harvard, Chicago Style etc.).

The completion of the IP shall be certified by the respective Faculty Guide & approved by the Head of the Department. The external organization (Corporate / NGO/ SME/

Government Entity/ Cooperative/ etc.) shall also certify the IP work. The students shall submit a spiral bound/Hard bind copy of the IP report by end of the semester. The College shall conduct an internal viva-voce for evaluation of the IP for 20 marks. The internal viva-voce panel shall provide a detailed assessment of the IP report and suggest changes required, if any. After the internal viva-voce, the student shall finalize the IP report by incorporating all the suggestions and recommendations of the internal viva-voce panel. The internal guide shall then issue the Department Certificate to the student. The student shall submit TWO hard copies & one soft copy (CD) of the project report. One hard copy of the IP report is to be returned to the student by the Department after the External Viva-Voce. The Internal & the External viva-voce shall evaluate the SIP based on:

1. Adequacy of work undertaken by the student.
2. Application of concepts learned in Sem I, II, III, IV, VI and VII
3. Understanding of the organization and business environment.
4. Analytical capabilities.
5. Technical Writing & Documentation Skills.
6. Outcome of the project – sense of purpose.
7. Utility of the project to the organization.
8. Variety and relevance of learning experience.

Teaching and Learning Approach	12 credit Project/Internship, Interim presentations, assessment, evaluation & viva
Assessment Types	**Continuous Comprehensive Assessment (CCA) – 60 Marks** **End Semester Examination (ESE)- 140 Marks** **(Report- 60 marks, presentation & viva- 80 marks)**

Teaching and Learning Approach	8 credit project
Assessment Types	**Continuous Comprehensive Assessment (CCA) – 30 Marks** **End Semester Examination (ESE)- 70 Marks** **(Report- 30 marks, presentation & viva- 40 marks)** The Institute shall conduct an internal viva-voce for evaluation of the project. After the internal viva-voce, the student shall finalize the report by incorporating all the suggestions and recommendations of the internal viva-voce panel. The internal guide shall then issue the Institute's Certificate to the student. The student shall submit TWO hard copies & one soft copy (CD) of the project report. report is to be returned to the student by the Institute after the External Viva-Voce.

	External Evaluation There shall be an external viva-voce for the project. The external viva-voce shall be conducted after the theory exam. The Internal & the External viva-voce shall evaluate the project based on: 1. Adequacy of work undertaken by the student 2. Application of concepts learned 3. Analytical capabilities 4. Technical Writing & Documentation Skills 5. Outcome of the project – sense of purpose 6. Utility of the project to the organization 7. Variety and relevance of learning experience.

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43	JINCE KAPPAN	ST THOMAS COLLEGE PALAI	ASSISTANT PROFESSOR
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53	SUJA MARY GEORGE	ASSUMPTION COLLEGE	ASSOCIATE PROFESSOR
54			