CURRICULUM FRAMEWORK:
TWO-YEAR MASTER OF PHYSICAL EDUCATION (MPEd) PROGRAMME

Directorate of Physical Education & Sports, University of Kashmir

NATIONAL COUNCIL FOR TEACHER EDUCATION

Hans Bhawan (Wing-II), 1, Bahadur Shah Zafar Marg,

New Delhi-110 002 www.ncte-india.org

Program Outcomes (POs):

1. **Advanced Knowledge in Physical Education:** Demonstrates a deep understanding of the core concepts and theories in physical education and sports sciences, ensuring a strong foundation for advanced study or professional practice.
2. **Research Proficiency:** Prepares students to undertake independent research by developing skills in designing research, gathering data, and analyzing results, contributing to knowledge in the field.
3. **Instructional Competence:** Equips students with the ability to deliver high-quality instruction and develop teaching strategies suitable for different learning environments and diverse student needs.
4. **Leadership and Management Skills:** Focuses on enhancing students' leadership qualities and their ability to organize and manage sports-related events and educational programs effectively.
5. **Ethical Practices:** Encourages the application of ethical standards and professional conduct in areas such as coaching, academic research, and community engagement in physical education.
6. **Technological Integration:** Encourages students to utilize cutting-edge technologies to improve teaching methods, training, and sports-related research, keeping pace with modern advancements.
7. **Health Promotion:** Trains students to design and implement health and wellness programs that can benefit individuals and communities, promoting lifelong physical activity and well-being.
8. **Cultural Competence:** Promotes an awareness and respect for cultural differences in sports and physical activity, fostering inclusivity and a diverse approach to education and practice.
9. **Lifelong Learning:** Cultivates a mindset of continuous improvement and personal development, ensuring that graduates remain engaged in professional growth throughout their careers.
10. **Communication Skills:** Develops strong written and verbal communication skills tailored to interacting with different audiences, whether in education, sports, or research settings.
11. **Critical Thinking:** Trains students to think analytically and creatively, solving complex problems that arise in physical education, coaching, or sports management contexts.

12. **Policy Understanding:** Ensures that students are equipped to understand and analyze existing policies and frameworks that affect physical education and sports management at various levels.
13. **Community Engagement:** Encourages active involvement in community initiatives, promoting physical activity and healthy lifestyles through sports and fitness programs.
14. **Adaptability:** Prepares students to adapt to the ever-changing trends in physical education, sports sciences, and societal demands, ensuring relevance in the field.
15. **Collaboration:** Emphasizes the importance of teamwork and collaboration, fostering skills to work effectively with peers from various disciplines in multidisciplinary settings.

Course Outcomes (COs):

1. **Exercise Physiology:** Develop a strong understanding of how the human body responds to physical activity and how exercise can improve health and athletic performance.
2. **Sports Psychology:** Learn psychological principles that can be applied to enhance athletes' motivation, performance, and mental resilience.
3. **Biomechanics:** Understand the mechanical principles behind human movement to optimize performance and reduce the risk of injury.
4. **Curriculum Design:** Gain the skills necessary to design comprehensive physical education curricula that meet the needs of diverse educational levels and settings.
5. **Assessment Strategies:** Learn how to use various assessment tools to evaluate physical fitness, skill proficiency, and overall athletic performance.
6. **Adapted Physical Education:** Understand how to develop and implement physical education programs tailored for individuals with special needs, ensuring inclusivity.
7. **Sports Nutrition:** Gain knowledge of nutritional science and its applications to sports, learning how diet and nutrition impact athletic performance and health.
8. **Motor Learning:** Study how individuals acquire and refine motor skills, applying this knowledge to enhance physical education and athletic training.
9. **Sports Sociology:** Explore the role of sports in society, understanding its cultural, social, and economic implications in both local and global contexts.
10. **Injury Prevention:** Learn how to identify potential risks and implement strategies to prevent and manage injuries in athletes and active individuals.

11. **Coaching Methodologies:** Develop effective coaching strategies for different sports, learning how to guide athletes to achieve their potential.
12. **Fitness Assessment:** Acquire the ability to conduct fitness assessments and interpret results to design appropriate training programs.
13. **Legal Aspects:** Gain an understanding of the legal considerations involved in physical education and sports, such as liability, contracts, and governance.
14. **Event Management:** Develop skills in planning and organizing sports events, competitions, and tournaments, focusing on logistics, coordination, and execution.
15. **Technology in Sports:** Learn how to incorporate technology into training, performance analysis, and sports science to enhance overall outcomes.

Specific Outcomes (SOs):

1. **Enhanced Teaching Skills:** Prepare to deliver high-quality, engaging physical education lessons that inspire and educate students effectively.
2. **Research Publication:** Contribute to the body of knowledge in physical education and sports by publishing research findings in reputable academic journals.
3. **Effective Coaching:** Apply coaching principles to lead teams or individuals to success, focusing on skill development, strategy, and motivation.
4. **Program Development:** Develop community-based fitness and sports programs that encourage physical activity and promote health within various populations.
5. **Policy Advocacy:** Advocate for policies that increase opportunities for physical activity, fitness, and sports participation, aiming for societal impact.
6. **Consultancy:** Offer expert guidance on improving sports performance, training programs, and physical education initiatives.
7. **Workshop Facilitation:** Conduct educational workshops on health, fitness, and sports-related topics, sharing knowledge and promoting awareness.
8. **Performance Analysis:** Use biomechanical tools and methods to assess athletic performance and provide insights for improvement.
9. **Community Outreach:** Engage with local communities through programs that promote physical activity and healthy living, fostering an active lifestyle.
10. **Injury Rehabilitation:** Assist athletes with recovery by applying knowledge of injury prevention, rehabilitation, and post-injury care.
11. **Advanced Research Skills:** Develop expertise in designing and conducting sports science research that contributes to the advancement of the field.

12. **Strength and Conditioning Expertise:** Design customized strength and conditioning programs that are tailored to the needs of individual athletes or teams.
13. **Strategic Planning:** Create long-term plans for the development of sports programs, focusing on sustainable growth, performance improvement, and community involvement.
14. **Innovative Teaching Methods:** Implement modern and creative teaching methods that engage students and enhance learning in physical education.
15. **Holistic Development:** Foster the physical, mental, and social well-being of individuals through sports, ensuring a well-rounded approach to education and personal growth.

Master in Physical Education MPEd (two years) Program

Choice based Credit System (CBCS)

Scheme and course structure for

MPEd 1st semester effective from academic session 2025 and onwards

Course Code	Course Title	Category	Hours per week			Credits
			L	T	P	
PED25101CR	Research Methodology in Physical Education	Core	4	0	0	4
PED25102CR	Teaching & Proficiency in Games-I (Practical)	Core	0	0	8	4
PED25103CR	Teaching & Proficiency in Athletics-I (Practical)	Core	0	0	8	4
PED25104DCE	Kinesiology	DCE	3	1	0	4
PED25105DCE	Management in Physical Education & Sports	DCE	3	1	0	4
PED25001GE	Sports Coaching	GE	1	0	2	2
PED25001OE	Health & Fitness	OE	1	0	2	2
24 credits = 40 contact Hours			**12**	**12**	**20**	**24**

Note:-

$\frac{3\ (core)}{(12\ Credits)} + \frac{2\ Discipline\ centric + 2\ Generic\ Courses}{(12\ Credits)}$ ***= 24 Credits =40 contact Hours***

3 (Core**) + 2** Discipline centric + 2 generic papers to be opted out of 4 generic centric Papers**.**

Scheme of Examination:

For 4 credits courses:

- There shall be two Continuous evaluation examinations for 2 credits (one credit each) and one Term End Examination of two credits.

For 2 credits courses:

- There shall be one term end examination at the end of the semester.

Course No. PED25101CR **4 Credits**

Research Methodology in Physical Education

Unit-I Introduction

1. Meaning, Definition, and Characteristic of research, Need of research in Physical Education.
2. Identification of the research problem and criteria for the selection of the problem.
3. Review of related literature & its importance.
4. Hypothesis, nature and Characteristics of Hypothesis, types of hypothesis.

Unit- II Methods in Research

1. Descriptive research & types: - Survey, Case study method
2. Historical Research- Meaning, nature and major steps in historical research.
3. Experimental Research- Principles of experimental research, experimental designs (Pre-experimental Designs, Quasi-Experimental Designs and True Experimental Designs).
4. Qualitative Research –Procedure in qualitative research.

Unit-III Data Collection and Sampling Technique

1. Techniques of data collection: Questionnaire, Rating scale, Interview, Observation and Check list.
2. Construction and standardization of Questionnaire as a data gathering technique.
3. Sampling, Meaning, types of sampling
4. Delphi Technique

Unit-IV Writing of Research Proposal and Report

1. Research Proposal/Synopsis, Steps of Research Proposal.
2. Abstract, Research Article.
3. Research Report, Salient features of research report.
4. Main divisions of Research Report- Preliminary material, Main part of the thesis, Supplementary Materials.

Books recommended:

1. Best, J.W., & Kahn, J.K. (2006). *Research in Education (10th Ed.)*. Delhi: Dorling Kindersley (India) Pvt. Ltd.
2. Creswell, J.W. (2006) Education Research: Planning Conducting & Evaluating Quantitative and Qualitative Research. New Jersey: Pearson/Merill Prentice Hall.
3. Kamlesh, M.L.(2006). *Methodology of Research in Physical Education & Sports*. New Delhi: Metropolitan Book Co.

4. Kothari C.R. (2005). Research Methodology
5. Lilly, a Chadha N. (2001). *Research Methods for Sports Sciences*. New Delhi: Friends Publication.
6. Murthy, A.M. (2000). *Research Method in Physical Education, Sports and Exercise Science*. New Delhi: Friends publication.
7. Pathad, A.B., Sharma, M.P., & Davi D.N. (1999). *A handbook on Educational Research*. NCTE Publication.
8. Sharma, Y.P. (1997). *Physical Education and Research Methodology*. New Delhi: Publishing house.
9. Thomas, J., Nelson, J. & Silvermen S. (2005). *Research Method in Physical Activity*. USA: Human Kinetic Publication.
10. Clarke, H.David., Research Processes in Physical Education , Recreation & Health Prentice Hall Inc.1985.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Define and explain the meaning, characteristics, and need for research in Physical Education.
2. **CO2:** Identify and select appropriate research problems using relevant criteria.
3. **CO3:** Understand the importance of reviewing related literature for building a research foundation.
4. **CO4:** Formulate different types of hypotheses and understand their nature and characteristics.
5. **CO5:** Differentiate between various research methods, including descriptive, historical, experimental, and qualitative research.
6. **CO6:** Apply principles of experimental research and distinguish among pre-experimental, quasi-experimental, and true experimental designs.
7. **CO7:** Use different techniques for data collection, including questionnaires, rating scales, interviews, observations, and checklists.
8. **CO8:** Understand the construction and standardization process of questionnaires.
9. **CO9:** Explain the meaning and types of sampling techniques and the Delphi method.
10. **CO10:** Develop skills in writing research proposals, abstracts, articles, and research reports.

11. **CO11:** Structure and organize research reports into preliminary, main, and supplementary materials.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Apply fundamental research concepts to solve problems in Physical Education and sports.
2. **PO2:** Identify relevant research problems and justify their significance in improving sports and physical education.
3. **PO3:** Use appropriate research methods, including qualitative and quantitative approaches, for data collection and analysis.
4. **PO4:** Demonstrate the ability to critically review existing literature and identify research gaps.
5. **PO5:** Formulate hypotheses and test them using appropriate research designs and statistical tools.
6. **PO6:** Exhibit proficiency in sampling techniques and data collection methods to ensure research validity and reliability.
7. **PO7:** Write coherent research proposals, reports, and articles following standard academic conventions.
8. **PO8:** Present research findings effectively to academic and professional audiences.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Conduct independent research in Physical Education and sports science.
2. **PSO2:** Utilize descriptive, historical, experimental, and qualitative research methods to investigate sports performance and physical fitness.
3. **PSO3:** Design and implement appropriate research tools, such as questionnaires and rating scales, for data collection.
4. **PSO4:** Apply suitable sampling techniques to ensure the representativeness and credibility of research findings.
5. **PSO5:** Develop research proposals with clear objectives, methodology, and expected outcomes.
6. **PSO6:** Analyze and interpret research data using statistical software and techniques.

7. **PSO7:** Write well-structured research reports, abstracts, and articles for academic publishing.
8. **PSO8:** Contribute to evidence-based practices in Physical Education through innovative research.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 minutes)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

- The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 minutes)

- The candidate shall have to attempt all objective questions from section 'A' and 04 questions from section 'B' answering about (150- 200) words and two one questions from section 'C' answering about (300- 350 words)

Course No. PED 20252CR **4 Credits**

Teaching & Proficiency in Games-I (Practical)

Max Marks	100
External	80
Internal	20

Teaching: Teaching skills will be developed though conducting 8 practice lessons on any two games.

1. Football
2. Badminton
3. Table Tennis

Topics to be covered for Games

1. Historical development of the concerned game.
2. Official rules of the concerned game
3. Fundamental skills /Techniques of concern games
4. Advance Skills and Tactics of concern games
5. Specific Exercise related to Skills
6. Drills for improving the performance related to Game
7. Teaching Aids/Equipment/Slides/PPT/Chart
8. Main tournaments organized at National and International level.
9. Records/Statistics of the game at world, Olympic, Asia, National level.
10. Awardees in the game.
11. Books and magazines of the game.

Note: students will prepared a game book on any one game and will submit at the end of the semester.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Demonstrate knowledge of the historical development of football, badminton, and table tennis.
2. **CO2:** Understand and apply the official rules and regulations of the respective games.
3. **CO3:** Perform fundamental skills and techniques essential for football, badminton, and table tennis.
4. **CO4:** Execute advanced skills and tactical strategies to enhance game performance.
5. **CO5:** Utilize specific exercises to improve proficiency in game-related skills.

6. **CO6:** Design and implement effective drills to boost performance and gameplay.
7. **CO7:** Develop and use teaching aids such as charts, PPTs, and equipment to facilitate learning.
8. **CO8:** Identify major tournaments at national and international levels for each game.
9. **CO9:** Analyze and maintain records and statistics of the games at Olympic, world, Asian, and national levels.
10. **CO10:** Recognize awardees and their contributions to football, badminton, and table tennis.
11. **CO11:** Explore and recommend relevant books and magazines related to the games for continuous learning.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Apply theoretical and practical knowledge to teach and coach various sports and games effectively.
2. **PO2:** Exhibit competency in fundamental and advanced sports skills with a focus on performance improvement.
3. **PO3:** Demonstrate the ability to interpret and apply official game rules during competitive scenarios.
4. **PO4:** Design and execute drills and training sessions to develop technical and tactical abilities.
5. **PO5:** Utilize modern teaching aids and equipment to enhance the teaching-learning process.
6. **PO6:** Analyze game performance using statistical data and maintain accurate sports records.
7. **PO7:** Organize sports events and tournaments at institutional, national, and international levels.
8. **PO8:** Promote a lifelong interest in sports and physical fitness through continuous professional development.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Teach and coach football, badminton, and table tennis with a structured approach to skill development.
2. **PSO2:** Integrate knowledge of game history, rules, and tactics to improve students' sports performance.
3. **PSO3:** Implement sports-specific exercises and drills to enhance physical and technical abilities.
4. **PSO4:** Develop effective teaching aids (charts, PPTs, and equipment) to improve learning outcomes.
5. **PSO5:** Track and utilize game statistics and records for performance analysis.
6. **PSO6:** Organize and manage sports events at various levels with professionalism.
7. **PSO7:** Encourage students to engage in sports by highlighting the achievements and contributions of prominent awardees.
8. **PSO8:** Foster an environment of continuous learning by recommending sports literature and resources.

Course No PED25203CR **4 Credits**

Teaching & Proficiency in Athletics-I (Practical)

Max Marks	100
External	80
Internal	20

Teaching skill: Teaching skill will be developed though conducting 8 practice lessons on any two athletic events.

1. Discus throw
2. Long Jump
3. Hammer throw

topics to be covered for athletics

1. Historical development of the concerned Athletics Events.
2. Official rules of the concerned athletic events
3. Fundamental skills /Techniques of Athletics Events
4. Advance Skills and Tactics of Athletics Events
5. Specific Exercise related to Skills
6. Drills for improving the performance related to Athletics Events
7. Teaching Aids/Equipment/Slides/PPT/Chart
8. Main tournaments organized at National and International level.
9. Records/Statistics of the concerned athletics event at world, Olympic, Asia, National.
10. Awardees in the concerned athletics event.
11. Books and magazines of the concerned athletics event.

    Note: students will prepared a game book on any one event and will submit at the end of the semester.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Demonstrate an understanding of the historical development of discus throw, long jump, and hammer throw.
2. **CO2:** Explain and apply the official rules and regulations of the respective athletic events.
3. **CO3:** Perform fundamental skills and techniques essential for discus throw, long jump, and hammer throw.
4. **CO4:** Execute advanced skills and tactics to enhance performance in athletics.

5. **CO5:** Utilize specific exercises designed to improve skill-related performance.
6. **CO6:** Design and implement effective drills to improve athletic event performance.
7. **CO7:** Develop and use teaching aids such as charts, PPTs, and equipment to facilitate learning.
8. **CO8:** Identify and understand major tournaments organized at national and international levels for athletics.
9. **CO9:** Analyze and maintain records/statistics of athletic events at the Olympic, world, Asian, and national levels.
10. **CO10:** Recognize and appreciate the achievements of prominent awardees in athletics.
11. **CO11:** Explore and recommend relevant books and magazines for continuous learning about athletics.
12. **CO12:** Compile a detailed game book on one athletic event as a comprehensive learning resource.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Apply theoretical and practical knowledge to effectively teach and coach athletic events.
2. **PO2:** Demonstrate proficiency in fundamental and advanced athletics skills.
3. **PO3:** Interpret and enforce official athletic event rules during competitive scenarios.
4. **PO4:** Design drills and training modules to enhance performance in specific athletic events.
5. **PO5:** Utilize innovative teaching aids such as slides, charts, and presentations to improve student engagement.
6. **PO6:** Analyze performance through statistical data and maintain records of athletics events.
7. **PO7:** Organize and manage athletic events at institutional, national, and international levels.
8. **PO8:** Foster an appreciation for athletics by highlighting achievements and records of awardees.
9. **PO9:** Encourage lifelong learning through continuous reference to athletics literature and magazines.
10. **PO10:** Demonstrate leadership and teamwork by engaging in collaborative coaching and event management.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Teach and coach athletics events (discus throw, long jump, hammer throw) with a structured approach to skill development.
2. **PSO2:** Integrate historical context and technical knowledge to improve students' athletic performance.
3. **PSO3:** Implement event-specific exercises and drills to enhance physical performance.
4. **PSO4:** Develop and use appropriate teaching aids to facilitate effective learning.
5. **PSO5:** Track and analyze performance statistics for performance improvement and record maintenance.
6. **PSO6:** Organize and manage athletics events with professionalism at different levels.
7. **PSO7:** Recognize and celebrate the achievements of awardees to motivate students toward excellence.
8. **PSO8:** Compile and present a detailed game book on an athletic event to enhance understanding and documentation skills.
9. **PSO9:** Engage in continuous learning through literature and resources related to athletics.

Course No. PED25204DCE **4 Credits**

Kinesiology

Unit-I Introduction to Kinesiology

1. Meaning, importance of Kinesiology
2. Scope of Kinesiology in Physical Education.
3. Types of movements in different axis and planes
4. Introduction to Kinetics & Kinematics

Unit-II Muscles

1. Classification of muscles.
2. Neuro- muscular basis of human movement.
3. Motor unit, Receptors, Properioceptors.
4. Reflex movement, extensor thrust reflex, flexor reflex, crossed extensor reflex, properioceptive reflex, stretch reflex.

Unit-III Joints of Upper Extremity

1. Shoulder joint - Structure and muscle reinforcement, movement.
2. Elbow joint - Structure, muscle reinforcement, movement.
3. Wrist Joint- Structure , muscle reinforcement, movement
4. Muscles of upper extremity: Deltoid, latismus dorsi, pactoralis major and minor, bicep, tricep.

Unit-IV Joints of Lower Extremity

1. Hip Joint - Structure, muscle reinforcement, movement.
2. Knee joint – Structure, muscle reinforcement, movement.
3. Ankle joint- Structure, muscles reinforcement, movement
4. Muscles of lower extremity: Hamstrings group, Quadriceps group & Gastrocnemius.

Books recommended:

1. Gowitzke, B.A and Milner, M (1988). Scientific Basis of Human Movement (3rd. ed.) Baltimore : Williams and Wilkins.
2. Groves, R and Camaine, D. (1983) . Concepts in Kinesiology .(2nd.ed) Philadelphia: Saunders College Publishing.
3. Hay, J.& Reid, J (1982). The Anatomical and Mechanical Basis of Human Motion. Englewood Cliffs: Prentice – Hall

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Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Define and explain the meaning, importance, and scope of kinesiology in physical education.
2. **CO2:** Identify and describe different types of body movements across various axes and planes.
3. **CO3:** Differentiate between kinetics and kinematics and their role in human movement.
4. **CO4:** Classify muscles and understand their structure and function in human movement.
5. **CO5:** Explain the neuro-muscular basis of human movement, including the motor unit and receptors.
6. **CO6:** Describe various reflex movements such as extensor thrust reflex, flexor reflex, crossed extensor reflex, proprioceptive reflex, and stretch reflex.
7. **CO7:** Analyze the structure, muscle reinforcement, and movements of upper extremity joints — shoulder, elbow, and wrist.
8. **CO8:** Examine the function of major upper extremity muscles including deltoid, latissimus dorsi, pectoralis major and minor, biceps, and triceps.
9. **CO9:** Understand the anatomical structure and muscle function of lower extremity joints — hip, knee, and ankle.
10. **CO10:** Discuss the role of major lower extremity muscles such as the hamstring group, quadriceps group, and gastrocnemius in movement.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Apply the principles of kinesiology to analyze and improve human movement in sports and daily activities.
2. **PO2:** Demonstrate an in-depth understanding of muscle classification and neuromuscular coordination.
3. **PO3:** Evaluate and explain the biomechanical aspects of joints and their reinforcement in upper and lower extremities.
4. **PO4:** Use knowledge of reflex movements to understand injury prevention and rehabilitation.
5. **PO5:** Develop the ability to relate theoretical knowledge of kinetics and kinematics to practical sports performance.

6. **PO6:** Analyze the structure and function of muscles to design exercise programs targeting specific muscle groups.
7. **PO7:** Implement corrective exercises based on the understanding of movement mechanics and joint function.
8. **PO8:** Demonstrate teamwork and leadership by effectively communicating kinesiology concepts to peers and students.
9. **PO9:** Engage in continuous professional development by exploring new research and trends in kinesiology.
10. **PO10:** Promote health and wellness by applying kinesiology knowledge to improve fitness and performance.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Analyze human movement and identify faulty mechanics for injury prevention.
2. **PSO2:** Apply the principles of kinesiology to enhance sports performance and motor skills.
3. **PSO3:** Demonstrate expertise in the structure and function of upper and lower extremity joints.
4. **PSO4:** Design training programs based on muscle function and joint movement analysis.
5. **PSO5:** Utilize knowledge of reflexes and proprioception for improving coordination and agility.
6. **PSO6:** Integrate theoretical and practical knowledge of biomechanics into coaching and training programs.
7. **PSO7:** Identify the relationship between muscle strength, flexibility, and performance in various sports.
8. **PSO8:** Promote fitness and injury prevention through the application of neuromuscular principles.
9. **PSO9:** Engage in research and continuous learning to stay updated on developments in kinesiology.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks

- Section B: questions carrying 04 marks each –two questions=08 marks.
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Examination with Max. marks=50 (Duration=120 marks)

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Course No. PED25205DCE **4 Credits**

Management in Physical Education & Sports

Unit-I Introduction to Sports and Physical Education Management

1. Concept, definitions and Meaning of management in physical education and sports.
2. Importance, Objectives and functions of Management.
3. Basic Principles of Management in Physical Education & Sports.
4. Theories of Management. (Three theories only)

Unit-II Program Planning

1. Meaning, Steps in program planning.
2. Principles of planning a Physical Education Program.
3. Types of Physical Education Program. Program development facility management.
4. How to build a school program of Physical Education.

Unit-III Public Relation

1. Definition and Need of public relation in physical education.
2. Principles of public relationship in physical education.
3. Techniques of media of relation with public parent –pupils and other agencies.
4. How to organize sports meet and sports days.

Unit-IV Management Functions

1. H.R. Management & Supervision.
2. Program development and facility management.
3. Finance management, purchase, care of equipment.
4. Management of the athletic training program

Books recommended

1. Chakraborty, S. Sports management Delhi, sports publication, 1998.
2. Kamlesh, M.L Management concept in Physical Education and sport, NEW Delhi metropolitan book co.pvt.ltd,2000.
3. Roy, s.s sports management Delhi, Friends Publication, 1995.
4. Sivia, G.S.Sports management in universities, New Delhi: A.I.U.Deen Dayal upadhyaya marg, 1991.
5. Bucher C.A –" Administration of Physical Education and Athletic progress education.
6. Thomas J.P. "rganization of Physical Education", Chandro days press, Madras.
7. Joseph P.M. "Organization of Physical Education old students Ab Bombay.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Define and explain the concept, meaning, and importance of management in physical education and sports.
2. **CO2:** Understand the objectives, functions, and basic principles of management in sports.
3. **CO3:** Describe key management theories and their application in physical education.
4. **CO4:** Explain the process and steps involved in program planning for physical education.
5. **CO5:** Apply the principles of planning to develop a structured physical education program.
6. **CO6:** Differentiate between various types of physical education programs and understand facility management.
7. **CO7:** Demonstrate the ability to build and manage school physical education programs effectively.
8. **CO8:** Understand the need and importance of public relations in physical education and sports.
9. **CO9:** Apply principles and techniques of public relations to engage with parents, students, and other stakeholders.
10. **CO10:** Organize and manage sports meets and sports day events with efficiency.
11. **CO11:** Recognize the key functions of management including HR management, finance, and equipment care.
12. **CO12:** Implement effective financial management strategies for budgeting and purchasing equipment.
13. **CO13:** Manage athletic training programs focusing on supervision and facility maintenance.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Demonstrate a comprehensive understanding of management principles and their relevance in physical education.
2. **PO2:** Apply theoretical knowledge of management to develop and implement sports programs.

3. **PO3:** Exhibit leadership and organizational skills in managing sports events and facilities.
4. **PO4:** Develop public relations strategies to build positive relationships with stakeholders.
5. **PO5:** Apply critical thinking and problem-solving skills in finance and equipment management.
6. **PO6:** Engage in strategic planning for the development of physical education facilities.
7. **PO7:** Demonstrate the ability to manage human resources in sports settings, ensuring effective supervision.
8. **PO8:** Organize sports meets and sports days with an emphasis on participation and fairness.
9. **PO9:** Promote professionalism and ethical management practices in sports and physical education.
10. **PO10:** Foster a culture of continuous improvement and innovation in sports program management.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Design and implement management strategies for physical education and sports programs.
2. **PSO2:** Develop and manage resources for sports events, including equipment and facilities.
3. **PSO3:** Apply public relations techniques to engage with communities and promote sports programs.
4. **PSO4:** Organize large-scale sports events such as sports days and meets with professionalism.
5. **PSO5:** Demonstrate effective financial management in budgeting and purchasing sports equipment.
6. **PSO6:** Utilize human resource management principles to supervise and motivate sports personnel.
7. **PSO7:** Integrate theoretical and practical knowledge to manage athletic training programs.
8. **PSO8:** Adapt to emerging trends and innovations in sports management for improved performance.

9. **PSO9:** Engage in continuous learning and professional development in sports management.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

- The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

- The candidate shall have to attempt all objective questions from section 'A' and 04 questions from section 'B' answering about (150- 200) words and two one questions from section 'C' answering about (300- 350 words)

PED25001GE **2 Credits**

Sports coaching

Unit-I Introduction

1. Meaning and concept of teaching, coaching and sports training
2. Principles and characteristics of coaching
3. Qualities and qualification of a good coach
4. Duties of coach and officials

Unit-II coaching of games

1. Basic and advance skills of Football and volleyball
2. Official rules of Football and volleyball
3. Basic and advance skills of Cricket and hockey
4. Official rules of cricket and hockey

Books Recommended:

1. Cratty, S. "Perceptual & Motor Development in infants and children" Prentice Hall 1979.
2. Dick, F.T. "Sports training Principles" Lepus, London, 1980.
3. Jenson, C.R., Fisher A.G. "Scientific basis of Athletics conditioning" Lea & Febiger, Philadelphia: 1972.
4. Matveyew, L.P. "Fundamentals of Sports Training" (Translation from Russian) Mr. Publisher, Moscow, 1981.
5. Singh, H. "Sport Training, General Theory and Methods" N.I.S. Patiala, 1984.
6. Singh Hardyal "Science of Sports Training" New Delhi: DVS Publications, 1985.
7. Willmore, U.M. "Athletic Training and Physical fitness" Allynand Bacon, Inc. Sydney, 1977
8. Bumpa, T, (2010) "Perodization" Human Kinetics Publishers, Inc Champaign IL.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Define and explain the meaning and concepts of teaching, coaching, and sports training.
2. **CO2:** Understand the fundamental principles and key characteristics of effective coaching.
3. **CO3:** Identify and evaluate the qualities and qualifications required for a successful sports coach.

4. **CO4:** Recognize the roles, responsibilities, and duties of coaches and sports officials.
5. **CO5:** Demonstrate a comprehensive understanding of basic and advanced skills in Football and Volleyball.
6. **CO6:** Interpret and apply the official rules and regulations of Football and Volleyball.
7. **CO7:** Analyze and apply the basic and advanced skills required in Cricket and Hockey.
8. **CO8:** Demonstrate knowledge of the official rules and regulations of Cricket and Hockey.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Develop a deep understanding of coaching principles and their relevance in sports performance.
2. **PO2:** Apply theoretical knowledge to practical coaching scenarios in various sports.
3. **PO3:** Exhibit leadership and decision-making skills during sports training and competitions.
4. **PO4:** Demonstrate the ability to mentor and motivate athletes for optimal performance.
5. **PO5:** Utilize effective communication and interpersonal skills for team management.
6. **PO6:** Adhere to ethical guidelines and maintain professionalism in coaching practices.
7. **PO7:** Implement the official rules of different sports during coaching and officiating.
8. **PO8:** Design and conduct training sessions to develop basic and advanced sports skills.
9. **PO9:** Foster teamwork, sportsmanship, and fair play among athletes.
10. **PO10:** Pursue continuous improvement and innovation in sports coaching methodologies.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Demonstrate the ability to coach athletes in Football, Volleyball, Cricket, and Hockey.
2. **PSO2:** Implement appropriate coaching strategies for developing fundamental and advanced skills.

3. **PSO3:** Apply official rules and regulations during training, competitions, and officiating.
4. **PSO4:** Analyze performance and provide constructive feedback to enhance athletic skills.
5. **PSO5:** Develop personalized coaching plans considering the strengths and weaknesses of athletes.
6. **PSO6:** Exhibit professionalism, leadership, and ethical conduct in sports coaching.
7. **PSO7:** Organize and manage sports events with a focus on athlete development and fair play.
8. **PSO8:** Adapt coaching techniques to cater to athletes of different skill levels and age groups.
9. **PSO9:** Engage in lifelong learning to keep up with the latest trends and best practices in sports coaching.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks.

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

- The candidate shall have to attempt all objective questions from section ‘A’ and 2 questions from section ‘B’ answering about (150- 200) words and only one questions from section ‘C’ answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

- The candidate shall have to attempt all objective questions from section ‘A’ and 04 questions from section ‘B’ answering about (150- 200) words and two one questions from section ‘C’ answering about (300- 350 words)

Course No. PED25002OE **2 Credits**

Health and Fitness

Unit-I Introduction

1. Concept of health and fitness
2. Modern trends in maintaining of health and fitness
3. Agencies providing health and fitness programs.
4. Posture: Types and management of correct posture.

UNIT-II Components of Fitness

1. Components of health(physical, emotional, mental and Social health)
2. Components of fitness(strength, speed, coordinative abilities, flexibility and Endurance)
3. Methods and techniques for assessing health and fitness.
4. Health related problems.

Books Recommended:

1. Aemeli R. Roster. Catlen Hati Gur, "Fitness Fun",Human Kinetics' Publication.
2. Rebeka And Bil Tulin. "Travel Fitness weight"
3. Thomas R. Bechele and Roger W.L. "Fitness weight Training"
4. Sara Black, "The Supple Body" Dun ken Bayard Publication.1995.
5. Upple A.G. "Physical Fitness" Friends Publication . 1992.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Define and explain the fundamental concepts of health and fitness.
2. **CO2:** Identify and evaluate modern trends in maintaining health and fitness.
3. **CO3:** Recognize the role of various agencies providing health and fitness programs.
4. **CO4:** Understand the importance of posture, its types, and techniques for managing correct posture.
5. **CO5:** Describe the components of health, including physical, emotional, mental, and social health.
6. **CO6:** Explain the key components of fitness such as strength, speed, flexibility, endurance, and coordinative abilities.
7. **CO7:** Utilize methods and techniques for assessing health and fitness effectively.
8. **CO8:** Identify common health-related problems and suggest preventive measures.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Develop a holistic understanding of health and fitness concepts.
2. **PO2:** Apply knowledge of modern fitness trends to promote a healthy lifestyle.
3. **PO3:** Assess health and fitness levels using scientific methods and techniques.
4. **PO4:** Demonstrate the ability to manage and maintain correct posture to prevent health issues.
5. **PO5:** Address health-related concerns by promoting physical, emotional, mental, and social well-being.
6. **PO6:** Implement personalized fitness programs catering to individual needs.
7. **PO7:** Encourage community participation by collaborating with health and fitness agencies.
8. **PO8:** Foster the importance of lifelong fitness and wellness in society.
9. **PO9:** Demonstrate leadership in organizing health and fitness awareness programs.
10. **PO10:** Pursue continuous improvement by staying updated with evolving fitness trends.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Design and implement fitness programs focusing on strength, endurance, flexibility, and coordination.
2. **PSO2:** Apply techniques for assessing physical, emotional, mental, and social health.
3. **PSO3:** Promote correct posture and manage posture-related health issues.
4. **PSO4:** Address and manage common health-related problems with effective interventions.
5. **PSO5:** Collaborate with health agencies to create community-based fitness initiatives.
6. **PSO6:** Analyze individual fitness levels and provide tailored improvement plans.
7. **PSO7:** Advocate for modern fitness trends and healthy lifestyle choices.
8. **PSO8:** Develop leadership skills by organizing fitness programs and workshops.
9. **PSO9:** Adapt fitness strategies for different age groups and fitness levels.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks

- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
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Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

- The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

- The candidate shall have to attempt all objective questions from section 'A' and 04 questions from section 'B' answering about (150- 200) words and two one questions from section 'C' answering about (300- 350 words)

Master in Physical Education M.P.Ed (two years) Program

Choice based Credit System (CBCS)

Scheme and course structure for

M.P.Ed 2nd semester effective from academic session 2025 and onwards

Course Code	Course Title	Category	Hours per week			Credits
			L	T	P	
PED25201CR	Measurement & Evaluation in Physical Education	**Core**	4	0	0	4
PED25202CR	Teaching & Proficiency in Games-II (Practical)	**Core**	0	0	8	4
PED25203CR	Teaching & Proficiency in Athletics-II (Practical)	**Core**	0	0	8	4
PED25204CR	Sports Biomechanics	**Core**	3	1	0	4
PED25205DCE	Statistics in Physical Education	**DCE**	3	1	0	4
PED25206DCE	Foundation of Physical Education	**DCE**	3	1		4
PED25002GE	Introduction to Physical Education	**GE**	1	0	2	2
PED25002OE	Leisure & Recreation	**OE**	1	0	2	2
28 Credits=40 contact Hours			**18**	**3**	**20**	**28**

24 Credits =40 contact Hours

4 (Core**) + 2** Discipline centric + 2 generic papers**.**

Scheme of Examination:

For 4 credits courses:

1. There shall be two Continuous evaluation examinations for 2 credits (one credit each) and one Term End Examination of two credits.
2. For 2 credits courses there shall be one term end examination at the end of the semester.

Course No. PED25201CR **4 Credits**

Measurement and Evaluation in Physical Education

Unit I Introduction

1. Meaning and Definition of Test, Measurement and Evaluation. Need and Importance of Measurement and Evaluation.
2. Relation of Test, measurement and Evaluation
3. Basic principles of Evaluation & Types of Evaluation: formative & summative.
4. Modern Techniques in physical education measurements.

Unit II Selection and Administration of Test

1. Meaning & Factors affecting Reliability, Methods of establishing reliability
2. Meaning & Factors affecting validity, Types of validity.
3. Meaning & Factors affecting objectivity.
4. Test Administration: (Preplanning, Precautions during testing and post test function)

Unit III Fitness and Motor Abilities Tests

1. General fitness Test: (AAHPERD youth fitness test, Canadian Youth fitness test & Harvard Step test)
2. Motor Performance tests: (Barrow Motor Ability Test, Metheny Johnson Test and Scott Motor Ability Test)
3. Anthropometry: (Width, Length, Circumference)
4. Body Composition Measurements: (Skin folds , Hydrostatic Weighing, Bod Pod)

Unit IV Sports Skill Tests

1. Basketball: (Harrison Basketball Test & SAI Basketball Test)
2. Badminton: (Lockhart McPherson Badminton Test &French Short Serve Test)
3. Field Hockey: (Henri Fridal Field Hockey Test, SAI Hockey Skill Test)
4. Soccer/ Football: (SAI Football Skill Test & Warner Soccer Test)
5. Volleyball: (Hellmen Volley Ball Test, SAI Volleyball Skill Test)

Books recommended:

1. Nilgoose, Erle: "Evaluation In Health Education And Physical Education", New York, Mcgra-Eill Book Co., Inc.
2. Cureton, Thomas K. “Physical Fitness Appraisal And Guidance" St. Louis, The Mosby Company, 1947.
3. Bovard John F., Frederich W., Hagman, Parclcia E., "Test And Measurement In Physical Education ", Philadelphia, W.B.,Sounders Company, 1949.

4. Meyers, Cariton R. And Blesh, Erwin T. “Measurement In Physical Education", New York, The Fonald Press Company, 1962.
5. Campbell, W.R. And Tauker, N.M. "An Introduction To Test And Measurement In Physical Education", London, C.Bellk & Sons Ltd., 1967.
6. Hunsicker, Paul A., And Monteyer, Hendry J. "Applied Tests And Measurements In Physical Education" New York, Prentice Hall, 1953.
7. Cohen, R.J.And M.E Swerdhik, Psychological Testing And Assessment: An Introduction To Test And Measurement,1999.
8. Kansal, D.K.Text Book Of Test, Measurement, Evaluation And Sports Selection For All Sports And Spiritual Sciences Publication, New Delhi,2008.
9. Lacy, A.C.And Douglas N. Hastad, Measurement & Evaluation In Physical Education And Exercise Science,2003.
10. Tritschler, K.A, Barrow & Mcgee’s, Practical Measurement And Assessment,2000

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Define and differentiate the concepts of test, measurement, and evaluation and explain their importance in physical education.
2. **CO2:** Understand the relationship between test, measurement, and evaluation, and apply basic principles of evaluation in formative and summative contexts.
3. **CO3:** Explore and utilize modern techniques in physical education measurement for performance assessment.
4. **CO4:** Analyze the factors influencing reliability, validity, and objectivity in physical fitness tests and implement proper test administration procedures.
5. **CO5:** Conduct and interpret various fitness and motor ability tests, such as AAHPERD, Harvard Step Test, and Barrow Motor Ability Test.
6. **CO6:** Measure anthropometric and body composition parameters accurately using skinfold, hydrostatic weighing, and Bod Pod methods.
7. **CO7:** Administer and evaluate sports-specific skill tests for basketball, badminton, hockey, football, and volleyball to assess sports performance.
8. **CO8:** Develop the ability to critically assess performance data and apply results for enhancing training programs and physical education practices.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Demonstrate comprehensive knowledge of the principles of physical education, fitness, and health.
2. **PO2:** Apply scientific methods and evaluation techniques to assess physical fitness, motor abilities, and sports skills.
3. **PO3:** Utilize measurement and evaluation tools to improve training effectiveness and overall athletic performance.
4. **PO4:** Exhibit the ability to conduct independent research and use data-driven insights for decision-making in sports and fitness.
5. **PO5:** Show professional and ethical responsibility in administering physical education tests and maintaining fairness and transparency.
6. **PO6:** Work collaboratively with teams to organize and manage sports events, fitness tests, and athletic programs.
7. **PO7:** Foster continuous learning by adapting to new measurement techniques and integrating technological advancements in physical education.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Design, administer, and interpret physical fitness, motor ability, and sports-specific skill tests to enhance sports performance and physical health.
2. **PSO2:** Apply theoretical knowledge to practical settings by evaluating and improving physical fitness, motor skills, and body composition.
3. **PSO3:** Implement modern and innovative testing methodologies to cater to diverse populations in educational, professional, and sports environments.
4. **PSO4:** Develop critical thinking and problem-solving skills through the application of measurement and evaluation data to create evidence-based training programs.
5. **PSO5:** Engage in lifelong learning to remain updated with advancements in testing techniques, measurement tools, and sports performance analysis.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.

- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
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- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates :-

Examination with max. Mark= 25 (Duration=60 minutes)

- The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words).

Examination with Max. marks=50 (Duration=120 marks)

- The candidate shall have to attempt all objective questions from section 'A' and 04 questions from section 'B' answering about (150- 200) words and two one questions from section 'C' answering about (300- 350 words)

Course No. PED25202CR **4 Credits**

Teaching & Proficiency in Games-II (Practical)

Max Marks	100
External	80
Internal	20

Teaching: Teaching skills will be developed though conducting 8 practice lessons on any two games.

1. Kho-Kho
2. Handball
3. Cricket

Topics to be covered for Games

12. Historical development of the concerned game.
13. Official rules of the concerned game
14. Fundamental skills /Techniques of concern games
15. Advance Skills and Tactics of concern games
16. Specific Exercise related to Skills
17. Drills for improving the performance related to Game
18. Teaching Aids/Equipment/Slides/PPT/Chart
19. Main tournaments organized at National and International level.
20. Records/Statistics of the game at world, Olympic, Asia, National level.
21. Awardees in the game.
22. Books and magazines of the game.

Note: students will prepared a game book on any one game and will submit at the end of the semester.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Understand the historical development, evolution, and significance of Kho-Kho, Handball, and Cricket at national and international levels.
2. **CO2:** Demonstrate a thorough understanding of the official rules and regulations governing the concerned games.
3. **CO3:** Develop proficiency in fundamental skills and advanced techniques of Kho-Kho, Handball, and Cricket.
4. **CO4:** Apply tactical and strategic skills in gameplay situations to enhance performance.

5. **CO5:** Design and implement game-specific exercises and drills to improve motor skills and overall performance.
6. **CO6:** Utilize teaching aids, equipment, and technology such as charts, slides, and PPTs to enhance learning outcomes.
7. **CO7:** Analyze and interpret records, statistics, and performance metrics at Olympic, World, Asian, and National levels.
8. **CO8:** Recognize the contribution of awardees and prominent players in the concerned games and draw inspiration for personal and professional growth.
9. **CO9:** Exhibit teaching skills by conducting practice lessons and reflecting on performance improvement through peer and mentor feedback.
10. **CO10:** Compile a comprehensive game book on any one selected game, demonstrating research, organization, and documentation skills.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Apply theoretical and practical knowledge of physical education to promote sports excellence and physical well-being.
2. **PO2:** Develop and demonstrate effective teaching skills by organizing and conducting practical lessons in sports and games.
3. **PO3:** Exhibit competency in fundamental and advanced gameplay techniques across multiple sports.
4. **PO4:** Foster leadership, teamwork, and communication skills through collaborative sports activities and coaching experiences.
5. **PO5:** Utilize scientific training methods, game-specific exercises, and performance analysis to enhance sports performance.
6. **PO6:** Promote ethical conduct, sportsmanship, and professionalism while participating in or teaching sports activities.
7. **PO7:** Pursue lifelong learning by staying updated with advancements in sports training methods, coaching strategies, and performance analytics.
8. **PO8:** Contribute to the sports community by organizing events and promoting awareness of national and international sports achievements.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Demonstrate expertise in teaching and coaching games like Kho-Kho, Handball, and Cricket through practical lessons.
2. **PSO2:** Apply modern training techniques, game-specific drills, and tactical strategies to improve player performance.
3. **PSO3:** Organize and officiate sports events by applying in-depth knowledge of official rules and regulations.
4. **PSO4:** Analyze performance metrics and maintain accurate records of player and team statistics at various competitive levels.
5. **PSO5:** Engage with sports literature, journals, and game-specific resources to enhance coaching methodologies.
6. **PSO6:** Encourage sports participation and excellence by recognizing and promoting the achievements of national and international awardees.
7. **PSO7:** Exhibit research and documentation skills by preparing and submitting a comprehensive game book at the end of the semester.

Course No. PED25203CR **4 Credits**

Teaching & Proficiency in Athletics-II (Practical)

Max Marks	100
External	80
Internal	20

Teaching: Teaching skills will be developed though conducting 8 practice lessons on any two games.

1. Triple Jump
2. Sprints
3. Relays

Contents to be covered for athletic events

12. Historical development of the concerned Athletics Events.
13. Official rules of the concerned athletic events
14. Fundamental skills /Techniques of Athletics Events
15. Advance Skills and Tactics of Athletics Events
16. Specific Exercise related to Skills
17. Drills for improving the performance related to Athletics Events
18. Teaching Aids/Equipment/Slides/PPT/Chart
19. Main tournaments organized at National and International level.
20. Records/Statistics of the concerned athletics event at world, Olympic, Asia, National.
21. Awardees in the concerned athletics event.
22. Books and magazines of the concerned athletics event.

Note: students will prepared a game book on any one event and will submit at the end of the semester.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Understand the historical development and evolution of athletics events, specifically Triple Jump, Sprints, and Relays, at national and international levels.
2. **CO2:** Demonstrate comprehensive knowledge of the official rules and regulations governing Triple Jump, Sprints, and Relay events.
3. **CO3:** Develop proficiency in the fundamental techniques and skills required for each athletic event.
4. **CO4:** Apply advanced skills, tactics, and strategies to enhance performance in athletics.

5. **CO5:** Design specific exercises and conditioning drills tailored to improve performance in Triple Jump, Sprints, and Relays.
6. **CO6:** Utilize teaching aids, such as equipment, charts, slides, and presentations, to facilitate effective learning in athletic events.
7. **CO7:** Analyze performance data, records, and statistics of athletic events at World, Olympic, Asian, and National levels.
8. **CO8:** Recognize the achievements of prominent athletes and draw inspiration from awardees in athletics.
9. **CO9:** Develop teaching skills by conducting practice lessons and reflecting on performance improvement based on feedback.
10. **CO10:** Compile a comprehensive event book on any one selected athletics event, demonstrating research and documentation skills.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Apply theoretical and practical knowledge to enhance performance and coaching in athletics.
2. **PO2:** Demonstrate effective teaching skills by organizing and conducting practical lessons in athletic events.
3. **PO3:** Develop expertise in fundamental and advanced skills in Triple Jump, Sprints, and Relay races.
4. **PO4:** Foster leadership, teamwork, and communication skills through collaborative coaching and participation in athletics.
5. **PO5:** Utilize scientific training methods, performance analysis tools, and conditioning exercises to improve athletic performance.
6. **PO6:** Promote ethical conduct, sportsmanship, and professionalism in athletic coaching and participation.
7. **PO7:** Engage in lifelong learning by staying updated with advancements in athletics training techniques, coaching strategies, and sports science research.
8. **PO8:** Contribute to the athletic community by organizing events and promoting awareness of national and international achievements.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Demonstrate teaching and coaching proficiency in Triple Jump, Sprints, and Relays through practical lessons.
2. **PSO2:** Apply modern training techniques and conditioning exercises to enhance athletic performance.
3. **PSO3:** Organize and officiate athletic events by applying in-depth knowledge of rules and regulations.
4. **PSO4:** Analyze performance metrics and maintain accurate records and statistics at world, Olympic, Asian, and national levels.
5. **PSO5:** Engage with sports literature, journals, and athletics-specific resources to enhance coaching methodologies.
6. **PSO6:** Recognize and promote the achievements of national and international athletes to inspire sports participation and excellence.
7. **PSO7:** Exhibit research and documentation skills by preparing and submitting a comprehensive athletics event book at the end of the semester.

Course No. PED25204CR **4 Credits**

Sports Biomechanics

Unit-I Introduction

1. Meaning, need and importance and scope of biomechanics in physical education.
2. Analysis of Movement: Biomechanical. Cinematographic. Methods of analysis – Qualitative, Quantitative, Predictive
3. Types of motion, force, inertia, Momentum, Mass and Weight.
4. Distance, Displacement, Speed, velocity and acceleration in linear and angular motion

Unit-II Kinetics

1. Newton's laws of motion as applicable to linear and angular motion.
2. Centrifugal and centripetal forces.
3. Lever and its types and its application in sports for mechanical efficiency.
4. Impact and elasticity

Unit-III Kinematics

1. Equilibrium and its type, principles of equilibrium in and its application in sports.
2. Projectiles and its type and their implication in sports.
3. Fluid mechanics, Air resistance and water resistance.
4. Spin and Magnus effect

Unit-IV Mechanical analysis

1. Biomechanics of walking and running
2. Biomechanics of high hurdle (approach run, hurdle clearance and landing)
3. Biomechanics of throws (shot put, discus throw and javelin throw)
4. Biomechanics of jumps(Broad and long jump)

Books Recommended:

1. Gowitzke, B.A and Milner, M (1988). Scientific Basis of Human Movement. (3rd. ed.) Baltimore : Williams and Wilkins.
2. Groves, R and Camaine, D.(1983) . Concepts in Kinesiology.(2nd.ed.) Philadelphia: Saunders College Publishing.
3. Hay, J & Reid, J (1982) . The Anatomical and Mechanical Bases of Human Motion. Englewood Cliffs : Prentice – Hall
4. Luttegens, Kathryn, Deutsch, Helga, Hamilton, Nancy. Kinesiology – Scientific Basis of Human Motion. 8th.Ed., Brown & Bench mark.
5. Rasch, P.(1989). Kinesiology and Applied Anatomy. Philadelphia : Lea & Febiger.

6. Thompson, C.(1985). Manual of Structural Kinesiology. (10th. ed.) St. Louis : Times Mirror/ Mosby College Publishing

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Understand the meaning, scope, and importance of biomechanics in physical education and sports.
2. **CO2:** Analyze human movements using biomechanical, cinematographic, qualitative, quantitative, and predictive methods.
3. **CO3:** Differentiate between types of motion (linear and angular) and apply the concepts of force, inertia, momentum, mass, and weight in sports performance.
4. **CO4:** Explain distance, displacement, speed, velocity, and acceleration in the context of linear and angular motion.
5. **CO5:** Apply Newton's laws of motion to linear and angular movements in sports activities.
6. **CO6:** Understand centrifugal and centripetal forces and their relevance in sports performance.
7. **CO7:** Identify different types of levers and their mechanical efficiency in sports techniques.
8. **CO8:** Analyze the impact, elasticity, and their implications on sports performance.
9. **CO9:** Explain the principles of equilibrium and apply them to various sports situations.
10. **CO10:** Understand the mechanics of projectiles, fluid dynamics, air resistance, and water resistance in sports performance.
11. **CO11:** Demonstrate knowledge of the Magnus effect and its significance in ball sports.
12. **CO12:** Perform biomechanical analysis of walking, running, high hurdles, throws (shot put, discus, javelin), and jumps (broad jump and long jump) to enhance performance.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Apply biomechanical principles to analyze and improve sports performance.
2. **PO2:** Utilize scientific methods for movement analysis, including qualitative and quantitative techniques.
3. **PO3:** Integrate principles of kinetics and kinematics in training programs to enhance athletes' performance.

4. **PO4:** Develop skills in applying Newton's laws, force dynamics, and mechanical principles in sports activities.
5. **PO5:** Analyze the mechanics of sports movements such as running, jumping, throwing, and hurdles to prevent injuries.
6. **PO6:** Foster problem-solving skills to modify techniques for improved performance and efficiency.
7. **PO7:** Encourage lifelong learning by staying updated with advancements in biomechanics and sports science research.
8. **PO8:** Promote professionalism and ethical conduct while applying biomechanical knowledge in coaching and training.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Analyze sports performance using biomechanical principles for improving efficiency and technique.
2. **PSO2:** Apply knowledge of motion, force, and equilibrium to optimize performance in specific sports.
3. **PSO3:** Use cinematographic and predictive analysis to study and correct athletic movements.
4. **PSO4:** Understand and apply fluid mechanics, Magnus effect, and projectile principles in sports involving flight and spin.
5. **PSO5:** Perform a detailed biomechanical analysis of movements such as walking, running, jumping, and throwing.
6. **PSO6:** Enhance injury prevention by modifying techniques based on mechanical analysis.
7. **PSO7:** Develop teaching aids and use modern technology for biomechanical assessment and performance feedback.
8. **PSO8:** Contribute to the sports community by applying biomechanics to coaching, training, and sports research.

Note for Paper Setter :-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks

- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates :-

Examination with max. Mark= 25 (Duration=60 minutes)

- The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

- The candidate shall have to attempt all objective questions from section 'A' and 04 questions from section 'B' answering about (150- 200) words and two one questions from section 'C' answering about (300- 350 words)

Course No. PED25205DCE **4 Credits**

Statistics in Physical Education

Unit – I Introduction to statistics

1. Meaning, concept and Importance of Statistics in physical education.
2. Organization of ungrouped data to grouped data through frequency table
3. Graphical representation of Data (Histogram, Frequency Polygon, Frequency Curve, Ogive and Pie Diagram)
4. Meaning and Property of Normal Probability Curve.

Unit – II Descriptive Statistics

1. Measures of Central Tendency (Mean Median and Mode).
2. Measures of Variability (Range, Average deviation, Quartile Deviation, Standard deviation)
3. Skewness & Kurtosis.
4. Z score, Conversion of raw score into z score.

Unit – III Parametric statistics

1. Assumptions of Parametric Statistics.
2. Application of Parametric Statistics in Physical Education.
3. Computation of correlated & uncorrelated t test, ANOVA.
4. Computation of Pearson's Correlation & Regression analysis.

Unit – IV Non-Parametric Statistics

1. Assumption of Non-parametric Statistics.
2. Application of Non Parametric statistic in Physical Education.
3. Advantage and disadvantage of Non Parametric Statistics.
4. Computation of Non-Parametric tests (Chi square, Rank Order Correlation and Biserial Correlation)

Books recommended:

1. Clarke H.W **"Application on Measurement to Health and Physical Education,** Published by Prentice Hall Inc., 961.
2. Clarke Harison H. "**Research Process in Physical Education, Health Education and Recreation,** New jerrcy, Practice Hall inc. 1979.
3. Fruederick, L**." The Elements of Research"** New York, Prentic Hall, Californi 1950.
4. Garret E. Harry and Woodworth, N.S. **Statistics in Psychology and Education** Bombay Allied Publications Private Ltd 1958.

5. Joseph Weir, William J. Vincent "**Statistics in Kinesiology"** Human Kinetics Publishers (2012)
6. Neilson N.P. **"An Elementary course in Statistics Test and Measurements in Physical Tests**. Polo Alto, California 1960.
7. Shiv Ram Krishna S. **"Statistics for physical Education",** New Delhi, Friends Publication.
8. Thomes Jerry R., Nelson Jack K., **"Research Methods in Physical Activity",** Human Kinetics, U.S.A. 1996.
9. Verma P J. **"Statistical Methods for Sports and Physical Education,** Tata McGraw Hill Education Private Limited, 2011
10. Verma Prakash J. **"A Text Book on Sports Statistics**" Gwalior, Venus publication, 2004.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Understand the meaning, concept, and importance of statistics in physical education and sports research.
2. **CO2:** Organize and classify data effectively from ungrouped to grouped data using frequency tables.
3. **CO3:** Utilize graphical representation techniques such as histograms, frequency polygons, curves, ogives, and pie charts to present data.
4. **CO4:** Explain the concept and properties of the Normal Probability Curve (NPC) and its relevance in sports data analysis.
5. **CO5:** Apply measures of central tendency (mean, median, and mode) to summarize sports performance data.
6. **CO6:** Analyze data variability through range, average deviation, quartile deviation, and standard deviation.
7. **CO7:** Understand skewness and kurtosis to interpret data distribution and performance trends.
8. **CO8:** Calculate and interpret Z-scores and convert raw scores into standardized scores for comparison.
9. **CO9:** Explain the assumptions and applications of parametric statistics in physical education research.

10. **CO10:** Perform computations of correlated and uncorrelated t-tests and ANOVA for group comparisons.
11. **CO11:** Analyze relationships using Pearson's correlation and regression analysis.
12. **CO12:** Understand the assumptions, advantages, and disadvantages of non-parametric statistics in physical education research.
13. **CO13:** Apply non-parametric tests such as Chi-square, rank order correlation, and biserial correlation to analyze sports data.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Apply statistical tools and techniques to organize, describe, and analyze sports performance data.
2. **PO2:** Use graphical methods for effective presentation and interpretation of statistical data.
3. **PO3:** Develop critical thinking skills to interpret statistical outcomes and make data-driven decisions in physical education.
4. **PO4:** Apply measures of central tendency and variability to summarize and compare athletic performance.
5. **PO5:** Utilize parametric and non-parametric statistics to evaluate research hypotheses in sports science.
6. **PO6:** Perform statistical tests (t-test, ANOVA, correlation, and regression) to assess relationships and differences in sports research.
7. **PO7:** Integrate statistical findings to improve coaching strategies and performance evaluation.
8. **PO8:** Promote ethical research practices by accurately reporting and interpreting statistical results.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Apply statistical concepts to assess and improve physical performance in various sports.
2. **PSO2:** Organize and present data using charts, tables, and curves to identify performance trends.

3. **PSO3:** Evaluate player performance through descriptive statistics and standardize scores for comparative analysis.
4. **PSO4:** Apply parametric statistics, such as t-tests and ANOVA, to evaluate training interventions.
5. **PSO5:** Analyze relationships between variables using correlation and regression techniques in sports research.
6. **PSO6:** Utilize non-parametric statistics for data that violate parametric assumptions in sports science.
7. **PSO7:** Conduct research with appropriate statistical tools to improve decision-making in coaching and training.
8. **PSO8:** Stay updated with advancements in sports statistics for better performance analysis and talent identification.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates :-

Examination with max. Mark= 25 (Duration=60 minutes)

- The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

- The candidate shall have to attempt all objective questions from section 'A' and 04 questions from section 'B' answering about (150- 200) words and two one questions from section 'C' answering about (300- 350 words)

Course No. PED 20206DCE **4 Credits**

Foundation of Physical Education

Unit I Introduction

1. Meaning, Definition and Scope of Physical Education, Aims and Objective of Physical Education
2. Importance of Physical Education in present era.
3. Misconceptions about Physical Education. Relationship of Physical Education with General Education.
4. Physical Education as an Art and Science.

Unit- II Historical Development of Physical Education in India

1. Vedic Period (2500 BC – 600 BC),Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)
2. British Period (Before 1947), Physical Education in India (After 1947)
3. Y.M.C.A. and its contributions. The early history of the Olympic movement
4. The significant stages in the development of the modern Olympic movement , Educational and cultural values of Olympic movement

Unit- III Philosophy of Physical Education

1. Philosophical foundation: Idealism, Pragmatism, Naturalism, Realism, Humanism,
2. Philosophy and Culture.
3. Fitness and wellness movement in the contemporary perspectives
4. Sports for all and its role in the maintenance and promotion of fitness.

Unit-IV Principles of Physical Education

1. Biological: Growth and development , Age and gender characteristics,
2. Body Types: Anthropometric differences
3. Psychological : Learning types, learning curve , Laws and principles of learning, Attitude, interest, cognition, emotions and sentiments
4. Sociological : Society and culture, Social acceptance and recognition, Leadership, Social integration and cohesiveness

References:

1. Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co.
2. Deshpande, S.H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
3. Mohan, V. M. (1969). Principles of physical education. Delhi: Metropolitan Book Dep.

4. Nixon, E. E.• & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.
5. Obertuffer, (1970). Delbert physical education. New York: Harper• & Brothers Publisher.
6. Sharman, J. R. (1964). Introduction to physical education. New York: A.S. Barnes•& Co.
7. William, J. F. (1964). The principles of physical education. Philadelphia: W.B. Saunders Co.

8. Objectives:-

9. The objective of this course is to introduce students about the basic philosophy and foundation of physical education to the students.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Define and explain the meaning, scope, aims, and objectives of physical education.
2. **CO2:** Recognize the importance and relevance of physical education in the modern era.
3. **CO3:** Identify and address misconceptions about physical education and understand its relationship with general education.
4. **CO4:** Explain the dual nature of physical education as both an art and a science.
5. **CO5:** Trace the historical development of physical education in India through various periods, including Vedic, Early Hindu, Later Hindu, and British periods.
6. **CO6:** Understand the contributions of YMCA and the evolution of the Olympic movement.
7. **CO7:** Explain the educational and cultural values of the Olympic movement and its significant stages.
8. **CO8:** Analyze the philosophical foundations of physical education, including idealism, pragmatism, naturalism, realism, and humanism.
9. **CO9:** Examine the relationship between philosophy, culture, and the fitness and wellness movement in contemporary society.
10. **CO10:** Discuss the concept of "Sports for All" and its role in promoting fitness and well-being.
11. **CO11:** Understand biological principles such as growth, development, and anthropometric differences related to age and gender.

12. **CO12:** Explore psychological principles including learning types, learning curves, and emotional and cognitive aspects in sports performance.
13. **CO13:** Evaluate sociological principles such as societal impact, leadership, social integration, and cohesiveness in sports.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Develop a comprehensive understanding of the foundational principles and historical context of physical education.
2. **PO2:** Apply philosophical, biological, psychological, and sociological principles to enhance sports performance and fitness.
3. **PO3:** Critically assess the evolution of physical education and its relevance in contemporary society.
4. **PO4:** Promote the importance of physical education for holistic development — physically, mentally, and socially.
5. **PO5:** Demonstrate leadership and teamwork skills by applying the principles of social integration and cohesiveness.
6. **PO6:** Integrate fitness and wellness concepts into personal and professional life for promoting a healthy lifestyle.
7. **PO7:** Understand the global impact of sports and the Olympic movement on education and culture.
8. **PO8:** Foster inclusive participation in physical activities promoting "Sports for All" for lifelong wellness.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Apply foundational knowledge to design and implement effective physical education programs.
2. **PSO2:** Analyze historical, philosophical, and cultural influences on the development of sports and physical education.
3. **PSO3:** Utilize psychological principles to improve learning outcomes and enhance performance in sports.
4. **PSO4:** Apply biological principles to cater to the age, gender, and anthropometric needs of individuals in physical activities.

5. **PSO5:** Promote social values and leadership through team sports and collective physical activities.
6. **PSO6:** Advocate for the inclusion of physical education in general education to promote overall well-being.
7. **PSO7:** Recognize the significance of international movements, such as the Olympics, in promoting global unity and cultural exchange.
8. **PSO8:** Encourage lifelong fitness and wellness through sports participation and community engagement.

PED25002GE **2 Credits**

Introduction to Physical Education

Unit – I INTRODUCTION TO PHYSICAL EDUCATION

1. Definition, meaning, and importance of Physical Education and Sports
2. Aim and objectives of Physical Education
3. Development of Physical Education with special reference to India
4. Misconception about Physical Education

Unit – II FOUNDATIONS OF PHYSICAL EDUCATION

1. Philosophical foundation of Physical Education and Sports
2. Biological foundation of Physical Education and sports
3. Psychological Foundation of Physical Education and Sports
4. Sociological Foundation of Physical Education and Sports

Reference

1. Foundations of Physical Education, Chales A. Bucher
2. Foundations of Physical Eduction, M.L.Kamlesh
3. History and Principles in Physical Education, Dr. Karan Singh
4. Essentials of Physical Education, Dr. Ajmer Singh
5. Foundations of Physical Education, Dr. A.K.Uppal.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Define and explain the meaning and importance of physical education and sports.
2. **CO2:** Identify and articulate the aims and objectives of physical education.
3. **CO3:** Trace the historical development of physical education, particularly in the Indian context.
4. **CO4:** Address and clarify common misconceptions about physical education.
5. **CO5:** Understand the philosophical foundations and their impact on physical education and sports.
6. **CO6:** Explore biological foundations related to growth, development, and human movement in physical activities.
7. **CO7:** Analyze psychological principles influencing sports performance and motivation.
8. **CO8:** Examine sociological aspects such as teamwork, leadership, and societal impact in physical education.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Demonstrate a foundational understanding of the principles and evolution of physical education.
2. **PO2:** Apply interdisciplinary knowledge from philosophy, biology, psychology, and sociology to enhance sports and physical activities.
3. **PO3:** Critically evaluate the importance of physical education for holistic development — physically, mentally, and socially.
4. **PO4:** Develop leadership, teamwork, and social integration skills through sports participation.
5. **PO5:** Promote the benefits of physical education in addressing misconceptions and improving public awareness.
6. **PO6:** Implement physical education programs that consider the psychological and biological needs of participants.
7. **PO7:** Foster an inclusive environment where sports serve as a medium for social cohesion.
8. **PO8:** Advocate for the continuous development of physical education policies, especially in the Indian context.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Apply theoretical concepts to create effective physical education programs.
2. **PSO2:** Analyze how historical and philosophical foundations influence current practices in sports and fitness.
3. **PSO3:** Utilize psychological insights to improve performance and motivation in physical activities.
4. **PSO4:** Recognize the biological principles affecting physical growth, development, and motor performance.
5. **PSO5:** Demonstrate sociological awareness by promoting teamwork, leadership, and cultural inclusiveness in sports.
6. **PSO6:** Advocate for the integration of physical education within educational systems for holistic well-being.
7. **PSO7:** Address and correct misconceptions about physical education in society.

8. **PSO8:** Encourage lifelong participation in physical activities for health and wellness.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates :-

Examination with max. Mark= 25 (Duration=60 minutes)

- The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

- The candidate shall have to attempt all objective questions from section 'A' and 04 questions from section 'B' answering about (150- 200) words and two one questions from section 'C' answering about (300- 350 words)

PED25002OE **2 Credits**

Leisure & Recreation

Unit-I Introduction

1. Meaning and concept of Leisure and recreation
2. Types of recreation – Indoor, Outdoor, active, passive, commercial;
3. Qualities and qualifications of good recreation Leader.
4. Needs of recreational leaders

Unit – II Recreation activities

1. Rural recreation and social games;
2. Various agencies which provide recreation in India
3. Objectives of recreation.
4. Recreation Games (five recreation games)

References

1. Fitzarlad, Gerald Leadership in Recreation Education B.A.S. Barnet & Co.
2. Dheer S and Sareen R.S. Developmental games and re creational activities, Friends Publications, Delhi, 1988
3. Shivers S. Jay Administration, Friends Publication, Delhi – 1997

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Define and explain the meaning and concept of leisure and recreation.
2. **CO2:** Differentiate between various types of recreation, including indoor, outdoor, active, passive, and commercial.
3. **CO3:** Identify the qualities and qualifications essential for a good recreational leader.
4. **CO4:** Understand the needs and responsibilities of recreational leaders in various settings.
5. **CO5:** Explore the significance of rural recreation and social games in community well-being.
6. **CO6:** Analyze the role of different agencies providing recreational services in India.
7. **CO7:** Articulate the objectives and benefits of recreational activities for physical and mental health.
8. **CO8:** Demonstrate knowledge of five recreational games suitable for different settings.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Demonstrate a comprehensive understanding of the importance of leisure and recreation for holistic well-being.
2. **PO2:** Apply theoretical concepts to create inclusive recreational programs for diverse populations.
3. **PO3:** Develop leadership and organizational skills to conduct recreational activities efficiently.
4. **PO4:** Promote active participation in recreational activities to enhance community bonding.
5. **PO5:** Collaborate with various agencies and institutions to facilitate recreational programs.
6. **PO6:** Recognize the physical, psychological, and social benefits of leisure and recreation.
7. **PO7:** Advocate for the role of recreation in promoting a balanced and healthy lifestyle.
8. **PO8:** Create innovative recreational activities catering to the needs of different age groups.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Design and implement effective recreational programs for rural and urban communities.
2. **PSO2:** Evaluate the impact of recreational activities on social cohesion and individual well-being.
3. **PSO3:** Develop leadership skills to manage and facilitate recreational events.
4. **PSO4:** Address the needs of diverse populations through both active and passive recreational activities.
5. **PSO5:** Collaborate with agencies to promote recreational sports and activities across India.
6. **PSO6:** Utilize recreational games as a tool to enhance mental health, teamwork, and physical fitness.
7. **PSO7:** Demonstrate understanding of the objectives and strategic planning of recreational services.

8. **PSO8:** Foster community engagement and inclusivity through well-structured recreational programs.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates :-

Examination with max. Mark= 25 (Duration=60 minutes)

- The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

- The candidate shall have to attempt all objective questions from section 'A' and 04 questions from section 'B' answering about (150- 200) words and two one questions from section 'C' answering about (300- 350 words)

Master in Physical Education MPEd (two years) Program

Choice based Credit System (CBCS)

Scheme and course structure for

MP Ed 3rd semester effective from academic session 2025 and onwards

Course Code	Course Title	Category	Hours per week			Credits
			L	T	P	
PED25301CR	Science of Training and Coaching	**Core**	4	0	0	4
PED25302CR	Teaching & Proficiency in Games-III (Practical)	**Core**	0	0	8	4
PED25303CR	Teaching & Proficiency in Athletics-III (Practical)	**Core**	0	0	8	4
PED25304DCE	Sports Psychology	**DCE**	3	1	0	4
PED25305DCE	Exercise Physiology	**DCE**	3	1	0	4
PED25003GE	Exercise and Weight Management	**GE**	1	0	2	2
PED25003OE	Personal Training	**OE**	1	0	2	2
24 Credits =50 contact Hours			**12**	**2**	**20**	**24**

Note:-

Adventure Camp for the students of MPEd 3rd Semester shall be compulsory to inculcate the spirit of adventure and develop leadership qualities among the students.

24 Credits =40 contact Hours

4(Core**) + 2** Discipline centric + 2

Scheme of Examination:

For 4 credits courses:

- There shall be two Continuous evaluation examinations for 2 credits (one credit each) and one Term End Examination of two credits.

For 2 credits courses there shall be one term end examination at the end of the semester.

Course No. PED25301CR **4 Credits**

Science of Training and Coaching

UNIT-I Introduction to Sports Training

1. Sports training: Definition – Aim, Characteristics, Principles of Sports Training
2. Over Load: Definition, Causes of Over Load, Symptoms of Overload, Remedial Measures
3. Super Compensation: concept and Importance in Sports Training
4. Advanced Training Methods: Altitude Training, Cross Training

UNIT-II Training Components for Sportspersons

1. **Strength:** Meaning, types, factors determining strength and methods of strength improvement
2. **Endurance:** Meaning, types, factors determining endurance and methods of endurance improvement.
3. **Speed:** Meaning, factors determining speed and methods of speed improvement and reaction abilities.
4. **Flexibility:** Meaning, types, factors determining flexibility and guidelines for the improvement of flexibility.

UNIT-III Periodisation, Planning and Competitions

1. Periodisation-Meaning & Types of Periodisation, contents of training for different periods.
2. Planning its meaning, Importance and Principles of Planning in sports.
3. Competitions: Importance of competitions, Competition Frequency, Direct preparation for a competition.
4. Sports talent identification procedure.

UNIT-IV Technique, Tactics and Strategy Technique**:** Definition of Skill and Style, Characteristics of Technique, Factors affecting Technique.

1. Phases of skill acquisition, Methods of Technical Training.
2. Tactics and Strategy: - Definition of tactics and strategy, Basic tactical concept-offensive, Defensive and high performance.
3. Methods of tactical Training, Control of tactical Training.

Books Recommended:

1. Cratty, S. “Perceptual & Motor Development in infants and children” Prentice Hall 1979.
2. Dick, F.T. “Sports training Principles” Lepus, London, 1980.

3. Jenson, C.R., Fisher A.G. “Scientific basis of Athletics conditioning” Lea & Febiger, Philadelphia: 1972.
4. Matveyew, L.P. “Fundamentals of Sports Training” (Translation from Russian) Mr. Publisher, Moscow, 1981.
5. Singh, H. “Sport Training, General Theory and Methods” N.I.S. Patiala, 1984.
6. Singh Hardyal “Science of Sports Training” New Delhi: DVS Publications, 1985.
7. Willmore, U.M. “Athletic Training and Physical fitness” Allynand Bacon, Inc. Sydney, 1977
8. Bumpa, T, (2010) “Perodization” Human Kinetics Publishers, Inc Champaign IL.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Define and explain the concept, aims, characteristics, and principles of sports training.
2. **CO2:** Identify the causes, symptoms, and remedial measures of overload in sports training.
3. **CO3:** Understand the concept of super compensation and its significance in enhancing sports performance.
4. **CO4:** Describe advanced training methods such as altitude training and cross-training.
5. **CO5:** Analyze key components of sports performance, including strength, endurance, speed, and flexibility, along with methods to improve each component.
6. **CO6:** Explain the concept and types of periodization and its application in sports training.
7. **CO7:** Develop and implement effective training plans while understanding the importance and frequency of competitions.
8. **CO8:** Recognize the procedures for identifying sports talent.
9. **CO9:** Define and understand skill, style, and technique, including factors affecting technique.
10. **CO10:** Explain the phases of skill acquisition and methods for technical training.
11. **CO11:** Differentiate between tactics and strategy and apply basic tactical concepts for offensive, defensive, and high-performance situations.
12. **CO12:** Evaluate and implement methods for tactical training and control of tactical performance.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Demonstrate a comprehensive understanding of sports training principles and methodologies.
2. **PO2:** Apply scientific concepts to enhance strength, endurance, speed, and flexibility in athletes.
3. **PO3:** Design training plans tailored to different phases of periodization.
4. **PO4:** Manage and mitigate the effects of overload and optimize recovery through super compensation.
5. **PO5:** Implement advanced training techniques, including altitude and cross-training, for performance improvement.
6. **PO6:** Utilize strategic planning for competitions with a focus on peak performance periods.
7. **PO7:** Identify and nurture sports talent using systematic procedures.
8. **PO8:** Analyze and improve skill acquisition and technical performance in athletes.
9. **PO9:** Develop and execute offensive, defensive, and high-performance tactics in competitive sports.
10. **PO10:** Foster the ability to critically assess training outcomes and adjust plans accordingly.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Design sport-specific training programs emphasizing key performance components.
2. **PSO2:** Apply overload and super compensation principles to maximize athletic performance.
3. **PSO3:** Implement advanced training methods suited for high-level competition.
4. **PSO4:** Develop structured periodization plans for short-term and long-term athlete development.
5. **PSO5:** Evaluate tactical strategies and make real-time adjustments in competitive scenarios.
6. **PSO6:** Guide athletes through the phases of skill acquisition using appropriate technical training methods.
7. **PSO7:** Utilize scientific methods for talent identification and development in sports.

8. **PSO8:** Foster leadership in coaching by integrating strategic, tactical, and technical training approaches.
9. **PSO9:** Encourage continuous learning and application of evolving sports training methodologies.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

- The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

- The candidate shall have to attempt all objective questions from section 'A' and 04 questions from section 'B' answering about (150- 200) words and two one questions from section 'C' answering about (300- 350 words)

Course No. PED25302CR **4 Credits**

Teaching & Proficiency in Games-III (Practical)

Max Marks	100
External	80
Internal	20

Teaching: Teaching skills will be developed though conducting 8 practice lessons on any two games.

1. Kabaddi
2. Hockey
3. Yoga

Topics to be covered for Games

23. Historical development of the concerned game.
24. Official rules of the concerned game
25. Fundamental skills /Techniques of concern games
26. Advance Skills and Tactics of concern games
27. Specific Exercise related to Skills
28. Drills for improving the performance related to Game
29. Teaching Aids/Equipment/Slides/PPT/Chart
30. Main tournaments organized at National and International level.
31. Records/Statistics of the game at world, Olympic, Asia, National level.
32. Awardees in the game.
33. Books and magazines of the game.

Note: students will prepared a game book on any one game and will submit at the end of the semester.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Understand the historical development and evolution of Kabaddi, Hockey, and Yoga.
2. **CO2:** Explain the official rules and regulations governing Kabaddi, Hockey, and Yoga.
3. **CO3:** Demonstrate fundamental skills and techniques essential to each game.
4. **CO4:** Develop advanced skills and tactics for improving performance in Kabaddi, Hockey, and Yoga.
5. **CO5:** Identify and apply specific exercises related to skill development for each game.

6. **CO6:** Design and perform drills aimed at enhancing game-specific performance.
7. **CO7:** Utilize teaching aids, equipment, slides, PPTs, and charts for effective skill demonstration.
8. **CO8:** Recognize and describe key tournaments organized at national and international levels.
9. **CO9:** Analyze and document records and statistics at World, Olympic, Asian, and National levels.
10. **CO10:** Identify and appreciate notable awardees in each game.
11. **CO11:** Explore relevant books and magazines to enhance theoretical and practical knowledge.
12. **CO12:** Prepare and submit a comprehensive game book on one selected game at the end of the semester.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Demonstrate comprehensive knowledge of the rules, skills, and techniques in different sports and games.
2. **PO2:** Apply effective coaching methods to improve individual and team performance.
3. **PO3:** Develop and implement sport-specific drills and exercises for skill enhancement.
4. **PO4:** Effectively use teaching aids and modern technology to facilitate sports education.
5. **PO5:** Analyze statistical data and records to assess performance at various competitive levels.
6. **PO6:** Plan and organize sports events by understanding major national and international tournaments.
7. **PO7:** Display leadership and teamwork in coaching and teaching sports.
8. **PO8:** Evaluate and document athletic performance and notable achievements in sports history.
9. **PO9:** Encourage lifelong learning by engaging with sports literature and research.
10. **PO10:** Develop a strong foundation for professional growth in physical education and sports coaching.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Teach fundamental and advanced techniques of Kabaddi, Hockey, and Yoga.
2. **PSO2:** Design and conduct structured practice lessons with effective use of drills and exercises.
3. **PSO3:** Organize and document records, statistics, and tournament details for competitive analysis.
4. **PSO4:** Develop customized training programs using specific exercises and drills to enhance performance.
5. **PSO5:** Utilize innovative teaching aids and multimedia tools to improve coaching efficiency.
6. **PSO6:** Foster a deeper understanding of the history, evolution, and significant milestones in sports.
7. **PSO7:** Recognize and promote the achievements of awardees and notable figures in sports.
8. **PSO8:** Inspire students to engage in continuous learning through books, magazines, and research on sports.
9. **PSO9:** Encourage the submission of a well-documented game book showcasing research, analysis, and practice outcomes.

Course No. PED25303CR **4 Credits**

Teaching & Proficiency in Athletics-III (Practical)

Max Marks	100
External	80
Internal	20

1. Javelin Throw
2. High Jump.
3. Middle distance races

Topic to be covered in the athletic events

23. Historical development of the concerned Athletics Events.
24. Official rules of the concerned athletic events
25. Fundamental skills /Techniques of Athletics Events
26. Advance Skills and Tactics of Athletics Events
27. Specific Exercise related to Skills
28. Drills for improving the performance related to Athletics Events
29. Teaching Aids/Equipment/Slides/PPT/Chart
30. Main tournaments organized at National and International level.
31. Records/Statistics of the concerned athletics event at world, Olympic, Asia, National.
32. Awardees in the concerned athletics event.
33. Books and magazines of the concerned athletics event.

Note: students will prepared a game book on any one event and will submit at the end of the semester.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Understand the historical development and evolution of Javelin Throw, High Jump, and Middle Distance Races.
2. **CO2:** Explain and apply the official rules and regulations for the selected athletic events.
3. **CO3:** Demonstrate fundamental skills and techniques specific to each event.
4. **CO4:** Develop advanced skills and tactics for performance enhancement in athletics.
5. **CO5:** Design and implement specific exercises related to the skills required for each event.

6. **CO6:** Create and perform drills to improve performance in Javelin Throw, High Jump, and Middle Distance Races.
7. **CO7:** Utilize teaching aids, equipment, slides, PPTs, and charts for effective demonstration.
8. **CO8:** Identify and discuss major national and international tournaments for the concerned athletic events.
9. **CO9:** Analyze and document records and statistics at the World, Olympic, Asian, and National levels.
10. **CO10:** Recognize and appreciate awardees and their achievements in each athletic event.
11. **CO11:** Engage with literature by exploring books and magazines focused on athletics.
12. **CO12:** Prepare and submit a well-documented game book on one selected athletic event at the end of the semester.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Demonstrate in-depth knowledge of various athletic events, including their rules, techniques, and history.
2. **PO2:** Apply effective coaching methods for performance improvement in track and field events.
3. **PO3:** Design and implement structured drills and exercises specific to athletics.
4. **PO4:** Utilize innovative teaching aids and technology to enhance learning and performance.
5. **PO5:** Analyze athletic performance data and maintain records at various competitive levels.
6. **PO6:** Plan and organize events by understanding major national and international athletics tournaments.
7. **PO7:** Exhibit leadership and teamwork in coaching and teaching athletics.
8. **PO8:** Engage in continuous learning by exploring literature related to sports and athletics.
9. **PO9:** Inspire students to strive for excellence in athletics through knowledge of awardees and record holders.

10. **PO10:** Develop a strong foundation for future professional growth in physical education and sports coaching.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Teach fundamental and advanced techniques for Javelin Throw, High Jump, and Middle Distance Races.
2. **PSO2:** Design and execute practice lessons focusing on skill development and performance enhancement.
3. **PSO3:** Organize and document records and statistics for competitive analysis.
4. **PSO4:** Develop customized training programs with specific exercises and drills tailored to athletic events.
5. **PSO5:** Utilize modern teaching aids and multimedia tools for effective coaching.
6. **PSO6:** Gain a comprehensive understanding of the history and evolution of athletic events.
7. **PSO7:** Recognize and promote the achievements of notable athletes and awardees in athletics.
8. **PSO8:** Engage in continuous professional development through research and literature on athletics.
9. **PSO9:** Prepare and submit a detailed game book, reflecting research, analysis, and practical outcomes.

Course No. PED25304DCE **4 Credits**

Sports Psychology

Unit – I INTRODUCTION

5. Definition and Meaning of sports psychology, Nature and scope of sports psychology
6. History and Development of Sport and Exercise Psychology in the world and in India.
7. Relationship of sports psychology with other sports sciences
8. Importance of Sport Psychology for Physical Education Teachers, Athletes, Coaches and other related to Sport Setting

Unit – II EMOTION AND MOTIVATION

1. Meaning of Emotions, Definition, Types and Symptoms. Psychological Factor Affected to sports Achievement (Stress, Anxiety, Arousal and Aggression.)
2. Motivation – Definition, meaning of motivation, types of motivation,
3. Theories of motivation (Hierarchy of needs of Need by Maslow, Need Achievement By McClelland , Weiner Attribution Theory),Measuring motivation, Techniques for developing motivation
4. Concentration and Attention in Sports

Unit – III PERSONALITY, PSYCHOLOGIAL SKILLS

1. Definition and meaning of Personality, Personality theories (Psychoanalysis, Trait and Social Learning theories)
2. Relationship of personality to sport performance, Personality Assessment Test: Self Report, Projective and Behavioral Assessment
3. Psychological skills training in sports, relaxation strategies in sports

Unit – IV MOTOR LEARNING

1. Concept of learning, Theories of learning
2. Concept of motor learning, stages of Motor Learning
3. Factor influence motor learning, transfer of Learning
4. Motor Development, Phases of Motor Development

REFERENCE

1. Berger, B.G., Pargman, D., & Weinberg, R.S. (2002) *Foundations of Exercise Psychology*. Morgantown, WV: Fitness Information Technology.
2. Burton , Damon , Thomas D. Raedeke (2008) *Sport Psychology For Coaches* Human Kinetics Publishers, Chaampaign IIinois.

3. Cox, Richard H (2006) *Sport Psychology Concept and Application,* 3rd ed Wm.C. Brown Publishers.
4. Gill, Diana L (1986) *Psychological Dynamics of Sport.* Human Kinetics Publishers, Inc Champaign IL.
5. Horn, Thelma (2008) *Advances in Sport Psychology* Human Kinetics Publishers, Inc Champaign IL.
6. Kamlesh, M.L.(2001) *Psychology in Physical Education and Sport*, 3rd ed. Metropolitan Book Co.Pvt.Ltd Delhi.
7. Singer, R.N., Hausenblas, H. A., & Janelle, C.M.(2001).*Handbook of Sport Psychology*(2nd ed).New York:Wiley.
8. Williams, Jean M.(1993) *Applied Sport Psychology, Personal Growth in Peak Performance.*WM.C.Brown Publishers.
9. Weinberg, R.S & Gould, Daniel (2007) *Foundations of Sport and Exercise Psychology* Human Kinetics Publishers, Inc Champaign IL.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Understand the definition, meaning, nature, and scope of sports psychology.
2. **CO2:** Trace the history and development of sports and exercise psychology globally and in India.
3. **CO3:** Explain the relationship between sports psychology and other sports sciences.
4. **CO4:** Recognize the importance of sports psychology for physical education teachers, athletes, coaches, and sports professionals.
5. **CO5:** Analyze the psychological factors affecting sports achievement, including stress, anxiety, arousal, and aggression.
6. **CO6:** Define and differentiate types of emotions and understand their impact on performance.
7. **CO7:** Define motivation, its types, and explore key motivation theories (Maslow's Hierarchy of Needs, McClelland's Need Achievement Theory, and Weiner's Attribution Theory).
8. **CO8:** Apply techniques for developing and measuring motivation in sports settings.
9. **CO9:** Understand the concepts of attention and concentration and their role in sports performance.

10. **CO10:** Define personality and explore key personality theories (Psychoanalysis, Trait, and Social Learning theories).
11. **CO11:** Assess the relationship between personality and sports performance and explore personality assessment methods (Self-report, Projective, Behavioral).
12. **CO12:** Apply psychological skills training and relaxation strategies to enhance sports performance.
13. **CO13:** Understand the concept and theories of learning, specifically motor learning.
14. **CO14:** Analyze the stages of motor learning and the factors influencing it.
15. **CO15:** Explore the concept of transfer of learning and its application in sports.
16. **CO16:** Understand motor development and its various phases.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Demonstrate foundational knowledge of psychological concepts related to sports and exercise.
2. **PO2:** Apply sports psychology principles to enhance athletic performance and well-being.
3. **PO3:** Analyze how motivation, emotions, and personality impact sports performance.
4. **PO4:** Design psychological interventions to help athletes manage stress, anxiety, and arousal.
5. **PO5:** Assess personality traits and implement strategies for personality development in sports.
6. **PO6:** Implement psychological skills training programs for performance optimization.
7. **PO7:** Apply theoretical models of learning and motor development to improve skill acquisition.
8. **PO8:** Utilize scientific methods to measure motivation and concentration in athletes.
9. **PO9:** Promote the importance of psychological well-being for athletes, coaches, and sports personnel.
10. **PO10:** Engage in lifelong learning by exploring research and developments in sports psychology.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Apply sports psychology theories to improve individual and team performance.

2. **PSO2:** Design motivational strategies tailored to different sports settings.
3. **PSO3:** Implement personality assessment tools to evaluate athletes' psychological readiness.
4. **PSO4:** Develop and use relaxation techniques for managing competitive pressure.
5. **PSO5:** Apply theories of motor learning to enhance skill development in athletes.
6. **PSO6:** Recognize the role of psychological skills training in promoting athlete resilience.
7. **PSO7:** Evaluate how psychological factors such as stress, anxiety, and aggression influence performance.
8. **PSO8:** Create intervention programs focusing on attention, concentration, and motivation in sports.
9. **PSO9:** Promote awareness of the psychological aspects of motor development in physical education.
10. **PSO10:** Contribute to research and knowledge-sharing in sports psychology through continuous professional development.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

- The candidate shall have to attempt all objective questions from section ‘A’ and 2 questions from section ‘B’ answering about (150- 200) words and only one questions from section ‘C’ answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

- The candidate shall have to attempt all objective questions from section ‘A’ and 04 questions from section ‘B’ answering about (150- 200) words and two one questions from section ‘C’ answering about (300- 350 words)

Course NO. PED25305DCE **4 Credits**

Exercise Physiology

Unit-I Introduction

1. Definition, meaning, nature, need, importance, and scope of exercise physiology in physical education.
2. Structure and Composition of Skeletal Muscle — macro and microstructure along with the chemical composition.
3. Muscular Contraction — Sliding Filament Theory, types of muscle fibers, and muscle tone.
4. Chemistry of Muscular Contraction — heat production and chemical processes in muscle activity.

Unit-II Physiological Basis

1. Effect of exercise to the heart and circulatory system
2. Effect of exercise on Muscular and Respiratory systems
3. Effect of exercise on endocrine and nervous system
4. Physiological aspects of development of various physical fitness components

UNIT -III Metabolism and Energy Transfer

1. Metabolism and Energy Systems — Overview of metabolism, ATP-PC (Phosphagen) system, and energy production.
2. Anaerobic and Aerobic Metabolism — Differences between anaerobic and aerobic systems during rest and exercise.
3. Exercise and Energy Systems — Role of aerobic and anaerobic systems in short-duration, high-intensity, and prolonged exercises.
4. Intensity and Duration in Exercise Performance — Effects of high-intensity exercises lasting several minutes and long-duration exercises.

UNIT-IV Climatic conditions and sports performance and ergogenic aids

1. Environmental Factors and Thermoregulation — Impact of temperature, humidity, and thermoregulation on sports performance in hot, cold, and high-altitude conditions.
2. Doping in Sports — Meaning, methods, and its effects on health.
3. Anti-Doping Agencies — Role and importance of WADA (World Anti-Doping Agency) and NADA (National Anti-Doping Agency).
4. Substances and Their Influence on Sports Performance — Effects of substances such as amphetamines, anabolic steroids, androstenedione, beta-blockers, choline, creatine,

human growth hormone, narcotics, and stimulants (including caffeine, ephedrine, and sympathomimetic amines) on athletic performance.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Define and explain the meaning, nature, need, and importance of exercise physiology in physical education.
2. **CO2:** Understand the structure and composition of skeletal muscle at macro and micro levels, including its chemical composition.
3. **CO3:** Explain the mechanism of muscular contraction using the Sliding Filament Theory, types of muscle fibers, and muscle tone.
4. **CO4:** Analyze the chemical processes and heat production during muscular activity.
5. **CO5:** Describe the physiological effects of exercise on the heart and circulatory system.
6. **CO6:** Examine the impact of exercise on the respiratory system.
7. **CO7:** Assess how exercise influences the endocrine and nervous systems.
8. **CO8:** Explain the physiological aspects contributing to the development of various physical fitness components.
9. **CO9:** Understand metabolism and energy transfer mechanisms, including the ATP-PC system.
10. **CO10:** Differentiate between anaerobic and aerobic metabolism during rest and exercise.
11. **CO11:** Analyze how energy systems (aerobic and anaerobic) function in short-duration, high-intensity, and prolonged exercises.
12. **CO12:** Examine how exercise intensity and duration influence performance.
13. **CO13:** Evaluate how environmental factors such as temperature, humidity, and high altitude affect sports performance.
14. **CO14:** Explain the concept of doping, its methods, and the harmful effects on health.
15. **CO15:** Identify the roles of anti-doping agencies like WADA and NADA in promoting fair play.
16. **CO16:** Analyze the impact of various substances (amphetamines, anabolic steroids, creatine, HGH, etc.) on athletic performance.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Demonstrate a comprehensive understanding of the principles of exercise physiology.
2. **PO2:** Apply physiological concepts to improve athletic performance and overall fitness.
3. **PO3:** Evaluate how different physiological systems respond to acute and chronic exercise.
4. **PO4:** Analyze how environmental conditions affect sports performance and apply strategies for thermoregulation.
5. **PO5:** Understand the biochemical and metabolic processes involved in energy production during physical activity.
6. **PO6:** Assess the impact of exercise on muscular, cardiovascular, respiratory, and endocrine systems.
7. **PO7:** Develop strategies for improving physical fitness components based on physiological principles.
8. **PO8:** Explain the effects of doping and other ergogenic aids on sports performance and health.
9. **PO9:** Recognize the role of anti-doping agencies in maintaining sports integrity.
10. **PO10:** Engage in continuous learning and research to stay updated with advancements in exercise physiology.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Apply knowledge of exercise physiology to enhance training and performance in sports.
2. **PSO2:** Design exercise programs considering metabolic and physiological responses.
3. **PSO3:** Utilize energy system concepts to optimize performance in different sports.
4. **PSO4:** Evaluate the physiological impact of various environmental conditions on athletes.
5. **PSO5:** Develop strategies for injury prevention and recovery based on physiological principles.
6. **PSO6:** Analyze the effects of ergogenic aids and promote doping-free sports.
7. **PSO7:** Implement guidelines provided by anti-doping agencies in sports training.
8. **PSO8:** Utilize the understanding of muscle physiology to improve strength, endurance, and flexibility.

9. **PSO9:** Design fitness programs that align with individual physiological needs and goals.
10. **PSO10:** Contribute to research in exercise physiology to advance the field of sports science.

Books Recommonded:

1. Guyton, Arthur C. “Text Book of Medical Physiology” (Philadelphia W.B. Saunder Company 1976)
2. Morehouse, LE and Miller, A.T. “Physiology of Exercice” (Saint Louis) Mousby Company 1976.
3. Karpovich, P.V. and sinning, Wayne E. “Physiology of Muscular Activity” (Philadelphia: W.B. Saunders Company, 1971) 7th Edition.
4. Bourne, Geoffery H. “The Structure and Function of Muscles” (London Academic Press) - 1973.
5. Astrand, P.O. and Rodahl; Karre. “Text Book of work Physiology” (Tokyo Mc Graw. Hill Xogakusha, Ltd. 1979)
6. Mathew. D.K. and Fox, E.L. “Physiological Basis of Physical Education and Athletics” (Philadelphia W.B. Saunder Company 1976)
7. Wilmore H. Jack and Costill L.Pavid, “Physiology of Sports and Exercise” (Human Kinetics, 2004).
8. Roberys A. Robert and Robert O. Scott. “Fundamental Principles of Exercise Physiology” (Mc. Grew Hill Companies, Inc. 2000).
9. Adams M. Gene Exercise Physiology: Laboratory Manual, (WCB Mc Grew-Hill Companies, Inc, 1988).
10. Katch L. Victor, Katch I. Frank and Mcardle D. William, “Exercise Physiology” (Williams & Wilkins, A Waverty Company, 1966).
11. Mooren C. Frank and Volker Kalaus “Molecular and celluler exercise Physiology” (Human Kintics, Devidion of sports distributor Nz Ltd, 2005).
12. Tiwari Sendhya “Exercise Physiology” (Sports publication Ashok Vihar, Delhi) 1999.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Define and explain the meaning, nature, need, and importance of exercise physiology in physical education.

2. **CO2:** Understand the structure and composition of skeletal muscle at macro and micro levels, including its chemical composition.
3. **CO3:** Explain the mechanism of muscular contraction using the Sliding Filament Theory, types of muscle fibers, and muscle tone.
4. **CO4:** Analyze the chemical processes and heat production during muscular activity.
5. **CO5:** Describe the physiological effects of exercise on the heart and circulatory system.
6. **CO6:** Examine the impact of exercise on the respiratory system.
7. **CO7:** Assess how exercise influences the endocrine and nervous systems.
8. **CO8:** Explain the physiological aspects contributing to the development of various physical fitness components.
9. **CO9:** Understand metabolism and energy transfer mechanisms, including the ATP-PC system.
10. **CO10:** Differentiate between anaerobic and aerobic metabolism during rest and exercise.
11. **CO11:** Analyze how energy systems (aerobic and anaerobic) function in short-duration, high-intensity, and prolonged exercises.
12. **CO12:** Examine how exercise intensity and duration influence performance.
13. **CO13:** Evaluate how environmental factors such as temperature, humidity, and high altitude affect sports performance.
14. **CO14:** Explain the concept of doping, its methods, and the harmful effects on health.
15. **CO15:** Identify the roles of anti-doping agencies like WADA and NADA in promoting fair play.
16. **CO16:** Analyze the impact of various substances (amphetamines, anabolic steroids, creatine, HGH, etc.) on athletic performance.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Demonstrate a comprehensive understanding of the principles of exercise physiology.
2. **PO2:** Apply physiological concepts to improve athletic performance and overall fitness.
3. **PO3:** Evaluate how different physiological systems respond to acute and chronic exercise.

4. **PO4:** Analyze how environmental conditions affect sports performance and apply strategies for thermoregulation.
5. **PO5:** Understand the biochemical and metabolic processes involved in energy production during physical activity.
6. **PO6:** Assess the impact of exercise on muscular, cardiovascular, respiratory, and endocrine systems.
7. **PO7:** Develop strategies for improving physical fitness components based on physiological principles.
8. **PO8:** Explain the effects of doping and other ergogenic aids on sports performance and health.
9. **PO9:** Recognize the role of anti-doping agencies in maintaining sports integrity.
10. **PO10:** Engage in continuous learning and research to stay updated with advancements in exercise physiology.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Apply knowledge of exercise physiology to enhance training and performance in sports.
2. **PSO2:** Design exercise programs considering metabolic and physiological responses.
3. **PSO3:** Utilize energy system concepts to optimize performance in different sports.
4. **PSO4:** Evaluate the physiological impact of various environmental conditions on athletes.
5. **PSO5:** Develop strategies for injury prevention and recovery based on physiological principles.
6. **PSO6:** Analyze the effects of ergogenic aids and promote doping-free sports.
7. **PSO7:** Implement guidelines provided by anti-doping agencies in sports training.
8. **PSO8:** Utilize the understanding of muscle physiology to improve strength, endurance, and flexibility.
9. **PSO9:** Design fitness programs that align with individual physiological needs and goals.
10. **PSO10:** Contribute to research in exercise physiology to advance the field of sports science.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

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Instructions for candidates:-

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- The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

- The candidate shall have to attempt all objective questions from section 'A' and 04 questions from section 'B' answering about (150- 200) words and two one questions from section 'C' answering about (300- 350 words)

Course NO. PED25003GE **2 Credits**

Exercise and Weight Management

Unit I: Fundamentals of Exercise and Weight Management

1. Introduction to Exercise and Weight Management — Definition, importance, and relationship between exercise and weight control.
2. Exercise and Health — Benefits of exercise on overall health and well-being.
3. Problems of Overweight and Obesity — Causes, health risks, and societal impact.
4. Weight Assessment Techniques — Methods such as BMI, waist-to-hip ratio, and body composition analysis.

Unit II: Diet and Exercise for Weight Management

5. Eating Disorders and Balanced Diet — Types of eating disorders, importance of balanced nutrition.
6. Nutrition for Healthy Weight and Diet Planning — Nutritional requirements for maintaining or achieving a healthy weight.
7. Principles and Planning of Exercise — Key principles of exercise, goal setting, and workout planning.
8. Types of Exercises for Weight Management — Aerobic vs. anaerobic exercises, weight loss, and weight gain programs.

References

1. Bernadot dan (1999) *Nutrition for Serious Athletes*, Human Kinetics USA.
2. Brouns Fred and Caustan – Cargill (2002) *Essentials of Sports Nutrition* – 2nd edition John Wiley and Sons,England.
3. Burke Louse and Deakin Vicky (2006) *Clinical Sports Nutrition*, McGraw – Hill Pvt. Ltd. Australia.Summerfield Lianne M (2001), *Nutrition Exercise and Behavior An integrated approach to weight management*,
4. Aemeli R. Roster. Catlen Hati Gur, “Fitness Fun”,Human Kinetics’ Publication.
5. Rebeka And Bil Tulin. “Travel Fitness weight”
6. Thomas R. Bechele and Roger W.L. “Fitness weight Training”
7. Sara Black, “The Supple Body” Dun ken Bayard Publication.1995.
8. Upple A.G. “Physical Fitness” Friends Publication . 1992.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Define and explain the concepts of exercise and weight management, emphasizing their interrelationship.
2. **CO2:** Describe the benefits of regular exercise on overall health and well-being.
3. **CO3:** Analyze the causes, health risks, and societal impact of overweight and obesity.
4. **CO4:** Demonstrate understanding and application of various weight assessment techniques such as BMI, waist-to-hip ratio, and body composition analysis.
5. **CO5:** Identify different types of eating disorders and the importance of maintaining a balanced diet for weight management.
6. **CO6:** Plan and implement nutritional strategies for achieving or maintaining a healthy weight.
7. **CO7:** Explain key principles of exercise, including goal setting and workout planning for effective weight management.
8. **CO8:** Differentiate between various types of exercises (aerobic and anaerobic) and design weight loss or weight gain programs tailored to individual needs.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Demonstrate a comprehensive understanding of exercise science and its role in weight management.
2. **PO2:** Apply scientific principles to design and implement weight management programs.
3. **PO3:** Assess and interpret body composition and other weight assessment metrics.
4. **PO4:** Promote healthy lifestyle practices through balanced nutrition and regular exercise.
5. **PO5:** Develop exercise programs to prevent and manage obesity and other weight-related issues.
6. **PO6:** Utilize effective goal setting and planning techniques for sustainable weight control.
7. **PO7:** Recognize the psychological and societal factors influencing weight management.
8. **PO8:** Integrate knowledge of aerobic and anaerobic exercises to optimize fitness outcomes.
9. **PO9:** Address and manage eating disorders through educational and supportive strategies.

10. **PO10:** Engage in continuous learning to stay updated with advancements in weight management science.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Apply exercise physiology and nutrition principles to create effective weight management plans.
2. **PSO2:** Design personalized fitness programs based on individual body composition and health goals.
3. **PSO3:** Utilize body assessment tools such as BMI and waist-to-hip ratio to monitor progress.
4. **PSO4:** Address issues related to overweight and obesity through evidence-based exercise interventions.
5. **PSO5:** Promote the importance of balanced nutrition in achieving and maintaining a healthy weight.
6. **PSO6:** Educate individuals on the benefits of exercise for long-term health and weight control.
7. **PSO7:** Integrate psychological and motivational strategies to support behavior change in clients.
8. **PSO8:** Develop and execute community-based programs focusing on weight management and fitness.
9. **PSO9:** Prevent and manage eating disorders through early detection and counseling support.
10. **PSO10:** Contribute to research and innovation in the field of weight management and fitness.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks

- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

- The candidate shall have to attempt all objective questions from section 'A' and 2 questions from section 'B' answering about (150- 200) words and only one questions from section 'C' answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

- The candidate shall have to attempt all objective questions from section 'A' and 04 questions from section 'B' answering about (150- 200) words and two one questions from section 'C' answering about (300- 350 words)

PED25003OE **4 Credits**

Personal Training

Unit I: Fundamentals of Personal Training

1. Personal Training as a Career and Business — Scope, opportunities, and skills required for a successful career.
2. Anatomy, Physiology, and Kinesiology — Understanding body structure and movement mechanics.
3. Basic Nutrition and Nutritional Supplements — Role of nutrition in fitness and the use of supplements.
4. Posture and Corrective Exercises — Common postural deformities and exercises for correction.

Unit II: Training Techniques and Fitness Assessment

5. Warm-up, Cool-down, and Stretching — Importance and benefits in injury prevention and performance.
6. Core, Functional, Weight, and Cardio Training — Different types of training for overall fitness.
7. Periodization and Scheduling — Planning workout phases for optimal performance.
8. Components of Fitness and Fitness Testing — Key fitness components and methods for assessment.

References

1. Bernadot dan (1999) *Nutrition for Serious Athletes*, Human Kinetics USA.
2. Brouns Fred and Caustan – Cargill (2002) *Essentials of Sports Nutrition* – 2nd edition John Wiley and Sons,England.
3. Burke Louse and Deakin Vicky (2006) *Clinical Sports Nutrition*, McGraw – Hill Pvt. Ltd. Australia.Summerfield Lianne M (2001), *Nutrition Exercise and Behavior An integrated approach to weight management*,
4. Aemeli R. Roster. Catlen Hati Gur, “Fitness Fun”,Human Kinetics’ Publication.
5. Rebeka And Bil Tulin. “Travel Fitness weight”
6. Thomas R. Bechele and Roger W.L. “Fitness weight Training”
7. Sara Black, “The Supple Body” Dun ken Bayard Publication.1995.
8. Upple A.G. “Physical Fitness” Friends Publication . 1992.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Understand the scope, opportunities, and essential skills required for a successful career in personal training.
2. **CO2:** Explain the fundamental concepts of anatomy, physiology, and kinesiology in relation to body structure and movement mechanics.
3. **CO3:** Demonstrate knowledge of basic nutrition, the role of nutrients in fitness, and the appropriate use of nutritional supplements.
4. **CO4:** Identify common postural deformities and implement corrective exercises to improve posture and reduce injury risks.
5. **CO5:** Understand the importance of warm-up, cool-down, and stretching in injury prevention and performance enhancement.
6. **CO6:** Apply different training techniques including core, functional, weight, and cardio training for comprehensive fitness development.
7. **CO7:** Design workout programs using periodization and scheduling principles to optimize performance and recovery.
8. **CO8:** Assess key components of fitness and conduct fitness testing to evaluate individual performance levels.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Demonstrate a comprehensive understanding of anatomy, physiology, and biomechanics in relation to physical fitness and training.
2. **PO2:** Apply knowledge of nutrition and supplements for enhancing athletic performance and overall well-being.
3. **PO3:** Design and implement effective personal training programs tailored to individual needs and fitness goals.
4. **PO4:** Assess and address postural deformities through corrective exercises.
5. **PO5:** Promote injury prevention and recovery strategies through proper warm-up, cool-down, and stretching techniques.
6. **PO6:** Utilize periodization principles to optimize training outcomes.
7. **PO7:** Conduct comprehensive fitness assessments to evaluate and track progress.
8. **PO8:** Promote holistic fitness through core, functional, weight, and cardio training methods.
9. **PO9:** Develop business and communication skills required for a successful career in personal training.

10. **PO10:** Engage in continuous learning to adapt to emerging trends and innovations in the fitness industry.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Apply knowledge of anatomy and kinesiology to improve clients' movement mechanics and performance.
2. **PSO2:** Design customized fitness programs focusing on strength, flexibility, endurance, and cardiovascular health.
3. **PSO3:** Utilize corrective exercises to improve posture and prevent injuries.
4. **PSO4:** Conduct fitness assessments to evaluate body composition, strength, flexibility, and endurance.
5. **PSO5:** Integrate nutrition and supplement guidance into fitness programs to promote holistic health.
6. **PSO6:** Implement periodization techniques for long-term performance improvement.
7. **PSO7:** Develop entrepreneurial skills to manage personal training as a business.
8. **PSO8:** Foster client motivation and adherence through goal setting and personalized coaching.
9. **PSO9:** Promote lifelong fitness and wellness through education and community engagement.
10. **PSO10:** Contribute to research and innovation in the fields of fitness and personal training.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

- The candidate shall have to attempt all objective questions from section ‘A’ and 2 questions from section ‘B’ answering about (150- 200) words and only one questions from section ‘C’ answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

- The candidate shall have to attempt all objective questions from section ‘A’ and 04 questions from section ‘B’ answering about (150- 200) words and two one questions from section ‘C’ answering about (300- 350 words).

Master in Physical Education MPEd (two years) Program

Choice based Credit System (CBCS)

Scheme and course structure for

MPEd 4th semester effective from academic session 2025 and onwards

Course Code	Course Title	Category	Hours per week			Credits
			L	T	P	
PED25401CR	Health Education	**Core**	4	0	0	4
PED25402CR	Teaching & Proficiency in Games-IV (Practical)	**Core**	0	0	8	4
PED25403CR	Teaching & P roficiency in Athletics-IV (Practical)	**Core**	0	0	8	4
PED25404CR	Sports Medicine, Athletic Care and Rehabilitation	**Core**	3	1	0	4
PED25405DCE	Sport Sociology	**DCE**	3	1	0	4
PED25406DCE	Dissertation	**DCE**	0	4	4	4
PED25407DCE	Inclusive Physical Education	**DCE**	3	1		4
PED25004GE	Yoga & Health	**GE**	1	0	2	2
PED25004 OE	Martial Arts & Self Defence	**OE**	1	0	2	2
24 credits = 40 contact Hours			12	**5**	**24**	**24**

4 (Core**) + 2** Discipline centric + 2 generic papers to be opted out of 4 generic centric Papers**.**

Scheme of Examination:

For 4 credits courses:

3. There shall be two Continuous evaluation examinations for 2 credits (one credit each) and one Term End Examination of two credits.

For 2 credits courses:

4. There shall be one term end examination at the end of the semester.

PED25401CR **4 Credits**

Health Education

Unit I Introduction

1. Definition, dimensions, spectrum, and determinants of health.
2. Health Education: Aim, objectives, principles, and the role of health instruction, supervision, and guidance in personal hygiene.
3. Evolution of health in India, current health situation, and the role of NRHM (National Rural Health Mission).
4. Population Explosion and Its Impact on Health — Concept of population explosion and its effects on public health.

Unit II School Health Services & Programme

1. Concept and Objectives of School Health Services — Definition, purpose, and importance of school health services.
2. School Health Programme and Its Components — Goals, structure, and essential elements for promoting student well-being.
3. Managing a Healthful School Environment — Creating and maintaining a healthy, safe, and supportive school setting.
4. Role of Physical Education Teachers in School Health — Responsibilities in promoting health services and sustaining a positive environment.

Unit III Nutrition

1. Meaning and understanding of nutrition, food, and diet.
2. Nutrients (carbohydrates, proteins, fats) and their role from ingestion to energy metabolism.
3. Balanced Diet and Nutrition in Sports — Importance of a balanced diet, basic nutrition guidelines, and the role of nutrition in sports performance.
4. Common nutritional diseases and their effects on overall health.

Unit IV Communicable and Non-Communicable Diseases

1. Concept of Communicable Diseases — Meaning, causes, and modes of transmission.
2. Common Communicable Diseases and Their Prevention — Overview and prevention of diseases such as AIDS, Hepatitis, Rabies, Malaria, Tuberculosis, Smallpox, Chickenpox, Measles, and Mumps.
3. Concept of Non-Communicable Diseases — Meaning, causes, and risk factors.

4. Common Non-Communicable Diseases and Their Prevention — Overview and prevention of diseases such as Heart Disease, Cancer, Diabetes, and Obesity.

Books Recommended:

1. Greene, W.H., Simon-Morton, B.G.(1984). Introduction to Health Education. NY: Macmillan Publishing Company
2. Anspaugh, D.J., Ezell, G. (1995). Teaching today's health (4th Ed). Boston: Allyn & Bacon
3. Park, K. (2007). Park's textbook of Preventive & social medicine (19th Ed). India: Banarasidas Bhanot Publishers

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Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Define and explain the dimensions, spectrum, and determinants of health, and understand the evolution of health in India.
2. **CO2:** Illustrate the aims, objectives, and principles of health education, along with the role of health instruction and personal hygiene.
3. **CO3:** Analyze the current health situation in India and the impact of population explosion on public health.
4. **CO4:** Describe the concept and objectives of school health services and their importance in promoting student well-being.
5. **CO5:** Design and implement a school health program and manage a healthful school environment.
6. **CO6:** Explain the role of physical education teachers in promoting and maintaining a healthy school setting.
7. **CO7:** Understand the fundamentals of nutrition, including the role of nutrients in energy metabolism and the importance of a balanced diet.
8. **CO8:** Identify common nutritional diseases and their impact on overall health and sports performance.
9. **CO9:** Differentiate between communicable and non-communicable diseases, their causes, and modes of transmission.
10. **CO10:** Propose preventive measures for common diseases to improve public and personal health.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Demonstrate a broad understanding of health concepts, including physical, mental, emotional, and social well-being.
2. **PO2:** Apply the principles of health education to promote healthy living and disease prevention.
3. **PO3:** Analyze public health challenges such as population explosion and its impact on community health.
4. **PO4:** Develop, implement, and evaluate school health programs for a healthy educational environment.
5. **PO5:** Promote personal hygiene and health awareness through effective instruction and guidance.
6. **PO6:** Understand the role of nutrition in health and sports performance and address nutritional deficiencies.
7. **PO7:** Identify the causes, transmission, and prevention strategies for communicable and non-communicable diseases.
8. **PO8:** Contribute to creating policies and programs aimed at reducing public health issues.
9. **PO9:** Encourage community participation in health promotion and preventive healthcare.
10. **PO10:** Engage in continuous learning and research to stay updated with evolving health concerns.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Implement school health services that ensure students' physical and mental well-being.
2. **PSO2:** Promote public awareness about the impact of population growth on healthcare services.
3. **PSO3:** Integrate nutritional science into sports performance and general well-being.
4. **PSO4:** Develop strategies for managing nutritional disorders and ensuring balanced dietary practices.
5. **PSO5:** Educate individuals and communities about the prevention of communicable diseases.

6. **PSO6:** Recognize the growing burden of non-communicable diseases and propose preventive lifestyle modifications.
7. **PSO7:** Create and sustain a healthful environment within educational institutions.
8. **PSO8:** Address mental health, personal hygiene, and overall well-being through health education.
9. **PSO9:** Facilitate workshops and programs on fitness, nutrition, and disease prevention in schools and communities.
10. **PSO10:** Contribute to public health policy development and research initiatives.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
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Examination with Max. marks=50 (Duration=120 marks)

- The candidate shall have to attempt all objective questions from section 'A' and 04 questions from section 'B' answering about (150- 200) words and two one questions from section 'C' answering about (300- 350 words)

Course No. PED25402CR **4 Credit**

Teaching & Proficiency in Games-IV (Practical)

Max Marks	100
External	80
Internal	20

Teaching: Teaching skills will be developed though conducting 8 practice lessons on any two games.

1. Volleyball
2. Basketball
3. Archery

Topics to be covered for Games

34. Historical development of the concerned game.
35. Official rules of the concerned game
36. Fundamental skills /Techniques of concern games
37. Advance Skills and Tactics of concern games
38. Specific Exercise related to Skills
39. Drills for improving the performance related to Game
40. Teaching Aids/Equipment/Slides/PPT/Chart
41. Main tournaments organized at National and International level.
42. Records/Statistics of the game at world, Olympic, Asia, National level.
43. Awardees in the game.
44. Books and magazines of the game.

Note: students will prepared a game book on any one game and will submit at the end of the semester.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Demonstrate an understanding of the historical development and evolution of Volleyball, Basketball, and Archery.
2. **CO2:** Interpret and apply the official rules and regulations of the concerned games during practice sessions and competitive events.
3. **CO3:** Perform and teach fundamental skills and techniques essential for Volleyball, Basketball, and Archery.

4. **CO4:** Develop and implement advanced skills, tactics, and strategies for enhancing game performance.
5. **CO5:** Design and execute specific exercises and drills to improve performance and skill-related fitness in the concerned games.
6. **CO6:** Utilize teaching aids such as equipment, slides, PPTs, charts, and videos for effective skill demonstration.
7. **CO7:** Identify and discuss major tournaments organized at the national and international levels for the concerned games.
8. **CO8:** Analyze game records and statistics at world, Olympic, Asia, and national levels for Volleyball, Basketball, and Archery.
9. **CO9:** Recognize awardees and their contributions to the development of the respective sports.
10. **CO10:** Compile and submit a comprehensive game book, reflecting research, understanding, and documentation of one chosen game.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Demonstrate professional competence in teaching and coaching various sports, including Volleyball, Basketball, and Archery.
2. **PO2:** Apply knowledge of game history, rules, and tactics to improve athlete performance.
3. **PO3:** Develop practical skills to design sports-specific drills and training programs.
4. **PO4:** Utilize scientific methods and teaching aids for effective skill instruction in physical education.
5. **PO5:** Exhibit leadership and teamwork in conducting sports lessons and organizing competitions.
6. **PO6:** Analyze game statistics and records to enhance strategic decision-making.
7. **PO7:** Foster sportsmanship and fair play while emphasizing player development.
8. **PO8:** Organize and manage sports events at school, college, and community levels.
9. **PO9:** Engage in lifelong learning and stay updated with advancements in sports science and coaching methodologies.
10. **PO10:** Promote a positive sports culture by recognizing athletes' achievements and inspiring participation.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Effectively teach fundamental and advanced skills of Volleyball, Basketball, and Archery.
2. **PSO2:** Create and implement game-specific exercises and drills for performance enhancement.
3. **PSO3:** Evaluate athlete performance using scientific and statistical methods.
4. **PSO4:** Organize sports events and manage game resources efficiently.
5. **PSO5:** Prepare game books with historical records, rules, and notable statistics for academic and practical use.
6. **PSO6:** Demonstrate the ability to motivate and mentor athletes in competitive environments.
7. **PSO7:** Contribute to sports development by recognizing and honoring awardees and sports personalities.
8. **PSO8:** Promote a holistic understanding of games, including history, culture, and sports literature.
9. **PSO9:** Foster community engagement through the organization of sports activities and workshops.
10. **PSO10:** Encourage ethical sports practices and advocate for athlete welfare.

Course No. PED25403CR **4 Credits**

Teaching & Proficiency in Athletics-IV (Practical)

Max Marks	100
External	80
Internal	20

Teaching: Teaching skills will be developed though conducting 8 practice lessons on any two games.

1. Shot-put
2. Hurdles
3. Long Distance Races

Topics to be covered for athletic events

34. Historical development of the concerned Athletics Events.
35. Official rules of the concerned athletic events
36. Fundamental skills /Techniques of Athletics Events
37. Advance Skills and Tactics of Athletics Events
38. Specific Exercise related to Skills
39. Drills for improving the performance related to Athletics Events
40. Teaching Aids/Equipment/Slides/PPT/Chart
41. Main tournaments organized at National and International level.
42. Records/Statistics of the concerned athletics event at world, Olympic, Asia, National.
43. Awardees in the concerned athletics event.
44. Books and magazines of the concerned athletics event.

Note: students will prepared a game book on any one event and will submit at the end of the semester.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Explain the historical development and evolution of Shot Put, Hurdles, and Long-Distance Races.
2. **CO2:** Interpret and apply the official rules and regulations of the concerned athletic events in practice and competitions.
3. **CO3:** Demonstrate proficiency in fundamental skills and techniques required for Shot Put, Hurdles, and Long-Distance Races.

4. **CO4:** Develop and implement advanced skills, strategies, and tactics for performance improvement in athletics events.
5. **CO5:** Design specific exercises and drills to enhance athletic performance related to strength, speed, endurance, and technique.
6. **CO6:** Utilize teaching aids such as equipment, slides, PPTs, charts, and videos to enhance understanding and skill acquisition.
7. **CO7:** Identify and discuss major athletic tournaments organized at the national and international levels.
8. **CO8:** Analyze and interpret records and statistics of Shot Put, Hurdles, and Long-Distance Races at world, Olympic, Asian, and national levels.
9. **CO9:** Recognize outstanding athletes and their contributions to the development of athletics.
10. **CO10:** Compile and submit a comprehensive event book, reflecting research, understanding, and documentation of one chosen athletic event.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Demonstrate professional competence in teaching and coaching athletic events.
2. **PO2:** Apply knowledge of athletic history, rules, and technical skills to improve athlete performance.
3. **PO3:** Develop practical skills to design sports-specific training programs for strength, speed, and endurance.
4. **PO4:** Utilize modern teaching aids and scientific methods for effective athletic skill instruction.
5. **PO5:** Exhibit leadership and teamwork in conducting practical lessons and organizing competitions.
6. **PO6:** Analyze athletic records and statistics to enhance coaching strategies.
7. **PO7:** Foster sportsmanship, ethical behavior, and fair play in athletic events.
8. **PO8:** Organize and manage athletics events at school, college, and community levels.
9. **PO9:** Engage in lifelong learning and stay updated with advancements in sports science and coaching methodologies.
10. **PO10:** Promote a positive sports culture by recognizing athletes' achievements and inspiring participation.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Effectively teach fundamental and advanced skills of Shot Put, Hurdles, and Long-Distance Races.
2. **PSO2:** Design and implement sport-specific exercises and drills to enhance athletic performance.
3. **PSO3:** Evaluate athletic performance using scientific and statistical analysis.
4. **PSO4:** Organize athletic events and manage sports resources efficiently.
5. **PSO5:** Prepare event books with historical records, rules, and notable statistics for academic and practical use.
6. **PSO6:** Demonstrate the ability to motivate and mentor athletes in competitive environments.
7. **PSO7:** Contribute to the development of athletics by recognizing and honoring outstanding performers.
8. **PSO8:** Promote a holistic understanding of athletics, including history, culture, and sports literature.
9. **PSO9:** Foster community engagement through the organization of athletics activities and workshops.
10. **PSO10:** Encourage ethical sports practices and advocate for athlete welfare.

Subject Code: PED25404DCE **4 Credits**

Sports Medicine, Athletic Care and Rehabilitation

Unit I: Introduction to Sports Medicine

1. Meaning, Aims, and Objectives of Sports Medicine — scope and significance of sports medicine in athletic performance and health.
2. History and Evolution of Sports Medicine practices in India and globally.
3. Concept and Necessity of Sports Medicine — fundamental principles and the need for sports medicine in modern athletics.
4. Roles of Sports Medicine Professionals — responsibilities of physicians, athletic trainers, and coaches in athlete care.

Unit II: Common Sports Injuries: Prevention and Management

1. Types and Immediate Treatment of common Sports Injuries - sprains, strains, lacerations, hematomas, contusions, abrasions, dislocations, and fractures, along with their acute management.
2. Regional Injury Management — injuries specific to body regions: head, neck, face, thorax, abdomen, pelvis, and limbs.
3. Intrinsic and extrinsic factors leading to athletic injuries.
4. Guidelines for preventing injuries and managing both acute and chronic conditions.

Unit III: Therapeutic Modalities and Rehabilitation

1. Hydrotherapy in Sports Rehabilitation
2. Cryotherapy Applications
3. Thermotherapy Techniques
4. Electrotherapy in Rehabilitation

Unit IV: Massage and Remedial Exercises

1. Introduction to Sports Massage — Understanding the principles and benefits of massage in athletic care.
2. History and Evolution of Massage Therapy
3. Physiological Effects of Massage
4. Types and Techniques of Massage

Book Recommended:

1. Reider Bruce, “Sport Medicine” (W.B. Saunders Company: A division of Hurcourt Brace & Company, Philadelphia 1996).
2. Million B. Morris “Office sports Medicine” (Hanley & Belfins Inc. Philadelphia, 1996).

3. Scuderi R. Giles and Mc. Cann D. Peter “Sports Medicine a comprehensive approach” (Elsevier Mosby, Burtis Center, Philadelphia, 2005).
4. Scuderi R. Giles, Mc. Cann D. Peter and Brun J. Peter “Sports Medicine: Principles of Primary Cure” (Mosby A Harcourt Health Science Company St. Louis, 1997).
5. Uprrian Werier “Physical Therapy for sports” (W.B. Saunders Company. A. Division of Harcourts Brace & Company, Curtis Centres Philadelphia, 1995

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Define and explain the meaning, aims, and objectives of sports medicine, along with its scope and significance in athletic performance and health.
2. **CO2:** Describe the history and evolution of sports medicine in India and globally, understanding its growing relevance.
3. **CO3:** Discuss the fundamental principles and necessity of sports medicine in preventing and managing sports-related injuries.
4. **CO4:** Identify the roles and responsibilities of sports medicine professionals, including physicians, trainers, and coaches, in athlete care.
5. **CO5:** Classify and manage common sports injuries such as sprains, strains, dislocations, and fractures, focusing on immediate treatment and acute care.
6. **CO6:** Analyze regional injury management, understanding how injuries differ by body regions such as the head, neck, thorax, abdomen, and limbs.
7. **CO7:** Differentiate between intrinsic and extrinsic factors contributing to sports injuries and develop strategies to minimize risks.
8. **CO8:** Apply guidelines for preventing and managing both acute and chronic sports injuries effectively.
9. **CO9:** Demonstrate the use of therapeutic modalities such as hydrotherapy, cryotherapy, thermotherapy, and electrotherapy in sports rehabilitation.
10. **CO10:** Explain the principles, benefits, and physiological effects of sports massage and remedial exercises in athletic care.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Exhibit a comprehensive understanding of sports medicine and its application in promoting athlete health and performance.

2. **PO2:** Demonstrate the ability to assess, manage, and rehabilitate common sports injuries using appropriate therapeutic modalities.
3. **PO3:** Integrate knowledge of anatomy, physiology, and sports science in the prevention and treatment of athletic injuries.
4. **PO4:** Apply modern rehabilitation techniques, including massage, hydrotherapy, and electrotherapy, to aid recovery.
5. **PO5:** Foster collaboration among sports medicine professionals to ensure holistic athlete care.
6. **PO6:** Develop critical thinking and problem-solving skills in injury management and rehabilitation planning.
7. **PO7:** Advocate for injury prevention strategies and promote athlete well-being through education and guidance.
8. **PO8:** Exhibit ethical and professional behavior while working with athletes in high-pressure sports environments.
9. **PO9:** Utilize research and evidence-based practices to enhance sports medicine interventions.
10. **PO10:** Promote lifelong learning by staying updated with advancements in sports medicine technology and methodologies.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Apply sports medicine principles to identify, manage, and prevent common sports injuries.
2. **PSO2:** Design and implement injury prevention programs tailored to different sports and athletic needs.
3. **PSO3:** Effectively use therapeutic modalities, including hydrotherapy, cryotherapy, thermotherapy, and electrotherapy, in rehabilitation.
4. **PSO4:** Perform sports massages and remedial exercises to aid in muscle recovery and performance enhancement.
5. **PSO5:** Analyze the physiological effects of massage and rehabilitation techniques on athletic performance.
6. **PSO6:** Collaborate with healthcare professionals to optimize athlete care and injury management.

7. **PSO7:** Create rehabilitation plans addressing both physical and psychological recovery of athletes.
8. **PSO8:** Document and maintain records of injuries, treatments, and rehabilitation progress for research and continuous improvement.
9. **PSO9:** Organize workshops and seminars to educate athletes and coaches about injury prevention and sports medicine advancements.
10. **PSO10:** Engage in research activities to contribute to the development and innovation in sports medicine.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
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Examination with Max. marks=50 (duration=120 marks)

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Course No. PED25405DCE **4 Credits**

Sports Sociology

Unit – I INTRODUCTION

1. Nature, Scope & Methods of Sport Sociology.
2. Sport as a social phenomenon.
3. Sociological analysis of sport and sport sociology as an academic discipline.
4. Concept of socialization, Socialization via games and sport.

Unit-II SPORT AND MICRO SOCIAL SYSTEMS

1. Study of sport groups.
2. Group interaction, competition & cooperation.
3. Behavior, characteristics, qualities and role of sport leaders.
4. Sports and cultures.

Unit-III SPORT AND MACROSOCIAL SYSTEMS

1. Relationship between sport and socializing institutions (family, school and educational systems).
2. Inter-relationship between and regulating institutions (politics and economy).
3. Sport and cultural institutions (religion and art).
4. Socialization via games and sport.

Unit-IV SOCIAL GAMES CONCERNING SPORT IN SOCIETY

1. Social stratification in sport, sport as a stratification system.
2. Discrimination and democratization in sport with Special reference to socio-economic classes and women.
3. Sport and aggression, violence in sport.
4. Problem regarding professionalization and children in sport.

REFERENCE:-

1. Loy, John, W. Kenyan, Gerald S, & Mc Pherson, Barry D, "**Sports Culture and Society**" (Philadelphia Lea & Febiger, 1981).
2. Ball, Donald W. and Low John W "**Sport and Social order contribution to the sociology of sport**" (London, Addison wesely publishing co, Inc, 1975)
3. Loy John W. Mc Pherson, Barry D, and Kenyan Gerald, "**Sport and Social System**" (London, Addison wesely publishing company Inc, 1978)
4. Edward Larry "**Sociology of Sport**" (Ilihois: The Dorsey Press, 1973).

5. Carry, Brayant J. "**Social Dimension of Physical Activity**" New Jersey: Englewood Cliffs, Prentice Hall In. 1967)
6. Singh Kanwaljeet and singh Inderjit "**Sports Sociology**" (Friends Publications India, 2000).
7. Walkley Jay "**Sports in Society**" (Mc Graw Hill, Companies, Inc. 2001).
8. Bhushan Vidya, Sachdeva R.D. "**An Introduction Sociology**" (Kitab Mahal, Allahabad, 2005)
9. Singh Bhupinder Sports Sociology, "**An Indian perspective**" (friends publications, India, 2004)
10. Jain Rachna "**Sports Sociology**" (Khel Sahitya Kendra Ashok vihar Delhi 2004).

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Explain the nature, scope, and methodologies of sports sociology, recognizing its significance in understanding societal behavior.
2. **CO2:** Analyze sport as a social phenomenon and its impact on society.
3. **CO3:** Examine the role of sports sociology as an academic discipline and its contribution to sociological analysis.
4. **CO4:** Understand the concept of socialization and how games and sports serve as powerful tools for socialization.
5. **CO5:** Study and evaluate sport groups, their dynamics, and the interaction within these groups, including competition and cooperation.
6. **CO6:** Identify the characteristics, behaviors, and roles of sport leaders in influencing group dynamics.
7. **CO7:** Explore the relationship between sports and cultures and how sports reflect societal values.
8. **CO8:** Assess how sports relate to and interact with social institutions such as family, school, and politics.
9. **CO9:** Investigate the role of sports in cultural institutions, including religion and art, and their broader societal impact.
10. **CO10:** Critically analyze issues of social stratification in sports, including discrimination, democratization, and socio-economic class dynamics.

11. **CO11:** Discuss the problems of aggression, violence, and professionalization in sports, with special attention to children and marginalized groups.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Demonstrate an in-depth understanding of sociological principles and their application in sports and physical activity.
2. **PO2:** Analyze how sports act as a microcosm of society, reflecting broader social dynamics such as competition, cooperation, and leadership.
3. **PO3:** Examine the influence of social institutions — family, education, politics, and economy — on sports participation and culture.
4. **PO4:** Assess the role of sports in fostering socialization and promoting cultural values.
5. **PO5:** Identify and address issues related to social stratification, discrimination, and democratization in sports.
6. **PO6:** Develop leadership qualities and understand group dynamics for promoting teamwork and cooperation in sports settings.
7. **PO7:** Advocate for inclusive and equitable participation in sports across all socio-economic classes and gender groups.
8. **PO8:** Recognize and critically evaluate aggression, violence, and professionalization in sports, proposing strategies for positive change.
9. **PO9:** Foster interdisciplinary thinking by linking sociological theories with practical sports scenarios.
10. **PO10:** Engage in research and policy discussions to improve social equity and ethical standards in sports.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Analyze sports as a social institution and its influence on societal norms and values.
2. **PSO2:** Investigate the dynamics of group behavior and leadership within sports teams and organizations.
3. **PSO3:** Understand the socio-cultural impact of sports on different social groups, including marginalized communities.

4. **PSO4:** Examine the relationship between sports and societal institutions such as family, education, religion, politics, and economy.
5. **PSO5:** Address and propose solutions to social issues such as discrimination, inequality, and aggression in sports.
6. **PSO6:** Promote the democratization of sports, ensuring equal participation opportunities regardless of socio-economic status or gender.
7. **PSO7:** Develop skills to critically assess and intervene in issues of professionalization and commercialization in sports.
8. **PSO8:** Advocate for child protection and ethical considerations in youth sports.
9. **PSO9:** Research and document how societal changes influence the evolution of sports and vice versa.
10. **PSO10:** Contribute to policy development aimed at fostering fairness, inclusion, and ethical standards in sports.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

- The candidate shall have to attempt all objective questions from section ‘A’ and 2 questions from section ‘B’ answering about (150- 200) words and only one questions from section ‘C’ answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

- The candidate shall have to attempt all objective questions from section ‘A’ and 04 questions from section ‘B’ answering about (150- 200) words and two one questions from section ‘C’ answering about (300- 350 words)

Course No. PED25406DCE **4 Credits**

Dissertation

1. Dissertation can be opted by the students who have secured at least 60% marks in aggregate in 1st and 2nd semesters taken together.
2. Those students who wish to opt for dissertation in the 4th semester have to start the work in 3rd semester so it will completed by the end of 4th semester.
3. The Dissertation shall be carried out under the supervision of concern teacher of the department.
4. Approval of topic, allotment of supervisor, progress of research work and evaluation shall be monitor by Department Research committee.
5. Introduction and Review part of the thesis shall be completed in 3rd semester.
6. The dissertation shall be evaluated by presentation of work in viva-voce. 60% marks shall be allotted for dissertation report and 40% for viva-voce and presentation.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Demonstrate the ability to identify, select, and formulate a relevant research problem in the field of physical education and sports.
2. **CO2:** Conduct a comprehensive review of literature to establish a theoretical foundation for research.
3. **CO3:** Design and implement appropriate research methodologies for data collection and analysis.
4. **CO4:** Apply critical thinking to interpret research findings and draw meaningful conclusions.
5. **CO5:** Develop academic writing skills to produce a well-structured dissertation report.
6. **CO6:** Present and defend research findings effectively in a viva-voce setting.
7. **CO7:** Exhibit the ability to manage time, adhere to research ethics, and maintain academic integrity throughout the research process.
8. **CO8:** Collaborate with supervisors and the Department Research Committee for constructive feedback and continuous improvement.
9. **CO9:** Reflect on the research experience to enhance problem-solving, analytical, and decision-making skills.

10. **CO10:** Contribute to the field of physical education and sports by addressing contemporary issues through evidence-based research.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Apply research skills and methodologies to investigate complex issues in physical education and sports.
2. **PO2:** Exhibit advanced knowledge of research design, data collection, and statistical analysis relevant to sports sciences.
3. **PO3:** Critically evaluate literature to identify gaps and frame meaningful research questions.
4. **PO4:** Demonstrate effective academic writing and presentation skills.
5. **PO5:** Show the ability to work independently and collaboratively with supervisors and peers.
6. **PO6:** Apply ethical principles and maintain research integrity throughout the research process.
7. **PO7:** Exhibit effective time management and organizational skills for timely completion of research work.
8. **PO8:** Present research findings in a clear, coherent, and logical manner during viva-voce and other academic platforms.
9. **PO9:** Utilize research insights to inform practices and policies in physical education and sports.
10. **PO10:** Engage in lifelong learning by continuously seeking to address emerging research challenges.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Identify critical issues and research opportunities in the field of physical education and sports sciences.
2. **PSO2:** Design research projects that contribute to evidence-based practices in sports performance, health, and fitness.
3. **PSO3:** Apply scientific research methods to solve practical problems related to physical education and sports.

4. **PSO4:** Interpret and analyze data to derive meaningful insights and make informed decisions.
5. **PSO5:** Write well-structured research reports adhering to academic standards.
6. **PSO6:** Effectively communicate research findings to academic and professional audiences.
7. **PSO7:** Collaborate with supervisors, peers, and research committees for constructive feedback.
8. **PSO8:** Address ethical issues and maintain integrity in research practices.
9. **PSO9:** Utilize research outcomes to enhance sports performance, health promotion, and physical education policies.
10. **PSO10:** Pursue further research opportunities or higher studies in the field of sports sciences and physical education.

PED25407DCE: Inclusive Physical Education

Duration of Paper: 2:30 hours

Max Marks- 100
External 80
Internal 20

Unit I Introduction to Inclusive Physical Education

1. Meaning, Aim & Objectives of Inclusive Physical Education
2. Need and Importance of Inclusive Physical Education
3. Role of Physical Education Teacher in Inclusive Physical Education
4. Brief historical review of inclusive Physical Education

Unit II Classification of Disability

1. Physical disability: Meaning, Characteristics, Category, functional limitation and General cause.
2. Mental retardation: Meaning, Characteristics, Category, functional limitation and General cause.
3. Hearing and Speech impairment: Meaning, Characteristics, Category, functional limitation and General cause.
4. Visual Impairment: Meaning, Characteristics, Category, functional limitation and General cause.

Unit III Inclusive Physical Education Programs

1. Guiding Principles for Inclusive Physical Education Program
2. Physical Education Program for disable of: Elementary school, middle school and high school
3. Physical Education program for Physical disability, mental retardation, hearing & speech impairment and visual impairment
4. Adapted Sports (Para-Olympic)

Unit IV Rehabilitation and Welfare Programs

1. Meaning, aim and objectives of Rehabilitation
2. Importance of Adapted Physical Education Program in Rehabilitation
3. Provision of special rights and Privilege for disable through legislation
4. Social welfare programs for disabled person

Books Recommended:

1. Anoop Jain “Adapted Physical Education” Sports Publication, Ashok Vihar, Delhi.

2. Arthur G. Miller & james, “Teaching Physical Activities to Impair Youth” john wilag & sons Inc. Canada.
3. Arthur S. Daniels & Euilya, “adapted Physical education” harpet & Row Publisher, New York.

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Define the meaning, aims, and objectives of inclusive physical education and understand its importance in promoting equity in sports and physical activities.
2. **CO2:** Analyze the historical development of inclusive physical education and its relevance in modern society.
3. **CO3:** Classify different types of disabilities, including physical, mental, hearing, speech, and visual impairments, with an understanding of their characteristics and functional limitations.
4. **CO4:** Develop appropriate physical education programs tailored to individuals with disabilities at different educational levels (elementary, middle, and high school).
5. **CO5:** Design inclusive sports programs that cater to specific disabilities, promoting participation and competitive opportunities such as the Paralympics.
6. **CO6:** Apply guiding principles for creating an inclusive and adaptive physical education environment that accommodates diverse needs.
7. **CO7:** Understand the concept, aims, and objectives of rehabilitation and its importance in adapted physical education programs.
8. **CO8:** Explore the legislative provisions and special rights available for persons with disabilities, emphasizing their social welfare and inclusion.
9. **CO9:** Recognize the role and responsibilities of physical education teachers in fostering an inclusive and supportive environment.
10. **CO10:** Advocate for social welfare programs and rehabilitation efforts aimed at improving the quality of life for individuals with disabilities.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Demonstrate comprehensive knowledge of physical education theories and practices for diverse populations.

2. **PO2:** Develop inclusive physical activity programs that address the needs of individuals with disabilities.
3. **PO3:** Apply appropriate teaching methods and adapt physical activities to ensure participation and engagement for all students.
4. **PO4:** Exhibit leadership and advocacy for inclusive physical education in schools and community programs.
5. **PO5:** Understand and implement rehabilitation programs that aid in the physical, emotional, and social well-being of individuals with disabilities.
6. **PO6:** Display a commitment to ethical principles and promote equitable access to sports and physical activities.
7. **PO7:** Collaborate with multidisciplinary teams, including healthcare professionals, to support the rehabilitation and well-being of persons with disabilities.
8. **PO8:** Promote awareness of adaptive sports and the significance of global events like the Paralympics.
9. **PO9:** Integrate legislative policies and social welfare provisions into physical education programs for the disabled.
10. **PO10:** Engage in lifelong learning and professional development to enhance inclusive teaching practices.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Design and implement inclusive physical education programs tailored to the diverse needs of students with disabilities.
2. **PSO2:** Apply knowledge of classification, characteristics, and causes of disabilities to develop suitable physical activities.
3. **PSO3:** Utilize adaptive physical education techniques to enhance physical fitness, motor skills, and overall well-being.
4. **PSO4:** Promote the inclusion of individuals with disabilities in competitive sports such as the Paralympics.
5. **PSO5:** Demonstrate the ability to rehabilitate individuals through adapted sports and exercise programs.
6. **PSO6:** Advocate for policies and social welfare programs that ensure the rights and privileges of individuals with disabilities.

7. **PSO7:** Collaborate with educators, healthcare professionals, and policymakers to create supportive environments for inclusive physical education.
8. **PSO8:** Reflect on the role of physical education in fostering social inclusion and empowerment of individuals with disabilities.
9. **PSO9:** Address societal attitudes and promote awareness about the capabilities and achievements of individuals with disabilities.
10. **PSO10:** Continuously update skills and knowledge to enhance inclusive physical education practices.

Course No. PED25004GE **2 Credits**

Yoga & Health

Unit I Introduction to Yoga

1. Meaning and Definition of Yoga ,Nature & Scope of Yoga
2. Needs & Importance of Yoga
3. Effect of Yogasana on health of individual
4. Need of yoga in present day life

Unit II Aasnas & Pranayam

1. Aasnas in sitting posture, Aasnas in standing position (Five asanas each)
2. Aasnas in Prone position, Aasnas in Spine position (Five asanas each)
3. Meaning and types of Pranayam,Benifits of pranayam
4. Yogic diet.

Recommended books

1. "Light on Yoga" by B.K.S. Iyengar
2. "The Heart of Yoga: Developing a Personal Practice" by T. Krishnamacharya & T.K.V. Desikachar
3. "Yoga Anatomy" by Leslie Kaminoff & Amy Matthews
4. "The Science of Yoga: The Risks and the Rewards" by William J. Broad
5. "Hatha Yoga Pradipika" by Swami Swatmarama

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Define and explain the meaning, nature, and scope of yoga, understanding its historical and cultural significance.
2. **CO2:** Recognize the need and importance of yoga in promoting holistic health and well-being.
3. **CO3:** Analyze the effects of various yogic practices on the physical, mental, and emotional health of individuals.
4. **CO4:** Understand the relevance and necessity of yoga in modern-day life for managing stress and improving quality of life.
5. **CO5:** Demonstrate proficiency in performing various asanas in sitting, standing, prone, and supine positions, understanding their benefits and techniques.

6. **CO6:** Explain the concept, meaning, and types of pranayama, along with its physiological and psychological benefits.
7. **CO7:** Incorporate the principles of yogic diet and its role in maintaining overall health and well-being.
8. **CO8:** Develop the ability to integrate yoga practices into daily life for improving flexibility, strength, and stress management.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Apply foundational knowledge of yoga and physical education in promoting holistic well-being.
2. **PO2:** Design and implement yoga programs suitable for individuals of different ages and fitness levels.
3. **PO3:** Demonstrate the ability to perform and teach a wide range of asanas and pranayama techniques with proper form and alignment.
4. **PO4:** Integrate the principles of yoga for stress management, mental clarity, and emotional stability.
5. **PO5:** Exhibit leadership in promoting the importance of yoga and its health benefits in schools, communities, and workplaces.
6. **PO6:** Encourage the adoption of a yogic lifestyle, including dietary practices, for maintaining physical and mental health.
7. **PO7:** Develop research-based insights into the health benefits of yoga and pranayama for chronic disease management.
8. **PO8:** Collaborate with healthcare and wellness professionals to promote yoga as a complementary health practice.
9. **PO9:** Advocate for the inclusion of yoga in physical education curricula to foster lifelong fitness and well-being.
10. **PO10:** Engage in continuous learning to keep up with the latest trends and research in yoga and health.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Develop competence in performing and teaching various asanas and pranayama techniques.

2. **PSO2:** Apply yogic principles to improve flexibility, strength, and overall physical performance.
3. **PSO3:** Design individualized yoga programs focusing on physical health, mental well-being, and lifestyle management.
4. **PSO4:** Advocate for the integration of yoga as a tool for preventive healthcare and rehabilitation.
5. **PSO5:** Understand the impact of a yogic diet and lifestyle on physical and mental health.
6. **PSO6:** Promote the practice of yoga in educational institutions and community settings for holistic development.
7. **PSO7:** Analyze the role of yoga in managing stress, anxiety, and lifestyle-related disorders.
8. **PSO8:** Explore the historical and philosophical aspects of yoga to appreciate its evolution and relevance in modern society.
9. **PSO9:** Encourage research on the benefits of yoga and pranayama for improving quality of life.
10. **PSO10:** Commit to personal growth through continuous practice and learning of yoga for lifelong wellness.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
- Section B: questions carrying 04 marks each –04questions=16 marks.
- Section C= Question carrying 09 marks each. Four questions only two to be attempted=18 marks

Instructions for candidates:-

Examination with max. Mark= 25 (Duration=60 minutes)

- The candidate shall have to attempt all objective questions from section ‘A’ and 2 questions from section ‘B’ answering about (150- 200) words and only one questions from section ‘C’ answering about (300- 350 words)

Examination with Max. marks=50 (Duration=120 marks)

- The candidate shall have to attempt all objective questions from section ‘A’ and 04 questions from section ‘B’ answering about (150- 200) words and two one questions from section ‘C’ answering about (300- 350 words)

PED25004OE **2 Credits**

Martial Arts & Self Defence

Unit-I Martial Art & Self Defence

1. History of Martial Arts, Meaning, Principles and Characteristics of Martial Arts
2. Concept of Training and Coaching in Martial Arts,
3. Qualities and responsibilities of a coach/trainer
4. Meaning and Importance of self-defense in present day life, Principles of self-defense Training

Unit-II Skills & Techniques

1. Basic stance and meditation, Basic Blocks, Basic Hand Techniques, basic kicking techniques, effective warm-up Stretching techniques, basic controlled sparing (optional), Basic self-defense, Learn Two Katas
2. Advance stances & Blocks, Advanced hand techniques, kicking and punching.
3. Advance self-defense, advanced throws and falls
4. Need & Importance of Women self-defense, Self-defense techniques for women

Books Recommended:

1. Martial Arts: Behind the Myths by Phil Pierce, kindle edition.
2. Essential of Martial art: frontier technology India Delhi

Course Outcomes (CO):

By the end of this course, students will be able to:

1. **CO1:** Explain the history, meaning, principles, and characteristics of martial arts, understanding its evolution and cultural significance.
2. **CO2:** Demonstrate knowledge of training and coaching concepts in martial arts, recognizing the qualities and responsibilities of a coach or trainer.
3. **CO3:** Understand the importance and principles of self-defense in modern-day life and apply effective self-defense training techniques.
4. **CO4:** Perform basic martial arts techniques, including stances, blocks, hand techniques, kicking techniques, and sparring.
5. **CO5:** Demonstrate advanced martial arts skills such as complex stances, advanced blocks, throws, and falls.
6. **CO6:** Apply effective warm-up and stretching techniques to enhance performance and prevent injuries.

7. **CO7:** Analyze the significance of self-defense for women and demonstrate specialized self-defense techniques tailored to women's safety.
8. **CO8:** Execute two Katas proficiently, integrating skills in coordination, balance, and control.

Program Outcomes (PO):

Upon completion of the **Physical Education Program**, students will be able to:

1. **PO1:** Apply theoretical and practical knowledge of martial arts and self-defense to promote physical fitness and personal safety.
2. **PO2:** Design and implement martial arts training programs for various age groups and fitness levels.
3. **PO3:** Exhibit proficiency in fundamental and advanced martial arts skills, including blocks, stances, kicks, punches, and throws.
4. **PO4:** Demonstrate leadership and coaching abilities in martial arts training, emphasizing discipline and safety.
5. **PO5:** Recognize the psychological and physical benefits of self-defense in enhancing confidence and personal security.
6. **PO6:** Promote the importance of women's self-defense and empower individuals with practical self-defense strategies.
7. **PO7:** Incorporate warm-up, stretching, and injury prevention techniques to ensure safe martial arts practice.
8. **PO8:** Encourage the adoption of martial arts as a tool for stress management, self-discipline, and holistic well-being.
9. **PO9:** Collaborate with sports and fitness professionals to organize martial arts workshops and self-defense programs.
10. **PO10:** Commit to lifelong learning and continuous improvement in martial arts and self-defense skills.

Program Specific Outcomes (PSO):

For the **Physical Education Program**, students will specifically be able to:

1. **PSO1:** Demonstrate competence in performing basic and advanced martial arts techniques, including Katas, blocks, and sparring.
2. **PSO2:** Apply self-defense strategies effectively in real-life situations to ensure personal safety.

3. **PSO3:** Develop coaching skills to train individuals and groups in martial arts and self-defense.
4. **PSO4:** Advocate for the importance of martial arts in building discipline, resilience, and self-confidence.
5. **PSO5:** Address the specific needs of women's self-defense, promoting empowerment and security.
6. **PSO6:** Design warm-up and stretching routines to enhance flexibility, agility, and injury prevention in martial arts practice.
7. **PSO7:** Encourage participation in martial arts events and competitions to foster teamwork and sportsmanship.
8. **PSO8:** Analyze the role of martial arts in holistic health, integrating physical, mental, and emotional well-being.
9. **PSO9:** Promote awareness of martial arts as a cultural and historical tradition with modern-day relevance.
10. **PSO10:** Engage in continuous self-improvement and contribute to the growth of martial arts education in schools and communities.

Note for Paper Setter:-

Examination with max. Mark= 25 (Duration=60 minutes)

- Section A: Question carrying one mark each- 08 objective questions=08 marks
- Section B: questions carrying 04 marks each –two questions=08 marks.
- Section C= Question carrying 09 marks each. Two questions only one to be attempted=09 marks

Examination with Max. marks=50 (duration=120 marks)

- Section A: Question carrying one mark each- 16 objective questions=16 marks
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Examination with Max. marks=50 (Duration=120 marks)

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