



Pt. Ravishankar Shukla University

Raipur, (C.G.), India, 492010

CURRICULUM & Syllabus
(Based on CBCS & LOCF)

Masters of Physical Education
(Semester system)

Semester: I-IV

Session: 2025-27

Approved by : Board of Studies
Board of Studies : Physical Education
Dates : 23/07/2025
Name of Chairman: Prof. C.D. Agashe
Name of Member's: 1) Prof. Reeta Venugopal
2) Prof. Rajeev Choudhary
3) Dr. Kailash Sharma
4) Dr. Ashish Diwan

Masters of Physical Education

The Master of Physical Education (M.P.Ed.) program is a two-year, four-semester program designed to provide students with a comprehensive understanding of physical education, sports science, and their practical applications. Through a well-rounded curriculum covering core areas such as training methods, sports psychology, biomechanics, and research methodology, students develop a strong foundational knowledge in the initial semesters. As the program advances, students have the opportunity to specialize by selecting electives that align with their interests and professional aspirations. Upon completion of the program, graduates will be well-equipped for diverse career paths, including teaching, coaching, sports management, fitness training, and research. With in-depth theoretical and practical knowledge, they will emerge as skilled professionals capable of promoting health, fitness, and sports excellence across various settings.

PROGRAM OUTCOMES (POS): Upon successful completion of the M.P.Ed. program, students will be able to:

PO-1	Critical Thinking and Reasoning: Demonstrate critical thinking and logical reasoning skills in analyzing issues related to sports sciences, training methods, and physical education practices to make informed and evidence-based decisions.
PO-2	Problem Solving: Effectively identify and solve problems related to sports performance, injury prevention, health promotion, and athlete management using appropriate pedagogical and scientific strategies.
PO-3	Advanced Analytical and Computational Skills: Apply analytical techniques and digital tools, including performance analysis software and fitness assessment technologies, to evaluate and improve individual and team performance.
PO-4	Effective Communication: Communicate concepts and practices of physical education clearly and persuasively in oral, written, and non-verbal forms, including coaching instructions, presentations, and academic writing.
PO-5	Social/Interdisciplinary Interaction: Collaborate with professionals from allied disciplines such as psychology, physiotherapy, medicine, and education to promote holistic development and well-being through physical education.
PO-6	Self-directed and Lifelong Learning: Engage in continuous self-improvement and professional growth through research, workshops, certifications, and participation in advanced training programs.
PO-7	Effective Citizenship: Promote community health, wellness, and social responsibility by organizing inclusive and ethical sports and fitness activities for various sections of society.

PO-8	Ethics: Demonstrate integrity and ethical behavior in coaching, teaching, officiating, and research, adhering to professional codes and fair play principles.
PO-9	Further Education or Employment: Pursue advanced degrees such as Ph.D. in Physical Education or related disciplines, and qualify for employment in educational institutions, fitness centers, sports organizations, or government services.
PO-10	Global Perspective: Understand and incorporate global trends, scientific advancements, and best practices in physical education and sports, adapting them to local and national contexts.

PROGRAMME SPECIFIC OUTCOMES (PSOs):

PSO1	Mastery of Physical Education Concepts Acquire in-depth knowledge of physical education theories, training methodologies, and biomechanics applicable to diverse sports and fitness domains.
PSO2	Application in Interdisciplinary Fields Integrate principles of physical education with health sciences, psychology, and pedagogy to enhance learning, performance, and well-being.
PSO3	Research and Innovation in Sports Science Conduct independent research in areas such as sports physiology, kinesiology, and exercise science, contributing innovative solutions to real-world sports challenges.
PSO4	Proficiency in Tools and Technology Utilize modern equipment, software, and assessment techniques to analyze physical performance and plan effective fitness or training programs.
PSO5	Career Advancement and Competitive Exams Prepare for careers in academia, coaching, sports administration, and successfully qualify for national-level exams like UGC-NET, SET, or state-level physical education tests.

Masters of Physical Education

Specification of Course	Semester	No. of Course	Credits
Core	I-IV	14	70
Practical	I-IV	4	20
Elective (2 Out of 4)	II-IV	4(2)	20(10)
Total		20	100
Additional Courses (Qualifying in nature, for Student admitted in School of Studies only)			
Generic Elective	II-III	2	6
Skill Enhancement	III	1	2
Indian Knowledge System (IKS)	I	1	2
Internship	II	1	2

Masters of Physical Education

Semester	Course Nature	Course Code	Course Title	Course Type (T/P)	Hrs/ Week	Credits	Marks		
							CIA	ESE	Total
Semester-I	Core	0901A-1	Professional Preparation and curriculum designs	T	5	5	30	70	100
	Core	0901A-2	Test Measurement and evaluation in Physical Education	T	5	5	30	70	100
	Core	0901A-3	Exercise physiology	T	5	5	30	70	100
	Core	0901A-4	Management of physical education	T	5	5	30	70	100
	Practical	0901A-5	Officiating in Sports/Games	P	10	5	100	100	200
Semester-II	Core	0901 B-1	Training methods	T	5	5	30	70	100
	Core	0901 B-2	Biomechanics	T	5	5	30	70	100
	Core	0901 B-3	Statistics and Computer	T	5	5	30	70	100
	Elective	0901 B-4	Research Process	T	5	5	30	70	100
		0901 B-5	Sports Journalism	T	5	5	30	70	100

	Practical	0901 B-6	Performance Testing	P	10	5	100	100	200
Semester-III	Core	0901 C-1	Scientific Coaching Methods	T	5	5	30	70	100
	Core	0901 C-2	Sports Psychology	T	5	5	30	70	100
	Core	0901 C-3	Sports Medicine	T	5	5	30	70	100
	Elective	0901 C-4	Specialization Sport/Game Theory	T	5	5	30	70	100
		0901 C-5	Foundation of Physical Education	T	5	5	30	70	100
	Practical	0901 C-6	Practical Advanced Coaching lesson	P	10	5	100	100	200
Semester-IV	Core	0901 D-1	Health Education	T	5	5	30	70	100
	Core	0901 D-2	Sports physiotherapy	T	5	5	30	70	100
	Core	0901 D-3	Psychology of coaching and counseling	T	5	5	30	70	100
	Core	0901 D-4	Applied Yoga	T	5	5	30	70	100
	Practical	0901 D-5	Physiological and Psychological assessment	P	10	5	100	100	200

NOTES: -

1. In place of Elective Course Student can choose paper(s) from MOOC Courses (Swayam Portal) subject to the following conditions:

- The chosen paper will be other than the papers offered in the current course structure.
- The paper will be PG level with a minimum of 12 weeks' duration.
- The list of courses on SWAYAM keeps changing, the departmental committee will finalize the list of MOOC courses for each semester.
- The paper(s) may be chosen from Swayam Portal on the recommendation of Head of the Department.

2. The candidates who have joined the PG Programme in School of Studies (University Teaching Department), shall undergo Generic Elective Courses (only qualifying in nature) offered by other departments/SoS in Semester II and Semester III.

3. The candidates who have joined the PG Programme in School of Studies (University Teaching Department), shall undergo Course in Indian Knowledge System and Skill Enhancement Course/Value Added Course (only qualifying in nature) in Semester I and Semester III respectively.

Generic Elective Courses: (Offered to PG students of **other** Departments/SoS only)

Semester	Course Code	Course Title	Course Type (T/P)	Hrs/ Week	Credits	Marks		
						CIA	ESE	Total
II	0901 E-1	Physical Education, Health & Fitness	T	2	2	30	70	100
III	0901 E-2	Yoga Education	T	2	2	30	70	100

Skill Enhancement/Value Added Courses

(Offered to the PG students of the SOS in Physical Education only)

Semester	Course Code	Course Title	Course Type (T/P)	Hrs/ Week	Credits	Marks		
						CIA	ESE	Total
I	0901 F-1	Indian Knowledge system in Physical Education	T	2	2	30	70	100
II	0901 F-2	Internship	P	§	2	30	70	100
III	0901 F-3	Game Analysis	T/P	2	2	30	70	100

§ Total 60 Hrs after examination of II Semester.

Programme Articulation Matrix:

Following matrix depicts the correlation between all the courses of the programme and Programme Outcomes

Course Code	POs										PSOs				
	01	02	03	04	05	06	07	08	09	10	01	02	03	04	05
0901A-1	√	√	x	√	√	√	√	√	√	x	√	√	x	√	√
0901A-2	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
0901A-3	√	√	√	√	√	√	√	√	√	√	√	√	√	x	√
0901A-4	√	√	√	√	√	√	√	√	√	√	√	√	√	x	√
0901B-1	√	√	√	√	√	√	√	x	√	√	√	√	√	x	√
0901B-2	√	√	√	√	√	√	√	x	√	√	√	√	√	√	√
0901B-3	√	x	√	√	x	√	x	√	√	√	x	x	√	√	√
0901B-4	√	x	√	x	x	√	√	√	√	√	√	√	√	√	√
0901B-5	√	x	√	√	√	√	x	x	√	√	√	√	x	√	√
0901C-1	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
0901C-2	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
0901C-3	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
0901C-4	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
0901C-5	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
0901D-1	√	√	x	√	√	√	√	√	√	√	√	√	√	√	√
0901D-2	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
0901D-3	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
0901D-4	√	√	√	√	√	√	√	√	√	√	√	√	√	x	√
No. of courses mapping the PO/PSO	18	15	16	17	16	18	16	15	18	17	17	17	16	14	18

M. P. Ed. (Masters of Physical Education) Semester-I

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	1	I
Course Code	Course Title		Course Type
0901A-1	Professional Preparation and Curriculum designs		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	-
Maximum Marks		CIA	ESE
100		30	70

Learning Objective (LO):

This course provides a comprehensive overview of professional preparation in physical education, focusing on educational policies, curriculum development, and instructional planning. Students will explore teacher roles, in-service training, student grouping, instructional strategies, co-education in sports, and evaluation methods, equipping them for effective teaching and sports management.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
1	Understand the foundations and influencing factors of professional preparation in physical education.	U
2	Describe the structure and purpose of undergraduate, postgraduate, and in-service training programs.	U
3	Apply principles of curriculum development in physical education.	Ap
4	Plan instructional strategies and programs for different educational levels.	An
5	Evaluate co-education practices and assessment procedures in physical education.	Ap

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyse; **E**-Evaluate; **C**- Create.)

CO-PO/PSO Mapping for the course:

PO \ CO	POs										PSOs				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	2	-	3	3	3	2	3	3	-	3	2	-	2	3
CO2	3	2	-	3	3	3	2	3	3	-	3	2	-	2	3
CO3	3	2	-	3	3	3	3	3	3	-	3	2	-	2	3
CO4	3	2	-	3	3	3	3	3	3	-	3	2	-	2	3
CO5	3	2	-	3	3	3	3	3	3	-	3	2	-	2	3

"3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation"

Detailed Syllabus

Semester -I Paper 1st Professional Preparation and Curriculum designs.

Unit No.	Topics	No. of lectures	CO No.
I	1.1 Foundation of professional preparation 1.2 Ideals of Indian Democracy: Contribution of Physical Education 1.3 1.3 Forces and factor effecting Education Policies and programs – social, religious, economic and political. Education and professional preparation in physical education in India with those in USA, USSR and UK.	10	01
II	2.1 Under graduate preparation of professional areas of health education, physical education and recreation. Purpose of under graduate preparation. Administration, Curriculum, Laboratory experiences, Field Experiences, Teaching Practice and Professional competences to be developed. Facilities and special resources for Library. 2.2 Post Graduate preparation of professional personnel: Purposes of post graduate studies, admission requirements, sports, curriculum, area of specialization and concentration on core areas, Research requirement, Methods of instruction. 2.3 In service education of professional personnel: Nature and scope of in-service education; Responsibility for in service training, Role of administration, Physical Education Training Institutes, Supervisors, the professional, and in – service training programmes. In service through individual efforts, apprenticeship on the job projects. Survey and reports, critical appraisal of existing types of post graduate programs.	20	02
III	3.1 Importance of Curriculum Development Factors affecting curriculum, changing needs of student, national and professional policies 3.2 The Role of the teacher in curriculum development. 3.3 Principles of Planning: Understanding the capacity characteristics and needs of the learner. Evaluation and follow up. 3.4 Selecting material for instruction – classification of activities for different age group and sexes. Progress in curriculum. Cultural influences in the choice of activities flexibility of programme material.	15	03
IV	4.1 Grouping of students for instruction, lecture, projects, activities, demonstration. 4.2 Block of period, total time allotment to a given activity, teaching aids, conditioning 4.3 Special gadgets to concentrate on development of particular skills or activity, provision for individual differences. 4.4 Development program for different levels of education: Kinder Garden, elementary school, Middle School, High School and Higher Secondary School, College and University, Special institution (Technical School & orphan hostel) special days, national days etc.	15	04
V	5.1 Co-education in physical education – Interrelating the Programmes for boys and girls. Activities suitable for co-education, levels at which co-education is desirable, special provision for development of girl's programme. 5.2 Evaluation and follow up process in physical education – nature, importance and procedure for evaluation in physical education, follow- up:	15	05

	curriculum followed in colleges of physical education – BPE, B.P.Ed. & M.P.Ed. In physical Education, M. Phil. Etc. committee's recommendation: NCE – CBSE, UGC recommendation on curriculum for schools and colleges.		
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Books Recommended:

- A. Wuest, D. A., & Bucher, C. A. (2014). *Foundations of physical education and sport* (17th ed.). McGraw-Hill Education.
- B. Sharma, V. K. (2012). *Essentials of physical education*. Khel Sahitya Kendra.
- C. Singh, A., Gill, J. S., & Brar, R. S. (2010). *Professional preparation and curriculum design in physical education*. Kalyani Publishers.
- A. Clarke, H. H., & Clarke, D. H. (1987). *Curriculum development in physical education*. Prentice Hall.
- B. Kamlesh, M. L., & Sangral, M. S. (2000). *Methods in physical education*. Prakash Brothers.
- C. Siedentop, D. (2009). *Introduction to physical education, fitness and sport* (7th ed.). McGraw-Hill Education.

Indian Policy & Framework Documents:

- A. National Council for Teacher Education (NCTE). (2014). *Regulations and norms for physical education programmes*. NCTE.
- B. University Grants Commission (UGC). (2001). *Model curriculum for physical education*. UGC Publications.
- C. Central Board of Secondary Education (CBSE). (2023). *Physical education curriculum for senior secondary classes*. CBSE.

M. P. Ed. (Masters of Physical Education) Semester-I

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	1	I
Course Code	Course Title		Course Type
0901A-2	Test Measurement and Evaluation in Physical Education		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	
Maximum Marks		CIA	ESE
100		30	70

Learning Objective (LO):

Aim of this course is to develop a comprehensive understanding of testing in sports science, differentiating between measurement, evaluation, and assessment. Students will learn to assess basic fitness components, evaluate skills across various games, and apply techniques for analysing psycho-social factors affecting athletes. By mastering these concepts, they will be equipped to conduct effective assessments and contribute meaningfully to sports performance analysis.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to:	
1	The students will learn the concept of testing	U
2	The clarification regarding measurement and evaluation will be learned by students.	U
3	The students will learn the assessment process of basic fitness components.	Ap
4	The students will learn about assessment of skill from different games.	Ap
5	The students will learn how to assess psycho-social elements of sportsmen.	Ap

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyse; **E**-Evaluate; **C**- Create.)

CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSOs				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	-	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

"3" – Strong; "2" – Moderate; "1" - Low; "-" No Correlation"

Detailed Syllabus**Semester-I Paper-2nd Test Measurement and Evaluation in Physical Education**

Unit No.	Topics	No. of lectures	CO. No
I	1.1 Meaning of evaluation. 1.2 Nature and scope of evaluation program. 1.3 Need and importance of evaluation in the field of physical education. 1.4 Principles of Evaluation	10	01
II	2.1 Criteria of test selection (reliability, validity, objectivity and norms), Administrative feasibility and educational application, 2.2 Classification of test, standardized tests (objective and subjective test). 2.3 Construction of test, Knowledge tests (written and skill tests). 2.4 Suggestions for administering test - Medical Examination, Testing Personnel, Time of testing, Economy of testing, Test record, Preparation of reports, Construction of tables & graphs and Purpose of reporting.	15	02

III	Measurements of Organic Function Motor fitness and General Motor Ability. 3.1. Organic function: Cardiovascular respiratory function. a. Cooper's 12-minute continuous run / walk test. b. Tuttle's pulse ration test. c. Harvard step test and its modification. 3.2. Motor Fitness – a. Oregon motor fitness test b. JCR test c. Canada fitness test d. AAHPER youth fitness test. e. Fitness gram 3.3. General motor ability- General motor ability test.	18	03
IV	4.1. Test for strength: a. Strength, Roger's physical fitness index and suggested changes b. Kraus-Weber test 4.2. Test for skills: a. Volleyball-Brady test, Russell and Lange test b. Basketball-Johnson test, Knox test c. Soccer-Mc Donald test, Johnson test d. Field Hockey-Harbans Singh field hockey test e. Badminton-Miller test f. Dyer tennis test	15	04
V	5.1 Measures of posture-IOWA posture test 5.2 Behavior rating scale 5.3 Mental health 5.4 Sociometric 5.5 Motor educability 5.6 Personality inventory 5.7 Anthropometric measurements and its need in physical education and sports, 5.8 Somatotype, Psychomotor testing, Reaction and coordination assessment	17	05

Text Books Recommended:

- A. Kansal, D. K. (2024). *Test and measurement in sports and physical education* (5th ed.). Friends Publications.
- B. Baumgartner, T. A., Jackson, A. S., Mahar, M. T., & Rowe, D. A. (2020). *Measurement for evaluation in physical education and exercise science* (9th ed.). McGraw-Hill Education.
- C. Welk, G. J., Blair, S. N., & Saris, W. H. M. (2019). *Physical activity assessments for health-related research* (2nd ed.). Human Kinetics.

M. P. Ed. (Masters of Physical Education) Semester-I

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	1	I
Course Code	Course Title		Course Type
0901A-3	Exercise physiology		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

Aim of this course is to develop a deep understanding of human movement, muscular physiology, and neural mechanisms behind muscle contraction. Students will explore aerobic and anaerobic exercise components, learning to assess and monitor physiological responses across different body systems. Through this knowledge, they will gain the ability to apply training principles effectively, ensuring optimized performance and recovery in athletic and fitness contexts.

Course Outcomes (COs)

CO No.	Expected Course Outcomes	CL
1	Understand the bases of movement and physiology and muscular movement.	U
2	Understand the mechanical & neural basis of muscular contraction.	U
3	Understand aerobic and anaerobic components of exercise.	U
4	Should be able to assess and monitor effect of exercise on different systems of body.	An
5	Able to understand physiological aspect of training to plan training program.	U

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyse; **E**-Evaluate; **C**- Create.)

CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSOs				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	3	3	3	3	2	3	3	3	3	3	3	-	3
CO2	3	3	3	3	3	3	2	2	3	3	3	3	3	-	3
CO3	3	3	3	3	3	3	2	3	3	3	3	3	3	-	3
CO4	3	3	3	3	3	3	2	2	3	3	3	3	3	-	3
CO5	3	3	3	3	3	3	2	1	3	3	3	3	3	-	3

"3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation"

Detailed Syllabus
Semester-I Paper -3rd Exercise physiology

Unit No.	Topics	No. of Lectures	CO No
I	1.1. Skeletal Muscle, Structure, function and Characteristics 1.2. Chemical composition of skeletal muscle 1.3. Gross structure of Skeletal Muscle, Muscle fiber type 1.4. Microscopic structure, structure of the myofibril. 1.5. Contractile mechanism, Molecular basis of the contraction of skeletal muscle, Heat production and thermo-dynamics of muscle contraction	15	01
II	2.1. Neuron and motor unit transmission of nerve impulses, bio-electrical potentials. 2.2. Nerve to nerve synapse, Neuromuscular junction and transmission of nerve impulse across it. 2.3. Proprioception and kinesthesia. Tone, posture, and Equilibrium. 2.4. Effect of exercise/training on neuromuscular system.	15	02
III	3.1. Fuel for muscular work. Aerobic and anaerobic metabolism 3.2. Energy for muscular contraction and biochemical changes during muscular contraction, short duration high intensity exercise, long duration exercise.	15	03
IV	4.1. Heart and circulatory systems. a) Blood circulation and functioning of the heart b) Blood supply to heart and skeletal muscle c) Regulation of blood flow during exercise. 4.2. Respiratory system a) Function of respiratory system b) Oxygen debt & recovery rate, Second wind. c) Effect of exercise on respiratory system. 4.3. A brief discussion on effect of exercise on other systems.	15	04
V	5.1. Other physiological aspects of exercise and sports 5.2. Concept of physical fitness and physical training, warming up conditioning and fatigue 5.3. Energy cost of various sports activity.	15	05

Books Recommended:

- A. Powers, S. K., & Howley, E. T. (2021). *Exercise physiology: Theory and application to fitness and performance* (11th ed.). McGraw-Hill Education.
- B. McArdle, W. D., Katch, F. I., & Katch, V. L. (2022). *Exercise physiology: Nutrition, energy, and human performance* (9th ed.). Wolters Kluwer.
- C. Kenney, W. L., Wilmore, J. H., & Costill, D. L. (2020). *Physiology of sport and exercise* (7th ed.). Human Kinetics.

- D. Haff, G. G., & Triplett, N. T. (Eds.). (2016). *Essentials of strength training and conditioning* (4th ed.). Human Kinetics.
(For fatigue, energy systems, training adaptations)
- E. Joyner, M. J., & Pedersen, B. K. (2011). *Physical activity and the cardiovascular system: Integrative insights from physiology and epidemiology*. *Comprehensive Physiology*, 1(2), 945–975. <https://doi.org/10.1002/cphy.c100050>

M. P. Ed. (Masters of Physical Education) Semester-I

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	1	1
Course Code	Course Title		Course Type
0901A-4	Management of Physical Education		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	-
Maximum Marks		CIA	ESE
100		30	70

Learning Objective (LO):

This course aims to build a strong foundation in sports organization and administration, enabling students to understand sports philosophy, management strategies, and business systems. It also develops decision-making skills and provides practical knowledge in organizing competitions and applying financial principles for effective and sustainable sports programs.

Course Outcomes (COs):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to:	
1	Understand and apply the principles of education, physical education, recreation, and health education in administrative and instructional settings.	U
2	Analyze organizational hierarchies and perform key functions of personal and material management in educational institutions.	An
3	Identify and solve common administrative and professional challenges using appropriate management strategies.	Ap
4	Manage and coordinate sports programs at various institutional levels and engage with national and international sports bodies.	Ap
5	Implement effective supervision methods to improve instructional quality, facility management, and professional growth.	Ap

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyse; E-Evaluate; C- Create.)

CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSOs				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	2	3	3	1	3	3	3	3	3	3	1	-	3
CO2	3	1	2	3	3	-	2	3	3	3	3	3	1	-	3
CO3	3	3	2	3	3	2	-	3	3	3	3	3	1	-	3
CO4	3	-	2	3	3	3	-	3	3	3	3	3	2	-	3
CO5	2	2	2	3	3	2	1	3	3	3	3	3	1	-	3

"3" – Strong; "2" – Moderate; "1" - Low; "-" No Correlation"

Detailed Syllabus

Semester- I Paper- 4th Management in Physical Education

Unit No.	Topics	No. of lectures	CO No
I	1.1 Review of principle and philosophy of Education, Physical Education, Recreation and Health education. 1.2. Progressive concept of administration/ management. General administration theories. 1.3. Personal and material management programming for instruction and activities. 1.4 Hierarchy of education administration in Central, State local authorities and Individual Institution in India.	15	01
II	2.1. Responsibilities of General Administration, technical Experts & Professionals. 2.2. Selected problems in Management / Administration 2.3. Professional preparation, professional ethics class discipline, student teaching.	12	02
III	3.1. Budget and Finance: Budget heads principles of accounting financial power of different authorities, Sources of income auditing, terms of sanctions and purpose. 3.2. Staff job analysis, qualifications, requirement, supervision, training, leave, retirement deputation fringe benefits and staff meetings. 3.3. Office management's gathering data, programming and scheduling (Calendar, Timetable, thing that requires periodical attention) storing data (Filling), General office procedure like correspondence interview.	17	03
IV	4.1. Management of sports in school, college & universities, Inter-University, District State & National level. 4.2. Indian and International Olympic association, SAI. 4.3. Public relation and promotional activities including-press relations, publications, Public speeches, assemblies, exhibitions demonstration, special events, staff, student welfare.	15	04

V	5.1. SUPERVISION	16	05
	a. Definition of Supervision		
	b. Scope of Supervision		
	c. Guiding Principles of supervision		
	5.2. Method of Supervision:		
	a. Visitation		
	b. Conference		
	c. Bulleting		
	d. Demonstration		
	5.2. Functions of Supervisions		
	a. administrative duties		
	b. Duties pertaining to facility & Equipment		
	c. Duties pertaining to instruction		
	d. Duties pertaining to supervision		
	e. Duties pertaining to professional Growth		

Textbooks (Core Reading):

- A. Bucher, C. A., & Krotee, M. L. (2002). *Management of physical education and sport* (12th ed.). McGraw-Hill.
- B. Sharma, V. K. (2015). *Management of physical education and sports*. Khel Sahitya Kendra.
- C. Kamlesh, M. L. (2017). *Management concepts in physical education and sport*. Sports Publications.
- D. Singh, H. (2016). *Sports management*. Khel Sahitya Kendra.
- E. Aggarwal, J. C. (2012). *Theory and principles of education*. Vikas Publishing House.
- F. Parkhouse, B. L. (2012). *The management of sport: Its foundation and application* (5th ed.). Pearson Education.
- G. Lussier, R. N., & Kimball, D. C. (2019). *Applied sport management skills* (3rd ed.). Human Kinetics

M. P. Ed. (Masters of Physical Education) Semester-I

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	1	I
Course Code	Course Title		Course Type
0901A-5	Officiating Of Sports/Games.		Practical
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	-	-	10
Maximum Marks		CIA	ESE
200		100	100

Details
Officiating Sports/Games "Students are required to perform/act as officials in the following sporting events (any 10):" 1) Athletics 2) Basketball 3) Badminton 4) Cricket 5) Football 6) Hockey 7) Handball 8) Kabaddi 9) Kho-kho 10) Netball 11) Table-Tennis 12) Volleyball 13) Wrestling

M. P. Ed. (Masters of Physical Education) Semester-II

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	1	II
Course Code	Course Title		Course Type
0901B-1	Training methods		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	-
Maximum Marks	CIA		ESE
100	30		70

Learning objective (LO):

Aim of this course is to equip students with the skills to create effective training schedules and design structured training plans. They will learn to organize exercise sequences for the development of various fitness components, while gaining knowledge in assessing training load and planning periodization. Additionally, students will understand how to evaluate athlete progress to enhance performance and training efficiency.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
1	At the end of the course, the students will be able to :	
1	The students will become skilful for preparing training schedule.	Ap
2	The students will become proficient in designing training plan.	C
3	The student will learn to frame exercise sequence for development of different fitness component.	Ap
4	The assessment of training load and periodization planning will be learnt by the students.	E
5	The evaluation and the results of sportsperson progress can be presented by students through graphics	E

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**- Evaluate; **C**-Create).

CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSOs				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	1	2	3	3	3	2	-	1	3	3	3	2	-	1
CO2	3	2	3	3	3	3	2	-	2	3	3	3	2	-	1
CO3	3	3	3	3	2	3	2	-	3	3	3	3	2	-	2
CO4	3	3	2	3	1	3	2	-	3	3	3	3	2	-	1
CO5	3	3	3	2	3	3	2	-	3	3	3	3	1	-	1

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation"

Detailed Syllabus
Semester-2 Paper-1st Training methods

Unit No.	Topics	No. of lectures	CO No.
I	1.1 Brief historical sketch of development of Competitive sports in India. 1.2 Introduction to motor development. 1.3 Sports training. 1.4 Its aims, Tasks and characteristics. 1.5 Principles of sports training.	12	01
II	2.1 Training Load: Important features of training load [Intensity, Density, Duration and Frequency]. 2.2 Principles of Training load, Relationship between load and adaptation, conditions of adaptation, principles of over load. Causes and symptoms of over load, tackling of over load. 2.3 Training plans long term and short-term plans, 2.4 Periodization (Single double and triple). Cyclic process of training. Training session.	18	02
III	3.1 Strength – Forms of strength, characteristics of strength, principle of strength, means and methods, Plyometric training and its benefits, strength training for children and women. 3.2 Endurance – Forms of endurance, characteristics of endurance, endurance training, means and methods.	15	03
IV	4.1 Speed– forms of speed, characteristics of Speed, basis of speed, training means and method. 4.2 Flexibility – Form of Flexibility, Methods of development of flexibility. 4.3 Coordinative abilities – Characteristics of coordination abilities, importance of coordinative abilities. Classification of coordinative abilities, Training means and methods.	15	04
V	5.1 Planning and organization of training, Importance of Planning, Principles of planning, Contents for various periods of training. 5.2 Evaluation of training, Items to be included in evaluation programme, Forms of diagram and graphical presentation for evaluation and checking progress.	15	05

Books Recommended:

- A. Singh, H. (2012). *Science of sports training*. Khel Sahitya Kendra.
- B. Hardayal, K. (2020). *Science of sports training: General theory and methods* (New ed.). Sports Publication.
- C. Bompa, T. O., & Buzzichelli, C. A. (2018). *Periodization: Theory and methodology of training* (6th ed.). Human Kinetics.
- D. Matveyev, L. P. (1999). *Fundamentals of sports training*. Progress Publishers.

M. P. Ed. (Masters of Physical Education) Semester-II

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	1	II
Course Code	Course Title		Course Type
0901B-2	Biomechanics		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	-
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

This course develops students' understanding of biomechanics and its application in sports, focusing on motion analysis, biomechanical principles, and fluid mechanics to enhance athletic performance and efficiency.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	The students will learn the fundamentals of biomechanics applied in sports condition.	Ap
2	They will also learn the meaning and concept of linear and angular motion.	U
3	The students will understand the application of biomechanical principles.	An
4	They will also learn to carry out biomechanical analysis of sportsperson movements.3	Ap
5	The role of fluid mechanism in sports will also be learnt by the students.	U

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**- Evaluate; **C**-Create).

CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSOs				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	-	1	3	3	3	2	-	3	3	3	3	3	3	3
CO2	3	1	2	3	3	3	2	-	3	3	3	3	3	3	3
CO3	3	1	2	3	3	3	2	-	3	3	3	3	3	3	3
CO4	3	1	1	3	3	3	2	-	3	3	3	3	3	3	3
CO5	3	-	2	3	3	3	2	-	3	3	3	3	3	3	3

"3" – Strong; "2" – Moderate; "1" - Low; "-" No Correlation"

Detailed Syllabus:

Semester-II Paper- 2nd Biomechanics

Unit No.	Topics	No. of Lectures	CO. No.
I	A. Meaning of Bio-mechanics, Bio-mechanics in Physical Education, Sports and Research B. Fundamental Skills - Basic and Specific C. Movement Analysis - Kinesiological Analysis, Mechanical Analysis and Bio-mechanical Analysis.	12	01
II	2.1 Linear, angular and general motion 2.2 Distance and Displacement (Linear and Angular) 2.3 Space and Velocity (Linear and Angular) Acceleration (Linear and Angular Uniform Motion) 2.4 Units of Relationship of Linear and Angular motion, Centrifugal and Centripetal Forces 2.5 Newton's Laws of motion as applicable to Linear and Angular Motion. 2.6 Lever and its application.	18	02
III	3.1 Force – Meaning, Units of Force, Effects of Force, Sources of Force, Components and Resultant, Friction Pressure. 3.2 Work, Power and Energy 3.3 Movement of Force, Movement of Inertia.	15	03
IV	4.1 Freely falling bodies, Projectiles, Momentum and Impact. 4.2 Stability (Static and Dynamic), Initiating Rotation in the Air. 4.3 Spin, Impact and Elasticity. 4.4 Fluid Mechanics, Air Resistance and Water resistance.	15	05
V	5.1 Analysis of fundamental skills – Walking Running, Throwing, Lifting, Pulling, Catching and Climbing 5.2 Analysis of Sports Skills of games & sports: Athletics, Basketball, Volley ball, Badminton, Football, Cricket etc.	15	04

Books Recommended:

- A. Hall, S. J. (2021). *Basic biomechanics* (9th ed.). McGraw-Hill Education.
(Covers: motion, force, levers, projectiles, mechanical analysis, and sports skills.)
- B. McGinnis, P. M. (2020). *Biomechanics of sport and exercise* (3rd ed.). Human Kinetics.
(Covers: kinematics, kinetics, linear & angular motion, sports applications.)
- C. Knudson, D. V. (2013). *Fundamentals of biomechanics: Equilibrium, motion, and deformation* (2nd ed.). Springer.
(Excellent for skill and sport-specific biomechanical analysis.)
- D. Blazeovich, A. J. (2017). *Sports biomechanics: The basics – optimized performance* (3rd ed.). Bloomsbury Sport.
(Covers: applied biomechanics, throwing, jumping, fluid mechanics, and force production.)
- E. Bartlett, R. (2007). *Introduction to sports biomechanics: Analysing human movement patterns* (2nd ed.). Routledge.
(Ideal for: movement analysis (kinematics, kinetics), projectiles, and rotations.)

M. P. Ed. (Masters of Physical Education) Semester-II

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	I	II
Course Code	Course Title		Course Type
0901B-3	Statistics and Computers		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	--
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

This course aims to equip students with the ability to analyse and evaluate measures of central tendency while understanding their applications. They will learn to interpret correlation matrices, including correlation coefficients, strength, direction, and significance levels. Additionally, students will gain hands-on experience in applying statistical tests for hypothesis testing and evaluating the limitations of descriptive statistics. The course also introduces MS Office applications relevant to physical education, ensuring practical proficiency in data handling and reporting.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to:	
1	To explain and evaluate various measures of central tendency.	E
2	To evaluate and interpret the outcomes of correlation matrix, i.e. correlation coefficient, strength, direction and significance level.	E
3	To train the students to apply the different statistical tests for hypothesis testing.	Ap
4	To interpret a set of descriptive statistics and understand the limitations of each measure.	An
5	To Apply computer-based tools and statistical software to analyse, interpret, and present research data effectively.	Ap

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSOs				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	2	-	3	1	-	2	-	2	3	1	-	-	3	3	3
CO2	1	-	3	2	-	2	-	1	3	1	-	-	3	3	3
CO3	-	-	3	1	-	2	-	2	3	1	-	-	3	3	3
CO4	-	-	3	1	-	2	-	1	3	2	-	-	3	3	3
CO5	-	-	3	1	-	2	-	2	3	1	-	-	3	3	3

"3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation"

Detailed Syllabus:
Semester II Paper- 3rd Statistics and Computers

Unit No.	Topics	No of Lectures	CO No
I	1.1 Meaning and Definition of Statistics 1.2 Need and Importance of Statistics in Physical Education 1.3 Population and Sample Concepts 1.4 Sampling Frame and Sampling Techniques 1.5 Scales of Measurement: Nominal, Ordinal, Interval, Ratio 1.6 Types of Variables	12	01
II	2.1 Frequency Distribution (Simple and Cumulative) 2.2 Graphical Representation of Data (Histogram, Polygon, Ogive, etc.) 2.3 Measures of Central Tendency – Characteristics and Uses 2.4 Mean – Meaning, Calculation (Ungrouped and Grouped Data) 2.5 Median – Meaning, Calculation (Ungrouped and Grouped Data) 2.6 Mode – Meaning, Calculation (Ungrouped and Grouped Data)	18	02
III	3.1 Measures of Variability – Meaning, Characteristics, Uses 3.2 Range – Relative and Absolute Measures 3.3 Quartile Deviation – Relative and Absolute Measures 3.4 Mean Deviation – Relative and Absolute Measures 3.5 Standard Deviation – Relative and Absolute Measures 3.6 Normal Curve – Definition, Characteristics, Skewness & Kurtosis	15	03
IV	4.1 Hypothesis – Meaning and Types 4.2 Errors, Degrees of Freedom, and Level of Significance 4.3 Independent Sample t-test 4.4 Related Sample t-test 4.5 One Way ANOVA 4.6 Correlation – Pearson & Spearman Coefficient 4.7 Construction of Norms: T-Scale, 6 σ Scale, 7 σ Scale	15	04
V	5.1 Introduction to Computers 5.2 Types of Computers 5.3 Hardware & Software of Computer 5.4 Working with Internet and Basic Software 5.5 Basic concepts of the use of MS Excel & SPSS for data analysis	15	05

Books Recommended:

- A. Sharma, S. K. (2023). *Advance statistics in physical education and sports sciences*. Master Rameshwar Dutt Sharma Educational & Charitable Trust.
- B. Kumar, M., Kirubakar, S. G., & Darling Margaret, J. G. (2024). *Statistics in physical education*. Friends Publications (India).
- C. Sharma, K. (2010). *Research methods in physical education and sports*. New Delhi: Khel Sahitya Kendra.
- D. Baumgartner, T. A., & Jackson, A. S. (2015). *Measurement and evaluation in physical education and exercise science* (9th ed.). New York: McGraw-Hill Education.
- E. Gupta, S. C. (2014). *Fundamentals of statistics* (7th ed.). Mumbai: Himalaya Publishing House.

M. P. Ed. (Masters of Physical Education) Semester-II

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	I	II
Course Code	Course Title		Course Type
0901B-4	Research Process		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	-
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

This course aims to provide students with a strong foundation in research methodologies, covering various types of research, literature surveys, and problem formulation. They will learn to develop hypotheses, write abstracts and references, and explore historical, philosophical, and case study research. Additionally, students will gain insights into survey studies, bibliometric analysis, and experimental research, while understanding the principles of research proposals, report writing, and ethical responsibilities in academic research.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	
	At the end of the course, the students will be able to:	CL
1	To understand the research perspective in physical education and sports.	U
2	Develop ability to understand research process and to frame research problems independently.	Ap
3	Students learn to use print and electronic library resources effectively and appropriately, understand and apply data collection tools.	Ap
4	Able to prepare research proposal and research report following standard methods.	C
5	To develop capacity to successful conduct research in physical education and sports and publish scientific articles.	C

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSOs				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	-	3	-	-	3	1	3	3	3	2	2	3	3	2
CO2	1	-	2	-	-	3	1	3	3	3	2	3	3	3	1
CO3	-	-	2	-	-	3	1	3	3	3	2	2	3	3	2
CO4	2	-	2	-	-	3	1	3	3	3	2	2	3	3	1
CO5	2	-	2	-	-	3	1	3	3	3	1	2	3	3	3

"3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation"

Detailed syllabus
Semester II Paper 4th (Elective-I) Research Process

Unit No.	Topics	No of Lectures	CO No
I	1.1 Research: Meaning, importance and scope 1.2 Type of research: On the basis of utility, methods and sources of data 1.3 Survey of related literature, need for library search, library sources	15	01
II	2.1 Formulation and development of research problem: location of research problem. Criteria in selecting the research problem. 2.2 Hypothesis: Meaning, types, formulation, type 1 and type 2 error, base to formulate hypothesis 2.3 Abstract and Reference writing: different styles for different sources of information.	15	02
III	3.1 Historical research: Meaning, scope, historical analysis, historical sources, evaluation of historical materials. 3.2 Philosophical Research: Meaning, aim and steps. 3.3 Case studies. Meaning, importance, Characteristics and data collection.	15	03
IV	4.1 Survey studies: Place of survey Research in Physical Education. Tools of survey research, questionnaire and interviews, 4.2 Bibliometrics: Citation counts, h-index, g-index, i-10- index, Journal Impact factor 4.3 Citation Analysis and Citation databases.	15	05
V	5.1 Experimental Research: Meaning, Principle, Early experimentation Control of experimental factors, Experimental designs, threats of experimental validity. 5.2 Research Proposal and preparation of research report. 5.3 Research Ethics: Meaning, scientific dishonesty, responsibility of a researcher.	15	04

Books Recommended:

- A. Kothari, C. R., & Garg, G. (2019). *Research methodology: Methods and techniques* (4th ed.). New Delhi: New Age International Publishers.
- B. Thomas, J. R., Martin, P., Etnier, J. L., & Silverman, S. J. (2022). *Research methods in physical activity* (8th ed.). Champaign, IL: Human Kinetics.
- C. Dawson, A. (2021). *Research methods and statistics in physical education*. London: Ed-Tech Press.
- D. Johnston, M. (2023). *Statistical research methods in physical education*. New York: American Academic Publisher.
- E. Chambers, F. C., Sandford, R., Hooper, O., & Schaefer, L. (Eds.). (2024). *Research with children and young people in physical education and youth sport*. London: Routledge.

M. P. Ed. (Masters of Physical Education) Semester- II

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	I	II
Course Code	Course Title		Course Type
0901 B-5	Sports Journalism		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	-
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

The course aims to develop students' comprehensive understanding of sports journalism by covering its historical context, ethical practices, reporting skills, and media production techniques. It enables learners to create, analyze, and manage sports content across multiple platforms using appropriate language, visual elements, and digital tools, while also exploring public relations, advertising, and research trends in the field.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to:	
1	Understand the meaning, scope, evolution, and ethical responsibilities of sports journalism across print, electronic, and digital platforms.	U
2	Apply correct language usage, sports terminology, and reporting techniques to effectively write various types of sports news and stories.	Ap
3	Demonstrate organizational and presentation skills in sports media production, including newspaper layout, commentary, and media scripting.	Ap
4	Analyze and utilize advertising, public relations strategies, and photojournalism tools in promoting sports and related events.	An
5	Explore research trends, digital tools, and communication technologies in the development and dissemination of sports journalism content.	Ev

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E- Evaluate; C-Create).

CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSOs				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	-	3	3	3	2	-	-	2	2	1	2	-	3	3
CO2	1	-	3	3	3	1	-	-	2	2	1	2	-	3	3
CO3	1	-	3	3	3	2	-	-	2	2	1	2	-	3	3
CO4	2	-	3	3	3	2	-	-	2	2	1	2	-	2	3
CO5	3	-	3	3	3	3	-	-	2	2	1	2	-	3	3

"3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation"

Detailed Syllabus:

Semester II Paper 4th (Elective II) Sports Journalism

Unit No.	Topics	No. of Lectures	CO No.
I	1.1 Meaning, scope and changing trends of journalism in sports 1.2 Role of journalism in sports promotion & vice - versa 1.3 Historical development & role of print and electronic media in sports promotion 1.4 Media, ethics and responsibilities of journalist & editor (social, legal and professional)	15	01
II	2.1 Language – vocabulary, spellings, figure of speech, dialect, grammar, punctuation 2.2 Sports terminators and its use 2.3 Fundamentals of a sports story/ news 2.4 News – types, curtain – raiser, advance follow – up, news – analysis, box news 2.5 Design & make – ups: headings, front reading, layout & page making late stories, editorial tools, marks & skills	15	02
III	Organizational And Presentation Skills for Media 3.1 Organizational set-up of a newspaper- printing, process sequences of operations in the printing of a newspaper/journals. 3.2 Introduction of various sports organization and agencies- Olympic Games, Asian games, commonwealth games, awards and trophies. 3.3 Write-ups: feature, follow-ups, advance story, curtain raiser, flash back, articles, filters, editorials, boxes, radio and T.V. commentary anchoring, interviews, group discussions, talk – shows, and reviews in sports 3.4 Development and maintenance of sports / personal library 3.5 Statistics, records and computers in sports	15	03
IV	Extended Relevant Dimensions 4.1 Theory and principles of advertising in sports 4.2 Public relations in sports, press release, conferences 4.3 Public Relation Media – advertising, press release, conferences, exhibitions, fairs, street drama, public speaking, radio, televisions, newspapers, films, posters, pictures, and graphics 4.4 Sports photo feature and writing captions of photos 4.5 Introduction to photo journalism in reference to sports	15	04
V	Research Trends and Future Directions in Sports Journalism 5.1 Process of newspaper publishing and management 5.2 Olympics and sports journalism 5.3 Research tools for developing a sports story 5.4 Introduction to various types of information technology 5.5 Satellite communication: use of satellite in radio and T.V. communication for sports information.	15	05

Books Recommended:

- A. Sharma, V. M. (2018). *Sports journalism and mass media*. New Delhi: Friends Publications.

- B. Yadav, R. K. (2020). *Khel patrakarita evam Jansanchar* (Hindi). New Delhi: Khel Sahitya Kendra.
- C. Singh, A. (2017). *Sports journalism*. New Delhi: Khel Sahitya Kendra.
- D. Madan, C. L. (2019). *Journalism and public relations in sports*. New Delhi: Sports Publications.
- E. Chauhan, D. S. (2016). *Media and communication in physical education*. New Delhi: Sports and Spiritual

M. P. Ed. (Masters of Physical Education) Semester-II

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	I	II
Course Code	Course Title		Course Type
0901B-6	Performance Testing		Practical
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	-	-	10
Maximum Marks	CIA		ESE
200	100		100

Details
Students will assess the Motor Fitness and Sports Skills of players and prepare a report accordingly.
Field Work: a candidate has to conduct one test on at least 10 subject and prepare a report.
Seminar: 2 Seminar to be presented on field work.

M. P. Ed. (Masters of Physical Education) Semester-III

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	2	III
Course Code	Course Title		Course Type
0901 C-1	Scientific Coaching Methods		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	-
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

This course equips students with key coaching skills, covering technical and tactical training, psychological preparation, and competition planning. Topics include sports techniques, stress management, motivation, nutrition, drug awareness, and talent identification to enhance athletic performance.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to:	
1	Explain the historical development of coaching schemes in India and the philosophy and qualities of effective coaching.	U
2	Apply technical and tactical training methods for skill development and performance improvement in sports.	Ap
3	Understand psychological principles related to coaching, including individual differences, motivation, and stress management.	U
4	Plan and organize training sessions and competition schedules using long-term and short-term strategies.	Ap
5	Assess nutritional needs, recognize harmful substances, and implement talent identification procedures in sports training.	E

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E- Evaluate; C-Create.)

CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSOs				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation"

Detailed Syllabus
Semester-III Paper-1st Scientific Coaching Methods

Unit No.	Topics	No. of Lectures	CO No.
I	1.1 Historical development of coaching schemes in India. 1.2 Philosophy of coaching and qualities of coach. 1.3 Introduction to motor development, stages of motor development.	15	01
II	2.1 Technical preparation – Fundamental methods for the development of technique in sports. Stages of technical development, grounding, causes and correction of faults. 2.2 Tactical preparation – Tactical concepts, methods of tactical training.	15	02
III	Psychological preparation 3.1 Psychology of a coach and his trainees 3.2 Individual differences, psychological potentiality 3.3 Development of will power, stress, anxiety, frustration control 3.4 Planning for competitions. Main and build up competition. Frequency, preparation for competition.	15	03
IV	4.1 Preparation for competition. Competition system. Competition frequency. 4.2 Preparation for competition – Long term and short-term plans. 4.3 Arrangement of training session. Post competition plan.	15	04
V	5.1 Diet for sportsmen during training and pre-post competition, time for diet. 5.2 Use of drugs and their ill effects. Ergogenic aids – its use in competitive sports. 5.3 Talent identification, steps for talent identification.	15	05

Books Recommended:

- A. Bompa, T. O., & Buzzichelli, C. A. (2019). *Periodization: Theory and methodology of training* (6th ed.). Champaign, IL: Human Kinetics.
- B. Hardayal Singh. (2015). *Science of sports training: General theory and methods*. Patiala: Netaji Subhas National Institute of Sports.
- C. Sodhi, H. S. (2020). *Sports training and coaching*. New Delhi: Sports Publication.
- D. Kamlesh, M. L. (2020). *Psychology in physical education and sport*. New Delhi: Surjeet Publications.
- E. Singh, A. (2023). *Principles of sports coaching and training*. New Delhi: Khel Sahitya Kendra.
- F. Wilmore, J. H., & Costill, D. L. (2021). *Physiology of sport and exercise* (7th ed.). Champaign, IL: Human Kinetics.

M. P. Ed. (Masters of Physical Education) Semester-III

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	2	III
Course Code	Course Title		Course Type
0901 C-2	Sports Psychology		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	-
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

Aim of this course is to provide students with a deep understanding of sports psychology, including its meaning, scope, and relationship with other sports sciences. They will explore methods of psychological investigation, factors influencing growth, development, and individual differences, and the importance of action regulation in physical activities. Additionally, students will study competition psychology, motivation, goal setting, and psychological burnout, along with key cognitive processes like perception, thinking, memory, and attention in sports.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
1	Students will come to know about basic concept of sports psychology.	R
2	Identify and apply appropriate investigative methods, psychological tests, and tools used in sports psychology for athlete assessment and performance enhancement.	U
3	Analyze the role of growth, development, individual differences, and action regulation in influencing physical and psychological aspects of sports performance.	An
4	Evaluate psychological dynamics of sports competition, including motivation, goal setting, and burnout, and their impact on athletic performance before, during, and after competition.	E
5	Demonstrate understanding of cognitive processes—perception, attention, memory, thinking, and imagination—and their application in learning and executing physical activities.	U

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**- Evaluate; **C**-Create).

CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSOs				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation"

Detailed Syllabus:
Semester III Paper 2nd Sports Psychology

Unit No.	Topics	No. of lectures	CO No.
I	1.1 The meaning, nature and scope of sports psychology. 1.2 Development of sports psychology. 1.3 Relationship of sports psychology with other sports sciences. 1.4 Importance of sports psychology for physical education.	12	01
II	2.1 Methods of investigation in sports psychology, its importance. 2.2 Various methods used in sports psychology. 2.3 Different test to be used in sports psychology.	15	02
III	3.1 Growth and development, factor affecting growth and development. 3.2 Individual differences and their influence on physical activity. 3.3 Psychological aspects of action regulation. 3.4 Importance of action regulation in physical activities, psychological characteristics of physical activities.	15	03
IV	4.1 Psychological aspects of competition, psychology of sports competition. 4.2 Psychological characteristics of pre-competition, competition and post competition. 4.3 Motivation, meaning of motive, role of motive, attitudes, interest for physical activity, importance of motivation in peak performance. 4.4 Meaning and Definition, Process of Goal Setting in Physical Education and Sports. Major theories and principles of goal setting. 4.5 Psychological Burnout: Meaning, definition and scope in the field of sports. Theories and principles of psychological burnout.	18	04
V	5.1 Cognitive process in physical activities, characteristics of cognitive process in sports. 5.2 The importance of perception in physical activities. 5.3 The function of thinking and imagination in physical activity. 5.4 The role of memory in physical activities. 5.5 The importance of attention in sports and its relationship with cognitive process.	15	05

Books Recommended:

- A. Weinberg, R. S., & Gould, D. (2019). *Foundations of sport and exercise psychology* (7th ed.). Champaign, IL: Human Kinetics.
- B. Cox, R. H. (2011). *Sport psychology: Concepts and applications* (7th ed.). New York, NY: McGraw-Hill Education.
- C. Horn, T. S. (Ed.). (2018). *Advances in sport and exercise psychology* (4th ed.). Champaign, IL: Human Kinetics.
- D. Moran, A. P. (2012). *Sport and exercise psychology: A critical introduction* (2nd ed.). London: Routledge.
- E. Sodhi, H. S., & Sidhu, L. S. (2013). *Sports psychology*. Jalandhar: Anubhav Publishing House.
- F. Singh, A. (2016). *Sports psychology*. New Delhi: Khel Sahitya Kendra.
- G. Sharma, V. M. (2017). *Manovigyan evam khel manovigyan* [Psychology and Sports Psychology]. New Delhi: Friends Publications.

M. P. Ed. (Masters of Physical Education) Semester-III

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	2	III
Course Code	Course Title		Course Type
0901 C-3	Sports Medicine		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	-
Maximum Marks		CIA	ESE
100		30	70

Learning Objective (LO):

This course introduces students to sports medicine, covering athlete health, nutrition, doping regulations, and environmental effects on performance. They will explore fitness, aging, women in sports, and rehabilitation strategies, along with the impact of physique on performance, thermoregulation in sports, and health-related fitness practices. Additionally, students will understand prophylactic healthcare, common age-related conditions, and the role of exercise in recovery, ensuring a well-rounded approach to sports health and wellness.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
1	At the end of the course, the students will be able to:	
1	Understand the basic various components of sports medicine and athletic care.	U
2	Learn to plan diet for athlete and understand importance of nutrition and drug for athlete.	Ap
3	Should be able to assess body composition, understand its relation to performance and understand environmental stress on performance.	E
4	Learn to develop exercise regime for all.	C
5	Learn extension services of sports medicine for special population.	Ap

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSOs				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

"3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation"

Detailed Syllabus: Semester III Paper 3rd Sports Medicine

Unit No.	Topics	No. of Lectures	CO No.
I	1.1 Definition of sports medicine, it's aims and objectives 1.2 Brief History, of sports medicine. 1.3 Physiological, pathological and psychological problems of sportsmen.	15	01
II	2.1 Nutrition: Athletic nutrition malnutrition, low-cost High calorie diet role of vitamins, minerals, salts. Carbohydrate loading. Diet before competition and after competition 2.2 Doping: Agents, effect, dope test and sanctions. Role of WADA and NADA	15	02
III	3.1 Work capacity under different environmental conditions. Thermoregulation and sports. 3.2 Physique and performance, Somatotypes.	15	03
IV	4.1 Prophylactic health-care. Health related fitness. 4.2 Aging & sports. 4.3 Women in sports. Pregnancy and exercises.	15	04
V	Common old age problems namely – arthritis, heart diseases and diabetes. Role of exercise in rehabilitation.	15	05

Books Recommended:

- A. Maughan, R. J. (Ed.). (2008). *The encyclopaedia of sports medicine: Nutrition in sport* (Vol. 19). Oxford, UK: Wiley-Blackwell.
- B. Williams, M. H. (2012). *Nutrition for health, fitness and sport* (10th ed.). New York, NY: McGraw-Hill.
- C. Katch, V. L., McArdle, W. D., & Katch, F. I. (2015). *Essentials of exercise physiology* (5th ed.). Philadelphia, PA: Wolters Kluwer.
- D. Pate, R. R., & Pratt, M. (2002). *Health and fitness through physical activity* (3rd ed.). Champaign, IL: Human Kinetics.
- E. Sharma, V. M. (2017). *Sports medicine and rehabilitation*. New Delhi: Friends Publications.
- F. Yadav, R. K. (2019). *Khel chikitsa vigyan* (Sports Medicine - Hindi). New Delhi: Khel Sahitya Kendra.
- G. Madan, C. L. (2019). *Health education, sports medicine and rehabilitation*. New Delhi: Sports Publication.

M. P. Ed. (Masters of Physical Education) Semester-III

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	2	III
Course Code	Course Title		Course Type
0901 C-4	Specialization Theory		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	-
Maximum Marks		CIA	ESE
100		20	80

Learning Objective (LO):

This course is designed to equip students with advanced skills, techniques, and strategies in various games and sports, while fostering a deep understanding of rules, officiating mechanics, and playfield management. It emphasizes the scientific analysis of movement, application of skill tests, and principles underlying performance enhancement. Students will also gain knowledge of national and international sports bodies, event organization, and systematic training methods and schedules for athlete development.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
1	Learn advance concepts of games and sports.	U
2	Learn the layout and construction of Game/Sports ground/Courts.	Ap
3	Learn the mechanics of the Game/Sports.	U
4	Learn to develop training methods related to Game/Sports.	Ap
5	Develop coaching skill for advance skill/strategies of Game/Sports.	C

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**- Evaluate; **C**-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs										PSOs				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

"3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation"

Detailed Syllabus:**Semester III Paper 4th (Elective I) Specialization Theory**

Unit No.	Topics	No. of Lectures	Co. No.
I	1.1 Skills, Techniques and strategies: a. Advance skills of games / sports. b. Techniques, Tactics and strategies of game / sports.	15	01
II	2.1 Officiating of games /sports. a. Rules and their interpretation. b. Mechanics of officiating.	15	02
III	3.1 Play field, Sports bodies and Organization. a) Construction, layout and maintenance of play field and equipment. b) Structure and function of Federation and Associations. c) National and International competition. d) Organization of competitions and coaching camps.	15	03
IV	4.1 Skill test, Mechanics of games / sports. 4.2 Analysis of scientific principles applied to different skills / techniques.	15	04
V	5.1 Training Method: for improving the performance in games / sports. 5.2 Training Schedule.	15	05

Books Recommended:

- A. Bompa, T. O., & Buzzichelli, C. (2019). *Periodization: Theory and methodology of training* (6th ed.). Human Kinetics.
- B. Singh, H. (2012). *Science of sports training*. Friends Publications (India).
- C. Sharma, V. M., & Sinha, A. K. (2015). *Sports mechanics and kinesiology*. Khel Sahitya Kendra.
- D. Beashel, P., & Taylor, J. (1997). *The world of sport examined*. Nelson Thornes.
- E. Kumar, A. (2014). *Officiating and coaching in sports*. Khel Sahitya Kendra.

M. P. Ed. (Masters of Physical Education) Semester-III

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	2	III
Course Code	Course Title		Course Type
0901 C-5	Foundation of Physical Education		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	-
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

This course aims to provide students with a comprehensive understanding of physical education through philosophical, biological, psychological, and sociological perspectives. They will explore the impact of exercise on body systems, motor learning principles, and adaptive physical education for diverse needs. Additionally, students will gain insight into communication strategies, ensuring they can effectively organize, report, and convey information within professional and sports-related settings.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	
	At the end of the course, the students will be able to:	CL
1	Understand the philosophical foundations of physical education, including idealism, pragmatism, naturalism, and existentialism.	U
2	Explore the biological and psychological aspects of physical education, such as growth, motor learning, and the effects of exercise on body systems.	U
3	Analyze the sociological impact of physical education, focusing on socialization, cultural influences, and the role of sports in society.	An
4	Learn the fundamentals of adapted physical education, including classification of disabilities and principles of specialized training.	U
5	Develop effective communication skills by understanding official communication, media interaction, and professional reporting methods.	Ap

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSOs				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

"3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation"

Detailed Syllabus:

Semester III Paper 4th (Elective II) Foundation of Physical Education

Unit No.	Topics	No of Lectures	CO No
I	Philosophical foundation of physical education 1. Idealism 2. Pragmatism 3. Naturalism 4. Existentialism and other philosophies	10	01
II	Biological and Psychological Foundations 2.1 Biological basis of Physical Education: Growth and development, body types (somatotypes), heredity, and environment 2.2 Effects of exercise on major body systems (muscular, circulatory, respiratory, nervous) 2.3 Psychological aspects of Physical Education: Learning, motivation, emotion, personality, and mental health 2.4 Motor learning and motor development 2.5 Transfer of learning and its application in Physical Education	17	02
III	Sociological Foundations of Physical Education 3.1 Meaning and importance of sociology in Physical Education 3.2 Socialization through Physical Education and sports 3.3 Influence of family, school, and society on physical activity behaviour 3.4 Role of Physical Education in national integration, international understanding, and social development 3.5 Gender, culture, and socio-economic issues in Physical Education and sports	17	03
IV	Adapted physical education 4.1 Introduction to adapted physical education – meaning, definition, aims and objectives. 4.2 Classification of disabilities 4.3 Development of adapted physical education program a. Guiding principles b. Special adapted physical education program for different categories	16	04
V	Communication skills. Types of communication, Methods of communication, Official communication. Reports, minutes and agenda. Circular, notice, office orders, note sheet and memo etc. Press release, media conferencing and invitation Verbal and non-verbal communication	15	05

Books Recommended:

- A. Kamlesh, M. L. (2006). *Foundations of physical education*. New Delhi: Metropolitan Book Co.
- B. Bucher, C. A., & Krotee, M. L. (2021). *Management of physical education and sport* (16th ed.). New York: McGraw-Hill Education.
- C. Singh, A. (2023). *Foundations of physical education*. New Delhi: Khel Sahitya Kendra.
- D. Sharma, O. P. (2022). *Adapted physical education and sports*. New Delhi: Friends Publications (India).
- E. Kamlesh, M. L. (2020). *Psychology in physical education and sport*. New Delhi: Surjeet Publications.

M. P. Ed. (Masters of Physical Education) Semester-III

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	I	III
Course Code	Course Title		Course Type
0901C-6	Advance coaching lesson plan.		Practical
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	-	-	10
Maximum Marks	CIA		ESE
200	100		100

Details

Under the Advanced Coaching Lesson, students are required to prepare a lesson plan for any one sport based on scientific principles. Each student must complete 10 lesson plans in the selected sport during the semester.

M. P. Ed. (Masters of Physical Education) Semester-IV

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	2	IV
Course Code	Course Title		Course Type
0901 D-1	Health education		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	-
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

This course aims to provide students with a well-rounded understanding of health and its various aspects, including health care systems, heredity, and genetics. They will explore health education principles, adapted physical education for individuals with disabilities, and environmental sanitation. Additionally, students will gain knowledge of communicable and non-communicable diseases, their prevention, and the role of exercise in managing stress and overall well-being.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to:	
1	Understand the health system of India.	U
2	Develop understanding of various aspects of school health.	U
3	Develop understanding on effect of environment on health.	U
4	To get acquainted with communication Diseases.	U
5	Learn causes prevention and rehabilitation of non-communication diseases	Ap

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**- Evaluate; **C**-Create).

CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSOs				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	-	3	3	3	3	-	3	3	3	-	3	3	3
CO2	3	3	-	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	-	3	3	3	3	-	3	3	3	2	3	3	3
CO4	3	3	-	3	3	3	3	-	3	3	3	3	3	3	3
CO5	3	3	-	3	3	3	3	-	3	3	3	3	3	3	3

"3" – Strong; "2" – Moderate; "1" - Low; "-" No Correlation"

Detailed Syllabus:
Semester IV Paper 1st Health education

Unit No.	Topics	No. of lectures	CO No.
I	1.1 Health: Concept of health, Various levels of health care in India, Role of heredity and genetics in achieving positive health 1.2 Health education a. Meaning of health education b. Aim and content of health education c. Approaches of health education d. Latest trend in health education	15	01
II	2.1 Introduction to adapted physical education a. Meaning, definition, b. Aims and objectives 2.2 Classification of disabilities 2.3 Development of adapted physical education program a. Guiding principles b. Special adapted physical education program for different categories	15	02
III	Community and environmental sanitation 3.1 Housing 3.2 Pollution: - light, noise and temperature 3.3 Population policy, population dynamic and population explosion 3.4 National family welfare program 3.5 Sex education	15	03
IV	Communicable diseases 4.1 Meaning of epidemiological approach of communicable diseases 4.2 Brief description of the following communicable diseases and their prevention: - • Tuberculosis, Chicken pox, Measles, Mumps, Malaria and filarial, Rabies, STD and AIDS, Hepatitis (Jaundice)	15	04
V	Non-communicable diseases 5.1 Meaning of non-communicable diseases 5.2 Brief description of following non communicable diseases and their prevention: Heart diseases, Cancer, diabetes. 5.3 Stress assessment and management through exercise.	15	05

Books Recommended:

- A. Corbin, C. B., Welk, G. J., Corbin, W. R., & Welk, K. A. (2016). *Concepts of fitness and wellness: A comprehensive lifestyle approach* (12th ed.). New York, NY: McGraw-Hill Education.
- B. Park, K. (2021). *Park's textbook of preventive and social medicine* (26th ed.). Jabalpur: Banarsidas Bhanot Publishers.
- C. Hales, D. (2018). *An invitation to health* (18th ed.). Boston, MA: Cengage Learning.

- D. Pate, R. R., & Pratt, M. (2002). *Health and fitness through physical activity* (3rd ed.). Champaign, IL: Human Kinetics.
- E. Yadav, R. K. (2019). *Swasthya Shiksha evam Samudayik Swasthya* (Hindi). New Delhi: Khel Sahitya Kendra.
- F. Sharma, V. M. (2020). *Health education and environmental sanitation*. New Delhi: Friends Publications.
- G. Madan, C. L. (2018). *Health education and health problems*. New Delhi: Sports Publications.

M. P. Ed. (Masters of Physical Education) Semester- IV

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	2	IV
Course Code	Course Title		Course Type
0901 D-2	Psychology of Coaching and Counselling		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	-
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

This course aims to equip students with a comprehensive understanding of psychological assessment and counselling in sports, focusing on player evaluation, emotional intelligence, and competition preparation. They will explore counselling processes, relationships, and techniques, gaining insights into psychological testing, diagnosis, and interview strategies. Additionally, students will understand group counselling dynamics, specialized counselling areas, and communication skills necessary for effective athlete support and development.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	
1	Students will become familiar with the concept of guidance and counselling.	R
2	Students will be acquainted with the assessment of psychological potential of sports person.	U
3	The student will be able to understand counselling process.	U
4	The concept of group counselling will learn by the students.	U
5	The student will learn about diagnosis of psychological problems in sportsperson.	An

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**- Evaluate; **C**-Create).

CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSOs				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

"3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation"

Detailed Syllabus

Semester IV Paper 2nd Psychology of Coaching & Counselling

Unit No.	Topics	No. of Lecture	CO No.
I	1.1 Psychological assessment of players, Capacity of a player 1.2 Psychological preparation for pre, during and post competition. 1.3 Pep talk, Self-confidence, Emotional maturity, Emotional intelligence.	12	01
II	2.1 Counselling process: introduction. 2.2 Preparation for counselling. a. Readiness b. Pre counselling interview c. Case history d. Process of counselling e. The first interview f. Reassurance g. Winning confidence h. Advising 2.3 Counselling relationship – content and process. Physical setting. Privacy value orientation. Acceptance. Understanding. Report. Communication and empathy. Attentiveness.	18	03
III	3.1 Introduction to psychological testing and diagnosis. 3.2 Limitations of the use of psychological tests. 3.3 Types of psychological tests. 3.4 Tests used in counselling situations. 3.5 Test interpretation in counselling. 3.6 Non-test client appraisal techniques: Autobiography, Anecdotal records, Rating scale, Cumulative records, Pupil data questionnaires, Case studies 3.7 Psycho-diagnostics 3.8 Limitations of diagnosis 3.9 Common diagnostic classification systems in counselling	15	05
IV	Counselling interview Introduction to counselling interview, Interviewing and its essential aspects, Association of ideas contained within the interview, Shifts in conversation, Opening and closing remarks, Recurrent references in	15	02

	conversation, Inconsistencies and gaps in communication, Review of the interview, Nonverbal communication in the interview, Counselee–Counsellor relationship, Interviewing techniques in counselling, Structuring the counselling relationship, Degree of lead in conversation, Use of silence in interview, Relationship techniques, Sharing of experience		
V	5.1 Group counselling – Introduction. Case for group counselling, emerging field of group counselling. Structuring groups, limitation and assumptions of group counselling. Mechanisms of group counselling. Types of groups. Group counselling – its value. The process of group counselling. Individual and group counselling similarities. Differences between individual and group counselling. 5.2 Special areas in counselling – Introduction, family group consultation 5.3 Counselling families. Counselling with parents, counselling the delinquent, counselling reluctant clients, structuring. Counselling women.	15	04

Books Recommended:

- A. Cox, R. H. (2011). *Sport psychology: Concepts and applications* (7th ed.). New York, NY: McGraw-Hill Education.
- B. Weinberg, R. S., & Gould, D. (2019). *Foundations of sport and exercise psychology* (7th ed.). Champaign, IL: Human Kinetics.
- C. Gladding, S. T. (2018). *Counseling: A comprehensive profession* (8th ed.). Boston, MA: Pearson Education.
- D. Gibson, R. L., & Mitchell, M. H. (2011). *Introduction to counseling and guidance* (7th ed.). Boston, MA: Pearson Education.
- E. Sharma, V. M. (2017). *Sports psychology and counselling*. New Delhi: Friends Publications.
- F. Yadav, R. K. (2019). *Khel manovigyan evam paramarsh* (Hindi). New Delhi: Khel Sahitya Kendra.
- G. Madan, C. L. (2019). *Sports psychology and counselling techniques*. New Delhi: Sports Publications.

M. P. Ed. (Masters of Physical Education) Semester- IV

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	2	IV
Course Code	Course Title		Course Type
0901 D-3	Sports physiotherapy		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	-
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

This course aims to provide students with a comprehensive understanding of sports injuries, their causes, and physiological responses to exercise. They will explore injury mechanisms, assessment, and management techniques, including first aid, bandaging, and rehabilitation strategies. Additionally, students will gain knowledge of protective equipment, core stability, and injury prevention across different age groups, along with practical demonstrations and exposure to health and recovery facilities.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	Student will learn about injuries and rehabilitation.	U
2	Apply therapeutic modalities and exercise therapy.	Ap
3	Student will learn and apply preventive and curative aspect of sports injuries.	Ap
4	Help to learn to... Interpret the concept toward positive lifestyle.	An
5	Students will learn management of Injuries.	Ap

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**- Evaluate; **C**-Create).

CO-PO/PSO Mapping for the course:

CO \ PO	PO										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	3	3	3	-	3	-	3	3	3	3	3	3	3
CO2	3	3	3	3	3	-	3	-	3	3	3	3	3	3	3
CO3	3	3	3	3	3	-	3	-	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	2	3	2	3	3	3	3	3
CO5	3	3	3	3	3	2	3	-	3	3	3	3	3	3	3

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation"

Detailed Syllabus:**Semester IV Paper 3rd Sports Physiotherapy**

Unit No.	Topics	No. of Lectures	CO No.
I	1.1 Review of anatomy and physiology of various muscles, joints and their function and action, physiological changes due to exercise – cardio-respiratory muscles, nervous systems. 1.2 Causes of injuries – intrinsic, excentric factors 1.3 Types of sports injury 1.4 Load deformation curve, response to stress, inflammation healing.	15	01

II	Common regional injuries 2.1. Mechanism of injury clinical feature of injuries 2.2. Injuries of head, neck and face 2.3. Injury involving upper limbs 2.4. Injuries involving thorax, abdomen and back 2.5. Injuries involving lower limbs	15	02
III	Common sports injuries 3.1 Common injuries found in various sports 3.2 Mechanism of injuries in various sports activity 3.3 Basic on field assessment and management, RICE, first aid, moving the injured athlete 3.4 Bandaging, crape.	15	03
IV	4.1 Sports massage 4.2 Core stability 4.3 Protective equipment 4.4 Injury in children, women and elderly 4.5 Practical demonstration 4.6 Uses of crape bandage, banding technical	15	04
V	5.1 Electrical modulation 5.2 Use of therapeutic band, exercise ball, Medicine ball 5.3 Visit to health club / fitness camps 5.4 Visit to sauna bath / steam bath	15	05

Books Recommended:

- A. Brukner, P., & Khan, K. (2017). *Brukner & Khan's clinical sports medicine* (5th ed.). Sydney: McGraw-Hill Education.
- B. Prentice, W. E. (2014). *Essentials of athletic injury management* (10th ed.). New York, NY: McGraw-Hill.
- C. Kisner, C., & Colby, L. A. (2017). *Therapeutic exercise: Foundations and techniques* (7th ed.). Philadelphia, PA: F.A. Davis Company.
- D. Sharma, V. M. (2018). *Sports injuries and rehabilitation*. New Delhi: Friends Publications.
- E. Madan, C. L. (2019). *Khel mein chot evam upchar* [Injuries and treatment in sports]. New Delhi: Sports Publications.
- F. Yadav, R. K. (2020). *Khel chikitsa vigyan evam punarvas* (Sports Medicine and Rehabilitation - Hindi). New Delhi: Khel Sahitya Kendra.
- G. Singh, A. (2017). *First aid and sports injury management*. New Delhi: Khel Sahitya Kendra.

M. P. Ed. (Masters of Physical Education) Semester-IV

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	2	IV
Course Code	Course Title		Course Type
0901D-4	Applied Yoga		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	-
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

This course aims to develop foundational and practical knowledge of Yoga, focusing on its philosophy, techniques, and applications in health, wellness, and physical education. Students will explore traditional practices and their relevance to modern preventive healthcare and personal development.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
1	Understand the origin, philosophy, and evolution of Yoga.	U
2	Learn key yogic practices including Ashtanga Yoga and meditation.	U
3	Apply Yoga in preventive health and lifestyle management.	Ap
4	Analyze yogic concepts for physical, mental, and spiritual well-being.	An
5	Perform and describe the techniques, benefits, and preparations of various yogic practices including Asanas, Pranayama, Shatkarmas, and Bandhas.	Ap

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**- Evaluate; **C**-Create).

CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSOs				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	-	3	3	3	3	3	3	3	3	3	3	-	3
CO2	3	3	-	3	3	3	3	3	3	3	3	3	3	-	3
CO3	3	3	2	3	3	3	3	3	3	3	3	3	3	-	3
CO4	3	3	2	3	3	3	3	3	3	3	3	3	3	-	3
CO5	3	3	-	3	3	3	3	3	3	3	3	3	3	-	3

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation"

Detailed Syllabus:
Semester IV Paper 4th Applied Yoga

Unit No.	Topics	No. of Lectures	CO No.
I	1.1 Origin and History of Yoga 1.2 Meaning, Definition, Types, Objectives of Yoga 1.3 Importance of Yoga in Physical Education 1.4 Meaning and Concept of Health	15	01
II	2.1 Ashtanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Samadhi. 2.2 Meditation: Meaning, Techniques and Benefits 2.3 Integration of Body, Mind, Intellect & Soul. 2.4 Relaxation Techniques: Meaning, Techniques for Reducing Physical and Mental Stress	15	02
III	3.1 Role of Yoga in Preventive Healthcare 3.2 Yogic Diet and Nutrition 3.3 Naturopathy and Natural Healing 3.4 Trigunas (Sattva, Rajas, Tamas)	15	03
IV	4.1 Panch Koshas 4.2 Panch Mahabhutas 4.3 Raj Yoga: Eight Spiritual Powers 4.4 Yoga & Sports performance	15	04
V	5.1 Asanas: Meaning, Types, Preparation, Technique and Effects on the Body. 5.2 Pranayama: Meaning, Types, Preparation, Technique and Effects on the Body. 5.3 Shatkarmas: Meaning, Types, Preparation and Benefits: a. <i>Neti, Dhauti, Nauli, Basti, Kapalbhata, Trataka</i> 5.4 Bandhas: Meaning, Types, Technique and Benefits: o <i>Jalandhara, Uddiyana, Moola & Maha Bandha</i>	15	05

Books recommended:

- A. Bhavanani, A. B. (2013). *Yoga and Lifestyle Diseases*. Dhivyananda Creations.
- B. Telles, S., & Naveen, K. V. (2020). *Yoga for Health and Wellbeing*. Springer.
- C. Satyananda Saraswati, S. (2013). *Asana Pranayama Mudra Bandha* (Reprint ed.). Yoga Publications Trust.
- D. McCall, T. (2017). *Yoga as Medicine: The Yogic Prescription for Health and Healing*. Bantam.
- E. Nambiar, V. (2019). *The Science of Yoga*. Rupa Publications.
- F. Tiwari, O. P. (2018). *Pranayama: The Science of Breath*. Kaivalyadhama Yoga Institute

M. P. Ed. (Masters of Physical Education) Semester-IV

Program	Subject	Year	Semester
M. P. Ed.	Physical Education	1	IV
Course Code	Course Title		Course Type
0901D-5	Physiological and Psychological assessment		Practical
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	-	-	10
Maximum Marks	CIA		ESE
200	100		100

Details
Practical: Physiological and Psychological assessment Part A Physiological assessment of: 1. Heart Rate 2. Respiratory Rate 3. Peak flow Rate 4. Haemoglobin 5. Blood Pressure 6. Nutritional Assessment PART B Psychological assessment: 1. Paper pencil test 2. Psychomotor test Field Work: a candidate has to conduct one test on at least 10 subject and prepare a report. Seminar: 2 Seminar to be presented on field work.

M. P. Ed. (Masters of Physical Education) Semester I
(Offered to PG students of SoS in Physical Education only)

Offered to PG students of S&S in Physical Education only)			
Program	Subject	Year	Semester
M.P.Ed.	Physical Education	2	I
Course Code	Course Title		Course Type
0901 F-1	Indian Knowledge System (IKS)- In Physical education		IKS
Credit	Hours Per Week (L-T-P)		
	L	T	P
2	2	1	--
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

This course aims to provide students with a deep understanding of the Indian Knowledge System (IKS), highlighting its historical significance, cultural continuity, and foundational philosophies. They will explore various disciplines, traditional arts, and their connection to heritage, alongside Yogic and Vedantic concepts. Additionally, students will gain insights into research methodologies, reasoning frameworks, and inference structures, as well as the role of IKS in physical education, traditional training systems, and ancient therapy techniques.

Detailed Syllabus:

Unit No.	Topics	No. of Lectures
I	Wisdom through ages: 1.1.Need of Indian Knowledge System 1.2.Risk of disconnecting IKS & importance of cultural heritage 1.3.Colonization & its impact on IKS	6
II	Indian Knowledge Systems: Disciplines, Arts, and Cultural Continuity 2.1 Exploring Indian Knowledge & Heritage through multiple subjects 2.2 Disciplines under Bhartiya Vidyas & Kalas 2.3 Way of connecting with traditions	6
III	Foundational concepts Yogic & Vedantic Philosophies 3.1 Panchmahabhutas 3.2 Panchkoshas 3.3 Panchprana	6
IV	Research Methodologies in IKS 4.1 Anubandha Catustaya 4.2 Nyayshastra (Frameworks of Reasoning) 4.3 Anumana (Inference): Pañcāvayava(Five-part logical structure)	6
V	IKS in Physical Education 5.1 Concept of Health in Sushrut Samhita 5.2 Traditional Physical Training Systems: Mallakhamb, Akhara and Pehlwani (Traditional Wrestling), Kalaripayattu, Silambam.	6

Books Recommended:

- A. B. Mahadevan, Vinayak Rajat Bhat, R.N. Nagendra Pavana, *Introduction to Indian Knowledge System: Concepts and Applications*, PHI Learning Pvt. Ltd., 2022
- B. Kapur, M. (2020). *Education in the Indian tradition: A philosophical analysis of Gurukula education*. Springer.
- C. Balasubramanian, R. (Ed.). (2005). *History of science, philosophy and culture in Indian civilization* (Vol. I–XV). Centre for Studies in Civilizations.
- D. Saraswati, S. S. (2013). *Tattwa Shuddhi: The Tantric practice of inner purification*. Yoga Publications Trust.
- E. Dwivedi, R. S. (2011). *Sushruta Samhita: Text with English translation*. Chaukhambha Sanskrit Sansthan.

M. P. Ed. (Masters of Physical Education) Semester III
(Offered to PG students of SoS in Physical Education only)

Program	Subject	Year	Semester
M.P.Ed.	Physical Education	2	III
Course Code	Course Title		Course Type
0901 F-3	Game Analysis		Skill Enhancement
Credit	Hours Per Week (L-T-P)		
	L	T	P
2	2	1	--
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

To enable students to observe, interpret, and analyze fundamental movements and techniques in sports using basic principles of kinesiology, biomechanics, and video-based tools, with the goal of improving performance through scientifically grounded feedback.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
1	Identify and describe key phases of movement and motor patterns in selected sports skills using observation techniques.	R & U
2	Apply basic kinesiological principles to analyze joint movements and muscle functions during gameplay.	Ap
3	Demonstrate the ability to perform biomechanical and mechanical evaluation of sports techniques using minimal equipment.	Ap & An
4	Utilize simple video tools (e.g., mobile phone apps) to record, slow down, and annotate athlete performance for feedback.	Ap & E
5	Integrate movement, kinesiological, biomechanical, and video analysis to prepare a game-specific performance improvement report.	Ap & C

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	Introduction to Movement Analysis - Understanding phases of movement: preparation, execution, follow-through. - Identifying fundamental motor skills in selected games (running, jumping, throwing). - Manual observation techniques: checklists and basic notation methods.	6	01
II	Kinesiological Analysis - Identification of major joints and muscles involved in selected sports actions. - Role of planes and axes in understanding joint movements. - Analyzing coordination between body segments in dynamic skills.	6	02
III	Biomechanical Analysis - Application of mechanical principles (force, motion, leverage) in skill execution. - Observing balance, posture, and force transfer during gameplay. - Identifying biomechanical errors and their impact on performance.	6	03
IV	Video Analysis Techniques - Use of smartphones for performance recording and slow-motion review. - Introduction to tools like Kinovea or Coach's Eye for basic tagging and annotation. - Developing simple visual feedback reports for athletes or teams.	6	04
V	Application: Game-Specific Performance Analysis - Select a sport and identify 1–2 key skills/movements for detailed analysis. - Apply observational, kinesiological, mechanical, and video techniques. - Prepare a final report with findings and performance improvement suggestions.	6	05

Books Recommended:

- A. Hall, S. J. (2018). *Basic biomechanics* (8th ed.). New York, NY: McGraw-Hill Education.
- B. McGinnis, P. M. (2013). *Biomechanics of sport and exercise* (3rd ed.). Champaign, IL: Human Kinetics.
- C. Knudson, D. (2007). *Fundamentals of biomechanics* (2nd ed.). New York, NY: Springer.
- D. Krehbaum, E., & Barthels, K. M. (1996). *Biomechanics: A qualitative approach for studying human movement* (4th ed.). Boston, MA: Allyn and Bacon.
- E. Floyd, R. T. (2020). *Manual of structural kinesiology* (21st ed.). New York, NY: McGraw-Hill Education.

M. P. Ed. (Masters of Physical Education)

(Offered to PG students of other Departments/SoS only)

Program	Subject	Year	Semester
M.P.Ed.	Physical Education	I	II
Course Code	Course Title		Course Type
0901 E-1	Physical Education, Health & Fitness		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
2	2	1	--
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

This course aims to provide students with a comprehensive understanding of physical education, health, and wellness, covering key fitness components, training methods, and the effects of exercise on the body. They will explore nutrition principles, hydration strategies, and obesity management, alongside personality development, motivation, and mental health enhancement. Additionally, students will gain insights into yoga, meditation, and psychomotor skills, ensuring a holistic approach to physical, mental, and social well-being.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to :	CL
1	Understand the meaning and importance of physical education, health, and fitness, and learn the key factors that affect a healthy lifestyle.	U
2	Learn how to plan and apply physical training to improve fitness and performance, including how exercise affects different body systems.	Ap
3	Know the basics of a balanced diet, staying hydrated, and managing body weight for better health and performance.	U
4	Understand how personality, motivation, and mental health affect performance and social behaviour in sports and daily life.	U
5	Learn and practice yoga, including Surya Namaskar and meditation, to improve mental focus, self-awareness, and overall well-being.	Ap

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).

Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	Introduction 1.1 Definition, meaning of Physical Education. 1.2 Meaning, Definition & concept of Health 1.3 Components of Health 1.4 Determinants of Health	6	01
II	Fitness 2.1 Concept of Physical Fitness & Wellness 2.2 Components of Physical Fitness 2.3 Health related Fitness 2.4 Different Training Methods 2.5 Training load, Super compensation 2.6 Principles of Training Load 2.7 Effects of Training on different systems	6	02
III	Nutrition 3.1 Balance diet 3.2 Hydration status: Needs and Functions of Water, Regulation of Fluid balance, Hydration guidelines for Pre, During & Post Exercise 3.3 Obesity and its control	6	03
IV	4.1 Personality Development 4.2 Motivation 4.3 Mental health development 4.4 Emotional Control 4.5 Psychomotor Development 4.6 Social skill development in sports (Team building, group dynamics Group Cohesion)	6	04
V	5.1 Meaning, concept and Art of Yoga 5.2 Ashtang Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharan, Dhyana, Samadhi. 5.3 Surya Namaskara: Meaning, Contents, Benefits & Steps. 5.4 Meditation: Origin, Meaning, Types, Benefits, Research based findings. 5.5 Concept of Nadis (system of channels), and Chakras (energy centers), Expansion of Consciousness. 5.6 Essence of Raj Yoga: Chitta, vritties, States of Mind. 5.7 Mudras and Bandhas.	6	05

Books Recommended:

- A. Kansal, D. K. (2017). *A textbook of applied measurement, evaluation, physical education and sports training*. New Delhi: Sports and Spiritual Science Publications.
- B. Sharma, V. M. (2020). *Health and physical education*. New Delhi: Friends Publications.
- C. Yadav, R. K. (2020). *Sharirik Shiksha, Swasthya evam Yog Vigyan*. New Delhi: Khel Sahitya Kendra.
- D. Madan, C. L. (2019). *Health, fitness and wellness*. New Delhi: Sports Publications.
- E. Swami Kuvalayananda. (2007). *Asanas*. Lonavla: Kaivalyadhama Yoga Institute

M. P. Ed. (Masters of Physical Education)

(Offered to PG students of other Departments/SoS only)

Program	Subject	Year	Semester
M.P.Ed.	Physical Education	2	III
Course Code	Course Title		Course Type
0901 E-2	Yoga Education		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
2	2	1	--
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

This course aims to provide students with a comprehensive understanding of yoga, covering its philosophical foundations, key practices, and benefits. They will explore various aspects of yoga, including Shuddhi Kriyas, Surya Namaskar, Asanas, and Pranayama techniques, while gaining insights into meditation, Nadis, Chakras, and the essence of Raj Yoga. Additionally, students will learn about Mudras and Bandhas, deepening their knowledge of yoga's role in spiritual, mental, and physical well-being.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	Understand the basic concepts and parts of Yoga for overall well-being.	U
2	Learn and practice yogic cleansing techniques and Surya Namaskar.	Ap
3	Perform different types of Asanas and Pranayama for physical and mental health	Ap
4	Understand meditation, Nadis, Chakras, and consciousness expansion.	U
5	Apply Raj Yoga, Mudras, and Bandhas to develop inner strength and spiritual growth.	An

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C>Create).

Detailed Syllabus

Unit No.	Topics	No. of Lectures	Co No
I	1.1. Meaning, Concept & Art of Yoga 1.2. Parts of Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharan, Dhyana, Samadhi.	6	01
II	2.1 Shuddhi Kriyas, Dhauti, Neti, Kapalbhathi, Tratak, Nauli and Basti. 2.2 Surya Namaskar: Meaning, Concepts, Benefits and Steps	6	02
III	3.1 Asanas (Five from each category) a) Meditative b) Cultural 1. From Standing position 2. from long sitting position 3. from Prone position 4. From Supine position 5. From full squat Position c) Relaxative 3.2 Pranayama: Anulom Vilom, Ujjai, Bhastrika, Surya Bhedan, Shitali, Sitkari, Bhramari, Murcha, Plavani	6	03
IV	4.1 Meditation: Origin, Meaning, Types, Benefits, Research based findings 4.2 Concept of Nadis (System of Channels) and Chakras (Energy Centers), Expansion of Consciousness.	6	04
V	5.1 Essence of Raj Yoga: Chitta, Vrittis, State of Mind, Causes of Repeated Births, Development of eight Spritual Powers to enhance quality of life, re-orientation or redirection of sixteen basic instincts 5.2 Mudras & Bandhas	6	05

Books Recommended:

- A. Swami Kuvalayananda. (2007). *Asanas*. Lonavla: Kaivalyadhama Yoga Institute.
- B. Swami Kuvalayananda. (2006). *Pranayama*. Lonavla: Kaivalyadhama Yoga Institute.
- C. Saraswati, S. S. (2008). *Asana pranayama mudra bandha* (4th ed.). Munger: Bihar School of Yoga.
- D. Swami Satyananda Saraswati. (2002). *Kundalini Tantra*. Munger: Bihar School of Yoga.
- E. Swami Niranjanananda Saraswati. (2009). *Prana and pranayama*. Munger: Bihar School of Yoga.
- F. Iyengar, B. K. S. (2001). *Light on yoga*. London: HarperCollins.
- G. Tiwari, O. P. (2002). *Asana, why and how?* Lonavla: Kaivalyadhama Yoga Institute.
- H. Swami Sivananda. (2004). *The science of pranayama*. Rishikesh: Divine Life Society.