

**CENTRAL UNIVERSITY OF PUNJAB**  
**BATHINDA**



**Ph.D. Physical Education**

**Session: 2023-25**

**Department of Physical Education**

**Graduate Attributes:**

The graduate will comprehend the research innovatively from an interdisciplinary approach and focuses on knowledge of the literature, comprehensive understanding of scientific methods, research techniques to show originality in critical evaluation and application of research.

**Course Structure**

| <b>Course Code</b>                             | <b>Course Title</b>                          | <b>Course Type</b> | <b>L</b>  | <b>T</b> | <b>P</b> | <b>Credits</b> |
|--|--|--------------------|-----------|----------|----------|----------------|
| PPE701   | Research in Physical Education               | Core Course        | 4         | 0        | 0        | 4              |
| PPE702   | Statistical Methods and Computer Application | Core Course        | 4         | 0        | 0        | 4              |
| PPE751   | Research and Publication Ethics              | Core Course        | 2         | 0        | 0        | 2              |
| PPE703   | Data Analysis and Interpretation             | Skill Based        | 0         | 0        | 2        | 1              |
| XXXX   | Curriculum, Pedagogy and Evaluation          | Core Course        | 1         | 0        | 0        | 1              |
| XXXX   | Teaching Assistantship                       | Core Course        | 0         | 0        | 2        | 1              |
| <b>Elective Courses: Choose any one Course</b> |  |                    |           |          |          |                |
| PPE704   | Exercise Physiology                          | Core Course        | 3         | 0        | 0        | 3              |
| PPE705   | Sports Psychology                            |                    |           |          |          |                |
| PPE706   | Sports Biomechanics                          |                    |           |          |          |                |
| PPE707   | Sports Management                            |                    |           |          |          |                |
| PPE708   | Sports Medicine                              |                    |           |          |          |                |
| PPE709   | Sports Training                              |                    |           |          |          |                |
| PPE710   | Yogic Science                                |                    |           |          |          |                |
| <b>Total</b>                                   |  |                    | <b>14</b> |          | <b>4</b> | <b>16</b>      |

**Course Name: Research in Physical Education**

**Course Code: PPE701**

**Course type: Core Course**

**Total Hours: 60**

**Course Learning Outcomes:**

On completion of this course, students shall be able to:

CLO1: Explore different approaches to research

CLO2: Review the related literature

CLO3: Develop a research proposal

CLO4: Develop understanding about different types of research

CLO5: Select an appropriate sampling design for a research study

CLO6: Document and disseminate research findings in physical education

CLO7: Explain the significance of intellectual property rights in the field of research

| L | T | P | Credit |
|---|---|---|--------|
| 4 | 0 | 0 | 4      |

| Units/Hours    | Contents  | Mapping with Course Learning Outcome |
|----------------|---|--------------------------------------|
| I<br>20Hours   | <b>Introduction to Research:</b> Basic concept of Research and its scope in physical education, Types/Classification of Researches  | CLO1                                 |
|                | <b>Review of Literature:</b> Importance, location of the research material – index, books, bibliography, reviews, and abstract, critical and allied literature, Steps in reviewing literature and critically writing of review of literature  | CLO2                                 |
|                | <b>Identification of area for research in Physical Education:</b> Selection of problem & variables, writing of title and objectives, Hypothesis and its form, limitation and delimitation of research problem, rationale of research study  | CLO3                                 |
|                | <b>Learning Activities:</b> Peer Discussion, Brain Storming and Problem Solving   |                                      |
| II<br>10 Hours | <b>Methods of Research:</b> Analytical Research- Philosophical, Historical and Meta-Analyses, Descriptive Research –Case Study and Survey (Cross-sectional, Longitudinal and Correlational),Qualitative and Quantitative Research, Experimental Designs: Pre-experimental Designs, True Experimental Designs and Quasi Experimental Designs | CLO4                                 |

|                 |   |              |
|-----------------|---|--------------|
|                 | <b>Learning Activities:</b> Peer Discussion, Brain Storming and Problem Solving   |              |
| III<br>15 Hours | <b>Sampling and Tools in Research:</b> Sampling: Population, Sample, Frame, Probability and Non- Probability Sampling Techniques, Sample size and sampling error, Characteristics of a good research tools, Types of tools for data collection – standardised and non-standardised, Questionnaire, Interview, Observation, Psychological Test, Sociometric Techniques, Scales, and Inventories, Procedure of development and standardization of tools, Methods for establishing reliability and validity, Primary and secondary sources for data collection | CLO5         |
|                 | <b>Learning Activities:</b> Peer Discussion, Brain Storming and Problem Solving   |              |
| IV<br>15 Hours  | <b>Academic Writing:</b> Different formats for reference and bibliography- APA, MLA, Chicago and Harvard, Silent features of writing research proposal/report - Language & style, Precision, Consistency, Continuity, Use of third person, Use of tense, Use of headings, Table, Graph and Front page of thesis, Research Proposal Writing, Method of writing research papers for seminars and publication in journals, Introduction to Poster Presentation, Writing of research dissertation and thesis, Writing of research Project                       | CLO6<br>CLO7 |
|                 | <b>Learning Activities:</b> Peer Discussion, Brain Storming and Problem Solving   |              |

**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue

**Suggested Reading:**

1. Anderson, J. (2001): Thesis and Assignment writing, 4<sup>th</sup> ed., Wiley, USA
2. Babbie, E. R. (2007). *The Basics of Social Research* (4th Ed.). Australia: Thomson/Wadsworth
3. Berg, Bruce L. (2008). *Qualitative Research Methods for the Social Sciences*. 7th ed. Boston, MA: Allyn & Bacon. 336p.
4. Bhaumik, S.K (2007), 'Methodological Issues in Field Surveys' in K K Bagchi (ed.).
5. Bryman, Alan (2004), *Social Research Methods*, Oxford University Press, Oxford, 2nd edition.
6. David H. Clarke and H.Harrioscn Clarke (1984). *Research Process in Physical Education*. Prentice Hall Inc. Englewood Cliffs Publisher, New Jersey.
7. De Marrais, Kathleen B. and Stephen D. Lapan. (2004). *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. Mahwah, NJ: L. Erlbaum Associates. 432p

8. Dooley, David. (2001). *Social Research Methods*. 4th ed. Upper Saddle River, NJ: Prentice Hall. 385p.
9. Fink, Arlene and Kosecoff, J. (1998), *How to Conduct Surveys - A Step by Step Guide*, Sage, UK.
10. Glicken, Morley D. (2002). *Social Research: A Simple Guide*. Boston, MA: Allyn and Bacon. 282 p.
11. Gray, David E. (2004). *Doing Research in the Real World*. London, UK: Sage Publications. 422p.
12. John W. Best (1981). *Research in Education*. Prentice Hall Inc. Englewood Cliffs Publisher, New Jersey, USA.
13. Kemple, Mary. (2000). Review of the Good Research Guide for Small-Scale Social Research Projects, by Martyn Denscombe. *Journal of Advanced Nursing* 31:733.
14. Kou, Lokesh (1988), *Methodology of Research*, Vikas, New Delhi.
15. Miller, Delbert C., and Neil J. Salkind. (2002). *Handbook of Research Design and Social Measurement*. 6th ed. Thousand Oaks, CA: Sage Publications. XXII, 786p.
16. Mouly, A.J. (1963), *The Science of Educational Research Eurosia*, New Delhi
17. Neuman, W. Lawrence. (2006). *Social Research Methods: Qualitative and Quantitative Approaches*. 6th ed. Boston, MA: Allyn & Bacon. 592p.
18. Outhwaite, W., & Turner, S. P. (2007). *The SAGE Handbook of Social Science Methodology*. Los Angeles (Calif.); London: SAGE. 640 pages.
19. Sansanwal DN (2020). *Research Methodology and Applied Statistics*. Shipra Publisher, Delhi, India
20. Seale, Clive (2004): *Social Research Methods: A Reader*, London: Routledge
21. Somekh, B. and Lewin, C. (2012): *Theory and Methods in Social Research*, 2<sup>nd</sup> ed., Sage Publications
22. Todd, Roy. (1999). Review of the Good Research Guide for Small-Scale Social Research Projects, by Martyn Denscombe. *Sociology -The Journal of the British Sociological Association* 33:839. Good: C.V. and Douglas, E.Scates 1954, *Methods in Social Research*, Mcgraw Hill, New York.

**Course Name : Statistical Methods and Computer Application**

**Course Code : PPE702**

**Course Type : Core course**

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4  |

**Total Hours : 60**

***Course Learning Outcomes:***

After completion of the course, students shall be able to

CLO1: Comprehend the measurements scales of data and Testing of Normality Assumptions

CLO2: Testing for Homogeneity of Variance and Hypothesis Testing

CLO3: Develop understanding of factorial experiment, Comparison of means of two and more than two groups and Post-hoc test

CLO4: Learn data analysis with Multiple Correlation, Regression Techniques

CLO5: Multivariate analysis and Non-Parametric Statistics

CLO6 : Apply E- learning tools in data analysis and research

| Units/Hours   | Contents   | Mapping with Course Learning Outcomes |
|---------------|--|---------------------------------------|
| I<br>10 Hours | <p><b>Nature of Data and Normality Assumptions:</b> Data Measurements Scales: Nominal, Ordinal, Interval and Ratio. Normal Distribution and its Properties. Testing of Normality: Skewness, Kurtosis, Shapiro Wilk Smirnov test, Q-Q and Box plots for identifying Outliers.</p>   | CLO1                                  |
|               | <p><b>Homogeneity and Hypothesis Testing:</b> Testing for Homogeneity of Variance- Levene's test and Developing Profiles. Concept in Hypothesis Testing: Type I and II error, Power of the test, Theory of Estimation- Point Estimation and Interval Estimation. Criteria in Selecting Sample Size.</p>  | CLO2                                  |
|               | <p><b>Learning Activities :</b> Peer Discussion, Brain Storming and Problem Solving.</p>   |                                       |
| II<br>15 ours | <p><b>Analysis of Variance and Design of Experiments:</b> Factorial Experiment: Experimental Unit, Factor &amp; Treatment, Variation &amp; Variance, Experimental Error. Principles of Design of Experiment: Randomization, Replication and Blocking. Considerations in designing an experiment: Systematic Variance, Extraneous Variance: Randomization Method, Elimination Method, Matching Group method, Error Variance. Qualitative Data Analysis, Comparing two means with dependent and independent t-test and their assumptions. Effects size and its significance. One Way ANOVA &amp; Factorial ANOVA and their Assumptions. Post-hoc analysis Test: LSD, Scheffe's, Tukey- HSD. Correction for Inflating Type I error due to multiple comparisons. One Way and Two Way Repeated Measures ANOVA and their Assumptions</p> | CLO3                                  |
|               | <p><b>Learning Activities :</b> Real Data Analysis and Problem Solving, Peer Discussion, Brain Storming, Application in Sports</p>   |                                       |

|  |   |  |
|--|---|--|
| <p style="text-align: center;">III<br/>15Hours</p> | <p><b>Correlation and Regression Analysis:</b> Correlation- Partial and multiple, limitations, Testing of significance. Regression Analysis- Simple and multiple regressions. Estimating intercept and slope. Least square methods, analyzing residuals, Residual Plot: Testing assumptions in the regression model, Standard error of estimate, Testing significance of slope and model, Coefficient of Determination (R<sup>2</sup>). The Multiple Regression Model- Developing a Multiple Regression Model, Standardized regression coefficients. Different ways of testing a regression model, Testing the significance of overall model and regression coefficient's. Analyzing residuals, standard Error of the Estimate, The coefficient of determination (R<sup>2</sup>). Adjusted R<sup>2</sup>, Testing the significant of R<sup>2</sup>. Different approaches in developing multiple regression model: Stepwise, Forward, Backward and Enter. Logistic Regression and its Assumptions. Developing Logistic Model and application in Sports Research</p> <p><b>Learning Activities :</b> Real Data Analysis and Problem Solving, Peer Discussion, Brain Storming, Application in Sports and Model Development</p> | <p style="text-align: center;">CLO4</p>          |
| <p style="text-align: center;">IV<br/>20Hours</p>  | <p><b>Multivariate analysis and Non-Parametric Statistics:</b> Analysis of Covariance (ANCOVA) and its Assumptions. Factor analysis: Exploratory and Confirmatory, Multivariate Analysis of Variance (MANOVA) Model and its Assumptions. Non-parametric Test: Wilcoxon rank-sum test, Mann–Whitney test, Kruskal–Wallis test, Chi-Square Test and their Assumptions. Use of SPSS, R (R Foundation for Statistical Computing), MATLAB, AMOS, NVIVO for data analysis. Reference Manager Software</p> <p><b>Learning Activities :</b> Real Data Analysis and Problem Solving, Peer Discussion, Brain Storming, Application in Sports and Model Development</p>  | <p style="text-align: center;">CLO5<br/>CLO6</p> |

**Transaction Mode:** Lecture, Case Study, Blended Learning, Problem Solving, Discussion & Demonstration, Self-Study.

**Suggested Reading:**

1. Garrett, H.E. (1973), Statistics in Psychology and Education Vakils, Feffer and Simon, Bombay.
2. Sansanwal DN (2020). Research Methodology and Applied Statistics. Shipra Publisher, Delhi, India
3. Verma J.P. (2012). Data Analysis in Management With Spss Software. Springer Science & Business Media.
4. Verma J.P. (2012). Statistics for Psychology. Tata McGraw Hill Education Private Limited.

5. Verma J.P. (2014). Statistics for Exercise science and health with Microsoft excel. John Wilkey& sons, USA.
6. Verma J.P. (2015). Repeated Measures Design for Empirical Researchers. John Wilkey& sons, USA.
7. Verma J.P. (2019). Statistics and Research Methods in Psychology with Excel. Springer Nature Singapore Pte Ltd.

**Course Name : Research and Publication Ethics**

**Course Code : PPE751**

**Course Type : Core course**

**Total Hours : 30**

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2  |

***Course Learning Outcomes:***

After completion of the course, students shall be able to

CLO1: Understand concept of philosophy and ethics in research

CLO2: Develop understanding about academic cheating

CLO3: Develop understanding about publication ethics

CLO4: Understanding about online publication

CLO5: Understanding about Indexing and Citation Databases.

| Units/Hours  | Contents  | Mapping with Course Learning Outcomes |
|--------------|---|---------------------------------------|
| I<br>5 Hours | <b>Philosophy &amp; Ethics:</b> Introduction to Philosophy: Definition, Nature & Scope, Concept, Branches. Ethics: Definition, Moral Philosophy, Nature of Moral Judgements & Reactions   | CLO1                                  |
|              | <b>Learning Activities :</b> Peer Discussion, Brain Storming and Problem Solving.   |                                       |
| II<br>5Hours | <b>Scientific Conduct:</b> Ethics with regard to science & Research, Intellectual Honesty & Research Integrity, Scientific Misconducts : Falsification, Fabrication & Plagiarism (FFP), Redundant Publications, Duplicate & Overlapping Publications, Salami Slicing, Selective Reporting & Misrepresentation of Data | CLO2                                  |
|              | <b>Learning Activities :</b> Peer Discussion, Brain Storming and Problem Solving.   |                                       |



|  |  |  |
|--|--|--|
| <p style="text-align: center;">III<br/>10Hours</p> | <p><b>Publication Ethics &amp; Open Access Publishing:</b> Publication Ethics: Definition, Introduction &amp; Importance, Best Practices/Standards Setting Initiatives &amp; Guidelines: COPE, WAME etc. Conflicts of Interest, Publication Misconduct: Definition, Concept, Problems that lead to unethical behaviour &amp; vice versa, types. Violation of Publication Ethics, Authorship &amp; Contributorship, Identification of Publication Misconduct, Complaints &amp; Appeals, Predatory Publishers &amp; Journals, Open Access Publications &amp; Initiatives, SHERPA/ROMEIO Online Resource to check publisher copyright &amp; self-archiving policies. Software tools to identify predatory publications developed by SPPU, Journal Finder/Journal Suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester etc.</p> | <p style="text-align: center;">CLO3<br/>CLO4</p> |
| <p style="text-align: center;">IV<br/>10 Hours</p> | <p><b>Publication Misconduct &amp; Research Metrics:</b> Subject Specific Ethical Issues, FFP, Authorship, Conflicts of Interest, Complaints &amp; Appeals: Examples and Fraud from India &amp; Abroad, Indexing Databases, Citation Databases: Web of Science, Scopus etc., Impact Factor of Journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score. Metrics: h-index, g index, i10 index, altmetrics.</p>  | <p style="text-align: center;">CLO5</p>          |
|  | <p><b>Learning Activities :</b> Peer Discussion, Brain Storming and Problem Solving.</p>   |  |
|  | <p><b>Learning Activities :</b> Peer Discussion, Brain Storming and Problem Solving.</p>   |  |

**Transaction Mode:** Lecture, Case Study, Blended Learning, Problem Solving, Discussion & Demonstration, Self-Study.

**Suggested Reading:**

1. Loue Sana (2019), Text book of Research Ethics: Theory & Practice, Springer.
2. Bryman & Bell (2018), Business Research Methods, Oxford.
3. Tina Miller, Maxine Birch, Melanie Mauthner & Julie Jessop (2012). Ethics in Qualitative Research; Sage Publication.
4. Julie Scott-Jones (2015). Research Ethics, Context and Practice; Sage Publication.
5. David B. Resnik (2018). The Ethics of Research with Human Subjects: Protecting People, Advancing Science, Promoting Trust; Springer Publication.

**Course Name : Data Analysis & Interpretation**

**Course Code : PPE703**

**Course Type : Skill Based**

**Total Hours : 30**

| L | T | P | Credit |
|---|---|---|--------|
| 0 | 0 | 2 | 1      |

**Course Learning Outcomes:**

After completion of the course, students shall be able to

CLO1 : Develop Competencies in learning new sports equipments and tools for Research

CLO2 : Develop insight in data collection, analysis and interpretation of findings

CLO3 : Acquire Skills to analyse Sports Skills of different Sports

CLO4 : Use software to check plagiarism

| Units/Hours   | Contents   | Mapping with Course Learning Outcomes |
|---------------|--|---------------------------------------|
| I<br>30 Hours | <p><b>Sports Scientific Equipments:</b> Learn how to use scientific sports equipment, Develop their technical, observational and motor skills, Learning how to new sports equipments can help athletes to improve their performance</p> <p><b>Analysis of Data and Skills:</b> Improving skills in collecting, analysing, interpreting and presenting findings and data Learning how different phases of skill can be analyzed</p> <p><b>Learning Activities :</b> Real Data Analysis and Problem Solving, Peer Discussion, Brain Storming</p> | CLO1<br>CLO2<br>CLO3<br>CLO4          |

**Transaction Mode:** Project, Pilot Study, Case Study, Blended Learning, Problem Solving, Discussion &

Demonstration, Self-Study.

**Suggested Readings**

- Anastasi, A. & Urbina, S. (2014). *Psychological Testing*. New Delhi: PHI learning Pvt. Ltd.
- Bel, J. (2004). *Doing Your Research Project*. Open University Press: Berkshire
- Best J.W. (1999). *Research in Education*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn& Bacon.
- EfratEfron, S., & Ravid, R. (2013). *Action Research in Education: A Practical Guide*, New York: Routledge
- Kaul, L. (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.

- Reason, P., & Bradbury, H. (Eds) (2006). *Handbook of action research: Concise paperback edition*. CA: Sage Publications.
- Tolmie, A., McAteer, E., & Muijs, D. (2012). *Quantitative Methods in Educational and Social Research Using SPSS*. Maidenhead: Open University Press

| L | T | P | Credit |
|---|---|---|--------|
| 1 | 0 | 0 | 1      |

**Course Code:** XXXX

**Course Name:** Curriculum, Pedagogy and Evaluation

**Course type:** Core Course

**Total Hours:** 15

**Course Learning Outcomes:**

On completion of this course, students shall be able to:

CLO1: Analyze the principles and bases of curriculum design and development

CLO2: Examine the processes involved in curriculum development

CLO3: Develop the skills of adopting innovative pedagogies and conducting students' assessment

CLO4: Develop curriculum of a specific course/programme

| Units/Hours   | Contents   | Mapping with Course Learning Outcome |
|---------------|--|--------------------------------------|
| I<br>5 Hours  | <b>Curriculum:</b> Concept and Principles of curriculum development, Foundations of Curriculum Development. Types of Curriculum Designs- Subject centered, learner centered, experience centered and core curriculum. Designing local, national, regional and global specific curriculum. Choice Based Credit System and its implementation. | CLO1                                 |
|               | <b>Learning Activities:</b> Foundation, principles and types of curriculum Development.  |                                      |
| II<br>5 Hours | <b>Process of Curriculum Development:</b> Formulation of graduate attributes, course/learning outcomes, content selection, organization of content and learning experiences, transaction process. Comparison among Interdisciplinary, multidisciplinary and trans-disciplinary approaches to curriculum.                                     | CLO2                                 |
|               | <b>Learning Activities:</b> Formation, attributes and approaches in curriculum development.  |                                      |

|                              |   |             |
|------------------------------|---|-------------|
| <b>III</b><br><b>5 Hours</b> | <b>Conceptual understanding of Pedagogy:</b> Pedagogies: Peeragogy, Cybergogy and Heutagogy with special emphasis on Blended learning, Flipped learning, Dialogue, cooperative and collaborative learning. Three e- techniques: Moodle, Edmodo, Google classroom  | <b>CLO3</b> |
|                              | <b>Assessment Preparation:</b> Concept, purpose, and principles of preparing objective and subjective questions. Conducting Assessment: Modes of conducting assessment – offline and online; use of ICT in conducting assessments. Evaluation: Formative and Summative assessments, Outcome based assessment, and scoring criteria. | <b>CLO4</b> |
|                              | <b>Learning Activities:</b> concept of pedagogy, various techniques in teaching methods, evaluation process summation and formative methods.  |             |

**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue

#### **Evaluation criteria**

There shall be an end term evaluation of the course for 50 marks for duration of 2 hours. The course coordinator shall conduct the evaluation.

#### **Suggested Reading**

1. 1. Allyn, B., Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). *Curriculum Planning and Development*. Boston: Allyn & Bacon.
2. Brady, L. (1995). *Curriculum Development*. Prentice Hall: Delhi. National Council of Educational Research and Training.
3. Deng, Z. (2007). Knowing the subject matter of science curriculum, *Journal of Curriculum Studies*, 39(5), 503-535. <https://doi.org/10.1080/00220270701305362>
4. Gronlund, N. E. & Linn, R. L. (2003). *Measurement and Assessment in teaching*. Singapore: Pearson Education
5. McNeil, J. D. (1990). *Curriculum: A Comprehensive Introduction*, London: Scott, Foreman/Little
6. Nehru, R. S. S. (2015). *Principles of Curriculum*. New Delhi: APH Publishing Corporation.
7. Oliva, P. F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman

8. Stein, J. and Graham, C. (2014). *Essentials for Blended Learning: A Standards-Based Guide*. New York, NY: Routledge.

**Web Resources**

1. [https://www.westernsydney.edu.au/\\_data/assets/pdf\\_file/0004/467095/Fundamentals\\_of\\_Blended\\_Learning.pdf](https://www.westernsydney.edu.au/_data/assets/pdf_file/0004/467095/Fundamentals_of_Blended_Learning.pdf)
2. <https://www.uhd.edu/academics/university-college/centers-offices/teaching-learning-excellence/Pages/Principles-of-a-Flipped-Classroom.aspx>
3. <http://leerwegdialoog.nl/wp-content/uploads/2018/06/180621-Article-The-Basic-Principles-of-Dialogue-by-Renate-van-der-Veen-and-Olga-Plokhooij.pdf>

**Course Code: XXXX**

**Course Name: Teaching Assistantship**

**Course type: Core Course**

**Total Hours: 30**

***Course Learning Outcomes:***

On completion of this course, students shall be able to:

- CLO1: Familiarize themselves with the pedagogical practices of effective class room delivery and knowledge evaluation system
- CLO2: Manage large and small classes using appropriate pedagogical techniques for different Types of content

| L | T | P | Credit |
|---|---|---|--------|
| 0 | 0 | 2 | 1      |

**Mapping with Learning Outcomes: CLO1, CLO2**

- The scholars shall attend Master degree classes of his/her supervisor to observe the various transaction modes that the supervisor follows in the class room delivery or transaction process one period per week.
- The scholars shall be assigned one period per week under the direct supervision of his/her supervisor to teach the Master degree students adopting appropriate teaching strategy(s).
- The scholars shall be involved in examination and evaluation system of the Master degree students such as preparation of questions, conduct of examination and preparation of results under the direction of the supervisor.
- At the end of the semester, the supervisor shall conduct an examination of teaching skills learned by the scholar as per the following evaluation criteria:
  - The scholars shall be given a topic relevant to the Master degree course of the current semester as his/her specialization to prepare lessons and deliver in the class room before the master degree students for one hour (45 minutes teaching + 15 minutes interaction).

- The scholars shall be evaluated for a total of 50 marks comprising *content knowledge* (10 marks), *explanation and demonstration skills* (10 marks), *communication skills* (10 marks), *teaching techniques employed* (10 marks), and classroom interactions (10).

**Elective Courses (Part II)**

| L | T | P | Credit |
|---|---|---|--------|
| 0 | 0 | 4 | 2      |

**Course Code: PPE704**

**Course Name: Exercise Physiology**

**Course type: Elective Course**

**Total Hours: 45**

| L | T | P | Credit |
|---|---|---|--------|
| 3 | 0 | 0 | 3      |

**Course Learning Outcomes:**

On completion of this course, students shall be able to:

CLO1: Explain the physiological effects of exercise on different system or/and on the body as a whole.

CLO2: Describe bioenergetics & role of energy systems in sports activities.

CLO3: Able to explain the role of nutrition & its relevance in energy production.

CLO4: Develop insight in physiological basis of athletic performance and it's measurement

| Units/Hours   | Contents  | Mapping with Course Learning Outcome |
|---------------|---|--------------------------------------|
| I<br>10 Hours | <p><b>Introduction to Exercise Physiology</b></p> <ol style="list-style-type: none"> <li>New Trends in Exercise Physiology</li> <li>Effect of Exercise on Different Systems.</li> <li>Transportation of CO<sub>2</sub> in system circulation pulmonary circulation</li> <li>Bohr's effect and Chloride exchange shift</li> <li>Haldane Effect, Regulation of A-aDO<sub>2</sub> and PaO<sub>2</sub> during exchange</li> </ol> | CLO1                                 |
|               | <b>Learning Activities:</b> Peer discussion, real world application, brain storming and Problem Solving.  |                                      |

|   |   |   |
|---|---|---|
| <p style="text-align: center;">II<br/>10 Hours</p>  | <p><b>Essentials and Energy for Movement</b></p> <ol style="list-style-type: none"> <li>1. Energy System and its impact on exercises, Measurement of energy cost of physical activity</li> <li>2. Hormonal Regulation of Exercise, Muscular and Neurological Control of Movement</li> <li>3. Cardiovascular Control and Respiratory Regulation during Exercise</li> <li>4. Sources of Energy System</li> <li>5. Metabolism of Carbohydrate and Fat</li> <li>6. Concept of glut-4, Regulation of glycolysis and Electron transport chain</li> </ol>  | <p style="text-align: center;">CLO2</p> |
|   | <p><b>Learning Activities:</b> Peer discussion, real world application, brain storming and Problem Solving.</p>   |   |
| <p style="text-align: center;">III<br/>10 Hours</p> | <p><b>Environmental Influences Optimizing Performance in Sport and Neuromuscular Aspects of Physical Activity</b></p> <ol style="list-style-type: none"> <li>1. Thermal Regulation and Exercise Quantifying Sport Training Exercise Hypobaric, Hyperbaric and Microgravity Environments</li> <li>2. Nutrition and Nutritional Ergogenics, Optimal Body Weight for Performance</li> <li>3. Physical Activity for Health and Fitness, Effect of Altitude on Performance</li> <li>4. Bioelectric potential - Action potential &amp; Graded Potential</li> <li>5. Neuromuscular Junction and Neuromuscular fatigue</li> <li>6. EMG and it's applications in exercise science</li> </ol> | <p style="text-align: center;">CLO3</p> |
|   | <p><b>Learning Activities:</b> Peer discussion, real world application, brain storming and Problem Solving.</p>   |   |
| <p style="text-align: center;">IV<br/>15 Hours</p>  | <p><b>Research Reviews Related to</b></p> <ol style="list-style-type: none"> <li>1. Effect of Different Training Program on Different Systems.</li> <li>2. Effect of Altitude Training on Performance</li> <li>3. Effect of Environmental Training on Performance</li> <li>4. Effect of Ergogenic Aids on Different Systems</li> </ol>  | <p style="text-align: center;">CLO4</p> |
|   | <p><b>Learning Activities:</b> Peer discussion, real world application, brain storming and Problem Solving.</p>   |   |

**Transaction Mode:** Lecture, case study, blended learning, problem solving, discussion & demonstration, self-study.

**Suggested Readings:**

1. Mathew, D. K. and Fox, E. L. (1976). Physiology basis of Physical Education and athletics. Philadelphia: UBS company
2. Pearce Evelyn. (1992). Anatomy and physiology for nurses, Calcutta: Oxford university press.
3. Sedey, Rod R. (1992). Anatomy and physiology. St. Louis: Mosby.
4. Tortora G. J. (1996). Introduction to Human Body. (4th Ed.)California: Addison Wesley.
5. Marief Elaine N. (1984). Human Anatomy and physiology (3rd Ed.). Cal: The Benjamin Cumming.
6. Clarke, H. David Exercise Physiology.
7. William D. Mcardle, Frank I. Katch, and Victor L. Katch Exercise physiology.
8. Koley, Shyamal Exercise Physiology.
9. Frank J. Corny and Harold .W. Burlon. Exercise physiology for health.
10. Winter, E.M., Jones, A.M., Davison, R.C.R., Bromley, P.D. and Mercer, T.H. (2007). Sport And Exercise Physiology Testing Guidelines. The British Association of Sport and Exercise Sciences Guide Volume II: Exercise and Clinical Testing.
11. Eston, R. and Reilly, T. (2001). Physiology Laboratory Manual Second Edition Volume 2: Exercise Physiology Tests, Procedures and Data.
12. Tanner, R. K. and Gore, C.J. (2013). Physiological tests for elite athletes. Australian Institute of Sport.2nd ed.

**Course Code: PPE705**

**Course Name: Sports Psychology**

**Course type: Elective Course**

**Total Hours: 45**

| <b>L</b> | <b>T</b> | <b>P</b> | <b>Credit</b> |
|----------|----------|----------|---------------|
| 3        | 0        | 0        | 3             |

***Course Learning Outcomes:***

On completion of this course, students shall be able to:

CLO1: Get acquainted with the meaning, nature, and scope of sports Psychology.

CLO2: Know & prepare psychological profiles of sportsmen.

CLO3: Understand the role of sports psychology in the performance.

CLO4: Know the various psychological problems and its coping techniques for better sports performance.

CLO5: Introduce the role of leaders, counsellors, and social psyche in the performance enhancement.



CLO6: Introduce the Psychological Tests and be able to conduct these tests on subjects.

| Units/Hours     | Contents   | Mapping with Course Learning Outcome |
|-----------------|--|--------------------------------------|
| I<br>10 Hours   | Meaning, scope & importance of sport psychology, Relationship of sport psychology with other sport sciences  | CLO1                                 |
|                 | Psychological Profiling of Sportsmen/Athletes, Self-regulation, Biofeedback, Self Confidence and Self efficacy, coping with stress and anxiety, preparing athlete for major competition, Goal setting and Sports Performance   | CLO2                                 |
|                 | <b>Learning Activities:</b> Get acquainted with the meaning, nature, and scope of sports Psychology.   |                                      |
| II<br>15 Hours  | Personality traits of Sportsmen and Theories of Personality, Anxiety – Types, Theories and Effect of Anxiety on performance  | CLO3                                 |
|                 | Effects of Spectators, society, family, etc. on sports performance, Personality Test: 16 PF, EPQ. Motivation: Athletic Motivation Scale, Learning & Learning Theories, Motivation – Types, Theories & Techniques of motivation, Psychological Tests: Motivation, Personality, Anxiety, Aptitude, Intelligence, etc.  | CLO4                                 |
|                 | <b>Learning Activities:</b> Understand the role of sports psychology in the performance.   |                                      |
| III<br>10 Hours | PST and Sports Performance, Designing and Implementing PST Programme, Common problems in Implementing PST Programme, Importance of Psychological Skill Training Programme.<br>Imagery, Types of Imagery , VMBR, PMR, Autogenic Training, Deep Breathing, Guided Imagery, Cognitive Technique for Building Confidence, Concentration and Attention Control Training, Intervention strategies for activation techniques. | CLO5                                 |
|                 | <b>Learning Activities:</b> Know the various psychological problems and its coping techniques for better sports performance.   |                                      |
| IV<br>10 Hours  | Psychological Profiling of Sportsmen, Anxiety, Personality and Motivation. Psychological/Mental skill Training, Autogenic and VMBR Training, Improvement of Sports Performance   | CLO6                                 |

|  |   |  |
|--|---|--|
|  | <b>Learning Activities:</b> Introduce the Psychological Tests and be able to conduct these tests on subjects. |  |
|--|---|--|

**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue, and self-study.

**Suggested Readings:**

1. B. J. Cratty. Psychology of Contemporary sports Champaign: Human Kinetics Publishers,
2. John M. Silva & Roberts. Psychological Foundations of Sport. Champaign: Human Kinetics Publishers.
3. Diane Gills, Psychological Dynamics of sports. Champaign: Human Kinetics Publishers.
4. Cox, Sports Psychology. Champaign: Human Kinetics Publishers.
5. Richard M. Sumin, "Psychology in Sports, Methods & Application. New Delhi: Surjeet Publication.
6. But, Lusan Dorcas, Psychology of Sports. Network: Van Nostrand Reinhold Company
7. Cratty, Bryant. J. (1973). Movement Behavior and Motor Learning. Philadelphia: Lea and Febiger.
8. Kamlesh M. L. Psychology of Physical Education and sports (London, Boston Rutledge and Kegan Paul.
9. Linda K. Binket, Robert J. Ratella and Ann/, S. (1972). Really Sports, Psychology, Psychological Consideration Maximizing Sports Performance. Dubugne Jowa: C. Brown Publishers.

**Course Name: Sports Biomechanics**  
**Course Code: PPE 706**  
**Course type: Elective Course**  
**Total Hours: 45**

| L | T | P | Credit |
|---|---|---|--------|
| 3 | 0 | 0 | 3      |

***Course Learning Outcomes:***

On completion of this course, students shall be able to:

CLO1: Understand the science of Biomechanics and kinesiology in relation to human performance.

CLO2: Analyze various fundamental movements and understanding the relevance of analysis.

CLO3: Explain the body structure and apply the knowledge in analysis of movements.

CLO4: Apply the knowledge of biomechanics for the purpose of research.

| Units/Hours    | Contents  | Mapping with Course Learning Outcome |
|----------------|---|--------------------------------------|
| I<br>10 Hours  | Current Trends and Importance of Biomechanics, Description of Human movement. Classification of force systems: Linear force system, Parallel force system, Concurrent force system, General force system, Composition, and resolution of force.   | CLO1                                 |
|                | <b>Learning Activities:</b> Understand the science of Biomechanics and kinesiology in relation to human performance   |                                      |
| II<br>15 Hours | Methods of analysis of sports skills: Qualitative Methods, Quantitative Method<br>Methods of investigation: Photo instrumentation; Camera, Films, Exposure Meters, Calibration of Camera Speed, Filming Fundamentals, Films Analysis, Fundamentals of film analysis. Other methods of investigation: Goniometry, Accelerometers, Dynamometry, Electro-myography<br>Location of Center of Gravity – Segmentation method. | CLO2                                 |
|                | <b>Learning Activities:</b> Detailed understanding of qualitative and quantitative methods.   |                                      |

|                 |   |      |
|-----------------|---|------|
| III<br>10 Hours | Analysis of static positions of the body: Sitting, Standing, Lying<br>Analysis of Locomotion: Walking, Running, Jumping, Hopping or Leaping; Basic steps of Analysis Sport Technique: Development of Model, Observation, Identification of Faults, Evaluation of Faults, Instruction to the Performer.<br>Analysis of Techniques of Track and Field Event: Sprinting Event, Jumping Event, Throwing Event; Analysis of Techniques of other Sport Event: Basketball: Lay-up Shot, Volleyball: Spiking & Blocking, Football: Kicking & Throwing, Gymnastics: Forward and Backward Somersault, Swimming: Front Crawl and Back Crawl, Cricket: Drive. | CLO3 |
|                 | <b>Learning Activities:</b> Analysing the techniques in track and field and major games.  |      |
| IV<br>10 Hours  | Analysis of Techniques and Skills , Analysing Methods in Sports. Sports Equipment's and Surfaces, Video graphic analysis in sports  | CLO4 |
|                 | <b>Learning Activities:</b> Explains the analysis of techniques and skills with video technology.   |      |

**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue, and self-study.

**Suggested Readings:**

1. Hay, J (1981). The Biomechanics of sports techniques. New Jersey: Prentice Hall.
2. Bunn, J. W. (1981). Scientific principles of coaching. Englewood: Cliffs. Prentice Hall.
3. McGinnis, P. M. (2005). Biomechanics of sports exercises. USA: Human Kinetics.
4. Sunderrajan, G.S. Biomechanics of sports and games. Ludhiana: Tondon Publication.
5. Susan, J. H (2003). Basic Biomechanics. (4th Edn.) Mc.Graw Hill Publication.
6. Raj Lakshmi, D. (2007). Biomechanics for sports and games. Sports Educational Technologies.
7. Hoffman, S.J. (2005). Introduction to Kinesiology. Human Kinesiology Publication.
8. Uppal. A. K. and Lawrence, M. P. Kinesiology. New Delhi. Friends Publication: India.

**Course Code: PPE707**

**Course Name: Sports Management**

**Course type: Elective**

**Total Hours: 45**

**Course Learning Outcomes:**

On completion of this course, students shall be able to:

- CLO1: Understand the scope and importance of management in Phy. Edn.
- CLO2: Know the concept & principles of management in physical education.
- CLO3: Manage the programme of competitions, intramurals the basic level of competitions.
- CLO4: Explain budget management, school programme of physical education and sports.

:

| L | T | P | Cr |
|---|---|---|----|
| 3 | 0 | 0 | 3  |

| Units/Hours     | Contents  | Mapping with Course Learning Outcome |
|-----------------|---|--------------------------------------|
| I<br>10 Hours   | Modern concept of sport Management, Process of sport Management, Structure of sport Management, New trends in sport Management, Elements of Leadership, Forms of Leadership   | CLO1                                 |
|                 | <b>Learning Activities:</b> Process of sport Management, concept and new trends.  |                                      |
| II<br>15 hours  | Scope and Importance of Management, Principles of Management Major function of Management, Formal and informal Organization, Planning and Controlling a School or College Sports programme  | , CLO2                               |
|                 | <b>Learning Activities:</b> Various level of Sports programme organization and its management.  |                                      |
| III<br>10 Hours | Facility, Fiscal, Equipment and office Management, Meaning & importance of change process and Factor Associated with Successful Change, Concept of Marketing and Factors Affecting Marketing programme, Principles of marketing in physical education and sports, Concept of sponsorship, Expectations & Responsibilities, Concept of media, Role & responsibility of media in sports | CLO3                                 |
|                 | <b>Learning Activities:</b> Equipment facility and its utilization, responsibility of media in sports.  |                                      |

|                |  |      |
|----------------|--|------|
| IV<br>10 Hours | Facilities in Physical Education, Sports competition, Spots marketing, Physical Education program, Media impact on sports. | CLO4 |
|                | <b>Learning Activities:</b> Facilities for physical education in competition, and other programmes                         |      |

**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue

**Suggested Learning:**

1. Bucher, C. A.& Krotee, M. L. (2002). Management of Physical Education of Sports, (12th Edn.). New York: McGraw Hill.
2. Voltmer, E.F. (1979).The organization and administration of Physical Education (5th Edn). New Jersey: Prentice Hall.
3. Parkhouse, B. L. (1991). The Management of Sports Foundation & Application St. Loup: Mosby Year Book.
4. Kamlesh, M. L. (2000). Management Concepts in Physical Education & Sports, New Delhi: Metropolitan Book Co. Pvt. Ltd.

**Course Code:** PPE708

**Course Name:** Sports Medicine

**Course type:** Elective

**Total Hours:** 45

| L | T | P | Cr |
|---|---|---|----|
| 3 | 0 | 0 | 3  |

**Course Learning Outcomes:**

On completion of this course, students shall be able to:

CLO1: Principles of injury management and types of sports injuries

CLO2: Athletic injuries management and Treatment of back disorders, deformities

CLO3: Role of exercise in the prevention of various injuries and disorders

CLO4: Therapeutic exercises and massage for injury management and prevention

| Units/Hours   | Contents   | Mapping with Course Learning Outcome |
|---------------|--|--------------------------------------|
| I<br>10 Hours | Sports Medicine – definition – meaning, preventive – curative methods. Rehabilitation aspects –physical examination. Types of sports injuries – general principles of injury management. | CLO1                                 |

|                 |  |      |
|-----------------|--|------|
|                 | Management of soft-tissue injuries, hard tissue injuries, nerve injuries.  |      |
|                 | <b>Learning Activities:</b> Sports Medicine Aim, Need and Importance in Sports, types of injuries in various sports and games.   |      |
| II<br>15 Hours  | Regional Athletic injuries and management – Upper extremities and Lower Extremities. Evaluation and management of specific disorders – traumatic lesions of the spinal cord, after care of fracture. Treatment of back disorders, and deformities – low back pain and scoliosis.   | CLO2 |
|                 | <b>Learning Activities:</b> Upper and lower extremities sports injuries and its management via various therapies.  |      |
| III<br>10 Hours | Applied sports medicine: Role of exercise in the prevention of various injuries and disorders: Therapeutic modalities and procedure - principles of therapeutic modalities and procedures<br><br>Hydrotherapy - Diathermy -ultrasound- electrical muscle stimulation – transcutaneous electrical nerve stimulation (TENS) cry kinetic,   | CLO3 |
|                 | <b>Learning Activities:</b> Exercise role in disorders and injury rehabilitation, therapeutic modalities and its uses towards injury management and prevention.  |      |
| IV<br>10 Hours  | Cold compress and therapeutic exercises, cold spray – paraffin bath, ultraviolet- therapeutic exercises and massage. Meaning and definition of physical rehabilitation. Rehabilitation – goal of rehabilitation. Rehabilitation programme – types of exercises – isometric – isotonic – isokinetic. Manual resistance – proprioceptive neuromuscular facilitation programme for Sports injuries. | CLO4 |
|                 | <b>Learning Activities:</b> Hydro therapy for various sports injuries, PNF programme for injury rehabilitation.  |      |

**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue

**Suggested Learning:**

1. Edward L. For, Donald K. Mathews: The Physiological basis of Physical Education and Athletic, Baundura college Publishing
2. Anthony P. Millar, sports Injuries and their Management, Willaims&Witkins and Associates Pvt. Limited,Australia.
3. KrusenKottke, Ellwood, Physical Medicine and Rehabilitation, W.B. Saunders company, Philadelphia, London, Tornota.
4. James, A. Gould & George J. Davies. (1985). Physical Physical Therapy. Toronto: C.V. Mosby Company.
5. Richards Schredier John C Kennedy Marcus L Plant, Sports Injuries Mechanism, Prevention and Treatment, Williams & Wilkins, Baltiomore, London, Losangele: Sydney.
6. Rohert N. Swinger: Motor learning and human performance, the Macmillian Co., New York.
7. MiroslavVanke and Bryant'JCratty: Psychology and the Athlete, Macmillan Co.,London.
8. Christopher M. Norris. (1993). Sports Injures Diagnosis and Management for Physiotherapists. East Kilbride: Thomson Litho Ltd.
9. Morris B. Million (1984) Sports Injuries and Athletic Problem. New Delhi: Surjeet Publication.
10. Pande. (1998). Sports Medicine. New delhi: Khel Shitya Kendra
11. The Encyclopedia of Sports Medicine. (1998). The Olympic Book of Sports Medicine, Australia: Tittel Blackwell Scientific publications.

**Course Code: PPE709**

**Course Name: Sports Training**

**Course type: Elective Course**

**Total Hours: 45**

| L | T | P | Cr |
|---|---|---|----|
| 3 | 0 | 0 | 3  |

***Course Learning Outcomes:***

On completion of this course, students shall be able to:

- CLO1: Detail understanding about Sports Training.
- CLO2: Current trends of Sports Training and Supercompensation.
- CLO3: Principles of load and its adaptation in sports training.
- CLO4: Periodisation and development of training models.
- CLO5: Concept of Peaking and Taper in Sports.
- CLO6: Understating the evolution of training program.



CLO7: Importance of training methods in research

CLO8: Role of training program and plans in research

| Units/Hours     | Contents  | Mapping with Course Learning Outcome |
|-----------------|---|--------------------------------------|
| I<br>10 Hours   | Sports Training: Meaning, Importance and Scope of Sports Training, Current Trends in Sports Training  | CLO1                                 |
|                 | Relationship between Volume and Intensity, Density and Complexity, Supercompensation Cycle and Anatomical Adaptation, Talent Identification | CLO2                                 |
|                 | <b>Learning Activities:</b> Role and scope of Sports Training and its current trends.   |                                      |
| II<br>15 Hours  | Principles of Sports Training, Load, Adaptation, Recovery Interventions and Modalities, Sports Fitness Training Methods                     | CLO3                                 |
|                 | Multilateral Development Versus Specialization, Development of the Training Model, Periodization of Bio motor Abilities.                    | CLO4                                 |
|                 | <b>Learning Activities:</b> Principles of sports training loads and the development of training models.                                     |                                      |
| III<br>10 Hours | Concept of Peaking and Taper, Long Term and Short-Term Training Plans   | CLO5                                 |
|                 | Technique, Skill, and Psychological Training, Design Training Program, Evaluation of Training Program                                       | CLO6                                 |
|                 | <b>Learning Activities:</b> Concept of peaking and taper and the evolution of training program.   |                                      |
| IV<br>10 Hours  | Training Methods, Bio motor abilities   | CLO7                                 |
|                 | Training Program and Plans, Training Duration   | CLO8                                 |
|                 | <b>Learning Activities:</b> Develop and implement sports training programme to various sports and games.                                    |                                      |

**Transaction Mode:** Lecture, Demonstration, Group Discussion, Project Method, Seminar, Dialogue, and self-study.

### Suggested Readings:

1. Singh, H. (1991). Science of sports training. New Delhi: DVS publication
2. Rainer Martens (2005). Successful coaching
3. Beachel & Taylor (2006). Essentials of strength training & conditioning
4. Beotra Alka, (2000), Drug education handbook on drug abuse in sports. Delhi: Sports Authority of India.
5. Bunn, J.N. (1998). Scientific principles of coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc.
6. Cart, E. & Daniel, D (1999) Modern principles of athletic training, St. Louis C. V. Mosphy Company
7. Daniel, D (1991) Principles of athletic training, St. Luis, Mosby Year Book
8. David R (1996) Drugs in sport, School of Pharmacy, Liverpool: John Moore University
9. Gary, T. Moran (1997) – Cross training for sports, Canada: Human Kinetics
10. Jensen, C.R. & Fisher A.G. (2000). Scientific basic of athletic conditioning, Philadelphia
11. Ronald, P (1998) Concepts of athletics training, 2nd Edition, London: Jones and Bartlett Publications
12. Yograj Thani (2003), Sports training, Delhi: Sports Publications

**Course Name: Yogic Science**

**Course Code: PPE710**

**Course type: Elective Course**

**Total Hours: 45**

| <b>L</b> | <b>T</b> | <b>P</b> | <b>Credit</b> |
|----------|----------|----------|---------------|
| <b>3</b> | <b>0</b> | <b>0</b> | <b>3</b>      |

### **Course Learning Outcomes:**

On completion of this course, students shall be able to:

CLO1: Understand the importance of yoga

CLO2: Know about famous yogis and their contribution in yoga

CLO3: Clear misconception about yoga in modern society

CLO4: Practice different types of yoga

CLO5: Understand the use of yoga as a therapeutic intervention for the common ailments

CLO6: Mechanical analysis of skills in yoga

| <b>Units/Hours</b> | <b>Contents</b> | <b>Mapping with Course Learning Outcome</b> |
|--------------------|-----------------|---|
|--------------------|-----------------|---|

|   |   |  |
|---|---|--|
| <p style="text-align: center;">I<br/>10 Hours</p>   | <p><b>Introduction of Yoga</b></p> <ol style="list-style-type: none"> <li>1. Meta Analysis of various scriptures and schools of Yoga</li> <li>2. Famous yogis and their contribution in Yoga</li> <li>3. Concept of Pancha Mahabhuta, Panch Kosh, Panch Prana, Chakras and Aura in Yoga</li> <li>4. Concept of Triguna And Tridosha in Yoga</li> </ol>  | <p style="text-align: center;">CLO1<br/>CLO2</p> |
|   | <p><b>Learning Activities:</b> Peer discussion, real world application, brain storming and Problem Solving.</p>   |  |
| <p style="text-align: center;">II<br/>10 Hours</p>  | <p><b>Yogic Diet and Practice of Yoga in Modern Society</b></p> <ol style="list-style-type: none"> <li>1. Practice of Yogic lifestyle (Ahara, Vihar, Achar and Vichar)</li> <li>2. Diet according to the body constitution ( Prakriti) – Vata, Pitta and Kapha</li> <li>3. Philosophy of the sacred symbol “Om” (AUM)</li> <li>4. Misconception about yoga in modern society</li> </ol>   | <p style="text-align: center;">CLO3</p>          |
|   | <p><b>Learning Activities:</b> Peer discussion, real world application, brain storming and Problem Solving.</p>   |  |
| <p style="text-align: center;">III<br/>15 Hours</p> | <p><b>Yogic Practices as Therapeutic Intervention</b></p> <ol style="list-style-type: none"> <li>1. Yogic Practices; Techniques, Precautions and Benefits <ol style="list-style-type: none"> <li>i. Shatkarma</li> <li>ii. Asanas</li> <li>iii. Pranayama</li> <li>iv. Mudras &amp; Bandas</li> <li>v. Meditation</li> </ol> </li> <li>2. Yoga as a Therapeutic Intervention for the following Common Ailments: <ol style="list-style-type: none"> <li>i. Cellular Purification</li> <li>ii. Respiratory disorders</li> <li>iii. Cardiovascular disorders</li> <li>iv. Endocrinal and Metabolic Disorder</li> <li>v. Obstetrics and Gynaecological Disorders, Menstrual disorders</li> <li>vi. Gastrointestinal disorders</li> <li>vii. Musculo-Skeletal disorders</li> <li>viii. Neurological disorders</li> <li>ix. Psychiatric disorders</li> </ol> </li> <li>3. Fasting / Intermittent Fasting for Mental and Physical Transcendence</li> </ol> | <p style="text-align: center;">CLO4<br/>CLO5</p> |

|                |  |              |
|----------------|--|--------------|
|                | 4. Effect of Yoga on Physical, Cognitive and Emotional Development<br>5. Naturopathy and Yoga Intervention for wellness  |              |
|                | <b>Learning Activities:</b> Peer discussion, real world application, brain storming and Problem Solving.   |              |
| IV<br>10 Hours | <b>Advanced Practices in Yoga</b>  | CLO5<br>CLO6 |
|                | 1. Requisite of professional yoga practitioner (Physical, Technical & Psychological).<br>2. Teaching/ Training in Yoga: Means & methods, basic teaching aids and Advanced training gadgets<br>3. Mechanical Analysis of Skills in Yoga |              |
|                | <b>Learning Activities:</b> Peer discussion, real world application, brain storming and Problem Solving.   |              |

**Transaction Mode:** Lecture, case study, blended learning, problem solving, discussion & demonstration, self-study.

**Suggested Readings:**

1. Tarak Nath Pramanik (2018). Yoga Education, Sports Publication New Delhi
2. Swami Vivekananda (2019). The Complete Book of Yoga : Karma Yoga, Bhakti Yoga, Raja Yoga, Jnana Yoga, Fingerprint! Publishing.
3. Sadhguru (2017). Adiyogi: The Source of Yoga, HarperCollins Publishers, India.
4. Sadhguru (2017). Inner Engineering: A Yogi's Guide to Joy, Penguin Random House India.
5. MC Gill (2016). Low Back Disorders, Human Kinetics.
6. Swami Satyananda Saraswati (2013). Asana Pranayama Mudra Bandha, Bihar School Of Yoga.
7. B.K.S. Iyengar (2012). Light on the Yoga Sutras of Patanjali, HarperCollins Publishers, India.
8. Leslie Kaminoff & Amy Matthews(2011). Yoga Anatomy. Human Kinetics.
9. Muktibodhananda Swami (1998). Hatha Yoga Pradipika, Bihar School of Yoga
10. Anatharaman, T.N., (1996), "Ancient Yoga and Modern Science", Project of History of Indian Sciences Philosophy & Culture,-ISBN 8121507529
11. Sturgess, Stephen, (1996), "The Yoga Book", Watkins Publications, London, University of Michigan
12. Kumar, Dr. Kamakhya, (2008), "Super Science of Yoga", Standard Publications, New Delhi ISBN-8187471409
13. Jha, Gangadhar, (1894), "Yoga Sara Samgraha" –Bombay Theosophical Fund, Tatva Vivechaka Press, Bombay