CURRICULAM OF BS PHYSICAL EDUCATION
4 YEARS PROGRAM
W.E.F FALL 2023

DEPARTMENT OF SPORTS SCIENCES
Faculty of Arts and Humanities
University of Sargodha

OVERVIEW

Sports Science is a dynamic & Multi-Directional subject as an academic discipline has scientific aspects and covers a broad range of fields associated to it. Such as Human Physiology, Psychology and Biomechanics, and their relation-ship to sports performance at local, national and at international sports area health and well-being. The Department of Sports Sciences is promoting sports leadership, teamwork and ethics, and provides student's opportunities to design and enhance the intellectual assets and moral values required to lead meaningful applicable knowledge lives while impacting society in respectful ways.

The Department was established in 2009 and renamed in 2012 as the Department of Sports Sciences. The Department is presently offering in the discipline of Physical Education. The program emphasizes scientific academics preparation combined with practical & playfield experiences, coaching techniques and knowledge of analysis of Human Sports Performance in Laboratory Environment (HSPLA).

The Department has five experienced MPhil and one MSc qualified faculty members while many qualified visiting professional encourage our students for applied research in the area of Human Anatomy, Exercise Physiology, Sports Psychology, Sports Nutrition, Bio-Mechanics and the Techniques of Scientific Coaching by using the latest technology to improve the sports performance & knowledge.

The Department envisages preparing professionally innovative sports leaders, administrators, managers, coaching player, fitness instruction, teacher, scholars & sports scientist capable of addressing the challenges being faced by the national sports organizations and educational instructions in the country

BS PHYSICAL EDUCATION

Eligibility: At least 45% marks in Intermediate or equivalent - Qualify Physical Efficiency Test

Duration: 04 Year Program (08 Semesters)

Total Credit Hours: 129

1. General Education Requirements: (Mandatory / Core Curses, minimum 30 credit hours):

Sr. #	Semester	Course Code	Course Title	Credit Hours	Prerequisite
1.	I	URCG-5118	Functional English	3(3-0)	Nil
2.	I	URCG-5123	Applications of Information and Communication Technologies (ICT)	3(2-1)	Nil
3.	I	URCG-5105 URCG-5126	Islamic Studies (OR) Religious Education/Ethics	2(2-0)	Nil
4.	II	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
5.	II	URCG-5112	Fables, Wisdom Literature and Epic	2(2-0)	Nil
6.	II	URCG-5116	Science of Society-I	2(2-0)	
7.	II	URCG-5127	Seerat of the Holy Prophet (SAW)	1(1-0)	Nil
8.	III	URCG-5119	Expository Writing	3(3-0)	Nil
9.	III	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
10.	III	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
11.	IV	URCG-5124	Entrepreneurship	2(2-0)	Nil
12.	IV	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
13.	IV	URCG-5114	Basic Science	3(2-1)	Nil
14.	I-VIII	URCG-5111	Translation of Holy Quran I, II, III & IV	NC	Nil
General Education Courses Cr. Hours Total				**31**	

2. Single Major Courses

Sr. #	Semester	Course Code	Course Title	Credit Hours	Prerequisite
1.	I	PEDU-5201	Philosophical Basis of Physical Education	3 (3-0)	Nil
2.	I	PEDU-5202	Practical Games (Volley Ball & Hand Ball)	2 (0-2)	Nil
3.	I	PEDU-5203	Practical Gymnastic	2 (0-2)	Nil
4.	II	PEDU-5204	Science of Track & Field	3 (3-0)	Nil
5.	II	PEDU-5205	Basics of Human Biology	3 (3-0)	Nil
6.	II	PEDU-5206	Practical Games (Hockey & Cricket)	2 (0-2)	Nil
7.	II	PEDU-5207	Athletics (Long Jumps & Triple Jumps)	2 (0-2)	Nil
8.	III	PEDU-5208	Basic Human Anatomy	3 (3-0)	Nil
9.	III	PEDU-5209	Theory of Games	3 (3-0)	Nil
10.	III	PEDU-5210	Practical Athletics (Shot-put and Discus)	2 (0-2)	Nil
11.	IV	PEDU-5211	Sports Sociology	3 (3-0)	Nil

12.	IV	PEDU-5212	Sports Medicine	3 (3-0)	Nil
13.	IV	PEDU-5213	Practical Scouting/ Girl Guiding	2 (0-2)	Nil
14.	V	PEDU-6414	Research Methodology in Physical Education	3 (3-0)	Nil
15.	V	PEDU-6415	Science of Sports Training	3 (3-0)	Nil
16.	V	PEDU-6416	Practical Athletics (Middle & Long Races)	2 (0-2)	Nil
17.	V	PEDU-6417	Practical Games (Foot Ball & Basket Ball)	2 (0-2)	Nil
18.	VI	PEDU-6418	Scientific Coaching	3 (3-0)	Nil
19.	VI	PEDU-6419	Curriculum Development in Physical Education	3 (3-0)	Nil
20.	VI	PEDU-6420	Sports Administration and Management	3 (3-0)	Nil
21.	VI	PEDU-6421	Practical Athletics (Sprint Races)	2 (0-2)	Nil
22.	VI	PEDU-6422	Practical Games (Table Tennis, Badminton)	2 (0-2)	Nil
23.	VII	PEDU-6424	Sports Psychology	3 (3-0)	Nil
24.	VII	PEDU-6425	Test, Measurement & Evaluation in Sports	3 (3-0)	Nil
25.	VII	PEDU-6426	Exercise Physiology	3 (3-0)	Nil
26.	VIII	PEDU-6427	Sports Nutrition	3 (3-0)	Nil
27.	VIII	PEDU-6428	Sports Biomechanics	3 (3-0)	Nil
28.	VIII	PEDU-6429	Sports Injuries & Rehabilitation	3 (3-0)	Nil
29.	VIII	PEDU-6430	Practical Hiking & Hill Tracking	2 (2-0)	Nil
30.	VIII	PEDU-6431	Practical Athletics (Javelin and Hammer)	2 (0-2)	Nil
31.	VIII	PEDU-6432	Minor Area Games	2 (0-2)	Nil
Major Courses Cr. Hours Total				80	

3. Interdisciplinary/Allied courses: minimum 12 credit hours:

Sr. #	Semester	Course Code	Course Title	Credit Hours	Prerequisite
1	V	COMS-5131	Sports Communication	3 (3-0)	Nil
2	V	PHYS-5161	Physics	3 (2-1)	Nil
3	VI	STAT-5101	Introductory Statistics	3 (3-0)	Nil
4	VII	URDU-5102	Functional Urdu	3 (3-0)	Nil
Interdisciplinary/ Allied Courses Credit Hours Total				**12**	

4. Field experience/ Internship: Minimum 03 credit hours:

Sr. #	Course Code	Course Title	Cr. Hours
1	PEDU-5216	Internship*	03(0-3)
Field Experience/ Internship Courses Credit Hours Total			**03**

**Lasting 6-8 weeks during summer breaks after 4th semester.*

5. Capstone project: Minimum 03 credit hours:

Sr. #	Course Code	Course Title	Cr. Hours
1	PEDU-6425	Capstone Project	3 (3-0)
Capstone Project Credit Hours Total			**03**

***This project, after the sixth semester, requires faculty supervision and evaluation following department guidelines*

6. Summary:

Sr. #	Category	No. of Courses	Credit Hours
1	General Courses	17	31
2	Subject Major Courses	31	80
3	Allied/ Interdisciplinary Courses	04	12
4	Internship *	01	03
5	Capstone Project	01	03
Total		**54**	**129**

Semester I

Course Code	Course Title	Credit Hours	Category
URCE-5118	Functional English	3 (3-0)	GE-1
URCI-5123	Information & Communication Technologies	3 (2-1)	GE-2
URCG-5105 OR URCG-5126	Islamic Studies (Compulsory) OR Ethics (For Non-Muslim Students)	2 (2-0)	GE-3
URCQ-5111	Translation of the Theory Quran-I	0 (0-0)	GE-4
PEDU-5201	Philosophical Basis of Physical Education	3 (3-0)	Major-1
PEDU-5202	Practical Games (Volley Ball & Hand Ball)	2 (0-2)	Major-2
PEDU-5203	Practical Gymnastic	2 (0-2)	Major-3
			Semester Total Credit Hours: 15

Semester II

URCG-5112	Fables, Wisdom Literature and Epic	2 (2-0)	GE-5
URCG-5116	Sciences of Society-I	2 (2-0)	GE-6
URCG-5120	Exploring Quantitative Skills	3 (3-0)	GE-7
URCG-5127	Seerat of the Holy Prophet (SAW)	1 (1-0)	GE-8
PEDU-5204	Science of Track & Field	3 (3-0)	Major-4
PEDU-5205	Basics of Human Biology	3 (3-0)	Major-5
PEDU-5206	Practical Games (Hockey & Cricket)	2 (0-2)	Major-6
PEDU-5207	Athletics' (Long Jumps & Triple Jumps)	2 (0-2)	Major-7
			Semester Total Credit Hours: 18

Semester III

URCG- 5119	Expository Writing	3 (3-0)	GE-9
URCG-5121	Tools for Quantitative Reasoning	3 (3-0)	GE-10
URCG-5122	Ideology and Constitution of Pakistan	2 (2-0)	GE-11
URCG-5111	Translation of the Holy Quran – II	0 (0-0)	GE-12
PEDU-5208	Basic Human Anatomy	3 (3-0)	Major-8
PEDU-5209	Theory of Games	3 (3-0)	Major-9
PEDU-5210	Practical Athletics (Shot-put and Discus)	2 (0-2)	Major-10
			Semester Total Credit Hours: 16

Semester IV

URCG-5114	Basic Science	3 (2-1)	GE-13
URCG-5124	Entrepreneurship	2 (2-0)	GE-14
URCG-5125	Civics & Community Engagement	2 (2-0)	GE-15
PEDU-5211	Sports Sociology	3 (3-0)	Major-11
PEDU-5212	Sports Medicine	3 (3-0)	Major-12
PEDU-5213	Practical Scouting/ Girl Guiding	2 (0-2)	Major-13
			Semester Total Credit Hours: 15

Summer Semester (For Student Existing Program to have Associate Degree)

Sr. #	Course Code	Course Title	Cr. Hours
1	PEDU-5216	Internship*	03(0-3)
Field Experience/ Internship Courses Credit Hours Total			**03**

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Semester V

URCG-5111	Translation of the Holy Quran – III	0 (0-0)	GE-16
COMS-5131	Sports Communication	3 (3-0)	ID-1
PHYS-5161	Physics	3 (2-1)	ID-2
PEDU-6414	Research Methodology in Physical Education	3 (3-0)	Major-14
PEDU-6415	Science of Sports Training	3 (3-0)	Major-15
PEDU-6416	Practical Athletics (Middle & Long Races)	2 (0-2)	Major-16
PEDU-6417	Practical Games (Foot Ball & Basket Ball)	2 (0-2)	Major-17
			Semester Total Credit Hours: 16

Semester VI

STAT-5101	Introductory Statistics	3 (3-0)	ID-3
PEDU-6418	Scientific Coaching	3 (3-0)	Major-18
PEDU-6419	Curriculum Development in Physical Education	3 (3-0)	Major-19
PEDU-6420	Sports Administration and Management	3 (3-0)	Major-20
PEDU-6421	Practical Athletics (Sprint Races)	2 (0-2)	Major-21
PEDU-6422	Practical Games (Table Tennis, Badminton)	2 (0-2)	Major-22
			Semester Total Credit Hours: 16

Semester VII

URDU-5102	Functional Urdu	3 (3-0)	ID-4
URCQ-5114	Translation of the Holy Quran- IV	0 (0-0)	GE-17
PEDU-6423	Capstone Project	3 (3-0)	Compulsory
PEDU-6424	Sports Psychology	3 (3-0)	Major-23
PEDU-6425	Test, Measurement & Evaluation in Sports	3 (3-0)	Major-24
PEDU-6426	Exercise Physiology	3 (3-0)	Major-25
PEDU-6427	pupolatio		
			Semester Total Credit Hours: 15

Semester VIII

PEDU-6427	Sports Nutrition	3 (3-0)	Major-26
PEDU-6428	Sports Biomechanics	3 (3-0)	Major-27
PEDU-6429	Sports Injuries & Rehabilitation	3 (3-0)	Major-27
PEDU-6430	Practical Hiking & Hill Tracking	2 (2-0)	Major-29
PEDU-6431	Practical Athletics (Javelin and Hammer)	2 (0-2)	Major-30
PEDU-6432	Minor Area Games	2 (0-2)	Major-31
			Semester Total Credit Hours: 15

Grand Total : 129

Semester I

Course Code	Course Title	Credit Hours	Category
URCE-5118	Functional English	3 (3-0)	GE-1
URCI-5123	Application of Information & Communication Technologies	3 (2-1)	GE-2
URCG-5105 OR URCG-5126	Islamic Studies (Compulsory) OR Ethics (For Non-Muslim Students)	2 (2-0)	GE-3
URCQ-5111	Translation of the Theory Quran-I	0 (0-0)	GE-4
PEDU-5201	Philosophical Basis of Physical Education	3 (3-0)	Major-1
PEDU-5202	Practical Games (Volley Ball & Hand Ball)	2 (0-2)	Major-2
PEDU-5203	Practical Gymnastic	2 (0-2)	Major-3
Semester Total Credit Hours: 15			

URCG-5118 Functional English 3(3-0)

The course aims at providing understanding of a writer's goal of writing (i.e. clear, organized and effective content and to use that understanding and awareness for academic reading and writing. The objectives of the course are to make the students acquire and master the grammatical academic writing skills. The course would enable the students to develop argumentative writing techniques. The students would be able to logically add specific details on the topics such as facts, examples and statistical or numerical values. The course will also provide insight to convey the knowledge and ideas in an objective and persuasive manner. Furthermore, the course will also enhance the students‟ understanding of ethical considerations in writing academic assignments and topics including citation, plagiarism, formatting and referencing the sources as well as the technical aspects involved in referencing.

Contents

Developing Analytical Skills

1. Transitional devices (word, phrase and expressions)
2. Development of ideas in writing
3. Reading Comprehension
4. Precis Writing
5. Developing argument
6. Sentence structure: Accuracy, variation, appropriateness, and conciseness
7. Appropriate use of active and passive voice
8. Organization and Structure of a Paragraph
9. Organization and structure of Essay
10. Types of Essays

Recommended Texts

1. Bailey, S. (2011). Academic writing: A handbook for international students (3rd ed.). New York: Routledge.
2. Eastwood, J. (2011). A Basic English grammar. Oxford: Oxford University Press.
3. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.
4. Swan, M. (2018). *Practical English usage* (8th ed.). Oxford: Oxford University Press.

Suggested Readings

1. Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English*. Harlow Essex: MIT Press.
2. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
3. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
4. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association
5. Thomson, A. J., & Martinet, A. V. (1986). *A Practical English Grammar*. Oxford: Oxford University Press.

URCG-5123 Application of Information Communication Technologies 3(2-1)

The course introduces students to information and communication technologies and their current applications in their respective areas. Objectives include basic understanding of computer software, hardware, and associated technologies. They can make use of technology to get maximum benefit related to their study domain. Students can learn how the Information and Communications systems can improve their work ability and productivity. How Internet technologies, E-Commerce applications and Mobile Computing can influence the businesses and workplace. At the end of semester students will get basic understanding of Computer Systems, Storage Devices, Operating systems, E-commerce, Data Networks, Databases, and associated technologies. They will also learn Microsoft Office tools that include Word, Power Point, and Excel. They will also learn Open office being used on other operating systems and platforms. Specific software related to specialization areas are also part of course. Course will also cover computer ethics and related Social media norms and cyber laws.

Contents

1. Introduction, Overview and its types
2. Hardware: Computer Systems & Components, Storage Devices and Cloud Computing
3. Software: Operating Systems, Programming and Application Software
4. Introduction to Programming Language
5. Databases and Information Systems Networks
6. The Hierarchy of Data and Maintaining Data
7. File Processing Versus Database Management Systems
8. Data Communication and Networks
9. Physical Transmission Media & Wireless Transmission Media
10. Applications of smart phone and usage
11. The Internet, Browsers and Search Engines
12. Websites Concepts, Mobile Computing and their applications
13. Collaborative Computing and Social Networking
14. E-Commerce & Applications
15. IT Security and other issues
16. Cyber Laws and Ethics of using Social media
17. Use of Microsoft Office tools (Word, Power Point, Excel), mobile apps or other similar tools depending on the operating system
18. Other IT tools/software specific to field of study of the students if any

Recommended Texts:

1. Vermaat, M. E. (2018). *Discovering computers: Digital technology, data and devices.* Boston: Cengage Learning.

Suggested Readings

1. O'Leary, T. J., & O'Leary, L. I. (2017). *Computing essentials* (26th ed.). San Francisco: McGraw Hill Higher Education.
2. Schneider, G. M., & Gersting, J. (2018). *Invitation to computer science.* Boston: Cengage Learning.

URCG-5105 Islamic Studies 2(2-0)

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental sources of Islam; Qur‟an and Hadith, history and particular cultural contexts. The area seeks to provide an introduction to and a specialization in Islam through a large variety of expressions (literary, poetic, social, and political) and through a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur‟anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and theology through the textual study of Qur‟an and Sunnah. Islamic Studies is the academic study of Islam and Islamic culture. It majorly comprises the importance of life and that after death. It is one of the best systems of education, which makes an ethically groomed person with the qualities which he/she should have as a human being. The basic sources of the Islamic Studies are the Holy Qur‟an and Sunnah or Hadith of the Holy Prophet Muhammadصلى الله عليه وسلم. The learning of the Qur‟an and Sunnah guides the Muslims to live peacefully.

Contents

1. Study of the Qur‟an (Introduction to the Qur‟an, Selected verses from Surah Al-Baqarah, Al-Furqan, Al-Ahzab, Al-Mu‟minoon, Al-An‟am, Al-Hujurat, Al-Saff)
2. Study of the Hadith (Introduction to Hadith literature, Selected Ahadith (Text and Translation)
3. Introduction to Qur‟anic Studies
4. Basic Concepts of Qur‟an
5. History of Quran
6. Basic Concepts of Hadith
7. History of Hadith
8. Kinds of Hadith
9. Uloom –ul-Hadith
10. Sunnah & Hadith
11. Seeratul-Nabi (PBUH), necessity and importance of Seerat, role of Seerah in the development of personality, Pact of Madinah, Khutbah Hajjat al-Wada‟ and ethical teachings of Prophet (PBUH)
12. Legal Position of Sunnah
13. Islamic Culture & Civilization
14. Characteristics of Islamic Culture & Civilization
15. Historical Development of Islamic Culture & Civilization
16. Comparative Religions and Contemporary Issues
17. Impact of Islamic civilization

Recommend Texts

1. Hassan, A. (1990). *Principles of islamic jurisprudence*. New Dehli: Adam Publishers.
2. Zia-ul-Haq, M. (2001). *Introduction to al-Sharia al-Islamia*. Lahore: Aziz Publication.

Suggested Readings

1. Hameedullah, M. (1957). *Introduction to Islam.* Lahore: Sh M Ashraf Publisher.
2. Hameedullah, M. (1980). *Emergence of Islam.* New Dehli: Adam Publishers.
3. Hameedullah, M. (1942). *Muslim conduct of state*. Lahore: Sh M Ashraf Publisher.

URCG-5126 Religious Education/ Ethics 2(2-0)

(For non-Muslim Students in lieu of Islamic Studies)

1. Meaning and Scope of Ethics.
2. Relation of Ethics with:
(a) Religion
(b) Science
(c) Law
3. Historical Development of Morality:
(a). Instinctive Moral Life.
(b). Customary Morality.
(c). Reflective Morality.
4. Moral Theories:
(a). Hedonism (Mill)
(b). Intuitionism (Butler)
(c). Kant‟s Moral Theory.
5. Moral Ethics and Society.
(a). Freedom and Responsibility.
(b). Tolerance
(c). Justice
(d). Punishment (Theories of Punishment)
6. Moral Teachings of Major Religions:
a). Judaism
b). Christianity
c). Islam
7. Professional Ethics:
a). Medical Ethics
b). Ethics of Students
c). Ethics of Teachers
d). Business Ethics

REFERENCE BOOKS:

1. William Lille. An Introduction to Ethics., London Methuen & Co. latest edition.
2. Titus, H.H. Ethics for Today. New York: American Book, latest edition.
3. Hill, Thomas. Ethics in Theory and Practice. N.Y. Thomas Y. Crowel, latest edition
4. Ameer Ali, S. The Ethics of Islam. Culcutta: Noor Library Publishers, latest edition
5. Donaldson, D.M. Studies in Muslim Ethics. London: latest edition. 6. Sayeed, S.M.A.(Tr.) Ta‟aruf-e-Akhlaqiat. Karachi: BCC&T, Karachi University

URCQ-5111 Translation of the Theory Quran-1 0(0-0)

Course Objectives

ئئTo familiarize the students to keys and fundamentals of recitation of the holy Quran.
ئئTo develop the skill of the students of recitation the last revelation.
ئئStudents will learn the basic Arabic grammar in a practical way.
ئئTo develop an eagerness among the students to explore the last divine Book.

Course Contents:

تیسواں پارہ ناظرہ مع تجوید -

بنیاد عربی گرامر

اسم ❖ افر اسکے❖ ❖ متعلقات ❖:❖ اسم ❖ فاعل ،❖ مفعوئ تفضیل،❖ ،❖ مبالغہ ❖

فعل ❖ افر اسکی❖ ❖ اقساتی ❖:❖ ماضی ،❖ مضارع ،❖ امر نہی❖،❖ ❖

حرک ❖ افر اسکی❖ ❖ اقساتی ❖:❖ حرف ک علت❖ ،❖ حرف ک ❖ جارہ مشبہ،❖ ❖ بالفعل

PEDU-5201 Philosophical Basis of Physical Education 03 (3-0)

This course gives the prospective teacher of Health, Physical Education, and Recreation insight into this area, including the historical, philosophical, and sociological principles with a survey of the latest research and literature in the field. The philosophy behind physical education entails principles that teach students the mechanics of physical activity, why it's important, and how they can and should remain physically active. These content have many different goals one of them is to develop proper motor skills. This starts off by teaching kids how to throw or skip. Simple movements are then combined later in life into more specialized movements, like dance or catching a ball or hitting a ball with a bat. Developing motor skills is the obvious goal of physical education. Another major objective of physical education is the development of proper social skills. Skills that are taught through PE include teamwork, ethical behaviour, cooperation, etiquette, and how to remain positive even when something is not going your way. Social skills also include the identification and understanding of rules and their value.

Contents

1. Introduction
2. Philosophy and Physical Education
3. Physical Education as Discipline
4. Scientific Foundation of Physical Education
5. Physical Education and Recreation
6. Tourism and outdoor Education
7. Leadership in Physical Education

Recommended Texts

1. Winch, C., &Gingell, J. (2008). *Philosophy of education: The key concepts* (4th ed.). London: Routledge.
2. Walton-Fisette, J. L., Sutherland, S., & Hill, J. (2019). *Teaching about social justice issues in physical education* (4th ed.). Charlotte, NC: Information Age Publishing

Suggested Readings

1. Kretchmar, R. S. (2015). *Philosophy of sport*. London: Routledge.
2. Bizley, K. (2016). *AQA GCSE physical education* (3rd ed.). Oxford: Oxford University Press.
3. Whitehead, M. (2019). *Physical literacy across the world* (5th ed.). Abingdon: Routledge.
4. Young, S. (2020). *OCR A-level physical education* (1sted.). London: Hodder Education.

PEDU-5202 Practical Games (Handball & Volley Ball) 2 (0-2)

Games are essential for a good health. Therefore, all young men and women ought to play games. Those who play games frequently will maintain a good health. They can develop a muscular body. Games teach us the spirit of patience and courage. Discipline is incredibly essential not just for the progress of an individual however conjointly for the progress of the nation as a whole. Young boys and girls can even develop the standard of leadership through games. Main objective of this course seeks to emphasize the enhancement of professional abilities and skills of the students with overall leadership qualities. It also develops students' physical competence and knowledge of movement and safety and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. At the end of course students will become more professional in various fields of physical education and sports like, teachers, coaches, match officials, psychologist and trainers etc.

Contents

1: Introduction to Handball, Warm up & Cool Down Methods & Techniques, Training methodology for fitness and Sports related components
2: Ball, Ground, equipment, Measurement & Dimensions
3: Ball Catching, Ball throwing, Ball Passing, Ball Dribbling Skills
4: Jumps Shot, Penalty Shot, Throw off, and Throw in, Offending & Defending Skills
5: Pivot, Goal Keeping Skills,
6: Coaching Skills,
7: Conduct the Competition among the Students Conducting & Officiating Skills
8: Introduction to Volley Ball Game, Warm up & Cool Down Methods &
9: Techniques, Training methodology for fitness and Sports related components
10: Arms and shoulders strengthen exercises
11: Serving Skills
12: Digging (Passing) forearms, overhead

READINGS

1. 101 Team Handball (101 Drills) Feb 2015 by Felicia Lidia Radu and Beatrice Aurelia Abalasei
2. Handball Sports Medicine: Basic Science, Injury Management and Return to Sport May 2018 by Lior Laver and Philippe Landreau
3. Volleyball Fundamentals-2nd Edition (Sports Fundamentals) Oct 2018 by Joel Dearing
4. Volleyball Drills Apr 2014 by Chris Kroeger

PEDU-5203 Practical Gymnastic 2 (0-2)

This module introduces the student to the basic knowledge about the importance of gymnastics in physical education and its function in the formation of physical fitness. The student should get to know the gymnastic terminology, correct technique of performance, the methods of teaching and spotting procedures applied in primary gymnastics. The aim of the course is to familiarize students. Combine the lesion and benefits of gymnastics in terms of strength, flexibility, courage, coordination and determination and you have the making of a complete athlete who is reading for any sports or activity. To develop confidence in fundamental movements, experience, jumping, sliding, rolling, moving over, under and on apparatus and develop coordination and gross motor skills. Skilful and creative mastery of the body in the gymnastic context. Enhance knowledge and understanding of gymnastic as an aesthetic experience. Enrich personal and social development through interaction with others in a variety of structure context.

Contents

1. Introduction to gymnastic
2. General and specific warm up & cool down exercises
3. Arms stretching exercises
4. Trunk strengthen exercises
5. Rocking and rolling exercises
6. Strengthen the gluteus, hamstring muscles
7. Conducting & officiating skills
8. Methodology of teaching the different kinds of splits, back arching and bridge
9. Methodology of teaching the forward and backward rolls
10. Coaching techniques about gymnastics
11. Organizing and officiating
12. Coaching & Umpiring Skills

Recommended Texts

1. Light, R. (2019). Positive pedagogy for sport coaching: Athlete-centred coaching for individual sports (2nded.). Abingdon, Oxon: Routledge, an imprint of the Taylor & Francis Group.
2. Walduck, V. (2020). My book of gymnastics (1sted.). New York: DK Publishing.

Suggested Readings

1. Wirhed, R., Gabra, G., Salander, S., Courtney, M., Hogarth, B., & Murray, G. (2006). Athletic ability and the anatomy of motion (3rded.). Edinburgh: Elsevier.
2. Joyce, D. (2016). Sports injury prevention and rehabilitation: Integrating medicine and science for performance solutions. London: Routledge.
3. Schlegel, E., & Dunn, C. R. (2018). The gymnastics book: The young performer's guide to gymnastics (3rded.). New York: Firefly Books.

Semester II

URCG-5112	Fables, Wisdom Literature and Epic	2 (2-0)	GE-5
URCG-5116	Sciences of Society-I	2 (2-0)	GE-6
URCG-5120	Exploring Quantitative Skills	3 (3-0)	GE-7
URCG-5127	Seerat of the Holy Prophet (SAW)	1 (1-0)	GE-8
PEDU-5204	Science of Track & Field	3 (3-0)	Major-4
PEDU-5205	Basics of Human Biology	3 (3-0)	Major-5
PEDU-5206	Practical Games (Hockey & Cricket)	2 (0-2)	Major-6
PEDU-5207	Athletics' (Long Jumps & Triple Jumps)	2 (0-2)	Major-7
Semester Total Credit Hours: 18			

URCG-5112 Fables, Wisdom, Literature and Epic 2(2-0)

The course will enable students to explore human experiences, cultivate an appreciation of the past, enrich their capacity to participate in the life of their times, and enable an engagement with other cultures and civilizations, both ancient and modern. But independently of any specific application, the study of these subjects teaches understanding and delight in the highest achievements of humanity. The three components of the course, including fables, wisdom literature and epic, will enable the learners to explore and understand the classic tradition in literature. Development of personal virtue, a deep Sufi ethic and an unwavering concern for the permanent over the fleeting and the ephemeral are some of the key themes explored in the contents that will develop an intimate connection between literature and life.

Contents:

1. Fables The Fables of Bidpai The Lion and the Bull The Ring-dove The Owls and the Crows Selected poem from Bang-i-Dara 2. Gulistan-e- Saʿʿdi Ten ḥikāyāt from John T. Platts, *The Gulistan* 3. Epic THE SHĀHNĀMA OF FIRDAUSI

Recommended Texts:

1. John T. P. (1876).*The Gulistan; or, Rose Garden of Shaikh Muslihu'd- Dīn Sa'dī of Shīrāz*. London: Wm. II. Allen.
2. Chishti, Y.S. (1991). *Sharaḥ-i bāng-i darā.* Lāhaur: Maktaba-i taʿmīr-i insāniyat

Suggested Readings:

1. Thackston, W. (2000).A Millennium of Classical Persian Poetry. Maryland: Ibex Publishers.

2. Wood, R. (2013). Kalila and Dimna: Fables of Conflict and Intrigue. United Kingdom: Medina Publishing, Limited.

URCG-5116 Sciences of Society-I 2(2-0)

This course will introduce students with the subject matter of social science, its scope, nature and ways of looking at social phenomenon. It will make the participants acquaintance with the foundations of modern society, state, law, knowledge and selfhood. While retaining a focus on Pakistani state and society, students will encounter theoretical concepts and methods from numerous social science disciplines, including sociology, politics, economics anthropology and psychology and make them learn to think theoretically by drawing on examples and case studies from our own social context. Students will be introduced to the works of prominent social theorists from both western and non-western contexts. Instruction will include the use of written texts, audio-visual aids and field visits.

Learning Outcomes:

The course has following outcomes:

It will

• Introduce student with the nature of human social behavior and foundations of human group life

• Analyze the reciprocal relationship between individuals and society.

• Make student aware with the nature of societies existing in modern world

• Make students familiar with the philosophy of knowledge of social sciences

• Introduce students with the works of prominent theories explain human group behavior

• Help students to understand the foundations of society including culture, socialization, politics and economy

• Introduce students with various dimensions of social inequalities with reference to gender, race, ethnicity and religion

• Make them aware about the understanding of various themes pertains to social science in local context

• Help them recognize the difference between objective identification of empirical facts, and subjective formulation of opinionated arguments

Course Outlines:

1. Introduction to Social Sciences

• Social world, Human Social behavior, Foundations of society

• Evolution of Social sciences

• Philosophy of Science

• Scope and nature of social sciences

• Modernity and social sciences

• Branches of social science: Sociology, Anthropology, Political Science, Economics

Society and Community, Historical evolution of Society

• Types of Societies

• Foraging society, Horticultural society, Pastoralist society

• Agrarian societies, Industrial society, Postindustrial society

2.Philosophy of Knowledge in social Science and social inquiry

• Understanding social phenomenon

• Alternative ways of knowing

• Science as a source to explore social reality

• Objectivity, Value-Free research

• Positivism vs Interpretivism

• Qualitative vs Quantitative

3. Culture and Society

• Idea of Culture, Assumptions of Culture

• Types, Components, Civilization and culture

• Individual and culture. Cultural Ethnocentrism, Cultural Relativism
• Outlook of Pakistani culture
• Global Flows of culture, Homogeneity, Heterogeneity

4 Social Stratification and Social inequality

• Dimensions of inequality, Social class
• Gender, Race, Religion, Ethnicity, Caste
• Patterns of social stratification in Pakistan
• Class, caste system in agrarian society
• Ascription vs Achievement, Meritocracy
• Global stratification in modern world, Global patterns of inequality

5 Personality, Self and Socialization

• Concept of self, Personality
• Nature vs Nurture, Biological vs Social
• Development of Personality
• Socialization as a process, Agents of socialization
• Socialization and self/group identity

6. Gender and Power

• Understanding Gender
• Social construction of Patriarchy
• Feminism in Historical context, Gender Debates
• Gender and Development
• Gender issues in Pakistani society, Women Participation in politics, economy and education
• Toward a gender sensitive society, Gender mainstreaming

Pakistan: State, Society, Economy and Polity

• Colonialism, colonial legacy, National identity
• Transformation in Pakistani society: Traditionalism vs Modernism
• Economy, Informality of Economy, Modern economy and Pakistan
• Political Economy, Sociology of Economy

Recommended Textbooks and Reading Materials:

1. Giddens, A. (2018). Sociology (11th ed.). UK: Polity Press.
2. Henslin, J. M. (2018). Essentials of Sociology: A Down-to-Earth Approach.(18th Edition) Pearson Publisher.
3. Macionis, J. J. (2016). Sociology (16th ed.). New Jersey: Prentice-Hall.
4. Qadeer, M. (2006) Pakistan - Social and Cultural Transformation in a Muslim Nation.
5. Smelser, N.J. and Swedburg, R., The Handbook of Economic Sociology, Chapter 1 „Introducing Economic Sociology", Princeton University Press, Princeton.
6. Systems of Stratification | Boundless Sociology (no date). Available at:23 https://courses.lumenlearning.com/boundless-sociology/chapter/systems-of-stratification/
7. Jalal, A. (ed.) (1995) „The colonial legacy in India and Pakistan", in Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective. Cambridge: Cambridge University Press (Contemporary South Asia)
8. Zaidi, S. A. (2015) Issues in Pakistan"s Economy: A Political Economy Perspective. Oxford University Press. Chapter 26
9. Akhtar, A. S. (2017) The Politics of Common Sense: State, Society and Culture in Pakistan. Cambridge: Cambridge University Press.
10. Smelser, N.J. and Swedburg, R., The Handbook of Economic Sociology, Chapter 1 „Introducing Economic Sociology", Princeton University Press, Princeton.

URCG-5120 Exploring Quantitative Skills 3(3-0)

Since ancient times, numbers, quantification, statistics and mathematics has played a central role in scientific and technological development. In the 21st century, Quantitative Reasoning (QR) skills are essential for life as they help to better understand socio-economic, political, health, education, and many other issues, an individual now faces in daily life. The skills acquired by taking this course will help the students to apply QR methods in their daily life and professional activities. This course will also change student‟s attitude about statistics and mathematics. It will not only polish their QR skills, but also enhance their abilities to apply these skills.

Contents

1. Introduction to quantitative reasoning
2. Overview of contributions of Mathematicians and Statisticians especially Muslim scholars.
3. Types of standard numbers
4. Proportions, rates, ratio and percentages
5. Odds and odds ratio
6. Scale of measurements
7. Number sequence and series
8. Unit analysis as a problem-solving tool
9. Data handling (small and large)
10. Data errors, absolute and relative and their applications
11. Descriptive statistics
12. Rules of counting: multiplication rule, factorial, permutation and combination
13. Probability and its application in real life
14. A graphical perspective through Venn Diagram
15. Financial indicator analysis, and money management (profit, loss, simple and compound interest)
16. Practical scenarios involving algebraic expressions: linear and quadratic

Recommended Texts

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1st Ed., Springer, USA.
2. Peck, R., Olsen, C., & Devore, J. L. (2015). *Introduction to statistics and data analysis*. 5th Ed., Brooks Cole, USA.
3. Devlin, K. J. (2012). *Introduction to mathematical thinking*. Palo Alto, CA: Keith Devlin.

Suggested Readings

1. Triola, M. F., Goodman, W. M., Law, R., & Labute, G. (2006). *Elementary statistics*. Reading, MA: Pearson/Addison-Wesley
2. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

URCG-5127 Seerat of the Holy Prophet (SAW) **1(1-0)**

Seerat of the Holy Prophet مطالعہ سیرت النبی صلی اللہ علیہ وسلم

Course Code URCG-5127

Title	Description
Semester	
Nature of Course	
No. of C.Hrs.	1(1-0)
Total Teaching weeks	18
Objectives of the Course	۱۔ طلباء کو مطالعہ سیرۃ طیبہ کی ضرورت واہمیت سے آگاہ کرنا ۲۔ تعمیر شخصیت میں مطالعہ سیرۃ طیبہ کے کردار کو واضح کرنا ۳۔ بعثت نبوی کے موقع پر اقوام عالم کی عمومی صورت حال سے آگاہ کرنا ۴۔ رسول اکرم صلی اللہ علیہ وسلم کی مکی اور مدنی زندگی کا اس طرح مطالعہ کروانا کہ طلباء ان واقعات سے نتائج کا استنباط کر سکیں ۵۔ طلباء کو عہد نبوی کی معاشرت، سیاست، معیشت سے آگاہ کرنا

Course Description

S.No.	Title	Description
1	حضور صلی اللہ علیہ وسلم کے ابتدائی حالاتِ زندگی	۱۔ حضور صلی اللہ علیہ وسلم کا خاندانی حسب ونسب ۲۔ پیدائش اور ابتدائی تربیت ۳۔ لڑکپن اور جوانی کے حالات زندگی
2	بعثت نبوی کے وقت دنیا کے حالات (۱)	۱۔ بعثت نبوی کے وقت اہم تہذیبیں ۲۔ عرب، مصر، حبشہ، بازنطینی، ساسانی
3	بعثت نبوی	۱۔ مکی عہد میں دعوت اسلام
4	بعثت نبوی	۱۔ مدنی عہد میں دعوت اسلام
5	خصائص النبیؐ	آپؐ بطور پیغامبر امن
6	خصائص النبیؐ	بحثیت استاد ومعلم
7	خصائص النبیؐ	بحثیت تاجر
8	خصائص النبیؐ	بحثیت سربراہ ریاست
9	خصائص النبیؐ	ذاتی محاسن اور عالمگیر اثرات

ناموس رسالت	خصائص النبیؐ	10
غیر مسلموں سے تعلقات	اسوہ حسنہ اور عصر حاضر	11
اسوہ حسنہ کی روشنی میں گھریلو زندگی	اسوہ حسنہ اور عصر حاضر	12
مستشرقین اور مطالعہ سیرت	اسوہ حسنہ اور عصر حاضر	13
وطن سے محبت اور سیرت	اسوہ حسنہ اور عصر حاضر	15
مستشرقین کے اعتراضات اور ان کے جوابات	اسوہ حسنہ اور عصر حاضر	16

نصابی کتب

نمبر شمار	نام مؤلف	نام کتاب
1	ابن ہشام	السیرۃ النبویۃ
2	مولانا شبلی نعمانی، سید سلمان ندوی	سیرۃ النبی صلی اللہ علیہ وسلم
3	قاضی محمد سلیمان سلمان منصور پوری	رحمۃ للعالمین
4	مولانا سید ابوالحسن علی ندوی	نبی رحمت صلی اللہ علیہ وسلم
5	ڈاکٹر یسین مظہر صدیقی	عہد نبوی کا نظام حکومت
6	ڈاکٹر خالد علوی	انسان کامل ؐ

حوالہ جاتی کتب

نمبر شمار	نام مؤلف	نام کتاب
1	سید ابوالاعلیٰ مودودی	سیرت سرور عالم صلی اللہ علیہ وسلم
2	مولانا صفی الرحمن مبارکپوری	الرحیق المختوم
3	پیر محمد کرم شاہ الازہری	ضیاء النبی صلی اللہ علیہ وسلم
4	ڈاکٹر اکرم الضیاء العمری	السیرۃ النبویۃ الصحیحۃ
5	مولانا عبدالرؤف دانا پوری	اصح السیر

PEDU-5204 Science of Track & Field 3 (3-0)

Track and field is a sport that incorporates different types of athletic events. Track events are running events that range from short distance sprints to middle distance runs of a mile or so to long distance runs, like a 26-mile plus marathon. Field events include strength events, such as the shot put and discus, and throwing events, such as the javelin and hammer. The heptathlon and the decathlon are a combination of seven and ten events, respectively, and incorporate both track and field contests together in a quest for the highest score. The purpose of the course is to equip the students with the latest techniques and technology, rules and regulations laid down by the International Association of Athletics Federations (IAAF).Through these course students are tuned to get the required information regarding marking of the standard tracks, judgment and officiating for various Athletic Events including: Running, Jumping and Throwing.

Contents

1. Olympic Movements
2. Specification of Standard Track
3. Organization and Administration of Athletic Competition
4. Rules of Track Events
5. Jumping Events
6. Horizontal Jumps
7. Vertical Jumps
8. Throwing Events
9. Combined events competitions
10. Race Walking Events
11. Road Races
12. Cross Country, Mountain and Trail Races
13. Athletic Committees
14. Official and their duties

Recommended Texts

1. Gifford, C. (2012). *Track and field* (7thed.). Mankato, MN: Amicus.
2. Rasool, S. (2018).*Rules of track and field events* (3rded.). LahoreIlmi Publishers.

Suggested Readings

1. Koerner, H., & Chase, A. W. (2014). *Hal Koerner's field guide to Ultrarunning: Training for an Ultramarathon, from 50K to 100 miles and beyond* (5thed.). Boulder, CO: VeloPress.
2. Gilani, B.(2018). *Rules of track and field events* (4thed.). Lohore: Gilani Publishers.
3. Kastor, A. (2018). *Running your first marathon: The complete 20-week marathon training plan* (2nded.). Emeryville, CA: Rockridge Press.

PEDU-5205 Basics of Human Biology 03 (3-0)

Human Biology is an ever-evolving branch of science that includes the study of the human body, the changes that occur in disease, and the interaction between humans and their environment. This course is undergraduate level course of B.S Physical education The curriculum includes the foundation disciplines of anatomy, cellular biology, molecular biology, physiology and metabolism. Human Biology provides students with an introduction to the anatomical structures and physiological functions of the human body. Students will investigate the relationships between normal structure and function in human cells, tissues and organs. Human Biology course content is divided into six modules: Cells; Tissues; Bone, Joints and Muscle: Nervous System: Endocrine System; and Reproduction. As well as introducing students to content, emphasis is placed on developing skills in research, critical analysis and communication of scientific information relevant to the study of humans.

Contents

1. Introduction of human body with reference to organization at cell, tissue, organ and system level.
2. Circulatory system: Structure and function of the heart and blood vessels. Elements of Blood (composition of plasma, erythrocytes, leukocytes, and platelets), ABO blood typing system, including Rh factor.
3. Digestive System: Organs and their function.
4. Respiratory System: Organs and their function.
5. Urinary System: Organs and their function.
6. Skeletal System: types and functioning.
7. Musculature: composition, organization and functioning.
8. Nervous System: Structure and functioning of central and peripheral nervous system. Sensory Organs and their functions
9. Endocrine System: Endocrine glands and their function.
10. Reproductive Systems: Male and female reproductive system anatomy and physiology.

Recommended Texts

1. Mader, S. S., & Windelspecht, M. (2020). *Human biology*. New York, NY: McGraw-Hill Education

Suggested Readings

1. Jarmey C. (2018). *The Pocket Atlas of Human Anatomy: A Reference for Students of Physical Therapy, Medicine, Sports, and Bodywork* (2nd ed.). North Atlantic Books.
2. *Netter*, *F. H.*(2019). *Atlas of Human Anatomy: Netter Basic Science* (7th ed.). New York:Elsevier.

PEDU-5206 Practical Games (Hockey & Cricket) 2 (0-2)

Games are essential for a good health. Therefore, all young men and women ought to play games. Those who play games frequently will maintain a good health. They can develop a muscular body. Games teach us the spirit of patience and courage. Discipline is incredibly essential not just for the progress of an individual however conjointly for the progress of the nation as a whole. Young boys and girls can even develop the standard of leadership through games. Main objective of this course seeks to emphasize the enhancement of professional abilities and skills of the students with overall leadership qualities. It also develops students' physical competence and knowledge of movement and safety and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. At the end of course students will become more professional in various fields of physical education and sports like, teachers, coaches, match officials, psychologist and trainers.

Contents

1. Introduction of Cricket
2. Proper Warm up and Cool Down Methods
3. Ball, Bat, Ground, Positions
4. Equipment, Measurement
5. Dimensions of the ground
6. Basic Rules of Cricket
7. Game Skills
8. Coaching & Umpiring Skills
9. Introduction of Hockey
10. Warm up and Cool Down
11. Methods and Techniques
12. Guideline for Hockey, Grip, Control
13. Measurement of Ball, Hockey and ground
14. Ground, Positions, Equipment
15. Measurement Dimensions, Basic Rules of Hockey
16. Drills with Ball, Passing Skills
17. Dribbling Skills
18. Shooting Skills, Attacking Skills, Defending Skills,
19. Coaching & Umpiring Skills

Recommended Texts

1. Nash, C. (2015). *Practical sports coaching* (1st ed.). London: Routledge.
2. Wormhoudt, R., Savelsbergh, G. J., Teunissen, J. W., &Davids, K. (2018). *The athletic skills model optimizing talent development through movement education* (2nd ed.). London: Routledge.

Suggested Readings

1. Wirhed, R., Gabra, G., Salander, S., Courtney, M., Hogarth, B., & Murray, G. (2006). *Athletic ability and the anatomy of motion* (3rd ed.). Edinburgh: Elsevier.
2. Coulson, M. (2017). *The fitness instructor's handbook: The complete guide to health and fitness*. London: Bloomsbury.

PEDU-5207 Practical Athletics (Long and Triple Jump) 2 (0-2)

This course is a graduate level practical course of B.S Physical Education. The course covers theoretical topics as well as practical application and skill performance of horizontal and vertical jumps including long jump, triple jump, high jump, and pole vault. The main focus of the practical is to enable students to design a training program for them and for other athletes with coaching perspectives, containing general and specific warm up, cool down, static and dynamic stretching exercises, and practice of technical and tactical skills to improve physical performance. It will increase students' understanding with up to date rules and regulation framed by World Athletics (International Track and Field Organization). The practical sessions enable students to identify periodization of training ranging from off season training to peak season training, division of training program to micro, meso and macro cycles. It also familiar them with international records, events along with state of the art technology used in track and field events for continuous performance development process.

Contents

1. Introduction of Vertical & Horizontal Jumps
2. General Warm up & Cool Down Methods
3. Rules & Techniques of Horizontal Jumps
4. Phase of Horizontal Jump
5. Specific Exercise for Jumps
6. Polymeric Training, Stretch Shortening Cycle (SSC)
7. Full Squats, Jump Rope, Jump Squats
8. Dynamic and Static Exercises
9. Adjustment of Take off
10. Workout of Jumps, 1st, 2nd, 3rd, Phase
11. Coordination Exercises/ Speed Training
12. Dynamic Setup, Hip Flexor Stretch
13. Stepping, Air Cycling, Landing
14. Weight Training and Power Clean, Coaching Skills
15. Duties of Officials and Organizing Committee
16. Coaching Techniques & Demonstration

Recommended Texts

1. Shepherd, J. (2009). *101 Youth Athletics Drills.* London, UK: A & C Black Publisher Ltd.
2. Gifford, C. (2012). *Track and field* (7thed.). Mankato, MN: Amicus.

Suggested Readings

1. Rogers J. L. (2000).*USA Track & Field Coaching Manual*. Champaign, IL: Human Kinetics.
2. McGinnis, P. M.(2004). *Biomechanics of Sport and Exercise* (2nd ed.). Champaign, IL: Human Kinetics.
3. Lewindon, D.,& Joyce, D. (2014). *High-Performance Training for Sports*. Champaign, IL: Human Kinetics.

Semester III

URCG- 5119	Expository Writing	3 (3-0)	GE-9
URCG-5121	Tools for Quantitative Reasoning	3 (3-0)	GE-10
URCG-5122	Ideology and Constitution of Pakistan	2 (2-0)	GE-11
URCG-5111	Translation of the Holy Quran – II	0 (0-0)	GE-12
PEDU-5208	Basic Human Anatomy	3 (3-0)	Major-8
PEDU-5209	Theory of Games	3 (3-0)	Major-9
PEDU-5210	Practical Athletics (Shot-put and Discus)	2 (0-2)	Major-10
			Semester Total Credit Hours: 16

URCG-5119 Expository Writing 3(3-0)

This course prepares undergraduates to become successful writers and readers of English. The course helps students develop their fundamental language skills with a focus on writing so that they can gain the confidence to communicate in oral and written English outside the classroom. The course is divided into five units and takes a Project-based Learning approach. Unit themes target the development of 21st century skills and focus on self-reflection and active community engagement. The course completion will enable the students to develop communication skills as reflective and self-directed learners. They will be able to intellectually engage with different stages of writing process, and develop analytical and problem-solving skills to address various community-specific challenges.

Contents

1. Self-Reflection

ئ ئ Introduction to the basics of the writing process

ئ ئ Introduction to the steps of essay writing

ئ ئ Prewriting activities: Brainstorming, listing, clustering and free writing

ئ ئ Practicing outlining of the essay

2. Personalized Learning

ئ ئ Learning Process, Learning Styles, Goal Setting and Learning Plan

3. Oral Presentation

ئ ئ Structure and Significance, Content Selection and Slide Presentation, Peer Review

4. Critical Reading Skills

ئ ئ Introducing Authentic Reading (Dawn and non-specialist academic books/texts)

ئ ئ Reading Strategies and Practice: Skimming, scanning, SQW3R, Annotating, Detailed reading and note-taking, Standard Test Practice: TOEFL and IELTS, Model Review Reports and Annotated Bibliographies

5. Community Engagement

ئ ئ Student-led brainstorming on local versus global issues, Identifying research problems

ئ ئ Drafting research questions, Drafting interview/survey questions for community research (in English or L1)

ئ ئ Engaging students in Critical reading, Presenting interview/ survey information, Field work

ئ ئ Writing Community Engagement Project

6. Letter to the Editor

ئ ئ Types of letters, Format and purpose of letter to the editor, Steps in writing letter-to-editor

Recommended Texts

1. Bailey, S. (2011). Academic writing: A handbook for international students (3rd ed.). New York: Routledge.

2. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.

Suggested Readings

1. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.

2. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.3. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association.

URCG-5121 Tools for Quantitative Reasoning 3(3-0)

This course is based on quantitative reasoning 1 course. It will enhance the quantitative reasoning skills learned in quantitative reasoning 1 course. Students will be introduced to more tools necessary for quantitative reasoning skills to live in the fast paced 21st century. Students will be introduced to importance of statistical and mathematical skills in different professional settings, social and natural sciences. These quantitative reasoning skills will help students to better participate in national and international issues like political and health issues. This course will prepare the students to apply quantitative reasoning tools more efficiently in their professional and daily life activities. This course will help them to better understand the information in form of numeric, graphs, tables, and functions.

Contents

1. Types of data and its graphical representation (Histogram, Stem and Leaf display, Box Plot, Scatter diagram, Historigam, Bar chart, etc)
2. Solving practical problems using linear and exponential models
3. Population growth models
4. Analytical approach to solve simultaneous equations
5. Inequalities and their application
6. Comparing quantities using analytical tools
7. Logical reasoning and their application in modern age
8. Logical reasoning and decision making
9. Data tendencies via measure of location
10. Variability and Measure of dispersion
11. Measuring relationships via Regression analysis and correlation
12. Statistical inference: sampling techniques, estimation techniques and hypothesis testing for decision and policy making

Recommended Texts

1. Akar, G. K., Zembat, İ. Ö.,Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1st Ed., Springer, USA. 2. Sharma, A. K. (2005). *Text book of elementary statistics*. Discovery Publishing House.
3. Blitzer, R. (2014). *Precalculus*, 5th Ed.. Pearson Education, Limited. New York

Suggested Readings

Gupta, S. C., & Kapoor, V. K. (2020). *Fundamentals of mathematical statistics*. 12th Ed, Sultan Chand & Sons. 2. Aufmann, R. N., Lockwood, J., Nation, R. D., & Clegg, D. K. (2007). *Mathematical thinking and quantitative reasoning*. Cengage Learning 3. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

URCG-5122 Ideology and Constitution of Pakistan 2(2-0)

The course is designed to acquaint the students of BS Programs with the rationale of the creation of Pakistan, its ideology and constitution. The students would be apprised of the emergence, growth and development of Muslim nationalism in South Asia and the struggle for freedom, which eventually led to the establishment of Pakistan. The constitutional development from 1956 to 1973 and the amendments that followed will be the major focus of study. However, the emphasis would be on the fundamental rights, the nature of federalism under the constitution, distribution of powers, the rights and various remedies, the supremacy of parliament and the independence of judiciary. It will also teach the students about the fundamental rights and role of state in the implementation of the constitution.

Contents

1. Ideology: Meaning and definition
2. Ideology of Pakistan in the light of speeches and statements of Quaid-e-Azam and Iqbal
3. Evolution of Democratic System in Pakistan
4. The Constitution of Pakistan
   - Constitution of 1956: Features and Causes of Failure
   - Constitution of 1962: Features and Causes of Failure
   - Constitution of 1973: Features and Amendments
5. Fundamental Rights
6. Federation of Pakistan
   - Senate and National Assembly
   - President
   - Prime Minister
7. Amendments of Constitution and Contemporary Political Issues

Recommended Texts

1. Kazimi, M. R. (2007). *Pakistan studies.* Karachi: Oxford University Press.
2. Sheikh, J. A. (2004). *Pakistan's political economic and diplomatic dynamics.* Lahore: Kitabistan Paper Products.

Suggested Readings

1. Aziz, S. (2018). *The constitution of Pakistan: a contextual analysis*. Oxford: Hart Publishing.
2. Hayat, S. (2016). *Aspects of Pakistan movement.* Islamabad: National Institute of Historical and Cultural Research.
3. Ishaque, K.M. (2008). Constitutional Law. New York: Wolters Kluwer.
4. Kazimi, M. R. (2009). *A concise history of Pakistan.* Karachi: Oxford University Press.5. Rizvi, S. S. R (2005). *Constitutional law of Pakistan: Text, case Law and analytic ommentary*. Lahore: Vanguard.

Semester V

URCG-5111	Translation of the Holy Quran – II	0 (0-0)	GE-16
COMS-5131	Sports Communication	3 (3-0)	ID-1
PHYS-5161	Physics	3 (2-1)	ID-2
PEDU-6414	Research Methodology in Physical Education	3 (3-0)	Major-14
PEDU-6415	Science of Sports Training	3 (3-0)	Major-15
PEDU-6416	Practical Athletics (Middle & Long Races)	2 (0-2)	Major-16
PEDU-6417	Practical Games (Foot Ball & Basket Ball)	2 (0-2)	Major-17
Semester Total Credit Hours: 16			

URCG-5111 Translation of the Holy Quran-1I 0(0-0)

Objectives

ئ ئ Students will come to know about the real nature, significance and relevance of the Islamic beliefs in light of the text of the Holy Quran.

ئ ئ Students will seek knowledge of translation and transliteration of the Holy Book Quran.

ئ ئ To familiarize the students with the concept of Ibādah (Its significance, scope and relevance) and its types in Islam.

ئ ئ Students will learn literal and idiomatic way of translation of the Holy Book.

ئ ئ Students will learn about the polytheism and its incompatibility in Islam highlighted by the Holy Quran.

ئ ئ To highlight the significance of learning through using all human faculties provided by the almighty Allah and familiarize the students about condemnation of ignorance mentioned in the Quranic text.

ئ ئ To develop Awareness among the students about rights and duties of different circles of society in the light of Holy Quran.

ئ ئ To introduce the students to Quranic Arabic grammar in practical manner.

Contents: ئ

ایمانیات ❖ افر ❖ عبادات ❖

اللہ پر❖ ❖ ایماۓ ،❖ فرشتوں پر❖ ❖ ایماۓ ،❖ رسولوں پر❖ ❖ ایماۓ ،❖ آسمانی ❖ بوں پر❖ ❖ ایماۓ

یوۓ ❖ آخرت پر❖ ❖ ایماۓ ❖،❖ تقدیر پر❖ ❖ ایماۓ ❖

نماز ،❖ رفزہ ،❖ زکوۃ،حج ،❖ جہاد ❖

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افلاد کو❖ قتل❖ ❖ نے کے❖ ❖ ممانعت

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بیو ہکی❖ ❖ عدت کے❖ ❖ احکاۓ

نکاح کا❖ ❖ پیغاۓ بھیجنا❖

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بیویوں ❖ افر ❖ افلاد کے❖ بیۓ❖ ❖ عدافت

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مہمانی کی ❖ ❖ عزت

اجازت طلبی ❖ ❖ نے کے ❖ ❖ اصول

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الشعراء ❖))°

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PEDU-5208 Basic Human Anatomy 3 (3-0)

The purpose of this course is to aid students in acquiring a basic understanding of, and new appreciation for, the structures of the human body and their relationships using a systems-based approach. Students will be introduced to anatomic terminology in order to facilitate this understanding. Knowledge of anatomy is a fundamental component of sports coaching profession. Topics covered will include the basic organization of the body and major body systems along with the impact of diseases on certain systems. Working with topics of basic anatomical terminology to the biochemical composition of the human body, all the way into great detail of each of the major systems of the body, One of the goals of this course is to prepare students with the skills necessary to be successful in future sports science theory classes and in sports practical. The major purpose of the course is to provide the students with a comprehensive overview of normal structure and function morphology and functional anatomy of the human body.

Contents

1. Introduction to Human Anatomy
2. Bones & Joints
3. Skeletal Muscles
4. Nervous System
5. Digestive System
6. Cardiovascular System
7. Respiratory System
8. Endocrinology
9. Injuries & Rehabilitation
10. Fracture
11. Sprain
12. Muscle injuries

Recommended Texts

Jarmey C. (2018). *The Pocket Atlas of Human Anatomy: A Reference for Students of Physical Therapy, Medicine, Sports, and Bodywork* (2nd ed.). North Atlantic Books.

1. *Netter*, *F. H.*(2019). *Atlas of Human Anatomy: Netter Basic Science* (7th ed.). New York:Elsevier.

Suggested Readings

1. Roberts, A. M. (2016). *The complete human body: The definitive visual guide* (2nd ed.). London: Dorling Kindersley Limited.
2. Scanlon, V. C., & Sanders, T. (2018). *Essentials of anatomy and physiology*. Philadelphia: F. A. Davis Company.
3. Patton, K. T., &Thibodeau, G. A. (2018). *Anthony's Textbook of Anatomy & Physiology*(21st ed.). Wisconsin, USA: Elsevier.
4. Drake, L., Wayne, A., Mitchell, W.M. (2020). *Gray's anatomy for students* (4th ed.). Philadelphia: Elsevier.

PEDU-5209 Theory of Games 3 (3-0)

This course is designed to equip the students/ learners with the updated knowledge regarding rules and regulations of various team sports as well as facility management. Play fields are dimension, judgment and officiating for different games at different levels. Another, a key component of the course is to enhance the performance of the Athletes. The ultimately purpose of the course is to provide deep knowledge about the philosophy of Rules and techniques of different games. The major concerned of this course is to provide learning experiences that will lead to the development of basic skills in team sports. In addition to skill acquisition, the course will focus on how to plan and implement the four stages of skill development in games through the use of extending, refining, and application tasks. An emphasis will be placed on the use of the game stages and movement framework as a guide for designing a variety of sports game experiences for students.

Contents

1. Types of Tournaments
2. Round Robin (League system)
3. Elimination (knock out)
4. Combination, Consolation
5. Double elimination, Ladder
6. Pyramid, Organization and Administration
7. Planning of sports facilities, their care and maintenance
8. Playfields, Gymnasia
9. Stadia, Covered areas
10. Artificial surfaces
11. Rules and techniques of the following games and their application
12. Badminton, Basket ball
13. Cricket, Football, Hand ball
14. Hockey, tennis, Table tennis, Volley ball

Recommended Texts

1. Schott, G. (2016). *Violent games: Rules, realism, and effect* (4thed.). London: Bloomsbury.
2. Gilani, B. *(2018). Theory of Games (*3thed.). Lahore: Gilani Publishers.

Suggested Readings

1. Masterman, G. (2014). *Strategic sports event management* (3rded.). New York, NY: Routledge.
2. Anniss, M. (2016). *The impact of technology in sport* (6thed.). London: Raintree.
3. Rasool, S.(2018). *Theory of Games* (4thed.). Lahore: Ilmi Publishers.
4. Harper, J. (2020). *Sporting gender: The history, science, and stories of transgender and intersex athletes* (3rded.). London: Rowman and Littlefield

PEDU-52010 Practical Athletics (Shot Put & Discus) 2(0-2)

The two primary forms are throwing for distance and throwing at a given target or range. The four most prominent throwing for distance sports are in track and field: shot put, discus, javelin, and the hammer throw. This course will Develop and share among members and others education, information, and leadership skills. Encourage members to promote the active participation by all youth in fun and healthy physical activities according to their interests and abilities. The training for this course is event group focused. The main focus of this course is annual planning periodization and is introduction to international competition. This course aims to development of the student biomechanics physiology psychology nutrition planning and strength concepts. Better understand of a course the participant will for the target age group this course have a greater knowledge of appropriate drills, skills, games and activities for each event. Identify some of the more common technical faults associated with each event this course have a basic understanding of a simple Coaching session.

Contents:

1. Introduction to Throwing Events
2. Discus throw
3. Drills used to teach the grip and release ,Wind up, Starting the Throw
4. Body position, Throwing from the power position, Drills used to teach throwing from the power position
5. Beginning the Turn to the Center of the Ring, Completing the Turn to the Center of the Ring, Turn to the Power Position, Power Position, Release angle
6. Shot-put
7. Drills used to teach the grip and release ,Wind up, Starting the Throw
8. Body position, Throwing from the power position, Drills used to teach throwing from the power position

Recommended Texts

1. McGinnis, P. M. (2020). *Biomechanics of sport and exercise* (4thed.). Champaign, IL: Human Kinetics.
2. Fink, H. H., &Mikesky, A. E. (2020). *Practical applications in sports nutrition* (5thed.). Burlington, MA, New Jersey: Jones & Bartlett Learning.

Suggested Readings

1. Bartlett, R., &Bussey, M. (2013). *Sports biomechanics: Reducing injury risk and improving sports performance*. (2nded.). United States. Routledge.
2. Cartwright, L. A., & Peer, K. (2018). *Fundamentals of Athletic Training* (4thed.). Champaign, IL; Human Kinetics

Semester IV

URCG-5114	Basic Science	3 (2-1)	GE-13
URCG-5124	Entrepreneurship	2 (2-0)	GE-14
URCG-5125	Civics & Community Engagement	2 (2-0)	GE-15
PEDU-5211	Sports Sociology	3 (3-0)	Major-11
PEDU-5212	Sports Medicine	3 (3-0)	Major-12
PEDU-5213	Practical Scouting/ Girl Guiding	2 (0-2)	Major-13
Semester Total Credit Hours: 15			

URCG-5114 Basic Science 3(2-1)

Life, its characteristics, natural science, biology and its branches; Importance of Flora & Fauna in biodiversity; Importance of Natural Compounds in daily life, medicine and human health; Latest developments in natural sciences (Biotechnology); Ecosystem and its components; Environment and its components; Pollutants and their effect on the environment (Greenhouse effect, global warming, acid rains, water pollution and ozone depletions etc); Introduction to micro-organism and its types (bacteria, fungi, viruses)

Practical:

1: Field Survey of Flora & Fauna and their identification
2: Study of herbarium 3: Study of Museum

Recommended Texts:

l. Keddy, P.A. *(*2017*). Plant ecology origins, processes, consequences.* Cambridge, University Press.
2. Canadell, J.G., Diaz, S., Heldmaier, G., Jackson, R.B., Levia, D.F., Schulze, E.D. & Sommer, U. (20 19). *Ecological studies.* Springer.
3. Bhat, S.V., Nagasampagi, B.A. & Sirakumar, M. (2006). Chemistry of Natural Products. Springer Science
4. De, A.K. (2019). *Environmental Chemistry*. New Age International Press

Suggested Readings:

l. Fath, B. (2018). *Encyclopedia of' ecology.* Elsevier.
2. Ajith, H .. Urmas. P., Pastur, G. M & Iversion L. R. (2018). *Ecosystem services from forest landscpes:* broadsclaes consideration. 1stEdition. Springer International Publishing AG.
3. Xu, R., Ye, Y. & Zhao, W. (2011). *Introduction to Natural Product Chemistry*. CRC Press
4. Tayler, D.J., Green, N.P.O. & Stout, G.W. (1997). *Biological Science* 1&2. Cambridge University Press
5. Tayler, M.R., Simon, E.J., Dickey, D.J. & Hogan, K.A. (2020). *Campbell Biology: Concepts & Connections* (10th Edition). Pearson

URCG-5124 Entrepreneurship 2(2-0)

This course addresses the unique entrepreneurial experience of conceiving, evaluating, creating, managing, and potentially selling a business idea. The goal is to provide a solid background with practical application of important concepts applicable to the entrepreneurial environment. Entrepreneurial discussions regarding the key business areas of finance, accounting, marketing and management include the creative aspects of entrepreneurship. The course relies on classroom discussion, participation, the creation of a feasibility plan, and building a business plan to develop a comprehensive strategy for launching and managing a new venture.

Course Learning Objectives

1. To enhance the „entrepreneurial intentions‟ of the students by improving their natural willingness to start a business.
2. To understand the process of entrepreneurship and learn the ways to manage it by working individually in the class and in the form of groups outside the class to conduct field assignments.
3. To educate the students about the practical underpinnings of the entrepreneurship with the aid of practical assignments and idea pitching.

Contents

1. Background: What is an Organization, Organizational Resources, Management Functions, Kinds of Managers, Mintzberg‟s Managerial Roles.
2. Forms of Business Ownership: The Sole proprietorship, Partnership, Joint Stock Company
3. Entrepreneurship:The World of the Entrepreneur, what is an entrepreneur? The Benefits of Entrepreneurship, The Potential Drawbacks of Entrepreneurship, Behind the Boom: Feeding the Entrepreneurial Fire.
4. The Challenges of Entrepreneurship:The Cultural Diversity in Entrepreneurship, The Power of “Small” Business, Putting Failure into Perspective, The Ten Deadly Mistakes of Entrepreneurship, How to Avoid the Pitfalls, Idea Discussions & Selection of student Projects, Islamic Ethics of Entrepreneurship.
5. Inside the Entrepreneurial Mind: From Ideas to Reality: Creativity, Innovation, and Entrepreneurship, Creativity – Essential to Survival, Creative Thinking, Barriers to Creativity, How to Enhance Creativity, The Creative Process, Techniques for Improving the Creative Process, Protecting Your Ideas, Idea Discussions & Selection of student Projects.
6. Products and technology, identification opportunities
7. Designing a Competitive Business Model and Building a Solid Strategic Plan: Building a strategic plan, Building a Competitive Advantage, The Strategic Management Process, Formulate strategic options and select the appropriate strategies, Discussion about execution of Students‟ Project.
8. Conducting a Feasibility Analysis and Crafting a Winning Business Plan:Conducting a Feasibility Analysis, Industry and market feasibility, Porter‟s five forces model, Financial feasibility analysis. Why Develop a Business Plan, The Elements of a Business Plan, What Lenders and Investors Look for in a Business Plan, Making the Business Plan Presentation.

9. Building a Powerful Marketing Plan: Building a Guerrilla Marketing Plan, Pinpointing the Target Market, Determining Customer Needs and Wants Through Market Research.Plotting a Guerrilla Marketing Strategy: How to Build a Competitive Edge, Feed Back & Suggestions on Student Project, Islamic Ethics for Entrepreneurial Marketing
10. Commerce and the Entrepreneur: Factors to Consider before Launching into E-Commerce, Ten Myths of E-Commerce, Strategies for E-Success, Designing a Killer Web

Site, Tracking Web Results, Ensuring Web Privacy and Security, Feed Back & Suggestions on Student Project.
11. Pricing Strategies: Three Potent Forces: Image, Competition, and Value, Pricing Strategies and Tactics, Pricing Strategies and Methods for Retailers, The Impact of Credit on Pricing
12. Attracting Venture Capitalist: Projected Financial Statements, Basic Financial Statements, Ratio Analysis, Interpreting Business Ratios, Breakeven Analysis, Feed Back & Suggestions on Student Project,
13. Idea Pitching: Formal presentation, 5-minutes pitch, funding negotiation and launching.

Recommended Texts:

1. Scarborough, N. M. (2011). *Essentials of entrepreneurship and small business management*. Publishing as Prentice Hall, One Lake Street, Upper Saddle River, New Jersey 07458.

Suggested Readings:

1. Burstiner, I. (1989). S*mall business handbook*. Prentice Hall Press.

URCG-5125 Civics and Community Engagement 2(2-0)

In recent years, community engagement has become a central dimension of governance as well as policy development and service delivery. However, efforts to directly involve citizens in policy processes have been bedeviled by crude understandings of the issues involved, and by poor selection of techniques for engaging citizens. This course will provide a critical interrogation of the central conceptual issues as well as an examination of how to design a program of effective community engagement. This course begins by asking: Why involve citizens in planning and policymaking? This leads to an examination of the politics of planning, conceptualizations of "community" and, to the tension between local and professional knowledge in policy making. This course will also analyze different types of citizen engagement and examine how to design a program of public participation for policy making. Approaches to evaluating community engagement programs will also be a component of the course. Moreover, in order to secure the future of a society, citizens must train younger generations in civic engagement and participation. Citizenship education is education that provides the background knowledge necessary to create an ongoing stream of new citizens participating and engaging with the creation of a civilized society.

Contents:

1. Introduction to Citizenship Education and Community Engagement: Orientation
2. Introduction to Active Citizenship: Overview of the ideas, Concepts, Philosophy and Skills
3. Identity, Culture and Social Harmony: Concepts and Development of Identity
4. Components of Culture and Social Harmony, Cultural & Religious Diversity
5. Multi-cultural society and inter-cultural dialogue: bridging the differences, promoting harmony
6. Significance of diversity and its impact, Importance and domains of inter-cultural harmony
7. Active Citizen: Locally active, Globally connected
8. Importance of active citizenship at national and global level
9. Understanding community, Identification of resources (human, natural and others)
10. Human rights, Constitutionalism and citizens‟ responsibilities: Introduction to human rights
11. Universalism vs relativism, Human rights in constitution of Pakistan
12. Public duties and responsibilities
13. Social Issues in Pakistan: Introduction to the concept of social problem, Causes and solutions
14. Social Issues in Pakistan (Agricultural problems, terrorism & militancy, governance issues)
15. Social action and project: Introduction and planning of social action project
16. Identification of problem, Ethical considerations related to project
17. Assessment of existing resources

Recommended Texts:

1. Kennedy, J. K., &Brunold, A. (2016). *Regional context and citizenship education in Asia and Europe*. New York: Routledge.
2. Macionis, J. J., & Gerber, M. L. (2010). *Sociology*. New York: Pearson Education

Suggested Readings

1. British Council. (2017). *Active citizen's social action projects guide.* Scotland: British Council2. Larsen, K. A., Sewpaul, V., & Hole, G. O. (Eds.). (2013). *Participation in community work: International perspectives.* New York: Routledge

PEDU-5211 Sports Sociology 3 (3-0)

The purpose of this course is to teach students to think critically about sport in contemporary society. Students will be introduced to a wide range of sporting 'issues', such as violence, cheating, doping, and corruption as well as broad sociological themes that can be examined using sport as a lens to view society, such as social class, gender, and racial inequality. Students will be encouraged to question the typical 'positive' understandings of sport and engage critically with discussions centered on sporting ideologies, e.g. playing through pain, winning at all costs, masculinity, etc. Mainstream theoretical frameworks will be introduced and applied to shed light on aspects of sport often hidden from view. This course will incorporate opportunities for experiential learning through cooperative learning techniques, in-class demonstrations, and in-class/online discussions. This course explores the ways in which sports are entangled in social, cultural, political, and economic forces operating at many different levels, from the social psychological levels to the global level. On one hand the course deals with the multiple ways in which individuals are involved in sports organizations and activities, including our participation in sport for purposes of recreation and leisure, sports participation as self-expression and personal fulfilment, participation as spectators of sports and consumers of sports as entertainment commodities.

Contents:

1. Introduction
2. Sports and society
3. Deviance and social control in sports
4. Violence and sports
5. Sports and socialization
6. Sports as social institution
7. Sports problems

Recommended Texts

1. Tischler, H. L. (2013). Cengage advantage books: *Introduction to sociology*.(11th ed.).
2. Cengage Learning Giulianotti, R. (2015). Sport: *A critical sociology*. (2nd ed.). John Wiley & Sons.
3. Broch, T. B. (2020*). A Performative Feel for the Game*. Springer International Publishing.

Suggested Readings

1. Craig, P. (Ed.). (2016). Sport sociology.(3rd ed.). Sage.
2. Adams, M. L., Baxter, K., Booth, D., Bunds, K. S., Giardina, M. D., Clark, M., ... & McDonald, M. G. (2020). Sport, physical culture, and the moving body: Materialisms, technologies, ecologies. Rutgers University Press.

PEDU-5212 Sports Medicine 3 (3-0)

The Sports Medicine is designed to introduce students to the science of human anatomy and physiology, various injuries of the body, and ways to care for these injuries. The students will be given a better understanding of sports medicine. This course is to provide an opportunity for the study and application of the components of sports medicine including but not limited to: organizational and administrative considerations, legal responsibilities, prevention of athletic injuries, environmental concerns, general medical, pharmacology, rehabilitation and management skills, general fitness, nutrition, sports psychology, human anatomy and physiology, therapeutic modalities, therapeutic exercise, athletics and special populations.

Contents

1. Introduction
2. Injuries in Sports
3. Prevention of Injuries
4. Exercise and Fatigue
5. Fitness Testing after Injuries
6. Rehabilitation in Sports
7. Doping in Sports

Recommended Texts

1. Madden, C., Putukian, M., McCarty, E., & Young, C. (2013). *Netter's Sports Medicine E-Book*. Elsevier Health Sciences.
2. Kasper, K. (2019). Sports training principles. *Current sports medicine reports*, *18*(4), 95-96.

Suggested Readings

1. Netter, F. H. (2018). *Nester's sports medicine*. Elsevier.
2. Joyce, D., &Lewindon, D. (Eds.). (2015). *Sports injury prevention and rehabilitation: integrating medicine and science for performance solutions*. Routledge.
3. Bayles, M. P., & Swank, A. M. (Eds.). (2018). *ACSM's exercise testing and prescription*. Wolters Kluwer.
4. Prentice, W. E. (2020). *Rehabilitation techniques for sports medicine and athletic training*.

PEDU-5213 Practical Scouting/ Girl Guiding 2 (0-2)

Girl and Boy Scouting Enable boys/girls and young women to develop their fullest potential as active citizens of the world; promote worldwide unity based on the fundamental principles of the Girl Guide/Girl Scout movement; encourage friendship among girls and young women of all nations within and among countries; further the aim of the Girl Guide/Girl Scout movement to provide girls and young women with opportunities for self-training in the development of character, responsible citizenship and service worldwide. Advocate on behalf of girls and young women on issues that affect them. Scouting is a voluntary non-political educational movement for young people. Although it requires an oath of allegiance to a nation's leaders and, in some countries, to a god, it otherwise allows membership without distinction of gender, race or origin in accordance with the principles of its founder, Lord Baden-Powell. The purpose of the Scout Movement is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities.

Contents

1. Introduction history and importance of Scouting
2. Flags
3. Lashings
4. Fire
5. Cooking
6. Compass
7. First aid-II
8. Good behaviour
9. Estimation- I
10. Troop night game
11. Signalling
12. Community Activity
13. Project- 1

Recommended Texts

1. Mills, S. (2013). '*An instruction in good citizenship'*: scouting and the historical geographies of citizenship education. *Transactions of the Institute of British Geographers*, *38*(1), 120-134.

Suggested Readings

1. Halls, A., Uprichard, E., & Jackson, C. (2018). *Changing girlhoods–Changing girl guiding. The Sociological Review, 66*(1), 257-272.
2. Alexander, K. (2010). *Scouting for Girls: A Century of Girl Guides and Girl Scouts. The Journal of the History of Childhood and Youth*, *3*(3), 449-451.

Summer Semester for Internship

Sr. #	Course Code	Course Title	Cr. Hours
1	PEDU-5216	Internship*	03(0-3)
Field Experience/ Internship Courses Credit Hours Total			**03**

**Lasting 6-8 weeks during summer breaks after 4th semester.*

URCG-5111 Translation of the Holy Quran-III 0(0-0)

Objectives:

To introduce ethics and highlight its importance, need and relevance for individual and collective life.

To illuminate the students with the Quranic norms of Morality i.e. truthfulness, patience, gratitude, modesty, forgiving, hospitality etc.

To familiarize the students with immoral values like falsify, arrogance, immodesty, extravagance, backbiting etc.

To inculcate ethical and moral values in our youth.

To develop a balanced dynamic and wholesome personality.

To introduce the students to Quranic Arabic grammar in practical manner.

Contents:

اخلاق ❖) تعارف،ضرورت ❖ اہمیت ،❖ اقسام،معنویت ❖

اخلاق ❖ : حسنہ

ریائی کو❖ نیکی❖ سے❖ ❖ مٹانا

نیکی کے❖ ❖ کاموں ❖ یں ❖ مسابقت

لوگوں کے❖ ❖ درمیان صلح❖

عدل ❖ فانصاف

سچائی

ایثار

سلیم قلب❖

مہمان ❖ نوازی

لغوا ت سے❖ ❖ اعراض

عاجزی ف❖ ❖ انکساری

ہ گا ❖ افر ❖ آواز کوپست❖ ❖ رکھنا

چال ❖ یں ❖ میانہ ❖ روی

شرمگاہو ں کی❖ ❖ حفاظت

صبر

شکر

امور ❖ یں ❖ میانہ ❖ روی

اخلاق ❖ ہ ی

سیٔ

:

ظلم ❖ افر ❖ زاں‌دی

غرفرف❖ تکبر❖

نفسانی ❖ خواہشا تکی❖ ❖ پیرفی

بدگمانی ❖

جھوٹ

چغلی ❖ افر تہمت❖

تمسخر ❖ افر شیخی❖ ❖ خوری

لہو ف❖ لعب❖

ریے ❖ ناموں سے❖ ❖ پکارنا

احساٹ ❖ جتانا ❖ افر تکلیف❖ ❖ دینا

فضوٹ ❖ خرچی ❖ افر حد❖ سے❖ ❖ بڑھنا

حسد ❖ افر تنگ❖ ❖ دٹ

بے ❖ پردگی

❖ نیعربی ❖ گرامر کے❖ ❖ اصوٹ ❖ افر انکے❖ ا❖ تقا ❖)متن ❖ قرآنی پر❖ ا❖ پک سے❖ ❖ توضیحات ❖(قرآ

- Grammar: verse Numbers: Chapters and Details of

منتخب ❖ آاں‌ت مع❖ ❖ ترجمہ ❖ فتجوید ❖

۸ ° ❖، °° ❖، ۷ ۸° ❖، ۷ °بش ❖، ۷ °° ❖، ا۷ ھ ❖، ۸ بشغ ، ۸ ۹غ ❖، ۸ ۸غ ❖،۸۷۸❖، °غ ❖،

۷ ۸° ❖، ۷ ۸° ❖، ۷ ۸ضٰ ❖، ۷ ۸° ❖، ۸ضٰ ❖، ۷ ۹ضٰ ❖، ۷ °° ❖، ۸ اضٰ ❖، ۷۸ ضٰ ❖،۸۸۸❖، البقرہ ❖)❖،۸۷۷ ۸ ضبش ❖، ۹° ❖،

❖،ا۷❖،۸۹۷ ۹ بش ❖، ۷۸ بش ❖، ۸ °ضٰ ❖، ۸ ° ❖، ۷° ❖، ۹° ❖، ۸۸ غ ❖، ۷ ضھٖ ❖،)غ°

۷۸ ض ❖،۷۹۹❖، ۷۷ ش ❖، ۱۷ ش ❖، ۱۷ ش ❖، ۸ غ ❖، °° ❖، ۷ ۷ش ❖، ۷ °ش ❖، ۷ ھض (

❖) ۷ ۸ض ❖، ۷ ش ❖، ۸ ش ❖، ۷ ض° ❖،۷۹۸❖، ۷ °ش ❖، ۷۹ ش ❖، ۷ ضش ❖، ۷ ° ❖،۸۱۱❖،

آئ ❖ عمرائ

❖، ۱۷ ض ❖، ۸ض ❖،۸۱❖، ۸ ° ❖، ۷ ۹° ❖، ۹ غ ❖، ۸ ض ❖، ۸ ش ❖، °ش ❖، °ض ❖، ۸ ش (

النساء ❖) ۷۹ ض ❖،۸۸❖،۸۹❖، ۱۷ ° ❖، ۱۷ °

المائدة ❖) °ض ❖، °ض ❖، ۹ھ غ❖،۷۹❖، ❖، ۷ش ❖، ۷ ھ (

النحل ❖) ھ ۷۸،۱ غ ❖، ۱۷ ض ❖،۹۱❖،۷۷۹❖، ۷۸ غ ❖، ۷۸ ض (

الرعد ❖) ❖ ۸ ض ❖،۸۱❖، ۸ ش ❖،۸۸❖،)غ

❖)❖،۹۷ غغ ❖، ۷ض ❖، ۷ غش ❖، ابش ش❖، ❖،۸۱❖، ۷ ضش ❖، ۷ ھھ ❖، ضسھ ❖،)۷°

الاعراف

القصص ❖) ضش ❖،)ش°

فصلت ❖) ۹ ش (

الانعائ ❖)❖،۹۸ ۱° ❖، ۱° ❖،۹۱۷❖، ۷ ضض ❖، ۷ اغ (

النمل ❖) اھ ❖،)غش

الحج ❖)❖،۹۱ °ض ❖، اغ ❖، °° ❖،)°°

الحجرات ❖)ھ غ❖،۷۷❖، ❖،۷۸❖،۹❖،۷۷❖، ۷ ض ۱۷❖،(

❖)❖،۸۹ اض ❖، °ض ❖، °ض ❖، ۸ض ❖، ضض ❖، ھض ❖، ۹ ض ❖، ۸ ش ❖، ۹ ض (

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الحشر ❖))ھ

طه ❖))۸°

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یونس ❖)❖،۱۷ ۷ ھ ❖،۷۸❖، غغ ۸۸❖،۸۸❖،(

الفرقان ۞) ۹غ ۞،۸۷۞، °غ ۞،)۹غ

النور ۞)غ۞،۸۹ بش۞، ،۹۱۞، ۞،۹۹۞،۹۹۞،۹۷ ۷غ ۸۸۞،۹۷۞،(

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الاسراء۞)۞ ۹ ° ض۞،۷۷۱۞، ۞، ۹ ° (

المزمل ۞) ۷ ° (

المدثر ۞)غ ۞،)بش

المدثر ۞))بش°

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الکہف ۞)۞،۸)غض

الشوری ۞) ۹ ° (

غافر ۞) ۸ ° ۞، ۸ ° (

الحدید ۞)۸۱۞،۸۱(

مریم ۞))ھض

النازعات ۞))۷بش

التوبہ ۞) ضغ ۞، بشغ ۞،)°°

COMS-5131 Sports Communication 3 (3-0)

Sports communication and marketing offers instruction, analysis, and training in the principles and practice of public relations in sports organizations. Emphasis is on media relations and skills essential for sports communication professionals, including handling media interactions across platforms, problems, crises, and integration of positive communication strategies with strategic goals of sports organizations. After the course, students will be able to demonstrate an understanding of the basic skills necessary to effectively carry out day-to-day responsibilities in sports communications and sports information professions. Students will be able to develop contents, including effective writing, from a sports perspective and effectively integrate communications strategies with a sports organization's goals. Students will be able to distinguish between sports communication perspectives and sports journalism. Students will be able to demonstrate understanding and skills and strategies in handling negative publicity and communication crises in sports organizations. The course will train future athletes, coaches, sports executives and owners to effectively handle media interviews and use of social media to project and market sports. Students will learn basics of sports marketing, sports promotion and publicity.

Contents

1. Sports Communication and marketing
2. Importance of sports communication for players
3. Public Relations in Sports
4. PR as a management tool, stakeholders and constituents, issue management, organizational reputation
5. Forms of Writing; types of releases in sports events
6. Audience Awareness and common errors in interview skills by the players
7. Planning for sports related coverage in print, electronic and social media
8. Creation and management of social media accounts and pages related to sports
9. Strategies for sports promotion and marketing
10. Early stage of campaign development for sports promotion
11. Nature of sports related crisis; communication strategies for crisis management
12. Global mega events and expanded coverage on traditional and social media
13. Sports branding and promotion
14. Laws related to mainstream media and social media
15. Tools and techniques of trend setting on social media

Suggested Readings

1. Billings, A.C; Butterworth, M.L; & Turman, P. D. (2012). *Communication and Sport: Surveying the Field (4th ed.)*. Sage.
2. Stoldt, G.C; & Dittmore, S.W; Ross. M; & Branvold, S.E. (2021). *Sport Public Relations (3rd ed.).* Human Kinetics.
3. Bernstein, A; & Blain, N. (eds.). (2003). S*port, media, culture: Global and local dimensions*. Routledge.
4. Heather, L. H., & Billings, A.C. (eds.). (2010). *Examining identity in sports media*. Sage.

PHYS-5161 **Physics** **3 (2-1)**

Physics is the science of Nature - of matter and energy in space and time. Physics is very dependent on mathematics. Models and theories in physics are expressed using mathematical equations. However, while physics uses mathematics to describe the material world, mathematics may deal with strictly abstract concepts and patterns. There is a large overlap between the two fields.

Contents

1. Vector Analysis
2. Particle Dynamics
3. Work , Power and Energy
4. System of Particles ,
5. Collisions,
6. Waves and Oscillations ,
7. Harmonic Oscillations ,
8. Waves in Physical Media, Sound Light Interface ,
9. Diffraction ,
10. Polarization .

Lab-1

Modulus of rigidity by static and dynamic method (Maxwell's needle, Bartons Apparatus).
Determination of moment of inertia of a solid/hollow cylinder and a sphere etc.
To study the conservation of energy (Hook's Law).

Recommended Texts

1. Sear and zemansky, University physics with modern Physics, 12th edi, pearson, 2008.
2. Fundamental of Physics, Jearl walker, 8th edition.
3. Physics, Resnic, Halliday, Krane, 4th edition volume 1 .

Suggested Readings

1. Giancoli, Douglas C, Physics for scientist and Engineers with modern Physics, 2nd edition, Prentice Hall Inc, 1988.
2. Beiser A, concepts of modern physics, 4th edition, McGraw-Hill Book Co, 1987.

PEDU-6414 Research Methodology in Physical Education 3 (3-0)

This course is a graduate level course of M.Sc. Physical Education. This course will provide students a basic understanding of research objectives, research problems, hypothesis, design, methodologies, instrumentation, statistical procedures, analysis, precision, variables, population and sampling. Enable them to read and interpret research articles, analyse the data presented therein and discover causes and effect relationship of variables, correlation, draw general principles and scientific generalization that can be applied to the solution of a wide range of problems in sports sciences, physical education and recreation nationally and internationally. Students will learn to read and interpret existing research articles, to select appropriate methodologies for a researchable question, and conduct a literature review on a topic of their own interest. The course will also build their foundation to prepare a research proposal while discovering a research gap from available literature including selection of research methods appropriate to meet desired outcomes of their research study.

Contents

1. Introduction of Research
2. Formulation and Selection of Research Problems
3. The Hypothesis
4. Methods of Research Design
5. Experimental Research
6. Methodology
7. Data Collection
8. Data Analysis
9. The Research Report

Recommended Texts

1. Jadhav, K.G., Pagare S.B., & Singh, S.K. (2007). *Research process in physical education & sports*: *an introduction.* New Delhi, India: Khel Sahitya Kendra Publishers.
2. Thomas, J. R., Nelson, J. K., & Silverman, S. J. (2015). *Research methods in physical activity* (7thed.). Champaign, IL: Human Kinetics.

Suggested Readings

1. Price, M. (2013). *Lab reports and projects in sport and exercise science: A guide for students.* London, UK: Routledge.
2. Bell, J., & Waters, S. (2014). *Doing your research project: A guide for first time researchers* (6thed.). London, UK: McGraw Hill.
3. Veal, A. J., & Darcy, S. (2014). *Research methods in sport studies and sport management: A practical guide.* London, UK: Routledge.
4. Smith, M. F. (2018). *Research methods in sport* (2nded.).London, UK: Sage Publications.

PEDU-6415 Science of Sports Training 3 (3-0)

This course is a graduate level course of M.Sc. Physical Education. Sports training course is designed to improve fitness level for the purpose of improving ability to perform a given sport. It includes corrective and restorative exercise, strength training, conditioning and cardiovascular training, sports specific techniques and drills, periodization, nutritional advice, mental and psychological training, and monitoring by a qualified trainer. The main aim of sports training is to improve the performance of athletes and is the most important aspect of Physical Education. The purpose of sports training is to achieve the highest possible sports result for a given individual. Training is efficient if this result is achieved with a minimal expenditure of time and energy. In accordance with the above statements, Science of Sports Training tells the reader how to achieve maximal results with minimum of effort. The purpose of athletic training is to achieve the highest possible sports result for a given individual. Training is efficient if this result is achieved with a minimal expenditure of time and energy.

Contents

1. Physical Fitness
2. Components of physical fitness
3. The Endurance Abilities
4. The Strength Abilities
5. The Speed Abilities
6. Flexibility
7. Psychological Training
8. Body Composition
9. Training Method
10. Training principles

Recommended Texts

1. Joyce, D. (2014). *High-performance training for sports* (2nded.). Champaign, IL: Human Kinetics.
2. Prentice, W. E. (2017). *Principles of athletic training: A competency-based approach* (16thed.). Vancouver, B.C: Langara College.

Suggested Readings

1. Konin, J. G., & Ray, R. (2019). *Management strategies in athletic training* (5thed.). Champaign, IL: Human Kinetics.
2. Gibson, A. L., Wagner, D. R., & Heyward, V. H. (2019). *Advanced fitness assessment and exercise prescription* (8thed.). Champaign, IL: Human Kinetics.
3. Lox, C. L., A., M. G., Gainforth, H. L., &Petruzzello, S. J. (2020). *Thepsychology of exercise integrating theory and practice* (5thed.). New York: Routledge

PEDU-6416 Practical Athletics (Middle & Long Distance Races) 2 (0-2)

During course students will develop their running skills as well as their knowledge of the rules equipment and central form of athletics. Compose and perform their routine. Demonstrate knowledge of the principles of particular event and races, they will also develop motor skills and gain the necessary how-know for races. The basis of the knowledge athletes and coaches develop their individual reactions to different training approaches there is adaptation and transformation when training methods are displaced and enacted by different athletes.. It also provides the range of tests and techniques for testing Physical fitness, motor abilities and specific sports skills. e.g. (Reaction time, Endurance, Muscular Strength, Flexibility, Balance, Power, Speed, Agility, Coordination, Test criteria, Methods of grading etc. This paper analyses the evolution of training methods in distance running and highlights knowing as a local enactment that involved a process of displacing and transformation the importance of the cardio-vascular functions for the improvement of resistance alongside the use of message, breathing exercises, and appropriate diet.

Contents:

1. Introduction/rules and regulations of middle and long distance races
2. General and specific warm-up and cool down exercises.
3. Races with different intensity
4. Resistance Training
5. Starting technique, acceleration and finishing technique.
6. Endurance training (aerobic, anaerobic and work capacity)
7. Strength training (absolute strength, general strength, elastic strength and strength endurance)
8. Speed training (absolute speed, speed endurance, optimal speed)
9. Multi pace training
10. Coordination exercises (agility, mobility, balance, technical execution)
11. Fartlek training
12. Power training
13. Introduction of periodization training
14. Importance of weight training
15. Specification to complete the middle and long distance races
16. Duties of officials and organizing committee

Recommended Texts

1. Konin, J. G., & Ray, R. (2019). *Management strategies in athletic training* (5thed.). Champaign, IL: Human Kinetics.
2. Cleary, M., & Flanagan, K. W. (2019). *Acute and emergency care in athletic training*. Champaign, IL, Human Kinetics.

Suggested Readings

1. Cartwright, L. A., & Peer, K. (2018). *Fundamentals of athletic training* (4thed.). kent, state university united states of america. Champaign, IL, Human Kinetics.
2. Kaufman, K. A., Glass, C. R., &Pineau, T. R. (2018). *Mindful sport performance enhancement: Mental training for athletes and coaches*. American Psychological Association.

PEDU-6417 Practical Games (Foot Ball & Basket Ball) 2 (0-2)

This course will enable the students to know about the different technology being used in different games and sports along with its function for the purpose of understanding the movement, identifying the mistakes and developing the sporting skills and techniques. The student will also understand difference between the maximum, basic and absolute strength. Sports help students to develop their physical skills, get exercise, make friends, have fun, learn to play as a member of a team, learn to play fair, and improve esteem. The major objective of the course games and sports to get freedom from the stress, worries. Sports and Games are mental and physical activities and contest. Moreover, it increases the immunity of the person. As it increases the blood flow in the body and makes it adaptable for exertion. Develop knowledge and appreciation of various game forms. Analyses game structures and processes. It also develop performance competency in games through experiential learning. Explores and analyses potentially positive and negative outcomes of participating in games and sport.

Contents

1. Introduction to games
2. Passing, Accuracy, Dribbling
3. Receiving, kicking, Shooting, Penalties
4. Jogging, Throwing, Heading, Volley
5. Demonstration & Presentation of Skills
6. Coaching Skills, Conducting &Officiating Skills
7. Simple Passing, Throwing, Catching, Side Pass, Chest Pass, Tip Pass
8. Dribbling with Running, Shooting Style, Layup, Setup
9. Conduct Competition
10. Demonstration & Presentation of Skills
11. Coaching Skills
12. Conducting &Officiating Skills

Recommended Texts

1. Galat, J. (2017). *Coaching youth football*. Champaign, IL: Human Kinetics.
2. Gillett, J., & Burgos, B. (2020). *Strength training for basketball*. Champaign, IL: Human Kinetics.

Suggested Readings

1. Tod, D., & Eubank, M. (2020). *Applied sport, exercise, and performance psychology: Current approaches to helping clients*. Abingdon, Oxon: Routledge.
2. Murray, R., & Kenney, W. L. (2020). *Practical guide to exercise physiology: The science of exercise training and performance nutrition*. Champaign, IL: Human Kinetics.
3. Ehrman, J. K., Liguori, G., Magal, M., &Riebe, D. (2018). *ACSM's guidelines for exercise testing and prescription* (10th ed.). Philadelphia, PA: Wolters Kluwer.

Semester VI

STAT-5101	Introductory Statistics	3 (3-0)	ID-3
PEDU-6418	Scientific Coaching	3 (3-0)	Major-18
PEDU-6419	Curriculum Development in Physical Education	3 (3-0)	Major-19
PEDU-6420	Sports Administration and Management	3 (3-0)	Major-20
PEDU-6421	Practical Athletics (Sprint Races)	2 (0-2)	Major-21
PEDU-6422	Practical Games (Table Tennis, Badminton)	2 (0-2)	Major-22
		Semester Total Credit Hours: 16	

STAT-5101 Introductory Statistics 3 (3-0)

This is the general Statistics course designed for undergraduate programs of arts and social sciences. Statistics is an integral part of arts and social science research. We live in a world where there is no shortage of numerical data and there is increasing demand for people who know how to make sense of it independent of the field of work. The goal of this course is to turn the students into one of such categories. In this course, students will learn the basics of descriptive and inferential statistics and the most commonly used statistical techniques found in arts and social science research. The course is designed to give the students an in depth understanding of how these statistical techniques work but minimizing the mathematical burden on the student. While more focus will be given on the statistical analysis with the help of some statistical software SPSS, Excel etc. Moreover, the teacher will also focus on interpretation of statistical data results which are obtained from the statistical soft wares. So these activities will improve the analytical and research activities of arts and social science students.

Contents

1. Introduction to Statistics: Descriptive and Inferential Statistics, Limitations of Statistics, Scope of Statistics, Variable, Data, Types of Variable and Data, Scales of Measurements
2. Display of Data: Tabulation of Data, Graphical Display, Histogram, Bar Charts, Pie Chart, Stem and Leaf Plots
3. Measures of Central Tendency: Mean Median, Mode, Box Plot, and Application in Real Life
4. Measures of Dispersion: Range, Quartile Deviation, Mean Deviation, Variance and Standard Deviation, Coefficient of Variation, Z-score and their Application
5. Normal Distribution: Normal Distribution and its Application
6. Sampling and Sampling Distribution
7. Hypothesis Testing: z test, t-test, Chi-square test
8. Regression Analysis: Simple Linear Regression, Multiple Regressions
9. Correlation Analysis: Simple correlation, multiple correlations, partial correlation, partial correlation
10. Test of independence between qualitative variables
11. All the observational analysis will be carried out using MS Excel and SPSS

Recommended Texts

1. Mann, P.S. (2016). *Introductory statistics* (9th ed.). New York: John Wiley & Sons.
2. Weiss, N.A. (2017). *Introductory statistics* (10th ed.). England: Pearson Education.

Suggested Readings

1. Chaudhry, S. M. & Kamal, S. (2010). *Introduction to statistical theory part I &II*. Pakistan: IlmiKitabKhana.
2. Dunn, D.S. (2001). *Statistics and data analysis for the behavioural sciences.* New York: McGraw Hill Ross, S. M. (2010). *Introductory statistics* (3rd ed.). New York: Academic Press

PEDU-6418 Scientific Coaching 3 (3-0)

Sports coaching are a great way to express your passion for sport. This course offers you the opportunity to specialize in the academic study of sports coaching, gaining the qualifications and practical skills to be a successful coach. A large element of the taught content and assessment will be practical to allow you to apply theory to practice. This approach will allow you to immerse yourself in the coaching process through developing knowledge of the needs of the participants, understanding how to create an engaging learning environment and developing your ability to reflect upon your coaching experiences. Sports Coaching course aims to produce exceptional coaches who are competent, confident, and reflective, with strong practical application of scientific knowledge and theoretical frameworks. Students will have a wide range of opportunities to develop your coaching practice with an emphasis on optimal youth development. It combines a thorough understanding of sport and exercise science with knowledge of the range of roles and contexts within which a coach works. Theoretical, vocational, and practical elements are included to help students gain a comprehensive understanding of sport science, which underpins coaching practice.

Contents

1. Introduction to sports coaching
2. Teaching Methodology for a Coach
3. Role of a Coach
4. Development of Skill Analysis and Strategies
5. Per iodization of Training
6. Components of Fitness
7. Coaching & Training Plans of major Games

Recommended Texts

1. Lee, S. (2015). *Coaching for performance: Realising the Olympic dream*. Place of publication not identified: Routledge.
2. Whitmore, J. (2017). *Coaching for performance: The principles and practice of coaching and leadership* (3rd ed.). London: Nicholas Brealey Publishing.

Suggested Readings

1. Bates, T. (2017). The future coach*: Creating tomorrow's soccer players today: 9 key principles for coaches from sport psychology* (7th ed.). Oakamoor, Staffordshire: Dark River.
2. Tsokaktsidis, M. (2017). *Coaching transition play full sessions from the tactics of Simeone, Guardiola, Klopp, Mourinho & Ranieri* (5th ed.). London: SoccerTutor.
3. Goubin, T. (2018). *Marcelo Bielsa: El loco enigmático* (3rd ed.). Paris: Hugo poche.
4. Murphy, J. (2020). *Power of your subconscious mind* (7th ed.). Place of publication not identified: RUPA &.

PEDU-6419 Curriculum Development in Physical Education 3 (3-0)

Basic considerations and issues of standards-based physical education curriculum is the Focus on essential national and state physical education content standards, components, development, implementation, management, and assessment of widely used curricula in physical education. This course is designed with the purpose to acquaint students with basic concepts, theories and types of Health & Physical Education Curriculum related to development process and strategies adopted for evaluation and changes in curriculum as required. Identify and analyse existing curricula models. Select a curriculum model consistent with educational philosophies from a variety of sources. Identify the essential components of an effective curriculum. Create and develop a physical education curriculum for students with varying levels of ability and needs, complete with implementation and assessment strategies. This course define as the process of selecting organizing, executing and evaluating learning experiences on the basis of the needs, abilities and interests of the learners and the nature of the society or community.

Contents

1. Introduction
2. Planning The Physical Education Curriculum
3. Human Resource Management
4. Curriculum Research And Change
5. Organization For Instruction
6. The Curriculum Guide
7. The Physical Education Program
8. Evaluating The Curriculum

Recommended Texts

1. Adams, M. L., Baxter, K., Booth, D., Bunds, K. S.,Giardina, M. D., Clark, M.,& McDonald, M. G. (2020). *Sport, physical culture, and the moving body: Materialisms, technologies, ecologies*. Rutgers University Press.
2. Pangrazi, R. P., &Beighle, A. (2019). *Dynamic physical education for elementary school children.* (19th Ed.). Human Kinetics Publishers.
3. Lund, J., &Tannehill, D. (2014). *Standards-based physical education curriculum development*, (3rd Ed.). Jones & Bartlett Publishers.

Suggested Readings

1. Ovens, A., Hopper, T., & Butler, J. (Eds.). (2013). *Complexity thinking in physical education: Reframing curriculum, pedagogy, and research*. Routledge.
2. Giulianotti, R. (2015). *Sport: A critical sociology*. (2nd Ed.). John Wiley & Sons.
3. Broch, T. B. (2020). *A Performative Feel for the Game*. Springer International Publishing.
4. Tischler, H. L. (2013). *Cengage advantage books: Introduction to sociology*. (11th Ed.). Cengage Learning.

PEDU-6420 Sports Administration and Management 3 (3-0)

This course is graduate level course of M.Sc. Physical Education. The aim of the course is to enable students to develop essential skill required in sports management and administration. In this course students will get the knowledge of management processes such as planning, directing, organizing, staffing and controlling, operations, strategies, total quality management and marketing. Students will get understanding of management and administration principles, various leadership styles and their practical applications, scope of the subject and career opportunities in various national and international sports organizations, fitness and sports industry. Students will learn structure and organizational hierarchy of various national and international sports organizations, various managerial positions and will enhance professional and communication skills to hunt appropriate job in job market effectively and efficiently. Students will be able to plan and organize sports events as a team leader and as a team member. Students will be able to apply research methods, and an understanding of the specific needs and norms of the sports organizations, fitness and sports industry.

Contents

8. Introduction to Administration and Management
9. Organization Structure and Designs
10. Human Resource Management
11. Facility Management
12. Financial Management
13. Inventory and Purchasing
14. Maintenance of Existing Facilities

Recommended Texts

1. Chelladurai, P., &Kerwin, S. (2017). *Human resource management in sport and recreation* (3rded.). Champaign, IL: Human Kinetics.
2. Hoye, R., Smith, A. C., Nicholson, M., & Stewart, B. (2018). *Sport management: principles and applications* (5thed.). London, UK: Routledge.

Suggested Readings

1. Ruta, D., & Sala, I. (2018). HRM in Sport Organization*s*. In, Brewster C., Cerdin JL. (eds), *HRM in Mission Driven Organizations* (pp. 183-220). London, UK: Palgrave Macmillan.
2. Gentile, D. (2019). *Athletic Administration for College, High School, Youth, and Club Sport.*Burlington, MA: Jones & Bartlett Learning.
3. Lussier, R. N., & Kimball, D. C. (2019). *Applied sport management skills*(3rded.). Champaign, IL: Human Kinetics.
4. Pedersen, P. M., &Thibault, L. (2019). *Contemporary Sport Management*(6thed.). Champaign, IL: Human Kinetics.

PEDU-6421 Practical Athletics (Sprint Races) 2 (0-2)

This course is a graduate level practical course of M.Sc. Physical Education. The course covers theoretical topics as well as practical application and skill performance of sprint race including 100m, 200m, 400m and 800m, 4 x 100m, 4 x 400m, 100m hurdle, 110m hurdle, 400m hurdles. The main focus of the practical is to enable students to design a training program for them and for other athletes with coaching perspectives, containing general and specific warm up, cool down, static and dynamic stretching exercises, and practice of technical and tactical skills to improve physical performance. It will increase students' understanding with up to date rules and regulation framed by World Athletics (International Track and Field Organization). The practical sessions enable students to identify periodization of training ranging from off season training to peak season training, division of training program to micro, mesa and macro cycles. It also familiar them with international records, events along with state of the art technology used in track and field events for continuous performance development process.

Contents

1. Introduction of Sprint Races
2. Warm up & Cool Down Methods & Techniques (General & Specific)
3. Stretching and strengthening exercise
4. Neuromuscular coordination exercises
5. Static and dynamic stretching
6. Races with different intensity
7. Improve stride length and stride frequency
8. Power training
9. Coordination exercises
10. Weight Training/ Resistance Training exercises
11. Rules and Regulation of Sprint Races
12. Duties and of officials & organizing committee
13. Demonstration and Presentation

Recommended Texts

1. Shepherd, J. (2009). *101 Youth Athletics Drills.* London, UK: A & C Black Publisher Ltd.
2. Gifford, C. (2012). *Track and field* (7th ed.). Mankato, MN: Amicus.

Suggested Readings

1. American Sport Education Program (2008). *Coaching youth track & field.* Champaign, IL: Human Kinetic.
2. Husbands, C. (2013). *Training, techniques and improving performance.* Ramsbury, England: The Crowood Press.
3. Lewindon, D., & Joyce, D. (2014). *High-Performance Training for Sports*. Champaign, IL: Human Kinetics.
4. Smith, J. & Clark, J. (2018). *Speed strength: a comprehensive guide to biomechanics, demands and training methodology for linear speed.* Berkely, CA: Just Fly Sports.

PEDU-6422 Practical Games (Table Tennis & Badminton) 2 (0-2)

The student will know the basics of Badminton and table tennis games. To acquire the basic knowledge need to analyse skills required with perspective of teaching, coaching, healthy life style, Physical fitness. This course will Develop and share among members and others education, information, and leadership skills. Encourage members to promote the active participation by all youth in fun and healthy physical activities according to their interests and abilities. The course aims to provide students with opportunities to acquire the knowledge, understanding and experience necessary to develop an appreciation of, and play, the sport of badminton and table tennis. Students will be taught the essential skills necessary to play the sport. This unit plan is an outline of our four lesson badminton and table tennis unit. Make a forehand shot, aiming for one of the hoops on the ground; the retriever will gather the birdies back to the feeder. Teacher demo first, and then students can follow along.

Contents

1. Introduction, Ready Position
2. The grip, Racket angles
3. Basic ball control, Basic strokes
4. Backhand push, Forehand drive
5. Backhand drive, Forehand push
6. Return of service
7. Footwork Patterns, Service rules
8. Duties of officials & organizing committees
9. Basic Gripping Technique. Learn how to hold your racket using the forehand and backhand grip
10. Basic Footwork. Good footwork allows good movement around the court
11. Strokes are simply your swing action to hit the shuttle Badminton Serve
12. Basic Stance, Defensive High Clear/lob
13. Drop Shots, Smashing
14. Basic Fouls of Badminton
15. Basic Trainings of Badmintons
16. Duties of officials & organizing committees

Recommended Texts

1. Wagner, H., Pfusterschmied, J., Von Duvillard, S. P., & Müller, E. (2012). *Skill-dependent proximal-to-distal sequence in team-handball throwing. Journal of Sports Sciences*, 30(1), 21-29
2. Azar, F. M. (2019). *Illustrated tips and tricks in sports medicine surgery* (1st ed.). Philadelphia: Wolters Kluwer.

Suggested Readings

1. Joyce, D. (2014). *High-performance training for sports* (2nd ed.). Champaign, IL: Human Kinetics.
2. Prentice, W. E. (2017). *Principles of athletic training: A competency-based approach* (16th ed.). Vancouver, B.C.: Langara College.

Semester VII

URDU-5102	Functional Urdu	3 (3-0)	ID-4
URCQ-5114	Translation of the Holy Quran-IV	0 (0-0)	GE-17
PEDU-6423	Capstone Project	3 (3-0)	
PEDU-6424	Sports Psychology	3 (3-0)	Major-23
PEDU-6425	Test, Measurement & Evaluation in Sports	3 (3-0)	Major-24
PEDU-6426	Exercise Physiology	3 (3-0)	Major-25
		Semester Total Credit Hours: 15	

1: آوازیں، لہجہ، تلفظ، املا اور ذخیرہ الفاظ:

ا۔ اردو کی آوازیں اور عمومی اغلاط، ب۔ لہجے کی اہمیت اور مشق، ج۔ املا اور املا کی اہم اغلاط، د۔ ذخیرہ الفاظ۔ دخیل الفاظ میں احتیاط کی ضرورت، ر۔ اختلاط لفظی (کوڈمکسنگ) اور انتقال لفظی (کوڈ سوئچنگ) میں احتیاط، س۔ محاورہ، ضرب الامثال۔

2۔ درست بول چال / شایستگی:

ا۔ معروضی اور موضوعی اور خطابیہ گفتگو کے تقاضے، ب۔ اظہار، عرض، استفہام، ادعا، دعائیہ، ایجاب، انکار، مدح، ذم، تعجب، تمنا، ج۔ رسمی اور غیر رسمی گفتگو، د۔ جملے کی ساخت کا تصور، الفاظ کے مقام کا ادل بدل۔

3۔ درست قرآت:

ا۔ عبارت / پیراگراف میں جملے کا کردار، جملوں کا معنوی تعلق، پیراگراف میں موجود معنی اکائیاں، معنوی اکائیوں کا تعلق، تسلسل، تقدیم و تاخیر، رموز او قاف اور مطابقت، ب۔ مضمون کی قرات۔ رسمی عبارتوں کی قرات۔

4۔ رسمی تحریریں:

ا۔ درخواست، حلف نامہ، اقرار نامہ، بیع نامہ، رسید، رسمی خطوط، ب۔ رپورٹ نویسی، ج۔ روداد نویسی، نکات نویسی، د۔ فارم کی تیاری اور فارم پر کرنا۔ انٹرویو، ر۔ مضمون نویسی۔

مجوزہ کتب:

1۔ املانامہ۔ گوپی چند نارنگ (مرتب)

2۔ عبارت کیسے لکھیں۔ رشید حسن خان

3۔ املا اور تلفظ۔ رشید حسن خان

4۔ فن انشا پردازی۔ محی الدین قادری زور

5۔ اردو انشا پردازی۔ سید امیر حسن نورانی

6۔ جامع الامثال۔ وارث سرہندی۔ شان الحق حقی

7۔ درس بلاغت۔ شمس الرحمان فاروقی

8۔ شعار زبان دانی۔۔۔۔ ڈاکٹر صابر سنبھلی

URCG-5111 Translation of the Holy Quran-IV 0(0-0)

Objectives:

ئ ئ To familiarize the students with commandments of trade and inheritance mentioned in the Quranic text (with the help of Urdu translation).
ئ ئ Students
ئ ئ To introduce the students to scientific facts and miracles of the Holy Quran and Quranic stress on deep study of Allah‟s explored universe.
ئ ئ To motivate the students for reading and exploring the last Holy Book revealed by Almighty Allah.
ئ ئ Through memorization students will develop their relation with last revelation.

Contents:

تجارت ❖ افر ❖ :فراشت o

مائ کی ❖ تقسیم ❖

نادائ کا ❖ ❖ مائ

عوائ ❖ الناس کا ❖ ❖ مائ

عورتوں کا ❖ ❖ مائ

یتیموں کا ❖ ❖ مائ

کفار کا ❖ ❖ مائ

جائز ❖ مائ

معاہدے

رن

قرض

سائنسی ❖ :حقائق o

تخلیقِ ❖ کائنات

فلکی ❖

اجرائ

شجر ف ❖ حجر ❖

زمین ف ❖ ❖ آسمائ کے ❖ ❖ اسرار

ہوائیں ❖ افر ❖ طوفائ

بہائم ❖ افر ❖ مویشی

حشرات ❖ الارض

پہاڑ ❖ افر ❖ سمندر

Grammar:

❖ گرامر کے ❖ ❖ اصوئ ❖ افر انکے ❖ ا❖ قات ❖)متن ❖ قرآنی پر ❖ ا❖ کپ سے ❖ ❖ توضیحات ❖(❖

قرآ ❖ نیعربی

Details of Chapters and verse Numbers:

منتخب ❖ آاا ت مع ❖ ❖ ترجمہ ❖ فتجوید ❖

۸° ❖، ۸ ۸غ ❖، ۸ بش° ❖، ۸ ۷° ❖، ۹° ❖، ۷ °° ❖، ۸۷ ض ❖، ۸ غ° ❖، ۸ °° ❖، ۷ غ ❖، ۸ ° ❖،

۸ ضغ ❖، ۸۷ ھ ❖، ۸ بشغ ❖، ۸ ض° ❖، ۷ ° ❖، ۸ ضغ ❖، ۷ °° ❖، ۸ ضغ ❖، ۷ غ ❖، ۸ ض° ❖، ۸

البقرہ ❖) ۸ ۷غ ❖، ۸۸۷ ض ❖،

❖، ۷ بشغ ❖، ۷ بشغ ❖، اض ❖، اغ ❖، ۷ بشغ ❖، °ض ❖،۸۷۱❖، ۷ ھ ❖، ۸ غ ❖، ۷° ❖، ۸ھ ❖،)۹ھ

❖،۸۸۸۹ ھ ❖، ۸ ضض ❖، ۷ بشغ ❖، ۸ غغ

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آئ ❖ عمرائ ❖) ۷۷ ° ❖، ۹۷ بش ❖،۷۹۱❖، ۷ اھ ❖، ۸ ° ❖،)ھض

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التوبہ ❖) °ھ ❖، ۸ بش ❖، ھغ ❖، ۸ بش ❖، ۸ بش ❖، اغ ❖،)بش

۸° ❖، ۷ ض° ❖، °ض ❖، °ض ❖، ۷ ۹غ ❖، ۷ ۹غ ❖، ۷ اغ ❖، ابش ❖،۷۹۹❖، ۷ غ° ❖، ۷ غغ (

الاعراف ❖) ۷

الرعد ❖) ۷ ° ❖،)بش

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یوسف ❖) بشھ ❖، ۷ بش (

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الحج ❖) ۷غ ❖، ضغ ❖،۸۸❖،)۹°

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الانبیاء ❖)❖،۹۱❖،۹۷)°بش

الزاراث ❖))°بش

الزلزلہ ❖)۷(

القصص ❖) غ° ❖، ھ° ❖، ا° ❖، ۷° ❖،)۸°

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الجمعہ ❖)❖،۷۷ ۸غ ❖،۷۷❖،۷۱❖،)ض

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PEDU-6423 Capstone Project 3 (3-0)

This course provides students with an introduction to the research topic, research design and methodologies in the fields of sport science, physical education and recreation. Students will learn to read and interpret existing research articles, select appropriate methodologies for a researchable question, and conduct a literature review on a topic of interest. This course will also be an introduction to preparing a research proposal including selecting research methods appropriate to meet the desired outcomes of a study. Researchers within the Physical Education Research Forum aim to engage in research that enhances our understanding of what effective teaching and learning is so that current policy, practice and professional development can be improved challenged and even transformed. This course requires the student to devise, conduct, and present a project examining an applied sports science issue. The student will be expected to work mainly independently in order to gain practical experience of topic selection, research design, data collection and data analysis.

Contents

1. Introduction of Research Proposal / Thesis/ Project
2. Formulation and selecting of Research Problems
3. Selection of a topic
4. Submission of research topic
5. Changes/Corrections
6. Presentation
7. How to write an Introduction
8. Literature Review
9. Research Proposal / Synopsis Viva/ Defence

Recommended Texts

1. Grattan, C., & Jones, I. (2010). *Research methods for sports studies* (2nd ed.).New York:Routledge.
2. Thomas, J. (2015). *Research methods in physical activity.* Champaign, IL: Human Kinetics.
3. Casey, A. (2018). *Conducting practitioner research in physical education and youth sport: reflecting on practice*. Abingdon, Oxon: Routledge.

Suggested Readings

1. Veal, A. J. (2014). *Research methods in sport studies and sport management: A practical guide. London*: Routledge, Taylor & Francis Group.
2. Price, M. (2015). *Lab reports and projects in sport and exercise science: A guide for students.* London: Routledge.
3. Bell, J., & Waters, S. (2018). *Doing your research project: A guide for first time researchers*. London: McGraw-Hill Education.
4. Smith, M. F. (2018). *Research Methods in Sport.* London: Sage Publications.

PEDU-6424 Sports Psychology 3 (3-0)

The course is an introduction to the theoretical and practical aspects of Sports Psychology. The purpose of the course is to provide the student with the basic knowledge of psychological factors and processes that influence the individual in sports. Focus is placed on a research-to-practice orientation that is used to prepare for sports performance. The main objective of the designed content is as the bridge to meet the gap in psychological disorders and elite sports performance also inspiring the students to enhance their ability to work closely with both performers and coaches. It also focuses on teaching skills to enhance athletic performance such as goal setting, imagery and injuries rehabilitation. Moreover, helping the athletes and people to achieve their full sporting and exercise potential by solving their complex problems and working as the part of a team. This course also examines psychological theories and research and their application to the sport/physical activity-related affect, behaviours and cognitions of participants as well as the individual and environmental factors which shape these outcomes.

Contents

1. Introduction to Sports Psychology
2. Personality and sports
3. Nervous System of Human Body
4. Arousal, stress and anxiety
5. Cognitive and Behavioural Interventions for Peak Performance
6. Motivation and Performance
7. Concentration
8. Aggression in sports
9. Stress
10. Goal Setting
11. Self Confidence
12. Group Cohesion

Recommended Texts

1. Tenenbaum, G. (2015). *Applied sport psychology* (7thed.). Milton Park, Abingdon, Oxon: Routledge.
2. Weinberg, R. S., & Gould, D. (2019). *Foundations of sport and exercise psychology* (7thed.). Champaign, IL: Human Kinetics.

Suggested Readings

1. L., V. R., & Brewer, B. W. (2014). *Exploring sport and exercise psychology* (3rded.). Washington, D.C.: American Psychological Association.
2. Horn, T. S., & Smith, A. L. (2019). *Advances in sport and exercise psychology* (4thed.). Champaign, IL: Human Kinetics.
3. Tod, D., & Eubank, M. (2020). *Applied sport, exercise, and performance psychology: Current approaches to helping clients*. Abingdon, Oxon: Routledge.
4. Lox, C. L., A., M. G., Gainforth, H. L., &Petruzzello, S. J. (2020). *Thepsychology of exercise integrating theory and practice* (5thed.). New York: Routledge.

PEDU-6425 Test, Measurement & Evaluation in Sports 3 (3-0)

This course is designed to understand the fundamental and functional statistical tests, assessments, techniques, and evaluation concepts in the psychomotor, cognitive and affective domains; activities include collection and computer analysis of data in the area of Physical Education at various levels. It also provides the range of tests and techniques for testing Physical fitness, motor abilities and specific sports skills. e.g. (Reaction time, Endurance, Muscular Strength, Flexibility, Balance, Power, Speed, Agility, Coordination, Test criteria, Methods of grading etc. This course is intended to address the current practices in conducting data-based measurement and evaluation processes. Specifically, this course will examine statistical techniques necessary for manipulation and interpretation of various performance data. Descriptive statistics will be introduced and used for decision-making. The purpose of this course is to introduce students to the fundamental aspects of the measurement, analytic, and evaluative process for measuring Human Performance. The course includes both theoretical and practical applications.

Contents:

1. Introduction to Measurement and Evaluation
2. Grading in Physical Education
3. Basis of Statistics
4. Construction & Administration of a Test
5. Scales of Measurement
6. Characteristics of standard test
7. Evaluation of Aerobic Fitness or (Vo2 Max) Cardio – Vascular Fitness Aerobic Fitness
8. Measurement of Physical Fitness
9. Motor Performance Measurement
10. Evaluating Body Composition
11. Measurement of competitive sports skills
12. Measurement of Athletic skills

Recommended Texts

1. Morrow, J. R., Mood, D., Disch, J. G., & Kang, M. (2016). *Measurement and evaluation in human performance* (5th ed.). Champaign, IL: Human Kinetics.
2. Lacy, A. C., & Williams, S. M. (2018). *Measurement and Evaluation in Physical Education and Exercise Science* (8th ed.). New York: Routledge/Taylor & Francis Group.

Suggested Readings

1. Winnick, J. P., &Porretta, D. L. (2017). *Adapted physical education and sport* (6th ed.). Champaign, IL: Human Kinetics.
2. Ehrman, J. K., Liguori, G., Magal, M., &Riebe, D. (2018). *ACSM's guidelines for exercise testing and prescription* (10th ed.). Philadelphia, PA: Wolters Kluwer.
3. Gibson, A. L., Wagner, D. R., & Heyward, V. H. (2019). *Advanced fitness assessment and exercise prescription* (8th ed.). Champaign, IL: Human Kinetics.
4. Miller, D. K. (2020). *Measurement by the physical educator: Why and how* (8th ed.). New York, NY: McGraw-Hill Education.

PEDU-6426 Exercise Physiology 3 (3-0)

The purpose of this course is to increase the student's knowledge and understanding about human physiology and the adaptations that occur during exercise. Exercise physiology is a branch of physiology that deals with the functioning of the human body during exercise. An understanding of how the body responds to acute and chronic exercise is crucial for the physical educator, athletic trainer, coach, fitness expert, or exercise physiologist. Emphasis is placed on bioenergetics as well as circulatory, respiratory and neuromuscular responses to the physical stress of exercise. Also discussed are the effects of environmental factors and cryogenic aids on athletic performance. The objective of this course is for the student to gain an understanding and working knowledge of how the body responds to exercise so that they may apply this knowledge to their chosen field. Indeed, understanding the interactions of metabolism, circulation, and structural adaptations in response to exercise and training are required to be an effective teaching or health care professional.

Contents

1. Introduction of Physiology
2. Bio-Energetic
3. Conditioning in Sports
4. Cardiovascular Systems
5. Respiratory System
6. Exercise and Environments
7. Doping
8. Role of I.O.C.
9. Types of doping tests
10. Prevention of doping
11. Aging Exercise and Disease Prevention
12. Aging
13. Diabetes
14. Obesity
15. Blood pressure
16. Osteoporosis

Recommended Texts

1. Ehrman, J., Gordon, P., Visich, P., &Keteyian, S. (Eds.). (2018). *Clinical Exercise Physiology* (4th ed.).Champaign, IL: Human Kinetics.
2. Haff, G. G., &Dumke, C. (2018). *Laboratory Manual for Exercise Physiology* (2nd ed.).Champaign, IL: Human Kinetics.

Suggested Readings

1. John, P., Cedric, X., Fabio, C.(2015).*Exercise physiology.* Philadelphia, F. A. Davis Company.
2. Scott, K., Edward, T. (2015).*Exercise physiology: theory and application to fitness and performance* (10th ed.). New York: McGraw-Hill publisher.
3. Kenney, W. L., Costill, D. L., & Wilmore, J. H. (2020). *Physiology of sport and exercise* (7th ed.). Champaign: Human Kinetics.

Semester VIII

PEDU-6427	Sports Nutrition	3 (3-0)	Major-26
PEDU-6428	Sports Biomechanics	3 (3-0)	Major-27
PEDU-6429	Sports Injuries & Rehabilitation	3 (3-0)	Major-27
PEDU-6430	Practical Hiking & Hill Tracking	2 (2-0)	Major-29
PEDU-6431	Practical Athletics (Javelin and Hammer)	2 (0-2)	Major-30
PEDU-6432	Minor Area Games	2 (0-2)	Major-31
		Semester Total Credit Hours: 15	

PEDU-6427 Sports Nutrition 3 (3-0)

This course provides a scientific background of applied nutrition and sports performance. Sports Nutrition is the study of nutrition and exercise for the promotion of health, fitness and prevention from diseases. Proper nutrition is the key to optimizing health and athletic performance. This course presents guidelines for the diet needed to be ready for athletic practice and competition, and how to refuel afterwards. The course contains the principles of nutrition and reviews the role and functions of fats, proteins, carbohydrates, vitamins, minerals, body fluids, metabolism, digestion and weight management. Students will be able to learn about energy expenditure during exercise, performance enhancement recovery, and the essential elements for growth, maintenance and repair of the body's tissues. Individuals gain an understanding of exercise physiology and learn how to create a nutritional fitness plan for each sport as well as weight loss supplements and performance-enhancing drugs are also a point of emphasis. They can learn to counsel individuals and to make diet recommendations.

Contents

1. Introduction to sports nutrition
2. Energy and metabolism
3. Energy and muscular activities
4. Carbohydrates and sports performance
5. Science of carbohydrate loading
6. Fats and sports performance
7. Proteins and sports performance
8. Vitamins
9. Minerals
10. Water and Electrolytes
11. Eating Disorders
12. Weight Management
13. Body composition
14. Practical application of nutritional plan for strength/power athletes
15. Practical application of nutritional plan for endurance /ultra-endurance athletes

Recommended Texts

1. Bean, A. (2017). *The complete guide to sports nutrition* (8th ed.). London: Bloomsbury Sport, an imprint of Bloomsbury Publishing Plc.
2. Fink, H. H., & Mikesky, A. E. (2020). *Practical applications in sports nutrition* (5th ed.). Burlington, MA, New Jersey: Jones & Bartlett Learning.

Suggested Readings

1. Souza, P. D. (2016). *Sports nutrition* (1st ed.). New York: Syrawood Publishing House.
2. Baechle, T. R. (2016). *Essentials of strength training and conditioning* (4th ed.). Champaign, IL: Human Kinetics.
3. Spano, M. A., Kruskall, L. J., & Thomas, D. T. (2018). *Nutrition for sport, exercise, and health* (3rd ed.). Champaign (Illinois): Human Kinetics.
4. Jeukendrup, A. E., & Gleeson, M. (2019). *Sport nutrition* (4th ed.). Champaign, IL: Human Kinetics.

PEDU-6428 Sports Biomechanics 3 (3-0)

The course will provide the theoretical and experimental basis required for the application of biomechanics in the areas of sport and exercise. Biomechanics in Sports incorporates detailed analysis of sport movements in order to minimize the risk of injury and improve sports training equipment and techniques. Student and teachers will learn how to design a quantitative analysis, collect, analyse and interpret data obtained from the equipment associated with the measurement technique. From the analysis work of this course, student teachers will be expected to examine the relationship between performance measure and human motor system. The purpose of the course is to develop the student teacher's ability to conduct biomechanical analysis independently and to apply the knowledge in teaching and coaching as well as understanding of athletic performance through mathematical modelling, computer simulation and measurement, and enabling the learners/athletes to pursue their potential at highest level. Data will be collected and processed during laboratory sessions to examine relationships between displacement, velocity and acceleration, force, power, energy, impulse, momentum and fluid dynamics.

Contents

1. Introduction to Sports Bio-Mechanics
2. Forces
3. Kinematic Concepts for Analysing Human Motion
4. Linear Kinematics for Analysing Human Movement
5. Kinetic Concepts for Analysing Human Movement
6. Linear Kinetics for Analysing Human Movement
7. Angular Kinematics of Human Movement
8. Angular Kinetics of Human Movement
9. Equilibrium and Human Movement
10. Fluid Mechanism and Human Movement
11. Mechanical Analysis of competitive Sports Techniques
12. Mechanical Analysis of Track & Field Events

Recommended Texts

1. Hall, S. J. (2019). *Basic biomechanics* (8th ed.). New York, NY: McGraw-Hill Education.
2. Pangrazi, R. P., &Beighle, A. (2020). *Dynamic physical education for elementary school children* (19th ed.). Champaign, IL: Human Kinetics.

Suggested Readings

1. Bartlett, R. (2014). *Introduction to sports biomechanics: Analysing human movement patterns* (3rd ed.). Milton Park, Abingdon, Oxon: Routledge.
2. Watkins, J. (2014). *Fundamental biomechanics of sport and exercise* (1st ed.). New York:Routledge/Taylor & Francis Group.
3. Payton, C., & Burden, A. (2018). *Biomechanical evaluation of movement in sport and exercise: The British Association of Sport and Exercise Sciences guide* (3rd ed.). Abingdon, Oxon: Routledge.
4. McGinnis, P. M. (2020). *Biomechanics of sport and exercise* (4th ed.). Champaign, IL: Human Kinetics.

PEDU-6429 Sports Injuries & Rehabilitation 3 (3-0)

This course is a graduate level course of M.Sc. Physical Education. The subject covers a broad range of topics. It building knowledge and skills to understand injuries, injuries classification, identification, CPR, First Aid, emergency and acute injuries management. Prevention and implementation of suitable exercise based rehabilitation programs designed by health care professionals for players and common people to regain their peak performance potential either independently or by assisting healthcare professionals. It helps students to manage the injuries through appropriate exercises and various therapies. The subject will enable students to analyse the posture and prescribe exercises to correct various posture deformities. Students will also be able to classify special population. In-depth study of this subject will help students, coaches, and researchers to understand how human body reacts to physical or recreational activity, exercises and sports, they can help participants, whether at an elite level or within the general community, to regain their peak potential after injury occurrence.

Contents

1. Introduction to Sports Injuries
2. Classification
3. Methods of Injuries Prevention
4. Warm up, Cool down & First Aid
5. Management of Injuries
6. Exercise, Yoga, Hydro, Steam, Cryo and Physiotherapy
7. Posture Analysis
8. Adapted Physical Activities
9. Sports Massage

Recommended Texts

1. Joyce, D., & Lewindon, D. (2016). *Sports injury prevention and rehabilitation: integrating medicine and science for performance solutions.* London, UK: Routledge.
2. Brukner, P., & Khan, K. (2019). *Brukner& Khans Clinical sports medicine*(5th ed.). Sydney, Australia: McGraw Hill Education.

Suggested Readings

1. McGillicuddy, M. (2011). *Massage for sport performance*. Champaign, IL: Human Kinetics.
2. Knopf, K. G. (2015). *Injury rehab with resistance bands: complete anatomical information and rehabilitation routines for back, neck, shoulders, elbows, hips, knees, ankles and more.* Berkeley, CA: Ulysses Press.
3. Houglum, P. A. (2016). *Therapeutic exercise for musculoskeletal injuries*(4th ed.). Champaign, IL: Human Kinetics.
4. Winnick, J. P., &Porretta, D. L. (2017). *Adapted physical education and sport* (6th ed.). Champaign, IL: Human Kinetics.
5. Walker, B. (2018*). The anatomy of sports injuries: your illustrated guide to prevention, diagnosis, and treatment* (2nd ed.). Chichester, England: Lotus Pub.

PEDU-6430 Hiking & Hill Tracking 2(0-2)

This course is designed to give the students a better understanding of the fundamental knowledge needed to enjoy hiking safely. Students will experience a lifelong activity that promotes a healthy and active lifestyle. The assumption that lifestyles formed early in life track into adulthood has been used to justify the targeting of health promotion programmes towards children and adolescents. The aim of the current study was to use data from the Northern Ireland Young Hearts Project to ascertain the extent of tracking, between adolescence and young adulthood, of physical activity, aerobic fitness, selected anthropometric variables, and diet. Tracking has been defined as the maintenance of relative position in rank of behaviour over time, such that subjects who rank highly for unfavourable risk profiles at a young age are likely to maintain their ranks through into adulthood. Although different indicators of physical activity and different methods of tracking of inactivity is less often studied. Youth resistance training: updated position statement paper from the national strength and conditioning association.

Contents

1. Introduction of Hiking & Hill Tracking
2. Fitness training for hiking
3. Personal awareness and safety when hiking (communication, emergency plans)
4. Hiking techniques (posture, overcoming obstacles, use of trekking poles)
5. Equipment and proper use
6. Apply safe hiking techniques during hiking activities
7. Maps and Navigations
8. Hiking trip planning (route selection, proper gear, clothing, footwear, first aid, food, water)
9. Alter hiking choices for special weather and physical conditions
10. Self-reflection and communication about hiking activities, routes, personal preparation, group dynamics, safety, and fitness for hiking
11. Tying Knots Skills Charts
12. Environmental awareness
13. Introduction of wildlife animals and Tracks
14. Remedies for Insect Bites and Rashes
15. Basic injury prevention and first aid (blister prevention and management)

Recommended Texts

1. Smith, S. D. (2017). *White Mountain guide: AMC's comprehensive guide to hiking trails in the White Mountain National Forest* (30th ed.). Boston: Appalachian Mountain Club Books.
2. KJ, P. (2019). *Base camp Denver: 101 hikes in Colorado's Front Range* (3rd ed.). Las Vegas, NV: Imbrifex Books.

Suggested Readings

1. Skurka, A. (2017). *The ultimate hiker's gear guide: Tools & techniques to hit the trail* (2nd ed.). Washington, D.C.: National Geographic
2. Konin, J. G., & Ray, R. (2019). *Management strategies in athletic training* (5th ed.). Champaign, IL: Human Kinetics.

PEDU-6431 Practical Athletics (Javelin & Hammer Throw) 2(0-2)

The two primary forms are throwing for distance and throwing at a given target or range. The four most prominent throwing for distance sports are in track and field: shot put, discus, javelin, and the hammer throw. This course will Develop and share among members and others education, information, and leadership skills. Encourage members to promote the active participation by all youth in fun and healthy physical activities according to their interests and abilities. The training for this course is event group focused. The main focus of this course is annual planning periodization and is introduction to international competition. This course aims to development of the student biomechanics physiology psychology nutrition planning and strength concepts. Better understand of a course the participant will for the target age group this course have a greater knowledge of appropriate drills, skills, games and activities for each event. Identify some of the more common technical faults associated with each event this course have a basic understanding of a simple Coaching session.

Contents:

1: Introduction to Throwing Events
2: Javelin throw
3: Preparing for Acceleration
4: Crossover
5: Begin the Throw, Complete the Throw
6: Hammer throw
7: Releasing Angle and Velocity
8: Body position, throwing from the power position, Drills used to teach throwing from the power position

Recommended Texts

1: McGinnis, P. M. (2020). *Biomechanics of sport and exercise* (4thed.). Champaign, IL: Human Kinetics.
2: Fink, H. H., &Mikesky, A. E. (2020). *Practical applications in sports nutrition* (5thed.). Burlington, MA, New Jersey: Jones & Bartlett Learning.

Suggested Readings

3: Bartlett, R., &Bussey, M. (2013). *Sports biomechanics: Reducing injury risk and improving sports performance*. (2nded.). United States. Routledge.

PEDU-6432 Minor Area Games 2 (0-2)

Our main objective of this program seeks to emphasize the enhancement of professional abilities and skills of the students with overall leadership qualities. Through these type of practical activities and minor area games to enhance fundamental Motor Skills and their effective application in a game, basic offensive and defensive games strategies, as well as learning the importance of fair play, safe practises and cooperative involvement .We develop students' physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. Participation in non-traditional games and activities promotes lifelong leisure, decision making, problem solving, and communication skills. We want our students will become professional in many different forms like, teachers, coaches, officials and even trainers for a gym.

Contents

1. Introduction/History of minor area games
2. Proper physical and mental activeness
3. Creative skills
4. Designing of minor area games
5. Games as medium: “Magic circle”, game rules, role of choice and challenge
6. Demonstration and presentation
7. Designed games as play: varieties of games experience (easy to difficult)
8. Games such as circle ball chase, dogging, plucking the tails, leg cricket, 2-ball soccer, backboard ball and poison tag etc
9. Combat sports and tug of war
10. Coaching skills

Recommended Texts

1. Jeffreys, I., & Moody, J. (2016). *Strength and conditioning for sports performance*. Abingdon, Oxon: Routledge.
2. Kaufman, K. A., Glass, C. R., &Pineau, T. R. (2018). *Mindful sport performance enhancement: Mental training for athletes and coaches*. American Psychological Association.

Suggested Readings

1. Pirlo, A. (2014). *Andrea Pirlo: I think therefore I play*. London: BackPage Press.
2. Zeri, F., Pitzalis, S., Di Vizio, A., Ruffinatto, T., Egizi, F., Di Russo, F., &Naroo, S. A. (2018). Refractive error and vision correction in a general sports-playing population. *Clinical and Experimental Optometry*, *101*(2), 225-236.
3. Clark, N. (2019). *Nancy Clark's sports nutrition guidebook*. (5th ed.) Champaign,IL; Human Kinetics.