

# **SANT GADGE BABA AMRAVATI UNIVERSITY**



## **FACULTY OF INTERDISCIPLINARY STUDIES**

### **Name of the programme**

**Bachelor of Physical Education & Sports (B.P.E. & S.)**

### **Scheme and Syllabus as per NEP 2020**

- 1. UG Certificate in Physical Education & Sports**  
(Level 4.5, Sem- I and Sem –II)
- 2. UG Diploma in Physical Education & Sports With Sports Medicine/ Yogic Science/  
Sports Training**  
(Level 5.0, Sem- III and Sem –IV)
- 3. UG Degree in -----**  
(Level 5.5, Sem- V and Sem –VI)

**Commencement Year 2024-2025**

## **POs (PROGRAMME OUTCOMES) OF THE B. P. E. & S. :**

- 1: **Critical thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
- 2: **Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian Language, and make meaning of the world by connecting people, ideas, books, media and technology.
- 3: **Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.
- 4: **Effective Citizenship:** Demonstrate empathetic social concern and equity centred national development and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
- 5: **Ethics Recognize:** different values systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
- 6: **Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.
- 7: **Self –directed and Life –long Learning:** Acquire the ability to engage in independent and lifelong learning in the broadest context socio-technological changes.

## **PSOs (PROGRAMME SPECIFIC OUTCOMES):**

1. Knowledge and Understanding of Physical Education and Sports Sciences.
2. Skill Development in Sports and Physical Activities.
3. Fitness and Health Management.
4. Teaching and Coaching Competence.
5. Scientific and Research Skills.
6. Leadership and Organizational Skills.
7. Ethical and Professional Development.
8. Community Engagement and Social Responsibility.

## **PROGRAMME OBJECTIVES:**

1. To enable the trainee-learners to understand the nature, purpose and philosophy of education and physical education at the Primary stage.
2. To prepare teachers of Physical Education with broader educational perspective.
3. To develop personnel, Professionals and Social competencies required in teaching profession of physical education.
4. To develop potential for planning and organizing Physical Education programmes and other play-activities.
5. To empower trainee-learners to inspire their students to actively participate in Physical activities, Games and Sports.
6. To enable teachers to develop personality, character, will power, democratic values and positives attitude towards life through Physical Education.
7. To make student capable of imparting basic knowledge about health, hygiene, nutrition and physical fitness.
8. To develop skills and competencies to organize school and community games and sports.
9. To cultivate the spirit of sportsmanship, mental and physical alertness, scientific temper and optimism.
10. To promote appreciation and interest for indigenous games, sports and yogic practices among trainee-learner.
11. To create awareness about health and hygiene in the community.

## **Employability:**

### **1. Physical Education Teacher**

- Teach physical education in schools, colleges, and universities.
- Develop and implement physical education curricula.

### **2. Sports Coach/Instructor**

- Coach athletes at various levels, from amateur to professional.
- Provide specialized training in specific sports.

### **3. Fitness Trainer/Personal Trainer**

- Design and lead fitness programs for individuals and groups.
- Offer personalized fitness coaching and wellness advice.

### **4. Sports Manager/Administrator**

- Manage sports facilities, events, and organizations.
- Oversee operations, marketing, and budgeting for sports programs.

### **5. Rehabilitation Specialist/Exercise Physiologist**

- Assist in the recovery and rehabilitation of athletes.
- Develop exercise programs to improve health and performance.

## **6. Sports Journalist/Broadcaster**

- Report on sports events, write articles, and provide commentary.
- Work with media outlets to cover sports news and stories.

## **7. Sports Marketing and Promotion**

- Develop marketing strategies for sports teams, events, and products.
- Work in sports sponsorship, branding, and advertising.

## **8. Sports Equipment Manager**

- Manage the acquisition, maintenance, and distribution of sports equipment.
- Ensure the safety and proper use of equipment.

## **9. Health and Wellness Consultant**

- Advise individuals and organizations on health and wellness programs.
- Implement strategies for a healthier lifestyle through physical activity.

## **10. Entrepreneur in Sports and Fitness**

- Start and manage businesses related to sports coaching, fitness centers, and sports merchandising.
- Innovate new products and services in the sports and fitness industry.

## BPE&S I Semester

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
I	822200	<b>DSC I (T):</b> Foundation of Physical Education	2	30	2 Hrs.	External 30	Internal 20

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To provide students comprehensive understanding of the historical foundations of physical education.</li> <li>2. To provide students comprehensive understanding of the philosophical foundations of physical education.</li> <li>3. To provide students understanding of the socio-cultural aspect of physical education</li> </ol>						
<b>Course Outcomes</b>	<b>After successful completion of course students should be able to –</b> <ol style="list-style-type: none"> <li>1. Apply knowledge about foundation of physical education.</li> <li>2. Know the ideology of Indian philosophy.</li> <li>3. Ideas of Fitness Promotion.</li> <li>4. Knowledge about biological foundation.</li> <li>5. Know the ideology of Sociological Foundation.</li> </ol>						
<b>Unit System</b>	<b>Contents</b>			<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>		
<b>Unit I</b>	<b>Introduction:</b> Concept and definition of education and physical education, Need and importance of physical education, Terminologies related to physical education, Place of physical education in Tagore's scheme of education, Modern concept and scope of physical education, Aim and objective of physical education			<b>7 Hours</b>	<ol style="list-style-type: none"> <li>1. Classroom Lecture and study</li> <li>2. Experiential learning</li> <li>3. Assignment</li> <li>4. Participative learning</li> <li>5. Guest Lectures</li> </ol>		
<b>Unit II</b>	<b>Biological foundation:</b> Biological basis of human and biological weakness of human in relation to physical activities, Growth and development- Principles, Stages and Affecting factors, Age and Sex difference and physical activities, Concepts and components of physical fitness wellness and active life style			<b>7 Hours</b>			
<b>Unit III</b>	<b>Philosophical foundation:</b> Meaning of philosophy, Different schools of philosophy applied to physical education, Psychological Foundation, Concept of learning and motor learning, Laws of learning, Learning curve, Psychological factors influencing motor learning			<b>8 Hours</b>			
<b>Unit IV</b>	<b>Sociological Foundation:</b> Concept of social institution and socialization, Sports as social institution and their influence on society, Games and sports as Man's cultural heritage, Role of games and sports in National and international integration			<b>8 Hours</b>			

## References:

- ❖ William J. F., Principles of Physical Education, Sports Publication, Second Edition, 2020.
- ❖ Bucher C. A., Foundations of Physical Education, Saint Louis: Mosby, 1972, 6<sup>th</sup> edition.
- ❖ Deborah A. Wuest, Charles Augustus Bucher, Foundations of Physical Education and Sport, Mosby Year Book: Pennsylvania State University, 2011.
- ❖ Mandeep Singh Nathial, History, Principles and Foundation of Physical Education, Friends Publications (India), 2020.
- ❖ Barrow H.M, Man and Movement: Principles of Physical Education, Publisher Lea & Febiger: U.S., 1988.
- ❖ Singer Robert – Foundation of Physical Education
- ❖ Freeman- Physical Education in Changing Society
- ❖ Howell – Foundation of Physical Education, Friend publication New Delhi.
- ❖ अमोल ओंकार देशमुख – शारीरिक शिक्षा इतिहास, सिद्धांत तथा मूलाधार
- ❖ [https://www.sssutms.co.in/cms/Areas/Website/Files/Link/EContent/Foundation\\_physical\\_edcation.pdf](https://www.sssutms.co.in/cms/Areas/Website/Files/Link/EContent/Foundation_physical_edcation.pdf)

## BPE&S I Semester

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
<b>I</b>	<b>822201</b>	<b>DSC II (T):</b> Sports Field Measurement & Marking	<b>2</b>	<b>30</b>	<b>2 Hrs.</b>	<b>External 30</b>	<b>Internal 20</b>

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To equip students with the knowledge and skills.</li> <li>2. To Familiarize with Tools and Equipment used in ground marking.</li> <li>3. To accurately measure and mark sports fields according to official regulations and standards.</li> </ol>						
<b>Course Outcomes</b>	The students would be able to: <ol style="list-style-type: none"> <li>1. Knowledge about Sports Field</li> <li>2. Knowledge about measurement and Marking</li> <li>3. Apply Knowledge about marking various Games</li> <li>4. Knowledge about various equipment</li> <li>5. Knowledge about Track and field</li> </ol>						
<b>Unit System</b>	<b>Contents</b>				<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>	
<b>Unit I</b>	<b>Introduction:</b> Meaning concept of play field Marking and measurement; Principle of marking play field; Need of measurement and marking of play field.				<b>7 Hours</b>	<ol style="list-style-type: none"> <li>1. Classroom Lecture and study</li> <li>2. Experiential learning</li> <li>3. Assignment</li> <li>4. Participative learning</li> <li>5. Guest Lectures</li> </ol>	
<b>Unit II</b>	Maintenance of Out Door and Indoor play field; Uses of various equipment's for marking play field.				<b>7 Hours</b>		
<b>Unit III</b>	Marking and measurement of various games; Indian Game - Kabaddi, Kho-Kho, Hand-Ball; Foreign Game - Volley Ball, Basketball, Cricket, Football, Badminton.				<b>8 Hours</b>		
<b>Unit IV</b>	Preparation and Construction of Track; Marking of various track events; Marking of field events;				<b>8 Hours</b>		

### References:

- Layout And Marking Of Track And Field, by N Govindarajulu, Friends Publications (India)
- Track And Field (Construction And Marking) And Yog, by Satish Chandra Srivastava, Hindi Edition

- Rules and Measurements in Sports and Games, Prof. Dr. A. Mahaboobjan,; Dr. C. Arulraj, and Dr. U. Viswejan, Mr. C. Selvaraj, Ms.V. Sowmiya, Mr. R. Vijayakumar, Sports Publication
- All Games Ground Marking, Ammar Khokhar, BS Physical Education
- Marking Techniques of Track and Field, Prof. Gurmeet Singh, Friends Publications India
- Prof. Gurmeet Singh, “Marking Techniques of Track and Field”, Friends Publications, ISBN-13 978-9392791369
- Michael Walker, Michael J. Walker – “The Field Guide: The Layout and Dimensions of Sports Fields”, Walnut Cracker Publishing, LLC.
- Ammar Khokhar, “All Games Ground Marking”.



## BPE&S I Semester

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
I	822202	<b>DSC III (T):</b> Basics of Human Anatomy	2	30	2 Hrs.	External 30	Internal 20

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To provide students with fundamental knowledge of human anatomy and its relevance to physical education and sports.</li> <li>To Introduce Human Anatomy.</li> <li>To develop the understanding of different systems of human body.</li> </ol>						
<b>Course Outcomes</b>	The students would be able to: <ol style="list-style-type: none"> <li>Explain the organization of the human body and its regulation.</li> <li>Memorize the knowledge of the human body and its function.</li> <li>Analyse the structural aspect of systems of the body.</li> <li>Explain the fundamentals of human body organs.</li> <li>Analyse the functional aspects of Human body.</li> <li>Identify and compare the effects of Exercise on Various system.</li> </ol>						
<b>Unit System</b>	<b>Contents</b>				<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>	
<b>Unit I</b>	<b>Introduction and structural organization of human body:</b> Meaning and concept of anatomy Need and importance of the knowledge of anatomy in the field of physical education Levels of Organization of Human Body: Definition of Cell, Tissue, Organ and System Microscopic structure, composition and function of cell; Essential properties of living organism				<b>7 Hours</b>	<ol style="list-style-type: none"> <li><b>Classroom Lecture and study</b></li> <li><b>Experiential learning</b></li> <li><b>Assignment</b></li> <li><b>Participative learning</b></li> <li><b>Guest Lectures</b></li> </ol>	
<b>Unit II</b>	<b>Muscle &amp; Skeletal System :</b> Different parts of Human skeleton Types of Bones; Joints: Joints Joint's Nomenclature and classification; Names of the Movements around joints; Muscles: Structure and function of skeletal muscles ; Names of Major muscles of different parts of Body.				<b>7 Hours</b>		
<b>Unit III</b>	<b>Cardio-respiratory, Digestive system &amp; Endocrine System:</b> <b>Circulatory system:</b> Anatomical position and gross structure of the heart Systemic and pulmonary circulation Blood vessels – Artery, Vein and Capillaries <b>Respiratory System:</b> Meaning of External and internal respiration Organs of respiration Structure of Lungs <b>Digestive System:</b> Parts of Digestive Tract, structure and function in brief. Steps of digestion Digestive glands structure and function <b>Endocrine System:</b> Names, location and				<b>8 Hours</b>		

	functions of Pituitary Gland, Thyroid gland, Adrenal Gland, Pancreas.		
<b>Unit IV</b>	<p><b>Nervous System, Reproductive System &amp; Excretory System:</b></p> <p><b>Nervous system:</b> Structural and functional divisions of nervous system. Sensory motor nervous system Parts of Brain Structure and functions of spinal cord/ Sense organs eyes, ears and skin.</p> <p><b>Reproductive System:</b> Primary and secondary male and female reproductive system Testes and Ovary</p> <p><b>Excretory system:</b> Routes of excretion from human body Organs of Urinary system Structure and function of Kidney.</p>	<b>8 Hours</b>	

### References:

- Astrend, P.O. and Rodhal Karre, Text Book of Work physiology Tokyo: McGraw- Hill Kogakusha Ltd.
- Bourne, Geoffery H. The structure and function of muscles, Lando Academic Press (1973)
- Chaurasisa B.D. Human Anatomy Regional and applied ( CBS publisher and Z distributors, 1979)
- Guybon, Author C. Text book of medical psychology ( Philadelphia W.B.Sunder Company, 1976)
- James C. Cluch, fundamental Human anatomy ( Lea and Febiger Philadelphia, 1971)
- Dr. Ulhas V. Deshmukh – Anatomy, Physiology, Physiology of Exercises and Health Education.

## BPE&S I Semester

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
<b>I</b>	<b>822203</b>	<b>DSC I (P) :</b> Formal Activities	<b>1</b>	<b>30</b>	~	<b>External 25</b>	<b>Internal 25</b>

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To develop students' skills in organizing any event.</li> <li>2. To develop students' skills in coordinating</li> <li>3. To develop students' skills in leading large-scale group physical activities and demonstrations.</li> </ol>		
<b>Course Outcomes</b>	<p><b>The Students would be able to:</b></p> <ol style="list-style-type: none"> <li>1. Develop the concept of the activity skill.</li> <li>2. Develop the concept of Dance skill.</li> <li>3. Appraise the rules and regulations.</li> <li>4. Demonstrate and assess various techniques.</li> <li>5. Develop the concept of Cooperation and coordination.</li> <li>6. Build self-discipline in lifestyle.</li> </ol>		
<b>Activity</b>	<b>Contents</b>	<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>
<b>Activity I</b>	<p><b>MASS DEMONSTRATION ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>a. Grip of the Apparatus (if any),</li> <li>b. Attention with or without apparatus/ Light apparatus,</li> <li>c. Stand – at – ease with or without apparatus/ light apparatus;</li> <li>d. Exercise on verbal command, drum or music rhythm, and whistle in (Two, Four, Eight and Sixteen) count.</li> </ol> <p><b>Mass P.T. Exercises:</b> Seating, Standing, Jumping Exercise, Moving &amp; Combination of above all. (Sixteen Count Exercises - 8 Tables).</p> <p><b>Note:</b> The following Table (meant for Credits and Teaching hours) and Objectives is to be applicable for each Practicum course ( i.e. all Rhythmic Demonstrative activities).</p>	<b>7 Hours</b>	<ol style="list-style-type: none"> <li><b>1. Demonstration</b></li> <li><b>2. Experiential learning</b></li> <li><b>3. Imitation</b></li> <li><b>4. Participative learning</b></li> <li><b>5. Command method</b></li> <li><b>6. Practice method</b></li> </ol>
<b>Activity II</b>	<p><b>Lazium:</b></p> <p><b>Ghati Lazium</b> (AathAawaz, Baithakaawaz, Aage Paon, Aage kadam, Do pheraawaz, Chau pheraawaz, Kadamtal, Pavitra, Uchhakpavitra, Kadam pavitra).</p> <p><b>Hindustani Lazium</b> (Char Aawaz, Ek Jagah, AantiLagaav, Pavitra, Do Rukha, Chau Rukha, Chau rukhabaithak, Momiya).</p>	<b>7 Hours</b>	
<b>Activity III</b>	<b>Lathi</b> (Sidhi&Ulati Bail; Sidhi&Ulati Bail Chal; Salami; Do Rukh; Aage & Pichhe Farlang;	<b>8 Hours</b>	

	Bagal war; Jangwar; Beliya Chamukhi etc.).		
<b>Activity IV</b>	<p><b>Marching:</b> Ek Line Bun, Teen Line Bun; DahineSaj; Sawdhan, Vishram; Dahine mud, Baye mud, Pichhe mud; Kadamtal; Khuli Line Chal and Nikat Line Chal; Tham.</p> <p><b>March Fast:</b> Dahine, Baye &amp; Pichhe mud; Khuli Line &amp; Nikat Line Chal; Kadam Tal; Aage badh; Samne Salute; Dahine Dekha; Samne Dekha; Tham.</p> <p><b>Slow March:</b> Dhirechal; Tham.</p> <p><b>Band and Flute</b></p> <ol style="list-style-type: none"> <li>1. National Anthem</li> <li>2. Salute ( Salami)</li> <li>3. March Past</li> <li>4. Demonstration of Drill</li> </ol>	<b>8 Hours</b>	

## BPE&S I Semester

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
<b>I</b>	<b>822204</b>	<b>DSC II (P) : Practical on Track &amp; Field Marking</b>	<b>1</b>	<b>30</b>	<b>~</b>	<b>External 25</b>	<b>Internal 25</b>

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To provide hands-on experience in accurately measuring, marking of track and field areas.</li> <li>2. To prepare the field for event organisation according to official sports regulations and standards.</li> <li>3. To get familiar with equipment used in ground marking.</li> </ol>		
<b>Course Outcomes</b>	<p><b>The students would be able to:</b></p> <ol style="list-style-type: none"> <li>1. Execute about Track and Field marking Procedures practically</li> <li>2. Apply safety standards in practical design</li> <li>3. Adapt practical marking strategies for various track and events.</li> <li>4. Troubleshoot practical Marking issues reposefully.</li> </ol>		
<b>Unit System</b>	<b>Contents</b>	<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>
<b>Activity I</b>	<b>Style –</b> Running Events Throwing Events Jumping Events	<b>7 Hours</b>	<ol style="list-style-type: none"> <li><b>1. Demonstration</b></li> <li><b>2. Experiential learning</b></li> <li><b>3. Imitation</b></li> <li><b>4. Participative learning</b></li> <li><b>5. Command method</b></li> <li><b>6. Practice method</b></li> </ol>
<b>Activity II</b>	<b>Performance –</b> Running Events Throwing Events Jumping Events	<b>7 Hours</b>	
<b>Activity III</b>	Record writing on styles and performance of running, throwing and jumping events. Book Keeping and Viva	<b>8 Hours</b>	
<b>Activity IV</b>	Practice of styles and techniques of Running Events Throwing Events Jumping Events	<b>8 Hours</b>	

## BPE&S I Semester

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
I	822205	<b>DSC III (P): Practical Anatomy</b>	1	30	~	External 25	Internal 25

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To offer hands-on experience in identifying parts of human body.</li> <li>To understand the structure and function of human anatomical systems through practical.</li> <li>To understand various joints and its mobility.</li> </ol>		
<b>Course Outcomes</b>	<p><b>The Students would be able to:</b></p> <ol style="list-style-type: none"> <li>Practical application of anatomical structure of joint for studying human body structures</li> <li>identify anatomical structure accurately</li> <li>Apply Practical knowledge of the functions and the interaction of the anatomic components</li> <li>Perform practical functional anatomy assessment of muscle action.</li> </ol>		
<b>Unit System</b>	<b>Contents</b>	<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>
<b>Activity I</b>	<p><b>Skeletal System</b></p> <ul style="list-style-type: none"> <li>- Presentation on the skeletal system, including types of bones and their functions.</li> <li>- Hands-on activity with a skeletal model to identify major bones.</li> <li>- Worksheet on bone identification.</li> <li>- Practical test on identifying bones using a model.</li> </ul> <p><b>Muscular System</b></p> <ul style="list-style-type: none"> <li>- Muscle types and their functions.</li> <li>- Use of anatomical diagrams to locate major muscles.</li> <li>- Group activity to label muscles on a diagram.</li> </ul>	<b>7 Hours</b>	<ol style="list-style-type: none"> <li><b>Demonstration</b></li> <li><b>Experiential learning</b></li> <li><b>Identification</b></li> <li><b>Participative learning</b></li> <li><b>Observation method</b></li> <li><b>Practice method</b></li> </ol>
<b>Activity II</b>	<p><b>Nervous System</b></p> <ul style="list-style-type: none"> <li>- Discussion on the structure and function of the brain and spinal cord.</li> <li>- Identification of major brain regions using a brain model.</li> <li>- Interactive simulation of nerve signal transmission.</li> </ul>	<b>7 Hours</b>	
<b>Activity III</b>	<p><b>Digestive System</b></p> <ul style="list-style-type: none"> <li>- Overview of the digestive process and organs involved.</li> <li>- Hands-on activity with digestive system models.</li> <li>- Create a flowchart of the digestive process.</li> </ul>	<b>8 Hours</b>	
<b>Activity IV</b>	<p><b>Respiratory System</b></p> <ul style="list-style-type: none"> <li>- Anatomy of the respiratory system.</li> <li>- Examination of lung models and diagrams.</li> </ul>	<b>8 Hours</b>	

	<ul style="list-style-type: none"> <li>- Breathing exercises to understand lung function.</li> </ul> <p><b>Cardiovascular System</b></p> <ul style="list-style-type: none"> <li>- Explanation of the heart, blood vessels, and blood flow.</li> <li>- Dissection of a sheep heart or virtual dissection if in-person is not possible.</li> <li>- Drawing and labeling the components of the cardiovascular system.</li> </ul>		
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### BPE&S I Semester

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks	
						50	
I	822206	<b>AEC(Compulsory) Language(English)</b>	2	30	2	External 30	Internal 20

\*Follow the English language Syllabus of B.A. 1<sup>st</sup> Semester

### BPE&S I Semester

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks	
						50	
I	822207	<b>AEC(Elective) Second Language/MIL: Hindi/ Marathi/ Urdu</b>	2	30	2	External 30	Internal 20

\*Follow the Hindi/ Marathi/ Urdu language Syllabus of B.A. 1<sup>st</sup> Semester

**BPE & S I Sem.**

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 25	
<b>I</b>	<b>822208</b>	<b>AEC (Generic IKS: Indian Knowledge System)</b>	<b>1</b>	<b>15</b>	<b>1</b>	<b>External ~ Nil~</b>	<b>Theory Internal 25</b>

<b>Course Objectives</b>	<p>The main objective of the course are</p> <ol style="list-style-type: none"> <li>1. Analyze the significance of the Four Vedas and Upanishads in shaping ancient Indian philosophy and culture.</li> <li>2. Explore the key teachings and historical development of Hinduism, Jainism, and Buddhism.</li> <li>3. Understand the impact of the concept of zero and the decimal system on mathematics and global scientific advancements.</li> <li>4. Examine traditional Indian techniques in town planning, architecture, and metalworking and their influence on ancient technologies.</li> </ol>		
<b>Course Outcomes</b>	<p>After successfully completing the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the profound influence of ancient Indian knowledge, culture, and philosophical systems on contemporary thought and practices.</li> <li>2. Develop an appreciation about the role and importance of Veda, Vedangas, Upanishadas, and Indian Philosophy of Life, 64 art forms, etc.</li> <li>3. Explore the role of major Indian texts, psychological concepts, and traditional art forms in shaping Indian heritage and wisdom.</li> <li>4. Explain the role and importance of Science and Technology in India</li> <li>5. Examine the historical advancements in numerical systems, measurement, and technology, including ancient architectural and metalworking achievements.</li> <li>6. Analyze the contributions of the Indian calendar system, town planning, and various technological innovations to ancient and modern practices.</li> </ol>		
<b>Unit System</b>	<b>Contents</b>	<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>
<b>Unit I</b>	<p><b>(Humanities) :</b> Importance of ancient Indian knowledge, Ancient Indian Culture, Introduction to the Four Vedas, vedangas, upanishadas, Vedic schools of philosophy: Samkhya and Yoga darashana, non-vedic philosophical systems: Baudhha school of philosophy and Jain School of philosophy; Indian Religions: Hindu, Jain and Bauddha, Wisdom through: Puranas, Ramayana. Mahabharata, Shrimad Bhagwad Geeta, Indian approach to psychology, the triguna system, sixty-four art forms and occupational skills (64Kalas)</p>	<b>7 Hours</b>	<ol style="list-style-type: none"> <li>1. Classroom Lecture and study</li> <li>2. Experiential learning</li> <li>3. Assignment</li> <li>4. Participative learning</li> <li>5. Guest Lectures</li> </ol>



<b>Unit II</b>	<p><b>(Science and Technology):</b>  Number system and units of measurement, The concept of zero and its importance, decimal system, measurement of time, distance and weight, Elements of the panchanga- the Indian calendar system, Town planning and architecture, irrigation and water management, dyes and painting technology, Vastu Shastra-the science of architecture, amazing stone architectures of temples in India, Metals and metal working technology, iron and steel in India</p>	<b>8 Hours</b>	
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### References:

#### Text Books:

1. Introduction to Indian Knowledge System: Concepts and Applications by B. Mahadevan, Vinayak R. Bhat and Nagendra P. R. N., PHI Learning Private Limited, 2022.

#### e Books:

1. Collection of Vedas (Rigveda, Shukla Yajurveda, Krishna Yajurveda [7 volumes], Samveda, Atharva Veda [5 volumes]), by Brahmarshi Maha Mahopadhyaya Pandit Shreepad Damodar Satvalekar, Publisher: Swadhyaya mandal, Pardi (Balsad), Printer: Samvad Trade prints, 1005, Sadashiv Peth, Pune-411030
2. Collection of Four Vedas (Rigveda Samhita, Yajurveda Samhita, Samveda Samhita, Atharva Veda Samhita), by Pandit ShriRam Sharma Acharya, Motilal Banarasidass 108 Upanishadas Part -1, Part 2 and Part-3 by Pandit Shri Ram Sharma Acharya
3. Gita Press Combo of 11 Upanishad (in set of 3 books) with Shankaracharya Commentary
4. Nair, Shantha N. Echoes of Ancient Indian Wisdom. New Delhi: Hindology Books, 2008.
5. Shrimadvalmiki Ramayan (2 Volumes), Sanskrit Text With Translation, Gita Press, Gorakhpur Mahabharata (6 Volumes), Gita Press, Gorakhpur
6. S K Das, The education system of Ancient hindus, Gyan publication house, India
7. B L Gupta, Value and distribution system in India, Gyan publication house, India.
8. Reshmi ramdhoni, Ancient Indian Culture and Civilisation, Star publication, 2018
9. Supriya Lakshmi Mishra, Culture and History of Ancient India (With Special Reference of Sudras), 2020.
10. Gambirananda, Swami, Tr. *Upanishad with the Commentary of Sankaracharya*. Kolkata: Advaita Ashrama publication Department, 2002.

[Common to All Faculties]

**Note:**

1. For the Programmes in the faculty of Science and Technology and the faculty of Commerce and Management, all 04 units shall be studied in the Semester-I resulting into 2 credits (**50 Marks**)
2. For the Programmes in the Faculty of Humanities and the **Faculty of Interdisciplinary studies**, Unit I and Unit II shall be studied in the First Semester resulting into 1 credit course (25 Marks). Later, Unit III and Unit IV shall be studied in the Second Semester resulting into 1 credit course (25 Marks).

**\*3. In the faculty of Inter-disciplinary Studies IKS is already divided for Semester-I and Semester-II.**

## BPES I Sem

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 25	
I	822209	<b>SEC (P): (Life Skills: Communication Skills in English.)</b>	1	30	-	Theory Internal 25	Practical ~Nil~

<b>Course Objectives</b>	1. To develop proficient communication skills in English, 2. To focus on speaking, reading, and writing skill. 3. To develop professional skill.		
<b>Course Outcomes</b>	The Students would be able to: 1. Understanding of good communication skills 2. Exhibit clear and accurate pronunciation 3. Understand the importance of empathetic listening. 4. Apply techniques of effective reading 5. Explain the advantages of nonverbal communication 6. Explore communication beyond language.		
<b>Unit System</b>	<b>Contents</b>	<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>
<b>Unit I</b>	<b>Listening</b> <ul style="list-style-type: none"> <li>• Techniques of Effective Listening</li> <li>• Listening and Comprehension</li> <li>• Probing Questions</li> <li>• Barriers to Listening</li> </ul>	<b>7 Hours</b>	<b>1. Demonstration</b>  <b>2. Experiential learning</b>  <b>3. Identification</b>  <b>4. Participative learning</b>  <b>5. Observation method</b>  <b>6. Practice method</b>
<b>Unit II</b>	<b>Speaking</b> <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Enunciation</li> <li>• Vocabulary</li> <li>• Fluency</li> <li>• Common Errors</li> </ul>	<b>7 Hours</b>	
<b>Unit III</b>	<b>Reading</b> <ul style="list-style-type: none"> <li>• Techniques of Effective Reading</li> <li>• Gathering Ideas and Information from a Given Text               <ul style="list-style-type: none"> <li>○ i. Identify the Main Claim of the Text</li> <li>○ ii. Identify the Purpose of the Text</li> <li>○ iii. Identify the Context of the Text</li> <li>○ iv. Identify the Concepts Mentioned</li> </ul> </li> <li>• Evaluating These Ideas and Information               <ul style="list-style-type: none"> <li>i. Identify the Arguments Employed in the Text</li> <li>ii. Identify the Theories Employed or Assumed in the Text</li> </ul> </li> <li>• Interpret the Text               <ul style="list-style-type: none"> <li>i. Understand What a Text Says</li> </ul> </li> </ul>	<b>8 Hours</b>	

	ii. Understand What a Text Does iii. Understand What a Text Means		
<b>Unit IV</b>	<b>Non-verbal Communication</b> <ul style="list-style-type: none"> <li>• Meaning of Nonverbal Communication (NVC)</li> <li>• Advantages of Using Nonverbal Communication</li> <li>• Introduction to Modes of Nonverbal Communication</li> </ul> i. Open and Closed Body Language ii. Eye Contact and Facial Expression iii. Hand Gestures <ul style="list-style-type: none"> <li>• Do's and Don'ts in NVC</li> <li>• Learning from Experts</li> <li>• Activities-based Learning</li> </ul>	<b>8 Hours</b>	

**References:**

- "Communication Skills Handbook" 2009, by Jane Summers and Brett Smith, John Wiley & Sons; 3rd edition
- "Nonverbal Communication in Human Interaction" 2009, by Mark L. Knapp and Judith A. Hall, Wadsworth Pub Co; 7th edition
- "The Art of Public Speaking" 2014, by Stephen E. Lucas, Macmillan/McGraw-Hill School Div; 12th edition
- "Business Communication: Skills, Concepts, and Applications" 2013, by P. D. Chaturvedi and Mukesh Chaturvedi, Pearson Education India; 3rd edition.
- "English Language Communication Skills" 2010, by Urmila Rai and S.M. Rai, Himalaya Publishing House
- "Developing Communication Skills" 2009, by Krishna Mohan and Meera Banerji, Laxmi Publications; Second edition
- "Communication Skills: A Practical Approach" 2007, by Leena Sen, PHI; 2nd Revised edition
- UGC Jivan Kaushallya 2.0

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 25	
I	822210	ii. SEC: Communication Skills in Second Language/ MIL: Hindi	1	30	-	Theory Internal 25	Practical ~Nil~

<b>Course Objectives</b>	1. भाषा के रूप में हिंदी में प्रभावी संप्रेषण कौशल विकसित करना 2. हिंदी भाषा में बोलने, पढ़ने और लिखने के कौशल पर जोर देना 3. हिंदी में व्यावसायिक कौशल विकसित करना		
<b>Course Outcomes</b>	<b>छात्र निम्नलिखित कार्य करने में सक्षम होंगे:</b> 1. अच्छे संचार कौशल की समझ बढ़ाना 2. स्पष्ट और सटीक उच्चारण प्रदर्शित करना 3. सहानुभूतिपूर्ण सुनने के महत्व को समझना 4. प्रभावी पढ़ने की तकनीकें लागू करना 5. अशाब्दिक संचार के लाभों की व्याख्या करना 6. भाषा से परे संचार का अन्वेषण करना।		
<b>Unit System</b>	<b>Contents</b>	<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>
	मॉड्यूल १ : श्रवण	7 Hours	1. Demonstration
	मॉड्यूल २ : वाचन आणि पठन	7 Hours	2. Experiential learning
	मॉड्यूल ४ : लेखन और लेखन के प्रकार	8 Hours	3. Identification
	मॉड्यूल ५ : गैर-मौखिक संप्रेषण	8 Hours	4. Participative learning
			5. Observation method
			6. Practice method

#### संदर्भ ग्रंथ सूची :

- "Samvaad Kala" by Dr. Raghuvir Sahay
- "Hindi Bhasha Ka Vyavaharik Vyakaran Aur Rachna" by Dr. Vashishta Sharma
- "Vartalaap Kala" by Dr. Harimohan
- "Vyavaharik Hindi Vyakaran, Anuvad evam Rachna" by Dr. Kamta Prasad Guru
- "Vyavaharik Hindi Vyakaran Aur Rachna" by Dr. Harimohan Sharma
- UGC Jivan Kaushallya 2.0

**BPE&S I Sem.**

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 25	
<b>I</b>	<b>822210</b>	<b>ii. SEC: Communication Skills in Second Language/ MIL: Marathi</b>	<b>1</b>	<b>30</b>	<b>-</b>	<b>Theory Internal 25</b>	<b>Practical ~Nil~</b>

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. मराठी भाषेत बोलण्याचे कौशल्य विकसित करणे.</li> <li>2. मराठीत ऐकणे, वाचणे, आणि लिहिण्याचे कौशल्य विकसित करणे.</li> <li>3. मराठी संभाषणाचे कौशल्ये वाढवणे.</li> </ol>		
<b>Course Outcomes</b>	<b>विद्यार्थी खलील गोष्टी करण्यात सक्षम होतील:</b> <ol style="list-style-type: none"> <li>1. चांगले संचार कौशल्य विकसित होतील.</li> <li>2. स्पष्ट उच्चारण प्रदर्शित करण्याचे महत्त्व समजेल.</li> <li>3. सहानुभूतीपूर्वक ऐकण्याचे महत्त्व समजेल.</li> <li>4. परिणामकारक वाचन तंत्राचा वापर करता येईल.</li> <li>5. गैर-मौखिक संवादाचे फायदे समजतील.</li> <li>6. भाषेच्या पलीकडच्या संप्रेषणाची अन्वेषण करता येईल.</li> </ol>		
<b>Unit System</b>	<b>Contents</b>	<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>
<b>Unit I</b>	<b>श्रवण कौशल्य:</b> प्रभावी श्रवण तंत्रे श्रवण आणि समज विचारलेल्या प्रश्नांची तपासणी श्रवणातील अडथळे	<b>7 Hours</b>	<ol style="list-style-type: none"> <li>1. Demonstration</li> <li>2. Experiential learning</li> <li>3. Identification</li> <li>4. Participative learning</li> <li>5. Observation method</li> <li>6. Practice method</li> </ol>
<b>Unit II</b>	<b>बोलण्याचे कौशल्य:</b> उच्चार स्पष्टता शब्दसंग्रह प्रवाहीपणा सामान्य चुका	<b>7 Hours</b>	
<b>Unit III</b>	<b>वाचन कौशल्य:</b> प्रभावी वाचन तंत्रे दिलेल्या मजकुरातून कल्पना आणि माहिती गोळा करणे <ol style="list-style-type: none"> <li>i. मजकुराचा मुख्य दावा ओळखणे</li> <li>ii. मजकुराचा उद्देश ओळखणे</li> <li>iii. मजकुराचा संदर्भ ओळखणे</li> <li>iv. उल्लेखित संकल्पना ओळखणे</li> </ol> या कल्पना आणि माहितीचे मूल्यांकन करणे <ol style="list-style-type: none"> <li>i. मजकुरात वापरलेले युक्तिवाद ओळखणे</li> <li>ii. मजकुरात वापरलेल्या किंवा गृहित धरलेल्या</li> </ol>	<b>8 Hours</b>	

	<p>सिद्धांतांची ओळख करणे  <b>मजकुराचे विश्लेषण</b>  i. मजकुर काय सांगतो हे समजून घेणे  ii. मजकुर काय करतो हे समजून घेणे  iii. मजकुराचा अर्थ समजून घेणे</p>		
<b>Unit IV</b>	<p><b>अव्यक्त संवाद</b>  अव्यक्त संवादाचा अर्थ  अव्यक्त संवाद वापरण्याचे फायदे  अव्यक्त संवादाच्या पद्धतीची ओळख  i. दर्शनीय आणि आदर्शनीय शारीरिक भाषा  ii. डोळ्यांचा संपर्क आणि चेहऱ्यावरील भाव  iii. हाताच्या हालचाली  अव्यक्त संवादातील करावे आणि करू नयेत अशा गोष्टी  तज्ञांकडून शिकणे  क्रियाकलाप-आधारित शिक्षण</p>	<b>8 Hours</b>	

**संदर्भ ग्रंथ सूची :**

- "Marathi Bhasha Shuddhalekhan" by Arun Joglekar
- "Marathi Vyakaran Ani Lekhan" by S. M. Pahinkar
- "Vyavaharik Marathi Vyakaran" by Kamal Gokhale
- "Marathi Lekhan Kala" by Dr. V. P. Desai
- "Marathi Bhasha Prabodhan" by Dr. Madhukar Apte
- "Marathi Vyakaran Ani Rachana" by Manik Gadre
- UGC Jivan Kaushallya 2.0

**BPE&S I Sem.**

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 25	
I	822210	ii. SEC: Communication Skills in Second Language/ MIL: Urdu	1	30	-	Theory Internal 25	Practical ~Nil~

Course Objectives	<p>1 اردو زبان میں بولنے کی مہارت پیدا کرنا۔ 2 اردو سننے، پڑھنے اور لکھنے کی مہارت کو فروغ دینا۔ 3 اردو گفتگو کی مہارت کو فروغ دینا۔</p>		
Course Outcomes	<p>■ مواصلات کی اچھی مہارتوں کی سمجھ میں اضافہ کریں۔ ■ واضح اور درست تلفظ دکھائیں۔ ■ ہمدردانہ سننے کی اہمیت کو سمجھنا ■ مؤثر پڑھنے کی تکنیکوں کا اطلاق ■ غیر زبانی مواصلات کے فوائد کی وضاحت ■ زبان سے ماورا مواصلات کی تلاش۔</p>		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	ماڈیول 1: سننا	7 Hours	<p>1. Demonstration 2. Experiential learning 3. Identification 4. Participative learning 5. Observation method 6. Practice method</p>
Unit II	ماڈیول 2: پڑھنا	7 Hours	
Unit III	ماڈیول 3: تحریر اور تحریر کی اقسام	8 Hours	
Unit IV	ماڈیول 4: غیر زبانی مواصلات	8 Hours	

حوالہ درج ذیل



**BPE&S I Sem.**

<b>Course Code</b>	<b>Course</b>	<b>Credit offered</b>
	<b>OE2: Students Have to choose from the basket Provided by different Faculty / same faculty/ MOOCs</b>	<b>2</b>

**BPE&S I Sem.**

<b>Semester</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>	<b>Teaching Hrs.</b>		<b>Exam Duration</b>	<b>Max. Marks 50</b>	
				<b>Th.</b>	<b>Pr.</b>		<b>Theory</b>	<b>Practical</b>
<b>I</b>	<b>Co-Curricular Courses</b>	<b>Fostering Social Responsibility and Community Engagement (NSS/UBA/NCC)</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
		<b>Field Work-Fostering Social Responsibility And Community Engagement (NSS/UBA/NCC)</b>	<b>1</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>

# Bachelor of Physical Education and Sports (BPE&S)

## Semester-II

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
II	822212	<b>DSC I (T):</b> Professional Preparation In Physical Education	2	30	2 Hrs.	External 30	Internal 20

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To equip students with the necessary skills and knowledge.</li> <li>2. To improve practical experiences.</li> <li>3. To succeed professionally in the field of physical education.</li> </ol>		
<b>Course Outcomes</b>	<p><b>After successful completion of course students should be able to –</b></p> <ol style="list-style-type: none"> <li>1. Identify the scope of Physical Education.</li> <li>2. Apply the various isms of Indian philosophy.</li> <li>3. Promote the ideas of Fitness in the society.</li> <li>4. Improve knowledge of professional ethics.</li> <li>5. To remove misconceptions within the field of physical education.</li> <li>6. Evaluate teaching method in physical education.</li> </ol>		
<b>Unit System</b>	<b>Contents</b>	<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>
<b>Unit I</b>	Meaning Nature and Criteria of profession, Physical Education as a profession, Aims and objectives of General Education contribution of professional preparation to the purpose of education, Forces and Factors affecting the policies and programs professional preparation educational, social, political, economic, religions etc.	<b>7 Hours</b>	<ol style="list-style-type: none"> <li><b>1. Classroom Lecture and study</b></li> <li><b>2. Experiential learning</b></li> <li><b>3. Assignment</b></li> <li><b>4. Participative learning</b></li> <li><b>5. Guest Lectures</b></li> </ol>
<b>Unit II</b>	Qualifications for teaching courses of professional preparation in physical education, Specific qualifications for physical educators, Duties and services of physical education teachers, Experience through movement education including games, sports and other activities, Professional preparation programs Health, safety, recreation, camping and outdoor education, Community Responsibilities, Professional Leadership.	<b>7 Hours</b>	
<b>Unit III</b>	Role of central and state Government in professional preparation, Role of non-official agencies in improving professional preparations, Historical perspective of teachers training in physical education in India.	<b>8 Hours</b>	
<b>Unit IV</b>	<b>In service education of professional personnel :</b> Nature and scope of in service education, Career opportunities, Co-education meaning, need and factors affecting co-education in physical education levels at which co-education is desirable Professional Ethics.	<b>8 Hours</b>	

## **REFERENCES:**

1. Bucher, Wuest: Foundation of physical education and sport.
2. Seidel Reseck : Physical education : An overview (2nd Edn.)
3. Richard S. Revenes : Foundation of physical education
4. Bacher, Charles A : Foundation of physical education st Louis, the Mosby Co.1979.
5. Zeogjer Ear;e A : Physical education and sport.
6. Barrow Harold M : Man and Movement (3rd Edn)
7. Lumpkin : Physical Education and Contemporary Education.
8. Albert Rayumodn, snyler, scoot Harry Alexender: Professional preparation in health physical Education and preparation .
9. Pape Laurence A. And Louis E. Means : A professional carrier in a physical education, Englewood, claiffs, N.J. prentice Hall inc. 1952
10. Vendien, C.L. and Nixon J.E. : The world today in Health, physical education and recreation, cliffs N.J. prentice Hall inc. 1963.
11. Brucel, Bennett, Maxwell, Howell, Uriel simri: Comparative physical education and sport (2nd edn)
12. National plan of physical education and recreation : 1956 Ministry of education, Govt. of India
13. Report of the All India senior of physical education for principle of physical education institutions, 1950 Ministry of Education, Govt. of India.
14. Report of the University education committee (2 vol.) 1946 Delhi,
15. Manager of publication, Govt. of India, 1951.-
16. A Brief History of Physical education in India by K. Rajagopalan. - History of physical education by E. A. Khan.

**BPE&S II Sem.**

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
II	822213	<b>DSC II (T):</b> ICT in Physical Education	2	30	2 Hrs.	External 30	Internal 20

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To integrate Information and Communication Technology (ICT)</li> <li>2. Use of tools and methods to enhance teaching learning process.</li> <li>3. To manage practices in the field of physical education.</li> </ol>		
<b>Course Outcomes</b>	<p><b>After successful completion of course students should be able to –</b></p> <ol style="list-style-type: none"> <li>1. Understand the application of computers in Physical Education.</li> <li>2. Describe the importance of information and communication technology (ICT).</li> <li>3. Understand the components of computer.</li> <li>4. Recognize and use application software used in Physical Education and sports.</li> <li>5. Create, format and edit features of MS word, MS excel and MS power point.</li> </ol>		
<b>Unit System</b>	<b>Contents</b>	<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>
<b>Unit I</b>	<p><b>Introduction to Computer:</b> Meaning, need and importance of information and communication technology (ICT), Application of Computers in Physical Education, Components of computer, input and output device, Application software used in Physical Education and sports, Internet &amp; its uses and The Browsers.</p>	<b>7 Hours</b>	<ol style="list-style-type: none"> <li>1. Classroom Lecture and study</li> <li>2. Experiential learning</li> <li>3. Assignment</li> <li>4. Participative learning</li> <li>5. Guest Lectures</li> </ol>
<b>Unit II</b>	<p><b>MS Word (Practicum):</b> Introduction to MS Word, Creating, saving and opening a document, Formatting Editing features Drawing table, page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes</p>	<b>7 Hours</b>	
<b>Unit III</b>	<p><b>MS Excel (Practicum):</b> Introduction to MS Excel, Creating, saving and opening spread sheet, creating formulas, Format and editing features adjusting columns width and row height understanding charts.</p>	<b>8 Hours</b>	
<b>Unit IV</b>	<p><b>MS Power Point (Practicum):</b> Introduction to MS Power Point, Creating, saving and opening a Power Point Presentation-File (PPT), format and editing features slide show, design. Inserting slide number, Picture, graph, table, Preparation of Power point presentations (PPT).</p>	<b>8 Hours</b>	

## References/Suggested Reading:

1. Flynn, Meredith & Nita H. Rutkosky. Advanced Microsoft Office 2000. New Delhi: BPB publication, 2000.
2. Gupta, Vikas. Comdex Computer Course. New Delhi: Kit Dreamtech, 2001.
3. Hergert, Douglas A. Excel for Windows 95 Instant Reference. Sybex Incorporated, 1992.
4. Hillman, David. Multimedia Technology and Applications. New York: Delmar Publishers, 1998.
5. Irtegov, D. Operating system fundamentals. Firewall Media, 2004.
6. Marilyn, M. & Roberta, B. (n.d.). Computers in your future. India: Prentice Hall, 2<sup>nd</sup> ed.
7. Milke, M. Absolute beginner's guide to computer basics. Pearson Education Asia, 2007.
8. Nagpal, D.P. Computer Fundamentals. New Delhi: Wheeler publishing, 2001.
9. Rathbone, Andy. Windows for Dummies. New Delhi: Comdex Computer Publications, II ed., 1997.
10. Sanders, Donald H. Computers Today. New York: McGraw Hill Book Co., 1988.
11. Sinha, P.K. Computer Fundamentals: Concepts, Systems and Applications. New Delhi: BPB publications.
12. Timothy, J.O. and Leavy Linda. Microsoft Office New York: McGraw Hill Book Co., 2000.
13. Underdahl, Brian & Underdahl. Internet with Web page! Web Site Design Bible, Keith. New Delhi: IDG Books India (P) Ltd. 2000.

**BPE&S II Sem.**

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
II	822214	<b>DSCIII(T):</b> Basics of Sports Training	2	30	2 Hrs.	External 30	Internal 20

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To provide foundational knowledge and practical skills in sports training</li> <li>To develop methodologies, focusing on principles and techniques.</li> <li>To apply training methods in athletes development.</li> </ol>		
<b>Course Outcomes</b>	<p><b>After successful completion of course students should be able to –</b></p> <ol style="list-style-type: none"> <li>Understand the modern concept of sports training.</li> <li>Describe the principles of sports training.</li> <li>Evaluate and develop system of sports training-basic performance, good performance and high performance training.</li> <li>Plan training sessions.</li> <li>Realize and apply the Methods of Technique Training.</li> <li>Design different training program for Training Components.</li> </ol>		
<b>Unit System</b>	<b>Contents</b>	<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>
<b>Unit I</b>	<p><b>Introduction:</b> Meaning and Definitions of sports training; Meaning of terms: coaching, teaching, conditioning and training. Aims and Tasks of sports training; Systematization of sports training, Basic Training; Intermediate Training; High performance training.</p>	<b>7 Hours</b>	<ol style="list-style-type: none"> <li><b>Classroom Lecture and study</b></li> <li><b>Experiential learning</b></li> <li><b>Assignment</b></li> <li><b>Participative learning</b></li> <li><b>Guest Lectures</b></li> </ol>
<b>Unit II</b>	<p><b>Training:</b> Training Load: Definition and Types of training load. Features/Factors of Training Load. Over Load: Meaning and types of over load; Causes of over load. Symptoms of over load.</p>	<b>7 Hours</b>	
<b>Unit III</b>	<p><b>Training Methods:</b> Strength: Concept and types of strength, Methods of strength training, Endurance: Concept and types of endurance. Methods of endurance training, Speed: Concepts and classification of speed, Methods of developing speed abilities. Reaction speed, Speed of movement, Acceleration speed, Sprinting speed, Speed endurance.</p>	<b>8 Hours</b>	
<b>Unit IV</b>	<p><b>Technical Training &amp; Planning:</b> Technical Training: Definition of Technique and skill; Importance of Technique, Planning: Concept of Training Plan. Types of Training plan.</p>	<b>8 Hours</b>	

**Reference/Suggested Reading:**

- Dick, W. F. (1980). Sports training principles. London: Lepus Books.
- Harre, D. (1982). Principles of sports training. Berlin: Sporulated.
- Jensen, R. & A. Fisher (1979). Scientific basis of athletic conditioning. Philadelphia: Lea and Fibiger, 2nd ed.
- Matvyew, L. P. (1981). Fundamental of sports training., Moscow: Progress Publishers.
- Sharma R. K. (2000) Khel Training ke Vaigyanik Siddhant, Krida Sahitya Prakashan, New Delhi.
- Singh, Hardayal. (1984). Sports training, general theory and methods., Patiala: NSNIS.
- Uppal, A. K. (1999). Sports Training., New Delhi: Friends Publication.
- Dr. Virendra R. Talreja , Scientific Principle of Sports Training.

**BPE & S II Sem.**

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
<b>II</b>	<b>822215</b>	<b>DSC I (P): Aerobics and Dance</b>	<b>1</b>	<b>30</b>	-	<b>External 25</b>	<b>Internal 25</b>

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To teach aerobics and dance techniques,</li> <li>2. To focus on fitness, coordination, rhythm for physical education and sports.</li> <li>3. To teach performance skills for physical education and sports.</li> </ol>		
<b>Course Outcomes</b>	<p><b>After successful completion of course students should be able to –</b></p> <ol style="list-style-type: none"> <li>1. Introduce various types of aerobics, basic steps, low and high-impact aerobics,</li> <li>2. Step aerobics, warm-up, cool-down, THR zone, floor work, and stretching exercises.</li> <li>3. Familiarize participants with Zumba / Dance steps.</li> </ol>		
<b>Unit System</b>	<b>Contents</b>	<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>
<b>Activity I</b>	Types of aerobics; Basic 7 steps and its variations, Low impact aerobics; High impact aerobics, Step aerobics;	<b>8 Hours</b>	<ol style="list-style-type: none"> <li><b>1. Demonstration</b></li> <li><b>2. Experiential learning</b></li> <li><b>3. Imitation</b></li> <li><b>4. Participative learning</b></li> <li><b>5. Practice Method</b></li> <li><b>6. Command Method</b></li> </ol>
<b>Activity II</b>	Postures – Warm up and cool down; THR Zone – Being successful in exercise and adaptation to aerobic workout	<b>7 Hours</b>	
<b>Activity III</b>	Floor work and stretching exercises.	<b>8 Hours</b>	
<b>Activity IV</b>	Zumba / Dance steps	<b>7 Hours</b>	



**BPE &S II Sem.**

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
II	822216	<b>DSC II (P):</b> ICT Practical	1	30	-	External 25	Internal 25

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To conduct hands-on sessions.</li> <li>To focus on the application of Information and Communication Technology (ICT).</li> <li>To familiar with ICT tools and software relevant to physical education and sports management.</li> </ol>		
<b>Course Outcomes</b>	<p><b>After successful completion of course students should be able to –</b></p> <ol style="list-style-type: none"> <li>Create and manage spreadsheets using basic formulas in MS Excel.</li> <li>Format and edit text documents using MS Word.</li> <li>Design and deliver presentations using MS PowerPoint.</li> <li>Effectively use virtual platforms for online meetings.</li> <li>Demonstrate effective internet usage for research and communication.</li> <li>Create and manage their own email accounts, send and receive emails, including managing attachments and browsing the internet.</li> </ol>		
<b>Unit System</b>	<b>Contents</b>	<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>
<b>Activity I</b>	<b>Basic Computer Skills:</b> <ul style="list-style-type: none"> <li>Introduction to MS Office Suite.</li> <li>Introduction to MS Excel.</li> <li>Introduction to MS Word.</li> <li>Introduction to MS PowerPoint.</li> </ul>	<b>10 Hours</b>	<b>1. Demonstration</b>  <b>2. Experiential learning</b>  <b>3. Imitation</b>  <b>4. Participative learning</b>  <b>5. Practice Method</b>  <b>6. Command Method</b>
<b>Activity II</b>	<b>Basic Virtual Platforms</b> <ul style="list-style-type: none"> <li>Zoom</li> <li>Google Meet</li> <li>Cisco Webex</li> <li>Use of Internet</li> </ul>	<b>10 Hours</b>	
<b>Activity III</b>	<b>E-mail:</b> Create e-mail Id, Send e-mail, Browsing internet	<b>10 Hours</b>	

**BPE&S II Sem.**

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
II	822217	<b>DSCIII(P):</b> Application of First Aid	1	30	-	External 25	Internal 25

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To teach the practical application of first aid techniques.</li> <li>To acquire principles relevant to sports and physical education settings.</li> <li>To emphasizing emergency response and injury management.</li> </ol>		
<b>Course Outcomes</b>	<p><b>After successful completion of course students should be able to –</b></p> <ol style="list-style-type: none"> <li>Demonstrate Proficiency in First Aid Techniques.</li> <li>Apply First aid Strategies to track And Field Scenarios</li> <li>Apply Knowledge for rehabilitation</li> <li>Practical Knowledge about various equipment of First Aid</li> </ol>		
<b>Unit System</b>	<b>Contents</b>	<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>
<b>Activity I</b>	Athletic - Injuries Treatment	<b>8 Hours</b>	<ol style="list-style-type: none"> <li><b>Demonstration</b></li> <li><b>Experiential learning</b></li> <li><b>Imitation</b></li> <li><b>Participative learning</b></li> <li><b>Practice Method</b></li> <li><b>Command Method</b></li> </ol>
<b>Activity II</b>	First Aid in Sprain, Strain, Contusion, Abrasion, factures, Dislocation.	<b>7 Hours</b>	
<b>Activity III</b>	Application of Heat and Cold Treatment	<b>8 Hours</b>	
<b>Activity IV</b>	Out Line scope of first Aid – Dressing and bandages , Artificial Respiration	<b>7 Hours</b>	

**BPE & S II Sem.**

<b>Semester</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>	<b>Teaching Hrs.</b>	<b>Exam Duration</b>	<b>Max. Marks 50</b>	
<b>II</b>	<b>822218</b>	<b>AEC(Compulsory) Language(English)</b>	<b>2</b>	<b>30</b>	<b>-</b>	<b>External 30</b>	<b>Internal 20</b>

Follow the English language Syllabus of B.A. 2<sup>nd</sup> Semester

**BPE & S II Sem.**

<b>Semester</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>	<b>Teaching Hrs.</b>	<b>Exam Duration</b>	<b>Max. Marks 50</b>	
<b>II</b>	<b>822219</b>	<b>AEC(Elective) Second Language/MIL: Hindi/ Marathi/ Urdu</b>	<b>2</b>	<b>30</b>	<b>-</b>	<b>External 30</b>	<b>Internal 20</b>

Follow the Hindi/ Marathi/ Urdu language Syllabus of B.A. 2<sup>nd</sup> Semester

**BPE&S II Sem.**

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 25	
II	822220	<b>AEC (T) (Generic IKS: Indian Knowledge System)</b>	1	15	-	External 00	Theory Internal 25

<b>Course Objectives</b>	<p>The main objective of the course are</p> <ol style="list-style-type: none"> <li>1. Evaluate the impact of yoga practices on enhancing emotional intelligence and overall well-being.</li> <li>2. Understand Ayurveda's definition of health, the concept of tridoshas, and their role in maintaining wellness through daily regimens and disease management.</li> <li>3. Analyze Kautilya's Arthashastra to understand ancient principles of governance and administration.</li> <li>4. Explore the practices of ancient Indian trade, agriculture, and transportation, including the role of ports and animal husbandry in economic activities.</li> </ol>		
<b>Course Outcomes</b>	<p>After successfully completing the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Assess how integrating yoga into daily life enhances emotional intelligence and overall health.</li> <li>2. Analyze Ayurveda's holistic approach to health, including tridoshas, daily regimens, and disease management.</li> <li>3. Evaluate Kautilya's Arthashastra and Vidura Niti for insights into ancient governance and leadership strategies.</li> <li>4. Understand the role and importance of governance, public administration through Kautilya's Artha Shastra, VidurNiti, etc.</li> <li>5. Take up a detailed study of some of these topics and explore their application potential.</li> <li>6. Explore the impact of ancient Indian trade, agriculture, and transportation practices on economic development and business.</li> </ol>		
<b>Unit System</b>	<b>Contents</b>	<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>
<b>Unit I</b>	<p><b>(Inter-disciplinary):</b> Impact of yoga way of life on emotional intelligence. Ayurveda: definition of health, tridoshas-relationship to health, dinacharya- daily regimen for wealth and wellness, surgical techniques, disease management: diagnostic techniques, sleep and food- importance to health, drugs and physical therapy</p>	<b>7 Hours</b>	<ol style="list-style-type: none"> <li>1. <b>Demonstration</b></li> <li>2. <b>Experiential learning</b></li> <li>3. <b>Imitation</b></li> <li>4. <b>Participative learning</b></li> </ol>
<b>Unit II</b>	<p><b>(Commerce and Management):</b> Governance and public administration: Kautilya Arthashastra-governance and administration. Vidur Niti: advice to head of the nation, Trading in ancient India. ancient Indian agriculture, crops and tools, ways of travelling and business, animal husbandry, ancient Indian ports</p>	<b>8 Hours</b>	<ol style="list-style-type: none"> <li>5. <b>Practice Method</b></li> <li>6. <b>Command Method</b></li> </ol>

## References:

### Text Books:

1. Kapur K and Singh A. K (Eds) 2005). Indian Knowledge Systems, Vol. 1. Indian Institute of Advanced Study, Shimla. Tatvabodh of sankaracharya, Central Chinmay mission trust, Bombay, 1995.

### e Books:

1. Ranganathananda, Swami. *The Message of the Upanishads*. Bombay: Bharathya Vidya Bhaven, 1985.
2. Om Prakash, Religion and Society in Ancient India, Bhariya Vidhya Prakashan, 1985
3. J Auboyer, Daily Life in Ancient India from Approximately 200 BC to AD 700, Munshi Ram Manoharlal publication, 1994.
4. DK Chakkrabarty, Makkhan Lal, History of Ancient India (Set of 5 Volumes), Aryan book International publication, 2014
5. Dr. Girish Nath Jha, Dr. Umesh Kumar Singh and Diwakar Mishra, Science and Technology in Ancient Indian Texts, DK Print World limited,
6. Swami BB Vishnu, Vedic Science and History - Ancient Indian's Contribution to the Modern World, Gosai publication, 2015
7. Chatterjee, S. C. The Nyaya Theory of Knowledge. Calcutta: University of Calcutta Press, 1950.
8. Dasgupta, Surendra. A History of Indian Philosophy. Delhi: Motilal Banarsidass, 1991. Vols. III & IV. 22. Mercier, Jean L. From the Upanishads to Aurobindo. Bangalore: Asian Trading Corporation, 2001. 23. M.Hiriyanna. *Essentials of Indian Philosophy*. London: Diane Publications, 1985.
9. Hume, Robert Ernest, Tr. *The Thirteen Principal Upanishads*. Virginia: Oxford University Press, 1931. 25. Radhakrishnan, S. *Principal Upanishads*. New York: HarperCollins, 1963.
10. Satprakashanda. *The Methods of Knowledge according to Advaita Vedanta*. Calcutta: Advaita Ashram, 2005.
11. Potter, K.H. *Encyclopaedia of Indian Philosophies*, Vol. III. Delhi: Motilal Banarasi dass, 2000.

### [Common to All Faculties]

#### Note:

1. For the Programmes in the faculty of Science and Technology and the faculty of Commerce and Management, all 04 units shall be studied in the Semester-I resulting into 2 credits (50 Marks)
2. For the Programmes in the Faculty of Humanities and the **Faculty of Interdisciplinary studies**, Unit I and Unit II shall be studied in the First Semester resulting into 1 credit course (25 Marks). Later, Unit III and Unit IV shall be studied in the Second Semester resulting into 1 credit course (25 Marks).

**\*3. In the faculty of Inter-disciplinary Studies IKS is already divided for Semester-I and Semester-II.**

**BPE&S II Sem.**

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
II	822221	(P) SEC Life skills-II Professional Skills (Career Skills and Team Skills-I)-English Resume Skills, Interview Skills, Group Discussion Skills, Presentation Skills. (UGC-jivan koushalya 2.0)	1	-	-	Theory Internal 25	Practical Internal 25

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To develop essential professional skills</li> <li>To develop skills of resume writing, interview preparation, group discussion proficiency.</li> <li>To develop skill of effective presentation techniques in English.</li> </ol>		
<b>Course Outcomes</b>	<p><b>After successful completion of course students should be able to –</b></p> <ol style="list-style-type: none"> <li>Prepare the resume on an appropriate template using proper syntax.</li> <li>Participate in a simulated interview.</li> <li>Actively participate in group discussions towards gainful employment</li> <li>Enlist the common errors in an interview.</li> <li>Perform appropriately and effectively in group discussions.</li> <li>Explore both online and offline sources of career opportunities.</li> </ol>		
<b>Unit System</b>	<b>Contents</b>	<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>
<b>Unit I</b>	<p><b>Resume Skills:</b></p> <p><b>I. Preparation and Presentation</b> Introduction of resume and its importance Difference between a CV, resume and bio data Essential components of a good résumé</p> <p><b>II. Common Errors</b> Common errors while preparing a resume Prepare a good résumé considering all essential components</p>	<b>7 Hours</b>	<ol style="list-style-type: none"> <li><b>Demonstration</b></li> <li><b>Experiential learning</b></li> <li><b>Imitation</b></li> <li><b>Participative learning</b></li> <li><b>Practice Method</b></li> <li><b>Command Method</b></li> </ol>
<b>Unit II</b>	<p><b>Interview Skills</b></p> <p><b>I. Preparation and Presentation:</b></p> <ul style="list-style-type: none"> <li>Meaning and types of interviews (F2F, telephonic, video, etc.)</li> <li>Dress code, background research, do's and don'ts.</li> <li>Situation, task, action, and response (STAR concept) for facing an interview.</li> <li>Interview procedure (opening, listening skills, and closure).</li> <li>Important questions generally asked at a job interview (open- and close-ended questions).</li> </ul> <p><b>II. Simulation:</b></p> <ul style="list-style-type: none"> <li>Observation of exemplary interviews.</li> <li>Comment critically on simulated interviews.</li> </ul>	<b>7 Hours</b>	

	<b>III. Common Errors</b> <ul style="list-style-type: none"> <li>• Discuss the common errors that candidates generally make at an interview</li> <li>• Demonstrate an ideal interview</li> </ul>		
<b>Unit III</b>	<b>Group Discussion Skills</b> <ul style="list-style-type: none"> <li>• Meaning and Methods of Group Discussion</li> <li>• Procedure of Group Discussion</li> <li>• Group Discussion — Simulation</li> <li>• Group Discussion — Common Errors</li> </ul>	<b>8 Hours</b>	
<b>Unit IV</b>	<b>Exploring Career Opportunities</b> <ul style="list-style-type: none"> <li>• Knowing yourself — Personal characteristics.</li> <li>• Knowledge about the world of work, requirements of jobs, including self-employment.</li> <li>• Sources of career information.</li> <li>• Preparing for a career based on potential and availability of opportunities</li> </ul>	<b>8 Hours</b>	

**References:**

- "The 7 Habits of Highly Effective People" by Stephen R. Covey
- "Emotional Intelligence 2.0" by Travis Bradberry and Jean Greaves
- "What Color is Your Parachute? 2022: Your Guide to a Lifetime of Meaningful Work and Career Success" by Richard N. Bolles
- "Designing Your Life: How to Build a Well-Lived, Joyful Life" by Bill Burnett and Dave Evans
- "The Five Dysfunctions of a Team: A Leadership Fable" by Patrick Lencioni
- "Crucial Conversations: Tools for Talking When Stakes Are High" by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler

**BPE&S II Sem.**

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
II	822222	(P) Career Skills and Team Skills-II-Second Language / Marathi/ Hindi/ Urdu Exploring Career Opportunities Skills, Trust and Collaboration, Listening as a Team Skill, Brainstorming, Social and Cultural Etiquettes, Internal Communication	1	-	-	Theory Internal 25	Practical Internal 25

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. आवश्यक व्यावसायिक कौशल्ये विकसित करणे.</li> <li>2. जीवनवृत्त लेखन, मुलाखतीची तयारी, गटचर्चा कार्यक्षमतेची कौशल्ये विकसित करणे.</li> <li>3. मराठीत प्रभावी सादरीकरण तंत्राची कौशल्ये विकसित करणे.</li> </ol>		
<b>Course Outcomes</b>	<p><b>विद्यार्थी निम्नलिखित कार्य करण्यात सक्षम होतील:</b></p> <ol style="list-style-type: none"> <li>1. उचित वाक्यविन्यासाचे उपयोग करते वेळी योग्य टेम्पलेटवर जीवनवृत्त तयार करण्यात सक्षम होतील .</li> <li>2. लाभकारी उपक्रमासाठी समूह चर्चा मध्ये सक्रिय रूपाने भाग घेतील.</li> <li>3. विचारमंथन क्षमता विकसित करतील आणि समस्यांचे समाधान करण्यात सक्षम होतील.</li> <li>4. प्रदर्शन दक्षता विकसित करण्यात आणि उत्तरदायित्व घेण्यात सक्षम होतील.</li> <li>5. संबंधित नोकरी किंवा भूमिके संबंधा मध्ये स्वयं - मुलाखत अनुकरणचा विडिओ बनविण्यात सक्षम होतील.</li> <li>6. समूह चर्चा मध्ये उचित आणि प्रभावी पणे भाग घेतील.</li> </ol>		
<b>Unit System</b>	<b>Contents</b>	<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>
<b>Unit I</b>	<p><b>जीवनवृत्त कौशल्ये:</b></p> <p><b>I. तयारी आणि प्रदर्शन</b></p> <ul style="list-style-type: none"> <li>● जीवनवृत्ताचा परिचय आणि त्याचे महत्त्व</li> <li>● सारवृत्त, जीवनवृत्त आणि बायोडाटा च्या मधले अंतर</li> <li>● एक चांगले जीवनवृत्त आवश्यक घटक</li> </ul> <p><b>II. सामान्य चुका</b></p> <ul style="list-style-type: none"> <li>● जीवनवृत्त तयार करतेवेळी होणार सामान्य चुका</li> <li>● सर्व आवश्यक घटकांवर विचार करणे एक चांगले जीवनवृत्त तयार करणे</li> </ul>	<b>7 Hours</b>	<ol style="list-style-type: none"> <li>1. Demonstration</li> <li>2. Experiential learning</li> <li>3. Imitation</li> <li>4. Participative learning</li> <li>5. Practice Method</li> <li>6. Command Method</li> </ol>
<b>Unit II</b>	<p><b>मुलाखत कौशल्ये:</b></p> <p><b>I. तयारी आणि प्रदर्शन:</b></p> <ul style="list-style-type: none"> <li>● मुलाखतीचा अर्थ आणि प्रकार (समोरासमोर, टेलिफोनिक, विडिओ, इ.)</li> <li>● ड्रेस कोड, पार्श्वभूमीचा शोध, काय करावे आणि काय करू नये.</li> <li>● मुलाखतीचा सामना करण्यासाठी स्थिती, कार्य, क्रिया आणि प्रतिक्रिया (स्टार अंक).</li> <li>● मुलाखत प्रक्रिया (आरंभ, चार का कौशल, आणि समापन)</li> <li>● नोकरी के मुलाखतीमध्ये सामान्यतः विचारले जाणारे महत्त्वपूर्ण प्रश्न (खुले आणि बंद प्रश्न)</li> </ul> <p><b>II. अनुकरण:</b></p> <ul style="list-style-type: none"> <li>● अनुकरणीय मुलाखतीचे निरीक्षण.</li> </ul>	<b>7 Hours</b>	



	<ul style="list-style-type: none"> <li>● सरावातील चुकांची आलोचना.</li> </ul> <p><b>सामान्य चुका :</b></p> <ul style="list-style-type: none"> <li>● मुलाखती दरम्यान होणाऱ्या सामान्य चुका, त्यावर चर्चा करणे</li> <li>● एक आदर्श मुलाखत प्रदर्शन करणे</li> </ul>		
<b>Unit III</b>	<p><b>समूह चर्चा कौशल्ये</b></p> <ul style="list-style-type: none"> <li>● समूह चर्चा चा अर्थ आणि पद्धती</li> <li>● समूह चर्चा प्रक्रिया</li> <li>● समूह चर्चा — सिमुलेशन</li> <li>● समूह चर्चा — सामान्य चुका</li> </ul>	<b>8 Hours</b>	
<b>Unit IV</b>	<p><b>रोजगाराच्या संधी शोधणे</b></p> <ul style="list-style-type: none"> <li>● स्वताला जाणणे - वैयक्तिक वैशिष्ट्ये.</li> <li>● कार्यक्षेत्र स्वरोजगाराचा समावेश नौकरितील उपकरणाचे ज्ञान.</li> <li>● कॅरियर संबंधित माहितीचे स्रोत.</li> <li>● संभाव्यता आणि संधी उपलब्धता आधारावर तयार करणे</li> </ul>	<b>8 Hours</b>	

## References

1. Kumar, R. (2023). Importance of a Resume. *Psychology: Way of Positive Life*.
2. Singh, A. (2022). Differences Between Resume, CV, and Bio-data. *Job Skills Guide*.
3. Sharma, P. (2023). Essential Components of a Good Resume. *Career Advancement Journal*.
4. Desai, K. (2023). How to Avoid Common Resume Mistakes. *Professional Development Quarterly*.
5. Patel, N. (2022). Job Interview Etiquette: Do's and Don'ts. *Workplace Professionalism Guide*.
6. Jadhav, S. (2022). Group Discussion Processes. *Career Advancement Journal*.
7. Reddy, S. (2021). Identifying Job Opportunities Based on Market Trends. *Resume Writing Tips*.

## BPES II Sem

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 25	
II	822222	<b>SEC:</b> Career Skills and Team Skills-II-Second Language / Marathi/ Hindi/ Urdu Exploring Career Opportunities Skills, Trust and Collaboration, Listening as a Team Skill, Brainstorming, Social and Cultural Etiquettes, Internal Communication	1	-	-	Theory Internal 25	Practical 00

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. आवश्यक व्यावसायिक कौशल्ये विकसित करना।</li> <li>2. जीवनवृत्त लेखन, मुलाखती की तैयारी, समूह चर्चा कार्यक्षमता की कौशल्ये विकसित करना।</li> <li>3. हिन्दी में प्रभावी प्रस्तुति तकनीक की कौशल्ये विकसित करना।</li> </ol>		
<b>Course Outcomes</b>	विद्यार्थी निम्नलिखित कार्य करण्यत सक्षम होतीलः <ol style="list-style-type: none"> <li>1. उचित वाक्यविन्यास का उपयोग करते हुए उपयुक्त टेम्पलेट पर बायोडाटा तैयार करना।</li> <li>2. एक कृत्रिम साक्षात्कार में भाग लेना।</li> <li>3. लाभकारी रोजगार के लिए समूह चर्चा में सक्रिय रूप से भाग लेना</li> <li>4. संबंधित नौकरी या भूमिका के संबंध में स्वयं-साक्षात्कार सिमुलेशन वीडियो बनाना।</li> <li>5. साक्षात्कार में होने वाली सामान्य गलतियों को सूचीबद्ध करना।</li> <li>6. समूह चर्चा में उचित एवं प्रभावी ढंग से प्रदर्शन करना।</li> <li>7. कैरियर के अवसरों के ऑनलाइन और ऑफलाइन दोनों स्रोतों का पता लगाना।</li> <li>8. क्षमता और आकांक्षाओं को ध्यान में रखते हुए कैरियर के अवसरों की पहचान करना।</li> </ol>		
<b>Unit System</b>	<b>Contents</b>	<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>
<b>Unit I</b>	<b>जीवनवृत्त कौशल</b> <b>i. जीवनवृत्त तैयार करने का कौशल: तैयारी और प्रस्तुति</b> <ul style="list-style-type: none"> <li>जीवनवृत्त का परिचय और उसका महत्व</li> <li>सार वृत्त, जीवनवृत्त और बायोडाटा के बीच अंतर</li> <li>एक अच्छे जीवनवृत्त के आवश्यक घटक</li> </ul> <b>ii. रेज़्यूमे कौशल: सामान्य त्रुटियाँ</b> <ul style="list-style-type: none"> <li>बायोडाटा तैयार करते समय होने वाली सामान्य गलतियाँ</li> <li>सभी आवश्यक घटकों पर विचार करते हुए एक अच्छा रिज़्यूमे तैयार करें</li> </ul>	<b>7 Hours</b>	<b>1. Demonstration</b> <b>2. Experiential learning</b> <b>3. Imitation</b> <b>4. Participative learning</b>
<b>Unit II</b>	<b>साक्षात्कार कौशल</b> <b>i. साक्षात्कार कौशल: तैयारी और प्रस्तुति</b> <ul style="list-style-type: none"> <li>साक्षात्कार के अर्थ और प्रकार (एफ2एफ, टेलीफोनिक, वीडियो, आदि)</li> <li>ड्रेस कोड, पृष्ठभूमि अनुसंधान, क्या करें और क्या न करें।</li> </ul>	<b>7 Hours</b>	<b>5. Practice Method</b> <b>6. Command Method</b>

	<ul style="list-style-type: none"> <li>साक्षात्कार का सामना करने के लिए स्थिति, कार्य, कार्रवाई और प्रतिक्रिया (स्टार अवधारणा)।</li> <li>साक्षात्कार प्रक्रिया (आरंभ, सुनने का कौशल, और समापन)।</li> <li>नौकरी के साक्षात्कार में सामान्यतः पूछे जाने वाले महत्वपूर्ण प्रश्न (खुले और बंद प्रश्न)।</li> </ul>		
<b>Unit III</b>	<p>ii. साक्षात्कार कौशल: सिमुलेशन</p> <ul style="list-style-type: none"> <li>अनुकरणीय साक्षात्कारों का अवलोकन।</li> <li>नकली साक्षात्कार पर आलोचनात्मक टिप्पणी करें।</li> </ul> <p>iii. साक्षात्कार कौशल: सामान्य त्रुटियाँ</p> <ul style="list-style-type: none"> <li>साक्षात्कार के दौरान उम्मीदवार आमतौर पर जो गलतियाँ करते हैं, उन पर चर्चा करें</li> <li>एक आदर्श साक्षात्कार का प्रदर्शन करें</li> </ul> <p><b>समूह चर्चा कौशल</b></p> <ul style="list-style-type: none"> <li>समूह चर्चा का अर्थ और तरीके</li> <li>समूह चर्चा की प्रक्रिया</li> <li>समूह चर्चा — सिमुलेशन</li> <li>समूह चर्चा — सामान्य त्रुटियाँ</li> </ul>	<b>8 Hours</b>	
<b>Unit IV</b>	<p><b>कैरियर के अवसरों की खोज</b></p> <ul style="list-style-type: none"> <li>स्वयं को जानना - व्यक्तिगत विशेषताएँ।</li> <li>कार्य की दुनिया, स्वरोजगार सहित नौकरियों की आवश्यकताओं के बारे में ज्ञान।</li> <li>कैरियर संबंधी जानकारी के स्रोत.</li> <li>संभावनाओं और अवसरों की उपलब्धता के आधार पर कैरियर की तैयारी करना</li> </ul>	<b>8 Hours</b>	

### References:

- विजय अग्रवाल, "करियर मंत्र" (Career Mantra)
- स्वेट मार्डेन, "सफलता के सिद्धांत" (Safalta Ke Siddhant)
- सुभाष शर्मा, "बदलती दुनिया में करियर की राह" (Badalti Duniya Mein Career Ki Rah)
- रमेश सिंह, "टीम वर्क" (सफलता का सूत्र : Team Work: Safalta Ka Sutra)
- अजय कुमार, "टीम प्रबंधन के गुरु" (Team Prabandhan Ke Gur)
- प्रशांत सिंह, "नेतृत्व और टीम निर्माण" (Netrutva Aur Team Nirmaan)

**BPE&S II Sem.**

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 25	
<b>II</b>	<b>822222</b>	<b>SEC: Career Skills and Team Skills-II-Second Language / Marathi/ Hindi/ Urdu</b> Exploring Career Opportunities Skills, Trust and Collaboration, Listening as a Team Skill, Brainstorming, Social and Cultural Etiquettes, Internal Communication	1	-	-	<b>Theory Internal 25</b>	<b>Practical 00</b>

<b>Course Objectives</b>	<p>1. ضروری پیشہ ورانہ مہارتوں کو تیار کرنا۔</p> <p>2. سوانحی تحریر، انٹرویو کی تیاری، گروپ ڈسکشن کی کارکردگی کی مہارتوں کو فروغ دینا۔</p> <p>3. مراٹھی میں پریزنٹیشن کی موثر تکنیک کی مہارت کو فروغ دینا۔</p>		
<b>Course Outcomes</b>	<p>1. مناسب نحو کا استعمال کرتے ہوئے مناسب ٹیمپلیٹ پر دوبارہ شروع کی تیاری۔</p> <p>2. فرضی انٹرویو میں حصہ لینا۔</p> <p>3. فائدہ مند روزگار کے لیے گروپ ڈسکشن میں بڑھ چڑھ کر حصہ لینا</p> <p>4. متعلقہ ملازمت یا کردار کے حوالے سے خود انٹرویو کی نقلی ویڈیو بنانا۔</p> <p>5. انٹرویوز میں ہونے والی عام غلطیوں کی فہرست بنانا۔</p> <p>6. گروپ ڈسکشن میں مناسب اور مؤثر طریقے سے کارکردگی کا مظاہرہ کرنا۔</p> <p>7. کیریئر کے مواقع کے آن لائن اور آف لائن دونوں ذرائع دریافت کریں۔</p> <p>8. صلاحیتوں اور خواہشات کو ذہن میں رکھتے ہوئے کیریئر کے مواقع کی نشاندہی کرنا۔</p>		
<b>Unit System</b>	<b>Contents</b>	<b>Learning Hours</b>	<b>Incorporation of Pedagogies</b>
<b>Unit I</b>	یونٹ 1: ہنر دوبارہ شروع کریں۔	<b>7 Hours</b>	<p><b>1. Demonstration</b></p> <p><b>2. Experiential learning</b></p> <p><b>3. Imitation</b></p> <p><b>4. Participative learning</b></p> <p><b>5. Practice Method</b></p> <p><b>6. Command Method</b></p>
<b>Unit II</b>	یونٹ 2: انٹرویو کی مہارت	<b>7 Hours</b>	
<b>Unit III</b>	اکائی 3: گروپ ڈسکشن کی مہارتیں۔	<b>8 Hours</b>	
<b>Unit IV</b>	یونٹ 4: کیریئر کے مواقع تلاش کرنا	<b>8 Hours</b>	

**BPE&S II Sem.**

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
						Theory Internal 50	Practical Internal ~nil~
II		<b>OE3 : Students Have to choose from the basket Provided by different Faculty / same faculty/ MOOCs</b>	2	30	2		

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
						Theory Internal 50	Practical Internal ~nil~
II		<b>OE4: Students Have to choose from the basket Provided by different Faculty / same faculty/ MOOCs</b>	2	30	2		

**Co-Curricular Courses**

Semester	Course Code	Course Name	Credits	Teaching Hrs.		Exam Duration	Max. Marks 50	
				Th.	Pr.		Theory	Practical
II	Co-Curricular Courses	Course on Yoga Education/Fitness, Health and wellness/ sports/cultural activities/ fine/applied /visual/performing arts	1	1	-	-	-	-
		Activities/Practical on Yoga Education/Fitness, Health and wellness/ sports/cultural activities/fine/applied/visual/performing arts	1	-	2	-	-	-