

SANT GADGE BABA AMRAVATI UNIVERSITY



FACULTY OF INTERDISCIPLINARY STUDIES

Name of the programme

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

Credit Distribution Uniform Scheme and Syllabus as per NEP 2020

(NEP 1.2)

- 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 Bachelor of Physical Education & Sports**
(Level 5.5, Sem-and Sem –VI)

Commencement Year

2024-2025

Revised from 2026-2027

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.

Bachelor of Physical Education and Sports (BPE&S)

Semester-I

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
I	822200	(L): Foundation of Physical Education	2	30	Internal 20+ External 30 Total 50

Course Objectives	The main objective of the course are - To provide students comprehensive understanding of the historical foundations of physical education. - To provide students comprehensive understanding of the philosophical foundations of physical education. - To provide students understanding of the socio-cultural aspect of physical education			
Course Outcomes	After successful completion of course students should be able to – - Apply knowledge about foundation of physical education. - Know the ideology of Indian philosophy. - Ideas of Fitness Promotion. - Knowledge about biological foundation. - Know the ideology of Sociological Foundation.			
Unit System	Contents	Learning Hours	Incorporation of Pedagogies	
Unit I	Introduction: 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	7 Hours	1. Classroom Lecture and study 2. Experiential learning 3. Assignment 4. Participative learning 5. Guest Lectures	
Unit II	Biological foundation: Biological basis of physical education 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	8 Hours		
Unit III	Philosophical foundation: 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	7 Hours		
Unit IV	Sociological Foundation: 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	8 Hours		

References:

- ❖ William J. F., Principles of Physical Education, Sports Publication, Second Edition, 2020.
- ❖ Bucher C. A., Foundations of Physical Education, Saint Louis: Mosby, 1972, 6th 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

BPE&S I Semester

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
I	822203	(P) : Formal Activities	2	60	Internal 20+ External 30 Total 50

Course Objectives	The main objective of the course are - To develop students' skills in organizing any event. - To develop students' skills in coordinating - To develop students' skills in leading large-scale group physical activities and demonstrations.	
Course Outcomes	The Students would be able to: - Develop the concept of the activity skill. - Develop the concept of Dance skill. - Appraise the rules and regulations. - Demonstrate and assess various techniques. - Develop the concept of Cooperation and coordination. - Build self-discipline in lifestyle.	
Activity	Contents	Incorporation of Pedagogies
Activity I	MASS DEMONSTRATION ACTIVITIES: - Grip of the Apparatus (if any), - Attention with or without apparatus/ Light apparatus, - Stand – at – ease with or without apparatus/ light apparatus; - Exercise on verbal command, drum or music rhythm, and whistle in (Two, Four, Eight and Sixteen) count. Mass P.T. Exercises: Seating, Standing, Jumping	Demonstration Experiential learning Imitation Participative learning

	Exercise, Moving & Combination of above all. (Sixteen Count Exercises - 8 Tables). Note: 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).	5. Command method 6. Practice method
Activity II	Lazium: Ghati Lazium (AathAawaz, Baithakaawaz, Aage Paon, Aage kadam, Do pheraawaz, Chau pheraawaz, Kadamtal, Pavitra, Uchhakpavitra, Kadam pavitra). Hindustani Lazium (Char Aawaz, Ek Jagah, AantiLagaav, Pavitra, Do Rukha, Chau Rukha, Chau rukhabaithak, Momiya).	
Activity III	Lathi (Sidhi&Ulati Bail; Sidhi&Ulati Bail Chal; Salami; Do Rukh; Aage & Pichhe Farlang; Bagal war; Jangwar; Beliya Chamukhi etc.).	
Activity IV	Marching: Ek Line Bun, Teen Line Bun; DahineSaj; Sawdhan, Vishram; Dahine mud, Baye mud, Pichhe mud; Kadamtal; Khuli Line Chal and Nikat Line Chal; Tham. March Fast: Dahine, Baye & Pichhe mud; Khuli Line & Nikat Line Chal; Kadam Tal; Aage badh; Samne Salute; Dahine Dekha; Samne Dekha; Tham. Slow March: Dhirechal; Tham. Band and Flute 1. National Anthem 2. Salute (Salami) 3. March Past 4. Demonstration of Drill	

Distribution of marks for game Examination is given below:

Sl. No .	Roll No.	Skill efficiency	Command	Viva Voce	Total
		10	10	10	30

BPE&S I Semester

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
I	822202	(L): Basics of Human Anatomy	2	30	Internal 20+ External 30 Total 50

Course Objectives	The main objective of the course are 1. To provide students with fundamental knowledge of human anatomy and its relevance to physical education and sports. 2. To Introduce Human Anatomy. 3. To develop the understanding of different systems of human body.			
Course Outcomes	The students would be able to: 1. Explain the organization of the human body and its regulation. 2. Memorize the knowledge of the human body and its function. 3. Analyse the structural aspect of systems of the body. 4. Explain the fundamentals of human body organs. 5. Analyse the functional aspects of Human body. 6. Identify and compare the effects of Exercise on Various system.			
Unit System	Contents	Learning Hours	Incorporation of Pedagogies	
Unit I	Introduction and structural organization of human body: 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	7 Hours	1. Classroom Lecture and study 2. Experiential learning 3. Assignment 4. Participative learning 5. Guest Lectures	
Unit II	Muscle & Skeletal System : 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.	7 Hours		
Unit III	Cardio-respiratory, Digestive system & Endocrine System: Circulatory system: Anatomical position and gross structure of the heart Systemic and pulmonary circulation Blood vessels – Artery, Vein and Capillaries Respiratory System: Meaning of External and internal respiration Organs of respiration Structure of Lungs Digestive System: Parts of Digestive Tract, structure and function in brief. Steps of digestion Digestive glands structure and function Endocrine System: Names, location and functions of Pituitary Gland, Thyroid gland, Adrenal Gland, Pancreas.	8 Hours		

Unit IV	Nervous System, Reproductive System & Excretory System: Nervous system: 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. Reproductive System: Primary and secondary male and female reproductive system Testes and Ovary Excretory system: Routes of excretion from human body Organs of Urinary system Structure and function of Kidney.	8 Hours	
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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.	Max Marks
I	822205	(P): Practical of Anatomy	2	60	Internal 20+ External 30 Total 50

Course Objectives	The main objective of the course are 1. To offer hands-on experience in identifying parts of human body. 2. To understand the structure and function of human anatomical systems through practical. 3. To understand various joints and its mobility.			
Course Outcomes	The Students would be able to: 1. Practical application of anatomical structure of joint for studying human body structures 2. identify anatomical structure accurately 3. Apply Practical knowledge of the functions and the interaction of the anatomic components 4. Perform practical functional anatomy assessment of muscle action.			
Unit System	Contents	Learning Hours	Incorporation of Pedagogies	
Activity I	Skeletal System - Presentation on the skeletal system, including types of bones and their functions. - Hands-on activity with a skeletal model to identify major bones. - Worksheet on bone identification. - Practical test on identifying bones using a model. Muscular System - Muscle types and their functions. - Use of anatomical diagrams to locate major muscles. - Group activity to label muscles on a diagram.	14 Hours	1. Demonstration 2. Experiential learning 3. Identification 4. Participative learning 5. Observation method 6. Practice method	
Activity II	Nervous System - Discussion on the structure and function of the brain and spinal cord. - Identification of major brain regions using a brain model. - Interactive simulation of nerve signal transmission.	16 Hours		
Activity III	Digestive System - Overview of the digestive process and organs involved. - Hands-on activity with digestive system models. - Create a flowchart of the digestive process.	14 Hours		
Activity IV	Respiratory System - Anatomy of the respiratory system. - Examination of lung models and diagrams. - Breathing exercises to understand lung function.	16 Hours		

	Cardiovascular System - Explanation of the heart, blood vessels, and blood flow. - Dissection of a sheep heart or virtual dissection if in-person is not possible. - Drawing and labeling the components of the cardiovascular system.		
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BPE&S I Sem.

Semester	Course Code	Course Name	Credits	Teaching Hrs.
I		OE1 : Students Have to choose from the basket Provided by different Faculty / MOOCs	2	30 / 60

BPE&S I Sem.

Semester	Course Code	Course Name	Credits	Teaching Hrs.
I		OE2: Students Have to choose from the basket Provided by different Faculty / MOOCs	2	30 / 60

BPES I Sem

**NOTE: Students can choose 2 credits SEC from the basket provided by the University
Or**

Can opt Course given below

Student have to compulsory opt English communication skill for 1 credit and they have to select communication skill in second language for 1credit.

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
I	822209	SEC (P): (Life Skills: Communication Skills in English.)	1	30	Internal 20+ External 30 Total 50

Course Objectives	The main objective of the course are 1. To develop proficient communication skills in English, 2. To focus on speaking, reading, and writing skill. 3. To develop professional skill.	
Course Outcomes	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.	
Unit System	Contents	Incorporation of Pedagogies
Unit I	Listening • Techniques of Effective Listening • Listening and Comprehension • Probing Questions • Barriers to Listening	1. Demonstration 2. Experiential learning 3. Identification 4. Participative learning 5. Observation method 6. Practice method
Unit II	Speaking • Pronunciation • Enunciation • Vocabulary • Fluency • Common Errors	

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

BPE&S I Sem

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
I	822209	ii. SEC (P): (Elective) Communication Skills in Second Language/ MIL: Hindi	1	30	Internal 20+ External 30 Total 50

Course Objectives	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	
Course Outcomes	छात्र निम्नलिखित कार्य करने में सक्षम होंगे: 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।	
	Contents	Incorporation of Pedagogies
	मॉड्यूल १ : श्रवण	1. Demonstration 2. Experiential learning 3. Identification 4. Participative learning 5. Observation method 6. Practice method
	मॉड्यूल २ : वाचन आणि पठन	

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.	Max Marks
I	822209	ii. SEC (P): (Elective) Communication Skills in Second Language/ MIL: Marathi	1	30	Internal 20+ External 30 Total 50

Course Objectives	1. मराठी भाषेत बोलण्याचे कौशल्य विकसित करणे. 2. मराठीत ऐकणे, वाचणे, आणि लिहिण्याचे कौशल्य विकसित करणे. 3. मराठी संभाषणाचे कौशल्य वाढवणे.	
Course Outcomes	विद्यार्थी खलील गोष्टी करण्यात सक्षम होतील: 1. चांगले संचार कौशल्य विकसित होतील. 2. स्पष्ट उच्चारण प्रदर्शित करण्याचे महत्व समजेल. 3. सहानुभूतीपूर्वक ऐकण्याचे महत्त्व समजेल. 4. परिणामकारक वाचन तंत्राचा वापर करता येईल. 5. गैर-मौखिक संवादाचे फायदे समजतील. 6. भाषेच्या पलीकडच्या संप्रेषणाची अन्वेषण करता येईल.	
Unit System	Contents	Incorporation of Pedagogies
Unit I	श्रवण कौशल्य: प्रभावी श्रवण तंत्रे श्रवण आणि समज विचारलेल्या प्रश्नांची तपासणी श्रवणातील अडथळे	1. Demonstration 2. Experiential learning 3. Identification
Unit II	बोलण्याचे कौशल्य: उच्चार स्पष्टता शब्दसंग्रह प्रवाहीपणा सामान्य चुका	4. Participative learning 5. Observation method 6. Practice method

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.	Max Marks
I	822209	ii. SEC (P): (Elective) Communication Skills in Second Language/ MIL: Urdu	1	30	Internal 20+ External 30 Total 50

Course Objectives	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۔	
Course Outcomes	■ مواصلات کی اچھی مہارتوں کی سمجھ میں اضافہ کریں۔ ■ واضح اور درست تلفظ دکھائیں۔ ■ بمدرانہ سننے کی اہمیت کو سمجھنا ■ مؤثر پڑھنے کی تکنیکوں کا اطلاق ■ غیر زبانی مواصلات کے فوائد کی وضاحت ■ زبان سے ماورا مواصلات کی تلاش۔	
Unit System	Contents	Incorporation of Pedagogies
Unit I	ماڈیول 1: سننا	1. Demonstration 2. Experiential learning 3. Identification 4. Participative learning
Unit II	ماڈیول 2: پڑھنا	5. Observation method 6. Practice method

BPE&S I Semester

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
I	822206	AEC (L) (Compulsory) Language(English)	1	15	Internal 20+ External 30 Total 50

Course Objectives	The main objective of the course are 1) To make the students proficient in everyday communication. 2) To provide students a solid understanding of the process of communication.				
Course Outcome	After Completion of this course students will able to - 1) Define communication/comprehend and describe the process of communication. 2) Know Components of Communication. 3) Communicate proficiently in everyday life.				
Unit	Course Contents			Learning Hours	
Unit -I	Basics of Communication. 1. Introduction 2. Objectives of communication. 3. The Meaning and definitions of communication. 4 The process of communication			7 Hours	
Unit -II	Barriers to Effective Communication 1. Introduction 2. Major Barriers to Effective Communication. 3. Effective communication techniques.			8Hours	

BPE&S I Semester

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
I	822207	AEC (Elective) (L) Second Language/MIL: Marathi	1	15	Internal 20+ External 30 Total 50

Course Objectives :	१. विद्यार्थ्यांना लेखन कौशल्यांचे स्वरूप अवगत करून देणे. २. विद्यार्थ्यांना लेखन कौशल्यांचे विविध प्रकार अवगत करून देणे. ३. विद्यार्थ्यांना लेखन कौशल्य क्षमता विकसित करणे. ४. लेखन कौशल्यांच्या माध्यमातून विद्यार्थ्यांच्या व्यक्तिमत्वाचा विकास होण्यास मदत होईल.
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Course Outcomes (COs):	१. विद्यार्थ्यांना मूलभूत लेखन कौशल्यांचे आकलन होईल. २. विद्यार्थ्यांना लेखन कौशल्यांचे प्रकार अवगत होईल. ३. विद्यार्थ्यांच्या लेखन कौशल्य क्षमता विकसित होईल. ४. विद्यार्थ्यांना लेखन कौशल्ये आत्मसाथ केल्यानंतर रोजगाराच्या संधी निर्माण होतील.	
अभ्यासक्रमा साठी नेमलेले पुस्तक	१. लेखन व संभाषण कौशल्य : संपादक डॉ. काशीनाथ बहादे, अथर्व पब्लिकेशन, जळगाव, प्रथम आवृत्ती २०२४.	
Unit	Contents	Learning Hours
Unit-I	लेखन कौशल्यांची उध्दष्टे, लेखन कौशल्यांचे टप्पे, लेखनाचे प्रकार	७ तास
Unit-II	जाहिरात लेखन, संवाद लेखन	८ तास

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
I	822207	AEC (Elective) Second Language/MIL: Hindi	1	15	Internal 20+ External 30 Total 50

Course Objective :	1. व्याकरण के विभिन्न अंगोंसे छात्रों में रुचि निर्माण होगी। 2. छात्र क्षेत्रीय भाषा का ज्ञान अर्जित कर हिंदी अनुवाद करना सीखेंगे। 3. हिंदी भाषा की विशेषताओं से छात्रों को परिचित करना। 4. हिंदी की विभिन्न विधाओं के ज्ञान को लेकर छात्रों में रुचि करना।	
Course Outcomes (Cos):	1. व्याकरण विधासे छात्र परिचित होंगे। छात्रोंने व्याकरण के स्वरूपको समझकर स्वयं का कौशल विसित किया। 2. व्याकरण विधा को समझ कर छात्र समानार्थी, पर्यायवाची, उपसर्ग, प्रत्यय शब्दों से परिचित होंगे। 3. व्याकरण अंतर्गत समानार्थी शब्द में सूक्ष्मअंतर, सूक्ष्मभिन्नार्थक शब्द तथा पारिभाषिक शब्दावली से परिचित होंगे।	
इकाई (Unit)	पाठ्यक्रम (Syllabus)	कुलतासिकाएँ (Total Hours)
इकाई I	❖ पर्यायवाची शब्द ❖ विलोम शब्द ❖ अनेकार्थी शब्द	7
इकाई 2	❖ उपसर्ग ❖ प्रत्यय ❖ संधि	8

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
I	822207	AEC (Elective) (L) Second Language/MIL: Urdu	1	15	Internal 20+ External 30 Total 50

Follow the Urdu language Syllabus of B.A. 1st Semester

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
I	822208	Generic IKS: (L) (Indian Knowledge System)	2	30	Internal 20+ External 30 Total 50

Course Objectives	The main objective of the course are 1. Analyze the significance of the Four Vedas and Upanishads in shaping ancient Indian philosophy and culture. 2. Explore the key teachings and historical development of Hinduism, Jainism, and Buddhism. 3. Understand the impact of the concept of zero and the decimal system on mathematics and global scientific advancements. 4. Examine traditional Indian techniques in town planning, architecture, and metalworking and their influence on ancient technologies.			
Course Outcomes	After completion of this course successfully, students would be able to 1. Develop an appreciation about the role and importance of Veda, Vedangas, Upanishadas, Ramayana, Mahavharata, Prominent ancient art forms and skills, etc. 2. Gain Knowledge about the role and importance of Yoga and Ayurveda 3. Understand the role and contribution of ancient Indian Science 4. Understand the role and contribution of ancient Indian Art & Literature			
Unit System	Contents	Learning Hours	Incorporation of Pedagogies	
Unit I	Introduction to Indian Knowledge & Philosophy 1. Nature of Knowledge – Difference between information and knowledge. The five sense organs and their respective perceptions. Nature of mind and intellect. True vs. false knowledge. Means of acquiring knowledge – Perception (Pratyaksha), Inference (Anumana), Comparison (Upamana), Verbal testimony (Shabda). Introduction to other means (Pramanas). 2. Introduction to Vedas and Vedangas – Overview of the four Vedas and their six branches (Vedangas). 3. Introduction to the Ten Principal Upanishads 4. Introduction to the Six Classical Philosophical Schools (Shat Darshanas) 5. Introduction to Buddhist and Jain Philosophy - Introduction to Puranic Literature – Nature of the Puranas, their definition, major themes, and a basic overview of the 18 Mahapuranas. 7. Introduction to the Ramayana 8. Introduction to the Mahabharata	7 Hours	1. Demonstration 2. Experiential learning 3. Identification 4. Participative learning 5. Observation method 6. Practice method	
Unit II	Introduction to Ayurveda and Yoga 1. Nature of Ayurveda – Its scope, objectives, applications, and global recognition. 2. Introduction to Ancient Ayurvedic Scholars – Charaka, Sushruta, Vagbhata, etc., their texts and contributions. 3. Ayurvedic Daily Routine (Dinacharya) and Seasonal Regimen (Ritucharya) 4. Diet, Lifestyle, and Thought – Concept of	8 Hours		

	wholesome food, incompatible foods (ViruddhaAahar), and mental hygiene. 5. Introduction to Yoga Shastra – Contributions of Maharshi Patanjali and other sages; their texts and teachings. 6. Surya Namaskar and Important Yogic Postures (Asanas) – Their significance and applications. 7. Introduction to Various Yogic Mudras – Their meanings and benefits.		
Unit III	Ancient Indian Science & Technology 1. Scientific Thought in Ancient India – The psychological foundation of this thought. Its ecological and sustainable nature. Science in daily life. 2. Ancient Indian Astronomy – Ancient texts, authors, major theories, and comparison with modern astronomy. 3. Ancient Indian Chemistry (Rasayana Shastra) – Related texts, authors, major concepts, and their modern relevance. 4. Ancient Indian Metallurgy and Physics – Texts, authors, key principles, and comparison with modern science. 5. Ancient Indian Mathematics – Texts, mathematicians, key theories, and comparison with contemporary systems. 6. Ancient Indian Architecture and Vastu Shastra – Ancient texts, authors, principles, and comparison with modern architectural science. 7. Ancient Indian Life Sciences (Botany& Zoology) – Key texts, authors, major principles, and comparison with modern relevance. 8. Ancient Indian Technology: Evidences and Practices of Ancient Technology with special reference to Civil Engineering-Architecture, Metallurgy and Instruments.	7 Hours	
Unit IV	Ancient Indian Art, Economics and Literature 1. Bharatamuni's Natyashastra and the Philosophy of Drama (Rupaka Chintan) 2. Introduction to Sanskrit Epics – Brief overview of the five major epics in Sanskrit literature. 3. Introduction to Ancient Indian Authors – Important literary figures and their key works. 4. Introduction to Kautilya's Arthashastra – Structure of the text, subjects covered, and its relevance in modern times. 5. Introduction to the 14 Vidyas (Branches of Knowledge) 6. Introduction to the 64 Arts (Kalās) 7. Introduction to Ancient Indian Ethics (Niti Shastra) – The ultimate aim of education as ethics. Nature of Indian ethical thought. Introduction to important texts on ethics.	8 Hours	

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

Reference Books:

1. Collection of Four Vedas (Rigveda Samhita, Yajurveda Samhita, Samveda Samhita, Atharva Veda Samhita), by Pandit ShriRam Sharma Acharya, Motilal Banarasidass
2. Collection of Vedas (Rigveda, Shukla Yajurveda, Krishna Yajurveda, Samveda, Atharva Veda), by Brahmarshi Maha Mahopadhyaya Pandit Shreepad Damodar Satvalekar, Publisher: Swadhyaya mandal, Pardi (Balsad), Printer: SamvadTradeprints, 1005, Sadashiv Peth, Pune
3. Nair, Shantha N. Echoes of Ancient Indian Wisdom. New Delhi: Hindology Books, 2008.
4. SK Das, The education system of Ancient hindus, Gyan publication house, India
5. BL Gupta, Value and distribution system in India, Gyan publication house, India
6. Reshmi ramdhoni, Ancient Indian Culture and Civilisation, Star publication ,2018
7. Supriya Lakshmi Mishra, Culture and History of Ancient India (With Special Reference of Sudras), 2020.
8. Gambirananda, Swami, Tr. Upanishads with the Commentary of Sankarachrya. Kolkata: Advaita Ashrama publication Department, 2002.
9. Ranganathananda, Swami. The Message of the Upanishads. Bombay: Bharathya Vidya Bhaven, 1985.
10. Om Prakash, Religion and Society in Ancient India, Bhariya Vidhya Prakashan, 1985
12. DK Chakkrabarty, Makkhan Lal, History of Ancient India (Set of 5 Volumes), Aryan book International publication, 2014
13. Dr. Girish Nath Jha, Dr. Umesh Kumar Singh and Diwakar Mishra, Science and Technology in Ancient Indian Texts, DK Print World limited,
14. Swami BB Vishnu, Vedic Science and History - Ancient Indian's Contribution to the Modern World, gosai publication, 2015
15. Chatterjee, S.C. The Nyaya Theory of Knowledge. Calcutta: University of Calcutta Press, 1950.
16. Dasgupta, Surendra. A History of Indian Philosophy. Delhi: Motilal Banarsidass, 1991.Vols. III & IV.
17. Mercier, Jean L. From the Upanishads to Aurobindo. Bangalore: Asian Trading Corporation, 2001.
18. M. Hiriyanna. Essentials of Indian Philosophy. London: Diane Publications, 1985.
19. Hume, Robert Ernest, Tr. The Thirteen Principal Upanishads. Virginia: Oxford University Press, 1931.
20. Radhakrishnan, S. Principal Upanishads. New York: Harper Collins, 1963.

BPE & S I Sem.

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
I	--	VEC (L) EVS (Note: Student can opt EVS OR Understanding India OR digital and technological solution)	2	30	Internal 20+ External 30 Total 50

Course Objectives	1. To introduce students of all faculties to the basic concepts, scope, and importance of Environmental Studies in contemporary life. 2. To develop understanding of ecosystems, natural resources, biodiversity, and major environmental challenges at local, national, and global levels. 3. To relate environmental issues with sustainable development, ethics, constitutional responsibility, and responsible citizenship. 4. To familiarize students with Indian Knowledge Systems, traditional ecological wisdom, and community-based environmental practices. 5. To introduce the role of modern tools including Artificial Intelligence, digital technologies, and data-based approaches in environmental monitoring and management. 6. To encourage environmentally responsible attitudes, problem-solving ability, and sustainable lifestyle practices among students.			
Course Outcomes	After completion of this course successfully, students would be able to 1. Explain the multidisciplinary nature, scope, and significance of Environmental Studies and sustainable development. 2. Describe the structure and function of ecosystems, natural resources, biodiversity, and their relevance to human well-being. 3. Analyze major environmental problems such as pollution, climate change, resource depletion, and biodiversity loss in relation to society and development. 4. Apply principles of environmental ethics, sustainable living, and ecological citizenship in personal, academic, and community contexts. 5. Examine the contribution of Indian Knowledge Systems and appropriate modern technologies, including AI-based tools, in environmental conservation and decision-making. 6. Propose simple local solutions or informed actions for environmental improvement based on observation, evidence, and responsible participation.			
Unit System	Contents	Learning Hours	Incorporation of Pedagogies	
Unit I	Environmental Studies: Foundation, Scope and Contemporary Relevance 1.1: Concept, definition, scope and multidisciplinary nature of Environmental Studies. 1.2: Components of environment: physical, biological, social and cultural environment. 1.3: Need and importance of environmental education in higher education; environmental awareness as a lifelong civic responsibility. 1.4: Sustainable development: concept, pillars, intergenerational equity, SDGs and Lifestyle for Environment (LiFE).	7 Hours	1. Demonstration 2. Experiential learning 3. Identification 4. Participative learning 5. Observation method	

	1.5: Human-environment relationship and ecological footprint. 1.6: Constitutional, ethical and social responsibility toward environment.		6. Practice method
Unit II	Natural Resources, Ecosystems, Biodiversity and Indian Ecological Wisdom 2.1: Natural resources: forest, water, land, food, mineral and energy resources—use, overexploitation, conservation and sustainable management. 2.2: Ecosystem: concept, structure, functions, food chain, food web, ecological pyramids and energy flow. 2.3: Biodiversity: levels, values, threats and conservation; India as a mega-diversity nation. 2.4: In-situ and ex-situ conservation: biodiversity hotspots with special reference to India. 2.5: Traditional ecological knowledge in India: sacred groves, water harvesting traditions, biodiversity-friendly customs and community stewardship. 2.6: Indian Knowledge Systems (IKS) and environmental wisdom in agriculture, water conservation, forestry and harmonious living with nature.	8 Hours	
Unit III	Environmental Pollution, Climate Change and Technology for Sustainability 3.1: Environmental pollution: air, water, soil, noise, thermal and solid waste pollution—causes, effects and control measures. 3.2: Climate change, global warming, ozone depletion, acid rain and extreme weather events. 3.3: Waste management: biodegradable and non-biodegradable waste, e-waste, plastic waste, biomedical waste, 5R principles and circular economy. 3.4: Environmental health, sanitation and sustainable urban living. 3.5: Role of science and technology in environmental management: GIS, remote sensing, sensors, digital dashboards and environmental monitoring tools. 3.6: Introduction to Artificial Intelligence in environment: AI for climate prediction, precision agriculture, disaster forecasting, biodiversity mapping, pollution monitoring and smart resource management. 3.7: Opportunities and limitations of AI: data quality, bias, energy use, ethics and responsible technology deployment.	7 Hours	

Unit IV	Society, Policy, Ethics and Ecological Citizenship 4.1: Environment and society: population, urbanization, consumerism and environmental justice. 4.2: Environmental ethics, value education and ecological citizenship; individual and collective responsibility. 4.3: Major environmental movements in India and role of communities, youth and civil society. 4.4: Environmental policies and legal framework: basic introduction to Environment Protection Act, Wildlife Protection Act, Forest Conservation Act, Biological Diversity Act and constitutional provisions. 4.5: Role of institutions, media, education, local self-government and NGOs in environmental protection. 4.6: Sustainable campuses and green practices: water saving, energy conservation, waste segregation, biodiversity-friendly campus, carbon-conscious behaviour. 4.7: Local action and future pathways: community participation, citizen science, green entrepreneurship and innovation for sustainability.	8 Hours	
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References:

Text Books / Reference Books

1. Bharucha, Erach. Textbook of Environmental Studies for Undergraduate Courses of All Branches of Higher Education. University Grants Commission, New Delhi.
2. Kaushik, Anubha and Kaushik, C. P. Perspectives in Environmental Studies. New Age International Publishers.
3. Rajagopalan, R. Environmental Studies: From Crisis to Cure. Oxford University Press, India.
4. Singh, Y. K. Environmental Science. New Age International Publishers.
5. Chawla, Shashi. A Textbook of Environmental Science. Tata McGraw-Hill.
- Policy / Guideline Documents
6. UGC Core Module Syllabus for Environmental Studies for Undergraduate Courses.
7. NEP 2020 Report on Structure and Curriculum of Four Year and Dual Multidisciplinary Degree Programme for Maharashtra State Universities.
- Easy Digital / Indian Learning Resources
8. MoEFCC, Government of India – official resources on environment, biodiversity, climate and laws.
9. CPCB / MPCB websites – pollution awareness, waste management and environmental standards.
10. India Biodiversity Portal – simple and useful for biodiversity examples.
11. ISRO Bhuvan – basic Indian geospatial environmental resources.

BPE&S I Sem.

Semester	Course Code	Course Name	Credits	Teaching Hrs.
I	i) Internship	Apprenticeship / corresponding to major and OJT	-	-
	ii) Field Project	Community engagement and service (CEP) corresponding to major and OJT	-	-
	iii) Co-Curricular Courses	health and wellness, yoga education, sports, fitness, cultural activities, NCC/ NSS, and Fine / applied / visual/ performing arts.	2	60

Bachelor of Physical Education and Sports (BPE&S)

Semester-II

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
II	822212	(L): Professional Preparation In Physical Education	2	30	Internal 20+ External 30 Total 50

Course Objectives	1. To equip students with the necessary skills and knowledge. 2. To improve practical experiences. 3. To succeed professionally in the field of physical education.			
Course Outcomes	After successful completion of course students should be able to – 1. Identify the scope of Physical Education. 2. Apply the various isms of Indian philosophy. 3. Promote the ideas of Fitness in the society. 4. Improve knowledge of professional ethics. 5. To remove misconceptions within the field of physical education. 6. Evaluate teaching method in physical education.			
Unit System	Contents	Learning Hours	Incorporation of Pedagogies	
Unit I	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.	7 Hours	1. Classroom Lecture and study 2. Experiential learning 3. Assignment 4. Participative learning 5. Guest Lectures	
Unit II	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.	8Hours		
Unit III	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.	7 Hours		
Unit IV	In service education of professional personnel : 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.	8 Hours		

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.	Max Marks
II	822215	(P): Aerobics and Dance	2	60	Internal 20+ External 30 Total 50

Course Objectives	1. To teach aerobics and dance techniques, 2. To focus on fitness, coordination, rhythm for physical education and sports. 3. To teach performance skills for physical education and sports.	
Course Outcomes	After successful completion of course students should be able to – 1. Introduce various types of aerobics, basic steps, low and high-impact aerobics, 2. Step aerobics, warm-up, cool-down, THR zone, floor work, and stretching exercises. 3. Familiarize participants with Zoomba / Dance steps.	
Unit System	Contents	Incorporation of Pedagogies
Activity I	Types of aerobics; Basic 7 steps and its variations, Low impact aerobics; High impact aerobics, Step aerobics;	1. Demonstration 2. Experiential learning 3. Imitation 4. Participative learning 5. Practice Method 6. Command Method
Activity II	Postures – Warm up and cool down; THR Zone – Being successful in exercise and adaptation to aerobic workout	
Activity III	Floor work and stretching exercises.	
Activity IV	Zumba / Dance steps	

Distribution of marks for game Examination is given below:

Sl. No .	Roll No.	Skill efficiency	Project Report	Viva voce	Total
		10	10	10	30

BPE&S II Sem.

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
II	822213	(L): ICT in Physical Education	2	30	Internal 20+ External 30 Total 50

Course Objectives	1. To integrate Information and Communication Technology (ICT) 2. Use of tools and methods to enhance teaching learning process. 3. To manage practices in the field of physical education.		
Course Outcomes	After successful completion of course students should be able to – 1. Understand the application of computers in Physical Education. 2. Describe the importance of information and communication technology (ICT). 3. Understand the components of computer. 4. Recognize and use application software used in Physical Education and sports. 5. Create, format and edit features of MS word, MS excel and MS power point.		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	Introduction to Computer: 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 & its uses and The Browsers.	7 Hours	1. Classroom Lecture and study 2. Experiential learning 3. Assignment 4. Participative learning 5. Guest Lectures
Unit II	MS Word (Practicum): 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	8 Hours	
Unit III	MS Excel (Practicum): Introduction to MS Excel, Creating, saving and opening spread sheet, creating formulas, Format and editing features adjusting columns width and row height understanding charts.	7 Hours	
Unit IV	MS Power Point (Practicum): 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).	8 Hours	

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, 2nd 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.	Max Marks
II	822216	(P): ICT Practical	1	60	Internal 20+ External 30 Total 50

Course Objectives	1. To conduct hands-on sessions. 2. To focus on the application of Information and Communication Technology (ICT). 3. To familiar with ICT tools and software relevant to physical education and sports management.	
Course Outcomes	After successful completion of course students should be able to – 1. Create and manage spreadsheets using basic formulas in MS Excel. 2. Format and edit text documents using MS Word. 3. Design and deliver presentations using MS PowerPoint. 4. Effectively use virtual platforms for online meetings. 5. Demonstrate effective internet usage for research and communication. 6. Create and manage their own email accounts, send and receive emails, including managing attachments and browsing the internet.	
Unit System	Contents	Incorporation of Pedagogies
Activity I	Basic Computer Skills: • Introduction to MS Office Suite. • Introduction to MS Excel. • Introduction to MS Word. • Introduction to MS PowerPoint.	1. Demonstration 2. Experiential learning 3. Imitation
Activity II	Basic Virtual Platforms • Zoom • Google Meet • Cisco Webex • Use of Internet	4. Participative learning 5. Practice Method

Activity III	E-mail: Create e-mail Id, Send e-mail, Browsing internet	6. Command Method
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Distribution of marks for game Examination is given below:

Sl. No .	Roll No.	Skill efficiency	Project Report	Viva voce	Total
		10	10	10	30

BPE&S II Sem.

Semester	Course Code	Course Name	Credits	Teaching Hrs.
II		OE3 : Students Have to choose from the basket Provided by different Faculty / MOOCs	2	30

Semester	Course Code	Course Name	Credits	Teaching Hrs.
II		OE4 : Students Have to choose from the basket Provided by different Faculty / MOOCs	2	30

BPE&S II Sem.

Sem	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
II	822242	Track and Field Measurement and Marking	2	60	Internal 20+ External 30 Total 50

Objective	The main objectives of the course are: After completion of this course, students will be able to: 1. Understand the dimensions and specifications of standard athletics facilities. 2. Perform accurate measurement and marking of track and field events. 3. Use measuring instruments and marking equipment correctly. 4. Prepare layouts for running, jumping, and throwing events. 5. Apply rules and regulations related to athletics marking.
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	6. Organize and supervise athletic competitions effectively.
Course Outcome	Students will be able to: 1. Mark a standard 400m athletics track independently. 2. Measure and prepare jumping and throwing sectors. 3. Calculate staggers and lane distances. 4. Conduct basic officiating and event preparation. Demonstrate practical knowledge of athletics facility management.
Content	
Introduction to Athletics Track • Types of tracks: ○ Cinder track ○ Synthetic track ○ Grass track • Identification of: ○ Lanes ○ Curves ○ Straight areas ○ Finish line ○ Start line Standard Track Measurement and Marking Standard 400m track dimensions • Lane width measurement • Radius and straights measurement • Start and finish line marking • Stagger calculation • Relay exchange zone marking • Hurdle marking Marking of Jumping Events • Runway measurement • Take-off board placement • Landing pit marking Marking of Throwing Events • Circle measurement • Stop board placement • Landing sector marking • Throwing circle marking • Sector angle marking • Cage safety area	

Practical Examination Pattern Activity (Marks 30)

Practical Demonstration	10
Record File / Assignment	10
Viva Voce	10

BPES II Sem

NOTE: Students can choose 2 credits SEC from the basket provided by the University
Or
Can opt. Course given below

Student have to compulsory opt English communication skill for 1 credit and they have to select communication skill in second language for 1credit.

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
II	822221	SEC (P) 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	30	Internal 20+ External 30 Total 50

Course Objectives	1. To develop essential professional skills 2. To develop skills of resume writing, interview preparation, group discussion proficiency. 3. To develop skill of effective presentation techniques in English.			
Course Outcomes	After successful completion of course students should be able to – 1. Prepare the resume on an appropriate template using proper syntax. 2. Participate in a simulated interview. 3. Actively participate in group discussions towards gainful employment 4. Enlist the common errors in an interview. 5. Perform appropriately and effectively in group discussions. 6. Explore both online and offline sources of career opportunities.			
Unit System	Contents	Learning Hours	Incorporation of Pedagogies	
Unit I	Resume Skills: I. Preparation and Presentation Introduction of resume and its importance Difference between a CV, resume and bio data Essential components of a good résumé II. Common Errors Common errors while preparing a resume Prepare a good résumé considering all essential components III. Group Discussion Skills • Meaning and Methods of Group Discussion • Procedure of Group Discussion • Group Discussion — Simulation Group Discussion — Common Errors	15 Hours	1. Demonstration 2. Experiential learning 3. Imitation 4. Participative learning 5. Practice Method 6. Command Method	
Unit II	Interview Skills I. Preparation and Presentation: • Meaning and types of interviews (F2F, telephonic, video, etc.) • Dress code, background research, do's and don'ts. • Situation, task, action, and response (STAR concept) for facing an interview. • Interview procedure (opening, listening skills,	15 Hours		

	and closure). • Important questions generally asked at a job interview (open- and close-ended questions). II. Simulation: • Observation of exemplary interviews. • Comment critically on simulated interviews. III. Common Errors • Discuss the common errors that candidates generally make at an interview • Demonstrate an ideal interview IV. Exploring Career Opportunities • Knowing yourself — Personal characteristics. • Knowledge about the world of work, requirements of jobs, including self-employment. • Sources of career information. Preparing for a career based on potential and availability of opportunities		
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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.	Max Marks
II	822221	(P) (Elective) Career Skills and Team Skills-II-Second Language : Marathi Exploring Career Opportunities Skills, Trust and Collaboration, Listening as a Team Skill, Brainstorming, Social and Cultural Etiquettes, Internal Communication	1	30	Internal 20+ External 30 Total 50

Course Objectives	1. आवश्यक व्यावसायिक कौशल्ये विकसित करणे. 2. जीवनवृत्त लेखन, मुलाखतीची तयारी, गटचर्चा कार्यक्षमतेची कौशल्ये विकसित करणे. 3. मराठीत प्रभावी सादरीकरण तंत्राची कौशल्ये विकसित करणे.			
Course Outcomes	विद्यार्थी निम्नलिखित कार्य करण्यात सक्षम होतील: 1. उचित वाक्यविन्यासाचे उपयोग करते वेळी योग्य टेम्पलेटवर जीवनवृत्त तयार करण्यात सक्षम होतील . 2. लाभकारी उपक्रमासाठी समूह चर्चा मध्ये सक्रिय रूपाने भाग घेतील. 3. विचारमंथन क्षमता विकसित करतील आणि समस्यांचे समाधान करण्यात सक्षम होतील. 4. प्रदर्शन दक्षता विकसित करण्यात आणि उत्तरदायित्व घेण्यात सक्षम होतील. 5. संबंधित नोकरी किंवा भूमिके संबंधा मध्ये स्वयं - मुलाखत अनुकरणचा व्हिडिओ बनविण्यात सक्षम होतील. 6. समूह चर्चा मध्ये उचित आणि प्रभावी पणे भाग घेतील.			
Unit System	Contents	Learning Hours	Incorporation of Pedagogies	
Unit I	जीवनवृत्त कौशल्ये: I. तयारी आणि प्रदर्शन • जीवनवृत्ताचा परिचय आणि त्याचे महत्त्व • सारवृत्त, जीवनवृत्त आणि बायोडाटा च्या मधले अंतर • एक चांगले जीवनवृत्त आवश्यक घटक II. सामान्य चुका • जीवनवृत्त तयार करतेवेळी होणार सामान्य चुका • सर्व आवश्यक घटकांवर विचार करणे एक चांगले जीवनवृत्त तयार करणे III. समूह चर्चा कौशल्ये • समूह चर्चा चा अर्थ आणि पद्धती • समूह चर्चा प्रक्रिया • समूह चर्चा — सिमुलेशन • समूह चर्चा — सामान्य चुका	15 Hours	1. Demonstration 2. Experiential learning 3. Imitation 4. Participative learning 5. Practice Method 6. Command Method	
Unit II	मुलाखत कौशल्ये: I. तयारी आणि प्रदर्शन: • मुलाखतीचा अर्थ आणि प्रकार (समोरासमोर, टेलिफोनिक , व्हिडिओ , इ.) • ड्रेस कोड , पार्श्वभूमीचा शोध , काय करावे आणि काय करू नये. • मुलाखतीचा सामना करण्यासाठी स्थिती , कार्य , क्रिया आणि प्रतिक्रिया (स्टार अंक). • मुलाखत प्रक्रिया (आरंभ , चार का कौशल , आणि समापन) • नोकरी के मुलाखतीमध्ये सामान्यतः विचारले जाणारे महत्त्वपूर्ण प्रश्न (खुले आणि बंद प्रश्न) II. अनुकरण:	15 Hours		

	● अनुकरणीय मुलाखतीचे निरीक्षण. ● सरावातील चुकांची आलोचना. सामान्य चुका : ● मुलाखती दरम्यान होणाऱ्या सामान्य चुका, त्यावर चर्चा करणे ● एक आदर्श मुलाखत प्रदर्शन करणे III. रोजगाराच्या संधी शोधणे ● स्वताला जाणणे - वैयक्तिक वैशिष्ट्ये. ● कार्यक्षेत्र स्वरोजगाराचा समावेश नौकरितील उपकरणाचे ज्ञान. ● कॅरियर संबंधित माहितीचे स्रोत. संभाव्यता आणि संधी उपलब्धता आधारावर तयार करणे		
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References

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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.	Max Marks
II	822221	(P) (Elective) SEC: Career Skills and Team Skills-II-Second Language : Hindi Exploring Career Opportunities Skills, Trust and Collaboration, Listening as a Team Skill, Brainstorming, Social and Cultural Etiquettes, Internal Communication	1	30	Internal 20+ External 30 Total 50

Course Objectives	1. आवश्यक व्यावसायिक कौशल्ये विकसित करना। 2. जीवनवृत्त लेखन, मुलाखती की तैयारी, समूह चर्चा कार्यक्षमता की कौशल्ये विकसित करना। 3. हिन्दी में प्रभावी प्रस्तुति तकनीक की कौशल्ये विकसित करना।		
Course Outcomes	विद्यार्थी निम्नलिखित कार्य करण्यत सक्षम होतील: 1. उचित वाक्यविन्यास का उपयोग करते हुए उपयुक्त टेम्पलेट पर बायोडाटा तैयार करना। 2. एक कृत्रिम साक्षात्कार में भाग लेना। 3. लाभकारी रोजगार के लिए समूह चर्चा में सक्रिय रूप से भाग लेना 4. संबंधित नौकरी या भूमिका के संबंध में स्वयं-साक्षात्कार सिमुलेशन वीडियो बनाना। 5. साक्षात्कार में होने वाली सामान्य गलतियों को सूचीबद्ध करना। 6. समूह चर्चा में उचित एवं प्रभावी ढंग से प्रदर्शन करना। 7. कैरियर के अवसरों के ऑनलाइन और ऑफलाइन दोनों स्रोतों का पता लगाना। 8. क्षमता और आकांक्षाओं को ध्यान में रखते हुए कैरियर के अवसरों की पहचान करना।		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	जीवनवृत्त कौशल i. जीवनवृत्त तैयार करने का कौशल: तैयारी और प्रस्तुति - जीवनवृत्त का परिचय और उसका महत्व - सार वृत्त, जीवनवृत्त और बायोडाटा के बीच अंतर - एक अच्छे जीवनवृत्त के आवश्यक घटक ii. रेज्यूमे कौशल: सामान्य त्रुटियाँ - बायोडाटा तैयार करते समय होने वाली सामान्य गलतियाँ - सभी आवश्यक घटकों पर विचार करते हुए एक अच्छा रिज्यूमे तैयार करें	15 Hours	1. Demonstration 2. Experiential learning 3. Imitation 4. Participative learning
Unit II	साक्षात्कार कौशल i. साक्षात्कार कौशल: तैयारी और प्रस्तुति - साक्षात्कार के अर्थ और प्रकार (एफ2एफ, टेलीफोनिक, वीडियो, आदि) - ड्रेस कोड, पृष्ठभूमि अनुसंधान, क्या करें और क्या न करें। - साक्षात्कार का सामना करने के लिए स्थिति, कार्य, कार्रवाई और प्रतिक्रिया (स्टार अवधारणा)। - साक्षात्कार प्रक्रिया (आरंभ, सुनने का कौशल, और	15 Hours	5. Practice Method 6. Command Method

	समापन)। - नौकरी के साक्षात्कार में सामान्यतः पूछे जाने वाले महत्वपूर्ण प्रश्न (खुले और बंद प्रश्न)। ii. साक्षात्कार कौशल: सिमुलेशन - अनुकरणीय साक्षात्कारों का अवलोकन। - नकली साक्षात्कार पर आलोचनात्मक टिप्पणी करें। iii. साक्षात्कार कौशल: सामान्य त्रुटियाँ - साक्षात्कार के दौरान उम्मीदवार आमतौर पर जो गलतियाँ करते हैं, उन पर चर्चा करें - एक आदर्श साक्षात्कार का प्रदर्शन करें समूह चर्चा कौशल - समूह चर्चा का अर्थ और तरीके - समूह चर्चा की प्रक्रिया - समूह चर्चा — सिमुलेशन समूह चर्चा — सामान्य त्रुटियाँ		
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References:

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- स्वेट मार्टेन, "सफलता के सिद्धांत" (Saphalta 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)

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Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
II	822221	(P) (Elective) SEC: Career Skills and Team Skills-II-Second Language : Urdu Exploring Career Opportunities Skills, Trust and Collaboration, Listening as a Team Skill, Brainstorming, Social and Cultural Etiquettes, Internal Communication	1	30	Internal 20+ External 30 Total 50

Course Objectives	1. ضروری پیشہ ورانہ مہارتوں کو تیار کرنا۔ 2. سوانحی تحریر، انٹرویو کی تیاری، گروپ ڈسکشن کی کارکردگی کی مہارتوں کو فروغ دینا۔ 3. مراٹھی میں پریزنٹیشن کی موثر تکنیک کی مہارت کو فروغ دینا۔		
Course Outcomes	1. مناسب نحو کا استعمال کرتے ہوئے مناسب ٹیمپلیٹ پر دوبارہ شروع کی تیاری۔ 2. فرضی انٹرویو میں حصہ لینا۔ 3. فائدہ مند روزگار کے لیے گروپ ڈسکشن میں بڑھ چڑھ کر حصہ لینا 4. متعلقہ ملازمت یا کردار کے حوالے سے خود انٹرویو کی نقلی ویڈیو بنانا۔ 5. انٹرویوز میں ہونے والی عام غلطیوں کی فہرست بنانا۔ 6. گروپ ڈسکشن میں مناسب اور موثر طریقے سے کارکردگی کا مظاہرہ کرنا۔ 7. کیریئر کے مواقع کے آن لائن اور آف لائن دونوں ذرائع دریافت کریں۔ 8. صلاحیتوں اور خواہشات کو ذہن میں رکھتے ہوئے کیریئر کے مواقع کی نشاندہی کرنا۔		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	یونٹ 1: ہنر دوبارہ شروع کریں۔ یونٹ 2: انٹرویو کی مہارت	15 Hours	1. Demonstration 2. Experiential learning
Unit II	اکائی 3: گروپ ڈسکشن کی مہارتیں۔ یونٹ 4: کیریئر کے مواقع تلاش کرنا	15 Hours	3. Imitation 4. Participative learning 5. Practice Method 6. Command Method

BPE & S II Sem.

NOTE: Student have to compulsory opt English Language for 1 credit and they have to select second language for 1credit.

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
II	822218	AEC (Compulsory) Language(English) (L)	1	15	Internal 20+ External 30 Total 50

Course Objectives	1) To give students the knowledge of Various forms of Written communication. 2) To make students proficient in written communication	
Course Outcome	After completion of this course students will be able to... 1) Write various letters. 2) Write commercial Advertisements. 3) Write E-mail 4) Write effectively on social media.	
Unit	Course Contents	Learning Hours
Unit -I	Correspondence (Formal Letter) 1) Letters of enquiry. 2) Letters of order 3) Letters of Complaint- 4) E-mail Writing.	7 Hours
Unit -II	Application Writing (Formal Letter) 1) Application letter for TC 2) Application for Job 3) C V writing. 4) Proposal Writing	8 Hours

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Semester	Course Code	Course Name	Credits	Teaching Hrs.
II	822219	AEC(Elective) Second Language/MIL: Marathi (L)	1	15

Course Objectives :	१. विद्यार्थ्यांना संभाषण कौशल्यांचे स्वरूप अवगत करून देणे. २. विद्यार्थ्यांना संभाषण कौशल्यांचे विविध प्रकार अवगत करून देणे. ३. विद्यार्थ्यांना संभाषण कौशल्य क्षमता विकसित करणे. ४. संभाषण कौशल्यांच्या माध्यमातून विद्यार्थ्यांच्या व्यक्तिमत्वाचा विकास होण्यास मदत होईल. ५. विद्यार्थ्यांच्या सूत्र संचालन व वक्तृत्व कौशल्य क्षमता विकसित करणे.
Course Outcomes (COs) :	१. विद्यार्थ्यांना मूलभूत संभाषण कौशल्यांचे आकलन होईल. २. विद्यार्थ्यांना संभाषण कौशल्यांचे प्रकार अवगत होईल. ३. विद्यार्थ्यांच्या संभाषण कौशल्य क्षमता विकसित होईल. ४. विद्यार्थ्यांच्या सूत्र संचालन व वक्तृत्व कौशल्य क्षमता विकसित होईल. ५. विद्यार्थ्यांना संभाषण कौशल्ये आत्मसाथ केल्यानंतर रोजगाराच्या संधी निर्माण होतील.

अभ्यासक्रमासाठी नेमलेले पुस्तक -	१. लेखन व संभाषण कौशल्य : संपादक डॉ. काशीनाथ बहादे, अथर्व पब्लिकेशन, जळगाव, प्रथम आवृत्ती २०२४.	
Unit / विभाग	Contents /उपघटक	Learning Hours
Unit-I	संभाषण कौशल्ये - संभाषण : व्याख्या, प्रकार, निवेदन: व्याख्या, प्रकार, ई-संभाषण	7 तास
Unit-II	सूत्र संचालन: सूत्र संचालन एक कला, सूत्रसंचालनाची विधी सूत्र संचालकाने पाळावयाची पथ्ये, कार्यक्रम पत्रिका, सूत्रसंचालकाची भूमिका, मानिसकता.	8 तास

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
II	822219	AEC(Elective) Second Language/MIL: Hindi (L)	1	15	Internal 20+ External 30 Total 50

Course Objective:	1. हिंदी भाषा के व्यापक प्रचार- प्रसार की जानकारी से छात्रों को अवगत कराना । 2. अहिंदी भाषी छात्रों में हिंदी भाषा को लेकर रुचि निर्माण कराना । 3. व्याकरण, लोकोक्तियाँ, मुहावरे तथा लिंग, वचन के ज्ञान से छात्रों को अवगत कराना । 4. छात्रों के भाषायी ज्ञान को समृद्ध एवं सशक्त कराना । 5. छात्रों में सामाजिक दायित्वों के प्रति जागरूकता निर्माण कराना ।	
Course Outcomes (Cos):	1. छात्र हिंदी भाषा की विभिन्न विधाओं से परिचित होंगे । 2. छात्र हिंदी भाषा की प्रकृति, भाषा की विशेषताओं, भाषा के सौंदर्य के माध्यम से छात्रों की संवेदनाएं संकारित होगी । 3. व्याकरण, लोकोक्तियां, लिंग, वचन के ज्ञान से अवगत होंगे । 4. विभिन्न साहित्य विधाओं के अध्ययन के प्रति रुचि उत्पन्न होगी ।	
इकाई (Unit)	पाठ्यक्रम (Syllabus)	कुल तासिकाएँ (Total Hours)
इकाई 1	समश्रुत भिन्नार्थक शब्द समानार्थी शब्दों में सूक्ष्म अंतर अनेक शब्दों के लिए एक शब्द	7
इकाई 2	लोकोक्तियां मुहावरे सूक्तियाँ	8

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
II	822219	AEC(Elective) Second Language/MIL: Urdu (L)	1	15	Internal 20+ External 30 Total 50

Follow the Urdu language Syllabus of B.A. 2nd Semester

BPE & S II Sem.

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
II	--	VEC (Universal Human Values)	2	30	Internal 20+ External 30 Total 50

Course Objectives	1. Distinguish between values and skills, and understand the need, basic guidelines, content and process of value education. 2. To help students initiate a process of dialog within themselves to know what they 'really want to be' in their life and profession. 3. To help students understand the meaning of happiness and prosperity for a human being. 4. To facilitate the students to understand harmony at all the levels of human living and live accordingly. 5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life.			
Course Outcomes	1. Understand the significance of value inputs in a classroom and start applying them in their life and profession 2. Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc. 3. Understand the value of harmonious relationship based on trust and respect in their life and profession Understand the role of a human being in ensuring harmony in society and nature. 4. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.			
Unit System	Contents	Learning Hours	Incorporation of Pedagogies	
Unit I	Introduction to Value Education: Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education) Understanding Value Education, Self- exploration as the Process for Value Education, Continuous Happiness and Prosperity — the Basic Human Aspirations, Happiness and Prosperity — Current Scenario, Method to Fulfil the Basic Human Aspirations Understanding Harmony in the Human Being:	7 Hours	1. Demonstration 2. Experiential learning 3. Identification 4. Participative learning	

	The understanding human being as a co-existence of the sentient 'T' and the material 'Body, Understanding the needs of Self ('T') and 'Body' — Sukh and Suvidha, Understanding the Body as an instrument of 'T' (I being the doer, seer, and enjoyer), Understanding the characteristics and activities of 'T' and harmony in T, Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail, Programs to ensure Sanyam & Swasthya.		5. Observation method 6. Practice method
Unit II	Understanding Harmony in the Family & Society: Understanding harmony in the Family- the basic unit of human interaction, Understanding values in human-human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship, Understanding the meaning of Vishwas; Difference between intention and competence, Understanding the meaning of Samman, Difference between respect and differentiation; the other salient values in relationship. , Understanding the harmony in the society (society being an extension of family): Samadhan, Samridhi, Abhay, Sah-astitva as comprehensive Human Goals, Visualizing a universal harmonious order in society, Undivided Society (Akhand Samaj), Universal Order (Sarvabhaum Vyawastha) — from family to world	8 Hours	
Unit III	Understanding Harmony in the Nature & Existence: Understanding the harmony in the Nature, Interconnectedness and mutual fulfillment among the four orders of nature — recyclability and self-regulation in nature, Understanding Existence as Co existence (Sah-astitva) of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.	7 Hours	
Unit IV	Understanding of Harmony on Professional Ethics Competence in professional ethics: a. Ability to utilize the professional competence for augmenting universal human order. b. Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems, c. Ability to identify and	8 Hours	

	develop appropriate technologies and management patterns for above production systems. Case studies of typical holistic technologies, management models and production systems Strategy for transition from the present state to Universal Human Order: a. At the level of individual: as socially and ecologically responsible engineers, technologists and managers b. At the level of society: as mutually enriching institutions and organizations		
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Text Books:

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

Reference Books and Websites:

1. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA
2. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens Ill, 1972, Limits to Growth — Club of Rome's report, Universe Books.
5. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
6. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
7. A N Tripathy, 2003, Human Values, New Age International Publishers.
8. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati.
9. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists &Engineers , Oxford University Press
10. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

BPE&S II Sem.

Semester	Course Code	Course Name	Credits	Teaching Hrs.
II	i) Internship	Apprenticeship / corresponding to major and OJT	-	-
	ii) Field Project	Community engagement and service (CEP) corresponding to major and OJT	-	-
	iii) Co-Curricular Courses	health and wellness, yoga education, sports, fitness, cultural activities, NCC/ NSS, and Fine / applied / visual/ performing arts.	2	60

Bachelor of Physical Education and Sports (BPE&S)

Semester-III

BPES III Sem

Course Code	Course	Credit offered	Teaching Hrs.	Max Marks
822225	Major III (L): Administration in Physical Education.	2	60	Internal 20+ External 30 Total 50

Cos

The students would be able to:

1. Demonstrate effective leadership qualities and decision-making skills in sports management.
2. Analyze organizational structures and their role in physical education program administration.
3. Understand financial management, budgeting, and resource allocation in sports education.
4. Demonstrate knowledge of legal aspects, policies, and ethical considerations in sports administration.
5. Develop strategies for risk management and ensure participant safety in sports activities.

UNIT- I: Introduction to Administration in Physical Education

- Meaning, Definition, and Scope of Administration
- Principles of Administration in Physical Education
- Functions of Administration (Planning, Organizing, Directing, Controlling)
- Qualities and Responsibilities of a Physical Education Administrator

UNIT-II: Organizational Structure and Facility Management

- Types of Organizational Structures in Physical Education
- Leadership and Decision-Making in Sports Administration
- Management of Sports Facilities and Equipment
- Safety Measures and Risk Management in Physical Education

UNIT-III: Budgeting, Finance, and Event Management

- Budgeting and Financial Planning in Physical Education
- Sources of Funding and Resource Allocation
- Organizing and Managing Sports Events and Competitions
- Sponsorship and Marketing in Physical Education Programs

UNIT-IV: Legal Aspects, Ethics, and Contemporary Issues

- Legal Considerations in Physical Education and Sports
- Ethical Issues and Professionalism in Administration
- Role of Technology in Sports Administration
- Contemporary Trends and Challenges in Physical Education Management

References :

1. J.F.Willams and C.L.Brownll :Administration of Health and Physical Education
2. Organisation and Administration of Physical Education By Voltmer E. F. and Esslinger A.A.

3. शारीरिक शिक्षा में प्रबंधन एवं प्रशासन शर्मा, करमकर, तिवारी

4 Jay B Nash : The Administration of Physical Education

BPES III Sem

Course Code	Course	Credit offered	Teaching Hrs.	Max Marks
822229	Major Discipline related IKS Olympic Movement	2	60	Internal 20+ External 30 Total 50

Course Objectives	To explore the history, principles, values, and global impact of the Olympic Movement in promoting sportsmanship, international understanding, and excellence in physical competition.
Course Outcomes	After successful completion of course students should be able to – 1. Recognize key historical milestones in the development of the Olympic Movement. 2. Understand the core values of Olympism. 3. Analyze the social, cultural, and political impacts of the Olympic Games 4. Explore ethical issues related to the Olympic Games 5. Reflect on current trends and future challenges facing the Olympic Movement
Unit System	Contents
Unit I	Ancient Olympic: History of the Ancient Olympic Games, Objectives of the Ancient Olympic Games, Rules and Events of the Ancient Olympic Games, Oath of the Ancient Olympic Games, Ceremony of the Ancient Olympic Games, Awards of the Ancient Olympic Games, Decline of the Ancient Olympic Games
Unit II	Modern Olympic: Introduction of Olympism, Olympic Symbol- Five Rings, Identity-Flame & Touch Relay, Olympic Motto & Maxim, Olympic Anthem & Oath, Olympic Games opening and closing ceremony, Logos and Mascots, Impact of Olympic on Indian Physical Education & Sports Culture, Fundamental Knowledge about Para-Olympic

References:

- Manpreet Kaur, "Olympic Movement", Sports Publication
- Dr. Gulbahar Khan, Dr. Sunil Kumar Gaurha, "Olympic Abhiyan", Khel Sahitya Kendra
- Dr. Sunil Pandhare (Author), Dr. S. Mukherjee (Editor), "Olympic Movement", khel sahitya Kendra
- Ajmer Singh et al., "Olympic Abhiyan", Sports Publication.

BPES III Sem

Course Code	Course	Credit offered	Teaching Hrs.	Max Marks
822226	Major (P) : Kabaddi /Kho-Kho (Any One)	2	60	Internal 20+ External 30 Total 50

COs:

The Students would be able to:

- Develop the concept of the activity skill.
- Develop the concept of Commutative skill.
- Demonstrate and assess various techniques.
- Develop the concept of Cooperation and coordination.
- Build self-discipline in lifestyle.

Course Content

Indian Games - (Any One)

1) Kabaddi –

Skill and Techniques:

A) Skills of Raider–

i) **General requirement:** cant, dodging, hand and foot movement, eyesight.

ii) **Skills of Attack :** a) Use of hand b) Use of legs-Leg Thrust, sidekick, mule kick, round kick.

iii) **Skill of escape-** Jump over the anti, Dragging by force, pushing by hand, turning and twisting to release from the ankle hold ,breaking the cordon. Pushing

B) Skills of Antis:

i) **General skills–** (In combination) role of specific position and flexible movements of antis, covering and cha information.

ii) **Individual skills:** Ankle hold and leg lift, waist hold and lift hold, blocking the rider, dashing on the rider, wrist hold.

iii) **Skill in combination:** Half-moon, full moon trap, double covering trap, driving the Rider to lobby.

C) Strategies and moves of attack (Riders)

i) Pushing

ii) Pressure Tactics– deep entry.

iii) Pressure and dash.

iv) Safe entry and defensive play.

v) Third raid planning.

D) Counter strategies (Antis) Defense:

i) Position and placement of Antis.

ii) Playing at end line.

iii) Corner and third combination.

2) Kho- Kho

A) Skill of Chasing or Attacking:

- (1) Skills of giving and receiving kho (Judgment kho, effective kho)
- (2) Technique of perusing and covering the runner.
- (3) Technique of making the runner out:
 - a. Use of hand – tapping at the ankle.
 - b. Dive & Touch– Dive on patti, Running Dive, Angular Dive on pole.
- (4) Technique of taking direction–
 - a. From sitting position.
 - b. From the square near pole.
- (5) Effective pursuit.

B) Skill of running or defence–

- (1) Dodging – Dodging of the pati, Dodging on the pole.
- (2) Zigzag running play.
- (3) Stepping judgement – Change of stride
- (4) Running techniques: Single chain, double chain, playing on patti, triple chain, oval play, play in combination.

Practical Examination Pattern Activity (Marks 30)

Practical Demonstration	10
Record File / Assignment	10
Viva Voce	10

BPES III Sem

SEM	Course Code	Course	Credit offered	Teaching Hrs.	Max Marks
III	822243	Major III (P) : Gymnastic /Malakhamb (Any One)	2	60	Internal 20+ External 30 Total 50

1) Gymnastic**Course Contents:****A] Fundamental Skills:**

1. Locomotor Skills: Walking , Running, Hopping, Jumping, Skipping , Galloping , Leaping
2. Non-Locomotor Skills: Bending , Stretching , Twisting , Turning , Swinging, Balancing , Rocking
3. Balance Skills: One-foot balance , Arabesque balance , Handstand , Scale balance
4. Rolling Skills: Forward roll , Backward roll , Side roll , Log roll
5. Weight Transfer Skills: Handstand , Cartwheel , Round-off , Front support
6. Jumping and Landing Skills: Straight jump , Tuck jump, Straddle jump , Controlled landing

B] Teaching of Fundamentals

C] **Gymnastic floor:** Understanding the proper area and safety measures for practicing and during competitions;

D] **Rules and Regulation** and their interpretations;

E] **Officiating the Competition:** Basic of Officiating, Required Officials, Types of Officials, Duties of different Officials.

2) Malakhamb (Male)

Course Contents:

- A] **Fundamental Skills:** Salami, Hold, Sadhi udi, Bagal udi, Dashrang udi, Bagli udi, Vel udi, Suidora, Phirki, Padmasana, T-Balance, Pataka, and Landing.
- B] **Teaching of Fundamentals**
- C] **Malakhamb Placing** with its other arrangements, Understanding the proper area and safety measures for practicing and during competitions;
- D] **Rules and Regulation** and their interpretations;
- E] **Officiating the Competition:** Basic of Officiating, Required Officials, Types of Officials, Duties of different Officials.

Cane/Rope Malakhamb (Female)

Course Contents:

- A] **Fundamental Exercises:** Salami, Padmasana Chadh, Katibandh1-2, Sadhi udi, Rikeb pakad, Rikeb pag ni adhi, Kamar adhi, Nakki kas adhi, Urubandh tedhi, Sadhi bagli, Do hati bagli, Kamar bandh bagli, nakki kas bagli, Dashrang, Hanuman pakad, Gurupakad, various padmasana, Landing.
- B] **Teaching of Fundamentals**
- C] **To tie the Rope Malakhamb** with its knotting arrangements, Understanding the proper area and safety measures for practicing and during competitions;
- D] **Rules and Regulation** and their interpretations;
- E] **Officiating the Competition:** Basic of Officiating, Required Officials, Types of Officials, Duties of different Officials.

BPES III Sem

SEM	Course Code	Course	Credit offered	Teaching Hrs.	Max Marks
III	822227	Minor III (L) : 1) Foundation of Yoga (Yogic Science Group)	2	30	Internal 20+ External 30 Total 50

COs:

1. Understanding the term "Yoga" and its interpretations across different texts.
2. The development of Yoga from the Vedic period to modern-day practices.
3. Yoga in Indian philosophical traditions, including Vedas, Upanishads, Bhagavad Gita, and Yoga Sutras.
4. Role of Yoga in stress management, emotional balance, and mindfulness.
5. To know the Application of Yoga for disease prevention and healing.
6. Ethical values, discipline, and lifestyle modifications for overall well-being.

Unit 1: Introduction to Yoga

Definition and Meaning of Yoga
Origin and Historical Development of Yoga
Types of Yoga: Jnana, Bhakti, Karma, and Raja Yoga
Relevance of Yoga in Modern Life
Misconceptions and Myths about Yoga

Unit 2: Philosophical Foundations of Yoga

Indian Philosophy and Yoga: An Overview
Yoga in Vedas, Upanishads, and Bhagavad Gita
Patanjali's Yoga Sutras: Ashtanga Yoga (Eight Limbs of Yoga)
Concept of Purusha and Prakriti in Samkhya Philosophy
Ethical Foundations: Yamas and Niyamas

Unit 3: Schools and Traditions of Yoga

Classical and Contemporary Schools of Yoga
Hatha Yoga: Principles and Practices
Tantra and Kundalini Yoga: Concept and Practices
Modern Yoga Gurus and their Contributions (Swami Vivekananda, Swami Sivananda, B.K.S. Iyengar, etc.)
Integration of Yoga with Ayurveda and Naturopathy

Unit 4: Science of Yoga and its Applications

Physiological and Psychological Benefits of Yoga
Role of Yoga in Stress Management
Yoga for Health and Wellness: Therapy and Rehabilitation
Scientific Studies on Yoga and its Effectiveness
Yoga and Mental Health: Mindfulness, Meditation, and Pranayama

Reference

1. Swami Vivekananda – *Raja Yoga*
2. Swami Sivananda – *The Science of Pranayama*
3. B.K.S. Iyengar – *Light on Yoga*
4. T. Krishnamacharya – *Yoga Makaranda*
5. Swami Satyananda Saraswati – *Asana, Pranayama, Mudra, Bandha*
6. Dr. Ishwar V. Basavaraddi – *Yoga: Philosophy and Practice*
7. O.P. Tiwari – *Asana, Pranayama, Mudra, Bandha: Science and Practice of Yoga*
8. Dr. Nagendra H.R. – *Yoga for Health and Peace*
9. Swami Kuvalayananda – *Pranayama*
10. Patanjali (translated by Swami Prabhavananda) – *The Yoga Sutras of Patanjali*

BPES III Sem

SEM	Course Code	Course	Credit offered	Teaching Hrs.	Max Marks
III	822227	(L) : 2) Health Education (Sports Medicine Group)	2	30	Internal 20+ External 30 Total 50

Cos:

1. Health education should address physical, mental, social, and emotional well-being.
2. Health education should be based on reliable, scientific, and evidence-based information.
3. Health education should be continuous and applicable at all life stages.
4. Active involvement of individuals, families, and communities in health-related decision-making.
5. Encouraging positive health behaviours and lifestyle modifications.

Unit 1: Introduction to Health Education

- Definition, Meaning, and Scope of Health Education
- Importance of Health Education in Daily Life
- Role of WHO and Other Health Organizations
- Approaches to Health Promotion

Unit 2: Personal and Community Health

- Concept of Personal Hygiene and Healthy Lifestyle
- Importance of Nutrition and Balanced Diet
- Communicable and Non-Communicable Diseases: Causes, Prevention, and Control
- Role of Family, School, and Society in Health Promotion

Unit 3: Health Education and Communication

- Principles and Methods of Health Education
- Role of Mass Media in Health Awareness
- School and Workplace Health Education Programs
- Role of Health Professionals and NGOs in Health Education

Unit 4: Lifestyle Diseases and Preventive Healthcare

- Understanding Lifestyle Disorders (Obesity, Diabetes, Hypertension, Cardiovascular Diseases)
- Preventive Measures and Healthy Habits
- Physical Activity and Exercise for Disease Prevention
- Importance of Vaccination and Immunization Programs

Reference:

- Edberg, M. (2013). *Essentials of health behavior: Social and behavioral theory in public health*. Jones & Bartlett Learning.
- Hartley, G. R. (2007). *Personal health and wellness*. McGraw-Hill Education.
- Kapoor, S., & Sharma, P. (2014). *Lifestyle diseases in India: Prevention and control strategies*. New Century Publications.
- Kumar, A. (2012). *Health education: Theory and practice*. Vikas Publishing House.

- Reddy, S. V. (2011). *Health education and community pharmacy*. Jaypee Brothers Medical Publishers.
- Sharma, S., & Bhatia, M. (2016). *Mental health and counseling in the Indian context*. Sage Publications India.
- Verma, S., & Agarwal, P. (2014). *Community health education and practice: Perspectives from India*. Rawat Publications.

BPES III Sem

SEM	Course Code	Course	Teaching Hrs.	Credit offered	Max Marks
III	822227	Minor III (L) : 3) Basics of Sports Coaching and Training (Sports Coaching and Training Group)	30	2	Internal 20+ External 30 Total 50

Cos

- A coach should inspire and lead athletes toward achieving their goals.
- Training should follow scientific principles like overload, progression, and specificity.
- Focus on technical and tactical skill improvement through structured practice.
- Emphasizing endurance, strength, speed, flexibility, and agility.

Contain:

Unit 1: Introduction to Sports Coaching and Training

Definition, Scope, and Importance of Sports Coaching
 Roles and Responsibilities of a Coach
 Principles of Effective Coaching
 Ethics and Professionalism in Coaching

Unit 2: Fundamentals of Training Methods

Concept of Training and Conditioning
 Types of Training: Strength, Endurance, Speed, Flexibility, and Agility
 Principles of Sports Training (Overload, Specificity, Progression, Recovery)
 Warm-up and Cool-down Techniques

Unit 3: Skill Development and Performance Enhancement

Techniques for Skill Acquisition and Development
 Role of Biomechanics in Sports Performance
 Sports-Specific Drills and Exercises
 Use of Technology and Video Analysis in Coaching

Unit 4: Fitness, Nutrition, and Injury Management

Components of Physical Fitness and Their Role in Performance
 Common Sports Injuries: Prevention and First Aid

Rehabilitation and Recovery Techniques
Importance of Rest, Sleep, and Mental Well-being in Training

References:

- Hardayal Singh. (2023). *Science of sports training*. Friends Publications (India).
- Minakshi Pathak. (2015). *Complete guide to sports training*. Khel Sahitya Kendra.
- Ratamess, N. A. (2012). *Strength training and conditioning: A practical approach*. Human Kinetics.
- Smith, R. E., & Smoll, F. L. (2006). Coaching behaviors and athlete performance: A review of the literature. *Research Quarterly for Exercise and Sport*, 77(2), 179-190.
- Weinberg, R., & Gould, D. (2014). *Foundations of sport and exercise psychology* (6th ed.). Human Kinetics.
- Williams, A. M., & Hodges, N. J. (2005). *Skills acquisition in sport: Research, theory and practice*. Routledge.

BPES III Sem

SEM	Course Code	Course	Teaching Hrs.	Credit offered	Max Marks
III	822228	Minor III (P) : 1) Foundation of Yoga (Asana- Sitting, Standing, Laying) (Yogic Science Group)	60	2	Internal 20+ External 30 Total 50

Cos

Student able to

1. Demonstrate proficiency in performing seating asanas.
2. Develop strength, stability, and balance through standing.
3. Cultivate body awareness and mental focus through mindfulness techniques.
4. Achieve deep relaxation and stress reduction through restorative poses.
5. Integrate flexibility, balance, and strength in full-body routines to promote overall fitness.

Course Contents:

Fundamental:

A] Asanas –

- i. Asanas at Sitting Position:
- ii. Asanas at Standing Position:
- iii. Asanas at Lying Prone Position:
- iv. Asanas at Lying supine Position:

i. Asanas in Sitting Position:

- | | |
|---|--|
| 1. Padmasana (Lotus Pose) | 6. Paschimottanasana (Seated Forward Bend) |
| 2. Sukhasana (Easy Pose) | 7. Upavistha Konasana (Wide-Angle Seated Forward Bend) |
| 3. Vajrasana (Thunderbolt Pose) | 8. Gomukhasana (Cow Face Pose) |
| 4. Ardha Matsyendrasana (Half Spinal Twist) | 9. Marichyasana (Marichi's Pose) |
| 5. Baddha Konasana (Butterfly Pose) | 10. Kakasana (Crow Pose) |

ii. Asanas in Standing Position:

1. Tadasana (Mountain Pose)
2. Vrikshasana (Tree Pose)
3. Trikonasana (Triangle Pose)
4. Utkatasana (Chair Pose)
5. Virabhadrasana I (Warrior I)

iii. Asanas in Lying Prone Position (Face Down):

1. Bhujangasana (Cobra Pose)
2. Dhanurasana (Bow Pose)
3. Shalabhasana (Locust Pose)
4. Makarasana (Crocodile Pose)
5. Naukasana (Boat Pose)

iv. Asanas in Lying Supine Position (Face Up):

1. Shavasana (Corpse Pose)
2. Sarvangasana (Shoulder Stand)
3. Halasana (Plow Pose)
4. Matsyasana (Fish Pose)
5. Setu Bandhasana (Bridge Pose)

6. Virabhadrasana II (Warrior II)
7. Padahastasana (Hand-to-Foot Pose)
8. Garudasana (Eagle Pose)
9. Natarajasana (Dancer's Pose)
10. Parsvakonasana (Side Angle Pose)

6. Ardha Shalabhasana (Half Locust Pose)
7. Viparita Shalabhasana (Reverse Locust Pose)
8. Bhekasana (Frog Pose)
9. Parivrtta Naukasana (Revolved Boat Pose)
10. Chaturanga Dandasana (Four-Limbed Staff Pose)

6. Pawanmuktasana (Wind-Relieving Pose)
7. Uttanapadasana (Raised Leg Pose)
8. Supta Baddha Konasana (Reclining Bound Angle Pose)
9. Ananda Balasana (Happy Baby Pose)
10. Chakrasana (Wheel Pose)

References

- Iyengar, B. K. S. (2002). *Light on yoga*. HarperCollins Publishers.
- Sivananda, S. (2012). *The complete illustrated book of yoga*. Prentice Hall Press.
- Kraftsow, G. (2002). *Yoga for wellness: Healing with yoga*. Penguin Group.
- Desikachar, T. K. V. (1995). *The heart of yoga: Developing a personal practice*. Inner Traditions.
- Swami Sivananda. (2011). *Sivananda's yoga: The yoga of health and vitality*. The Divine Life Society.
- Patanjali. (2002). *The yoga sutras of Patanjali*. Shambhala Publications.

BPES III Sem

SEM	Course Code	Course	Credit offered	Teaching Hrs.	Max Marks
III	822228	Minor III (P) : 2) Health Education (Practical Approach Health Education) (Sports Medicine Group)	2	60	Internal 20+ External 30 Total 50

Cos:

Students will able to

- Promote physical fitness awareness through weekly challenges and tracking progress.
- Encourage physical performance improvement by conducting fitness assessments.
- Teach injury prevention techniques with warm-up and cool-down routines.
- Raise awareness of common sports injuries and their treatment through expert sessions.
- Monitor and evaluate students' fitness progress to assess program effectiveness.

Course Contents:

1) The content of record Book shall consist of following (Any One)

2) Viva

1. School-Based Fitness Awareness Program

Objective: Promote physical activity and educate students on the importance of fitness.

Activities:

1. Organize weekly fitness challenges (e.g., step count, flexibility tests, endurance runs).
2. Conduct awareness sessions on nutrition and healthy habits.
3. Track students' fitness progress over a semester.

2. Sports and Injury Prevention

Objective: Educate students on safe sports practices and injury prevention.

Activities:

1. Teach warm-up and cool-down routines.
2. Demonstrate correct posture and techniques for different sports.
3. Invite physiotherapists to discuss common sports injuries and their treatment.

References :

- Anderson, L. (2012). *Fitness for life*. Human Kinetics.
- Ciaran Cullen (2008), Exercise Science. Published by Kendall/Hunt Publishing Co ,U.S.,
- Garth A. Fisher (1979), The complete book of physical fitness, Publisher. Brigham Young University Press
- De Vries, S. I., & Bauman, A. (2016). *Physical activity and health: A practical approach*. Routledge.
- McGill, S. M. (2017). *Low back disorders: Evidence-based prevention and rehabilitation*. Human Kinetics.
- Reilly, T., & Williams, A. M. (2003). *Science and soccer: Developing elite performers*. Routledge.
- Robinson, L. E., & McKenzie, B. (2008). *Sports injury prevention and management: A comprehensive guide for coaches*. Human Kinetics.

BPES III Sem

Semester	Course Code	Course	Credit offered	Teaching Hrs.	Max Marks
III	822228	Minor III (P) : 3 Basics of Sports Coaching and Training (Specialization of Game) (Sports Coaching and Training Group)	2	30	Internal 20+ External 30 Total 50

Cos

Students able to:

1. Demonstrate proper warm-up and cool-down techniques, including dynamic and static stretches.
2. Understand the importance of warm-up and cool-down for recovery and performance.
3. Lead a warm-up and cool-down session for a group, showcasing leadership and communication skills.
4. Develop and implement skill development drills to improve fundamental sports abilities.
5. Explain and demonstrate chosen drills to peers, enhancing coaching and teaching skills.
6. Analyze the impact of skill development drills on overall athletic progress and technique improvement.

Course Contents: Select a Game (Kabaddi / Kho-Kho/ Malkhamb).

1. Warm-up and Cool-down Techniques

- Activity:
 - Demonstrate dynamic and static stretching exercises.
 - Conduct a proper warm-up (e.g., jogging, mobility drills).
 - Explain how cool-down helps in recovery.
- Students lead a warm-up and cool-down session for a small group.

2. Skill Development Drills

- Activity:
 - Develop 2-3 drills focusing on fundamental skills.
 - Implement the drills.
- Students explain and demonstrate their chosen drills.

References :

- McMillan, D. J., Tyson, A. T., & Muir, I. M. (2006). *The effect of dynamic warm-up on performance in 20- to 30-meter sprints. Journal of Strength and Conditioning Research*, 20(3), 692-697.
- Moritani, T., & deVries, H. A. (1979). *Neural factors versus hypertrophy in the time course of strength gain. American Journal of Physical Medicine*, 58(6), 115-130.
- Taylor & Francis, 1999 Visual Perception and Action in Sport, Publisher: Routledge
- Walker, S., & Dalgleish, T. (2013). *Skill development in sport: Understanding and improving performance*. Routledge.
- Wilk, K. E., & Reinold, M. M. (2004). *The role of rehabilitation and training in preventing shoulder injuries in overhead athletes. Journal of Orthopaedic & Sports Physical Therapy*, 34(4), 206-217.

BPE&S III Sem.

Semester	Course Code	Course Name	Credits	Teaching Hrs.
III	--	OE5 : Students Have to choose from the basket Provided by different Faculty / MOOCs	2	30

BPE & S III Sem.					
Sem	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
III	822244	Marking Play field (P)	2	60	Internal 20+ External 30 Total 50

Objective	After completion of this course, students will be able to: 1. Understand standard dimensions and specifications of outdoor playfields. 2. Measure and mark outdoor sports grounds accurately. 3. Use field marking tools and equipment effectively. 4. Prepare outdoor fields according to official game rules. 5. Maintain outdoor sports grounds and ensure safety standards. 6. Organize outdoor sports competitions efficiently.	
Course Outcome	Students will be able to: 1. Mark standard outdoor playfields independently. 2. Prepare layouts for various outdoor games. 3. Demonstrate proper measurement techniques. 4. Apply official game rules in field preparation. Assist in organizing sports events and competitions.	
	Content	Hours
	Introduction to Outdoor Playfield Marking Practical Content- Foot-Ball, Hockey, Cricket, Kabaddi, Kho-Kho, Soft-ball • Meaning and importance of outdoor playfield marking • Principles of field measurement • Types of outdoor playfields • Basic terminology: ○ Boundary lines ○ Goal area ○ Center line ○ Service area ○ Penalty area	

Practical Examination Pattern Activity (Marks 30)

- **Practical Skill Test - 10**
- **Viva-Voce - 10**
- **Practical Record Book - 10**

NOTE: Student have to compulsory opt English Language for 1 credit and they have to select second language for 1credit.

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
III	822245	AEC (L) (Compulsory) Language(English)	1	15	Internal 20+ External (15+15) Total 50

Course Objectives	1) To make the students proficient in everyday communication. 2) To provide students a solid understanding of the process of communication.				
Course Outcome	After completion of this course students will be able to... 1) Define communication/comprehend and describe the process of communication. 2) Know Components of Communication. 3) Communicate proficiently in everyday life.				
Unit	Course Contents				Learning Hours
Unit -I	Oral Communication – I 1) Exchanging greetings and Taking Leave 2) Introducing oneself and others. 3) Thanking. 4) Wishing				7 Hours
Unit -II	Oral Communication – II 1) Apologizing and responses. 2) Making request 3) Seeking help. 4) Talking about current-activities.				8 Hours

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
III	822246	AEC (L) (Elective) Second Language/MIL: Marathi	1	15	

Course Objectives	१. विद्यार्थ्यांना लेखन कौशल्यांचे स्वरूप अवगत करुण देणे. २. विद्यार्थ्यांना लेखन कौशल्यांचे विविध प्रकार अवगत करून देणे. ३. विद्यार्थ्यांना लेखन कौशल्य क्षमता विकसित करणे. ४. लेखन कौशल्यांच्या माध्यमातून विद्यार्थ्यांच्या व्यक्तिमत्वाचा विकास होण्यास मदत होईल.				
Course Outcomes (COs)	१. विद्यार्थ्यांना मूलभूत लेखन कौशल्यांचे आकलन होईल. २. विद्यार्थ्यांना लेखन कौशल्यांचे प्रकार अवगत होईल. ३. विद्यार्थ्यांच्या लेखन कौशल्य क्षमता विकसित होईल. ४. विद्यार्थ्यांना लेखन कौशल्ये आत्मसाथ केल्यानंतर रोजगाराच्या संधी निर्माण होतील.				
अभ्यासक्रमासाठी नेमलेले पुस्तक -	१. लेखन व संभाषण कौशल्य : संपादक डॉ. काशीनाथ बहाटे, अथर्व पब्लिकेशन, जळगाव, प्रथम आवृत्ती २०२४.				
Unit / विभाग	Contents /उपघटक				Learning

		Hours
Unit-I	इतिवृत्त लेखन, पत्रलेखन, टीप्पणी लेखन	7 तास
Unit-II	ब्लॉग लेखन, मलुलाखत लेखन, बातमी लेखन	8 तास

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
III	822246	AEC (L) (Elective) Second Language/MIL: Hindi	1	15	

Course Objective:	1. व्याकरण के विभिन्न अंगों से छात्रों में रुचि निर्माण होगी। 2. छात्र क्षेत्रीय भाषा का ज्ञान अर्जित कर हिंदी अनुवाद करना सीखेंगे। 3. हिंदी भाषा की विशेषताओं से छात्रों को परिचित करना। 4. हिंदी की विभिन्न विधाओं के ज्ञान को लेकर छात्रों में रुचि करना।	
Course Outcomes (Cos):	1. व्याकरण विधा से छात्र परिचित होंगे। छात्रों ने व्याकरण के स्वरूप को समझकर स्वयं का कौशल विसित किया। 2. व्याकरण विधा को समझ कर छात्र समानार्थी, पर्यायवाची, उपसर्ग, प्रत्यय शब्दों से परिचित होंगे। 3. व्याकरण अंतर्गत समानार्थी शब्द में सूक्ष्म अंतर, सूक्ष्म भिन्नार्थक शब्द तथा पारिभाषिक शब्दावली से परिचित होंगे।	
इकाई (Unit)	पाठ्यक्रम (Syllabus)	(Total Hours)
इकाई 1	❖ तत्सम ❖ तद्भव ❖ आगत	7
इकाई 2	❖ समानार्थी शब्दों में सूक्ष्म अंतर ❖ समस्त्रुत भिन्नार्थक शब्द ❖ पारिभाषिक शब्द	8

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
III	822246	AEC (L) (Elective) Second Language/MIL: Urdu	1	15	

Follow the Urdu language Syllabus of B.A. 3rd Semester

BPE&S III Sem.

Semester	Course Code	Course Name	Credits	Teaching Hrs.
III	i) Internship	Apprenticeship / corresponding to major and OJT	-	-
	ii) Field Project	Community engagement and service (CEP) corresponding to major and OJT	2	60
	iii) Co-Curricular Courses	health and wellness, yoga education, sports, fitness, cultural activities, NCC/ NSS, and Fine / applied / visual/ performing arts.	2	60

Syllabus for B.P.E.&S.

Semester IV

SEM	Course Code	Course	Credit offered	Teaching Hours	Max Marks
IV	822231	Major (L): Test and Measurement in Physical Education	2	30	Internal 20+ External 30 Total 50

COs:

1. Develop concepts related to test, measurement & evaluation.
2. Construct a strong basis in the evaluation techniques through the various test and measurements method used in physical education.
3. Analyse the physical ability and performance of an individual in various sports.
4. explain the basics of various test and measurement techniques.
5. Apply the criteria, classification and administration of test.

Course contain:

Unit I: History and Need:

History of measurement in physical education.
Meaning of test and measurement
Need for test and measurement in phy-education.
The use of test and measurement in physical education

Unit II: Criteria for selecting tests :

Validity, Reliability, Objectivity
Norms , Standard norms, Accuracy and interpretability

Unit III: Physical Fitness Test : Strength Test

Fleshman's battery on basic fitness test , Physical fitness index , Sargen test

Motor Fitness Tests –

J.C.R. Test , National Physical efficiency test

Cardiovascular test-

Harward's Step test , Foster test , Copper's Twelve minute Run and walk test

Unit IV: Sports Skill Tests -

Lockhart and McPherson Badminton Test , Johnson Basket Ball Test
McDonald Soccer Test , S.A.I. Volley Ball Test , S.A.I. Hockey Test

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BPES IV Sem

SEM	Course Code	Course	Credit offered	Teaching Hours	Max Marks
IV	822233	Major VIII (L): Recreation	2	30	Internal 20+ External 30 Total 50

COs:

1. Understand the meaning, scope, and significance of recreation in daily life.
2. Highlight the role of recreational activities & identify various forms of recreation.
3. Learn how to plan, organize, and manage recreational programs for diverse populations.
4. Understand the importance of recreational activities for people with disabilities and special needs.
5. Appreciation for recreation as a lifelong habit for a healthy and active lifestyle.

UNIT-I: Introduction

Meaning, Definitions and characteristics of recreation Importance of Recreation.

Misconceptions about Recreation Scope of Recreation.

Influence of recreation in social institutions family Education institutions Community/ Cultural Religious organization

UNIT-II: Planning for recreation

Planning criteria and objectives of recreation facilities.

Different types of indoor and outdoor recreation for urban and rural population.

Operation and maintenance of different recreation area and facilities. Sources of funding of recreational activities.

UNIT- III: Classification of Activities

Programmes in recreation Classification of Recreational Activities

Indoor and outdoor activities , water activities,

cultural activities, Literary activities, Nature and outing Social events

Adventure activities, Hobbies-Introduction to hobbies and types of hobbies

Agencies providing Recreation.

UNIT- IV: Camping and leadership

Aim, objectives and importance of camping. Organization and types of camp.

Selection and layout of camp site. Camping leadership. Types and functions of recreation leaders, Qualification, qualities and training and recreation leaders.

REFERENCES:

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6. Shivers J.S., Principles and practices of recreational services, London : Mac Melon Company 1964.
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BPES IV Sem

SEM	Course Code	Course	Credit offered	Teaching Hours	Max Marks
IV	822234	Major (P): Combative Sports (Judo / Wrestling) Any One	2	60	Internal 20+ External 30 Total 50

Cos

- Perform fundamental stances and grips in Judo or Wrestling for balance and control.
- Execute Judo Throwing Techniques.
- Perform Judo Ground Techniques.
- Apply Wrestling Techniques & Holds.
- Develop Tactical & Competitive Skills.

The contents of the activity of below :

~ JUDO -

- i) Stance
- ii) Throwing Techniques standing, foreign throwing techniques.
 1. O-Goshi (Hip Throw)
 2. Harai Goshi (Sweeping join)
 3. Ippon-Seio Nege (one side arm throw)
 4. Seionege (One side shoulder throw)
 5. Tai-o-Joshi (Body Drop)
 6. Uchi Mata (Thigh Throw)
 7. O-Shoto Gare (Major Outer Reaping throw)
 8. O-Uchi Gare (Major inner Reaping throw)
- iii) Ground Technique (Score held)
 - a) Kasha Gatame (side four quarter hold)
 - b) Yokeseo Gatame (Upper four quarter hold)
 - c) Kata Gatame (shoulder hold)
 - d) Kamaseo Gatame (Upper four quarter hold)
 - e) Hadaka Jama (Neck Chock)

~ WRESTLING -

Stance

- a) Square Stance
- b) Cross Stance
 - i) Right Cross stance
 - ii) Left cross stance
- c) Grip

Techniques–

- | | |
|--------------------------|-----------------------------|
| a) Dasti | f) One Arm Throw(Dhobi) |
| b) Ser Zir A Bagal (Dub) | g) Bangadi |
| c) Khur Zintaken | h) Oj Band (Nelson) |
| d) Arm Bar | i) Fitle |
| e) Fine Kamar (Dhak) | j) Ek Dsat Ke Pa (Kalajang) |

BPES IV Sem

SEM	Course Code	Course	Credit offered	Teaching Hours	Max Marks
IV	822235	Major VI (P): Rackets Sports (Ball-Badminton/Badminton/Table – Tennis) (Any One)	2	60	Internal 20+ External 30 Total 50

Cos

- 1 To analyse & interpret the Indoor sports (Racket) skills.
- 2 To appraise the rule & regulation of those Indoor sports (Racket games).
- 3 To demonstrate and assess various styles/technique of Racket sports.
- 4 To interpret the rules and regulations in real competition or game situation.
- 5 To officiate a match in real game situation in Racket sports.

1) BALL BADMINTON**I. Background of the game**

- History and evolution of the game
- Basic rules and regulations
- Equipment and court dimensions

III. Advanced Skills and Techniques

1. **Attacking Strategies**
 - Placement of shots
 - Smashes and quick returns
2. **Defensive Strategies**
 - Blocking techniques
 - Counter-attacks
3. **Doubles and Team Coordination**
 - Role of front and back players
 - Rotation and positioning strategies

II. Fundamental Skills

1. **Grip and Stance**
 - Forehand grip
 - Backhand grip
 - Ready stance
2. **Basic Shots**
 - Underhand serve
 - Overhead smash
 - Drive shots
 - Drop shots
3. **Footwork Techniques**
 - Forward and backward movement
 - Sideward movement
 - Split step and recovery

IV. Rules and Officiating

- Scoring system
- Faults and fouls
- Umpiring signals
- Role of referees and line judges

2) BADMINTON

I. Background of the game

- History and evolution of badminton
- Basic rules and regulations (BWF guidelines)
- Court dimensions and marking
- Equipment: Rackets, shuttlecocks, net, and footwear

II Fundamental Skills

Grip: Forehand grip, backhand grip

Footwork: Basics of movement, split step, lunges, side steps

Strokes:

- i) Forehand and backhand clear
- ii) Forehand and backhand drop shot
- iii) Forehand and backhand drive
- iv) Smash and defensive lifts

Service and Receiving

- Types of services:
 - High serve (singles)
 - Low serve (doubles)
 - Flick serve
 - Drive serve
- Return of service techniques

3) TABLE TENNIS:

I. Introduction to Table Tennis

- History and development of the game
- Basic rules and regulations
- Equipment: Table, Net, Racket, and Ball
- Playing surface and dimensions

II. Fundamental Skills

• Grip Techniques:

- Shake hand grip
- Penhold grip

• Stance and Footwork:

- Ready position
- Side-to-side movement
- Forward and backward movement

• Basic Strokes:

- Forehand drive
- Backhand drive
- Forehand push
- Backhand push

III. Advanced Techniques

• Spin Techniques:

- Topspin
- Backspin
- Sidespin

• Advanced Strokes:

- Forehand and backhand loop
- Block shot
- Chop shot

IV. Strategy & Gameplay

- Offensive and defensive playstyles
- Placement and control
- Doubles strategies
- Rally construction

V. Match Play & Rules

- Singles and doubles gameplay

- Flick shot
 - **Service & Return:**
- Forehand and backhand serve
(Short, Long, Fast, Spin variations)
- Serve reception techniques
- Umpiring and scoring system
- Conduct and etiquette in table tennis
- Analysis of match situations

BPES IV Sem

Sem	Course Code	Course	Credit offered	Teaching Hours	Max Marks
IV	822236	Minor IV (L): 1) Patanjali Yoga Sutra (Yogic Science Group)	2	30	Internal 20+ External 30 Total 50

COs:

- Understand the Meaning & Significance of Yoga
- Explore the Historical & Philosophical Foundations
- Apply Key Yogic Principles
- Comprehend Ashtanga Yoga & Samyama
- Analyze Spiritual Concepts & Liberation

Course contain:

Unit 1: Samadhi Pada (The Path of Concentration & Meditation)

Definition and Nature of Yoga (Yogaś Citta-Vṛtti-Nirodhaḥ)

Five Vrittis (Mental Modifications)

Abhyasa (Practice) and Vairagya (Detachment)

Types of Samadhi (Savikalpa & Nirvikalpa)

Unit 2: Sadhana Pada (The Path of Practice)

Kriya Yoga (Tapas, Svadhyaya, Ishvarapranidhana)

Ashtanga Yoga (Eight Limbs of Yoga)

- | | |
|-----------------------------------|--------------------------------------|
| i. Yama (Ethical Disciplines) | v. Pratyahara (Withdrawal of Senses) |
| ii. Niyama (Personal Disciplines) | vi. Dharana (Concentration) |
| iii. Asana (Postures) | vii. Dhyana (Meditation) |
| iv. Pranayama (Breath Control) | viii. Samadhi (Absorption) |

Unit 3: Vibhuti Pada (The Path of Powers and Achievements)

Dharana, Dhyana, and Samadhi as Samyama

Siddhis (Supernatural Powers) and their Role in Spirituality

Concept of Inner Transformation through Yoga

Role of Mind and Subconscious in Yoga Practice

Unit 4: Kaivalya Pada (The Path of Liberation)

Nature of Liberation (Kaivalya)

Concept of Purusha and Prakriti

Realization of the Self (Atman)

Role of Karma and its Effects on Liberation

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3. T.K.V. Desikachar *The Heart of Yoga: Developing a Personal Practice* Publisher: Inner Traditions 1999
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SEM	Course Code	Course	Credit offered	Teaching Hours	Max Marks
IV	822236	Minor IV (L): 1) First Aid and Safety Education (Sports Medicine Group)	2	30	Internal 20+ External 30 Total 50

COs:

- Demonstrate First Aid Principles in active scenario.
- Perform Life-Saving Techniques.
- Provide Injury & Trauma Care.
- Respond to Medical & Environmental Emergencies.
- Enhance Safety & Emergency Preparedness.

Courses Contain:

Unit 1: Introduction to First Aid

- Definition, Importance, and Objectives of First Aid
- Principles of First Aid, Qualities and Responsibilities of a First Aider
- First Aid Kit: Components and Uses; Emergency Response Steps (DRABC – Danger, Response, Airway, Breathing, Circulation)

Unit 2: Basic First Aid Procedures

Wound Management: Cuts, Scrapes, Bruises, and Burns
Fractures and Dislocations: Types and First Aid Care
Bleeding Control Techniques and Bandaging Methods
Shock and Unconsciousness: Causes, Signs, and First Aid
Cardiopulmonary Resuscitation (CPR) and Artificial Respiration

Unit 3: Medical Emergencies and First Aid

First Aid for Heart Attack, Stroke, and Seizures
Poisoning: Types, Symptoms, and Immediate Care
Heatstroke, Hypothermia, and Drowning: First Aid Measures
Animal and Insect Bites: Snake, Dog, Bee, and Scorpion Bites
Allergic Reactions and Anaphylaxis: Identification and First Aid

Unit 4: Safety Education and Accident Prevention

Home Safety: Fire Hazards, Electrical Safety, and Kitchen Safety
Road Safety: Traffic Rules, Pedestrian Safety, and Accident Prevention
Workplace Safety: Occupational Hazards and Safety Guidelines
School Safety: Emergency Drills and Handling Common Injuries
Recreational Safety: Water Safety, Hiking, and Sports Injury Prevention

References

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SEM	Course Code	Course	Credit offered	Teaching Hours	Max Marks
IV	822236	Minor IV (L): 1) Management of sports Infrastructure (Sports Coaching and Training Group)	2	30	Internal 20+ External 30 Total 50

COs:

- Understand Sports Infrastructure.
- Apply Planning & Design Principles.
- Analyze Financial & Revenue Models.
- Develop Facility Management Strategies.
- Evaluate Technological & Event Impacts.

Contains:

UNIT 1: Introduction to Sports Infrastructure Management

Definition and Scope of Sports Infrastructure

Importance and Impact of Sports Facilities on Development

Types of Sports Infrastructure: Indoor & Outdoor Facilities

Public vs. Private Sports Infrastructure

Role of Government and Organizations (IOC, FIFA, BCCI, etc.)

UNIT 2: Planning and Development of Sports Infrastructure

Site Selection and Feasibility Studies

Designing Sports Facilities: Safety, Accessibility, and Sustainability

Budgeting and Financing Sports Infrastructure

Legal and Regulatory Aspects

Environmental Considerations and Green Sports Infrastructure

UNIT 3: Operations and Maintenance of Sports Facilities

Facility Management and Administration

Maintenance Planning: Preventive and Corrective Maintenance

Health and Safety Standards in Sports Infrastructure

Waste Management and Sustainability Practices

Technology Integration in Sports Facilities

UNIT 4: Event Management and Utilization of Sports Infrastructure

Hosting National and International Sporting Events

Scheduling and Resource Allocation

Revenue Generation: Ticketing, Sponsorship, and Merchandising

Managing Multi-Purpose Sports Venues

Fan Engagement and Spectator Experience

References

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BPES IV Sem

SEM	Course Code	Course	Credit offered	Teaching Hours	Max Marks
IV	822237	Minor IV (P): Patanjali Yoga Sutra – Kriya (Yogic Science Group)	2	60	Internal 20+ External 30 Total 50

COs:

- Explain the significance, types, and benefits of Non-Instrumental and Instrumental Kriyas.
- Successfully practice Kriyas.
- Demonstrate correct methods, precautions, and contraindications for safe kriya practice.
- Assess how kriyas impact Physical, and mental health.
- Utilize kriya techniques for overall health, well-being, and lifestyle enhancement.

Course contains:

Kriya:

Non-Instrumental Kriya

Uddyan, Agnisar, Nauli , Kapalbhathi

Ujjayi , Pranayam, Tratak

Instrumental Kriya

Jalneti , Sutraneti , Vaman

Danda Dhout , Vastra Dhaouti

References:

- Swami Satchidananda, (2012) The Yoga Sutras of Patanjali, Integral Yoga Publications; Reprint edition.
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BPES IV Sem

SEM	Course Code	Course	Credit offered	Teaching Hours	Max Marks
IV	822237	Minor IV (P): Practical on First Aid and Safety Education (Sports Medicine Group)	2	60	Internal 20+ External 30 Total 50

COS:

- Identify the components of a first aid kit.
- Demonstrate cleaning, dressing, and bandaging techniques for minor wounds, cuts, and injuries.
- Provide appropriate first aid in emergency situations.
- Confidently perform and apply first aid techniques.

Course contain:

1 - First Aid and Safety Education

- Identify the components of a first aid kit.
- Explain the use of each item.
- Demonstrate proper storage and handling of the kit.
- Cleaning and dressing a minor wound.
- Demonstrate different types of bandages (triangular, roller, crepe).
- Practice proper bandaging techniques for different injuries.
- First aid for minor and deep cuts.
- Demonstration of first aid for burns (cold water, sterile dressing).

2 - Practical Book & viva

BPES IVSem

Semester	Course Code	Course	Credit offered	Teaching Hours	Max Marks
IV	822237	Minor IV (P): 1) Management of sports Infrastructure (Sports Coaching and Training Group)	2	60	Internal 20+ External 30 Total 50

Cos:

- Recognize various types of sports facilities, including indoor and outdoor venues.
- Categorize infrastructure based on usage, such as educational, competitive, and recreational purposes.
- Examine the structural and functional aspects of different sports facilities.
- Conduct on-site assessments of sports infrastructure and understand their role in sports development.

Course contain:

1. Identification and Classification of Sports Infrastructure

- Visit a sports facility (indoor and outdoor).
- Identify different types of sports infrastructure (stadium, gymnasium, track & field, swimming pool, etc.).
- Classify facilities based on usage (educational, competitive, recreational).

2. Project Book & viva

BPE&S IV Sem.

Semester	Course Code	Course Name	Credits	Teaching Hrs.
IV	--	OE6 : Students Have to choose from the basket Provided by different Faculty / MOOCs	2	30

BPE&S IV Sem.

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
IV	822267	Marking of Various courts (P)	2	60	Internal 20+ External 30 Total 50

Cos

After the completion of course, students will be able to

- Understand standard dimensions of various courts
- Use marking equipment properly
- Draw and mark courts accurately according to official rules
- Identify important playing zone and measurements.
- Prepare grounds for competition and practice session
- Develop officiating and organational skills.

Contents	
• Introduction of court marking • Importance of court marking • Types of marking materials and tools • Safety precautions during marking measurement techniques • Use of tape, line border, cones and marking machine Badminton Court Marking : • Singles and doubles courts dimensions • Short service line	Lawn Tennis Court Marking : • Singles and doubles courts dimensions • Short service line • Long service line • Side lobby • Indoor Lawn Tennis court marking Basket ball Court Marking : • Standard dimensions • Free throw line

• Long service line • Side lobby • Indoor Badminton court marking Volley ball Court Marking : • Court dimensions • Attack line • Net placement • Indoor and outdoor volleyball court marking • Net height measurement	• Three point line • Respected Area • Centre circle • Complete Basketball court marking • Pole and board positioning
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Sr.No.	Roll No.	Project Report	Actual organization of event	Event conducting ability	Viva-Voce	Total

Activities	• Demonstration • Tutorials • Field work • Sports and games seminar • Assignment • Self practice
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Note : 1] Student should maintain project report standard dimension of all course, diagrams of courts, step-by step marking procedure, equipment list and rules related to measurement.

2] The student will submit the project report in his /her own handwriting of the time of examination

BPE & S IV Sem.

NOTE: Student have to compulsory opt English Language for 1 credit and they have to select second language for 1credit.

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
IV	822247	AEC(Compulsory) Language(English) (L)	1	15	Internal 20+ External (15+15) Total 50

Course Objectives	1) To give students the knowledge of Various forms of Written communication. 2) To make students proficient in written communication	
Course Outcome	After completion of this course students will be able to... 1) Write various letters. 2) Write commercial Advertisements. 3) Write E-mail 4) Write effectively on social media.	
Unit	Course Contents	Learning Hours

Unit -I	Commercial Writing 1) Advertisement- writing. 2) Product- Manual 3) Poster/Brochure writing.	8 Hours
Unit -II	Social Media and Content Writing 1) Blog Writing. 2) Writing on Facebook. 3) Writing. on Instagram.	7 Hours

Follow for the Reference Syllabus of B.A. English 4th Semester

BPE & S IV Sem.

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
IV	822248	AEC (Elective) Second Language/MIL: Marathi (L)	1	15	

Course Objectives :	१. वद्यार्थ्यांना संभाषण कौशल्यांचे स्वरूप अवगत करुण देणे. २. वद्यार्थ्यांना संभाषण कौशल्यांचे व वध प्रकार अवगत करून देणे. ३. वद्यार्थ्यांना संभाषण कौशल्य क्षमता वक सत करणे. ४. संभाषण कौशल्यांच्या माध्यमातून वद्यार्थ्यांच्या व्यक्तिमत्वाचा विकास होण्यास मदत होईल. ५. वद्यार्थ्यांच्या सूत्र संचालन व वकृत्व कौशल्य क्षमता वक सत करणे.			
Course Outcomes (COs) :	१. वद्यार्थ्यांना मूलभूत संभाषण कौशल्यांचे आकलन होईल. २. वद्यार्थ्यांना संभाषण कौशल्यांचे प्रकार अवगत होईल. ३. वद्यार्थ्यांच्या संभाषण कौशल्य क्षमता व कसत होईल. ४. वद्यार्थ्यांच्या सूत्र संचालन व वकृत्व कौशल्य क्षमता वक सत होईल. ५. वद्यार्थ्यांना संभाषण कौशल्ये आत्मसाथ केल्यानंतर रोजगाराच्या संधी निर्माण होतील.			
अभ्यासक्रमासाठी नेमलेले पुस्तक -	१. लेखन व संभाषण कौशल्य : संपादक डॉ. काशीनाथ बह्लाटे, अथर्व पब्लिकेशन, जळगाव, प्रथम आवृत्ती २०२४.			
Unit / वभाग	Contents /उपघटक			Learning Hours
Unit-I	मुलाखत : मुलाखत देणे- घेणे एक कला, वर्तमान पत्रे, आकाशवाणी, दूर चत्रवाणी, सभासंमेलने न मध्ये मुलाखत कशी घ्यावी मुलाखतीतील काही संकेत.			7
Unit-II	वकृत्व : वकृत्वाचे स्वरूप, वकृत्व ही एक कला, वकृत्व हे एक शास्त्र , बोलणं आ ण वकृत्व, अष्टपैलू वकृत्वपटूचे गणु , वकृत्वाचे महत्त्व.			8

Follow for the Reference Syllabus of B.A. Marathi 4th Semester

BPE & S IV Sem.

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
IV	822248	AEC(Elective) Second Language/MIL: Hindi (L)	1	15	

Course Objective:	1. हिंदी भाषा के व्यापक प्रचार- प्रसार की जानकारी से छात्रों को अवगत कराना I 2. अहिंदी भाषी छात्रों में हिंदी भाषा को लेकर रूचि निर्माण कराना I 3. व्याकरण, लोकोक्तियों, मुहावरे तथा लिंग, वचन के ज्ञान से छात्रों को अवगत कराना I 4. छात्रों के भाषायी ज्ञान को समृद्ध एवं सशक्त कराना I 5. छात्रों में सामाजिक दायित्वों के प्रति जागरूकता निर्माण कराना I	
Course Outcomes (Cos):	1. छात्र हिंदी भाषा की विभिन्न विधाओं से परिचित होंगे I 2. छात्र हिंदी भाषा की प्रकृति, भाषा की विशेषताओं, भाषा के सौंदर्य के माध्यम से छात्रों की संवेदनाएं संकारित होगी I 3. व्याकरण, लोकोक्तियां, लिंग, वचन के ज्ञान से अवगत होंगे I 4. विभिन्न साहित्य विधाओं के अध्ययन के प्रति रुचि उत्पन्न होगी I	
इकाई (Unit)	पाठ्यक्रम (Syllabus)	कुलता सकाएँ (Total Hours)
इकाई 1	लंग वचन वशेषण	7
इकाई 2	कारक प्रत्यय वशेषण	8

Follow for the Reference Syllabus of B.A. Hindi 4th Semester

BPE & S IV Sem.

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
IV	822248	AEC(Elective) Second Language/MIL: Urdu	2	30	

Follow the Urdu language Syllabus of B.A. 4th Semester

BPE&S IV Sem.

Semester	Course Code	Course Name	Credits	Teaching Hrs.
IV	i) Internship	Apprenticeship / corresponding to major and OJT	-	-
	ii) Field Project	Community engagement and service (CEP) corresponding to major and OJT	2	60
	iii) Co-Curricular Courses	health and wellness, yoga education, sports, fitness, cultural activities, NCC/ NSS, and Fine / applied / visual/ performing arts.	2	60

Bachelor of Physical Education and Sports (BPE&S)

Semester-V

Sem	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
V	822249	Officiating and Coaching (L)	2	30	Internal 20+ External 30 Total 50

Objective	The main objective of the course are 1. To develop an understanding of the principles, ethics, and responsibilities of officiating in sports and games. 2. To provide knowledge of the rules, regulations, and procedures governing various sports competitions. 3. To familiarize students with the concepts, methods, and techniques of sports coaching. 4. To develop the ability to plan, organize, and conduct effective coaching sessions for athletes. 5. To enhance leadership, communication, decision-making, and motivational skills required for successful officiating and coaching.	
Course Outcome	After successfully completing the course, students will be able to: 1. Explain the meaning, importance, and principles of officiating and coaching. 2. Identify the duties and responsibilities of referees, umpires, judges, and coaches. 3. Demonstrate knowledge of the rules and regulations of various sports and games. 4. Describe the roles of a coach in athlete development and team management. 5. Plan and organize basic coaching and training sessions for different sports.	
Unit	Content	Hours
Unit-I	Introduction to Officiating and Coaching • Meaning, importance, and objectives of officiating and coaching • Qualities and responsibilities of officials and coaches • Ethics and professional conduct in sports • Leadership and communication skills	7
Unit-II	Rules and Officiating • Basic rules and regulations of major games and sports • Duties of referees, umpires, judges, and scorers • Signals, scoring systems, and decision-making • Conduct of tournaments and competitions	8
Unit-III	Principles of Coaching • Meaning and scope of coaching • Coaching methods and styles • Planning and organization of training sessions • Talent identification and athlete development	7
Unit-IV	Modern Trends in Coaching and Officiating • Use of technology in sports officiating and coaching • Sports psychology in coaching • Injury prevention and safety measures	8

	• Evaluation of performance and feedback techniques	
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Sem	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
V	822250	(L) Sports Psychology	2	30	Internal 20+ External 30 Total 50

Objective	The main objective of the course are 1. To understand the meaning of sports psychology 2. To know different types of motivation and to understand the concept of Stress, Anxiety and aggression	
Course Outcome	After successfully completing the course, students will be able to : - To develop positive attitude to sports person and teach player to cope with adverse situations. - Explain the major perspectives of psychology - To develop effectively and apply physical activity and psychological principles as they relate to human performance. - Apply psychological techniques and theories to human performance within sports condition on players.	
Unit	Content	Hours
Unit-I	Introduction : Meaning, Definition, History, Need and importance of sports psychology. Present status of sports psychology in India. Personality : Meaning Definition, Structure – Measuring personality traits, Effect of personality of sports performance	7
Unit-II	Motivation : Meaning and Definitions, types of motivation – intrinsic, extrinsic, Measuring the achievement motivation Relaxation : Meaning and Definition, types and methods of psychological relaxation.	8
Unit-III	Anxiety : Meaning and Definition, nature, causes, method of measuring anxiety competitive anxiety and sports performance. Aggression : Meaning and Definition, concept and causes of aggression in sports, role of aggression in sports performance.	7
Unit-IV	Stress : Meaning and Definition, causes stress and sports performance Leadership : Meaning, Definition, types, leadership and sports performance	8

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Sem	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
V	822251	Skill and Technique Coaching of Various Games (P)	2	60	Internal 20+ External 30 Total 50

Objective	The main objective of the course are 1. To develop proficiency in the fundamental skills and techniques of various games and sports. 2. To provide practical experience in teaching and coaching sport-specific skills. 3. To enhance students' ability to demonstrate, analyze, and correct sports techniques. 4. To develop competencies in planning and conducting coaching sessions. 5. To promote scientific, safe, and effective coaching practices for skill development.
Course Outcome	After successfully completing the course, students will be able to: 1. Demonstrate the basic and advanced skills of selected games and sports effectively. 2. Apply appropriate coaching methods and teaching progressions during practice sessions. 3. Identify and correct technical errors in sports performance. 4. Plan and conduct sport-specific training and skill development programmes. 5. Evaluate players' skill performance and provide constructive feedback for improvement.
	Content
Athletics Skills and Techniques Running events: Start, acceleration, and finishing techniques Jumping events: Long jump and high jump fundamentals Throwing events: Shot put and discus throw basics Demonstration and correction of errors	
Team Games Skills and Techniques Football: Passing, dribbling, shooting, and heading Basketball: Dribbling, passing, shooting, and lay-up Volleyball: Service, passing, setting, and spiking Coaching drills for skill development	
Individual and Racquet Games Skills Badminton: Grip, service, clear, drop, and smash Table Tennis: Grip, service, forehand, and backhand strokes Kabaddi: Raiding and defensive techniques Skill demonstration and performance analysis	
Coaching Practice and Skill Evaluation Planning and conducting practical coaching sessions Teaching progression of skills Error detection and correction techniques Skill assessment and performance evaluation	

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20. Wuest, D. A., & Bucher, C. A. (2015). *Foundations of physical education, exercise science, and sport* (18th ed.). McGraw-Hill Education.

Semester V Major Practical					
Sem	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
V	822252	Ball Games (P)	2	60	Internal 20+ External 30 Total 50

Objective	The main objective of the course are 1. To understand the history and development of various ball games. 2. To develop skills in designing play fields and arranging equipment and materials. 3. To acquire proficiency in fundamental skills, rules, regulations, officiating, and systems of play. 4. To learn and apply different methods of coaching in ball games. 5. To understand modern trends, records, and awards related to ball games.
Course Outcome	After successfully completing the course, students will be able to: 1. Explain History of the various Ball Games. 2. Able to design and prepare the play fields, Equipment’s and materials required. 3. Demonstrate Fundamental skill, Lead up games, system of play, rules, Regulations of game, Officials and their signals. 4. Give original example and applications various Methods of coaching. 5. Evaluate Modern trends in the Ball games, latest record, awards of the game.
Content	
The Candidate has choice to select any one of the following games as the Indian Game Specialization in 1. Basket Ball 2. Foot Ball 3. Volley Ball 4. Hand Ball	
**Activities 1. Demonstration 2. Tutorials 3. fieldwork 4. Self-practice 5. Assignment 6. sports and game Seminars	
Note: 1. History of the game, Measurement and Preparation of the Fields, Equipment’s and materials required, Fundamental skill, Lead up games, Techniques, Tactics, system of play, rules and regulations of game, Methods of coaching, Officials and their signals, Modern trends in the game latest record of the game awards. 2. The student will submit the project report in own handwriting at the time of exam.	

Distribution of marks for game Examination is given below:

Sl. No .	Roll No.	Knowledge of fundamental skill.	Playing efficiency	Project Report	Viva voce	Total
		5	10	5	10	30

SEMESTER V Major Elective Theory					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
V	822253	Adopted physical education (L) (Elective)	2	30	Internal 20+ External 30 Total 50

Objective	The main objective of the course are: 1. Understand the meaning, scope, and importance of Adapted Physical Education. 2. Identify different types of disabilities and their educational implications. 3. Learn basic principles and methods of teaching physical activities to individuals with disabilities. 4. Develop awareness about inclusive physical education programs and rehabilitation practices. 5. Understand the role of physical activity, recreation, and sports in improving quality of life for differently-abled individuals.	
Course Outcome	After successfully completing the course, students will be able to: 1. Explain the concept and objectives of Adapted Physical Education. 2. Classify various disabilities and recognize their physical and psychological characteristics. 3. Apply simple modifications in games, sports, and physical activities for inclusive participation. 4. Demonstrate understanding of planning and organizing adapted physical education programs. 5. Appreciate the importance of rehabilitation, fitness, and recreational activities for persons with disabilities.	
Unit	Content	Hours
Unit-I	Introduction: Meaning and definition, Objectives and importance of Adapted Physical Education; Historical development; Role of physical education in special education, Need for inclusion and inclusive education, Benefits of physical activity for differently-abled individuals, Special Olympics, Paralympics, and Deaflympics.	7
Unit-II	Classification of Disabilities: Concept of disability and impairment, Types of disabilities: Visual impairment, Hearing impairment, Orthopaedic disability, Intellectual disability, Learning disability, Cerebral palsy; Characteristics and limitations of various disabilities; Psychological and social problems of differently-abled individuals.	8
Unit-III	Programs and Teaching Methods: Principles of Adapted Physical Education, Program organization and administration, Teaching methods, Safety measures and precautions; Modification of: Rules .Equipment, Playing area, Instructional methods; Individualized Education Program (IEP); Role of teachers and parents.	7

Unit-IV	Recreation, Rehabilitation and Inclusive Sports: Physical fitness for differently-abled individuals; Recreational and leisure activities; Rehabilitation: Meaning and importance, Physical rehabilitation, Occupational rehabilitation, Social rehabilitation; Government schemes and welfare programs for persons with disabilities; Career opportunities in Adapted Physical Education.	8
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SEMESTER V Major Elective Theory					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
V	822253	Sports Tourism (L) (Elective)	2	30	Internal 20+ External 30 Total 50

Objective	The main objective of the course are 1. Understand the concept, scope, and significance of sports tourism. 2. Identify different types and forms of sports tourism activities. 3. Learn the role of sports events and tourism in economic and social development. 4. Understand the basics of planning, management, and promotion of sports tourism. 5. Develop awareness regarding career opportunities and government initiatives in sports tourism.	
Course Outcome	After successfully completing the course, students will be able to: 1. Explain the meaning and importance of sports tourism. 2. Differentiate between various forms of sports tourism and adventure tourism. 3. Analyze the impact of sports events on tourism and local communities. 4. Apply basic management principles in organizing sports tourism activities. 5. Identify career prospects and government policies related to sports tourism in India.	
Unit	Content	Hours
Unit-I	Introduction to Sports Tourism: Meaning and definition of Sports Tourism; Nature and scope of Sports Tourism; Historical development of Sports Tourism; Importance of Sports Tourism in modern society; Relationship between sports, recreation, leisure, and tourism; Sports Tourism in India and abroad; Role of sports tourism in national integration and cultural exchange.	7
Unit-II	Types and Forms of Sports Tourism: Active Sports Tourism, Event Sports Tourism; Nostalgia Sports Tourism; Adventure Sports Tourism; Eco-tourism and recreational tourism; Indoor and outdoor sports tourism activities; Major sports tourism destinations in India: Goa, Rishikesh, Himachal Pradesh , Uttarakhand, Northeast India.	8
Unit-III	Management and Organization of Sports Tourism: Planning and organization of sports tourism events ; Basics of sports event management; Infrastructure and facilities required; Safety and risk management in sports tourism; Role of travel agencies and hospitality industry; Marketing and promotion of sports tourism; Role of media and technology in sports tourism	7
Unit-IV	Sports Tourism in India: Sports Tourism policies and government initiatives in India; Role of Ministry of Tourism and Ministry of Youth Affairs & Sports; Khelo India and Fit India initiatives; Sustainable sports tourism; Career opportunities in: Sports event management , Adventure tourism , Sports marketing, Travel and hospitality, Fitness and recreation industries; Future trends in sports tourism	8

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- Gammon, S. & Robinson, T. *Sport and Tourism: A Conceptual Framework*.
- Gibson, H. *Sport Tourism: Concepts and Theories*.
- Government of India. *National Education Policy (NEP) 2020*.
- Hinch, T. & Higham, J. *Sport Tourism Development*.
- Hudson, S. *Sport and Adventure Tourism*. Routledge Publications.
- Kannan, S. *Sports Management and Tourism*. Friends Publications, New Delhi.
- Ministry of Tourism, Government of India. *Incredible India Tourism Guidelines*.
- Ministry of Youth Affairs and Sports. *Khelo India Scheme Guidelines*.
- NCERT. *Health and Physical Education*. National Council of Educational Research and Training, New Delhi.
- Sharma, J.P. *Tourism Planning and Development in India*.
- Singh, L.K. *Fundamentals of Tourism and Travel*. Isha Books.
- Weed, M. *Sports Tourism Participation, Policy and Management*.
- World Tourism Organization (UNWTO). *Sports Tourism and Sustainable Development Guidelines*.

SEMESTER V Major Elective Practical					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
V	822254	Practical Approach of Adopted physical education (P) (Elective)	2	60	Internal 20+ External 30 Total 50

Objective	The main objective of the course are 1. Understand the practical aspects and importance of Adapted Physical Education. 2. Learn basic adapted exercises, games, and recreational activities for individuals with disabilities. 3. Develop skills in modifying sports activities, equipment, and teaching methods. 4. Gain practical exposure to inclusive physical education programs and rehabilitation activities. 5. Promote positive attitudes toward inclusion, participation, and equal opportunities in sports and physical activity.
Course Outcome	After successfully completing the course, students will be able to: 1. Demonstrate basic adapted physical activities and exercises for various disabilities. 2. Apply simple modifications in games, sports, and fitness activities. 3. Organize inclusive recreational and physical activity sessions. 4. Assist in planning practical adapted physical education programs. 5. Display sensitivity, cooperation, and leadership while working with differently-abled individuals.
Content	

Part -I	• Warm-up and cool-down exercises for differently-abled individuals • Basic corrective and therapeutic exercises • Mobility and flexibility exercises • Balance and coordination activities • Adapted yoga and relaxation techniques • Recreational and leisure activities for inclusive participation • Fitness activities for: ➤ Visual impairment ➤ Hearing impairment ➤ Orthopedic disabilities ➤ Intellectual disabilities
Part-II	• Modification of games and sports: ➤ Rules ➤ Equipment ➤ Playing area • Conduct of adapted sports and minor games • Inclusive teaching practice • Safety measures and precautions • Organization of adapted physical activity programs • Preparation of lesson plans for adapted physical education • Awareness of Paralympic and Special Olympic sports

Pedagogy Approach

Experiential Learning

Participative Learning

Practical Sessions

Project-Based Learning (PBL)

Assignment Method

Peer Teaching

Community Exposure

Implementation

Field visits, observation of adapted activity sessions

Group games, peer interaction, inclusive activities

Demonstration and practice of adapted exercises and games

Organization of inclusive sports events and lesson planning

Report writing, case study, adapted activity planning

Student-led practical demonstrations

Interaction with special schools and rehabilitation centres

SEMESTER V					
Practical Major Elective					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
V	822254	Adventure sports (P) (Elective)	2	60	Internal 20+ External 30 Total 50

Objective	The main objective of the course are 1. Understand the basic concepts and importance of adventure sports. 2. Develop physical fitness, confidence, leadership, and teamwork through adventure activities. 3. Learn fundamental skills and safety measures related to outdoor and adventure sports. 4. Gain practical exposure to organizing and participating in adventure activities.
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	5. Promote environmental awareness and responsible outdoor behavior.
Course Outcome	After successfully completing the course, students will be able to: 1. Demonstrate basic practical skills in selected adventure sports activities. 2. Apply safety precautions and risk management techniques during adventure activities. 3. Organize and participate effectively in outdoor and team-based adventure programs. 4. Display leadership, cooperation, and decision-making abilities in practical situations. 5. Develop awareness regarding environmental conservation and sustainable adventure tourism.
Unit	Content
Part-I	· Introduction to adventure sports and outdoor recreation · Physical fitness preparation for adventure activities · Trekking: ➤ Basic techniques ➤ Route planning ➤ Trekking etiquette · Camping: ➤ Tent pitching ➤ Camp organization ➤ Campfire safety · Basic rope skills and knot tying · Orientation and map reading · First aid and emergency care in adventure sports · Environmental awareness and Leave No Trace principles
Part-II	Fundamentals of: Rock climbing, River crossing , Cycling expeditions , Nature trails , Water-based adventure activities (introductory level) · Safety equipment and precautions · Leadership and teamwork in adventure sports · Organization and management of adventure camps · Risk management and accident prevention · Adventure tourism and recreational opportunities in India

Distribution of marks for game Examination is given below:

Sl. No .	Roll No.	Knowledge of fundamental skill.	Skill efficiency	Project Report	Viva voce	Total
		5	10	5	10	30

SEMESTER V Minor Theory					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
V	822255	Yoga in modern society (YS)	2	30	Internal 20+ External 30 Total 50

Objective	The main objective of the course are 1)To understand the concept and importance of Yoga in modern society. 2)To develop awareness about physical, mental and spiritual health through Yoga. 3)To understand the role of Yoga in stress management and healthy lifestyle. 4)To promote positive habits, discipline and social well-being through Yoga.				
Course Outcome	After successfully completing the course, students will be able to : 1) Understand the significance of Yoga in present day life. 2) Apply yogic principles for maintaining physical and mental health. 3) Develop healthy lifestyle habits through Yoga practices. 4) Understand the role of Yoga in stress management and social harmony.				
Unit	Content				Hours
Unit-I	Introduction to Yoga Meaning, definition and history of Yoga, Origin and development of Yoga, Importance of Yoga in modern society, Types of Yoga – Raja Yoga, Karma Yoga, Bhakti Yoga, Principles and objectives of Yoga, Benefits of Yoga for physical and mental health.				7
Unit-II	Yoga and Healthy Lifestyle Concept of healthy lifestyle, Yogic diet and nutrition, Daily routine according to Yoga, Importance of sleep and relaxation, Yoga for personality development, Role of Yoga in improving concentration, memory and emotional balance, Yoga and positive thinking.				8
Unit-III	Yoga for Stress Management and Mental Health Meaning and causes of stress, Role of Yoga in stress management, Meditation and pranayama for mental peace, Yoga practices for anxiety and depression management, Importance of mindfulness and relaxation techniques, Yoga and emotional well-being in modern life.				7
Unit-IV	Yoga in Society and Modern Applications Yoga in education and workplace, Yoga for fitness and disease prevention, Role of Yoga in social harmony and moral values, Digital awareness and promotion of Yoga, International recognition of Yoga, Role of Yoga in creating a healthy society.				8

References :

- 1.Iyengar, B.K.S. – Light on Yoga
- 2.Swami Vivekananda – Raja Yoga
- 3.Swami Kuvalayananda – Asanas
- 4.Dr. Nagendra H.R. – Yoga and Health

- 5.Swami Satyananda Saraswati – Asana Pranayama Mudra Bandha
 6.Ministry of AYUSH – Common Yoga Protocol
 7.T.K.V. Desikachar – The Heart of Yoga
 8.M.L. Gharote – Applied Yoga

SEMESTER V Minor Theory					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
V	822255	Health and fitness (SM)	2	30	Internal 20+ External 30 Total 50

Objective	The main objective of the course are 1. Understand the concept of health, wellness and fitness. 2. Explain components of Physical Fitness and Health related fitness 3. Apply exercise principles for maintaining Physical Fitness.	
Course Outcome	After successfully completing the course, students will be able to : • Demonstrate understanding of health and physical concepts • Analyze factor affecting health and fitness • Plan Balance diet and fitness schedule • Develop awareness regarding life style diseases and prevention	
Unit	Content	Hours
Unit-I	Foundation of Health and Fitness : Meaning, Definition and concept of health, meaning and component of physical fitness. Wellness and healthy life style, factor affecting health and fitness, importance of physical activity in modern life.	7
Unit-II	Components of Physical Fitness : Health related physical components, endurance, strength, muscular endurance, flexibility, body composition. Skill related fitness components : Speed, agility. Balance, co-ordination, power and reaction time. Principles of exercise and training : Warm-up and Cool down, Aerobic and Anaerobic exercise.	8
Unit-III	Nutrition and Weight Management : Balance diet and nutrition, importance of water and hydration, Nutrition for sports and fitness. Obesity and weight management, malnutrition and eating disorders, diet planning for different age group.	7
Unit-IV	Mental Health and Wellness : Meaning Definition and mental health, stress, anxiety and depression, stress management techniques, role of recreation in wellness, Yoga and meditation for health.	8

References:

- Heyward, V.H. Advanced Fitness Assessment and Exercise Prescription. Human Kinetics.
- ACSM. Guidelines for exercise testing and prescription. Wolters Kulwer.

- Wilmore, J.H. & Costill, D.L. *Physiology of Sports and Exercise*. Human Kinetics.
- NCERT. *Health and Physical Education*.
- UGC Guidelines on Physical Fitness and Wellness in Higher Education Institutions.

SEMESTER V Minor Theory					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
V	822255	Training for health and fitness (ST)	2	30	Internal 20+ External 30 Total 50

Objective	The main objective of the course are: 1. Understand the relationship between health, wellness, and physical activity. 2. Learn exercise guidelines for maintaining health and fitness. 3. Develop awareness of healthy lifestyle practices. 4. Acquire knowledge of planning health-oriented fitness programs.	
Course Outcome	After successfully completing the course, students will be able to: 1. Explain the concepts of health, wellness, and fitness. 2. Apply exercise principles for health promotion. 3. Adopt and promote healthy lifestyle practices. 4. Design basic fitness programs for diverse populations.	
Unit	Content	Hours
Unit-I	Health, Wellness, and Physical Activity 1) Concepts of health, wellness, and fitness 2) Dimensions of health 3) Physical activity and quality of life 4) Role of exercise in disease prevention	7
Unit-II	Exercise and Health 1) Exercise guidelines for different age groups 2) Exercise for cardiovascular health 3) Exercise for weight management 4) Exercise and mental health	8
Unit-III	Lifestyle and Fitness Management 1) Healthy lifestyle practices 2) Nutrition for health and fitness 3) Stress management and relaxation techniques 4) Sedentary lifestyle and its consequences	7
Unit-IV	Community Health and Fitness Programs 1) Fitness assessment for health 2) Designing health-oriented exercise programs 3) Safety measures and risk management in exercise 4) Community fitness and wellness initiatives	8

References:

1. Ghosh, A. K. (2015). *Exercise physiology: A practical approach*. Khel Sahitya Kendra.

2. Kansal, D. K. (2012). *A practical approach to test, measurement and evaluation in physical education*. Sports Publication.
3. Malhotra, G. P., & Uppal, A. K. (2019). *Health and physical education*. Friends Publications.
4. Sharma, J. P. (2018). *Health education and health promotion*. Khel Sahitya Kendra.
5. Singh, A., Bains, J., & Gill, J. S. (2017). *Essentials of physical education*. Kalyani Publishers.
6. World Health Organization. (2022). *Guidelines on physical activity and sedentary behaviour*. World Health Organization.
7. Fahey, T. D., Insel, P. M., & Roth, W. T. (2020). *Fit and well: Core concepts and labs in physical fitness and wellness* (15th ed.). McGraw-Hill Education.

SEMESTER V Minor Practical					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
V	822256	Yoga and Relaxation (YS)	2	60	Internal 20+ External 30 Total 50

Objective	The main objectives of the course are: 1.To develop physical fitness and flexibility through yogic practices. 2.To improve concentration, relaxation and mental well-being. 3.To learn basic yogasanas, pranayama and meditation techniques. 4.To promote healthy lifestyle habits through regular yoga practice.
Course Outcome	After successfully completing the course, students will be able to: 1.Perform basic yogic practices with proper technique. 2.Apply relaxation methods for stress management. 3.Demonstrate pranayama and meditation practices effectively. 4.Develop positive physical and mental health habits.
Unit	Content
Part-I	Yogasanas Standing Postures: Tadasana, Trikonasana, Vrikshasana. Sitting Postures: Padmasana, Vajrasana, Paschimottanasana. Supine & Prone Postures: Bhujangasana, Shalabhasana, Pawanamuktasana, Shavasana. Pranayama Anulom-Vilom, Bhramari, Kapalbhathi, Nadi Shodhana, Deep breathing exercises, Om chanting. Relaxation Techniques Yoga Nidra, Shavasana, Stress management through relaxation, Viva-Voce & Practical Record

Practical Examination Pattern Activity (Marks 30)

- **Performance of Yogasanas** - 10
- **Pranayama & Meditation** - 5
- **Relaxation Techniques** - 5
- **Viva-Voce & Practical Record** - 10

SEMESTER V Minor Practical					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
V	822256	P-Fitness test and its application (SM)	2	60	Internal 20+ External 30 Total 50

Objective	The main objectives of the course are: Students will be able to: 1.Understand the importance of fitness testing in sports and physical education. 2.Conduct various physical fitness tests correctly. 3.Record and interpret fitness test results. 4.Apply fitness test results for training and performance improvement. 5.Develop practical skills in administering fitness assessments.
Course Outcome	After completion of the practical course, students will: 1.Conduct standard fitness tests efficiently. 2.Measure and evaluate physical fitness components. 3.Interpret test results scientifically. 4.Apply fitness testing for training, selection, and health assessment.
	Content
Part -I	Physical Fitness Tests Conducting tests such as 50 Meter Run, Sit and Reach Test, Shuttle Run, Standing Broad Jump, Push-Ups, Sit-Ups. Measurement of resting and recovery pulse rate.
Part-II	Anthropometric Measurements Measurement of height, weight, & Body Mass Index. Preparation of individual fitness charts. Interpretation of Anthropometric test scores.

Distribution of marks for game Examination is given below:

Sl. No .	Roll No.	Conduct of Fitness Tests	Record File / Assignment	Viva voce	Total
		10	10	10	30

SEMESTER V Minor Practical					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
V	822256	(P) Preparation and implementation of training program (ST)	2	60	Internal 20+ External 30 Total 50

Objective	The main objective of the course are: 1. Develop the ability to assess and evaluate the fitness levels of individuals. 2. Acquire the skills required to design short-term and long-term training programs. 3. Gain competency in conducting, organizing, and supervising training sessions effectively and safely.
Course Outcome	After successfully completing the course, students will be able to: 1. Assess fitness level of participant 2. Prepare short term and long term training programme 3. Conduct and supervise training session 4. Apply principle of sports training in practical situation
Content	
	Fitness assessment and goal setting • Measurement of height, weight, BMI and body composition • Assessment of strength, endurance, flexibility, speed and agility • Identification of training goals • Preparation of athlete profile
	Preparation of training programme • Principle of training [Overload, progression, specificity, recovery] • Preparation of annual, monthly, weekly and daily training plan • Designing training programme for strength development, endurance development, speed development, flexibility development.
	Implementation of training programme • Conducting warm-up and cool down session • Organization of training session • Demonstration of training method continuous method, interval training, circuit training, Fartlek training and resistance training
	Monitoring and evaluation • Training diary maintenance • Recording attendance and performance • Monitoring heart rate and training load • Post training fitness assessment

Distribution of marks for game Examination is given below:

Sr.No.	Roll No.	Project Report	Event conducting ability	Viva-Voce	Total
		10	10	10	30

Activities :

- Demonstration
- Tutorials
- Field work
- Sports and games seminar
- Assignment
- Self practice

Note :

1] Student should maintain project report standard dimension of all course, diagrams of courts, step-by step marking procedure, equipment list and rules related to measurement.

2] Student shall maintain practical record containing training session plan, fitness test record, observation report, training diary and performance analysis report.

3] The student will submit the project report in his /her own handwriting of the time of examination

Fitness test :

- Standing broad jump
- 50 Mtrs. Sprint
- Push-up test
- Sit-up test
- Shuttle rune
- Cooper 12 minutes run test
- Sit and reach test

SEMESTER V VSEC					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
V	822257	Practice Teaching Lesson (General) (P)	2	60	Internal 20+ External 30 Total 50

Objective	The main objective of the course are: - Develop proficiency in planning and conducting teaching classes. - Understand and apply coaching methods, officiating procedures, and officials' signals relevant to formal activities. - Understand and interpret various teaching methods.
Course Outcome	After successfully completing the course, students will be able to: - Develop proficiency in taking teaching classes. - Provided teaching experience to students. - Interpret Methods of teaching.
Content	

1. Formal Activity

The students need to develop proficiency in taking formal activities classes under school situation. In view of this, the students shall be provided with teaching experience. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class they are going to handle at school level. Each student teacher is expected to take at least five lessons during the course of the 5th semester. The lessons will be supervised by the faculty members and experts who would discuss the merits and demerits of the concerned lesson and guide them for the future.

Distribution of marks for game Examination is given below:

Sr.No.	Roll No.	Lesson plan.	Teaching aptitude	Class Control (Student Creativity/ Ability)	Total
		10	10	10	30

**Activities

1. Demonstration
2. Tutorials
3. fieldwork
4. sports and game Seminars
5. Self-practice

SEMESTER V SEC					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
V	--	Students Have to choose from the basket Provided by University	2	30/ 60	Internal 20+ External 30 Total 50

BPE & S V Sem.

Semester	Course Code	Course Name	Credits	Teaching Hrs.
V	i) Internship	Apprenticeship / corresponding to major and OJT	-	-
	ii) Field Project	Community engagement and service (CEP) corresponding to major and OJT	2	60
	iii) Co-Curricular Courses	health and wellness, yoga education, sports, fitness, cultural activities, NCC/ NSS, and Fine / applied / visual/ performing arts.	-	-

Bachelor of Physical Education and Sports (BPE&S)

Semester-VI

SEMESTER VI Major Theory					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
VI	822258	Physiology of exercise (L)	2	30	Internal 20+ External 30 Total 50

Objective	The main objective of the course are: 1. Understand the concepts of energy production and utilization during physical activity. 2. Develop knowledge of the structure, characteristics, and functions of muscles. 3. Examine the functioning of the circulatory and respiratory systems. 4. Analyze the effects of acute and long-term physical training on cardiovascular and respiratory.	
Course Outcome	After successfully completing the course, students will be able to: 1. Explain the concepts of energy systems in exercise. 2. Describe the types, structure, characteristics, and functions of skeletal muscles. 3. Analyze the functioning of the heart. 4. Explain the functioning of the respiratory system.	
Unit	Content	Hours
Unit-I	Energy – Meaning of energy. Production and use of energy. Types of Energy Aerobic and anaerobic of muscular energy.	7
Unit-II	Muscles –Types of Muscles , Characteristic of skeletal muscles, innervation and blood supply. Microscopic structure of Muscles fiber, sensory organ of muscle. Biochemical changes in muscles during exercise, second wind.	8
Unit-III	Circulatory System : Functioning of heart during exercise, Stoke volume, Cardiac output, Pulse Rate, Effect of training on functioning of heart.	7
Unit-IV	Respiratory System: General functioning of the system-Variou measures & capacities like Vital capacity, tidal air, residual air, inspiration and expired air pressure. Changes during exercise in respiratory system. Effect of long term training on respiratory capacities.	8

References:

1. Pearce Evelyn. (1992). Anatomy & Physiology for nurses, Calcutta: oxford University press.
2. Sedey, Rod R. (1992) Anatomy & Physiology. St. louis: Mosby
3. Tortora G.J. (1996). Introduction to Human Body. (4th Ed.) Clifornia: Addison Wesley.

4. Marieb Elaine N. (1984). Human Anatomy and Physiology (3rd Ed.). Cal: The Benjamin Cummings
5. Fox Edward-Sports Physiology, WB Saunders Co. 1984
6. Benardot Dan (1992). Sports Nutrition. The American Dietetic Association
7. Clarke, H. David. Exercise Physiology Englewood Cliffs Prentice Hall Inc, 1987, Edn 6
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SEMESTER VI Major Theory					
Sem	Course Code	Course Name	Credits	Teaching Hrs.	Max Marks
VI	822259	Sports sociology (L)	2	30	Internal 20+ External 30 Total 50

Objective	The main objective of the course are 1) To introduce the sociological perspective to the study of sport in the Indian context. 2) To analyze sport as a social institution and its role in Indian society. 3) To examine social issues like gender, violence, and national integration through sport in India. 4) To understand the impact of media, economy, and globalization on Indian sports.				
Course Outcome	After successfully completing the course, students will be able to : 1) Explain the sociological concept related to sport. 2) Understand the relationship between sports and society. 3) Identify social issues and ethical concerns in sport. 4) Recognize the role of sports in social and national development.				
Unit	Content				Hours
Unit-I	Introduction to Sports Sociology · Sociology and Sports Sociology: Meaning, Definition, Nature, and Scope. · Relationship of Sociology with Physical Education and Sports. · Socialization through Sports: Role of Sports in Personality Development and Social Integration. · Present Status of Sports Sociology in India.				7
Unit-II	Sport as a Social Institution & National Integration · Sport as a Social Institution (relationship with education, economy, media, politics). · National Integration through Sports (role of sports in unity and nation-building). · Sports and Social Mobility (sports as a pathway to career and educational success). · Development of Social Qualities through Physical Education and Sports. · Sports and Secularism in India.				8

Unit-III	Social Stratification & Inequalities in Indian Sports · Gender and Sports: Participation patterns of women in India, gender inequalities, challenges faced by sportswomen. · Race, Caste, and Region: Regional imbalances in sports participation; caste dynamics in access to sports. · Disability and Sport: Inclusion of persons with disabilities, Paralympic movement in India. · Economic Inequality: Access to sports facilities, coaching, and infrastructure across urban and rural India.	7
Unit-IV	Group Dynamics and Media in Indian Sports · Leadership in Sports: Types of leadership, qualities of a sports leader, leadership and sports performance. · Group Cohesion: Group dynamics, team cohesion, factors affecting group performance. · Fans and Spectators: Role of spectators, advantages and disadvantages on sports performance, crowd behavior in Indian sports. · Sports and Media: Influence of media on Indian sports (coverage, sponsorship, celebrity culture). impact.	8

References:

- Jain, R. (2007). Sports Sociology. New Delhi: Khel Sahitya Kendra.
- Singh, B. (2004). Sports Sociology: An Indian Perspective. New Delhi: Friends Publication.
 - Dharam Vir (Editor). Sports and Society – Readings in Sociology of Sports.
 - Jain, R. (2007). Sports Sociology. New Delhi: Khel Sahitya Kendra.
 - Mani, V. & Krishnamurthy, M. (2024). The Postcolonial Sporting Body: Contemporary Indian Investigations. Emerald Publishing.
 - Singh, B. (2004). Sports Sociology: An Indian Perspective. New Delhi: Friends Publication.

SEMESTER VI Major Practical					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
VI	822260	Practical on Physiology of exercise (P)	2	60	Internal 20+ External 30 Total 50

Objective	The main objective of the course are: 1. To develop skills in measuring pulse rate, heart rate, and blood pressure during exercise. 2. To provide practical experience in hemoglobin and vital capacity testing. 3. To train students in anthropometric measurements and mechanical analysis of athletic skills.																				
Course Outcome	After successfully completing the course, students will be able to: 1. Physiology of Exercise practical's like Pulse rate, Heart rate, Blood pressure, 2. Hemoglobin & Vital Capacity test in physiological lab environment. 3. Anthropometry measurements, Mechanical analysis of various athletic skills.																				
Content																					
Physiology of Exercise: Pulse rate, Heart rate, Blood pressure, Haemoglobin, Vital Capacity. Anthropometry measurements, Mechanical analysis, Study of two injury cases.																					
<table><tr><td rowspan="2">Sr.No.</td><td rowspan="2">Roll No.</td><td>Knowledge and Understanding</td><td>Project Report</td><td>Viva voce</td><td>Total</td></tr><tr><td>10</td><td>10</td><td>10</td><td>30</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>						Sr.No.	Roll No.	Knowledge and Understanding	Project Report	Viva voce	Total	10	10	10	30						
Sr.No.	Roll No.	Knowledge and Understanding	Project Report	Viva voce	Total																
		10	10	10	30																
Note: Practical Record on Physiology of Exercise . The student will submit the project report in his/her own handwriting at the time of exam.																					
**Activities 1. Demonstration 2. Tutorials 3. fieldwork 4. sports and game Seminars 5. Assignment 6. Self-practice																					

SEMESTER VI Major Practical						
Level	Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
4.5 or 5.5	VI	822257	Track and field Performance (P)	2	60	Internal 20+ External 30 Total 50

Objective	After completion of this course, students will be able to: 1. Demonstrate fundamental skills of track and field events. 2. Perform running, jumping, and throwing events using proper techniques. 3. Develop physical fitness components related to athletics. 4. Understand rules and regulations of track and field events. 5. Improve performance through scientific training methods. 6. Officiate and organize athletic competitions effectively.
Course Outcome	Students will be able to: 1. Perform basic and advanced athletics techniques. 2. Demonstrate proper starting, running, jumping, and throwing skills. 3. Apply rules during athletic competitions. 4. Improve speed, strength, endurance, flexibility, and coordination. 5. Participate confidently in intercollegiate athletic competitions.
Content	
Sprint Events • 100m • 200m • 400m Middle and Long Distance Events • 800m • 1500m • 3000m Relay Events • 4×100m Relay • 4×400m Relay	Jumping Events • Long Jump • High jump • Triple Jump Throwing Event • Shot Put • Discus Throw Javelin Throw

Scheme of Practical Examination

Component	Marks
Skill Performance Test (Any Four)	40
Record File / Assignment	10
Total	50

Suggested Performance Tests

1. Sprint timing
2. Relay baton exchange test
3. Long jump performance
4. Shot put distance test
5. Middle-distance endurance run

SEMESTER V Major Elective Theory					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
VI	822262	Method of Sports Training (L)	2	30	Internal 20+ External 30 Total 50

Objective	The main objective of the course are 1. Knowledge and appreciation of the importance of the study of sports training. 2. The knowledge of training load, strength endurance and speed				
Course Outcome	After successfully completing the course, students will be able to : 1. Understand the modern concept of sports training 2. Evaluate and develop system of sports training basic performance good performance and high performance training. 3. Plan training sessions. 4. Design different training components 5. Realize and apply the methods of technique training.				
Unit	Content				Hours
Unit-I	Introduction : Meaning, Definition, Sports of training meaning of terms – coaching, teaching, conditioning and training. Basic Training : Intermediate Training and high performance training.				7
Unit-II	Training Load : Definitions and types of training load, features and factors of training load. Overload : Meaning and types of overload, causes of overload and symptoms of overload.				8
Unit-III	Strength : Concept and types of strength, methods of strength, Endurance : Concept and types of endurance, methods of endurance, Speed : Concept and classification of speed, method of developing speed abilities.				7
Unit-IV	Technical Training : Definition of techniques and skill, importance of techniques. Planning : Concept of training plan, types of training plan.				8

References :

- Dick, W.F., (1980) Sports training principles, London : Lepus Books.
- Herre, D (1982) Principles of sports training, Berlin : Sporulated.
- Jensen, R. & A Fisher (1979). Scientific basis of athletic conditioning. Philadelphia : Lea and Fibiger, 2nd ed.

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- Sharma R.K.(2000) Khel Training ke Vaigyanik Siddhant, Krida Sahiya Prakashan, New Delhi.
- Singh, Hardayal. (1984) Sports training, general theory and methods., Patiala : NSNIS.
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SEMESTER V					
Major Elective Theory					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
VI	822262	Sports Technology (L)	2	30	Internal 20+ External 30 Total 50

Objective	The main objective of the course are 1. To introduce students to the concept and importance of sports technology. 2. To understand the use of modern equipment and technological applications in sports. 3. To develop knowledge about sports infrastructure and maintenance. 4. To create awareness regarding innovations and future trends in sports technology.	
Course Outcome	After successfully completing the course, students will be able to : 1) Explain the importance of sports technology in physical education. 2) Identify and use modern sports equipment. 3) Understand technological applications in coaching and officiating. 4) Analyze future trends and innovations in sports technology	
Unit	Content	Hours
Unit-I	Introduction to Sports Technology Meaning and definition of Sports Technology Importance and scope of technology in sports Historical development of sports technology Role of technology in enhancing sports performance Technology in teaching, coaching, and officiating	7
Unit-II	Sports Equipment and Facilities Classification of sports equipment Modern sports surfaces and flooring Construction and maintenance of playgrounds and courts Protective equipment and safety measures in sports Selection and care of sports equipment	8
Unit-III	Technology in Training and Officiating Use of computers and digital devices in sports training Video analysis and performance analysis tools	7

	Electronic gadgets in officiating and judging Fitness assessment technologies Wearable devices and monitoring systems	
Unit-IV	Media, Communication and Future Trends in Sports Technology Role of media technology in sports Sports broadcasting and live streaming Communication technology in sports management Artificial Intelligence and Virtual Reality in sports. Future trends and innovations in sports technology.	8

References :

1. Singh, Ajmer; Gill, Jagdish Bains; and Brar, J.S. — Essential of Physical Education
2. Uppal, A.K. — Physical Education and Sports
3. Kansal, D.K. — Sports Science and Physical Education
4. Bucher, Charles A.- Administration of Physical Education and Athletic Programme
5. Jensen, Clayne R. and Fisher, A.G. — Scientific Basis of Athletic Conditioning
6. Kamlesh, M.L. — Physical Education: Facts and Foundations
7. Dyson, G.H.G. — The Mechanics of Athletics
8. Freeman, William H. — Physical Education and Sports in a Changing Society

SEMESTER VI Major Elective Practical					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
VI	822263	Practical Approach of sports training method (P)	2	60	Internal 20+ External 30 Total 50

Objective	The main objective of the course are: 1. Develop knowledge and skills related to warm-up and conditioning. 2. Acquire competency in planning, and conducting training. 3. Understand and apply various methods for performance enhancement. 4. Demonstrate appropriate coaching techniques and training. 5. Develop the ability to design and implement training.
Course Outcome	After successfully completing the course, students will be able to: 1. Understand and apply various sports training method. 2. Develop physical fitness component through practical training. 3. Plan and conducting session 4. Assess and monitor training performance
	Content

Part-I	Warm-up and conditioning: General and specific warm-up activity, Stretching exercises [static and dynamic, Cool down procedure , Mobility and flexibility drills. Training session planning: Preparation of daily training plan, Weekly and monthly training schedule, Demonstration of coaching techniques, Organization of training session
Part-II	Strength training method: Circuit training , Weight training techniques , Body weight training , Resistance band exercises. Endurance training method , Continuous method, Interval training, Fartlek training, Cross Country training, Aerobic and Anaerobic endurance drills. Speed and agility training, Spring training, Ladder drill, Cone drill, Shuttle run exercises.

Marking Format:

Sr.No.	Roll No.	Project Report	Actual organization of event	Event conducting ability	Viva-Voce	Total

Activities :

- Demonstration
- Tutorials
- Field work
- Sports and games seminar
- Assignment
- Self practice

Note :

1] Student should maintain project report standard dimension of all course, diagrams of courts, step-by step marking procedure, equipment list and rules related to measurement.

2] Student shall maintain practical record containing training session plan, fitness test record, observation report, training diary and performance analysis report.

3] The student will submit the project report in his /her own handwriting of the time of examination

Fitness test :

- Standing broad jump
- 50 Mtrs. Sprint
- Push-up test
- Sit-up test
- Shuttle rune
- Cooper 12 minutes run test
- Sit and reach test

SEMESTER V Practical Major Elective					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
V	822259	Wearable Technology in sports (P)	2	60	Internal 20+ External 30 Total 50

Objective	The main objectives of the course are: 1. Understand the concept of wearable technology in sports. 2. Identify different wearable devices used in physical education and sports training. 3 Collect and interpret fitness and performance data. 4. Demonstrate practical use of wearable sports technology. 5. Analyze the benefits and limitations of wearable devices.
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Course Outcome	After completion of the practical course, students will: 1. Operate wearable fitness devices efficiently. 2. Understand sports performance analytics. 3. Apply wearable technology in fitness assessment and training. 4. Interpret and present sports-related data scientifically.
	Content
• Demonstration of smart fitness bands and sports watches. • Monitoring pulse rate before and after exercise. • Step-count challenge using pedometers. • GPS tracking during jogging or running. • Comparison of manual pulse counting and wearable device readings. • Recording one-week physical activity data. • Analysis of sleep and recovery data. • Preparing a practical report using collected fitness data. • Viva Voce and Practical Record • Oral examination based on wearable technology concepts and submission of practical file/record book.	

Practical Examination Pattern Activity (Marks 30)

Practical Performance	10
Record File / Assignment	10
Viva Voce	10

SEMESTER V Minor Theory					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
V	822264	Yoga as a therapeutic module (YS)	2	30	Internal 20+ External 30 Total 50

Objective	The main objective of the course are 1. Develop understanding about the therapeutic applications of yoga. 2. Provide knowledge of yogic practices for physical and mental well-being. 3. Familiarize students with yoga therapy for lifestyle disorders. 4. Enable students to design simple therapeutic yoga modules for different populations.
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Course Outcome	After successfully completing the course, students will be able to: 1. Understand the concept and principles of Yoga Therapy. 2. Demonstrate basic therapeutic yogic practices and pranayama techniques. 3. Apply yoga practices for prevention and management of lifestyle disorders. 4. Develop therapeutic yoga modules for different age groups and sports persons. 5. Explain the role of yoga in physical, mental and emotional well-being. 6. Conduct safe and effective yoga therapy sessions.	
Unit	Content	Hours
Unit-I	Introduction to Yoga Therapy • Meaning and concept of Yoga and Yoga Therapy • Historical development of Yoga • Principles and importance of Yoga Therapy • Astanga Yoga of Patanjali • Panchakosha and Triguna concepts • Role of yoga in health and wellness	7
Unit-II	Therapeutic Yogic Practices • Therapeutic Asanas: Tadasana, Vajrasana, Bhujangasana, Pawanmuktasana, Trikonasana • Pranayama: Anulom Vilom, Kapalabhati, Bhramari, Nadi Shodhana • Meditation and Yog Nidra • Benefits, precautions and contraindications of yogic practices	8
Unit-III	Yoga for Lifestyle Disorders • Yoga management for obesity, diabetes, hypertension and back pain • Yoga for stress, anxiety and mental health • Yogic diet and healthy lifestyle • Yoga modules for children, women, elderly and sports persons	7
Unit-IV	Application of Yoga Therapy • Planning therapeutic yoga sessions • Safety measures during practice • Assessment and evaluation of yoga therapy • Yoga in rehabilitation and sports performance • Practical teaching and demonstration of yoga modules	8

References:

1. B. K. S. Iyengar. (2005). *Light on Yoga*. HarperCollins Publishers.
2. T. K. V. Desikachar. (1999). *The Heart of Yoga: Developing a personal practice*. Inner Traditions.
3. Swami Kuvalayananda. (1963). *Pranayama*. Kaivalyadhama Publications.
4. Swami Satyananda Saraswati. (2002). *Asana Pranayama Mudra Bandha*. Yoga Publications Trust.
5. Swami Vivekananda. (2001). *Raja Yoga*. Advaita Ashrama.
6. Hatha Yoga Pradipika. (1998). M. L. Gharote & S. K. Ganguly (Eds.). Lonavla Yoga Institute.
7. Bhagavad Gita. (2014). Translated by Eknath Easwaran. Nilgiri Press.
8. Swami Sivananda. (2005). *The science of pranayama*. Divine Life Society.
9. S. N. Omkar. (2009). *Yoga manual for physical education*. Khel Sahitya Kendra.
10. Morarji Desai National Institute of Yoga. (2010). *Yoga for healthy living*. MDNIY Publications.
11. Nagendra H. R., & Nagarathna, R. (2008). *Integrated approach of yoga therapy for positive health*. Swami Vivekananda Yoga Prakashana.
12. Ravi Shankar. (2011). *Celebrating silence: Excerpts from five years of weekly knowledge*. Art of Living Foundation.
13. David Frawley. (2000). *Yoga and Ayurveda*. Lotus Press.

14. Mark Stephens. (2010). *Teaching yoga: Essential foundations and techniques*. North Atlantic Books.
15. Judith Hanson Lasater. (1995). *Relax and renew: Restful yoga for stressful times*. Rodmell Press.
16. A. G. Mohan. (2004). *Yoga for body, breath, and mind*. Shambhala Publications.
17. Timothy McCall. (2007). *Yoga as medicine: The yogic prescription for health and healing*. Bantam Dell.
18. Gary Kraftsow. (1999). *Yoga for wellness: Healing with the timeless teachings of Viniyoga*. Penguin Compass.
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20. Indra Devi. (2007). *Yoga for you*. Yoga Publications.

SEMESTER VI Minor Theory					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
VI	822264	Remedial and corrective Physical education (SM) (L)	2	30	Internal 20+ External 30 Total 50

Objective	The main objective of the course are 1.To understand the meaning and importance of remedial and corrective physical education. 2.To identify common postural deformities and physical defects. 3.To develop knowledge about corrective exercises and therapeutic activities. 4.To promote healthy posture and physical fitness among students	
Course Outcome	After successfully completing the course, students will be able to: 1.Understand the concepts and principles of remedial and corrective physical education. 2.Identify different postural deformities and physical abnormalities. 3.Apply corrective exercises for improving posture and body alignment. 4.Develop awareness regarding preventive and rehabilitative physical activities.	
Unit	Content	Hours
Unit-I	Introduction to Remedial and Corrective Physical Education Meaning, definition and scope of remedial and corrective physical education, Importance and objectives, Principles of corrective physical education, Role of physical education teacher in corrective programmes, Causes of postural deformities and physical defects.	7

Unit-II	Postural Deformities and Physical Defects Meaning and classification of postural deformities, Causes, symptoms and preventive measures of Kyphosis, Lordosis, Scoliosis, Flat Foot, Knock Knee and Bow Legs, Importance of posture in daily life and sports activities.	8
Unit-III	Corrective Exercises and Therapeutic Activities Meaning and importance of corrective exercises, Principles of corrective exercises, Stretching and strengthening exercises, Yogic practices for posture correction, Therapeutic exercises for common deformities, Relaxation techniques and breathing exercises.	7
Unit-IV	Rehabilitation and Modern Applications Rehabilitation through physical activities, Role of physiotherapy and recreation in rehabilitation, Safety measures during corrective programmes, Modern trends in corrective physical education, Use of digital media and awareness programmes for health and posture improvement.	8

References:

- 1.Rathbone, J.L. – Corrective Physical Education
- 2.K. Park – Preventive and Social Medicine
- 3.Williams, Jesse Feiring – Principles of Physical Education
- 4.H. Clarke – Application of Measurement in Health and Physical Education
- 5.Uppal, A.K. – Physical Fitness and Wellness
- 6.Kansal, D.K. – Test and Measurement in Sports and Physical Education
- 7.Singh, Ajmer – Modern Textbook of Physical Education, Health and Sports
- 8.Yogesh Patel – Corrective Exercises and Rehabilitation

SEMESTER V Minor Theory					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
V	822260	(L) Training and sports performance (ST)	2	30	Internal 20+ External 30 Total 50

Objective	After completion of this course, students will be able to: 1. Understand the concepts and principles of sports training. 2. Develop knowledge about methods of physical conditioning and performance improvement. 3. Understand factors affecting sports performance. 4. Learn psychological, nutritional, and recovery aspects of training.
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	5. Apply scientific principles of training in sports activities.	
Course Outcome	Students will be able to: 1. Explain principles and methods of sports training. 2. Describe fitness and conditioning components. 3. Understand factors influencing sports performance. Apply evaluation and training methods in sports practice.	
Unit	Content	Hours
Unit-I	Introduction to Sports Training • Meaning and definition of sports training • Aim and objectives of sports training • Principles of sports training: Overload, Progression, Specificity, Individual differences, Reversibility • Components of physical fitness: Strength, Speed, Endurance, Flexibility, Coordination	7
Unit-II	Methods of Training • Strength training methods • Speed training methods • Endurance training methods • Circuit training • Interval training • Fartlek training • Weight training basics • Continuous training method	8
Unit-III	Sports Performance and Conditioning • Meaning and factors affecting sports performance • Physical conditioning • Warm-up and cool-down • Fatigue and recovery • Sports nutrition and balanced diet • Injury prevention and safety measures	7
Unit-IV	Psychology and Evaluation in Sports • Motivation in sports • Anxiety and stress management • Mental preparation for competition • Talent identification • Measurement and evaluation in sports	8

References:

1. Science of Sports Training – Dr. Hardayal Singh
2. Physical Education and Sports – A.K. Uppal
3. Test and Measurement in Sports – D.K. Kansal
4. Health and Physical Education – S.K. Kochhar
5. Sports Psychology – M.L. Kamlesh
6. Physical Education – R.C. Gupta
7. Officiating and Coaching – A.K. Vanaik
8. Kinesiology and Biomechanics – Indian Edition

SEMESTER VI Minor Practical					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
VI	822265	(P) Yoga for Sports performance (YS)	2	60	Internal 20+ External 30 Total 50

Objective	The main objective of the course are - To develop knowledge and practical understanding of yoga for enhancing sports performance. - To improve flexibility, balance, strength, and coordination through yogic practices. - To enhance concentration, mental relaxation, and emotional control among sportspersons. - To develop the ability to perform and teach selected yogic practices safely and effectively. - To promote holistic health and well-being through regular yoga practice.
Course Outcome	After successfully completing the course, students will be able to: - Demonstrate selected yogic practices and pranayama techniques correctly. - Apply yoga practices to improve flexibility, balance, strength, and sports performance. - Utilize yoga and meditation techniques for stress management and concentration enhancement. - Design and conduct basic yoga sessions for athletes and sportspersons. - Evaluate the role of yoga in injury prevention, recovery, and overall athletic development.
Content	

A. Basic Yogic Practices

- Sukshma Vyayama (Yogic warm-up exercises)
- Surya Namaskar
- Breathing awareness and relaxation techniques

B. Yogasanas

- Standing Asanas: Tadasana, Trikonasana, Vrikshasana
- Sitting Asanas: Vajrasana, Paschimottanasana, Ardha Matsyendrasana
- Practice of benefits and precautions of asanas

C. Pranayama and Meditation

- Anulom-Vilom Pranayama
- Bhramari Pranayama
- Kapalabhati
- Basic meditation techniques

D. Yoga in Sports

- Yoga for flexibility, balance, and recovery
- Yoga for injury prevention
- Preparation of simple yoga sessions for athletes
- Practical teaching and demonstration of yoga techniques

Assessment

- Practical Asana / Pranayama demonstration : 10
- Record book : 10
- Viva Voce : 10

SEMESTER VI Minor Practical					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
VI	822261	(P) Application of corrective Physical education (SM)	2	60	Internal 20+ External 30 Total 50

Objective	The main objectives of the course are: Students will be able to: 1. Understand the concept and importance of remedial and corrective physical Education. 2. Identify common postural defects and physical abnormalities. 3. Perform corrective exercises for various postural deformities. 4. Apply remedial exercises for improving physical fitness and body posture. 5. Develop practical skills in planning corrective exercise programs.
Course Outcome	After completion of the course, students will: 1. Identify common postural defects accurately. 2. Demonstrate corrective and remedial exercises effectively. 3. Prepare basic rehabilitation and corrective exercise programs. 4. Understand the role of physical education in posture improvement and health maintenance.
	Content
	Suggested Practical Activities: Posture assessment and body alignment observation. Demonstration of stretching and strengthening exercises. Corrective exercises for: Flat foot, Knock knees, Bow legs, Kyphosis Lordosis, Scoliosis, Round shoulders Breathing and relaxation exercises: Yoga practices helpful for posture correction. Preparation of individual corrective exercise charts. Conducting warm-up and cool-down sessions for remedial programs. Practical file preparation with diagrams and exercise descriptions

Practical Examination Pattern Activity (Marks 30)

Practical Demonstration	10
Record File / Assignment	10
Viva Voce	10

SEMESTER VI Minor Practical					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
VI	822265	(P) Nutrition Values and Dietary plan (ST)	2	60	Internal 20+ External 30 Total 50

Objective	The main objective of the course are: 1. Explain the role of nutrients in health and performance. 2. Assess basic nutritional requirements. 3. Prepare balanced dietary plans for different groups. 4. Apply nutrition principles to support physical activity, sports performance and health.
Course Outcome	After successfully completing the course, students will be able to: 1. Understand the basic concepts of nutrition and diet. 2. Learn the nutritional value of different foods. 3. Develop skills in planning balanced diets. 4. Understand nutritional needs for health and sports performance.
Content	
Food Analysis and Nutritional Calculation 1) Identification of major nutrients in foods 2) Calculation of calorie and nutrient intake 3) Preparation of food composition charts 4) Use of nutrition tables and dietary software	
Assessment of Nutritional Status 1) Measurement of height, weight, and BMI 2) Assessment of body composition 3) Recording dietary habits and food intake 4) Nutritional status evaluation	
Dietary Planning 1) Preparation of balanced diets for different age groups 2) Diet planning for athletes and sportspersons 3) Pre-, during-, and post-competition meal planning 4) Hydration planning for physical activity	
Nutrition Education and Project Work 1) Preparation of nutrition awareness materials 2) Case studies on dietary assessment 3) Development of individualized diet plans 4) Practical project and presentation on sports nutrition	

SEMESTER VI VSEC (P)					
Sem	Course Code	Course Name	Credits	Teaching Hrs	Max Marks
VI	822266	Practice Teaching Lesson (Specific) Team Game (P)	2	60	Internal 20+ External 30 Total 50

Objective	The main objective of the course are: 1. Develop proficiency in planning and conducting teaching classes. 2. Understand and apply coaching methods, officiating procedures, and officials' signals relevant to formal activities. 3. Understand and interpret various teaching methods.																						
Course Outcome	After successfully completing the course, students will be able to: 1. Develop proficiency in taking teaching classes. 2. Provided teaching experience to students. 3. Interpret Methods of teaching.																						
Content																							
The students need to develop proficiency in taking formal activities classes under school situation. In view of this, the students shall be provided with teaching experience. The duration of the lesson to be conducted by these students shall be in the range of 30 to 40 minutes depending on the class they are going to handle at school level. Each student teacher is expected to take at least five lessons during the course of the 5th semester. The lessons will be supervised by the faculty members and experts who would discuss the merits and demerits of the concerned lesson and guide them for the future.																							
Distribution of marks for game Examination is given below:																							
<table><tr><th>Sr.No.</th><th>Roll No.</th><th>Lesson plan.</th><th>Teaching aptitude</th><th>Class Control (Student Creativity / Ability)</th><th>Total</th></tr><tr><td></td><td></td><td>10</td><td>10</td><td>10</td><td>30</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>						Sr.No.	Roll No.	Lesson plan.	Teaching aptitude	Class Control (Student Creativity / Ability)	Total			10	10	10	30						
Sr.No.	Roll No.	Lesson plan.	Teaching aptitude	Class Control (Student Creativity / Ability)	Total																		
		10	10	10	30																		
**Activities 1. Demonstration 2. Tutorials 3. fieldwork 4. Sports and game Seminars 5. Self-practice																							

BPE & S VI Sem.

Semester	Course Code	Course Name	Credits	Teaching Hrs.
VI	i) Internship	Apprenticeship / corresponding to major and OJT	4	120
	ii) Field Project	Community engagement and service (CEP) corresponding to major and OJT	-	-
	iii) Co-Curricular Courses	health and wellness, yoga education, sports, fitness, cultural activities, NCC/ NSS, and Fine / applied / visual/ performing arts.	-	-