

SHIVAJI UNIVERSITY, KOLHAPUR



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AccreditedBy NAAC

SyllabusFor

Bachelor of Arts [B.A. (PHYSICAL EDUCATION)]

UNDER

FACULTY OF INTERDISCIPLINARY STUDIES

B. A. Part - III (Semester - V and VI)

(Subjecttothemodificationstobemadefromtimetotime)

(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2026-27 ONWARDS)

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2. PREAMBLE:

Shivaji University, founded in 1962, derives its name from the esteemed Maratha Warrior and architect of the Maratha Empire, Chhatrapati Shivaji Maharaj. Established with a primary goal of addressing the educational needs of South Maharashtra, the university's jurisdiction spans three districts: Kolhapur, Sangli, and Satara. Currently, it boasts an enrollment of approximately 3, 00,000 students distributed among 274 affiliated colleges, 19 autonomous colleges and recognised institutes.

From its early years, recognising the holistic importance of Physical Education and Sports within the realm of education, the university has treated Physical Education and Sports as integral to general education, not merely as co-curricular add-ons. With the implementation of the National Education Policy 2020 and corresponding state resolutions, Physical Education, Sports, and Yoga have been structured as discipline-specific core papers, Open Electives, compulsory Skill Enhancement Courses, and Value- Based courses within the CBCS and NEP frameworks.

At the undergraduate level, the Physical Education program encompasses a comprehensive range of subjects, including Foundation of Physical Education, Anatomy, Health Education, Physiology, Nutrition, Rehabilitation, Psychology, Sports Training, History, Principles and Practices of Yoga, Application of Yoga, and more. This diverse curriculum aims to equip students with in-depth knowledge and practical skills. Graduates from these programs are well-prepared for a variety of careers, including roles such as Physical Fitness and Yoga trainers, Coaches, Sports and Games Officials, Referees, Umpires, Curators, Gym trainers, Lifeguards, Personal trainers, and Yoga therapists.

Moreover, students pursuing courses in Physical Education, Sports, and Yoga gain the expertise to establish their own businesses as entrepreneurs in areas such as Fitness, Sports, Yoga, Recreation, Rehabilitation, Adventure Sports, Camping, and Event Management. The educational journey also empowers interested students to pursue research in the domains of Physical Education, Sports, and Yoga, contributing to the broader advancement of knowledge in these fields. Overall, the university's commitment to holistic education underscores the profound impact these programs have on the health and well-being of the youth.

3. PROGRAMME LEARNING OUTCOMES (POs)

After successful completion of the Bachelor of Arts (B.A.) in Physical Education, the learner will be able to:

No.	Programme Learning Outcome (PO)
PO1	Psychological Competency: Apply principles of sports and exercise psychology to analyze motivation, anxiety, confidence, and group dynamics, enabling effective mental preparation and performance enhancement for athletes and physical activity participants.
PO2	Physiological Understanding: Demonstrate comprehensive knowledge of human anatomy and physiological responses to exercise, enabling the design of scientifically-based training programs that optimize performance while preventing overtraining and injury.
PO3	Research Competence: Conduct independent research in physical education and sports sciences by applying proper research methodology, data collection techniques, statistical analysis, and scientific reporting to address contemporary sports-related problems.
PO4	Health & Nutrition Literacy: Integrate knowledge of hygiene, health education, nutrition, and dietetics to develop comprehensive health promotion programs, performance nutrition plans, and lifestyle modification strategies for diverse populations.
PO5	Injury Management Skills: Identify, assess, and manage common sports injuries by applying treatment protocols, rehabilitation exercises, and preventive strategies to ensure safe return to play and long-term athlete health.
PO6	Biomechanical Analysis: Apply physics and biomechanical principles to analyze sports techniques, equipment design, and motion dynamics, enabling optimization of performance and correction of faulty movement patterns in various sports.
PO7	Recreation & Adventure Planning: Design, organize, and evaluate recreation and adventure tourism programs in physical education, understanding their development, scope, and role in promoting fitness, wellness, and outdoor education in India.
PO8	Sociological Awareness: Understand and analyze the social dimensions of sports including leadership, culture, gender, ethnicity, and socialization processes, recognizing sports' role in community development and national identity.
PO9	Weight Management Proficiency: Develop and implement evidence-based weight management programs incorporating exercise prescription, nutrition planning, and behavioral modification strategies for individuals seeking fitness improvement and body composition optimization.
PO10	Holistic Professional Integration: Synthesize knowledge from psychology, physiology, research, nutrition, injury management, biomechanics, and sociology to function as competent physical education professionals capable of coaching, program

	design, research, health promotion, and contributing to sports development in India.
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4. COURSE OUTCOMES (CO)

CO	Course Outcome
CO1	Explain the fundamental concepts, theories, and principles of sports and exercise psychology to understand psychological factors affecting physical performance and motivation.
CO2	Describe the structure and function of human body systems and analyze the physiological effects of exercise on cardiovascular, respiratory, muscular, and endocrine systems.
CO3	Apply knowledge of the research process and research methodology in physical education to design, conduct, and evaluate basic research studies in sports sciences.
CO4	Assess hygiene practices, health education principles, and nutrition/dietetics strategies to promote optimal health, performance nutrition, and weight management in individuals.
CO5	Identify common sports injuries, their causes, and implement appropriate treatment, rehabilitation, and corrective exercise programs for injury prevention.
CO6	Demonstrate understanding of the physics of sports to analyze biomechanical principles, equipment design, and motion dynamics in various sports activities.
CO7	Explore recreation and adventure tourism opportunities and evaluate their development, scope, and role in physical education and fitness programs in India.
CO8	Integrate sports sociology concepts to understand the social aspects of sports, including group dynamics, leadership, culture, and the role of sports in society.
CO9	Develop practical skills in weight management strategies and health education program planning for diverse populations including athletes, students, and community members.
CO10	Synthesize knowledge from all modules to design comprehensive physical education programs that incorporate psychology, physiology, nutrition, injury management, and adventure activities for holistic fitness.

5. OBJECTIVES OF A PROGRAMME

No.	Programme Objective
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1	To impart comprehensive knowledge of sports and exercise psychology enabling students to understand psychological factors influencing performance, motivation, anxiety management, and team dynamics in sports.
2	To develop understanding of human anatomy and physiology of exercise so that students can analyze body structure, function, and physiological responses to physical activity for optimizing training and performance.
3	To equip students with skills in research process and research methodology in physical education and sports sciences to design, conduct, and evaluate scientific studies addressing sports-related problems.
4	To promote awareness of hygiene, health education, nutrition, and dietetics principles for developing healthy lifestyle practices, performance nutrition strategies, and effective health education programs for diverse populations.
5	To develop competency in identifying common sports injuries and implementing appropriate treatment, rehabilitation, and preventive exercise programs for injury management in athletes and physical activity participants.
6	To impart knowledge of physics of sports enabling students to apply biomechanical principles, understand equipment mechanics, and analyze motion dynamics for improving sports technique and performance.
7	To explore recreation and adventure tourism opportunities in physical education, developing skills to plan, organize, and evaluate recreational and adventure programs for fitness and wellness.
8	To develop understanding of sports sociology and social aspects of sports including group dynamics, leadership, cultural influences, and the role of sports in society and national development.
9	To enable students to design effective weight management programs and strategies for individuals seeking fitness improvement, health enhancement, and body composition optimization.
10	To integrate knowledge from all modules and develop holistic physical education professionals capable of designing comprehensive sports programs, conducting research, promoting health and fitness, and contributing to sports development in India.

6. DURATION:

The Bachelor of Arts in Physical Education programme shall be A FULL TIME COURSE OF 3/4 YEARS – 6/8 SEMESTERS DURATION, with 22 Credits per Semester. (Total

Credits = 132/176)

7. MEDIUM OF INSTRUCTION:

The medium of instruction shall be ENGLISH or MARATHI. The students will have an option to write answer scripts in English or Marathi. (EXCEPT LANGUAGES)

8. ELIGIBILITY FOR ADMISSION:

The Criteria for admission are as per the rules and regulations set from time to time by concerned departments, HEIs, universities, government, and other relevant statutory authorities. (As per circular of Shivaji University 24/12/2024, Rules and Regulations for Bachelor of Arts, Faculty of Interdisciplinary Studies.

9. SCHEME OF TEACHING AND EXAMINATION PATTERN:

Shivaji University, Kolhapur Faculty of Interdisciplinary Studies B. A. III PHYSICAL EDUCATION (As per National Educational Policy 2020 and Resolution of Government of Maharashtra 2022) With effect from academic year 2026-27 STRUCTURE, SCHEME OF TEACHING AND EXAMINATION OF LEVEL 5.5 OF B. A. III PHYSICAL EDUCATION Semester - V														
Teaching Scheme								Examination Scheme						
Sr. No.	Theory (TH)				Practical (PR)			Semester-End Examination (SEE)					Internal Assessment (IA)	
								Theory (TH)			Practical (PR)		(T/P)	
	Course Type	No. of Lectures	Hours	Credits	Practical Periods	Hours	Credits	Paper Hours	Max	Min	Max	Min	Max	Min
01	MAJOR -VII	2	2	2	2x2=4*	4	2	1.5	50	18	50	18		
02	MAJOR-VIII	2	2	2	2x2=4*	4	2	1.5	50	18	50	18		
03	MAJOR -IX	1	1	1	1x2=2*	2	1	01	25	09	25	09		
04	MAJOR-EL-I	2	2	2	2x2=4*	4	2	1.5	50	18	50	18		
05	MINOR	2	2	2	2x2=4*	4	2	1.5	50	18	50	18		
06	OE-5	1	1	1	1x2=2*	2	1	01	25	09	25	09		
07	FP						2	Report	40	14			10	04
Total		10	10	10	20	22	12		290		250		10	
													SEE + IA = 540+10= 550	

Semester - VI				
Teaching Scheme			Examination Scheme	
Sr.	Theory (TH)	Practical	Semester-End Examination (SEE)	Internal

No.					(PR)			Theory (TH)			Practical (PR)		Assessment (IA)	
													(T/P)	
	Course Type	No. of Lectures	Hours	Credits	Practical Periods	Hours	Credits	Paper Hours	Max	Min	Max	Min	Max	Min
01	MAJOR -X	2	2	2	2x2=4*	4	2	1.5	50	18	50	18		
02	MAJOR –XI	2	2	2	2x2=4*	4	2	1.5	50	18	50	18		
03	MAJOR –XII	1	1	1	1x2=2*	2	1	01	25	09	25	09		
04	MAJOR-EL-II	2	2	2	2x2=4*	4	2	1.5	50	18	50	18		
05	MINOR	2	2	2	2x2=4*	4	2	1.5	50	18	50	18		
06	OJT						4	Report	80	28			20	07
Total		09	09	09	18	22	13		305		225		20	
													SEE + IA = 530+20= 550	

10. EQUIVALENCE OF THE PAPERS AND COURSES:

Important Note: Under NEP, Equivalence will be given based on Credits acquired at each Year and not based on Course/Subject.

For Example, if a student acquires 44 credits or the minimum required Credits prescribed in First Year of B.A., he or she will be eligible for B.A. II and can take admission for any course irrespective of his/her courses (Major or Minor) at B.A. I.

Equivalence: B. A. III, Sem- V and VI

Sem No.	Paper Code/No.	Title of Old Paper	Credit	Sem No.	Course Code	Title of New Course	Credit
V	VII (DSE)	HEALTH EDUCATION	4	V	BAU0325MML/P426E07	Sports and Exercise Psychology	4
V	VIII (DSE)	RECREATION IN PHYSICAL EDUCATION	4	V	BAU0325MML/P426E08	Human anatomy and Physiology of Exercise	4
V	IX (DSE)	YOGA	4	VI	BAU0325MML/P426F10	Sports Psychology and Sociology	4
V	X (DSE)	ANATOMY AND PHYSIOLOGY	4	VI	BAU0325MML/P426F11	THE PHYSICS OF SPORTS	4
V	XI (DSE)	DIETETICS AND NUTRITION	4	V	BAU0325MNL/P426E03	Recreations and adventure tourism in Physical Education	4
VI	XII (DSE)	HEALTH EDUCATION PROGRAM	4	V	BAU0325MNL/P426E02	Nutrition, Dietetics and Performance Nutrition	4
VI	XIII (DSE)	RESEARCH IN PHYSICAL	4	V	BAU0325MNL/P426E01	Hygiene and health	4

		EDUCATION					
VI	XIV (DSE)	YOGA AND HEALTH	4	VI	BAU0325MEL/P426F04	Development of sports, recreation, and adventure tourism in India	4
VI	XV (DSE)	ANATOMY AND PHYSIOLOGY OF EXERCISE	4	VI	BAU0325MEL/P426F03	Health education program Common Sports Injuries, Treatment & Rehabilitation	4
VI	XVI (DSE)	DIETETICS AND HYGIENE	4	V & VI	BAU0325MML/P426F12	Research methodology in Physical Education and Sports Sciences Research Process in Physical Education and Sports Sciences	2 2

11. STRUCTURE OF PROGRAMME:

Third Year Bachelor of Arts (B.A. – III) (UG DEGREE)

YEAR:	2026-2027
SEMESTER:	V and VI
LEVEL:	5.5
TOTAL CREDITS	22 + 22 = 44
DEGREE AWARDED:	UG DEGREE (AFTER 132 CREDITS IN TOTAL)

I) B.A. – III: SEMESTER - V (TOTAL CREDITS - 22)

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
MAJOR	MANDATORY	Sports and Exercise Psychology P –07	BAU0325MML/P426E07	4
	MANDATORY	Human anatomy and Physiology of Exercise P –08	BAU0325MML/P426E08	4
	MANDATORY	Research Process in Physical Education and Sports Sciences P –09	BAU0325MML/P426E09	2
	ELECTIVE	Hygiene and health P –01(ELE) OR Nutrition, Dietetics and Performance Nutrition P –02(ELE)	BAU0325MEL/P426E01 OR BAU0325MEL/P426E02	4

MINOR	MINOR	Recreations and adventure tourism in Physical Education P –03	BAU0325MNL/P426E03	4
OE	OE	Weight management P-05	BAU0325OEL/P426E05	2
FP	FP	---	BAU0325FPP426E01	2
TOTAL CREDITS:				22

2) B.A. – III: SEMESTER - VI (TOTAL CREDITS - 22)

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
MAJOR	MANDATORY	Sports Psychology and Sociology P –10	BAU0325MML/P426F10	4
	MANDATORY	The physics of sports P –11	BAU0325MML/P426F11	4
	MANDATORY	Research methodology in Physical Education and Sports Sciences P –12	BAU0325MML/P426F12	2
	ELECTIVE	Health education program P- 03 (ELE) OR Common Sports Injuries, Treatment & Rehabilitation P –04 (ELE)	BAU0325MEL/P426F03 OR BAU0325MEL/P426F04	4
MINOR	MINOR	Development of sports, recreation, and adventure tourism in India P -04	BAU0325MNL/P426F04	4
OJT	OJT	---	BAU0325OJP426F01	4
TOTAL CREDITS:				22
CREDITS FOR B.A. III (SEM V AND VI):				22 + 22 = 44
CREDITS FOR B.A. – I (SEM I AND II) + B. A. II (SEM III AND IV) + B. A. III (SEM V AND VI):				44 + 44 + 44 = 132

12. STANDARD OF PASSING AND DETERMINATION OF SGPA/CGPA, GRADING AND DECLARATION OF RESULTS:

Shivaji University has adopted a 10-point Grading System as follows:

- In each semester, marks obtained in each course (Paper) are converted to grade points:

o If the total marks of the course are 100 and the passing criteria is 35%, then use the following Table for the conversion.

If the total marks of any of the courses are different from 100 (e.g. 50) and passing criterion is 35%, then marks obtained are converted to marks out of 100 as below:

1. Gradation Chart:

Table

Marks Obtained	Numerical Grade (Grade Point)		CGPA	Letter Grade
Absent	0 (zero)		-	Ab: Absent
0 - 34	0 to 4		0.0 – 4.99	F: Fail
35 - 44	5		5.00 – 5.49	C: Average
45 - 54	6		5.50 – 6.49	B: Above Average
55 - 64	7		6.50 – 7.49	B+: Good
65 - 74	8		7.50 – 8.49	A: Very Good
75 - 84	9		8.50 – 9.49	A+: Excellent
85 - 100	10		9.50 – 10.0	O: Outstanding

Note:

Marks obtained ≥ 0.5 shall be rounded off to next higher digit.

The SGPA & CGPA shall be rounded off to 2 decimal points.

Marks obtained in 50 marks or 200 marks paper shall be converted to 100 marks.

Calculation of SGPA & CGPA

1. Semester Grade Point Average (SGPA)

$$\text{SGPA} = \frac{\sum (\text{Course credits} \times \text{Grade points obtained}) \text{ of a semester}}{\sum (\text{Course credits}) \text{ of the respective semester}}$$

2. Cumulative Grade Point Average (CGPA)

$$\text{CGPA} = \frac{\sum (\text{Total credits of a semester} \times \text{SGPA of the respective semester}) \text{ of all semesters}}{\sum (\text{Total course credits}) \text{ of all semesters}}$$

13. NATURE OF QUESTION PAPER, DURATION AND SCHEME OF MARKING

Question Paper Pattern for Semester-End Examination (For 4 credits)

B. A. II PHYSICAL EDUCATION

Paper Title:

Subject Code:		
Day and Date:		Total Marks: 50
Time: 1 Hour 30 Minutes		
	Instructions: 1. All questions are compulsory. 2. Figures to the right indicate full marks.	
Q. No.	Type of Question	Marks
1	Objective Type Questions (Each question carries one mark) Multiple choice questions. (Ten Questions)	10
2	Short notes questions (Any Four out of Six Questions) (Answer Limit: 150 - 200 Words)	20
3	Descriptive type question (Any One out of Two) (Answer Limit: 600-800 Words)	10
4	Descriptive type question (Any One out of Two) (Answer Limit: 600-800 Words)	10

Question Paper Pattern for Semester-End Examination (For 2 credits)

B. A. II PHYSICAL EDUCATION		
Paper Title: Subject Code:		
Day and Date:		Total Marks: 25
Time: 1 Hour 00 Minutes		
	Instructions: 1. All questions are compulsory. 2. Figures to the right indicate full marks.	
Q. No.	Type of Question	Marks
1	Objective Type Questions (Each question carries one mark) A) Multiple choice questions. (Five Questions)	05
2	Short notes questions (Any two out of three) (Answer Limit: 150 - 200 Words)	10
3	Descriptive type question (Any One out of Two) (Answer Limit: 600-800 Words)	10

Internal Assessment: Practical:

50/25 Marks

14: SYLLABUS:

COURSE TITLE, CODE, CREDITS, VERTICALS NAME, REFERENCES, etc.

B. A. III, SEMESTER – V

Course Category: Major Mandatory

Course Name: **SPORTS AND EXERCISE PSYCHOLOGY**

Course Number: MM-07

Course Code: BAU0325MML/P426E07

Course Credits: (Theory Credit -2, Practical Credit -02)

(Total Credits: 4)

Marks: Semester End: 50/50 (T/P)

Total Marks: 100

Course Objectives:

1. Develop an understanding of how psychological factors influence involvement and performance in sport and physical activity settings.
2. Develop an understanding of how participation in sport and physical activity may impact the psychological outcomes of those who choose to participate.
3. Acquire skills and knowledge about sport psychology theory and research that you can apply as a participant, coach, teacher, athletic trainer, sport administrator, or parent within relevant sport and physical activity settings.
4. Develop the ability to think critically about issues in sport and physical activity.

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	BASICS OF SPORT PSYCHOLOGY Meaning, Definition, Importance and Scope of Sport Psychology History of sports psychology Relationship of Sports Psychology with Other Sports Sciences Applied sports psychology Sports Psychologist.	7.5		01
02	PERSONALITY, ATTENTION, AND ITS ROLE IN SPORTS Meaning of Personality Dimensions of personality types and traits in sports Player personalities Sports Coach Personality Attentional focus and sports performance	7.5		
03	EMOTIONAL REGULATION IN SPORTS Meaning of emotion Emotions: functions and significance Affect, Behaviour, Cognition (ABCs) Fear of success phobia Motivation & Reinforcement	7.5		01

04	CONCEPT OF ANXIETY, AROUSAL, AND STRESS Definition of Anxiety Types of Anxiety Definition of Arousal and Stress Characteristics of Arousal Balance	7.5		
05	Practical Activities:		30	01
06	Practical Activities:		30	01
Total				04

Course Learning Outcomes:

By the conclusion of this course, student-learners will:

1. Identify and describe key definitions, distinctions, and proposed causal mechanisms of most major psychological theories in sport and physical activity.
2. Analyse, distinguish, and apply the theoretical knowledge to respond to challenges commonly encountered in the arenas of sport and physical activity.
3. Communicate the interdisciplinary nature of the study of sport and physical activity.
4. Identify and describe key issues related to professional ethics and responsibility in sport and exercise psychology.
5. Identify and describe key issues of diversity by demonstrating an understanding of research evidence.

Reference Books:

- 1) Human Motivation- Robert E. Franken.
- 2) Psychology in Sports - Richard M. Suinn
- 3) Psychology of Sports - Seppo E. Iso-Ahola and Brad Hatfield.
- 4) Introduction to Science and Soccer - Thomas Reilly.
- 5) Applied Sport Psychology - Jean M Williams.
- 6) Sport Psychology - Tony Morris and Jeff Sunners.
- 7) Psychological Dynamics of Sport AND Exercise - Diane L. Gill.
- 8) Sport Psychology - Roxel A. Aprtiebo.
- 9) Competitive Anxiety in Sport - Rainer Martens, Robin S. Vealey, and Damon Burton.
- 10) A Manual of Psychology - J. N. Sinha

Course Category: Major Mandatory

Course Name: **HUMAN ANATOMY AND PHYSIOLOGY OF EXERCISE**

Course Number: MM-08

Course Code: BAU0325MML/P426E08

Course Credits: (Theory Credit -2, Practical Credit -02)

(Total Credits: 4)

Marks: Semester End: 50/50 (T/P)

Total Marks: 100

Objectives:

- To understand the human body's structure and function
- To enable students to use terminology, identify organs and systems
- To know the structure and functions of different systems in the human body
- To explain how the systems in the human body work

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	INTRODUCTION Anatomy –Meaning, definition and importance Physiology –Meaning, definition and importance Importance of Anatomy and Physiology in the field of Physical Education & Sports Brief introduction of Cell and Tissue	7.5		01
02	HUMAN BODY SYSTEMS: AN OVERVIEW Skeletal system Muscular system Digestive system Respiratory system Circulatory system	7.5		
03	ENDOCRINE SYSTEM AND BLOOD Composition and function of blood Meaning of the Endocrine System Meaning of glands Endocrine Glands: Their Locations and Functions	7.5		01
04	GENERAL PHYSIOLOGICAL CONCEPTS Vital Capacity-VC Second Wind Oxygen Debt Fatigue- Types of Fatigue Blood Pressure	7.5		
05	Practical Activities:		30	01
06	Practical Activities:		30	01
Total				04

Course Learning Outcomes (CLOs):

After completion of this course,

- Students will define anatomy, physiology, and their significance in physical education and sports.
- Students will identify major human body systems, including skeletal, muscular,

digestive, respiratory, and circulatory.

- Students will explain the composition of blood, endocrine glands, their locations, and functions.
- Students will describe general physiological concepts such as vital capacity, second wind, oxygen debt, and types of fatigue.
- Students will understand blood pressure and its relevance to exercise physiology.

Books Recommended:

1. Scatt K Power T Howley. Exercise physiology theory and application of fitness and performance

Publisher, McGraw-Hill Higher Education

2. Graham Thompson. Physical Education, Anatomy and Exercise Physiology, publisher Hodder Education, Great Britain

3. Avelin C Pearce. Anatomy and physiology for Nurses, Oxford University press New Delhi, 2003

4. Willimore, Jack and Costal, David L. Physiology of sports and exercise, Human kinetics 1994

5. Rowl and Thomas W. Childrens. Exercise physiology second edition Human Kinetics, 2005

6. Fox E.L. Physiological basis of physical education and athletics, Brown Pub. 1989

7. ROSS and WILSON. Anatomy and Physiology in Health and Illness, 14e 2022

8. Dr. V. Muruguvalavan, Anatomy and Physiology for Physical Education 2021

9. Dr. Vijayalaxmi C. Mugalolli, Anatomy and Physiology of Physical Education KSK 2024

Course Category: Physical Education

Course Name: Major Mandatory

Course Name: **RESEARCH PROCESS IN PHYSICAL EDUCATION AND SPORTS SCIENCES**

Course Number: MM-09

Course Code: BAU0325MML/P426E09

Course Credits: (Theory Credit -1, Practical Credit -01)

(Total Credits: 02)

Marks: Semester End: 25 (T/P)

Total Marks: 25

Course Objectives:

1. To classify types of research in physical education, including fundamental, applied, action,

descriptive, and experimental, based on scope and subject.

2. To understand the development of research through sampling techniques and the selection of appropriate data collection tools.

3. To prepare a comprehensive research proposal outlining the problem, objectives, methodology, and significance in sports sciences.

4. To master the principles of research report writing, including structure, presentation, and interpretation of findings.

5. To apply ethical standards and guidelines in the planning, execution, and dissemination of research in physical education.

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	INTRODUCTION TO RESEARCH PROCESS • Meaning of Research • Definitions of Research • Need and Importance of Research in Physical Education • Scope of Research in Physical Education • Qualities of a Good Researcher	7.5		01
02	FORMULATION AND DEVELOPMENT OF RESEARCH • Locating a Research Problem • Criteria for selecting the research problem • Formulation of Hypothesis • Research proposal • Literature search in Research	7.5		
03	Practical Activities:		30	01
Total				02

Course Learning Outcomes (CLOs)

After completion of this course, the students will be able to:

Students will classify research types in physical education, distinguishing fundamental, applied, action, descriptive, and experimental approaches by scope and subject.

Students will select appropriate sampling methods and data collection tools to design robust research studies in sports sciences.

Students will formulate a complete research proposal, including problem statement, objectives, methodology, and ethical considerations.

Students will prepare structured research reports with clear analysis, interpretation, and presentation of findings in physical education contexts.

Students will demonstrate adherence to research ethics throughout the planning, execution, and reporting of sports science investigations.

LIST FOR READING:

Barrow, H. M. (1979). Practical approach to measurement in health & physical education (3rd ed.). Lea &Febiger.

Best, J. W., & Kahn, J. V. (2006). Education research (10th Ed.). PHI Learning.

Clark, D. H., & Clarke, H. H. (1979). Research process in physical education, recreation & health. Prentice Hall.

Johnson, B., & Christensen, L. (2008). Educational research: Quantitative, qualitative, and mixed approaches (3rd Ed.). Sage.

Miller, D. K. (2002). Measurement by the physical educator. McGraw-Hill.

Nelson, J., & John? (1998). Practical measurements for evaluation in physical education. Surjeet Publications.

Sprinthall, R. C. (1997). Basic statistical analysis (5th Ed.). Allyn & Bacon.

Thomas, J. R., & Nelson, J. K. (2001). Research methods in physical activity (4th Ed.). Human Kinetics.

आगलावे, प्र.ना. (२०००) संशोधनपद्धतीशास्त्र व तंत्रे(प्रथमआवृत्ती), नागपूर:विद्याप्रकाशन

जर्देश्री.आ. (१९९५) शारीरिकशिक्षणसंशोधनतंत्र व पद्धती(द्वितीयआवृत्ती) कोल्हापूर:चंद्रमाप्रकाशन

Course Category: Major Elective-I

Course Name: **HYGIENE AND HEALTH**

Course Number: ME-01

Course Code: BAU0325MEL/P426E01

Course Credits: (Theory Credit -2, Practical Credit -02)

(Total Credits: 4)

Marks: Semester End: 50/50 (T/P)

Total Marks: 100

Course Objectives:

- To understand the importance of hygiene in modern life.
- To understand the relationship between Hygiene and Mental health, productivity and social interactions.
- To know the composition of a balanced diet.
- To learn the sleep and stress management technique.
- To explain the causes and prevention of communicable diseases.
- To study the various concepts of pollution.

- To study India's health care infrastructure and the role of the World Health Organisation.
- To know about the Swachh Bharat Campaign.

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	INTRODUCTION Hygiene and Sanitation Meaning of WASH Personal hygiene care of skin, hair, hands, feet, teeth	7.5		01
02	PERSONAL HYGIENE BASICS 1. Introduction a) Hygiene in modern life. b) Challenges and benefits. c) Link to mental health, productivity, and social interactions. 2. Nutrition & hydration a) Balanced diet, food safety. b) Sleep & stress management (7–8 hours' sleep, mindfulness) 3. Common Issues a) Infections (flu, UTI), stress, anxiety. b) Prevention: Vaccines, exercise, digital detox.	7.5		
03	HEALTH HABITS FOR WELLNESS Health Habits to Boost Productivity 1. Environmental Impact a) Water/air pollution, plastic waste, climate change. b) Sustainable habits: Reduce, reuse, recycle	7.5		01
04	PUBLIC HEALTH SYSTEMS a) India's healthcare infrastructure, WHO, AYUSH. b) Campaigns: Swachh Bharat, COVID-19 protocols. Community Role a) Hygiene awareness drives, peer education. b) Case study: Success stories (e.g., rural sanitation)	7.5		
05	Practical Activities:		30	01
06	Practical Activities:		30	01
Total				04

COURSE LEARNING OUTCOME:

After completion of this course, the students will be able to:

- Understood the importance of hygiene in modern life.
- Studied the relationship between Hygiene and mental health.
- Learned the Composition of balanced diet.
- Learned Sleep and Stress management techniques.
- Understood the causes and prevention of communicable diseases.

- Studied various types of pollution.
- Studied about health care infrastructure of India and role of WHO.
- Studied the details regarding Swachch Bharat Campaign.

SUGGESTED READINGS:

Bamji, M.S., K. Krishnaswamy & G.N.V. Brahmam (2009). Textbook of Human Nutrition (3rd edition), Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi

Swaminathan (1995) Food & Nutrition (Vol I, Second Edition) the Bangalore Printing & Publishing Co Ltd., Bangalore

Vijaya Khader (2000). Food, nutrition & health, Kalyan Publishers, New Delhi

Srilakshmi, B. (2010). Food Science (5th Edition). New Age International Ltd., New Delhi

Physical Education and Health, Singh Mandeep (2009) Khel sahitya Kendra, New Delhi.

Health Education and Hygiene - J. S. Manjal. Universal Publishers, Agra.

Weblinks: <https://nhm.gov.in/>

National Rural Health Scheme:

<https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=969&lid=49>

National Urban Health Scheme:

<https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=970&lid=137>

Village health, sanitation & Nutritional committee

<https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=149&lid=225>

About Accredited Social Health Activist (ASHA)

<https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=150&lid=226>

Village Health Nutrition Day

<https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=152&lid=228>

Rogi Kalyan Samitis

<https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=153&lid=229>

Health Impact Assessment - <https://www.who.int/hia/about/faq/en/>

(Suggested information only)

http://www.euro.who.int/_data/assets/pdf_file/0011/261929/Health-inImpact-Assessments-final-version.pdf?ua=1

WASH <https://www.unicef.org/wash/> and

https://www.unicef.org/wash/files/UNICEF_Strategy_for_WASH_2016_2030.PDF

Healthy Living <https://www.nhp.gov.in/healthylivingViewall>

Note: The above web links are from MoHFW, GoI. Teachers can also prepare their notes

from other resources.

Course Category: Major Elective-II

Course Name: **NUTRITION, DIETETICS AND PERFORMANCE NUTRITION**

Course Number: ME-02

Course Code: BAU0325MEL/P426E02

Course Credits: (Theory Credit -2, Practical Credit -02)

(Total Credits: 4)

Marks: Semester End: 50/50 (T/P)

Total Marks: 100

Course Objectives:

1. To give basic knowledge of nutrition and dietetics.
2. To understand the importance of food for health and physical performance.
3. To learn the functions of nutrients in the human body.
4. To apply simple diet planning for students and sportspersons.

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	INTRODUCTION TO NUTRITION Meaning and definition of Nutrition and Dietetics Importance of nutrition in physical education and sports Functions of food Basic food groups	7.5		01
02	MACRONUTRIENTS Carbohydrates – types, functions, and sources Proteins – functions, sources, and importance Fats – types, functions, and sources Energy value of foods	7.5		
03	MICRONUTRIENTS AND WATER Vitamins – types, functions, sources, and deficiency diseases Minerals – calcium, iron, phosphorus, sodium, and potassium Importance of water and electrolytes	7.5		01
04	FUNDAMENTALS OF SPORTS NUTRITION High-performance nutrition Nutrition strategies to optimise recovery and rehabilitation Applied Nutrition and Diet Planning Meaning and importance of a balanced diet	7.5		
05	Practical Activities:		30	01
06	Practical Activities:		30	01
Total				04

Course Learning Outcomes:

After completion of this course, the students will be able to:

- Explain in detail the meaning, definition and scope of nutrition and dietetics, and describe their importance in maintaining health, fitness and work efficiency in daily life and physical education.
- Describe macro and micro nutrients with reference to their classification, functions, food sources, daily requirements, and deficiency disorders, and explain their role in growth, energy production, and body regulation.
- Apply the principles of a balanced diet to prepare simple diet plans tailored to different age groups, including children, adults, and athletes, based on their calorie needs and nutritional requirements.
- Analyse common nutritional problems such as undernutrition and lifestyle diseases, and explain basic dietary preventive measures for promoting long term health and wellness.
- Demonstrate practical skills such as measurement of height, weight and BMI, calculation of calorie requirement, identification of nutrient deficiencies and preparation of diet charts through hands-on practical work.
- Develop awareness and positive attitude towards healthy eating habits, food selection and lifestyle modification for disease prevention and overall well-being.

Recommended Books

1. Joshi, S. A. (2022). *Nutrition and dietetics: With Indian case studies* (5th ed.). McGraw Hill Education India. ISBN 978-9390727827.
2. Mudambi, S. R., & Rajagopal, M. V. (2019). *Fundamentals of foods, nutrition, and diet therapy*. New Age International Publishers. ISBN 978-9393159120.
3. Mogra, R., & Joshi, P. (2021). *Principles of human nutrition*. Agrotech Publishing Academy. ISBN 978-9394777897.
4. Ariyamuthu, R. (2020). *Food and nutrition*. KD Publications. ISBN 978-9390847822.
5. Srilakshmi, B. (2018). *Nutrition science*. New Age International Publishers. ISBN 978-0074601761.
6. Clement, M. (2016). *Nutrition and diet* (Indian ed.). Jaypee Brothers Medical Publishers. ISBN 978-9351522997.

7. Williams, M. H. (2005). *Nutrition for health, fitness, and sport* (7th ed.). McGraw Hill.
8. Manore, M. M., & Thompson, J. (2000). *Sport nutrition for health and performance*. Human Kinetics.
9. Driskell, J. A., & Wolinsky, I. (2006). *Sports nutrition*. Friends Publications.
10. Groff, J. L. (2000). *Advanced nutrition and human metabolism*. Wadsworth Publishing.
11. MLA Citation Style (9th Edition)
12. Joshi, Shubhangini A. *Nutrition and Dietetics: With Indian Case Studies*. 5th ed., McGraw Hill Education India, 2022.
13. Mudambi, S. R., and M. V. Rajagopal. *Fundamentals of Foods, Nutrition and Diet Therapy*. New Age International Publishers, 2019.
14. Mogra, Renu, and Priyanka Joshi. *Principles of Human Nutrition*. Agrotech Publishing Academy, 2021.
15. Ariyamuthu, Rajabhuvaneswari. *Food and Nutrition*. KD Publications, 2020.
16. Srilakshmi, B. *Nutrition Science*. New Age International Publishers, 2018.
17. Clement, M. *Nutrition and Diet*. Indian ed., Jaypee Brothers Medical Publishers, 2016.
18. Williams, Melvin H. *Nutrition for Health, Fitness and Sport*. 7th ed., McGraw-Hill, 2005.
19. Manore, Melinda M., and Janet Thompson. *Sport Nutrition for Health and Performance*. Human Kinetics, 2000.
20. Driskell, Judy A., and Ira Wolinsky. *Sports Nutrition*. Friends Publications, 2006.
21. Groff, James L. *Advanced Nutrition and Human Metabolism*. Wadsworth Publishing, 2000.

SHIVAJI UNIVERSITY, KOLHAPUR
B. A. III PHYSICAL EDUCATION (Practical)
SEMESTER V
Course MAJOR -VII, MAJOR -VIII, MAJOR -IX, MAJOR-EL-I
(Credits 07) (175 Mark's)

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
MAJOR	MANDATORY	Sports and Exercise Psychology P-07	BAU0325MML/P426E07	2
	MANDATORY	Human anatomy and Physiology of Exercise P-08	BAU0325MML/P426E08	2
	MANDATORY	Research Process in Physical Education and Sports Sciences P-09	BAU0325MML/P426E09	1
	ELECTIVE	Hygiene and health P-01(ELE) OR Nutrition, Dietetics and Performance Nutrition P-02(ELE)	BAU0325MEL/P426E01 OR BAU0325MEL/P426E02	2
			TOTAL CREDITS:	07

Objectives:

1. Students will demonstrate modern techniques and optimal performance in athletics (5000m/3000m run, Triple Jump, Javelin Throw), weight lifting, badminton/table tennis, and recreational games.
2. Students will execute specified Asanas (Matsyasana, AkarnaDhanurasana, Supta Vajrasana, Ardha Matsyendrasana, and Buddha Padmasana) with precision to enhance flexibility and postural alignment.
3. Students will perform Pranayama techniques (Anulom Vilom, Bhastrika, Bhramari,

Shitkari, Shitali) to improve respiratory efficiency, reduce stress, and promote mental wellness.

4. Students will exhibit wrestling performance and rules adherence, along with judo/fencing techniques, to achieve combat sports proficiency and ensure safety.

5. Students will optimise overall physical performance through integrated practical assessments, building competition readiness and lifelong fitness habits.

Practical Activities:

Course	Module Name	Teaching Hours	Practical's Hours	Credit
MAJOR -VII	Athletics Long-distance track running (endurance running) Triple Jump (hop, step, and jump) Javelin Throw		30	02
MAJOR -VIII	A) Weight Lifting B) Badminton OR Table Tennis		30	02
MAJOR -IX	A) Asanas: Ardhamachhindrasana (Half Lord of the Fishes Pose) AkarnaDhanurasana (Archer's Bow Pose) Supta Vajrasana (Reclining Thunderbolt Pose) Matsyasana (Fish Pose) Buddha Padmasana (Locked Lotus Pose) B) Pranayama: Bhastrika (Bellows Breath) Anulom Vilom (Alternate Nostril Breathing) Shitali (Cooling Breath) Shitkari (Hissing Breath) Bhramri (Humming Bee Breath)		15	01
MAJOR-EL	A) Wrestling B) Judo		30	02
TOTAL				07

*Note: 1. *Due Weightage in the Internal Assessment shall be given to the Achievement of Sportsmen of the institution*

Course Learning Outcomes (CLOs):

After the completion of this course, students will emphasis skill mastery, modern techniques, performance evaluation, and assessment parameters aligned with sports pedagogy and NEP 2020 practical competencies:

1. Execute advanced athletics techniques in 5000m/3000m runs, triple jump, and javelin throw (gender-specific), applying modern styles to achieve optimal performance under examination parameters.

2. Demonstrate weightlifting proficiency across various styles, incorporating modern techniques to enhance strength, form, and competitive performance metrics.
3. Perform badminton or table tennis skills with precision, strategy, and endurance, meeting practical examination standards for technique and match simulation.
4. Master specified Asanas (Matsyasana, AkarnaDhanurasana, Suptavajrasana, Ardhamachhindrasana, and Buddha Padmasana) and Pranayama (AnulomVilom, Bhastrika, Bhramri, Shitkari, Shitali) for flexibility, breathe control, and holistic fitness assessment.
5. Apply wrestling performance and rules, alongside Judo or Fencing techniques, to execute safe, rule-compliant manoeuvres evaluated via practical examination parameters.

Marking System:

Course	Activities	Mark's
MAJOR -VII	Athletics	45
MAJOR -VIII	Weight lifting	20
	Badminton OR T.T.	25
MAJOR -IX	Asana and Pranayama	20
MAJOR-EL	Wrestling	20
	Judo	20
Record Book/Project		25
TOTAL (Credits 07)		175

PARAMETERS FOR PRACTICAL EXAMINATION

1) Athletics:

Mark's- 45

A) Long-distance track running (or endurance running) (15 Mark's)

	MEN 5000-Meter Specifics (5K)	WOMEN 3000-Meter Specifics (3K)	Mark's
Time Trial Performance	30 Minutes	15 Minutes	08
	34 Minutes	16 Minutes	06
	36 Minutes	17 Minutes	04
	38 Minutes	18 Minutes	02

(08 Marks for performance, Split Times and 07 Marks for Race Strategy and Tactics)

B) Triple Jump

(15 Mark's)

	MEN	WOMEN	Mark's
Minimum Performance	9 Meters and Above	8 Meters and Above	08
	8 Meters and Above	7 Meters and Above	06
	7 Meters and Above	6 Meters and Above	04
	6 Meters and Above	5 Meters and Above	02

(08 Marks for performance, 07Marks for Technique and style,)

C) Javeline Throw

(15 Mark's)

Minimum	MEN	WOMEN	Mark's
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Performance	25 Meters and Above	20 Meters and Above	08
	22 Meters and Above	18 Meters and Above	06
	19 Meters and Above	16 Meters and Above	04
	16 Meters and Above	14 Meters and Above	02

(08 Marks for performance, 07 Marks for Technique and style)

A) WEIGHT LIFTING

(25 Mark's)

(Load Lifted, Form & Technique, Safety & Execution)

Minimum Performance	MEN	WOMEN	Mark's
	90 Kg	70 Kg	10
	85 Kg	65 Kg	08
	80 Kg	60 Kg	06
	75 Kg	55 Kg	04

(10 Marks for General Rules & Regulations, Technical Knowledge of Lifts, Equipment and Platform Safety)

B) Badminton OR Table Tennis

(25 Mark's)

BADMINTON:

Evaluation Criteria (Rubric)		Mark's
Skill Assessment (Technical Tests)		
Form & Technique	Correct racket grip, swing, and body mechanics.	05
Accuracy	Placement of the shuttle in target areas.	05
Consistency	Ability to maintain a rally without errors.	05
Speed/Footwork	Movement on the court.	05

Viva Voce/Rules Knowledge:

Mark's- 05

Understanding court dimensions (13.4m x 6.1m).

Scoring system (rally point to 21, best of 3 games).

Faults (e.g., service violation, hitting net, out-of-bounds).

TABLE TENNIS:

(25 Mark's)

Evaluation Criteria (Rubric)		Mark's
Skill Assessment (Technical Tests)		
Forehand/Backhand Drive Test	Evaluates speed, accuracy, and body positioning on both sides.	05
Push Stroke Test	Test's ability to execute controlled, low-trajectory shots (cross-court and alternating).	05
Serve Accuracy Test	Evaluates ability to place backspin and topspin serves in specific table zones.	05
Footwork/Movement	Tests the speed and ability to move, particularly switching between backhand and forehand.	05

Viva Voce/Rules Knowledge:

Mark's- 05

Equipment Knowledge

Table Dimensions: 2.74 meters (9 ft) long, 1.525 meters (5 ft) wide, and 76 cm (2.5 ft) high.

Net Height: 15.25 cm (6 inches).

Ball: 40mm diameter, 2.7 grams (usually white or orange).

Racket: Must be at least 85% natural wood. The covering on each side must be of a different color (red and black) to indicate different surfaces.

ASANA:

Mark's- 20

A) From Section (a), the practical syllabus

- Two asanas of student choice

- 10 Marks

- Two asanas of the examiner's choice

B) From section (b) Practical Syllabus

- Two pranayama from student choice

- 10 Marks

- Two pranayama from the examiner's choice

6) WRESTLING:

Mark's- 20

Evaluation Criteria (Rubric)	Mark's
Skill Assessment (Technical Tests)	
Fundamental Skill Assessment	05
Specific Wrestling Fitness Tests	05
Physical Fitness Component Evaluation	05
Technical and Tactical Evaluation	05

1. Fundamental Skill Assessment

Experts evaluate technical proficiency based on the perfection of skills, often using a 5-point rating scale.

Core Skills: Evaluations typically include stance, grip, speed/timing, and specific techniques like the Single Leg Takedown or Fireman's Carry.

Specific Drill Tests:

Fear Removing Drill (FRD): Assesses basic comfort in contact.

Front Rolls (FR) & Stance Jump (SJ): Test agility and coordination.

Single/Double Leg Hop (SLH/DLH): Measures lower limb explosive strength.

2. Specific Wrestling Fitness Tests

Specific Wrestling Fitness Test (SWFT): Consists of three 30-second active periods with 20 seconds of rest, measuring the maximum number of dummy throws.

Specific Wrestling Performance Test: Two 3-minute rounds (simulating a real match) involving dummy throws and technical manoeuvres to evaluate endurance and technique under fatigue.

Explosive Strength: Measured by max distance in three consecutive hop jumps (stance and non-stance) on a non-slip mat.

3. Physical Fitness Component Evaluation

Speed: Evaluated via a 50-meter sprint test.

Agility: Assessed using the SEMO Agility Test.

Cardiovascular Endurance: Evaluated using the one-mile run/walk test.

4. Technical and Tactical Evaluation

Scoring Skills: Ability to execute takedowns (2 points) and escapes (1 point) is crucial.

Performance in Bouts: Assessment of sparring ability to apply techniques against a resisting opponent.

Viva Voce/Rules Knowledge:

Fundamental Rules and Regulations

Key Scoring System

7) Judo:

Mark's- 20

JUDO:

Evaluation Criteria (Rubric) Skill Assessment (Technical Tests)	Mark's
Technical Ability	05
Physical Capacity	05
Tactical Understanding	05
Etiquette and Spirit	05

1. Technical Ability: Correctness of form and application (e.g., Osoto-gari, Ippon-seoi-nage).

2. Physical Capacity: Strength, speed, agility, and stamina.

3. Tactical Understanding: Ability to use grips (Kumikata) and anticipate the opponent's moves.

4. Etiquette and Spirit: Adherence to the philosophical and ethical standards of Judo.

Viva Voce/Rules Knowledge:

1. General Rules & Procedures

2. Scoring System

3. Terminology & Principles

4. Referee Signals

Record Book/Project for Practical examination

25 Marks

Record Book	Practical examination conducted
Brief History	a batch of 25 students for the practical period & examination
Various diagrams	One organizer (Internal subject teacher)
Name of different Fundamental skills in team events and styles in related to events.	Two examiners appointed by the University.
Rules and regulations (This should be written as per federation)	Peons - Two peons for ground marking, water supply equipment supply and

rulebook)	collecting, etc.
**The Record Book will be assessed internally and marks should be submitted to the External Examiner.	

*Note: 1. *Due Weightage in the Internal Assessment shall be given to the Achievement of Sportsmen of the institution*

Mark list SEMISTER V

Subject - PHYSICAL EDUCATION

Se at No .	Name of the Student	Athletics	Weight Lifting	Badminton OR Table Tennis	Asana	Wrestling	Judo	Record Book/Proje	Total	Paper			
		01	02	03	04	05	06	07					
		45	20	25	20	20	20	25	175	MM-07	MM-08	MM-09	MM- EL-I
1													
2													

Course Category: Minor

Course Name: **RECREATIONS AND ADVENTURE TOURISM IN PHYSICAL EDUCATION**

Course Number: MN03

Course Code: BAU0325MNL/P426E03

Course Credits: (Theory Credit -02, Practical Credit -02) (Total Credits: 04)

Marks:Semester End: 50/50 (T/P) Total Marks: 100

Course Objectives:

To define and differentiate leisure, play, recreation, and their interconnections with sports.

To understand the importance of leisure, play, and recreation management for time optimisation and stress reduction.

To demonstrate rhythm-based music and movement activities, including mass demonstrations and aerobic exercises.

To explore hobbies and recreational activities in enhancing social skills, mental/physical well-being, and stress management.

To organise outdoor recreation like hiking/trekking, emphasising preparation, safety, and personality development benefits.

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	LEISURE, PLAY, AND RECREATION ▪ Definitions of leisure, play, and recreation ▪ Recreation, leisure, and sports ▪ Leisure and recreational activities ▪ Importance of leisure, play, and recreation ▪ Leisure, play, and recreation time management	7.5		01
02	ORGANISATION OF OUTDOOR RECREATION AND ADVENTURE ACTIVITIES ▪ Adventure tourism: ▪ Concept and different types. ▪ Meaning and importance of outdoor recreation ▪ Hiking: concept, types, and benefits ▪ Trekking: preparation, equipment, and safety measures ▪ Role of outdoor recreation in personality development	7.5		01
03	ADVENTURE SPORTS ▪ Land-based adventure sports: Concept, features, scope, nature and types. ▪ Popular water-based adventure sports in India: trekking, rock climbing, skiing, mountaineering, desert safaris, car rallies, etc. ▪ Marketing and promotional strategies, risk management, and job opportunities.	7.5		01
04	THE ROLE OF HOBBIES AND RECREATIONAL ACTIVITIES IN REDUCING STRESS ▪ Understanding stress and anxiety ▪ Enhancing Social Skills with Recreational Activities ▪ The Role of Recreation in Promoting Mental and Physical Well-being ▪ Recreation for special populations	7.5		01
05	Practical Activities:		30	01
06	Practical Activities:		30	01
	Total	30		04

COURSE LEARNING OUTCOME:

By the conclusion of this course, student-learners will:

- Students will define and differentiate leisure, play, recreation, and their

interrelationships with sports, including time management strategies.

- Students will explain the importance of leisure and recreational activities, the organisation of outdoor pursuits like hiking and trekking, and their role in personality development.
- Students will identify types of adventure tourism and land-based adventure sports (e.g., rock climbing, skiing, and mountaineering), along with marketing, risk management, and job opportunities.
- Students will describe popular water-based adventure sports in India and the concept, features, scope, and benefits of various adventure activities.
- Students will evaluate how hobbies and recreational activities reduce stress, enhance social skills, promote mental/physical well-being, and benefit special populations.

Practical Activities:

Test – I: Bent Knee Sit-ups: 10 Marks

Test – II: Push Ups (For Boys) 10 Marks

Modified Push Ups (For Girls)

Test – III: 9/12 Minutes Run and Walk: 10 Marks

Test – IV: Vajrasan, Padmasan, Vakrasan, Bhujangasan, Ardhashalbhasan, Viparilkarni, Mastysan, Padtlastasan etc.

Test – V: Kapalabhati, Shitalipranayan, kapalBhatipranayan, Shitkari-Pranayam, BhramaiPranyam

Marking system and performance

From Section (B) of the **Test – IV**

Three Assans of Student Choice- **05Marks**

Two Assans of Examiners Choice- **05Marks**

From section(B)of the **Test – V 05Marks**

Oral/Project: 05 Marks

Total 50 Marks

*Note: 1. *Due Weightage in the Internal Assessment shall be given to the Achievement of Sportsmen of the institution*

COURSE LEARNING OUTCOMES:

After completing this course,

- Students will define and distinguish leisure, play, recreation, and their connections to sports.

- Students will evaluate the importance of leisure activities and effective time management for well-being.
- Students will perform rhythm-based music and movement activities, including mass demonstrations and aerobics.
- Students will assess how recreational hobbies reduce stress, enhance social skills, and promote mental/physical health for special populations.
- Students will organise outdoor recreation like hiking and trekking, applying preparation, safety, and personality development principles.

Books Recommended:

An Introduction to Recreation Education – W. B. Saunders Company Philadelphia-1955.

Community Recreation - Meyer and Brightbill, Prentice Hall, Inc., 1966.

Leisure and Recreation - Neumeyer and Esther A. S, Barnes and Company, 1956.

Introduction to Community Recreation - Bultter.

Organisation of Physical Education - J. P. Thom

क्रीडावरंजन-डी. व्ही. खासनीस

Course Category: Open Elective (OE) (All Faculty)

Course Name: **WEIGHT MANAGEMENT**

Course Number: OE05

Course Code: BAU0325OEL/P426E05

Course Credits: (Theory Credit -1, Practical Credit -01)

(Total Credits: 02)

Marks: Semester End: 25/25 (T/P)

Total Marks: 50

Course Objectives:

1. A systematic understanding of the care of patients in obesity and weight management.
2. A critical awareness of current issues affecting the care of patients undertaking weight and obesity management treatments.
3. An advanced knowledge of obesity and weight management that will facilitate decision-making in unpredictable and/or complex situations.

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit

01	Health Consequences of Physical inactivity and Sedentary Behaviour ▪ Meaning and Definition of Overweight and Obese ▪ Malnutrition: Underweight causes, and symptoms. ▪ Health Consequences of Physical Inactivity and Sedentary Behaviour ▪ Exercise is Medicine: Role of Diet and Exercise in Weight Management ▪ Weight Management: Meaning, Concept of Weight Management in the Modern Era	7.5		01
02	PLANNING OF WEIGHT MANAGEMENT ▪ Factors Affecting Weight Management and Values of Weight Management ▪ Behavioural Modification ▪ Assessing Calorie Intake and Energy Expenditure ▪ Metabolism: Relationship between Metabolism and Caloric Intake ▪ Weight Management for Pregnant, Postpartum Women and Seniors	7.5		
03	Practical Activities:		30	01
Total				02

COURSE LEARNING OUTCOME:

By the conclusion of this course, student-learners will:

- Students will define overweight, obesity, underweight, and malnutrition, and explain the health consequences of physical inactivity and sedentary behaviour.
- Students will describe the role of diet, exercise, and the "Exercise is Medicine" concept in effective weight management strategies.
- Students will identify factors affecting weight management, including behavioural modification techniques and the value of balanced approaches.
- Students will assess calorie intake, energy expenditure, and the relationship between metabolism and caloric intake for personalised planning.
- Students will develop weight management plans tailored for pregnant women, postpartum individuals, and seniors.

Reference Book:

1. John P. Porcari, Cedric X. Bryant, Fabio Comana,(2015), Exercise physiology, F. A. Davis Company, 1915 Arch Street, Philadelphia.
2. Wadden TA, Stunkard AJ (Eds.). Handbook of obesity treatment. New York: The Guilford Press, 2004.

3. Fairburn CG, Brownell KD (Eds.). Eating disorders and obesity: A comprehensive handbook (2nd ed). New York: The Guilford Press, 2002.
4. Hill JO. Understanding and addressing the epidemic of obesity: An energy balance perspective. *Endocrine Reviews* 2006; 27(7):750-761.
5. Wardlaw, Smith. Contemporary Nutrition: A Functional Approach. 2nd ed: 2012. McGraw-Hill.
- Williams, Melvin. Nutrition for health, fitness and sports. 2004. McGraw Hill
6. Joshi, A.S. Nutrition and Dietetics. 2010. Tata McGraw-Hill.

Practical Activities:

Mark's- 25

PARAMETERS FOR PRACTICAL EXAMINATION

Evaluation Criteria (Rubric)		Mark's
Cardiovascular Endurance	1.5-Mile Run/Walk: Complete a 1.5-mile distance as fast as possible, with time being the score	05
Flexibility	Toe Touch Test: A simple, standing test to assess hamstring and back flexibility	05
Strength	Wall Squat Test: Measures leg strength and endurance.	05
Coordination	Wall-Toss Test — throw a ball against a wall from one hand in an underarm action, and attempt to catch it with the opposite hand	05
Balance	Single Leg Stance: Stand on one leg, timing how long you can hold balance (up to 30s), eyes open, and then closed.	05

*Note: 1. *Due Weightage in the Internal Assessment shall be given to the Achievement of Sportsmen of the institution*

COURSE LEARNING OUTCOMES:

After completing this course,

1. Students will define and differentiate leisure, play, recreation, and their relationships with sports.
2. Students will explain the importance of leisure management and its role in time optimisation and stress reduction.
3. Students will demonstrate rhythm-based activities, including music movements, mass demonstrations (e.g., Lezim, aerobics), and repetitive exercises.

4. Students will analyse how recreational hobbies enhance social skills, mental/physical well-being, and support special populations.
5. Students will plan outdoor recreation activities like hiking and trekking, focusing on preparation, safety, and personality development benefits.

RECOMMENDED BOOK

1. Adventure Sports Coaching, Routledge 2015
2. Barton, Safety, Risk and Adventure in Outdoor Activities, Sage Publications, 2006
3. Bob Stremba and Christian, A Bisson, Editors, Teaching Adventure Education Theory: Best Practices, Human Kinetics, 2009
4. Fritz Allhoff, climbing: Because It is There, John Wiley & Sons, 2010
5. Mark Wagstaff, Aram Attarian, Technical Skills for Adventure Programming: A Curriculum Guide, Human Kinetics Publishers, 2009
6. Matt Berry and Charis Hodgson, Adventure Education: An Introduction, Taylor & Francis, 2011
7. Nick Draper Chris Hodgson, Adventure Sport Physiology, John Wiley & Sons Inc
8. R. James Sibthorp, Alan Ewert, Outdoor Adventure Education, Human Kinetics Publishers, 2014

FIELD PROJECT (FP):

B. A. III, SEMESTER-V

Type: Field Project

Course Name: **Field Project**

Course Number: BAU0325FPP426E01

Course Code: FP01

Course Credits: 02

Marks: Field Project (Work) Report etc.	40
Internal Assessment (Viva Voce)	10
Total Marks:	50

Course Credits: 02

Marks: Field Project (Work) Report etc.	30
Internal Assessment (Viva Voce)	20
Total Marks:	50

(To be implemented from 2027-28)

Course Objectives:

1. To identify and analyse a real-world problem in physical education, sports training, or community fitness through field observation.
2. To design and implement a practical intervention or project addressing sports performance, athlete development, or wellness promotion.
3. To collect and interpret primary data using field methods like surveys, performance tests, or coaching sessions in physical education contexts.
4. To document project processes, findings, and outcomes in a structured report with recommendations for stakeholders.
5. To develop research, leadership, and communication skills for lifelong application in sports administration and community service.

Course Learning Outcomes:

1. Students will be able to identify a field-based problem in physical education/sports and propose evidence-based solutions.
2. Students will be able to design and execute a practical project intervention with 90% adherence to the planned methodology.
3. Students will be able to collect and analyse primary data using appropriate tools, achieving 85% validity in findings.
4. Students will be able to prepare a comprehensive project report with clear documentation, analysis, and actionable recommendations.
5. Students will be able to demonstrate research, leadership, and presentation skills through viva/project defence at 80% proficiency.

Instructions for teachers and students while undertaking the Field Project:

1. Selection of the Field project should be related to the mandatory or elective courses in the concerned subject. Out of these some of the following areas may be considered for a potential field project:

Following Field Project topics align with NEP 2020's emphasis on holistic development, practical skills, and community integration in Physical Education and Sports courses.

Community & Health Promotion Projects

- Surveys on Physical Inactivity: Assess the prevalence of lifestyle diseases like obesity, diabetes, and hypertension in a specific community or school.
- Nutritional Analysis Studies: Evaluate dietary habits and nutritional awareness among school athletes or sedentary individuals.

- "Fit India" Movement Implementation: Design and implement a 4-week fitness module in a local school or community centre.
- Mental Health & Sports: Investigate yoga and meditation's impact on stress management for competitive athletes.

School-Based Physical Education Projects

- Assessment of School Infrastructure: Analyse the availability, safety, and suitability of sports facilities in local schools.
- Assessment of PE Curriculum: Evaluate the effectiveness of current programs against NEP 2020 guidelines.
- Gender Participation Studies: Survey participation rates of girls in sports in rural or urban schools.
- Adaptive Physical Education (APE): Develop modified games and training for children with special needs (Divyang).

Sports Management & Event Organisation

- Sports Event Management: Plan, execute, and evaluate an inter-house or inter-school sports tournament.
- Sports Marketing Study: Analyse fan engagement or sponsorship strategies of local sports clubs.
- Infrastructure Management: Conduct a feasibility study for upgrading a school gym or sports ground.

Sports Science, Coaching & Performance

- Skill Analysis & Technical Evaluation: Analyse biomechanics of a skill (e.g., volleyball jump serve, cricket fast bowling) using video tools.
- SAI Khelo India Fitness Testing: Conduct and analyse fitness data of school students using standard protocols.
- Injury Prevention Programs: Develop training regimens for common injuries (e.g., knee issues in football/basketball).
- Sports Analytics: Use data to analyse player performance in a specific game.

Traditional Sports & Yoga

- Promotion of Indigenous Sports: Research and promote traditional games (e.g., Kho-Kho, Kabaddi, Gilli-danda) in urban settings.
- Yoga Impact Study: Measure effects of specific Asanas on flexibility or posture in adolescents.

Technology in Sports

- Usage of Fitness Wearables: Compare the accuracy and motivational effects of fitness apps/trackers.

- Online Training Efficacy: Evaluate virtual coaching's impact on skill development.

2. Submission of the Field Project Report duly signed and certified by the concerned teacher/guide is A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION

3. TWO COPIES of the Field Project Report in BOUND FORMAT should be submitted before the Viva-Voce. One copy will be kept by the department, and the remaining will be returned to the student. Important Notes for Teachers:

Prepare an Appropriate Format for writing a field project report. Kindly see that the First Page and Certificate Page are common for all students. In the remaining part, try to maintain uniformity.

The Field Project Report format may be as follows:

Student's Name: -----

Name of the College: -----

Class: ----- Semester: -----

Subject: ----- Seat Number: -----

Year- ----- Duration of Field Project: -----

Name of the Field Project: -----

College Teacher who supervised: -----

1. Introduction

- Introduce the research topic (e.g., linguistic features in a novel, literary movement, or language use in a specific context)
- State research questions or objectives
- Provide context and significance

2. Literature Review

- Discuss existing research on the topic
- Identify gaps or areas for further exploration

3. Methodology

- Describe research methods (e.g., discourse analysis, stylistics, corpus linguistics, or literary criticism)
- Explain data collection and analysis procedures

4. Data Analysis and Findings

- Present and analyse data (e.g., linguistic features, themes, or literary devices)

- Discuss key findings

5. Conclusion

- Summarise main findings
- Discuss implications for language and literature studies

6. References

- List sources cited in the project

SEMESTER-VI

SYLLABUS

Course Category: Major Mandatory

Course Name: **SPORTS PSYCHOLOGY AND SOCIOLOGY**

Course Number: MM-10

Course Code: BAU0325MML/P426F10

Course Credits: (Theory Credit -2, Practical Credit -02)

(Total Credits: 4)

Marks:Semester End: 50/50 (T/P)

Total Marks: 100

Course Objectives:

1. To provide an overview of the multidisciplinary approach to sports shaped by class, caste, religion, ethnicity, and regional variations in India.
2. To examine government policies influencing sports development amid urbanisation and globalisation in India.
3. To develop a basic understanding of sociocultural factors impacting physical activities and sports in the Indian context.
4. To analyse the intersection of sports and society through theoretical frameworks like globalisation, gender, and identity.
5. To investigate issues of racism, class, and identity within the sociocultural dynamics of Indian sports.

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	INTRODUCTION TO SPORTS SOCIOLOGY ▪ Development of Sports Sociology ▪ Importance of sports sociology ▪ Sociology and other Social Sciences, including Sports Sociology. ▪ Society and the place of sports and games	7.5		01
02	INDIAN SOCIAL SYSTEM AND SPORTS ▪ Indian society is a multicultural society ▪ Social Problems ▪ Village Community and Sports ▪ Organisational structure of sports in India ▪ Politics of Sports in India	7.5		

03	TEAM COHESION AND GROUP DYNAMICS ▪ What is team: team Development ▪ group cohesion: ▪ characteristics of group cohesion ▪ Factors affecting group cohesion. ▪ Mental training	7.5		01
04	SOCIALIZATION IN AND SOCIAL CONTROL OF SPORTS ▪ Social Stratification and Sports ▪ Fans and spectators ▪ Sports and social values and rewards ▪ National integration through sports ▪ Globalisation and Sports	7.5		
05	Practical Activities:		30	01
06	Practical Activities:		30	01
Total				04

COURSE LEARNING OUTCOME:

At the end of this course, the students would be able to:

1. Students will be provided with a theoretical framework and analytical instruments.
2. This course will enable them to assess the intricate relationship between player's communities and organisations in the sports world objectively.
3. They will possess the ability to identify and manage power dynamics, social change and inequality in the social environment.
4. Students will have a significant contribution to the progression towards the betterment of the larger sports community.

REFERENCES:

Fiechter, J.H. (2001), Sociology, 2nd Ed. London. The University of Chicago Press.

Pascal, G. (1999) Fundamental of Sociology, 3rd Rev.Ed., Bombay, Orient Longman.

Inkless. Alex,(2007) What is Sociology, New Delhi, Prentice Hall of India Pvt.

Giddens A (1989) Sociology, Cambridge, Polity Press.

Harlambos (1999), Introduction to Sociology, Oxford University Press.

Mandelbun, D.G.L. (1990), Society in India, Berkeley, and University of California Press, Vol 1 Parts 24 & 4.

Singh, Yogendra (1993). Modernisation of Indian Tradition: A Systematic Study of Social Change. New Delhi: Thompson Press.

Srinivas M.N. (1962), Caste in Modern India and other essay, Bombay, Asia Publishing House.

Nicholas B. Dirks. (1996) Castles of mind permanent block D-28, Oxford Apartments, 11, 1.p. extension, Delhi. 110 092.

Course Category: Major Mandatory

Course Name: **THE PHYSICS OF SPORTS**

Course Number: MM-11

Course Code: BAU0325MML/P426F11

Course Credits: (Theory Credit -2, Practical Credit -02)

(Total Credits: 4)

Marks: Semester End: 50/50 (T/P)

Total Marks: 100

Course Objectives:

- To introduce students to the basic concepts of biomechanics.
- To understand human movement using mechanical principles.
- To apply biomechanical principles in sports skills and physical activities.
- To develop scientific understanding for performance improvement and injury prevention.

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	INTRODUCTION TO SPORTS PHYSICS Meaning and definition of Sports Physics Scope and importance of Sports Physics Sports Physics vs. Biomechanics Role of physics in sports performance enhancement	7.5		01
02	FUNDAMENTALS OF MECHANICS Types of Motion: Linear Motion Angular Motion General Motion Distance and Displacement Speed and Velocity Acceleration Newton's Laws of Motion with sports examples	7.5		

03	FORCE AND EQUILIBRIUM Meaning of Force Types of Forces: Internal Forces External Forces Gravity and its role in sports Friction and air resistance Balance and equilibrium in sports activities	7.5		01
04	BIOMECHANICS OF HUMAN MOVEMENT Work, Energy and Power: Meaning and definition of Work Types of Work Meaning and Types of Energy Power and its importance in sports Application of Work, Energy and Power in Sports Levers in the human body: First-class lever Second-class lever Third-class lever Muscular force and torque	7.5		
05	Practical Activities:		30	01
06	Practical Activities:		30	01
Total				04

Course Learning Outcomes:

After completion of this course, the students will be able to:

- Explain and describe the basic terms, concepts and principles of biomechanics, including motion, force, work, energy and levers, and understand their importance in physical education and sports activities.
- Analyse human movements and sports techniques such as walking, running and jumping by observing body position, balance, coordination and use of force, to understand correct movement patterns.
- Apply the laws of mechanics and biomechanical principles, especially Newton's laws of motion, to improve sports performance, efficiency of movement and skill execution during physical activities and games.
- Understand the common causes of sports injuries related to poor technique, imbalance and incorrect application of force, and explain basic preventive measures such as proper posture, warm-up, cool-down and safe movement techniques.

Recommended book list

1. Off, J. E. (2010). Physics of sports. Springer. <https://doi.org/10.1007/978-1-4419-7985-2>
2. Lisa, M. (2004). The physics of sports. McGraw-Hill Higher Education.

3. McInnes, V., & Stathopoulos, V. (2016). An introduction to the physics of sports. Springer. <https://doi.org/10.1007/978-3-319-25660-4>
4. Heskett, D. R. (2015). The physics of sports: A textbook. University of Rhode Island Press.
5. Sharma, S. K. (2018). Applied physics in physical education. New Delhi, India: Kalyani Publishers.
6. Mishra, R., & Gupta, A. (2020). Sports physics and human performance. New Delhi, India: Atlantic Publishers.
7. Verma, P., & Singh, S. (2019). Physics in sports: Indian perspectives. Lucknow, India: Sports Science Press.
8. Rao, M. R., & Nair, L. (2022). Biomechanics and sports physics. Chennai, India: Academic India.
9. Elsevier. (2022). The physics of sports. <https://www.elsevier.com/en-in/connect/the-physics-of-sports>
10. American Association of Physics Teachers. (2018). Physics in sports. https://www.aapt.org/Resources/physics_in_sports.cfm
11. Tracker Video Analysis & Modelling Tool. (2020). Tracker physics software. <https://physlets.org/tracker>
12. Sports Authority of India. (2024). Physics in sport performance analysis. <https://sportsauthorityofindia.nic.in/physics-sport-analysis>
13. National Institute of Sports. (2023). Applied sports science resources. <https://nsoindia.org/applied-sports-science>
14. University Grants Commission. (2022). UGC model curriculum for physical education and sports sciences. https://ugc.ac.in/pdfnews/5415378_Physical-Education.pdf
15. Singh, A. (2021). Role of physics in enhancing sports performance. Indian Journal of Physical Education, Sports & Health, 12(4), 30–38. <https://ijpes.org/vol12/issue4/physics-sports>
16. Association of Indian Universities. (2023). Sports science and applied physics in PE. <https://aiu.ac.in/sports-science-resource>

Course Category: MAJOR –XII

Course Name: **RESEARCH METHODOLOGY IN PHYSICAL EDUCATION AND SPORTS SCIENCES**

Course Number: MM 12

Course Code: BAU0325MML/P426F12

Course Credits: (Theory Credit -1, Practical Credit -01)

(Total Credits: 02)

Marks: Semester End: 25/25 (T/P)

Total Marks: 50

Course Objectives:

- 1.To acquaint students with the Conceptual understanding: To explain the meaning, nature, scope, and importance of research in physical education and sports.
2. To make students aware of the conduct of sports events, equipment, facilities, budget making, etc.
3. To develop skills of students in the application of Principles of Organization and Administration and their Professional service. Emphasize the need of well – defined administrative policies and the means of establishing these

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	TYPES OF RESEARCH IN PHYSICAL EDUCATION Classifications of Research (Scope-based and Subject-based classification) • Fundamental Research (Basic or Pure Research) • Applied Research (Field Research) • Action Research • Descriptive Research • Experimental Research	7.5		01
02	DEVELOPMENT OF RESEARCH • Sampling • Data Collection Tools • Research Proposal • Report Writing • Research Ethics	7.5		
03	Practical Activities:		30	01
Total				02

Course Learning Outcomes (CLOs):

1. Foundational Understanding

Students will define and explain the meaning, need, importance, scope, and qualities of research in physical education, demonstrating awareness of its role in advancing sports sciences.

2. Research Classification

Students will classify and differentiate types of research in physical education, including fundamental, applied, action, descriptive, and experimental research, based on scope and subject classifications.

3. Problem Formulation and Planning

Students will locate, select, and formulate research problems, hypotheses, proposals, and literature searches, applying criteria for effective research design in physical education contexts.

4. Domain-Specific Research Areas

Students will identify and evaluate major research areas in physical education, such as exercise physiology, sport psychology, motor learning, and biomechanics, linking them to practical research applications.

5. Research Reporting

Students will apply methods to write comprehensive research reports, synthesising findings from physical education studies into structured, publication-ready formats.

LIST FOR READING:

Barrow, H. M. (1979). Practical approach to measurement in health & physical education (3rd ed.). Lea &Febiger.

Best, J. W., & Kahn, J. V. (2006). Education research (10th Ed.). PHI Learning.

Clark, D. H., & Clarke, H. H. (1979). Research process in physical education, recreation & health. Prentice Hall.

Johnson, B., & Christensen, L. (2008). Educational research: Quantitative, qualitative, and mixed approaches (3rd Ed.). Sage.

Miller, D. K. (2002). Measurement by the physical educator. McGraw-Hill.

Nelson, J., & John? (1998). Practical measurements for evaluation in physical education. Surjeet Publications.

Sprinthall, R. C. (1997). Basic statistical analysis (5th Ed.). Allyn & Bacon.

Thomas, J. R., & Nelson, J. K. (2001). Research methods in physical activity (4th Ed.). Human Kinetics.

आगलावे, प्र.ना. (२०००) संशोधनपद्धतीशास्त्र व तंत्रे(प्रथमआवृत्ती), नागपूर:विद्याप्रकाशन

जर्देश्री.आ. (१९९५) शारीरिकशिक्षणसंशोधनतंत्र व पद्धती(द्वितीयआवृत्ती) कोल्हापूर:चंद्रमाप्रकाशन

Course Category: Major Elective-III

Course Name:**HEALTH EDUCATION PROGRAM**

Course Number: ME-03

Course Code:BAU0325MEL/P426F03

Course Credits: (Theory Credit -2, Practical Credit -02)

(Total Credits: 4)

Marks:Semester End: 50/50 (T/P)

Total Marks: 100

Course Objectives:

1. To understand the meaning, definitions (WHO/experts), objectives, scope, and role of health education in physical education and modern society.
2. To analyse dimensions of personal health (physical/mental) and factors influencing it (heredity, environment, exercise, balanced diet).
3. To examine social health importance, relationships' impact, and prevention of communicable diseases (malaria, dengue, chikungunya, coronavirus).
4. To identify community health concepts and problems in families, communities, schools/colleges, emphasising institutional health promotion roles.
5. To promote hygiene, sanitation, and individual/societal responsibilities for overall health across personal, social, and community dimensions.

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	FOUNDATIONS OF HEALTH EDUCATION Meaning and Concept of Health Education Definitions of Health Education (WHO and Experts) Objectives of Health Education Scope and Importance of Health Education in Modern Society Role of Health Education in Physical Education and Sports	7.5		01
02	PERSONAL HEALTH CARE Concept of Personal Health Dimensions of Personal Health Physical Health Mental Health Factors Influencing Health Heredity Environment Exercise and Physical Activity Importance of a Balanced Diet	7.5		
03	SOCIAL HEALTH AND COMMUNICABLE DISEASES Meaning and Importance of Social Health Social Relationships and Health Communicable Diseases – Causes and Prevention Malaria Dengue Chikungunya coronavirus Role of Individual and Society in Disease Prevention	7.5		01

04	COMMUNITY HEALTH Meaning and Concept of Community Health Health Problems in: Family Community Schools and Colleges Role of Educational Institutions in Health Promotion Importance of Hygiene and Sanitation in Community Health	7.5		
05	Practical Activities:		30	01
06	Practical Activities:		30	01
Total				04

Course Learning Outcomes:

After completion of this course, the students will be able to:

1. Explains health education concepts, WHO definitions, objectives, scope, and its role in physical education/sports with 85% accuracy.
2. Analyse personal health dimensions (physical/mental) and influencing factors (heredity, environment, exercise, diet) through case studies.
3. Identifies causes/prevention of communicable diseases (malaria, dengue, chikungunya, and coronavirus) and social health relationships.
4. Assesses community health problems in families, schools/colleges, and evaluates institutional promotion strategies at 80% proficiency.
5. Develops hygiene/sanitation plans and individual/societal roles for comprehensive health across personal, social, and community levels.

LIST FOR READING:

1. Health Education and Hygiene - J. S. Manjal. Universal Publishers, Agra.
2. Health in India - Grant.
3. Preventive and Social Medicine — J. E. Park.
4. Adapted and Corrective Physical Education - Kielly.
5. Applied anatomy and Kinesiology - Rash and Burke.
6. Exercise Physiology - Fox.
7. Physical Education and Health, Singh Mandeep (2009) Khel sahitya Kendra, New Delhi.
8. स्वास्थ्य एवं शारीरिक शिक्षा, शर्मा आर. डी. (१९७७) सोहन प्रिंटींग सर्विस, दिल्ली
9. आपण आणि आपले आरोग्य डॉ. हेगाडे बी. एम. (१९९७) मेहता पब्लिशिंग हाउस, पुणे

Course Category: Major Elective-IV

Course Name: **COMMON SPORTS INJURIES, TREATMENT & REHABILITATION**

Course Number: ME-04

Course Code: BAU0325MEL/P426F04

Course Credits: (Theory Credit -2, Practical Credit -02)

(Total Credits: 4)

Marks: Semester End: 50/50 (T/P)

Total Marks: 100

Course Objectives:

- To understand common sports injuries and their causes.
- To gain basic knowledge of first aid and emergency care in sports.
- To develop practical skills for immediate injury management.
- To promote safety awareness during physical activity and sports participation.

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	INTRODUCTION TO SPORTS INJURIES Common sports injuries: • Bleeding • Abrasion • Contusion – injury to soft tissue (Musculoskeletal injuries) • Dislocation – injury to a joint (Musculoskeletal injuries) • Fracture – injury to bone • Pulled / Strained muscle – injury to the muscle • Sprain – injury to ligaments • Heat and Cold Injuries – Environmental injuries	7.5		01
02	OVERUSE INJURIES • Definition • Causes • Overuse injuries in sportsmen Supraspinatus Syndrome Injury to the meniscus Tennis elbow Patellofemoral Groin injuries and Hamstring Injuries.	7.5		

03	PREVENTION OF INJURIES DURING SPORTS ACTIVITIES • Warm up • Skill performance • Play • Use of equipment • Proper cool down	7.5		01
04	TREATMENT OF INJURIES • General principles of first aid • Through Exercise • Through Medication • Hydrotherapy / Steam Therapy/Ice Therapy • Pressure Therapy • Laser Therapy	7.5		
05	Practical Activities:		30	01
06	Practical Activities:		30	01
Total				04

Course Learning Outcomes:

After completion of this course, the students will be able to:

- Explain and describe the basic terms, concepts, and principles of biomechanics, including motion, force, work, energy, and levers, and understand their importance in physical education and sports activities.
- Analyse human movements and sports techniques such as walking, running, and jumping by observing body position, balance, coordination, and use of force, to understand correct movement patterns.
- Apply the laws of mechanics and biomechanical principles, especially Newton's laws of motion, to improve sports performance, efficiency of movement and skill execution during physical activities and games.
- Understand the common causes of sports injuries related to poor technique, imbalance, and incorrect application of force, and explain basic preventive measures such as proper posture, warm-up, cool-down, and safe movement techniques.

Recommended book list:

Harris, S. S., Anderson, S. J., & American Academy of Orthopaedic Surgeons. (2018). Care of the young athlete.

Whyte, G., Loosemore, M., & Williams, C. (Eds.). (2015). ABC of sports and exercise medicine. John Wiley & Sons.

Solomon, R., Solomon, J., & Micheli, L. J. (Eds.). (2017). Prevention of injuries in the young

dancer. Springer.

Kanosue, K., Ogawa, T., Fukano, M., & Fukubayashi, T. (Eds.). (2015). Sports injuries and prevention. Springer Japan.

Miller, M. D. (Ed.). (2016). Orthopaedic knowledge update: sports medicine. American Academy of Orthopaedic Surgeons.

Bansal, P., & Sood, M. (2016). Textbook of sports medicine. Jaypee Brothers Medical Publishers.

Brukner, P., & Khan, K. (2017). Clinical sports medicine (5th ed.). McGraw-Hill Education.

Bundy, M., & Leaver, A. (2016). A guide to sports and injury management. Elsevier.

FIMS. (2011). Sports Medicine Handbook. Wiley-Blackwell.

Maffulli, N., & Caine, D. J. (Eds.). (2019). Sports injuries: Prevention, diagnosis, treatment, and rehabilitation. Springer Nature.

McCrory, P., Meeuwisse, W., & Johnston, K. (2014). Sports injury prevention and rehabilitation. Wiley-Blackwell.

Peterson, L., & Renström, P. (2016). *Introduction to sports medicine. CRC Press.

Prentice, W. E. (2015). Rehabilitation techniques for sports medicine and athletic training (6th ed.). McGraw-Hill Education.

Prentice, W. E. (2017). Principles of athletic training: A guide to the prevention and care of athletic injuries (16th ed.). McGraw-Hill Education.

Radhakrishnan, T., et al. (2015). Sports injuries, rehabilitation & first aid. Weser Books.

Walker, B. (2012). The anatomy of sports injuries (2nd ed.). Penguin Random House.

SHIVAJI UNIVERSITY, KOLHAPUR

B. A. III PHYSICAL EDUCATION (Practical)

SEMESTER VI

Course MAJOR -X, MAJOR -XI, MAJOR -XII, MAJOR-EL-II

(Credits 07) (175 Mark's)

COURSE CATEGORY		COURSE NAME	COURSE CODE	CRE DITS
MAJOR	MANDATORY	SPORTS PSYCHOLOGY AND SOCIOLOGY	BAU0325MML/P426F10	2
	MANDATORY	THE PHYSICS OF SPORTS	BAU0325MML/P426F11	2
	MANDATORY	RESEARCH METHODOLOGY IN PHYSICAL EDUCATION AND SPORTS SCIENCES	BAU0325MML/P426F12	1

	ELECTIVE	A) HEALTH EDUCATION PROGRAM OR B) COMMON SPORTS INJURIES, TREATMENT & REHABILITATION	BAU0325MEL/P426F03 OR BAU0325MEL/P426F04	2
TOTAL				07

Objectives:

1. Students will execute hurdles (110m men/100m women or 400m), relays (4x100m/4x400m), and track marking with technical precision.
2. Students will perform gymnastics floor exercises, including forward/backward rolls, cartwheels, handstands, and bridges.
3. Students will demonstrate viva voce knowledge of 400m track rules, markings, and common technical questions.
4. Students will master fundamental skills and oral rules in football or cricket ball games.
5. Students will compile the record book/project and educational tour report for reflective practical learning.

Practical Activities:

Course	Module Name	Teaching Hours	Practical's Hours	Credit
MAJOR -X	Athletics A) Athletics - Hurdling 110 Meters Hurdles (MEN) 100 Meters Hurdles (WOMEN) B) RELAY 4x100m Relay: Four runners each run 100 meters.		30	02
MAJOR -XI	A) Gymnastics - Floor: Forward/backward rolls, cartwheels, handstands, bridges.		30	02
MAJOR -XII	Marking a 400m track and field		15	01
MAJOR-EL-II	Ball Game- Football or cricket		30	02
TOTAL				07

*Note: 1. *Due Weightage in the Internal Assessment shall be given to the Achievement of Sportsmen of the institution*

Course Learning Outcomes (CLOs):

After the completion of this course, students will learn to:

CLO1: Execute hurdles (110m/100m), 400m runs, relays (4x100m/4x400m), and track markings with 85% technical accuracy.

CLO2: Perform gymnastics floor routines (rolls, cartwheels, handstands, bridges) sustaining balance for 30+ seconds.

CLO3: Explain 400m track rules/markings and viva questions with 80% proficiency in oral assessments.

CLO4: Apply football/cricket fundamental skills and rules in drills, tested orally at 75% competency.

CLO5: Submit a record book/project and tour report that integrates practical insights for holistic evaluation.

Marking System:

Course	Activities	Mark's MEN/ WOMEN
MAJOR -X	Athletics	30
MAJOR -XI	Gymnastics	30
MAJOR -XII	Marking a 400m track and field	25
MAJOR-EL-II	Ball Game- Football or cricket	30
Record Book/Project		25
Educational Tour and Report		35
TOTAL (Credits 07)		175

PARAMETERS FOR PRACTICAL EXAMINATION

1) ATHLETICS:

Mark's- 45

A) HURDLING

(15 Mark's)

	110 Meters Hurdles (MEN)	100 Meters Hurdles (WOMEN)	Mark's
Time Trial Performance	20 seconds and below	25 seconds and below	08
	below 24 seconds	below 29 seconds	06
	below 26 seconds	below 33 seconds	04
	26 seconds above	37 seconds above	02

(08 Marks for performance, Split Times and 07 Marks for Race Strategy and Tactics)

B) RELAY RACE: 4x100m Relay

(15 Mark's)

	(MEN)	(WOMEN)	Mark's
Time Trial Performance	50 seconds and below	60 seconds and below	08
	below 55 seconds	below 65 seconds	06
	below 60 seconds	below 70 seconds	04
	60 seconds above	70 seconds above	02

(08 Marks for performance, 07Marks for Technique and style)

2) GYMNASTICS:**Mark's- 30**

Forward/backward rolls, cartwheels, handstands, bridges.

Evaluation Criteria (Rubric) Skill Assessment (Technical Tests)		Mark's
Start	Standing with arms extended, bending at the waist.	05
Action	Tucking the chin to the chest, placing hands on the mat, and rolling smoothly along the spine (not the neck/head).	05
Finish/ Focus	Returning to a standing position without using hands for support. Shoulder flexibility and strength.	05
Deductions	Not tucking, rolling on the head, using hands to stand up, and separated knees.	05

Viva Voce/Rules Knowledge:**Mark's- 10**

Rules and Knowledge

Safety and Technical Knowledge

3) MARKING A 400M TRACK AND FIELD:**Mark's- 25**

Evaluation Criteria (Rubric) Skill Assessment (Technical Tests)		Mark's
1	Pre-Marking Requirements and Tools: - Field Preparation - Essential Equipment	05
2	Establishing the Base Rectangle (The Foundation)	05
3	Practical Marking Procedure	05
4	Field Events Markings - Jump Pits - Throwing Sectors - Javelin Sector	10

BALL GAME:**Mark's- 30****FOOTBALL OR CRICKET**

Evaluation Criteria (Rubric) Skill Assessment (Fundamental Skills)		Mark's
FOOTBAL	CRICKET	
Dribbling	Batting	05
Passing & receiving	Bowling	05
Shooting	Fielding	05
Defending (Tackling)	Throwing	05

Viva Voce/Rules Knowledge:**Mark's- 10**

Rules and Knowledge

Safety and Technical Knowledge

RECORD BOOK/PROJECT FOR PRACTICAL EXAMINATION**25 Marks**

Record Book	Practical examination conducted
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Brief History	a batch of 25 students for the practical period & examination
Various diagrams	One organizer (Internal subject teacher)
Name of different Fundamental skills in team events and styles in related to events.	Two examiners appointed by the University.
Rules and regulations (This should be written as per federation rulebook)	Peons - Two peons for ground marking, water supply equipment supply and collecting, etc.
**The Record Book will be assessed internally and marks should be submitted to the External Examiner.	

*Note: 1. *Due Weightage in the Internal Assessment shall be given to the Achievement of Sportsmen of the institution*

EDUCATIONAL TOUR AND REPORT

Mark's- 35

(Evaluates learning outcomes, student engagement, and the application of theoretical knowledge to real-world environments.)

Evaluation Criteria (Rubric)		Mark's
Preparation and Participation	Evaluation of the pre-tour research, active participation, and behaviour during visits.	10
Learning Outcomes	Measurement of how well students understood the subject matter, observed phenomena, and interacted with experts.	05
Field Data Collection	Assessment of notes, photographs, samples, or surveys taken during the tour.	10
Report Quality	Evaluation of the final report based on structure (introduction, objectives, site details)	10

Mark list SEMISTER VI

Subject - PHYSICAL EDUCATION

Seat No.	Name of the Student	Athletics	Gymnastics	Marking a 400m track and field	Ball Game- Football or cricket	Record Book/Project	Educational Tour and Report	Total	Paper			
		01	02	03	04	05	06		MAJOR -X	MAJOR -XI	MAJOR -XII	MAJOR-EL-II
		30	30	25	30	25	35	175				
1												
2												

Course Category: Minor

Course Name: **DEVELOPMENT OF SPORTS, RECREATION AND ADVENTURE
TOURISM IN INDIA**

Course Number: MN04

Course Code: BAU0325MNL/P426F04

Course Credits: (Theory Credit -2, Practical Credit -02) (Total Credits: 4)

Marks: Semester End: 50/50 (T/P) Total Marks: 100

Course Objectives:

1. To identify recognised organisations, institutions, and key trends in land-based, water-based, and aero-based adventure tourism across India.
2. To examine popular air-based adventure sports in India, including parasailing, paragliding, ballooning, hang-gliding, bungee jumping, and microlighting.
3. To analyse social, cultural, economic, and environmental impacts, stakeholder perspectives, marketing strategies, job opportunities, and risk management in air-based adventure tourism.
4. To explore government-recognised institutes offering adventure sports courses and the overall development of adventure tourism in Maharashtra.
5. To evaluate adventure tourism's multifaceted impacts, stakeholder issues, risk management practices, and employment prospects specific to Maharashtra.

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	ADVENTURE TOURISM IN INDIA ▪ Recognised organisations and institutions associated with adventure tourism in India. ▪ Existing trends and places of importance for- ▪ Land-based ▪ water-based and ▪ aero-based adventure sports in India	7.5		01
02	AIR-BASED ADVENTURE SPORTS IN INDIA ▪ Popular Air-based Adventure Sports in India: ▪ Parasailing, paragliding, ballooning, hang-gliding, bungee jumping, microlighting, etc. ▪ Adventure tourism impacts air-based adventure tourism's social, cultural, economic, and environmental impacts. ▪ Issues from the perspective of different stakeholders (government, local people, tourists, and tourism businesses).	7.5		01

03	AIR-BASED ADVENTURE TOURISM - Marketing and promotional strategies. - Job opportunities - Problems and issues relevant to the adventure travel and tourism industry. - Risk Management.	7.5		01
04	POPULAR ADVENTURE SPORTS OF MAHARASHTRA - Govt. recognised institutes offering different Adventure sports Courses in Maharashtra. - Adventure tourism impacts- social, cultural, economic, and environmental impacts of adventure tourism. - Issues from the perspective of different stakeholders (Government, local people, tourists, and tourism businesses) - risk management, and job opportunities	7.5		01
05	Practical Activities:		30	01
06	Practical Activities:		30	01
	Total	30		04

Course Learning Outcomes:

After completion of this course, the students will be able to:

- Students will identify recognised organisations, institutions, and key locations for land-based, water-based, and aero-based adventure tourism trends in India.
- Students will describe popular air-based adventure sports in India, such as parasailing, paragliding, ballooning, hang-gliding, bungee jumping, and microlighting.
- Students will analyse social, cultural, economic, and environmental impacts of air-based adventure tourism, including stakeholder perspectives, marketing strategies, job opportunities, and risk management.
- Students will evaluate government-recognised institutes offering adventure sports courses and popular activities specific to Maharashtra.
- Students will assess adventure tourism's impacts in Maharashtra from stakeholder viewpoints (government, locals, tourists, businesses), along with risk management and employment prospects.

Practical Activities:

Mark's- 50

PARAMETERS FOR PRACTICAL EXAMINATION

Evaluation Criteria (Rubric)		Mark's
HRPF (Health-Related) Practical Tests:		
Body Composition	Calculation of Body Mass Index (BMI)	05

	using height and weight.	
Cardiovascular Endurance	600 Meter Run/Walk, Harvard Step Test.	05
Muscular Endurance	Partial Curl-ups (abdominal strength), Push-ups (boys), Modified Push-ups (girls).	05
Flexibility	Sit and Reach Test.	05
Strength	Standing Broad Jump (explosive leg strength).	05
PRPF (Performance/Skill-Related) Practical Tests:		
Speed	50-meter dash, 100-meter run, sprints.	05
Agility	4x10 M Shuttle Run, Zig-Zag Run.	05
Power	Medicine Ball Throw, Vertical Jump, Plyometrics.	05
Coordination	Ball drills, wall volley.	05
Balance	Stork stand test.	05

*Note: 1. *Due Weightage in the Internal Assessment shall be given to the Achievement of Sportsmen of the institution*

B. A. III, SEMESTER- VI

Type: On-Job Internship (Training) (OJT)

Course Name: **On-Job Internship (Training) (OJT)**

Course Number: OJ01

Course Code: BAU0325OJP426F01

Course Credits: 4

Marks: On Job Training Report, etc.: 80

Internal Assessment (Viva Voce): 20

Total Marks: 100

Course Objectives:

1. To integrate theoretical physical education concepts into practical coaching and training sessions during supervised field placements.
2. To gain hands-on experience in designing, implementing, and evaluating physical fitness programs for diverse age groups and abilities.
3. To develop proficiency in sports skill instruction, athlete motivation, and performance analysis through real-world internship activities.
4. To cultivate leadership, communication, and ethical decision-making skills in school, college, or community physical education settings.
5. To build a reflective professional portfolio documenting internship outcomes, challenges, and contributions to physical education practice.

Course Learning Outcomes:

1. Students will be able to successfully apply physical education theories to design and deliver effective training sessions in real-world settings.
2. Students will be able to demonstrate competence in athlete assessment, individualised fitness planning, and injury prevention during supervised internships.
3. Students will be able to exhibit leadership and instructional skills by leading group physical activities and sports drills with measurable participant improvements.
4. Students will be able to analyse and adapt teaching strategies based on internship feedback, ensuring inclusive and adaptive physical education practices.
5. Students will be able to produce a comprehensive professional portfolio evidencing internship achievements, self-reflection, and readiness for physical education careers.

Instructions for teachers and students while doing On-the-Job Training:

1. Selection of Institute/Organisation/Consultant/Professional, etc. should be based on the areas in the mandatory or elective courses in the concerned subject.
2. The Institute/Organisation/Consultant/Professional etc. under whom the Training/Internship/ Apprenticeship is expected, should be FORMALLY ASSIGNED (In Written Form) by the concerned teacher to every student.
3. Submission of On-the-Job-Training Report duly signed and certified by the concerned teacher/guide is A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.
4. TWO COPIES of the On-the-Job-Training Report in BOUND FORMAT should be submitted before Viva-Voce. One copy will be kept by the department, and the remaining will be returned to the student.

Important Notes for Teachers:

1. Prepare a Draft Letter for getting permission from the appropriate authority within the Institute/Organisation or from Consultant/Professional, etc., for the On-the-Job-Training/Internship/ Apprenticeship
2. Prepare an Appropriate Format for Writing the On-the-Job Training Report.
Kindly see that the First Page and Certificate Page are common for all students. In the remaining part, try to maintain uniformity.

The On-the-Job Training Report format may be as follows:

Student's Name: -----

Name of the College: -----

Class: -----Semester: -----

Subject: -----Seat Number: -----

Year -----Duration of Internship: -----

Internship Site/ Name of the Institution: -----

Institute Supervisor's Name: -----

College Teacher who supervised: -----

Introduction:

This section should provide the area of interest, its importance in the contemporary world, the reasons for choosing this area, as well as the institution/organisation/consultant/professional, etc.

Description of the organisation:

This section should provide a brief overview of the organisation where the internship will take place, including its mission, goals, services and experience.

Duties and responsibilities:

This section should describe the specific tasks and responsibilities the student had during the internship, as well as any notable projects or activities they were involved in.

Reflection on learning outcomes and accomplishments:

This section should highlight the key learning and accomplishments the student achieved during the internship (skills, knowledge, attitude, etc.). The student is expected to provide an in-depth reflection on the overall growth and impact of training.

Areas for improvement:

This section should address areas for improvement that the student seen by himself/herself during the internship. He/she should reflect on how to overcome these challenges or plan strategies for improvement.

Conclusion:

This section should summarise the key takeaways from the internship experience.

Appendices:

This section should include the following documents:

- Formal permission letter by Concerned Teacher/Guide sent to the concerned Institution/Organisation/Professional/Consultant, etc.
- Formal Acceptance Letter by Institution/Organisation/Professional/Consultant, etc. for Training.
- Activity Log Book (which may contain an Attendance sheet with Day, Date, Time, Number of Hours, Brief description of Training/ Learning activities, Responsibilities taken,

Signature of Institutional Authority, Signature of Concerned Teacher).

- Google tagged photos showing Attendance as well as Doing Work
- Compliance Certificate with remarks duly signed by the Institutional Authority
- Other supporting material