

डॉ. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ, छत्रपती संभाजीनगर.



परिपत्रक क्रमांक/अभ्यासक्रम विभाग/बी.ए.शारीरिक शिक्षण/एनईपी-२०२०/३४/२०२४.

सर्व संबंधितांना कळविण्यात येते की, आंतर विद्याशाखीय अभ्यास विद्याशाखेतर्गत पदवीस्तरावरील बी.ए. (ऐच्छिक) शारीरिक शिक्षण या विषयाच्या प्रथम व द्वितीय सत्राचा परिपत्रक क्रमांक/अभ्यासक्रम विभाग/बी.ए.-शारीरिक शिक्षण/एनईपी-२०२०/३२/२०२४/५६२१-२८, दिनांक १३/०८/२०२४ अन्वये “राष्ट्रीय शैक्षणिक धोरण-२०२०” च्या अंमलबजावणीस्तव शैक्षणिक वर्ष २०२४-२०२५ पासून लागू करण्यात आलेल्या अभ्यासक्रमामध्ये किरकोळ सुधारणेसह दि. २०/२१ ऑगस्ट, २०२४ रोजी संपन्न झालेल्या अभ्यासमंडळ आणि आंतर विद्याशाखीय अभ्यास विद्याशाखा यांनी शिफारसीत केलेल्या उपरोक्त अभ्यासक्रमास मा. कुलगुरु महोदय यांनी महाराष्ट्र सार्वजनिक विद्यापीठ अधिनियम २०१६ कलम १२(७) अन्वये त्यांना प्राप्त अधिकारात विद्यापरिषदेच्या वतीने शैक्षणिक वर्ष २०२४-२०२५ पासून लागू करण्यास मान्यता दिलेली आहे. सदरील सुधारीत परिपत्रक शैक्षणिक वर्ष २०२४-२०२५ पासून नविन परिपत्रक येईपर्यंत लागू राहिल.

सदरील अभ्यासक्रम हा विद्यापीठाच्या www.bamu.ac.in. या संकेतस्थळावर उपलब्ध आहे.

कृपया, सर्व संबंधितांनी याची नोंद घेऊन याबाबत सर्व विद्यार्थी, शिक्षक आणि शिक्षकेत्तर कर्मचारी यांच्या निदर्शनास आणून देण्यात यावे, हि विनंती.

विद्यापीठ प्रांगण, छत्रपती संभाजीनगर-४३१००४

संदर्भ क्र.अभ्यासक्रम.वि./बी.ए. शा.शि./२०२४/६९०१-०९

दिनांक :-३०/०८/२०२४.

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उपकुलसचिव,
शैक्षणिक विभाग
(अभ्यासक्रम)

प्रतिलिपी माहिती तथा पुढील योग्य त्या कार्यवाहीस्तव अग्रेषित:-

- १) सर्व प्राचार्य/प्राचार्या/संचालक, संलग्नीत शारीरिक शिक्षण महाविद्यालये, डॉ. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ, छत्रपती संभाजीनगर.
- २) संचालक, युनिक, डॉ. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ, छत्रपती संभाजीनगर.
- ३) संचालक, परीक्षा व मूल्यमापन मंडळ, राजर्षी शाहू महाराज परीक्षा भवन, डॉ. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ, छत्रपती संभाजीनगर.
- ४) समन्वयक, एम.के.सी.एल. राजर्षी शाहू महाराज परीक्षा भवन, डॉ. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ, छत्रपती संभाजीनगर.
- ५) कक्ष अधिकारी, बी.ए. विभाग, राजर्षी शाहू महाराज परीक्षा भवन, डॉ. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ, छत्रपती संभाजीनगर.
- ६) जनसंपर्क अधिकारी, डॉ. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ, छत्रपती संभाजीनगर.
- ७) अभिलेखपाल (Record Keeper), डॉ. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ, छत्रपती संभाजीनगर.

Dr. Babasaheb Ambedkar Marathwada University
Chhatrapati Sambhajnagar- 431001



B.A Degree Programme

(Three Year / Four Years (Hons) / Four Years (Hons with Research))

Course Structure

(Revised)

(AS PER NEP-2020)

Subject (Major): PHYSICAL EDUCATION

Dr. Md. Hamidullah Jastidar
20.8.24

Dr. S. S. Shelkh
20/8/24

Dr. S. M. Kote
20/8/24
Subject Expert.

Effective from 2024-25

Dr. S. J. Chandrashekar
20/8/24

Dr. Vithal Bhosle
20/8/24

Dr. N. G. Khan

Dr. Syed Jamir Shabbir
20/8/24

Dr. B. B. Toibachand
20/8/24

**Structure of B. A. (Three / Four Years Honours / Honours with Research Degree)
Programme with Multiple Entry and Exit Options**

Subject (Major): Physical Education

BA First Year: 1st Semester

Course Type	Course Code	Course Name	Teaching Scheme (Hrs./ Week)		Credits Assigned		Total Credits
			Theory	Practical	Theory	Practical	
Major (Core) M1 Mandatory	DSC-1	Introduction to Physical Education and Sports Science	2		2		2+2 = 4
	DSC-2	Practical based on DSC-1: Athletics – Track Events		4		2	
Major (Core) M2 Mandatory	DSC-1	Health and Wellness in Physical Activity	2		2		2+2 = 4
	DSC-2	Practical based on DSC-1: Acrobic Training		4		2	
Major (Core) M3 Mandatory	DSC-1	Fitness Training	2		2		2+2 = 4
	DSC-2	Practical based on DSC-1: Gym Training		4		2	
Generic / Open Elective (GE/OE) (Choose any one from pool of courses) It should be chosen compulsorily from the faculty other than that of Major	GE/OE-1	To be chosen from other faculty 1. Adapted Physical Education 2. Special Physical Education 3. Physical Education for Aged 4. Physical Conditioning 5. Obesity Management	2		2		2
SEC (Skill Enhancement Courses) (Choose any one from pool of courses)	SEC-1	1. Sports Coaching 2. Sports Management	1		1		2
	SEC-2	Practical based on SEC-1: 1. Foundation of Coaching 2. Sports Event Management		2		1	
AEC, VEC, IKS	AEC-1	English	2		2		2+2 =4
	IKS-1	Choose any one from pool of courses	2		2		
OJT/ FP/CEP/CC/RP	CC-1	Health and Wellness (Common for all the faculty)		4		2	2
			13	18	13	09	22

Subject (Major): Physical Education**BA First Year: 2nd Semester**

Course Type	Course Code	Course Name	Teaching Scheme (Hrs / Week)		Credits Assigned		Total Credits
			Theory	Practical	Theory	Practical	
Major (Core) M1 Mandatory	DSC-3	Measurement and Evaluation in Physical Education	2		2		2+2 = 4
	DSC-4	Practical based on DSC-3: Athletics – Field Events		4		2	
Major (Core) M2 Mandatory	DSC-3	Sociology of Sports and Physical Activity	2		2		2+2 = 4
	DSC-4	Practical based on DSC-3: First Aid		4		2	
Major (Core) M3 Mandatory	DSC-3	Indian Cultural and Heritage Games	2		2		2+2 = 4
	DSC-4	Practical based on DSC-3: Asana and Pranayama		4		2	
Generic / Open Elective (GE/OE) (Choose any one from pool of courses) It should be chosen compulsorily from the faculty other than that of Major	GE/OE-2	To be chosen from other faculty 1. Injury Prevention 2. Athletic Training 3. Community Health 4. Corrective Physical Education 5. Rehabilitation Exercises	2		2		2
VSC (Vocational Skill Courses) (Choose any one from pool of courses)	VSC-1	1. Posture 2. Indian Youth Welfare Policies	1		1		2
	VSC-2	Practical based on VSC-1: Sports Massage		2		1	
AEC, VEC, IKS	AEC-1	English/ Hindi/ Marathi/ Urdu/ Sanskrit / Pali and Buddhism (Choose any One)	2		2		2+2 =4
	VEC-1	Constitution of India (Common for all the faculty)	2		2		
OJT/ FP/CEP/CC/RP	CC-2	Yoga Education/ Sports and Fitness (Common for all the faculty)		4		2	2
			13	18	13	09	22
Exit Option : Award of UG Certificate in 3 Majors with 44 credits and an additional 4 credits of core NSQF course / Internship OR continue with Major and Minor							

GE/OE-1: This is a 2 credit theory course to be designed for other faculty

GE/OE-2: This is a 2 credit theory course to be designed for other faculty

Students will have to choose any three subjects as a Major 1, Major 2, Major 3, from Basket 1 under the Faculty of Interdisciplinary Studies.

Students will be having three subject options of equal credits (instead of Major and / or minor verticals) in the first year. Students will have to select / declare choice of major subject either in the first year or second year from / out of such options.

Detailed Illustration of Courses included in 1st and 2nd semester:

- 1) **Major (Core)** subject are mandatory.

DSC-1 : This is a 2 credit theory course corresponding to Major (core) subject

DSC-2 : This is a 2 credit practical course based on DSC-1

DSC-3 : This is a 2 credit theory course corresponding to Major (core) subject

DSC-4 : This is a 2 credit practical course based on DSC-3

- 2) **Generic / Open Elective (GE/OE):** (Needs to be chosen (any one) from pool of courses available at respective college). **These courses should be chosen compulsorily from faculty other than that of Major.**

GE/OE -1 : This is a 2 credit theory course should be chosen compulsorily from faculty other than that of Major.

GE/OE -2 : This is a 2 credit theory course should be chosen compulsorily from faculty other than that of Major.

- 3) **SEC (Skill Enhancement Courses) :** Choose any one from pool of courses. These courses needs to be designed to enhance the technical skills of the students in specific area.

SEC-1 : This is a 1 credit theory course to enhance the technical skills of the students in specific area.

SEC-2 : This is a 1 credit practical course based on SEC-1.

- 4) **VSC (Vocational Skill Courses) :** Choose any one from pool of courses. These courses should be based on Hands on Training corresponding to Major (core) subject.

VSC-1 : This is a 1 credit theory course based Hands on Training corresponding to Major (core) subject.

VSC-2 : This is a 1 credit practical course based on VSC-1

- 5) **AEC (Ability Enhancement courses):** The focus of these courses should be based on linguistic and communication skills. In first semester it will be English and will be common for all the faculty.

AEC-1 : English

This is a 2 credit theory course based on linguistic proficiency. It will be common for all the faculty.

AEC-2 : English

This is a 2 credit theory course based on linguistic proficiency. It will be common for all the faculty.

- 6) **IKS (Indian Knowledge System) :** The courses related to traditional and ancient culture of India will be included in this section. The respective college will have to choose one of the courses from the pool of courses designed by the University.

Subject (Major): Physical Education**BA First Year: 1st Semester**

Course Type	Course Code	Course Name	Teaching Scheme (Hrs./ Week)		Credits Assigned		Total Credits
			Theory	Practical	Theory	Practical	
Major (Core) M1 Mandatory	DSC-1	Introduction to Physical Education and Sports Science	2		2		2+2 = 4
	DSC-2	Practical based on DSC-1: Athletics – Track Events		4		2	
Major (Core) M2 Mandatory	DSC-1	Health and Wellness in Physical Activity	2		2		2+2 = 4
	DSC-2	Practical based on DSC-1: Aerobic Training		4		2	
Major (Core) M3 Mandatory	DSC-1	Fitness Training	2		2		2+2 = 4
	DSC-2	Practical based on DSC-1: Gym Training		4		2	
Generic / Open Elective (GE/OE) (Choose any one from pool of courses) It should be chosen compulsorily from the faculty other than that of Major	GE/OE-1	To be chosen from other faculty 1. Adapted Physical Education 2. Special Physical Education 3. Physical Education for Aged 4. Physical Conditioning 5. Obesity Management	2		2		2
SEC (Skill Enhancement Courses) (Choose any one from pool of courses)	SEC-1	1. Sports Coaching 2. Sports Management	1		1		2
	SEC-2	Practical based on SEC-1: 1. Foundation of Coaching 2. Sports Event Management		2		1	
AEC, VEC, IKS	AEC-1	English	2		2		2+2 =4
	IKS-1	Choose any one from pool of courses	2		2		
OJT/ FP/CEP/CC/RP	CC-I	Health and Wellness (Common for all the faculty)		4		2	2
			13	18	13	09	22

IKS-1 : To be chosen from the pool of courses designed by the University

This is a 2 credit theory course based on Indian Knowledge System. It will be common for all the faculty

- 7) **VEC (Value Education Courses):** The courses such as understanding India, Environmental Science / Education, Digital and Technological solutions etc will be part of Value Education Courses.

VEC-1 : Constitution of India

This is a 2 credit theory course based on value education. It will be common for all the faculty


- 8) **CC (Curricular Courses):** The courses such as Health and wellness, Yoga education, Sports and Fitness, Cultural activities, NSS/NCC, Performing Arts.

CC-1 : Health and Wellness

This is a 2 credit practical course based on Co-curricular activities. It will be common for all the faculty

CC-2 : Yoga education / Sports and Fitness

This is a 2 credit practical course based on Co-curricular activities. It will be common for all the faculty

A handwritten signature in blue ink, consisting of a stylized 'A' and 'J' intertwined, followed by the date '20.8.24' written below it.

B. A. First year – First Semester – Subject: Physical Education
Course Type – Major (Core) M1 Mandatory

DISCIPLINE SPECIFIC COURSE M1 (DSC – 01 and DSC – 02)

The Course Physical Education in First Semester has
Introduction to Physical Education and Sports Science; and Athletics (Track Events) Practical
Course (Paper DSC – 1, and DSC – 2 Practical based on DSC - 1) for 04 Credits: 02 Credits Each

All the papers are compulsory and Details of the course are as under
Course No. DSC – 1 (Theory Paper No. 1 – DSC – 01)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
M1	DSC - 01	Theory	02	02	30	2 hours	00	50	50

Summative Assessment Distribution of Marks – 50 = Class Test 10 Marks; Semester End Evaluation (Exam) 40 Marks

M1 - Course Number DSC - 1 (Theory Paper – I)

Title of the Course: Introduction to Physical Education and Sports Science

Course Outcomes (CO):

1. Analyze the historical and philosophical underpinnings of Physical Education and Sports Science.
2. Apply theoretical frameworks to understand the interdisciplinary nature of the field.
3. Demonstrate a basic understanding of human anatomy, physiology, and biomechanics in the context of sports science.
4. Evaluate the psychological and nutritional factors influencing athletic performance.
5. Design and implement fitness assessment programs for individuals and groups.
6. Apply coaching techniques and pedagogical strategies in Physical Education settings.
7. Identify common sports injuries, implement preventive measures, and understand basic rehabilitation principles.
8. Critically assess emerging trends, technologies, and challenges in the field.

M1 - Syllabus: Course DSC-1: Paper – 01 (DSC – 01) Title: Introduction to Physical Education and Sports Science – 02 Credits	Total Hours: 30
Unit I: Introduction to Physical Education, Theoretical Foundations of Physical Education, Anatomy and Physiology for Sports Science	10 Hours
<ol style="list-style-type: none"> 1. Historical evolution of Physical Education 2. Philosophical foundations 3. The importance of Physical Education in contemporary society 4. Educational theories related to Physical Education 5. Psychological principles in sports and physical activity 6. Sociological aspects of sports and society 7. Overview of human anatomy and physiology 8. Understanding body systems and their relevance to sports performance 9. Exercise physiology and its application in sports science 	
Unit II: Principles of Sports Science, Health and Wellness through Physical Activity, Skill Acquisition and Motor Learning	10 Hours

<ol style="list-style-type: none"> 1. Introduction to sports biomechanics 2. Sports nutrition and its impact on performance 3. Sports psychology: Mental conditioning and performance enhancement 4. Physical activity and its correlation with health 5. Lifestyle diseases and the role of Physical Education 6. Fitness assessment and program design 7. The process of skill acquisition in sports 8. Motor learning theories and their application 9. Coaching techniques and pedagogy in Physical Education 	
Unit III: Sports Medicine and Injury Prevention, Emerging Trends in Physical Education and Sports Science	10 Hours
<ol style="list-style-type: none"> 1. Basics of sports medicine 2. Common sports injuries and their prevention 3. Rehabilitation in sports 4. Technology in sports science 5. Sports analytics and performance tracking 6. Future developments and challenges in the field 	

References:

- Books:
1. Singh, A. K. (2020). "Philosophical Foundation of Physical Education." DVS Publishers.
 2. Freeman, W. H. (2015). "Biological Science." Pearson Education.
 3. Williams, J. M. (2019). "Applied Sport Psychology: Personal Growth to Peak Performance." McGraw-Hill Education.
- Journals:
4. Journal of Sports Sciences.
 5. Research Quarterly for Exercise and Sport.
 6. International Journal of Sports Science & Coaching.
- Online Resources:
7. American College of Sports Medicine (ACSM). (<https://www.acsm.org/>)
 8. British Association of Sport and Exercise Sciences (BASES). (<https://www.bases.org.uk/>)
- Marathi References:
9. गोंखले, स. व. (Gokhale, S. V.). "खेळाची तथा शारीरिक शिक्षणाची सिद्धान्ते " (Principles of Sports & Physical Education), ईशान्य पठक विद्या, मुंबई.
 10. देवळे, स. अ. (Deore, S. A.). "शारीरिक शिक्षण, रोगरहित आणि सखा जीवनशैली." (Physical Activity, Disease-Free and Happy Lifestyle), राजहंस प्रकाशन, पणजे
- International References:
11. Malina, R. M., Bouchard, C., & Bar-Or, O. (2004). "Sport and Exercise Physiology Testing Guidelines: Volume I – Sport Testing." Human Kinetics.
 12. Weinberg, R., & Gould, D. (2019). "Foundations of Sport and Exercise Psychology." Human Kinetics.
- Conference Proceedings:
13. International Conference on Sport Science and Physical Education (ICSPE) Proceedings, 2022.
 14. National Symposium on Physical Education and Sports Science (NSPESS) Proceedings, 2023.
- Government Reports:
15. Ministry of Youth Affairs and Sports, Government of India. (<https://yas.nic.in/>)

M1 - Course No. DSC – 2 (Practical Paper No. 1 – DSC – 02)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
M1	DSC - 02	Practical	02	04	60	2 hours	20	30	50

Formative Assessment Marks 20 – Weekly Class Assignments

Summative Assessment Marks 30 – Semester End Evaluation (Exam)

M1 - Course Number DSC - 2 (Practical Paper – 2)**Title of the Course: Athletics: Track Events**

Athletics – Track Events (Choose any four) (100M, 200M, 400M, 800M, 1500M, 3000 Steeple Chase, 5000M Waking, 10000M Walking, 110M Hurdles, Cross Country, Half Marathon)

Outcomes:

1. Develop skills related to Athletics Field Events
2. Students will be able to perform the skills related to Athletics Field Events
3. Practical demonstration and performance skills will be learned by the students
4. The students will get acquainted with the rules and regulations of the Athletics Field Events

Note: Conduct any four events from the list given below:

1. 100 Meters Sprint with Different Start Positions
2. 200 Meters Sprint with Different Start Positions
3. 400 Meters Sprint with Different Start Positions
4. 800 Meters
5. 1500 Meters
6. 3000 Meters Steeple Chase
7. 110 Meters Hurdles
8. 5000 Meters Walk for Women
9. 10000 Meters Walk for Men
10. Cross Country
11. Half Marathon

Formative Assessment marks 20 – Weekly Class Assignment (Practical Record)

Summative Assessment Marks 30 – 10 Marks for Practical Performance, 10 Marks for Rules and Regulations and Ground Markings, 10 Marks for Viva-Voce Exam

Reference:

1. *"Track and Field". Scholastic. Archived from the original on 3 November 2019. Retrieved 22 July 2019.*
2. Rosenbaum, Mike. *Introductions to Track and Field Events Archived 29 May 2015 at the Wayback Machine*. About. Retrieved on 28 September 2014.
3. Jump up to: Instone, Stephen (15 November 2009). *The Olympics: Ancient versus Modern Archived 2 December 2019 at the Wayback Machine*. BBC. Retrieved on 23 March 2010.
4. *"Ancient Olympic Events; Pentathlon". Perseus digital library. Archived from the original on 20 March 2021. Retrieved 3 August 2009.*

5. Waldo E. Sweet, Erich Segal (1987). *Sport and recreation in ancient Greece*. Oxford University Press. p. 37. ISBN 0195041267.
6. Jean-Paul Thuillier, *Le sport dans la Rome antique* (in French), Paris, Errance, 1996, pp. 115–116, ISBN 2-87772-114-0
7. "The Olympic Games in Antiquity", The Olympic Museum. Archived 19 September 2016 at the Wayback Machine Retrieved 22 July 2019.
8. "High Jump (c. 1900)". Springfield College Digital Collections. Archived from the original on 15 February 2024. Retrieved 3 February 2024.
9. Jump up to "History – Introduction". IAAF. Archived from the original on 1 May 2010. Retrieved 25 March 2010.
Jump up to: Robinson, Roger (December 1998). "On the Scent of History". *Running Times*: 28.

B. A. First year – First Semester – Subject: Physical Education**Course Type – Major (Core) M2 Mandatory****DISCIPLINE SPECIFIC COURSE M2 (DSC – 01 and DSC – 02)**

The Course Physical Education in First Semester has

Health and Wellness in Physical Education; and Aerobic Training Practical Course (Paper DSC – 1, and DSC – 2 Practical based on DSC - 1) for 04 Credits: 02 Credits Each

All the papers are compulsory and Details of the course are as under

Course No. DSC – 1 (Theory Paper No. 1 – DSC – 01)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
M2	DSC - 01	Theory	02	02	30	2 hours	00	50	50

Summative Assessment Distribution of Marks – 50 = Class Test 10 Marks; and Semester End Evaluation (Exam) 40 Marks

M2 - Course Number DSC - 1 (Theory Paper – I)**Title of the Course: Health and Wellness in Physical Activity****Course Outcomes (CO):**

1. Define and differentiate between health and wellness.
2. Understand the physiological benefits of various types of physical activity.
3. Apply psychological principles to enhance mental well-being through physical activity.
4. Demonstrate knowledge of nutrition and hydration in supporting physical activity.
5. Identify lifestyle diseases and propose preventive strategies through a healthy lifestyle.
6. Analyse social and environmental factors influencing health and wellness.
7. Integrate physical, mental, and social well-being into a holistic approach.
8. Design and implement personalized health and wellness programs.

M2 - Syllabus: Course DSC - 1		Total Hours: 30
Title - Health and Wellness in Physical Activity – 02 Credits		
Unit I: Introduction to Health and Wellness, Physiological Foundations of Health, Psychological Aspects of Health		10 Hours
<ol style="list-style-type: none"> 1. Definitions and dimensions of health and wellness 2. The role of physical activity in promoting overall well-being 3. Current trends and challenges in achieving a healthy lifestyle 4. Cardiovascular health and the impact of exercise 5. Muscular strength, flexibility, and their role in physical well-being 6. Metabolic health and the benefits of regular physical activity 7. Mental health benefits of physical activity 8. Stress management and relaxation techniques 9. Mind-body connection and its influence on wellness 		
Unit II: Nutrition and Health, Lifestyle Diseases and Prevention, Social and Environmental Influences on Health		10 Hours
<ol style="list-style-type: none"> 1. Basics of nutrition for physical activity 2. Dietary guidelines for optimal health and performance 		

3. The role of hydration in overall well-being 4. Common lifestyle diseases and their risk factors 5. Strategies for prevention through physical activity and healthy living 6. Public health interventions for promoting physical activity 7. Social determinants of health 8. Community-based physical activity programs 9. The impact of the environment on physical well-being	
Unit III: Holistic Approaches to Wellness, Personalized Wellness Plans	10 Hours
1. Integrating physical, mental, and social well-being 2. Holistic health models and their application 3. Case studies on successful wellness programs 4. Designing personalized health and wellness programs 5. Goal setting and tracking progress 6. Reflection on the course and future commitment to a healthy lifestyle	

References:

- Books:
1. Rathus, S. A. (2019). "Health: The Basics." Pearson.
 2. Powers, S. K., & Dodd, S. L. (2017). "Total Fitness & Wellness." Pearson.
 3. Hales, D. (2017). "An Invitation to Health." Cengage Learning.
- Journals:
4. American Journal of Health Promotion.
 5. Journal of Physical Activity and Health.
 6. International Journal of Environmental Research and Public Health.
- Online Resources:
7. World Health Organization (WHO) – Physical Activity Guidelines. (<https://www.who.int/>)
 8. Centers for Disease Control and Prevention (CDC) – Nutrition and Physical Activity. (<https://www.cdc.gov/>)
- Marathi References:
9. आपटे, म. ए. (Apte, S. A.). "समग्र शक आरंभशास्त्र." (Comprehensive Health Science), ईशान्य कनिष्ठ, म.ई.
 10. गुजर, म. श. (Gujar, S. S.). "स्वस्थता आणि उर्जा." (Health and Energy), राजहंस प्रकाशन, पुणे
- International References:
11. Warburton, D. E. R., Nicol, C. W., & Bredin, S. S. D. (2006). "Health benefits of physical activity: the evidence." Canadian Medical Association Journal, 174(6), 801–809.
 12. Haskell, W. L., et al. (2007). "Physical activity and public health: Updated recommendation for adults from the American College of Sports Medicine and the American Heart Association." Medicine and Science in Sports and Exercise, 39(8), 1423–1434.
- Conference Proceedings:
13. International Conference on Health and Wellness Promotion (ICWP) Proceedings, 2022.
 14. National Symposium on Physical Education and Health Sciences (NSPEHS) Proceedings, 2023.
- Government Reports:
15. Ministry of Health and Family Welfare, Government of India. (<https://www.mohfw.gov.in/>)

M2 - Course No. DSC – 2 (Practical Paper No. 1 – DSC – 02)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
M2	DSC - 02	Practical	02	04	60	2 hours	20	30	50

Formative Assessment Marks 20 – Weekly Class Assignments**Summative Assessment Marks 30 – Semester End Evaluation (Exam)****M2 - Course Number DSC - 2 (Practical Paper – 2)****Title of the Course: Aerobic Training****Course Outcomes:**

1. Explain the principles and historical context of aerobic training.
2. Understand the physiological adaptations to aerobic exercise and its impact on cardiovascular health.
3. Demonstrate knowledge of various aerobic exercise modalities and their benefits.
4. Apply FITT principles in the design and modification of aerobic training programs.
5. Design effective aerobic training programs for different populations, considering individual needs.
6. Implement high-intensity interval training (HIIT) principles in exercise programming.
7. Discuss the health benefits of aerobic training, including its impact on mental well-being.
8. Demonstrate proficiency in practical application through hands-on aerobic training sessions.

M2 - Syllabus: Course DSC - 2: Title – Aerobic Training – 02 Credits	Total Hours: 60
Unit I: Introduction to Aerobic Training, Physiological Foundations of Aerobic Exercise, Aerobic Exercise Modalities	20 Hours
<ol style="list-style-type: none"> 1. Definition and significance of aerobic training 2. Historical evolution and trends in aerobic exercise 3. Overview of aerobic vs. anaerobic exercise 4. Cardiovascular adaptations to aerobic training 5. Respiratory responses and oxygen transport 6. Metabolic energy systems in aerobic exercise 7. Running, jogging, and walking as aerobic activities 8. Cycling and swimming for cardiovascular fitness 9. Group exercise classes: Aerobics, Zumba, etc. 	
Unit II: Aerobic Training Principles, Aerobic Program Design, High-Intensity Interval Training (HIIT)	20 Hours
<ol style="list-style-type: none"> 1. Frequency, intensity, time, and type (FITT) principles 2. Progressive overload and training progression 3. Monitoring exercise intensity: Heart rate, perceived exertion, etc. 4. Designing aerobic training programs for various populations 5. Special considerations for beginners, older adults, and athletes 6. Incorporating variety and cross-training 7. Understanding HIIT principles 8. Benefits and risks of HIIT 9. Designing HIIT programs for cardiovascular fitness 	

Unit III: Aerobic Training and Health, Practical Application and Review	20 Hours
1. Role of aerobic exercise in preventing chronic diseases 2. Mental health benefits of aerobic training 3. Safety considerations and injury prevention 4. Practical sessions: Running, cycling, group exercise classes 5. Review of key concepts and individual performance assessments	

References:

- Books:
1. McArdle, W. D., Katch, F. I., & Katch, V. L. (2015). "Exercise Physiology: Nutrition, Energy, and Human Performance." Wolters Kluwer.
 2. Fox, E. L., Bowers, R. W., & Foss, M. L. (1989). "The Physiological Basis of Physical Education and Athletics." Brown & Benchmark.
- Journals:
3. Journal of Cardiovascular Exercise and Rehabilitation.
 4. Medicine & Science in Sports & Exercise.
 5. International Journal of Sports Medicine.
- Online Resources:
6. American College of Sports Medicine (ACSM) - Guidelines for Exercise Testing and Prescription. (<https://www.acsm.org/>)
 7. British Journal of Sports Medicine. (<https://bjsm.bmj.com/>)
- Marathi References:
8. गोंखले, स. व. (Gokhale, S. V.). "एरोबिक तर्क शास्त्र." (Aerobic Science), ईश्वरालय प्रकाशक विभाग, म. व. व.
 9. फडके, आ. स. (Phadke, A. S.). "एरोबिक तर्क शास्त्र: व्याख्यान आयोगसंग्रह" (Aerobic Science: Principles of Exercise), राजहंस प्रकाशन, पणजे
- International References:
10. Swain, D. P., & Franklin, B. A. (2002). "Comparison of Cardioprotective Benefits of Vigorous Versus Moderate Intensity Aerobic Exercise." American Journal of Cardiology, 89(6), 655-657.
 11. Gibala, M. J., et al. (2009). "Short-term sprint interval versus traditional endurance training: Similar initial adaptations in human skeletal muscle and exercise performance." Journal of Physiology, 575(3), 901-911.
- Conference Proceedings:
12. International Conference on Aerobic Training (ICAT) Proceedings, 2022.
 13. National Symposium on Cardiovascular Fitness (NSCF) Proceedings, 2023.
- Government Reports:
14. World Health Organization (WHO) - Global Recommendations on Physical Activity for Health. (<https://www.who.int/>)

B. A. First year – First Semester – Subject: Physical Education
Course Type – Major (Core) M3 Mandatory
DISCIPLINE SPECIFIC COURSE M3 (DSC – 01 and DSC – 02)

The Course Physical Education in First Semester has
Fitness Training; and Gym Training Practical
 Course (Paper DSC – 1, and DSC – 2 Practical based on DSC - 1) for 04 Credits: 02 Credits Each
 All the papers are compulsory and Details of the course are as under
 Course No. DSC – 1 (Theory Paper No. 1 – DSC – 01)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
M3	DSC - 01	Theory	02	02	30	2 hours	00	50	50

Summative Assessment Distribution of Marks – 50 = Class Test 10 Marks; and Semester End Evaluation (Exam) 40 Marks

M3 - Course Number DSC - 1 (Theory Paper – I)
Title of the Course: Fitness Training

Course Outcomes:

1. Define and explain the key concepts and principles of fitness training.
2. Understand the anatomy, physiology, and biomechanics relevant to fitness training.
3. Conduct fitness assessments and interpret the results.
4. Apply principles of exercise prescription for different fitness goals.
5. Design and implement effective resistance training programs.
6. Design cardiovascular training programs for diverse populations.
7. Implement flexibility and mobility exercises in fitness programs.
8. Demonstrate proficiency in designing and implementing comprehensive fitness programs.

M3 - Syllabus: Course 1: Paper – 01 Title: Fitness Training – 02 Credits		Total Hours: 30
Unit I: Introduction to Fitness Training, Anatomy and Physiology for Fitness Trainers, Fitness Assessment		10 Hours
<ol style="list-style-type: none"> 1. Definition and importance of fitness training 2. Historical evolution and trends in fitness 3. Components of physical fitness 4. Skeletal and muscular systems 5. Cardiovascular and respiratory systems 6. Energy systems and metabolism 7. Principles of fitness assessment 8. Fitness testing protocols 9. Interpretation of fitness assessment results 		
Unit II: Principles of Exercise Prescription, Resistance Training, Cardiovascular Training		10 Hours
<ol style="list-style-type: none"> 1. FITT (Frequency, Intensity, Time, Type) principles 2. Progressive overload and specificity 3. Individualization of exercise prescription 		

4. Principles of resistance training 5. Free weights vs. machine exercises 6. Resistance training program design 7. Types of cardiovascular exercises 8. Interval training vs. steady-state training 9. Cardiovascular training program design	
Unit III: Flexibility and Mobility Training, Practical Application and Review	10 Hours
1. Importance of flexibility and mobility 2. Static vs. dynamic stretching 3. Flexibility and mobility program design 4. Practical sessions: Designing and implementing fitness programs 5. Review of key concepts and individual performance assessments	

References:

- Books:
1. Baechle, T. R., & Earle, R. W. (2008). "Essentials of Strength Training and Conditioning." Human Kinetics.
 2. McArdle, W. D., Katch, F. I., & Katch, V. L. (2015). "Exercise Physiology: Nutrition, Energy, and Human Performance." Wolters Kluwer.
 3. NSCA's Essentials of Personal Training, 2nd Edition.
- Journals:
4. Journal of Strength and Conditioning Research.
 5. ACSM's Health & Fitness Journal.
 6. International Journal of Exercise Science.
- Online Resources:
7. American College of Sports Medicine (ACSM) - Resources for Fitness Professionals. (<https://www.acsm.org/>)
 8. National Strength and Conditioning Association (NSCA) - Education. (<https://www.nasca.com/education/>)
- Marathi References:
9. सखन, प. ए. (Sawant, P. A.). "फ़ंक्शनल ब्यायाम." (Functional Exercise), ईश्वरालय पब्लिक विकाय, मुंबई.
 10. देशपांडे, आ. ए. (Deshpande, A. A.). "आरंभिक आणि ब्यायाम." (Health Principles and Exercise), राजहंस प्रकाशन, पणजे
- International References:
11. Kraemer, W. J., & Ratamess, N. A. (2004). "Fundamentals of Resistance Training: Progression and Exercise Prescription." Medicine & Science in Sports & Exercise, 36(4), 674-688.
 12. Garber, C. E., Blissmer, B., Deschenes, M. R., Franklin, B. A., Lamonte, M. J., Lee, I. M., ... & Swain, D. P. (2011). "Quantity and quality of exercise for developing and maintaining cardiorespiratory, musculoskeletal, and neuromotor fitness in apparently healthy adults: Guidance for prescribing exercise." Medicine & Science in Sports & Exercise, 43(7), 1334-1359.
- Conference Proceedings:
13. International Conference on Fitness and Wellness (ICFW) Proceedings, 2022.
 14. National Symposium on Exercise Prescription (NSEP) Proceedings, 2023.
- Government Reports:
15. World Health Organization (WHO) - Global Recommendations on Physical Activity for Health. (<https://www.who.int/>)

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M3 - Course No. DSC – 2 (Practical Paper No. 1 – DSC – 02)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
M3	DSC - 02	Practical	02	04	60	2 hours	20	30	50

Formative Assessment Marks 20 – Weekly Class Assignments

Summative Assessment Marks 30 – Semester End Evaluation (Exam)

M3 - Course Number DSC - 2 (Practical Paper – 2)

Title of the Course: Gym Training

Course Outcomes:

1. Define and explain the fundamentals and importance of gym training.
2. Apply exercise science principles relevant to resistance and cardiovascular training.
3. Design effective and individualized gym workout programs for clients.
4. Utilize gym equipment safely and guide clients on proper usage.
5. Demonstrate proper form and techniques for a variety of resistance training exercises.
6. Incorporate cardiovascular and flexibility training into comprehensive gym workout plans.
7. Adhere to professional ethics and responsibilities in gym training.
8. Design and conduct practical gym workout sessions, applying learned concepts.

M3 - Syllabus: Course DSC 2: Paper – 01 Title: Gym Training – 02 Credits	Total Hours: 60
Unit I: Introduction to Gym Training, Exercise Science Fundamentals for Gym Trainers, Gym Equipment and Safety	20 Hours
<ol style="list-style-type: none"> 1. Definition and importance of gym training 2. Historical evolution and trends in gym workouts 3. Professional ethics and responsibilities in gym training 4. Anatomy and physiology relevant to resistance training 5. Biomechanics of common gym exercises 6. Principles of resistance training and muscular development 7. Overview of gym equipment and machines 8. Proper use and safety guidelines 9. Emergency procedures and client safety 	
Unit II: Program Design for Gym Workouts, Resistance Training Techniques, Cardiovascular Training in the Gym	20 Hours
<ol style="list-style-type: none"> 1. Principles of effective program design 2. Developing individualized workout plans 3. Periodization and progression in gym training 4. Free weight vs. machine exercises 5. Techniques for various resistance training exercises 6. Spotting and safety measures during resistance training 7. Types of cardiovascular exercises suitable for gym settings 8. High-Intensity Interval Training (HIIT) vs. steady-state cardio 9. Incorporating cardiovascular exercises into gym programs 	

Unit III: Flexibility and Mobility Training in the Gym, Practical Application and Review	20 Hours
1. Importance of flexibility and mobility in gym training 2. Static vs. dynamic stretching 3. Flexibility and mobility exercises for various muscle groups 4. Designing and conducting gym workout sessions 5. Client case studies and program reviews 6. Final assessment and review of key concepts	

References:

- Books:
1. Baechle, T. R., & Earle, R. W. (2008). "Essentials of Strength Training and Conditioning." Human Kinetics.
 2. Stoppani, J. (2006). "Encyclopedia of Muscle & Strength." Human Kinetics.
 3. Delavier, F. (2010). "Strength Training Anatomy." Human Kinetics.
- Journals:
4. Journal of Strength and Conditioning Research.
 5. Strength and Conditioning Journal.
 6. Journal of Sports Science & Medicine.
- Online Resources:
7. National Strength and Conditioning Association (NSCA) - Resources for Strength and Conditioning. (<https://www.nsc.com/>)
 8. American Council on Exercise (ACE) - Fitness Library. (<https://www.acefitness.org/education-and-resources/lifestyle/>)
- Marathi References:
9. गायकवाड, आ. व. (Gayakwad, A. V.). "व्यवहारिक उपकरणे वापर आणि सुरक्षा." (Use and Safety of Exercise Equipment), ईशालय पठनक विद्या, मुंबई.
 10. धुरंधर, स. स. (Dhurandhar, S. S.). "वजनवद्ध आयुष्य: अर्थरक्षण व वैद्यक सुरक्षा." (Weight Training: Personal Health Safely), राजहंस प्रकाशन, पणजे.
- International References:
11. Schoenfeld, B. J. (2016). "Science and Development of Muscle Hypertrophy." Human Kinetics.
 12. Zatsiorsky, V. M., & Kraemer, W. J. (2006). "Science and Practice of Strength Training." Human Kinetics.
- Conference Proceedings:
13. International Conference on Strength and Conditioning (ICSC) Proceedings, 2022.
 14. National Symposium on Gym Training Techniques (NSGTT) Proceedings, 2023.
- Government Reports:
15. American College of Sports Medicine (ACSM) - Guidelines for Exercise Testing and Prescription. (<https://www.acsm.org/>)

**B. A. Semester – I: Subject: Physical Education
GENERIC ELECTIVE/ OPEN ELECTIVE (GE/ OE - 01)**

The Course Physical Education in First Semester has

1. Adapted Physical Education; 2. Special Physical Education; 3. Physical Education for Aged;
4. Physical Conditioning; 5. Obesity Management
(Choose any two from the pool of courses)

It should be chosen compulsorily from the faculty other than that of Major

Course Number GE/ OE – 1 (Paper Number – 1, 2, 3, 4 and 5): 02 Credits Each

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
02	GE/ OE - 01	Theory	02	02	30	2 hours	20	30	50

Formative Assessment – 20 Marks: 10 Marks for Home Assignments; 10 Marks for Case Studies

Summative Assessment – 30 marks: Semester End Evaluation (Exam) 30 Marks

Course Number GE/ OE – 1: Paper – 01: Title of the course: Adapted Physical Education

Course Outcomes:

1. Define and explain the importance of Adapted Physical Education (APE).
2. Recognize and understand various disabilities and their implications for motor skills and physical activity.
3. Design and implement inclusive physical education activities using differentiated instruction.
4. Apply principles of inclusion and create an inclusive and supportive learning environment.
5. Adapt sports, games, and activities to meet the needs of individuals with diverse abilities.
6. Communicate effectively with individuals with disabilities and collaborate with special education professionals.
7. Select and use adaptive equipment, and design accessible facilities for inclusive physical education.
8. Address psychosocial aspects of inclusion and foster an understanding of the importance of an inclusive learning environment.

Syllabus: Course GE/ OE - 1: Paper – 01 Title: Adapted Physical Education – 02 Credits	Total Hours: 30
Unit I: Introduction to Adapted Physical Education (APE), Understanding Disabilities, Principles of Inclusion	10 Hours
<ol style="list-style-type: none"> 1. Definition and importance of APE 2. Historical perspective and evolution 3. Legal and ethical considerations in inclusive education 4. Overview of various disabilities (physical, intellectual, sensory) 5. Impact of disabilities on motor skills and physical activity 6. Individualized Education Programs (IEPs) and 504 plans 7. Inclusive teaching strategies 8. Differentiated instruction in physical education 9. Building an inclusive and supportive learning environment 	
Unit II: Adapting Physical Activities, Communication and Collaboration, Adaptive Equipment and Facilities	10 Hours

<ol style="list-style-type: none"> 1. Modifying sports and games for diverse abilities 2. Assistive technology in physical education 3. Individualized skill assessments and goal-setting 4. Communicating effectively with individuals with disabilities 5. Collaborating with special education professionals 6. Parent and community involvement in inclusive physical education 7. Selection and use of adaptive equipment 8. Designing accessible facilities 9. Safety considerations for adapted physical activities 	
Unit III: Psychosocial Aspects of Inclusion, Practical Application and Review	10 Hours
<ol style="list-style-type: none"> 1. Building self-esteem and confidence 2. Addressing social challenges and fostering peer support 3. Case studies and success stories in APE 4. Field visits to inclusive physical education programs 5. Designing and implementing adapted physical education lessons 6. Review of key concepts and future considerations 	

References:

- Books:
1. Hutzler, Y., & Blinde, E. M. (Eds.). (2007). "Advances in Sport and Exercise Psychology Measurement." Fitness Information Technology.
 2. Winnick, J. P., & Porretta, D. L. (2016). "Adapted Physical Education and Sport." Human Kinetics.
 3. Lieberman, L. J. (2016). "Adapted Physical Education and Sport." Jones & Bartlett Learning.
- Journals:
4. Adapted Physical Activity Quarterly.
 5. Journal of Physical Education, Recreation & Dance.
 6. Journal of Developmental and Physical Disabilities.
- Online Resources:
- National Center on Health, Physical Activity and Disability (NCHPAD). (<https://www.nchpad.org/>)
7. American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). (<https://www.shapeamerica.org/>)
- Marathi References:
8. सराफ, आ. स. (Saraf, A. S.). "सुसंगत शारीरिक शिक्षा." (Adapted Physical Education), ईशालय पठक विद्यापीठ, मुंबई.
 9. धारवाल, स. ए. (Dharival, S. A.). "आदर्श [शिक्षा: शारीरिक शिक्षा आणि खेळ." (Ideal Education: Physical Education and Sports), राजहंस संकलन, पणजे
- International References:
10. Block, M. E., & Hutzler, Y. (Eds.). (2021). "Physical Activity and Sport for People with Disabilities: An International Perspective." Human Kinetics.
 11. Kasser, S. L., & Lytle, R. (Eds.). (2015). "Inclusive Physical Activity: A Lifetime of Opportunities." Human Kinetics.
- Conference Proceedings:
12. International Symposium on Adapted Physical Activity (ISAPA) Proceedings, 2022.
 13. National Conference on Inclusive Physical Education (NCIPE) Proceedings, 2023.
- Government Reports:
14. Individuals with Disabilities Education Act (IDEA) - U.S. Department of Education. (<https://sites.ed.gov/idea/>)

Course Number GE/ OE – 1: Paper – 02: Title of the course: Special Physical Education

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
02	GE/ OE - 01	Theory	02	02	30	2 hours	20	30	50

Formative Assessment – 20 Marks: 10 Marks for Home Assignments; 10 Marks for Case Studies

Summative Assessment – 30 marks: Semester End Evaluation (Exam) 30 Marks

Paper – 02: Title of the course: Special Physical Education – 2 Credits**Course Outcomes:**

1. Define and explain the importance of Special Physical Education (SPE).
2. Recognize and understand various disabilities and their implications for motor skills and physical activity.
3. Design and implement inclusive physical education activities using differentiated instruction.
4. Apply principles of inclusion and create an inclusive and supportive learning environment.
5. Adapt sports, games, and activities to meet the needs of individuals with diverse abilities.
6. Communicate effectively with individuals with special needs and collaborate with special education professionals.
7. Select and use adaptive equipment and design accessible facilities for inclusive physical education.
8. Address psychosocial aspects of inclusion and foster an understanding of the importance of an inclusive learning environment.

Syllabus: Course GE/ OE - 1: Paper – 02 Title: Special Physical Education – 02 Credits	Total Hours: 30
Unit I: Introduction to Special Physical Education (SPE), Understanding Different Disabilities, Inclusive Teaching Strategies	10 Hours
<ol style="list-style-type: none"> 1. Definition and significance of SPE 2. Historical perspective and evolution 3. Legal and ethical considerations in inclusive education 4. Overview of physical, intellectual, sensory, and developmental disabilities 5. Implications of disabilities on motor skills and physical activity 6. Individualized Education Programs (IEPs) and 504 plans 7. Differentiated instruction in physical education 8. Building an inclusive and supportive learning environment 9. Adapting teaching methods for diverse abilities 	
Unit II: Customizing Physical Activities, Communication and Collaboration, Adaptive Equipment and Facilities	10 Hours
<ol style="list-style-type: none"> 1. Modifying sports and games for different abilities 2. Assistive technology in physical education 3. Individualized skill assessments and goal-setting 4. Effective communication with individuals with special needs 5. Collaborating with special education professionals 6. Parent and community involvement in inclusive physical education 7. Selection and use of adaptive equipment 	

8. Designing accessible facilities	
9. Safety considerations for adapted physical activities	
Unit III: Psychosocial Aspects of Inclusion, Practical Application and Review	10 Hours
1. Building self-esteem and confidence	
2. Addressing social challenges and fostering peer support	
3. Case studies and success stories in SPE	
4. Field visits to inclusive physical education programs	
5. Designing and implementing adapted physical education lessons	
6. Review of key concepts and future considerations	

References:

Books:

1. Winnick, J. P., & Porretta, D. L. (2016). "Adapted Physical Education and Sport." Human Kinetics.
2. Hutzler, Y., & Blinde, E. M. (Eds.). (2007). "Advances in Sport and Exercise Psychology Measurement." Fitness Information Technology.
3. Lieberman, L. J. (2016). "Adapted Physical Education and Sport." Jones & Bartlett Learning.

Journals:

4. Adapted Physical Activity Quarterly.
5. Journal of Physical Education, Recreation & Dance.
6. Journal of Developmental and Physical Disabilities.

Online Resources:

7. National Center on Health, Physical Activity and Disability (NCHPAD). (<https://www.nchpad.org/>)
8. American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). (<https://www.shapeamerica.org/>)

Marathi References:

9. सराफ, आ. स. (Saraf, A. S.). "विशेष शारीरिक शिक्षा." (Special Physical Education), ईश्वरालय कावठिय, मुंबई.
10. धरिवल, स. ए. (Dharival, S. A.). "आदर्श [शिक्षा: विशेष शारीरिक शिक्षा आणि खेळ." (Ideal Education Special Physical Education and Sports), राजहंस प्रकाशन, पणजे

International References:

11. Block, M. E., & Hutzler, Y. (Eds.). (2021). "Physical Activity and Sport for People with Disabilities: An International Perspective." Human Kinetics.
12. Kasser, S. L., & Lytle, R. (Eds.). (2015). "Inclusive Physical Activity: A Lifetime of Opportunities." Human Kinetics.

Conference Proceedings:

13. International Symposium on Adapted Physical Activity (ISAPA) Proceedings, 2022.
14. National Conference on Inclusive Physical Education (NCIPE) Proceedings, 2023.

Government Reports:

15. Individuals with Disabilities Education Act (IDEA) - U.S. Department of Education. (<https://sites.ed.gov/idea/>)

Course Number GE/ OE – 1: Paper – 03: Title of the course: Physical Education for Aged

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
02	GE/ OE - 01	Theory	02	02	30	2 hours	20	30	50

Formative Assessment – 20 Marks: 10 Marks for Home Assignments; 10 Marks for Case Studies

Summative Assessment – 30 marks: Semester End Evaluation (Exam) 30 Marks

Paper – 03: Title of the course: Physical Education for Aged – 2 Credits

Course Outcomes:

1. Recognize the importance of physical education for the aging population.
2. Understand the physiological changes associated with aging and their implications for physical activity.
3. Design safe and effective exercise programs tailored to the individual needs of older adults.
4. Explain the physical, mental, and social benefits of physical activity for older adults.
5. Identify and implement various exercise modalities suitable for the aging population.
6. Address cognitive and social aspects of senior fitness and well-being.
7. Consider nutritional considerations and promote overall wellness for older adults.
8. Demonstrate proficiency in designing and implementing age-appropriate physical education activities for the elderly.

Syllabus: Course GE/ OE - 1: Paper – 03 Title: Physical Education for Aged – 02 Credits		Total Hours: 30
Unit I: Introduction to Physical Education for the Aged, Physiological Changes Associated with Aging, Benefits of Physical Activity for Older Adults		10 Hours
<ol style="list-style-type: none"> 1. Definition and importance of physical education for older adults 2. Historical perspective and evolution of senior fitness programs 3. Overview of the aging process and its impact on physical activity 4. Musculoskeletal changes 5. Cardiovascular and respiratory changes 6. Sensory and balance issues in older adults 7. Physical, mental, and social benefits 8. Prevention of chronic diseases 9. Quality of life and longevity 		
Unit II: Designing Safe and Effective Exercise Programs, Exercise Modalities for Older Adults, Cognitive and Social Aspects of Senior Fitness		10 Hours
<ol style="list-style-type: none"> 1. Assessment of fitness levels in older adults 2. Tailoring exercise programs for individual needs 3. Adapting activities for various fitness levels and health conditions 4. Low-impact aerobic activities 5. Strength and flexibility exercises 6. Mind-body activities: Yoga and Tai Chi 7. Promoting cognitive health through physical activity 8. Social engagement and community-based programs 		

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9. Addressing psychological aspects of aging	
Unit III: Nutrition and Wellness for Older Adults, Practical Application and Review	10 Hours
<ol style="list-style-type: none"> 1. Dietary considerations for seniors 2. Hydration and nutritional requirements 3. Promoting holistic wellness in aging populations 4. Field visits to senior fitness programs 5. Designing and implementing age-appropriate physical education activities 6. Review of key concepts and future considerations 	

References:

- Books:
1. Nelson, M. E., Fiatarone, M. A., Morganti, C. M., Trice, I., & Greenberg, R. A. (1994). "Effects of high-intensity strength training on multiple risk factors for osteoporotic fractures." *Journal of the American Medical Association*, 272(24), 1909-1914.
 2. Chodzko-Zajko, W. J., Proctor, D. N., Fiatarone Singh, M. A., Minson, C. T., Nigg, C. R., Salem, G. J., & Skinner, J. S. (2009). "Exercise and physical activity for older adults" *Medicine & Science in Sports & Exercise*, 41(7), 1510-1530.
- Journals:
3. *Journal of Aging and Physical Activity*.
 4. *Journal of Aging and Physical Activity*
 5. *The Journals of Gerontology: Series A*.
- Online Resources:
6. National Institute on Aging (NIA) - Exercise and Physical Activity for Older Adults. (<https://www.nia.nih.gov/>)
 7. American College of Sports Medicine (ACSM) - Exercise Guidelines for Older Adults. (<https://www.acsm.org/>)
- Marathi References:
8. गोकुळे, म. व. (Gokhale, S. V.). "विविध वयसमय आणि शारीरिक शिक्षा." (Age Spectrum and Physical Education for Students), ईश्वरदास प्रकाशक, मुंबई.
 9. जोशी, म. ए. (Joshi, S. A.). "शारीरिक शिक्षा आणि आरोग्य विज्ञानातील बदलत्या परिस्थितींमधील आव्हाने." (Physical Education and Health Science for Elderly Self-Development), राजहंस प्रकाशन, पणजे.
- International References:
10. Paterson, D. H., & Warburton, D. E. (2010). "Physical activity and functional limitations in older adults: a systematic review related to Canada's Physical Activity Guidelines." *International Journal of Behavioral Nutrition and Physical Activity*, 7(1), 38.
 11. Fiatarone, M. A., O'Neill, E. F., Ryan, N. D., Clements, K. M., Solares, G. R., Nelson, M. E., ... & Evans, W. J. (1994). "Exercise training and nutritional supplementation for physical frailty in very elderly people." *New England Journal of Medicine*, 330(25), 1769-1775.
- Conference Proceedings:
12. International Conference on Aging and Physical Activity (ICAPA) Proceedings, 2022.
 13. National Symposium on Geriatric Exercise Science (NSGES) Proceedings, 2023.
- Government Reports:
14. World Health Organization (WHO) - Global Strategy and Action Plan on Ageing and Health. (<https://www.who.int/>)
 15. National Institute on Aging (NIA) – Goal Life Exercise and Physical Activity Campaign. (<https://go4life.nia.nih.gov/>)

Course Number GE/ OE – 1: Paper – 04: Title of the course: Physical Conditioning

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
02	GE/OE - 01	Theory	02	02	30	2 hours	20	30	50

Formative Assessment – 20 Marks: 10 Marks for Home Assignments; 10 Marks for Case Studies

Summative Assessment – 30 marks: Semester End Evaluation (Exam) 30 Marks

Paper – 04: Title of the course: Physical Conditioning – 2 Credits

Course Outcomes:

1. Explain the fundamental principles and historical context of physical conditioning.
2. Demonstrate an understanding of the physiological responses to exercise and their implications for conditioning.
3. Design and implement effective strength training programs for various fitness levels.
4. Develop cardiovascular conditioning programs considering aerobic and anaerobic principles.
5. Apply flexibility and mobility exercises to enhance overall flexibility and functional movement.
6. Plan and implement endurance training programs using appropriate methods.
7. Understand and apply periodization concepts in the design of long-term training programs.
8. Demonstrate proficiency in practical application through hands-on conditioning sessions.

Syllabus: Course GE/ OE - 1: Paper – 04 Title – Physical Conditioning – 02 Credits	Total Hours: 30
Unit I: Introduction to Physical Conditioning, Physiological Foundations of Exercise, Strength Training Principles	10 Hours
<ol style="list-style-type: none"> 1. Definition and importance of physical conditioning 2. Historical evolution of conditioning in sports and fitness 3. Overview of components: strength, cardiovascular, flexibility, and endurance 4. Energy systems and their role in conditioning 5. Cardiovascular responses to exercise 6. Muscle anatomy and physiology in relation to strength training 7. Basics of resistance training 8. Types of strength (maximal, explosive, muscular endurance) 9. Resistance training equipment and techniques 	
Unit II: Cardiovascular Conditioning, Flexibility and Mobility Training, Endurance Training	10 Hours
<ol style="list-style-type: none"> 1. Principles of aerobic and anaerobic conditioning 2. Types of cardiovascular exercises 3. Designing effective cardiovascular training programs 4. Importance of flexibility in overall fitness 5. Types of stretching exercises 6. Incorporating mobility drills for functional flexibility 7. Understanding muscular and cardiovascular endurance 8. High-intensity interval training (HIIT) and its benefits 9. Designing endurance workouts for different sports 	

Unit III: Periodization and Program Design, Practical Application and Review	10 Hours
1. Introduction to periodization 2. Planning and organizing training programs 3. Assessing progress and making adjustments 4. Practical sessions: Strength training, cardiovascular conditioning, flexibility drills 5. Review of key concepts and individual performance assessments	

References:

- Books:
1. Baechle, T. R., & Earle, R. W. (2008). "Essentials of Strength Training and Conditioning." Human Kinetics.
 2. McArdle, W. D., Katch, F. I., & Katch, V. L. (2015). "Exercise Physiology: Nutrition, Energy, and Human Performance." Wolters Kluwer.
 3. NSCA - National Strength and Conditioning Association. (2016). "NSCA's Essentials of Personal Training." Human Kinetics.
- Journals:
4. Journal of Strength and Conditioning Research.
 5. Medicine & Science in Sports & Exercise.
 6. Strength and Conditioning Journal.
- Online Resources:
7. American College of Sports Medicine (ACSM) - Exercise Information. (<https://www.acsm.org/>)
 8. National Strength and Conditioning Association (NSCA). (<https://www.nasca.com/>)
- Marathi References:
9. पटिल, आ. स. (Patil, A. S.). "शास्त्रिक शिक्षा आणि दंडपत्र." (Physical Education and Athletics),
 ईशान्य विद्यापीठ, मुंबई.
 10. गवळी, स. व. (Gavali, S. B.). "शक्ति प्रशिक्षण." (Strength Training), राजहंस प्रकाशन, पुणे
- International References:
11. Bompa, T. O., & Haff, G. G. (2009). "Periodization: Theory and Methodology of Training." Human Kinetics.
 12. Kraemer, W. J., & Fleck, S. J. (2007). "Optimizing Strength Training: Designing Nonlinear Periodization Workouts." Human Kinetics.
- Conference Proceedings:
13. International Conference on Strength and Conditioning (ICSC) Proceedings, 2022.
 14. National Symposium on Fitness and Conditioning (NSFC) Proceedings, 2023.
- Government Reports:
15. American Council on Exercise (ACE) - Fitness and Conditioning Guidelines. (<https://www.acefitness.org/>)

Course Number GE/ OE – 1: Paper – 05: Title of the course: Obesity Management

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
02	GE/ OE - 01	Theory	02	02	30	2 hours	20	30	50

Formative Assessment – 20 Marks: 10 Marks for Home Assignments; 10 Marks for Case Studies

Summative Assessment – 30 marks: Semester End Evaluation (Exam) 30 Marks

Paper – 05: Title of the course: Obesity Management – 2 Credits**Course Outcomes:**

1. Define and classify obesity and identify its causes and risk factors.
2. Analyse the physiological and psychological aspects of obesity.
3. Design and implement effective physical activity programs for weight management.
4. Develop dietary guidelines for weight loss and understand the role of nutrition in obesity management.
5. Apply behaviour change strategies and lifestyle interventions in obesity management.
6. Evaluate the impact of obesity on special populations and propose preventive measures.
7. Design personalized obesity management plans considering individual needs and preferences.
8. Understand the cultural and social factors influencing obesity and suggest culturally sensitive interventions.

Syllabus: Course GE/ OE - 1: Paper – 05 Title – Obesity Management – 02 Credits		Total Hours: 30
Unit I: Introduction to Obesity, Physiology of Obesity, Psychological Aspects of Obesity		10 Hours
<ol style="list-style-type: none"> 1. Definition and classification of obesity 2. Causes and risk factors 3. Global and national prevalence of obesity 4. Metabolic consequences of obesity 5. Endocrine and hormonal influences 6. Genetic and environmental factors 7. Psychological factors contributing to obesity 8. Body image and self-esteem 9. The impact of obesity on mental health 		
Unit II: Physical Activity and Weight Management, Nutrition for Weight Management, Lifestyle Interventions		10 Hours
<ol style="list-style-type: none"> 1. The role of exercise in weight loss and maintenance 2. Different forms of physical activity for obesity management 3. Creating effective exercise programs 4. Dietary guidelines for weight loss 5. Understanding macronutrients and micronutrients 6. Meal planning and behaviour modification 		

7. Sleep and stress management 8. Behaviour change strategies 9. Incorporating physical activity into daily life	
Unit III: Obesity in Special Populations, Personalized Obesity Management Plans	10 Hours
1. Childhood obesity: Causes and prevention 2. Obesity in older adults 3. Cultural and social perspectives on obesity 4. Designing personalized obesity management programs 5. Goal setting and tracking progress 6. Review of key concepts and future strategies	

References:

Books:

1. Kopelman, P. G., & Caterson, I. D. (Eds.). (2010). "Clinical Obesity in Adults and Children." John Wiley & Sons.
2. Bray, G. A., Bouchard, C., & James, W. P. T. (Eds.). (2014). "Handbook of Obesity." CRC Press.
3. Brownell, K. D., & Walsh, B. T. (2009). "Eating Disorders and Obesity: A Comprehensive Handbook." Guilford Press.

Journals:

4. International Journal of Obesity.
5. Obesity Reviews.
6. Journal of Obesity.

Online Resources:

7. World Health Organization (WHO) - Obesity and Overweight. (<https://www.who.int/>)
8. Centers for Disease Control and Prevention (CDC) - Overweight and Obesity. (<https://www.cdc.gov/>)

Marathi References:

9. पटेल, आ. म. (Patil, A. S.). "मेटोयवती निदान आणि व्यवस्थापन." (Diagnosis and Management of Obesity), ईश्वरालय पब्लिकेशन, मुंबई.
10. जोशी, स. ए. (Joshi, S. A.). "शारीरिक शिक्षा आणि आरोग्य विज्ञानातील मेटोयवती संवोधन." (Obesity Management in Physical Education and Health Science), राजहंस प्रकाशन, पणजे

International References:

11. Wadden, T. A., & Bray, G. A. (Eds.). (2019). "Handbook of Obesity Treatment." Guilford Press.
12. Bouchard, C., & Katzmarzyk, P. T. (2010). "Physical Activity and Obesity." Human Kinetics.

Conference Proceedings:

13. International Conference on Obesity Research and Management (ICORM) Proceedings, 2022.
14. National Symposium on Obesity Prevention and Control (NSOPC) Proceedings, 2023.

Government Reports:

15. National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK) - Weight Management. (<https://www.niddk.nih.gov/>)

**B. A. Semester First – Subject: Physical Education
SKILL ENHANCEMENT COURSE (SEC – 1)**

The Course Physical Education in First Semester has

1. Sports Coaching; 2. Sports Management – 01 Credit Each

Select any one from the pool of courses – Details of the courses are as under:

Course Number – SEC - 01 (Paper Number – 01 and 02)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
01	SEC – 01	Theory	01	01	15	1 hour	20	30	50

Formative Assessment Marks 20 – Weekly Home Assignment

Summative Assessment Marks 30 – Semester End Evaluation (Exam)

Course Number SEC – 01: Theory Paper – 01

Title of the Course: Sports Coaching - 01 Credit

Course Outcomes:

1. Define and explain the fundamentals and scope of sports coaching.
2. Apply coaching philosophies, theories, and ethical considerations in practice.
3. Demonstrate an understanding of athlete development and skill acquisition.
4. Utilize effective coaching methods and techniques.
5. Apply psychological aspects of coaching, including motivation and mental skills training.
6. Understand team dynamics and effectively manage coaching responsibilities.
7. Conduct practical coaching sessions and manage teams successfully.
8. Demonstrate ethical conduct, professionalism, and inclusivity in sports coaching.

Syllabus: Course SEC - 1: Paper – 01 Title: Sports Coaching – 01 Credit	Total Hours: 15
Unit I: Introduction to Sports Coaching, Coaching Philosophies and Theories, Coaching Ethics and Professional Conduct	05 Hours
<ol style="list-style-type: none"> 1. Definition and scope of sports coaching 2. Historical evolution and trends in sports coaching 3. Role and responsibilities of a sports coach 4. Overview of coaching philosophies 5. Key coaching theories and models 6. Application of coaching theories in practice 7. Ethical considerations in sports coaching 8. Professional conduct and responsibilities 9. Creating a positive and inclusive coaching environment 	
Unit II: Athlete Development, Coaching Methods and Techniques, Psychological Aspects of Coaching	05 Hours
<ol style="list-style-type: none"> 1. Principles of athlete development 2. Long-term athlete development models 3. Skill acquisition and motor learning 4. Effective coaching methods and styles 5. Teaching and correcting sports techniques 6. Utilizing technology in coaching 	

7. Motivation and goal-setting for athletes 8. Mental skills training 9. Handling stress, anxiety, and performance pressure	
Unit III: Team Dynamics and Management, Practical Coaching Application and Review	05 Hours
1. Team building and cohesion 2. Conflict resolution and communication 3. Time and stress management for coaches 4. Conducting coaching sessions 5. Case studies on effective coaching practices 6. Final assessment and review of key coaching concepts	

References:

- Books:
1. Gilbert, W., & Trudel, P. (2004). "Learning to coach: For personal and professional development." Human Kinetics.
 2. Lyle, J. (2002). "Sports Coaching Concepts: A Framework for Coaches' Behaviour." Routledge.
 3. Martens, R. (2012). "Successful Coaching." Human Kinetics.
- Journals:
4. International Journal of Sports Science & Coaching.
 5. Journal of Applied Sport Psychology.
 6. Coaching: An International Journal of Theory, Research, and Practice.
- Online Resources:
7. Coaching Association of Canada - National Coaching Certification Program. (<https://www.coach.ca/nccp-info-s15445>)
 8. United States Olympic & Paralympic Committee - Coaching Education. (<https://www.teamusa.org/coaching-education>)
- Marathi References:
9. देसाई, आ. आ. (Desai, A. A.). "खेळाडू कोचिंग व अथलिस शिदण." (Athlete Coaching and Physical Education), ईशालय पठक विदय, मई.
 10. जोशी, आ. ए. (Joshi, A. A.). "खेळाडू कोचिंग मख एक मयगशल 7दकन." (A Practical Perspective for Athlete Coaching), मजहंस मकशन, पण.
- International References:
11. Bloom, G. A., Durand-Bush, N., Schinke, R. J., & Salmela, J. H. (1998). "The importance of mentoring in the development of coaches and athletes." International Journal of Sport Psychology, 29(2), 267-281.
 12. Jowett, S., & Cockerill, I. M. (2003). "Olympic medallists' perspective of the athlete-coach relationship." Psychology of Sport and Exercise, 4(4), 313-331.
- Conference Proceedings:
13. International Coaching Symposium Proceedings, 2022.
 14. National Conference on Sports Science and Coaching (NCSSC) Proceedings, 2023.
- Government Reports:
15. International Council for Coaching Excellence (ICCE) - Global Code of Ethics for Coaches. (<https://www.icce.ws/>)

Course Number – SEC - 01 (Paper Number – 01 and 02)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
01	SEC – 01	Theory	01	01	15	1 hour	20	30	50

Formative Assessment Marks 20 – Weekly Home Assignment

Summative Assessment Marks 30 – Semester End Evaluation (Exam)

Course Number – SEC - 01: Paper – 02:**Title of the Course: Sports Management – 01 Credit****Course Outcomes:**

1. Define and explain the fundamentals and scope of sports management.
2. Understand various organizational structures, governance, and policies in sports.
3. Apply event planning and management principles to organize sports events.
4. Develop and implement marketing, sponsorship, and branding strategies in a sports context.
5. Demonstrate financial management skills for sports organizations.
6. Apply human resource management principles and effective leadership in sports.
7. Analyse ethical considerations and governance principles in sports management.
8. Apply sports management concepts to solve practical challenges in the field.

Syllabus: Course SEC - 1: Paper – 02 Title: Sports Management – 01 Credit	Total Hours: 15
Unit I: Introduction to Sports Management, Organizational Structures in Sports, Event Planning and Management	05 Hours
<ol style="list-style-type: none"> 1. Definition and scope of sports management 2. Historical evolution and trends in sports administration 3. Role and significance of sports managers 4. Types of sports organizations 5. Governance and administration in sports 6. Understanding sports policies and regulations 7. Planning and organizing sports events 8. Venue selection and logistics 9. Risk management and contingency planning 	
Unit II: Marketing and Sponsorship in Sports, Financial Management in Sports, Human Resource Management in Sports	05 Hours
<ol style="list-style-type: none"> 1. Sports marketing principles 2. Sponsorship and partnership strategies 3. Branding and promotion in sports 4. Budgeting for sports organizations 5. Revenue generation and financial planning 6. Fundraising and grant management 7. Recruiting and managing sports personnel 8. Leadership and teamwork in sports organizations 9. Conflict resolution and communication skills 	
Unit III: Ethics and Governance in Sports Management, Practical Application and	05 Hours

Review	
1. Ethical considerations in sports management 2. Governance structures and accountability 3. Fair play and integrity in sports 4. Case studies in sports management 5. Guest lectures from sports management professionals 6. Final assessment and review of key concepts	

References:

Books:

1. Parkhouse, B. L., & Schneider, R. G. (Eds.). (2019). "Sports Management: Principles and Applications." Routledge.
2. Beech, J., Chadwick, S., & Tapp, A. (2019). "The Business of Sport Management." Pearson UK.
3. Masteralexis, L. P., Barr, C. A., & Hums, M. A. (2021). "Principles and Practice of Sport Management." Jones & Bartlett Learning.

Journals:

4. Journal of Sport Management.
5. European Sport Management Quarterly.
6. International Journal of Sports Marketing & Sponsorship.

Online Resources:

7. North American Society for Sport Management (NASSM) - Resources. (<https://www.nassm.org/>)
8. Sport Management Association of Australia and New Zealand (SMAANZ) - Publications. (<https://smaan.org/>)

Marathi References:

9. देशपांडे, आ. आ. (Deshpande, A. A.). "खेळ प्रबंधन." (Sports Management), ईश्वरालय प्रकाशक, मुंबई.
10. पारभु, व. ए. (Parabhu, V. A.). "खेळ कला व्यवस्थापन." (Sports Art Management), राजहंस प्रकाशन, पणजे

International References:

11. Shilbury, D., Westerbeek, H., Quick, S., Funk, D., & Karg, A. (2014). "Strategic Sport Marketing." Allen & Unwin.
12. Chadwick, S., & Arthur, D. (2017). "International Cases in the Business of Sport." Routledge.

Conference Proceedings:

13. International Conference on Sports Management (ICSM) Proceedings, 2022.
14. National Seminar on Sports Governance and Ethics (NSSGE) Proceedings, 2023.

Government Reports:

15. International Olympic Committee (IOC) - Code of Ethics. (<https://www.olympic.org/>)

Course Number – SEC - 02 (Practical Paper Number – 01)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
01	SEC-02	Practical	01	02	30	1 hour	20	30	50


Formative Assessment Marks 20 – Weekly Home Assignment

Summative Assessment Marks 30 – Semester End Evaluation (Exam)

Course Number – SEC -02: Practical Paper – 01**Title of the Course: Foundation of Coaching – 01 Credit****Course Outcomes:**

1. Define and explain the fundamentals and scope of motor learning.
2. Critically analyse key motor learning theories and their applications.
3. Understand and distinguish between the cognitive, associative, and autonomous stages of skill acquisition.
4. Identify and evaluate factors influencing motor learning and skill retention.
5. Assess the role of feedback in the motor learning process.
6. Design and implement effective practice and training methods for skill acquisition.
7. Analyse the retention and transfer of motor skills in various contexts.
8. Apply motor learning concepts in practical coaching and physical education scenarios.

Syllabus: Course SEC - 01: Practical Paper – 01 Title: Foundation of Coaching – 01 Credit	Total Hours: 30
Unit I: Introduction to Motor Learning, Theories of Motor Learning, Stages of Skill Acquisition	10 Hours
<ol style="list-style-type: none"> 1. Definition and scope of motor learning 2. Historical perspectives and key theories 3. Relationship between motor learning and skill acquisition 4. Information processing theory 5. Ecological dynamics approach 6. Schema theory and its applications 7. Cognitive, associative, and autonomous stages 8. Factors influencing each stage 9. Transfer of learning between stages 	
Unit II: Factors Influencing Motor Learning, Practice and Training Methods, Retention and Transfer of Motor Skills	10 Hours
<ol style="list-style-type: none"> 1. Individual differences in motor learning 2. Environmental and contextual factors 3. Feedback and its role in skill acquisition 4. Blocked vs. random practice 5. Variable and constant practice conditions 6. Distributed and massed practice 7. Retention and factors affecting it 8. Transfer of learning to new contexts 9. Generalization and specificity in motor learning 	
Unit III: Skill Acquisition in Sports and Physical Education, Practical Application	10 Hours



20.8.24

and Review	
1. Application of motor learning concepts in sports coaching 2. Designing effective skill acquisition programs 3. Integrating motor learning principles in physical education 4. Hands-on motor learning activities 5. Case studies in skill acquisition 6. Final assessment and review of key concepts	

References:

- Books:
- Schmidt, R. A., & Lee, T. D. (2018). "Motor Control and Learning: A Behavioural Emphasis." Human Kinetics.
 - Magill, R. A. (2019). "Motor Learning and Control: Concepts and Applications." McGraw-Hill Education.
 - Wulf, G., & Shea, C. (2017). "Principles Derived from the Study of Simple Skills Do Not Generalize to Complex Skill Learning." Psychological Bulletin, 143(10), 1082–1108.
- Journals:
- Journal of Motor Learning and Development.
 - Research Quarterly for Exercise and Sport.
 - Journal of Sport and Exercise Psychology.
- Online Resources:
- Journal of Motor Learning and Development - Human Kinetics. (<https://journals.humankinetics.com/view/journals/jmld/jmld-overview.xml>)
 - Society for Motor Learning and Sport Psychology. (<https://www.smlsp.org/>)
- Marathi References:
- कलकर्णी, व. आ. (Kulkarni, V. A.). "दिव्यशक्ति आणि तंत्र शिक्षण." (Sports Science and Motor Learning), ईशान्य पब्लिकेशन, मुंबई.
 - गायकवाड, आ. व. (Gayakwad, A. V.). "आरोग्यसिद्धि आणि व्यायाम." (Health Principles and Exercise), राजहंस प्रकाशन, पणजे
- International References:
- Guadagnoli, M. A., & Lee, T. D. (2004). "Challenge Point: A Framework for Conceptualizing the Effects of Various Practice Conditions in Motor Learning." Journal of Motor Behavior, 36(2), 212–224.
 - Hodges, N. J., & Williams, A. M. (2019). "Skill Acquisition in Sport: Research, Theory, and Practice." Routledge.
- Conference Proceedings:
- International Conference on Motor Learning (ICML) Proceedings, 2022.
 - National Seminar on Skill Acquisition and Motor Development (NSSAMD) Proceedings, 2023.
- Government Reports:
- Centers for Disease Control and Prevention (CDC) - Physical Activity Basics. (<https://www.cdc.gov/physicalactivity/basics/index.htm>)

Course Number – SEC - 02 (Practical Paper Number – 02)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
02	SEC – 02	Practical	01	02	30	1 hour	20	30	50

Formative Assessment Marks 20 – Weekly Home Assignment

Summative Assessment Marks 30 – Semester End Evaluation (Exam)

Course Number – SEC -02: Practical Paper – 02**Title of the Course: Sports Event Management – 01 Credit**

Course Outcomes: This course provides hands-on experience in planning, organizing, and executing sports events. Students will learn the fundamentals of sports event management, including logistics, marketing, budgeting, and team coordination. The course is divided into three units, each focusing on a different aspect of sports event management, with a total of 30 hours of practical training.

1. Understand the principles and processes involved in sports event management.
2. Plan and execute a sports event from inception to completion.
3. Develop skills in budgeting, marketing, and logistics for sports events.
4. Work effectively as part of a team to manage sports events.
5. Evaluate the success of sports events and identify areas for improvement.

Syllabus: Course SEC - 01: Practical Paper – 02 Title: Sports Event Management – 01 Credit	Total Hours: 30
Unit I: Introduction to Sports Event Management: Overview of Sports Event; Management; Event Planning and Coordination; Budgeting and Financial Management; Logistics and Operations; Case Studies and Practical Exercises	10 Hours
<ol style="list-style-type: none"> 1. Definition and scope of sports event management 2. Types of sports events (local, national, international) 3. Role and responsibilities of a sports event manager 4. Event concept and feasibility analysis 5. Setting objectives and goals 6. Team formation and role allocation 7. Budget preparation and management 8. Revenue generation (sponsorship, ticketing, merchandising) 9. Cost control and financial monitoring 10. Venue selection and management 11. Equipment and facilities planning 12. Safety and risk management 13. Analysis of successful sports events 14. Practical exercises in event planning and coordination 	
Unit II: Marketing and Promotion of Sports Events: Marketing Principles for Sports Events; Promotion and Public Relations; Sponsorship and Partnerships; Digital Marketing; Case Studies and Practical Exercises	10 Hours
<ol style="list-style-type: none"> 1. Importance of marketing in sports events 2. Market research and audience analysis 3. Branding and positioning 4. Promotion strategies (advertising, social media, PR) 5. Engaging with the media 6. Creating promotional materials (posters, flyers, press releases) 	

<ol style="list-style-type: none"> 7. Identifying potential sponsors 8. Crafting sponsorship proposals 9. Managing sponsor relationships 10. Leveraging social media platforms 11. Creating engaging content 12. Analyzing digital marketing performance 13. Analysis of marketing strategies in sports events 14. Practical exercises in marketing and promotion 	
Unit III: Execution and Evaluation of Sports Events: Event Day Management; Audience and Participant Management; Post-Event Activities; Evaluating Event Success; Case Studies and Practical Exercises	10 Hours
<ol style="list-style-type: none"> 1. Scheduling and timelines 2. Coordination of teams and activities 3. Crisis management and troubleshooting 4. Registration and ticketing 5. Audience engagement and experience 6. Managing participants and volunteers 7. Post-event analysis and reporting 8. Feedback collection and evaluation 9. Acknowledgment and follow-up with stakeholders 10. Key performance indicators (KPIs) for sports events 11. Measuring financial performance 12. Assessing overall impact and legacy 13. Review of executed sports events 14. Practical exercises in event evaluation and reporting 	

References:

1. Chitale, A. (2019). Sports Event Management in India, New Delhi: Sports Publications.
 2. Singh, H. (2020). Sports Management: Principles and Practice. Mumbai: Himalaya Publishing House.
 3. Sharma, V. (2018). Event Management and Marketing: The Indian Context. Delhi: Sage Publications.
- International References
4. Masterman, G. (2014). Strategic Sports Event Management, London: Routledge.
 5. Shone, A., & Parry, B. (2013). Successful Event Management: A Practical Handbook. London: Cengage Learning.
 6. Bowdin, G., Allen, J., O'Toole, W., Harris, R., & McDonnell, I. (2011). Events Management, London: Routledge.
 7. Getz, D. (2005). Event Management and Event Tourism, New York: Cognizant Communication Corporation.
 8. Westerbeek, H., & Smith, A. (2003). Sport Business in the Global Marketplace. London: Palgrave Macmillan.
- Marathi References
9. शोरात, आर. (२०१८). इंडिया आयोजन आणि व्यवस्थापन. पुणे: साकेत प्रकाशन.
 10. कलकण्ठ, एम. (२०१९). इंडिया आयोजन आणि व्यवस्थापन. मद्रास: ईशान्या.
 11. देशमुख, जा. (२०२०). इंडिया आयोजन आणि नियोजन. नारायण: इयमंड पब्लिकेशन्स.
 12. Trenberth, L., & Hassan, D. (2012). Managing Sport Business: An Introduction, New York: Routledge.
 13. Watt, D. (1998). Event Management in Leisure and Tourism, Harlow: Pearson Education.
 14. Robinson, P., Wale, D., & Dickson, G. (2010). Events Management, Wallingford: CABI.
 15. Tassiopoulos, D. (2010). Event Management: A Professional and Developmental Approach. Cape Town: Juta Academic.

Subject (Major): Physical Education**BA First Year: 2nd Semester**

Course Type	Course Code	Course Name	Teaching Scheme (Hrs. / Week)		Credits Assigned		Total Credits
			Theory	Practical	Theory	Practical	
Major (Core) M1 Mandatory	DSC-3	Measurement and Evaluation in Physical Education	2		2		2+2 = 4
	DSC-4	Practical based on DSC-3: Athletics – Field Events		4		2	
Major (Core) M2 Mandatory	DSC-3	Sociology of Sports and Physical Activity	2		2		2+2 = 4
	DSC-4	Practical based on DSC-3: First Aid		4		2	
Major (Core) M3 Mandatory	DSC-3	Indian Cultural and Heritage Games	2		2		2+2 = 4
	DSC-4	Practical based on DSC-3: Asana and Pranayama		4		2	
Generic / Open Elective (GE/OE) (Choose any one from pool of courses) It should be chosen compulsorily from the faculty other than that of Major	GE/OE-2	To be chosen from other faculty 1. Injury Prevention 2. Athletic Training 3. Community Health 4. Corrective Physical Education 5. Rehabilitation Exercises	2		2		2
VSC (Vocational Skill Courses) (Choose any one from pool of courses)	VSC-1	1. Posture 2. Indian Youth Welfare Policies	1		1		2
	VSC-2	Practical based on VSC-1: Sports Massage		2		1	
AEC, VEC, IKS	AEC-1	English/ Hindi/ Marathi/ Urdu/ Sanskrit / Pali and Buddhism (Choose any One)	2		2		2+2 =4
	VEC-1	Constitution of India (Common for all the faculty)	2		2		
OJT/ FP/CEP/CC/RP	CC-2	Yoga Education/ Sports and Fitness (Common for all the faculty)		4		2	2
			13	18	13	09	22
Exit Option : Award of UG Certificate in 3 Majors with 44 credits and an additional 4 credits of core NSQF course / Internship OR continue with Major and Minor							

GE/OE-1 : This is a 2 credit theory course to be designed for other faculty

GE/OE-2 : This is a 2 credit theory course to be designed for other faculty

**B. A. First year – Second Semester – Subject: Physical Education
Major (Core) M1 Mandatory**

DISCIPLINE SPECIFIC COURSE (DSC – 03 and 04)

The Course Physical Education in Second Semester has

1. Measurement and Evaluation in Physical Education; 2. Athletics Field Events

Course (Theory Paper 1, and Practical Paper - 2) for 04 Credits: Each course has 02 Credits

All the papers are compulsory and Details of the course are as under

Course No. DSC – 03; (Theory Paper No. 1 – DSC – 03)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
M1	DSC - 03	Theory	02	02	30	2 hours	00	50	50

Summative Assessment Distribution of Marks – 50 = Class Test 10 Marks; and Semester End Evaluation (Exam) 40 Marks

Course Number DSC - 03 (Theory Paper – 1)

Title of the Course: Measurement and Evaluation in Physical Education – 02 Credits

Course Outcomes (CO):

1. Define and explain the fundamental concepts of measurement and evaluation in physical education.
2. Apply psychometric principles, reliability, and validity to the assessment process.
3. Demonstrate familiarity with various assessment tools and techniques in physical education.
4. Design assessments aligned with clear learning objectives.
5. Implement performance-based assessments and alternative assessment methods.
6. Analyse and interpret assessment data to inform teaching and learning.
7. Address challenges and ethical considerations in assessment practices.
8. Apply theoretical knowledge through practical experience in designing and implementing assessments.

Syllabus: Course M1: Paper – 01 (DSC – 03)		Total Hours: 30
Title: Measurement and Evaluation in Physical Education – 02 Credits		
Unit I: Introduction to Measurement and Evaluation, Theoretical Foundations of Assessment, Assessment Tools in Physical Education		10 Hours
<ol style="list-style-type: none"> 1. Definition and importance of measurement and evaluation 2. Historical perspectives on assessment in physical education 3. Role of measurement and evaluation in enhancing teaching and learning 4. Psychometric principles in measurement 5. Types of assessments: formative vs. summative 6. Reliability and validity in assessment 7. Fitness assessments: components and protocols 8. Skill-based assessments: designing and scoring 9. Technology-assisted assessment methods 		
Unit II: Designing Assessments in Physical Education, Performance-Based Assessment, Data Analysis and Interpretation		10 Hours
<ol style="list-style-type: none"> 1. Developing clear learning objectives 2. Aligning assessments with learning outcomes 3. Differentiating assessments for diverse learners 		

4. Portfolio assessment in physical education 5. Project-based assessments and presentations 6. Peer and self-assessment techniques 7. Basic statistical concepts in assessment 8. Interpreting assessment results 9. Providing constructive feedback	
Unit III: Challenges and Ethical Considerations in Assessment, Practical Application and Review	10 Hours
1. Addressing bias in assessments 2. Ethical considerations in grading and reporting 3. Ensuring fairness and inclusivity in assessment practices 4. Designing and implementing a comprehensive assessment plan 5. Peer review and feedback on assessment strategies 6. Final assessment and review of key concepts	

References:

- Books:
1. Safrit, M. J., & Wood, T. M. (1995). "Measurement Concepts in Physical Education and Exercise Science." Human Kinetics.
 2. Morrow, J. R., Jackson, A. W., & Disch, J. G. (2011). "Measurement and Evaluation in Human Performance." Human Kinetics.
 3. Gronlund, N. E., & Linn, R. L. (1990). "Measurement and Evaluation in Teaching." Macmillan.
- Journals:
4. Measurement in Physical Education and Exercise Science.
 5. Journal of Teaching in Physical Education.
 6. Journal of Physical Education, Recreation & Dance.
- Online Resources:
7. American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) - Assessment Resources. (<https://www.shapeamerica.org/>)
 8. The Assessment Network. (<https://www.assessmentnetwork.net/>)
- Marathi References:
9. फडके, स. स. (Fadke, S. S.). "शारीरिक शिक्षण सामाजिक." (Physical Education Pedagogy), ईश्वरपंतक विद्या, मुंबई.
 10. जाधव, आ. ए. (Jadhav, A. A.). "मापन व मूल्यमापन." (Measurement and Evaluation), राजहंस प्रकाशन.
- International References:
11. Airasian, P. W., & Russell, M. K. (2008). "Classroom Assessment: Concepts and Applications." McGraw-Hill Education.
 12. Nitko, A. J., & Brookhart, S. M. (2014). "Educational Assessment of Students." Pearson.
- Conference Proceedings:
13. International Conference on Assessment in Physical Education (ICAPE) Proceedings, 2022.
 14. National Seminar on Challenges in Educational Measurement (NSCEM) Proceedings, 2023.
- Government Reports:
15. U.S. Department of Education - National Assessment of Educational Progress (NAEP). (<https://www.nationsreportcard.gov/>)

M1 - Course No. DSC – 4 (Practical Paper based on DSC-3 – DSC – 04)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
M1	DSC - 04	Practical	02	04	60	2 hours	20	30	50

Formative Assessment Marks 20 – Weekly Class Assignments

Summative Assessment Marks 30 – Semester End Evaluation (Exam)

M1 - Course Number DSC - 4 (Practical Paper – 1)

Title of the Course: Athletics: Field Events – 02 Credits

Athletics – Field Events (Choose any four) (Long Jump, High Jump, Triple Jump, Pole Vault, Shot Put, Discus Throw, Javelin Throw, (or) Any One from (Pentathlon, Heptathlon, Decathlon)

Outcomes:

1. Develop skills related to Athletics Track Events
2. Students will be able to perform the skills related to Athletics Track Events
3. Practical demonstration and performance skills will be learned by the students
4. The students will get acquainted with the rules and regulations of the Athletics Track Events

Note: Conduct any four events from the list given below:

1. Long Jump
2. High Jump
3. Triple Jump
4. Pole Vault
5. Shot Put
6. Discus Throw
7. Javelin Throw

Note: Conduct any one from the list given below:

1. Pentathlon
2. Heptathlon
3. Decathlon

Formative Assessment marks 20 – Weekly Class Assignment (Practical Record)

Summative Assessment Marks 30 – 10 Marks for Practical Performance, 10 Marks for Rules and Regulations and Ground Markings, 10 Marks for Viva-Voce Exam

Reference:

1. *"Track and Field". Scholastic. Archived from the original on 3 November 2019. Retrieved 22 July 2019.*
2. Rosenbaum, Mike. [Introductions to Track and Field Events Archived](#) 29 May 2015 at the [Wayback Machine](#). About. Retrieved on 28 September 2014.
3. Jump up to: Instone, Stephen (15 November 2009). [The Olympics: Ancient versus Modern Archived](#) 2 December 2019 at the [Wayback Machine](#). BBC. Retrieved on 23 March 2010.
4. *"Ancient Olympic Events: Pentathlon". Perseus digital library. Archived from the original on 20 March 2021. Retrieved 3 August 2009.*

5. Waldo E. Sweet, Erich Segal (1987). *Sport and recreation in ancient Greece*. Oxford University Press. p. 37. ISBN 0195041267.
6. Jean-Paul Thuillier, *Le sport dans la Rome antique* (in French), Paris, Errance, 1996, pp. 115–116, ISBN 2-87772-114-0
7. "The Olympic Games in Antiquity", The Olympic Museum. Archived 19 September 2016 at the Wayback Machine Retrieved 22 July 2019.
8. "High Jump (c. 1900)". Springfield College Digital Collections. Archived from the original on 15 February 2024. Retrieved 3 February 2024.
9. Jump up to "History – Introduction". IAAF. Archived from the original on 1 May 2010. Retrieved 25 March 2010.
10. Jump up to: Robinson, Roger (December 1998). "On the Scent of History". *Running Times*: 28.

B. A. First year – Second Semester – Subject: Physical Education**Course Type – Major (Core) M2 Mandatory****DISCIPLINE SPECIFIC COURSE M2 (DSC – 03 and DSC – 04)**

The Course Physical Education in First Semester has

Sociology of Sports and Physical Activity; and First Aid Practical**Course (Paper DSC – 3, and DSC – 4 Practical based on DSC - 3) for 04 Credits: 02 Credits Each****All the papers are compulsory and Details of the course are as under****Course No. DSC – 3 (Theory Paper No. 1 – DSC–03)**

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
M2	DSC - 03	Theory	02	02	30	2 hours	00	50	50

Summative Assessment Distribution of Marks – 50 = Class Test 10 Marks; and Semester End Evaluation (Exam) 40 Marks

M2 - Course Number DSC - 3 (Theory Paper – I)**Title of the Course: Sociology of Sports and Physical Activity – 02 Credits****Course Outcomes (CO):**

1. Define and explain the foundational concepts and theories of sociology of sports.
2. Analyse the role of sports in socialization and its impact on individual identity.
3. Evaluate social stratification and disparities within the sports context.
4. Understand the interaction between sports and various societal institutions.
5. Examine deviance, controversies, and ethical considerations in sports.
6. Investigate the impact of sports on community dynamics and identity.
7. Develop critical thinking skills in evaluating the societal implications of sports.
8. Apply sociological theories to practical scenarios in sports and physical activity.

Syllabus: Course M2 – DSC – 03: Theory Paper – 01 Title: Sociology of Sports and Physical Activity – 02 Credits	Total Hours: 30
Unit I: Introduction to Sociology of Sports, Sociological Theories in Sports, Sports and Socialization	10 Hours
<ol style="list-style-type: none"> 1. Definition and scope of sociology of sports 2. Historical perspectives on sports and society 3. Significance of studying sports from a sociological perspective 4. Structural functionalism and sports 5. Conflict theory and sports 6. Symbolic interactionism in sports 7. Role of sports in socialization 8. Social identity formation through sports 9. Gender and racial socialization in sports 	
Unit II: Social Stratification in Sports, Sports and Institutions, Deviance and Controversies in Sports	10 Hours
<ol style="list-style-type: none"> 1. Class, race, and gender disparities in sports 2. Access and opportunities in sports 3. Social mobility through sports 	

4. Education and sports 5. Media and sports 6. Politics and sports 7. Deviant behaviour in sports 8. Scandals and controversies in sports 9. Ethics and sportsmanship	
Unit III: Sports and Community Dynamics, Practical Application and Review	10 Hours
1. Sports and community identity 2. Impact of sports on local economies 3. Community engagement through sports 4. Case studies on the sociological impact of sports 5. Guest lectures from professionals in sports sociology 6. Final assessment and review of key concepts	

References:

Books:

1. Coakley, J. (2018). "Sports in Society: Issues and Controversies." McGraw-Hill Education.
2. Eitzen, D. S., & Sage, G. H. (2019). "Sociology of North American Sport." Oxford University Press.
3. Houlihan, B., & Malcolm, D. (2006). "Sport and Society: A Student Introduction." SAGE Publications.

Journals:

4. Sociology of Sport Journal.
5. International Review for the Sociology of Sport.
6. Journal of Sport and Social Issues.

Online Resources:

7. North American Society for the Sociology of Sport (NASSS) - Resources. (<https://nasss.org/>)
8. International Sociology of Sport Association (ISSA) - Publications. (<https://www.issa-sociology.org/>)

Marathi References:

9. गोरेंकर, सभार (Gorekar, Subhash). "खेळ व समाजशास्त्र." (Sports and Sociology), ईश्वरालय कनिष्ठविद्यालय, मराठी.
10. सावंत, गणपत नारायण (Sawant, Ganpat Narayan). "खेळाचा अभ्यास." (Study of Sports), स्वयंसेवक संस्थान, पणजे.

International References:

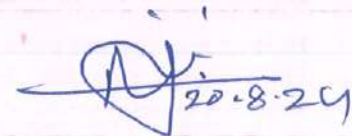
11. Giulianotti, R. (2005). "Sport: A Critical Sociology." Polity Press.
12. Dunning, E., & Rojek, C. (2013). "Sport and Leisure in the Civilizing Process." Routledge.

Conference Proceedings:

13. International Conference on Sociology of Sports (ICSS) Proceedings, 2022.
14. National Seminar on Sports and Society Dynamics (NSSD) Proceedings, 2023.

Government Reports:

15. International Olympic Committee (IOC) - Olympic Studies Centre. (<https://www.olympic.org/olympic-studies-centre>)


 20-8-24

M2 - Course No. DSC – 4 (Practical Paper based on DSC-3 – DSC – 04)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
M2	DSC - 04	Practical	02	04	60	2 hours	20	30	50

Formative Assessment Marks 20 – Weekly Class Assignments

Summative Assessment Marks 30 – Semester End Evaluation (Exam)

M2 - Course Number DSC - 4 (Practical Paper – 1)

Title of the Course: First Aid – 02 Credits

Course Outcomes:

1. Define and explain the fundamental principles and importance of first aid.
2. Apply knowledge of anatomy and physiology to first aid situations.
3. Demonstrate hands-on skills in basic life support, including CPR and AED usage.
4. Assess and manage trauma, wounds, and fractures effectively.
5. Recognize and respond to common medical emergencies with confidence.
6. Manage environmental emergencies, including heat-related illnesses and hypothermia.
7. Provide culturally competent first aid and consider special populations.
8. Apply knowledge through practical scenarios, simulations, and first aid kit preparation.

M2- Syllabus: Course DSC - 04: (Practical Paper – 01) Title – First Aid – 02 Credits	Total Hours: 60
Unit I: Introduction to First Aid, Anatomy and Physiology Relevant to First Aid, Cardiovascular Emergencies	20 Hours
<ol style="list-style-type: none"> 1. Definition and importance of first aid 2. Legal and ethical considerations 3. Role and responsibilities of a first aider 4. Understanding the human body systems 5. Recognizing signs and symptoms of common emergencies 6. Basic life support principles 7. Cardiopulmonary resuscitation (CPR) 8. Automated External Defibrillator (AED) usage 9. Choking and airway obstruction management 	
Unit II: Trauma and Wound Care, Medical Emergencies, Environmental Emergencies	20 Hours
<ol style="list-style-type: none"> 1. Assessment and management of wounds 2. Fracture recognition and splinting 3. Head and spinal injuries 4. Recognizing and responding to medical emergencies 5. Diabetes, seizures, and allergic reactions 6. Administration of epinephrine auto-injectors 7. Heat-related illnesses and hypothermia 8. Poisoning and substance abuse emergencies 9. Bites and stings: Insects, snakes, and marine life 	

Unit III: Special Populations and Considerations, Practical Application and Review	20 Hours
<ol style="list-style-type: none"> 1. First aid for children, elderly, and individuals with disabilities 2. Cultural competence in first aid 3. Psychological first aid 4. Hands-on first aid scenarios and simulations 5. First aid kit assembly and maintenance 6. Final assessment and review of key concepts 	

References:**Books:**

1. American Red Cross. (2016). "American Red Cross First Aid/CPR/AED Participant's Manual." StayWell.
2. St. John Ambulance. (2018). "First Aid Manual." Dorling Kindersley.

Journals:

3. International Journal of First Aid Education.
4. Journal of Emergency Medical Services (JEMS).
5. Wilderness & Environmental Medicine.

Online Resources:

6. American Heart Association (AHA) - CPR & First Aid. (<https://cpr.heart.org/>)
7. British Red Cross - First Aid Advice. (<https://www.redcross.org.uk/first-aid>)

Marathi References:

8. वसंत गायकवाड, अरुण पाटील. (Vasant Gayakwad, Arun Patil). "पहिले उपचार: तात्काळीन वक्तव्य." (First Aid: Immediate Reading), अभिजना संकाशन, पणजे.
9. सुजाता बागवत, अनिता गडकरी. (Sujata Bagwat, Anita Gadkari). "सर्वप्रकारचे संपूर्ण प्रथमोपचार." (Comprehensive First Aid), ईशालय पठनक विद्या, मुंबई.

International References:

10. Thygerson, A. L., & Thygerson, S. M. (2015). "First Aid, CPR, and AED Standard." Jones & Bartlett Learning.
11. Red Cross Australia - First Aid App. (<https://www.redcross.org.au/first-aid-app>)

Conference Proceedings:

12. International Conference on Emergency Medicine and First Aid (ICEMFA) Proceedings, 2022.
13. National Seminar on Cultural Competence in First Aid (NSCCFA) Proceedings, 2023.

Government Reports:

14. World Health Organization (WHO) - First Aid. (<https://www.who.int/news-room/questions-and-answers/item/first-aid>)
15. Indian Red Cross Society - First Aid Training. (<https://indianredcross.org/>)

B. A. First year – Second Semester – Subject: Physical Education**Course Type – Major (Core) M3 Mandatory****DISCIPLINE SPECIFIC COURSE M3 (DSC – 03 and DSC – 04)**

The Course Physical Education in Second Semester has

Indian Cultural and Heritage Games and Asanas & Pranayama**Course (Paper DSC – 3, and DSC – 4 Practical based on DSC - 3) for 04 Credits: 02 Credits Each****All the papers are compulsory and Details of the course are as under****Course No. DSC – 3 (Theory Paper No. 1 – DSC – 03)**

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
M3	DSC - 03	Theory	02	02	30	2 hours	00	50	50

Summative Assessment Distribution of Marks – 50 = Class Test 10 Marks; and Semester End Evaluation (Exam) 40 Marks

M3 - Course Number DSC - 3 (Theory Paper – I)**Title of the Course: Indian Cultural and Heritage Games – 02 Credits****Course Outcomes (CO):**

1. Identify and describe various traditional Indian cultural and heritage games.
2. Explain the historical and cultural significance of traditional games in India.
3. Demonstrate practical skills in playing and organizing traditional Indian games.
4. Analyse the physical, mental, and social benefits associated with traditional games.
5. Appreciate the cultural diversity reflected in different traditional games.
6. Recognize the role of traditional games in promoting physical fitness and well-being.
7. Discuss the connections between traditional games and indigenous martial arts.
8. Formulate strategies for revitalizing and preserving traditional Indian games.

M3 - Syllabus: Course DSC - 03: Theory Paper – 01 (M – 01) Title: Cultural and Heritage Games – 02 Credits	Total Hours: 30
Unit I: Introduction to Indian Cultural and Heritage Games, Ancient Indian Board Games, Traditional Indian Outdoor Games	10 Hours
<ol style="list-style-type: none"> 1. Definition and scope of traditional Indian games 2. Historical overview of traditional games in India 3. Significance of preserving and promoting cultural games 4. Pachisi, Chaupar, and Ashta Chamma 5. Rules, strategies, and cultural contexts 6. Practical sessions and game play 7. Kabaddi, Gilli Danda, and Lagori 8. Origins and regional variations 9. Skill development and health benefits 	
Unit II: Indigenous Martial Arts, Cultural Dance and Movement Games, Traditional Indian Archery and Wrestling	10 Hours
<ol style="list-style-type: none"> 1. Kalaripayattu, Gatka, and Thang-Ta 2. Historical significance and cultural contexts 3. Demonstrations and hands-on experiences 	

4. Dandiya Raas, Garba, and Kho Kho 5. Integration of dance and movement in traditional games 6. Social and cultural dimensions 7. Archery (Dhanurvedya) and Mallakhamb 8. Wrestling traditions: Pehlwani and Malla-yuddha 9. Physical fitness and cultural symbolism	
Unit III: Revitalizing and Preserving Traditional Games, Practical Application and Review	10 Hours
1. Initiatives for promoting traditional games 2. Role of education and community engagement 3. Challenges and opportunities in preserving cultural games 4. Organizing and participating in a cultural games festival 5. Reflection on the cultural and physical significance of traditional Indian games 6. Final assessment and review of key concepts	

References:

- Books:
1. Shukla, P. R. (2010). "Traditional Indian Games: Their Values, Purpose, and Future." Concept Publishing Company.
 2. Kavadi, S. (2015). "Indian Traditional Games: Potential and Challenges." Research Gate.
- Journals:
3. Journal of Traditional Games.
 4. International Journal of Physical Education, Sports and Health.
- Online Resources:
5. Khelo India - Traditional Games. (<https://kheloindia.gov.in/>)
 6. Traditional Games of India - Ministry of Culture, Government of India. (<https://www.indiaculture.nic.in/>)
- Marathi References:
7. गडगिल, सुधाकर (Gadgil, Sudhakar). "भारतीय परंपरागत खेळ." (Traditional Indian Games), ऐश्वर्यावतक विद्या, मुंबई.
 8. पथक, आ. ए. (Pathak, A. A.). "भारतीय लोकशास्त्र खेळ." (Indian Folk Games), राजहंस संकाशन, पणजे
- International References:
9. Singh, J. (2018). "Traditional Games of India." International Journal of Physical Education, Sports and Health.
 10. Kapoor, A. (2019). "Revival of Traditional Indian Games: A Step towards Cultural Heritage Preservation." Journal of Traditional Games.
- Conference Proceedings:
11. International Conference on Traditional Games and Physical Culture (ICTGPC) Proceedings, 2022.
 12. National Seminar on Cultural Heritage Games (NSCHG) Proceedings, 2023.
- Government Reports:
13. Ministry of Youth Affairs and Sports, Government of India - National Sports Development Fund. (<https://nsdfindia.org/>)
 14. National Institute of Sports, Ministry of Youth Affairs and Sports, Government of India. (<https://nsnis.org/>)

M3 - Course No. DSC - 4 (Practical Paper based on DSC-3 - DSC - 04)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
M3	DSC - 02	Practical	02	04	60	2 hours	20	30	50

Formative Assessment Marks 20 – Weekly Class Assignments

Summative Assessment Marks 30 – Semester End Evaluation (Exam)

M3 - Course Number DSC - 4 (Practical Paper - 1)**Title of the Course: Asanas and Pranayama – 02 Credits****Course Outcomes:**

1. Explain the philosophy and principles of yoga.
2. Demonstrate proficiency in foundational and advanced asanas.
3. Practice basic and advanced pranayama techniques with precision.
4. Integrate breath control effectively into their asana practice.
5. Engage in meditation and mindfulness practices for relaxation and stress management.
6. Describe the anatomical and physiological effects of yoga on the body.
7. Design personalized yoga routines for themselves and others.
8. Appreciate and apply the holistic mind-body connection in the context of yoga.

M3 - Syllabus: Course DSC - 04: Paper – 02: Title – Asanas and Pranayama – 02 Credits	Total Hours: 60
Unit I: Introduction to Yoga and Its Philosophy, Asanas - Basic Postures, Asanas - Intermediate and Advanced Postures	20 Hours
<ol style="list-style-type: none"> 1. Definition and historical background of yoga 2. Philosophical foundations: Patanjali's Yoga Sutras 3. Integration of yoga into a modern lifestyle 4. Understanding and practicing foundational asanas 5. Alignment principles and modifications 6. Benefits and contraindications of basic asanas 7. Progression to intermediate and advanced asanas 8. Sequencing of asanas for a balanced practice 9. Incorporating props and variations 	
Unit II: Pranayama - Basics of Breath Control, Advanced Pranayama Techniques, Meditation and Mindfulness Practices	20 Hours
<ol style="list-style-type: none"> 1. Introduction to pranayama and its significance 2. Basic breathing techniques: Ujjayi, Nadi Shodhana, Kapalbhati 3. Pranayama for relaxation and concentration 4. Exploration of advanced pranayama practices 5. Integrating breath control with asana practice 6. Benefits and precautions in advanced pranayama 7. Introduction to meditation and mindfulness 8. Incorporating meditation into yoga practice 9. Techniques for relaxation and stress management 	

Unit III: Anatomy and Physiology in Yoga, Practical Application and Review	20 Hours
<ol style="list-style-type: none"> 1. Understanding the physiological effects of yoga on the body 2. Yoga for flexibility, strength, and balance 3. Mind-body connection in yoga practice 4. Group practice sessions 5. Designing personalized yoga routines 6. Final assessment and review of key concepts 	

References:

Books:

1. Iyengar, B. K. S. (2002). "Light on Yoga." HarperCollins.
2. Saraswati, S. S. (1995). "Asana Pranayama Mudra Bandha." Yoga Publications Trust.
3. Swami Satyananda Saraswati. (1996). "Asana Pranayama Mudra Bandha." Bihar School of Yoga.

Journals:

4. International Journal of Yoga.
5. Journal of Yoga & Physical Therapy.
6. Yoga Journal.

Online Resources:

7. The Yoga Institute, Mumbai. (<https://theyogainstitute.org/>)
8. The International Association of Yoga Therapists (IAYT). (<https://www.iayt.org/>)

Marathi References:

9. देव, ग. एस. (Dev, G. S.). "योगसूत्रे" (Yoga Sutras), मध्यम प्रकाशन, पुणे
10. बोरकर, अ. व. (Borakar, A. V.). "योगसूत्रे आणि आसन." (Yoga Sutras and Asanas), सवित्रा प्रकाशन, पुणे

International References:

11. Feuerstein, G. (1998). "The Yoga Tradition: Its History, Literature, Philosophy, and Practice." Hohm Press.
 12. Ramaswami, S. (2005). "The Complete Book of Vinyasa Yoga." Da Capo Press.
- Conference Proceedings:
13. International Conference on Yoga and Holistic Well-being (ICYHW) Proceedings, 2022.
 14. National Seminar on Integrating Yoga into Modern Lifestyles (NSIYML) Proceedings, 2023.
- Government Reports:
15. Ministry of AYUSH, Government of India - Yoga Portal. (<https://yoga.ayush.gov.in/>)

**B. A. Semester – II: Subject: Physical Education
GENERIC ELECTIVE/ OPEN ELECTIVE (GE/ OE - 02)**

The Course Physical Education in Second Semester has

1. Injury Prevention; 2. Athletic Training; 3. Community Health;
4. Corrective Physical Education; 5. Rehabilitation Exercises
(Choose any two from the pool of courses)

It should be chosen compulsorily from the faculty other than that of Major

Course Number GE/ OE – 1 (Paper Number – 1, 2, 3, 4 and 5): 02 Credits Each

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
02	GE/OE - 01	Theory	02	02	30	2 hours	20	30	50

Formative Assessment – 20 Marks: 10 Marks for Home Assignments; 10 Marks for Case Studies

Summative Assessment – 30 marks: Semester End Evaluation (Exam) 30 Marks

Course Number GE/ OE – 02: Paper – 01

Title of the course: Injury Prevention – 02 Credits

Course Outcomes:

1. Define and explain the principles and importance of injury prevention.
2. Identify and analyse the causes, risk factors, and mechanisms of injuries.
3. Apply biomechanical, physiological, and psychological concepts to injury prevention.
4. Implement practical strategies for creating safe physical environments and ensuring equipment safety.
5. Recognize the role of psychological factors in injury risk and recovery.
6. Design and implement injury prevention programs for specific physical activities.
7. Evaluate the impact of policies and regulations on injury prevention.
8. Apply knowledge through practical assessments and the creation of injury prevention plans.

Syllabus: Course GE/ OE - 02: Paper – 01: Title – Injury Prevention – 02 Credits	Total Hours: 30
Unit I: Introduction to Injury Prevention, Understanding Injuries: Causes and Mechanisms, Biomechanics and Injury Prevention	10 Hours
<ol style="list-style-type: none"> 1. Definition and scope of injury prevention 2. Overview of common injuries in physical education and sports 3. Importance of injury prevention in promoting overall well-being 4. Types of injuries: acute vs. chronic 5. Causes and risk factors for injuries 6. Mechanisms of injury and injury patterns 7. Biomechanical principles relevant to injury prevention 8. Analysis of movement patterns and their impact on injury 9. Implementing biomechanical strategies for injury prevention 	
Unit II: Physiological Considerations in Injury Prevention, Psychological Aspects of Injury Prevention, Environmental and Equipment Safety	10 Hours
<ol style="list-style-type: none"> 1. Physiological factors influencing injury risk 2. Warm-up and cool-down strategies 3. Conditioning programs for injury prevention 	

4. Understanding the role of psychological factors in injury risk 5. Strategies for mental preparation and stress management 6. Rehabilitation psychology and injury recovery 7. Creating safe physical environments 8. Equipment selection, maintenance, and safety measures 9. Emergency response and first aid in injury situations	
Unit III: Injury Prevention Programs and Policies, Practical Application and Review	10 Hours
1. Designing and implementing injury prevention programs 2. Role of policies and regulations in injury prevention 3. Case studies on successful injury prevention initiatives 4. Conducting risk assessments and implementing preventive measures 5. Creating injury prevention plans for specific physical activities 6. Final assessment and review of key concepts	

References:

- Books:
1. Fahey, T. D., & Insel, P. M. (2017). "Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness." McGraw-Hill Education.
 2. Shrier, I. (2015). "Preventing Sports Injuries: A Guide to Good Practice." Springer.
 3. Valovich McLeod, T. C., & Perrin, D. H. (2017). "Injury Prevention and Public Health: Practical Knowledge, Skills, and Strategies." Jones & Bartlett Learning.
- Journals:
4. Journal of Athletic Training.
 5. Sports Health: A Multidisciplinary Approach.
 6. Injury Prevention.
- Online Resources:
7. Centers for Disease Control and Prevention (CDC) - Injury Prevention & Control. (<https://www.cdc.gov/injury/index.html>)
 8. National Institute for Occupational Safety and Health (NIOSH) - Safety and Health Topics: Traumatic Occupational Injuries. (<https://www.cdc.gov/niosh/topics/injury/>)
- Marathi References:
9. शशी, व. आ. (Shastri, V. A.). "चोटखण [खेळांमधील अघात व वारं]." (Use of Exercise in Injuries), राजहंस प्रकाशन, पणजे
 10. देवदिकार, आ. श्री. (Devdikar, A. Shri.). "खेळांमधील सुरक्षा." (Safety in Sports), ईश्वरालय प्रकाशक, पुणे.
- International References:
11. Verhagen, E., & van Mechelen, W. (2010). "Sports Injury Research." Oxford University Press.
 12. Emery, C. A., & Meeuwisse, W. H. (2010). "The Effectiveness of a Neuromuscular Prevention Strategy to Reduce Injuries in Youth Soccer: A Cluster-Randomised Controlled Trial." British Journal of Sports Medicine, 44(8), 555-562.
- Conference Proceedings:
13. International Conference on Sports Medicine and Injury Prevention (ICSMP) Proceedings, 2022.
 14. National Seminar on Practical Approaches to Injury Prevention (NSPAIP) Proceedings, 2023.
- Government Reports:
15. World Health Organization (WHO) - Violence and Injury Prevention. (https://www.who.int/violence_injury_prevention/en/)

Course Number GE/ OE – 02: Paper – 02: Title of the course: Athletic Training

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
02	GE/OE - 01	Theory	02	02	30	2 hours	20	30	50

Formative Assessment – 20 Marks: 10 Marks for Home Assignments; 10 Marks for Case Studies

Summative Assessment – 30 marks: Semester End Evaluation (Exam) 30 Marks

Course Number GE/ OE – 02: Paper – 02:**Title of the course: Athletic Training – 02 Credits****Course Outcomes:**

1. Define and explain the foundational principles and practices of athletic training.
2. Apply knowledge of anatomy and physiology to the assessment and rehabilitation of injuries.
3. Demonstrate skills in assessing, diagnosing, and documenting sports-related injuries.
4. Design and implement rehabilitation programs and therapeutic exercises.
5. Provide effective emergency care and develop action plans for acute injuries.
6. Implement preventive strategies, including taping, bracing, and nutrition.
7. Apply ethical principles and navigate legal considerations in athletic training.
8. Demonstrate practical skills through simulations, case studies, and hands-on demonstrations.

GE/ OE – 02 - Syllabus: Course 3: (Paper – 02) Title – Athletic Training – 02 Credits	Total Hours: 30
Unit I: Introduction to Athletic Training, Anatomy and Physiology for Athletic Training, Injury Assessment and Evaluation	10 Hours
<ol style="list-style-type: none"> 1. Definition and scope of athletic training 2. Historical evolution of athletic training 3. Role and responsibilities of athletic trainers 4. Understanding the musculoskeletal and physiological systems 5. Application of anatomy and physiology to injury prevention and rehabilitation 6. Functional anatomy relevant to athletic training 7. Techniques for assessing and diagnosing injuries 8. Evaluation of common sports-related injuries 9. Documentation and communication of assessment findings 	
Unit II: Rehabilitation Techniques, Emergency Care in Athletic Training, Preventive Strategies in Athletic Training	10 Hours
<ol style="list-style-type: none"> 1. Designing and implementing rehabilitation programs 2. Therapeutic exercises and modalities 3. Progression and modification of rehabilitation plans 4. Recognition and management of acute injuries 5. CPR and first aid training for athletic trainers 6. Developing emergency action plans 7. Injury prevention programs 8. Taping and bracing techniques 9. Nutritional considerations for injury prevention 	
Unit III: Ethical and Legal Considerations in Athletic Training, Practical	10 Hours

Application and Review	
<ol style="list-style-type: none"> 1. Ethical principles in sports medicine 2. Legal responsibilities of athletic trainers 3. Confidentiality and informed consent 4. Simulation exercises in injury assessment and emergency care 5. Case studies and practical demonstrations 6. Final assessment and review of key concepts 	

References:

Books:

1. Prentice, W. E. (2016). "Essentials of Athletic Injury Management." McGraw-Hill Education.
2. Arnheim, D. D., & Prentice, W. E. (2011). "Principles of Athletic Training: A Competency-Based Approach." McGraw-Hill Education.
3. Anderson, M. K., & Hall, S. J. (2011). "Foundations of Athletic Training: Prevention, Assessment, and Management." Wolters Kluwer Health.

Journals:

4. Journal of Athletic Training.
5. International Journal of Sports Physical Therapy.
6. Athletic Training & Sports Health Care.

Online Resources:

7. National Athletic Trainers' Association (NATA) - Educational Resources. (<https://www.nata.org/>)
8. American College of Sports Medicine (ACSM) - Resources for the Exercise Professional. (<https://www.acsm.org/>)

Marathi References:

9. पंडित, सुनील (Pandit, Sunil). "एथलिटिक ट्रेनिंग." (Athletic Training), ईशालय पब्लिक विद्यालय, मुंबई.
10. देवसर्कर, आ. श्री. (Devsarkar, A. Shri). "खेळाडूंसकालीन रिकव्हिलिटेशन तंत्र." (Rehabilitation for Athletes), राजहंस प्रकाशन, पणजे

International References:

11. Kachingwe, A. F., & Phillips, B. (2003). "Comparison of Manual Therapy Techniques with Therapeutic Exercise in the Treatment of Shoulder Impingement: A Randomized Controlled Pilot Clinical Trial." Journal of Manual & Manipulative Therapy, 11(4), 214–220.
12. Perrin, D. H. (2014). "Is It Time for Athletic Training to Break Away from the Mother Ship?" Journal of Athletic Training, 49(2), 178–179.

Conference Proceedings:

13. National Symposium on Advances in Athletic Training (NSAAT) Proceedings, 2022.
14. International Conference on Sports Medicine and Rehabilitation (ICSMR) Proceedings, 2023.

Government Reports:

15. National Institute of Sports Medicine and Rehabilitation, Ministry of Youth Affairs and Sports, Government of India. (<https://sportsauthorityofindia.nic.in/>)

Course Number GE/ OE – 02: Paper – 03: Title of the course: Community Health

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
02	GE/OE - 02	Theory	02	02	30	2 hours	20	30	50

Formative Assessment – 20 Marks: 10 Marks for Home Assignments; 10 Marks for Case Studies

Summative Assessment – 30 marks: Semester End Evaluation (Exam) 30 Marks

Course Number GE/ OE – 02: Paper – 03:

Title of the course: Community Health – 02 Credits

Course Outcomes:

1. Define and explain the principles and importance of community health.
2. Analyse the factors influencing community health, including social determinants and behavioural factors.
3. Apply epidemiological and public health concepts to disease prevention and surveillance.
4. Design and implement effective health promotion and education programs.
5. Engage with and develop partnerships within communities for health initiatives.
6. Address health disparities and inequalities through community health interventions.
7. Develop preventive strategies for both communicable and non-communicable diseases.
8. Evaluate the impact and sustainability of community health programs, recognizing the role of physical education professionals.

Syllabus: Course GE/ OE - 02: Paper – 03 Title – Community Health – 02 Credits	Total Hours: 30
Unit I: Introduction to Community Health, Epidemiology and Public Health, Determinants of Health	10 Hours
<ol style="list-style-type: none"> 1. Definition and scope of community health 2. Influencing factors: social, economic, and environmental 3. Importance of community health in physical education 4. Basics of epidemiology and disease surveillance 5. Public health principles and practices 6. Analysing community health data 7. Social determinants of health 8. Economic and environmental influences 9. Behavioural and lifestyle factors 	
Unit II: Health Promotion and Education, Community Engagement in Health, Preventive Health Strategies	10 Hours
<ol style="list-style-type: none"> 1. Designing and implementing health promotion programs 2. Health education strategies for diverse communities 3. Evaluating the effectiveness of health promotion initiatives 4. Developing partnerships with community organizations 5. Engaging community members in health initiatives 6. Addressing health disparities and inequalities 7. Preventive measures for communicable and non-communicable diseases 8. Immunization programs and infectious disease control 	

9. Strategies for promoting mental health and well-being	
Unit III: Sustainable Health Programs, Practical Application and Review	10 Hours
1. Creating sustainable health interventions 2. Integrating physical education into community health programs 3. Evaluating the long-term impact of health initiatives 4. Community health project development 5. Reflection on the role of physical education professionals in community health 6. Final assessment and review of key concepts	

References:

Books:

1. Green, L. W., & Kreuter, M. W. (2005). "Health Program Planning: An Educational and Ecological Approach." McGraw-Hill.
2. McLeroy, K. R., Bibeau, D., Steckler, A., & Glanz, K. (1988). "An Ecological Perspective on Health Promotion Programs." *Health Education & Behavior*, 15(4), 351–377.
3. Mittelmark, M. B., & Shutz, T. (2017). "Implementation of Health in All Policies: Progress in All European Countries." *Health Promotion International*, 32(4), 669–680.

Journals:

4. *American Journal of Public Health.*
5. *Health Education Research.*
6. *Journal of Community Health.*

Online Resources:

7. World Health Organization (WHO) - Community Health. (<https://www.who.int/health-topics/community-health>)
8. Centers for Disease Control and Prevention (CDC) - Community Health. (<https://www.cdc.gov/publichealthgateway/>)

Marathi References:

9. घोडके, व. आ. (Ghodke, V. A.). "समुदाय आरोग्य: साध्यता विकसित." (Community Health: Achievable Development), मृ. विज्ञान प्रकाशन, पणजे
10. सोनावणेकर, अ. क. (Sonawane, A. K.). "समुदाय आरोग्य आणि उत्तम क्षेत्रे." (Community Health and Optimal Health Fields), ईश्वरालय प्रकाशक विद्यालय, मुंबई.

International References:

11. Wandersman, A., Goodman, R. M., Butterfoss, F. D., & Minkler, M. (2008). "Understanding Coalitions and How They Operate." In "Empowerment Evaluation: Principles in Practice" (pp. 73–92). Guilford Press.
12. Wallerstein, N., & Duran, B. (2006). "Using Community-Based Participatory Research to Address Health Disparities." *Health Promotion Practice*, 7(3), 312–323.

Conference Proceedings:

13. International Conference on Community Health and Well-being (ICCHW) Proceedings, 2022.
14. National Seminar on Sustainable Community Health Programs (NSSCHP) Proceedings, 2023.

Government Reports:

15. National Health Mission (NHM), Ministry of Health and Family Welfare, Government of India. (<https://nhm.gov.in/>)

Course Number GE/ OE – 02: Paper – 04: Title of the course: Corrective Physical Exercises

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
02	GE/ OE - 02	Theory	02	02	30	2 hours	20	30	50

Formative Assessment – 20 Marks: 10 Marks for Home Assignments; 10 Marks for Case Studies

Summative Assessment – 30 marks: Semester End Evaluation (Exam) 30 Marks

Course Number GE/ OE – 02: Paper – 04:**Title of the course: Corrective Physical Exercises – 02 Credits****Course Outcomes:**

1. Define and explain the principles and importance of corrective physical education.
2. Utilize assessment techniques for identifying movement deficiencies and postural issues.
3. Analyse and address common movement deficiencies impacting physical well-being.
4. Design individualized corrective exercise programs considering progressions and regressions.
5. Apply biomechanical principles to optimize movement and correct biomechanical imbalances.
6. Implement inclusive approaches, adapting corrective exercises for diverse needs.
7. Recognize and integrate corrective exercises into injury prevention strategies.
8. Apply knowledge through hands-on practical sessions, case studies, and group projects.

Syllabus: Course GE/OE - 2: Paper – 04 Title – Corrective Physical Education – 02 Credits	Total Hours: 30
Unit I: Introduction to Corrective Physical Education, Movement Assessment Techniques, Common Movement Deficiencies	10 Hours
<ol style="list-style-type: none"> 1. Definition and scope of corrective physical education 2. Importance of addressing movement deficiencies 3. Historical perspective on corrective exercises 4. Functional movement screening (FMS) and its applications 5. Postural analysis and identification of biomechanical imbalances 6. Utilizing technology for movement assessment 7. Identifying and analyzing common movement patterns 8. Understanding the impact of sedentary lifestyles on movement 9. Integrating corrective strategies into physical education programs 	
Unit II: Corrective Exercise Programming, Biomechanics and Movement Optimization, Inclusive Approaches in Corrective Physical Education	10 Hours
<ol style="list-style-type: none"> 1. Designing individualized corrective exercise programs 2. Progressions and regressions in corrective exercises 3. Incorporating corrective strategies into group settings 4. Understanding biomechanical principles for movement optimization 5. Application of biomechanics in correcting movement deficiencies 6. Case studies on biomechanical analysis and correction 7. Addressing diverse needs in physical education 8. Adapting corrective exercises for individuals with disabilities 	

9. Inclusive practices for promoting movement diversity	
Unit III: Injury Prevention through Corrective Education, Practical Application and Review	10 Hours
<ol style="list-style-type: none"> 1. The role of corrective exercises in injury prevention 2. Developing pre-habilitation programs 3. Integrating corrective strategies into sports training 4. Hands-on application of corrective exercises 5. Case studies and group projects 6. Final assessment and review of key concepts 	

References:

- Books:
1. Cook, G., Burton, L., & Hoogenboom, B. J. (2014). "Pre-Participation Screening: The Use of Fundamental Movements as an Assessment of Function - Part 1." North American Journal of Sports Physical Therapy, 1(2), 62-72.
 2. Sahrmann, S. (2001). "Diagnosis and Treatment of Movement Impairment Syndromes." Mosby.
- Journals:
3. Journal of Bodywork and Movement Therapies.
 4. Journal of Sport Rehabilitation.
 5. Medicine and Science in Sports and Exercise.
- Online Resources:
6. National Academy of Sports Medicine (NASM) - Corrective Exercise Specialization. (<https://www.nasm.org/>)
 7. Functional Movement Systems (FMS). (<https://www.functionalmovement.com/>)
- Marathi References:
8. गजूर, सुनील बालसाहेब. (Gujar, Sunil Balasaheb). "सुप्रधान शारीरिक शिक्षण." (Corrective Physical Education), विद्यया संकलन, पणजे
 9. देवगिरी, शुभश भगवत. (Devgiri, Shubhash Bhagwat). "चिकित्सा व्यायाम." (Corrective Exercises), सुविद्यया संकलन, पणजे
- International References:
10. Myers, T. W. (2011). "Anatomy Trains: Myofascial Meridians for Manual and Movement Therapists." Churchill Livingstone.
 11. McGill, S. M. (2007). "Low Back Disorders: Evidence-Based Prevention and Rehabilitation." Human Kinetics.
- Conference Proceedings:
12. International Conference on Corrective Physical Education and Movement Sciences (ICCEMS) Proceedings, 2022.
 13. National Seminar on Inclusive Practices in Physical Education (NSIPPE) Proceedings, 2023.
- Government Reports:
14. Centers for Disease Control and Prevention (CDC) - Physical Activity and Health. (<https://www.cdc.gov/physicalactivity/index.html>)
 15. Ministry of Youth Affairs and Sports, Government of India - Khelo India. (<https://kheloindia.gov.in/>)

Course Number GE/ OE – 02: Paper – 05: Title of the course: Rehabilitation Exercises

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
02	GE/OE - 012	Theory	02	02	30	2 hours	20	30	50

Formative Assessment – 20 Marks: 10 Marks for Home Assignments; 10 Marks for Case Studies

Summative Assessment – 30 marks: Semester End Evaluation (Exam) 30 Marks

Course Number GE/ OE – 02: Paper – 05:**Title of the course: Rehabilitation Exercises – 02 Credits****Course Outcomes:**

1. Define and explain the concept of rehabilitation exercises and their significance.
2. Identify common musculoskeletal conditions and understand their implications for rehabilitation.
3. Apply physiological and biomechanical principles to the design of rehabilitation exercise programs.
4. Design and implement individualized rehabilitation exercise programs.
5. Apply rehabilitation exercises to address lower extremity injuries and conditions.
6. Apply rehabilitation exercises to address upper extremity injuries and conditions.
7. Design and implement core stabilization exercises for spinal health.
8. Evaluate exercise considerations for special populations in rehabilitation.

Syllabus: Course GE/ OE - 2: Paper – 05 Title: Rehabilitation Exercises – 02 Credits	Total Hours: 30
Unit I: Introduction to Rehabilitation Exercises, Understanding Musculoskeletal Conditions, Principles of Rehabilitation Exercises	10 Hours
<ol style="list-style-type: none"> 1. Definition and significance of rehabilitation exercises 2. Historical perspectives on exercise in rehabilitation 3. Integration of rehabilitation exercises in physical education 4. Overview of common musculoskeletal conditions 5. Implications for rehabilitation exercise programs 6. Relationship between exercise and injury prevention 7. Physiological and biomechanical principles 8. Specificity, overload, and progression in rehabilitation 9. Considerations for individualized exercise prescriptions 	
Unit II: Rehabilitation Exercises for Lower Extremities, Rehabilitation Exercises for Upper Extremities, Spinal Rehabilitation Exercises	10 Hours
<ol style="list-style-type: none"> 1. Exercises for knee, hip, and ankle rehabilitation 2. Progressions and modifications based on injury severity 3. Case studies on lower extremity rehabilitation 4. Exercises for shoulder, elbow, and wrist rehabilitation 5. Therapeutic exercises for common upper extremity injuries 6. Case studies on upper extremity rehabilitation 7. Core stabilization exercises for spine health 8. Rehabilitation of lumbar, thoracic, and cervical spine conditions 9. Integrating flexibility and strength in spinal rehabilitation 	

Unit III: Special Populations and Rehabilitation, Practical Application and Review	10 Hours
1. Exercise considerations for special populations (e.g., seniors, athletes) 2. Adapting rehabilitation exercises for diverse needs 3. Collaborative approaches with healthcare professionals 4. Designing and implementing rehabilitation exercise programs 5. Case presentations and analysis 6. Final assessment and review of key concepts	

References:

- Books:
1. Prentice, W. E. (2015). "Rehabilitation Techniques for Sports Medicine and Athletic Training." McGraw-Hill Education.
 2. Kisner, C., & Colby, L. A. (2017). "Therapeutic Exercise: Foundations and Techniques." F.A. Davis Company.
 3. Liebenson, C. (2015). "Rehabilitation of the Spine: A Practitioner's Manual." Lippincott Williams & Wilkins.
- Journals:
4. Journal of Orthopaedic & Sports Physical Therapy (JOSPT).
 5. The American Journal of Sports Medicine.
 6. Clinical Rehabilitation.
- Online Resources:
7. Physiopedia - Rehabilitation and Exercise Prescription. (<https://www.physio-pedia.com/>)
 8. American College of Sports Medicine (ACSM) - Exercise is Medicine. (<https://www.exerciseismedicine.org/>)
- Marathi References:
9. ठाकरे, सुनिल. (Thakare, Sunil). "सर्वांगीण उदरगमन शक्यता." (Rehabilitation of Musculoskeletal Disorders), विदया संकलन, पणजे
 10. देवकर्णी, अंकुश. (Devkarni, Ankush). "शारीरिक सुधारणा शिक्षण." (Physical Rehabilitation Education), विदया संकलन, पणजे
- International References:
11. Shamus, E., Shamus, J., & Stern, M. (2015). "The Role of Physical Therapy in Cancer Rehabilitation." Physical Medicine and Rehabilitation Clinics of North America, 26(1), 87–103.
 12. Fransen, M., McConnell, S., Harmer, A. R., Van der Esch, M., Simic, M., & Bennell, K. L. (2015). "Exercise for Osteoarthritis of the Knee: A Cochrane Systematic Review." British Journal of Sports Medicine, 49(24), 1554–1557.
- Conference Proceedings:
13. International Conference on Rehabilitation Exercises (ICRE) Proceedings, 2022.
 14. National Seminar on Exercise Prescription for Rehabilitation (NSER) Proceedings, 2023.
- Government Reports:
15. World Health Organization (WHO) - Rehabilitation. (<https://www.who.int/>)

**B. A. Semester Second – Subject: Physical Education
VOCATIONAL SKILL ENHANCEMENT COURSE (VSC – 01)**

The Course Physical Education in Second Semester has

1. Posture; 2. Indian Youth Welfare Policies – 01 Credit Each

Select any one from the pool of courses: Course for 01 Credits, Details of the course is as under:

Course Number VSC-01: Paper Number 01

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
01	VSC-01	Theory	01	01	15	---	50	---	50

Formative Assessment Marks 30 – Case Studies – 30 Marks; Home Assignments – 20 Marks

Course Number VSC – 01 (Paper – 1)

Title of the Course: Posture – 01 Credit

Course Outcomes:

1. Define and explain the significance of good posture in maintaining overall health.
2. Describe the anatomy and biomechanics of the musculoskeletal system in relation to posture.
3. Demonstrate proficiency in assessing posture and identifying common deviations.
4. Analyse the impact of ergonomics and daily activities on posture.
5. Explain the relationship between posture and respiratory, cardiovascular, and musculoskeletal health.
6. Design and implement corrective exercises to improve posture.
7. Recognize the psychological aspects of posture and its influence on mood and self-esteem.
8. Apply knowledge through hands-on practice sessions for assessing and correcting posture.

Syllabus: Course VSC - 01: Practical based Paper – 01 Title: Posture – 01 Credit		Total Hours: 15
Unit I: Introduction to Posture, Anatomy and Biomechanics of Posture, Assessing Posture		05 Hours
<ol style="list-style-type: none"> 1. Definition and significance of posture 2. Historical perspectives on posture awareness 3. Relationship between posture and overall health 4. Understanding the musculoskeletal system in relation to posture 5. Biomechanical principles influencing posture 6. Impact of poor posture on joints and soft tissues 7. Techniques for postural assessment 8. Common postural deviations and their implications 9. Identifying factors influencing posture 		
Unit II: Ergonomics and Posture in Daily Activities, Posture and Physical Health, Corrective Exercises for Posture Improvement		05 Hours
<ol style="list-style-type: none"> 1. Workplace ergonomics and its impact on posture 2. Posture during sitting, standing, and various daily activities 3. Strategies for maintaining good posture in different settings 4. Link between posture and respiratory function 5. Cardiovascular implications of posture 		

6. Posture-related musculoskeletal conditions and injuries 7. Exercise interventions for correcting common postural deviations 8. Stretching and strengthening exercises for posture improvement 9. Integrating postural exercises into fitness programs	
Unit III: Posture and Psychological Well-being, Practical Application and Review	05 Hours
1. The connection between posture and mood 2. Posture and its impact on self-esteem 3. Mind-body connection in maintaining good posture 4. Hands-on practice sessions for assessing and correcting posture 5. Designing personalized posture improvement plans 6. Final assessment and review of key concepts	

References:

- Books:
1. Kendall, F. P., McCreary, E. K., & Provance, P. G. (2016). "Muscles: Testing and Function with Posture and Pain." Lippincott Williams & Wilkins.
 2. Myers, T. W. (2011). "Anatomy Trains: Myofascial Meridians for Manual and Movement Therapists." Churchill Livingstone.
 3. Cailliet, R. (1996). "Soft Tissue Pain and Disability." F. A. Davis Company.
- Journals:
4. Journal of Bodywork and Movement Therapies.
 5. Ergonomics.
 6. Journal of Physical Therapy Science.
- Online Resources:
7. American Posture Institute. (<https://americanpostureinstitute.com/>)
 8. National Institute of Neurological Disorders and Stroke (NINDS) - Ergonomics and Posture. (<https://www.ninds.nih.gov/>)
- Marathi References:
9. चावणे, सधकार. (Chavane, Sudhakar). "थडाके थडाके झाला... उभे म्हणजे महत्त्व." (Be A Thousand Ways to Stand Erect), राजहंस संकाशन, पुणे
 10. बोरकर, सधकार. (Borakar, Sudhakar). "उभा रहा यात्रेत." (Stay Erect on Your Journey), विद्या संकाशन, पुणे
- International References:
11. Cramer, H., Lauche, R., Haller, H., & Dobos, G. (2013). "A Systematic Review and Meta-analysis of Yoga for Low Back Pain." The Clinical Journal of Pain, 29(5), 450–460.
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- Conference Proceedings:
13. International Conference on Posture and Movement Sciences (ICPMS) Proceedings, 2022.
 14. National Seminar on Ergonomics and Posture (NSEP) Proceedings, 2023.
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15. World Health Organization (WHO) - Global Strategy on Diet, Physical Activity and Health. (<https://www.who.int/>)

Course Number VSC-01: Paper Number 02 - Indian Youth Welfare Policies

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
01	VSC – 01	Theory	01	01	15	---	50	---	50

Formative Assessment Marks 30 – Case Studies – 30 Marks; Home Assignments – 20 Marks

Course Number VSC – 01 (Paper – 2)**Title of the Course: Indian Youth Welfare Policies – 01 Credit****Course Outcomes:**

1. Explain the historical evolution and significance of youth welfare in the Indian context.
2. Analyses and critically evaluate government initiatives and policies designed for youth development.
3. Assess the integration of youth welfare in the educational system, with a focus on physical education and sports.
4. Evaluate policies promoting youth employment, entrepreneurship, and skill development.
5. Analyses health and well-being policies for youth, particularly in the context of sports and physical fitness.
6. Assess policies addressing social inclusion, gender equality, and the needs of marginalized youth.
7. Compare and contrast youth welfare policies globally, identifying best practices and lessons.
8. Apply theoretical knowledge through practical projects, case studies, and community engagement.

Syllabus: Course VSC – 01: Paper – 02 Title: Indian Youth Welfare Policies – 01 Credit		Total Hours: 15
Unit I: Introduction to Indian Youth Welfare, Government Initiatives for Youth Welfare, Youth and Education Policies		05 Hours
<ol style="list-style-type: none"> 1. Definition and scope of youth welfare 2. Historical overview of youth welfare policies in India 3. Significance of youth development for the nation 4. Overview of national youth policies and programs 5. Analysis of flagship schemes and initiatives 6. Role of government agencies in youth development 7. Examination of educational policies impacting youth 8. Access to education and skill development programs 9. Integration of physical education and sports in the educational curriculum 		
Unit II: Employment and Entrepreneurship Policies, Health and Well-being Policies for Youth, Social Inclusion and Equity Policies		05 Hours
<ol style="list-style-type: none"> 1. Government policies promoting youth employment 2. Skill development initiatives for entrepreneurship 3. Case studies on successful youth-led enterprises 4. Public health policies addressing youth-specific concerns 5. Promotion of physical fitness and mental well-being 6. Sports policies and programs for youth engagement 7. Policies promoting gender equality and social inclusion 8. Addressing the needs of marginalized youth 9. Inclusive practices in youth development programs 		

Unit III: International Perspectives on Youth Welfare, Practical Application and Review	05 Hours
<ol style="list-style-type: none"> 1. Comparative analysis of youth welfare policies globally 2. Best practices and lessons from other countries 3. Global collaborations for youth development 4. Case studies on the implementation of youth welfare policies 5. Youth-led community projects 6. Final assessment and review of key concepts 	

References:

Books:

1. Government of India. (2014). "National Youth Policy." Ministry of Youth Affairs and Sports.
2. Koul, L. (2017). "Education Policies in India: Reforms and Practices." Sage Publications.
3. Patel, S., & Desai, P. (2016). "Youth Employment in India: Macro Trends, Micro Evidence." Oxford University Press.

Journals:

4. Indian Journal of Youth Affairs and Civic Engagement.
5. Journal of Youth Studies.
6. Youth Voice Journal.

Online Resources:

7. Ministry of Youth Affairs and Sports, Government of India. (<https://yas.nic.in/>)
8. United Nations Development Programme (UNDP) - Youth Empowerment. (<https://www.undp.org/>)

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9. बोरकर, सांतोष. (Borakar, Santosh). "नवजवान आरंभ नती." (Youth Health Policies), सविधवा संकलन, पुणे.
10. शिर्गुपते, आशिष. (Shirgupte, Ashish). "कौशल्य-शिक्षण म्हणजे मजबूती." (The Mainstay of Skill Education), अहम संकलन, मुंबई.

International References:

11. Bynner, J., & Chisholm, L. (2018). "Growing Up in Australia: The Longitudinal Study of Australian Children Is Now 15 Years Old." Family Matters, 99, 5–14.
 12. Smith, C., & White, J. (2002). "Young People's Leisure and Lifestyles." Palgrave Macmillan. Conference Proceedings:
 13. International Conference on Youth Welfare Policies (ICYWP) Proceedings, 2022.
 14. National Seminar on Inclusive Youth Development (NSIYD) Proceedings, 2023.
- Government Reports:
15. National Skill Development Corporation (NSDC), Government of India. (<https://www.nsdcindia.org/>)

Course No. VSC – 2 (Practical Paper based on VSC-1 – VSC – 02) - Sports Massage

Course No.	Type of Course	Theory/ Practical	Credits	Instruction Hours/ week	Total number of lectures/ semester	Duration of Exam	Formative Assessment Marks	Summative Assessment marks	Total Marks
2	VSC - 02	Practical	01	02	30	2 hours	20	30	50

Formative Assessment Marks 20 – Weekly Class Assignments

Summative Assessment Marks 30 – Semester End Evaluation (Exam)

Course Number VSC - 2 (Practical Paper – 1)**Title of the Course: Sports Massage – 01 Credit****Course Outcomes:**

1. Explain the principles and importance of sports massage in athletic performance.
2. Demonstrate a comprehensive understanding of musculoskeletal anatomy and physiology relevant to sports massage.
3. Apply various sports massage techniques, including effleurage, petrissage, and deep tissue massage.
4. Implement sports massage strategies for injury prevention and prehabilitation.
5. Evaluate and apply sports massage techniques for post-exercise recovery and DOMS.
6. Tailor sports massage techniques to meet the specific needs of athletes in different sports.
7. Adhere to ethical considerations, professionalism, and legal aspects in the practice of sports massage.
8. Gain practical experience through hands-on sessions and case studies.

Syllabus: Course VSC-02: Paper – 01 Title: Sports Massage – 01 Credit	Total Hours: 30
Unit I: Introduction to Sports Massage, Anatomy and Physiology Relevant to Sports Massage, Techniques of Sports Massage	10 Hours
<ol style="list-style-type: none"> 1. Definition and scope of sports massage 2. Historical development and evolution 3. Importance of sports massage in athletic performance 4. Understanding musculoskeletal anatomy 5. Physiological effects of massage on the circulatory and nervous systems 6. Relationship between soft tissues and athletic performance 7. Effleurage, petrissage, and friction techniques 8. Deep tissue massage and trigger point therapy 9. Stretching and myo-fascial release in sports massage 	
Unit II: Sports Massage for Injury Prevention, Sports Massage for Recovery, Sports Massage in Specific Sports	10 Hours
<ol style="list-style-type: none"> 1. Identifying common sports injuries 2. Massage strategies for injury prevention 3. Integrating sports massage into pre-habilitation programs 4. The role of massage in post-exercise recovery 5. Delayed onset muscle soreness (DOMS) and massage 6. Strategies for promoting optimal recovery 7. Tailoring massage techniques to specific sports 8. Addressing the needs of athletes in different disciplines 9. Case studies and practical applications 	

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