

 <p>Estd. 1962 "A++" Accredited by NAAC (2021) With CGPA 3.52</p>	<p align="center"><b>SHIVAJI UNIVERSITY, KOLHAPUR</b>  <b>416 004, MAHARASHTRA</b>          PHONE : EPABX - 2609000, BOS Section - 0231-2609094, 2609487          Web : <a href="http://www.unishivaji.ac.in">www.unishivaji.ac.in</a> Email: <a href="mailto:bos@unishivaji.ac.in">bos@unishivaji.ac.in</a>  <b>शिवाजी विद्यापीठ, कोल्हापूर, ४१६ ००४, महाराष्ट्र</b>          दूरध्वनी - इपीबीएक्स - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१- २६०९०९४, २६०९४८७          वेबसाईट : <a href="http://www.unishivaji.ac.in">www.unishivaji.ac.in</a> ईमेल : <a href="mailto:bos@unishivaji.ac.in">bos@unishivaji.ac.in</a></p>		
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Ref.: SU/BOS/ IDS / 284

Date: 08 - 05- 2025

To,

- |   |  |
|---|--|
| 1) The Principal,<br>All Concerned Affiliated Colleges/Institutions<br>Shivaji University, Kolhapur | 2) The Head/Co-ordinator/Director<br>All Concerned Department<br>Shivaji University, Kolhapur. |
|---|--|

**Subject :** Regarding revised syllabi of **B.A. Part II (Sem. III & IV)** degree programme under the Faculty of Inter- Disciplinary Studies as per NEP-2020 (2.0).

Sir/Madam,

With reference to the subject mentioned above, I am directed to inform you that the university authorities have accepted and granted approval to the revised syllabi, nature of question paper and equivalence of **B. A. Part II (Sem. III & IV)** for followers degree programme under the Faculty of Inter- Disciplinary Studies as per National Education Policy, 2020 (NEP 2.0).

✓ Film Making (Entire)	Sports (Entire)
✓ Yoga (Entire)	Dress Making and Fashion Coordination (DMFC)

This syllabus, nature of question and equivalence shall be implemented from the academic year **2025-2026** onwards. A soft copy containing the syllabus is attached herewith and it is also available on university website [www.unishivaji.ac.in](http://www.unishivaji.ac.in) NEP-2020 (Online Syllabus)

The question papers on the pre-revised syllabi of above-mentioned course will be set for the examinations to be held in October /November 2025 & March/April 2026. These chances are available for repeater students, if any.

You are, therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours Faithfully

(Dr. S. M. Kubal)  
Dy Registrar

Encl. : As above.

Copy to: For Information and necessary action.

1	The Dean, Faculty of IDS	8	P.G.Admission Section
2	Director, Board of Examination and Evaluation	9	Affiliation T. 1 & T. 2 Section
3	The Chairman, Respective Board of Studies	10	Appointment A & B Section
4	Eligibility Section	11	P.G.Seminar Section
5	Computer Centre	12	I.T. Cell
6	O. E. 1 Exam Section	13	Internal Quality Assurance Cell (IQAC)
7	O. E. 2 Exam Section		

# SHIVAJI UNIVERSITY, KOLHAPUR



Established: 1962

A<sup>++</sup> Accredited by NAAC (2021) With CGPA 3.52

## **New Syllabus For Bachelor of Arts [B.A (Sports)]**

**UNDER**

**Faculty of Interdisciplinary Studies**

**B. A. Part - II (Semester - III and IV)**

(Subject to the modifications to be made from time to time)

(To be implemented from June 2025)

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## **1. PREAMBLE:**

Keeping in view, the general employability of Graduates and the utterly unsatisfactory success rate of students in Specialized Sports & Physical Education professional fields sectors the Department of Sports & Physical Education of Shivaji University has decided to introduce the B.A. (Sports) Under Graduate (Four Years) course. The unique character of the captioned Undergraduate course will be that the students opting for this course shall have the option of multiple exits and the two-point entry system. Accordingly, the syllabus has been framed to understand recent trends in Sports and interdisciplinary subjects along with theoretical and applied perspectives as well as skill development with the introduction of the semester and credit system.

The graduate level course in Sports & Physical Education and Sports contains subjects varying from a foundation of Sports & Physical Education to Officiating & coaching, Test & Measurement, Nutrition, Rehabilitation, Psychology, Sports Training, Physiology methods of Teachings, etc. which are aimed to give thorough knowledge and skills to the students. Students perusing Sports & physical education courses are fit to join the jobs as physical trainers, coaches, game officials, referees, umpires, curators, gym trainers, lifeguards, personal trainers, etc. During their course of education, the students also develop the expertise to establish their businesses as entrepreneurs in the fields of sports, fitness, recreation, adventure sports, camping, event management, etc.

## **2. PROGRAMME LEARNING OUTCOMES (PO)**

Program learning outcomes of the B.A. (Sports) degree program in Sports & Physical Education is listed below.

This would lead the students to understand the historical concept of Sports & physical education and the relationship between Philosophy, Education, and Sports & Physical Education. The student would further understand the theoretical implications of Sports & physical education philosophies with modern development and social aspects of Sports & Physical Education.

1. The curriculum would enable the pass out to select the inherited talented Student for various sports activities.
2. The pass-out shall be able to orient children in schools with the fundamental skills of selected sports as per their inherited potential.
3. The pass-out shall be able to devise a training program for athletes engaged in different sports activities
4. The curriculum shall enable them to officiate, and supervise various sports tournaments and orient them in organizing sports events at all levels.

5. The curriculum would enable the pass-out students to be entrepreneurs (to start their own fitness centers, gyms, spa trainers, etc) and device-appropriate fitness programs for different genders and age groups of people.

6. The curriculum would enable the pass-out to devise training programs for physically challenged people.

#### **5. Employability / Entrepreneurship abilities:**

- The candidate will be able to work as a Physical Education, Sports, and Yoga instructor.
- The Candidate will be able to instruct, organize & officiate Physical Education, Sports, and Yoga.
- The candidate will be able to establish fitness, sports, and yoga centers.
- The candidate will be able to conduct Traditional games, Sports, and General Yoga classes for rural and community.

#### **6. DURATION:**

- The course shall be a full time course.
- The duration of course shall be of Four years /Eight Semesters.

#### **7. PATTERN:-**

The pattern of examination will be Semester with Credit and Continuous Internal Evaluation [CIE].

#### **8. ELIGIBILITY FOR ADMISSION:**

The candidate who has qualified SENIOR SECONDARY SCHOOL EXAMINATION (10 + 2) OR

EQUIVALENT from a recognized board/institute is eligible for admission for this course. The criteria for admission are as per the rules and regulations set from time to time by concerned departments, HEIs, university, government and other relevant statutory authorities.

#### **9. MEDIUM OF INSTRUCTION:**

The medium of instruction shall be English/Marathi.

#### **10. EXAMINATION PATTERN:**

The examination pattern will be a Semester End Examination with Internal Assessment/Evaluation. NOTE: Separate passing is mandatory for both, Semester End Examinations, Practicals, and Internal Evaluation/Assessments. (**Aannexure-I**)

# 11. SCHEME OF TEACHING AND EXAMINATION

## B. A. Programme Structure for Semester III and IV (Annexure-I)

B. A. Programme Structure for Level 5.0 of B. A. - II - Semester - III															
	Teaching Scheme							Examination Scheme							
Sr. No.	Theory (TH)				Practical (PR)			Semester-End Examination (SEE)					Internal Assessment (IA)		
								Theory (TH)			Practical (PR)				
	Course Type	No. of Lectures	Hours	Credits	Practical Periods	Hours	Credits	Paper Hours	Max	Min	Max	Min	Max	Min	
01	MM –III	2	2	2	2x4=8*	4	2	02	50	18	50	18			
02	MM - IV	2	2	2	2x4=8*	4	2	02	50	18	50	18			
03	MN	2	2	2	2x4=8*	4	2	02	50	18	50	18			
04	IDC/MDC / GEC/OE	1	1	1	2x2=4*	2	1	01	25	09	25	09			
05	VSC - I														
06	SEC - III	1	1	1	2x2=4*	2	1	01	25	09	25	09			
07	AEC	2	2	2				02	40	14			10	04	
08	IKS (Specific)	1	1	1	2x2=4*	2	1	01	25	09	25	09			
Total		12	12	12	36	20	10		290		250		10	SEE + IA = 540+10= 550	

B. A. Programme Structure for Level 5.0 of B. A. - II - Semester - IV															
	Teaching Scheme							Examination Scheme							
Sr. No.	Theory (TH)				Practical (PR)			Semester-End Examination (SEE)					Internal Assessment (IA)		
								Theory (TH)			Practical (PR)				
	(T/P)														
	Course Type	No. of Lectures	Hours	Credits	Practical Periods	Hours	Credits	Paper Hours	Max	Min	Max	Min	Max	Min	
01	MM –V	2	2	2	2x4=8*	4	2	02	50	18	50	18			
02	MM - VI	2	2	2	2x4=8*	4	2	02	50	18	50	18			
03	MN	2	2	2	2x4=8*	4	2	02	50	18	50	18			
04	OE	1	1	1	2x2=4*	2	1	01	25	09	25	09			
05	VSC - II	1	1	1	2x2=4*	2	1	01	25	09	25	09			
06	SEC - VI				2x4=8*	2	2	-	-	-	40	14	10	04	
07	AEC	2	2	2				2	40	14			10	04	
08	VAC	2	2	2				2	40	14			10	04	
Total		12	12	12	40	18	10		280		240		30	SEE + IA = 520+30= 550	

\* Each Batch of 20 students will be 2/4 Practical hours per week (2 Batch x 4 Hrs. = 8)

## 1. STRUCTURE OF PROGRAMME:

(Credit Distribution Structure for with Multiple Entry and Exit Options B.A. in SPORTS)

COURSE CATEGORY	ABBREVIATION (Only 2 Letters)	DESCRIPTION
<b>MAJOR</b>	Mandatory (MM)	Major – Mandatory Course
	Elective (ME)	Major – Elective Course
<b>MINOR</b>	Minor (MN)	Minor - Course
<b>IDC/MDC/ GEC/OE</b>	IDC (ID)	Interdisciplinary Course
	MDC (MD)	Multi-Disciplinary Course
	GEC (GE)	General Elective Course
	OE (OE)	Open Elective Course (Generic Course not from Major or Minor Category)
<b>VSC/SEC</b>	VSC (VS)	Vocational Skill Course
	SEC (SE)	Skill Enhancement Course
<b>AEC/VAC/IKS</b>	AEC (AE)	Ability Enhancement Course
	VAC (VA)	Value Added Course
	IKS (IK)	Indian Knowledge System
<b>OJT/FP/CEP/C C/RP</b>	OJT (OJ)	On Job Training
	FP (FP)	Field Project
	CEP (CE)	Community Engagement Project
	CC (CC)	Co-curricular Course
	RP (RP)	Research Project

**Note: (Annexure-II)**

**A) Second Year Bachelor of Arts (B.A. - II) (UG DIPLOMA):**

<b>YEAR:</b>	<b>B.A. - II</b>
<b>SEMESTER:</b>	<b>III and IV</b>
<b>LEVEL:</b>	<b>5.0</b>
<b>TOTAL CREDITS</b>	<b>22 + 22= 44</b>
<b>DEGREE AWARDED:</b>	<b>UG DIPLOMA (AFTER 84-88 CREDITS IN TOTAL)</b>

A - I) B.A. – II: SEMESTER - III (TOTAL CREDITS - 22): (Note: Put ‘—’ wherever ‘Not Applicable’)

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
MAJOR	MM III	Sports Education – III (Introduction to Sports Biomechanics)		04
	MM IV	Sports Education - IV (SPORTS TRAINING)		04
MINOR	Physical Education	Physical Education (History of Olympics)		04
OE	OE III	Self Defence Training (RAKSHA)		02
VSC/SEC	VSC I	AYURVEDA AND NUTRITION		02
	SEC III	शिवकालीन युद्ध कला शास्त्र अभ्यासक्रम परिचय		02
AEC/VAC/ IKS	AEC	(Write Name) English - III		02
	IKS (Specific)	History of Physical Education in India		02
CREDITS FOR B.A. - II, SEM - III:				22

A -2) B.A. II, SEMESTER IV (TOTAL CREDITS - 22): (Note: Put ‘—’ wherever ‘Not Applicable’)

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
MAJOR	MM V	Sports Education – V (ATHLETIC CARE AND REHABILITATION)		04
	MM VI	Sports Education - VI (INTRODUCTION TO SPORTS OFFICIATING)		04
MINOR	Physical Education	Physical Education (ORGANIZATION AND ADMINISTRATION OF MEETS AND TOURNAMENTS)		04
OE	OE IV	Recreation and leisure management		02
VSC/SEC	VSC II	FIT INDIA		02
	SEC IV	लाठी कलाशास्त्र अभ्यास वर्ग		02
AEC/VAC/ IKS	AEC	(Write Name) English - IV		02
	VEC	Environment study		02
OJT/FP/ CEP/CC/RP				
CREDITS FOR B.A. - II, SEM - IV:				22
CREDITS FOR B. A. - II, SEM – III AND IV:				22 + 22= 44

**SPECIAL NOTE:**

If student wants to ‘EXIT’ after completion of B.A. II (SEM III and IV), he/she must acquire --- credits through SUMMER INTERNSHIP of ----- hours and submit the report. After verification by concerned authority he/she will be awarded the UG DIPLOMA degree. This DIPLOMA is a pre-requisite for admission or ‘ENTRY’ in B.A. III courses i. e. UG Degree.  
The Nature of SUMMER INTERNSHIP:



## 09. COURSE CODE TABLE:

Semester No.	Course Code	Title of Course
III		Sports Education – III
III		Sports Education – IV
III		Physical Education - III (History of Olympics)
III		Self Defence
III		Ayurveda and nutrition
III		शिवकालीन युद्ध कला शास्त्र अभ्यासक्रम परिचय
IV		Sports Education – V
IV		Sports Education – VI
IV		Physical Education - IV (History of Olympics)
IV		Recreation and leisure management
IV		Fit India
IV		लाठी कलाशास्त्र अभ्यास वर्ग

### 10. STANDARDS OF PASSING AND DETERMINATION OF SGPA/CGPA, GRADING AND DECLARATION OF RESULTS

- 1. Standard of Passing :** The Standard of passing shall be 35% .For B.A Sports (all Semesters) the student shall have to score as per this standard of passing shown in the following table:

Maximum Marks	100	80	50	40	20	10
Minimum Marks required for passing	35	28	18	14	7	4

There shall be separate head of passing in Theory and Internal Examination. However, ATKT rules shall be made applicable in respect of Theory courses (University examination) only. For Environmental Studies (Semester IV, Examination) the student shall have to score marks 13 marks out of 35 in theory course and 5 marks out of 15 for project work.

#### Gradation Chart:

Marks Obtained	Numerical Grade (Grade Point)		CGPA	Letter Grade
Absent	0(zero)		-	-
0–34	0to4		0.0–4.99	F(Fail)
35–44	5		5.00–5.49	C
45–54	6		5.50–6.49	B
55–64	7		6.50–7.49	B+
65–74	8		7.50–8.49	A
75–84	9		8.50–9.49	A+

85–100	10		9.50–10.0	O (Outstanding)
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Note:

1. Marks obtained  $\geq 0.5$  shall be rounded off to next higher digit.
2. The SGPA & CGPA shall be rounded off to 2 decimal points. Calculation of SGPA & CGPA

### 1. Semester Grade Point Average (SGPA)

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

$$\sum (\text{Course credits}) \text{ of the respective semester}$$

### 2. Cumulative Grade Point Average (CGPA)

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

$$\sum (\text{Total course credits}) \text{ of all semesters}$$

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts, and presentation methods.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations, Practical Work

## 11. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:

### A) FOR FOUR CREDITS: Total Marks: 50 (Written)

Q. 1: Multiple choice questions (10 MCQs) (01 marks each) 10 Marks

Q. 2: Write short notes (Any Four out of Six) (Answer Limit: 150 - 200 Words) 20 Marks

Q. 3: Long Answer Questions (Any One out of Two)

(Answer Limit: 600-800 Words) 10 Marks

Q. 4: Long Answer Questions (Any One out of Two)

(Answer Limit: 600-800 Words)

10 Marks

**Practical:****Total Marks: 50****B) FOR TWO CREDITS: Total Marks: 25 (Written)**

Q. 1: Multiple choice questions (05 MCQs) (01 marks each)

05 Marks

Q. 2: Write short notes (Any two out of three) (Answer Limit: 150 - 200 Words)

10 Marks

Q. 3: Long Answer Questions (Any One out of Two)

(Answer Limit: 600-800 Words)

10 Marks

**Practical:****25 Marks****PRACTICALS**

The evaluation of the student's performance in practicals shall be based on external evaluation at the end of the each semester.

<b>Record Book</b>	<b>Practical examination conducted</b>
Brief History	a batch of 20 students for the practical period & examination
Various diagrams	One organizer (Internal subject teacher)
Name of different Fundamental skills in team events and styles in related to events.	Two examiners appointed by the organizer.
Rules and regulations (This should be written as per federation rulebook)	Peons - Two peons for ground marking, water supply equipment supply and collecting, etc.
<b>**</b> The Record Book will be assessed internally and marks should be submitted to the External Examiner.	

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

**12: SYLLABUS****B. A. II SEMESTER – III****Course Category:** SPORTS**Course Name:** Introduction to Sports Biomechanics**Course Number:** MM 03**Course Code:****Course Credits:** 04**Marks:** Semester End: 50/50 (T/P) Total Marks: 100**Objectives:**

1. Acquaint the student with fundamental knowledge of Sports & Games.
2. Enable the graduate to analyze the connection between general education and Sports education.
3. Foster an understanding of the historical context of selected Sports & Games.

**COURSE**

<b>Module No.</b>	<b>Module Name</b>	<b>Teaching Hours</b>	<b>Practical's Hours</b>	<b>Credit</b>
01	<b>Introduction to Sports Biomechanics</b> Introduction: i. Meaning of Bio-mechanics ii. Importance of Bio-mechanics in sports	7.5		01
02	The Skeletal System: The Rigid Framework of the Body The Muscular System: The Motors of the Body	7.5		
03	Forces: Equilibrium and Motion Work, Power, and Energy	7.5		01
04	<b>Kinesiology</b> i. Meaning of Kinesiology and its Importance in Sports	7.5		
05	<b>Practical Activities:</b> Modified and Minor Games		30	01
06	Use of Bio-mechanics principals		30	01
<b>Total</b>				<b>04</b>

**Course Learning Outcomes:**

1. Foster an understanding of the historical context of selected Sports & Games.
2. Develop the ability to grasp the correlation between training and learning in the realm of Sports.
3. Equip the individual with knowledge of recent developments and the academic underpinnings of Sports & Games.

**Suggested Readings:**

1. Dick W. Frank, (2002) Sports Training Principles, 4th ed. London: A&C Black Ltd.
2. Harre, D. (1982) Principles of Sports Training, Berlin: Sport Verlag.
3. K. Chandra Shekar, (2004) Sports Training, Khel Sahitya Kendra.
4. Matveyev, L.P. (1977) Fundamentals of Sports Training, Moscow: Progress Publishers
5. Singh, Hardayal. (1991) Science of Sports Training, New Delhi: DVS Publications.
6. Tudor B. Bompa & Mihail C. Carera, (2005) Periodization Training for Sports, Human Kinetics,  
(II nd Edition).
7. Uppal, A.K. (2001) Principles of Sports Training, Delhi: Friends Publication.
8. Yograj Thani, (2003) Sports Training, Sports Publication.
9. William E. Amonette, Kirk L. English and William J. Kraemer, Evidence-Based Practice in Exercise Science, Human Kinetics, 2016.

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts, and presentation methods.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations, Practical Work

**B. A. II SEMESTER – III****Course Category:** SPORTS**Course Name:** Sports training**Course Number:** MM 04**Course Code:****Course Credits:** 04**Marks:** Semester End: 50/50 (T/P) Total Marks: 100**Objectives:**

1. Acquaint the student with fundamental knowledge of Sports & Games.
2. Enable the graduate to analyze the connection between general education and Sports education.
3. Foster an understanding of the historical context of selected Sports & Games.

**COURSE**

<b>Module No.</b>	<b>Module Name</b>	<b>Teaching Hours</b>	<b>Practical's Hours</b>	<b>Credit</b>
01	<b>Introduction to Sports Training</b> Meaning, Importance, and Definition of Sports Training Aim and Objectives of Sports Training Principles of Sports Training.	7.5		01
02	Characteristics of Sports Training. Talent Identification and Development.	7.5		
03	Introduction to Training Plans and Periodization.	7.5		01
04	<b>Training Plans:</b> Meaning and types (Macro, Meso, Micro, etc). Periodization Meaning and types of Periodization.	7.5		
05	<b>Practical activities:</b> Modern training patterns		30	01
06	Preparation of Training Plans		30	01
<b>Total</b>				<b>04</b>

**Course Learning Outcomes:**

1. Foster an understanding of the historical context of selected Sports & Games.
2. Develop the ability to grasp the correlation between training and learning in the realm of Sports.

3. Equip the individual with knowledge of recent developments and the academic underpinnings of Sports & Games.

**Suggested Readings:**

1. Dick W. Frank, (2002) Sports Training Principles, 4th ed. London: A&C Black Ltd.
2. Harre, D. (1982) Principles of Sports Training, Berlin: Sport Veulag.
3. K. Chandra Shekar, (2004) Sports Training, Khel Sahitya Kendra.
4. Matveyev, L.P. (1977) Fundamentals of Sports Training, Moscow: Progress Publishers
5. Singh, Hardayal. (1991) Science of Sports Training, New Delhi: DVS Publications.
6. Tudor B. Bompa & Mihai C. Carera, (2005) Periodization Training for Sports, Human Kinetics,  
(II nd Edition).
7. Uppal, A.K. (2001) Principles of Sports Training, Delhi: Friends Publication.
8. Yograj Thani, (2003) Sports Training, Sports Publication.
9. William E. Amonette, Kirk L. English and William J. Kraemer, Evidence-Based Practice in Exercise Science, Human Kinetics, 2016.
10. Essentials of Exercise Science, by American Council on Exercise; 4th edition (January 1, 2010)

**TEACHING LEARNING STRATEGIES:** The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts, and presentation methods.

**ACTIVITIES:** Lecture//Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

**ASSESSMENT RUBRIC:** Classroom Test, Project Work, Assignments, Presentations, Practical Work

**B. A. II SEMESTER – III****Course Category:** SPORTS**Course Name:** Physical Education – III (History of Olympics)**Course Number:** MN**Course Code:****Course Credits:** 04**Marks:** Semester End: 50/50 (T/P) Total Marks: 100**OBJECTIVES:**

1. To acquaint students with reflections on physical education.
2. To aware students of the global History of Physical Education.
3. To develop skills of students in the application of the Philosophy of physical education and Professional approach.

**COURSE**

<b>Module No.</b>	<b>Module Name</b>	<b>Teaching Hours</b>	<b>Practical's Hours</b>	<b>Credit</b>
01	<b>Ancient Olympic Games</b> (Aim & Nature) I) Legendary origin II) Significance of the games	7.5		01
02	<b>Ancient Olympic Games</b> I) Eligibility for participation, awards II) Decline of ancient Olympics.	7.5		
03	<b>Modern Olympic Games</b> (Aim & Nature) i) Revival of the Olympic Games.	7.5		01
04	<b>Modern Olympic Games</b> i) Eligibility criteria, venues, events, awards. ii) Opening and closing of the ceremony.	7.5		
05	<b>Practical Activities:</b> Organization of sports events	30		01
06	Organize the opening and closing of the sports events	30		01
<b>Total</b>				<b>04</b>

**Course Learning Outcomes:**

1. The pass out would be able to compare the relationship between general education and physical education.
2. He would be able to identify and relate to the History of Physical Education.



3. He would be able to comprehend the relationship between Philosophy, Education, and physical education.
4. He would be able to identify the Philosophy of Education and Physical Education.
5. He would know recent developments and the academic foundation of Physical Education.

**Books Recommended:**

1. Principles of Physical Education: J.F. Williams, W.B. Sanders Company, Philadelphia, London.
2. Scientific Foundations of Physical Education: C.C. Cowell, Harper and Brothers, New York.
3. Foundation of Physical Education: C.A. Bucher, W.B. Sanders Company, Philadelphia, London.
4. Recreation and Physical Fitness for Youths and Men: Board of Education, London.
5. Physical Education: Interpretations and objectives - J.B. Nash, the Ronald Press Company, New York.
6. Introduction to Physical Education: L.R. Sharman, A.S. Barnes and Company, New York.
7. Hoffer, Richard. Something in the Air: American Passion and Defiance in the 1968 Mexico City Olympics. New York: Free Press, 2009.
8. Large, David Clay. Nazi Games: The Olympics of 1936. New York: W.W. Norton & Company, 2007.
9. Maraniss, David. Rome 1960: The Olympics That Changed the World. New York: Simon & Schuster, 2008.
10. Siegel, Barry. Dreamers and Schemers: How an Improbable Bid for the 1932 Olympics Transformed Los Angeles from Dusty Outpost to Global Metropolis. Berkeley, CA: University of California Press, 2019.
11. शारीरिक शिक्षण: तत्त्वे आणि स्वरूप – भा.रा.गोगटे, अखिल महाराष्ट्र शारीरिक शिक्षण मंडळ प्रकाशन, पुणे.
12. शारीरिक शिक्षण: तत्त्वे व व्यवस्था, हिराजी पाटील, ठोकळ प्रकाशन, पुणे.
13. शारीरिक शिक्षणाचे स्वरूप: प्रो. श्रीपाल जरदे व सौ.सुनीता जरदे, चंद्रमा प्रकाशन, कोल्हापूर.
14. शारीरिक शिक्षणाचा ओनामा: भा. रा. गोगटे, व्हिनस प्रकाशन, पुणे.
15. क्रीडामानसशास्त्र: डॉ. प. म. आलेगावकर, श्री. गजानन बुक डेपो, पुणे 30
16. शारीरिक शिक्षणाचे आधुनिक स्वरूप व अध्यायन: दि. गो. वाखारकर नीलकंठ प्रकाशन, पुणे, 1969
17. व्यायामज्ञानकोश, खंड 1, 2, 3, 4 व 10, संपा. करंदीकर (मुजुमदार), द. चिं. बडोदे, 1936 ते 1949.

**B. A. II SEMESTER – III****Course Category:** SPORTS**Course Name:** Self Defence Training (RAKSHA)**Course Number:** OE03**Course Code:****Course Credits:** 02**Marks:** Semester 25 + 25(T/P) Total Marks: 50**OBJECTIVES:**

- To enhance the ability to defend and protect.
- To enhance confidence building.
- To enhance the value of self-discipline
- To inculcate the knowledge of life skills.
- To enhance the employment opportunities.
- To facilitate the students in improving physical and mental health.

**COURSE**

<b>Module No.</b>	<b>Module Name</b>	<b>Teaching Hours</b>	<b>Practical's Hours</b>	<b>Credit</b>
01	MODULE I i. Importance and need of self-defense. ii. Types of Defensive Skills	7.5		01
02	MODULE II i. Conditioning Exercises - General and Specific Exercises ii. Development of Strength and Speed	7.2		
03	<b>Practical Activities:</b> Basic Skills for Self-Defense Martial Arts		15	01
04	Report Preparation, Records and PPT		15	
<b>Total</b>				<b>02</b>

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

Pedagogy: The course shall be taught through lectures, Practical, Interactive Sessions, Materials, Assignments, and Seminars.

**Course Learning Outcomes:**

1. Increased Situational Awareness:

Participants will demonstrate an enhanced ability to assess and identify potential threats in various environments.

**Risk Assessment Skills:**

2. Participants will be able to analyze and evaluate potential risks, making informed decisions about personal safety.

**Effective Verbal Communication:**

3. Participants will demonstrate improved verbal de-escalation skills in simulated scenarios, effectively diffusing tense situations.

**Physical Techniques Proficiency:**

4. Participants will exhibit competence in executing basic self-defense techniques, including strikes, escapes, and holds.

**REFERENCE / SUGGESTED READINGS:**

1. Self Defence Make Simple: Phil Pierce
2. Self Defence: Jonathan Kellerman
3. Scientific Self Defence: William E. Fairbairn
4. Book of Self Defence: Bruce Tegner
5. Physical Fitness and Wellness: Dr. Shyam Sundar Rath
6. Exercise Physiology Fitness and: B. Srilakshmi, V. Suganthi, C. Kalaivani Ash Sports Nutrition
7. Fitness Habits: Amaresh Ojha and Sibhra Moitra
8. Right of Private and Self Defence: Ramachandra
9. Tricks of Self Defence: W.H. Collingridge
10. Psychology of Self Defence: Christopher Sutton
11. Self Defence for Individual: Billy C. Sandow

**B. A. II, SEMESTER – III****Course Category:** SPORTS**Course Name:** AYURVEDA AND NUTRITION**Course Number:** VSC I**Course Code:** BA U0325 MM L 3 26 C 04**Course Credits:** 02**Marks:** Semester End: 25/25(T/P)

Total Marks: 50

**Objectives:**

- To introduce the basic principles of nutrition in Ayurveda
- To link the Ayurvedic nutrition with modern dietary practices for health
- To analyze basic tenets of traditional diets and health recipes
- To understand the contemporary food habits in everyday life

Number of Theory Credits	Number of lecture hours/semester	Number of Practical Credits	Number of Practical hours/ semesters
01	15	01	30
Theory:  <p style="text-align: center;"><b>Module – I</b></p> <p>1.1 Introduction to Ayurvedic Nutrition</p> <p>1.2 Ayurveda and Indian food cultures</p> <p>1.3 Nutrition and lifestyle transition over the years</p> <p>1.4 Regional Food Traditions of India</p> <p style="text-align: center;"><b>Module – II</b></p> <p>2.1 Basic Principles of Food and Nutrition and Ayurveda</p> <p>2.2 Understanding rich sources of nutrients</p> <p>2.3 Concept of Doshas &amp; assessment</p> <p>2.4 Ayurvedic Principles of food habits and factors determining quality of food (Ahara vidhi visheshaayatana)</p> <p>2.5 FSSAI regulations on Ayurvedic Aahar</p> <p style="text-align: center;"><b>Module – III</b></p> <p>Ayurvedic Diets</p> <p>3.1 Principles of Diet: Aharavidhi Vidhan, Sattvic, Rajasi, Tamasic foods</p>			15

<p>3.2 Incompatible food (Viruddha Ahara), Pathya; Apathya; Viprita Ahaar</p> <p>3.3 Lifestyle Management with Dincharya and Ritucharya</p> <p>3.4 Application of Ayurvedic diets to stress-linked food behaviour</p> <p><b>Practical/ Practice Component</b></p> <ul style="list-style-type: none"> <li>● Visit your local market and classify the available food items according to Sattvic, Rajasi, Tamasic foods</li> <li>● Survey 10-15 households in your locality: To study food behavior and analyze them in light of Ayurvedic dietary principles of Sattvic, Rajasi, Tamasic To study the food consumption patterns and intake of incompatible food: Viruddha Ahara, Pathya; Apathya; Viprita Ahaar To know about their adopted lifestyle Dincharya and Ritucharya</li> <li>● Students must visit available e-resources from Shivaji University and the Ministry of Ayush about Ayurveda and Nutrition.</li> <li>● If required, students can share their experiences in the form of a Project Report.</li> <li>● The students may share their experiences in the form of audio-visual presentations of 15-30 minutes.</li> <li>● Any other Practical/Practice as decided from time to time</li> </ul>	30
Formative Assessment	
Assessment	Weightage in Marks
Theory	Theory - 25 Marks
Practicals	Practical - 25 Marks
Total	50 Marks

Pedagogy: The course shall be taught through lectures, Practical, Interactive Sessions, Materials, Assignments, Seminars, Intramurals, and Extramural.

Learning outcomes:

- Awareness of traditional food cultures of India
- Evaluate changing food patterns and lifestyles over the years
- Understand Indian Knowledge Systems (IKS) and key Vedic principles concerning Food and Nutrition
- Apply basic tenets of traditional diets for health and disease
- Prepare selected healthy recipes based on Ayurvedic principles

### Essential Readings

- Rastogi S (2014) Ayurvedic Science of Food and Nutrition. ASIN: BOOHWMV094, Springer: ISBN-13:978-1461496274
- Rastogi S (2010) Building bridges between Ayurveda and modern science. Int J Ayurveda Res. 1(1):41-46.
- FSSAI regulations on Ayurveda Aahar Regulations 2022. Gazette of India CG-DL-E-07052022-235642. New Delhi, Friday, May 6, 2022/ Vaisakha 16, 1944.
- Frawley D (2012) Ayurvedic healing: A comprehensive guide. Lotus Press, India.
- <https://iksindia.org/>: Indian Knowledge Systems

### Suggested Readings

- Charaka Samhita, Charaka (1998) In: Tripathi BN (ed) Sutra Stahan Maharashitiya Adhyay. Chaukhamba Orientelia, Varanasi.
- Kapoor Kapil & Singh AK Indian Knowledge Systems Volume – 1. Indian Institute of Advanced Study Shimla. Published by DK Printworld (P) Ltd, N.Delhi.

<https://www.lkouniv.ac.in>.

**B. A. II SEMESTER – III**

Course Category: SPORTS

Course Name: शिवकालीन युद्ध कला शास्त्र अभ्यासक्रम परिचय

Course Number: SEC III

Course Code:

Course Credits: 02

Marks: Semester 25 + 25(T/P) Total Marks: 50

**OBJECTIVES:**

\*सदर अभ्यासामुळे विद्यार्थ्यांच्या अंगी शक्ती, बुद्धी, युक्ती, चपळता, चाणाक्षपणा, एकाग्रता, शारीरिक सद्दृढता, साहस, धैर्य, मानसिक स्थिरता, बुद्धीची प्रगल्भता व चिकाटी इ. निर्माण होते.

\*सदर अभ्यासामुळे विद्यार्थ्यांच्या अंगी चांगले आरोग्य, शिस्त, संघटन, खिलाडू वृत्ती, रोगप्रतिकारक शक्ती व बल या वृत्ती सहजच निर्माण होतात

**COURSE**

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	धनुर्वेद अर्थात प्राचीन भारतीय युद्धशास्त्राचा इतिहास 1.1 - शिवकालीन युद्धनीती शास्त्राचा इतिहास 1.2 - योद्ध्याची नीतिमुल्ये 1.3 - क्षात्रधर्म आणि राजधर्म 1.4 - भारतीय व्यायामाचे महत्त्व	7.5		01
02	शिवकालीन युद्धपद्धत 2.1 - युद्धपद्धतीचे बदलते स्वरूप (प्राचीन आणि मध्ययुगीन कालखंड) 2.2 - लाठी-भाला-पट्ट्याची माहिती 2.3 - भारतीय स्वातंत्र्य लढ्यात आखाड्यांचे योगदान 2.4 - आहार व शरीर शास्त्र	7.2		

03	Practical Activities: भारतीय व्यायाम 1.1 - सर्वग सुंदर व्यायाम 1.2 - सूर्यनमस्कार + भूमी नमस्कार 1.3-दंड 1.4 - बैठक		15	01
04	शस्त्र अभ्यास 2.1 - लाठी 2.2 - भाला 2.3 - पट्टा 2.4 - छुरिका		15	
Formative Assessment				
Assessment		Weightage in Marks		
Theory		Theory - 25Marks		
Practicals		Practical - 25 Marks		
Total		50 Marks		

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

Pedagogy: The course shall be taught through lectures, Practical, Interactive Sessions, Materials and Seminars.

Course Learning Outcomes:

After studying this subject, the students will learn the theoretical and practical aspects of various Shivkalin exercises and understand the importance of such exercises in the present era

Job Prospects- He / She can be a player, He / She can be a Coach, He / She can be a Referee and He / She can be an Official

संदर्भ ग्रंथ -

1) धनुर्वेद संहिता

2) व्यायाम ज्ञानकोश (खंड 1 ते 10) द. चि. मुजुमदार, बडोदा



- 3) लाठी कला शास्त्र भाग 1 - नारायण सप्रे
- 4) दांडपट्टा - ल. ब. भोपटकर
- 5) नियुद्ध - स्वा. देवव्रत आचार्य
- 6) रामायण
- 7) महाभारत
- 8) वेदांतातील राष्ट्रदर्शन - बाळशास्त्री हरदास
- 9) प्रताप शस्त्रागार - प्रो. माणिकराव
- 10) कौटिल्य अर्थशास्त्र
- 11) शिवचरित्र
- 12) मराठ्यांची युद्धकला
- 13) मर्दानी खेळ - स्पर्धा नियम पुस्तिका
- 14) ओळख मर्दानी कलेची
- 15) मर्दानी खेळ आचारसंहिता

**B. A. II SEMESTER – III****Course Category:** SPORTS**Course Name:** History of Physical Education in India**Course Number:** IKS (Specific)**Course Code:****Course Credits:** 02**Marks:** Semester End: 25 + 25 (T/P) Total Marks: 50**OBJECTIVES:**

1. To examine and understand the historical development and significance of physical education practices in ancient India
2. To analyze the evolution and progression of physical education in India across different historical, social, and cultural epochs, tracing its development from ancient times to the present.
3. To investigate the unique historical trajectory and regional nuances in the development of physical education within the state of Maharashtra.
4. To delve deeply into the history, rules, techniques, and cultural significance of the traditional Indian sport of Kabaddi and kho-kho.

**COURSE**

<b>Module No.</b>	<b>Module Name</b>	<b>Teaching Hours</b>	<b>Practical's Hours</b>	<b>Credit</b>
01	Physical Education in Ancient Times Physical Education in Ancient India – Periods:- Advent of aryaans in india Epic Age According to activities such as Archery, Wrestling, Yoga, etc.	7.5		01
02	Physical Education in India a) Development of Physical Education in India b) Development of Physical Education in Maharashtra.	7.2		

03	<b>Practical Activities:</b> INDIAN GAMES i) Kabaddi and ii) Kho-Kho a) Fundamental skills b) Knowledge of rules and regulations		15	01
04	INDIAN EXERCISE Surya Namaskar (Boys - 20, Girls -15)		15	
<b>Total</b>				<b>02</b>

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

Pedagogy: The course shall be taught through lectures, Practical, Interactive Sessions, Materials, Assignments, and Seminars.

### **Course Learning Outcomes:**

#### **Historical Understanding:**

Students will demonstrate a comprehensive understanding of the historical development of physical education in India, including key events, influential figures, and major shifts in practices and ideologies.

#### **Cultural Context:**

Students will analyze and interpret the cultural and societal influences that have shaped physical education in India over different periods, recognizing the interplay between cultural values, traditions, and physical activities.

#### **Critical Analysis:**

Students will develop the ability to critically evaluate the impact of historical events, policies, and societal changes on the evolution of physical education in India, fostering a deeper appreciation for the complexities and nuances involved.

#### **Application of Knowledge:**

Students will apply their historical knowledge to contextualize and explain the current state of physical education in India, drawing connections between historical practices and contemporary trends in health, fitness, and education.

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**B. A. II SEMESTER – IV****Course Category:** SPORTS**Course Name:** Athletic care and rehabilitation**Course Number:** MM 05**Course Code:****Course Credits:** 04**Marks:** Semester End: 50/50 (T/P) Total Marks: 100**Objectives:**

- To apprise the students about the introduction to Athletic Care & Rehabilitation
- To synthesize a basic concept of sports injuries and rehabilitation.
- To appraise the varied therapeutic aspects of exercise.
- To appraise the understanding of the preventive and curative aspects of sports injuries.
- To explain the understanding of the rehabilitation aspects of sports injuries

**COURSE**

<b>Module No.</b>	<b>Module Name</b>	<b>Teaching Hours</b>	<b>Practical's Hours</b>	<b>Credit</b>
01	<b>Introduction to Athletic Care &amp; Rehabilitation</b> <ul style="list-style-type: none"> <li>• Meaning and definition</li> <li>• importance of Athletic Care &amp; Rehabilitation</li> </ul>	7.5		01
02	<b>sports injuries</b> <ul style="list-style-type: none"> <li>• Stages of healing, signs of inflammation.</li> <li>• Common athletic injuries: Sprain, Strain,</li> </ul>	7.5		
03	<b>Prevention &amp; Treatment of Injuries</b> <ul style="list-style-type: none"> <li>• Prevention of athletic injuries.</li> <li>• Immediate treatment: PRICE</li> </ul>	7.5		01
04	<b>Rehabilitation</b> <ul style="list-style-type: none"> <li>• General Principles, role of therapeutic exercises.</li> </ul>	7.5		
05	<b>Practical Activities:</b> <ul style="list-style-type: none"> <li>• Demonstration of Athletics Injuries: Shin Splint, Tennis Elbow, Ankle Sprain, Knee Sprain.</li> <li>• Demonstration and Practice of Massage</li> </ul>		30	01
06	Use of First aid, treatment: PRICE		30	01
<b>Total</b>				<b>04</b>

**Course Learning Outcomes:**

- Illustrate and apply the concepts of sports injuries and rehabilitation.
- Interpret the concept of therapeutic aspects of exercise.
- Demonstrate and take care of the preventive and curative aspects of sports injuries.
- Apply the concept of rehabilitation of sports injuries
- Interpret the concept of a positive lifestyle.

**TEXT & REFERENCE:**

Fritz, S. (2013) Sports & exercise massage. Elsevier mosby ISBN-13: 978-0323083829  
ISBN-10: 032308382X

• McKone, W. (1997). Osteopathic athletic health care. London: Chapman & Hall. ISBN-13: 978-0412590900 ISBN-10: 0412590905

• Magee, D. (2011). Athletic and sports issues in musculoskeletal rehabilitation. St. Louis, Mo.: Elsevier/Saunders. ISBN-13: 978-1416022640. ISBN-10: 1416022643

• Miniaci, A., & Iannotti, J. (2014). Disorders of the shoulder. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins Health. ISBN-13: 978-1451130584. ISBN-10: 1451130589

• Puddu, G., Giombini, A., & Selvanetti, A. (2001). Rehabilitation of sports injuries. Berlin: Springer. ISBN13: 978-3540674757. ISBN-10: 3540674756

**B. A. II SEMESTER – IV****Course Category:** SPORTS**Course Name:** Introduction to sports officiating**Course Number:** MM 06**Course Code:****Course Credits:** 04**Marks:** Semester End: 50/50 (T/P) Total Marks: 100**Objectives: Here are some potential objectives for a course on sports officiating:**

Rules and Regulations Mastery

Officiating Techniques and Mechanics

Decision-Making under Pressure

Conflict Resolution and Communication

**COURSE**

<b>Module No.</b>	<b>Module Name</b>	<b>Teaching Hours</b>	<b>Practical's Hours</b>	<b>Credit</b>
01	<b>Officiating:</b> Getting Started in Officiating & Officiating as an Avocation	<b>7.5</b>		01
02	Personal and Professional Skills (time management, conflict management, communication skills)	<b>7.5</b>		
03	Style(s) of Officiating	<b>7.5</b>		01
04	Sport-Specific Rules	<b>7.5</b>		
05	<b>Practical Activities:</b> Demonstration of Officiating		15	01
06	Officiating of two Games		15	01
<b>Total</b>				<b>04</b>

**Course Learning Outcomes:**

After studying all materials and resources presented in the course, the student will be able to:

1. Interpret and enforce contest rules in a variety of sports and games.
2. Demonstrate officiating mechanics and techniques in a variety of sports and games for appropriate age and skill levels.

3. Develop a personal philosophy guided by rules, ethics, and etiquette necessary to be an effective official.
4. Apply problem-solving techniques relevant to officiating a sports contest and how to maintain a positive self-image in a group contest environment.
5. Assess and manage player, coach, and spectator behaviors when officiating to provide a healthy sports environment.
6. Identify governing bodies of various sports and procedures for becoming an official

**REFERENCE:**

[www.refreps.com](http://www.refreps.com)

**B. A. II SEMESTER – IV****Course Category:** SPORTS**Course Name:** Physical Education- IV (Organization and administration of meets and tournaments)**Course Number:** MN**Course Code:****Course Credits:** 04**Marks:** Semester End: 50/50 (T/P) Total Marks: 100**OBJECTIVES:**

1. To acquaint students with the Organization and conduct of various competitions.
2. To aware students of the conduct of sports events, equipment, facilities, budget making, etc.
3. To develop skills of students regarding the preparation of various play fields.
4. Emphasize the need of well – defined administrative policies and the means of establishing these.

**COURSE**

<b>Module No.</b>	<b>Module Name</b>	<b>Teaching Hours</b>	<b>Practical's Hours</b>	<b>Credit</b>
01	<b>MEETS AND TOURNAMENTS</b> Importance of meets and tournaments.	7.5		01
02	Athletic Meet: Officials, various Committees	7.5		
03	<b>TYPES OF TOURNAMENTS</b> i) Knock-out ii) League or round ribbon	7.5		01
04	To draw the lots, their merits and demerits	7.5		
05	<b>Practical Activities:</b> Organization competitions drawing of lots	30		01
06	Preparation and Maintenance of Playgrounds	30		01
<b>Total</b>				<b>04</b>

**Course Learning Outcomes:**

Event Planning and Logistics:

Students should be able to demonstrate proficiency in planning and organizing sports meets and tournaments.

Budgeting and Financial Management:

Gain the ability to develop and manage budgets for sports events.

Effective Communication and Marketing:

Develop strong communication skills for effectively liaising with stakeholders.



### Evaluation and Improvement:

Learn to assess the success of meets and tournaments through post-event evaluations.

### **TEXT & REFERENCE:**

1. E. F. Voltimen and A. A. E. Islinger – The Organization of Administration of Physical Education.
2. Jay B. Nash – The Administration of Physical Education.
3. Prin. P. M. Joseph – Organization of Physical Education – The Old Student's Association, T.I.P.E., Bombay.
4. Organization of Physical Education – by J. P. Thomas.
5. Administration of School Health and Physical Education Programme – by C. A. Bucher.
6. Williams J. F. and others – The Administration of Health and Physical Education – Philadelphia – W. B. Saunders Co.
7. Krishna Murthy J., Administration, and Organization of Physical Education and Sports, commonwealth publishers, New Delhi, 2005.
8. Jayne Greenberg and Judy LoBianco, Organization and Administration of Physical Education. Humankinetics pages: 408 Binding: Taschenbuch, 2019

**B. A. II SEMESTER – IV****Course Category:** SPORTS**Course Name:** Recreation and leisure management**Course Number:** OE04**Course Code:****Course Credits:** 02**Marks:** Semester End: 25 + 25(T/P) Total Marks: 50**OBJECTIVES:**

1. Understanding Recreation and Leisure Concepts
2. Management and Planning Skills
3. Community and Stakeholder Engagement
4. Risk Management and Safety

**COURSE**

<b>Module No.</b>	<b>Module Name</b>	<b>Teaching Hours</b>	<b>Practical's Hours</b>	<b>Credit</b>
01	<b>Basics of Recreation</b> Meaning, Definition of Recreation and Leisure Management Importance, Values of Recreation Principles of Recreation. Fundamental Modes of Recreation	7.5		01
02	<b>Basics of Recreation</b> Principles of Recreation. Fundamental Modes of Recreation	7.2		
03	<b>Practical Activities:</b> i. Traditional, Folk, and Indigenous Games ii. Three Days outdoor camp and Hiking iii. Visit Recreational Clubs		15	01
04	Report Preparation, Records and PPT		15	
<b>Total</b>				<b>02</b>

5.

**Course Learning Outcomes:**

Demonstrate Comprehensive Knowledge:

Students should be able to demonstrate a comprehensive understanding of key concepts, theories, and historical developments in the field of recreation and leisure management.

**Apply Planning and Management Skills:**

Apply effective planning and management skills in the design, organization, and execution of diverse recreational programs and events.

**Engage in Stakeholder Collaboration:**

Demonstrate the ability to engage with and collaborate effectively with diverse stakeholders, including local communities, government agencies, and private organizations, to develop and implement successful recreational initiatives.

**Implement Risk Management Strategies:**

Implement and evaluate risk management strategies to ensure the safety and well-being of participants in recreational activities.

**Evaluate the Social and Cultural Impact:**

Analyze and evaluate the social and cultural impact of recreational programs on individuals and communities, recognizing the diverse needs and preferences of participants.

**TEXT & REFERENCE:**

- 1) Mull. R. Bayless, K. Recreational Sports Management. Champaign: Human Kinetics.
- 2) Hoffman, R. & Collingwood, T. Fit for duty. Champaign: Human Kinetics.
- 3) Leith, L.M. Exercise your way to better mental health. New Delhi: Friends Publication.
- 4) Bucher, & Wuest. Foundations of Physical Education & Sports. B.I. Publications.
- 5) Smith, R. & Austin, D. Inclusive & Special Recreation: Opportunities for persons with disabilities, Champaign: Human Kinetics.
- 6) Russel, R. Leadership in recreation. McGraw Hill.
- 7) Butmer, G.D. Introduction to Community Recreation
- 8) Jacks. L.P. Education through Recreation
- 9) Nash, J.B. Philosophy of Recreation
- 10) Fitzgerald –Community Organisation for Recreation
- 11) An Introduction to Recreation Education – W. B. Saunders Company Philadelphia-1955.
- 12) Community Recreation - Meyer and Brightbill, Prentice Hall, INC 1966.
- 13) Leisure and Recreation - Neumeyer and Esther. A. S, Barnes and Company, 1956.

- 14) ØhMk o jatu&Mh-Ogh- [kkluhl
- 15) Introduction to Community Recreation - Bultter.
- 16) Organization of Physical Education - J. P. Thom

**B. A. II, SEMESTER – IV****Course Category:** SPORTS**Course Name:** FIT INDIA**Course Number:** VSC II**Course Code:** BA U0325 MM L 3 26 C 04**Course Credits:** 02**Marks:** Semester End: 25/25(T/P)

Total Marks: 50

Course Objectives:

- Encourage physical activity by engaging the students in sports and yoga.
- Understand the importance of a balanced diet.
- Build skills for self-discipline, self-confidence, cooperation and teamwork.
- Promote fitness as a joyful activity.

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	1.1 Participation in Physical Activity 1.2 Fit India Protocol 1.3 Physical Activity, Health and Fitness 1.4 Indicators of Fitness	7.5		01
02	2.1 Health-Related Fitness and Their Components 2.2 Muscular Strength and Endurance 2.3 Body Composition and Flexibility	7.2		
03	<b>Practical Activities:</b> ● Aerobic Work Out / Physical Activity (Walking) ● Cardiovascular Testing by 12min/9 min Cooper Run/Walk test		15	01
04	● Flexibility Training: Back Saver Sit and Reach test ● Muscular Strength Training: Standing Broad Jump/ Vertical Jump ● Endurance Training: 1 Mile Rockport walk Test ● Ideal Body Weight, Body Mass Index (BMI), Waist-Hip Ratio, Waist-Height Ratio (Data of at least 10 persons to be collected)		15	
<b>Total</b>				<b>02</b>

Learning Outcomes:

- adopting a healthy lifestyle.
- Knowledge of nutrition, diet, and psycho-physiological aspects of fitness.
- Develop Self-esteem, Self-confidence, Self-discipline, and team spirit as indicators of fitness.

#### Essential Readings:

- Fit India Website: <https://fitindia.gov.in>
- Wener W.K. Hoeger, Sharon
- A. Hoeger - Fitness and Wellness-Cengage Learning (2014).

#### SUGGESTED READINGS:

- Charles B. Corbin, Gregory J Welk, William R Corbin, Karen A. Welk - Concepts of Fitness and Wellness\_ A Comprehensive Lifestyle Approach-McGraw-Hill (2015)
- W.Larry Kenney, Jack H. Wilmore, Devid L.Costil (2015). Physiology of Sports and Exercise, Second Edition. The USA. Human Kinetics.
- Websites of International Sports Federations
- Website of Ministry of Youth Affairs and Sports

**B. A. II SEMESTER – IV****Course Category:** SPORTS**Course Name:** लाठी कलाशास्त्र अभ्यास वर्ग**Course Number:** SEC IV**Course Code:****Course Credits:** 02**Marks:** Semester End: 40 + 10 Total Marks: 50**OBJECTIVES:**

\*सदर अभ्यासामुळे विद्यार्थ्यांच्या अंगी शक्ती, बुद्धी, युक्ती, चपळता, चाणाक्षपणा, एकाग्रता, शारीरिक सद्गता, साहस, धैर्य, मानसिक स्थिरता, बुद्धीची प्रगल्भता व चिकाटी इ. निर्माण होते.

\*सदर अभ्यासामुळे विद्यार्थ्यांच्या अंगी चांगले आरोग्य, शिस्त, संघटन, खिलाडू वृत्ती, रोगप्रतिकारक शक्ती व बल या वृत्ती सहजच निर्माण होतात.

**COURSE**

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	लाठीचे वार		15	01
02	लाठीची फेक		15	
03	बाणा व लठ		15	01
04	द्वंद्व		15	
<b>Total</b>				<b>02</b>
Formative Assessment				
Assessment		Weightage in Marks		
Practicals		40 Marks		
क्षेत्रभेट		10 Marks		
Total		50 Marks		

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

**Pedagogy:** The course shall be taught through lectures, Practical, Interactive Sessions, Materials, Assignments, and Seminars.

**Course Learning Outcomes:**

After studying this subject, the students will learn the theoretical and practical aspects of various Shivkalin exercises and understand the importance of such exercises in the present era

Job Prospects- He / She can be a player, He / She can be a Coach, He / She can be a Referee and He / She can be an Official

संदर्भ ग्रंथ -

- 1) धनुर्वेद संहिता
- 2) व्यायाम ज्ञानकोश (खंड 1 ते 10) द. चि. मुजुमदार, बडोदा
- 3) लाठी कला शास्त्र भाग 1 - नारायण सप्रे
- 4) दांडपट्टा - ल. ब. भोपटकर
- 5) नियुद्ध - स्वा. देवव्रत आचार्य
- 6) रामायण
- 7) महाभारत
- 8) वेदांतातील राष्ट्रदर्शन - बाळशास्त्री हरदास
- 9) प्रताप शस्त्रागार - प्रो. माणिकराव
- 10) कौटिल्य अर्थशास्त्र
- 11) शिवचरित्र
- 12) मराठ्यांची युद्धकला
- 13) मर्दानी खेळ - स्पर्धा नियम पुस्तिका
- 14) ओळख मर्दानी कलेची
- 15) मर्दानी खेळ आचारसंहिता

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