



Ref.: SU/BOS/ IDS / 290

Date: 08 - 05- 2025

To,

The Head/Co-ordinator/Director
Department of Sports
Shivaji University, Kolhapur.

Subject : Regarding revised syllabi of **B. A. Sports Part III** degree programme under the Faculty of Inter- Disciplinary Studies as per NEP-2020 (1.0).

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. Sports Part III** degree programme under the Faculty of Inter- Disciplinary Studies as per National Education Policy, 2020 (NEP 1.0).

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

SHIVAJI UNIVERSITY, KOLHAPUR



A++

Accredited By NAAC

Syllabus For

Bachelor of Arts [B.A (Sports)]

UNDER

Faculty of Interdisciplinary Studies

B.A (Sports) Part - III

Semester V and VI

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

To be implemented from June 2025-2026

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Shivaji University, Kolhapur

Syllabus For

B.A. (SPORTS)

Semester with Credits and CIE System of Examination

TITLE: B.A. (SPORTS)

(Under the Faculty of Interdisciplinary Studies)

YEAR OF IMPLEMENTATION: 2025

Syllabus for B.A. (SPORTS)

Department of SPORTS, Shivaji University, Kolhapur

B.A. (SPORTS) I (Semester-I & II) introduced from June 2023

B.A. (SPORTS) II (Semester III and IV) introduced from June 2024

B.A. (SPORTS) III (Semester V and VI) introduced from June 2025

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 (POs)

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.

3. COURSE OUTCOMES (COs):

1. Graduates will understand the Fundamentals of Anatomy and Physiology in Sports
 - i. Understand the structure and function of the human body with a focus on its application to sports and physical activities.
 - ii. Analyze the physiological responses and adaptations to exercise and training.
 - iii. Apply anatomical knowledge to prevent and manage sports-related injuries.
2. Graduates will be skilled in Research Methodology
 - i. Develop an understanding of research design, data collection, and analysis techniques relevant to sports science.
 - ii. Conduct basic and advanced research in sports, fitness, and exercise science.
 - iii. Evaluate existing research critically and use it to inform sports training and management practices.
3. Graduates will effectively teach and communicate Fitness and Conditioning
 - i. Design and implement fitness and conditioning programs tailored to individual and team sports.
 - ii. Assess and improve physical performance using fitness tests and conditioning protocols.
4. Graduates will understand the Psychology of Sport and Exercise

- i. Understand the psychological principles and theories related to motivation, stress management, and performance in sports.
 - ii. Apply psychological techniques to enhance athletic performance and promote mental well-being in athletes.
5. Graduates will be skilled in practicing and teaching Sports of Athletics
- i. Demonstrate technical proficiency and teaching skills in track and field events.
 - ii. Develop strategies for training and performance optimization in athletics.
6. Graduates will be skilled in practicing and teaching Aerobics Training
- i. Understand and apply aerobic exercise principles for cardiovascular fitness and overall health.
 - ii. Design engaging and effective aerobic workout sessions for various populations.
7. Graduates will be skilled in practicing and teaching Basis of Sports Training
- i. Analyze the principles and methodologies of sports training, including periodization and load management.
 - ii. Develop comprehensive training plans to enhance athletic performance and prevent overtraining.

4. OBJECTIVES OF THE PROGRAMME:

- 1. Equip students with Comprehensive Knowledge in Sports Science
- 2. Enable students in Skill Development in Fitness and Conditioning
- 3. Develop students' abilities in Research Competency in Sports Science
- 4. Foster a deep Understanding of Human Anatomy and Physiology
- 5. Train students to apply psychological Application in Sports
- 6. Provide hands-on training in various Practical Proficiency in Athletics and Sports Training
- 7. Develop skills to lead Aerobics and Group Exercise Leadership
- 8. Integrate theoretical knowledge with Field Projects and Real-World Application
- 9. Equip students with the Preparation for Professional Sports Training
- 10. Prepare graduates for diverse career opportunities and On-the-Job Training

5. DURATION OF THE COURSE:

The Bachelor of Arts in B.A. (sports) program shall be A Full-Time Course of 3/4 Years– 6/8 semester duration with 22 Credits per Semester. (Total Credits = 132/176)

6. MEDIUM OF INSTRUCTION:

The medium of instruction shall be English or Marathi. The students will have the option to write Answer Scripts in Marathi or English.

7. ELIGIBILITY FOR ADMISSION:

The candidate who has qualified for the Senior Secondary School Examination (10 + 2) OR Equivalent from a recognized board/institute is eligible for admission to this course.

The criteria for admissions are as per the rules and regulations set from time to time by concerned departments, HEIs, universities, government, and other relevant statutory authorities.

8. SCHEME OF TEACHING AND EXAMINATION PATTERN:

(Theory/Practical/Internal)

The examination pattern will be a semester-end examination with an internal assessment/evaluation.

9. STRUCTURE OF PROGRAMME:

Shivaji University, Kolhapur Faculty of Interdisciplinary Studies B.A. (SPORTS) III (As per National Educational Policy 2020 and Resolution of Government of Maharashtra 2022) With effect from academic year 2025-26 STRUCTURE, SCHEME OF TEACHING AND EXAMINATION LEVEL 5.5 OF B. A. SPORTS III															
Semester V															
Sr. No.	Teaching Scheme							Examination Scheme							
	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 - VII	2	2	2	2x4=8*	4	2	02	50	18	50	18			
02	MM - VIII	2	2	2	2x4=8*	4	2	02	50	18	50	18			
03	MM - IX	1	1	1	2x2=4*	2	1	01	25	09	25	09			
04	MAJOR-EL-1	2	2	2	2x4=8*	4	2	02	50	18	50	18			
05	MN	2	2	2	2x4=8*	4	2	02	50	18	50	18			
06	OE - 5	1	1	1	2x2=4*	2	1	01	25	09	25	09			
07	FP	1	1	1	2x2=4*	2	1	01	25	09	25	09			
Total		12	12	11	36	20	11		290		250		10	SEE + IA = 540+10= 550	

Shivaji University, Kolhapur Faculty of Interdisciplinary Studies B.A. (SPORTS) III (As per National Educational Policy 2020 and Resolution of Government of Maharashtra 2022) With effect from academic year 2025-26 STRUCTURE, SCHEME OF TEACHING AND EXAMINATION LEVEL 5.5 OF B. A. SPORTS III														
Semester VI														
	Teaching Scheme							Examination Scheme						
	Theory (TH)				Practical			Semester-End Examination (SEE)						

Sr. No					(PR)			Theory (TH)			Practical (PR)		Internal Assessment (IA)	
	Course Type	No. of Lectures	Hours	Credits	Practical Periods	Hours	Credits	Paper Hours	Max	Min	Max	Min	Max	Min
01	MM - X	2	2	2	2x4=8*	4	2	02	50	18	50	18		
02	MM - XI	2	2	2	2x4=8*	4	2	02	50	18	50	18		
03	MM - XII	1	1	1	2x2=4*	2	1	01	25	09	25	09		
04	MAJOR-EL-1I	2	2	2	2x4=8*	4	2	02	50	18	50	18		
05	MN	2	2	2	2x4=8*	4	2	02	50	18	50	18		
06	OJT													
Total		12	12	11	36	20	11		290		250		10	SEE + IA = 540+10= 550

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

Determination of CGPA, Grading, and declaration of results:

Shivaji University has adopted 10 point Grading System as follows:

- In each semester, marks obtained in each course (Paper) are converted to grade points:
- If the total marks of the course are 100 and the passing criteria are 35%, then use the following Table for the conversion.
- If the total marks of any of the courses are different than 100 (e.g. 50) and the passing criterion is 35%, then marks obtained are converted to marks out of 100 as below:

1. Gradation Chart: Table:

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

Note:

1. Marks obtained ≥ 0.5 shall be rounded to the next higher digit.
2. The SGPA & CGPA shall be rounded to 2 decimal points.

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

Calculation of SGPA & CGPA

1. Semester Grade Point Average (SGPA)

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

2. Cumulative Grade Point Average (CGPA)

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

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

QUESTION PAPER PATTERN FOR B.A. Sport PART III SEMESTER-END EXAMINATION

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.

Record Book	Practical examination conducted
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.
** The Record Book will be assessed internally and marks should be submitted to the External Examiner.	There are two separate heads for passing i.e. Theory and Practical
Assessment of practical practical (demonstration and performance) viva voce Record book on all topics of practical	

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

Result - The result of each semester shall be declared as Pass or Fail or Allowed to Keep Terms (A.T.K.T. for Semester V & VI as per University Rules) with grade/ grade points and Credits gained.

Rules for Allowing to Keep Term (ATKT):

A) ATKT rules for Undergraduate Programmes:

- i. If a candidate fails in any number of courses (subject heads) of Semester I, shall be allowed to proceed to Semester II.
- ii. A candidate who earns 50% of total credits of Level 4.5 shall be allowed to keep terms in Level 5.0
- iii. If a candidate fails in any number of courses (subject heads) of Semester III, shall be allowed to proceed to Semester IV.
- iv. A candidate who earns 50% of total credits of Level 5.0 shall be allowed to keep terms in Level 5.5.
- v. If a candidate fails in any number of courses (subject heads) of Semester V, shall be allowed to proceed to Semester VI.
- vi. No candidate shall be allowed to proceed to Semester V, unless candidate has passed in all courses of Level 4.5.
- vii. If a candidate opts for four year bachelor degree programme and fails in any number of courses (subject heads) of Semester VII, shall be allowed to proceed to Semester VIII.
- viii. If a candidate opts for four year bachelor degree programme, such candidate shall not be allowed to proceed to Semester VII, unless candidate has passed three year bachelor degree with 7.5 CGPA or 75%.

In case if the rules of any Apex body differ from these rules, then the rules of that apex body will be applicable.

12. SYLLABUS: COURSE TITLE, CODE, CREDITS, VERTICALS NAME, REFERENCES etc.**B. A. SPORTS III Year Syllabus**

**To be introduced w.e.f. June 2025 for B. A. SPORTS Third Year (Semester-V & VI) in the
Department of SPORTS, Shivaji University, Kolhapur**

B. A. SPORTS Third Year (Semester-V)			
Paper Number	Paper Title	Credits	Marks
MM - VII	FUNDAMENTALS OF ANATOMY, PHYSIOLOGY IN SPORTS	04	100
MM - VIII	RESEARCH METHODOLOGY-I	04	100
MM - IX	FITNESS AND CONDITIONING-I	02	50
MAJOR-EL-1	PSYCHOLOGY OF SPORT & EXERCISE	04	100
MN	SPORT OF ATHLETICS-I	04	100
OE - 5	AEROBICS TRAINING	02	50
FP		02	50
B. A. SPORTS Third Year (Semester-VI)			
MM - X	BASIS OF SPORTS TRAINING	04	100
MM - XI	RESEARCH METHODOLOGY-II	04	100
MM - XII	FITNESS AND CONDITIONING-II	02	50
MAJOR-EL-1I	PSYCHOLOGY OF SPORT & EXERCISE	04	100
MN	SPORT OF ATHLETICS-II	04	100
OJT		04	100

SHIVAJI UNIVERSITY, KOLHAPUR**DEPARTMENT OF SPORTS****B.A. (SPORTS) Third Year**

Semester-V	
Paper Number	Paper Title
MM - VII	FUNDAMENTALS OF ANATOMY, PHYSIOLOGY IN SPORTS
MM - VIII	RESEARCH PROCESS IN PHYSICAL EDUCATION AND SPORTS SCIENCES
MM - IX	FITNESS AND CONDITIONING-I
MAJOR-EL-1	PSYCHOLOGY OF SPORT & EXERCISE-I
MN	SPORT OF ATHLETICS-I
OE - 5	AEROBICS TRAINING
FP	

B.A. (SPORTS) III SEMESTER – V

Course Category: SPORTS

Course Name: FUNDAMENTALS OF ANATOMY, PHYSIOLOGY IN SPORTS

Course Number: MM VII

Course Code:

Course Credits: 04

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

Objectives:

- The students will learn the meaning and definition & identify the importance of anatomy, physiology, and kinesiology.
- Students will understand the main functions and Classification of Bone and the Types of Joints.
- The students will learn the Properties and Functions of Muscles.
- The students will learn the Structure and Functions of the Circulatory System and Heart.
- The students will learn the Structure and Functions of Respiratory System.

COURSE

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	INTRODUCTION OF ANATOMY, PHYSIOLOGY a) Meaning and Definition of Anatomy, Physiology b) Meaning and Definition of Physiology c) Importance of Anatomy in Exercise and Sports d) Importance of Physiology in Exercise and Sports			01
02	SKELETAL SYSTEM a) Functions of Skeletal System b) Classification of Bones c) Types of Joints d) Properties and Functions of Muscles			
03	CIRCULATORY SYSTEM AND HEART a) Structure and Functions of Circulatory System b) Blood - Its constituents and functions c) Blood groups, Blood pressure. Oxygen debt d) Heart: Structure and Functions			01
04	STRUCTURE AND FUNCTIONS OF RESPIRATORY SYSTEM a) Crucial parts of the Respiratory System b) Functions of the Respiratory System			
05	Practical Activities: Report Preparation		30	01

06	Records and PPT If required, students can share their experiences in the form of a Project Report. The students may share their experiences in the form of audio-visual presentations of 15-30 minutes. Any other Practical/Practice as decided from time to time <i>Assessment of practical:</i> practical demonstration and performance-30 viva voce-10 Home assignments/Record book on all topics of practical-20		30	01
Total				04

Course Learning Outcomes:

After completing the unit, the students will be able to:

- Identify the importance of anatomy and physiology.
- Recognize the functions of the skeleton.
- Understand the functions of bones and identify various types of joints.
- Figure out the properties and functions of muscles and understand how they work.
- Understand the anatomy of the respiratory system and describe how it works.
- Identify and analyze the layout and functions of the circulatory System.

Learning Resources:

Books

1. Tortora, G. J., & Derrickson, B. (2020). Principles of Anatomy and Physiology. Wiley. ISBN: 978-1119662682
2. Marieb, E. N., & Hoehn, K. (2020). Human Anatomy & Physiology. Pearson. ISBN: 978-0134705483
3. Saladin, K. S. (2018). Anatomy & Physiology: The Unity of Form and Function. McGraw-Hill Education. ISBN: 978-1259277722
4. Gray, H. (1918). Gray's Anatomy: The Anatomical Basis of Clinical Practice. Elsevier. ISBN: 978-0443066840
5. Martini, F. H., Nath, J. L., & Bartholomew, E. F. (2018). Fundamentals of Anatomy & Physiology. Pearson. ISBN: 978-0134580999

6. McKinley, M., & O'Loughlin, V. D. (2019). *Anatomy & Physiology: An Integrative Approach*. McGraw-Hill Education. ISBN: 978-1260134643
7. Standring, S. (2016). *Gray's Anatomy: The Anatomical Basis of Clinical Practice*. Elsevier. ISBN: 978-0702052309
8. Buckley, J. P. (2017). *Anatomy & Physiology: A Guided Inquiry*. McGraw-Hill Education. ISBN: 978-1259644332
9. Kennedy, M. L., & Bender, D. (2020). *Human Anatomy & Physiology Laboratory Manual*. Pearson. ISBN: 978-0134766511
10. Ahern, L. E., & Miller, S. A. (2021). *Anatomy & Physiology: A Problem-Based Learning Approach*. Jones & Bartlett Learning. ISBN: 978-1284230786

Research Journals

1. Journal of Applied Physiology
ISSN: 8750-7587 (Print)
ISSN: 1522-1601 (Online)
2. Medicine & Science in Sports & Exercise
ISSN: 0195-9131 (Print)
ISSN: 1530-0315 (Online)
3. European Journal of Applied Physiology
ISSN: 1439-6327 (Print)
ISSN: 1439-6319 (Online)
4. Journal of Strength and Conditioning Research
ISSN: 1064-8011 (Print)
ISSN: 1533-4287 (Online)
5. American Journal of Physiology-Regulatory, Integrative and Comparative Physiology
ISSN: 0363-6119 (Print)
ISSN: 1522-1490 (Online)

Websites

Inner Body

Website: www.innerbody.com

Visible Body

Website: www.visiblebody.com

Teach Me Anatomy

Website: www.teachmeanatomy.info

Get Body Smart

Website: www.getbodysmart.com

The Anatomy and Physiology Place

Website: www.applace.com

Course Category: SPORTS

Course Name: RESEARCH PROCESS IN PHYSICAL EDUCATION AND SPORTS SCIENCES

Course Number: MM VIII

Course Code:

Course Credits: 04

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

Objectives:

To familiarize students with Understanding Research Fundamentals

To equip students with the skills to design and conduct scientific research

To familiarize students with research methods

To foster students critical thinking and problem-solving skills

COURSE

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	FUNDAMENTALS OF RESEARCH a) Meaning and Definition of Research b) Need, Nature, and Scope of Research in Physical Education. c) Classification of Research d) The distinction between Research, Invention, and Discovery e) Qualities of a Good Researcher.	7.5		01
02	TYPES AND METHODS OF EDUCATIONAL RESEARCH a) Types: Fundamental, Applied, Action research b) Research Methods c) Qualitative Research	7.5		
03	EXPERIMENTAL RESEARCH a) Meaning, Nature and Importance b) Meaning of Variable c) Types of Variables. d) Experimental Design	7.5		01
04	SAMPLING a) Meaning and Definition of Sample and Population. b) Types of Sampling c) Probability Methods; Systematic Sampling, Cluster Sampling, Stratified Sampling. d) Non- Probability Methods Convenience Sample, Judgment Sampling, Quota Sampling	7.5		
05	Practical Activities: Preparing a Research Design Preparing a Research Papers		30	01

06	Preparing a sampling chart If required, students can share their experiences in the form of a Project Report. Any other Practical/Practice as decided from time to time <i>Assessment of practical:</i> practical demonstration and performance-30 viva voce-10 Home assignments/Record book on all topics of practical-20		30	01
Total				04

Course Learning Outcomes:

1. The students will acquire knowledge of different aspects of Physical Education Research
2. The students will Understand the types and techniques used in Physical Education Research
3. The students will Design and implement qualitative and quantitative research studies.

Books Recommended:

1. Barrow, H. M. (1979). Practical Approach to Measurement in Health & Physical Education. (3rd ed.). Philadelphia: Lee & Febigeer
2. Best, J. W. & Kahn, J. V. (2006). Research in Education. (10th ed.). New Delhi: PHI
3. Clark, D. H. & Clark, H. H. (1979). Research process in Physical Education, recreation & health. Englewood Cliffs: prentice Hall.
4. Johnson, B. & Christensen, L. (2008). Education Research, Quantitative, Qualitative and Mixed Approaches. (3rd ed.). Sage Publication: England.
5. Miller, David. K. (2002). Measurement by the Physical Educator. New York: McGraw Hill companies.
- John & Nelson (1998). Practical Measurements for Evaluation in Physical Education. Delhi: Surjit Publication.
6. Sprinthall, R. C. (1997). Basic statistical Analysis. (5th ed.). USA: Allyn& Bacon

7. Thomas, J. R. & Nelson, J. K. (2001). Research Methods in Physical Education, (4th ed.). USA: uman Kinetics.
8. आगलावे, प्र.ना. (२०००) संशोधन पद्धतीशास्त्र व तंत्रे (प्रथम आवृत्ती), नागपूर: विद्या प्रकाशन.
9. जर्दे श्री.आ. (१९९५) शारीरिक शिक्षण संशोधन तंत्र व पद्धती (द्वितीय आवृत्ती) कोल्हापूर: चद्रमा प्रकाशन

Course Category: SPORTS

Course Name: **FITNESS AND CONDITIONING-I**

Course Number: MM IX

Course Code:

Course Credits: 02

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

Objectives:

- The students will learn the to understand the Concept and Importance of Warm-up
- The students will learn how to design effective warm-up plans
- The students will Understand Fitness Classification and Its Determinants
- The students will be able to Explore Resistance Training Modalities
- The students will learn how to enhance and Incorporate Yogic Interventions for Fitness

COURSE

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	CONCEPT OF WARM-UP AND PREPARATION OF WARM-UP PLAN - Concept of Warm-up: Physical, Physiological and Psychological - General and Specific Warm-up (Targeted and Structured Warm-Ups) - Factors Determining Warm-up Plan - Selection and inclusion of exercise and types of equipment for Warm-up session	7.5		01
02	CONCEPT FITNESS - Meaning and Definition of Fitness - Classification of Fitness: General, Specific, and Sports Specific - Factors Determining Fitness: Children's, Adult Male & Female. - Significance of Fitness for sports persons and non-sports	7.5		
03	Practical Activities: Modalities of Resistance Training Own Body weight. Partner Resistance. Free Weight. Medicine Ball. Elastic TheraBand Water & Environmental Resistance Training Core Stability and Balance Training		15	01

04	Yogic Interventions for Fitness Asana for Strength: Shoulder, Chest, Core, Back and Lower Back Asana for Flexibility: Upper Extremities and Lower Extremities Asana for Balance and Stability <i>Assessment of practical:</i> practical demonstration and performance-20 viva voce-05 or Record book on all topics of practical-05		15	
Total				02

Course Learning Outcome:

- Students will be able to understand the concept of Warm-up
- Students will be able to utilize as according to requirements of different sports activities and according to individual requirements.
- Students will be well prepared to design fitness plans with the proper blend of exercise and yogic practices.

References:

1. Bill Foran, High Performance Sports Conditioning.
2. Frank W. Dick, Sports Training Principles. 4th Edition, Friends Publication, 2006
3. G. Gregory Haff & N. Travis Triplett, Essentials of Strength Training and Conditioning. 4th Edition, Human Kinetics, 2016
4. Singh, H.: Science of Sports Training. DVS Publication, New Delhi, 1991
5. Beachle, T.R.: Earle, R.W.: Essentials of strength training and conditioning, NSCA Publication, 2000.
6. Susan Hollister. (2017). Yoga: The Top 100 Best Yoga Poses: Relieve Stress, Increase Flexibility, and Gain Strength,
7. Gregor Maehle. (2006). Ashtanga Yoga: Practice and Philosophy, Kaivalya Publications.

Course Category: SPORTS

Course Name: PSYCHOLOGY OF SPORT & EXERCISE-I

Course Number: MAJOR-EL-1

Course Code:

Course Credits: 04

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

Objectives:

- The students will develop foundational knowledge in sports psychology
- The students will explore the psychological factors affecting sports performance
- The students will understand emotional and motivational influences in sports
- The students will analyze the interplay of anxiety, arousal, and stress in sports

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	INTRODUCTION i. Meaning of sports psychology ii. Scope of sports psychology iii. Relationship of sports psychology with other sports sciences iv. Importance of sports psychology in sports	7.5		01
02	PERSONALITY, ATTENTION AND ITS ROLE IN SPORTS i. Meaning of Personality ii. Dimensions of personality types and traits in sports iii. Concept of attention iv. Attentional focus and sports performance	7.5		
03	EMOTIONAL REGULATION IN SPORTS i. Meaning of emotion ii. Types of Emotion iii. Fear of success phobia iv. Motivation & Reinforcement	7.5		
04	CONCEPT OF ANXIETY, AROUSAL, AND STRESS i. Definition of Anxiety ii. Types of Anxiety iii. Definition of Arousal and Stress iv. Characteristics of Arousal	7.5		
05	Practical Activities: Report Preparation		30	01

06	Records and PPT If required, students can share their experiences in the form of a Project Report. The students may share their experiences in the form of audio-visual presentations of 15-30 minutes. Any other Practical/Practice as decided from time to time <i>Assessment of practical:</i> practical demonstration and performance-30 viva voce-10 Home assignments/Record book on all topics of practical-20		30	01
Total				04

COURSE LEARNING OUTCOME:

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

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

Reference Books:

- 1) Human Motivation- Robert E. Franken.
- 2) Psychology in Sports - Richard M. Suinn
- 3) Psychology of Sports - Seppo E. Iso-Ahola and Brad Hatfield.
- 4) Introduction to Science and Soccer - Thomas Reilly.

- 5) Applied Sport Psychology - Jean M. "Williams.
- 6) Sport Psychology - Tony Morris and Jeff Sunners.
- 7) Psychological Dynamics of Sport AND Exercise - Diane L. Gill.
- 8) Sport Psychology - Roxel A. Aprtiebo.
- 9) Competitive anxiety in Sport - Rainer Martens, Robin S. Vealey, and Damon Burton.
- 10) A Manual of Psychology - J. N. Sinha

Course Category: SPORTS

Course Name: **SPORT OF ATHLETICS-I**

Course Number: MN

Course Code:

Course Credits: 04

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

Objectives:

- Students will gain an introductory knowledge of the Fundamentals of Track & Field
- Students will explore the essential rules and regulations governing track and field events.
- Students will study the major awards in athletics and familiarize themselves with notable awardees.
- The students will learn Practical Skills in Sprinting and Long-Distance Running
- Students will engage in practical activities additionally, they will gain hands-on experience in officiating these events

COURSE

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	SPORT OF ATHLETICS i. Introduction of Track & Field ii. Historical development of the Track and Field at the International and national level. iii. List of Events in Track & Field. (all running races) iv. Standard Equipment's required in Track and Field.	7.5		01
02	RULES AND REGULATIONS i. Rules and regulations (Brief description) of Track & Field ii. Types of running races iii. Rules and regulations (Brief description) for Sprints	7.5		
03	RULES AND REGULATIONS i. Rules and regulations (Brief description) for Middle distances ii. Rules and regulations (Brief description) for Long-distance races iii. Rules and regulations (Brief description) for road races	7.5		01
04	SPORT OF ATHLETICS i. Award & Awardees list in Athletics. ii. Major Sports Personalities. iii. Latest changes in Athletics.	7.5		

05	Practical Activities: - Sprinting: Different sprinting starts, finishing techniques, and fixing of starting blocks. - Long Distance Running: The correct running style emphasizes proper body position and foot placement, proper arm movements, ground marking, rules, and officiating. - Relays: Hold of relay baton, and various types of baton exchange (visual and non-visual).		30	01
06	Officiating of the above-selected events. <i>Assessment of practical:</i> practical demonstration and performance-30 viva voce-10 Record book on all topics of practical-20		30	01
Total				04

Course Learning Outcomes:

Students will Comprehension of Track and Field Fundamentals

Students will understand the Application of Rules and Regulations in Running Races

Students will Recognize Key Achievements and Personalities in Athletics

Students will get Practical Skills and Officiating in Running Events

Reference Books:

Gerry, A. C. (1999). Fundamentals of Track and Field, (2nd ed.). Human Kinetics.

Prentice, W. (2020). Principles of Athletic Training: A Guide (17th ed.). McGraw-Hill Education.

Singh, G. (1998). Track and Field. Ashoka Mahan Publication.

Thani, Y. (2007). Athletics. Khel Sahitya Kendra.

Brar, T. S. (2004). Track and Field: Officiating Techniques. Friends Publication.

Field, T. U. (2014). Track & Field Coaching Essentials (1st ed.). Human Kinetics.

Gerry, A. C. (1999). Fundamentals of Track and Field (2nd ed). Human Kinetics.

Karp, J. R. (2020). Track & Field Omnibook (6th ed.). Coaches Choice.

Srivastava, A. K. (2002). Athletics and Technique. B.R. International Publishers.

Course Category: SPORTS

Course Name: AEROBICS TRAINING

Course Number: OE05

Course Code:

Course Credits: 02

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

OBJECTIVES:

- The students will understand the Fundamentals of Aerobics
- The students will Develop Practical Skills in Aerobics Routines
- The students will Utilize Music and Equipment Effectively
- The students will Enhance Group Dynamics in Aerobic Training

COURSE

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	AEROBICS TRAINING Introduction to Aerobics, Evolution of Aerobics Benefits of participation in Aerobics Individualized and Group Training in Aerobics	7.5		01
02	Aerobics Forms of Aerobics (Floor, Step, Weight, and Aqua Aerobics) Appropriate Aerobic Gear, Flooring and Required Equipment Need, Benefits, and Selection of Music for Aerobics	7.2		
03	Practical Activities: i. Develop a 5-10 minute routine of aerobics. ii. Compilation of music on a pen drive for low-impact, medium-impact, and high-impact floor aerobics.		15	01
04	Demonstrate various group formations in an aerobics routine. <i>Assessment of practical:</i> practical demonstration and performance-20 viva voce-05 or Record book on all topics of practical-05		15	
Total				02

*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 Outcome:

After completing this course, the students will be able to

- Explain the Concepts and Evolution of Aerobics
- Design and Execute Aerobic Routines
- Select and Use Appropriate Music and Equipment
- Apply Knowledge of Individual and Group Training
- Demonstrate Effective Group Dynamics and Formations

SUGGESTED READINGS:

1. James, L. (2011). The first book of life skills. Embassy Book Distributors.
2. Kumar, M. (2000). Developing communication skills. Delhi: Macmillan.
3. Kumar, S., &Pushplata. (2011). Communication skills. Oxford.
4. Peel, M. (1995). Improving your communication skills. Kogan Page.
5. Raman, M., & Sharma, S. (2011). Communication skills. Oxford.
6. Sharma, P.C. (2008). Communication skills & personality development, Nirali Prakashan, Pune.

B. A. SPORTS Third Year (Semester-VI)	
MM - X	BASIS OF SPORTS TRAINING
MM - XI	RESEARCH METHODOLOGY-II
MM - XII	FITNESS AND CONDITIONING-II
MAJOR-EL-1I	PSYCHOLOGY OF SPORT & EXERCISE-II
MN	SPORT OF ATHLETICS-II
OJT	

Course Category: SPORTS

Course Name: **BASIS OF SPORTS TRAINING**

Course Number: MM X

Course Code:

Course Credits: 04

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

Objectives:

- The students will Gain knowledge about the Training Process
- The students will gain knowledge about planning and programming during training.
- The students will gain advanced knowledge about sports training.

COURSE

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	CHARACTERISTICS OF SPORTS TRAINING COMPONENTS i. Physical Components ii. Force, Endurance, Speed, Coordinative, Flexibility abilities iii. Technical components iv. Tactical components v. Psychological components			01
02	COMPONENTS OF HEALTH-RELATED PHYSICAL FITNESS i. Muscular Strength ii. Endurance iii. Flexibility iv. Body Composition v. Cardiovascular Endurance vi. Specific training needed for the development of HRPF			
03	MOTOR FITNESS COMPONENTS i. Agility ii. Coordination iii. Speed iv. Power v. Balance vi. Reaction time vii. Specific training for the development of Motor fitness components.			01

04	TRAINING LOAD AND ADAPTATION PROCESS i. Definition and types of training load ii. ADAPTATION PROCESS iii. LOAD AND ADAPTATION iv. LOAD AND RECOVERY	7.5		
05	Practical Activities: Modern training patterns		30	01
06	Preparation of Training Plans <i>Assessment of practical:</i> practical demonstration and performance-20 viva voce-05 or Record book on all topics of practical-05		30	01
Total				04

Course Learning Outcome:

After completing this course, the students will be able to

- understand the modern concept of sports training.
- describe the principles of sports training.
- evaluate and develop a system of sports training – basic performance, intermediate performance, and high-performance training.
- Plan training sessions.
- realize and apply the Methods of Technique Training.
- design different training programs for Training Components.

References:

- Dick, W.F. (1980). *Sports training principles*. London: LepusBooks.
- Harre, D. (1982). *Principles of sport straining*. Berlin: Sporulated.
- Jensen, R.C.&Fisher,A.G.(1979). *Scientificbasisofathleticconditioning*. Philadelphia: Leaand Fibiger, 2ndEdn.

Matvyew, L.P.(1981).*Fundamentalofsportstraining*.Moscow:ProgressPublishers.Singh,H. (1984).*Sports training, general theory and methods*. Patials: NSNIS.

Uppal, A.K., (1999). *Sports Training*. New Delhi: Friends Publication.

Course Category: SPORTS

Course Name: **RESEARCH METHODOLOGY-II**

Course Number: MM XI

Course Code:

Course Credits: 04

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

Objectives:

- To familiarize students with Research Design
- To foster students for Adhering to Ethics in Research and Publication
- To develop student's Statistical Analysis Skills
- To familiarize students with Research Writing and Reporting

COURSE

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	RESEARCH DESIGN i. Research Design: Concept and Importance in Research, Features of a good research design ii. Exploratory research Design – concept, types, and uses. iii. Descriptive Research Designs – concept, types, and uses. iv. Experimental Design: concept, types, and uses.	7.5		01
02	ETHICS IN RESEARCH AND PUBLICATION i. Research Ethics: ii. Introduction, and Importance iii. Ethical Principles, and Research Integrity iv. Scientific misconducts include falsification v. Fabrication, and Plagiarism (FFP) vi. Publication ethics: definition, introduction, and importance vii. Publication misconduct: definition, concept	7.5		
03	INTRODUCTION TO STATISTICS i. Statistics: definition, importance and Scope, limitations, Distrust ii. Measurement of Central Tendency (mean, median, and mode) iii. DIFFERENT MEASURES OF VARIABILITY OR DISPERSION (a) The Range (R) (b) The Quartile Deviation (Q) (c) The Standard Deviation (SD) iv. Data analysis using- SPSS	7.5		01

04	RESEARCH WRITING i. Introduction to report writing ii. Research Report Format iii. Principles of Writing Reports. iv. Introduction to Footnotes, Citations, References, Appendix and Bibliography	7.5		
05	Practical Activities: Preparing a Research Design Preparing a Research Papers		30	01
06	Preparing a Research Proposal <i>Assessment of practical:</i> practical demonstration and performance-30 viva voce-10 Record book on all topics of practical-20		30	01
Total				04

Course Learning Outcomes:

- The students will understand and have the ability to Design and Execute Research
- The students will acquire knowledge of different aspects of the Application of Ethical Standards in Research
- The students will be Proficient in Statistical Analysis
- Proficiency in Research Writing and Reporting will be demonstrated by students

Books Recommended:

Research Methodology- C. R. Kothari

Kumar, R. (2011) Research Methodology: A Step-by-Step Guide for Beginners. 3rd Edition. Sage, New Delhi.

Thomas, J. R., Nelson, J. K., & Silverman, J. (2005). Research Methods in Physical Activity (5th ed.). Champaign, IL: Human Kinetics.

Verma, J. P. (2012). Data Analysis in Management with SPSS Software.

Verma, J.P. (2019). Importance of Statistics in Psychology. In: Statistics and Research Methods in Psychology with Excel. Springer, Singapore.

आगलावे, प्र.ना. (२०००) संशोधन पद्धतीशास्त्र व तंत्रे (प्रथम आवृत्ती), नागपूर: विद्या प्रकाशन.

जर्दे श्री.आ. (१९९५) शारीरिक शिक्षण संशोधन तंत्र व पद्धती (द्वितीय आवृत्ती) कोल्हापूर: चद्रमा प्रकाशन

Course Category: SPORTS

Course Name: **FITNESS AND CONDITIONING-II**

Course Number: MM XII

Course Code:

Course Credits: 02

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

Objectives:

- The students will learn the to understand the Concept and Importance of Warm-up
- The students will learn how to design effective warm-up plans
- The students will Understand Fitness Classification and Its Determinants
- The students will be able to Explore Resistance Training Modalities
- The students will learn how to enhance and Incorporate Yogic Interventions for Fitness

COURSE

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	WARMING UP AND COOLING DOWN - General warming up: Procedures & various methods. - Specific Warming up: Procedures & various methods. - Cooling down: Procedures & various methods. - Different general adoption exercises.	7.5		01
02	BALANCE & COORDINATION TRAINING - Different exercises to develop Balance. - Tests to measure balance. - Different exercises to develop Coordination. - Tests to measure Coordination.	7.5		
03	Practical Activities: Freehand exercises. Free weight exercises. Machinery exercises.		15	01
04	Balance and Coordination exercises 1 – Roll Feet 2 – Chair Pose With Heel Raise + Spine Stabilization 3 – Single Leg Standing Clamshells + Kickback 4 – Figure 4 to Straight Leg Pulse 5 – Hip Mobility to Extension 6 – Side Kick 7 – Adduction Glider With Heel Raise 8 – Reverse Glider Lunge With Heel Raise 9 – Roll Down to the Side Plank to the Pike <i>Assessment of practical:</i> practical demonstration and performance-20 viva voce-05 or Record book on all topics of practical-05		15	

Total			02
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Course Learning Outcome:

Students will be able to understand the specific fitness requirement of different sports.

Students will be able to prepare customized training programs for sportspersons related to the different natures of games.

Reference Books:

Blagrove, R. (2015). Strength and Conditioning for Endurance Running. Crowood Press.

Brown, L. E. (2007). Strength training. Human Kinetics.

Dintiman, G. B., & Sugabo, C. (2020). NASE Essentials of Next-Generation Sports Spee Training. Healthy Learning.

Jeffreys, I., & Moody, J. (2021). Strength and Conditioning for Sports Performance (2nd ed.) Routledge.

Thompson, B. (2021). Strength Training for Life. EnzoBsty Publishing Press.

Vet, O. (2021). Agility Training for Dogs: become your pet's best friend. Independently Published.

Zatsiorsky, V. M., Kraemer, W. J., & Fry, A. C. (2020). Science and Practice of Strength Training (3rd ed.). Human Kinetics

Course Category: SPORTS

Course Name: PSYCHOLOGY OF SPORT & EXERCISE-II

Course Number: MAJOR-EL-1I

Course Code:

Course Credits: 04

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

Objectives:

- The students will be Understanding the Role of Psychology in Sports
- To familiarize students with Goal Setting and Motivation in Sports
- The students will be Enhancing Social Skills in Sports
- To familiarize students with Managing Competition, Cooperation, and Conflicts

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	PSYCHOLOGY IN SPORTS i. Psychology in sports ii. Understanding sports and exercise psychology as a science iii. Relationship of sports psychology with other sports sciences iv. present and future of sport and exercise psychology	7.5		01
02	GOAL SETTING AND MOTIVATION IN SPORTS i. Concept of goal selling ii. Importance of goal setting and its guidelines iii. Types of Motivation iv. Biological basis of motivation	7.5		
03	SOCIAL SKILLS IN SPORTS i. Group dynamics in team games ii. Factors Affecting Group Cohesion iii. Spectator psychology iv. Spectator cohesion and group cohesion	7.5		
04	COMPETITION, COOPERATION AND CONFLICTS i. Introduction ii. Competition: Value of Competition iii. Cooperation: Role of Cooperation iv. Conflict: - Causes of Conflict - Effects of Conflict	7.5		

05	Practical Activities: Report Preparation		30	01
06	Records and PPT If required, students can share their experiences in the form of a Project Report. The students may share their experiences in the form of audio-visual presentations of 15-30 minutes. Any other Practical/Practice as decided from time to time <i>Assessment of practical:</i> practical demonstration and performance-30 viva voce-10 Home assignments/Record book on all topics of practical-20		30	01
Total				04

COURSE LEARNING OUTCOME:

After completing this course, the students will be able to

- Demonstrate Understanding of Sports Psychology
- Apply Goal-Setting and Motivation Strategies
- Analyze Social Dynamics in Sports
- Evaluate Competition, Cooperation, and Conflict in Sports

Reference Books:

- 1) Human Motivation- Robert E. Franken.
- 2) Psychology in Sports - Richard M. Suinn
- 3) Psychology of Sports - Seppo E. Iso-Ahola and Brad Hatfield.
- 4) Introduction to Science and Soccer - Thomas Reilly.
- 5) Applied Sport Psychology - Jean M. "Williams.
- 6) Sport Psychology - Tony Morris and Jeff Sunners.
- 7) Psychological Dynamics of Sport AND Exercise - Diane L. Gill.

- 8) Sport Psychology - Roxel A. Aprtiebo.
- 9) Competitive anxiety in Sport - Rainer Martens, Robin S. Vealey, and Damon Burton.
- 10) A Manual of Psychology - J. N. Sinha

Course Category: SPORTS

Course Name: **SPORT OF ATHLETICS-II**

Course Number: MN

Course Code:

Course Credits: 04

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

Objectives:

- Students will Familiarity with National and International Competitions in Athletics
- Students will acquire a comprehensive understanding of the Mastery of Rules and Regulations across Events
- Through hands-on practice, students will develop Practical Training in Advanced Techniques
- Students will study the composition and rules of combined events
- Students will learn about the Equipment Knowledge and Recent Developments in Athletics

COURSE

Module No.	Module Name	Teaching Hours	Practical's Hours	Credit
01	SPORT OF ATHLETICS i. Major National & International competition in Track & Field. ii. Standard Equipment's required in Track and Field. (jumping & throwing) iii. Combined (or multi-discipline) events. iv. Team Selection.	7.5		01
02	RULES AND REGULATIONS i. Rules and regulations (Brief description) for relay races ii. Rules and regulations (Brief description) for Hurdling iii. Composition of combined events iv. Rules and regulations (Brief description) for Composition of combined events	7.5		
03	RULES AND REGULATIONS i. Rules and regulations (Brief description) for Jumping events (Long jump, high jump, triple jump, and pole vault.) ii. Rules and regulations (Brief description) for throwing events (Shot Put, Discus, Hammer, and Javelin.)	7.5		
04	SPORT OF ATHLETICS i. Athletics at the Summer Olympics Men's events Women's events ii. Rules and their interpretations and duties of officials. iii. Recent Changes	7.5		

05	Practical Activities: i. Hurdles: Types of Hurdles, Fundamental skills, Hurdle's height, Ground Marking, Rules, and Officiating. ii. Jumping events (Technique): Approach Run, Take-off, Action in the Air, Landing. iii. Basic skills and techniques for throwing events.		30	01
06	Officiating of the above-selected events. <i>Assessment of practical:</i> practical demonstration and performance-30 viva voce-10 Record book on all topics of practical-20		30	01
Total				04

Course Learning Outcomes:

Students will identify and describe major Key Competitions and Equipment in Track and Field

Students will learn to Application of Rules and Techniques in Track and Field Events

They become Competent in Multi-Discipline Events and Team Selection

Students will officiate track and field events and Adaptation to Changes in Athletics

Reference Books:

Gerry, A. C. (1999). Fundamentals of Track and Field, (2nd ed.). Human Kinetics.

Prentice, W. (2020). Principles of Athletic Training: A Guide (17th ed.). McGraw-Hill Education.

Singh, G. (1998). Track and Field. Ashoka Mahan Publication.

Thani, Y. (2007). Athletics. Khel Sahitya Kendra.

Brar, T. S. (2004). Track and Field: Officiating Techniques. Friends Publication.

Field, T. U. (2014). Track & Field Coaching Essentials (1st ed.). Human Kinetics.

Gerry, A. C. (1999). Fundamentals of Track and Field (2nd ed). Human Kinetics.

Karp, J. R. (2020). Track & Field Omnibook (6th ed.). Coaches Choice.

Srivastava, A. K. (2002). Athletics and Technique. B.R. International Publishers.

TEMPLATE FOR FIELD PROJECT:

Type: Field Project

Course Name: (Example: Field Project)

Course Number: (Example: FP ...)

Course Code:

Course Credits: (Example: 4)

Marks: Field Project Report duly signed by Internal Supervisor:	60
External Assessment (Viva Voce) by University appointed Internal and External Examiners	40
Total Marks:	100

If Course Credits: (Example: 2)

Marks: Field Project Report duly signed by Internal Supervisor:	30
External Assessment (Viva Voce) by University appointed Internal and External Examiners	20
Total Marks:	50

Course Learning Outcomes: (Write at least 4 outcomes. You may add more. Use Bloom's Taxonomy)

-
-
-
-

Instructions for teachers and students while doing Field Project:

1. Selection of Field project should be related to the mandatory or elective courses in the concerned subject.
2. Field project should be FORMALLY ASSIGNED (In Written Form) by concerned teacher.
3. Field Project should be based on field work to be carried out by the student.
4. Submission of Field Project Report duly signed and certified by concerned teacher/guide is A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.
5. TWO COPIES of Field Project Report in BOUND FORMAT should be submitted before Viva-Voce. One copy will be kept by department and the other will be returned to student.

Important Notes for Teachers:

1. Prepare an Appropriate Format of PERMISSION LETTER to be given to student to do the Field Project under the guidance of a concerned teacher.
2. Prepare an Appropriate Format for Writing the Field Report. **Kindly see that the First Page and Certificate**

Page is common for all students. In the remaining part, try to maintain uniformity.

C) TEMPLATE FOR INTERNSHIP (ON JOB TRAINING) AND RESEARCH

INTERNSHIP:

INTERNSHIP COURSE GUIDELINES IN **UGC FRAMED “CURRICULUM AND CREDIT FRAMEWORK FOR** **UNDERGRADUATE PROGRAMMES” (CCFUP) AS PER NEW NEP 2020**

HIGHLIGHTS FROM THE INDIA SKILL REPORT (ISR), 2022

- Youth employability has improved to 46.2 % in 2021 from 45.97% till 2020.
- Female employability is higher (51.44%) than males (45.97%) for 2021-22.
- Highest employability rating at about 60.62% in commerce domain.
- 88.6% of graduates are looking for internship opportunities.
- India employers like to hire employees having at least a year of working experience.
- In India, there are many platforms which offer internships e.g. Internshala, Lets Intern, Killer Launch, Hello Intern etc. (Note: Internshala launched an initiative called the “Grand Summer Internship Fair”, which offers more than 23000 internship opportunities to people from all educational backgrounds)

OBJECTIVES OF INTERNSHIP:

1. Integration of workshop with workplace:

- To align and integrate Academic Workshop Training / Classroom Learning – Activity lab initiatives – Research lab finding/learnings with outcomes of the workplace (Organisation / Enterprise / Start-ups / Corporate / Farmlands / Artists in any domain / Artisans / Gig workers / Non-government organisations (NGOs) / Research & Development Organisations / Higher education institutions (HEIs) etc.

2. Understanding of the world of work:

- To provide students with an opportunity to improve their understanding of the experiences, challenges, and opportunities of the real world of work
- To help students to set their expectations and behaviour in accordance with the demands, culture, and values of current and emerging jobs.

3. Physical and Hybrid Model Learning:

- To broaden learning opportunities blended with a Mentor or Research Expert by combining physical and digital modes of learning.

4. Developing research aptitude:

- To create and facilitate conditions that allow students in their quest for knowledge, its discovery, learn-understand-sharpen research acumen

- To get familiarise with analytical tools/techniques with appropriate usage, research methodologies and data analysis
 - To prepare manuscripts, identify appropriate journals
 - To become aware of patent and intellectual property rights and their application in solving research/complex/real-life problems.
 - To cultivate researcher's integrity and ethical behaviour
5. Exposure in emerging technologies:
- To provide exposure to emerging technologies/ automation and how it can support, facilitate, improve and reinforce work processes/culture/ job roles/art and craft, including the traditional areas of art-craft/ heritage skills, agriculture, etc.
6. Enhance entrepreneurial capabilities:
- To understand how organisations / enterprises are formed for sustainable progress
 - To strengthen start-ups culture and entrepreneurial capabilities among students and encourage them to become job creators.
7. Development of decision-making and teamwork skills:
- To facilitate the development of problem-solving and decision-making skills
 - To enable teamwork & collaboration culture
 - To promote research for academic and professional developments.
8. Cultivate a sense of Social Imagery and Citizenship Responsibility:
- To develop a sense of social imagery (issues) and philanthropic versatility among students
 - To facilitate an attitude towards citizenship responsibility.
9. Stimulate collaborative influence:
- To promote HEIs collaboration, industryacademia partnership will be developed to provide collaborative internships, apprenticeships, and research opportunities to the students in the predefined areas of importance which will lead institutions, universities, organisations, academicians, and students to collaborate on how to learn with one another.
10. Enhancing professional competency:
- The internship should not only focus on employability or research capabilities; there is also a need for professional principles, ethics, values, and integrity which will enable them to gain perspective, practice, develop as competency and perform professional tasks in the way that the employment market demands.

INTERNSHIP CATEGORIES:

The undergraduate internships would be classified into two types:

1. Internship for enhancing the Employability:

Recent graduates are lacking knowledge, practical skills, and experience which are mandatory requirements demanded by employers for recruitment. Graduates face many difficulties after graduation to enrol in the workforce due to lack in knowledge, practical skills, and experience which are mandatory requirements demanded by employers.

Employability refers to the certain attributes of an individual that enable him/her to perform any job opportunity in line with the set standards of performance to meet expectations for the expected job. Students need to develop such competencies which reduce the obstacles as job seekers and also increase their potential as job providers.

The internship programs should be well conceptualized and interactive for building following crucial competencies:

- Development of project and its execution
- Decision-making
- Confidence development
- Working/coordinating in a team
- Creative and critical thinking and problem-solving
- Ethical values
- Professional development
- Understand government/local bodies world of work
- Reference of resource persons in the field
- Development of online/ simulation-based module for a virtual research internship
- Understanding the nuances of building a deep-technology start-up
- Study certain entrepreneurs,
- Study of the enterprises, farmers, artisans, artists, performers, expert individuals etc.

2. Internship for developing the Research Aptitude:

Research aptitude refers to the attribute of inquiry/investigation, analysis and interpretations in a scientific and objective method that facilitates to uncover facts and present an individual viewpoint in an organised manner.

Research internship aims at providing hands-on training to work on research tools, techniques, methodologies, equipment, policy framework and various other aspects in pursuing quality research.

The research internship programs should be well conceptualized and interactive for building following crucial competencies:

- Ideation and conceptualization of a research question/problem
- Learning about new tools and handling of equipment
- Experimentation and collection of data
- Simulations and development of models
- Preparation and presentation of reports

INTERNSHIP STRUCTURE FOR HEI

An internship provides learning experiences and an opportunity to acquiring new skills. The HEIs should provide a structured robust mechanism for internship programmes.

The important components incorporated in the mechanism are as follows:

1. Each HEI should create Apex Research and Development (R&D) Cell under which Discipline-specific Research and Development (R&D) Cells are created across diverse discipline for smooth coordination and functioning of internships. The Co-ordinators for all units should be appointed.

2. Each R & D unit should have a Nodal Officer who is responsible for developing need and demand-led internship path with well-defined objectives and outcomes. These Nodal Officers have to explore, reach out to, and sign a Memorandum of Understanding (MOU) with local businesses, research organisations, HEIs, Expert Professional, Renowned persons etc. as this will aid in training, research, employment, and start-ups.

3. To define verticals, HEIs must undertake a survey in the local market to understand the needs of companies/organizations/consultancy and the expectations of students.

HEI should provide many options to students while choosing a sector, making registration and undergoing an internship/research internship.

Following is an indicative list. You may add as per your insights about surroundings.

- Trade and Agriculture Area (For Instance, Internships in agriculture, and related domains like farm internships, agriculture research internships, agri-business internships can be considered as an opportunity by undergraduate students enrolled in HEIs. The agriculture sector needs to be considered by HEIs for the internship in rural regions. The HEIs/Universities at their level can explore National Qualification Register and check the possible job roles across sectors for exploring the internship areas (<https://nqr.gov.in/>). However, the
- Economy & Banking Financial Services and Insurance Area
- Logistics, Automotive & Capital Goods Area
- Fast Moving Consumer Goods & Retail Area
- Information Technology/Information Technology enabled Services & Electronics Area
- Handcraft, Art, Design & Music Area
- Healthcare & Life Science Area
- Sports, Wellness and Physical Education Area
- Tourism & Hospitality Area
- Digitisation & Emerging Technologies (Internet of Things/Artificial Intelligence/Machine Learning/Deep Learning/Augmented Reality/Virtual Reality, etc.) Area
- Humanitarian, Public Policy and Legal Service Area
- Communication Area
- Art (all types) , Literature, Entertainment
- Mass Media
- Language
- Education Area
- Sustainable development Area
- Environment Area
- Commerce, Medium and Small-Scale Industries Area

4. During internship, student would be attached to an internship supervisor (IS), and Mentor preferably from the same HEI for a specified duration and conduct a time-bound internship project. The HEI (parent Institute) and the Internship Providing Organization (IPO) would play important roles in facilitating the smooth conduct of the internship.

Projects in the form of case study assignment (at individual, group, institute, organization, social level) can also be assigned to the students or group of students (Few examples: law, management, social works, counselling, sports, literature, performing art and many more).

A provision of group internship/joint research project may also be considered for handling the chunk of students in a particular domain by HEIs. The group can be identified for a particular theme assigned to a particular industry or HEI supervised by an internship supervisor and mentor.

The internship can be linked to the outcomes of value-added/skill development/ability enhancement courses. HEIs may have both backward and forward integrations.

Backward integrations: It indicates courses designed as prerequisites for internship.

Forward integrations: Developing a list of projects along with a list of mentors from which student can pick projects

5. HEI should design a Digital Portal where experts, agencies, industries, organisations, mentors, faculty members will register themselves. The information of all these resource persons will be open and visible to students. HEI should give application facility to students and also provide the application programming interface (API) integration, so that when a central portal is available, integration can be made.

6. HEIs can also look upon cluster models where institutions (2-3) can club or make a memorandum of understanding (MoU) for internships, the information of same need to be mentioned on the portal of HEIs and student may be willing to opt any and choose the mentor physically or digitally or any mentor outside also at national or international level.

7. There must be a mechanism for the orientation of teachers/ training of trainers'/faculty development programs and it should serve as a prerequisite for the HEIs offering the internships in the programme. In the case of the 4-year program, the policy needs to be framed for students who have an interest in research right from the beginning at the undergraduate level.

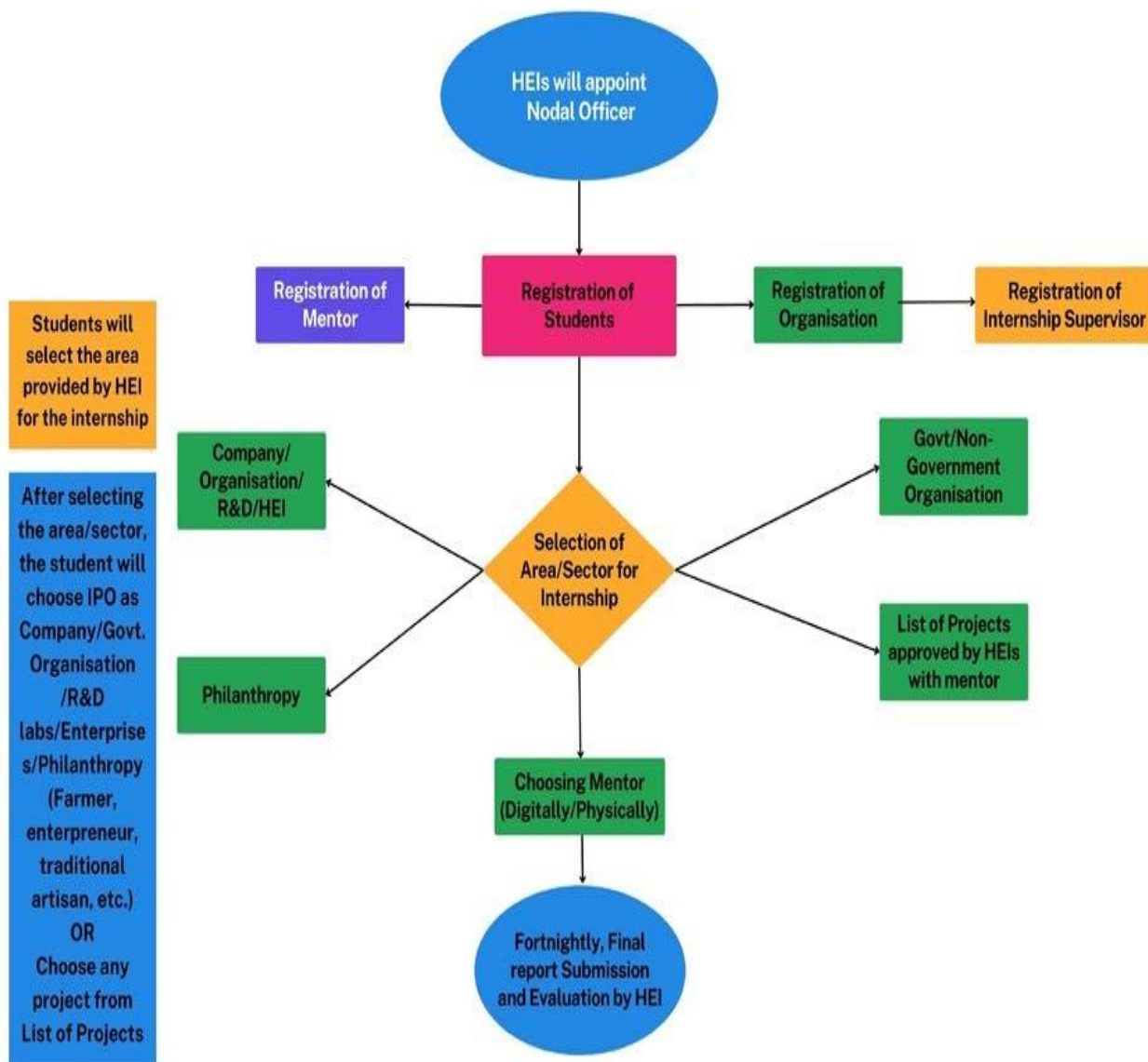
8. Students can choose industry mentor from HEIs/ research organizations/industrial R&D labs/Universities/ other national reputed institutions / organizations / industries / emergency professional / NGOs / local government officials/ outside India experts working at the international level/social networking sites (e.g., LinkedIn). The same portal can be developed at HEI/University level. A centrally managed Internship Portal would help in arranging the internship by the HEIs for the students. The portal will provide information regarding various internship opportunities like Internshala, etc

9. Certain experienced people superannuated as research scientists, academics, industry professionals, farmers, entrepreneurs, local artisans and other experts, etc. can get registered on a portal as mentors from various disciplines. HEIs may network with local administration and identify areas where students can work on assignments or projects that will give them exposure to social issues in the form of projects.

10. The students can make use of summer & winter breaks for internship so that their academic credits do not get affected in terms of attendance and other assignments.

INTERNSHIP MECHANISM IN HEI

Figure 1: Operational Structure of Internship



HEIs should develop a roadmap for the smooth functioning of the internship programme through

- (i) Research and Development Cell at the HEIs
- (ii) Office of the nodal officer
- (iii) Internship portals and about roles and responsibilities of interns, supervisors and mentors
- (iv) A list of projects
- (v) HEI and internship providing organisation may decide about Internship on mutually agreed terms and conditions. Internship outcomes should have been incorporated in developing a perspective among the

candidates or students towards a profession and their ability to deconstruct a job role and to become job-ready as soon as they enter into a job or a profession.

- a) Students will apply for research internships on their own or through the mentor of their parent HEI by registering at the internship portal. The HEI should ensure that such a student has an appropriate orientation for research through research ability enhancement courses as a part of the curriculum.
- b) Interns will be selected by host organizations based on their selection criteria. The host organization will arrange to inform the potential intern through the portal itself or through the mail and will ask for confirmation or for acceptance.
- c) If a student fails to get an internship in physical mode, then the host institute should have a provision for digital or group internship.
- d) On receipt of an offer of internship, the student will arrange to consult the internship supervisor, obtain due permission from the parent institution and join the concerned host organization for an internship as per the suggested schedule.
- e) The student may undergo an internship in the supervisor's lab/ working space at the host organization. During the period of internship, the parent HEI through the internship supervisor and mentor, will arrange to keep track of the activities and performance of students as interns at the host organization, based on periodic reports submitted by students.
- f) On completion of Internship, intern will prepare internship report and get it endorsed by mentor.

ROLES OF IMPORTANT AUTHORITIES WORKING FOR INTERNSHIP:

A) Role of Internship Providing Organisation (Outside HEI)

- Internship Providing Organisation (IPO) is any organisation, HEI, philanthropy, farmer, government organisation, R&D institutions, research labs, artisans, enterprises, institution/person of eminence/cooperatives/corporates providing an opportunity to the student for Internship during the programme
- Internship providing organisation will connect with a nodal officer to look into the matter of facilitating the interns on arrival with registration, identity cards/ library cards/ internet subscription/ any other specific requirements, accommodation, etc.
- The mentor from internship providing organisation needs to provide time-to-time guidance to the candidate to have exposure to the research environment and employability market.

B) Role of Mentor (Inside/Outside HEI)

- A Mentor is an empanelled individual professional identified by the HEI or by students himself/herself through their network. The mentor should be identified and his/her concurrence should be conveyed to the internship supervisor.
- He/she will be providing expertise/professional/research guidance to the student during the internship. The mentors will also facilitate networking with other subject matter experts/professionals, which will enhance the internship experience and learning of the intern.
- They shall be making the timely evaluation of a student and provide him completion certification/report for submission in HEI.

- The mentor needs to provide guidance to the students digitally or physically throughout the internship duration.
- The mentor needs to check and validate the performance of students fortnightly and after the completion of the internship, issue the certificate/report for submission in HEI.
- The mentor must ensure the learning of competencies with research orientation among the students during the internship duration.
- HEIs may integrate the job assigned to faculty with workload assessment.

C) Role of Nodal Officer (Inside HEI)

- Nodal Officer will be appointed by the Vice Chancellor/Director/Principal/Head of the Department of HEI.
- Internship Programme will be fully organised, executed and monitored by the R&D cell of HEI through a Nodal Officer
- Nodal officer will reach out to other HEIs, Creative and Expert individuals in any field related to different subjects, research organisations, research labs, corporates, industry, local administrative offices, heads of certain government offices like labour, municipal, hospital, tourism, public relations, finance, agriculture, social welfare, etc. to seek the opportunity of an internship for the institution.
- (Example: the students can participate with local government in processes of census, surveys and elections and other schemes with proper mentoring mechanisms).
- The nodal officer must connect with the organisation/individuals and make MOUs so as to facilitate the students for an internship during the course.
- The nodal officer must ensure the registration of students, internship supervisors, mentors and internship providing organisation in the portal
- The nodal officer may take care of the interns during their stay and address their problems, if any.

D) Role of Internship Supervisor (Inside HEI)

- Internship Supervisor will be appointed by the Vice Chancellor/Director/Principal/Head of the Department of HEI
- Internship Supervisor will be nominated at the start of the academic year for each batch.
- Internship Supervisor will monitor, supervise, and evaluate the student during the internship duration.
- Internship Supervisor from the host institute should monitor the regularity of the intern at his/her workplace. Students should preferably inform the Internship Supervisor at least one day prior to availing leave during the internship except for emergency.
- At the end of the internship, the Internship Supervisor will ensure issuing of completion certificates to the intern.
- Internship offered by the organisation should be followed by one project report and the assessment on the evaluation can be judged based on the innovativeness of that particular project, presentation and attendance by HEIs.

DURATION AND SLOTS FOR INTERNSHIP IN CURRICULUM

Each undergraduate student may complete an internship of 2-4 credits during after the 4th semester of the UG degree programme focussing on Hands-on Training/Short

Research Project. However, the student who has to go for a 4-year UG degree (Honours with Research) programme will be required to choose courses as given Table 1 during the 8th semester.

Table 1: Activities, Suggested Duration along with a corresponding number of credits of Internship Programme:

Sr. No.	Courses	Suggested Schedule	Duration	Suggested Activities	Credits
1	3-year UG degree 4-year UG degree (Honours) 4-year UG Degree (Honours with Research)	After (4 th) Semester	60 -120 hours	- Hands-on Training/Short Research Project - Seminar attendance - Read assigned journals to prepare for seminars - Study certain entrepreneurs - Social projects - Study of the enterprises/ farmers/Creative or Expert individual in any field related to your subjects	02-04
2	4-year UG Degree (Honours with Research)	8 th Semester	One Semester	- HEI may adopt courses related to Research Methodology, Research Tools and Techniques, Research Ability Enhancement and Policy Framework - Dissertation/Thesis/Project Work/ Research project	08 12

Note: *In a 4-year UG degree (Honours) students' not undertaking research may do 3 courses for 12 credits in lieu of a research project/dissertation as specified in CCFUP Document.*

INSTITUTIONS OR INDIVIDUALS TO BE CHOSEN FOR INTERNSHIPS:

- Government or private organizations
- Higher education institutions
- Universities
- Research and development labs/Research organisations/Centres involved in research/Individual Researcher
- Non-government organisations
- Enterprises
- Centres involved in research-innovativeness-entrepreneurship
- Business organizations

- Local industry
- Artists/Writers/Dramatist/Poet/Actors and any expert related to the subject area.
- Crafts people
- Any competent individual in domain of life where student will get an opportunity to actively seek experiential learning for his/her professional growth in liking areas.

ACADEMIC CREDENTIALS & MONITORING OF INTERNSHIP

A. Internship (On field/On job Training or Experiential Learning):

A minimum of 2-4 credits, out of the required minimum 132/176 credits, of a 3-year UG degree/4-year UG degree (Honours)/4-year UG degree (Honours with Research) can be assigned for Internship as per the National Higher Education Qualifications Framework (NHEQF) and Curriculum and Credit Framework for Undergraduate Programme (CCFUP).

An internship of 60 to 120 hours duration after the 4th semester will be mandatory for the students enrolled in UG degree programmes. For an internship, 1 credit of Internship means 2 hour engagement per week. Accordingly, in a semester of 15 weeks' duration, 1 credit in this course is equivalent to 30 hours of engagement in a semester.

B. Research Project/Dissertations/Thesis/Project work

For the 4-year UG degree programme (Honours with Research), engagement of students in the dissertations/research project during the entire 7th & 8th semester of (4+8=12) credits will be considered as a mandatory component for the award of the degree.

The dissertation/research project/thesis work should involve 360 hours' duration during the semesters and it will be mandatory for the students enrolled in UG degree programmes (Honours with Research)

The students need to essentially submit the research project/dissertations/thesis/project work to the allotted mentor. The submission of the report with the conduction of viva will also be a component for the successful evaluation of the dissertation/research project/thesis/Project work.

C. Competencies to be developed during Research Internships:

3-year UG degree, 4-year UG degree (Honours) and 4-year degree (Honours with Research) programme will be operating strictly adhering to NEP-2020, NHEQF and CCFUP provisions.

Based on the higher education qualification level descriptors for Level-5.5 and Level-6 some of the competencies with research orientation should be attained by the students by studying the courses under the Research Ability Enhancement Courses (RAEC) and by undertaking the research internship project.

Following competencies will be expected to be acquired by student:

- The students should be well-versed with the techniques and methods of research that would support knowledge creation.
- The students should have an understanding of complex problem statements and the ability to develop solutions for real-life problems.
- The students will possess a good comprehension ability to interpret the oral and written communications in research papers, and present own interpretations.
- The students will be able to communicate technical information, research findings to the peers.
- The students will be made aware of the research ethics, professional accountability, conduct and will be able to practice the research ethics and appropriate skills in his/her own research work.

- The student will be able to enhance academic productivity by developing writing and reading skills and can make contributions towards social and economic issues from their research in future.
- The research intern can possess an attitude and skill of adaptability and flexibility for new challenges at organisational and individual level with a mindset of teamwork and c

EVALUATION OF INTERNSHIP:

On the Job Internship (OJT)	Research Internship
The evaluation of the internship will be carried out at the following stages: Stage 1: The interns will be evaluated by research internship supervisor based on their efforts and research output. Stage 2: At HEI, the intern will be evaluated through a seminar presentation or viva voce on his work, by a duly constituted expert committee (One Internal (Internship Supervisor) and One external), on the following suggestive aspects. - Activity logbook (<i>Prepare it before starting of the internship with Day and Date, Time period, Nature of activity/work done/ experiential learning/responsibility carried out etc and Signature of Student, Mentor & Internship Supervisor. It will be carried out by student throughout the period of internship and be filled regularly</i>) and evaluation report of Internship Supervisor - Format of presentation and the quality of the intern's report - Acquisition of skill sets by the intern - Originality and any innovative contribution - Significance of research outcomes - Attendance	- Activity logbook (<i>Prepare it before starting of the internship with Day and Date, Time period, Nature of work done and Signature of Student, Mentor & Internship Supervisor. It should be like progress report and must be submitted by student periodically. The span of period should be decided at the start of the internship by Internship Supervisor</i>) - The research project report shall have an undertaking from the student and a certificate from the research supervisor/mentor/advisor for originality of the work, stating that there is no plagiarism and that the work has not been submitted for the award of any other degree/diploma in the same Institution or any other Institution. - Internship offered by the organisation should be followed by one project report and the assessment on evaluation can be judged based on - Innovativeness of Research - Presentation and - Viva-Voce - The viva-voce examination shall include both internal and external examiner. The HEIs need to follow their examination structure for the conduction of the examination.

**** On the basis of the above guidelines develop the syllabus for On The Job Internship (Training) and Research Internship**

I) Syllabus format for On the Job Training/ Internship (OJ)

Type: On Job Internship (Training) (OJ)

Course Name:

Course Number:

Course Code:

Course Credits: 4

Marks: On Job Training Report/ Research Internship duly signed by Internal Supervisor :	60
External Assessment (Viva Voce) by University appointed Internal and External Examiners	40
Total Marks:	100

If Course Credits: 2

Marks: On Job Training Report/ Research Internship duly signed by Internal Supervisor :	30
External Assessment (Viva Voce) by University appointed Internal and External Examiners	20
Total Marks:	50

Course Learning Outcomes: (Write at least 4 outcomes. You may add more. Use Bloom's Taxonomy)

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

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

Important Notes for Teachers:

1. Prepare a Draft Letter for getting permission from the appropriate authority within the Institute/Organization or from Consultant/Professional etc. for the On-the-Job-Training/Internship/

Apprenticeship

2. Prepare an Appropriate Format for Writing the On-the-Job Training Report. **Kindly see that the First Page and Certificate Page is common for all students. In the remaining part, try to maintain uniformity.**

For Example:

Psychology:

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

Student's Name: -----

Name Of the College: -----

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

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

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

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

Institute Supervisor's Name: -----

College Teacher who supervised: -----

Introduction:

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

Description of the organization:

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

Duties and responsibilities:

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

Reflection on learning outcomes and accomplishments:

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

Areas for improvement:

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

Conclusion:

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

Appendices:

This section should include following documents:

- Formal permission letter by Concerned Teacher/Guide sent to concerned Institution/Organization/Professional/Consultant etc.
- Formal Acceptance Letter by Institution/Organization/Professional/Consultant etc. for Training.
- Activity Log Book (which may contain Attendance sheet with Day, Date, Time, Number of Hours, Brief description of Training/ Learning activities, Responsibilities taken, Signature of Institutional Authority, Signature of Concerned Teacher).
- Google Tagged photos of showing Attendance as well as Doing Work
- Compliance Certificate with remarks duly signed by Institutional Authority
- Other supporting material

II) Syllabus format for Research Internship/Dissertation (RP)

Type: Research Internship/Dissertation (RP)

Course Name:

Course Number:

Course Code:

Course Credits: 8

Marks: Research Internship report duly signed by Internal Supervisor:	120
External Assessment (Viva Voce) by University appointed Internal and External Examiners	80
Total Marks: (8 Credits are there because it is Research Degree)	200

If Course Credits: 4

Marks: Research Internship report duly signed by Internal Supervisor:	60
External Assessment (Viva Voce) by University appointed Internal and External Examiners	40
Total Marks: (4 Credits are there because it is Research Degree)	100

Course Learning Outcomes: (Write at least 4 outcomes. You may add more. Use Bloom's Taxonomy)

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Instructions for teachers and students while doing Research Internship:

1. Selection of Institute/Organization/Consultant/Professional etc. should be based on the areas in the mandatory or elective courses in the concerned subject.

2. The Institute/Organization/Consultant/Professional etc. under whom the Internship is expected, should be FORMALLY ASSIGNED (In Written Form) by concerned teacher to every student.
3. Submission of Research Report/Dissertation duly signed and certified by concerned teacher/guide is A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.
4. TWO COPIES of Research Report/Dissertation in BOUND FORMAT should be submitted before Viva-Voce. One copy will be kept by department and the remaining will be returned to student.

Important Notes for Teachers:

1. Prepare a Draft Letter for getting permission from the appropriate authority within the Institute/Organization or from Consultant/Professional etc. for the Research Report/Dissertation
2. Prepare an Appropriate Format for Writing Research Report/Dissertation. Kindly see that the First Page and Certificate Page is common for all students. In the remaining part, try to maintain uniformity.
3. Kindly prepare the format which is similar to the format used by Ph. D. students during thesis writing.
4. Kindly note that looking for plagiarism, international standard/style of presentation, certificate for originality etc. are essentially the responsibility of concerned teacher or supervisor.

