Yenepoya (Deemed to be University)

Recognized under Sec 3(A) of the UGC Act 1956 Accredited by NAAC with 'A+' Grade

Bachelor of Arts

(Honours/ Honours with Research)

Sports Studies

The Yenepoya Institute of Arts, Science, Commerce and Management (YIASCM)

Under the

FACULTY OF ARTS AND SOCIAL SCIENCES

Yenepoya (Deemed to be University)

Effective from the Academic Year 2023-24

YIASCM Credit Scheme for UG Programmes

YIASCM credit distribution is being restructured keeping the following in mind:

1. Multiple-Entry and Multiple-Exit
2. Four-year Undergraduate Exit option – UG with Honours

Learning Hours per week:

Aligned to NEP 2020 and NCrF, we have modified the teaching-learning planning to incorporate experiential learning, project-based learning. The structure is as follows:

Hours per week per credit		
Theory (Lecture and Tutorials)	**Practical Learning**	**Experiential / Project-based Learning**
15	**30**	**45**

Assessments and Evaluation

Assessments and evaluations at YIASCM is being restructured to better evaluate learning outcomes, map learning to competence and improve assessment patterns and schemas, also taking into account the changing structures of academics with National Education Policy 2020 and the proposed National Credit Framework (NCrF) to include skills, training, vocational, experience, etc. into the mainline academic structures.

Hours per week per credit	
Continuous Internal Assessment	Semester End Examination
80%	**20%**

Department of Humanities and Social Sciences

1. Programme Name

BA (Hons/Hons with Research) Sports Studies

2. Preamble

The curriculum for the undergraduate Programme in Bachelor of Arts is developed based on the available guidelines under the provisions of UGC by incorporating the educational concepts as prescribed under the New Education Policy (NEP)2020. The curriculum for BA is designed with the learning based curriculum framework as suggested by the University Grants Commission. The Under graduate curriculum structure has provision for inculcating human values personal/ professional ethics and social responsibilities with holistic development of the students in terms of providing opportunity for exposure to the students towards core courses, discipline specific elective courses, multidisciplinary elective courses, value added courses and skill enhancement courses. These efforts will help the students to acquire skills for better employability in newer jo sectors. Curriculum development is a collaborative and on-going process with experts representing the domain from different institutions.

The curriculum intents to develop cognitive skills along with foundational skills for higher order skills of critical thinking, problem solving along with social and emotional skills. The Programme makes the best use of available expertise++ of the faculties across the departments or disciplines and has an inbuilt evaluation system to assess the analytical and creativity skills of students in addition to the conventional domain knowledge assessment pattern.

3. Scope of the Programme

The BA Sports Studies course provides a comprehensive understanding of the multifaceted sports industry, combining theoretical knowledge with practical skills. This interdisciplinary program encompasses various aspects such as sports management, coaching, psychology, physiology, and sociology, equipping students with a broad perspective on sports and its societal impacts. Students explore the history and evolution of sports, learning about its role in

culture and society. The curriculum often includes modules on sports marketing, event management, sports media, and the business of sports, preparing graduates for careers in sports administration, management, and promotion. Additionally, courses in exercise science and sports medicine offer insights into athlete health, performance enhancement, and injury prevention. Practical experience is a cornerstone of the BA Sports Studies program. Internships, placements, and hands-on projects enable students to apply their knowledge in real-world settings, fostering skills in teamwork, leadership, and problem-solving. This practical component is crucial for careers in coaching, fitness training, and sports development. Graduates of the BA Sports Studies course can pursue diverse career paths in sports organizations, fitness centers, educational institutions, and media companies. They may become sports managers, event coordinators, coaches, fitness consultants, or sports journalists. The program also lays a strong foundation for further studies in sports science, sports law, and related fields, providing a versatile and dynamic career trajectory.

4. Programme Introduction

The BA Sports Studies course is an interdisciplinary program designed to explore the diverse aspects of the sports industry. Combining theoretical knowledge with practical experience, the course covers sports management, coaching, psychology, physiology, and sociology. Students gain insights into sports marketing, event management, and athlete health, preparing them for roles in sports administration, fitness training, and media. Practical components, including internships and hands-on projects, enhance skills in leadership and teamwork. Graduates can pursue careers as sports managers, coaches, fitness consultants, and sports journalists, or further studies in sports science and related fields.

5. Need for the programme

The BA Sports Studies course addresses the growing need for professionals equipped with a comprehensive understanding of the sports industry. As sports continue to play a significant role in promoting health, entertainment, and community cohesion, there is a demand for skilled individuals in sports management, coaching, and marketing. This program prepares graduates to meet these needs by providing a blend of theoretical knowledge and practical experience. With the rise of sports as a global industry, expertise in areas such as event management, sports psychology, and athlete performance is essential, making this course vital for fostering future leaders in the field.

6. Career outcomes

Graduates of the BA Sports Studies program have diverse career opportunities in the dynamic sports industry. They can pursue roles in sports management, event coordination, and sports marketing, working with professional sports teams, fitness centers, and sports organizations. Careers in coaching, fitness training, and sports development are also common, with positions in schools, community programs, and private training facilities. Additionally, graduates may become sports journalists, analysts, or media professionals. The program's comprehensive curriculum and practical experience also prepare students for further studies in sports science, sports law, and related fields, providing a strong foundation for advanced career paths.

7. Programme highlights

- Interdisciplinary **Curriculum**: Covers sports management, coaching, psychology, physiology, and sociology.
- Practical **Experience**: Includes internships, placements, and hands-on projects.
- Sports **Marketing**: Modules on promoting sports and managing sports brands.
- Event **Management**: Training in organizing and managing sports events.
- Sports **Media**: Insights into sports journalism, broadcasting, and media relations.
- Exercise **Science**: Study of athlete health, performance enhancement, and injury prevention.
- Coaching **Techniques**: Development of effective coaching strategies and leadership skills.
- Sports **Psychology**: Understanding mental aspects of performance and athlete motivation.
- Community **Engagement**: Opportunities for working in sports development and community programs.
- Career **Preparation**: Strong foundation for roles in sports administration, fitness training, and further studies.

8. Programme USP

- Comprehensive **Curriculum**: Covers management, coaching, psychology, physiology, and sociology.
- Practical **Focus**: Emphasizes real-world experience through internships and projects.
- Industry-**Relevant Skills**: Training in sports marketing, event management, and media.
- Cutting-**Edge Facilities**: Access to state-of-the-art sports and exercise science labs.
- Expert **Faculty**: Taught by professionals with extensive experience in the sports industry.
- Diverse **Career Paths**: Prepares for roles in management, coaching, media, and fitness.

- Global **Perspective**: Insights into international sports practices and global trends.
- Networking **Opportunities**: Connections with industry leaders and organizations.
- Community **Engagement**: Involvement in local sports development and outreach programs.
- Flexible **Learning**: Offers options for part-time study and online resources.

9. Industry based Learning System

The BA Sports Studies program features an industry-based learning system with internships, placements, and real-world projects. Students gain practical experience through collaborations with sports organizations, workshops, and networking events. This approach integrates theoretical knowledge with hands-on skills, preparing graduates for diverse roles in the sports industry.

10. Competency Enhancement Series

The competency series for an undergraduate program in a Bachelor of Arts (BA) typically includes critical thinking and analytical skills, effective communication (both written and oral), interdisciplinary knowledge, cultural awareness and understanding, research and information literacy, ethical reasoning, and creativity. Students are also expected to develop a deep understanding of their chosen major, whether it's in the humanities, social sciences, or other liberal arts fields.

11. Graduate Attributes

- Critical Thinking and Analytical Skills: Ability to evaluate information, analyze arguments, and solve complex problems.
- Effective Communication: Proficiency in expressing ideas clearly and persuasively, both in writing and orally.
- Cultural Awareness and Understanding: Appreciation of diverse perspectives and the ability to engage respectfully with different cultures.
- Research and Information Literacy: Competence in conducting research, evaluating sources, and synthesizing information.
- Ethical Reasoning: Capacity to make principled decisions and understand the ethical implications of actions in various contexts.

12. Program Educational Objectives (PEOs)

• Inculcate a sense of commitment towards self- determined goals and foster social inclusiveness and sensitivity towards multicultural diversity.

• Facilitate sound foundational knowledge through innovative educational practices and make students ready for higher education.

• Develop a spirit of excellence in academics and the attitude of applying their education for improving the condition of the country.

• Foster entrepreneurial bent of mind, leadership and organizational skills and ability to coordinate and work in teams, while developing a sense of social responsibility and multicultural understanding.

13. Programme Outcomes (POs)

PO	Programme Outcomes	Categories
PO 1	**Effective Communication:** Apply written, oral, and digital communication knowledge and skills, tailored to various audiences and contexts.	**K, S (Knowledge, Engineering)**
PO 2	**Problem-Solving Skills:** Develop creative and pragmatic problem-solving skills with innovative and evidence-based solutions.	**K,S (Problem, Analysis)**
PO 3	**Leadership and Collaboration:** Show leadership capabilities and the ability to collaborate effectively in multidisciplinary teams.	**K,S (Skills, Psychomotor)**
PO 4	**Interpersonal Skills:** Exhibit strong interpersonal skills, including empathy, active listening, and conflict resolution.	**K,S (Skills Psychomotor)**
PO 5	**Technological Proficiency:** Adapt at using digital tools and platforms for research, content creation, and dissemination, ensuring they can engage with the evolving landscapes of digital world.	**K,S (Skills Psychomotor)**
PO 6	**Cultural Awareness and Sensitivity:** Demonstrate an understanding of and sensitivity to cultural differences and social inequalities.	**K,S,A (Attitude, Affective)**
PO 7	**Research Competency:** Design, conduct, and interpret research using qualitative and quantitative methods applicable to various specializations.	**K,S,A (Attitude, Affective)**
PO 8	**Ethical and Professional Standards:** Follow ethical principles and professional standards, showing respect for diversity, confidentiality, and the public interest.	**K,S,A (Attitude, Affective)**
PO 9	**Critical Thinking and Analysis:** Demonstrate the ability to critically analyze and synthesize information from diverse sources to develop well-informed perspectives on complex issues.	**K,S,A (Attitude, Affective)**

14. Program Specific Outcomes (PSOs)

- **Effective Sports Management:** Ability to oversee sports organizations, teams, and facilities efficiently.
- **Advanced Coaching Techniques**: Proficiency in developing and implementing coaching strategies and training programs.
- **Sports Media Skills:** Competence in sports journalism, broadcasting, and digital media management.
- **Event Planning and Execution:** Expertise in organizing and managing sports events and competitions.
- **Exercise Science Application:** Knowledge of sports science principles for enhancing athlete performance and health.
- **Sports Psychology Application**: Ability to apply psychological concepts to improve athlete motivation and mental resilience.
- **Strategic Sports Marketing:** Skills in developing and executing sports marketing strategies and promotions.
- **Research and Evaluation:** Proficiency in conducting research and evaluating sports performance and industry trends.
- **Community Sports Development:** Ability to design and implement sports programs for community engagement and development.
- **Ethical and Professional Conduct**: Adherence to ethical standards and professional practices in all sports-related activities.

Semester 1										
SL. No.	**Course Code**	**Course Type**	**Course Title**	**Hours per Week (Theory | Practical | Experiential / Project)**			**CIA**	**SEE**	**Total Marks**	**Credits**
1	23NBASS101	CC	Foundations of Physical Education	1	6	0	80	20	100	4
2	23NBASS102	CC	Officiating and Coaching-Athletics	1	6	0	80	20	100	4
3	23NBASS103	CC	Physical Fitness and Wellness	1	6	0	80	20	100	4
4	23NBASS104	ME	Multidisciplinary Elective 1 (Yoga)	1	4	0	50	-	50	3
5	23NBASS105	VAC	Human Rights and Gender Equity	1	2	0	80	20	100	2
6	23NBASS106	AEC	Communicative English-I	2	4	0	80	20	100	4
Total									**550**	**21**

Note:

*Students enrolled in the programme offered by the Yenepoya Institute of Arts, Science, Commerce, and Management under different faculty are obligated to select one Multi-Interdisciplinary Elective course from the available options in the ME Group 1.

**Students enrolled in the programme offered by the Yenepoya Institute of Arts, Science, Commerce, and Management under different faculty are obligated to select one Ability Enhancement Course from the available options in the AEC list provided under each semester.

***Multi-Interdisciplinary/Ability Enhancement Courses /Value Added Course/Skill Enhancement Course are common among all UG programmes of Yenepoya Institute of Arts, Science, Commerce and Management.

Semester 1	23NBASS101	**Foundations of Physical Education**
4 Credits	**TPE:1:6:0**	**Core Course-CC**

Goal: Is to equip students with a deep understanding of the historical, philosophical, and practical aspects of physical education and sports education to foster an appreciation of its societal importance.

Course Outcomes: On successful completion of the course, the learner will be able to

Co#	Course Outcomes
CO.1	Understand the concept of physical education and Sports. (K,S)
CO.2	Understand the historical development of physical education and sports education in India and abroad. (K,S)
CO.3	Understand Olympic movements, major international games, and its committees. (K,S)
CO.4	Understanding the concept of Foundation of Philosophical, Biological, Psychology and Sociological aspect of Physical Education and Sports. (K,S)

Course Content

Unit 1: Introduction of Physical Education (T:05 Hours; P: 30 Hours) Meaning, Definition, Nature and Scope of Physical Education and Sports Education, Aim and Objectives of Physical Education and Sports Education, Need and importance of Physical Education and Sports in modern society, Misconception about physical Education. Relationship of physical education, Sports education and General education.

Unit 2: History of Physical Education (T:05 Hours ; P: 30 Hours)

History of physical education in India, division of ancient period, British period till 1947. Physical Education in India after independence, physical education in Greece, Rome, Germany, China, USA.

Unit 3: Olympic Movement and Major International Games, IOC

(T:05 Hours ; P: 30 Hours)

Ancient Olympic Games: historical background, significance of ancient games, Modern Olympic Games : revival organization and conduct of games and ceremonies (opening and

closing ceremonies), objectives and functions of International Olympic Committee (IOC), World Cups and World Champions hips, Commonwealth games, Asian games, SAF games

Suggested Readings:

- Barrow, H.M. (1983). Man and Movement: Principles and Physical Education. Phi: Lea and Febiger.
- Bucher andWuest (1987). Foundations of Phy.Edu and Sports. Missouri: C.V. Mosby co.
- Bucher, C.A., (2010). Foundation of Physical education (16ed.). New Delhi: Tata McGraw-Hill
- Burbank, J. M., Andranovich, G. D. andHeying Boulder, C. H. (2001). Olympic dreams: the impact of mega-events on local politics: Lynne Rienner
- Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
- Frank, A.M. (2003). Sports and education. CA: ABC-CLIO
- Kretchmar, R.S. (1994). Practical Philosophy of Sport. IL: Human Kinetics
- Nixon, E. E. and Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.

Semester 1	23NBASS102	**Officiating and Coaching-Athletics**
4 Credits	**TPE:1:6:0**	**Core Course-CC**

Goal: Is to equip students with a comprehensive understanding of the rules, techniques, and coaching aspects of athletics, specifically focusing on sprint and throwing events, as well as providing them with the knowledge and skills needed to officiate and coach major games like Volleyball, Football, Handball, and Basketball.

Course Outcomes: On successful completion of the course, the learner will be able to

Co#	Course Outcomes
CO.1	Understanding the, Rules and regulation officiating of Sprint (athletics). (K,S)
CO.2	Understanding the, Techniques and tactics of throwing event (athletics). (K,S)
CO.3	Understand the officiating and coaching of major games (Volleyball, Football, Handball and Basketball). (K,S)
CO.4	Organize the concerned sports event. (K,S,A)

Course Content

Unit 1: Athletics: Rules and Officiating of Sprint and Throwing Events (T:07 Hours ; P: 30 Hours) Brief history of sprint and throwing events. Layout, dimensions and markings of Track, Ethics in officiating, Duties of Officials, Rules and officiating of sprint events, Layout, dimensions and markings of throwing events, Rules and Officiating of Throwing events.

Unit 2: Techniques and their Coaching aspects of Sprint and Throwing Event (T:08 Hours ; P: 60 Hours)

Starting and finishing techniques of sprint events (crouch start and its variations, proper use of blocks, Run through, forward lunging, shoulder shrug), Fault and their corrections of starting and finishing sprint events, teaching and coaching stages of sprint events, Responsibilities of a coach on and off the field, Techniques of throwing events, Fundamentals of coaching (throwing events) (Volleyball, Football, Handball and Basketball).

Suggested Readings:

- Anthony C. Varghese., and Lowrence V. (2009). Volleyball Player. Handbook Friends

Publication, New Delhi

- Bunn, J. W. (1968). The art of officiating sports. Englewood cliffs N.J. Prentice
- Bill Beswick. (2010). Focused for Soccer. 2nd Edition Human Kinetics.
- Bernath E. Phillips (2013). Fundamental Handball. Literary Licensing publisher
- Dumphy Mary and Wilde Rad (2000). Volleyball Today. 2nd Edition,
- Dyson, G. H. (1963). The mechanics of Athletics. London: University of London Press Ltd.

Lawther, J.D. (1965).

- Hall. Bunn, J. W. (1972). Scientific principles of coaching.
- Kaur Balwinder, Officiating and Coaching, Sports Publication, 2020

Semester 1	23NBASS103	**Physical Fitness and Wellness**
4 Credits	**TPE:1:6:0**	**Core Course-CC**

Goal: Is to empower students with a comprehensive understanding of modern physical fitness and wellness concepts, including the components of health-related and skill-related fitness, and the ability to develop competency in various types of exercises to enhance physical fitness across different age groups.

Course Outcomes: On successful completion of the course, the learner will be able to

Co#	Course Outcomes
CO103.1	Understand the modern concept of physical fitness and wellness. (K,S)
CO103.2	Understand the components of health and skill related physical fitness wellness (K,S)
CO103.3	Develop competencies of different types of exercises for physical fitness (K,S, A)

Course Content

Unit 1: Introduction (T:08 Hours)

Meaning and importance of Health, Exercise, Fitness and Wellness, Meaning and importance of Fitness and Wellness, Dimensions of Wellness, Misconceptions about Health, Exercises, Benefits of Fitness and Wellness, Relationship among fitness, wellness and holistic health.

Unit 2: Components of Physical Fitness-I (T:07 Hours)

Introduction to Physical Fitness: Meaning and Definition, Aim and Objectives of Physical Fitness, Principles of Physical Fitness, Components of health - related fitness: Muscular strength, Muscular Endurance, Cardio Respiratory Endurance, Body composition, Flexibility, Components of performance/Skill related fitness : Strength, Endurance, Power, Agility, Co-ordination, Speed, Balance, reaction time.

Unit 3: Components of Physical Fitness-II (P:30 Hours)

Aerobic, Anaerobic, Types of Aerobic and Anaerobic Exercises, Strength/Weight Training, Types of exercises, Isometric- Isotonic and Iso-kinetic exercises, Circuit training and Plyometric exercises, Stretching, Types of Stretching, Stretching exercises, Cross Fit Exercise.

Unit 4: Components of Physical Fitness-II (P: 30 Hours)

Strength training exercises design for various age groups, Flexibility exercises and design for various age groups, Speed training exercises and design for various age group, Designing Endurance training exercises.

Unit 5: Components of Physical Fitness-II (P:30 Hours)

Circuit training exercises, Plyometric training exercises, Design of Complete fitness training programme for different age group, Gym equipment and their exercises with set and repetition.

Suggested Readings:

- Anthony C. Varghese., and Lowrence V. (2009). Volleyball Player. Handbook Friends Publication, New
- Hall. Bunn, J. W. (1972). Scientific principles of coaching.
- Kaur Balwinder, Officiating and Coaching, Sports Publication, 2020
- Nikola Radicc; Andraz Repar; Primoz Pori; Dussan Krizzman and Mitja Ilc. (2013). Handball: from beginner to top player. Self-publishing N. Radic Publisher.
- Phulkar Ashish, Sports officiating and coaching, Sports Publication, 2021
- Rose. H. Lee (2004). The Basketball Handbook. Human kinetics, USA.
- Ranganathan P.P. (2003). Volleyball, A Guide to Playing and Coaching. Friends Publication, Delhi.
- Singer, R. N. (1972). Coaching, athletic and psychology. New York: M.C. Grew Hill.
- Thomas Reilly and Mark Williams. (2003). Science and Soccer. Routledge London.

Semester	23NBASS104	Methods of Yoga Practice
3 Credits	TPE :1:4:0	Multidisciplinary Electives -ME

Goal: To prepare the students physically, mentally and emotionally stronger and attain a higher level of consciousness through self-discipline and self-control.

Course Outcomes: On successful completion of the course, the learner will be able to

CO104.1	To learn and apply the knowledge of Yoga to lead better quality of life
CO104.2	To understand nature of Yogic science and its application in modern life, to prevent and promote health
CO104.3	To learn the theoretical aspects and acquire good qualities for life
CO104.4	To understand the yoga training components and methods in a better way and acquire good qualities of a right yoga practitioner

Course Content

Unit 1: Introduction of Yoga, Aim and Objectives of yoga. (10 Hours)

Yoga, its origin, history and development; Yoga, its meaning, definitions; Development of yoga; Fundamental Principles and practice of Yoga.

Unit 2: Brief introduction of yogic practices for common man (13 Hours)

Yogic practices for common man to promote positive health; Hatha Yoga (kriyas, Asanas, Pranayama and Meditation) with classical texts reference; Preparation for Yoga practice. Concepts& Misconceptions of yoga, Rules and regulations.

Unit 3: **Patanjali's Astanga Yoga & Schools of Yoga, application on daily life (12 Hours)**

Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, dhyana, Samadi, Ahara, Vihara, Achara, Vichara (Vyavahara) Raja Yoga, Jnana Yoga, Bhakti Yoga, Karma Yoga.

Unit 4: **Theoretical and practical aspects and scientific basis of Yoga** (**10 Hours)**

Yoga practice, Need, importance of practice; Different types of kriya, asana, pranayama and meditation; Its meaning by name, technique, precautionary measures ; Benefits of each Yogic practice.

Practicals

Kriyas: Kapalabhati Jalaneti

Yogasanas:

Different types of Asanas Sitting

1. Shwastikasana

2. Vajrasana

3. Ustrasana

Standing

1. Vrikshana

2. Trikonasana

3. Parshwakonasana

Prone line

1. Bhujangasana

2. Shalabhasana

3. Dhanurasana

Supine line

1. Utthita dvipadasana

2. sarvangasana

3. Ardha halasana

Suggested Readings:

- Woods JH. The Yoga System of Patanjali. Delhi: M.L.B.D.; 1988.
- Swami Vivekananda. Rajayoga. Culcutta: Advaita Ashram; 2000.
- Iyengar BKS. Light on Patanjali Yoga. New York: Schocken Books; 1994.
- Swami Sri Omanandatirtha. Patanjala Yoga Pradeepa. Gorakhapur:

Geeta Press; 1994.

- Swami Anant Bharati. Patanjali Yoga Shasta- a study (Hindi). Delhi: Swami

Keshwananda Yoga Sangthan; 1982.

- Burley M. Hatha Yoga, Its' Context Theory and Practice. Delhi: M.L.B.D.; 2000.
- Ghosh S. The Original Yoga. New Delhi: Munshiram Manoharlal; 1999.

Semester 1	23NBASS105	Human Rights and Gender Equity
2 Credits	TPE:2:0:0	Value Added Course - VAC

Goal: The primary goal of a Human Rights and Gender Equity subject is to enable students to understand and appreciate the significance and relevance of human rights, gender equalit y, and social justice in contemporary society. This subject aims to provide students with conceptual and practical knowledge related to human rights and gender equity issues while also promoting critical thinking and analytical skills

Course Outcomes: On successful completion of the course the learner will be able to

Co#	Course Outcomes
CO105.1	Explain the rights of a citizen and various policies of gender equality
CO105.2	Understand the relevance of human rights system
CO105.3	Understand the concepts of women's' status in India

Course Content

Unit 1: Understanding Social Inequality (08 Hours)

Caste, Gender, Ethnicity and Class as distinct categories and their interconnection.

Globalist ion and its impact on workers, peasants, dalits, adivasis and women.

Unit 2: Human Rights (12 Hours)

Human Rights: Various Meanings UN Declarations and Covenants Human Rights and Citizens hip Rights. Human Rights and the Indian Constitution. Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission. Human Rights of Marginalised Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers. The Consumer Protection Act and grievance redressal mechanisms Human Rights Movement in India.

Unit 3: Gender (10 Hours)

Analysing Structures of Patriarchy Gender, Culture and History, Economic Development and The issue of Women's Political Participation and Representation in India, Laws, Institutions and Women's Rights in India Women's Movements in India.

Suggested Readings:

- Alam A, editor. Human Rights in India: Issues and Challenges.

Delhi: Raj Publications; 2012.

- Basu DD. Human Rights in Constitutional Law. Gurgaon: Lexis Nexis; 2008.
- Baxi U. The Future of Human Rights. New Delhi: OUP India; 2012.
- Baxi U. Human Rights in a Posthuman World: Critical Essays. New

Delhi: OUP; 2009.

- Clapham A. Human Rights: A Very Short Introduction. Oxford: OUP; 2015.
- O'Byrne DJ. Human Rights: An Introduction. New York: Routledge; 2013.
- Desai N, Krishna Raj M. Women and Society in India. Delhi: Ajantha; 1987.
- D'Souza A, editor. Women in Contemporary India. Delhi: Ajantha; 1997.

Semester	23NBASS106	Communicative English - I
4 Credit	TPE :2:4:0	Ability Enhancement Course(AEC)

Goals: This course will enable the students to enhance their basic communication skills, both written and spoken. They will also cherish with wonderful vocabularies along with impressive conversational skills

Course Outcomes: On successful completion of the course, the learner will be able to

CO106.1	Learn how to use and place tenses properly in both written and spoken English.
CO106.2	Enhance their conversational skills by correctly implementing the tenses.
CO106.3	Build their vocabularies and get introduced to new phrases and idioms.
CO106.4	Lectures, Group Discussions, Suggested Reading, Assignments, Classroom Activity, Conversations, Slide Presentation, Quiz.

Course Content

Unit 1: Basic Grammar Skills

Sentence structure; Tenses; Parts of speech; Articles; Prepositions.

Unit 2: Building Communication Skills

Letter Writing – Formal letters; Dialogue writing.

Suggested Readings:

- Gupta, S.C. "*Practical English Grammar and Composition"*. New Delhi: Arihant Publishers.2020.
- Hewings, Martin. "*Advanced Grammar in Use: A Self-study Reference and Practice Book for Advanced Learners of English".* Cambridge University
  - Press. 2013.
- Gairns, R., Redman, S. "*Oxford Learner's Pocket Word Skills".* Oxford University Press.2011.
- Swan, Michael. "*Practical English Usage".* Oxford University Press.2017.

Bachelor of Arts (BA) Semester 2 / Year 1

Semester 2										
SL. No.	**Course Code**	**Course Type**	**Course Title**	**Hours per Week (Theory | Practical | Experiential / Project)**			**CIA**	**SEE**	**Total Marks**	**Credits**
1	23NBASS201	CC	Anatomy and Physiology	1	6	0	80	20	100	4
2	23NBASS202	CC	Traditional Exercise, Sports and Games	1	6	0	80	20	100	4
3	23NBASS203	CC	Athletics- Running (Middle and Long Distance) and Jumping event	1	6	0	80	20	100	4
5	23NBASS204	ME	Multidisciplinary Elective 2 (Life Skill)	1	4	0	50	-	50	3
6	23NBASS205	VAC	Constitution of India	1	2	0	80	20	100	2
7	23NBASS206	AEC	Communicative English-II	2	4	0	80	20	100	4
Total									**550**	**21**

Note:

*Students enrolled in the programme offered by the Yenepoya Institute of Arts, Science, Commerce, and Management under different faculty are obligated to select one Multi- Interdisciplinary Elective course from the available options in the ME Group 2.

**Students enrolled in the programme offered by the Yenepoya Institute of Arts, Science, Commerce, and Management under different faculty are obligated to select one Ability Enhancement Course from the available options in the AEC list provided under each semester.

***Multi-Interdisciplinary/Ability Enhancement Courses /Value Added Course/Skill Enhancement Course are common among all UG programmes of Yenepoya Institute of Arts, Science, Commerce and Management.

Semester	**23NBASS201**	Anatomy and Physiology
4 Credit	**TPE :1:6:0**	**CC –Core Course**

Goals: To Provide students with foundational knowledge of the anatomy and physiology of the human body, with specific emphasis on systems involved in physical activity and sports performance.

Course Outcomes: On successful completion of the course, the learner will be able to

CO106.1	To Develop a foundational understanding of human anatomy and physiology
CO106.2	To explain the physiological processes underlying human movement
CO106.3	To foster application of anatomical knowledge in sports contexts
CO106.4	To enhance practical understanding through observation and assessment

Course Content:

Unit I: Introduction to Human Anatomy and the Skeletal System

Meaning, scope, and importance of anatomy and physiology in sports:Anatomical terms and body planesOverview of the human skeletal system;Classification and functions of bones;Types of joints and movements ;Structure and function of the spine;Role of bones and joints in sports performance

Unit II: Muscular and Nervous Systems

Types of muscles: skeletal, smooth, and cardiac;Structure and function of skeletal muscles;Muscle contraction mechanism (sliding filament theory);Major muscle groups involved in sports movements;Introduction to the nervous system: central and peripheral;Neuromuscular coordination and motor unit function;Reflexes and their relevance in sports

Unit III: Cardiovascular and Respiratory Systems

Structure and function of the heart;Blood circulation and cardiac cycle;Blood pressure and its regulation;Components and functions of blood;Structure and function of the respiratory system;Mechanics of breathing and gas exchange;Effects of exercise on cardiovascular and respiratory systems;Adaptations to long-term physical activity

Suggested Readings:

- Marieb EN, Hoehn K. *Human Anatomy & Physiology*. 11th ed. Boston: Pearson; 2018.
- Tortora GJ, Derrickson B. *Principles of Anatomy and Physiology*. 15th ed. Hoboken: John Wiley & Sons; 2017.
- Hall JE. *Guyton and Hall Textbook of Medical Physiology*. 14th ed. Philadelphia: Elsevier; 2021.
- Pal GK, Pal P. *Textbook of Practical Physiology*. 5th ed. Chennai: Universities Press; 2020.
- Seeley RR, Stephens TD, Tate P. *Anatomy and Physiology*. 10th ed. New York: McGraw-Hill; 2011.
- McArdle WD, Katch FI, Katch VL. *Exercise Physiology: Nutrition, Energy, and Human Performance*. 8th ed. Philadelphia: Wolters Kluwer; 2015.

Semester	**23NBASS201**	Traditional Exercise, Sports and Games
4 Credit	**TPE :1:6:0**	**CC –Core Course**

Goals: To introduce students to the rich heritage and diversity of traditional physical practices from India and around the world.

Course Outcomes: On successful completion of the course, the learner will be able to

CO106.1	Explain the historical, cultural, and regional significance of traditional exercises, indigenous sports, and folk games.
CO106.2	Identify and describe various traditional physical practices and their relevance in promoting holistic health and fitness.
CO106.3	Demonstrate proficiency in performing selected traditional exercises and games through practical sessions.
CO106.4	Evaluate the role of indigenous games in fostering community engagement, cultural preservation, and grassroots sports development.

Course Content:

Unit 1: Introduction to Traditional Exercises and Folk Sports

Overview of Traditional Exercises: Significance and historical context, Yoga, Mallakhamb, Silambam, and their origins; Understanding the philosophy behind traditional exercises and games.

Physical and Mental Benefits: Strength, flexibility, balance, and coordination; Mind-body connection in traditional practices; **Cultural and Regional Significance**; Role of traditional exercises in community development; Traditional sports in different cultures (Indian, African, Asian, etc.)

Unit 2: Key Traditional Sports and Games**Kabaddi**:

Rules, techniques, and team dynamics; Training and strategies for enhancing performance; **Mallakhamb**:

Basic postures and exercises; Importance of flexibility, strength, and concentration;

Silambam:Techniques of traditional martial arts and stick fighting; Developing agility and mental focus through Silambam;

Other Folk Games:Traditional games from different cultures (e.g., Kho-Kho, Lagori, and Sepak Takraw), Understanding team play. coordination, and strategic thinking in indigenous sports

Unit 3: Integration and Application of Traditional Practices in Modern Contexts

Comparison with Modern Sports Training: Differences and similarities between traditional and contemporary training methods;Benefits of integrating traditional practices into modern fitness routines

Preservation and Promotion of Indigenous Games: Strategies for reviving traditional sports in modern physical education programs**;** Organizing community events and festivals to promote traditional sports

Suggested Readings:

- Forsyth J, Giles AR, editors. *Aboriginal Peoples and Sport in Canada: Historical Foundations and Contemporary Issues*. Vancouver: UBC Press; 2013.
- Morrow D, Wamsley KB. *Sport in Canada: A History*. 2nd ed. Toronto: Oxford University Press; 2010.
- Liponski W, editor. *World Sports Encyclopedia*. 2nd ed. London: Routledge; 2003.
- Jantzen R. *Active Vancouver: A Year-round Guide to Outdoor Recreation in the City's Natural Environments*. Vancouver: RMB | Rocky Mountain Books; 2014.
- Rogers JG. *Sport in Vancouver and Newfoundland*. London: Chapman and Hall; 1912.
- Smith ZT, Frost DJ, Covell SG, editors. *Religion and Sport in Japan*. Honolulu: University of Hawaii Press; 2024.
- Allen MB. *Sports, Exercise, and Fitness: A Guide to Reference and Information Sources*. Westport (CT): Libraries Unlimited; 2005.

Semester	**23NBASS201**	Athletics- Running (Middle and Long Distance) and Jumping event
4 Credit	**TPE :1:6:0**	**CC –Core Course**

Goals: To provide students with a comprehensive understanding of middle and long-distance running techniques, training methods, and strategies, alongside the fundamentals of jumping events in athletics.

Course Outcomes: On successful completion of the course, the learner will be able to

CO106.1	Develop and implement a personalized endurance training plan to enhance cardiovascular fitness and stamina for middle and long-distance races.
CO106.2	Execute the correct technique for the long jump, high jump, triple jump, and pole vault, focusing on take-off, flight, and landing.
CO106.3	Apply evidence-based training techniques that maximize physical conditioning for endurance and explosive power.
CO106.4	Demonstrate an understanding of the rules and regulations for middle and long-distance running and jumping events.

Course Content:

Unit-1: Introduction to Athletics & Event Overview

Introduction to the principles of middle and long-distance running and jumping events; Overview of the physiological demands of running and jumping., Understanding the rules and regulations of the events.

Unit-2 Middle Distance Running – Techniques and Conditioning (800m, 1500m)

Running form and technique for middle-distance events.;Pacing strategies and the role of aerobic/anaerobic systems in middle-distance events. **Middle Distance Running – Race Strategies and Endurance:** Advanced pacing techniques and race strategy for 800m and 1500m events. Mental preparation for middle-distance racing.

Unit-3: Introduction to Jumping Events – Long Jump and High Jump

Fundamental techniques for long jump and high jump; Key phases: approach, take-off, flight, and landing. Advanced Jumping – Triple Jump and Pole Vault; Triple jump technique (hop, step, and jump phases).Pole vault principles: approach, plant, take-off, and clearance.

Sugeested Readings:

 Magness S. *Science of Running: How to Find Your Limit and Train to Maximize Your Performance*. 2nd ed. Houston: Rogue Publishing; 2020.

 Chu DA. *Jumping Into Plyometrics*. 3rd ed. Champaign (IL): Human Kinetics; 2011.

 McDonald D. *The High Jump: A Complete Guide to Techniques and Training*. 1st ed. London: Routledge; 2009.

 Daniels J, Gilbert J. *Daniels' Running Formula*. 3rd ed. Champaign (IL): Human Kinetics; 2013.

 Zatsiorsky VM, Kraemer WJ. *Science and Practice of Strength Training*. 2nd ed. Champaign (IL): Human Kinetics; 2006.

 Baechle TR, Earle RW. *Essentials of Strength Training and Conditioning*. 4th ed. Champaign (IL): Human Kinetics; 2016.

Semester	NBASS106	Communicative English - II
4 Credit	TPE :2:4:0	Ability Enhancement Course(AEC)

Goals: This course will enable the students to enhance their basic communication skills, both written and spoken. They will also cherish with wonderful vocabularies along with impressive conversational skills

CO106.1	To enhance students' proficiency in listening, speaking, reading, and writing (LSRW) with a focus on real-world and professional contexts.
CO106.2	To develop the ability to comprehend, analyze, and critically respond to a variety of spoken and written texts, including academic and workplace communication.
CO106.3	To equip students with advanced presentation and public speaking skills, encouraging clarity, confidence, and audience awareness.
CO106.4	To improve students' command of English grammar, vocabulary, and stylistic features for effective oral and written communication.

Course Outcomes: On successful completion of the course, the learner will be able to

Unit 1: Advanced Listening and Speaking Skills

Listening: Comprehending complex audio materials: TED Talks, podcasts, news features**;** Listening for tone, perspective, and purpose**;** Critical listening and analytical note-taking**.** **Speaking**: Delivering structured oral presentations**,** Participating in formal group discussions and debates**;** Handling professional conversations and interviews

Unit 2:

Professional Writing: Formal emails, letters, and memos; Report writing (incident reports, feasibility reports); Résumé and cover letter development tailored to specific job roles

Unit 3: Reading Comprehension and Critical Thinking

Advanced Reading Skills: Interpreting scholarly texts, essays, and opinion pieces; Identifying author's tone, bias, and rhetorical devices; Synthesizing ideas from multiple sources; **Critical Thinking**: Logical reasoning and argument construction; Evaluating evidence and source credibility; Understanding fallacies and persuasive techniques in texts

Suggested Readings:

- Raman M, Sharma S. *Technical Communication: Principles and Practice*. 3rd ed. New Delhi: Oxford University Press; 2015.
- Krizan AC, Merrier P, Logan JM, Williams KC. *Business Communication*. 8th ed. Boston: Cengage Learning; 2010.
- Seely J. *Oxford Guide to Effective Writing and Speaking: How to Communicate Clearly*. 7th ed. Oxford: Oxford University Press; 2013.
- Gerson SJ, Gerson SM. *Technical Communication: Process and Product*. 8th ed. Boston: Pearson Education; 2017.
- Mohan K, Banerji M. *Developing Communication Skills*. 2nd ed. New Delhi: Macmillan Publishers India; 2011.
- Bailey S. *Academic Writing: A Handbook for International Students*. 5th ed. London: Routledge; 2018.
- Kumar S, Lata P. *Communication Skills*. 2nd ed. New Delhi: Oxford University Press; 2015.
- Anderson P. *Technical Communication: A Reader-Centered Approach*. 9th ed. Boston: Cengage Learning; 2017.

Semester 3 / Year 2

Semester 3										
SL. No.	**Course Code**	**Course Type**	**Course Title**	**Hours per Week (Theory | Practical | Experiential / Project)**			CIA	SEE	Total Marks	**Credits**
1	23NBASS301	CC	Sports Psychology and Sociology	1	6	0	80	20	100	4
2	23NBASS302	CC	Test, Measurement and Evaluation in Sports	1	6	0	80	20	100	4
3	23NBASS303	CC	Track and Field	1	6	0	80	20	100	4
4	23NBASS304	DSE	Computer applications in sports education	1	6	0	80	20	100	4
5	23NBASS305	ME	Personality Development	3	0	0	50	00	50	3
6	23NBASS306	VAC	Environmental studies	2	0	0	100	00	100	2
7.	23NBASS 307	SEC-1	Communication skills.	2	0	0	50	00	50	2
										21

Semester 3	**23NBASS301**	**Sports Psychology and Sociology**
4 CREDITS	**TPE:1:6:0**	**Core Course-CC**

Goal: To provide students with a comprehensive understanding of the psychological and sociological dimensions inherent in the world of sports.

Course Outcomes: On successful completion of the course, the learner will be able to

CO#	Course Outcomes
CO301.1	Demonstrate Understanding of Psychological Principles in Sports
CO301.2	Analyze Societal Influences on Sports Participation
CO301.3	Address Psychological Challenges in Sports
CO301.4	Understand the Role of Identity and Self-esteem in Sports

Course Content

Unit 1: Introduction Meaning and definition of Psychology and Sports Psychology. (T:05 Hours)

Need, Importance and scope of Sports Psychology. General characteristics of Various Stages of growth and development Types and nature of individual differences; Factors responsible – Heredity and environment. Psycho-sociological aspects of Human behavior in relation to physical education and sports.

Unit 2: Sports Psychology: (T:05 Hours)

Nature of learning, Laws of learning & transfer of training Meaning and definition of personality, characteristics of personality, Personality and Sports performance.Nature and types of Motivation, Factors influencing motivation and its impact on sports performance. Aggression, Stress, Anxiety, Arousal and their effects on sports performance.

Unit 3: Sports Sociology: (T:05 Hours)

Meaning and definition of Sociology and sports sociology Need, Importance and scope of Sports sociology. Social structure, Socialization through Physical Education. Orthodoxy, customs, Tradition and Physical Education. Society and sports

Sports Culture Social Group life, Primary group and Remote group. Festivals and Physical Education. Features of culture, Importance of culture. Effects of culture on people life style.

Suggested Readings:

- Ball DW, Loy JW. Sport and social order: Contribution to the sociology of sport. London: Addison Wesley Publishing Co., Inc.; 1975.
- Blair J, Simpson R. Educational psychology. New York: McMillan Co.; 1962.
- Cratty BJ. Psychology and physical activity. Eaglewood Cliffs: Prentice Hall; 1968.
- Cratty BJ. Social dimensions of physical activity. Englewood Cliffs, New Jersey: PrenticeHall Inc; 1967.
- Dharam V. Sports and Society: Readings in the sociology of sports. New Delhi: Classical Publishing Company; 1989.
- Kamlesh ML. Psychology in physical education and sport. New Delhi: Metropolitan Book Co.; 1998.
- Llewellyn JH, Blucker J. Psychology of coaching: Theory and application. New Delhi: Surjeeth
- Publications; 1982.
- Loy JW, Kenyon GS, McPherson BD. Sports culture and society. Philadelphia: Lea & Febiger; 1981.

Semester 3	23NBASS302	Test, Measurement and Evaluation in Sports
4 CREDITS	TPE:1:6:0	Core Course-CC

Goal: To provide students with a comprehensive understanding of the principles, methods, and applications of assessment and evaluation in the field of sports.

Course Outcomes: On successful completion of the course, the learner will be able to

Course Content

CO#	Course Outcomes
CO302.1	Demonstrate Knowledge of Assessment Principles
CO302.2	Apply Various Assessment Tools and Techniques
CO303.3	Design and Develop Valid Sports Assessments
CO304.4	Understand Psychological Factors in Sports Testing

Course Content

Unit 1: Introduction to Test & Measurement & Evaluation: (T:05 Hours; P:30 Hours)

Meaning of Test & Measurement & Evaluation in Physical Education. Need & Importance of Test & Measurement & Evaluation in Physical Education. Principles of Evaluation

Unit 2: Criteria, Classification and Administration of test: (T:05 Hours ;P:30 Hours)

Criteria of good Test - scientific authenticity (Reliability, Objectivity, Validity and availability of Norms) Type and classification of Test. Administration of test, Advance preparation – Duties during testing – Duties after testing.

Unit 3: Physical Fitness Tests : (T:05 Hours ;P:30 Hours)

AAHPER Youth Fitness Test. National Physical Fitness Test .Indiana Motor Fitness Test .JCR test .U.S Army Physical Fitness Test

Sports Skill Tests: Lockhart and McPherson Badminton test >Johnson Basketball test**.** McDonald Soccer test. S.A.I Volleyball test**.** S.A.I Hockey test

Suggested Readings:

- Barrow HM, McGee RM. A Practical Approach to Measurement in Physical Education. Philadelphia: Lea and Febiger; 1997.
- Clarke HH, Clarke DH. Application of Measurement to Physical Education. Englewood Cliffs, NJ: Prentice Hall Inc.; 1987.
- Johnson LB, Nelson JK. Practical Measurement for Evaluation in Physical Education. Delhi: Surjeeth Publications; 1982.
- Kansal DK. Test and Measurement in Sports and Physical Education. New Delhi: D.V.S. Publications; 1996.
- Mathews KD. Measurement in Physical Education. Philadelphia: W.B. Saunders Co.; 1973.
- McLoy CH. Tests and Measurement in Health and Physical Education. New Delhi: Friends Publications; 2004.
- Pheasant S. Body space: anthropometry, ergonomics and design of work. Taylor & Francis, New York; 1996.
- Phillips DA, Hornak JE. Measurement and Evaluation in Physical Education. New York: John Wiley and Sons; 1979.
- Sodhi HS, Sidhu LS. Physique and selection of sports- a kinanthropometric study. Patiala: Punjab Publishing House; 1984

Semester 3	23NBASS30	Track and Field
4 CREDITS	TPE:1:6:0	Core Course-CC

Goal: To provide a well-rounded understanding of track and field, covering technical proficiency, physical conditioning, sportsmanship, and a long-term commitment to the sport.

Course Outcomes: On successful completion of the course, the learner will be able to

Course Content

CO#	Course Outcomes
CO303.1	Execute fundamental techniques with precision in various track and field events, showcasing a high level of technical proficiency.
CO303.2	Apply biomechanical principles to analyze and enhance performance in specific track and field disciplines
CO303.3	Demonstrate a comprehensive understanding of track and field rules and regulations.
CO303.4	Demonstrate leadership skills and the ability to apply coaching principles, preparing to mentor and guide others in track and field.

Course Content

Unit 1: Introduction of Games and Sports (T:05 Hours ;P:30 Hours)

General Introduction of specialized games and sports Athletics, Gymnastic, Swimming, Yoga, Kabaddi, Kho-Kho and Volleyball, each game or sports to be dealt under the following heads. History and development of the Game and Sports. Ground preparation, dimensions and marking. Introduction of specialized games and sports Football, Basketball, Handball, Softball, Lawn Tennis, Badminton, Hockey and Cricket. Each game or sports to be dealt under the following heads. History and development of the Game and Sports. Ground preparation, dimensions and marking.

Unit 2.: Marking for 200 meter track and field events and Technology in Sports (T:05 Hours ;P:30 Hours)

Method of marking 200 meters track. Marking for start and finish points for track events in 200mts track. Methods of marking for field events. Equipment and gadgets. Playing surfaces and Sports wear.

Unit 3: Marking for 400 meter track (T:05 Hours ;P:30 Hours)

Characteristics of a standard track and Types of track, Method of marking 400mts standard track, Calculation of RDR and CDR, Distribution of space and Fixing the points for marking. Calculation of staggers, Marking for start and finish points for track events

Suggested for Readings:

- Bunn JW. The art of officiating sports. Englewood Cliffs, N.J.: Prentice Hall; 1968.
- Bunn JW. Scientific principles of coaching. Englewood Cliffs, N.J.: Prentice Hall; 1972.
- Dyson GH. The mechanics of athletics. London: University of London Press Ltd; 1963.
- Lawther JD. Psychology of coaching. New York: Prentice Hall; 1965.
- Singer RN. Coaching, athletic & psychology. New York: McGraw Hill; 1972

Semester 3	**23NBASS30**	**Computer Applications in Sports Education**
4 CREDITS	**TPE:1:6:0**	**Discipline Specific Electives (DSE)**

Goal: To equip students with the knowledge and skills necessary to leverage advanced computer technologies and applications in the field of sports education.

Course Outcomes: On successful completion of the course, the learner will be able to

CO#	Course Outcomes
CO302.1	Demonstrate a high level of technical proficiency in using various computer applications relevant to sports education.
CO302.2	Apply computer applications related to sports science
CO303.3	Recognize and address ethical and legal considerations related to the use of computer applications in sports education
CO304.4	Cultivate a habit of continuous learning, staying informed about emerging technologies in the field and adapting to new tools and methodologies in sports education.

Course Content

Unit-1: Introduction to Computer (T:05 Hours ;P:30 Hours)

Meaning, need and importance of information and communication technology (ICT). Application of Computers in Physical Education. Components of computer, input and output device. Application software used in Physical Education and sports

Unit-2: Office Word and Office Excel (T:05 Hours ;P:30 Hours)

Introduction to Office Word and Office excel Saving and opening a document, creating formulas and opening spreadsheet in office excel, Formatting Editing features, drawing table, page setup, paragraph alignment, spelling and grammar check printing option. Format and editing features adjusting columns width and row height understanding charts in office excel. Inserting page number, graph, footnote and notes.

Unit-3: MS Power Point (T:05 Hours ;P:30 Hours)

Introduction to MS Power Point .Creating, saving and opening a ppt. file format and editing features slide show , design , inserting slide number picture ,graph ,table ,Preparation of Power point presentations **Internet** :Need and importance of internet in physical education and sports Internet browsing\ E-mail Social media Sports website

Suggested for Readings:

- Irtegov, D. (2004). *Operating System Fundamentals*. Firewall Media.
- Marilyn, M., & Roberta, B. (n.d.). *Computers in Your Future* (2nd ed.). India: Prentice Hall.
- Milke, M. (2007). *Absolute Beginner's Guide to Computer Basics*. Pearson Education Asia.
- Sinha, P. K., & Sinha, P. (n.d.). *Computer Fundamentals* (4th ed.). BPB Publication.

Semester 4 / Year 2

Semester 3										
SL. No.	**Course Code**	**Course Type**	**Course Title**	**Hours per Week (Theory | Practical | Experiential / Project)**			CIA	SEE	Total Marks	**Credits**
1	23NBASS401	CC	Sports and Training	1	6	0	80	20	100	4
2	23NBASS402	CC	Sports Management	1	6	0	80	20	100	4
3	23NBASS403	CC	Sports Nutrition	1	6	0	80	20	100	4
4	23NBASS404	DSE	Olympic Movement	1	6	0	80	20	100	4
5	23NBASS405	DSE	Sports Medicine	1	6	0	80	20	100	4
6	23NBASS406	SEC-2	Leadership& Management Skill	2	0	0	50	00	50	2
									550	**22**

Semester 4	23NBASS401	Sports and Training
4 CREDITS	TPE:1:6:0	Core Course-CC

Goal: To provide a well-rounded understanding of sports science and training, covering both theoretical principles and practical applications for individuals interested in coaching, sports science, or related fields.

Course Outcomes: On successful completion of the course, the learner will be able to

Course Content

CO#	Course Outcomes
CO401.1	Apply foundational principles of sports science to analyse and enhance athletic performance.
CO402.2	Design and implement nutrition plans tailored to the specific needs of athletes in various sports and training contexts
CO403.3	Develop specialized strength and conditioning programs considering individual athlete profiles, sport-specific requirements, and training objectives.
CO404.4	Apply effective coaching strategies, including communication, motivation, and creating a positive and inclusive training environment

Course Content

Unit 1: Introduction to Sports Training: (T:05 Hours ;P:30 Hours)

Meaning and Definition of Sports Training Aim and Objective of Sports Training. Principles of Sports Training. Training Load- Definition and Types of Training Load, Concepts of load, Adaptation and Super Compensation.

Unit 2: Training Components: (T:05 Hours ;P:30 Hours)

Factors of Load: Type of Physical exercises, Movement quality, Intensity, Density, Duration, Frequency and Volume Strength – Mean and Methods of Strength Development. Speed – Mean and Methods of Speed Development .Endurance - Mean and Methods of Endurance Development .Flexibility – Mean and Methods of Flexibility Development.

Training Process: Coordination – Mean and Methods of coordination Development. Warm up and warm down- need and procedure. Technique Training – Meaning and Methods of Technique Training.Tactical Training – Meaning and Methods of Tactical Training.

Unit 3:Training programming and planning (T:05 Hours ;P:30 Hours)

Periodization – Meaning, types and need of Periodization in sports training **.**Aim and Content of Periods – Preparatory, Competition and Transitional period **.**Planning of Training Session **.**Talent Identification and Development.

Suggested for Readings:

- Dick FW. Sports training principles. London: Henry Kimpton Publishers; 1980.
- Harre D. Principles of sports training. Berlin: Sportverlag; 1982.
- Jensen RC, Fisher AG. Scientific basis of athletic conditioning. Philadelphia: Lea and Fibiger; 1979.
- Klafs CE, Arnheim DD. Modern principles of athletic training. Saint Louis: The C.V. Mosby Company; 1969.
- Matvyew LP. Fundamentals of sports training. Moscow: Progress Publishers; 1981.
- Singh H. Science of sports training. New Delhi: D.V.S. Publication; 1991.
- Wilmore JH. Athletic training and physical fitness. Boston: Allyn and Bacon; 1977.

Semester 4	23NBASS402	Sports Management
4 CREDITS	TPE:1:6:0	Core Course-CC

Goal: To equip students with the knowledge and skills required for effective sports management, covering various aspects of the industry, from strategic planning to legal considerations and global perspectives.

Course Outcomes: On successful completion of the course, the learner will be able to

Course Content

CO#	Course Outcomes
CO402.1	Understand the foundational elements of sports business, including its structure, governance, and economic impact on a global scale
CO402.2	Apply financial management principles to sports organizations, including budgeting, revenue generation, and financial reporting.
CO402.3	Develop and implement effective sports marketing and branding strategies, considering the unique aspects of promoting sports brands
CO402.4	Demonstrate effective leadership and communication skills essential for successful sports management.

Course Content:

Unit 1: Introduction to Sports Management: (T:05 Hours ;P:30 Hours)

Nature and Concept of Sports Management. Progressive concept of Sports management. The purpose and scope of Sports Management. Essential skills of Sports Management. Qualities and competencies required for the Sports Manager. Event Management in physical education and sports.

Unit 2: Leadership Development: (T:05 Hours ;P:30 Hours)

Meaning and Definition of leadership.Leadership style and method. Elements of leadership. Forms of Leadership – Autocratic, Laissez-faire, Democratic & Benevolent Dictator. Qualities of administrative leader. Preparation of administrative leader. Leadership and Organizational performance.

Unit 3: Sports Management in Educational Institution: (T:05 Hours ;P:30 Hours)

Sports Management in Schools, Colleges and Universities. Factors affecting planning. Planning a school or college sports programme. Directing of school or college sports programme. Controlling a school, college and university sports programme - Developing performance standard, establishing a reporting system, Evaluation, he reward/punishment system.

Unit 4: Budget Preparation: (T:05 Hours ;P:30 Hours)

Financial management in Physical Education & sports in schools, Colleges and Universities. Budget – Importance, Criteria of good budget.Steps of Budget making .Principles of budgeting

Suggested For Readings:

- Ashton D. Administration of physical education for women. New York: The Ronald Press; 1968.
- Barkhouse BL. The management of sports: its foundation and application. St. Louis: The C.V. Mosby Co.; 1991.
- Bucher CA. Administration of physical education and athletic programme. 7th edition. St. Louis: The C.V. Mosby Co.
- Bucher CA, Krotee ML. Management of physical education and sports. St. Louis: The C.V. Mosby Co.; 1993.
- Daughtrey G, Woods JB. Physical education and intramural programmes, organisation and administration. Philadelphia, USA: W.B. Saunders; 1976.
- Dheer S, Radhika Kamal. Organisation and administration of physical education. Delhi; 1991.
- Zeigler EF, Browic GW. Management competency development in sports and physical education. Philadelphia: Lea and Febiger; 1983.
- Voltmer EF, Esslinger AS. The organization and administration of physical education. Bombay: Times of India Press; 1956.
- Jensen CR. Administrative management of physical education and athletic programs. Philadelphia: Lea and Febiger; 1983.
- Pestolesi RA, Sinclair WA. Creative administration of physical education and athletics. New Jersey: Prentice-Hall Inc.; 1978.

Semester 4	23NBASS403	SPORTS NUTRITION
4 CREDITS	TPE:1:6:0	Core Course-CC

Goal: To provide students with comprehensive knowledge and practical skills in the field of nutrition as it relates to athletic performance and overall health.

Course Outcomes: On successful completion of the course, the learner will be able to

CO#	Course Outcomes
CO403.1	Demonstrate proficiency in conducting comprehensive nutritional assessments for athletes, considering individual factors such as energy needs, nutrient requirements, and dietary preferences.
CO403.2	Develop the ability to create personalized nutrition plans tailored to the unique needs of athletes, accounting for sport-specific demands, training intensity, and performance goals.
CO403.3	Understand and adhere to ethical principles in sports nutrition, promoting responsible and evidence-based practices.
CO403.4	Recognize and address cultural and dietary considerations in sports nutrition, respecting diverse dietary preferences, restrictions, and cultural practices among athletes.

Course Content:

Unit 1: Introduction to Sports Nutrition: (T:05 Hours ;P:30 Hours)

Meaning and Definition of Sports Nutrition. Basic Nutrition guidelines. Role of nutrition in sports. Factor to consider for developing nutrition plan.

Nutrients: Ingestion to Energy Metabolism: Carbohydrates, Protein, Fat – Meaning, classification and its function .Role of carbohydrates, Fat and protein during exercise Vitamins, Minerals, Water – Meaning, classification and its function. Role of hydration during exercise, water balance. Nutrition – daily caloric requirement and expenditure.

Unit 2: Nutrition and Weight Management: (T:05 Hours ;P:30 Hours)

Meaning of weight management Concept of weight management in modern era Factor affecting weight management and values of weight management. Obesity – Definition, meaning and types of obesity.Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity. Concept of BMI (Body mass index), Obesity and its

hazard, Myth of Spot reduction, Dieting versus exercise for weight control, Common Myths about Weight Loss.

Unit 3: Steps in Planning of Weight Management: (T:05 Hours; P:30 Hours)

Nutrition – Daily calorie intake and expenditure, Determination of desirable body weight. Meaning of Balanced diet, Balanced diet for Indian School Children. Maintaining a Healthy Lifestyle. Weight management program for sporty child, Role of diet and exercise in weight management, Design diet plan and exercise schedule for weight gain and loss

Suggested For Readings:

- Bessesen DH. Update on obesity. J Clin Endocrinol Metab. 2008;93(6):2027-2034. Butryn ML, Phelan S, Hill JO. Consistent self-monitoring of weight: a key component of successful weight loss maintenance. Obesity (Silver Spring). 2007;15(12):3091-3096.
- Chu SY, Kim LJ. Maternal obesity and risk of stillbirth: a meta-analysis. Am J Obstet Gynecol. 2007;197(3):223-228.
- DeMaria EJ. Bariatric surgery for morbid obesity. N Engl J Med. 2007;356(21):2176-2183.
- Dixon JB, O'Brien PE, Playfair J. Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. JAMA. 2008;299(3):316-323.

Semester 4	**23NBASS30**	**Olympic Movement**
4 CREDITS	**TPE:1:6:0**	**Discipline Specific Electives (DSE)**

Goal: To provide students with a comprehensive understanding of the historical, cultural, and organizational aspects of the Olympic Movement.

Course Outcomes: On successful completion of the course, the learner will be able to

CO#	Course Outcomes
CO404.1	Demonstrate a detailed understanding of the historical evolution of the Olympic Movement.
CO404.2	Develop an appreciation for the values of Olympism, such as friendship, respect, and excellence, and their application in fostering positive societal attitudes towards sports and competition.
CO404.3	Analyze the position of the Olympic Movement within the broader global sports
CO404.4	Explore and analyze the social impact of the Olympic Movement on communities, addressing issues related to infrastructure development, economic impact, and social inclusion.
CO404.4	Acquire knowledge about the organizational structure of the International Olympic Committee (IOC).

Course Content:

Unit -1: Origin of Olympic Movement: (T:05 Hours)

The early history of the Olympic movement; Philosophy of Olympic movement; The significant stages in the development of the modern Olympic movement ;Educational and cultural values of Olympic movement.

Unit -2: Modern Olympic Games: (T:05 Hours)

Significance of Olympic Ideals, Olympic Rings, Olympic Flag.; Olympic Protocol for member countries; Olympic Code of Ethics; Olympism in action; Sports for All.

Unit -3: Different Olympic Games: (T:05 Hours)

Summer Olympics; Para lympic's Games; Winter Olympics ;Youth Olympic Games

Unit -4: Committees and Progrmmes of Olympic Games : (T:05 Hours)

International Olympic Committee - Structure and Functions ; National Olympic committees and their role in Olympic movement ; Olympic commission and their functions ; Inaugural and Closing ceremony ;Olympic medal winners of India

Suggested for Readings:

- Osborne MP. Magic Tree House Fact Tracker: Ancient Greece and the Olympics: A Nonfiction Companion to Magic Tree House: Hour of the Olympics. New York: Random House Books for Young Readers; 2004.
- Burbank JM, Andranovich GD, Heying Boulder CH. Olympic Dreams: The Impact of Mega-Events on Local Politics. Lynne Rienner; 2001.
- Kamlesh ML. Principles and History of Physical Education. Ludhiana: Prakash Brothers; 1994.

Semester 4	**23NBASS30**	**Sports Medicine**
4 CREDITS	**TPE:1:6:0**	**Discipline Specific Electives (DSE)**

Goal: The aim of the Sports Medicine subject is to equip students with a holistic understanding and practical skills essential for the comprehensive management of athlete health and performance.

Course Outcomes: On successful completion of the course, the learner will be able to

CO#	Course Outcomes
CO405.1	Understand the Multidisciplinary Nature of Sports Medicine
CO405.2	Analyse and Apply Anatomy and Physiology Concepts
CO405.3	Recognize and Assess Sports Injuries
CO405.4	Design and Implement Rehabilitation Protocols
CO405.5	Promote Professional Development and Lifelong Learning

Unit-1: Sports Medicine: (T:05 Hours ;P:30 Hours)

Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance;. ; Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches. ; Need and Importance of the study of sports injuries in the field of Physical Education ;Prevention of injuries in sports – Common sports injuries – Diagnosis ; First Aid - Treatment - Laceration – Blisters – Contusion - Strain – Sprain – Fracture – Dislocation and Cramps – Bandages – Types of Bandages – trapping and supports.

Unit-2: Physiotherapy: (T:05 Hours ;P:30 Hours)

Definition – Guiding principles of physiotherapy, Importance of physiotherapy, Introduction and demonstration of treatments - Electrotherapy – infrared rays – Ultraviolet rays –short wave diathermy – ultrasonic rays.

Unit-3: Hydrotherapy: (T:05 Hours ;P:30 Hours)

Introduction and demonstration of treatments of Cry therapy, Thermo therapy, Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot Water Fomentation, Massage: History of Massage – Classification of Manipulation (Swedish System) - Physiological Effect of Massage.

Unit-4: Therapeutic Exercise: (T:05 Hours ;P:30 Hours)

Definition and Scope – Principles of Therapeutic Exercise – Classification, Effects and uses of Therapeutic exercise – passive Movements (Relaxed, Forced and passive - stretching) – active movements (concentric, Eccentric and static) application of the therapeutic exercise: Free Mobility Exercise – Shoulder, Elbow – Wrist and Finger Joints, Hips, Knee, ankle and Foot joints – T runk. Head and Neck exercises.

Suggested For Readings:

- Christine, M. D. (1999). Physiology of sports and exercise. USA: Human Kinetics.
- Conley, M. (2000). Bioenergetics of exercise training. In T.R. Baechle & R.W. Earle (Eds.), Essentials of Strength Training and Conditioning (pp. 73-90). Champaign, IL: Human Kinetics.
- David, R. M. (2005). Drugs in sports (4th Ed). Routledge Taylor and Francis Group.
- Dirix, A.H.G., Kunuttgen, and Tittal. The Olympic Book of Sports Medicine. Vol. I. London: Blackwell Scientific Publications, 1988.
- Fu, Freddic. H., and Edavid A. Stone. Sports Medicine. Philadelphia: Lippincott Williams and Wilkins, 2001.
- Grirogono, Vivian. Sports Injuries – A Self-help guide. London: John Murray Publishers, 1984.
- Hunter, M. D. (1979). A dictionary for physical educators. In Borrow & McGee (Eds.), A Practical Approach to Measurement in Physical Education (pp. 573-74). Philadelphia: Lea & Febiger.
- Jayaprakash, C. S. (2003). Sports Medicine. New Delhi: J.P. Brothers Pub.

Semester 5 / Year 3

Semester 5										
SL. No.	**Course Code**	**Course Type**	**Course Title**	**Hours per Week (Theory | Practical | Experiential / Project)**			**CIA**	**SEE**	**Total Marks**	**Credits**
1	23NBASS501	CC	Sports Injuries & Management	1	6	0	80	20	100	4
2	23NBASS502	CC	Organization, Administration and Supervision in Physical Education	1	6	0	80	20	100	4
3	23NBASS503	DSE	Psychological Aspects of Physical Education and Sports	1	6	0	80	20	100	4
4	23NBASS504	DSE	Theory of Sports and Games	1	6	0	80	20	100	4
7.	23NBASS505	SEC-3	Professional Development	3	0	0	100	0	100	3
Total									**500**	**19**

Semester 5	23NBASS501	Sports Injuries & Management
4 CREDITS	TPE:1:6:0	Core Course-CC

Goal: To equip students with comprehensive knowledge and practical skills in the prevention, diagnosis, treatment, and rehabilitation of sports-related injuries.

Course Outcomes: On successful completion of the course, the learner will be able to

CO#	Course Outcomes
CO501.1	Recall the common types of sports injuries and their causes
CO501.2	Explain the anatomical and physiological mechanisms underlying sports injuries
CO501.3	Apply injury prevention strategies based on biomechanics and kinesiology principles
CO501.4	Analyse sports injury cases to diagnose and develop appropriate treatment plans.
CO501.4	Evaluate the effectiveness of various therapeutic modalities and rehabilitation techniques.

Course Content

Unit- 1: Introduction to Sports Injuries: (T:04 Hours ; P: 30 Hours)

Meaning, Definition & Concept of Sports Injuries: Classification of Sports Injuries - Acute Injuries and; Over Use Injuries; Common Sports Injuries: Sprain, Strain and Cramps; Fractures and Dislocation; Abrasion and Contusion; Cuts and Bruise

Unit-2. Causes & Prevention of Sports Injuries: (T:04 Hours ; P: 30 Hours)

Causes :Accident ;Poor Training Practice; Improper Equipment's and Surfaces ¬ Lack of Conditioning ;Use of Supplements for Sports Performance. Prevention: Good Conditioning; Scientific and Systematic Training; Balance Diet; Specified Equipment's, Surfaces and Sports Wears; Misconceptions of Sports Injuries.

Unit- 3: Management of Injuries (T:04 Hours ; P: 30 Hours)

First Aid - Meaning and Definition First Aid; Principles of First Aid, First Aid Kit and its Importance; Diagnosis and Treatment; CPR for Sudden Cardiac Arrest in Sports; RICE Treatment – Rest, Ice, Compression and Elevation

Unit-4: Rehabilitation of Sports Injuries (T:03 Hours ; P: 30 Hours)

Physical and Psychological Preparation; Sports Therapy, Yoga, Pranayama, Meditation; Massage and Relaxation Techniques; Appropriate Measures to restart sports activities.

Suggested Readings:

- Koushik, H. K. (2012). *Sports Injuries – Types, Prevention & Treatment*. Sublime Publications. ISBN: 978-81-8192-209.
- Mishra, B. K. (2013). *Sports Injuries*. Sports Publications. ISBN: 978-81-7879-743-4.
- Singh, S. K. (2017). *Sports Injuries and Rehabilitation*. Khel Sahitya Kendra. ISBN: 978-81-7524-590-5.
- Ambast, A. (2000). *Prevention And Treatment of Sports Injuries*. Khel Sahitya Kendra. ISBN: 81-7524-047-4.
- Khel Sahitya Kendra. (2016). *Sports Injuries*. Khel Sahitya Kendra. ISBN: 978-81-7524-862-5.

Semester 5	**23NBASS502**	**Organization Administration and Supervision in Physical Education**
4 CREDITS	**TPE:1:6:0**	**Core Course-CC**

Goal: To provide students with a comprehensive understanding of the principles, practices, and skills necessary to effectively organize, administer, and supervise physical education programs

Course Outcomes: On successful completion of the course, the learner will be able to

CO#	Course Outcomes
CO502.1	Identify key concepts and principles related to the organization, administration, and supervision of physical education programs
CO502.2	Explain the roles and responsibilities of administrators and supervisors in physical education.
CO502.3	Apply administrative skills such as planning, budgeting, and resource management to physical education programs
CO502.4	Analyze different supervision techniques to determine their effectiveness in improving the quality of physical education instruction
CO502.5	Evaluate policies and programs within physical education to ensure they meet the goals and standards of the institution.
CO502.6	Design innovative policies and programs that address contemporary issues and challenges in physical education.

Course Content:

Unit-1: Organization and administration (T:04 Hours ; P: 30 Hours)

Meaning, need and importance of organization and administration in physical education - Qualification and Responsibilities of Physical Education teacher and pupil leader - Planning and their basic principles - Program planning: Meaning, Importance, Principles of program planning in physical education - Functions of Planning, Organizing, Staffing, Directing, Communicating, Coordination, Controlling, Evaluating and Innovating.

Unit-2: Competition Organization (T:04 Hours ; P: 30 Hours)

Importance of Tournaments - Types of Tournament and its organization structure Knock-out Tournaments, League or - Round Robin Tournaments, Combination Tournament and challenge Tournament - Organization structure of Athletic Meet - Sports Event Intramurals & extramural tournament planning.

Unit- 3: Office Management (T:03 Hours ; P: 30 Hours)

Record, Register & Budget - (12 hours) Office Management: Meaning, definition, functions and kinds of office management - Records and Registers: Maintenance of attendance Register, stock Register, Cash Register, physical efficiency record, Medical examination Record - Budget: Meaning, Importance of Budget making - Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.

Unit- 4 :Facilities, & Time-Table Management (T:04 Hours ; P: 30 Hours)

Facilities and equipment management: Types of facilities Infrastructure –indoor, outdoor - Care of school building, Gymnasium, swimming pool, play fields, play grounds - Equipment: Need, importance, purchase, care and maintenance - Time Table Management: Meaning, Need, Importance and factors affecting time table. Meaning and Need for Supervision – Guiding principles of Supervision.- Functions of the Supervisor - Instruction and Professional growth - Methods in supervision: Visits – Periodical, Surprise, request, Visitation Procedure - Report on the visit.

Suggested Readings:

- Bucher, C. A., & Krotee, M. L. (2002). *Management of Physical Education and Sport* (12th ed.). McGraw-Hill. ISBN: 978-0072465458.
- Lussier, R. N., & Kimball, D. C. (2009). *Applied Sport Management Skills*. Human Kinetics. ISBN: 978-0736063698.
- Horine, L. (1991). *Administration of Physical Education and Sport Programs* (4th ed.). Wm. C. Brown Publishers. ISBN: 978-0697105707.
- Sawyer, T. H. (2013). *Facility Planning and Design for Health, Physical Activity, Recreation, and Sport* (13th ed.). Sagamore Publishing. ISBN: 978-1571677208.
- Forsyth, E., & Kovaleski, J. (2002). *Administration of Physical Education and Sport Programs* (4th ed.). Waveland Press. ISBN: 978-1577661577.

Semester 5	23NBASS503	Psychological Aspects of Physical Education And Sports
4 CREDITS	TPE:1:6:0	Core Course-CC

Goal: To provide students with an in-depth understanding of the psychological factors that influence participation, performance, and well-being in physical education and sports.

Course Outcomes

On successful completion of the course, the learner will be able to

CO#	Course Outcomes
CO503.1	Identify key psychological theories and concepts relevant to physical education and sports.
CO503.2	Explain how psychological factors influence participation and performance in physical activities and sports.
CO503.3	Apply psychological techniques to enhance motivation, focus, and resilience in sports and physical education.
CO503.4	Analyze the impact of group dynamics and team cohesion on sports performance and satisfaction.
CO503.4	Evaluate the effectiveness of psychological interventions designed to enhance performance and well-being in sports
CO503.5	Design psychological interventions and programs that address common challenges and promote positive psychological outcomes in physical education and sports.

Course Content:

Unit-1: Introduction To psychology (T:04 Hours ; P: 30 Hours)

Meaning, Nature and scope of psychology; Psychology of physical education and sports; Importance of psychology in physical education and sports; Human behaviour; Innate bases of behaviour; Acquaint bases of behaviour

Unit -2: Growth and development (T:04 Hours ; P: 30 Hours)

Nature and importance of heredity and environment and their complementary role social heredity; Stages of growth and development, physical, mental, social moral development in

one infancy, childhood, adolescence stage of the child.; Programme of physical education for different stages.

Unit -3: Personality (T:03 Hours ; P: 30 Hours)

Concept of personality; Development of personality through physical education and sport; Adjustment, maladjustment and causes of maladjustment.; Role of family and school in all round development of personality.

Unit-4 : Learning and Motivation: (T:04 Hours ; P: 30 Hours)

Process of learning. Laws of learning; Theories of learning: Thorndike trail and error method. Pavlov theory of conditioning; Learning by insight; Meaning types, theories of transfer and their emotional implications. Transfer of learning applied to physical education; Tearning curve applied to physical education. Concept, types and techniques of motivation and its importance of physical education; Health and Safety Education

Suggested Readings:

- Cox, R. H. (2011). *Sport Psychology: Concepts and Applications* (7th ed.). McGraw-Hill Education. ISBN: 978-0078022471.
- Weinberg, R. S., & Gould, D. (2018). *Foundations of Sport and Exercise Psychology* (7th ed.). Human Kinetics. ISBN: 978-1492572350.
- Gill, D. L., Williams, L., & Reifsteck, E. J. (2017). *Psychological Dynamics of Sport and Exercise* (4th ed.). Human Kinetics. ISBN: 978-1492513841.
- Horn, T. S. (Ed.). (2008). *Advances in Sport and Exercise Psychology* (3rd ed.). Human Kinetics. ISBN: 978-0736057352.
- Martens, R. (2012). *Successful Coaching* (4th ed.). Human Kinetics. ISBN: 978-1450400510.
- Moran, A. P. (2012). *Sport and Exercise Psychology: A Critical Introduction* (2nd ed.). Routledge. ISBN: 978-0415564811.

Semester 5	23NBASS504	Theory of Sports and Games
4 CREDITS	TPE:1:6:0	Core Course-CC

Goal: To provide students with a comprehensive understanding of the theoretical foundations, principles, and practices that underpin sports and games.

Course Outcomes: On successful completion of the course, the learner will be able to

CO#	Course Outcomes
CO504.1	Explain fundamental theories and concepts underlying various sports and game.
CO504.2	Apply tactical and strategic thinking to analyze and improve performance in specific sports and games.
CO504.3	Analyze the ethical implications of sportsmanship and fair play in competitive and recreational settings.
CO504.4	Evaluate performance factors and assess skill development in sports and games
CO504.4	Design coaching strategies and instructional methods to enhance skill acquisition and performance in sports and games.
CO504.5	Design initiatives to promote lifelong engagement in physical activity through sports and games.

Course Content:

UNIT -1: General Introduction of the following sport/games (T:04 Hours ; P: 30 Hours)

Athletics, Basketball, Cricket, Football, Hockey, Kabaddi, Kho-Kho, Volleyball Salient Features and general rules and regulations

UNIT -2: Details regarding the above mentioned sport/game (T:04 Hours ; P: 30 Hours)

History and development of the Game and Sports; Ground preparation, dimensions and marking; Standard equipment and their specifications

UNIT -3: Fundamental and advanced skills involved in each game (T:04 Hours ; P: 30 Hours)

Athletics: Sprints, Hurdles, Long Jump, High Jump, Shot put, Relays ;Hockey: Hit, Push, Stop, Scoop, Dodging, Tackling ; Cricket: Various drives, Pace bowling, wicket keeping, Fielding ;

Football: Kicks, various traps, Heading, Goalkeeping ;Kabaddi: Raiding, various catches, Chain system ; Kho Kho: Sitting, giving kho, pole dive, ring method, chain method.

UNIT -4: Various motor abilities involved in the games (T:03 Hours ; P: 30 Hours)

Training to develop motor abilities; Recreational and lead up games in various games; Tactics: Offensive and defensive tactics; Injuries occurring in various games and their management.

Suggested Readings:

- Guttmann, A. (2004). *From Ritual to Record: The Nature of Modern Sports* (Updated ed.). Columbia University Press. ISBN: 978-0231139539.
- Houlihan, B., & Green, M. (Eds.). (2008). *Comparative Elite Sport Development: Systems, Structures and Public Policy*. Elsevier. ISBN: 978-0750686043.
- Hughson, J., Maguire, J., & Moore, K. (Eds.). (2019). *The Routledge Handbook of Football Studies*. Routledge. ISBN: 978-1138579215.
- Maguire, J., & Falcous, M. (2011). *Sport and Migration: Borders, Boundaries and Crossings*. Routledge. ISBN: 978-0415884769.
- Eitzen, D. S., & Sage, G. H. (2016). *Sociology of North American Sport* (10th ed.). Oxford University Press. ISBN: 978-0190272559.

Semester 6 / Year 3

Semester 6										
SL. No.	**Course Code**	**Course Type**	**Course Title**	**Hours per Week (Theory | Practical | Experiential / Project)**			**CIA**	**SEE**	**Total Marks**	**Credits**
1	23NBASS601	CC	Research Methods In Physical Education	1	6	0	80	20	100	4
2	23NBASS602	CC	Sports Media and Communication	1	6	0	80	20	100	4
3.	23NBASS603	CC	Internship	0	0	24	100	100	200	8
Total									**400**	**16**

Semester 6	23NBASS601	Research Methods In Physical Education
4 CREDITS	TPE:1:6:0	Core Course-CC

Goal: To empower students with the tools and knowledge needed to contribute meaningfully to the advancement of knowledge in physical education through rigorous and ethical research practices.

Course Outcomes: On successful completion of the course, the learner will be able to

CO#	Course Outcomes
CO601.1	Explain the principles and theories underlying research methods in physical education
CO601.2	Apply appropriate research methodologies to formulate research questions in physical education
CO601.3	Critique research studies in physical education based on methodological rigor and validity.
CO601.4	Design a comprehensive research proposal addressing a specific issue in physical education.

Course Content:

Unit -1: Introduction: (T:04 Hours ; P: 30 Hours)

Research meaning: Definition, need, nature and scope of research in the field of physical education, types of research. Research problem, formulation and development, location of research problem, criteria in selecting the research problem

Unit -2: Research methods (T:04 Hours ; P: 30 Hours)

Survey and case studies: Broad survey by questionnaire, development of questionnaire interview, characteristics of interview. Case studies- need of case studies. Philosophical studies-need for philosophical studies, nature of philosophical methods. Historical Research: Scope of Historical Research, Sources of Historical Data, Criticism of Historical Sources (Primary and Secondary) Experimental research: Nature, meaning and importance, research design.

Unit-3: Sampling (T:03 Hours; P: 30 Hours)

Meaning and Definition of Sample and Population. Advantages and Disadvantages of Sampling. Types of Sampling: Random sampling, systemic sampling, stratified sampling, clustered sampling, convenience sampling, quota sampling, judgement sampling and snowball sampling

Unit -4: Research Proposal and Report (T:04 Hours; P: 30 Hours)

Method of Writing Research Proposal (Introduction, Review of Related Literature, Methods, and Bibliography. Method of Writing Thesis (Introduction, Review of Related Literature, Methods, results, and Discussion), Plagiarism and Ethics. Preparation and Uses of Tables and Figures.

Suggested Readings:

- Research Methods in Physical Activity by Jerry R. Thomas
- Research Methods in Physical Education and Youth Sport by Kathleen Armour and David Kirk
- I*ntroduction to Research in the Health Sciences* by Stephen Polgar and Shane A. Thomas
- *Research Methods in Applied Settings: An Integrated Approach to Design and Analysis* by Jeffrey A. Gliner and George A. Morgan
- *Research Methods and Statistics in Sport Management* by Ming Li and Jing Li
- *Introduction to Research in the Health Sciences* by Stephen Polgar and Shane A. Thomas

Semester 6	23NBASS602	Sports Media and Communication
4 CREDITS	TPE:1:6:0	Core Course-CC

Goal: The course aims to equip students with the knowledge and skills necessary to understand and engage with the dynamic field of sports media and communication. It focuses on the interplay between sports, media, and society, highlighting the role of communication in shaping public perceptions of sports. Through theoretical and practical components, students will learn to analyze, create, and manage sports media content effectively.

Course Outcomes: On successful completion of the course, the learner will be able to

CO#	Course Outcomes
CO602.1	Describe the evolution and landscape of sports media.
CO602.2	Analyze the production and broadcasting processes in sports media
CO602.3	Develop effective media relations and communication strategies for sports organizations
CO602.4	Evaluate the ethical considerations and cultural impacts of sports media.
CO602.5	Create engaging and responsible sports media content.

Course Content

Unit 1: Introduction to Sports Media (T:04 Hours ; P: 30 Hours)

Overview of Sports Media Landscape; History and Evolution of Sports Media; The Role of Media in Sports; Key Theories and Concepts in Sports Communication.

Unit 2: Media Production and Broadcasting (T:04 Hours ; P: 30 Hours)

Basics of Media Production; Sports Journalism: Writing, Reporting, and Editing; Broadcasting: Television, Radio, and Online Platforms; The Impact of Technology on Sports Media.

Unit 3: Media Relations and Communication Strategies (T:03 Hours ; P: 30 Hours)

Media Relations in Sports Organizations; Press Conferences and Media Interviews; Crisis Communication in Sports; Social Media and Digital Communication Strategies.

Unit 3: Ethical and Cultural Considerations (T:04 Hours; P: 30 Hours)

Ethical Issues in Sports Media; Representation and Diversity in Sports Coverage; The Influence of Sports Media on Public Opinion; Case Studies of Ethical Dilemmas in Sports Journalism.

Suggested Readings

- Billings, A. C., Butterworth, M. L., & Turman, P. D. (2015). Communication and Sport: Surveying the Field. SAGE Publications.
- Schultz, B., Sheffer, M. L., & Stoldt, G. C. (2014). Sports Media: Reporting, Producing, and Planning*. Focal Press.
- Pedersen, P. M. (2017). Routledge Handbook of Sport Communication. Routledge.
- Coombs, W. T., & Holladay, S. J. (2012). The Handbook of Crisis Communication. Wiley-Blackwell.
- anderson, J. (2011). It's a Whole New Ballgame: How Social Media is Changing Sports. Hampton Press.