

**CURRICULUM STRUCTURE FOR  
TWO-YEAR TEACHER EDUCATION  
PROGRAMMES  
(B.P.ED. &M.P.ED.)  
IN WEST BENGAL**

**FOLLOWING  
NCTE REGULATIONS, 2014**

**Prepared by the Curriculum Committee  
Constituted by the  
Higher Education Department  
Government of West Bengal  
Bikash Bhavan, Salt Lake, Kolkata – 700091**

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**REGULATIONS RELATING TO CONDUCT OF EXAMINATION OF BACHELOR OF  
PHYSICAL EDUCATION (B.P.ED) PROGRAMME UNDER SEMESTER SYSTEM  
(I+I+I+I) WITH EFFECT FROM 2015 – 2017 SESSION**

1. In all there shall be 17 (Seventeen) theoretical papers. Total distribution of marks for B.P.Ed. course under four semester will be as follows:

Semester	Theory Course	Practical Course	Teaching Practice	Total
I	04 Papers = 300 marks	200 marks	----	500 marks
II	04 Papers = 400 marks	150 marks	----	550 marks
III	04 Papers = 400 marks	----	200	600 marks
IV	05 Papers = 400 marks	150 marks	----	550 marks
Total	17 Papers = 1500 marks	500 marks	200	2200 marks

The candidates will be evaluated out of 2200 mark (Semester I, II, III and IV) including theory course, practicum and teaching practice.

2. Each candidate appearing in the B.P.Ed. Examination shall submit the examination form duly filled in along with the prescribed fees within stipulated time period before each semester.

**Condonation:** Student must have 80% of attendance in Theory and 90% attendance in practicum in each course for appearing the examination. Students who have 79% to 65% of attendance shall apply for Condonation in the prescribed form with the prescribed fee. Students who have 64% to 50% of attendance shall apply for Condonation in prescribed form with the prescribed fee along with the Medical Certificate/ any other certificate with reasonable ground. Students who have below 50% of attendance are not eligible to appear for the examination.

- In addition to the above clause, for B.P.Ed., to be eligible for filling up forms of 4<sup>th</sup> semester examination candidate should complete 16 weeks of internship programme (School & Internal).
- Submission of all the components of internal assessment (assignments, projects etc.) is the essential precondition for appearing semester end examinations under normal circumstances.

### 3. 4. Examinations:

- There shall be examinations at the end of each semester, for first semester in the month of November /December: for second semester in the month of May / June. A candidate who does not obtain pass marks in the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in November /December or May / June.
- A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed or belated joining or on medical grounds, such

candidates will not be permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

5. A candidate shall be allowed to write in Bengali or in English language in the University examinations.
6. If a candidate after completion of regular course of study in any of the semester fails to enroll as a candidate to present him/her in the examination or appears but fails to complete the respective semester examination due to any reason, he/she will have a chance to appear in the same examination in the following semester.
7. To pass a particular semester examination a candidate must secure at least 40% marks in the theory course for CIA and external examination and 50% marks for the practical courses.
8. If a candidate fails to secure 50% marks in any of the theory course or 50% marks in any of the practical course in a semester he/she will have to appear in the respective theory and practical course alongwith the following semester examination.
9. If a candidate fails to secure 50% marks in teaching practice he/she will have one chance to qualify the same.
10. Questions are to be set in Bengali and in English version as well.
11. A candidate shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.
12. A candidate of either semester shall be allowed to attend classes of following semester if he/she does not have two back papers either in theory, practical course or teaching practice.
13. Format of question papers for four units: Each question paper shall have five questions and the patterns are as follows:

Question No.	Description	Marks
1	Answer in detail (Long question) Or Answer in detail (Long question) (from Unit 1)	15
2	Answer in detail (Long question) Or Answer in detail (Long question) (from Unit 2)	15
3	Answer in detail (Long question) Or Answer in detail (Long question) (from Unit 3)	15
4	Write short notes: Any two out of four (From Unit 4)	15
5	M.C.Q. type questions (10 out of 12 questions) (Three questions from each unit)	10
	Total	70

14. (a) Each theory paper will be set by two examiners and one of them will act as an examiner
- (b) For evaluation of practical course and teaching practice the external examiner be appointed in such a way that he/she does not represent the home college or department.
- (c) Re assessment system of answer scripts to be exercised by the university.
- (d) For each theory, practical and teaching practice 30% marks are assigned for CIA and 70% marks for term end examination.

15. Spot evaluation procedures to be followed for examining the theory course in respective semester and the result for each semester is to be published before commencement of following semester.
16. Provision of awarding two (+01) grace mark for securing 1<sup>st</sup> class in the final end semester examination be rest upon the discretionary authority of the Hon'ble Vice Chancellor.
17. A Board of Studies for B.P.Ed. course shall be formed with 07 (Seven) members (As per provision of the University Statuette. The B.O.S. shall recommend the panel of paper setters, examiners, moderators and head examiners and shall forward the same to the Hon'ble Vice Chancellor for approval.
18. The proposed curriculum of B.P.Ed. Programme as per NCTE Regulations, 2014 shall replace the existing content and structure of B.P.Ed. course.
19. Notwithstanding anything covered in the above regulations, Hon'ble Vice Chancellor shall have the authority to exercise his discretionary power from time to time.

### **Duration of the Course**

Bachelor of Physical Education (B.P.Ed.) is a professional programme of two academic year duration consists of four semesters Choice Based Credit System (CBCS) meant for preparing teachers of Physical Education.

However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

**Intake:** As per NCTE norms and standards.

### **Eligibility Criteria:**

As per with the NCTE norms and regulations which has been notified in the Gazette.

### **Admission Procedure:**

- |   |                 |
|---|-----------------|
| (1) Physical Fitness Test–5 (Five) test items from AAHPERD Youth Fitness Test (50 Yard Dash, 600 Yard Run & Walk, Standing Broad Jump, Shuttle Run & Bent Knee Sit Ups) | 10 X 5=50 marks |
| (2) Knowledge Test – (Covering the syllabus of Physical Education)  | =15 marks       |
| (a) Multiple Choice Questions: 10 marks   |                 |
| (b) Small Answer Type : 05 marks<br>(Maximum 100 words)   |                 |
| (3) Personality Test -<br>(Knowledge about recent and past of the Country/State, Vocabulary and Expression)   | =05 marks       |

### **The CBCS System**

All programmes shall run on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students, to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

### **Course**

The term course usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning

outcomes. A course may be designed to comprise Lectures/tutorials/laboratory work/field work/outreach activities/project work/vocational training/viva/seminars/term papers/assignments/presentations/ self-study etc. or a combination of some of these.

### Semesters

An academic year is divided into two semesters. Each semester will consist of 17-20 weeks of academic work equivalent to 100 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June including examination and evaluation. The institution shall work for a minimum of 36 working hours in a week (five or six days a week).

### Credits

The term 'Credit' refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or one and half / two hours of practical work/field work per week. The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing a B.P.Ed. programme is 88 credits (Theory, Practicum, Class Teaching & Internship).

### Provision of Bonus Credits (Maximum 06 Credits in each Semester)

Sr. No.	Special Credits for Extra Co-curricular Activities	Credit
1	Sports Achievement at State level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports participation (International level Competition)	4
2	Inter Uni. Participation (Any one game)	2
3	Inter College Participation (min. two game)	1
4	National Cadet Corps / National Service Scheme	2
5	Blood donation / Cleanliness drive / Community services	2
6	Mountaineering – Basic Camp, Advance Camp / Adventure Activities	2
7	Organization / Officiating – State / National level in any two game	2
8	News Reporting / Article Writing / Book Writing / Progress Report Writing	1
9	Research Project	4

Students can earn maximum 06 Bonus credits in each semester by his/her participation in the above mentioned activities duly certified by the Head of the institution / Department. This Bonus credit will be used only to compensate loss of credits in academic activities.

### Examinations:

i. There shall be examinations at the end of each semester, for first semester in the month of November /December: for second semester in the month of May / June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in December or June.

ii. A candidate should get enrolled /registered for the first semester examination. If enrolment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall rejoin the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

### Pattern of Question Papers

Question Papers shall have five questions corresponding to four units of each theory course.

### B.P.Ed.: Format of Question Paper for 4 Units

Each question paper shall have five questions. The pattern will be as follows:

Question No.	Description	Marks
1	Answer in detail (Long Question) or Answer in detail (Long Question) (Form Unit 1)	15
2	Answer in detail (Long Question) or Answer in detail (Long Question) (Form Unit 2)	15
3	Answer in detail (Long Question) or Answer in detail (Long Question) (Form Unit 3)	15
4	Write short notes: any two out of four (Form Unit 4)	15
5	M.C.Q. Type Questions (10 out of 12 Que.) (3 Questions. from each unit)	10
<b>Total</b>		<b>70</b>

### Evaluation

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are:

One Test	15 Marks
Seminar/ Quiz	5 Marks
Assignments	5 Marks
Attendance	5 Marks
Total	30 Marks

Attendance shall be taken as a component of continuous assessment. In addition to continuous evaluation component, the end semester examination, which will be written type examination of at least 3 hours duration for full paper (70 marks) and 2 hours for half paper (35 marks), would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70. In case of practical activity evaluation will be made by the internal and external examiners equally and the ratio will be fixed at 50:50 i.e. for an activity of 50 marks Internal : 25 marks and External : 25 marks. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an end-semester practical examination.

### Minimum Passing Standard

The minimum passing standard in case of theory and practical papers for CIA (Continuous Internal Assessment) and External Examinations shall be 40%, i.e. 12 marks out of 30 marks and 28 marks out of 70 marks respectively for theory courses. The minimum passing for both CIA & external examination shall be 50%, i.e. 15 marks out of 30 and 35 marks out of 70 marks for the practical courses.

### Grading System

Once the marks of the CIA (Continues Internal Assessment) and SEA (Semester End Assessment) for each of the courses are available, both (CIA and SEA) will be added. The marks thus obtained for each of the courses will then be graded from the first semester onwards. The average performance within any semester from the first semester is indicated by Semester Grade Point Average (SGPA) while continuous performance (including the performance of the previous semesters also) starting from the first semester is indicated by Cumulative Grade Point Average (CGPA). These two are calculated by the following formula:

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

$$CGPA = \frac{\sum_{j=1}^n SGPA_j}{N}$$

Where  $C_i$  is the Credit earned for the course in any semester;  $G_i$  is the Grade point obtained by the student for the course  $i$  and  $n$  number of courses obtained in that semester;  $SGPA_j$  is SGPA of semester  $j$  and  $N$  number of semester. Thus CGPA is average of SGPA of all the semesters starting from the first semester to the current semester.

### Classification of Final Results

For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Physical Education in the First class / Second class / Pass class, the marks and the corresponding CGPA earned by the candidate in Core Courses will be the criterion. It is further provided that the candidate should score First / Second Class separately in both the grand total and end Semester (External) examinations.

### Award of the B.P.Ed. Degree

A candidate shall be eligible for the award of the degree of the B.P.Ed. only if he/she has earned the minimum required credit including Bonus Credits of the programme prescribed above.

### Letter Grades and Grade Points

i. Two methods-relative grading or absolute grading– have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students in the course and the grades are awarded based on a cut-off mark or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods.

ii. The grades for each course would be decided on the basis of the percentage marks obtained at the end-semester external and internal examinations as per following table:

### Grade Conversion Table (GCT)

Six point grading system for evaluation will be adopted as per the following table:

Percentage	Grade Point	Letter Grade	Description
90-100	5	A	Excellent
80-89.99	4	B	Very Good
70-79.99	3	C	Good
60-69.99	2	D	Average
50-59.99	1	E	Fair
Below 50	0	F	Failed

### Note:

- (1) SGPA is calculated only if the candidate passes in all the courses i.e. get minimum E grade in all the courses.
- (2) CGPA is calculated only when the candidate passes in all the courses of all the previous and current semesters.
- (3) The cumulative grade point average will be calculated as the average of the SGPA of all the semesters continuously, as shown above.
- (4) For the award of the class, CGPA shall be calculated on the basis of



- (a) Marks of each Semester End Assessment  
 (b) Marks of each Semester Continuous Internal Assessment for each course.

The final Class for B.P.Ed. Degree shall be awarded on the basis of last CGPA (grade) from all the four semester examinations.

**Grievance Redressal Committee:**

The college/department shall form a Grievance Redressal Committee for each course in each college/department with the course teacher / Principal / Director and the HOD of the faculty as the members. This Committee shall solve all grievances of the students.

**Revision of Syllabi:**

1. Syllabi of every course should be revised according to the NCTE.
2. Revised Syllabi of each semester should be implemented in a sequential way.
3. In the courses, where units / topics related to governmental provisions, regulations or laws, that change to accommodate the latest developments, changes or corrections are to be made consequentially as recommended by the Academic Council.
4. All formalities for revisions in the syllabi should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.

**COURSE STRUCTURE:                      AIMS AND OBJECTIVES**

**Semester – I:** To enhance the basic knowledge on Physical Education including history and Olympic movement, concept on human body and its functioning, concept on Health and Environment, concept on the theory of games and sports and introduction of indigenous games and some mass demonstration activities.

**Semester – II:** To impart knowledge of the educational technology and teaching methodology, yoga education, sports management and introduction of Aerobics and Racket Sports.

**Semester – III:** To enhance knowledge on Sports training, use of ICT in the field of sports and games, Physiotherapy, measures of rehabilitation, application of psychology in physical education and in the society and introduction of teaching practice.

**Semester – IV:** To impart knowledge on measurement and evaluation, on application of statistics and research and mechanics of movements, on the influence of gender on physical education and sports, on adapted physical education, on different games along with combative sports.

**COURSE STRUCTURE FOR BACHELOR OF PHYSICAL EDUCATION (B.P.ED.)  
PROGRAMME**

**SEMESTER – I**

<b>COURSE CODE</b>	<b>PAPER TITLE</b>	<b>MARKS</b>	<b>CREDIT (PRACTICUM+ INTERNSHIP)</b>
<b>PART – A THEORY COURSE</b>			
BCC – 101	History, Principles and Foundations of Physical Education & Olympic Movement	100	4
BCC – 102	Anatomy and Physiology	100	3 + 1 = 4
BCC – 103	Health Education & Environmental Studies	50	2
BCC – 104	Theory of Games & Sports, Officiating and Coaching	50	2
<b>PART – B PRACTICUM</b>			
BPCC - 101	Track and Field (Running Events)	50	1 + 1 = 2
BPCC - 102	Swimming / Gymnastics / Shooting	50	1 + 1 = 2
BPCC - 103	Indigenous Sports: Kabaddi / Malkamb / Lezium / March Past	50	1 + 1 = 2
BPCC - 104	Mass Demonstration Activities: Kho-Kho / Dumbbell / Tipri / Wands / Hoops / Umbrella	50	1 + 1 = 2
<b>Total</b>		<b>550</b>	<b>15 + 5 = 20</b>
<p>Practicum/Student Activity/Seminar Assignment/Project File/Workshop/Volunteering, etc.            In addition to the number of hours mentioned in the table above, time has to be provided for Library Work, Self Study, Planning, Field Visits, Taking Up add on Courses (Vocational Sports Education) and so on.</p>			

<b>SEMESTER – II</b>			
<b>COURSE CODE</b>	<b>PAPER TITLE</b>	<b>MARKS</b>	<b>CREDIT (PRACTICUM+ INTERNSHIP)</b>
<b>PART – A THEORY COURSE</b>			
BCC - 201	Yoga Education and Inclusive Education	100	2 + 2 = 4
BCC - 202	Educational Technology and Methods of Teaching in Physical Education	100	2 + 2 = 4
BCC - 203	Sports Management	100	2 + 2 = 4
BCC - 204	Contemporary Issues in Physical Education	100	4
<b>PART – B PRACTICUM</b>			
BPCC - 201	Track and Field (Jumping Events)	50	1 + 1 = 2
BPCC - 202	Aerobics/Gymnastics/Swimming	50	1 + 1 = 2
BPCC - 203	Racquet Sports: Badminton/Table Tennis/Squash/Tennis	50	1 + 1 = 2
<b>Total</b>		<b>550</b>	<b>13 + 9 = 22</b>
<p>Practicum/Student Activity/Seminar Assignment/Project File/Workshop/Volunteering, etc.            In addition to the number of hours mentioned in the table above, time has to be provided for Library Work, Self Study, Planning, Field Visits, Taking Up add on Courses (Vocational Sports Education) and so on.</p>			

<b>SEMESTER – III</b>
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<b>COURSE CODE</b>	<b>PAPER TITLE</b>	<b>MARKS</b>	<b>CREDIT (PRACTICUM+ INTERNSHIP)</b>
<b>PART – A THEORY COURSE</b>			
BCC - 301	Sports Training	100	3 + 1 = 4
BCC - 302	ICT in Physical Education & Sports Sciences	100	2 + 2 = 4
BCC - 303	Sport Psychology & Sociology	100	3 + 1 = 4
BCC - 304	Sports Medicine, Physiotherapy and Rehabilitation	100	3 + 1 = 4
<b>PART – B TEACHING PRACTICES</b>			
BTPCC - 301	Teaching Practice	200	1 + 7 = 8
<b>Total</b>		<b>600</b>	<b>12 + 12 = 24</b>
<p>Practicum/Student Activity/Seminar Assignment/Project File/Workshop/Volunteering, internship, etc.            Preparation Time: 60 hours: School Based Activity: 100 hours.            Teacher Monitoring: 34 hours (Demonstration, etc.), Practice Teaching: 30 hours.            In addition to the number of hours mentioned in the table above, time has to be provided for Library Work, Self Study, Planning, Field Visits, Taking Up add on Courses (Vocational Sports Education) and so on.</p>			

<b>SEMESTER – IV</b>			
<b>COURSE CODE</b>	<b>PAPER TITLE</b>	<b>MARKS</b>	<b>CREDIT (PRACTICUM+ INTERNSHIP)</b>
<b>PART – A THEORY COURSE</b>			
BCC - 401	Measurement and Evaluation in Physical Education	100	3 + 1 = 4
BCC - 402	Kinesiology & Biomechanics	100	3 + 1 = 4
BCC - 403	Basics of Research and Statistics in Physical Education	100	2 + 2 = 4
BCC - 404	Adapted Physical Education	50	2
BCC - 405	Gender Studies	50	2
<b>PART – B PRACTICUM</b>			
BPCC - 401	Track & Field / Gymnastics / Swimming (Any one out of three)	50	1 + 1 = 2
BPCC - 402	Team Games (Any two)	50	1 + 1 = 2
BPCC - 403	Combative Sports	50	1 + 1 = 2
<b>Total</b>		<b>550</b>	<b>15 + 7 + 22</b>
<p>Practicum/Student Activity/Seminar Assignment/Project File/Workshop/Volunteering, internship etc.            Theory &amp; Practical Assessment Weightage shall be detailed in the syllabus.            Practicum Assessment on field: 12 credits and Game / Activity Theory: 4 credits.            In addition to the number of hours mentioned in the table above, time has to be provided for Library Work, Self Study, Planning, Field Visits, Taking Up add on Courses (Vocational Sports Education) and so on.</p>			

<b>TOTAL CREDITS</b>	
Semester I	Total Credits: 20 Theory: 15 Practical: 5
Semester II	Total Credits: 22 Theory: 13 Practical: 9
Semester III	Total Credits: 24 Theory: 12 Practical: 12
Semester IV	Total Credits: 22 Theory: 15 Practical: 7
Total Course Credit	88
Theory Credit	55
Practicum Credits	33

### COURSE DETAILS

#### SEMESTER - I

<b>PART – A THEORY PAPER</b>						
<b>Paper – I</b>	<b>Subject: HISTORY, PRINCIPLES AND FOUNDATIONS OF PHYSICAL EDUCATION&amp; OLYMPIC MOVEMENT</b>					
<b>Course Code: BCC– 101 Marks : 100</b>	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage
	<b>4</b>	64	....	64	30	70
<b>UNITS / CREDIT</b>	<b>CONTENT</b>					
Unit – 1 Credit - 1	<b>History, Principles and Foundations of Physical Education &amp; Olympic Movement</b>					
1.1	Meaning, Definition and Scope of Physical Education					
1.2	Aim and Objectives of Physical Education					
1.3	Misconceptions about Physical Education					
1.4	Relationship of Physical Education with General Education					
1.5	Physical Education as an Art and Science					
Unit – 2 Credit - 1	<b>Historical Development of Physical Education in India</b>					
2.1	Indus Valley Civilization Period. (3250 BC – 2500 BC)					
2.2	Vedic Period (2500 BC – 600 BC)					
2.3	Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320					
2.4	AD – 1000 AD)					
2.5	Medieval Period (1000 AD – 1757 AD)					
2.6	British Period (Before 1947) with reference to development of Physical Education in West Bengal					
2.7	Physical Education in India (After 1947) with reference to development of Physical Education in West Bengal					
Unit–3 Credit– ½	<b>Foundation of Physical Education</b>					
3.1	Philosophical foundation:					
3.1.1	Idealism					
3.1.2	Pragmatism					
3.1.3	Naturalism					
3.1.4	Realism, Humanism and Existentialism					
Unit– 4 Credit – 1	<b>Principles of Physical Education</b>					
4.1	Biological					
4.1.1	Evolution of Man, Biped position: Advantages and disadvantages					
4.1.2	Age, Gender Characteristics					

4.1.3	Body Types
4.1.4	Anthropometric differences
4.2	Psychological
4.2.1	Learning types, learning curve
4.2.2	Laws and principles of learning
4.2.3	Attitude, interest, cognition, emotions
4.3	Sociological
4.3.1	Socialization through Physical Education
4.3.2	Leadership
4.3.3	Social integration, cohesiveness and facilitation
<b>Unit-5 Credit- 1/2</b>	<b>Olympic Movement</b>
5.1	Origin of Olympic Movement
5.1.1	History of ancient Olympic movement
5.1.2	Significant stages in the development of the modern Olympic movement
5.2	Modern Olympic Games
5.2.1	Significance of Olympic Ideals, Olympic Rings, Olympic Flag, Olympic oath
5.2.2	
5.2.3	Olympic Code of Ethics
	IOC and its Structure and function

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<b>Paper – II</b>	<b>Subject: ANATOMY AND PHYSIOLOGY</b>					
Course Code:	Credit	Class	Internship/	Total	Internal	External

<b>BCC- 102</b>		Teaching Hours	Practicum	Teaching Hours	Assessment Weightage	Assessment Weightage
Marks: <b>100</b>	<b>3</b>	48	1 C : 32	80	30	70
<b>UNITS / CREDIT</b>	<b>CONTENT</b>					
Unit-1 Credit- ½	<b>Introduction</b>					
1.1	Definition and importance of studying Anatomy and Physiology in Physical Education					
1.2	Cell, Function of cell					
1.3	Tissue, Types of tissue					
Unit- 2 Credit - 2	<b>Systems: Effect of Exercise on Various Systems</b>					
2.1	Circulatory System: Heart, Its function, Mechanism of circulation, Cardiac Cycle, Blood Composition and function					
2.2	Skeletal System: Bone, Clarification and function, Anatomical difference between male and female					
2.3	Muscular System: Structure of muscle, Types of muscle, Functions					
2.4	Nervous System: Central and Autonomic Nervous System, Synapse					
2.5	Endocrine System: Glands, location, secretion and function of different endocrine glands of human					
2.6	Digestive and Excretory System: Parts of digestive tract, Process of digestion, Digestive juice					
Unit-3 Credit - ½	<b>Effect of Exercise on Different Systems</b>					
3.1	Types of Muscular Contraction, Effect of exercise on Muscular System					
3.2	Cardiac output, Stroke Volume, Athletic Heart, Effect of exercise on					
3.3	Circulatory System					
3.4	O <sub>2</sub> Debt, Second Wind, Vital Capacity, Effect of Exercise on Respiratory System					

### References

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<b>Paper - III</b>	<b>Subject: HEALTH EDUCATION AND ENVIRONMENTAL STUDIES</b>					
<b>Course Code: BCC- 103</b>	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage
<b>Marks: 50</b>	<b>2</b>	32	....	32	15	35

UNITS / CREDIT	CONTENT
Unit-1 Credit- 1/2	<b>Health Education</b>
1.1 1.2 1.3 1.4	Concept, Dimensions, Spectrum and Determinants of Health Aim, objectives and Principles of Health Education Definition of Health, Health Education, Health Instruction, Health Supervision Health Services and guidance instructions in personal hygiene
Unit-2 Credit – 1/2	<b>Health Problems in India</b>
2.1 2.2 2.3 2.4 2.5	Communicable and Non Communicable Diseases Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population, Environmental Hygiene for school Objectives of school health service, Role of health education in school Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, First- Aid and emergency care
Unit-3 Credit – 1/2	<b>Environmental Sciences</b>
3.1 3.2 3.3 3.4 3.5	Definition, Scope, Need and Importance of environmental studies. Concept of environmental education and Historical background of environmental education, Celebration of various days in relation with environment. Plastic recycling & probation/prohibition of plastic bag / cover. Role of school in environmental conservation and sustainable development.
Unit-4 Credit- 1/2	<b>Natural Resources and related environmental issues</b>
4.1 4.2 4.4	Water resources, Food resources and Land resources Definition, effects and control of- Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution Management of environment and Govt. Policies. Role of pollution control board.

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Paper – IV	Subject: THEORY OF GAMES & SPORTS, OFFICIATING AND COACHING					
<b>Course Code:</b> <b>BCC– 104</b>	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage
<b>Marks: 50</b>	2	32	....	32	15	35
UNITS / CREDIT	CONTENT					
Unit-1 Credit – 1/2	<b>Introduction of Officiating and Coaching</b>					
1.1 1.2 1.3 1.4	Concept of officiating and coaching Philosophy of Officiating and Coaching Duties of coach in general, pre, during and post game. Responsibilities, Qualities and Qualifications of a coach on and off the					

	field
<b>Unit-2 Credit – ½</b>	<b>Theories of Sports and Games</b>
2.1	General Introduction of specialized games and sports: Athletics, Badminton, Basketball, Cricket, Football, Gymnastic, Hockey, Handball, Kabaddi, Kho-Kho, Tennis, Volleyball and Yoga (Any two)
2.2	
2.2.1	<b>Each game or sports to be dealt under the following heads</b>
2.2.2	History and development of the Game and Sports
2.2.3	Ground preparation, dimensions and marking
2.2.4	Standard equipment and their specifications Ethics of sports and sportsmanship
<b>Unit –3 Credit – 1</b>	<b>Advance Training (for particular specialized Games or Sports)</b>
3.1	Concept of Conditioning and warming up.
3.2	Role of weight training in games and sports.
3.3	Teaching of fundamental skill & their mastery (technique, tactic and different phases of skill acquisition).
3.4	Recreational and Lead up games
3.5	Strategy – Offence and defence, Principles of offence and defence.

### References

1. Bunn, J. W. (1968). *The Art of Officiating Sports*. Englewood cliffs N.J. Prentice Hall.
2. Bunn, J. W. (1972). *Scientific Principles of Coaching*. Englewood cliffs N. J. Prentice Hall.
3. Dyson, G. H. (1963). *The Mechanics of Athletics*. London: University of London Press Ltd.
4. Lawther, J.D. (1965). *Psychology of Coaching*. New York: Pre. Hall.
5. Singer, R. N. (1972). *Coaching, Athletic & Psychology*. New York: M.C. Graw Hill.
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### PART – B PRACTICUM SEMESTER – I

<b>Course Code: BPC-101</b>	<b>Subject: Track and Field (Running Events)</b>
<b>Full Marks – 50</b>	
<b>Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48, Weightage on Internal Assessment – 25 &amp; on External Assessment – 25</b>	
<b>Course Code: BPC-101</b>	<b>Running Event</b>
Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks. Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug Ground Marking, Rules and Officiating Hurdles: Fundamental Skills- Starting, Clearance and Landing Techniques. Types of Hurdles Ground Marking and Officiating.	
<b>Relays: Fundamental Skills</b>	
Various patterns of Baton Exchange Understanding of Relay Zones Ground Marking Interpretation of Rules and Officiating.	
<b>Course Code: BPC-102 Subject: Gymnastics/ Swimming/ Shooting (Any One out of</b>	



<b>Three) Full Marks – 50</b>	
<b>Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48, Weightage on Internal Assessment – 25 &amp; on External Assessment – 25</b>	
<b>Course Code: BPC-102</b>	<b>Gymnastics: Floor Exercise</b>
Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jumps-leap, scissors leap. Vaulting Horse Approach Run, Take off from the beat board, Cat Vault, Squat Vault.	
<b>Course Code: BPC-102</b>	<b>Swimming: Fundamental Skills</b>
Entry into the pool. Developing water balance and confidence Water fear removing drills. Floating-Mushroom and Jelly fish etc. Gliding with and without kickboard. Introduction of various strokes Body Position, Leg, Kick, Arm pull, Breathing and Co ordination. Start and turns of the concerned strokes. Introduction of Various Strokes. Water Treading and Simple Jumping. Starts and turns of concerned strokes. Rules of Competitive swimming-officials and their duties, pool specifications, seeding heats and finals, Rules of the races.	
<b>Course Code: BPC-102</b>	<b>Shooting Fundamental Skills</b>
Basic stance, grip, Holding rifle/ Pistol, aiming target Safety issues related to rifle shooting Rules and their interpretations and duties of officials	
<b>Course Code: BPC-103</b>	<b>Subject: Indigenous Sports: Kabaddi / Malkambh / Bratachari / Lezuim /Mass P.T. Exercise / March Past (Any two out of these)</b>
<b>Full Marks– 50</b>	
<b>Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48, Weightage on Internal Assessment – 25 &amp; on External Assessment – 25</b>	
<b>Course Code: BPC-103</b>	<b>Kabaddi</b>
<b>Fundamental Skills:</b> Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing. Skills of Holding the Raider-Variou formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques. Additional skills in raiding-Bringing the artis in to particular position, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense. Ground Marking, Rules and Officiating	
<b>Course Code: BPC-103</b>	<b>Malkambh</b>
Salaami, Hold, Saadiudi, Bagaludi, Dashrangudi, Bagliudi, Veludi, Soydoro, Phirki, Padmasana, T.Balance, Pataka, Landing. Rope Malkhamb-Salaami, PadmasanaChadh,	
<b>Course Code: BPC-103</b>	<b>Brotochari</b>
Brotochari Sabdhan, Bishram, Brotochari Pan, Brotochari Byam, Brotochari Gan (6)	
<b>Course Code: BPC-103</b>	<b>Lezuim</b>

<b>Ghati:</b> Aath Aawaaz, Bethakawaaz, AagePaon, Aagekadam, Do pherawaaz, Chau pherawaaz, Kadambaal, Pavitra, Uchhakpavitra, Kadampavitra.
<b>Hindustani:</b> Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya.
<b>Course Code: BPC-103 Marching</b>
Sabdhan, Bishram, Diane moor, Biye moor, Piche moor, Diane ghum, Biye ghum, Kadam tal, Tej Chal, Samne salute, Dine dekh
<b>Course Code: BPC – 104 Subject: Mass Demonstration Activities: Kho-Kho/ Dumbbells/Tipri/Wands/Hoops/Umbrella Full</b>
<b>Marks – 50</b>
<b>Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48, Weightage on Internal Assessment – 25 &amp; on External Assessment – 25</b>
<b>Course Code: BPC – 104 Kho Kho</b>
General skills of the game-Running, chasing, Dodging, Faking etc. Skills in chasing-Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgement in giving Kho, Rectification of Foul. Skills in Running-Zig zag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills. Ground Marking Rules and their interpretations and duties of officials.
<b>Course Code: BPC – 104 Dumbbells/ Wands/ Hoops/ Umbrella/Tipri</b>
Apparatus/ Light apparatus Grip Attention with apparatus/ Light apparatus Stand – at – ease with apparatus/ light apparatus Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count. Standing Exercise, Jumping Exercise, Moving Exercise and Combination of above all

## SEMESTER - II

PART – A		THEORY PAPER				
<b>Paper - V</b>	<b>Subject: YOGA EDUCATION AND INCLUSIVE EDUCATION</b>					
<b>Course Code: BCC– 201</b>	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage
<b>Marks: 100</b>	2	32	2C:64	96	30	70
<b>UNITS / CREDIT</b>	<b>CONTENT</b>					
<b>Unit – 1 Credit – 1/2</b>	<b>Foundation of Yoga</b>					
1.1	Meaning and Definition of Yoga					
1.2	Aim and Objectives of Yoga					
1.3	The Yoga Sutras: General Consideration					
1.4	Need and Importance of Yoga in Physical Education and Sports					
1.5	The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi					
1.6	Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga					
<b>Unit – 2 Credit – 1/2</b>	<b>Yoga Education and Yoga Practices</b>					

2.1	Effect of Asanas and Pranayamas on various systems of the body
2.2	Classification of Asanas with special reference to Physical Education and Sports
2.3	Influences of relaxative, meditative posture on various system of the body
2.4	Types of Bandhas, Mudras and Kriyas
2.5	Basic, applied and action research in Yoga
2.6	Difference between yogic practices and physical exercises
2.7	Yoga as active healthy life
2.8	Yoga as therapy
<b>Unit – 3 Credit – 1/2</b>	<b>Introduction to Inclusive Education</b>
<b>3.1</b>	Concept and history of special education, integrated education and inclusive education and their relationship
<b>3.2</b>	Philosophical, Sociological, Economical and Humanitarian dimensions of inclusive education.
<b>3.3</b>	Advantages of inclusive education for the individual and society
<b>3.4</b>	Factors affecting inclusion
<b>Unit – 4 Credit – 1/2</b>	<b>Inclusion in Operation &amp; Teacher preparation for inclusive school</b>
<b>4.1</b>	Class room management and organizations, curricular adaptations, learning designing and development of suitable TLM
<b>4.2</b>	Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc.
<b>4.3</b>	Technological Advancement and its applications – ICT, Adaptive and Assistive devices, equipment , aids and appliances
<b>4.4</b>	Problems in inclusion in the real class room situations; ways for overcoming the problems in inclusions.
<b>4.5</b>	Review of existing educational programmes offered in secondary school (General and Special School).
<b>4.6</b>	Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
<b>4.7</b>	Teacher preparation for inclusive education in the light of NCF, 2005. Characteristics of inclusive school.
<b>Engagement with the Field / Practicum</b>	Any two (One from each group) of the following: Group – A Yogic Practices: Asanas/Pranayamas/Kriyas/Bandhas/Mudras/Meditation/Relaxation Visit to any one Yoga Centre, Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability, treatment schedule for specific problems and collection of data in respect of value education. Group - B Collection of data regarding children with special needs from Municipal records. Visit to Inclusive Schools and to observe classroom transaction of any one of such school and make a report of the same. Identifying one/ two pupils with special needs in the primary schools and preparing a profile of these pupils. Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability (Visit to Resource Room).

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7. Swami Kuvalananda, Asanas Kaivalyadhama, Lonavla, Maharashtra
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19. Nanda,B.P.(2012) Challenged Children: Problems and Management.Ankush Prakashan,Kolkata.
20. Nanda,B.P.(2008) School without walls in 21<sup>st</sup> Century: From exclusion to inclusion practices in education. Mittal Publications, New Delhi.
21. Nanda,B.P. and Ghosh,S. (2010) Bishes Sikshar Itihas, Rabindra Bharati Prakasana, Kolkata.
22. Nanda,B.P. and Zaman, S.S. (2002) Batichrom dharmi Sishu. Mawola Brothers, Dhaca, Bangladesh

<b>PART – A</b>							<b>THEORY PAPER</b>						
<b>Paper – VI</b>		<b>Subject: EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION</b>											
<b>Course Code:</b> <b>BCC– 202</b>	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage							
<b>Marks: 100</b>	2	32	2C:64	96	30	70							
<b>UNITS / CREDIT</b>		<b>CONTENT</b>											
<b>Unit – 1 Credit – <sup>1</sup>/<sub>2</sub></b>		<b>Introduction</b>											

1.1	Education and Education Technology- Meaning and Definitions
1.2	Types of Education- Formal, Informal and Non- Formal education.
1.3	Educative Processes
1.4	Importance of Devices and Methods of Teaching.
<b>Unit – 2 Credit – <math>\frac{1}{2}</math></b>	<b>Teaching Technique</b>
2.1	Teaching Techniques – Lecture method, Command method, Demonstration method, Imitation method, Project method etc.
2.2	Teaching Procedure – Whole method, Whole – part – whole method, Part – whole method.
2.3	Presentation Technique – Personal and Technical preparation
2.4	Command- Meaning, Types and its uses in different situations.
<b>Unit-3 Credit – <math>\frac{1}{2}</math></b>	<b>Teaching Aids</b>
3.1	Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids.
3.2	Types of Teaching aids – Audio aids, Visual aids, Audio – visual aids,
3.3	Meaning, Principles and advantage of team teaching.
3.4	Difference between Teaching Methods and Teaching Aid.
<b>Unit-4 Credit – <math>\frac{1}{2}</math></b>	<b>learning designing and Teaching Innovations</b>
4.1	Meaning, Types and principles of learning designing.
4.2	General and specific learning designing.
4.3	Meaning, Types and steps of Micro and Macro teaching.
4.4	Simulation Teaching - Meaning, Types and steps of simulation teaching

**References:**

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<b>PART – A</b>							<b>THEORY PAPER</b>						
<b>Paper - VII</b>				<b>Subject: SPORTS MANAGEMENT</b>									
<b>Course Code: BCC– 203</b>				Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage				
<b>Marks: 100</b>				2	32	2C:64	96	30	70				
<b>UNITS / CREDIT</b>				<b>CONTENT</b>									
<b>Unit – 1 Credit – <math>\frac{1}{2}</math></b>				<b>Introduction</b>									
1.1				Brief introduction of Sports Management (Meaning, Definition, Purpose and Scope)									
1.2				Essential Skills of Sports Manager									
1.3				Planning and their basic principles,									
1.4				Program planning: Meaning, Importance, Principles of program planning in physical education.									
<b>Unit – 2 Credit – <math>\frac{1}{2}</math></b>				<b>Office Management, Record, Register &amp; Budget</b>									
2.1				Office Management: Meaning, definition, functions and kinds of office management									
2.2				Records and Registers: Maintenance of attendance Register, Stock									

2.3	register, Cash register, Physical efficiency record, Medical examination Record.
2.4	Budget: Meaning, Importance of Budget making, Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.
2.5	Principles and Scope of Budgeting
<b>Unit-3 Credit – 1/2</b>	<b>Facilities, &amp; Time-Table Management</b>
3.1	Facilities and Equipment management: Types of facilities: Infrastructure-indoor, outdoor, academic & administrative blocks, research wing, library etc.
3.2	Care and Maintenance of school building, Gymnasium, swimming pool, Play fields, Play grounds
3.3	Equipment: Need, importance, purchase, care and maintenance.
3.4	Time Table Management: Meaning, Need, Importance and Factor affecting time table.
3.5	Sports Management System in School, College and University
<b>Unit-4 Credit – 1/2</b>	<b>Competition Organization</b>
4.1	Importance of Tournament,
4.2	Types of Tournament and its organizational structure - Knock-out, League or Round Robin, Combination and challenge Tournaments.
4.3	Organizational structure of Athletic Meet
4.4	Intramurals & Extramural

#### References:

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2. Bucher, C. A. (1983). *Administration of Physical Education and Athletic programme*. St. Louis: The C.V. Mosby Co.
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<b>PART – A</b>		<b>THEORY PAPER</b>				
<b>Paper - VIII</b>	<b>Subject: CONTEMPORARY ISSUES IN PHYSICAL EDUCATION</b>					
<b>Course Code: BCC– 204</b>	Credit	Class Teaching Hours	Internship/Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage
<b>Marks: 100</b>	4	64		64	30	70
<b>UNITS / CREDIT</b>	<b>CONTENT</b>					
<b>Unit – 1</b>	<b>Concept of Fitness and Wellness</b>					

<b>Credit – 1</b>	
1.1	Definition, Physiological, Psychological and Sociological objectives of Fitness and Wellness
1.2	Fitness: Types of Fitness and Components of Fitness
1.3	Importance and scope Fitness and Wellness
<b>Unit – 2 Credit – 1</b>	<b>Principles of Exercise Program</b>
2.1	Means of Fitness development – aerobic and anaerobic exercises
2.2	Exercises and Heart rate Zones for various aerobic exercise intensities
2.3	Concept of free weight Vs Machine, Sets and Repetition etc.
2.4	Concept of designing different fitness training program for different age groups.
<b>Unit-3 Credit – 1</b>	<b>Introduction to Sports Nutrition</b>
3.1	Meaning and Definition of Sports Nutrition
3.2	Role of Nutrition in sports
3.3	Carbohydrate, Protein, Fat, Vitamins, Minerals, Water- Meaning, classification and their functions
3.4	Role of hydration during exercise, Water balance, Nutrition-daily calorie requirement and expenditure
<b>Unit-4 Credit – 1</b>	<b>Nutrition and Weight Management</b>
4.1	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
4.2	Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity.
4.3	Nutrition – Daily calorie intake and expenditure, Determination of desirable body weight
4.4	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

**References:**

1. Difiore, J.(1998). *Complete guide to postnatal fitness*. London: A & C Black,.
2. Giam, C.K &The, K.C. (1994). *Sport medicine exercise and fitness*. Singapore: P.G. Medical Book.
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**PART – B  
PRACTICUM  
SEMESTER – II**

<b>Course Code: BPC-201</b>	<b>Subject: Track and Field (Jumping Events)</b>	<b>Marks – 50</b>
<b>Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48, Weightage on Internal Assessment – 25 &amp; on External Assessment – 25</b>		
<b>Jumping Event</b>		
High Jump (Straddle Roll/Fosbury flop)		
Approach Run, Take off, Clearance over the bar, Landing		

<b>Course Code: BPC-202</b>	<b>Subject: Gymnastics/Yoga/Swimming/Aerobics</b>	<b>Marks – 50</b>
<b>Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48, Weightage on Internal Assessment – 25 &amp; on External Assessment – 25</b>		
<b>Course Code: BPC-202</b>	<b>Gymnastics</b>	
<b>Parallel Bar</b>		
Mount from one bar, Straddle walking on parallel bars, Single and double step walk, Perfect swing, Shoulder stand on one bar and roll forward, Roll side, Shoulder stand, Front on back vault to the side(dismount)		
<b>Horizontal /Single Bar:</b> Grip, Swings, Fundamental Elements, Dismount		
<b>Uneven Parallel Bar:</b> Grip, Swings, Fundamental Elements, Dismount		
<b>Course Code: BPC-202</b>	<b>Yoga</b>	
<b>Surya Namaskara,</b>		
Pranayams, Corrective Asanas, Kriyas,		
<b>Asanas</b>		
Sitting, Standing, Laying Prone Position Laying Spine Position		
<b>Course Code: BPC-202</b>	<b>Swimming</b>	
<b>Introduction of water polo game</b>		
Fundamental skills, Swimming with the ball, Passing, Catching, Shooting, Goal keeping, Rules of the games and responsibility of officials		
<b>Introduction of Diving sports</b>		
Basic Diving Skills from spring boards		
Basic Diving Skills from platform		
<b>Course Code: BPC-202</b>	<b>Aerobics</b>	
<b>Introduction of Aerobics</b>		
Rhythmic Aerobics - dance		
Low impact aerobics and High impact aerobics		
Aerobics kick boxing		
Postures – Warm up and cool down		
THR Zone – Being successful in exercise and adaptation to aerobic workout.		
<b>Course Code: BPC-203</b>	<b>Subject: Racquet Sports: Badminton/Table Tennis/Squash/Tennis</b>	<b>Marks – 50</b>
<b>Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48, Weightage on Internal Assessment – 25 &amp; on External Assessment – 25</b>		
<b>Course Code: BPC-203</b>	<b>Badminton</b>	
<b>Fundamental Skills</b>		
Racket parts, Racket grips, Shuttle Grips.		
The basic stances.		
The basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm		
Drills and lead up games		
Types of games-Singles, doubles, including mixed doubles.		
Rules and their interpretations and duties of officials.		
<b>Course Code: BPC-203</b>	<b>Table Tennis</b>	
<b>Fundamental Skills</b>		
The Grip-The Tennis Grip, Pen Holder Grip.		
Service-Forehand, Backhand, Side Spin, High Toss.		
Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shot, Loop, Drive.		



Stance and Ready position and foot work. Rules and their interpretations and duties of officials.
<b>Course Code: BPC-203</b> <b>Squash</b>
<b>Fundamental Skills</b> Service- Under hand and Over hand, Service Reception Shot- Down the line, Cross Court, Drop, Half Volley Tactics – Defensive, attacking in game, Rules and their interpretations and duties of officials.
<b>Course Code: BPC-203</b> <b>Tennis</b>
<b>Fundamental Skills.</b> Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip. Stance and Footwork. Basic Ground strokes-Forehand drive, Backhand drive Basic service., Basic Volley, Over-head Volley, Chop Tactics – Defensive, attacking in game Rules and their interpretations and duties of officials.

### SEMESTER - III

PART – A						
THEORY PAPER						
Paper - IX	Subject: SPORTS TRAINING					
Course Code: BCC- 301	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage
<b>Marks: 100</b>	3	48	1C:32	80	30	70
UNITS / CREDIT	CONTENT					
<b>Unit – 1 Credit – 1/2</b>	<b>Introduction to Sports Training</b>					
1.1	Meaning and Definition of Sports Training					
1.2	Aim and Objectives of Sports Training					
1.3	Principles of Sports Training					
1.4	System of Sports Training – Basic Performance, Good Performance and High Performance Training					
<b>Unit – 2 Credit – 1</b>	<b>Training Components</b>					
2.1	Strength – Means and Methods of Strength Development					
2.2	Speed – Means and Methods of Speed Development					
2.3	Endurance - Means and Methods of Endurance Development					
2.4	Coordination – Means and Methods of coordination Development					
2.5	Flexibility – Means and Methods of Flexibility Development					
<b>Unit – 3 Credit – 1/2</b>	<b>Training Process</b>					
3.1	Definition and Types of Training Load					
3.2	Principles of Intensity and Volume of stimulus					
3.3	Technical Training – Meaning and Methods					
3.4	Tactical Training – Meaning and Methods					
<b>Unit – 4 Credit – 1</b>	<b>Training programming and planning</b>					
4.1	Periodisation – Meaning and types					
4.2	Aim, Objectives and Content of Periods – Preparatory, Competition, Transitional etc.					
4.3	Planning – Training sessions					
4.4	Talent Identification and Development					

<b>PART – A THEORY PAPER</b>						
<b>Paper - X</b>	<b>Subject: ICT IN PHYSICAL EDUCATION AND SPORTS SCIENCES</b>					
<b>Course Code: BCC– 302</b>	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage
<b>Marks: 100</b>	2	32	2C:64	96	30	70
<b>UNITS / CREDIT</b>	<b>CONTENT</b>					
<b>Unit – 1 Credit – 1/2</b>	<b>Introduction to Computer Application</b>					
1.1	Meaning, need and importance of information and communication technology (ICT).					
1.2	Application of Computers in Physical Education					
1.3	Components of computer, input and output device					
1.4	Application software used in Physical Education and sports					
<b>Unit – 2 Credit – 1/2</b>	<b>MS Word</b>					
2.1	Introduction to MS Word					
2.2	Creating, saving and opening a document					
2.3	Formatting, Editing features, Drawing tables					
2.4	Page setup, Paragraph alignment, Spelling and grammar check, Printing option, Inserting, Page number, Graph, Footnote and Notes					
<b>Unit – 3 Credit – 1/2</b>	<b>MS Excel</b>					
3.1	Introduction to MS Excel					
3.2	Creating, saving and opening spreadsheet					
3.3	creating formulas					
3.4	Format and editing features- adjusting columns' width and row- height for understanding charts.					
<b>Unit – 4 Credit – 1/2</b>	<b>MS Power Point</b>					
4.1	Introduction to MS Power Point					
4.2	Creating, saving and opening a PPT. file					
4.3	Format and Editing features- slide show , design , inserting slide number Picture ,graph ,table					
4.4	4.4. Preparation of Power point presentations and Animation					
4.5						

### References

1. Irtegov, D. (2004). *Operating system fundamentals*. Firewall Media.
2. Marilyn, M.& Roberta, B.(n.d.).*Computers in your future*. 2nd edition, India: Prentice Hall.
3. Milke, M.(2007). *Absolute beginner's guide to computer basics*. Pearson Education Asia.
4. Sinha, P. K. & Sinha, P. (n.d.).*Computer fundamentals*. 4th edition, BPB Publication.

<b>PART – A THEORY PAPER</b>						
<b>Paper - XI</b>	<b>Subject: SPORTS PSYCHOLOGY AND SOCIOLOGY</b>					
<b>Course Code: BCC– 303</b>	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage

<b>Marks: 100</b>	3	48	1C:32	80	30	70
<b>UNITS / CREDIT</b>	<b>CONTENT</b>					
<b>Unit – 1 Credit – 1/2</b>	<b>Introduction</b>					
1.1	Meaning, Importance and scope of Sports Psychology and Sports Sociology					
1.2	General characteristics of Various Stages of growth and development					
1.3	Types and nature of individual differences; Factors responsible for Heredity and environment					
1.4	Psycho-social aspects of Human behavior in relation to Physical Education and Sports					
<b>Unit – 2 Credit – 1 1/2</b>	<b>Sports Psychology</b>					
2.1	Nature of learning, theories of learning, Laws of learning, Plateau in Learning & transfer of training					
2.2	Meaning and definition of personality, characteristics of personality, Dimension of personality, Personality and Sports performance					
2.3	Nature of motivation: Factors influencing motivation; Motivation and techniques and its impact on sports performance.					
2.4	Mental Preparation Strategies: Attention focus, Self- talk, Relaxation, Imagery.					
2.5	Aggression and Sports; Meaning and nature of anxiety, Kinds of anxiety					
2.6	Stress: Meaning and nature, Types of stress, Anxiety, Arousal and their effects on sports performance					
<b>Unit – 3 Credit – 1/2</b>	<b>Relation between Social Science and Physical Education.</b>					
3.1	Orthodoxy, customs, Tradition and Physical Education.					
3.2	Festivals and Physical Education.					
3.3	Socialization through Physical Education.					
3.4	Social Group life, Social conglomeration and Social group, Primary group and Remote group.					
<b>Unit – 4 Credit – 1/2</b>	<b>Culture : Meaning and Importance.</b>					
4.1	Features of culture,					
4.2	Importance of culture.					
4.3	Effects of culture on people life style.					
4.4	Different methods of studying Observation/Inspection method, Questionnaire method, Interview method					

### References:

1. Ball, D. W. & Loy, J. W. (1975). *Sport and social order; Contribution to the sociology of sport*. London: Addison Wesley Publishing Co., Inc.
2. Blair, J. & Simpson, R. (1962). *Educational psychology*, New York: McMillan Co.
3. Cratty, B. J. (1968). *Psychology and physical activity*. Eaglewood Cliffs. Prentice Hall.
4. Kamlesh, M.L. (1998). *Psychology in physical education and sport*. New Delhi: Metropolitan Book Co.
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6. Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports culture and society*. Philadelphia: Lea & Febiger.
7. Mathur, S.S., (1962). *Educational psychology*. Agra. Vinod Pustak Mandir.
8. Skinnner, C. E., (1984.). *Education psychology*. New Delhi: Prentice Hall of India.

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<b>PART – A</b>							<b>THEORY PAPER</b>							
<b>Paper - XII</b>				<b>Subject: SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION</b>										
<b>Course Code: BCC- 304</b>				Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage					
<b>Marks: 100</b>				3	48	1C:32	80	30	70					
<b>UNITS / CREDIT</b>				<b>CONTENT</b>										
<b>Unit – 1 Credit – 1/2</b>				<b>Introduction</b>										
1.1				Brief Introduction of Physiotherapy										
1.2				Need and Importance of Physiotherapy										
1.3				Different types of physiotherapy										
1.4				Guiding principles of Physiotherapy										
<b>Unit – 2 Credit – 1</b>				<b>Sports Medicine</b>										
2.1				Meaning and concept of Sports Medicine										
2.2				Aim and Objectives of Sports Medicine										
2.3				Common regional injuries and their management-shoulder, elbow, wrist, knee and ankle										
2.4				Low back problem and management, stretching and strengthening exercise in sports.										
<b>Unit – 3 Credit – 1/2</b>				<b>Doping</b>										
1.1				Concept and meaning of Doping										
1.2				Types of Doping and Doping-agents										
1.3				Effects of Doping and dope tests										
1.4				Role of oxygen- physical training, oxygen debt, second wind, vital capacity.										
<b>Unit – 4 Credit – 1</b>				<b>Athletic Care, First Aid and Rehabilitation</b>										
4.1				Rehabilitation in sports- Meaning, Principles, Means and Methods										
4.2				Diagnosis of injuries-signs and symptoms of injuries										
4.3				Different forms of Hydrotherapy and Thermo-therapy- hot and cold packs, whirlpool, contrast bath, infra-red, short wave diathermy and ultrasound										
4.4				First Aid- meaning and principles, Athletic bandage and massage-its classification, indication & contraindication, general principles of massage										

### References

- Dick, W. F. (1980). *Sports training principles*. London: Lepus Books.
- Harre, D. (1982). *Principles of sports training*. Berlin: Sporulated.
- Jensen, R. C. & Fisher, A.G. (1979). *Scientific basis of athletic conditioning*. Philadelphia: Lea and Fibiger, 2nd Edn.
- Matvew, L.P. (1981). *Fundamental of sports training*. Moscow: Progress Publishers.
- Singh, H. (1984). *Sports training, general theory and methods*. Patials: NSNIS.

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

7. Basics of Sports Training Methodology, Oleksandr Krasilshchikov, Sports & Spiritual Science

**PART – C**  
**TEACHING PRACTICE**  
**SEMESTER – III**

<b>Course Code: BTECC-301</b>		<b>Subject: Teaching Practice</b>	<b>Full Marks – 200</b>
<b>Credit – 1 Teaching Hours – 16, Internship/Practical – 7C: 224, Total Teaching Hours – 240, Weightage on Internal Assessment – 60 &amp; on External Assessment – 140</b>			
<b>Course Code</b>	<b>Activities</b>		<b>Marks</b>
<b>BTECC-301</b>	10 teaching practice lessons out of which 5 lessons in class-room situation and 5 lessons for out-door activities within the college premises on the students of B.P.Ed course.		<b>50</b>
<b>BTECC-301</b>	10 teaching learning designings for Racket Sport/ Team Games/ Indigenous Sports out of which 5 lessons internal and 5 lessons external at school.		<b>50</b>
<b>BTECC-301</b>	<b>Sports Specialization</b> <b>Track and Field/Gymnastics/Swimming</b> (4 internal lesson at practicing school and 1 final external lesson on the students of practicing school as a sports specialization of any discipline mentioned above.)		<b>50</b>
<b>BTECC-301</b>	<b>Teaching practices</b> Games Specialization: Kabaddi, Kho-Kho, Baseball, Cricket, Football, Hockey, Softball Volleyball, Handball, Basketball, Netball, Badminton, Table Tennis, Squash, Tennis (4 internal lessons at practicing school and 1 final external lesson on the students of practicing school as a games specialization of any discipline mentioned above.)		<b>50</b>

**PART - A**  
**THEORY COURSE**  
**SEMESTER-IV**

<b>PART – A</b>							<b>THEORY PAPER</b>						
<b>Paper - XIII</b>				<b>Subject: MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION</b>									
<b>Course Code: BCC– 401</b>				Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage				
<b>Marks: 100</b>				3	48	1C:32	80	30	70				
<b>UNITS / CREDIT</b>				<b>CONTENT</b>									
<b>Unit – 1 Credit – 1/2</b>				<b>Introduction to Test, Measurement &amp; Evaluation</b>									
1.1				Meaning of Test, Measurement & Evaluation in Physical Education									
1.2				Need & Importance of Test, Measurement & Evaluation in Physical Education									
1.3				Principles of Evaluation									
<b>Unit – 2 Credit – 1/2</b>				<b>Criteria, Classification and Administration of test</b>									
2.1				Criteria of a good Test and Scientific authenticity (reliability,									

2.2	objectivity, validity and availability of norms)
2.3	Types and classification of Test
	Administration of test, Advance preparation, Duties during after testing.
<b>Unit – 3 Credit – 1</b>	<b>Physical Fitness Tests</b>
3.1	AAHPER Youth Fitness Test
3.2	National Physical Fitness Test
3.3	Indiana Motor Fitness Test
3.4	JCR test
3.5	U.S Army Physical Fitness Test
<b>Unit – 4 Credit – 1</b>	<b>Sports Skill Tests</b>
4.1	Lockhart and McPherson Badminton Test
4.2	Johnson Basketball Test
4.3	McDonald Soccer Test
4.4	S.A.I Volleyball Test
4.5	S.A.I Hockey Test

### References

1. Bangsbo, J. (1994). *Fitness training in football: A scientific approach*. Bagsvaerd, Denmark: Ho Storm.
2. Barron, H. M., & Mchee, R. (1997). *A practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.
3. Barron, H.M. & Mchee, R. (1997). *A Practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.
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6. Pheasant, S. (1996). *Body space: anthropometry, ergonomics and design of work*. Taylor & Francis, New York.
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8. Sodhi, H.S., & Sidhu, L.S. (1984). *Physique and selection of sports- a kinanthropometric study*. Patiala: Punjab Publishing House.

<b>PART – A</b>						
<b>THEORY PAPER</b>						
<b>Paper – XIV</b>	<b>Subject: KINESIOLOGY AND BIOMECHANICS</b>					
<b>Course Code: BCC– 402</b>	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage
<b>Marks: 100</b>	3	48	1C:32	80	30	70
<b>UNITS / CREDIT</b>	<b>CONTENT</b>					
<b>Unit – 1 Credit – 1/2</b>	<b>Introduction to Kinesiology and Sports Biomechanics</b>					
1.1	Meaning and Definition of Kinesiology and Sports Biomechanics					
1.2	Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher, Athletes and Sports Coaches.					
1.3	Terminology of Fundamental Movements					

1.4	Fundamental concepts of following terms – Axes and Planes, Centre of Gravity, Equilibrium, Line of Gravity
<b>Unit – 2 Credit – 1/2</b>	<b>Fundamental Concept of Anatomy and Physiology</b>
2.1	Classification of Joints and Muscles
2.2	Types of Muscle Contractions
2.3	Posture – Meaning, Types and Importance of good posture.
2.4	Fundamental concepts of the following terms- Angle of Pull, All or None Law, Reciprocal Innervations
<b>Unit – 3 Credit – 1</b>	<b>Mechanical Concepts</b>
3.1	Force - Meaning, definition, types and its application to sports activities
3.2	Lever - Meaning, definition, types and its application to human body.
3.3	Newton's Laws of Motion – Meaning, definition and its application to sports activities.
3.4	Projectile – Factors influencing projectile trajectory.
<b>Unit – 4 Credit – 1</b>	<b>Kinematics and Kinetics of Human Movement</b>
4.1	Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration
4.2	Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.
4.3	Linear Kinetics – Inertia, Mass, Momentum, Friction.
4.4	Angular Kinetics – Moment of inertia ,Couple, Stability.

### References

1. Bunn, J. W. (1972). *Scientific principles of coaching*. Englewood Cliffs, N.J.: Prentice Hall Inc.
2. Hay, J. G. & Reid, J. G.(1982). *The anatomical and mechanical basis of human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
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PART – A							THEORY PAPER						
<b>Paper – XV</b>		<b>Subject: RESEARCH AND STATISTICS IN PHYSICAL EDUCATION</b>											
<b>Course Code: BCC– 403</b>	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage							
<b>Marks: 100</b>	2	32	2C:64	96	30	70							
<b>UNITS / CREDIT</b>		<b>CONTENT</b>											
<b>Unit – 1 Credit – 1/2</b>		<b>Introduction to Research</b>											
1.1		Definition of Research											
1.2		Need and importance of Research in Physical Education and Sports.											
1.3		Scope of Research in Physical Education & Sports.											
1.4		Classification of Research											
1.5		Research Problem, Meaning of the terms, Location and criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations.											

<b>Unit – 2 Credit – 1/2</b>	<b>Survey of Related Literature</b>
2.1	Need for surveying related literature.
2.2	Literature Sources, Library Reading
2.3	Research Proposal- Meaning and Significance of Research Proposal.
2.4	Preparation of Research proposal / project.
2.5	Research Report: A group project is to be undertaken by a small batch of students under the supervision of a teacher, wherein it is expected to survey school facilities of physical education, health assessment programme evaluation, fitness status of the students, staff and other stakeholders etc. and submit the report to the institution.
<b>Unit – 3 Credit – 1/2</b>	<b>Basics of Statistical Analysis</b>
3.1	Statistics: Meaning, Definition, Nature and Importance
3.2	Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables
3.3	Graphical Presentation of Class Distribution: Histogram, Frequency Curve. Cumulative Frequency Polygon, O-give, Pie Diagram
<b>Unit – 4 Credit – 1/2</b>	<b>Statistical Models in Physical Education and Sports</b>
4.1	Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Uses, Advantages, Disadvantages and Calculation from Group and Ungrouped data
4.2	Measures of Variability: Meaning, importance, computing from group and ungroup data
4.3	Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data

### References

1. Best, J.W. (1963). *Research in education*. U.S.A.: Prentice Hall.
2. Bompa, T. O. &Haff, G. G. (2009). *Periodization: theory and methodology of training, 5th ed.*Champaign, IL: Human Kinetics.
3. Brown, L. E., &Ferrigno, V. A. (2005). *Training for speed, agility and quickness*, 2nd ed. Champaign, IL: Human Kinetics.
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12. Verma, J. P. (2000). *A text book on sports statistics*. Gwalior: Venus Publications.



<b>Paper – XVI</b>	<b>Subject: ADAPTED PHYSICAL EDUCATION</b>					
<b>Course Code: BCC– 404</b>	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage
<b>Marks: 50</b>	2	32		32	15	35
<b>UNITS / CREDIT</b>	<b>CONTENT</b>					
<b>Unit – 1 Credit – 1/2</b>	<b>Introduction</b>					
1.1	Meaning of handicapped and disabled					
1.2	Historical development of adapted Physical Education					
1.3	Education for handicapped children – meaning and purpose					
1.4	Relation between special education, adapted physical education and physical education					
1.5						
<b>Unit – 2 Credit – 1/2</b>	<b>Types of Disabilities and their causes</b>					
2.1	Hearing disabled, Visual impairments, Orthopedically handicapped, Mentally retarded					
2.2	Cerebral Palsy: Hearing disability, Behavioural disorder and other health impaired conditions					
2.3	Adapted physical education programme for the disabled					
2.4	Programme organisation and administration: Adjustment problems of handicapped, Teaching methods for the disabled, safety needs.					
<b>Unit – 3 Credit – 1/2</b>	<b>Competitive Sports for the Handicapped</b>					
3.1	Sports associations for the handicapped					
3.2	National Organisations for the disabled					
3.3	Government plans and actions for the disabled					
3.4	Placement of disabled individuals					
<b>Unit – 4 Credit – 1/2</b>	<b>Assessment technique</b>					
4.1	Assessment technique for disabled persons – assessing basic physical and motor proficiency					

<b>PART – A THEORY PAPER</b>						
<b>Paper – XVII</b>	<b>Subject: GENDER STUDIES</b>					
<b>Course Code: BCC– 404</b>	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage
<b>Marks: 50</b>	2	32		32	15	35
<b>UNITS / CREDIT</b>	<b>CONTENT</b>					
<b>Unit – 1 Credit – 1/2</b>	<b>Concept on Gender</b>					
1.1	Meaning and concept on gender					
1.2	Types					
1.3	Transgender and third gender, sex, patriarchy.					
1.4	Gender bias, gender stereotyping, and empowerment					
1.5	Equity and equality in relation with caste, class, religion, ethnicity, disability and region.					
<b>Unit – 2 Credit – 1/2</b>	<b>Gender studies</b>					
2.1	Paradigm shift from women's studies					
2.2	Historical backdrop: some landmarks on social reform movements of the 19 <sup>th</sup> and 20 <sup>th</sup> centuries with focus on women's experiences of education with special reference to RajaRammohan Roy, PanditIsvar Chandra					

2.3 2.4	Vidyasagar, Swami Vivekananda and Rabindranath Tagore. Commissions and committees on women education
<b>Unit – 3 Credit – 1/2</b>	<b>Gender and Education</b>
3.1 3.2 3.3 3.4	Gender Identity Socialisation Practices in Family, Schools, and Other formal and informal organization. Schooling of Girls and Women Empowerment
<b>Unit – 4 Credit – 1/2</b>	<b>Gender Issues in Physical Education Curriculum</b>
4.1	Curriculum and the gender question Teacher as an agent of change Sexuality Sexual harassment Agencies perpetuating violence: Family, school, work place and media

**References:**

1. Basu, R. & Chakraborty, B. (2011). *Prasanga: Manabividya*. Kolkata : Urbi Prakashan.
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**PART – B  
PRACTICUM  
SEMESTER – IV**

<b>Course Code: BPC-401</b>	<b>Subject: Track and Field/Gymnastics/Swimming : Throwing Events (Any one of the three)</b>
<b>Full Marks – 50 Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48, Weightage on Internal Assessment – 25 &amp; on External Assessment – 25</b>	
<b>Course Code: BPC-401</b>	<b>Throwing Event</b>
Discus Throw, Javelin, Hammer throw, shot-put Basic Skills and techniques of the Throwing events Ground Marking / Sector Marking Interpretation of Rules and Officiating. Grip, Stance, Release, Reserve/ (Follow through action) Rules and their interpretations and duties of officials	
<b>Course Code: BPC-401</b>	<b>Gymnastics</b>
Floor Exercise, Balancing Beam exercise and Exercises on the Bar (Horizontal and Parallel) will be decided by the University.	
<b>Course Code: BPC-401</b>	<b>Swimming</b>
Events will be decided by the University	

<b>Course Code: BPC-402</b>	<b>Team Games (Any Two)</b>	<b>Full Marks – 50</b>
<b>Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48, Weightage on Internal Assessment – 25 &amp; on External Assessment – 25</b>		
<b>Course Code: BPC-402</b>	<b>Base Ball</b>	
<b>Fundamental Skills</b>		
Player Stances – walking, extending walking, L stance, cat stance.		
Grip – standard grip, choke grip,		
Batting – swing and bunt.		
Pitching –		
Baseball : slider, fast pitch, curve ball, drop ball, rise ball, change up, knuckle ball, screw ball,		
Softball: windmill, sling shot,		
Starting position: wind up, set.		
Fielding		
Catching: basics to catch fly hits, rolling hits,		
Throwing: over arm, side arm.		
Base running		
Base running: single, double, triple, home run,		
Sliding: bent leg slide, hook slide, head first slide.		
Rules and their interpretations and duties of officials.		
<b>Course Code: BPC-402</b>	<b>Netball</b>	
<b>Fundamental Skills</b>		
Catching: one handed, two handed, with feet grounded, in flight.		
Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).		
Footwork: landing on one foot; landing on two feet; pivot; running pass.		
Shooting: one hand; two hands; forward step shot; backward step shot.		
Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.		
Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).		
Intercepting: pass; shot.		
The toss-up.		
Role of individual players		
Rules and their interpretations and duties of officials.		
<b>Course Code: BPC-402</b>	<b>Cricket</b>	
<b>Fundamental Skills</b>		
Batting-Forward and backward defensive stroke		
Bowling-Simple bowling techniques		
Fielding-Defensive and offensive fielding		
Catching-High catching and Slip catching		
Stopping and throwing techniques		
Wicket keeping techniques		
<b>Course Code: BPC-402</b>	<b>Football</b>	
<b>Fundamental Skills</b>		
Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick		
Trapping-trapping rolling the ball, trapping bouncing ball with sole		
Dribbling-With instep, inside and outer instep of the foot.		
Heading-From standing, running and jumping.		
Throw in		

Feinting-With the lower limb and upper part of the body. Tackling-Simple tackling, Slide tackling. Goal Keeping-Collection of balls, Ball clearance-kicking, throwing and deflecting.
<b>Course Code: BPC-402                      Hockey</b>
<b>Fundamental Skills</b> Player stance & Grip Rolling the ball Dribbling Push Stopping Hit Flick Scoop Passing – Forward pass, square pass, triangular pass, diagonal pass, return pass, Reverse hit Dodging Goal keeping – Hand defence, foot defence Positional play in attack and defense. Rules and their interpretations and duties of officials. Rules and their interpretations and duties of officials. Ground Marking.
<b>Course Code: BPC-402                      Softball</b>
<b>Fundamental Skills</b> Catching: one handed, two handed, with feet grounded, in flight. Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce). Footwork: landing on one foot; landing on two feet; pivot; running pass. Shooting: one hand; two hands; forward step shot; backward step shot. Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed. Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in). Intercepting: pass; shot. The toss-up. Role of individual players Rules and their interpretations and duties of officials.
<b>Course Code: BPC-402                      Volleyball</b>
<b>Fundamental Skills</b> Players Stance-Receiving the ball and passing to the team mates, The Volley (Over head pass), The Dig(Under hand pass). Service-Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service. Rules and their interpretations and duties of officials.
<b>Course Code: BPC-402                      Handball</b>
Fundamental Skills-Catching, Throwing, Ball Control, Goal Throws-Jump Shot, Centre Shot, Dive Shot, Reverse Shot, Dribbling-High and Low, Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defense. Rules and their interpretations and duties of officials.
<b>Course Code: BPC-402                      Basketball</b>
<b>Fundamental Skills</b> Player stance and ball handling

<p>Passing-Two Hand chest pass, Two hand Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass.</p> <p>Receiving-Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running.</p> <p>Dribbling-How to start dribble, How to drop dribble, High dribble, Low dribble, Reverse dribble, Rolling dribble.</p> <p>Shooting-Layup shot and its variations, one hand set shot, One hand jump shot, Hook shot, Free throw.</p> <p>Rebounding-Defensive rebound, Offensive rebound, Knock out, Rebound Organization.</p> <p>Individual Defensive-Guarding the man with the ball and without the ball.</p> <p>Pivoting.</p> <p>Rules and their interpretations and duties of the officials.</p>
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<p><b>Course Code: BPC-403</b>      <b>Combative Sports: Martial Art/ Karate/ Judo/ Fencing/ Boxing/ Taekwondo/ Wrestling/Lathi</b> <b>(Any two out of these)</b></p> <p><b>Full Marks – 50</b></p> <p><b>Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48, Weightage on Internal Assessment – 25 &amp; on External Assessment – 25</b></p>
<p><b>Course Code: BPC-403</b>      <b>Boxing</b></p> <p><b>Fundamental Skills</b> Player stance Stance - Right hand stance, left hand stance. Footwork – Attack, defense. Punches – Jab, cross, hook, upper cut, combinations. Defense slip – bob and weave, parry/block, cover up, clinch, counter attack Tactics – Toe to toe, counter attack, fighting in close, feinting Rules and their interpretations and duties of officials.</p>
<p><b>Course Code: BPC-403</b>      <b>Martial Arts/Karate</b></p> <p><b>Fundamental Skills</b> Player Stances – walking, hand positions, front-leaning, side-fighting. Hand Techniques - Punches (form of a punch, straight punch, and reverse punch), Blocks (eight basic). Leg Techniques - Snap kicks, stretching straight leg, thrust kicks, sidekicks, round house. Forms - The first cause Katas. Self Defense - against punches, grabs and strikes, against basic weapons (knife, club sticks). Sparring - One step for middle punch, high punch and groin punch. (Defended by appropriate block from eight basic blocks). Rules and their interpretations and duties of officials.</p>
<p><b>Course Code: BPC-403</b>      <b>Taekwondo</b></p> <p><b>Fundamental Skills</b> Player Stances – walking, extending walking, L stance, cat stance. Fundamental Skills – Sitting stance punch, single punch, double punch, triple punch. Punching Skill from sparring position – front-fist punch, rear fist punch, double punch, and four combination punch. Foot Techniques (Balgisul) – standing kick (soseochagi), Front kick (AP chagi), Arc kick (BandalChagi), Side kick, (YeopChagi), Turning kick (DollyoChagi), Back kick (Twit Chagi), Reverse turning kick (BandaeDollyoChagi), Jump kick (Twimyochagi), Poomsae (Forms) – Jang, Yi Jang, Sam Jang, Sa Jang, O Jang, Yook Jang, Chil Jang, Pal</p>

<p>Jang (Fundamental Movement – eye control, concentration of spirit, speed control, strength control, flexibility, balance, variety in techniques)          Sparring (Kyorugi) – One Step Sparring (hand techniques, foot techniques, self defense techniques, combination kicks), Free Sparring.          Board Breaking (Kyokpa) – eye control, balance, power control, speed, point of attack.          Rules and their interpretations and duties of officials.</p>	
<p><b>Course Code: BPC-403</b>                      <b>Judo</b></p>	
<p><b>Fundamental skills</b>          Rei (Salutation)-Ritsurei(Salutation in standing position), Zarai (Salutation in the sitting position)          Kumi kata (Methods of holding judo costume)          Shisei (Posture in Judo)          Kuzushi (Act of disturbing the opponent posture)          Tsukuri and kake (Preparatory action for attack)          Ukemi (Break Fall)-UrhiroUkemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae Ukemi (Front Break Fall), Mae mawariUkemi (Front Rolling break fall)          Shin Tai (Advance or retreat foot movement)-Suri-ashi (Gliding foot), Twugi-ashi (Following footsteps), Ayumi-ashi (Waling steps)          Tai Sabaki (Management of the body)          NageWaze (Throwing techniques)-HizaGuruma (Knee wheel), SesaeTwurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep), O Goshi (Major loinm), SeoiNage (Shoulder throw).          Katamawaze(Grappling techniques)-Kesagatame (Scaff hold), Kata gatame (Shoulder hold), Kami shihogatama (Locking of upper four quarters), Method of escaping from each hold.</p>	
<p><b>Course Code: BPC-403</b>                      <b>Wrestling</b></p>	
<p><b>Fundamental Skills</b>          Take downs, Leg tackles, Arm drag.          Counters for take downs, Cross face, Whizzer series.          Escapes from under-sit-out turn in tripped.          Counters for escapes from under-Basic control back drop, Counters for stand up.          Pinning combination-Nelson series(Half Nelson, Half Nelson and Bar arm), Leg lift series, Leg cradle series, Reverse double bar arm, chicken wing and half Nelson.          Escapes from pinning: Wing lock series, Double arm lock roll, Cridge.          Standing Wrestling-Head under arm series, whizzer series          Referees positions.</p>	
<p><b>Course Code: BPC-403</b>                      <b>Fencing</b></p>	
<p><b>Fundamental Skill</b>          Basic Stance - on-guard position (feet and legs)          Footwork – advance, retire, lunge, Step-lunge          Grip – hold a foil correctly, Etiquette – salute and handshake to coaches and partners          Hit a target (glove, mask, person) at riposte distance          Lunge from an on-guard position.          Attack - simple attacks from sixte – direct, disengage, doublé attack, compound attacks          high line – one-two and cut-over disengage, Cut-over attack, Low line attacks          Semi circular parries – octave and septime          Understand the layout of a piste.          Compound or successive parries.          Lateral parry and direct riposte          Fence a bout – judges etc. salutes and handshakes          Rules and their interpretations and duties of officials.</p>	
<p><b>Course Code: BPC-403</b>                      <b>Lathi</b></p>	

Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.
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**N.B. Internship (3<sup>rd</sup> Semester onwards) and field engagement in all semesters are to be done/conducted where credits have been allotted. Practicum/Student activity/Seminar assignment/Project File/Work Shop /volunteering, etc. Theory & Practical Assessment Weightage shall detailed be in the syllabus.**

### **ACADEMIC CALENDER FOR B.P.ED. PROGRAMME**

The Board of Studies shall prepare the Academic Calender for the course for the entire session of the two year programme. This will include Academic Activities (Teaching Learning), Internal and External Examinations (Practical) for each semester, School Internship and Final Theory Examination for the semester concerned.

Any change in the said programme shall be brought to the notice of the Chairperson of the Board of Studies of the concerned University for necessary action.

Necessary regulations for conducting B.P.Ed. Examination under semester system shall be followed by the respective University of the state. The University authority shall formulate guidelines in this respective Department or Institute offering B.P.Ed. programme before the commencement of the session.